A STUDY TO ASSESS THE KNOWLEDGE ON ANTI-RAGGING AMONG 3RD SEMESTER B.SC. NURSING STUDENTS IN A SELECTED COLLEGE

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ABSTRACT

Background: Ragging is a social menace that has been recognized as a serious issue in educational institutions across India. It is an act that causes physical, psychological, or emotional harm to students, particularly freshers, under the pretext of interaction or initiation. Ragging not only violates human rights and dignity but also hampers the learning environment, leading to anxiety, depression, poor academic performance, and in some cases, severe health consequences. Objectives: The study aimed to assess knowledge regarding anti-ragging and its association between knowledge on anti-ragging and selected demographic variables. Methodology: A descriptive research approach was adopted, and 60 students of third semester were selected using non-probability purposive sampling from selected college in Nashik. Results: The study found that: Majority of Men's (62%) and females (38%). Existing knowledge: awareness (93.6%), ragging crime (93.7%), first learned policy (39.2%), subjected to ragging, Physical (12.7%), verbal (19%), do you have Antiragging committee (88.5%). Conclusion: The study highlights the need for promoting Nursing students, as future healthcare professionals, must be aware of these policies and preventive measures. Their knowledge and attitudes toward ragging play a crucial role in shaping a safe campus culture.

Keywords: Knowledge, Anti-Ragging, 3rd Semester B.Sc. Nursing Students.

INTRODUCTION

Background of the Study

To address this issue, the University Grants Commission (UGC) and the Government of India have established strict anti-ragging regulations and laws. Educational institutions are mandated to create awareness about anti-ragging policies and to provide a safe and supportive learning atmosphere for students.

Nursing students, as future healthcare professionals, must be aware of these policies and preventive measures. Their knowledge and attitudes toward ragging play a crucial role in shaping a safe campus culture. Assessing the knowledge on anti-ragging among B.Sc. Nursing students, particularly those in the early semesters, is essential for planning effective awareness and prevention programs.

Need for the Study

Ragging incidents, despite strict laws, are still reported in some institutions. Lack of awareness about the seriousness of ragging, existing legal provisions, and support systems often contributes to underreporting and ignorance of preventive measures.

Third semester B.Sc. Nursing students are in the early stage of professional education and are vulnerable to ragging practices. At the same time, they also play a role in maintaining discipline and preventing ragging among juniors. By assessing their knowledge on anti-ragging, nursing educators can design targeted awareness campaigns, workshops, and counselling sessions to strengthen their understanding and empower them as ambassadors of safe learning environments.

Statement of the Problem

A study to assess the knowledge on anti-ragging among 3rd semester B.Sc. Nursing students in a selected college.

Objectives of the Study

1. To assess the level of knowledge regarding anti-ragging among 3rd semester B.Sc. Nursing students.
2. To determine the association between knowledge on anti-ragging and selected demographic variables (such as age, gender, previous awareness, and place of residence).

PRIMARY RESEARCH QUESTION

What are the existing *knowledge on anti-ragging among 3rd semester B.Sc. Nursing students.*

RESEARCH METHODOLOGY

Research approach: The researcher has adopted the descriptive research approach.

Research design: The researcher has an adopted explorative descriptive research design

Setting of study: the setting for the study was selected Nursing colleges in Nashik

Identification or target & accessible population: in this study the population comprised of 3rd semester B.Sc. Nursing students.

Sample technique: the non-probability purposive sampling technique was used to selecting 60 3rd semester B.Sc. Nursing students.

Sample size: the sample size selected for study was 60.

Tool and techniques

The tool include:

Section A: Demographic Variables

Section B: Pretest and posttest on questionnaire

Validity and reliability of the tool

The validity was established by the experts. They were requested to give their opinion on the appropriateness and the relevance of the items in the tools. As a whole, the suggestions and comments of experts including in the content corrections. They were found to be valid. The necessary modifications have been done as per expert's advices.

The tool tried out to obtain information on the performance of each item. The purpose was to determine the clarity of items; difficulty in understanding the items and to ensure the reliability and Feasibility of the tool.

Data collection method

The researcher surveyed the existing Data collection and the tool were constructed according to the objectives of the study

Plan for data analysis: Karl Pearson's Correlation coefficient test was used to correlate dietary pattern and selected demographic variables. In this study only sometimes, values are calculated and always and never are rejected. By using following formula calculate the correlation coefficient, $R = \sum(x-\bar{x})(y-\bar{y})/\sqrt{\sum(x-\bar{x})^2\sum(y-\bar{y})^2}$

RESULT

Section 1

Table no.1: Distribution of demographic data

Sr No	Percentage as per Demographic Distribution	Percentage
1.	AGE 18-19 20-21 22-23 Above 23	53.2% 44.3% 0% 0%
2.	SEX Male Female	62% 38%

Table 1 shows that the age group of 0% were from 23 and above, 0% 22-33 years,44.3% were from20-21 years, and 53.2% were from 18-119 years, the sex 2% males and 38% are females.

