

## **I. Adult Experience of War Malala Yousafzai's *I Am Malala* and Anne Frank's *The Diary of a Young Girl***

The research work undertakes near-to-death experience in Malala Yousafzai's *I Am Malala* and Anne Frank's *The Diary of a Young Girl*. The principal characters are authorial voice and they embody their experience in respective books. The narrations in the texts reflect their personal experience of war and its fatal impact in human lives. In particular, the characters relate to war experience into their lives. Having excessive torture of trial and tribulation, threats and harassments in war, both of them are affected psychologically. The war creates terrible pictures in their mind that haunted and scared not only them but everyone. The vulnerable psyche of children is disrupted by the atrocities of violence in war. The impacts of such situation upon them make critical and cynical in the mode of their life, which becomes to be similar to death. As war is always disruptive, it de-structures family members, relatives and neighbors and put people on condition of death bed. By going through violence, Malala and Frank tolerate stressful moment. The characters undergo physical and psychological afflictions, which creates much distress and torture to their life. Both of the texts embody as such experiences which are optimum example of dehumanized experience. Their acute pain is compared to as death. Hence the characters never can be away from psychological threat and fear throughout their life.

*I Am Malala* is an autobiography in which Malala unfolds her painful story and her fight against the issues of society. During her struggle, she tries to tolerate the inhuman experience of conservative, animalistic behaviors of Taliban terrorist, in order to find her- self, and she looks for better future. But then, she has to undergo stressful scenario of fear and discovers her inner self against the traditional society of Pakistan. She then, started fighting for children's rights and education. In course of

self, she retells her experiences and realizations along with societal norms and values. The society where she seeks her freedom and rights is difficult to manifest in her individuality and self. Her voice against society is not for merely herself, but it is for entire children and for their education across the world. It is this very moment; she has to subject to severe mental and physical persecution of pain. The society is not fair enough to liberate women for their rights of education; however, she dares to confront against the society. The text describes and explains about her difficulties along with social obstacles during the time, when she decides to challenge the existing traditional values and beliefs systems; the dogmatic society engrossed in conservative practices, which have doors closed for women's freedom and education. Malala raises her voice in such concerns, which are against the society that is not ready to accept it. Therefore, struggling contrary to those adverse, evil forces of society, she has to come up with very deadly circumstances.

The iconic figure Malala is one bold, daring, and leading persona of the campaign and has been an exemplary youth for all children in her generation worldwide. The text contains her biographical information but in particularly, it focuses on her courageous struggle against asocial and unequal practices of tradition. The fearful and inhuman aspects of life during her struggle phases in skirmishes get her to feel near-to-death experience. As often, she endures excruciation of misery which gets her into life and death.

Malala Yousafzai embodies life and death experience, therefore, it created horrendous images and unease that prompt to human cruelty and savagery of mankind. The society becomes cruel and merciless and it subdues her being and the tenderness of teenage in the given space of fundamentally opinionated arbitrary society. Even facing threats, torments and psychological anguish, she never

compromises and surrenders against threatening center power of Taliban. After their struggle of overruling in Pakistan, she undergoes many life staking risks and warnings. Taliban enforced rules to dominate and exploit her by creating inhuman practices in the name of Muslim religiosity. Even the society attempts to repress her voice and finally Taliban fundamentalist masked cadre shoots 15 years old Malala on 9 October 2012 from the point blank range on the way back home taking exam from school, in Swat valley, Pakistan. So, with those accounts of her trials and tribulations present herself as a victim of society and in the position of near-to-death experience. Her struggle against coercive forces of the Taliban and at the same time she is obliged to suffer physically and mentally.

*The Diary of a Young Girl* is also an autobiographical diary, yet the best-known memoir of the Holocaust, of a thirteen year old girl who reveals her very personal suffering during the *Second World War* (1939-45). The account explains about her teen-hood struggle of survival during war. It was because of the anti-Semitic law enforced upon Jews by Hitler's Nazi in Germany. She is compelled to hide with her family, which striped her away from education and child rights. Then she, along with her family in the summer of 1933 moved from Frankfurt, Germany to Amsterdam, the Netherlands. But she could not find suitable, comfortable situation after Germany's invasion. During the time, she, including her entire family members had to be hidden until long time. She spent pretty long time of her life in incognito with her family in the secret annex, a narrow and musty hiding place.

During the time Anne Frank was growing up, she experiences the casualties of war of dehumanization, which escalates restlessness and distress on her. Having unnoticed existence, she has to sacrifice many things of her desires, she had. Being deprived of education, she goes into depression. The bitterly tragic experiences she

had ever felt, she starts putting those down in her diary. In the long run, that writing on the diary becomes to be a book, where her deepest wounds of experiences and feelings are overflowed in, of her short life. After all, it is all about her secret accounts of real life experience of near-to-death in life.

*The Diary of a Young Girl* and *I Am Malala* present about two young teenage girls' painful background stories and bitter experiences of life in their autobiographical writing. Both of them focus on war affected experience and represent their voices about intolerable situation during the period of atrocities of war. Anne Frank, in *The Diary of a Young Girl*, is portrayed as war victim during the Second World War. She is treated very badly as she was a Jewish, back in Germany in prison camp after she is separated by family members, and kept in a dark, squalid room wherein she was not given proper, enough food. Even she has to be naked in parade then she is locked in cattle wagon. In fact, she is dehumanized with excessive physical punishment there, which made her unable to wear dress, then she just wrapped blanket on her body. In the same way, Malala, in *I Am Malala*, also has to endure arbitrary of unfair treatment, and she also experiences physical and mental provocation. When she was gunned by the Taliban forces of the then Islamic fundamentalist leader of Swat Valley, Pakistan, Mullah Fazullah, she is separated from her family. She is taken to Birmingham hospital, in the United Kingdom, UK, for her treatment; she was also separated from her family. Therefore, both of the girls experience the throes and fear in their lives to the utmost.

The significance of the study exposes using children and discourages society to involve children in the conflict of war. The research explores physical and socio-psychological impact upon children. The age group is sensitive in comparison to other therefore; the main characters of the respective texts justify the thrust of tension upon

war affected children. The characters acknowledge the near-to-death in war, which always agitates and shocks them being in the outer world of existence, or that makes them very difficult to assimilate in the given societies. Such traumatized children experience psychological fear and hallucination. It causes bad impact in their mind. Children are maltreated in war. In any circumstance, the aftermath of war or socio-political turmoil in which children can be victimized. The recurring image and picture of fear in their mind guides them and they find the same fear from day to day life.

*The Diary of a Young Girl* and *I Am Malala* represent two young girl protagonists. Both of them experience war and its cruelty. While going through the war moments, they undergo near to death experience. The war created terrible scenario and devastated picture which scares them. Excessive torture affects their emotional reflection in reality. Anne Frank is abused and distanced from her parents. Due to being away from family and relative, she never feels safe and comfortable. Living in terrible situation is not easy enough to absorb mentally in normal life. Similarly, Malala gets threats, excruciation and compelled to live in fear and terror. Near to-death is an experience as Malala and Frank undergo during war moment. It causes remains in their psyche which always reflected in normal life. This troublesome experience never let them expose their personal thoughts and emotions in front of public in their respective societies. Besides this, the girls fail to articulate their past and present narratives due to angst and dread.

Chris Searle studies the novel as war literature in which he analyzes affected group of people. War can be unpredictable and its impact cannot be traceable, where many people away from battlefield are affected. Searle looks into the novel:

It is fifty years since Anne Frank died of typhus in the Nazi concentration camp of Bergen-Belsen, two weeks before it was liberated by British soldiers.

If she had survived the war and lived on, she would now be 66. But one of six million, her grave and those of her mother Edith, and sister, Margot, remain untraced. Otto Frank, the only member of the family to live through the processes of extermination, returned to Amsterdam after the war, one of the family helpers during their time in huddling. (736)

The story of the novel is one of the representatives, which portrays pathetic condition of a girl. It exposes about the destructive arm conflict, which has long term concussion among people. The major character is symbolic and representative but the violence of battle is destructive in its nature.

David Barnouw and Jeannette Ringgold observe the novel from historical point of view and discuss about the particular situation of the holocaust which is bestial in practice in human civilization. The critics particularize the narrative of the novel and show the barbaric condition of Jewish ghetto. Barnouw and Ringgold interpret:

The evolution of Anne's image is not linear, and it obviously differs from country to country. Who or what is Anne Frank? A gifted young writer, an ordinary Jewish girl became a victim of the Holocaust, a moral guide after Auschwitz and Hiroshima? One can imagine a common denominator. During the first years after the publication of, Anne Frank was primarily a Dutch symbol of Jewish suffering, and after the stage adaptation by Goodrich and Hackett, she became a teenager who is having a hard time but continues to believe in the goodness of people. (8)

The hallmark of holocaust in Germany is obviously known, however, it renders to massive suffering of Jewish society. A teenage girl in the novel has been scapegoat of the extermination Nazi; reflects bitter existence of Jewish during and after war. It

draws a picture of the dark aspects of humanity and brutality in the history of mankind.

