CHAPTER V
TOWARDS AN APPROPRIATE MODEL
FOR KERALA

Introduction

In this chapter an attempt is made to construct an appropriate treatment model suitable for Kerala. In this attempt the knowledge and experiences generated and undergone by all prevalent models, are depended upon. At the same time new steps are proposed in order to overcome what the researcher felt to be the major drawbacks of the existing models and centres. For this the researcher has also drawn from his practical experiences in this field as the director of one of the important treatment centres of Kerala and also as a campaign leader in the anti-alcoholic movement of the state. In proposing a comprehensive prevention strategy the researcher has planned and implemented a programme meant for school students. The researcher has made use of, among other materials, the lessons he learned while planning and implementing a programme in 180 schools in seven education districts. As pointed out in the previous chapter such a model is constructed with a view to address the problem of alcoholism in an integrated, holistic and concerted manner, with due emphasis on both preventive and curative strategies. It is felt that only such a strategy would be successful in effectively combating the menace of alcoholism in Kerala.
5.1 PREVENTIVE STRATEGIES

As addiction is a disease it is possible to prevent it provided appropriate strategies are developed and used. According to WHO statistics only 10-12% of the drinkers become alcoholics. Nobody really wants to become addicted to liquor and turn an alcoholic. The survey conducted by the researcher in three treatment centres has shown that peer group pressure, curiosity and similar factors are what prompted the beginners to use alcoholic beverages. So any addiction prevention must concentrate on addressing these basic but innocent factors that drag a person to drinking. In fact, an addiction prevention programme can target people at different levels. It can be meant for the individual, peer groups, school students, family members, community at large etc. That is why the researcher has targeted only one group.

He has made use of the Drug Abuse Resistance Education Programme (D.A.R.E.) implemented extensively in U.S.A. It may be relevant to point out that the researcher visited the US in connection with the present research study and observed the DARE programme from closer quarters and drew lessons from it. This is also made use of in developing the proposed preventive strategy.

In USA the D.A.R.E programme is implemented by the police. It is a police officer in uniform who handles the classes. He familiarizes the students with various types of drugs and the consequences of using them. It is an exercise at imparting scientific information about drugs. It doesn’t aim at building the capability of the target group to strengthen them to say ‘No’ to these seductive substances. It is the considered view of the
researcher that this approach is not adequate for Kerala. A more comprehensive programme that goes beyond the level of information is essential in the cultural milieu of Kerala.

It is actually personality disorders and a weak will that drags a person to alcohol and turns him into an addict. So it is logical to conclude that only by strengthening the personality and overcoming the disorders that people will be able to be free from liquor. So the preventive strategy proposed below aims at achieving the development of a sound mind and a wholesome personality.

The programme is expected to be implemented in schools. For this, the active involvement of a group of committed teachers is an essential pre-condition. It is assumed that it is possible to identify sufficient number of such committed teachers who would volunteer their services for the implementation of this programme. Each group should be consisted of not more than 40 students.

The programme is proposed to be implemented in schools through volunteering teachers. for it will be more effective as teachers have comparatively better rapport with students than anyone else. Another advantage is that it will not be expensive.

The training of the students has to progress through various stages. At the beginning necessary information on alcoholism and drug abuse must be passed on to them. This is the conscientization stage. Then positive attitude like team spirit, co-operation etc. should be generated in them. Generally students must be made aware of the importance of performing their duties and holding responsibilities. As the next step they
must be empowered to resist negative peer pressures. They must be led on to value, shramdan or voluntary service. This may be identified as a Gandhian value of universal significance. During the next stage they can be persuaded to take decisions for themselves. The capability for decision-making is to be developed along with coping skills. Finally the self-confidence and self-esteem are to be developed through appropriate exercises. Thus they will be capable of facing stresses and asserting themselves. Time management and communicative skills are essential for the above and therefore separate sessions are incorporated for developing the above skills. There are moral and spiritual dimensions to the above. So particular care is taken to incorporate items that would strengthen the students morally and spiritually. For example, prayer is included as a crucial component

In the following pages, the sessions are presented in detail.

5.2. SESSION

This is a training programme, which enables the students to acquire the ability to say ‘No’ to all unacceptable pressures and temptations. It is so designed that through this programme each and every participant should attain upright personality and a clear and strong vision about his own life. It is made possible through continuous training coupled with proper learning. One of the teachers should guide the programme.
5.2.1 SESSION 1

**SELF -INTRODUCTION**

**Aim:** To have non-competitive recreation and to develop co-operation

**Game:** The director should come prepared with slips in which the names of four Indian leaders are written. There must be ten slips for each leader. Altogether there will be 40. It can be placed on the table and students are asked to take one each. Then he should call out the name of the leader written on it. Members who hold the name of the same leader should come together at the earliest. Prize goes to the group, which gather all the ten members at first.

Some other suitable group games can also be played to build up the feeling of togetherness. To start with, the teacher should select 30-40 students as a group. He has to introduce himself in detail explaining some of his experiences etc. It should be open and co-ordinal. He should conquer the minds of the students. His rapport with the group is really a decisive factor in achieving the maximum possible success.

Then, students themselves come forward and give a brief self-introduction. This may help him to face the audience and open the mind to his friends. Moreover, to have an intimacy in the group this sort of approach is helpful.
5.2.2 SESSION II

MUTUAL TRUST

Aim: for developing trust and mutual understanding

Game: A game to strengthen the trust is as follows. Call eleven volunteers to the stage who trust each other. Select one and make him stand in the middle. Others stand in a circle keeping equal distance. The director get the assurance from everybody that they may protect him at any cost. The person who stands in the middle is asked to fall in any direction without bending his knees. If he falls the volunteers are at the maximum alert so that they can catch him at once. This falling can be repeated in different directions.

The director can quote the saying “Union is Strength”. He can talk on the importance of working together, expressing co-operative attitude towards fellow workers, sharing of experiences with other members etc.

5.2.3 SESSION III

THE IDEAS OF THERAPEUTIC COMMUNITY

Aim: Accept positive strokes gracefully

Game: All can be seated in a circle so that everybody can see each other. Every time start with a short prayer. It can be said aloud or silently. The leader can appreciate the behaviour of a participant or congratulate another on his creditable success in the exam etc. In this section the student praises, congratulates and try to find positive points. This kind of positive stroke is really helpful. It may help them to improve their way of behaviour.
The basic principles used in therapeutic communities all over the world are based on this idea. In the second stage, if anybody has any negative feelings towards any member of the group he/she may express it in a moderate way. It may be an eye opener for the concerned person. In certain cases the accused might not have any bad intention. In such circumstances this meeting may help them to rebuild the broken relationship. If we continue this process every time it will be beneficial to build an upright personality as well as openness towards the society. There is time and opportunity for personal correction too.

This gives us a chance to understand what others think about our behaviour. This group reflects our behaviour just like a mirror. Accepting the criticism and suggestions from the part of the group members may help us to have strong personality.

5.2.4 SESSION IV

RULES, RIGHTS AND RESPONSIBILITY

Aim: Inculcate respect for rules, rights and duties

Game: Divide the members into four groups and arrange them in four lines. Stretching out their hands and touching each other they must make the line as lengthy as possible. They can use any other material available at that position to keep themselves in touch with the next member and to make their line the longest. For this each member of the group should cooperate using their intelligence and keeping the rules and regulations of this game. The group that formed the longest line must be rewarded. Each member has the duty to lead his team to success.
Part one

The director can introduce the use of rules and regulations. You might have heard about many rules, eg. Traffic rules, school rules, etc. All these are in a way helping us to have a peaceful life. It is beneficial for each and everybody though it may seem as if binding us.

During the basketball play one of the players take the ball, run to the board and shoot it. Will you accept it? Can it be done again by another player?

No. Why?

Then the play would be out of control. It won’t be interesting. As a matter of fact, laws are necessary to make one life happy. Traffic laws help us to avoid traffic jam. It helps us to have a smooth running of the vehicles on road. For our life certain rules are necessary. We have to obey the rules of the state, rules of the school, rules of the nature etc. Obedience to the rule is not slavery. It is a quality and shows the good aspects of our character. Furthermore, obedience to the laws help us to avoid the internal conflict and protect us from the dangers.

The universe, the nature etc. follow certain unwritten laws. It is very essential for the existence of human beings as well as the creatures.

Part two

Create an awareness regarding the rights and duties

We have the right to be happy and to be treated with care and understanding. Nobody has the right to hurt my feelings and laugh at my doings. As a human being I am quiet free to express my ideas and lead a
happy life. At the same time I have the duty to respect the feelings of others and should not hurt others either physically or mentally. It is necessary for the development of each one’s personality.

Each person is unique. I am special. I should be respected. It is my duty to respect others too. If we respect each other properly it may cause the beginning of a new culture.

Everybody wants to be safe. To save ourselves, the human beings struggle hard and come forward to leave everything we have the right to be safe.

I being a human being, am able to have different feelings. It is my right to express them properly.

I have the right to know and gather information. It is my duty to teach those illiterate properly.

I should be proud of my learning. It is my duty to learn things in the best way possible.

I am not the slave of any person, thing, time or place. I have the right to say ‘No’ to things that are not acceptable or approvable. Things that are dangerous or uncomfortable should be avoided. Here I have to inculcate the habit of saying ‘No’ to all unacceptable ways and means.

