

An Analytical Study on the Significance of Folk and Fairytales on the Psychology of Young Children

Dr. Zakia Tasmin Rahman¹, Dr. Ruhi Lal², Dr. Rajnish Ratna³

¹Assistant Professor, Amity School of Communication, Amity University Uttar Pradesh, Noida, Sector-125, Uttar Pradesh.

²Associate Professor & Head (Student Support), Amity School of Communication, Amity University, Noida, Sector-125, Uttar Pradesh.

³Associate Professor, Gedu College of Business Studies, Royal University of Bhutan, Bhutan.

Abstract

Fairy tales and folktales are examples of a society's cultural heritage and are extremely valuable to us. Its preservation is essential as they are passed down from generation to generation, both verbally and in writing. Children's literature is vital because it aids in a child's psychological framing or mental make-up. Folktales and fairytales are an essential part of every society. Children who grow up listening to or reading folktales and fairytales become more responsible and thoughtful citizens.

It has been observed that in today's world, young children are more interested in developed new-age media and digital technology. PlayStation, games, and violent films have become more widely available due to the introduction of new age media, digital technology, and supporting devices that are less expensive and easier to use. It is critical to understand why these technologies are being used. It is necessary to learn how the new mechanisms being used work. It can have positive and negative effects depending on how it is used. Violence, aggressiveness, restlessness, impatience, lack of determination, changes in young people's behaviour, disrespect for elders, increasing rate of juvenile delinquencies', proclivity to make easy money, need for large sums of money at a young age, becoming extravagant, young children involved in hacking and cyber-crime are some of the factors that can be observed in the current generation.

The study focuses on the importance of folktales, fairytales, and various children's literature. The research will look into multiple folktales and fairytales worldwide. In addition, the study will attempt to learn the functions of folktales, fairytales, and other children's literature from the standpoint of child psychology, as well as the positive qualities of children that are instilled through children's literature.

The methodology employed both primary and secondary data. The research study is based on the theoretical framework that a person's tranquil and peaceful childhood can help that person grow into a sincere and sensible adult. Several psychological theories and models on child development emphasize the importance of moral values and humanitarian qualities in young children. Folktales, fairytales, and children's literature are beneficial in both pedagogical and psychological ways.

Keywords: Folktales, fairytales, children's literature, positive impact, moral values and psychology

1.0 Introduction

1.1 Importance of Folk and fairy tales

Folktales, fairy tales, and other children's literature aid in learning for children of all ages. (Fundoodaa.com. 2016). It aids in developing reading and writing skills, learning different cultures, instilling positive character traits, and creating a strong liking for literature in children from an early age (Fairytalez.com, 2020). Folktales are generally passed down from generation to generation through the oral or verbal storytelling tradition (Rai, 2018). This process instills the ability to listen in children at a young age and later enhances the ability to share it with others (D Mello, Arumugam, Jing & Noh, 2015). The stories help children understand and differentiate between the various characters they encounter in these works of literature (Thorne & Thomsen, 1903). It also aids them in easily following the plotline and recalling the sequence of events (Storyberries.com, 2020). The children can meet the requirements of the Common Core Standards for Reading by using these (Schwarz, 2018). In addition, it improves their precarious reading skills of phonetics, comprehension, vocabulary, and fluency (Roebel, 2018).

Classic stories are not only highly entertaining, but they also play an important role in instilling fundamental values or various character traits (Storyberries.com. 2020). Folktales and fairytales frequently share a common history; they

emphasize cultural values or focus on important traditions (Tsitsani, Psyllidou, Batzios, & Livas, 2011). Because folktales and fairytales are passed down from generation to generation, they help instill good behavioural traits and reinforce expectations of living a meaningful life (VisikoKnox, & Johnson, 2016). Folktales have delicately incorporated character traits such as trust, courage, caring, resourcefulness, determination, and patience into the fabrication of the stories over time (Wheatley & Turner, 2020).