Alex Sagan doubtfully argues upon the novel and blames it as glorification of personal suffering. The major character represents own suffering and shows her suffering. He posits:

Neither the original diary, nor the subject matter more broadly conceived can fully justify the rose tinted idealism usually associated with Ann Frank. There are many ways to develop this critique, but here I will limit the discussion to the dairy entry from which Frank's most famous phrase is taken. The context of her famous words suggests that unduly emphasizing them may misrepresent the thoughts and experiences recorded by the young diarist. (95)

The critic observes it as an idealistic presentation because the diary is personal writing, which may not be true more or less whenever the person writes for oneself that certainly valorizes it. The novel is a personal writing in which the writer praises oneself.

Dary D. Lagerwey looks differently into the novel and interprets as a collection of memory. The novel is for memory writing in which, the writer only includes personal notes. As Lagerwey articulates:

Anne Frank's *The Diary of a Young Girl* and *Night* that have played major roles in shaping collective memories of the Holocaust in the United States. These collective representations, including I argue, widely read personal accounts of the Holocaust, add to and surpass personal experience as a source of knowledge. The two stories are examined through lenses of gender. (17)

The figure of the novel is a teenager, who notes her woes and reproduces it as a novel, but it is not a novel in reality. It cannot be counted as realistic novel because it one's display of inner personality.

Laura Eggertson goes through *I Am Malala* and marks as an exhilarating text in which the lead character, Malala is considered as an example of a leader. The role of the character is compared as a dignitary combatant body, which works and fights for the rights of education. Eggertson further posits:

*I Am Malala* illuminates the influences that shaped this young woman's strong character — in particular her father, Ziauddin. Even before you start the book, it's clear from expression of Malala's face as she looks at Ziauddin in the back cover photograph of the two of them that his is the approval she most seeks in the world. Theirs is a tight bond — perhaps to the exclusion of Malala's mother, Tor Pekai. Unlike Malala, Tor Pekai quit school at age six even though her parents, unusually, gave her the opportunity to attend. It is Ziauddin, not his wife, who is the socialist education activist, and Malala's passion and leadership is forged at his knee. As such, it is difficult, when reading *I Am Malala*, to separate her voice from his. (171)

Malala is a teenage character who fights for the issues of education and does not does not afraid of the danger and intimidation posed by Taliban rather she becomes more determine to her issue of fundamental rights of education. In this sense, the critic, Mahboob Nutkani finds Malala as a bold girl, who never surrenders in front of power.

She observes this novel, *I Am Malala* from the perspective of religious dogmatism and Islamism as it is strict and unfavorable for women's personal life. Women's situation in Islamic religion is critical, where they have to be victim of



violence. Their unsolicited violence tortures them much and creates psychological despair and anxiety. Mahboob Nutkani argues:

There occurs a victimization of a new rising class of feminists in countries like Pakistan, where Islamist extremism from 1977 to 1988 especially targets and instances even murders or attempts to murder women who challenge their patriarchal power base. The analysis represents these forms of violence against women and women's struggles for justice delivery in Pakistan by using their voices and their stories. (11)

Besides, Charlotte Bryan creates Malala's image like of hero and she is presents her similar to a role model of society. The power of the girl is considered to be heroic because she wrestles with the enforced religious ideas of Taliban and at the same time, against the traditional cultural mores of society where she lives her life.

Many critics have used the autobiographical text is nothing more than self-valorization and Malala also emboldened her struggle in the text. Among many critics Brayen observes it as outcome of valorization in which only personal matters have been highlighted. It is an example of self-narrative in which personal matters have been exaggerated. As Bryan reckons:

It can now be compared to the ways *I Am Malala* also constructs a narrative that presents Malala as its hero. Arguably this has been achieved through the shaping of the narrative to reflect the conventions of other hero narratives. As previously discussed in section 4.1 Billion explains the role of myths which can be linked to hero narratives. (17)

The concept of heroism in the text is finding and it reclaims it as heroic presentation of the character. The character is an extraordinary because she has her position

established in the society. The way of observing her fame and work, she is compared to heroism.

Also the research raises the issues about young adult's victimization during war, which creates adverse impact in socialization process aftermath of traumatic experience; near-to-death that causes psychological stress as post traumatic disorder which impacts long term in adults psychology. In the age of social formation, young adults turn to be rebellious and fight against opposing forces as Karen Coat remarks:

Young adult fiction is organized around the same sorts of tensions that preoccupy the physical bodies and emotional lives of its intended audience: tensions between growth and stasis, between an ideal world we can imagine and the one we really inhabit between earnestness and irony between ordinary bodies and monstrous ones. (316)

Because of the self-centric desires to capture all choices, young adults find their transition in life from teenage to adulthood. During transition period young adults do not know how to acquire and assimilate their self in society, and which role to follow as a social being that define their identity.

In fact, the social role is defined by society but their personal world is different. It seems like realization as well as struggle against society. The rifting and shifting of identity is redefined by social norms and values. In this point, Coats asserts:

To identify adolescent literature as a site of working through the physical, psychic and social abjection of the teenage body seeking meaning and value in a culture that places that body in a luminal space between childhood protection and adult responsibility. (319)

It also has discussed an identity crisis during transitional phase in between self and society. It is a conflict between self-ego and societal discourse in which a person encounters exclusion from established norms and values. Since a person seeks a self-position or role in society, it creates a conflict between self and society. Teen age is self-centred and an egocentric that ignores societal norms and it could be problematic when a person wants to quest own identity in society. The socio-cultural mechanisms are fabricated under the established norms and ideology in a given society, where the matters of personal choice and desired life does not meted out. On the other hand, this research studies a young girls' psychology which creates conflict in society.

However, the inquiry aims to observe near-to-death experience in war. The representative characters are teenagers and it observes severe war exposure in lives of the characters. The young teenage girls become the victim of war, who has been severely affected by war and its post consequences. Both of them experience war and live in crucial stage. Having been racked in war, they are severely treated. They struggle against society for their existence; however, the journey was pathetic as they have to be like stooges and undergo mental as well as physical persecutions. Because of such circumstance, both of them acknowledge death very close distance in life, where they find bestial, animalistic nature in mankind; the demise of humanity. Under the psychological fear, they are unable to construct their social adjustment, development and identity. In the texts, both children face the near-to-death, which creates hellish images of laceration of emotions filled with pain, and they feel apprehension, anger, isolation and loneliness in their self and from societies. So, in the long run, that sort of mental phenomenon actualizes tension where they live in the process of adjustment.

The research theorizes young adult theory which studies traumatic psyche of young children and their identity formation along with social development process. The concept of near-to-death explains the extreme of painful experiences, which turns the characters as scapegoat and traumatized physically and psychologically. It is in depth mental, abstract wound, which can only be felt being in close to the last breath in which the extremity of physical and emotional distress composite. The leading theorist of the research Karen Coats discusses near-to-death experience, and proclaims that destructs young psychology and that causes of emotional crisis in the subject. Similarly, Julia Kristeva's abjection theory and having been in near-to-death experience: a child cannot get rid of fear, emotional shock, horror and terror and that, makes difficult for a subject to construct her or his self-identity in society. The perspective and attitude toward society becomes different. In this regard, R. Moody postulates:

Near to death experience is extreme suffering when a person can feel different between body and pain. Having as such experience, a child hardly transforms social practice. A near-death experience can be defined as an intense psychological experience of a non-ordinary state of consciousness, occurring during an episode of seeming unconsciousness. It usually happens in critical situations in which the individuals are close to death. (17)

There can be unpleasantness of anger and even tears at the realization of such bitter exposures, and one may undergo into deeper level of one's conscious magnitude of shock, where his or her body and mental rationality no longer function in consciously. The fear of death either subsides or disappears altogether. For instance, Jeffrey Long asserts:

For my retrospective investigations and near to death experience was required to have both a near-death and an experience component. Individuals were considered to be “near-death” if they were so physically compromised that if their condition did not improve they would be expected to irreversibly die. (3)

A sensation of floating out of one’s body, often followed by an out-of-body experience where all that goes on around the “vacated” body is both seen and heard accurately in detail. Passing through black experience or negative one, one can does not fear with death. This is usually accompanied by a feeling or sensation of movement or acceleration.

