

Suicide: The Cureless Act

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Abstract

The current times have tested our country's patience with the number of deaths due to citizens committing suicide. The statistics for the same are disturbing. The literature shows the leading causes to be lack of resilience and cognitive flexibility, self-esteem, problems in emotional regulation, isolation, depression attachment and parenting style, domestic violence, sexuality and the list goes on. This paper targets the solution and not the problem. "Prevention is better than cure", we have heard, but in the case of suicidal tendencies, we are left with a very limited scope for cure. Prevention and preparedness are the key. The paper provides with the prevention model to be assessed on individuals of age 12-21 by stepping on the different aspects of value education, resilience, motivation, emotional intelligence, attitude formation, substance abuse education, and self-analysis. By this, the foundation of an individual's mental health would strengthen and hence will the whole individual.

Keywords: Suicide Prevention, Self-Esteem, Depression, Prevention Model, Suicide Causes.

INTRODUCTION

The ever-increasing rate of births and deaths has been an area of discussion, wherein various control strategies have been adopted to work upon. One highlighting feature common in both is the detailed discussion of methods, causes, and so on. The present paper is an attempt to delve into one of the many sensitive issues of choosing one's own death, that is, Suicide. The global death number is around a million, as reported by WHO, also indicating that 1.4% of the deaths worldwide in 2017 were from suicide. WHO reports that the most vulnerable community is the youth, the age range falling between 15-44 years.

Suicide is one of the leading causes of death, wherein suicide attempts are 20 times more than the completed suicide. As we know, a past history of suicide, has a greater chance for getting itself repeated in the future, it indeed is a matter that demands our quick attention. There are various causes attributed to one who performs suicide, but one of the major causes has been Depression. 56 million Indians who suffer from depression choose suicide.

The Biopsychosocial Model is used as an approach to brief about the most common causes of suicide. The present paper also sheds light on the various techniques and methods for the development of a healthy mind, to prevent suicide at an early age.

The causes are as follows:

- Genetics

A study on monozygotic twins show high concordance rate than in dizygotic twins. The impact of family history was also seen in adoption studies. Genetic studies reveal that polymorphisms of the tryptophan hydroxylase gene are associated with suicidal behaviour (Roy et al.,2000). Genetic predisposition of impulsivity and aggression is also a predictor of involvement in self-harming tendencies

- Resilience

The inability to stand tall against the face of danger, threat, trauma or any other stress-inducing situation, may mislead one into thinking suicide is the ultimate way out. Roy, Sarchiapone and Carli, conducted a study in the year 2000, on a sample of 100 individuals. The results showed that the 41 individuals who had previously attempted suicide showed significantly low scores on resilience scale scores in comparison to the 59 individuals with no suicidal history.

- Problems in Emotional Regulation

The age group of 13-18 who are prone to suicide have troubles in maintaining their emotions and keeping them in right track. This reduces their ability to think positively and it is also present before the emergence of a psychiatric illness. (54) Decision making is impaired during suicidal thinking because

of inability to regulate emotions. The client is subjected to risk-taking behaviour and is impulsive (55-57).

- Self-Esteem

A lack of sense of self-worth and value for oneself is a major predictor of hopelessness and suicidal ideation. It also shows correlation with depressive symptoms. Self-esteem therefore holds an indirect relationship with Suicidal behaviour (Overholser et al., 1995). This means that a person low in self-acceptance, also showing difficulty in deriving meaning in life is negatively related to Suicide (Marnin Heisel, 2008)

- Despair, hopelessness and helplessness

The loss of faith in oneself and the future may fuel the occurrence of mood disorders and anxiety. A study by Weishaar and Beck in 2009, shows suicidal behaviour was predicted majorly by mood in males and by hopelessness in females. Troy Johnson and Holy Tomren in the year 2000 analysed the role of despair, helplessness and hopelessness in identifying precursors to Indian Youth suicide. After assessing several factors for suicide ideation, the effect of hopelessness and helplessness turned out to be significant whereas despair indirectly effects suicide ideation.