I have a right to be happy and to be treated with care and understanding.

This means, I am able to express my ideas and no one should laugh at me or hurt my feelings.
I have the right to be safe.

This means that no person should hurt me physically, verbally or try to touch me in ways that would make me feel uncomfortable.

I have the right to say ‘No’

This means that I am able to say ‘No’ to another young person and to an adult when asked to do something that is wrong or dangerous.

I have the right to state what I feel and to hear what others have to say.

This means that I should be able to talk when it is my turn and to listen when another person is talking.

I have the right to learn.

This means that I should be proud of the things I learn and work hard further to learn.

**Part three**

Help them to be responsible

Wherever man has certain rights there will be certain duties. Nobody can claim rights without duties. Duties emerge from the situation, position in life, necessities, concept of life and ideology, which he hold on. It evokes consciousness to do certain things in the right place at the right time.

Man being a social creature, has the responsibility to certain structures, systems and relation in the society - to himself, to relatives and friends, to family and society, to government and to mother land.
As Dr. S.D. Singh points out there is no syllabus or school to teach responsibilities. It should be an inborn character, which is to be nourished with rich experiences and good training.

5.2.5 SESSION V

PEER PRESSURE & REVERSAL TECHNIQUES

Aim: Enable them to withstand the peer pressure

Game: All the members are asked to make a circle. One of them is invited to find out the leader of the group. The selected one is sent out of the hall. Meanwhile the group selects a leader and follows his instructions. They start clapping hands, laughing, shaking the heads, stamping the feet, jerking hands etc. following the actions of the leader. Leader often changes the actions. Then the selected one is invited to enter the hall and find out the leader. He can watch the change of the actions and find out the source of actions. But the group unanimously try not to leave any trace to find out the leader. It strengthens their unity.

Peer pressure is one of the strongest pressures a student faces in his childhood. The friends, relatives and dear ones can exert an extraordinary pressure to do or not to do certain things. It can be exerted in different forms.

(1) Teasing pressure: The friends etc. can persuade a person by teasing him in the presence of many. In order to avoid such teasing he may do under pressure certain things which is practically against his will

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and ideology. Eg. by offering a glass of beer the friend may say “Don’t be a chicken. It’s only a joint”.

(2) Friendly persuasion: It takes place when there is coaxing. Friends may try to convince him by citing forward many arguments. They may point out that their argument is always right. In certain case there will be indirect peer pressures: eg. “Let’s meet John in the coffee house. He said he had something to offer us”.

(3) Threatening pressure: When the first two methods fail they resort to threatening pressure. This is equal to bullying. The students should report to the parents or teachers. They can get the help of elders to avoid such situations.

The children should be aware of those who frighten them are weak in character. The student should not be a ‘sissy’. He should be brave enough to face the threat of others. If he yields now it will be repeated in future too. He should acquire courage even to face consequences like neglect by group members, non-co-operation of friends etc. They may be left alone. False propaganda can be expected from them.

As a precaution the student should be given practice to say ‘No’ to such things. Yusuf Merchant suggests different ways to say ‘No’\(^2\) It can be expressed with the help of a skit or psychodrama. Four students plan to cut class in order to go for a film. They find another friend. Four of them unanimously invite him to join with them. He personally does not want to be absent from the class.

First method: Just say ‘No’. One of the students asks him, “Would you like to come with us”?

“No, thanks.”

“Would you like to have a drink”?

“No, thanks.”

Second method: Keep on saying ‘No’

1. “Will you join us tomorrow”?  
   ‘No’

2. “Then come on today, please”?  
   ‘No’

3. “Are you afraid of the principal”?  
   ‘No’

4. “Just for today please.”  
   ‘No’

Third Method: A reason is given or an excuse is used “please come with us and try a beer.”

“No.” It smells like piss” or “No, I don’t drink”.

Fourth Method: Just walk away

“Do you smoke a cigarette”?  

“No”. Walks always soon.
Fifth Method: Try to avoid the situation. If you know that some students are having crazy ideas it is advisable not to spend time with them or try to avoid their company. It is also recommended to avoid the places of drugs or alcohol use.

Sixth Method: “Hi, would you come and join us”. It is better to ignore the invitation.

Seventh Method: Changing the subject. “It is too hot. Let’s have a glass of beer”.

“No. Let’s finish the work first”.

Eighth Method: Have a nice union of non-users and move with them.

Ninth Method: Be always occupied.

You should have a special and planned programme throughout the day. Everyday morning plan your day and move according to the timetable. Never try to break the planning due to the peer pressure.

Law Breaking is not Friendship

Be a friend means not always be a slave to his or her suggestions. Your freedom and personality should be respected. If you are asked to break the laws of the society or act against your convictions or treated in unacceptable way you have every right to protect your identity. You can convey the difference of opinion. Otherwise both of you will get hurt or will be in trouble. Here are the few examples to avoid such situations.
Crack a joke

It is recommended to say ‘No’ to peer pressure in quiet simple and funny ways. When you are pressured to cut the class and to accompany the group for a movie, you shouldn’t say.

“I can’t. I have a lot to study”.

“I want to attend the class” or

“No, I want to work in the garden after the class” etc. In case you are asked to do something, you shouldn’t say.

“No, Please allow me to finish my lessons first”.

“No, I have to visit my friends” etc. You can say

“Yes, I will do it after having finished my homework”

“Yes, I am happy to help you, but now I am not in a position to help you.”

When you are offered a cigarette you could say:

“Sorry it is not my brand.” “No, my teeth gets black colour.”

“No, thanks. My lungs have just submitted a memorandum to keep it clean.”

At a marriage party if you are asked to share alcohol you could say,

“No, thanks. It is not my brand.” or

“No, it is not my taste.” or

“I am allergic. It may cause vomiting.”

“No, thanks. I want to attend a meeting of prohibition council today.”
Propose another idea

You are alone at home. Parents have gone to attend a marriage party. One of your friends comes and persuades you to go for a film. You can suggest another idea. “Oh George, better we can watch T.V.; There is world cup.” If you are persuaded by friends to have a celebration at a Bar, you can say, “Friends, why can’t we go and visit our friend James at St. Philomena’s hospital.”

You should keep a serious face and walk forward to execute that idea.

Tit for Tat

In cases of threat or teasing, you can return it at your level best. If somebody calls you a chicken it is not advisable to deny it saying “No, I am not a chicken.” You can retort, “If I am a chicken, you are nothing but an egg”. “I would like to be chicken rather than a dead cock.”

“After all chicken is very good for making soup. It is in the growing stage and may become a healthy and beautiful cock.”

It is also nice to act like a chicken making sounds, flapping your arms like wings and walk away.

In case you are called a ‘sissy’ or ‘fearful man’ you can better answer like this: “Yes, I am happy that at last you noticed me.”

“Yes, your idea is good, but you have mistaken the person.”

When you are threatened by breach of friendship for your resistance to their compulsion, you can reply that, “You are my best friends; I don’t want you my boss.”
“Since I wanted to keep up your friendship, I don’t like to spoil it by doing wrong things.”

“Please, don’t compel me because I don’t like to see any damage either for you or for me.”

**Inform an Adult**

Wherever you have pressure from somebody or some groups to do some wrong things it is always better to inform one of the trustworthy adult person. If somebody is going to get hurt or getting in trouble, you have to inform the adult person. Don’t keep these things as top secrets.

**Ask questions**

Troublemaker: “Let’s go over to my house after school.”

Skill user: “What are we going to do?”

Troublemaker: “Well, My parents are away.”

Skill user: “So what?”

Troublemaker: “I thought we’d try a couple of beers.”

Asking question gives skill user the information needed to avoid trouble. Children can stop asking questions as soon as they know exactly what they are being asked to do. Thus they keep themselves away from such dangerous situations.

**Name the trouble**

Skill user: “That’s illegal. It is minor in profession. Besides, it’s against my family’s rules.”
Using name of the problem and the suggested activity from the skill user, the legal name for the violation can be found out.

**Identify the consequences**

Skill user: “If I did that I could be arrested. My parents would place me on restriction. Then I wouldn’t be able to have any friends over, watch television, or even talk on the phone.”

Naming the consequences help him to stay out of trouble.

**Suggest an alternative**

Skill user: “Why don’t we go down to the basketball court and shoot some baskets instead?”

By suggesting an alternative, skill users communicate to their friends that they are saying ‘No’ to trouble but not to the friendship. They also present a different, more positive way to have fun together that avoids trouble and puts the skill user in a leadership role.

**Move it, set it, and leave the door open**

Troublemaker; “No, I don’t think so. That sounds pretty boring to me”.

“Skill user (moving away from his friend): “If you change your mind, I’ll be at the court until 5.30 p.m. I’ll bet you an ice cream that you can’t beat me one-on-one.”
5.2.6 SESSION VI

VOLUNTEER WORKS

Aim: To show the importance of volunteer works

Game: Group members sit in a circle. One volunteer can come forward and sit in the centre of the circle. He or she should keep silence. Others may try to make him laugh without touching his body. All are requested to take turn trying to evoke a laugh. Whoever becomes successful in making him laugh takes his turn and sit in the centre. The game continues like this.

According to the Gandhian principles head, hand and heart are important for education. Working with hand is very important not merely for health but also for the development of society. Social relationship as well as the mental ability to face problems and difficulties may develop considerably.

