



Government of Jammu and Kashmir
Directorate of Colleges
Higher Education Department

The Principals

MOST URGENT

Govt. Degree Colleges/GCET's
UT of Jammu and Kashmir

Sub: **Policy on Substance Abuse Prevention and Mental Well Being Promotion in Higher Education Institutions.**

Ref: Letter No. GDC/3/2026-04(7840515) dated 20.01.2026 from Directorate of Colleges, Higher Education Department.

Sir/Madam,

Apropos to the subject and reference cited above, and as approved by the competent authority vide above-referred communication, kindly find enclosed the Policy on Substance Abuse Prevention and Mental Well-Being Promotion in Higher Education Institutions for information and necessary action.

In this regard, you are requested to go through the policy in detail and ensure its strict implementation in your respective institutions. The institutions shall take necessary steps for sensitizing students, faculty members, and other stakeholders regarding the objectives and provisions of the policy. Awareness programmes, counselling support, and preventive measures may also be organized at the institutional level in accordance with the guidelines contained in the policy.

You are requested to disseminate the contents of the policy among all concerned and ensure that suitable mechanisms are put in place for promoting mental well-being and preventing substance abuse among students.

Action taken report in this regard may be furnished to this Directorate at the earliest.

This may be treated as most urgent.

Yours Sincerely,

Dr. Sheikh Ajaz Bashir

Director Colleges, UT of JK
Higher Education Department

No.: DC-HE/K/2026/Drug Abuse/1067

Dated: 23 -03 -2026



Government of Jammu and Kashmir
Directorate of Colleges
Higher Education Department

Copy to:

1. Nodal Principal, Jammu/Kashmir for information.
2. OSD to Hon'ble Minister, School Education, Higher Education Department, Social Welfare, Health & Medical Education Department for information
3. PS to Principal Secretary to the Government, Home Department (Chairman, Task Force on Rehabilitation of Drug Abuse victims) for information
4. PS to the Commissioner Secretary, Higher Education Department for information of the worthy Commissioner Secretary.
5. Master file for office record

**POLICY ON SUBSTANCE ABUSE
PREVENTION AND MENTAL
WELLBEING PROMOTION IN
HIGHER EDUCATION
INSTITUTIONS**



सत्यमेव जयते

DEPARTMENT OF HIGHER EDUCATION
उच्चतर शिक्षा विभाग | محکمه اعلیٰ تعلیم
Government of Jammu and Kashmir (U.T.)

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POLICY ON SUBSTANCE ABUSE PREVENTION AND MENTAL WELLBEING PROMOTION IN HIGHER EDUCATION INSTITUTIONS

Issued by: Higher Education Department, Government of Jammu & Kashmir
Year: 2026

Preamble

Institutions of higher education in the Union Territory of Jammu & Kashmir are entrusted not only with imparting knowledge but also with shaping character, resilience, and social responsibility among youth. The college years represent a formative period marked by emotional and psychological transitions, academic pressures, and growing exposure to societal challenges, including substance abuse.

While several initiatives and organizations are already working toward addressing this concern, and many colleges have been actively contributing on this front through awareness campaigns, counselling, and outreach programmes, the Higher Education Department recognizes the need for a more structured and unified approach. Given that a substantial proportion of youth are enrolled in colleges, it becomes a collective responsibility of the Department to ensure that this menace is effectively warded off through proactive, coordinated, and sustained institutional action.

Institutions are therefore encouraged and expected to build safe, supportive, and health-promoting environments where students are guided toward positive lifestyles, mental wellbeing, and constructive engagement. Accordingly, the Higher Education Department adopts the *Policy on Substance Abuse Prevention and Mental Wellbeing Promotion*, establishing a sustainable mechanism for coordinated action across institutions of Jammu & Kashmir.

Vision

To nurture mentally healthy, physically active, and substance-free campuses that inspire students to lead purposeful, balanced, and socially responsible lives.



Mission Statement

To institutionalize preventive education, mentoring, and wellness initiatives across all colleges through structured faculty-student engagement, sports-based inclusion, and universal mental health sensitization.

Policy Objectives

1. Prevent the initiation and spread of substance use among students through awareness and engagement.
2. Strengthen the Mentor–Mentee System as the primary mechanism for continuous student wellbeing.
3. Embed Pyramidal Sports, Co-curricular, and Extracurricular Activities as protective and preventive tools against stress and negative influences.
4. Train all teaching and non-teaching staff in Mental Health First Aid (MHFA) for early identification and compassionate support.
5. Build linkages between colleges and the Directorate of Health Services (DHS) for sustained health and counselling interventions.
6. Develop coordination with other Departments/Organizations like rehabilitation Centers, Police and Anti-Narcotics Task Force (ANTF) etc.
7. Promote collaboration among Higher Education, Health, Youth Services, and Social Welfare Departments for comprehensive student wellbeing.
8. Reintegration mechanisms with dignity.

