

AWARENESS AND PERCEPTION OF RAGGING AMONG SECOND SEMESTER B.Sc. NURSING STUDENTS IN A SELECTED NURSING COLLEGE AT KANNUR DISTRICT.



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**DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE
IN NURSING**

KERALA UNIVERSITY OF THE HEALTH SCIENCES - THRISSUR.

2025

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DECLARATION BY THE CANDIDATES

We hereby declare that this dissertation entitled "**A Study to Assess the Awareness and Perception of Ragging among second semester B.Sc. Nursing students in a selected nursing college at Kannur District**" is a bonafide and the genuine research work carried out by us under the guidance of Mr. Roshin M.S, Associate Professor, Department of Child Health Nursing, College of Nursing, Kannur Medical College, Anjarakandy.

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ACKNOWLEDGEMENT

We are wholeheartedly grateful to **Lord almighty** for his abundant grace, love, compassion and immense showers of blessings on us which gave us strength and courage to overcome all the difficulties and completing this study successfully.

We would like to express our gratitude to Dr. **Sathya Shenbega Priya J**, Principal, College of Nursing, Kannur Medical College, Anjarakandy, for her guidance and encouragement which has made this study interesting and successful.

Our sincere gratitude goes to Professor Dr. **Usha V**, Vice Principal and HOD of Child Health Nursing, for her academic support and encouragement.

We would like to express to our gratitude to our esteemed research guide Mr. **Roshin M.S**, Associate Professor, Dept. of Child Health Nursing, College of Nursing, Kannur Medical College, Anjarakandy.

We would like to express our heartfelt gratitude to Mrs. **Thenmozhi K**, Dept. of Mental Health Nursing for her valuable support and contribution to our research work. Her guidance, encouragement, and insights have been instrumental in shaping this study.

We would like to extend our sincere thanks to Mrs. **Shinola R**, for her valuable contribution to our research work. Her support, guidance and encouragement during the initial stages of this study played a crucial role in shaping our work.

We also thank all the faculty members, office staff, and the librarian of the College of Nursing, Kannur Medical College, Anjarakandy, for their kind cooperation.

We are grateful to the experts who generously contributed their insights and suggestions during the validation of our research tool. Special thanks to Ms. **Chaitanya**, our statistician, for her help in completing the data analysis effectively.

We humbly acknowledge the Scientific Committee and the Ethical Committee members for their kind approval and continued support.

We also thank all the second semester B.Sc. Nursing students who actively participated in the study.

Last but not least, we convey our heartfelt appreciation to our friends and loved ones whose moral support, encouragement, and assistance made this journey smoother.

Date: 21/07/2025

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ABSTRACT

“The present study was conducted to assess the awareness and perception of ragging among second semester B.Sc. Nursing students in a selected nursing college at Kannur district”. The main objective of the study was to assess the level of awareness and perception of ragging among second semester B.Sc. Nursing students at selected nursing college and to find out the association between the level of awareness and perception of ragging among second semester B.Sc. Nursing students with selected variables. The research setting was College of Nursing, Kannur Medical College, Anjarakandy. A quantitative descriptive research approach was adopted for the study. Purposive sampling was used to select a sample of 50 second semester B.Sc. Nursing students who met the inclusion criteria. Baseline data were collected and a self-structured questionnaire was administered to assess the student’s awareness and perception of ragging. The collected data were analysed using descriptive and inferential statistics, including chi-square test to identify associations between level of awareness and perception with selected variables. The findings revealed that the majority (62%) of students had a moderate level of awareness and neutral perception of ragging. There was no statistically significant association between student’s level of awareness and perception with selected variables such as age, gender, previous knowledge, accommodation and source of information. The study emphasizes the need for regular orientation and awareness programs to enhance students’ understanding and promote a safe and ragging-free learning environment.

Key words: Assess, Awareness, Perception, Ragging, second semester B.Sc. Nursing students.

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CHAPTER-1

INTRODUCTION

“Ragging as its most harmless is embarrassing and silly, but its worst, it attempts to prevent individual students from independent thinking, attempts, in fact, to eradicate freewill.”

- Debalina Halder

1.1 INTRODUCTION

People often says that college days are the best time of life. But along with all these colorful hopes and expectations, there are list of things that these students hope and pray that they should not encounter during their fresher’s period and ragging takes the first place in this list.^[1]

The issue of ragging in professional colleges has always been a debatable topic. The recent issues of student’s death in India, allegedly due to ragging by senior students, has taken the country by storm. Families and political groups are urging the government to clamp down heavily on ragging in any form. The government has given all college managements strict guidelines and warnings regarding ragging on and off campus.^[2]

Ragging refers to the systematic mistreatment, humiliation or harassment of newcomers, often within the confines of an Educational Institutions such as colleges, Universities and even school. This practice typically involves seniors asserting dominance over their juniors through various manners, including verbal abuse, physical assault, psychological intimation and forced participation in humiliating activities.

- a. Ragging is any disorderly conduct, whether by words spoken or written or by on act which has the effect of teasing, treating or handling with rudeness towards a fresher or a junior student.
- b. Indulging in a rowdy or undisciplined activities which causes or is likely to cause annoying, hardship or psychological harm or to raise fear or apprehension thereof in a fresher or a junior student.
- c. Asking the students to do any act or to perform something which such student will not in the ordinary course and which has the effect of causing or generating a sense of shame or embarrassment so, as to adversely affect the physique or psyche of a fresher or a junior student.

- University Grand Commission

Awareness about ragging among students is a crucial factor for the prevention and early intervention of such incidents. It involves not only the recognition of overt acts of abuse, but also the identification of subtle or indirect forms of harassment that fall under the definition of ragging. Students who are well-informed are more likely to understand that ragging can take various forms—physical, verbal, emotional or cyber-based—and that all such behaviours are

prohibited regardless of intent. Awareness also includes the understanding of psychological and academic consequences of ragging that can have on victims, including anxiety, depression, fear, dropout and in extreme cases, self-harm or suicide. This knowledge serves as the first line of defence, enabling students to differentiate between acceptable social interaction and acts that constitute abuse or coercion.

Perception of ragging among students significantly influences their attitudes and behaviours toward the issue. Students may have differing views based on their upbringing, social influences and personal experiences. While some perceive ragging as a means of building friendships, confidence or breaking the ice with seniors, others recognize it as a harmful, degrading and unjustifiable act. This variation in perception often leads to a normalization of ragging in certain environments, where harmful behaviour is downplayed or dismissed as a tradition or rite of passage. Such perceptions can foster a culture of silence and inaction, deterring victims and bystanders from reporting or opposing ragging incidents.

The relationship between awareness and perception is complex yet critical. Awareness alone may not translate into appropriate action if perceptions are influenced by normalization or minimization of ragging. Conversely, a change in perception—fueled by counselling, orientation programs or institutional messaging—can lead to increased engagement with preventive measures and support systems, even among students with limited legal knowledge. Therefore, in order to effectively eliminate ragging, institutions must not only increase the awareness but also work to transform student perceptions. This requires continuous sensitization efforts, student-led campaigns, faculty involvement and strict enforcement of anti-ragging policies. By addressing both awareness and perception, educational institutions can foster a culture of mutual respect, safety and zero tolerance for any form of harassment.^[2]

1.2 NEED FOR THE STUDY

Ragging is the term used for the so-called initiation ritual practiced in higher education institutions, ragging is a subset of bullying. Unlike various complex forms of bullying, ragging is easily recognizable. Different people view ragging differently; their perceptions may depend upon what they experience or witness while ragging takes place, but research says something. According to reports, suicide is the 3rd biggest cause of death worldwide, and ragging is one of the associated factors. A qualitative analysis of suicide rates in Pakistan was conducted in 2019, which showed 2.9% of students attempted suicide as a result of ragging. According to some people perception, ragging is considered as a good phenomenon because it develops a bond between seniors and juniors. Those people support ragging and will not give complaint against seniors.^[5]

Between April 2022 and March 2024, Kerala registered 63 complaints of ragging, in which 7 cases reported in the early months of 2024 alone. These figures are likely under the true extent of the problem. Many of the incidents go unreported due to fear of retaliation or institutional inaction.

A recent incident that highlights the severity of ragging occurred in Kerala is on February 2024. A 20-year-old veterinary student at Kerala Veterinary and Animal Sciences University in Pookode, Wayanad, was found dead in his hostel bathroom. Investigations revealed that he

had been subjected to continuous physical and mental torture by seniors for approximately 29 hours, including physical assault and starvation. This incident led to the arrest of multiple students and sparked statewide protests.

Another incident took place in February at Kottayam Nursing College, where 5 senior students arrested for brutally assaulting junior students. A viral video showed a junior student was severely ragged and tortured brutally by seniors, resulting in severe injuries in many parts of the body.

The increasing frequency and severity of ragging incidents in Kerala underscores the urgent need for comprehensive studies to understand the underlying causes. It is necessary to evaluate the effectiveness of current preventive measures and develop strategies to eradicate this menace. Such research is vital to ensure the safety and well-being of students across educational institutions all over the state and country.

1.3 BACKGROUND OF THE STUDY

Awareness and perception play a pivotal role in shaping students' attitudes towards ragging. If students are well-informed about the laws, support systems, and consequences of ragging, they are more likely to take a stand against it or seek help when necessary. Conversely, a lack of awareness may contribute to the normalization and perpetuation of ragging practices. In this recent modern world, ragging and bullying have been found to have a remarkable effect on children's mental and physical health as well as it also impacted educational performances. The ill effects of ragging include all the dimensions-right from the physical injury through beating, hitting by objects or by forcing to perform dangerous tasks to sexual abuse by forced stripping, forced masturbation, forced unnatural sex, etc. The psychological effects include constant fear, loss of concentration, inferiority complex and guilt because of decline in academic performance and feeling of insecurity arising out of financial exploitation. Several studies in the past have shown that abuse, bullying, harassment at educational institutions are a regular phenomenon; it is faced not only by medical students, but also other healthcare professionals.^[1-3] A total of 717 cases of ragging were reported in English print media alone across the country from January 2007 to September 2013. Ragging should be eradicated from the society. Ragging is indirectly affecting the growth of nation. Students have to be made aware of the ills of ragging and its consequences. The management also has the responsibility to create safe avenues for healthy interaction of new students with seniors. Some methods include organizing activities under supervision of teachers, individual counselling of students, seminars and workshops on self-esteem.^[4] A country like India should be focused on development and growth. Every citizen should work accordingly for the same. It can be made possible by taking more or strict rules and regulations on ragging and by making tight security measures to stop ragging. Students should be made aware about the laws and punishments for ragging and its ill effects.

1.4 STATEMENT OF THE PROBLEM

A study to assess the awareness and perception of ragging among second semester B.Sc. Nursing students in a selected nursing college at Kannur District.

1.5 OBJECTIVES OF THE STUDY

1. To assess the level of awareness and perception of ragging among second semester B.Sc. Nursing students at selected nursing college.
2. To find out the association between the level of awareness and perception of ragging among second semester B.Sc. Nursing students with selected variables.

1.6 VARIABLES

1.6.1 SELECTED VARIABLES:

The selected variables considered in this study were:

- Age
- Sex
- Previous knowledge
- Accommodation
- Source of information.

1.6.2 RESEARCH VARIABLE:

Level of awareness and perception of ragging.

1.7 HYPOTHESIS

H₀: There is no significant association between the level of awareness and perception of ragging among second semester B.Sc. Nursing students with selected variables.

H₁: There is a significant association between the level of awareness and perception of ragging among second semester B.Sc. Nursing students with selected variables.

1.8 ASSUMPTIONS

- All B.Sc. Nursing students have less awareness and neutral perception of ragging.
- Awareness of second semester B.Sc. Nursing students varies with their gender.
- Students may hesitate to disclose their true perceptions due to fear of social judgment or institutional consequences.
- The students have at least some exposures to the concept of ragging, either through peer discussion or media.

1.9 DELIMITATION OF STUDY

- The study is limited to second semester B.Sc. Nursing students only and does not include students from other semesters, programs or courses.
- The study is confined to a single selected nursing college in Kannur District, and the findings may not be generalized to students in other institutions or districts.
- The data collection for this study was conducted during a specific period and the responses reflect the students' awareness and perceptions during that time only.

1.10 OPERATIONAL DEFINITIONS

1.9.1 ASSESS:

Refers to the statistical measurement of knowledge, information, experience and practice.