Whenever there is the need of volunteer service, these group members may come forward and assist them. The service, in this full meaning is to be practised and often critically evaluated by other members. Action is the essential requirement for personality development. Every action leaves its results in the personality of human beings. It is worthy to note that man himself is the architect of his own personality. It is the self-realization which is the culmination of personality development. Love in action helps to achieve this self-realization. Karma yoga, Bhakti yoga and Jnana yoga taught by the Gita are the driving forces for Gandhi to attain this self-realization.
The student groups should have actions coupled with ample knowledge and devotion. Every day they should obtain knowledge and should grow in devotion. Keeping this in mind the club for the personality development should have a lot of actions.

The group themselves can take up certain duties and voluntary works. Work is worship. Earnestness and dedication in work is to be inculcated in every member. Working with hands is not something shameful but is something graceful. After having undergone such training, the students may never think against manual labour or agricultural work. India being an agricultural nation, such a formation is quite essential.

Voluntary works are to be encouraged among different sections of the people. People belong to any social strata of life can engage in voluntary works. Gandhi himself led many campaigns to clear the streets, public places, latrines etc. If many well placed people come forward to work in such situations, the mentality of the general public will be changed. This will be the beginning of a social change too.

5.2.7 SESSION VII

FIVE COMMON FEELINGS

Aim: We have to identify the connection between feelings and behaviours:

Game: Write down a remark, which your parents or elders made, about you. Share it with others. Listen to what others have written. You find sentences like these:

You are good – for – nothing.
Nothing you touch will come out well.
I knew, you will never do it all right.
You are indeed smart—quite efficient.
These are thoughts that lie deep in your childhood memories.

Comments

The age up to two years is very important in the life of an individual. Childhood is a very critical period in one's life. Self esteem is formed according to the way the parents nursed, nurtured and brought up the child and according to the manner in which the teachers trained him. One who did not receive love in early life thinks that he is not fit to love or be loved. (The reason may be that the mother was too busy, or had a younger child to take care of. But the child is not able to understand the reason. “As is the childhood, so will be the old Age”).

Discussions: What are the troublesome feelings? The director asks the members about the particular feeling which they found difficult to handle. Each one can share their experiences. Some of them have at times feelings of severe loneliness. Few others may express uncontrollable anger etc. A list of feelings can be prepared with the help of the students.

<table>
<thead>
<tr>
<th>FEELING LIST</th>
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<tbody>
<tr>
<td>afraid</td>
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<tr>
<td>aggressive</td>
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<tr>
<td>alarmed</td>
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<tr>
<td>amused</td>
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<tr>
<td>angry</td>
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<tr>
<td>annoyed</td>
</tr>
<tr>
<td>anxious</td>
</tr>
<tr>
<td>appreciated</td>
</tr>
</tbody>
</table>
bitter furiously perplexed troubled
bored glad powerful uneasy
calm guilty powerless unimportant
cautious happy puzzled unloved
comfortable helpless regretful unneeded
cconcerned horrified rejected unsure
confident hostile relieved wanted
confused hurt resentful worried
contented inadequate respected worthless
crushed insecure sad worthwhile
disappointed irritated safe
discouraged jealous satisfied

In this list we describe the situation which lead to have that feeling. Then harmful and helpful actions can be described.

I feel happy when ---------------------------------------------
Helpful: -----------------------------------------------------
Harmful: -----------------------------------------------------

I feel sad when -----------------------------------------------
Helpful: -----------------------------------------------------
Harmful: -----------------------------------------------------

I feel angry when --------------------------------------------
Helpful: -----------------------------------------------------
Harmful: -----------------------------------------------------

I feel disappointed when -------------------------------------
Helpful: -----------------------------------------------------
5.2.8 SESSION VIII

**DECISION MAKING PROCESS**

**Aim:** Practice decision making techniques

**Game:** When the group leader says “Do this”, the rest should do what he orders by means of a gesture. When the leader says “Do that” and shows the gesture, others should not do so.

For example he says “Do this” and raises both his hands. All the rest raise their hands. Then he says “Do that” and lets down the hands. Then some will let down their hands and thus make a mistake. In this way “Do this” and “Do that” orders come, raising one hand, or clapping hands etc. and thus several people make mistakes, causing laughter and bringing down tension.

**Discussion:** Learn the real life situations and make healthy decisions.

**Directions:** We can introduce this programme by inviting the descriptions about the real life problems they have had during the past years.

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In the examples we can include the dilemma whether to drink alcohol at a party, how can say ‘no’ to an overbearing friend, how we tackle the drinking problem of a family friend etc.

In order to make the correct decisions we can follow certain steps.

First step:- What is the real problem? Study the pros and cons of the problem.

Second step:- What are your suggestions? Each group member can suggest their own solutions.

1.  
2.  
3.  
4.  
5.  

Third step:- Think about your choices. Positive aspects, Negative aspects.

1.  
2.  
3.  
4.  
5.  

Fourth step:- Decide which is the best choice.

Fifth step:- Follow this choice

Sixth step:- Evaluate the choice you made. Was this really the best one?

What would have happened if you had made another choice?
Will you take the same decision or different one when a similar situation arises in future.

5.2.9 SESSION IX

DEVELOPING COPING SKILLS

Aim: Find out the coping strategies, Identify stress causing factors.

Game: Perhaps you have heard the story of a Rishi doing penance. God appeared to him and said “Son, you can ask me any three things you like, and I shall grant them to you.”

Suppose a God comes to you and tells you the same thing, what favours will you ask? This exercise will help children get unfulfilled desires and the disquietude of their minds. This will help us to find out the things which cause him stress and what all things he/she wanted to cope with.

Discussion: Prepare the worksheet and complete it with the help of the participants.

Directions: The filled up worksheet can be read out by participants. Their response to certain particular circumstances can be noted. The same answer can be seen in similar cases. They can be grouped together.

It is advisable to have a debate concerning the merits and demerits of their responses. To help them to have further evaluation following questions will be helpful.

1. What are the drawbacks of your response?
2. Which one is more helpful in coping with the problem?
3. Which response should be avoided completely?
4. Does your response take away the stress?

**Coping Responses**

You have to answer thinking that you are the person concerned. Situations can be handled with usual responses.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Cope By</th>
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<tbody>
<tr>
<td>1. Bearing the death of my beloved friend</td>
<td>I cope by -----</td>
</tr>
<tr>
<td>2. When I am disappointed by the failure of our team</td>
<td>I cope by -----</td>
</tr>
<tr>
<td>3. When I am angry towards my friend</td>
<td>I cope by -----</td>
</tr>
<tr>
<td>4. Hearing the fighting of my parents</td>
<td>I cope by -----</td>
</tr>
<tr>
<td>5. Being late in the school</td>
<td>I cope by -----</td>
</tr>
<tr>
<td>6. When I am left alone by others</td>
<td>I cope by -----</td>
</tr>
<tr>
<td>7. When I am a little nervous about my low marks</td>
<td>I cope by -----</td>
</tr>
<tr>
<td>8. When I am scolded by the class teacher</td>
<td>I cope by -----</td>
</tr>
<tr>
<td>9. When I am ridiculed by friends</td>
<td>I cope by -----</td>
</tr>
</tbody>
</table>

Such situations can be answered by each member. Sometimes they might have undergone such situations. Sudden response without analyzing the pro and con of the results may cause fatal consequences. In certain cases students in Kerala have acted according to their temporary emotions. Some of them even committed suicide. Students should get enough training to cope with such crucial situations.
5.2.10 SESSION X

**SELF - ESTEEM**

**Aim:** Enhance Self-esteem And build Self-Confidence

**Game:** Jesus Said: “Love your neighbour as you love yourself.” Do you love others like yourself? Suppose God tells you: “At 10 a.m. next Sunday you can get the shape or features of your body changed in any way you like.” What changes would you desire? All of you please close your eyes. Let those who desire changes raise their hands. Some desire changes in their colour, nose, height, shape of body etc. After two weeks’ time the same people may desire some other changes. One rarely feels content with what one is or with what one has. Self-esteem consists in accepting the qualities that God has bestowed upon us. You are what you are because God wanted it to be so. Hence there is a purpose in it and it is wise to accept it.

Self-confidence is the key to a happy life. The key to happiness lies in the strong self-esteem. Such people are confident, appreciative and goal oriented. They are able to relate to others in a friendly and understanding manner, build healthy relationships and find themselves successful.

A person with a strong self-esteem is able to accept himself with his limitation and weakness while clearly being aware of his assets and strength. Until recently the IQ (Intelligent Quotient) had a decisive role in determining the worth of a person. But today EQ (Emotional Quotient) has become a vital factor in judging a person. EQ is very much related to
one’s attitude to oneself as well as his emotional balance and maturity. All these depend primarily on self-esteem.

The individual who has a positive feeling about himself can make others feel good about themselves too. He readily acknowledges the goodness in others. He is warm, appreciative and shows a genuine interest in and regard for others. These qualities help him to establish meaningful relationships. As his self-esteem is strong, his full potential comes out and he is able to perform to the fullest of his abilities.

**Weak self-esteem**

If a person’s self-esteem is weak he suffers from negative feelings of worthlessness and inferiority. Even though he may be gifted with abilities, fails to utilize his strengths because of the wrong conviction that he will fail. This person is highly critical of others. Nothing seems to satisfy his expectations and he firmly believes that the world is treating him unjustly. He sees only negative things and misinterprets other’s thoughts and actions. He makes his own and other’s life miserable.