Forming new identity and better existence was his primarily objective; but it completely changes after he realizes his failure existence. In this connection, Kristeva expounds, “Draws me toward the place where meaning collapses” (2). She explains that remarkable point of abjection, uncertainty which exposes mental confusion. It is a level of understanding, where meaning and self-desires are breakdowns then a person cannot find own position, as Kristeva posits, “Abjection preserves what existed in the archaism of pre-objectal relationship, in the immemorial violence with which a body becomes separated from another body in order to be” (10). To abject, what Kristeva terms a “primal repression,” one that precedes the establishment of the subject’s relation to its objects of desire and of representation, before even the establishment of the opposition, conscious/unconscious. Kristeva puts further, instead, to the moment in our psychosexual development when we established a border or separation between human and animal, between culture and that which preceded it. On the level of archaic memory, Kristeva refers to the primitive effort to separate ourselves from the animal: “by way of abjection, primitive societies have marked out a precise area of their culture in order to remove it from the threatening world of animals or animalism,

which were imagined as representatives of sex and murder” (12). The abject thus, at once represents the threat that meaning is breaking down and constitutes our reaction to such a breakdown: a reestablishment of our “primal repression” (12). The abject has to do with “what disturbs identity, system, order. What does not respect borders, positions, rules” (4). In this sense, these protagonists, Malala and Frank, in the two texts, *I Am Malala* and *The Diary of a Young Girl* respectively discover difficulties to form their own identity in society, and instead become the characters of question that further complicates and terrorizes them to face all kinds of psycho-social suffering. To seek own identity one loses her or his capacity and lost within. As Kristeva further analyses:

A wound with blood and pus, or the sickly, acrid smell of sweat, of decay, does not *signify* death. In the presence of signified death—a flat encephalograph, for instance—I would understand, react, or accept. No, as in true theater, without makeup or masks, refuse and corpses *show me* what I permanently thrust aside in order to live. These body fluids, this defilement, this shit are what life withstands, hardly and with difficulty, on the part of death. There, I am at the border of my condition as a living being. (3)

The corpse especially exemplifies Kristeva’s concept since it literalizes the breakdown of the distinction between subject and object that is crucial for the establishment of identity and for our entrance into the symbolic order. What we are confronted with when we experience the trauma of seeing a human corpse our own eventual death made palpably real. As Kristeva puts it, “The corpse, seen without God and outside of science, is the utmost of abjection. It is death infecting life” (4). She discusses about experience of hardest time that causes abjection from others.

The real experience of psyche has been disguised in the form of his desire. Kristeva traces a pre-linguistic confrontation with the abject, a moment that precedes the recognition of any actual object of fear: “The phobic object shows up at the place of non-objected states and assumes all the mishaps as disappointed desires or as desires diverted from their objects” (35). The fear stands in the place of a much more primal fear: the fear caused by the breakdown of any distinction between subject and object, of any distinction between us and the world material objects. Besides this, Kristeva also associates, “One does not know it, one does not desire it, one joys in it violently and painfully” (9). It is the cause of psychological disturbance and fear by which the subject cannot get relief.

Kristeva introduces psychic complexity of person, while forming identity in relation to society and the self. In this sense, it becomes the matters of problem for Malala and Frank to identify their selves among others in the society, they live in. The similarly situation is brought here to juxtapose for the explanation, in the novel, *The Catcher In The Rye*, by J. D. Salinger, introduces a protagonist, a sixteen years old teenager Holden like Malala and Frank, who encounters similar situation, and he also does not find his self-recognition and also cannot be able to assess the difference between his self and the other. He finds phoniness of people, social and cultural values around him in the then society. As a result, he develops a sense of denial of his self for assimilating in social mores and its values.

In this way, the research raises adult theories as well as near-to-death, as to psychological theories in which the idea of victimization in and war is well focused. As to adult theories, the young undergoes problem of social identity crisis during the transition phase however; they do have centric perspectives. In the time of constructing social identity, there can be opposing forces in society. The idea is

related to clash of violence in society, war and its experience, which is destructive in nature in which those young adults fail to reshape their social identity at best.



## **II. Victimization of War in Malala Yousafzai's *I Am Malala* and Anne Frank's *The Diary of a Young Girl***

Frank's *The Diary of a Young Girl* documents the memories of her early days, when she underwent a difficult situation during World War II. She has been successful to capture her past mementos and recorded it in her own calligraphy. The very experiences reflected her fighting and tolerance in critical situation. Because of the brutal war, she has to be victim and undergoes crucial situation. At the time of world war, she was a child; however, she could have intolerable torture and pain, and that traumatic experience disrupted the self, she possessed. That leads her to be in the position of uncertainty to resettling in the same society.

During war, Frank undergoes a bleak scenario of havoc and feels suffocated. Being away from home, family, and relative, she is badly affected. The diary represents a picture of cruelty, brutality and the destruction of war, where children like Frank and Malala are overwhelmed very badly. Even after the war, they cannot be free from its horror. The children like Frank suffered much in the violence instigated by the battle with terrifying horror that engrossed in mind, which led her lose personal and familial ties, she is unable to get rid of psychological fear.

Regarding children's psychology, it is very fragile yet constructive in nature that is shaped on the basis of the environment of social activities, they involved in. Their mind to have been sensitive, which is vulnerable and can quickly be prone to negative impulses and forces, they come across with. For instance, war itself, is a violently destructive occurrence and it may affect children severely, when they are involved in naturally or unnaturally; experience of adverse consequences of arm conflict. Its impact will remain in the core of their mental layers, which contributes to the inclination of negation of individual and social ethos in the near future. When

teenagers are once involved in such tragic incidents, that becomes very difficult for them to forget its horrifying events influencing to their mental states. Consequently, they develop negative insight and impression in their mind as dormant abnormality of conditioning throughout their life as post traumatic disorder. Psychologically their mind seem receptive and adaptable to what they go through in their childhood.

In particular condition, a society contributes contradictorily destructive world scenarios, and it is true that the seemingly war like situation develops an adverse impact to children even to adulthood. They grow up in such chaotic environment of fear, threat and angst, which never make them capable of exploring their innate quality and peace in mind. As Malala and Anne Frank experience war, both of them do never feel normality in their personal life. They may often exhibit or come to manifest in the course of their activities of lives. Katherine Beckett further clarifies:

Society has experienced waves of concern-even panics-about various threats to children, such as kidnapping, murder, abuse, neglect, and incest. A coalition of claims-makers, including parents, feminists, professionals, and government officials, has expanded the domain of the “parent concept”- physical, non-sexual child abuse-to include other related problems such as child neglect and mistreatment. (59)

It shows war is a violation of social rules in which human being shows bestial; a wild, barbaric behaviors and exposes cruelty. In such a situation, children fall in a vulnerable position, therefore; they would be affected psychologically and physically by destructive aspect of war.

The study is based on the experience the two characters’ extreme physical and emotional tortures and its adverse effect in child psychology. The two biographical texts: Malala Yousafzai’s *I Am Malala* and Anne Frank’s *The Diary of a Young Girl*

recount the experience of the major characters like Malala and Frank. Both of them undergo acute and excessive torture during the most difficult scenerio of war in which they attempt to be rescued from the dangerous moment of conflicts. The circumstances under which they have been imprisoned is clearly portrays near-to-death. At the point of death, both of them fight against death for sake of life. The very experiences distorts their self image in society. The early phase of schooling phase, the girls are forcefully seperated from the family, society and external scenerio. In fact, the innocent girls do not know social and political interest of society and world but they have been victim of society. The intolerable violence and torture destroys them and undergo a unwanted trial in their life.

The research aims at analyzing Malala and Anne Frank's situation of the war. The very experience is near-to-death one, which shows the experience of severe psychological and physical persecution. This study brings the impact of the war in a psychology of children and their distortive self. War excludes vulnerable power of society and it causes seriously relentless affect upon it. It is a condition in which society undergoes restlessness and injustice. Mostly invulnerable groups those who are in power enforce their might upon the vulnerable group. The study is about the war-affected children who are psychologically derailed. Every society is affected by war because it breaks social progress and societal culture.

Malala's *I Am Malala* and Frank's *The Diary of a Young Girl* expose psychological reality and experience of the two teenagers, who have been imprisoned victim of war. It exposes children's psychology affected. War itself is associated with a negative aspect that brings adversity and suffering. A war affects both physical and mental status of human being. In fact, as such a warlike situation creates psychological fear, horror, and terror in children's mind. Human beings expose

animalistic behaviors and cross moral, social and human boundaries. This situation infers question of humanity and fundamental rights of any individual. In particular, it shows impact of the war in children psychology and dissertation in mind and psychology.

Malala initiates her story from early life and her conflict against social norms and values. Along with her grown up age, she puts her view which was different from socially accepted norms. From her early life, she undergoes social dissent and problem due to her own personal choice. This conflict and uneven experience begins from school days. Due to the social restriction and cultural dogma caused psychological dissatisfaction and conflict in her life. The society being a strict in cultural discourse, she has to compromise within social rites. Even being a woman she has to consent with unwanted and unfair treatment.

Malala undergoes psychological turmoil since her early age. Teenage stage is self-centric and self-indulging however, she has to compromise it otherwise society can exclude her from cultural realm. Malala undergoes psychological crisis when she is enforced by social forces. She desires lead her life however; she is torn by societal values. Kristiva's abjection theory discusses teenage psychological bewilderment and turmoil which brings psychological complexity in their psychology.

Malala endures a complicated situation in which she suffocates but fails to come out from it. She finds herself in a position which is under pressure because she does not want the imprisoned world but her desire is to be free. And the atmosphere leads her to irritation and acts of self-denial reflected in her everyday behavior.