- Problem-Solving skills

Adapting to convergent thinking, overgeneralisation, strict thinking patterns, problem in abstract procedural thinking, along with having poor problem-solving abilities may drag oneself towards social isolation, which may lead one to indulge in suicidal activities (Weishaar & Beck, 2009).

- Cognitive Distortions and Lack of Cognitive Flexibility

The events that happen in our life, in due course gains its meaning inside our head. Altering meanings of situations negatively, or misinterpreting it takes a lot of mental space and energy. Laura L., et al., in 2017 assessed the significance of cognitive distortions and cognitive deficits in suicidal thinking. They landed to a conclusion that cognitive distortions have a direct effect on suicide ideation whereas cognitive deficits have an indirect effect on suicide ideation regardless of their association with cognitive distortions. Cognitive stiffness is the phenomenon in which the person becomes rigid to his cognitions: irrational thoughts, fears, anxiety, and feelings. This in long term has major impact on suicide ideation (52). Cognitive stiffness after the first attempt of suicide is also found to have a significant effect on suicidal thinking. Cognitive stiffness increases the susceptibility of suicide ideation in those with an history of attempt (32)

- Loneliness

The term is often confused with being alone, wherein loneliness is the sum of being alone plus other psychological symptoms/issues like, depression, anxiety, etc. This isolates an individual to such an extent that social participation and support from dear ones seems like a distant dream. Studies have

claimed a direct relationship between loneliness and suicide/parasuicide. A cross-sectional study was conducted with 3193 respondents who had received sudden loss of loved ones in their lives. Attempts were made to find relation between loneliness and post-bereavement suicide attempt and suicide ideation, which showed a direct impact (Pitman et al., 2020).

- Attachment Style

Insecure attachment style, wherein one finds difficulty forming close emotional bonds with others, is one of the causes for suicide attempts. In a study of 80 suicide attempters, 45% showed maltreatment in childhood and 78% showed avoidant attachment style. Childhood abuse, showing its relationship with ambivalent and avoidant attachment styles, increases the frequency of suicide attempts (Boroujerdi et al., 2018). On the contrary, secure attachment style leads to fewer mental health problems, less likely to indulge in risky sexual activities or substance use/abuse, lower death ideation (Davaji et al., 2010).

- Perceived Family Functioning

Adams et al. in 1994, studied the perceived family functioning in suicidal and non-suicidal groups. They found that significant number of suicidal in-patients perceived their families to be dysfunctional.

- Parenting Style

Authoritarian and Rejecting-Neglecting parenting style is an indicator of less expression of love towards the children, hostile nature and excessive control or negativity imparted, which affects the mental health of the child at later stages of life. This may also lead to suicidal ideation and self-harm (Donath et al., 2014).

- Unemployment

Suicide studies in US, Canada and Japan indicates suicidal behaviour is highly associated with factors like, retirement, financial crisis, being a homemaker, job stress, negative attitude towards their job, and others (Feskanich et al., 2002; Ostry et al., 2007; Tsutsumi et al., 2007). The poor psychosocial environment also indicates increased risk of suicidal tendencies (Ostry et al., 2007).

- Sexuality

The LGBTQ community has been receiving acceptance from the masses, yet we are far behind considering them as normal members of our society. The inability to conform to gender roles puts one at the elevated risk of mental health problems as compared to the heterosexual and the cis gender peers (Bryan & Mayock, 2017).

- Domestic Violence

World Health Organization (2013) reported an increase in domestic violence. Also, multiple studies reveal that domestic violence survivors have raised suicidal thoughts (Brignone et al., 2018). Intimate partner violence, fear of abandonment, societal shame adds to the trouble. Moreover, an ecological study was done on 21 nations, to find the relationship between divorce and suicide rates. Surprisingly, 22 out

of 29 findings showed a positive association between the two variables (Lester & Yang, 1998). A study by Ministry of Women and Child Development (MWCD), India in 2007, showed that 54.68 % of boys were physically abused as children, 52.91% of them were done by parents while 65,99% were street boys abused by family members (Ganesh, 2018).

- Pregnancy

Pregnancy and post-partum depression accounts for 5-14% of self-harm, and suicide accounts for up to 20% of post-partum deaths. Suicide is the second leading cause of death in this population (Lindahl, Pearson & Colpe, 2005).