So a person with a strong self-esteem is all set to enjoy an interesting present and a happy future whereas the one with a weak self-esteem is heading towards unhappiness and failure.

**Guidelines to strengthen self-esteem**

1. **Feel good about oneself**

Our self-image is the blueprint, which determines our personality. When we feel good about ourselves other people become very nice. The world is a reflection of ourselves. When we love ourselves the rest of the
world is wonderful. So the first step towards strengthening self esteem is always think and feel good about ourselves.

**Nurture oneself**

When we do something right, give yourself a pat on the back. Acknowledge our value. It is okay to feel proud of ourselves. Our mind is a tender plant, which needs nurturing.

**Do not run oneself down**

All our actions stems from the way we perceive ourself. If we see ourselves hopeless, we will have difficulty to do any action. If we start believing we can make it perfect. The result will be favourable. So avoid statements like, “I am not smart”, “I am not good at talking to people” etc.

**Give positive strokes generally**

Appreciations and encouragements, in the form of compliments, smile, pat etc. are called positive strokes. They strengthen the self-esteem of both the recipient and the giver. It is a healthy exercise, which helps us to treat others with dignity respect and love.

It will be very nice if we put some efforts to recognize the merits of people around us and express our appreciation openly. We are well aware of things that go right and feel good about these within ourselves. The barriers lie in communicating these positive feelings to the concerned person. Building up self-esteem calls for breaking this restraint completely. We must be able to appreciate comfortably and readily whenever something is done well.
While giving a positive stroke look directly into the eyes of the other. Looking elsewhere may make him feel you don’t really mean what you say. Be descriptive and say it in a clear and warm tone. A dull, low and monotone voice can convey boredom. A positive stroke expressed directly will certainly help to strengthen the relationship and build self-esteem. Do not give exaggerated and insincere strokes. This type of dishonest strokes loses the credibility of the person.

Accept positive strokes

Refusal to these valuable strokes is not a virtue. Positive strokes are necessary to maintain the self esteem. They ensure emotional well-being and are invaluable gifts given to us in recognition of our worth. If positive stroke is rejected the giver may get offended. So when positive strokes are given, we need to accept them and store them carefully to strengthen our self-esteem.

Proper care should be given in rejecting the negative strokes, which may make us feel unworthy. Ignore statements like “you will not come up in life,” “you can’t do anything properly” etc.

To enjoy a brighter and a happier life

- Always think positively about yourself.
- Compliment people directly and experience a warm feeling.
- Receive compliments with confidence and grace.
- Ignore unconditional negative strokes and stay balanced and comfortable.
The way we behave with others depends on the way we esteem ourselves. If I think that I am useless, not handsome, not amiable, and of no good, then it will be difficult for me to love others - difficult even to love and accept God Himself.

Self-esteem has its foundation on the appreciation and acceptance one has received as a child from one's parents, teachers and elders. That we respect others is a sign that others respect us. The esteem that others give us and that which we give ourselves depend on our character and behaviour. To have self-esteem is a sign of sound mental health. There are four things, which adversely affect mental health as well as spiritual life.

1. **Inferiority complex**
   
   This arises from a feeling that one, compared to others, is less gifted and less capable.

2. **Self-contempt**
   
   Self-contempt erodes spiritual as well as mental health. Suppressed hatred and anger cause diseases like peptic ulcer.

3. **Guilt consciousness.**
   
   Guilt consciousness leads to ailments like suspicion, melancholy and depression.

4. **Fear**
   
   This is a feeling that incites us to keep away, flee from or fight against any particular situation, event or ideal.
Qualities in men of self-esteem

1. Deep faith in God resulting in self-confidence. I consider myself good and also of others.

2. I ought to be loved and I shall love others.

3. I am ready to accept any creative criticism.

4. I equally accept any praise or good comments made on me.

5. I accept and am satisfied with my physical qualities—stature, shape, colour etc.

6. My own name gives me pride and pleasure.

7. I rejoice at the good that is in others and I encourage them.

8. I do not get angry or become impatient when others do not wait for me or pay attention to me.

9. I am not afraid to face a group.

10. There are many who are ready to work with me.

11. I am always ready to congratulate others.

12. I have no disquietude of mind.

13. I do not get involved in unnecessary worries.


15. I memorize the names of others. I knew that the word dearest to each one, is his own name.
Traits indicative of Inferiority complex

1. To pretend that one has more ability than one actually has, also to pretend some ability one does not have at all.

2. To feel that others do not love or accept one.

3. (In some cases) to think that one is superior to others.

4. To feel worried about what others may think about one.

5. To be afraid to face or speak with others.

6. Lack of self-confidence, which is a result of lack of faith in God.
   (Philip.3.14)

7. To feel that one will not succeed.

8. To be over-eager to give gifts to others.

9. To think that one's personality is not sufficiently impressive.

10. To enter into disputes about trivial matters.

11. Not to accept a mistake even after knowing it to be a mistake.

12. To attribute one's own troubles to others.


Suggestions to get rid of Inferiority Complex

1. Look straight into the face or eyes of the one you speak to.

2. Think that you are speaking to people of your own standard.

3. Let your words be decent and pleasing.

4. Make your conversation humorous as suits the occasion.
Chapter 5

5. Carry on with a feeling of sure success.

6. Obstacles should not even cross your imagination.

7. Understand that your failures are not caused by the success of others.

8. Be regular in writing out your diary notes.

9. Take lessons from your experiences of the past.

10. Work on with a definite and sure goal before you.

11. Resort to reading and study as much as possible.

12. Look out for occasions when you can serve a cause in cooperation with others.


14. In your work keep on to one thing at a time.

15. Try to gain as many reliable friends as you can, who can advise, encourage and cooperate with you.

16. Be eager to share your ideas and ideals with others. Pass on timely greetings and good wishes to others.

17. Those who have self-confidence will achieve success.

18. Your self-respect will grow as the public gives approval of your work.\(^4\)

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\(^4\) Cfr. Rukmani Jayaraman, Give them Fact, Help them decide, TTK Chennai 1998, pp.45-65
5.2.11 SESSION XI

**ASSERTIVE SKILL**

**Aim: learn to become assertive**

**Game:** Gather all students together. Allow one of them to sit on the chair at a time. All others must write down the good qualities that they see in him and hand over to him. Allow him to read aloud those information before the group. After this exercise ask the student on the chair to explain how he felt at that point of time. Continue this programme until each of them gets a chance to sit on the chair.

The purpose of this exercise is to familiarize them with words which can be used while complimenting others. Also they become aware of qualities which are praiseworthy. This will also help them to strengthen their self-esteem.

**Assertive skill**

Assertiveness is the ability to act in harmony with our own values and self esteem without hurting others to the extent possible. Being assertive helps us to build a strong self-esteem. Similarly a strong self esteem enables us to stand for our rights and preferences i.e., be assertive.

**Factors that prevents a person from being assertive**

The following factors prevent a person in becoming assertive. If he is able to overcome these barriers he can acquire better personality. Assertiveness is an essential quality for success in life.
Social fear (The fear of being rejected or disliked)

When we fear certain situations we tend to avoid the circumstances that produce them. Some of us cannot withstand insults or put-downs because we don’t know the responses with which to counter such behaviour. As a result we say ‘Yes’ to requests for which we would really like to say ‘No’.

Internal fears (Anxiety, anger, lack of self confidence)

If we are suffering from internal fears, then too we cannot be our own. If we often feel manipulated or feel pushed around or say ‘Yes’ while wanting to say ‘No’ there is a need for us to become assertive.

If a person is non-assertive

- He will allow others to manipulate him.
- He often feels miserable and doesn’t know why.
- He feels pushed around because he has not learnt to stand up for himself.
- He doesn’t use his full potential and therefore feels inferior.

By changing his thoughts and feelings he can change the behaviour too. To become a good mathematician, first of all we have to love the teacher. That will help him to have good thoughts about Mathematics. His attitude towards Mathematics will also be changed. The feelings create the attitudes.

Assertiveness helps to

- reduce anxiety
- develop self confidence
- reduce fear in interpersonal relationships
- gain self respect
- avoid exploitation and manipulation
- deal with fear, anger and depression

**Guidelines to become assertive**

**Build up a good self image**

Assertiveness comes out of a good self image; it also contributes to enhancing one’s self-esteem.

**Stand for your rights**

You must recognize your rights and stand up for them. To do this you have to know your basic rights.

- You have the right to do anything, so long as it does not hurt someone else.
- You have the right to maintain your dignity and be assertive, if you feel you are being manipulated.
- You have the right to make a request to the other person, so long as you realize that the other person has a right to say ‘No’

**Be assertive, not aggressive**

Aggressiveness is being unmindful of hurting others, while assertion is appropriate standing up for your own rights. Being assertive also involves conveying through choice of appropriate words and tone to avoid hurting others.
Practice saying ‘No’ to unreasonable requests

Think of several unreasonable requests that have been made to you, or that are likely to be made to you.

Imagine each request being made and imagine yourself saying ‘No’—firmly, audibly and clearly and without lengthy explanations.