In this study, assess refers to the extent of level of awareness and perception of ragging.

1.9.2 AWARENESS:

Refers to the level of understanding about a phenomenon.

In this study, it refers to the understanding and recognition of ragging of the second semester B.Sc. Nursing students.

1.9.3 PERCEPTION:

Refers to the ability to understand inner qualities or relationships.

In this study, it refers to the second semester B.Sc. Nursing student's ability to notice and understand about ragging.

1.9.4 RAGGING:

Ragging is any act that causes or is likely to cause, physical or psychological harm or fear to a student. It includes abuse, humiliation or harassment by senior students towards juniors, especially in educational institutions.

1.9.5 SECOND SEMESTER B.Sc. NURSING STUDENTS:

In this study, it refers to the batch of students present at the time of data collection.

1.11 CONCEPTUAL/THEORETICAL FRAMEWORK

The conceptual framework in this study is based on modified Roy's adaptation model, which focuses on the individual as a bio-psychological adaptive system. Both individual and environmental factors are sources of stimulate that requires cognitive and behavioural adaptation. As open system, students receive input and stimuli from within and external sources, which influence their level of awareness and perception about ragging.

These stimuli help to enhance knowledge, change attitudes and foster appropriate responses towards ragging prevention.

In this study, the elements of the modified Roy's adaptation model are following:

A) STIMULI

B) INPUT

C) PROCESS AND OUTPUT

D) RECOMMENDATIONS

A) STIMULI

In this study, the stimuli include a factor affecting the level of awareness and perception of ragging among second semester B.Sc. Nursing students. These include:

1. Age
2. Sex
3. Previous knowledge
4. Accommodation
5. Source of information

These factors act as contextual stimuli that influence the adaptive response of students.

- Basic awareness and perception of second semester B.Sc. Nursing students regarding ragging.

B) INPUT

A self-structured questionnaire was administered to assess the level of awareness and perception of ragging among second semester B.Sc. Nursing students and that data collected was analysed by descriptive and inferential statistics.

C) PROCESS AND OUTPUT

The output or response, is evaluated based on the level of awareness and perception of ragging which are categorized as follow.

- Low level of awareness and unfavourable perception.
- Moderate level of awareness and neutral perception.
- High level of awareness and favourable perception.

D) RECOMMENDATION

Output responses become feedback to the person and to the environment. In this study, findings reveal that the majority of participants have a moderate level of awareness and neutral perception of ragging while a significant number display low awareness and unfavourable perception and only a few demonstrated high awareness and favourable perception.

To improve adaptation, targeted awareness programs and peer education are essential. This will help students to understand the risk of ragging, support each other and promote a safer campus environment.

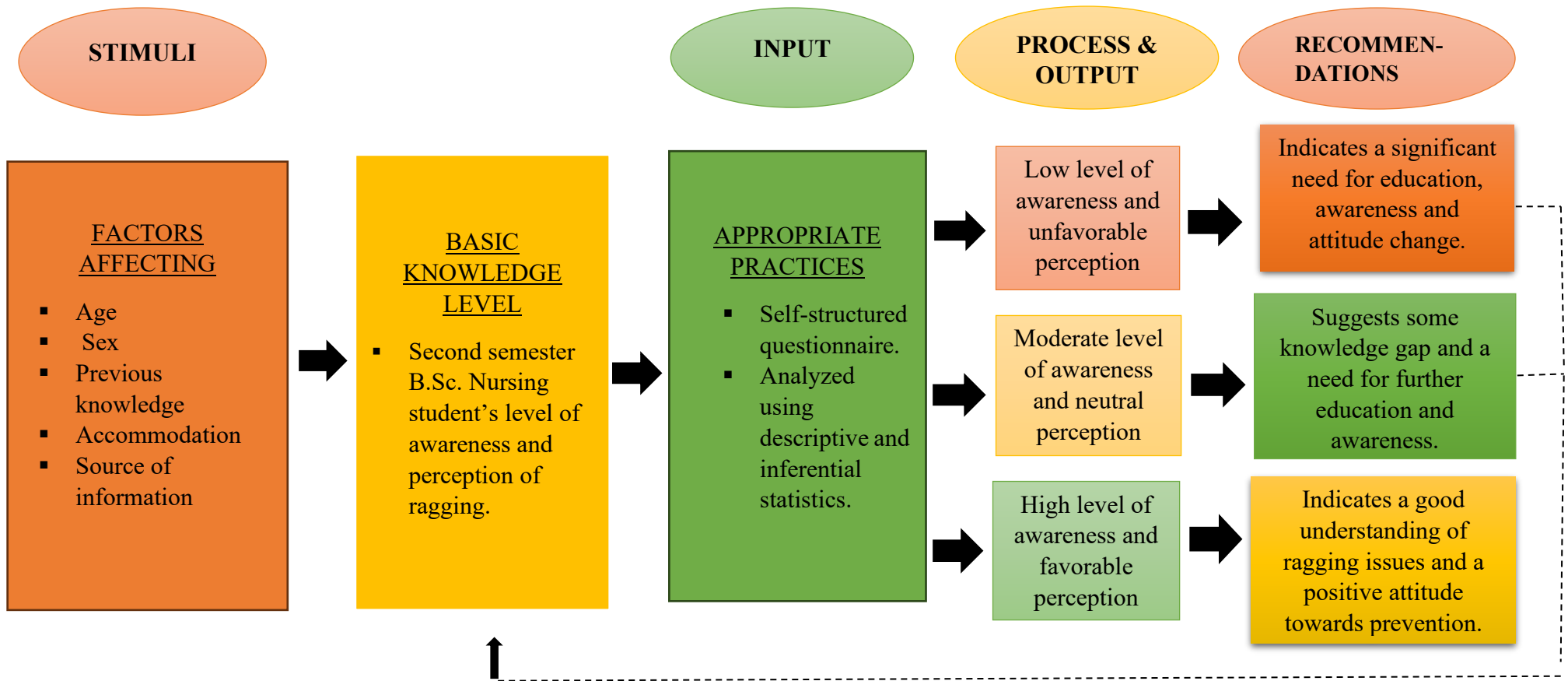


FIG:1.1 CONCEPTUAL FRAMEWORK BASED ON ROY'S ADAPTATION MODEL

CHAPTER-2

REVIEW OF LITERATURE

“Your task is to build an argument, not a library”-Rudenstam, K.E and Newton.

2.1 INTRODUCTION

Review of literature is the summary of current theoretical and empirical sources to generate a picture of what is known about a particular problem. It is a piece of academic writing demonstrating knowledge and understanding of the academic literature on a specific topic in place in context. A literature review also includes a critical evaluation of the material. It is a process of reviewing the literature as well as a form of writing.

Conducting a literature review establishes your familiarity with and understanding of current research in a particular field, carrying out a new investigation. After doing a literature review, you should know what research has already been done and be able to identify what is unknown within your topic.

In this study, literature is reviewed under the following heading:

2.2 Literature review related to perception, prevalence and nature of ragging practices in educational institution.

2.3 Literature review related to knowledge and attitude towards ragging among students in educational institution.

2.4 Literature review related to impact of ragging among college students.

2.5 Literature review of related to effectiveness of anti-ragging policies.

2.2 LITERATURE REVIEW RELATED TO PERCEPTION, PREVALENCE AND NATURE OF RAGGING PRACTICES IN EDUCATIONAL INSTITUTION.

A descriptive study was conducted to assess the perspective of newly admitted medical students on ragging at Karachi Medical and Dental College, Pakistan. In this study, an evaluative approach with a descriptive design was used. A two-stepped random sampling technique was used to select 102 newly admitted first-year MBBS students. Data collection was done using two self-structured questionnaires. The findings revealed that 50.9% of participants experienced ragging, mostly of mild to moderate intensity. Males were more frequently ragged than females.^[3]

An evaluative research study was conducted to assess prevalence and nature of ragging practices on selected educational institutions in India. the study used an evaluative research approach with a mixed-method design. The sampling technique was probability convenient sampling. The study population consist of 10,632 samples of students across 37 educational institutions in India. The tools used for data collection was structured survey questionnaire

Data was analysed using descriptive statistics and thematic qualitative analysis. The findings revealed that almost 40% of students admitted were experiencing some form of ragging, with significant variation across institutions, courses, gender, and residential status.^[2]

A cross-sectional study was conducted to assess the awareness and perception about ragging amongst medical undergraduate in ESI Medical college, Karnataka. In this research study, an evaluative cross-sectional research approach was used. A total of 89 first-year MBBS students from ESIC Medical College, Kalaburagi, Karnataka, were selected through total enumeration sampling. Data collection was done using a self-administered semi-structured questionnaire. Data was analysed using Microsoft Excel and expressed in frequencies and percentages. The findings revealed that the majority of students were unaware that formal introduction is a form of ragging, and a significant proportion lacked knowledge about legal actions against it.^[4]

A descriptive study was conducted to assess the perceptions and feedback of students on ragging in a South Indian medical college. In this study, an evaluative approach with a descriptive design was used. A total of 240 medical students from the 5th and 7th semesters were selected using non-random purposive sampling. Data collection was done by administering a structured Likert-type questionnaire. The data was analysed using descriptive statistics and thematic analysis. The findings revealed that 99% of students believed a small amount of ragging was necessary to build a relationship between seniors and juniors.^[7]

A quantitative study was conducted in the United States, involving 11,482 students from 53 colleges and universities. The study aimed to assess the prevalence, forms, and effects of ragging in higher education. Data was collected using online structured questionnaires. Stratified random sampling technique was used to ensure diversity across regions and institution types. The results showed that more than 55% of college students involved in clubs, teams, and organizations had experienced ragging.^[8]

2.3 LITERATURE REVIEW RELATED TO KNOWLEDGE AND ATTITUDE TOWARDS RAGGING AMONG STUDENTS IN EDUCATIONAL INSTITUTION.

An evaluative study was conducted to assess the effectiveness of educational interventions on student's attitude towards ragging at the University of Dhaka. In this study, an evaluative approach with a pre-experimental one group pretest, post-test design was used. The probability convenience sampling technique was used to select 418 samples of university students. Data collection was done by administering a structured questionnaire which included the Attitude Towards Ragging Scale (ARS) and the Adult Personality Assessment Questionnaire (Adult PAQ). Data were analysed using descriptive and inferential statistics. The findings revealed that aggression, negative self-esteem, and emotional unresponsiveness were significantly associated with students' attitudes towards ragging.^[9]

A descriptive study was conducted to assess the knowledge about hazards of ragging among undergraduate nursing students in a selected college at Mangalore. In this study, a descriptive research approach was used with a stratified random sampling technique by lottery method to select 100 samples of nursing students. Data collection was done by administering a structured knowledge checklist. Data was analysed using descriptive and inferential statistics. The

findings revealed that 69% of the students had good knowledge about the hazards of ragging, 30% had average knowledge, and 1% had poor knowledge.^[1]

A quantitative study was conducted to assess the attitude towards ragging among government and private college students. In this study, a quantitative evaluative approach was used. The purposive sampling technique was used to select 200 undergraduate students aged 18 to 22 years from government and private colleges in Agra city. Data collection was done by administering the attitude towards ragging scale (ATRS). Data was analysed using descriptive statistics and two-way ANOVA to examine the main and interaction effects. The findings revealed that there was no significant difference in the attitude towards ragging between students from government and private institutions, nor between male and female students.^[10]

An evaluative study was conducted to assess the attitude and views of undergraduate medical students in a tertiary medical institute in India towards the sensitive issue of ragging. In this study, an evaluative research approach with cross-sectional design was used. The probability convenience sampling technique were used to select 322 samples. Data collection was done by a structured questionnaire consisting of 15 questions. Data was analysed using SPSS version with the application of descriptive statistics. The findings revealed that 97% of the students were aware that ragging is a punishable offense by law. However, 71% of males and 62% of females viewed mild ragging as fun and acceptable.^[11]

An evaluative study was conducted to assess the menace of ragging in educational institutions. In this study, an evaluative research approach with extensive qualitative data collection methods was used. The purposive sampling technique involved diverse stakeholders including over 10,000 students, parents, faculty, institutional heads, civil society members, NGOs, and legal experts. Data collection was done by nationwide consultations, surveys, and structured questionnaires, analysis of media reports. Data was analysed using thematic analysis and policy review. The findings revealed that ragging is a multidimensional issue with psychological, social, economic, political, and criminal aspects, leading to severe consequences including mental trauma, physical harm, and even suicides.^[5]

