

The Use of Drugs in Educational Institutions: Impacts on Students , Teachers and Legal Framework in India

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Introduction - "Drugs do not just harm people; they weaken the entire structure of society." -United Nations Office on Drugs and Crime (UNODC)

One drop of Black turns entire white in to gray. India is one of the fastest developing economies in the world with a large, diverse, and dynamic population. The nexus among power, money, muscle and so called adventure results drug addiction in education institutions. Education policies have accordingly focused on many areas, and informing students about the adverse effects of drug usage and engaging in counselling sessions presenting support for potential rehabilitation is one such area that requires special attention. In the working class demographic as well, social drinking and drug usage is misconstrued as a sign of sophistication and relaxation, flowing into campus life, leading to academic and attendance-related issues. The large human cost associated with drug usage in the educational environment further underlines the need for preventive measures. Several educational institutions in different regions are actively participating in the 'Drug-free India Campaign' under the National Action Plan that aims to reach out to mental health issues, ensuring a wider scope for taking institutional preventive and controlling action.

Drug addiction is a state of periodic or chronic intoxication detrimental to the individual and society produced by repeated consumption of natural or synthetic drugs. Chemical substances which, when introduced into the organism produce a marked change in the function of the body are termed drugs [1].

Background and Scope - Drugs have impinged on educational settings since their inception: from noble teachers spillage to misusing substances for illicit pastimes. Schools and colleges across the globe are beset with serious concerns: consumption, trafficking, cultivation, and illegal storage in institutional premises, threatening learner's and instructor's morale coherent with teaching-learning process. Whether pupils or educators: the lure of drug provides infinite choices potent for consumption! Many students inadvertently resort to such drugs oblivious to ordinary perception of a tranquil mind. Possessing a state of psycho-spiritual sobriety

and emotional stability remains an ideal, with social sanction across cultures—consumption seems counter-intuitive: the reality struck different. Serious concerns arising in educational institutions warranted investigation for scope, rationale, and remedial measures [1].

Considering the some region of India few schools, polytechnics, engineering colleges, and nursing colleges scattered across the landscape serve as representative candidates for pedagogy inquiry [2]. Institutions impinge fundamental primary, secondary, higher secondary, and pre-university levels. Distinct drug trafficking patterns, student-consumption profiles, and profiling were notable some areas of our country. Broad categories—materialistic, intrinsic, and extrinsic—dominate life-cycle in contemporary societies; dictum 'marry on behave of children' governed adult social choices. Faculty construed pupils' initial pray enticed unsanctioned draughts lingering nearer over-time intensified ego-pride until flattering to nether realities led into farther clutches remained status visible despair. Hence the chosen institutional-focussed backdrop remains significant deportment inquiry deserving pedagogical intervention.

Prevalence and Patterns of Drug Use in Educational Settings- According to the National Institute on Drug Abuse, most adolescents believe that the use of substances like cocaine, opioid pain medications, and inhalants is harmful. Even while such perceptions are predominant, several individuals still choose to engage in substance use for various reasons. The misuse of prescription drugs, including opioids, CNS stimulants, depressants, and anabolic steroids, is reported on the rise among adolescents as well. The misuse of drugs and substances by educators has also been discussed often. While no national data are readily available on the prevalence of substance use in the educational sector or among educational administrators, evidence suggests that educational administrators have access to and use substances, both during and after school hours. Access to spirit and liquor is common for many educational administrators and, as a result, these substances are sometimes consumed by them during school hours, including in the institution itself. In such

situations, the use of those drugs and the common places of their use are seldom exposed. Serious intimidations do exist that inhibit or discourage educational administrators and other stake-holders from openly reporting on their substance use within the school environment [2].

By Students: The Indian subcontinent has been grappling with the issue of drug use among students since the last quarter of the Twentieth Century, with drug-related incidents following the path of other developing countries. The increase in urbanisation and availability of psychoactive substances has put youngsters at risk [1].

Efforts should be directed towards the enhancement of educational campaigns among students in educational institutions in India. A decrease in psychoactive substance use among students can easily be achieved if systematic educational intervention is introduced [3].