5.2.13 SESSION XII

DEVELOPING SOCIAL VIEW

Aim: find out solutions for social problems

Game: The participants are seated in a circle. The director can invite a volunteer to start with. He has to act like a patient. He can come forward and act as if a particular type of patient. We see a variety of patients and their particular behaviour in our daily life. Our social situation helps us to have a close observation of the society. The volunteer after having presented the theme touches one of the members. He has to act as another patient with some other peculiarities. The game can be continued till everybody gets a chance. Those who have keen observation of the society can act out it easily.

Discussion: Swasraya –Self reliance - Do things without depending on others.

Directions: Students depend on others for many things. They are trained in such a way that no work is expected to be done by them. Till they get a job parents are ready to pay for them. This system makes them rather lazy. They have to work with their hands too.
They can have at least a vegetable garden. The growth of the plants can be noticed and enjoyed by students. Gandhi used to spin the clothes necessary for him. We should be self-sufficient by working with our hands.

The students should start washing and ironing clothes by themselves. Girls can help their mothers in kitchen etc. They should work with their hands to keep their house neat and clean. If the people of India knew the mobility of work and utilized the time fruitfully the face of India would have been changed.

An integrated personality with a social view is expected in each student. Whenever there is a social crisis the persons involved in that should consider it as a personal problem.

India should become a self-sufficient nation. For that the principles of Self-reliance should be inculcated in the minds of the students of the India.

Swadeshi - We should be proud of our country. We being the citizens India have to work hard for the betterment of India. Swadeshi movement started to encourage promoting the use of Khadi and other Swadeshi (Indian made) products. It also propagated the idea of quitting foreign goods. In this present era of globalisation, to encourage the use of Indian made products, students are expected to use Indian made things as far as possible. Swadeshi enjoins the sacrifice of oneself for the family.
The family for the village, the village for the country. And the country for humanity. 5

5.2.13 SESSION XIII

TIME MANAGEMENT

Aim: Identify the areas where you spend time unnecessarily; Training for spending time fruitfully.

Game: Take a paper and a pencil. You can start putting dots in the paper when the bell goes. When you hear the second bell you have to stop immediately. Then count the number of dots. The highest number will be awarded. While conducting this game we have to note two things.

1. Some may continue even after the second bell.
2. A few may start even before the bell.
3. We have to supervise the counting too.

Corrections can be given for the defaulters. Advice can be given to them.

Discussions: Those who love life have no time to spend idly.

Directions: Americans say “Time is money”. They have more time means can have more money. The famous proverb is worthy to note. “Time and tide wait for no man”. What is more precious than time for a student? He has to do everything time bound and finish certain things in time.

The timetable, which a student follows, decides the future of the student. You have more time to spent for a thing, means you have more

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chance to gain mastery over that subject. The students should practice a systematic time table and follow a well-planned life.

In India a lot of unemployed youngsters are seen everywhere. Some of them are simply wasting their time. It is an urgent need of the time to have proper training for time bound programmes.

Punctuality is a part of the personality. Gandhiji was always carrying a watch with him and was very punctual in doing things. Students can be asked to do certain time bound actions.

5.2.14 SESSION XIV

COMMUNICATIVE SKILLS

Aim: Develop the skill of communication

Game: News Relay

Students can be divided into four groups. They are asked to take their seats. Four students each can be selected from each group. Then two from each group can go out of the hall. Let them wait there in four places.

Each group leader is called forward. Four of them can read the message shown by the director. They rush to the students outside the hall. Convey the message to one of the group members in secret. He/She can run forward convey the message to one of the group members standing in the hall. He/She after hearing the message rushes outside the hall to convey the message to the second member standing outside. This can be repeated according to the number of participating members. The last member of each group discloses the message which she or he has at present to the community. They can notice the differences in the message...
due to the differences in the communication skills. In certain cases the entire message will be changed.

Discussions: Words reflect and reveal a person. Words are the outer expression of the state of mind.

Directions: Ours is the age of communication. Those who can converse well can lead the nation. Communication gap is so dangerous and is able to destroy the human relationship too. Each student should develop the ability to converse well. Those who are introverts should be converted as extroverts. They should come forward to express their views and share their ideas with others.

**Activity in communication**

1. Impart information. New information can be spread through our conversations.

2. Influence the people.
   
   Information imparted is powerful. Each and every word has got its role to play. A word can even change the face of the earth.

3. Entertain the people.

   Words of wisdom will be enjoyable. Audience will be happy to receive such pieces of advice.

**Secrets of good communication**

a) Study the subject well.

   This helps them to explain things as if they have firm conviction on the spoken matters.
b) Know the audience well.

Treatment and presentation of the subject should based on the age, educational qualification, gender etc. of the audience.

c) Ideas should be well framed.

It should be well formed with adequate examples, quotations, stories etc.

Speak gently looking at the eyes with firm voice. Words like 'I', 'You' etc. should be avoided as far as possible. Simple and lucid style is better than complex and long sentences. Conversation should be quiet and natural. It should come from his heart.

In the school as well as in the family children should speak openly. They have to listen others and respect the words of others.

5.2.15 SESSION XV

STRESS MANAGEMENT

Aim: To overcome stress

Game: Divide all the participants into different groups. Each group is given several chances to send their members as representatives to get the theme or subject from the director and to act out in front of the group. Each time the member gets the subjects secretly from the director. He has to keep certain distance and try to convey the subject through gestures but without uttering a single word. Keeping the subject in mind he tries to make his group members understand the theme by using all kinds of body expressions. A time limit is given and if the member representing the group succeeds in getting the correct answer the group will be awarded.
The director can ask five students to come forward and stage a play. The first one must be given a few minutes to carry on. Second one carries only a school bag on his shoulder. Third one is asked to run his both hands locked on the back. Fourth is quite free. Fifth one is running turning his head back. Who will win the race? What are the difficulties they are going to face in that race?

**Comments**

Stress is really a hindrance to the growth of a person. It is necessary to have a clear mind for scientific activities. To run a race and to get a prize, our body should be free. Our life is a running race. Be confident and free from stress and strain. Getting angry, having contempt, etc. cause frowning of our face. It needs 62 facial muscles to frown, on the other hand only 16 are needed to smile. Laughing is good for a long life span. It may take away the cloud of stress in certain situation. Dictum says ‘Laughter is the best medicine’.

In day-to-day life various activities and experiences come on our way.

Facing problems : e.g. Lose of one’s job.

Encountering changes: e.g. deterioration of health

Meeting with difficulties: eg. Writing an examination, death of a dear one, mastering one’s daily class lessons, doing satisfactory the work allotted to one.

What events made you sorrowful?

What are the problems you have to face as a student?

(Let students write out the answer and share in a small groups).
Problems and tensions resulting there from are part of life. The way they affect a person depends on his own individual character. What appears trivial to some may be serious to others. What rouses up emotions in one may leave another very cold. Some meet situation with equanimity and face them with courage. One can become subject to emotions like anger, fear, anxiety, hate etc. These cause stress as a natural outcome. Tensions bring out changes and raise challenges. Tension on a moderate scale will be helpful to be punctual in one’s duties and to study one’s lessons properly. Over-stress and excitement will have adverse effects. Stresses are not the cause of one’s failure, but it is the way he reacts to them. In short one’s success depends on one’s outlook and ideology. Life without a challenge is uninteresting. With too much of it one loses control. A state of equipoise is preferable.

Our thoughts may be imperfect or unreasonable or harmful. But by effort we can change our thought structure.

See how you can change some ideas well rooted in your mind:

1. *I must achieve success in every undertaking.*
   At times I may meet with failure.
   Failure is the stepping stone to success.
   Failure in a test is not necessarily a failure in life.

2. *All should accept me*
   There is no one in the world who gets acceptance from all others.
   It is good enough if there are at least some who accept us.
   It is not possible for all people to accept me or understand me.
3. *I should at all times come out first.*

At times I may not achieve the first rank.

No one can get the first place at all times.

It is not a common thing that a person achieve the first place in all his undertakings.

4. *I should not make a mistake at any time.*

Mistakes are possible at times (Why does one have an eraser along with a writing pencil). I should be more careful and attentive.

5. *The easier way is to slip away from problems.*

One may feel that to turn away from duties and difficulties is easier than facing them. This flight may give a temporary relief, but will land one in greater trouble.

6. *I expect good behaviour from all. If any one does not behave well with me*

I can not tolerate it. He is a bad man deserves punishment. This thought rouses anger in me and even leads to criminal actions. It is not possible that all should behave well with me. They have their own freedom and I have no right to challenge their freedom.

In order to avoid stress and ill feelings towards others we should analyse and study our mental attitudes and ideas.

The teacher announces an examination in the class. One student starts thinking: The teacher is terribly strict. Even if I write well he will not give me pass marks. And Papa is sure to spank me. This is a
wrong way of thinking. It leads to excessive fear and anxiety. On the contrary the student should think: “If I study well revising the lessons carefully I can be cock sure of a pass. The exam. is a fit occasion to show my mettle.” Such thoughts will soothe the troubled mind and instill courage.

Is it sure that I shall fail? Is it certain that the teacher will be prejudiced? When one analyses such negative thoughts and starts thinking positively one will realize that one’s fears are unwarranted.

Suppose, a teacher scolds and punishes a student for not doing homework. This case can be analysed using the A, B, C, D, E paradigm of Albert Ellis, a psychologist.⁶

A. Actuating event.
   The teacher scolds a student who did not do his home-work

B. Belief system
   The teacher’s scolding is the outcome of prejudice. He is sure to enlist me among the failures. It is no use studying. The only way is to get admitted in some other school.