Section 2: Existing Knowledge of Students

Sr No	Percentage on Knowledge	Pre Test Percentage	Post Test Percentage
1.	**Are you aware of what ragging means** a) yes b) No c)Somewhat	93.6% 1.35 5.1%	97.5% 2% 0.5%
2.	**Ragging is legally considered a crime in India. Are you aware of this** a) yes b) No c) Not sure	93.7% 6.3% 0%	95% 5% 0%
3.	**Did you first learn about anti-ragging policies** a) Orientation/Induction Program b) Posters/Notices c) Teachers/Faculty d) Peers/Seniors	39.2% 31.6% 17.7% 11.4%	45% 32.5% 12.5% 10%
4.	**Have you ever been subjected to ragging** a) Yes – physically b) Yes - verbally/emotionally c) No d) Prefer not to say	12.7% 19% 64.6% 3.7%	17.5% 17.5% 57.5% 7.5%
5.	**Does your college/university have an Anti-Ragging Committee or Cell** a) Yes b) No c) I don't know	88.5% 7.7% 3.8%	92.5% 7.5% 0%

6.	**Have you ever witnessed someone else being ragged** a) yes b) No c) Not sure	25.3% 62% 25.3%	22.5% 65% 12.5%
7.	**If you were ragged, did you report the incident** a) Yes b) No c) I was afraid to report d) Not applicable	44.9% 20.5% 5.1% 29.5%	60% 20% 0% 20%
8.	**The type of ragging is most common in your institution (in your opinion)** a) Verbal abuse b) Physical abuse c) psychological humiliation d) None ragging doesn't exist here	27.8% 13.9% 10.1% 48.1%	33.3% 12.8% 2.6% 51.3%
9.	**Your opinion on ragging** a) A serious issue that must beer adicated b) A tradition that has gone too far c) A harmless way to bond d) No opinion	60.8% 11.4% 8.9% 19%	74.4% 5.1% 12.8% 7.7%
10.	**You believe ragging builds confidence or discipline among juniors** a) yes b) No c) To some extent	24.1% 69.6% 6.3%	33.3% 59% 7.7%
11.	**You think anti-ragging laws are strict enough** a) yes b) No c) Not aware of the laws	69.6% 16.5% 13.9%	87.5% 10% 2.5%
12.	**Seniors in your college promote or discourage ragging** a) Promote b) Discourage c) Mixed behavior d) I don't interact with seniors	14.1% 39.7% 30.8% 15.4% 0%	30% 30% 22.5% 17.5% 0%
13.	**Are anti-ragging posters or materials visible around your campus** a) Yes, very visible b) Only a few c) None d) Not noticed	72.2% 22.8% 5.0% 0%	80% 20% 0% 0%
14.	**Is there a known and accessible way to report ragging in your institution** a) Yes easily accessible b) Yes but not clear c) No d) not sure	70.5% 15.4% 10.3% 3.8%	75% 15% 5% 5%

15.	**You feel safe reporting ragging incidents** a) Yes b) No fear of retaliation c) Maybe if identity is protected d) Not sure	63.3% 19% 15.2% 2.5%	70% 12.5% 10% 7.5%
16.	**The method you think is most effective in preventing ragging** a) Strict punishments b) Awareness programs c) Counseling support d) Peer mentoring	43% 36.7% 16.5% 3.8%	47.5% 37.5% 7.5% 7.5%
17.	**The effective are your college's anti-ragging efforts** a) Very effective b) Somewhat effective c) Counseling support d) Peer mentoring	57% 27.8% 15.2% 0%	68.4% 15.8% 13.2% 2.6%
18.	**Should students be involved in anti-ragging committees** a) Yes, definitely b) Maybe c) No d) Not sure	81% 11.4% 7.6% 0%	85% 5% 2.5% 7.5%

CONCLUSION

The study highlights the need for promoting Nursing students, as future healthcare professionals, must be aware of these policies and preventive measures. Their knowledge and attitudes toward ragging play a crucial role in shaping a safe campus culture.

IMPLICATIONS

The study's findings have implications for policymakers, educators, and healthcare professionals working with nursing colleges. Antiragging education programs and interventions can be developed to promote Antiragging vigilance.

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