- Culture

Culture plays a very important role in determining the readiness with which an individual receives the required support from their friends and family. A study by Eskin in 2013, found that suicidal attempts and ideation was significantly high in the individualistic culture than the collectivistic culture. Although there are no strict boundaries between the two cultures, the results may also vary based on other factors.

- Stigma on Mental Health

Mental Illness is still considered to be a taboo. This makes the suffering individuals to stay hidden behind the veil of terror. Slowly, one begins to suffocate behind the cover because of the fear of being laughed at, being looked down up, being labelled, discriminated and so on.

- Drug Abuse

A negative approach, if adopted as the only means to deal with the hustles of life may lead to deadly consequences. Amongst them, the widely chosen pathway is drug abuse. The repressed emotions demand increases in dosage after certain intervals, which is nothing but a “slow suicide” (Downey, 1991).

- Peer Victimization

The extent may be mild to severe, but the impact of bullying, is mostly severe and deadly. A study was done on adolescents of age range 13-18 years, it was found that suicide attempts by self-injury was linked with high rate of peer victimization (Vergara et al.,2019).

SUICIDE PREVENTION MODEL

Suicide ideation arise from negligence of the bridge between our real and ideal self. Our identity, when disturbed, causes an emotional turmoil resulting into lack of resilience, low self-esteem, hopelessness, helplessness, low emotional quotient, decreased cognitive functionality and impaired social relations. There is nothing more to know when man has known himself, and through himself, he understands the rest of the

world. Thus, for a better analysis of the projected outer emotions and actions (in this case, suicide attempts), one must know his inner self and the potential that it holds.

We have known prevention is much more effective than cure, but in the case of suicidal tendencies, we are left with a very limited scope for cure. Hence, the most we can do is to prevent it at a stage where the cognitions, behaviours and ideations of the individual can be moulded in a way that they become mindful and resilient. Adolescents and young adults are the target groups for the prevention model because they work on mindset of growth and empowerment. If fed with the correct spoon, they will be prepared to fight back any unusual and unexpected circumstances in their life. As the statistics suggest, mental health issues are more common in adolescent and adulthood periods, hence preparedness is the key.

The gap between real and ideal self can be bridged by the presented model. This strategic model for students helps them to overcome their insecurities and emerge with a strong sense of self. The preventive techniques do not target suicidal ideation in particular but the determinants of suicidal ideas. The model serves a three-fold purpose:

1. Positive Psychology:

The concept of positive psychology helps us focus on human flourishing and optimal functioning along with human thoughts, feelings and behaviour and encourage the individuals to work on their strengths instead of weaknesses. The idea is to build a good life instead of repairing one and make use of potential to make life meaningful. It is believed that every individual should allow themselves to experience positive feelings like happiness, joy, and inspiration and build positive character strengths like gratitude optimism, resilience and compassion that will help them develop into a successful and satisfied human being.

2. Mindfulness:

This refers to being wholly present in the moment by acute awareness of one's thoughts, feelings, actions, and surroundings. Every individual should learn the art of Mindfulness as it is extremely instrumental in regulating your emotions, reducing the level of stress and anxiety improving focus on details and concentrating on factors that are important for every individual to reach their personal goals.

3. Cognitive Behaviour Training:

Personality development and prevention from mental illness includes a wide range of changes in one's life. From replacing unhelpful habits to adding new skills and behaviour according to your goals, CBT helps change the attitudes and behaviour by focusing on the thoughts and beliefs the individual holds and how well these thoughts and beliefs are in line with the goals they set for themselves.

The following prevention model can be implemented in any educational institution by dividing the students by age groups as following:

- a. 12-14 Years: The following modules will have various outdoor or indoor activities related to them. This age group is very fertile and hence cannot be fed with only information but should be taught the followings with activities and creative worksheets.
- b. 15-17 Years: This is a very critical age group where the impulses try to take a stronger stand over our values. Hence, both, a motivating lecture as well as self-assessment worksheets would do good to the students
- c. 18-21 Years: These are the years of changes in an individual's life; starting college, or starting a career. The students are subjected to a lot of stress and anxiety. Hence, motivational lectures and good examples are a good way to reach out to them.