Guiding Principles

1. *Empathy First:* Institutions shall prioritize support, not punishment, for students in distress.
2. *Faculty as Stewards:* Faculty and staff serve as primary guardians of student wellbeing.
3. *Activity as Prevention:* Sports and co-curricular participation will be leveraged as natural deterrents to stress and substance misuse.
4. *Inclusive Participation:* Every student will be engaged in at least one physical, creative, or service activity.

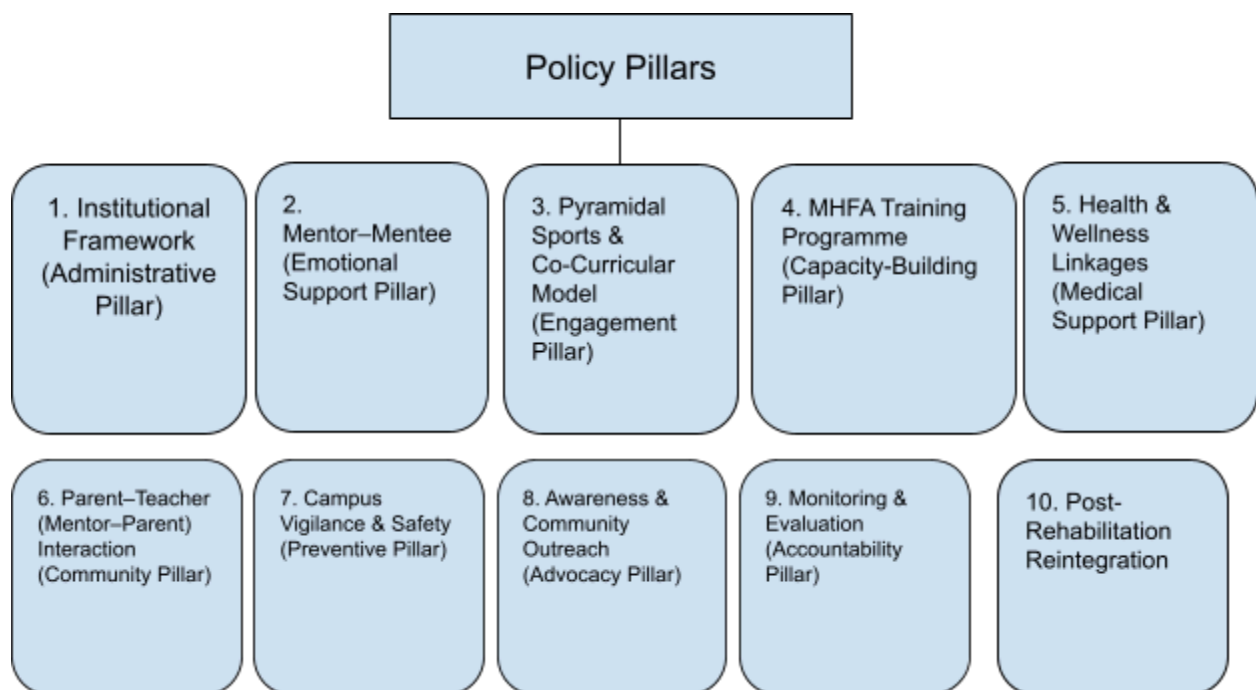


5. *Balanced Vigilance*: Campuses shall maintain safe, monitored spaces through responsible surveillance and staff presence, ensuring both security and dignity.
6. *Confidentiality and Respect*: All wellbeing interventions shall protect student dignity and privacy.
7. *Whole-of-Institution Approach*: Every stakeholder, from Principal to non-teaching staff, shares accountability for a healthy campus environment.
8. *Reintegration with Dignity and Continuity*, Institutions shall ensure that students returning from rehabilitation are reintegrated into academic and social life through structured, time-bound and stigma-free support mechanisms, guaranteeing continuity of education, restoration of confidence, and sustained protection against relapse.

Foundational Framework

This Policy is structured around **TEN interconnected pillars**, each addressing a key dimension of student wellbeing and substance abuse prevention.

These pillars, when applied in **union and synchronization**, are designed to create a synergistic and sustainable impact, ensuring that preventive, supportive, and developmental efforts operate as a unified system rather than as isolated interventions.



Atz

1. Institutional Framework

1.1 College-Level Structure.

Every college shall establish a College Wellbeing and Anti-Substance Cell (CWASC) chaired by the Principal and comprising of the following team

- Two Points of Contact (POCs) / Nodal officers, one male, one female, senior faculty members (preferably aligned with NSS).
- Four to Eight staff members of the college with equal participation from Teaching and Non-Teaching Staff.
- Counsellor (in-house or through Directorate of Health Services linkage).
- Two Student Representatives (one male, one female) from the Peer Volunteer Network.
- Administrative Member (Office Superintendent/Senior Assistant).