She is a teenager encounters harsh, indecisive situation and she becomes unable to understand life outside the society. But at the same time her inner impulse endeavors for the social freedom. As a teenage girl struggles against the conservative

society, it is critical stage for her to achieve the goal she desires. Her choice of desire is to be self-assured defined world but it is harder to find it due to the external force. At beginning, Malala encounters conflict between society and her own self. Julia Kristeva discusses on as such psychological complexity in her abjection theory. In her own words, she explicates, “The abject has only one quality of the object and that is being opposed to I” (2). Her claims clarify that this position is going beyond from own existence in society. The experience does not embody own self, but departs from it. At this point a child enters the symbolic realm, or law of the father. Thus, when adults confront the abject we simultaneously fear and identify with it. It provokes a state of being prior to signification where we feel a sense of helplessness. The self is threatened by something that is not part of us in terms of identity and non-identity, human and non-human.

Malala desires to be free. The society defines her role and desire. It represents an adult world in which how adults in common, face physical complexity. An adult undergoes with somehow complicated and unidentified situation in which he cannot find his self. In fact, when a person comes across new role in society, the person enters into society. Having such illusory self, a person gets confused in this world. As a matter of fact, her all actions seems to have been irritated and denial of self.

At the beginning of her biography, she explores herself. A girl in Pakistani culture cannot have social freedom. As she mentions her painful life, her society and culture is obstacle for it. Therefore, she has been emotionally tortured since her early life, as she reveals her experience:

For us girls that doorway was like a magical entrance to our own special world. As we skipped through, we cast off our head scarves like winds puffing away clouds to make way for the sun then ran helter- smelter up the steps. At

the top of the steps was an open courtyard with doors to the entire classroom.

We dumped our backpacks in our rooms then gathered for morning assembly under the sky, our backs to the mountains as we stood to attention. (2)

The society around her never let her feel open world. Due to the cultural dogma, she has to cover her head. It questions her and her ever keen to know the cultural imposition. Seeking own desire and world, she is tied in the world of unknown and she always feels uncomfortable in the situation. In regarding to this, Lacan claims, “Symbols in fact envelop the life of man in a network so total that they join together, before he comes into the world, those who go to engender him. And, man speaks therefore, but it is because the symbol has made him man” (39). Malala’s existence is imbalanced in this situation and she takes it as torture and stress. The society does not understand her feeling because it has own tradition, norms and values. The society is larger social institution which is formed under certain traditional and established rules. But, an individual cannot change societal norms and values because an individual should follow all rules and regulation under societal provisions. It is a rule of society and a home is primarily orients person according to the societal norms and values. Lacan supports it, “we have existed imaginary order the world in which we are entering a world of loss and lack and we had the issues on of fulfillment and control” (30). Malala is in difficult existential position as she furthers with her goal and future accomplishments; finds tough times in many fronts of her life as a teenage girl student, and some kind of scarcity within her- self. This creates disorder in her thinking and assimilating life in the given social circumstances.

Malala searches her-self and personal life against mores of society she is living in, but which cannot be acceptable for the society. Her contradictory thought of seeking her personal freedom being under the same society but it does not know her

separately. This is the main problem in her life in which she cannot find her goal and ultimate destination to solidify future. The society formulates traditional social practice is supposed to be superior and valuable. This plays very vital roles in connection to human desires, and Malala is obliged to involve in this world. However, she is subject to have crucial period.

Malala and her grow up is culturally painful. A member of the Islamic family and more than that, she is female, a teenage girl. She does not get a comfortable situation. Culturally, she encounters shock and emotional detachment in early life. Being a girl in her society, she loses freedom and individuality in her life. Malala refers her painful situation when she was born as girl in her society. Then she experiences torture, burden and unfair treatment in society. Even if her family is positive toward her gender identity, the society complicates her socialization process because many cultural taboos narrow down her longings. As she mentions about her early life:

For most Pashtuns it's a gloomy day when a daughter is born. My father's cousin Jehan Sher Khan Yousafzai was one of the few who came to celebrate my birth and even gave a handsome gift of money. Yet, he bought with him a vast family tree of our clan, the Dalokhel Yousafzain, going right back to my grandfather and showing only the male line. (9)

The undergoing situation after her death, she never feels happiness in the society where a girl has to be limited and compromised with unwanted forces. Her experience in the same society is offensive. However, she never feels inferiority in the same society. With positive hope and expectation, she continues to struggle against opposing forces.

From the beginning of her life, she faces complication and shortage which is questionable for. As such challenges and difficulties harden her life. And it encourages her to fight against difficulties and hard time. At the village, she sees uneven treatment toward woman which hurts her because she is a girl and woman who has to be victim in society. She mentions what she finds in village:

Women in the village hid their faces whenever they left their purdah quarters and could not meet or speak to men who were not their close relatives. I wore more fashionable clothes and did not cover my face even when I became a teenager. One of my male cousins was angry and asked my father, why is not she covered? (54)

This kind of experience offends her and she is emotionally attacked around the society. All the time Malala has been victim of society wherever she goes. Her experiences are always offensive and shocking. However, she cannot raise her questions against the unfair treatment because the society has muted her.

Whenever she lives in village, she finds as such kinds of uneven behaviors and treatment. The society is not supportive for women but women have to be victim of torture and torments.

The social treatment against women's existence panics her. She does not like girls to have been victimized of physical punishment in society. The society seems to be cruel and bestial for women existence. Malala experiences all kinds of social repression around in the village. In regard to this kind of social suppression, she adjoins about the heinous social treatment upon women, for instance, a woman named Shahida was poisoned and killed in front of her. She narrates the painful moment:

Everyone knew she was in love with a boy, and sometimes he would pass by and she would look at him from under her long dark lashes, which all the girls



envied. In our society for a girl to flirt with any man brings shame on the family, though, it is all right for the man. We were told she had committed suicide, but we later discovered her own family had poisoned her. (54)

Though, she does not have direct torture, she can feel it as threat for women. By seeing it, she is badly affected by the cruel scenario around there. Then it affects her psychologically. Being a woman, one cannot feel, think and enjoy life in their own culture as it interfere women, but men can have freedom.

Now, Malala psychologically gets scared from the ongoing situation, where women cannot dare to do any outside activities of the norms, otherwise the society punishes them. Acknowledging such unfortunate situation around her, she tries to understand the reason, and she inquires to her father:

When I complained about these things to my father he told me that life was harder for women in Afghanistan. The year before I was born a group called the Taliban led by a mullah had taken over the country and was burning girls' schools. They were forcing men to grow beards as long as a lantern and women to wear burqa. Wearing burqa is like walking inside big fabric shuttlecock with only a grille to see through and on hot days it's like an oven. (55)

By finding such situation, she gradually understands reality around her. It created fear and suspicion in her mind. Now she suspects the occurrence around her. The country's undergoing problem and situation was getting problematic. Malala started to dismay by the very situation of her society there. Though, she does not want strict code and conduct culturally, but she is afraid of finding such cruel happening of taking other's precious life. Not having any strong desire albeit, she follows cultural

norms and values. But she experiences and embodies angst and apprehension by the ongoing footages of condition.

In this way, Malala experiences resentment from the society of her own, which develops negative feelings within her. However, as the political situation in her village, Swat Valley, changes into crucial phase and terrorist attacks upon innocent people create tension, despair and suspicion among people, she carries on her future. Since she is in her school age, and used to go school but the situation is developed out of control. Her father had opened a school with the aim of producing good, smart students in the village, but now it has to be closed down, when between more Taliban insurgence and the American soldiers against targeted in the area where her family was. In relation to this, she explains it in her words:

Then there were more attacks. The American said that bin Laden's deputy Ayman al Zawahiri was hiding in Bajur and had taken a wife there. IN January 2006 a drone supposedly targeting him landed on a village Damadola, destroying three houses and killing eighteen people. The Americans said he had been tipped off and escaped. That same year on 30 October, another US predator hit a madrasa on a hill near the main town of Khar, killing eighty two people, many of them young boys. (83)

In her early school age, she encounters such atrocious war and death of human beings in the casualties. The situation drives her psychology into negative ways. She hardly can understand the ongoing situation but the actual reality in front of them horrifies her. Even she finds it as her own experience. Neither at home or school she could be able to get happiness. The picture of the cruelty of war and thereby the images of people's death that moved around and agitated her mind continuously.

A war in many ways is deadly and catastrophic. No person can be unaffected by war. In particular, while in discussion to children's psychology, they have their close experience of war, and with that, children can create knowledge and perception about war and its nature. This deeply conceives a dark portrayal of human beings and of society. It leads them toward a destructive mentality and engages in between fear and illusion. Not only the psychological aspect but also it harms the economic and social relationships of persons in society. Many ways children are affected by war. Children are used in war as they are forced to take part in the dangerous zone. In that, they might lose their lives and some of them are compelled to lose the parts of their bodies. This kind of physical violence is visible during in war. Along with this, it brings psychological morbidities, which can be invisible, and it lasts for long harming to the people in societies. Due to the fact that Malala was also badly affected as she represents and unfolds the war:

I was ten when the Taliban came to our valley. Moniba and I had been reading the twilight books and longed to be vampires. They appeared in groups, armed with knives and Kalashnikovs and first emerged in upper Swat, in the hilly areas of Matta. They did not call themselves Taliban to start with and did not look like the Afghan Taliban we had seen in pictures with their turbans and black rimmed eyes. (91)

In her early childhood, she exposed to war, and gradually experienced and valued family, love, kindness, and culture in society. During her learning phase, she is forced to bear war mongering situation. This kind of her exposure creates bestial quality in her mind. She only learns killing each other. She finds a clear picture of brutality and merciless condition in her society.