This Suicide Prevention Model contains multi-level modules starting from self-analysis:

Self- Analysis

The importance of self-awareness is not unknown in the present times. The only way to be aware about one's thoughts, emotions and feelings are by recording and analysing them. This also helps in taking responsibility of one's own feelings and take actions accordingly. Self-analysis is a critical process, which needs certain rules to be followed.

The first kind of assessment should be of the individual's self-esteem, as we have seen it plays important role in suicide ideation. Self-esteem can be analysed by reflecting on our routine thoughts and feelings and recording them. They can be recorded in a thought journal and mood can be tracked accordingly. This becomes important when pointing out the irrational thoughts or fears and detect early stages of anxiety. Self-esteem may also arise from childhood experiences. An individual might have unresolved issues in the childhood which may need reflection.

The second kind of assessment should be done on external social environment and achievements. An individual must keep a track record of accomplishments (not only on the basis of money or materialistic possessions but also relationships, insight or other social accomplishments). Apart from using this as a reminder, an individual can set up his/her goals (areas of improvement) from the accomplishments.

The final analysis should be of stress. The level of stress is mild, moderate or severe but they change in no time. Usually, stress develops when our values do not match with our goals. Hence, to evaluate values and keep them in check with our goals would help decreasing stress. Keeping track of stressors present in the environment and sleep patterns will help detect any problem at an early stage.

Initiative

Social contact, compassion towards a section of the society and psychological well-being are internally connected. Volunteer work is an important aspect of growth mindset as it affects physical as well as mental well-being. Volunteering is normally translated to helping others, but in a global sense, it is an individual's contribution towards making the world a better place to live in. It helps learning new skills and developing

compassion and knowledge for the community. When a person challenges himself through volunteering, it boosts his self-esteem. Volunteering also helps in developing and maintaining social and personal relations and identifying self as a part of a social group. Most importantly, volunteering might give an insight towards finding a purpose in life.

Motivation

Lack of motivation in a student's life can cause low self-esteem and self-confidence. Need for accomplishment, when not met with right amount and kind of motivation, takes away opportunities of success. Hence, it is important for an educator, or parent to know the right kind of motivation for their students or children. Motivation can be classified into two parameters: extrinsic and intrinsic. Extrinsic motivation is the kind in which the need for accomplishment is driven by external desires, i.e., the Locus of Control is placed externally. This kind of motivation remains until the external drive remains and collapses as soon as there is no external desire. On the other hand, intrinsic motivation is the kind in which the need for accomplishment is driven by internal factors, hence the Locus of Control is placed inside.

It becomes important to turn locus of control inside because then, the individual would not be dependent on an external factor which is always subjected to change. The individual would be dependent on self for motivation and hence will feel responsible for his/her success, or even failure. Once they feel responsible towards themselves, they will realize that they can control how they motivate themselves and will always deliver the correct amount of motivation, in-turn increasing the self-esteem and decreasing helplessness.

Peer Influence and Peer Pressure

Peer play provides individual with opportunities to open up about their thoughts and feelings. Peer influence is a persuading action and peer pressure is a forcible action. Peer influence is when a person wants to do something that they otherwise would not, to be accepted by their group of friends. It can be both positive or negative. Research suggest that peer influence is difficult to resist because of the sensitive age and building curiosity.

The one way to find a balance between peer influence and peer pressure is by being yourself. There is a need to find an individual's inner call of conscience, and be assertive enough to voice it out. This can be achieved by learning to communicate (verbally as well as non-verbally) assertively. The power of saying "NO" can bring wonders to a student's life, and can get him/her put of many unexpected situations.