The CWASC shall:

- Oversee all wellbeing and substance-prevention initiatives.
- Conduct regular campus rounds, particularly of isolated or low-visibility zones, to serve as a visible deterrent to substance-related or other undesirable activities.
- Ensure that CCTV surveillance is functional in vulnerable areas such as entrances, corridors, canteens, and parking zones, adhering to privacy norms.
- To carry out random checks or inspections of student common areas or bags, in a respectful, gender-sensitive, and non-stigmatizing manner.
- Maintain confidential records of interventions and reports.
- Liaise with the Directorate of Health Services for wellness camps and professional counselling and with other organizations for any support if required.
- Submit quarterly reports to the Department of Higher Education, Directorate of Colleges.
- Oversee structured academic and psycho-social reintegration of students returning from rehabilitation, including preparation and monitoring of Individual Reintegration Plans (IRPs), coordination with counsellors and health services, facilitation of academic bridging and engagement in sports, cultural



and skill development activities, and ensuring a stigma-free, confidential and supportive re-entry into campus life.

2. The Mentor–Mentee System: Emotional Support Pillar

2.1 Structure

- Every faculty member mentors a group of 15–25 students or student groups equally divided among Permanent Faculty Members. .
- Mentorship sessions will be conducted at least twice a month focusing on academic progress, stress management, and personal wellbeing.
- For the program to be both effective and sensitive to the needs of students, female students must be assigned exclusively to female faculty mentors. This safeguard will help create a safe, supportive, and trusting environment for open communication and guidance.
- Mentors maintain a Wellbeing Register, noting general progress and referrals (without recording sensitive personal details).
- Given the importance of the Mentor–Mentee relationship in ensuring student wellbeing and academic growth, the Department is contemplating the inclusion of mentor performance and mentee outcomes as a component of faculty appraisal.

2.2 Referral and Escalation

- Students showing signs of emotional distress, withdrawal, or substance-related vulnerability shall be gently referred to the POCs / Nodal officers.
- POCs / Nodal officers will assess and coordinate with counsellors or DHS professionals, and other organizations as needed.
- Mentors will maintain consistent follow-up, ensuring students feel supported and not stigmatized.

2.3 Peer Support Integration

- Each mentor group will nominate one Student Wellbeing Representative (SWR) who acts as a bridge between students - mentors and PCO's.



- SWRs form part of the Peer Volunteer Network, organize awareness drives, community outreach, and “Say No to Drugs” campaigns.
- identification of vulnerable students.

2.4 Training and Capacity Building

- Mentors shall undergo structured training in empathy, basic counselling, and MHFA principles (see Section 9).
- Colleges will conduct at least one annual Mentor Training Workshop.

3. Pyramidal Sports, Co-curricular and Extracurricular Model: Engagement Pillar

The Pyramidal Activity Model shall serve as the central engagement mechanism for holistic wellbeing and substance abuse prevention.

3.1 The Pyramid Framework

Level	Description	Purpose
Level I: Base – Mass Participation	Every student must engage in at least one sports, fitness, cultural, or creative activity.	Builds inclusion, energy balance, and belonging.
Level II: Institutional – Inter-House / Intra-College Activities	Establish houses or activity clusters for sports, debates, innovation clubs, cultural teams.	Promotes teamwork, leadership, and healthy competition.
Level III: Apex – Ambassadors & Champions	High-performing students, sportspersons, act as Ambassadors of Positive Living and peer motivators.	Models positive behavior and campus leadership.

3.2 Sports and Allied Wellness Activities

Each college shall formulate an Annual Sports and Wellness Calendar ensuring broad-based student participation throughout the academic year. The calendar should include a well-balanced mix of competitive, recreational, and wellness-oriented activities that encourage physical fitness, teamwork, and mental wellbeing.

Institutions are advised to strengthen and optimally utilize their physical education infrastructure and ensure proactive engagement of Physical Training Instructors (PTIs) and Convenors of Extracurricular/ Co-Curricular/Sports Committees. The aim is to achieve maximum participation of every student, rather than limiting activities to select groups or teams.

Colleges may also establish collaborations with the Department of Youth Services and Sports and other allied bodies to expand the reach and quality of their sports and wellness programmes.

Suggested activities may include but may not be limited to:

- Inter-house and inter-college tournaments, athletics meets, and yoga camps.
- Mindfulness sessions, meditation camps, and fitness workshops.
- Trekking, cycling, and heritage walks under the “Fit Campus Initiative.”