C. Consequence
   These thoughts result in sorrow, fear, disinterestedness, and a feeling of grudge against the teacher.

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D. Dispute.

The student analyses his own thoughts: What proof can be adduced to prove that the teacher is prejudiced? Was not I scolded for my failure in doing homework? Is it right to think that the teacher is prejudiced? Teachers are not want to be spiteful. Actually I deserved scolding for shirking work. My fear and disinterestedness are due to my own unreasonable thoughts.

E. Effective behaviour

The proper line of thought is this. My worries are caused by my own wrong conceptions. I will change them. The root cause of every thing is that I should be more punctual in performing my duties. All baseless thoughts will be thrown out.

Practice the following analysis

<table>
<thead>
<tr>
<th>Facts causing stress</th>
<th>Resulting emotions</th>
<th>Thoughts entertained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure in doing Maths</td>
<td>Sorrow, fear</td>
<td>I cannot study this</td>
</tr>
</tbody>
</table>

Change the mind set to: “I think I can”

For Reflection

Where from do your tensions arise?

Are not most of them related to your study?

Which are the ones that occur frequently?

Are not you yourself the chief cause?
Tensions are from three sources:

a) Some take rise from myself.
   - eg. Disruption in intrapersonal relation, poverty, selfishness.

b) Some are actuated by others.
   - eg. Disruption in interpersonal relations, heavy syllabus in studies, high-pitched ambitions of parents, addiction to liquor, lack of love in families, some social customs.

c) Some arise from environments.
   - eg. Excessive heat, heavy rain, natural calamities, accidents, uncomfortable situations etc.

How to face tensions and anxieties.

1. Take part in games, gardening, spading, watering etc.
2. Have different kinds of hobbies.
3. Have good friends with whom you can interact.
4. Enjoy nature’s beauty, go for picnics.
5. Spend time in prayer and meditation.
6. Fill your mind with pure and noble thoughts.
7. Communicate your difficulties to some one who will be ready to help you.
8. Practice “yoga”
9. Abstain from smoking and from the use of drug or liquor
10. Cut down the use of sweetened food-stuff of all kinds.

11. Include more fruits and leafy vegetables in your food.

12. Take frequent drinks of pure water.

13. Give yourself all the needed rest.

**Mental attitudes to be adopted for diminishing stress**

1. Success in life depends not on what happens, but on how we face it and react towards it.

2. Be ready to forgive yourself as well as others.

3. You alone can make you happy. No one else can guarantee your safety or happiness.

4. You are the product of your own thought.

5. To be lost in remorse about the past or to be over-anxious about the future is a hindrance to your present and immediate duties. “Do not cry over spilt milk”; “Do not cross the bridge before you reach it.” Consider what you can do right now.

6. Throw out all impractical speculations. Ambitions that cannot be fulfilled must be rejected.
**Signs betraying stress**

<table>
<thead>
<tr>
<th><strong>Physical signs</strong></th>
<th><strong>Psychological signs</strong></th>
<th><strong>Behavioural signs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Back-pain</td>
<td>Anger</td>
<td>Teeth-biting</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Anxiety</td>
<td>Noisy kicking</td>
</tr>
<tr>
<td>Inactivity</td>
<td>Sloth</td>
<td>Slamming doors with a bang</td>
</tr>
<tr>
<td>Dryness of lips &amp; mouth</td>
<td>Disinterestedness</td>
<td>To and fro walking</td>
</tr>
<tr>
<td>Excessive hunger</td>
<td>Tiredness</td>
<td>Biting the lips</td>
</tr>
<tr>
<td>Lack of appetite</td>
<td>Fear</td>
<td>Closing the eyes</td>
</tr>
<tr>
<td>Giddiness</td>
<td>State of worry</td>
<td>Pulling out the hair</td>
</tr>
<tr>
<td>Headache</td>
<td>Guilt - consciousness</td>
<td>Grumbling</td>
</tr>
<tr>
<td>Muscular pain</td>
<td>Impatience</td>
<td>Lack of concentration</td>
</tr>
<tr>
<td>Sorrow</td>
<td>Feeling of rejection</td>
<td>Hate</td>
</tr>
</tbody>
</table>

How a shy and timid M.K. Gandhi has been transformed into Mahatma, was a subject of my meditation. How he became an action-oriented man? The idea of self-actualization is worthy to note.

Personality development is the change from ‘what is’ to ‘what ought to be’. In harmonious development of personality the questions ‘what is’ and ‘what ought to be’ are unavoidable. This is a transformation of actual self into ideal self, and this is the development of mature personality.  

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7 Lify Paul, Dynamics of Personality Development - A Study Based on Mahatma Gandhi’s life and Writings, p. XVI
Thus it becomes a harmonious integration of an individual’s bodily structure, behaviour, attitudes and interests.\textsuperscript{8}

Both physical and mental abilities are part of personality. R.B. Sattell opines that personality is that which permits a prediction of what person will do in a given situation.\textsuperscript{9}

Each and every action has its impact on personality. According to Freud behaviour is determined by unconscious innate instincts. It means thoughts, fears and wishes which take place without the awareness of person influence his behaviour.\textsuperscript{10}

Gandhi, being an integrated person had a harmonious co-ordination of thought, speech and action as well as body, mind and spirit. The influence of writers like Tolstoy, Ruskin, Thoreau and religious leaders like Jesus Christ, Buddha, Vivekananda etc. shaped his thoughts. Upanishads and Bhagavat Gita also helped him to mould the basic ideas of truth and non-violence.

He was a man of action. Every action helped him to study further and mould his personality and unyielding convictions. “I don’t know any religion apart from activity. It provides further basis to all other activities without which life would be a maze of sound and fury, signifying nothing”.\textsuperscript{11}

\begin{itemize}
\item \textsuperscript{8} K.G.Rastogi, \textit{Psychological Approach to Gandhi’s Leadership}, p.83
\item \textsuperscript{9} Calvin S. Hall, \textit{Theories personality}, op.cit., P.9
\item \textsuperscript{10} Desmond S. Cartwright, \textit{Introduction to Personality}, op.cit., p.240
\item \textsuperscript{11} Iyer Raghavan, \textit{Speeches and Writings} pp.387-388.
\end{itemize}
5.2.16 SESSION XVI

**PRAYER IS POWERFUL**

**Aim:** Develop the faith in a superhuman power which controls the universe.

**Identify the personal God.**

**Game:** Take a comfortable seat. Close the eyes slowly. Attend to your breathing.

Breathing in slowly. Breath out slowly. As you breathe in say mentally: “O Iswar” and as you breathe out repeat mentally “O Iswar”. Imagine that as you breathe out, you are ejecting all evil thoughts and feelings. Be aware of each member of the body from foot upwards to the head and relax. This will diminish the stressful sensations of body and mind. A calm and serene atmosphere and the peace of mind are necessary for prayer.

Discussions: Prayer can change the life. It is nothing but the internal attitude of our mind towards the God Almighty. Be open and share with that God.

**God: the source of real happiness**

Once an Italian poet asked Charles IX, the king of France “who do you think the happiest man in the world?” “God” Replied the king. But who is the happiest one among the human beings?” The poet asked again. The one who is more closer to God”, the king answered.¹²

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¹² Cfr. ADARKI Club. op. cit., p 6
God is the source of unending happiness. One who is in search of real happiness should desire God’s presence. Do our perception lead us to this attitude?

**Directions:** The belief in the creator of universe should definitely lead us to the idea of the belief in the universal brotherhood. There is no place for hatred or extremist action. The open attitude towards God may lead us to the universal brotherhood.

Spirituality is something different from religion. Prayer is the act of the spirit towards God. Man is made of body, mind and soul. There are programmes for the training of body, mind and soul.

Mind is greater than body. At the same time soul is the greatest of all. If soul is sick everything become sick. It is the health or the happiness of the soul that transcends to other people. It is achieved through prayers. It is not the words which we use but the attitude of the mind towards the creator. If this attitude is healthy, the attitude to human beings will also be in the right direction. It helps him to have a better interpersonal relationship. Healthy interpersonal and intra-personal relationships are to be promoted.

According to Gandhi prayer is an absolute shield and protection against evils.\(^\text{13}\) He further made it clear that no act of his own is done without prayer.

Students can be made aware of the nature of alcohol and drugs and the consequences thereof through a talk or class. In the DARE programme this is an important ingredient. In the Kerala model also this can be

\(^{13}\) “Young India” Dec.20 1928, p.20
incorporated. But it must be very flexible. Depending on the nature of the
group of students, the teacher-leader can design his own plan for such a
conscientization programme. Hence a detailed plan is not given here.

5.3. **TOWARDS A MODEL TREATMENT PROGRAMME**

The term treatment itself is confusing. Physical and mental
ailment is treated in hospitals. Alcohol and drug dependency can well be
considered as sickness, which can be treated by a doctor or a psychiatrist.
In fact the involvement of several experts is needed to treat a patient of
substance abuse. He is weak and sick in several realms of his life.