2.4 LITERATURE REVIEW RELATED TO IMPACT OF RAGGING AMONG COLLEGE STUDENTS.

A qualitative study was conducted to assess the impact of ragging on the Indian education system and analyse the implementation of the zero-tolerance policy. A qualitative evaluative approach was used. Data were collected from legal documents, academic reports, and survey statistics. The findings revealed that ragging was a widespread practice violating human rights, and gaps in law implementation were observed.^[12]

A mixed-method study was conducted to assess the impact of ragging among college students in Kerala. A convenient sampling technique was used to collect responses from 64 students. Data was analysed using both statistical and thematic analysis. The findings showed that 81% of students experienced ragging in various forms, including psychological and sexual. Emotional impacts such as stress and depression were commonly reported.^[13]

A descriptive study was conducted to assess the impact of ragging on student's social and emotional behaviour. A total of 300 students from colleges in Lahore were selected using random sampling. Data was analysed using SPSS. The findings revealed that ragging caused emotional distress including depression and trust issues, especially among female students, and led to aggressive behaviour in males.^[14]

A mixed-method study was conducted to assess the impact of ragging in Sri Lankan universities. The study involved surveys and interviews with students and staff. The findings revealed that 59% of students had experienced ragging, and 31% showed signs of major depressive disorder. Ragging was often normalized within the campus culture.^[15]

An evaluative study was conducted to assess the evolution and effects of ragging in Sri Lanka. A literature review was conducted using secondary sources. The findings revealed that ragging had shifted from a socializing ritual to a human rights abuse, often linked with student politics and class resentment.^[16]

A cross-sectional study was conducted to assess the health risks of ragging in US universities. The sample included 284 students from North Carolina. The findings showed 55% had faced ragging, and 26% reported significant psychological distress such as depression and anxiety.^[17]

A quantitative study was conducted in the United States involving 325 high school and college students. Structured questionnaires were used to assess psychosocial impacts. The findings revealed that 36% experienced emotional trauma, with strong links to long-term psychological harm.^[18]

2.5 LITERATURE REVIEW RELATED TO EFFECTIVENESS OF ANTI-RAGGING POLICIES.

An evaluative study was conducted to assess the effect of ragging on psychological health of students at Hamdard University, Karachi. A cross-sectional survey was conducted among 100 undergraduate students. The findings revealed that 72.3% of students agreed that ragging negatively affects mental health, leading to anxiety and low self-esteem.^[19]

An evaluative study was conducted to explore the consequences of ragging in Indian educational institutions. A pre-experimental one-group pretest-post-test design was used with 100 nursing students. The findings indicated that ragging had evolved into a harmful practice causing severe emotional and physical effects despite existing laws.^[20]

An evaluative study was conducted to assess the effectiveness of educational interventions regarding ragging at Bangladeshi universities. A sample of 89 second-year students was selected using convenient sampling. The findings showed that 48% were involved in ragging either as victims or perpetrators, with many facing mental and social consequences.^[21]

A descriptive study was conducted to analyse the effectiveness of anti-ragging policies across educational institutions. Secondary sources were reviewed. The findings revealed ragging remains a deep-rooted issue, affecting students' mental health and academic performance, despite various strategies in place.^[22]

An evaluative study was conducted to assess student perspectives on ragging at a medical college in Bangladesh. A pretest-post-test design was used with 748 medical students. The findings showed 45% of students were victims, with mental ragging more common than physical. Psychological consequences included anxiety, lack of confidence, and academic decline.^[23]

An evaluative study was conducted to assess prevalence and health impacts of ragging among Sri Lankan university students. A sample of 623 students was selected. The findings revealed 59% had faced emotional, physical, or sexual ragging, with over half reporting health issues.^[24]

An evaluative study was conducted to explore the characteristics of ragging and bullying among adolescent girls globally. Secondary data was analysed using SPSS. The findings revealed ragging caused depression, anxiety, and social withdrawal, especially among girls in countries like India, the US, and Malaysia.^[25]

A descriptive study was conducted to assess the public health implications of ragging in India. Historical and international sources were reviewed. The study concluded that ragging results in mental trauma, suicide, and social issues, and recommended strong legislative and institutional measures.^[26]

2.6 SUMMARY

This chapter deals with review of different literature related to this study. Generally, purpose of the reviews to analyse critically a segment of published studies. It helps readers to understand the nature of other studies before proceeding to the methodological chapter.

CHAPTER-3

RESEARCH METHODOLOGY

“Methodology is doing things right; research is doing the right things.” – Peter Drucker

3.1 INTRODUCTION

Research methodology refers to the particular steps or methods used to collect, organize and evaluate data on a subject. For the researcher to know not only the research methods/techniques but also the methodology. Researchers not only need to know how to develop certain indices or tests, how to calculate the mean, the median, the standard deviation or chi-square, how to apply particular research techniques, but they also need to know which of these methods or techniques are relevant and which are not and what would they mean and indicate & why.

Researchers also need to understand the assumptions underlying various techniques and they need to know the criteria by which they can decide that certain techniques and procedures will be applicable to certain problems and others will not. All this means that it is necessary for the researcher to design his methodology for his problem as the same may differ from problem to problem.^[6]

3.2 RESEARCH APPROACH

Research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation.^[6]

Quantitative descriptive research approach was used in this study.

3.3 RESEARCH DESIGN

A research design is a framework or blueprint for conducting the research project. It details the procedures necessary for obtaining the information needed to structure or solve research problems.

The research design adopted in this study was descriptive study design.

3.4 VARIABLE

Research variables can be defined as qualities, attributes, properties or characteristics that are observed or measured in a natural setting without manipulating and establishing cause-and-effect relationship.^[6]

3.4.1 SELECTED VARIABLE:

The selected variables considered in the study:

- Age
- Sex
- Previous knowledge
- Accommodation
- Source of information

3.4.2 RESEARCH VARIABLE:

level of awareness and perception of ragging.

3.5 SCHEMATIC REPRESENTATION OF THE STUDY

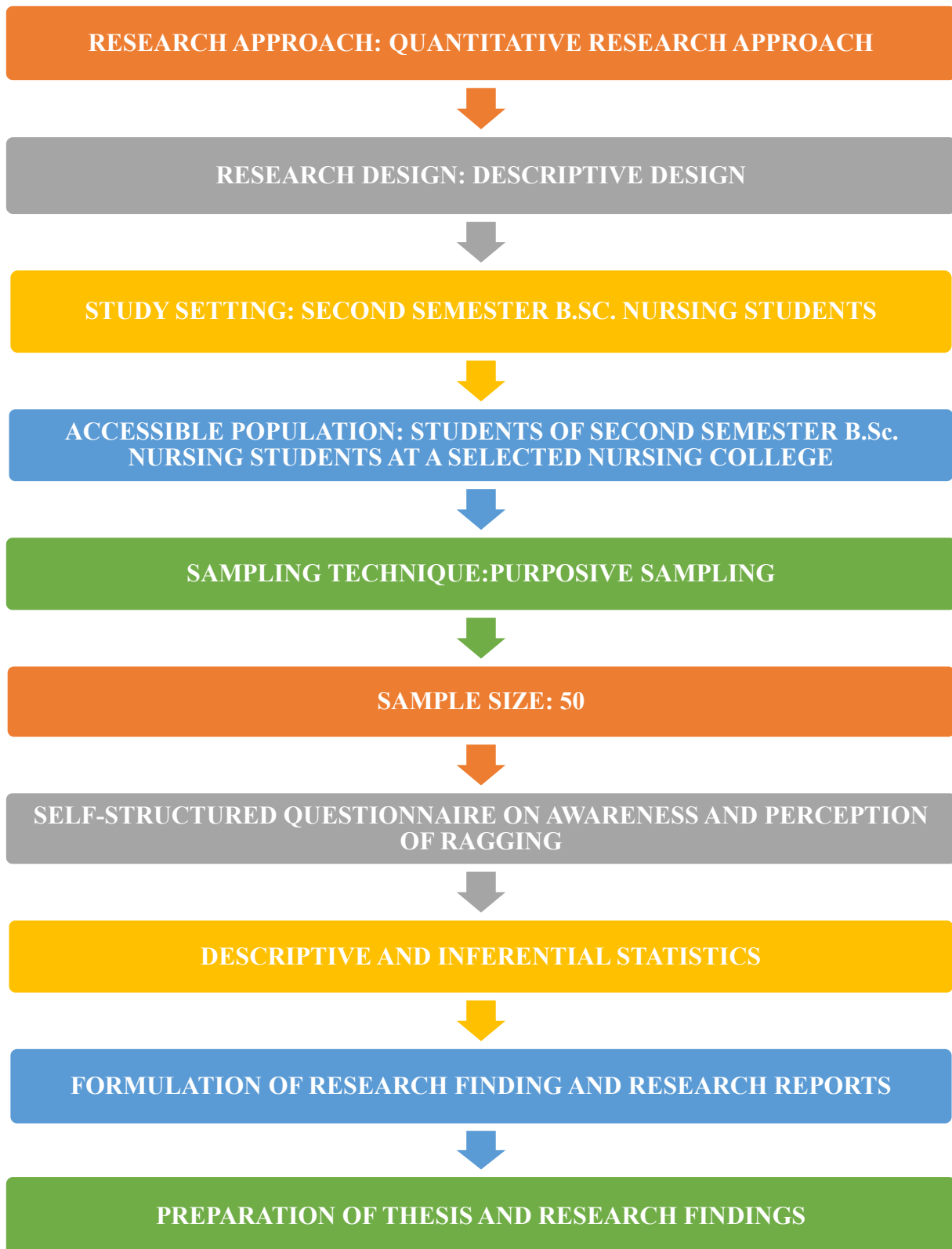


FIG: 3.1 SCHEMATIC REPRESENTATION OF THE STUDY

3.6 SETTING OF THE STUDY

The study setting is the location in which the research is conducted-it could be natural, partially controlled or highly controlled.^[6]

The study was conducted at College of Nursing, Kannur Medical College, Anjarakandy. The college was selected because of:

- Easy availability of samples.
- Readiness and cooperation of authority towards this study.
- Economic feasibility.

3.7 POPULATION

The entire set of individuals or objects having some common characteristics selected for a research study.^[6]

3.7.1 TARGET POPULATION: A target population consists of the total number of students which meet the inclusion criteria. In this study target population consist of second semester B.Sc. Nursing students.

3.7.2 ACCESSIBLE POPULATION: It is the aggregate of students that confirm to designated criteria and are also accessible. In this study, the accessible population consists of second semester B.Sc. Nursing students in the selected nursing college at Kannur District.

3.8 SAMPLE

A part or subset of population selected to participate in research study.^[6]

In this present study, samples comprise of second semester B.Sc. Nursing students studying at College of Nursing, Kannur Medical College, Anjarakandy.

3.9 SAMPLE SIZE

Sample size refers to number of samples events, behaviours or situation that are examined in a study.

In this study, the sample size is 50.

3.10 SAMPLING TECHNIQUE

Sampling is the process of selecting sample from the target population to represent the entire population.^[6]

In this study, the Sampling technique used was purposive sampling.

3.11 SAMPLING CRITERIA

3.11.1 INCLUSION CRITERIA

- Second semester BSc Nursing students who are present at the time of data collection.

3.11.2 EXCLUSION CRITERIA

- Second semester BSc Nursing students who are not present at the time of data collection.

3.12 DECSRIPTION OF THE TOOL

This section provides an overview of the tool developed for data collection. The tool was carefully prepared to gather information on the awareness and perception of ragging among nursing students. It was structured to include selected details and specific items related to the study variables, ensuring systematic and accurate data collection.

The tool is based on the basis of objectives of the problem. The following steps involved in the development of the tool:

- Review of literature related research problem hooks, journals and articles reviewed and this provided adequate content for tool preparation.
- Internet search
- Discussions held with the different experts in the nursing field
- Personal experience and discussion with friends and colleagues
- Validation of the tool done by the experts of mental health nursing for content validity.
- Reliability testing of the tool
- Development of final draft of tool

Following tools were developed to collect data for the study.

3.12.1 SECTION A: Baseline Performa for selected variables.

It consists of 5 selected variables of the samples such as age, sex, previous knowledge, accommodation and source of information.

3.12.2 SECTION B: Self structured questionnaires to assess the level of awareness and perception.

It consists of 20 self-structured questionnaires to assess the level of awareness and perception of ragging. Each questions have 4 choices, the correct response has been scored as 1mark, wrong answer considered as zero. The total score was 20.