Each event should meaningfully integrate wellbeing themes, such as “*Healthy Mind, Healthy Body,*” and “*Drug-Free Campus.*”

Colleges shall also organize “Wellbeing Weeks” twice every year, featuring a blend of sports, arts, fitness, and awareness programs aimed at promoting holistic student wellness. Winners, participants, volunteers, and mentors should be formally recognized and felicitated at both the college and Union Territory (UT) levels to reinforce motivation and sustained participation.

3.3 Creative and Cultural Engagement

Colleges shall actively integrate creative and cultural mediums to reinforce positive messaging around mental health, wellbeing, and substance abuse prevention. Institutions should plan a year-round Cultural Engagement Calendar in convergence with their NSS, and allied Committees.

Suggested initiatives include but may not be limited to :



Theatre performances, street plays, and short film festivals on anti-drug and wellness themes.

- Photography, poster-making, music, and dance competitions under the banner “Say No to Drugs, Say Yes to Life.”
- Integration of wellbeing and resilience themes into Annual College Fests, NSS community outreach campaigns, and youth festivals.

These engagements should not merely be one-time events but part of a sustained campaign to build a vibrant, expressive, and socially responsible campus culture. Colleges may also document and share best practices, student-led initiatives, and innovative campaigns through departmental and UT-level platforms to inspire replication across institutions.

4. Mental Health First Aid (MHFA) Training Programme

4.1 Objective

To equip all teaching and non-teaching staff with essential life-saving skills, a **mandatory First Aid and Mental Health First Aid (MHFA) training programme**. The initiative aims to ensure that staff are capable of providing immediate assistance, whether in physical emergencies or psychological distress, until professional help becomes available. The MHFA component will enable participants to recognize early signs of mental or emotional distress, offer reassurance, and guide students toward appropriate support systems. This integrated training is also in consonance with the **Disaster Management and Mitigation framework**, emphasizing preparedness and timely response to both physical and mental health crises.

4.2 Phased Implementation Plan

Phase	Target Group	Coverage	Timeline
Phase I	Principals, POCs/ Nodal officers , NSS Officers,	100%	Year 1
Phase II	Teaching Faculty (Mentors)	70% coverage	Year 1
Phase III	Remaining Faculty & Non-Teaching Staff	100% coverage	Year 2

Phase IV	Refresher Courses & Advanced Modules	Continuous	Year 3 onward
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Implementation:

- Conducted jointly by the Higher Education Department and Directorate of Health Services.(**Details: Objective and implementation plan at Annexure II**)
- Colleges will maintain training records and DHS will issue certificates upon completion.

5. Health and Wellness Linkages

- Each college shall establish a formal communication channel with the Directorate of Health Services (DHS).
- Quarterly Health and Mental Wellness Camps will be organized in collaboration with DHS.
- Confidential counselling, screening, and de-addiction referral systems shall be developed.
- POCs / Nodal officers , under the Principal’s supervision, will coordinate with DHS designated officers, Youth Services and Sports.

6. Role of Parents and Parent-Teacher (Mentor-Parent) Interaction

The wellbeing of students is most effectively nurtured when the home and the college work together as partners. Parents and guardians play a pivotal role in sustaining students’ emotional balance, confidence, and responsible choices. The college community, therefore, shall actively involve parents in awareness, guidance, and early support processes.

6.1 Guiding Premise

Parental awareness and involvement enhance preventive education, strengthen early identification of distress, and promote continuity of care for students facing emotional or behavioral challenges.

6.2 Institutional Mechanism

Every college shall institutionalize Parent–Teacher (Mentor–Parent) Interactions as part of the wellbeing framework. These interactions are intended not for academic review alone, but also for joint discussion on student wellbeing, adjustment, and lifestyle balance.

6.3 Framework for Engagement

1. Introductory Orientation:

- At the beginning of each academic session, colleges shall organize a Parent Orientation Programme to sensitize families about:
 - The college’s Mentor–Mentee and Wellbeing structures.
 - Substance abuse prevention measures.
 - The importance of open, stigma-free communication at home.

2. Mentor–Parent Meetings:

- Each mentor shall hold at least one formal meeting with parents/guardians of mentees per semester.
- Meetings shall focus on holistic progress academic, emotional, and social and identify areas where additional support may be needed.
- In special situations, mentors may seek the involvement of parents for early intervention or referral to counselling services, with student consent.

3. Parent Participation in Awareness Events:

- Colleges shall invite parents to attend wellness camps, anti-drug awareness drives, and sports events, reinforcing the “Whole-of-Society” approach to prevention.

4. Feedback

- Parents’ insights shall form part of the college’s Wellbeing Review to continuously improve outreach and engagement.
- CWASC shall maintain records of parent engagement and include them in quarterly reports.