Bullying is also a product of peer influence. It is defined as actions, in the form of threat, or otherwise, that is repeated by a person or a group of people who perceive their status to be higher and is projected towards a person or a group of people in order to create distress, fear, and harm. A bullying-controlled environment is a necessity for a student to grow and develop a good self-esteem. There are easy ways to prevent bullying in a school environment:

- a. Stand up to Bullies: Assertiveness can bring courage for the victims to stand up to bullies. The actions of bullying, are projections of bully's emotions. He/she would want to decrease the self-esteem of others because he himself/she herself is struggling to build on it.
- b. Pay Attention: Every school has bullying incidents. The authorities have to pay more attention to the students when unattended. They are the ones who need to stand up to the bullies if the victim cannot.
- c. Get Involved: Each person involved, the bully, the victim and the bystander have a role to play in the act. Each level of the act should be assessed with vivid information.
- d. Never Look Away: Seniors of the school and bystanders often tend to ignore the acts of bullying leading an innocent student to distress. This should not be dismissed.

Value Education

Values are our fundamental beliefs that guide our motivation cycle. Values are heavily influenced by our goals in life, because they are the personal qualities, we choose to embedded in us to help us become what we want. Values also reflects how we see ourselves and people around us, our sense of social relationship, our thoughts and actions. With practice and repetition, moral values can be turned into outstanding personality traits. Each goal needs a specific value and this may or may not be different for different people. But the below-mentioned values that should be commonly developed in every student:

- a. Happiness: Usually termed as “state of mind” or a “feeling” but in reality, is much more than that. A. Nagraj 1999 proposed a model for happiness that has 3-folds. He has called it “The Happiness Triad”. He addresses the four dimensions of human being as an integrated form of the material, behavioural, intellectual & experiential aspects. All of them put together makes up for Happiness Triad. Through our senses: Momentary happiness; feelings in relationships: Deeper happiness; learning and awareness: sustainable happiness. Understanding the value of sustainable happiness resolves an individual's emotional, social and behavioural difficulties. When an individual gains happiness from constructively learning and reflecting in behaviour, he/she is able to sustain his happiness and reflect a calm and peaceful nature in the times of unexpected circumstances.
- b. Mindfulness: A liberating and healthy practice in which the individual focuses on self and in the present moment without judgement of feelings and thoughts. Mindfulness is an act in which the individual is in sync with his inner self and hence reaches a higher level of self-analysis. Such an effort reduces stress in day-to-day life and hence keeps mind from wandering and landing into irrational thought patterns. Thus, mindfulness acts as an active shield for suicide ideation.
- c. Resilience: It is very similar to elasticity of a material; the ability to spring back into the original shape. Resilience is the elasticity of our mind. It is defined as the ability of an individual to stand back up after the push of life. An individual can find resilience in finding purpose of life. It can be found in building your relationships and moving towards a set goal by stepping on the difficulties. One of the most common ways to embed resilience in your set of values is by accepting your healthy thoughts, emotions and opinions with keeping things in perspective. Christine A. Padesky in 2012

- created a four-step model for building resilience. The steps were defined as: searching for strengths: through self-analysis, an individual can discover his/her strengths, and introduce obstacles that can arise while building resilience; constructing a Personal Model for Resilience: The discovered strengths can be converted into general strategies using metaphors; apply the model: the application opens possibilities of identifying problems and strategies by focusing on resilience and not the outcome; and practicing: discovering other types of strengths and developing resilience predictions.
- d. Empathy: Developing a sense of empathy for others help in maintaining healthy emotional relationships. Empathy is defined as understanding the stimulus as perceived and understood by others. It can be developed by experiencing major difference in cultures and people. Research suggests that a person is more empathetic if he has travelled and/or stayed in different communities or people belonging to different cultures. Learning to develop a habit of asking people how they feel in the situation might help to get insight of their perception.
 - e. Critical Thinking and Problem Solving: Critical thinking here can be defined by analysis and evaluation of situation before forming a judgement or opinion. This readily helps in problem solving. The solution of the problem presents itself when the problem is critically analysed. Problems should be defined clearly for the same. This would bring out the risk associated as well as alternatives. Emotional intelligence should be encouraged for the individual to think clearly.