It portrays the wartime casualties in young children's psychology and its effects of destruction which took thousands of innocent people's lives and caused massive damages of infrastructures. It is the great loss of the countries. At war, the fighter groups forced children to be in their part. And they were physical, sexually and psychologically abused children. Nancy Bush and Dr. Bruce Greyson assert the idea about psychological experiences:

The first type of distressing experience often involves the phenomenological features of prototypical peaceful near-death experiences, such as a bright light, a tunnel, a sense of being out of the body, and a life review, but is interpreted by the individual as terrifying rather than comforting. Often the individual identifies loss of ego control as the terrifying aspect of the experience. (9)

War is an ugly, terrible and horrible thing, which spares nothing but devastation of everything. Children and women are mostly gets affected in war. Children are coerced to be child soldiers and ordered to kill and afflict ordinary people, and that sort of antisocial activities make them cruel, rude, aggressive and harsh in their nature. This antithetical social environ spoils and betrays the measures of humanity and gives birth to beasts out of them in the name human being. Besides this, child-soldiers are abused by their commanders. This makes in them heartlessness and immerse brute attitudes, turn them into "animal in human skin". It's the great disaster for the society and country, which are the ugly faces of war. So we should check often control and guide children in the right track keeping in mind seriously about their rights, and of the consequence of war in child psychology before it is too late in the involvement in arm conflict. Malala goes through bothersome, panic situation where she has been. However, along with her age, she also conforms to more familiar social contexts. But it creates psychological problem in her. The scenario created a deeply rooted image of

cruelty and bestiality in her mind that shaped with the negative pictures of mischief, adversity and destruction. From such in such set of landscape in her mind, she could not let her free and think openly because the rooted images and the symbolic fear haunted in her imaginative capacity all the time. In such sickening condition, she absorbed and her mind is occupied with violent disruption and dejection. She expounds it here:

These were strange looking men with long straggly hair and beards and camouflage vests over their shalwal kamiz, which they wore with the trousers well above the ankle. They had jogging shoes or cheap plastic sandals on their feet, and sometimes stockings over their heads with holes for their eyes, and they blew their noses dirtily into the ends of their turbans. They wore black badges and sometimes black turbans, so people called them the black turbaned brigade. They looked so dark and dirty. (91)

As such, these types of pictures never get away from the layers of mind that one experiences during schooling age. Therefore, she plays with the images wherever she is. She is rather more discouraged and cannot go beyond her own room because she is with the images even in absence of the real one or of the past.

In particular condition, a society experiences a negative and destructive world and it is true that warlike situation develops negative impression to children including manhood. Mostly children are used and abused. In fact, war destroys social norms and values along with humanity. War affects every sphere of society and destructs physical and human. In addition, it comparatively creates negative impact upon child psychology

Nancy Bush and Dr. Bruce Greyson interpret as such experiences:

Distressing experience involves a paradoxical sensation of ceasing to exist entirely or of being condemned to a featureless void for eternity. Sometimes this type of experience includes a sense of despair that life as we know it not only no longer exists but in fact never did, that it was all a cruel joke. Unlike the first type of distressing experience, these generally contain fewer features of the prototypical peaceful near-death experience and do not appear to convert to the peaceful kind with time. (10)

Such kind of experiences plague persons and creates negative images. Even in sleeping or comfort zone such knowledge occupy mind psychologically and do not let come other ideas. The same experiences are found in Malala's life who never escapes from nightmarish images in her mind.

After the Taliban entered into Pakistani Swat Valley, lifestyles were changed. All people have been affected by the new rules and regulation in Pakistan. The new situation changes the social activities there. However, it is not favorable for the people rather it is a hellish life there who are unable to confront in front of them about the unwanted acceptance. Otherwise, they can punish and torture them without any second thought. Similarly, Malala also having in the same kind of intolerable social situation, she recounts her experiences here:

My brothers and I were worried as we loved our TV but my father reassured us that we were not getting rid of it. To be safe we moved it into a cupboard and watched it with the volume low. The Taliban were known to listen at people's doors then force their way in take the TV and smash them to pieces on the street. (93)

The situation is developing worse and lifestyles of people have been horrible. Malala experiences the situation when Taliban were running after killing people who are

against them, and destroying the peaceful environment. As the situation there changes into uncontrollably dangerous since anything can be exploded in anytime and anyone can be killed. So, no one was safe even inside their home.

This sort of war mongering situation created fear and horror among people around there. They did not have peaceful time together with their families and friends. Their movement was curbed and feeling difficult saving lives. In this regard, Nancy Bush and Dr. Bruce Greyson justifies about the warring situation:

A smaller number of individuals report a distressing near-death experience that includes more graphic hellish symbolism, such as threatening demons or falling into a dark pit. As with the second type of distressing experience, this kind generally contains fewer features of the prototypical peaceful near-death experience and appears not to convert to a peaceful one with time. (11)

War is physical but it upsets human thought, emotion, and sentiment. Human emotions are overcome by torture, pain, violence and brutal nature of beings. Every aspect of society is threatened by tropes of war. War creates an indelible picture of violent ruination, disintegration and decay in the human mind, which remains as traumatic experience there. In particular, children are more sensitive in the case of war. After war, they find problems and show unusual and eccentric behavioral patterns. In this way, children are vulnerable position in war, when they are participated brutal war with or without knowledge. Besides, it kind of environment spoils peaceful, harmonious social frames of order, system and emotional contentment of health and prosperity. Due to the train of such adverse dissenting experience in everyday lives, a teenage often may resume thinking about negatively to every social aspect naturally. It becomes as malfunctioning of heart and mind throughout life.

Even going through in such complexity and complication in both physical and mental level, an adult remains in the position of seeking one's identity. For this reason, a person shifts from one position to another in perspective. Kristeva refers to the human reaction to a threatened breakdown in meaning caused by the loss of the distinction between subject and object or between self and other. The primary example for what causes such a reaction is the corpse, which traumatically reminds us of our own materiality; however, other items can elicit the same reaction. Focus is in person's disorder and fleeting mentality. It is an experience of a peculiar understanding of life. Therefore, one does not posit his or her position and pinpoints in a standstill position. A person's search for better existential struggles with life, disorders his or her own mentality.

Malala jeopardizes to a crucial phase, in which she has to bear intolerable situation. The scenario grows out of order. People were being killed in front of them every day. She thinks about horrified situation often and often, she has witnessed. Even schools were closed and bombs were exploded at school areas. Some structures were made haven of them. Taliban would visit around the village and take action against opponents. There were kidnapping, arrest and murder of people of differing view. Gradually, that dormant violent situation turned into more actively disturbing and harmful spatial targeting, shooting and bombing, which created fatally dangerous condition. About the deplorable situation Malala clarifies:

Eighty people were killed including boys as young as twelve, some of whom had come from Swat. We were all horrified by the attack and people swore revenge. Ten days later a suicide bomber blew himself up in the army barracks at Dargai, on the way from Islamabad to Swat, and killed forty two Pakistani soldiers. At that time suicide bombing were rare in Pakistan-there were six in



total that year and it was the biggest attack that had ever been carried out by Pakistani militants. (99)

In the same manner, war involved society. The particular society faces many emotional shocks when they undergo war. Innocent children were killed without any reason. The Taliban's violent practice of slitting and honor killing culture during war create a negative sense of impact in young adults like Malala. In such socio- cultural and political turmoil, children feel horror, terror and psychological distress. Due to the terrorism and war, they are in target as terrorists abduct them and sometimes are killed. In this way, war escalates an impending terror making people in the condition of dilemma of indecisiveness, which disturbs children as well as others mentally. Specially, children are always haunted by the terrifying fear of war, which cannot allow them to do work and study properly.

Malala comes across such conflict-created experience in which girls are intimidated. She ever encounters similar situation and never expects better one because every day passes on in worsening state. People lose their family, relatives, neighbors and friends. They are disintegrated mode of life, which seem to be almost lives in death like. The extract represents the miserable situation:

Yet my father remained hopeful and believed there would be day when there was an end of the destruction. What really depressed him was the looting of the destroyed schools. The next day he went on a live show on the voice of America and angrily condemned the attacks. Muslim Khan the Taliban spokesman was on the phone. "What was so wrong with these two schools that you should bomb them? (119)

Bad situation creates adversity and mostly during warring time children are being targeted for using them as child soldier by terrorists. Their involvement in terrorizing

to killing people become a part of the mission accomplish so that boosts horror and apprehension among people in society as their strategic war. Even such strategic violence makes terrorists groups easy in order to threaten people and legitimize to trigger war with bombing and explosion.