6.4 Parental Sensitization

- Develop and share Parent Information Guides that provide practical advice on recognizing behavioral changes, encouraging open dialogue, and supporting students during stress or transition. To Create these Information guides inputs and directions can be obtained from DHS.
- Encourage parents to maintain contact with mentors and POCs / Nodal officers for information or assistance when required.
- Promote awareness that substance misuse and mental health are health issues, not moral failings and that early empathy and support can prevent escalation.

6.5 Outcome

A strengthened bond between college and home, ensuring that every student experiences consistent care, guidance, and accountability across both environments leading to healthier, more connected, and emotionally resilient young adults.

7. Campus Vigilance and Safety Measures

A safe physical environment complements preventive education and wellbeing promotion. Each college shall therefore adopt measured vigilance mechanisms to maintain a secure and substance-free campus, in alignment with student dignity and rights.

7.1 Objective

To ensure that preventive and supportive measures are reinforced by a visible culture of safety, discipline, and responsible vigilance.

7.2 Core Measures

- *Preventive Campus Rounds:*
Regular walk-throughs by CWASC members and designated faculty/non-teaching staff across campus premises, especially during break hours and after hours.



- *CCTV Surveillance:*
Strategic installation and maintenance of CCTV cameras in open and public areas, entry/exit gates, corridors, parking, and canteens purely for safety and deterrence purposes. CCTV footage shall be accessed only by authorized personnel under the Principal's supervision.
- *Responsible Frisking and Bag Checks:*
Colleges may conduct occasional, random and non-intrusive inspections of bags and belongings in common areas, ensuring privacy and decorum. Female staff shall conduct checks for female students, where required.
- *Lighting and Infrastructure:*
Ensure adequate lighting in corridors, pathways, and hostels, and display signage such as "Drug-Free Campus: Your Health, Your Responsibility."
- *Coordination with Local Administration:*
Colleges may liaise with local police, health, and social welfare departments for joint awareness and deterrence measures, ensuring a balanced approach between vigilance and wellbeing.
- *Incident Response Protocol:*
Any violation or substance related incident shall be reported confidentially to the CWASC, which will coordinate both supportive counselling and disciplinary action as per institutional norms.

7.3 Guiding Premise

Vigilance and compassion are not contradictory; rather, they are complementary pillars of a healthy learning environment. The aim is not surveillance but assurance to safeguard students while nurturing trust, respect, and responsibility.

8. Awareness and Community Outreach

- Regular "Say No to Drugs" campaigns using art, theatre, digital media, and sports.
- Engagement of student ambassadors and alumni as awareness leaders.
- Collaboration with local NGOs, police, and district administrations.
- Involvement of parents through Student → Parent → Mentor Dialogues.

9. Monitoring and Evaluation .

9.1 Indicators

1. % Colleges with functional CWASC and POCs / Nodal officers .
2. % Faculty and staff trained in MHFA.
3. % Student coverage under Mentor–Mentee system.
4. Number of students engaged through the Pyramid Model.
5. Number of Health and Wellness Camps organized.
6. Student feedback on wellbeing and campus.
7. Reduction in substance-related disciplinary incidents.

9.2 Reporting

- Quarterly Reports by each CWASC to the Directorate of Colleges(HED).
- Review Meetings at UT level chaired by Director Colleges.
- Annual UT Campus Wellbeing Report published by the Higher Education Department with progress input from Colleges.

10. Post-Rehabilitation Reintegration

10.1 Objective

To provide a structured, non-stigmatizing, and empathetic pathway for students returning from rehabilitation centers. The goal is to ensure their seamless academic and social reintegration, minimizing the risk of "academic dejection" or anxiety-induced relapse.

10.2 Academic Rehabilitation (NEP 2020 Alignment)

Recognizing that students returning from rehabilitation may have missed significant academic coursework, examinations, or semesters, the college shall adopt a flexible approach to academic progression in line with the **National Education Policy (NEP) 2020**:

- **Credit Accumulation & Transfer via Online Modes:** To reduce the pressure of immediate physical catch-up, returning students shall be encouraged and facilitated to earn missed credits through **SWAYAM / NPTEL** or other recognized online platforms. This allows for self-paced study and helps bridge the gap without overwhelming the student.
- **Flexible Progression (Carry Forward):** In accordance with NEP guidelines on Multiple Entry/Exit and flexible progression, a student returning from rehab should not be detained or demoted. They shall be allowed to progress to the

next semester, with the option to clear backlog credits in subsequent semesters or through summer remedial terms.

- **Remedial Classes:** The college shall organize specific remedial classes or "Bridge Sessions" for such students to help them grasp core concepts they missed, ensuring they do not feel intellectually isolated in the classroom.
- **Relaxation of Assessment Norms:**
 - **Attendance Condonation:** Absence during the rehabilitation period shall be treated as "Medical Leave," and necessary condonation shall be granted to make them eligible for examinations.
 - **Special Examinations:** If a student has missed mid-term or end-term exams due to rehabilitation, special supplementary examinations may be arranged to ensure they do not lose an academic year.