The educational institutions remain primarily responsible for the introduction of substance use preventive measures and the criteria have to be strictly adopted by all institutions.

By Educators: Educational institutions are supposed to guide students toward a bright future. Unfortunately, bad habits among teachers, especially on drug use, can ruin students' lives. A Department of Education survey conducted during 2008-2009 found that 36% of teachers were offered drugs on campus [1]. Three types of substances were accessible on many campuses: tobacco, alcohol, and oral drugs. About 10% of teachers admitted to using substances to perform better on the job. Nevertheless, more than 80% of those who had access to illicit drugs in educational institutions worldwide reported nothing [4]. Educators are reluctant to disclose their drug use, fearing the loss of respect and authority. However, an increasing body of literature shows that substance abuse among teachers harms students, especially in government-funded institutions [2]. Substance use jeopardizes a teacher's authority in class.

Negative Impacts on Academic, Health, and Social Domains: Very few in number, but both students and educators engage in . A great variety of substances is misused, including both psychoactive pharmaceutical and tobacco products, and it is fitting to distinguish between misuse and abuse on the basis of pattern or frequency, purpose, and other behavioral indicators. Substances that are misused can be further classified as licit/banned and licit/controlled, reflecting the degree of legal oversight applied. The available data reiterate that prevention, control, and rehabilitation measures in school and college-based education are needed to reduce substance use [3].

Academic Performance and Attendance—Research provides clear support for the association of substance use among students with academic performance and attendance [5]. Substance misuse leads to higher rates of failure and repetition, lower average grades, and remaining out of school. An increase in the number of substances

used is also correlated with a greater likelihood of dropping out. As many as two-thirds of students receive low grades, skip classes, and exhibit learning gaps attributed to substance use according to one report. Similarly high levels of absenteeism and more serious problems emerge in connections of psychoactive substances such as cannabis, MDMA, and methamphetamines with serious depression, disconnection from school, mischief, and delinquency [4]. **Mental and Physical Health—**A large proportion of student substance users across various types experience effects that impair daily functioning. Attention, focus, concentration, and memory are cognitive functions on which users report having "very serious" or "serious" difficulties. Psychoactive substances particularly coconuts, nitrous oxide, and tranquillisers are also linked to comorbid conditions among students such as anxiety, depression, excessive fears, and binge drinking. Use of the same or other substances further impairs sleep, nutrition, and stress management, which in turn feed back to reduced functioning and well-being in the domains of academia, health, safety, and so forth.

Academic Performance and Attendance: Student substance use adversely affects academic performance and attendance, directly impacting grades and dropout rates. Numerous studies demonstrate that students who misuse drugs and alcohol perform worse than nonusers. In one city, drug abuse inhibits academic progress and contributes to dropout risks; nearly half of university students with substance use disorders have course failures, and three-quarters do not attend classes regularly [1]. In Pakistan, four out of five medical students using narcotics do not attend classes and spend less time on self-study[4].

In the United States, students often misuse prescription stimulants to improve grades, reporting significant impacts on study time, grades, and exam performance [5].

Mental and Physical Health: Cognitive functions are crucial for academic performance; psychoactive substances can affect them negatively, being associated with particular diseases. Attention Deficit Hyperactivity Disorder (ADHD) often coexists with substance abuse, and when treated with psychostimulants, academic action is indeed improved. However, some students misuse similar medications for academic performance increase, "smart drugs". A study shows that drug involvement is frequent among students who consume during high school, neglectful parenting style appears closely to subsequent general and illicit involvement; poverty and stress result in ADHD among these students, directly affects children, and indeed influences their substance abuse. Misuse of prescribed medication occurs commonly either beneficial or detrimental [3].