Children's literature, including folktales and fairy tales, can easily depict difficult decisions under challenging circumstances (Thorne & Thomsen, 1903). These stories aid in engaging children in debates and discussions about the consequences of rash or arbitrary decisions (Theearlychildhood university.com, 2020). It also benefits them because they can understand the importance of making wise daily decisions (TheSchoolRun.com, 2021).

Folktales help children understand various cultures (Tesar, Kupferman, Rodriguez, & Arndt, 2016). Children of all ages can learn valuable perceptions about history, values, beliefs, cultures, customs, and practices by listening to or reading stories from various cultures (Storyberries.com, 2020). These tendencies enable them to broaden their perspectives on various issues (SCL Health.org, 2019). Furthermore, it has been determined that when children learn and understand different traditional cultures, they not only broaden their worldview but also learn to value their heritage, culture, and tradition (Smith, 2015).

1.2 Theoretical Framework

Children's literature helps children develop cognitive, learning, and motor skills and positive learning abilities from an early age. Children understand the importance of moral values and their application in real life. Children's literature promotes critical thinking and reading skills. It also aids in developing reading, writing, listening, and speaking skills. Teachers in primary and lower primary schools have discovered that thematic planning of children's literature, including school textbooks, leads to effective teaching and learning. Such experiences provide educators with a holistic and wholesome approach to teaching and learning.

1.3 Scope and Utility

Societies, cultures, and civilizations inspire children's literature. A generation is raised by hearing stories, anecdotes, fables, folktales, folklore, fairytales, and various types of children's literature. These are an essential part of society. Without this type of literature, a community cannot grow and progress. The child is indeed the father of the man. These works of literature are an important and necessary part of society. It is the very foundation of society. Citizens of a healthy society mature into responsible and sincere adults. Every parent, teacher, and guardian is responsible for protecting their children's childhood by providing exemplary education through storytelling. Government, non-governmental organizations (NGOs), social workers, teachers, academicians, psychologists, senior citizens, and all parents and guardians should be involved in educating children through storytelling on various platforms.

1.4 Need of the Study

Every region of the world requires a strong foundation for its young people. Children from all socioeconomic backgrounds need a happy childhood filled with good stories that will shape them into loving, caring, and sincere people. Parents and teachers play critical roles in the lives of all children. Every child has the right to a happy childhood filled with good teachings that instill good habits.

1.5 Objectives of the Research are to:

1. Find out the folk and fairytales of India
2. Learn the folk and fairytales of the world's various countries
3. Study the influence of folktales, fairytales and other literature of children on young children
4. Understand the purpose of folktales and fairytales
5. Know the pedagogical and psychological teachings of children's literature
6. Learn about New age media's contribution to children's literature

2.0 Literature Review:

Several studies have been conducted on children's literature and how it aids in developing a child into an adult with all good qualities. Therefore, an attempt was made to review some selected works on folktales, fairy tales, and other children's literature that contributed to a child's healthy growth and development in both Indian and international authors.

Mindell and Williamson (2017) presented a conceptual model. They reviewed experimental evidence supporting that a nightly bedtime routine is essential for promoting healthy sleeping habits and aiding overall progress and happiness during early childhood (Minardi, 1994). A specific bedtime routine expresses the characteristics of nurturing care and early child motivation, which are portrayed as necessary for positive outcomes, particularly for vulnerable children (Humaeni, 2015). It was also stated that common, adaptable mechanisms of a sleep time routine could be beneficial to a variety of progressive outcomes other than improved sleep, such as emotional and behavioural control of the child, language development, family functioning, literacy, parent and child bonding, and several other positive outcomes (Igba1, Nwajiuba, Nwafor, Elom, &Obianika, 2019). The sleep time routine mechanisms include actions in the broad realms of food and nourishment (for example, healthy eating habits), hygiene maintenance (for example, bathing and oral care), communication activities, for example, reading habits, and singing/lullabies), and physical contacts. Examples include massaging, cuddling, and rocking ("The Very Real Benefits of Reading Bedtime Stories", 2019). In addition, when several guardians are available with their children, a specific sleep time routine can provide numerous benefits to children and the functioning of the family (Wheatley & Turner, 2020).