10.3 Psycho-Social Reintegration & Environment

A supportive environment is critical to prevent the feeling of alienation that often leads to relapse.

- **Stigma-Free Re-entry:** The **CWASC** and **Mentors** shall ensure that the student's return is handled with strict confidentiality. Faculty shall be sensitized to treat the student with encouragement rather than scrutiny.
- **The "Circle of Support":** A designated Mentor and the College Counsellor shall hold weekly check-ins with the student during the first 3 months of return to monitor emotional stability and academic coping.
- **Peer Support (The Buddy System):** With the student's consent, a mature and trained **Student Wellbeing Representative (SWR)** may be assigned as a "Buddy" to assist with class notes and social inclusion, ensuring the student does not feel left out of peer groups.

10.4 Relapse Prevention Protocol

- The college, in liaison with the **Directorate of Health Services (DHS)**, shall ensure that the student has access to continued follow-up counselling on campus.
- Engagement in the **Pyramidal Sports Model (Pillar 3)** shall be encouraged (but not forced) to provide a healthy dopamine release and a sense of community belonging.

REINTEGRATION ACTION PLAN

While de-addiction and enforcement measures address immediate substance dependence, the absence of structured reintegration pathways often results in:



- Academic discontinuation
- Social withdrawal and stigma
- Loss of employability
- Heightened relapse vulnerability
- Secondary deviance and re-criminalisation risks

Recognising this critical gap, the Higher Education Department will operationalize the policy through a UT-level, calendar-synchronised, inter-departmental Plan of Action.

A. Academic Calendar-Linked Implementation*

Illustrative Implementation	
Academic Window	Reintegration Action
Admission Period (June-July)	Registration, mentor mapping, confidentiality protocols
Aug-Nov (Odd Sem Classwork)	Bridge learning, online credits
Dec-Jan (Winter Break)	Intensive counselling & relapse prevention
Feb-June (Even Sem)	Sports & skill anchoring
Exam Windows	Special exams, attendance condonation
*Linked implementation with Academic Calendars Can be changed/Modified with respect to existing Academic Calendars.	

B. Institutional Framework

College Wellbeing & Anti-Substance Cell (CWASC) shall act as the operational nerve centre, maintaining confidentiality, rehabilitation tracking and inter-departmental coordination.

C. Department-Wise Responsibilities

Department	Mandate
Higher Education Dept	Policy control, review ,Monitoring and enforcement.
Health Services	Counselling & psychiatric follow-up

Social Welfare	Skill & livelihood pathways
Youth Services & Sports	Structured engagement
Police / ANTF	Legal safeguards & protection
NGOs/Rehab Centres	After-care & mentoring
Colleges	Case management, Mentoring & policy execution.

D. Reintegration Pathway

1. Confidential Registration

Returning students shall be registered under a confidential wellbeing protocol by the College Wellbeing & Anti-Substance Cell (CWASC), ensuring dignity, privacy and non-stigmatization while initiating institutional support.

2. Individual Reintegration Plan (IRP)

A personalized Reintegration Plan shall be prepared jointly by the Mentor, Counsellor and CWASC, outlining academic recovery, counselling schedules, engagement activities and skill development pathways tailored to the student's specific needs.

3. Academic Bridging

Bridge classes, remedial sessions and online credit recovery options shall be provided to enable academic continuity and prevent learning gaps or academic disengagement.

4. Counselling Follow-ups

Regular counselling sessions shall be conducted to support Buddy System

A peer buddy shall be assigned, with the student's consent, to facilitate social inclusion, academic support and positive peer engagement within the campus environment.

5. Sports & Cultural Anchoring

The student shall be encouraged to participate in sports, cultural and creative activities under the Pyramidal Engagement Model to

promote healthy routines, confidence building and constructive peer bonding.

6. Skill & Employment Linkage

Students shall be linked with vocational training programmes, skill missions, apprenticeships and placement opportunities to strengthen employability and long-term social reintegration.

7. Quarterly Relapse Screening

Periodic assessments shall be undertaken in coordination with health services to identify early warning signs of relapse and ensure timely psychosocial intervention.

8. Gradual Exit from Monitoring

Upon demonstration of sustained academic engagement, emotional stability and social integration, the student shall be gradually transitioned out of monitoring while remaining connected to regular wellbeing support systems.

E. Important Interventions

i. Academic Rehabilitation

- **SWAYAM/NPTEL Credit Recovery**

Students returning from rehabilitation shall be facilitated to earn missed academic credits through nationally recognized SWAYAM/NPTEL online courses, enabling flexible, self-paced academic continuity without undue classroom pressure.