India is the only country with 90% of adolescents suffering poor sleep that impedes attention and memory. Substance abuse also disrupts sleeping quality. Poor quality affects improvisation in daily life, leading to uncertainty, anxiety to fill lack of attention in class, and compliance to substances. Substance abuse leads to irregular feeding

habits, junk food consumption, and inadequate water intake. Significant association shows as nutrition breaks, poor composition using juice or soft drink, unhealthy influential environment, multiple stimulant intake [4]. Academic stress rises among students of top-five colleges; frequent substance abuse reported "Why work while you can get high.". Stressful situation people attempted suicide; at the same time lower same behaviour was recorded, on-going include regular hours, video games distract studies therefore consumed.

Behavioral and Safety Consequences: Use of drugs in educational institutions has adverse impacts on academic performance, physical and psychological health, and social well-being. Similarly, drug misuse and abuse similarly compromise the ability of educators to fulfil their responsibilities. Analysis of numerous studies points to a range of behavioural and safety risks connected to drug use in educational settings in both cases. Statistics from hospitals and educational institutions across India suggest that drug use frequently leads to disciplinary action, possibly involving suspension or expulsion. Substance-related disciplinary incidents frequently escalate to violence and aggression among students or educators, resulting in injuries and property damage. Drug use has also been linked to increased involvement in life-threatening accidents. Homeschooling, food insecurity, and insufficient adult supervision gather importance as socio-economic risk factors. Data from the 2020 National Education Policy—the policy outline currently in force—indicate that safety and security remain major concerns in education at all levels[2].

Legal Framework in India: A two-part framework governs the application of drug-related legislation in educational institutions. The first component comprises statutes that address the prevention, control, and rehabilitation of drug and alcohol misuse; the second concerns punitive provisions, which specify prohibited activities, the mandate to establish anti-drug educational programmes, and the strict adherence to legal due process in the imposition of penalties.

Education constitutes an important priority for the nation and for society as a whole. The misuse of drugs and alcohol interferes with and subverts this domain of development. As per the National Policy on Education, the Central and State Governments have a vital responsibility to enshrine the nation's drug abuse-control policy in national legislation and to establish the necessary infrastructure for preventive and remedial measures applicable to all educational institutions [6].

The Central Government has consistently accorded priority to the matter. The Department of Social Defence of the Ministry of Social Justice and Empowerment, which is entrusted with the task of drug abuse evaluation, has issued guidelines intended to reinforce preventive education and awareness-raising regarding drug abuse. The prescribed

guidelines form the basis from which State Governments have developed their drug-abuse-control policies.

Prevention, Control, and Rehabilitation Rules: The Government of India has and continues to work with various stakeholders to combat the substance abuse epidemic. Educational institutions are working in tandem with the Ministry of Social Justice and Empowerment (MSJE) and the Ministry of Health and Family Welfare (MHFW) to address drug and substance abuse within students. The Drug Menace Policy Statement (DMPS) of 2000 identified students as the most vulnerable group. As students develop physically, psychologically, and emotionally, they experience substantial stress compounded by anxiety regarding their future. Fear of failure or academic pressure exacerbates the vulnerability of students, leading them to a path of delinquency and substance abuse.

Although the National Policy on Education (NPE) of 1986 included programmes to address these issues, there was insufficient guidance or support from MSJE or MHFW regarding the establishment of rehabilitation services, workshops, or awareness campaigns specific to educational institutions. In 2014, the NPE was readdressed by the Committee on Strengthening the NPE of 1986 and According to the Report on Re-structuring Chemical Dependency and Substance Abuse Prevention, students are the first and foremost group to be considered for prevention and rehabilitation. Consequently, the Ministry of Social Justice and Empowerment issued the Guidelines on Prevention of Substance Abuse 2014, specifically addressing the issue in educational institutions and recommending various support measures. [4]

Punitive Provisions and Due Process: Drug use is prevalent in educational institutions. Nearly 10% of women and 15% of men report having ever used a drug in India and almost . Both students and teachers misuse drugs, although teachers select drugs according to job responsibilities and are less likely to disclose consumption. Legislative, judicial, and policy frameworks exist to prevent and control drug use among students and educational staff, rehabilitate those already affected, and ensure due process. The Narcotic Drugs and Psychotropic Substances Act, 1985, lays the foundational framework for drug abuse prevention in India, defining substances and adopting a penal paradigm of exclusion and rehabilitation. Within this framework, the Central Board of Secondary Education and the University Grants Commission mandate the establishment of preventive and rehabilitative mechanisms in schools and colleges.