The traumatic and the most difficult situation in which she herself acknowledged from the very close distance as part of the victim, Malala really depressed. As one of girls was asking for life but terrorist were ignoring her pray and beg for life. It was the example of merciless situation and extreme cruelty. Such inhuman example of barbarity in the name of mankind and war naturally get one agitated around psychologically. This very similar circumstance happens to in her real life as victim. She explains it here:

Shabanas' father said a group of men had knocked at her door and asked her to dance for them. She went to put on her dancing clothes and when she returned to dance for them, they pulled out their guns and threatened to slit her throat. This happened after the 9 pm curfew and people heard screaming. I promise, I will stop, I promise I won't sing and dance again. Leave me for god's sake. I am a woman, a Muslim. Don't kill me. Then shots rang out and her bullet ridden body was dragged to Green Chowk. So many bodies had been left there. (123)

The painful crying and pleading of child or whoever else is there cannot save life from the terrorist's hands. But that leaves scares in the society where such heinous acts took place. In person that affects emotionally and shocks by seeing human misery and pain. Malala finds it shocking at heart and becomes pathetically nervous, which creates fearfully tragic image in her mind.

Furthermore, Jon A. Shaw discusses the relationship between society and

human psychology aftermath of war. In fact, war destroys social norms and values along with humanity. War affects every sphere of society and destructs physical and human. Besides this, it comparatively creates a negative impact upon child psychology as he further argues:

Children exposed to war-related stressors experience a spectrum of psychological morbidities including posttraumatic stress, mood disorders, externalizing and disruptive behaviors, and somatic symptoms determined by exposure dose effect. Specific questions for future research are identified.

(237)

Normally children have an open, sensitive thought and constructive mind but war abuses their tender capable mind. It destroys their constructive psychology. Most children are used and abused during the war, which contributes to form the dark concept of mental pictures in their mind.

War is destructive by nature, which uncovers barbaric deeds of human character and nakedness of humanity in general. Mostly all of it is against the notion of human civilization and ideal world. The multi-aspects of society are affected by war and it is regressive which pushes the civilized world into the pitfall of darkness, backward. Here, Shaw contends:

A community-wide wartime experience in which there is massive and severe disruption of the community. War-related stressors may include shelling, bombing, the destruction of homes and villages as well as exposure to the wounding and killing of family members or loved ones, the brutal rape and torturing of innocent victims, malnutrition, starvation, and disease. In some instances, children may be kidnapped and forced to participate as child warriors in violent acts under the threat of losing their own lives. (237)

Shaw analyzes war in relation to any society wherein no factor remains untouched during the war and its effects. Definitely it creates tragedy among people and destroys peace around in society. It emotionally breaks human ethics and relation when it forces them beings to be cruel and merciless. The brutal situation no more appeal to the sense of humanity and morality. The society becomes the performance stage of battlefield, where only suffering, crying and bloodshed exist.

In this way, Malala encounters one after another tragic scenes of incidents, and that scares seeing her present and the future prospective. She is no safe and sound from that kind of atrocities; everyone could be victim of the war. In one particular day when she was returning from school by bus, she happens to come across strange turban, masked men, whose bodily aspects to have been frightening. She suspects upon them. Their arrival in the middle of the way takes out louder crying but they control them. The restlessness caused shot upon them. She could not know what happened to her and other Malala's colleagues. But when she came into consciousness, she could not remind the previous situation. Later she was flown to the UK for her treatment as she was shot at head from the point blank range. She remembers and mentions her previous situation:

The last thing I remember is that I was thinking about the revision I needed to do for the next day. The sounds in my head were not crack, crack, crack of three bullets, but the chop, chop, chop, drip, drip, drip of the man severing the heads of chickens, and them dropping into the dirty street one by one. (203)

Finally, she is victim of attack in the conflict of war, which is painful and very ghastly for her. It infuriates her because she is an innocent school girl, and treating humans in such animalistic manner is eerie and irrespective in any condition.

Many of her friends were crying and bemoaning in the hospital, her condition was out of control. She could not know anything as she was shot, in fact, to take her life. But fortunately she is able to survive. Along with her, there were other of her friends were also hit by the Taliban members. All her deadly actuality in her own life is as the point of near-to-death experience, in the position embracing either life or death. She reflects it here:

The other girls were screaming and crying. I was lying on Moniba's lap, bleeding from my head and left ear. We had only gone a short way when a policeman stopped the van and started asking questions, wasting precious time. One girl felt my neck for a pulse. She is alive. She shouted, we must get her to hospital. Leave us alone and catch the man who did this. (207)

Her situation is out of control and everyone is waiting her death. Even she does not have hope for life. It is only waiting for death. The excessive pain can be felt when she makes louder cry. The recurring images frequently frighten her.

Her family members were with her but all of them hopeless with her serious condition. Her father was the most loving father, who firmly encouraged her in every facet of life and learning. Physically her body is colored with blood and wound. Her body was shivering.

I was shot on a Tuesday at lunchtime. By Thursday morning my father was so convinced that I would die that he told my uncle Faiz Mohammad that the village should start preparing for my funeral. I had been put into an induced coma, my vital signs were deteriorating my face and body were swollen and my kidneys and lungs failing. My father later told me that it was terrifying to see me connected to all the tubes in that small glass cubicle. As far as he could

see, I was medically dead. He was devastated, it is too early, she is only 15, he kept thinking. Is her life to be so short? (220)

An innocent girl has been greatly over-seized and put into the whirl of arm conflict that obliged her to bear its unbearable consequences staying at hospital. What what should not had to occurred, that happened, she is comes to term with spine-chilling death and its tormenting process too closely. She is in the juncture of intolerable pain and fighting against it, however death is quite near to her; but she struggles attempting to restore life in front of death.

The situation is being worse and Taliban were involved in killing rampage targeting innocent civilians. Even in the hospital life is not secured. This terrorist establishes FM radio station and broadcasts their orthodox, conservative ethics and idealism continuously. They recruit local young Muslim adults to spread fright and intimidation to the locals and challenge the government mechanism. The Swat Valley social spheres like hospital, schools and the society itself metamorphoses into the battleground. The very scene has been recounted here:

It is not just the Taliban killing children. Sometimes its drone attack, war and hunger. And sometimes those are their own family. In June two girls my age were murdered in Gilgit, which is a little north of Swat, for posting a video online showing themselves dancing in the rain wearing traditional dress and headscarves. Apparently their own stepbrother shot them. (264)

It was that plight Malala stands between life and death, where her condition is rather near to death than life. Her effort for life was almost hopeless. Everyone can feel the situation. The environment in the locality was out of control. There were barrage of AK-45, Kalashnikov rifle of the Taliban that was reverberating the Swat area among Pakistani army; Taliban fighters and often the American unman drone attack to the

Taliban on the border between Pakistan and Afghanistan in the Swat. The atmosphere was so gloomy and irresistible. No one could predict what would happen next.

As Malala seems to have lived through psychological torment during her school life along with traditional social rites, but unfair norms and values for her, and she finds it disturbing quite some time. The social treatment upon woman and punishment upsets and agitates her heart affecting intelligent subconscious. In this way, she experiences the nightmare in her life. The terrorist's shot on her body was not only the wound but that was everlasting psychological injury of anguish for Malala as she is quite young to stand its deep magnitude of mental manipulation. Therefore, Malala becomes the scapegoat and has been the victim of wonky, precarious war for she encounters and experiences her death in the strangling, convulsion of her breaths.

Similarly, *The Diary of a Young Girl* portrays similar ordeals of a young girl, Anne Frank, who directly involves in the Second World War during 1942. She puts down her experience of the arm conflicts in her diary and reflects its apprehension in her very young, tender age. Yet the diary elaborates about the dark and nightmarish pictures of war and herself; a victimized character in that rampage of destruction. Going through several catch-22 and unfair manipulation, she also experiences to near-to-death. Anne's diary begins from June 12, 1942, but unfortunately, she remained unable to accomplish her diary of writing her girlhood existence and experience since she died of typhus in March 1945 in the custody at Bergen-Belsen, a German work camp in Germany, for she was arrested by Gestapo.

The diary is about her friendships and beautiful childhood experience. At her school days, she is happy and free in life. During her school days, she would not have difficult times, only the pleasurable moments along with her family and friends. Also,

the stage is very significant for socialization and she grows with beautiful experience. Actually, the period was the process of socialization for her. However, she does not have problems of forming or acquiring identity. It is confusion in creating self-identity, when she becomes self-centered. She is guided by self-desire and ego, self-confidence. She opposes domineering social values and she reacts against it through her bold activity and rebellious mindset. In this crucial period, Frank gets conflicted between her- self and society. The self-centered feeling creates a rivalry against the then society. The self-centered position causes narcissistic feelings and thoughts which is uncompromising in nature. All young teenage people observe the world from self-perspective spectacle but it does not function in society that way in reality. Kristeva refers to the human reaction to a threatened breakdown in meaning caused by the loss of the distinction between subject and object or between self and other. Kristeva describes one aspect of the abject which is a sensation akin to joyousness. She says that it is because of this sensation that “One thus understands why so many victims of the abject are its fascinated victims - if not its submissive and willing ones” (3). Thus we can deduce from Kristina’s claims here, “The abject is perverse because it neither gives up nor assumes a prohibition, a rule, or law; but turns them aside, misleads, corrupts; uses them, takes advantage of them, the better to deny them” (4). Consequently, it is a manipulator, and as such subverts boundaries, laws, and conventions. Karen Coats remarks:

Ethics and ideology are largely matters of emotion and image with teens, and yet as adult critics we tend to treat emotionalism, sentiment and melodrama with disdain. However, have no such prejudice instead; they honor the energy of the emotions of the period through both representation and intervention.