Interpretation of the score as follows:

DESCRIPTION	SCORE RANGE
High awareness and favourable perception	16-20
Moderate awareness and neutral perception	11-15
Low perception and unfavourable perception	0-10

3.13 VALIDITY

Content validity refers to the degree to which an instrument measures what is supposed to measure.^[6]

Criteria checklist for the validation of the tool was developed. The prepared data collection tool along with the problem statement, objectives, blue print and criteria checklist designed for validation was submitted to 6 experts to find out the appropriateness and relevancy of the content.

The experts were requested to give their opinion and suggestions regarding the relevance, adequacy and appropriateness of tool. As per the advice of the experts, some modifications were made in tool. The tool was finalized with the help of guide.

3.14 RELIABILITY

Reliability is defined as the degree of consistency or accuracy with which an instrument measures the attributes it is designed to measure.^[6]

The reliability of the tool was established by using the data collected from the 4 paramedical students of 1st year prior to pilot study.

Reliability was calculated by split half method. The reliability was found to be 0.89 and tool was found to be significant and reliable.

3.15 PILOT STUDY

A study carried out at the end of the planning phase of research in order to explore and test the research elements to make relevant modifications in research tools and methodology.^[6]

The pilot study was conducted to assess the feasibility of the study, plan of statistical analysis and also to determine the flaws in the design. The investigators conducted the pilot study on 02/06/2025 at College of Nursing, Thalassery. The permission was obtained from concerned authority. Purposive sampling was used to select 5 samples. The purpose of the study was explained to the samples and consent was taken. Time taken for collecting data from each sample took 20–30 minutes. A self-structured questionnaire was administered to assess the level of awareness and perception of ragging. As there was no difficulty found during the pilot study, the investigator's proceeded to the main study.

3.16 DATA COLLECTION PROCEDURE

The investigator obtained clearance from the institution ethical committee and obtained permission from the concerned authority. The main study was conducted at College of Nursing, Kannur Medical College, Anjarakandy.

The data collection period was on 11/06/2025. The study was conducted among 50 students of second semester B.Sc. Nursing students who met the inclusion criteria at second semester B.Sc. Nursing classroom. They were selected by purposive sampling. After self-introduction, the investigators explained the purpose of the study and maintained effective interaction with the students. Confidentiality was assured and obtained consent from the second semester B.Sc. Nursing students. A Self-structured questionnaire was administered to assess the level of

awareness and perception of ragging among second semester B.Sc. Nursing students. Duration of data collection was 1 hr. The tool was divided into 2 sections. Section A consist of structured questionnaire for selected variable and Section B comprises of self-structured questionnaire to assess the level of awareness and perception of ragging.

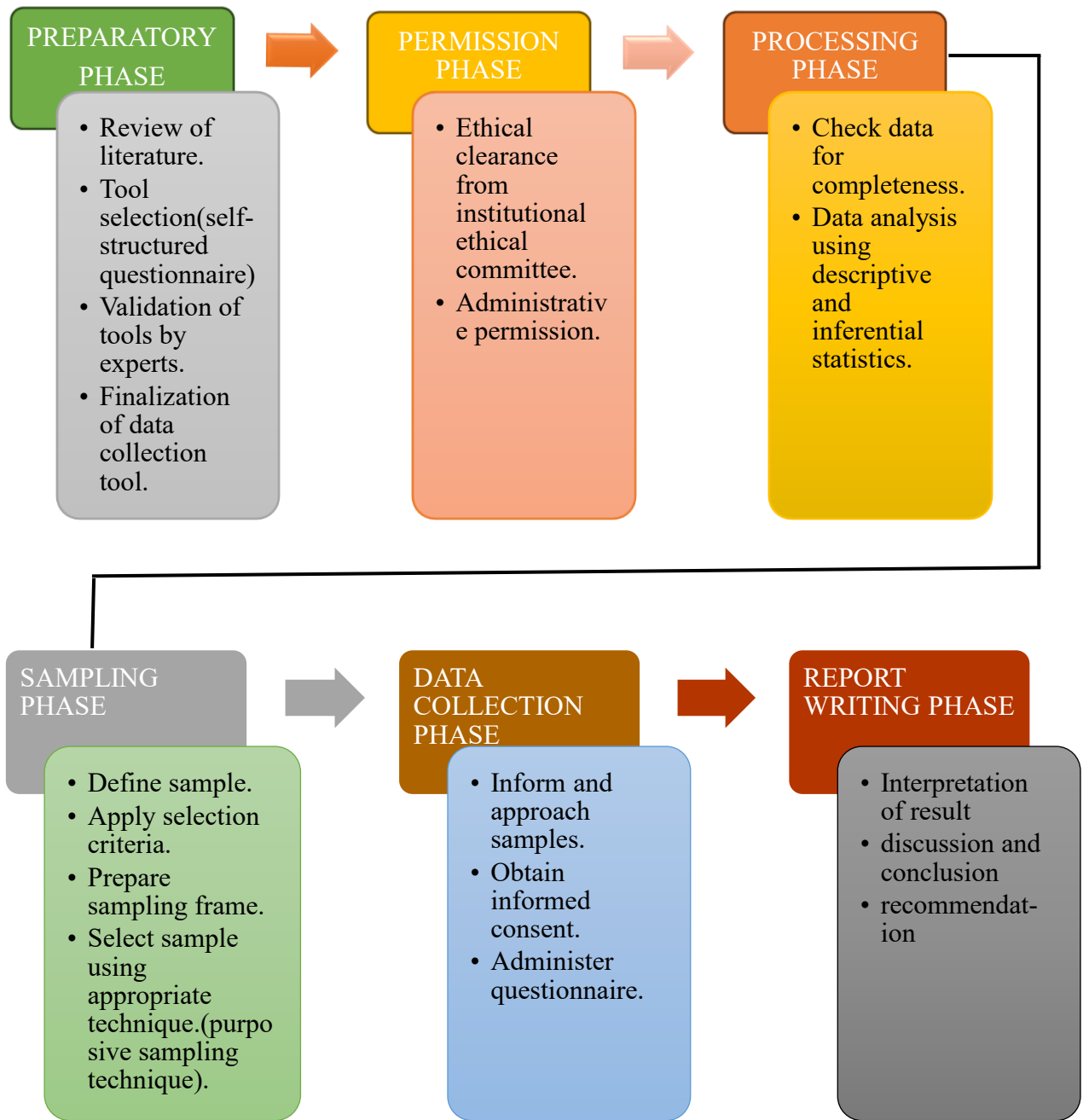


FIG 3.2 SCHEMATIC DIAGRAM OF DATA COLLECTION PROCEDURE

A) PREPARATORY PHASE:

The research plan was discussed with experts, including the research guide, members of the scientific research committee and a statistician. Their valuable suggestions were incorporated, and necessary modifications were made to improve the study design. The investigators conducted an extensive review of literature related to ragging, awareness, perception, prevalence and its impact and subsequently prepared a structured questionnaire for assessing the level of awareness and perception of ragging among second semester B.Sc. Nursing students. Validation of the tool was done with the help of subject experts to ensure its relevance and accuracy.

B) PERMISSION PHASE:

Permission to conduct the study was obtained from the college research committee. Ethical clearance was secured from the Ethical Committee. At last, NOC was obtained from the selected institution for conducting the research.

C) SAMPLING PHASE:

The sampling phase involved defining the target population, applying inclusion and exclusion criteria and selecting 50 samples using purposive sampling technique.

D) DATA COLLECTION PHASE:

This includes approaching the participants, explaining the purpose of the study, obtaining informed consent and administering the self-structured questionnaire to assess the level of awareness and perception of ragging.

E) PROCESSING PHASE:

Collected data were checked for completeness and analysed using descriptive and inferential statistics to derive meaningful results.

F) REPORT WRITING PHASE:

Finally, the results were interpreted, and the findings were discussed in the context of related studies. Conclusions were drawn, and recommendations were made to improve awareness and prevent ragging in nursing institutions.

3.17 PLAN FOR DATA ANALYSIS

Data analysis is a process of inspecting, cleansing, transforming and modelling data with useful information, informing conclusion and supportive decision-making. ^[6]

Data were planned to be analysed on the basis of objective and hypothesis using descriptive and inferential statistics.

3.17.1 DESCRIPTIVE STATISTICS

Frequency and percentage were used to analyse the selected data. Mean and standard deviation were used to assess the level of awareness and perception of ragging.

3.17.2 INFERENTIAL STATISTICS

The chi square test was used to assess the association between level of awareness and perception of ragging among second semester B. Sc. Nursing students with selected variables.

3.18 SUMMARY

This chapter deals with the specific procedure or technique used to identify, select and analyse information about the research study. When discussing the methodology, research has made an easy critical evaluation of overall validity and reliability of the tool.

CHAPTER-4

ANALYSIS AND INTERPRETATION

“The goal is to turn data into information, and information into insight.” -Carly Fiorina

4.1 INTRODUCTION

Analysis and interpretation of data is the most important phase of the research process which involves the computation of certain measures along with searching patterns of relationship that exist among the data groups. Data collection is followed by the analysis and interpretation of data, where collected data are analyzed and interpreted in accordance with the study objectives.

Analysis and interpretation of data includes compilation, editing, coding, classification and presentation of data.

The present study was designed to assess the level of awareness and perception of ragging among the second semester B.Sc. Nursing students in a selected nursing college at Kannur district. The study was conducted for 50 samples.

4.2 STATEMENT OF THE PROBLEM

A study to assess the awareness and perception of ragging among second semester B.Sc. Nursing students in a selected nursing college at Kannur district.

4.3 OBJECTIVES OF THE STUDY

1. To assess the level of awareness and perception of ragging among second semester B.Sc. Nursing students at selected nursing college.
2. To find out the association between the level of awareness and perception of ragging among second semester B.Sc. Nursing students with selected variables.

4.4 HYPOTHESIS

H₀: There is no significant association between the level of awareness and perception of ragging among second semester B.Sc. Nursing students with selected variables.

H₁: There is a significant association between the level of awareness and perception of ragging among second semester B.Sc. Nursing students with selected variables.

4.5 ANALYSIS AND INTERPRETATION

This chapter deals with statistical analysis. The data collected from the students in selected settings regarding awareness and perception is tabulated, analysed and interpreted.

The analysed data has been organized and presented in the following sections:

4.5.1 SECTION A: Description of selected variables of second semester B.Sc. Nursing students.

4.5.2 SECTION B: Assessment of level of awareness and perception of ragging among second semester B.Sc. Nursing students.

4.5.3 SECTION C: Association between the level of awareness and perception of ragging among second semester B.Sc. Nursing students with selected variables.

4.5.1 SECTION A: DESCRIPTION OF SELECTED VARIABLES OF SECOND SEMESTER B.Sc. NURSING STUDENTS.

TABLE 4.1: FREQUENCY AND PERCENTAGE DISTRIBUTION OF SELECTED VARIABLES.

N=50

SL.NO	SELECTED VARIABLES	FREQUENCY	PERCENTAGE
1.	AGE		
	• <18 years	01	2%
	• 18-19 years	30	60%
	• 19-20 years	18	36%
	• >20 years	01	2%
2.	SEX		
	• Male	14	28%
	• Female	36	72%
3.	PREVIOUS KNOWLEDGE		
	• Yes	45	90%
	• No	05	10%
4.	ACCOMMODATION		
	• Hostelers	26	52%
	• Paying guest	15	30%
	• Day-scholars	09	18%
	• Others	00	0%
5.	SOURCE OF INFORMATION		
	• Mass media	35	70%
	• Friends	07	14%
	• Awareness classes	03	06%
	• Others	05	10%

Table 4.1 shows that the 60% of students were between the age group of 18-19 years. Highest of students (72%) were females. Most (90%) of the students had previous knowledge. Most (52%) were staying at hostel. Most (70%) students got information from mass media.