- **Bridge Classes & Special Examinations**

Colleges shall organise structured bridge classes, remedial tutorials and, where required, special supplementary examinations to cover learning gaps and prevent academic stagnation or year loss.

- **Attendance Condonation**

The rehabilitation period shall be treated as medical leave, and attendance condonation shall be granted to ensure examination eligibility and protect students from academic penalisation due to treatment-related absence.

ii. Psycho-Social Stabilisation



- **Weekly Counselling (First 3 Months)**

Intensive counselling sessions shall be conducted during the initial reintegration phase to ensure emotional stability, address anxiety, rebuild confidence and detect early relapse indicators.

- **Peer Buddy System**

A peer buddy shall be assigned, with student consent, to support academic coordination, social inclusion and positive peer engagement, thereby reducing isolation and vulnerability.

- **Confidential Faculty Sensitization**

Select faculty members shall be sensitised on confidentiality protocols and supportive engagement to maintain a stigma-free classroom environment and encourage positive student-teacher interaction.

iii. Social & Behavioural Anchoring

- **Mandatory Pyramid Sports Integration**

Reintegrated students shall be anchored within the Pyramidal Sports and Wellness Model to promote structured routines, physical wellbeing, stress reduction and positive dopamine reinforcement.

- **Cultural, NSS & Service Activities**

Participation in cultural, creative and community service platforms such as NSS shall be encouraged to rebuild social identity, purpose and community belonging.

iv. Skill & Livelihood Conversion

- **J&K Skill Mission & MSME Linkages**

Students shall be linked with formal vocational training and skill development ecosystems to enhance employability, financial independence and long-term social reintegration.

- **Apprenticeships & Placements**

Colleges shall facilitate apprenticeship opportunities and placement linkages to transition rehabilitated students into dignified employment, reinforcing recovery through economic stability and productive societal participation.

11. Expected Outcomes

- Every college has to have a responsive wellbeing system.
- A fully MHFA-trained teaching and non-teaching staff.



- Increased student engagement in sports and creative pursuits.
- Heightened awareness and peer sensitivity toward substance abuse.
- Tangible reduction in vulnerability, isolation, and drug-related incidents.

12. Policy Review

This Policy shall be reviewed every two years by the Higher Education Department, incorporating field feedback, new research, and institutional experiences.

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Annexures

Annexure I: Roles and Responsibilities

Principal

- Oversee implementation of the Policy in totality.
- Ensure appointment of POCs/Nodal Officers and conduct of wellness activities.
- Approve linkage with DHS , Youth Services and Sports , Local Law Enforcement Agencies.

POCs / Nodal officers (Male & Female)

- Coordinate all wellbeing and anti-drug initiatives.
- Maintain confidential student referral logs.
- Liaise with DHS and Youth Services and Sports.
- Liaise with law enforcement agencies
- Submit quarterly reports to the Principal.

Mentors

- Conduct fortnightly Mentor–Mentee sessions.
- Identify early signs of distress or disengagement.
- Maintain Wellbeing Registers and report to POCs./Nodal officers

Peer Volunteers / Student Wellbeing Representatives

- Support peer awareness and outreach activities.
- Serve as liaison between students and mentors.
- Promote healthy campus activities.

Counsellor

- Provide individual/group counselling and follow-up.
- Conduct workshops on mental health and resilience.
- Maintain confidentiality and professional ethics.



Annexure II: Integrated First Aid and Mental Health First Aid (MHFA) Training Implementation Plan

1. Objective

To ensure universal sensitization and capacity building of all teaching and non-teaching staff across the Higher Education Department through an integrated **First Aid and Mental Health First Aid (MHFA)** training programme. The objective is to equip staff with essential skills to respond effectively to both physical and psychological emergencies within institutional settings.

2. Training Content

The training shall cover both **physical first aid** and **mental health first aid** components, including:

1. Fundamentals of physical first aid—response to common campus emergencies such as injuries, fainting, burns, bleeding, and choking.
2. Understanding stress, anxiety, and depression among students and peers.
3. Identifying early behavioral warning signs and indicators of distress.
4. Listening and responding empathetically while ensuring immediate safety.
5. Crisis management and referral processes for both physical and mental health concerns.
6. Maintaining confidentiality, ethical conduct, and professional boundaries.

3. Delivery Mechanism

1. The training shall be conducted through **2 to 4 days (or as shall be deemed fit by DHS) modular sessions**, organized **quarterly at divisional hubs**.
2. Each session shall include a combination of theoretical inputs, interactive discussions, and hands-on demonstrations.
3. The programme shall be implemented in coordination with the **Directorate of Health Services (DHS)** and the **Higher Education Department (HED)**.
4. **Joint certification** shall be issued upon successful completion of training.
5. Institutions shall maintain records of trained personnel and ensure periodic refresher training as part of their **Disaster Management and Mitigation framework**.