Attitude

Attitude formation takes a serious turn when the student enters into teenage years. Attitude is a lasting positive or negative opinion for a person, thing or an issue. It becomes important for students to be sensitive towards some social topics such as follows:

- a. Gender Sensitivity: Students should not only be made aware about the LGBTQ rights but should be made comfortable with different gender identities and their place in our society irrespective of their sexual preferences. This might also help the individuals still in closet to come out to the society in hope that they will be treated with respect.
- b. Gender Equity: Making students aware about the fact that there are equal opportunities for everyone regardless of their gender.
- c. Sex Education: As important it is for science that students should know the biology and chemistry behind sex, it is also important for a social reform. Sex education can provide sexual impulse control in individuals which might decrease the disturbing amount of rape cases reported around the world.
- d. Body Positivity: Started off as a movement, Body Positivity is now a life style which comes loaded with self-love and not loving the body alone. It advocates to embrace individual's identity and how others see it. It advocates that the definition of a man or a woman is not how he or she look, but how they understand self and love self. Individuals are told that the society judges the ones who do not comply, without letting them know that achieving it will shake our self-esteem. We are taught to be affected by things we cannot control, without teaching us the real value of our selves. We cannot

control how society perceives us, what we can control is how affected are we by their perception. Control gives power, and this power changes to courage to self-love.

Mental Health Awareness

Advocating mental health has currently been an objective of our education system. If we go by the data presented to us, we know that India is listed in one of the unhappiest countries in the world. India also has highest suicidal rates in adolescents. The major reasons behind the statistics are lack of resilience, lack of mindfulness, lack of awareness about mental health and the list goes on. Problems like stress, anger, emotional discomfort, abnormal behaviour, depression or even loneliness give rise to feelings of unhappiness and reaches to suicide ideation. We need to talk about mental health more openly so that it reaches to every corner of the country. No one should be left out. People should know that they can reach the professionals through various ways (online, through different applications; and offline, by going to the mental health clinic). Regular mental health screening can be helpful in keeping track of the emotions and motivational cycle of the students.

Emotional Intelligence

With difference in personalities, motivations and desires, different people have different emotions. An emotionally intelligent person would be aware of his own emotions and other's emotions by labelling them and be able to differentiate between the two. Assessment of emotions becomes an important aspect of prevention of suicide. Disturbance in one's emotions are the early stage symptoms for irrational thinking and suicide ideation. It usually projects difficult areas in an individual's life, like, anxiety, fear, depression. Helplessness can be detected through such assessments.

Students should be made socially intelligent as well. They should know the appropriate way of expressing emotions publicly. Maintaining social relations has become an important part of our existence. This reflects heavily on our mental wellbeing and overall health. Emotional intelligence gives us capability to be sympathetic towards other people by understanding and labelling their emotions accurately.

On the level of a growing mindset, an individual is required to acknowledge his/her own emotions in order to resolve when needed. After acknowledgement comes acceptance. Becoming aware and accepting problematic emotions, will go a long way as a trick up an individual's sleeve. By accepting, we take responsibility of our own emotions and hence our decisions to act upon them. This is empowering as it gives control to the individual to regulate his/her emotions.

Substance Abuse

Substance refers to those entities that have the power to bring neurochemical changes within our system, which brings a direct or indirect effect on our cognition and behaviour patterns. A substance when consumed solely for the pleasure outcome, by gaining the "high" state, shows an abuse. Therefore, Substance

combining with Abuse results in deadly combination, affecting the lives of the masses. The school children are a vulnerable community wherein taking an initiative is of utmost importance.

There are many intervention and prevention strategies to provide a helping hand to the children and adolescents. Some of them are: Reconnecting Youth (RY) is an evidence-based program that targets students between grade 9-12. The main goals include decrease in drug involvement and emotional distress, and increased school performance. It takes an initiative to enhance the decision-making skills, teaches self-control, boosts self-esteem and interpersonal communication is supported. There has been a significant 50% decline in drug use by the students and 80% decline in suicidal tendencies seen amongst the students. Another program, Skills, Opportunity and Recognition (SOAR), is an initiative for students between the grades 1-6, to reduce the risk for delinquent behaviour, violence, aggressiveness and future occurrence of drug abuse. Classroom-Centered (CC) and Family-School partnership (FSP) Intervention has been very effective in reducing tobacco smoking at later stages of life, by working on the shy and aggressive behaviour, and attention and concentration problems.