DISTRIBUTION OF SAMPLES ACCORDING TO AGE

N=50

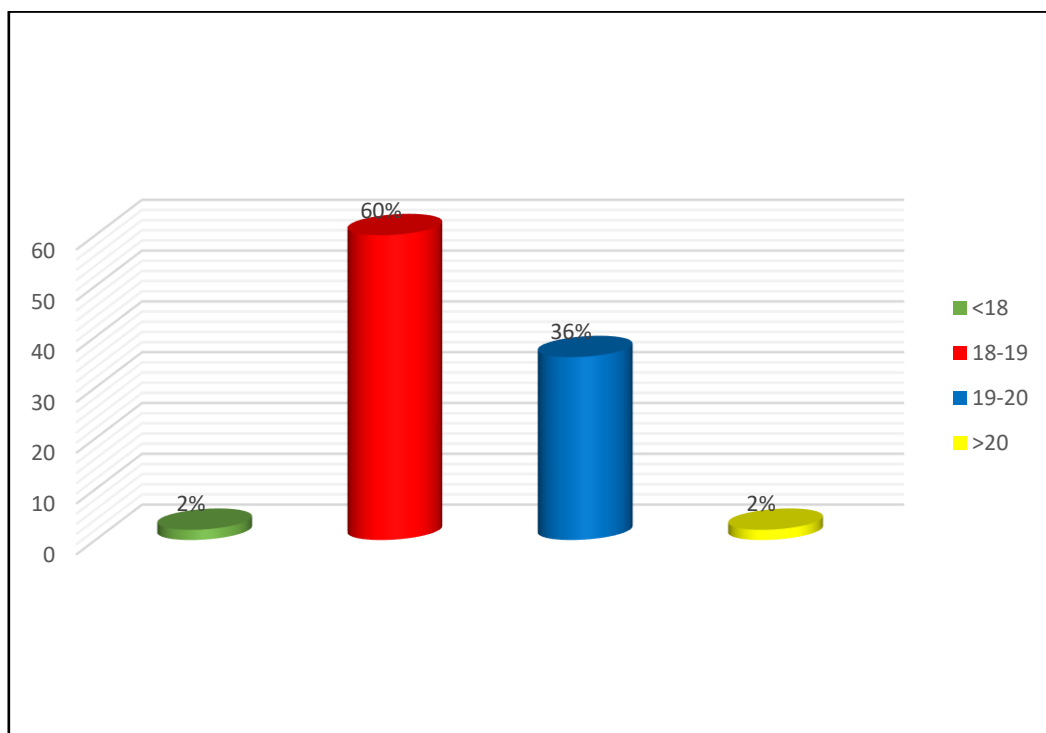


Figure 4.1 Bar diagram showing the age of second semester B.Sc. Nursing students.

Fig 4.1 shows that 60% were at the age between 18–19 years, 36% were between 19–20 years, 2% were <18 years and 2% were >20 years.

DISTRIBUTION OF SAMPLES ACCORDING TO SEX

N=50

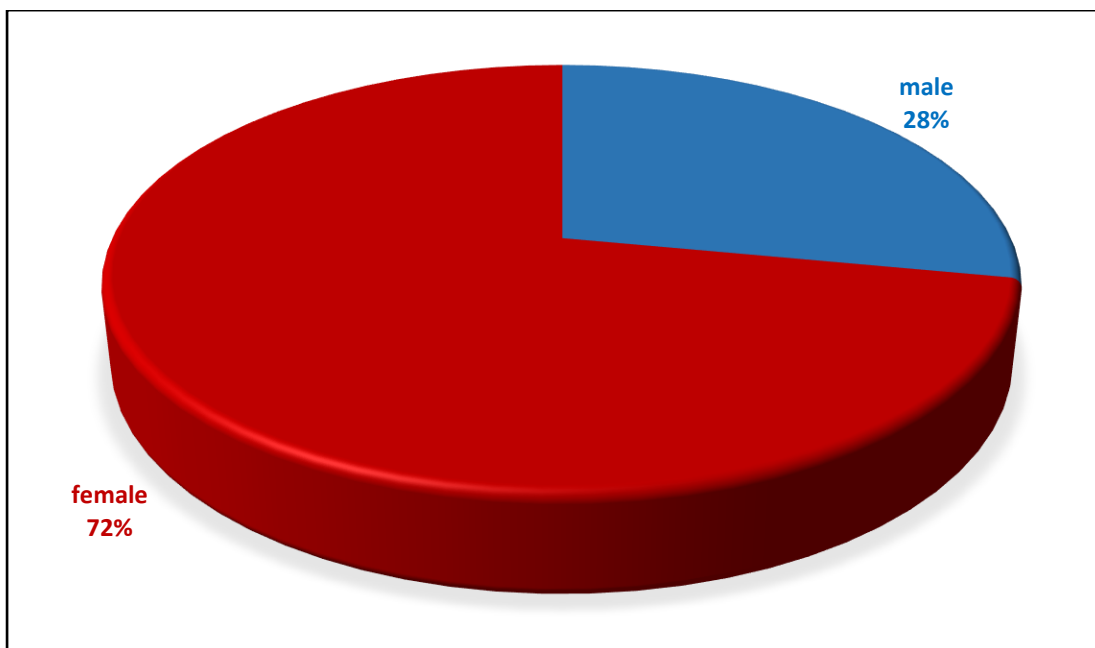


Figure 4.2: Pie diagram showing the sex of second semester B.Sc. Nursing students.

Figure 4.2 shows that out of 50 students, 36 students (72%) were female and male students were 14 (28%).

DISTRIBUTION OF SAMPLES ACCORDING TO PREVIOUS KNOWLEDGE

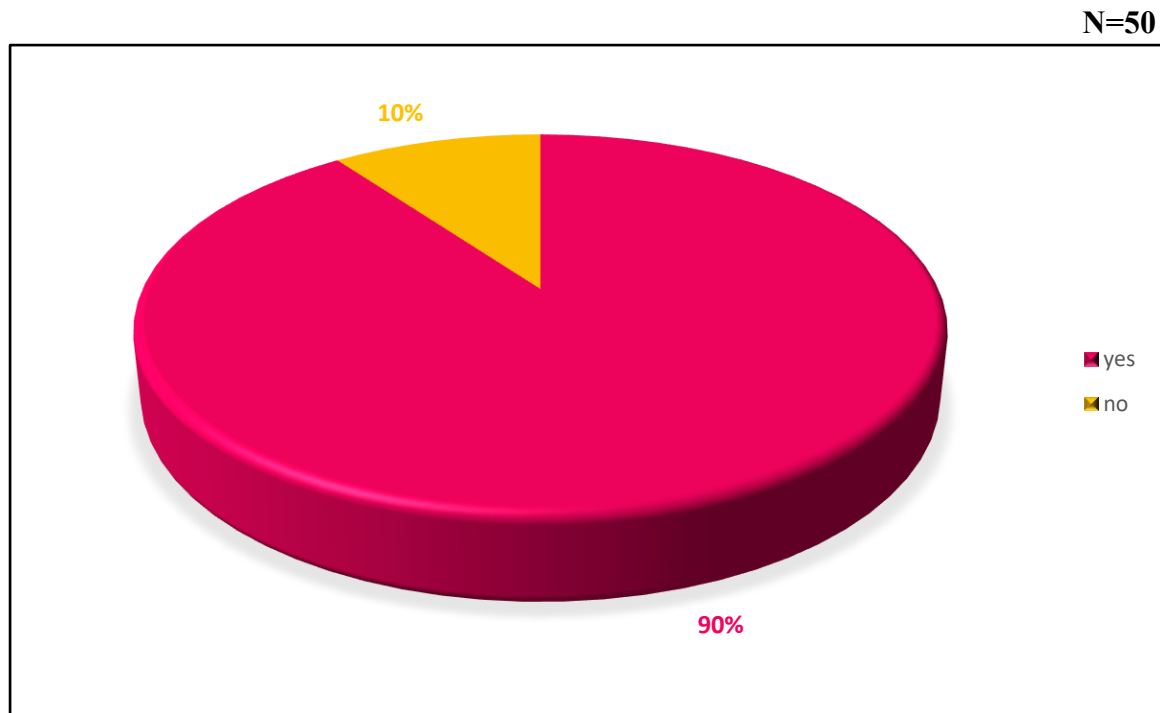


Figure 4.3: Pie diagram showing the previous knowledge of second semester B.Sc. Nursing students.

Figure 4.3 shows that 90% of students had previous knowledge on ragging, while 10% had no previous knowledge on ragging.

DISTRIBUTION OF SAMPLES ACCORDING TO ACCOMMODATION

N=50

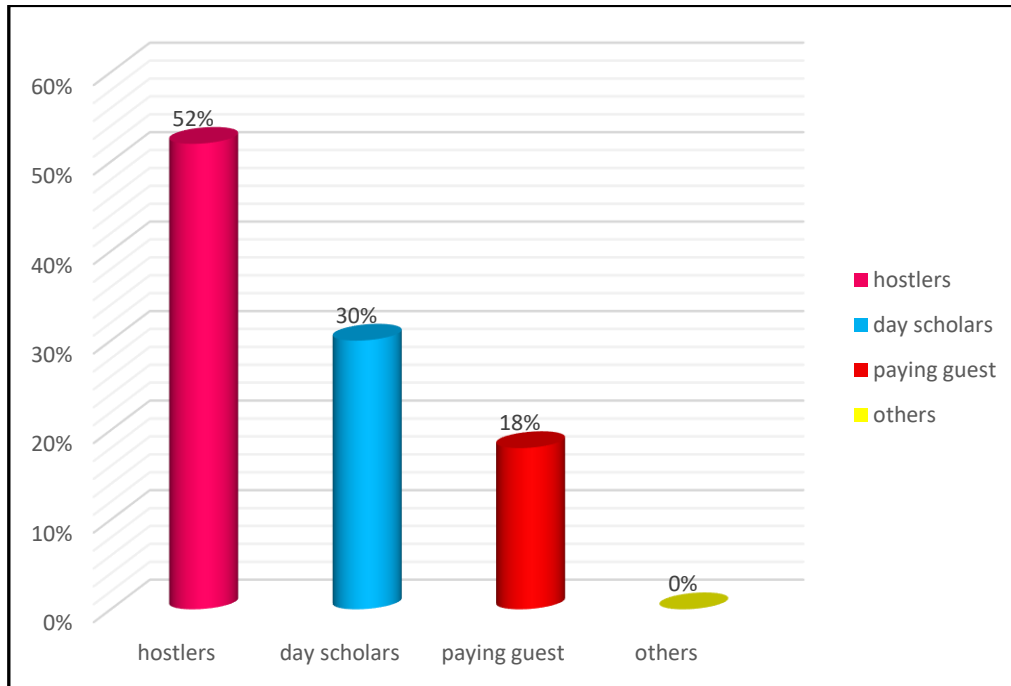


Figure 4.4: Bar diagram showing the accommodation of second semester B.Sc. Nursing students.

Figure 4.4 shows that 26 (52%) were hostlers, 15 (30%) were day-scholars followed by 9 (18%) were paying guest and 0% were others.

DISTRIBUTION OF SAMPLES ACCORDING TO SOURCE OF INFORMATION

N=50

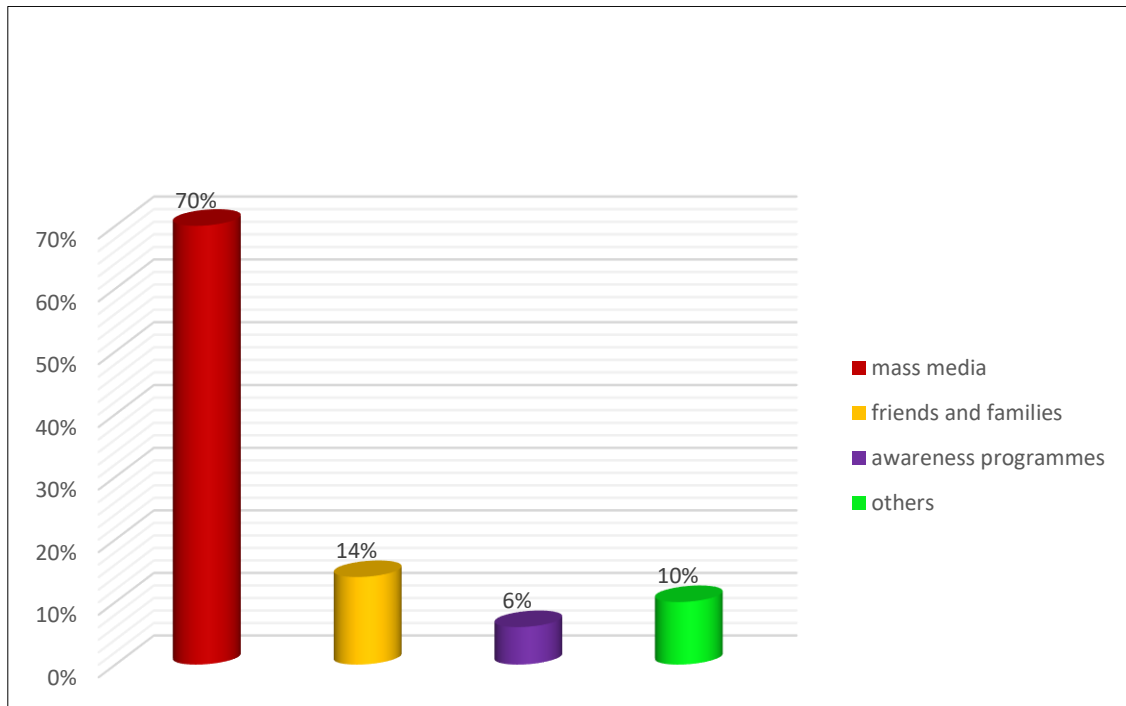


Figure 4.5: Bar diagram showing the source of information of second semester B.Sc. Nursing students.