According to the De Grummond Collection of Children's Literature, North America's leading research prioritized children's literature. Therefore, it was primarily concerned with children's literature from the United Kingdom and the United States. The study's goal is to examine the contents of the de Grummond Collection of Children's Literature. This exercise was carried out to discover various characteristics related to folklore. In addition, it attempted to outline the year of publication, the oldest book in the collection attributes such as culture, language, and countries represented, and their relationship to Southern American culture (Smith, 2015).

The study's value is that it will be used as a teaching tool by educators and librarians at all levels of education, from elementary to university (Marriott, 1998). Folklore depicts societal moral values, develops students' cross-cultural aptitude, and allows them to achieve historical literacy and knowledge supplements (Dahal& Bhatta, 2021). In addition, folklore content analysis can effectively describe the strengths and weaknesses of de Grummond Collection's children's literature ("How stories on Indian Folktales help to instil values in children", 2016).

In a study by Illias, Georgios, Marianthi& Georgia (2010) surveyed Greek school students. Their survey was based on the children's perspectives and ideas about folktales, which are an essential part of their communication process, and culture and are used as an educational tool. The survey was conducted during the 2004-2005 school year. The survey was carried out by researchers from various scientific fields and universities. The survey's testers include a large number of people. It is made up of 2283 Greek elementary school students from both rural and urban areas. The study sought to discover the students' complex relationship with folktales to reshape young people to real-life experiences. In addition, the research looked into the role of folktales in the cultural portrayal of children, intercultural relations, and educational and family processes. Finally, these factors had to be considered in terms of using folktales for educational purposes and developing the content, form, aims, objectives, and approaches of a multicultural substitute educational structure (Illias, Georgios, Marianthi& Georgia, 2010).

Another study by Crain, D'alessio, McIntyre& Smoke (1983) conducted two experiments before comparing the impact of a fairy tale versus cartoons and insignificant stories on children's immediate behaviour. The first trial included 75 girls and boys aged 9 to 11 who lived in urban ghettos. The second trial's sample comprised 60 boys and girls, the majority of whom were 6 years old and lived in a suburban community. The second experiment was essentially a duplicate of the first, but an altered fairy-tale was used, and a few additional measures of children's responses were taken. According to Bettelheim's informal observations and writings, the two studies found that children who had heard the fairy-tale reacted in the most restrained and preoccupied with their feelings and interests. On the other hand, the fairy tales appeared to be pretentious about children's internal concerns and brought them to a quiet and thoughtful mood (Crain, D'alessio, McIntyre& Smoke, 1983).

2.1 Moral of the Stories for Children

Almost all folktales, folklore, fairy tales, and children's literature contain a moral ("How stories on Indian Folktales help to instil values in children", 2020). This makes the stories more entertaining and helps children distinguish between good and bad (Rahman, 2017). The morals of the stories have a large influence on young children (Roehl, 2018). It aids in developing a child's mental health and character (Rai, 2018). It is one of the factors that assist children in making the right decisions, staying away from wrong and evil deeds, instilling good behaviour, manners and etiquette, recognizing the value of hard work, honesty, the dignity of labour, brotherhood, friendship, assisting in being mindful of the value of relationships in life, and so on (Schwarz, 2018). Moral instruction given to children at a young age will make them more considerate, caring, and humane (Shaffer &Kipp, 2007). If a child's foundation

is built on a better understanding of moral values, that child will grow into a responsible citizen in the future (Sood, 2018).

2.2 Storytelling and Cultural Values

Narration or storytelling has been practised in cultures since time immemorial. The foundation of human civilization is built on stories (Adam, 2019). There were no written scripts; there was an oral tradition of storytelling. Stories were passed down orally from generation to generation (Andreeva, 2020). The culture of various societies, communities, tribes, clans, and so on can be learned from their stories, which are an essential part of children's literature (Balcazar, 2019). Technology is currently advancing at a rapid pace. Life has been made easier by information technology, which includes the internet, story-based games, the animation industry, and technology that supports advanced gadgets and apps that are both user-friendly and cost-effective (Mindell & Williamson, 2017). However, the allure and significance of storytelling remain. A good storyteller is very important to listeners. The platforms may differ, but the need and importance remain constant (Norman, 2016).