Both the quasi-judicial nature of the proceedings and the punitive provisions themselves may pose serious threats to due process rights. Several school authorities, service providers, and national authorities have noticed that drug attitudes, norms, and behaviours are the subject of social influence. In educational settings, such social influence is exercised by fellow students. The social influence model

specifies peer and individual risk correlates associated with young people's social groups. Academic pressure accounts for a significant proportion of student drug use and drop-out, reflecting the degree to which national governance structures have introduced competitive elements into previously state-monopolised educational systems. Safeguarding and legislating against academic pressure should therefore be a national priority.

Institutional Policies and Compliance: Institutional policies governing the prevention and control of drug use in educational institutions constitute a key element of the framework established by the Government of India (GOI). While adequate provision has been made in higher education, the needs of primary and secondary education demonstrate significant concern. The GOI's Model Guidelines on Drug-Free Educational Institutions, 2020 (Ministry of Education, 2020), exhibit a wider and deeper set of responses than many state enactments, yet are framed in such a way as to avoid enforcement through a statutory basis. Despite the passages on drug-free educational institutions included in the National Drug Policy, 2019 (Narayan & Lather, 2019), the Drug-Free Educational Institutions Guidelines (Ministry of Education, 2020) serve as the only comprehensive regulatory guidelines issued at the national level [6].

Compliance with the provisions of the Model Guidelines remains uneven across the country, and deficiencies in compliance persist. A National Tobacco Control Programme exhibited a broader policy on drug prevention and control, leveraging lessons from the implementation of rules governing other psychoactive substances such as tobacco. Despite a comprehensive policy, implementation was inadequate and monitoring insufficient at the institutional level. Various Central and State Institutions of National Importance (INIs) undertaking a parallel review confirmed the shortcomings of both State and Institutional compliance with the GOI's Model Guidelines. Such assessments highlighted the need for mandatory provision of information and specified institutional audit checks at a higher administrative level. Many institutions failed to disclose the number of awareness programmes conducted or suggested by an INI under the National Action Plan on Drug Demand Reduction [3].

Policy Interventions and Best Practices: Drugs, tobacco, and alcohol exhibited the greatest prevalence among educated youth and were considered the most serious substances. Motivational factors included academics, entertainment, physiological needs, life conditions, professional pressures, and friendship. County difference analysis showed the importance of focusing on student substance use prevention and intervening from educational, legislative, and community collaboration perspectives [2]. School-based initiatives are the foundation of substance-use prevention efforts. Coalition models are optimal for addressing environmental influences through education,

outreach, policy advocacy, and alternative activities [7]. Based on drug-use histories, preventive programmes targeting illicit- and over-the-counter-drug use deserve prioritisation. School-related factors correlate significantly with student substance use; therefore, establishing supportive environments, strong anti-drug norms, and life-satisfaction promotion is essential for effective countermeasures [8].

School and College-Based Programs: School and college-based programs can play a vital role in addressing substance misuse among students. Interventions should include structured educational curricula on the adverse effects of drug use, initiatives to screen students for misuse and provide early support to individuals at risk, and the establishment of campus norms prohibiting drugs, which should be consistently reinforced [1]. Evidence indicates that if students learn skills to resist drugs prior to experimenting with them, or if they acquire knowledge about the dangers of drugs before using them, they are likely to make healthy decisions. Implementation of school-based programs has the potential to reduce drug-related harm or prevent drug-related problems from developing. Some research demonstrates that life-skills programs can decrease drug misuse and reduce associated problems. Community-wide initiatives informing adolescents about the dangers of drugs and promoting anti-drug norms can further support school-based efforts.