Figure 4.5 shows that 35(70%) were having information from the mass media, 7(14%) having information from friends and families, 3(6%) having information from awareness programs and 5(10%) were having information from other sources.

4.5.2 SECTION B: ASSESSMENT OF LEVEL OF AWARENESS AND PERCEPTION OF RAGGING AMONG SECOND SEMESTER B.Sc. NURSING STUDENTS.

TABLE 4.2: FREQUENCY AND PERCENTAGE DISTRIBUTION OF LEVEL OF AWARENESS AND PERCEPTION OF RAGGING AMONG SECOND SEMESTER B.Sc. NURSING STUDENTS.

N=50

Sl. No	LEVEL OF AWARENESS AND PERCEPTION	FREQUENCY	PERCENTAGE
1.	High awareness & favorable perception	12	14%
2.	Moderate awareness & neutral perception	31	62%
3.	Low awareness & unfavorable perception	07	24%

DISTRIBUTION OF SAMPLES ACCORDING TO LEVEL OF AWARENESS AND PERCEPTION OF RAGGING.

N=50

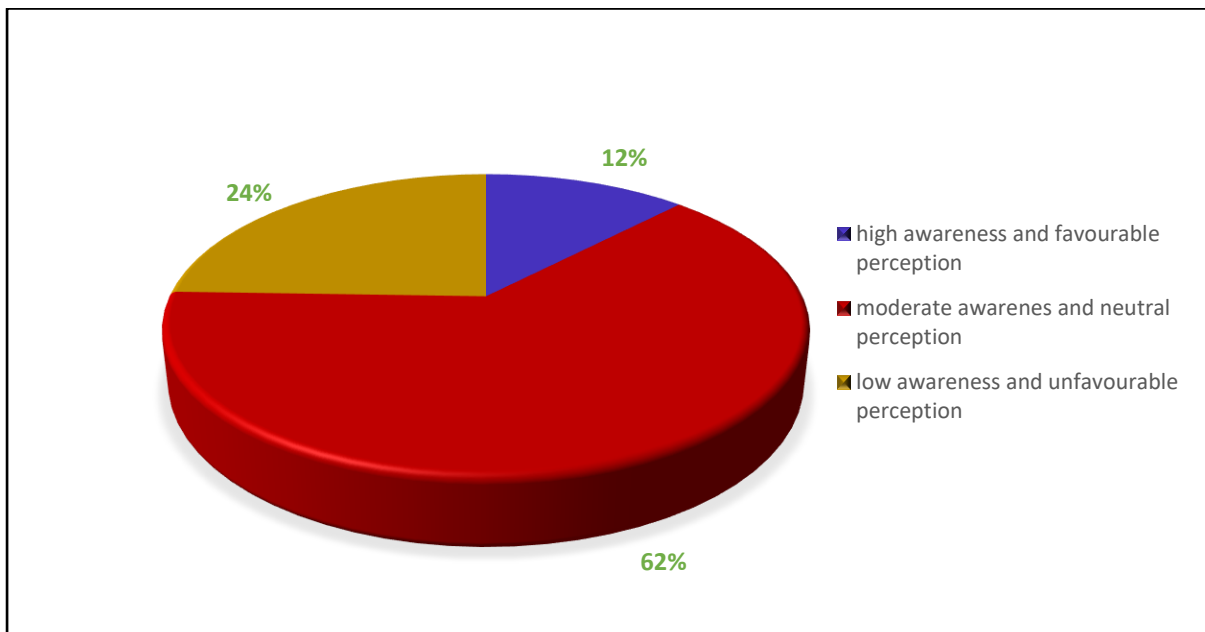


Figure 4.6: Pie diagram showing the level of awareness and perception of ragging among second semester B.Sc. Nursing students.

Table 4.2 and fig 4.6 shows that 14% had high awareness and favorable perception, 62% had moderate awareness and neutral perception, 24% had low awareness and unfavorable perception.

4.5.3 SECTION C: ASSOCIATION BETWEEN THE LEVEL OF AWARENESS AND PERCEPTION OF RAGGING AMONG SECOND SEMESTER B.SC. NURSING STUDENTS WITH SELECTED VARIABLES.

Table 4.3: Association between level of awareness & perception of ragging with selected variables. N=50

SELECTED VARIABLES	LEVEL OF KNOWLEDGE			df	Chi square value	Table value	Inference
	HIGH	MODERATE	LOW				
AGE				6	4.57	12.592	NS
• <18 years	0	1	0				
• 18–19 years	5	18	7				
• 19–20 years	0	13	5				
• >20 years	0	1	0				
SEX				2	3.791	5.991	NS
• Male	1	7	6				
• Female	4	26	6				
PREVIOUS KNOWLEDGE				2	4.123	5.991	NS
• Yes	5	31	9				
• No	0	2	3				
ACCOMMODATION				6	6.877	12.592	NS
• Hostelers	2	20	4				
• Paying guest	2	10	3				
• Day-scholars	1	3	0				
• Others	0	0	0				
SOURCE OF INFORMATION				6	2.078	12.592	NS
• Mass media	4	24	7				
• Friends	1	4	2				
• Awareness Classes	0	2	1				
• Others	0	3	2				

NS= No Significant at P <0.05 level.

Table 4.3 shows chi square value of association between level of awareness and perception of ragging among second semester B.Sc. Nursing students were less than table value at $P < 0.05$ level of significance. Hence, the alternative hypothesis was rejected and accepted the null hypothesis.

4.6 SUMMARY

"The journey of a thousand miles begins with a single step." – Lao Tzu

The present study aimed to assess the awareness and perception of ragging among second semester B.Sc. Nursing students in a selected college at Kannur District. The study findings showed that the majority of samples were in the age group of 18–20 years, with a higher proportion of female students. About 62% of students had moderate awareness and neutral perception, 24% had low awareness and unfavourable perception, and only 12% demonstrated high awareness and unfavourable perception of ragging, its consequences, and existing legal measures.

The association between selected variables such as age, sex, previous knowledge, accommodation and source of information, with awareness and perception scores was analysed. Statistical tests showed no significant association, leading to the acceptance of the null hypothesis.

The study was limited by the small sample size and the inclusion of students from a single institution, which limits the generalizability of the findings. Future research with a larger and more diverse sample is recommended to validate and expand on these results.

CHAPTER-5

RESULTS

“Without data, you’re just another person with an opinion.” – W. Edwards Deming

5.1 INTRODUCTION

The results section in nursing research presents the key findings of the study based on data analysis. It includes organized summaries of statistical outcomes such as frequencies, percentages, means, and tests like chi-square. This section is objective and focuses purely on what the data shows, without interpretation, helping readers understand the outcomes.

This chapter deals with the result of study findings obtained through analysis and interpretation of data which is collected from 50 students of second semester B.Sc. Nursing students in a selected institution, Kannur through a self-structured questionnaire to assess the level of awareness and perception of ragging.

5.2 OBJECTIVES

1. To assess the level of awareness and perception of ragging among second semester B.Sc. Nursing students at selected nursing college.
2. To find out the association between the level of awareness and perception of ragging among second semester B.Sc. Nursing students with selected variables.

5.3 HYPOTHESIS

H0: There is no significant association between the level of awareness and perception of ragging among second semester B.Sc. Nursing students and selected variables.

H1: There is a significant association between the level of awareness and perception of ragging among second semester B.Sc. Nursing students and selected variables.

5.4 RESULTS

The results presented a detailed analysis of data collected to assess the level of awareness and perception of ragging among second semester B.Sc. Nursing students in a selected nursing college at Kannur district. The finding is organised into 3 sections.

5.4.1 SECTION A: DESCRIPTION OF SELECTED VARIABLES OF SECOND SEMESTER B.Sc. NURSING STUDENTS.

5.4.2 SECTION B: ASSESSMENT OF LEVEL OF AWARENESS AND PERCEPTION OF RAGGING AMONG SECOND SEMESTER B.Sc. NURSING STUDENTS.

5.4.3 SECTION C: ASSOCIATION BETWEEN THE LEVEL OF AWARENESS AND PERCEPTION OF RAGGING AMONG SECOND SEMESTER B.Sc. NURSING STUDENTS AND SELECTED VARIABLES.

5.4.1 SECTION A: DESCRIPTION OF SELECTED VARIABLES OF SECOND SEMESTER B.Sc. NURSING STUDENTS.

This section describes the distribution of selected variables such as age, sex, previous knowledge, accommodation and source of information.

- In this study 30 (60%) of the students were at the age between 18–19 years, 18 (36%) were in the age group of 19–20 years, 1 (2%) of them were in the age below 18 years and 1 (2%) were above 20 years.
- Majority 36 (72%) of the students were females and the remaining 14 (28%) were males.
- Majority 45 (90%) of the students had previous knowledge on ragging, while 5 (10%) had no previous knowledge on ragging.
- 26 (52%) were hostlers, 15 (30%) were day-scholars followed by 9 (18%) were paying guest and 0 (0%) were others.
- 35 (70%) were having information from the mass media, 7 (14%) was having information from friends and families, 3 (6%) was having information from awareness programs and 5 (10%) were having information from other sources

5.4.2 SECTION B: ASSESSMENT OF AWARENESS AND PERCEPTION OF RAGGING AMONG SECOND SEMESTER B.Sc. NURSING STUDENTS.

This section presents the distribution of level of awareness and perception of ragging among second semester B.Sc. Nursing students.

In this study Among 50 students, 14% of students had high awareness and favourable perception., 62% had moderate awareness and neutral perception and 24% had low awareness and unfavourable perception.

5.4.3 SECTION C: ASSOCIATION BETWEEN THE LEVEL OF AWARENESS AND PERCEPTION OF RAGGING AMONG SECOND SEMESTER B.Sc. NURSING STUDENTS WITH SELECTED VARIABLES.

This section presents the association between level of awareness and perception of ragging among second semester B.Sc. Nursing students.

H₀: There is no significant association between the level of awareness and perception of ragging among second semester B.Sc. Nursing students with selected variables.

The association of level of awareness and perception of ragging among second semester B.Sc. Nursing students with selected variables were found out using chi square test. From the data in association with age, sex, previous knowledge, accommodation, source of information, the calculated chi square value was 4.57, 3.791, 4.123, 6.877, 2.078 respectively at $P < 0.05$ level and reveals that there is no significant association existing between them. So, the null hypothesis was accepted, and the alternative hypothesis was rejected.

5.5 SUMMARY

The result of the present study revealed that the majority of second semester B.Sc. Nursing students had a moderate level of awareness and neutral perception of ragging, while a smaller proportion demonstrated high awareness and favourable perception.

Statistical analysis using the chi-square test showed that there was no significant association between the levels of awareness and perception of ragging with selected variables such as age, sex, previous knowledge, accommodation and source of information at the 0.05 level of significance.

These findings highlight the need for targeted awareness programs and sensitization strategies to enhance students' understanding of ragging and promote a strong zero-tolerance attitude within the nursing college environment.

CHAPTER-6

DISCUSSION, SUMMARY AND CONCLUSION

“Awareness is the greatest agent for change.” – Eckhart Tolle

6.1 INTRODUCTION

This chapter deals with discussion and interpretation of the study findings in relation to the stated objectives. It provides a concise summary of the major results, draws conclusions, and highlights the implications of the study in nursing practice, education, administration, and research. Additionally, it outlines the limitations of the study and offers recommendations for future research. This chapter serves as an essential link between the research findings and their practical application in promoting awareness and preventive strategies against ragging.