Annexure III: Reporting & Monitoring Format (Quarterly)

College Name:

Principal:

POCs / Nodal officers (Male/Female):

Parameter	Data	Remarks
No. of students under Mentor–Mentee coverage:		
No. of faculty trained in MHFA		
No. of wellbeing sessions / camps conducted		
Student participation in sports/co-curricular events		
Referrals made to counsellor/DHS		
Feedback summary from students		
Any Other		

Principal's Remarks:

(Signature and Seal)



Annexure IV: Policy Framework: Core Pillars & Initiatives

Overall Goal:

Create *Substance-Free, Mentally Healthy, and Active Campuses* across Jammu & Kashmir through proactive, preventive, and inclusive institutional mechanisms.

1. Institutional Framework (Administrative Pillar)

College Wellbeing & Anti-Substance Cell (CWASC)

Chair: Principal

Members: POCs / Nodal officers (M/F), Faculty, Non-Teaching Staff, Counsellor, Student Reps, Admin Member

Functions:

- Oversee wellbeing & anti-substance initiatives
- Campus vigilance (rounds, CCTV, safe zones)
- Coordinate with DHS for counselling & wellness camps
- Maintain confidential intervention records
- Quarterly reporting to Directorate of Colleges

2. Mentor–Mentee System (Emotional Support Pillar)

Structure:

- Every faculty mentors 15–25 students
- Fortnightly wellbeing sessions
- Female mentors for female students

Key Features:

- Wellbeing Register maintained by mentors
- Student Wellbeing Representative (SWR) in each group
- Referral of at-risk students → POCs / Nodal officers → Counsellor/DHS
- Mentor performance may be linked to faculty appraisal
- Annual Mentor Training Workshops

3. Pyramidal Sports & Co-Curricular Model (Engagement Pillar)

Level I: *Mass Participation* – Every student joins at least one sport/creative activity

Level II: *Inter-College/House Activities* – Teams, clubs, competitions

Level III: *Ambassadors & Champions* – Role models for positive living

Allied Wellness Initiatives:

- Annual Sports & Wellness Calendar
- “Wellbeing Weeks” (twice a year)
- Yoga, mindfulness, trekking, cultural activities
- Collaboration with Dept. of Youth Services & Sports
- Thematic campaigns: “Healthy Mind, Healthy Body,” “Drug-Free Campus”

4. MHFA Training Programme (Capacity-Building Pillar)

Objective: Universal training of staff in physical & mental first aid

Phased Implementation:

- **Phase I:** Principals, POCs/ Nodal officers , NSS Officers (100%)
- **Phase II:** Faculty mentors (70%)
- **Phase III:** All remaining staff (100%)
- **Phase IV:** Refresher & advanced modules (continuous)

Joint Implementation: HED + DHS

Outcome: Certified MHFA-trained workforce in every college

5. Health & Wellness Linkages (Medical Support Pillar)

- Regular wellness camps & counselling sessions with DHS
- Confidential referral mechanisms
- POCs / Nodal officers coordinate with DHS, Youth Services & Social Welfare

6. Parent-Teacher (Mentor-Parent) Interaction (Community Pillar)

- Parent Orientation at session start
- Semester-wise Mentor-Parent Meetings
- Parent involvement in awareness events & feedback loops
- Parent Information Guides for early detection & support

7. Campus Vigilance & Safety (Preventive Pillar)

- Regular preventive rounds by CWASC
- CCTV in key zones
- Respectful bag checks & safe campus infrastructure
- Liaison with police/health/social welfare departments
- Incident response protocols ensuring confidentiality & care

8. Awareness & Community Outreach (Advocacy Pillar)



- “Say No to Drugs” campaigns via art, theatre, sports
- Student ambassadors, alumni champions
- NGO & district-level collaborations
- Student–Parent–Mentor Dialogues

9. Monitoring & Evaluation (Accountability Pillar)

Indicators:

- CWASC functionality, MHFA training %, Mentor coverage
- Participation in Pyramid Model
- No. of wellness camps, feedback, incident reduction

Reporting:

- Quarterly CWASC reports → Directorate
- Biannual UT reviews
- Annual UT Wellbeing Report

10. Post-Rehabilitation Reintegration (Inclusion Pillar)

- **Academic Flexibility:** Use of SWAYAM/Online credits & NEP progression options.
- **Remedial Support:** Bridge courses to cover missed syllabus.
- **Social Inclusion:** Stigma-free environment and confidential re-entry.
- **Relapse Prevention:** Continuous counseling linkage with DHS.