DISCUSSION

Suicide, one of the most sensitive practice to end lives, can have its causes attributed to many causes like, low self-esteem, lack of societal support, absence of resilience and so on. As a matter of fact, the multifarious sources are beyond any boundary. Emile Durkheim identifies four types of suicide, namely, Egoistic suicide, Altruistic Suicide, Anomic Suicide and Fatalistic Suicide, which includes a wide spectrum of underlying reasons for suicide. Yet, this is an attempt to bring forward an integrated model with the foundation of positive psychology, mindfulness and cognitive behavioural training to take a step towards prevention. Whether suicide is considered to be a subject of concern or not, not much action has been taken to help the young minds to think and act differently.

Many schools have introduced various prevention and intervention programs to inculcate mental awareness and promote mental health. Undoubtedly, there has been a significant improvement on various areas, like, aggression, shyness, delinquent behaviour, drug use/abuse, reduction in self-harming approach to deal with life issues, etc, yet we are lagging behind. One major cause of this may be lack of a consistent environment at home and at school. We are very well aware of the importance of the social environment on our emotions and behaviour, therefore, clashes in teachings, ideologies, values, beliefs may lead to conflicts, hence the goal of the initiatives taken, may not be reached. This is also one of the limitations of the present model, that is, the teachings provided at school should be well aware by the parents and they should implement it at home too.

Another limitation of the model is that it does not explain how Parasuicide takes the form of suicide. It is true that a past history of suicide is a predictor of future suicide (attempted or complete), yet there are certain instances where a person might end their lives, without having such intention. This shows that a simple act of self-harming behaviour, like cutting or burning oneself, moving towards self-isolation, indulging in heavy

drug use, risky sexual behaviour, etc, may lead to unwanted death, at unexpected time (especially against their own will).

Media plays a crucial role in impacting the mindset of people around the globe. The tenderly minded gets easily influenced by what their role-model is doing, their actions becomes our own, knowingly or unknowingly. One deadly jolt is the Copycat Effect, wherein people tend to give their lives up, by being blind followers of the celebrities, politicians etc, who rule the world of media. A key finding shows that there was a 14.3 times rise in suicide rate between the year 1974-1996 (Stevan Stack, 2000).

CONCLUSION

The initial statistics showed that there occurs one suicide every forty seconds, the updated estimates by WHO shows, the rate to every twenty seconds. WHO also reports that there has been an increase in suicide cases by 60%, in the past 45 years. Suicide is one of the leading causes of death, wherein suicide attempts are 20 times more than the completed suicide. As we know, a past history of suicide, has a greater chance for getting itself repeated in the future, it indeed is a matter that demands our quick attention. It is reflected by the United Nations (UN) report on World Happiness, where India has been performing badly for past few years. The report for the year 2020 shows 144 rank out of 156 nations (Zee Media Bureau, 2020).

There have been many acts of suicide that goes unnoticed, wherein the cause is mostly attributed to unknown reasons. We can see that history has lost many lives, wherein great artists like Vincent Van Gogh, a great painter, shot himself in the stomach and cut his ear. He accepted his past suicide attempts and his note mentioned, "The sadness will last forever". Sylvia Plath, poet and novelist ended her life up at the age of 30 due to clinical depression, Virginia Woolf could not get any intervention for her Bipolar Disorder, so she drowned herself in a River, with a history of two suicide attempts. There have been many people, especially the ones who had been hiding way too well, behind the veil of their art and laughter.

If we look around closely, there is all sorts of Art dying, one of which is The Art of Living itself. Our ways of leading a healthy life has been polluted by several ways, sometimes due to lack of awareness, and mostly by not acting upon what we already know. The stigma towards mental health and psychology is in itself a major concern, wherein having a brave face is considered equivalent to being mentally strong, where not crying is considered to be a sign of strength, where not talking about harmful consequences of drug use, verbal abuse, peer victimization, loneliness, and many undiscussed, unshared, unspoken topics left unheard, is considered same as its non-existence.

This is a loss to humanity as a whole. History has its evidence, greater the movement, higher the resistance. Therefore, as responsible citizens and by virtue of being called a "human being", it is our moral authority to be the change first and promote the same to the masses.

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