(321)



Due to the uneven experience in everyday lives, a teenager often encounters lopsided, unusual and anomalous, fluctuate experiences in life. Even undergoing this kind of complexity and complication in both physical and mental level, an adult goes through identity seeking process. For this reason, a person shifts from one position to another.

Anne looks for a new world in which she would wish her freedom for leading her life. It is her desire and she plays with it. But the fact is that, society has a different norms and values as it can be seen in difference in space and time. The society imposes all social practice to all its subjects. In the beginning of her life, she finds tension between her- self and the society, and reflects it mentality in the following extract:

In order to enhance in my mind's eye the picture of the friend for whom I have waited so long, I do not want to set down a series of balk facts in a diary like most people do, but I want this diary itself to be my friend, and I shall call my friend Kitty. No one will grasp what I am talking about if I begin my letters to Kitty just out of the blue, so albeit unwillingly. (3)

She confronts against every hardship to achieve self-confidence as well as independence in her life. She runs behind own dreams instead of following gendered roles that are supposed to have been assigned to man and woman. Anne represents will of her life; however the society objects free will. It hinders asocial move of people subsisting with the very social environment. It coerces to follow some of its general customary social behaviors. But on the other hand, she is guided by own will of desires.

Her early days were comparatively peaceful and harmonious, spends her times with school mates though she finds more problem between her- self and the society before the beginning of the World War II. Her cityscape of Frankfurt, Germany

spread war under the vision of Hitler and involved in it. The political situation was turmoil affecting in public sphere- it was apolitical in general. Since the political situation was in the brink of confusion and chaos, Germany passed the bill of anti-Semitic laws, which forced Jews into separate schools and ghettos. Anne finds the social milieu rather uncomfortable, abnormal and inhuman. She explains it here:

It is very queer sight, as I watch the people walking by, it looks just as if they are all in a terrible hurry and nearly trip over their own toes. With cyclists, now one simply cannot keep pace with their speed. I cannot even see what sort of person is riding on the machine. (66)

War consumed regional spaces and people get affected from its appallingly damaging situation. The diabolically unpleasant situation created awe and suspicion among people. A war disrupts and dissolves constant social atmosphere. People could not believe and depend on others. After all everything is influenced and affected by the infernal nature of war. It is seemingly physical destruction and deformation of appearance in its prospective. It is calculative and apparent loss but its psychological loss and disruption may have more disturbance and deeply affective on people's psyche.

When a country or a place becomes the battleground in war, the situation cannot be in peace and in relation of brotherhood, but it falls apart, breaks away. Rather there develops disintegration, loss and scenario of devastation affecting to all walks of lives. War may have different issues to go in war. But then, relating to Anne, she is a Jews girl to whom the then ruler was persecuting against Jewish. She had been the victim of Nazi's rising anti-Semitism. It was the reason that she has to quite school and along with her family was obliged to leave their motherlands, Germany to Amsterdam, the Netherland, in the autumn of 1933. Even there in

Amsterdam, it was confirmed that the Nazi's secret agents were conformed searching to of all Jews people for their arrest or persecution. Some of Anne's father's friends were already been taken into custody and others were put into concentration camps since Netherlands was also occupied by German army. Besides, there were propagandas spread by Nazi that had made them more troublesome to save their life. Therefore, Anne and her family are compelled to hide in July 6, 1942.

About the secret hiding, she explains the difficult moment:

They had hidden themselves under the stairs and waited with no result as first. But suddenly yes, I must tell you they heard two loud bumps, just as if two doors were banged here in the house. Pim was upstairs in one leap. Peter wanted Dussel first, who finally landed upstairs with a lot of fuss and noise.

Then we all went up in stocking feet to the Van Daans on the next floor. (80)

A war shatters and lessens social bonding in which the society gets greatly affected. Due to its inhumanly ruinous attribution, society would lose its fabrics of bonding among people around it. The social environment becomes alien, its denizens fall in trouble, suffer in many ways of breakages among them, which creates disbelief and suspicion.

Children are sensitive and vulnerable group during and after war, and they become the prey of its after-effect, mostly. For this reason, children should be kept away from the attachment of any kind of jihad, bloodshed of arm conflicts, as they are affected very easily than other age group of people. Therefore, children's rights activist groups focus concern more about their rights. Here, Dupuy and Peters consider:

When war breaks out it brings about chaos, physical destruction of places, separation of families, and psychological exposure to horrors that will scar the memory of people, communities, and societies forever. Armed violence often

undermines societal and community norms. Ethical and moral standards and traditions are shattered and all that is left is the uncertainty of whether things will ever change for the better. Added to this already dramatic situation is the loss of belief in the very innocence of children and youth, as they are forced to bring horrors to their own communities. (7)

A society is like layers of multiple socio-cultural phenomena in which many aspects have been interconnected and are performed. But war brings turbulence, clamor and adversity in harmonious orderly society. After the broke out of war, societal existence would disrupt and derail. For this reason, children including other members of society are more or less affected. A war brings a critical phase in their life, and Anne is no more in safe haven in this respect. War is always agitating for entire human being which distorts and fragments life. In this spectacle, Anne has been victim of violence, as a war creates exhortation, violence, crime and kidnapping and children are mostly affected. The war loses her life and she is imprisoned in an annex. The situation violates the normal order of people and society in which human beings show their brutal and wild in attitude.

As Frank family moves to the Netherlands during World War II in order to escape from persecution of Nazis Germany, even the family going there does not get free and rest from the Hitler's Nazi haunt. Anne Frank and her family suffer in Netherlands where the family has to live with very few things with them. For the two years they lived hiding in the Annex, where Anne put down her feelings and thoughts. She wrote about her family condition and her life with several other people in the hiding with her parents, her sister, the Van Pels family, whom Anne called, Van Daan and Fritz Pfeffer, whom she called, Alfred Dussels wrote seek residence. The war was going on around them and Anne with her aspiration for the better future. The

residents pay close attention to every development of the war on BBC. Anne's attention turns into her diary, providing a vivid historical context for her personal thoughts. The adults make optimistic for getting rid of the war, but children like in the raven in the fog. They never know what is going on and what happens next. She is severely affected. Now, Amsterdam is also crushed and occupied by Germany. Frank spends hard times living within a reduced narrow room. Johan M.G describes regarding war as, "War is a species in the genus of violence; more specifically it is collective, direct, manifest, personal, intentional, organized, institutionalized, instrumental, sanctioned, and sometimes ritualized and regulated, violence" (1). According to John M. G., war can occur in different forms but violence is a manifestation of war. It often seems like it ritualized as culture as a system, however it is always evil and against humanity, progress and peace.

Anne writes about her feelings of isolation, psychological irritation and loneliness. She has a tumultuous relationship with the adults. She does not have freedom and the whole day she has to spend in a closed room where she feels as she is suffocating. Moreover, she is a girl child. It was very difficult for her to live with crowd of people out of her age. Being away from her friends and country home, she is haunted by their memories. She, as a teenage girl neither able to tolerate the scenario nor go outside, while the thud of bombs terrifies her:

North Amsterdam was very heavily bombed on Sunday. The destruction seems to be terrible. Whole streets lie in ruins and it will take a long time before all the people are dug out. Up till now there are two hundred dead and countless wounded, the hospitals are crammed. You hear of children lost in the smoldering ruins, looking for their parents. I shudder when I recall the dull

droning rumble in the distance which for us marked the  
 approaching destruction. (98)

Frank considers lacking in love and affection. She feels alienated but the course of events outside terrifies her to come out of the room. Even, she has fear of being kidnapped. Everywhere there is secrecy and dubiety, news of espionages, arrest and killing; ramshackle of explosions of bombs. Destruction and deaths become common on the street. Anne gets disturbed psychologically, her mind is stocked in war mongering situation. One of the most important aspects for a child is a family ethical value, which is considered as primary facet for socialization. A child learns social and cultural norms and values from family. Moreover, learns moral, personal and particular attributes. A child can make all background which determines the future career. A family handed down all distinct cultural traits and humanistic values like love, kindness, and sharing. Once again Dupuy and Peters maintain, “Armed conflict affects children and young people. In many war-affected countries, children and young people make up the largest section of the population” (2). It is true that children are most affected in war because they cannot resist actively therefore, they have to be victim of war.

Frank subjects to very complicated condition in which she cannot feel peace in her mind. Being closed in a dingy dark room, she does not have enough books to read and write. Her passion for writing and living life, turn into as imprisonment. She bemoans with her existence. Even she does not free from fear of war around there. She explains it, when she is enclosed in her room.