2.3 Bedtime Stories for Children

Children place a high value on bedtime stories (Beasley, 2016). Psychologists, counsellors, and researchers stated that a child's ability to learn is high before going to sleep because it was discovered that whatever we learn before bedtime is adapted faster by the brain (Blake & Maiese, 2008). The effect on a child's tender mind lasts longer and may last a lifetime (Bottigheimer, 1989). Bedtime stories improve a child's cognitive thinking ability ("Oklahoma's Glenpool Fire Department Dads", 2005). According to psychologists, bedtime stories help children develop motor skills through the unique use of memory and learning ability (Orde, 2013).

2.4 Theoretical Framework

The paper supports a child's psychological growth and development through children's literature. The children's literature includes folktales, fairy tales, folklores and others. These kinds of literary works have enormous significance in the emotional development of children. The tender minds learn words, meanings and examples, which improves their vocabulary, and communication skills learn to be sympathetic and empathetic. Understanding words like love, hatred, intelligent, cunning, shrewd, jealous, anger, fairy, angel, good and bad, God Mother, happiness and sadness, etc., becomes easier for them. Moreover, they can correlate the characters, nature of characters, situations, and story's location with their self and the circumstances they face in real life.

Children's literature is becoming an effective teaching tool for parents, teachers and guardians, which helps young children to learn suitable lessons, teachings, morals, values, good habits, health and hygiene and a lot of things which help a child to become responsible and sincere as an adult. Man is a social animal and is considered to be at the top of the animal kingdom. But due to a lack of good teachings in childhood, a child can turn into an adult with various vices like telling lies, stealing, being cunning, shrewd, and following an unhealthy lifestyle. Finally, a child can be full of negative thoughts and attitudes.