6.2 DISCUSSION

The findings of the present study have been discussed in terms of the objectives and in relation to observation made by other study findings which the investigators had reviewed. A self-structured questionnaire was used in the study. Data collection was done from 50 samples through purposive sampling techniques.

Ragging is a harmful social practice in educational institutions that can lead to severe physical, emotional, and psychological consequences for students. Awareness about ragging and its legal implications, along with students' perception toward this issue, plays a vital role in preventing such practices and fostering a safe learning environment. Assessing nursing students' awareness and perception helps identify gaps in knowledge and attitudes, providing a foundation for implementing effective anti-ragging programs and sensitization strategies within institutions.

6.2.1 To assess the level of awareness and perception of ragging among second semester B.Sc. Nursing students.

The first objective of the present study was to assess the level of awareness and perception of ragging among second semester B.Sc. Nursing students. In the present study, self-structured questionnaire was administered and analysed by descriptive statistics. 14% of students had high awareness and favourable perception., 62% had moderate awareness and neutral perception and 24% had low awareness and unfavourable perception.

Similarly, a cross-sectional study conducted at ESI Medical college, Karnataka to examine the medical undergraduate's awareness and perception of ragging. The finding revealed that the majority of students were unaware that formal introduction is a form of ragging, and a significant proportion lacked knowledge about legal action against it.^[4]

6.2.2 To find out the association between the level of awareness and perception of ragging among second semester B.S. Nursing students with selected variables.

The second objective was to find out the association between the level of awareness and perception of ragging among second semester B.Sc. Nursing students with selected variables. In the present study the calculated chi square value was less than table value for age, sex, previous knowledge, accommodation, source of information and there was no significant association between level of awareness and perception of ragging with selected variables.

These findings were supported by a descriptive study conducted by Miranda et al. (2018) in a selected nursing college at Mangalore, which used a non-experimental descriptive research design. The study found no significant association between knowledge scores on ragging and selected variables such as age, gender, and area of residence. This suggests that awareness and perception of ragging may not be strongly influenced by these variables, but rather depend on institutional initiatives and exposure to anti-ragging measures.^[1]

6.3 SUMMARY

A descriptive research approach was used in this study to assess the awareness and perception of ragging among second semester B.Sc. Nursing students in a selected nursing college at Kannur District.

The conceptual framework of this study was developed based on Roy's Adaptation Model, where students are viewed as adaptive systems responding to external stimuli (ragging awareness initiatives) and demonstrating cognitive and behavioural adaptation in the form of their awareness and perception levels.

A total of 50 students were selected using purposive sampling based on inclusion criteria. Data were collected using a self-structured questionnaire. The selected variables were age, sex, previous knowledge, accommodation and source of information. Analysis was carried out using both descriptive and inferential statistics to meet the objectives of the study.

The findings revealed that:

- In this study, 14% of students had high awareness and favourable perception., 62% had moderate awareness and neutral perception and 24% had low awareness and unfavourable perception.
- Statistical analysis showed no significant association between the level of awareness and perception with selected variables ($p > 0.05$), leading to the acceptance of the null hypothesis.
- The study highlights the need for structured awareness programs and sensitization campaigns to strengthen students' understanding of ragging and its harmful effects, while promoting a strong zero-tolerance attitude within nursing education environments.

6.4 CONCLUSION

The main aim of the study was to assess the awareness and perception of ragging among second semester B.Sc. Nursing students in a selected nursing college at Kannur District. The assessment provided insights into student's awareness and perception of ragging, its harmful effects, and legal implications, as well as their attitudes toward this issue.

The following conclusions were drawn based on the findings of the study:

1. The majority of students had a moderate level of awareness and perception regarding ragging, while a smaller proportion demonstrated high awareness and favourable perception.
2. There was no significant association between the awareness and perception levels and selected demographic variables such as age, gender, accommodation, previous knowledge, and source of information.
3. The findings highlight the importance of implementing anti-ragging awareness initiatives and reinforcing institutional policies to promote a safe and supportive academic environment.

6.5 IMPLICATIONS OF THE STUDY

The implication of the study is discussed under:

6.5.1 NURSING PRACTICE

In nursing practice, it is essential to identify early signs of ragging and its psychological impact among students through regular health assessments and counselling services in educational institutions. Nurses play a key role in providing health education to students about the harmful effects of ragging, supporting victims through early intervention, and collaborating with educators and administrators to promote a safe and inclusive learning environment. By advocating for anti-ragging policies and providing emotional support, nurses can ensure the overall well-being of students and prevent long-term consequences.

6.5.2 NURSING EDUCATION

In the context of nursing education, understanding the issue of ragging among students is vital for preparing future nurses to address psychological, social, and behavioural challenges in their peers and clients. Incorporating this topic into the nursing curriculum enhances awareness, sensitizes students to the ethical and legal implications of ragging, and equips them with the skills to prevent, identify and report such incidents. This knowledge empowers nursing students to promote anti-ragging practices and contribute effectively to creating a healthy and supportive academic culture.

6.5.3 NURSING RESEARCH

Ragging among students highlights the need for continued nursing research to explore its prevalence, causes, psychological impact and preventive strategies. Through evidence-based studies, nursing research can provide valuable insights into students' awareness and perception

of ragging and evaluate the effectiveness of interventions such as orientation programs and counselling. This contributes to the development of institutional policies and targeted strategies, ultimately enhancing student mental health services and informing future nursing practices

6.5.4 NURSING ADMINISTRATION

Nursing administrators play a crucial role in developing and implementing policies to prevent and address ragging in educational institutions. They are responsible for organizing and supervising student health programs that include mental health screening and awareness about ragging. Ensure the availability of trained nursing staff to identify early signs of distress among students who may be victims of ragging. Promote collaboration between nurses, educators, parents and mental health professionals to create a safe and supportive campus environment. Support the implementation of anti-ragging awareness campaigns and preventive strategies within colleges and universities. Allocate resources for the continuous training of nursing staff on adolescent mental health and strategies for managing behavioural issues related to peer abuse and ragging.

6.6 LIMITATIONS OF THE STUDY

- The study was limited to second semester B.Sc. Nursing students in a single selected college at Kannur, which restricts the generalizability of the findings to students in other colleges or disciplines.
- The sample size was small (50 students) and selected using a purposive sampling technique, which may have introduced sampling bias.

6.7 RECOMMENDATIONS

- A similar study can be conducted with a larger sample size to strengthen the findings and improve generalizability.
- A longitudinal time series study can be carried out to explore changes in awareness and perception over time, especially after implementing anti-ragging interventions.
- A similar study can be conducted among students from different health disciplines and educational levels to assess their knowledge and attitudes toward ragging.

6.8 PERSONAL EXPERIENCE

“Experience is the teacher of all things.” – Julius Caesar

The research process was an enriching and reinforcing experience for the investigators, providing comprehensive knowledge and understanding not only of the research process but also of the study variables—awareness and perception of ragging. The guidance and support from the guide, subject experts, teachers, and college authorities boosted the investigator’s confidence and helped overcome the hurdles faced during various stages of the research.

While conducting the study, the investigators realized the importance of addressing ragging as a serious issue in educational institutions. It was surprising to note that many students had only moderate awareness of ragging and its harmful consequences, highlighting the need for continuous sensitization programs and awareness initiatives.

The entire experience served as a valuable learning journey. With proper planning, precaution, and effective time management, the investigators was able to complete the research successfully within the stipulated time frame. This study has laid a strong foundation for future research endeavours and has reinforced the significance of promoting a safe and supportive environment for students.

6.9 SUMMARY

“Awareness is the greatest agent for change.” – Eckhart Tolle

This chapter has brought out the various implications of this study and also has provided recommendations for future studies. Ragging is a serious issue in educational institutions, affecting the physical, emotional, and social well-being of students. The present study assessed the awareness and perception of ragging among first-year B.Sc. Nursing students in a selected nursing college at Kannur District. The findings revealed that the majority of students had moderate awareness and neutral perception about ragging, its harmful effects, and legal implications. Most students exhibited recognizing ragging as a negative and punishable act, though a few students still had neutral or slightly positive attitudes, indicating the persistence of certain social beliefs around ragging. The study concludes that there is a need for structured awareness programs and sensitization activities to further enhance awareness and promote a strong negative perception toward ragging. Creating a safe and supportive environment through education and anti-ragging policies is essential to eliminate this harmful practice in nursing institutions.

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ANNEXURE-1

SCIENTIFIC RESEARCH COMMITTEE CERTIFICATE OF APPROVAL

SCIENTIFIC RESEARCH COMMITTEE
KANNUR MEDICAL COLLEGE
ANJARAKANDY, KANNUR, KERALA



CERTIFICATE OF APPROVAL

No . KMCSRC/ 10/2025

Date: 02 June 2025

This is to certify that the study titled TO ASSESS THE AWARENESS AND PERCEPTION OF RAGGING AMONG SECOND SEMESTER B.Sc. NURSING STUDENTS IN A SELECTED NURSING COLLEGE AT KANNUR DISTRICT was reviewed by the Scientific Research Committee, Kannur Medical College, Anjarakandy on 27 May 2025 and was approved on 02 June 2025.

Secretary
Shaimla K T
DR. SHAIMLA K T




Chairman

ANNEXURE-2

LETTER GRANTING PERMISSION TO CONDUCT PILOT STUDY

COLLEGE OF NURSING KANNUR MEDICAL COLLEGE

(Recognized by Indian Nursing Council and Kerala Nurses and Midwives Council, affiliated to
Kerala University of Health Sciences)
ANJARAKANDY, KANNUR – 670 612, Phone: 0497-2855006
e - mail: collegeofnursing@anjarakandy.in

CON/05/2025-1

DATE: 31.05.2025

To

The Principal,
Co operative college of nursing
Thalassery.

Subject: Permission to conduct Pilot study .

Respected Madam,

As part of BSc Nursing curriculum, the following Seventh Semester BSc Nursing students need to conduct Pilot study. The students are selected the topic "A study to assess the awareness and perception of ragging among Second Semester BSc Nursing Students at a selected Nursing Colleges in Kannur District'.

1. Divya K
2. E M Muhammed Shanib
3. Fhayiza A K
4. Fidha Fathima
5. Jiniya George
6. Krishnapriya Subhash
7. Krishnendhu S S
8. Liyana Fathima
9. Liyana V
10. Mariya Treesa Jose

permitted.


Dr. SWARNAL JOSE, MSc (N) Ph.D
College of Nursing, Thalassery
Kerala Co-operative Education Ltd.
Nestur P. O., Kannur, Kerala-670 105

May I request you to kindly help our students to conduct the pilot study at your College on 02/06/2025 at 12.00 pm to 1.00 pm. The students will meet you personally.

Thanking you




Dr. J. Sathya Sreenbaga Priya
PRINCIPAL
College Of Nursing
Kannur Medical College
Anjarakandy, Kannur-670 612

ANNEXURE-3

LETTER SEEKING PERMISSION TO CONDUCT MAIN STUDY

**COLLEGE OF NURSING
KANNUR MEDICAL COLLEGE**

(Recognized by Indian Nursing Council and Kerala Nurses and Midwives Council, affiliated to
Kerala University of Health Sciences)
ANJARAKANDY, KANNUR – 670 612, Phone: 0497-2855006
e - mail: collegeofnursing@anjarakandy.in

CON/06/2025-1

DATE: 09.06.2025

To

The Principal
College of Nursing, Kannur Medical College
Anjarakandy

Subject: Request for permission to conduct main study of Seventh Sem BSc Nursing students
Reg:-

Respected Madam,

As part of BSc Nursing curriculum, the following Seventh Sem BSc Nursing students need Research studies. The students are selected the topic "A Study to assess the awareness and perception of ragging among second semester Bsc Nursing students in a selected nursing college at Kannur district" On 11/06/2025 at 9am-10am

1. Divya k
2. M M.Mohammed shanib
3. Fhayiza Ak
4. Fidha Fathima
5. Jiniya George
6. Krishnapriya Subash
7. Krishnendhu S S
8. Liyana Fathima
9. Liyana V
10. Maria Tresa

Signature of Nursing Research and statistics coordinator

Signature of Second semester Class coordinator

Signature of College Principal

J. Sanyal
Dr. J. Sanyal
Thanking you
PRINCIPAL
College Of Nursing
Kannur Medical College
Anjarakandy, Kannur-670 612



ANNEXURE-4

INFORMED CONSENT FORM

I _____ is willing to participate in the project carried out by Ms. Divya K, Mr. E. M. Muhammed Shanib, Ms. Fhayiza A. K, Ms. Fidha Fathima P.C, Ms. Jiniya George, Ms. Krishnapriya Subash, Ms. Krishnendhu S.S, Ms. Liyana Fathima Habeeb, Ms. Liyana V, Ms. Maria Treesa Jose, 7th Semester B. Sc. Nursing students of College of Nursing, Kannur Medical College, Anjarakandy on the topic:

"A study to assess the awareness and perception of ragging among second semester B.Sc. Nursing students in a selected nursing college at Kannur District."