A few factors may put him into alcoholism but it automatically
weakens almost all the phases of his life. To have recovery, he needs to
change from bottom to top, including his way of life, views and exposures
to social life. Since alcoholism can cause such tremendous change in the
life of a person, treatment also should be designed to bring about such vast
changes. Ordinary facilities in hospitals are not sufficient to bring these
changes in the personal and social life of the recovering addict. We have
to blend together what is needed to cure his body, rejuvenate his mind and
rekindle his soul. Experts like medical doctors, psychiatrists, psychologists,
social worker, nurses, spiritual leaders, yoga therapist, trained priests and excellent teachers should work together. When they put
their concern, commitment and expertise together the miracle will
materialise.

The patient should surrender himself to God, to his family, and to
the disease. The systematic and time bound programmes of the centre
should lead the patient to take such a decision.
The following is the timetable for a centre that incorporates into its treatment model the various dimensions mentioned above.

**Time Table**

- 6.00  Wakeup bell
- 6.30  Morning hymns, Meditation,
- 7.00  Spiritual Talk
- 7.45  Breakfast, Cleaning the house, Medicine, Newspaper reading
- 9.00  Therapeutic Community
- 10.00 Class
- 11.00 Coffee break
  Time for counselling/ Doctors visit
- 12.30 Noon Prayer
- 12.45 Lunch, Free time
  Counselling, one-to-one conversation with spiritual leader etc.
- 3.00  Group therapy
- 4.00  Coffee
  Work, Play
- 6.30  Evening prayer
- 7.00  Spiritual talk
- 8.00  Supper
- 8.45  Family meet, Medicine, Experience sharing
- 10.00 To Bed

Persons under Detoxification need not follow this timetable. They can join with them after the period of detoxification.
5.3.1 History Taking

It is the first official programme of every centre.

The following model can be used for taking down the history of the patient.

**History Taking**

Registration No. .............
Referred by .................
Date. ........................

1) **Personal Profile**
   a) Name
   b) Address
   c) Age
   d) Sex
   e) Religion
   f) Guardian’s / father’s name & address
   g) Marital status
   h) Education
   i) Occupation
   j) Income
   k) Weight

2) **Personal complaints**

   Bystander:

3) **History of the illness**

   (Drug taken, Dose, Duration, Year, Reasons for abusing drugs, etc.)
4) Drinking Pattern

Cyclic Pattern

Regular drinking

Binge drinking

5) State periods of abstinence if any

6) Medical assessment

7) Psycho-social assessment

-- Loss of family and self-respect, problems in interpersonal relationship, marital relationship etc.

-- Loss of job, debt, loss of money etc.

Absenteism, work performance, punishment, relationship with superiors and inferiors.

8) Negative History—hallucination, delusion, head injury etc.,

9) Family History

Type of family—joint, extended, nuclear, broken—death, divorce, separation etc.

10) Family tree

Mother—age, education occupation, mental & physical illness, personality, parents relationship to her in childhood, reaction to her death if not alive, periods of separation in childhood, duration and circumstances.

Describe your relationship with mother as you were growing up.
Father--- (Data as for mother)

Describe your relationship with father as you were growing up.

Siblings--- Enumerate in chronological order of birth with first age, sex, education, occupation, marital status, significant illness, personality, parent's previous and current relationship with them.

Other relatives--- (Familial disease, alcoholism, mental illness).

Describe your family atmosphere during childhood

When you were a child, what people were most important to you?

11) Personal History

Early Development ...........................................................

Behaviour during childhood ...........................................

Have you ever been physically, emotionally or sexually abused or neglected? ..........................................................

If yes specify ................................................................

School /college life .........................................................

- examinations passed or failed, prolonged absences from school, attitudes to peers, attitude to teachers and work, any other specific problems.

If you are a school/ college drop out, what was the reason? ........

How was your performance in the academic realm? .............

How many intimate friends did you have and describe the one who influenced you most?

Describe the way in which you spend your free time.
- Sitting alone in the room and daydreaming
- Going out with friends
- Studying the lessons
- Watching TV/films.
- Gardening/agriculture/other creative activities
- Reading
- Other

What types of books are you interested in?

What do you remember as most important about the social or peer environment in which you grew up?

Do you pray daily?

**Job history**

<table>
<thead>
<tr>
<th>Jobs held</th>
<th>Age</th>
<th>Satisfactory or not with reasons</th>
<th>Job dissatisfaction with reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How do you feel about your present occupation and your future there?

How did your alcohol or drug abuse affect your work and performance?
12) Sexual History

Acquired sex knowledge at the age of ........... years

Masturbation

Pre-marital relationship (if any)

Any sexual deviation

13) Marital History

Age at the time of marriage

Client:

Spouse:

Marriage: Love, arranged or forced

Education of spouse:

Personality of the spouse: (quarrelsome jealous, cruel, timid, sociable, responsible, affectionate, different)

Adjustment with spouse: very good/ average/ very bad

Sexual relation: satisfactory/ unsatisfactory

Any extra marital experiences:

No. of Children:

Gynecological problem if any (female only):

14) Mental status Examination

General

Appearance............................
Attitude and aptitude .................................................................
Memory ....................................................................................
Self control .............................................................................
Efficiency .................................................................................
Judgment .................................................................................

15) Problems encountered in life............................................

Have you ever been arrested for committing any crime? ............
What is your major source of income? ......................................
Describe your current financial status? .....................................
Have you ever faced financial crisis in your life? .....................
Have you ever suffered from any kind of family problems? .........
What are your biggest problems right now? .............................
What do you think as your best quality? .................................

16) Remarks of the counsellor, social worker and psychiatrist.

17) Plan of the Counsellor/ social worker

18) Treatment prescribed by Psychiatrist

19) Notes of the person attending client on his repeated visits

(counsellor, social worker and psychiatrist)

(sd)

Name of the Counsellor:

Date :
Treatment is the direct and firm intervention in the life of an alcoholic to lead him into a sober and drug free state. Since alcoholism and drug dependency affect body, mind and soul the model treatment should touch these three aspects. The programmes of the Treatment centre should be designed in such a way that it should cure and strengthen body, mind and soul.

It is generally agreed that every action, which is repeated consecutively for 21 days may become a habit. Therefore the duration of the treatment can also be fixed as 21 days. The patient who gets sufficient training and personal care changes existing habits and forms new ones. According to William James: "naturally the conscious attention for each action diminishes with repetition making the action automatic. The more extensive and long-standing the practice, the firmer is the habit established." Certain good habits are to be practised to counter the bad habits acquired during the period of drug dependency. Actually it is acquired "by means of constant and uniform activity."  

5.3.2 Programme in a nutshell

The model treatment centre is to be designed not only as an information centre but also a formation centre. The ideal treatment programme proposed for such a centre shall include the following components: Alcohol education, positive habit formation, prayer, training for time management, positive aspects of therapeutic community, regular

classes, counselling both for the patient as well as for the family, spiritual
talks, play time, yoga, meditation, work, discussions, audio-video
programmes, consultation with doctor, A.A meetings, experience sharing etc.

Physical facilities

The treatment centre should have the facilities for yoga, daily
meetings, indoor games, cafeteria, counselling rooms, consultation rooms
for doctors, recreation hall, dormitories and rooms for patients etc.

Round up

After the admittance in the centre, the patient is asked to narrate all
the important events in his/her life. The counsellor collects the details of
his/ her history and finishes the history taking programmes. During these
programmes, counsellor can identify the drawbacks of his/her character
and the various causes of substance abuse. The personal relationships, the
family background, the attitudes towards treatment programmes, the
person or events that forced him to undergo treatment, the future plan etc.
are discussed. After the completion of the history-taking programme the
patient can take rest. By this time the counsellor prepares rather a detailed
history of the patient. The counsellor should discuss important points with
psychiatrist, doctor, social worker and spiritual advisor. These five
constitute as a core group for each patient. In this meeting they can talk
and decide the matters like the timings and quantity of medicines, number
of persons to be called for counselling and consultation, rehabilitation
programme as well as follow up programmes etc. Every day this core
group should hold a meeting. The counsellors should note down on the
case history the important points concerning their patients.
5.3.3 An Overview of the programmes

The important programmes which we propose as essential in a treatment centre is given below. These are essential for an holistic approach of treatment.

1. Yoga

Yoga therapy is found to be very effective in treating alcoholics. It helps them to improve their mental abilities and to attain calmness of mind and even concentration. It brings back to them their peace of mind. It should be part of daily timetable.

2. Meditation

Meditation actually is a spiritual exercise and helps the patient to review his own life and make proper decisions every day. There are various techniques of meditation. The simple ones shall be selected because for the alcoholics exertion would be counterproductive. From the simple they can make a good start. Techniques and points for meditation can be given on the previous day. It would be nice to have a suitable place for meditation because the congenial environment is very crucial. Comfortable posture and closed eyes may help the patient to have better concentration.

3. Cleaning the house

Neatness and cleanliness should be evident in every nook and corner of the house. The inpatients themselves can do this. Most of the members will be there with their family. They can clean the house and prepare their food etc. so that a homely atmosphere is maintained. They
can decide what food they should prepare, who should join for woks etc. This is to foster cooperation and friendship among the families.

4. **Manual work in the evenings**

Every evening after the coffee the patients are asked to work with their hands either in the garden or in the field. They can water the plants, plant new sapling etc. Most of the addicted persons of Kerala do not work properly. This is to make them aware of the importance of labour with hands and to show that these works will really purify their body. The Ethyl Alcohol in heir body comes out through urine, breath and perspiration. Everyday they have to do physical exercises, so that bodies get cleansed.