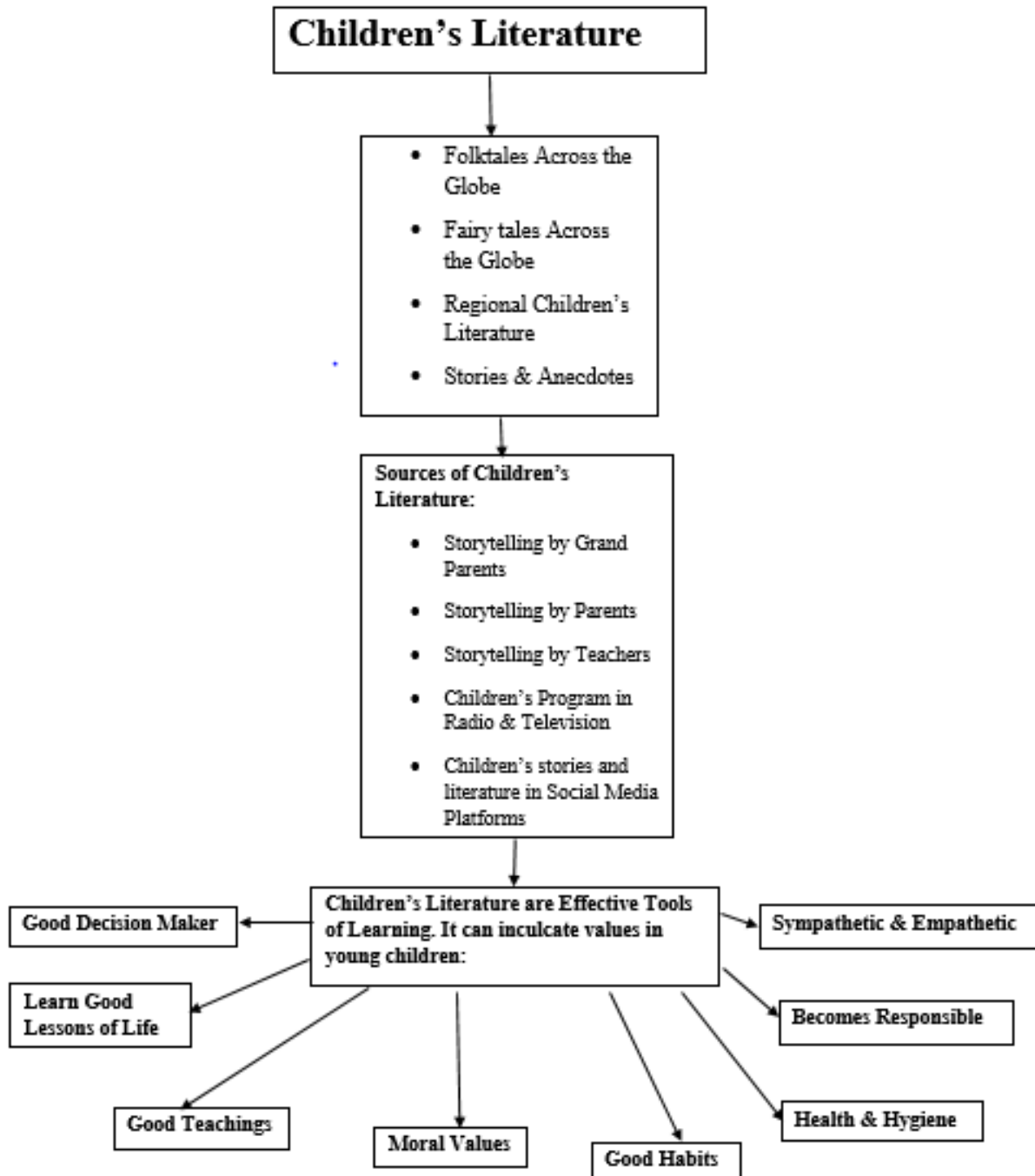


Figure 1:Children's Literature and its Influence on Children

The model is derived from observation, personal experiences and respondents' responses. The above model of children's literature helps to inculcate good habits in children. Folk and fairytales and other children's literature are of immense help for parents, grandparents, teachers and elders to teach children various aspects of life. Positive

attitude and values of life can be taught and learnt easily through children's literature. Every part of life can be learnt, which includes good and bad. Young children can build the ability to distinguish between good and bad, right and wrong, angel and devil, false and truth, etc. The sources of children's literature can be parents, grandparents, teachers, mass media like radio and television or social media platforms. Criminal attributes and destructive nature in young children can be curbed simply through children's literature. Hence, it is the sole responsibility of every adult in society to inculcate good values in children from a tender age by giving some quality time to the young ones by narrating stories which will help to shape the minds of young children towards good values and create a positive attitude in them. In mass media like radio and television or social media platforms, children can watch the contents under the guidance of seniors in the family, teachers, neighbours, or other seniors.

3.0 Research Methodology

The study was conducted to determine the importance of children's literature in a child's upbringing. The research will attempt to learn the various qualities instilled in a child through folktales, folklore, fairytales, and different types of children's literature. Children can be responsible adults if they are taught well from a young age, using anecdotes, fables, stories, etc. These are learning tools for all children, regardless of language, geographical location, family income, caste, creed, ethnicity, nationality, or other factors.

Questionnaires were given to some defendants. Due to lack of time, the interview method was used based on the questionnaire. Forty respondents filled out the questionnaire, and sixty respondents were interviewed based on the questionnaire.

The questions in the questionnaire were analyzed using tabulation and coding methods.

Primary data – Primary data was collected from the respondents, which include teachers of schools, colleges, universities, academic institutions, Academicians, Researchers, Psychologists, Parents, guardians, school and college students, senior citizens, publishers of children's literature and social workers

Secondary data – Government reports, surveys, records, websites, newspapers, journals

Sample size – 100

Sample Units – Teachers of schools, colleges, universities, academic institutions, Academicians, Researchers, Psychologists, Parents, guardians, school and college students, senior citizens, publishers of children's literature and social workers

Sample area – Guwahati and Nowgaon of Assam

Delhi/NCR – Maharani Bagh, Ashram, Bhogal, Jangpura, Lajpat Nagar, South Extension, North Campus