I am willing to cooperate with the researcher by providing necessary information. I am informed that information provided by me will be used only for study purpose and that the confidentiality of my response will be maintained. I am also informed that I can refrain from study whenever I want.

Name:

Signature:

Date

ANNEXURE-5

TOOL

SECTION A: A Self Structured Questionnaire for Selected Variables.

INSTRUCTIONS:

- Read the questions carefully and select only one response per question by placing a (✓) in the appropriate box.

Questions	Response Options
1. Age	<input type="checkbox"/> Below 18 years <input type="checkbox"/> 18 – 19 years <input type="checkbox"/> 19 – 20 years <input type="checkbox"/> Above 20 years
2. Sex	<input type="checkbox"/> Male <input type="checkbox"/> Female
3. Accommodation	<input type="checkbox"/> Hostellers <input type="checkbox"/> Day-schoolers <input type="checkbox"/> Paying guest <input type="checkbox"/> Others
4. Previous Knowledge	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Source of Information	<input type="checkbox"/> Mass media <input type="checkbox"/> Friends and family <input type="checkbox"/> Awareness programs <input type="checkbox"/> Other sources

SECTION B: A Self Structured Questionnaire to Assess the Awareness and Perception of Ragging

INSTRUCTIONS:

- Read the questions carefully
- Select only one response per question by placing a (✓) in the box.
- You have 1 min 30 sec to answer each question. Total time: 30 min
- Each question carries 1 mark. Total: 20 marks.

QUESTIONS	QUESTIONS
<p>1. What do you mean by ragging?</p> <p><input type="checkbox"/> a. A friendly interaction between seniors and juniors to build rapport</p> <p><input type="checkbox"/> b. The systematic mistreatment or harassment of newcomers by seniors through verbal, physical, or psychological means</p> <p><input type="checkbox"/> c. Encouraging academic collaboration between students of different years</p> <p><input type="checkbox"/> d. Disciplinary action taken by teachers against misbehaving students</p>	<p>4. What do you think about the existing rules and regulations related to ragging?</p> <p><input type="checkbox"/> a. They are enough to stop ragging completely</p> <p><input type="checkbox"/> b. They help reduce ragging but need better enforcement</p> <p><input type="checkbox"/> c. They are too strict and unnecessary</p> <p><input type="checkbox"/> d. They don't make any difference at all</p>
<p>2. Why is ragging considered a serious issue in educational institutions?</p> <p><input type="checkbox"/> a. Because it's sometimes misunderstood by students</p> <p><input type="checkbox"/> b. Because it maintains a form of discipline seniors prefer</p> <p><input type="checkbox"/> c. Because it might negatively affect juniors emotionally and socially</p> <p><input type="checkbox"/> d. Because it's just part of senior-student bonding gone too far</p>	<p>5. What is the purpose of an Anti-Ragging Committee in a college?</p> <p><input type="checkbox"/> a. To manage peer disputes including ragging-related matters</p> <p><input type="checkbox"/> b. To observe student behaviour and escalate extreme issues</p> <p><input type="checkbox"/> c. To organize events where juniors and seniors can bond</p> <p><input type="checkbox"/> d. To prevent, monitor, and act against ragging incidents</p>
<p>3. What is your opinion about ragging, even if it is done in a friendly way?</p> <p><input type="checkbox"/> a. it seems fun but may still hurt someone</p> <p><input type="checkbox"/> b. it can be fine if both sides agree</p> <p><input type="checkbox"/> c. it depends on how the person reacts</p> <p><input type="checkbox"/> d. It doesn't matter much unless someone files a complaint</p>	<p>6. Where do you think the rules against ragging should be improved?</p> <p><input type="checkbox"/> a. More strict punishments for ragers</p> <p><input type="checkbox"/> b. better awareness and education for students</p> <p><input type="checkbox"/> c. Faster action on complaints and reporting</p> <p><input type="checkbox"/> d. More support and counselling for victims</p>

<p>7. What is your overall view about the need to stop ragging in educational institutions?</p> <p><input type="checkbox"/> a. Ragging must be dealt with from all angles, not just legally</p> <p><input type="checkbox"/> b. Ragging is often misunderstood as always harmful</p> <p><input type="checkbox"/> c. Ragging may not be entirely stoppable but should be minimized</p> <p><input type="checkbox"/> d. Ragging in any form must be completely eradicated</p>	<p>12. What should be clearly stated in the admission affidavit regarding ragging?</p> <p><input type="checkbox"/> a. That ragging is punishable only after warning</p> <p><input type="checkbox"/> b. That ragging may be tolerated if it is mild</p> <p><input type="checkbox"/> c. That ragging is a criminal act and will attract strict punishment</p> <p><input type="checkbox"/> d. That seniors are responsible for juniors' discipline</p>
<p>8. How do awareness campaigns help in preventing ragging?</p> <p><input type="checkbox"/> a. They improve creativity through posters and slogans</p> <p><input type="checkbox"/> b. They inform and sensitize the academic community about consequences</p> <p><input type="checkbox"/> c. They allow students to celebrate college life more freely</p> <p><input type="checkbox"/> d. They help differentiate between fun and ragging</p>	<p>13. What is the Anti-Ragging Helpline Number?</p> <p><input type="checkbox"/> a. 1234-567-890</p> <p><input type="checkbox"/> b. 911</p> <p><input type="checkbox"/> c. 1800-180-5522</p> <p><input type="checkbox"/> d. 101</p>
<p>9. Have you heard of University Grants Commission (UGC)?</p> <p><input type="checkbox"/> a. Yes, it looks after colleges and universities</p> <p><input type="checkbox"/> b. Yes, it teaches students</p> <p><input type="checkbox"/> c. Yes, it gives scholarships only</p> <p><input type="checkbox"/> d. No</p>	<p>14. Where can students report ragging incidents online in India?</p> <p><input type="checkbox"/> a. www.stopragging.in</p> <p><input type="checkbox"/> b. www.ragging.com</p> <p><input type="checkbox"/> c. www.educationhelp.in</p> <p><input type="checkbox"/> d. www.studentrights.org</p>
<p>10. Why is the awareness of UGC anti-ragging regulations important for students?</p> <p><input type="checkbox"/> a. So, they don't miss orientation sessions</p> <p><input type="checkbox"/> b. So, they can avoid unwanted attention from seniors</p> <p><input type="checkbox"/> c. So, they can protect themselves and help others</p> <p><input type="checkbox"/> d. So, they can prepare for anti-ragging exams</p>	<p>15. Who is responsible for filing an FIR in case of a serious ragging complaint?</p> <p><input type="checkbox"/> a. The student</p> <p><input type="checkbox"/> b. The college principal or head of institution</p> <p><input type="checkbox"/> c. Teachers</p> <p><input type="checkbox"/> d. Students association</p>
<p>11. According to University Grants Commission (UGC) regulations, when should students submit an anti-ragging affidavit?</p> <p><input type="checkbox"/> a. At the end of the semester</p> <p><input type="checkbox"/> b. During admission</p> <p><input type="checkbox"/> c. After facing ragging</p> <p><input type="checkbox"/> d. Before exams</p>	<p>16. What does the Zero Tolerance Policy on ragging in India mean?</p> <p><input type="checkbox"/> a. Only major ragging cases will be punished</p> <p><input type="checkbox"/> b. All ragging acts, big or small, will be punished</p> <p><input type="checkbox"/> c. Ragging is allowed if no one complains</p> <p><input type="checkbox"/> d. Institutions can ignore ragging</p>

<p>17. Why do you think the Supreme Court insisted on a “Zero Tolerance Policy” for ragging?</p> <p><input type="checkbox"/> a. To make sure no ragging incident is ignored or tolerated</p> <p><input type="checkbox"/> b. To let institutions decide on ragging cases</p> <p><input type="checkbox"/> c. To allow some ragging as fun</p> <p><input type="checkbox"/> d. To reduce paperwork in colleges</p>	<p>19. Why do you think sections like 306 (abetment of suicide) and 307 (attempt to murder) are included in the laws against ragging?</p> <p><input type="checkbox"/> a. To scare students unnecessarily</p> <p><input type="checkbox"/> b. Because ragging can cause serious mental and physical harm</p> <p><input type="checkbox"/> c. To encourage ragging</p> <p><input type="checkbox"/> d. To increase paperwork in police stations</p>
<p>18. What happens when ragging is made a crime under University Grants Commission (UGC) rules?</p> <p><input type="checkbox"/> a. Students begin seeing ragging as extremely risky</p> <p><input type="checkbox"/> b. Colleges encourage students to complain more</p> <p><input type="checkbox"/> c. Ragging becomes a matter of debate rather than action</p> <p><input type="checkbox"/> d. Students continue ragging but hide it better</p>	<p>20. Which of the following statements about Anti-Ragging laws in Indian states is correct?</p> <p><input type="checkbox"/> a. Only central laws apply; states do not have their own anti-ragging laws</p> <p><input type="checkbox"/> b. All states passed anti-ragging laws in the same year</p> <p><input type="checkbox"/> c. Several Indian states have enacted their own anti-ragging laws with different years of enforcement</p> <p><input type="checkbox"/> d. Anti-ragging laws apply only to private universities, not government colleges</p>

ANSWER KEY

1.	b. The systematic mistreatment or harassment of newcomers by seniors through verbal, physical, or psychological means	11.	b. During admission
2.	c. Because it might negatively affect juniors emotionally and socially	12.	c. That ragging is a criminal act and will attract strict punishment
3.	a. it seems fun but may still hurt someone	13.	c. 1800-180-5522
4.	b. They help reduce ragging but need better enforcement	14.	a. www.stopragging.in
5.	d. To prevent, monitor, and act against ragging incidents	15.	b. The college principal or head of institution
6.	b. better awareness and education for students	16.	b. All ragging acts, big or small, will be punished
7.	d. Ragging in any form must be completely eradicated	17.	a. To make sure no ragging incident is ignored or tolerated
8.	b. They inform and sensitize the academic community about consequences	18.	a. Students begin seeing ragging as extremely risky
9.	a. Yes, it looks after colleges and universities	19.	b. Because ragging can cause serious mental and physical harm
10.	c. So, they can protect themselves and help others	20.	c. Several Indian states have enacted their own anti-ragging laws with different years of enforcement

ANNEXURE-6

LETTER SEEKING FOR CONTENT VALIDITY

From,

Research group 3

VII th semester BSc Nursing

College of Nursing, Kannur medical college

Respected Mam,

We VII th Semester BSc Nursing students conducting a research program on the statement "A study to assess the effectiveness of structured teaching program on knowledge regarding Menstrual Cup among high School girls at selected School at Kannur "on first Week of June by using a structured knowledge questionnaire as tool for the study. We would like to get your valuable suggestion about the tool that was prepared by us. Kindly go through our questionnaire and validate the tool."

Your's sincerely,

VII th semester students

Group-3 of Research and statistics,

College of Nursing,

Kannur Medical College,

Place: Anjarakandy.

Date:

ANNEXURE-7

LIST OF EXPERTS FOR CONTENT VALIDITY

Sr.no	NAME	DESIGNATION
01.	Dr. Udhayalakshmi BS	Consulting Psychiatrist, Kannur Medical College, Anjarakandy
02.	Prof. Dr. Sathya Shenbega priya J	Principal, College of Nursing, Kannur Medical College
03.	Prof. Dr. Usha v	Vice principal, College of Nursing, Kannur Medical College
04.	Prof. Jose John	Professor cum Vice Principal Institute of Nursing Sciences and Research, Thalassery
05.	Ms. Little flower P	HOD of Community Health Nursing, College of Nursing, Kannur Medical College
06.	Prof. Thenmozhi K	HOD of Mental Health Nursing, College of Nursing, Kannur Medical College