5. **Games**

After having finished the work in the evening, they are allowed to play outdoor games. That is the fun time and the participation of all irrespective of the game or the interest of the patient must be ensured. Only on rainy days indoor games can be allowed. Better not to have indoor games because majority of the alcoholics are having some other addiction like gambling, smoking, etc. Indoor games may make them lazy.

6. **Food**

In order to inculcate the high value of self-reliance everybody in the treatment centre, should wash their own plates etc. Most of the days vegetables are recommended. Spicy food should be avoided for it is very dangerous for alcoholic.

Sufficient pure water should be available in he centre. Whenever they have tendency to drink, thy can drink water. Concerning the timings
of food the centre should be very strict. Nobody is allowed to be hungry. Empty stomach may create a craving for alcoholic beverages in recovering alcoholics.

7. Counselling

The survey conducted by the researcher shows that the counsellor has and upper hand in influencing the patients. His role is very important in each centre. He spends a lot of time for one to one talk. One counsellor can have six patients at a time. The counsellor is the most intimate person and the guide of the recovering alcoholic. He has to invite family members as well as those who have problems with him. The counsellor has to conduct different sessions to solve the interpersonal problems as well as personal problems. In disputes he has to act as mediator, and solve the problem with the patient.

Every day there should be at least one counselling session. The client should feel free to open his mind in front of the counsellor. Both of them together evaluate the performance in the centre. The improvement and drawbacks should be critiqued.

8. Prayer

Morning meditation can be followed by morning prayers. It can be designed in such a way so that everybody irrespective of religion and caste can participate in the programme. Prayers which are followed in Gandhi Ashrams can be taken as a model.

Importance of prayer is to be stressed because many alcoholics and drug addicts are far away from God. This disease takes people away
from God. During their stay in the centre all of them should come back to the Higher Power that can guide their lives. Faith in god as mentioned before, is crucial in the healing process.

We have to keep in mind that 10 out of 12 steps of AA describe the higher power. For every recovering alcoholic faith in a higher power is necessary to stay sober. The particular situation prevails in Kerala also suggests the importance of family prayer in the evenings. The dictum says “The family that prays together stays together”

9. Classes for education

Classes are important for a variety of reasons. A lot of vital information about relevant subjects can be passed on to the recovering addict through theses classes. Classes should be handled in such a way that they would provide education and entertainment together. This can lead to the expected transformation.

Recommended subjects.

1. Inter personal relationship in the family.
2. Parent skill training programmes.
3. Alcoholism and drug dependency
   - a family disease
   - a spiritual disease
   - a physical disease
   - a mental disease
   - a social disease
4. Economics of drinking and smoking
   - How it affect the person
   - Effect on the society
5. Husband and wife relations in the family
6. Children of alcoholics
7. Different types of drug and alcoholic beverages: How it affects body, mind and soul.
8. Precautions to be taken by a recovering addict.
9. General health and hygiene
12. A.A., Al-Anon, Al-Ateen, N.A. & C.A.
13. Follow up programmes and disulpharm use.
15. Responsible citizenship.

10. Detoxification

In every centre, service of a physician as well as a psychiatrist is essential. In the first day itself we have to start the detoxification programme. Some patients may have withdrawal symptoms. There is nothing to worry. Proper medicine will make the patient better. As a result of one week’s detoxification the body becomes rather clean. Medication can continue if required. After detoxification we begin properly classes, counselling etc.

Patients are now ready to hear and understand the classes and other instructions. They can be shifted from the detoxification ward to general ward. In detoxification ward they need round the clock attention and
medical care. In the new set up they are free and get a lot of leisure time. It is suggested that each centre should have a library and reading room. The patients should be encouraged to read newspapers, magazines, books etc. They should not spend time idly or waste time.

11. Spiritual talks

Irrespective of caste, creed and religion all should participate in the spiritual talk programme. It can be designed in such a way as to help the inmates to take a look into their inner lives and to rebuild their friendship with the neighbours and co-workers. These spiritual exercises should bring a ray of hope in the midst of encircling gloom. In the Ashram of Gandhi, he used to give talks on different subjects. Here special care should be taken in selecting subjects. Duration of a subject can be 15 minutes. Daily two talks would be enough.

Since many alcoholics and drug addicts have either tried once or still keep in their mind the tendency to commit suicide, it is important to instil in them optimism and hope. The spiritual talks should be able to achieve this. Every treatment centre should aim at spiritual transformation. A trained person should be put in charge of the prayer therapy and spiritual guidance. Now in Kerala, many treatment centres have avoided the spiritual aspect and didn’t have a special time for common prayer. Since patients and their family stay together in the centre, it would be highly beneficial if an ashram atmosphere could be created there.

It would be useful to remember the words of Gandhiji that, “Unless the development of the mind and body goes hand in hand with a corresponding awakening of the soul, the former alone would prove to be
a poor lopsided affair. By spiritual training I mean education of the heart.\textsuperscript{16} Again as Gandhiji points out there should be training of the three Hs—Heart, Head and Hand. Alcoholics and drug addicts should experience a rebirth after the treatment.

In character formation head is important because it denotes the intellectual formation. ‘Why’ and ‘from where of life’ are to be answered clearly. Gandhiji said, “literary training by itself adds an inch to one’s moral height and character building is independent of literary training.”\textsuperscript{17} Knowledge is powerful and it adds much confidence to the person.

Gandhiji firmly believed that, true education can only come through proper exercise and training of the body organs.\textsuperscript{18} He was influenced by the ‘bread labour’ philosophy of Tolstoy. Inmates should do not only household works but also works in the farm etc. It is to teach them the importance of manual labour. The researcher himself implemented this idea in ADARRT centre. The result was encouraging. There were many who did not use spade for years or work with hands. It was really an initiation ceremony for them.

12. Time Management

Substance abusers never keep up their promises as well as their time. They don’t follow any timetable in their life. Actually, by following a carefree life for years they become very inactive and non-co-operative. The value of time is very much neglected. In the treatment centre the

\begin{itemize}
  \item[]\textsuperscript{16} Harijan, May 8, 1937 p.104
  \item[]\textsuperscript{17} Young India, June 1, 1921. p.172
  \item[]\textsuperscript{18} Young India, Ibid.,p.256
\end{itemize}
timetable should be strictly followed with the help of a timekeeper. A recovering patient can be put in charge. After having undergone a treatment and a training for 21 days they would be convinced of the heavy loss of time and money they caused in their past life.

Time is precious. If the recovering alcoholics are convinced, they won’t loose any minute in their life. They may become punctual and prompt.

13. Recovery and Relapse

A permanent recovery from the clutches of alcohol and drug is not possible. At any moment there is chance of relapse. In the centre we have to convince the relatives and friends that relapse is part of cure. There is no reason for loosing heart. In case of relapse help them to be courageous and do the needful. Relapse cases also can be admitted in the centre. But they are to be kept separated. Otherwise they may destroy the motivation of the recovering addicts. In certain cases rejection by the centre while seeking readmission may give a challenge to the patient. It may work well. The researcher has the suggestion not to admit any relapse cases without much assurance from the part of the patient or relatives. It is to make them understand that it is a serious matter. Due care and strict follow up with time bound programmes are needed to keep the recovered ones sober.

14. Therapeutic Community

Every day at 9’O clock the inmates are asked to assemble in the hall. They can sit in a circle. This meeting is to evaluate the previous day. The leader can start with praising somebody or giving a positive stroke. In
this meeting every body gets a chance to praise or to congratulate the activities or behaviour of the other.

After having finished one round of positive strokes they begin to criticize or point out the drawbacks or try to share their ill feeling towards another member. This should be presented in a most polite way. This time there may occur heated discussions. The counsellor should manage the round very skilfully, never allowing it to go out of control. Those who have grudges or ill feeling against another one will get a chance to express it openly or to rectify it. The members themselves will try to pacify the one who is emotional. As a therapy to correct them personally, it is found to be highly useful. Everybody gets a positive stroke but only those who commit mistakes or behave improperly get criticism. The correction is not from above. It is from his colleagues and that can ease the tension.

15. Rehabilitation Programme

It is quite sad to learn that there is no rehabilitation centre for alcoholics and drug addicts in Kerala. After 21 days of treatment in the centre, an alcoholic may be totally liberated. But as the social environment remains the same, the chances of relapse are very real. So it would not be safe to allow a reformed victim to walk directly back to the old surroundings. It is always safe to take him out of the centre and accommodate him in a place where life is not as scheduled as in the centre. Such a place is what is called a rehabilitation centre. It is actually a half-way house where some one will help the recovering patient to gain confidence by going out and coming back as need be before he is friendly confident enough to move out and mingle with the outside world.
16. Follow up

Attending as many A.A meetings as he can, will help the recovering person. It is not for the centre or for the group but for his personal success. He can find a good sponsor and some good friends with whom he can converse and share the difficulties and failures. With this core group he can share the joy and pleasure too. Mutual understanding is the secret of success of this group. This will be suggested while patients are discharged.

SUMMING UP

Two important models are at hand. To put these into practice we face many problems. Chemical dependent will be the last person to know and accept that he or she is sick. Actually it is ‘the disease that tells people they don’t have a disease.’ So it is our duty to actualise both the prevention programme as well as the treatment method so that we can save thousands of unknown addicts.