Noida Sector-18, 29, 39, 44, 41, 125, 126

Random Sampling – Parents, guardians, school and college students, senior citizens and social workers

Cluster Sampling - Teachers of schools, colleges, universities, academic institutions, Academicians, Researchers, Psychologists and publishers of children's literature

4.0 Findings and Analysis

The research is grounded on folktales, fairytales and various works of literature about children, which are associated with children's psychological development. Its stories teach children different positive qualities and aspects of practical life. The personalities of the stories, plot, and ethical values aid in understanding various life adversities and challenges. Children can correlate situations and characters of the stories with real life, which helps them to tackle situations in practical life.

Table: 1 List of Indian Fairy Tales and Folk tales

S/No.	Indian Folk tales	Authors
1.	Panchatantra	Vishnu Sharma compiled and authored it
2.	Hitopadesha	Narayan Pandit, a Brahmin Sanskrit Scholar
3	Jataka	Buddhist Scholar, Buddhagosa, in the fifth century. Current version by Ellen C. Babbitt
4.	Tales of Punjab: Folklore of India	Flora Annie Steel
5.	Tales of the Sun or Folklore of Southern India	Ms Howard Kingscote
6.	The Indian Fairy tales	Joseph Jacobs
7.	Tales of Tenali Rama	In the late 15 th Century, Tenali Rama was the Adviser of Krishnadevaraya of the Vijayanagara kingdom. The stories are authored in current form by C.L.L Jayaprada

8.	Stories of Akbar - Birbal	Oral tradition
9.	Stories Vikram–BetaalorBetaalPachisi	2,500 years ago, by MahakaviSomdev Bhatt
10.	SinghasanBattisi	PanditBraj, Prime Minister of Bhoja, probably 11 th Century
11.	Dada DadikiKahaniya	Geetika Goyal
12.	Amar Chitra Katha Comics	AnantPai in 1967
13.	Chandamama Comics	Sri M.V. V. Satyanarayana wrote several stories for Chandamama

Source: Culturalindia.net

The fairy tales and folk tales are passed orally from the previous generation to the next. Therefore, it is not stated with certainty about the original authors of several folk tales and fairy tales. These stories and anecdotes are probably compiled by somebody and then printed in manuscripts, book form or other forms in the current times.

Panchatantra

Panchatantra is a sequence of five volumes which contains stories written by 'guru', which means teacher. The entire series is helpful from teachers' and students' perspectives as it helps in the teaching and learning processes. It's an ancient learning process that the teacher tells a story full of morals, ideals and pearls of wisdom to its disciples, that is, students. Amongst the students, there would be rulers, chiefs, warriors, etc. They learn practical teachings based on political, social and moral science, including psychology.

The Panchatantra stories are grounded on several principles, ideologies, morals, values and theories, which are helpful in practical life.

Hitopadesha

Hitopadesha was originally written in Sanskrit in the form of verse and prose. These are fables which depict various real-life traits. The stories gradually became famous and accepted across the world. The tales of Hitopadesha were interpreted in numerous Indian and foreign languages. Sir Edwin Arnold translated Hitopadesha into English and published it in London in 1861. Sir Edwin Arnold was the then Principal of Pune College in Pune, India.

It is a compilation of short stories. These stories have moral values and were composed by Narayana Pandit approximately a thousand years back. After Bhagawad Gita, Hitopadesha is the best seller. This ancient Indian literature has been transcribed into numerous languages across the world. It contains counsel and advice for the benefit and welfare of humankind.

Jataka Tales

The Jataka tales are detailed literature of Indian origin which explains the previous births of Gautama Buddha. It speaks about Lord Buddha's previous births in human and animal forms. It has clarified that Buddha may appear as a monarch, god, an outcast and an elephant in the future. In all the stories, the virtues and wisdom of Lord Buddha were explained. Originally Jataka was written in Pali and then in Sanskrit in the sixth century.