The wildest tales are going around but still they are usually founded on fact. One side consisted solely of members of the underground and the other was made up of members of the police. New ration books are being handed up in

Hilversum. In order that the many people in hiding may also draw rations, the officials have given instruction to those of them in the district to come at a certain time. (161)

The village, where they are settling, is already affected by the vicious war. It has become a battlefield. Soldiers move around the village with guns and bombs every day. All the villagers are afraid of the activities. A kind of trepidation always makes them quiet. They are supposed to stay in dismay. Due to the movement of soldiers, the society experiences the dark side of human life.

Being in the states of torturous fragmented subsistence, she feels smothered within the four walls. A war disrupts and dissolves constant social atmosphere. After all, everything is influenced and affected by the cruelty of war. It is seemingly both: physical and mental strife. But there is very bad unseen disturbance in a child's psyche inside, which is dangerous that lasts dormant long. Frank often and often gets shocked and nightmare, her life is! The situation outside was terrible where soldiers and policemen round around the clock with their inhuman state of affairs.

A war is always devilish for entire human being and its long bore civilization. It creates exhortation, violence, crime and kidnapping and children are mostly remaining in danger zone. Similarly, Anne experiences the condition of near-to-death in the hiding in Netherlands as she elucidates here:

They all come upstairs every day talk to the men about business and politics to the women about food and wartime difficulties, and about newspaper and books with the children. They put on the brightest possible faces, bring flowers and presents. There is something we must never forget although other may show heroism in the war or against German. (160)

Frank opens the gloomy sentiment of depiction and a naked picture of war with difficulties of people, they suffer in. It always transacts heinous acts upon the age long human's cultivation for enlightenment physically, but its consequences of destruction last long psychologically. For it nullifies both physical and emotional ties in society. In fact, war reveals human cruelty and brutality. The protagonist of the diary, Anne observes the war zone areas, where armies move here and there with their suspicious eyes. She does not realize freedom and confidence because of unusually fishy activities around her hiding place- Secret Annex. It makes her restless, suffocation in her heart. Most of the children are used and exploited. Most children are enforced to enlist in army and sent to war without their interest, and they are used for the enforcers' sake. A war is a situation in which everyone in the place, is influenced and affected very badly. The situation violates the normal order of a society, where humans show their remorseless and savage nature to the other humans there. The class of warfare brings unpredicted situations like of affecting economical, material and social aspects. In such tragic occurrence, Anne Frank finds herself troubled and distressed very badly:

I was very unhappy against last evening, Granny and lies came into my mind. Granny, oh darling Granny, how little we understood of what she suffered, or how sweet she was. And besides all this, she would never have let one of us down. Whatever it was however naughty I had been, Granny always stuck up for me. (138)

Children are raised by families and they live in communities, which normally take the responsibility for the well-being and development of young people physically and psychologically, socially and intellectually. Within this setting, they are socialized through learning about the beliefs and values that are prevalent among the social



groups. They also interconnect with adult roles and responsibilities, and eventually assume it. One of the ugliest manifestation of the impact during the skirmishes of battle, ensue upon societies, is the splitting and estrangement of family members and communities.

The extended family often plays an integral role in rearing of children and young people in most societies. The indiscriminate destruction of areas, homes and massive displacement make it extremely difficult in them to retain some forms of normality to involve in the process of socialization. The transmission of culturally-specific knowledge and practices is often disrupted by the muddles of war and thus, fails to be passed onto younger generations. Because children are mostly remain sick mentally and bodily. In some cases, these practices are replaced by more violent versions, for instance, when the widespread cultural practice of initiation of rites and rituals, which regulate the transformation from childhood into adulthood, is adapted by armed militias to transform abducted children into loyal fighters. Respect for the ancestors and their contribution, the gods and its capacity, elders and their guidance are often ridiculed by armed fighting groups. In short, armed conflict often brings social reformulation and reordering of social structures and positions, identities and ideas through accepting the new kind of changes that come across among the people there. Living in a vulnerable part of society, children become helpless when they are used in war. Normally, children should be kept away from war, however; they are abducted and used in war without the knowledge of their parents and guardians. This situation violates children's rights as they have to face violent activities and even sacrifice their lives. Every child needs family protection, love and guidance, but when they are absorbed and used to in the anarchy of war; they come up with the attitude of aggressiveness and heartless in their nature. They have to bear the brunt impact of

armed conflict. War destroys the social and economic infrastructure and the basic foundations of society, which needed for children to grow up into healthy and productive adults. The effects of battle on young people, are multiple and wide-ranging: they can be separated from their families and communities, they may become unable to access schooling and health services, and they suffer from trauma as the result of witnessing or sometimes participating in such atrocities.

Post war traumatic experience is painful enough to adjust in society and be a good citizen for the nation. Children having in armed conflict and war cannot be normalized as unaffected group. Its impact upon them is regressive, uncreative and as impotent in society they live in. Children's active mind is changed into dullness. As war affected children cannot adjust in society since they are haunted by that horror of bloodsheds all the time. Their material and physical experience, impression diversifies them with cruel mindset of human psychologically. The situation after war remains terrible when children try to resettle in society. Unlike healthy and normal child, their mental make-up, thought and perspective are become different. When a deep rooted negative impression in their mind bears, that results negative output in them. Their thinking and perceiving way also turn different from others.

### **III. Reflection or Haunted Memories in Malala Yousafzai's *I Am Malala* and Anne Frank's *The Diary of a Young Girl***

The research has explored war affected girls and their psychological experience in Near-to-Death Experience in Malala Yousafzai's *I Am Malala* and Anne Frank's *The Diary of a Young Girl*. Having terrible experience, the two girls; the central protagonists: Malala and Anne themselves feel sense of dread and disquietude, dubiety of suspicion as well as detestation and fright even during and aftermath of the hard times of remorseless second world war. The post-war situation cannot be free from psychological trauma fear and pain, which make difficult to the subject to term with socialization process. The girls represent their self experience and expose those unbearable tragedies that happened in that war. The situation, as if, germinating some kinds of seeds of hallucination, trial and tribulation in human beings, they feel. The very experiences of negatively bad symbolic images in one's early age create weakness in mass of public and that determine his or her possible future condition in society as ever frightening personality afterwards of war. The two girls going through the similar circumstances, they cannot be free from suspicious perspective outside. Fear and terror always frighten them.

The two fascinating autobiographical texts expose violence upon the innocent teenage girls. The characters in the narratives retell their personal stories with the havoc and agony, which affect them as Malala has been victim in early school age when the terrorist attacked with the trigger of gunshot at her. Her innocent childhood could not understand as such abuses and mistreatments. She extremely undergoes those tortures and harassment; her voice was dominated, while a child was to be loved and cared showing the beauty of life along with the swaying buds of future.

The study much focuses on the adverse effect of war upon children and its psychological images in their entire life, is indelible and fatal in entire life. She has been targeted, under espionage of surveillance and finally attacked with shot at her body drenched with blood. A child psychology is immature and unconditional which is sensitive enough to be negatively affected throughout life. A child has to be socialized having rights of the family, education, economy, and many other ethical aspects but she has been victim of gunshot brutally in barbaric manner tortured.

Anne Frank is affected by the Second World War when Germany tries to chase away or exterminates Jews from there. Being affected by the war within own country, Anne never experiences her childlike life. As a child, she never gets freedom whereas she has to be hidden inside a house, Annex, where she is obliged to live as being a prisoner war and death. Besides this, her family is broke apart being arrest, dispersed, and she loses her family. Her experience of war is cruelty, inhumanity, bloodshed and brutality. She sees and feels the bestial outlook human beings. As such war is created by man and it begets horror and terror among themselves.

The major characters Anne Frank and Malala Yousafzai are impinged by the phantoms of war. Due to unbearable tragedies of loss of human bodies and material things and historic structures; they saw and experienced the pains and miseries, is insurmountable, which is beyond general people's capacity to stand and accept as its consequence. Frequently they had to face the dire straits and experience inhumanistic manipulation of despotic war as very young teenage girls unreasonably. During that hard time, they had to compromise with their developing career by being away from their fundamental educational and child rights. Every society is like a home for every individual, they live in. But this did not happen to Anne and Malala,

instead both of the characters felt insecure and haunted by arm insurgent in any time putting away their happiness, life and massacre of their families. They have to be the victim of the impending danger of insurgence of violence of war in general. This kind of adverse effect ruin children's entire life and negative impulses of fear and aggression never let them free in their entire life as such ghastly incidents stay firm deeply in teenager's frame of mind. Due to the reason, they cannot feel and experience freedom and relief mentally.

The research has dealt critically about disproportionate and extreme torture of both teenage girls which actually, is near-to-death experience. The early phase is of understanding society, the girls have to be like the plot, pawn and victim of the turmoil of violence of war, and thereby unforgettable cluttering marks of torture. Because of such bitter experience of gory horror, the social reformulation in them becomes difficult to be socialized. Even after the adjustment of re-established environment in society, the subjects are haunted by the daunting images and memories of pain and fear of the past. The psychological experience always creates suspicion and doubts in society. In this way, to constituting own self, Malala Yousafzai and Anne Frank recount the terrible past when they underwent near-to-death experience, and it always reminded eerie and ghastly experience in them. This unseen, grime exposure of anxiety of fear cannot let them free experiencing comfort and peace in their lives, which define their condition and space in society.

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