

CHILDREN, THE SILENT SPECTATORS, LIVING WITH TRAUMA: A STUDY ON THE SITUATION OF CHILDREN AFTER POLITICAL RIOT OF NANDIGRAM

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ABSTRACT

Objective: Psychosocial development of children depends on proper social, economical, cultural, and political environment. Improper environment abuses their future. The study examined children’s traumatic experience as silent spectators and how their trauma was affecting their development as a positive social product.

Methods: Mixed methods (qualitative and quantitative) were used to collect data from 25 children in trauma and their family members through individual interaction with the affected children and the group interaction in school and play session recording to their density of trauma.

Results: The children were severe trauma, and confrontation of political conflict was a nightmare. Lack of proper measures for their recovery was absent.

Conclusion: Rapid counseling and guidance require for their overall psychosocial development.

Keywords: Children, political conflict, trauma.

INTRODUCTION

Upbringing of a child is a critical psychosocial and cultural process [1]. The parents as well as families have a significant role to make the child a social product. In the family, mother plays her role as an expressive leader through providing care and attention for the healthy psychosocial world of a child. The father’s role as an instrumental leader is to assure the financial support and introduction with the social world of the child. Siblings and kin relations influence the growing up process of a child with proper and appropriate control strategies [2].

Besides these, relation with the environment which is considered as the social world takes the role of making a child a productive citizen. The child learns and identifies various role relations in the society which make it a social being. The adverse situation within the family or their community generally breaks their mind state of living with comfort. All of these basic parameters are value judgmental when the child starts to attend the school, as a vital instrument of their development. The school is the second home to a child where he/she enjoys the attachment of his/her teachers and the peers’ group relation is formed. The overall factors are enough to make a childhood healthy and productive.

However, the unwanted happening generally injures the psychological development of the children. It makes them abused and spoiled when they push in a disorganized organization [3]. Family problems cause stress or trauma, or environment of community pushes them a traumatic life where the children lose their happy childhood and their right to survival become difficult. Stress, a subjective experience in a supportive environment might not be toxic. It depends on a child’s previous trauma, social emotional support, and genetic predisposition. Some emotional stress helps to develop healthy coping mechanisms and problem-solving skills. However, toxic causes the child’s undeveloped coping mechanisms and lead to long-term impairment and illness [4]. When a child experiences strong, frequent, or prolonged adversities, such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, suffer from toxic stress. It disrupts their brain development and other organ systems. It increases

the risk of stress-related disease and cognitive impairment well into the adult years [5].

METHODS

Land acquisition for industrial growth and development was one of the burning issues in the land of West Bengal, India. It turned into a political conflict. The issue was started in 2006 from Singur of Hooghly, West Bengal. It turned into a horrible shape at Nandigram, East Midnapore through giving birth of political conflict and ultimately, a riot caused massive disturbances among lives of people of the area regardless of religion, and age groups, etc. The children of the area were not outside the situation. They faced the situation as silent spectators. They visualized the painful scenario.

A study examined children’s traumatic experience as silent spectators and how their trauma was affecting their development as a positive social product. Both qualitative and quantitative data were collected from 25 children in trauma and their family members through individual interaction with the affected children, and the group interaction in school and play session recording to their density of trauma. On the other hand, observation on their interactional problems and educational performance before and after the riot were assessed

RESULTS AND DISCUSSION

Death of their parents, siblings, relatives, and neighbor was occurred in front of their eyes. The violence introduced them with various weapons at their early childhood. They were sucked into a traumatic life with nightmare.

However, after an administrative process, the children were rescued with temporary shelter, and thereafter, they were reintegrated into their family. Some of them were rehabilitated through government measures such as arrangement of home. The rehabilitative measures were mostly as relief to the victims of the area provided by the government and other agencies. The children living with trauma were not sincerely getting proper care and attention toward revival of their lost childhood. They were attending their school with trauma, and their performance was affected day to day.

CONCLUSION

There is need of continuous counseling and guidance clinic to recovery their mental injury.

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