Community and Family Involvement: Parental involvement can increase the effectiveness of drug-prevention measures and rehabilitation programs, including awareness campaigns and the implementation of programmes like those proposed by the National Policy on Education [2]. For instance, briefing sessions for parents on issues such as substance abuse and the prevention of delinquent behaviour by school dropouts can be arranged by the education authorities. During the briefing, parents also learn how to involve themselves at home in the prevention of substance abuse by receiving training on how to combat likely drug-use situations. If students suspected of substance abuse refuse to see the school counsellor, the same matter can be discussed with the parent by the social worker or the administrator to help them explore possible appropriate actions to take with their children. To help parents and children discuss the subject openly, substantial printed information on the relevant issues can be accumulated, collated, and published. School boards can also offer assistance in managing problems of substance abuse among the students by informing them about external support services.

Support Systems and Counseling: Educational institutions should establish confidential support systems and counseling services. Such programs allow students and educators to discuss their drug-related problems without fear of exposure, enabling timely rehabilitation and minimizing potential legal repercussions. Such support

systems foster a supportive atmosphere, demonstrating that help is available. Schools and colleges face a considerable obligation to assist students on drug-associated matters, as those who utilize substances such as alcohol, tobacco, or other illicit drugs demonstrate a stronger propensity for dependency. Personnel at educational institutions, such as teachers, mentors, guidance counselors, and clinical psychologists, remain available to fulfil these obligations. A proactive, positive stance and a willingness to assist counteract substance use. Educational institutions must also provide appropriate counselling services when students seek assistance regarding addiction to narcotics, substances, alcohol, or tobacco, even if the matter remains undisclosed. Comprehensive rehabilitation for students and personnel discourages substance dependence and facilitates re-entry into educational programs.

Addiction rehabilitation generally proceeds in two stages: a clinical or therapeutic course and an on-going, after-care process. The clinical course exclusively centres on rehabilitation, while the on-going, after-care process encompasses academic re-integration. Ideally, educational institutions should establish these separate systems, coordinating closely to simplify access for students and personnel, as poly-drug dependency remains prevalent and cannot always be addressed sequentially. Such co-ordination simplifies matters when additional specialists are required, such as psychiatrists and psychologists [4].

Challenges in Implementation: Substance abuse is a major public health concern in India that affects young people with detrimental mental, social, and physical health consequences [2]. Abuse can occur at school, college, or university, and policies must address the issue nationwide [8]. However, many challenges impede the enactment, implementation, and monitoring of drug prevention, control, and rehabilitation efforts in the country.

These challenges include limited resources, societal stigma, privacy issues, inter-agency cooperation, and a shortage of monitoring and evaluation. Drug-related issues such as non-compliance and illegal trade flourish in India, and programs designed to combat them are frequently undermined by these obstacles.

Comparative Perspectives: Educational institutions in India are facing the growing threat of drug abuse by both students and educators. The prevalence of drug consumption has reached alarming levels in higher education systems. Understanding the impact of substance abuse is critical for institutions to develop and implement prevention programmes and policies.

Literature highlights the detrimental effect of substance use on students' academic performance, including lower grades, poor attendance, increased dropout rates, and significant gaps in learning [2]. Substance use is also linked to both physical and mental health issues, including cognitive decline, increased likelihood of developing comorbidities, sleep disturbances, poor nutrition, and

compromised stress coping mechanisms [4]. Teachers similarly report an impact of substance use on their professional capacities, including authority over students, management of the classroom environment, and overall performance of organizational responsibilities.

Conclusion: Educational institutions and educators play important roles in shaping students' lives and constructing young citizens who can contribute and prosper in society. But addiction usually leads to dependency, ushering in a wide array of health, social, and performance issues. Drugs leads to risk of life, violence, unethical Practices in physically and mentally, financial lose, and ruins academic performance.

Stronger drugs are now becoming more prevalent and easily accessible among youth. Today, education and information, along with constructive engagement, appear to be the only viable ways to safeguard younger generations from being consumed by substance abuse. Substance abuse can be defined as the hazardous use of psychoactive substances, characterized by harmful consequences and leading to substance-related disorders. This study, therefore, aims to zero in on the impacts of substance misuse and abuse among students as well as educator on their academic performance and teacher influence. It goes on to examine the legal framework for prevention, control, and rehabilitation in our educational institutions.

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