Tenali Rama's Tales

Tenali Rama was famous for his wit and humour in Indian history. He was a poet in the court of Krishnadevaraya. Krishnadevaraya was the monarch of the Vijayanagara Empire of **Southern India** in the sixteenth century. Folktales of Tenali Rama travelled across various parts of the world like Birbal's tales. Tenali Rama's character is popular amongst children. He is a compelling character in Indian history.

Table: 2 Epics of Indian Origin Whose Stories are an Integral Part of Children's Literature

S/No.	Epics	Authors
1.	Ramayana	5 th Century BCE by Valmiki

2.	Mahabharata	Krishna-Dwaipayana Vyasa, composed it, who is also a character in the epic. But traditional stories say that he dictated the verses, and Lord Ganesha penned them down. It was composed in the 4 th Century BCE or maybe earlier
3.	Abhijnanasakuntalam	By Kalidasa between 1 st Century BCE & 4 th Century CE
4.	Arthashastra	By Chanakya between 2 nd Century BCE to 3 rd Century CE.
5.	Buddhacarita	Life of Buddha from birth to Nirvana by Asvagosha, Buddhist poet in 2 nd Century AD

(Source: Storyberries.com)

The above are epics of Indian origin. The stories are published and printed in the form of children's literature. These Indian epics have been accepted globally. It has value in both domestic and international markets. The Indian epic-based stories are viral. Although it was written in the ancient age, the values, morals, various traits and attributes of human behaviour are depicted so that people of the current generation can connect to the anecdotes and stories narrated in these epics.

Table: 3 Folktales and Fairytales of Various Countries of the World

S/No.	Country	Authors	Popular Folktales & Fairytales
1.	Russia	Brothers Grimm and Alexander Afanasyev are the authors. Took the initiative in making Russian folklore popular.	Fairy tales of Grimm like Rumpelstiltskin, Cinderella, Rapunzel and Snow White and the Seven Dwarfs are among the most famous fairytales across the world
2.	Scandinavia includes the folklores of Denmark, Sweden, Norway, Finland, Iceland and the Faroe Islands. It is collectively known as folklore of Scandinavia.	All these countries mentioned adjacently share a common oral tradition of storytelling, passed from generation to generation.	A popular folktale of Scandinavia is Three Billy Goats Gruff.
3.	Germany	Washington Irving wrote Legend of Sleepy Hollow & Rip Van Winkle	Some of the popular folktales of Germany are - The Pied Piper of Hamelin, the legend of Faust, Rip Van Winkle & Legend of Sleepy Hollow.
4.	The Arab Countries		<i>Arabian Nights, Aladdin and Ali Baba</i>
5.	The Low Countries - Netherlands, Luxembourg and Belgium		Some popular folk tales are the legend of Kinderdijk and the tale of The Mermaid of Westenschouwen.
6.	China	Pu Songling's Strange Stories are popular	The Empty Pot and A Magic Paintbrush are renowned tales of China and various countries.
7.	England		<i>Robin Hood, King Arthur, and other Fairy tales like The Wise Fools of Gotham & Jack and the Beanstalk</i> are very popular.
8.	Japan		The story of the <i>Peach Boy and Straw Millionaire</i> are well known.

9.	Egypt	A popular Egyptian folk tale is "The Prince and his three fates."
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(Sources: fairytalez.com)

One can fondly recall the sweet old memories of childhood, beautiful stories and characters like Aladdin and the Genie, Akbar-Birbal, Robin Hood, Cinderella, Rapunzel, etc., which we idolized as a child. Children's literature, specifically folk tales presenting kings, knights, good and bad people, witches and talking animals, is fascinating and attracts young children and adults. Since ancient times the oral tradition of storytelling has been followed. However, it has been found that they were documented at a very later stage. In earlier times, these are passed to the current generation through verbal communication. These stories are simple and easy to understand. Moreover, the stories depict varied cultures prevalent in the old days, increasing their popularity.

Table: 4 Bedtime Stories, Comics and other Children's Literature which Amuses and Also Imparts Good Teachings

S/No.	Children's Literature	Authors
1.	Bedtime Stories	Enid Blyton, 1934 to 1966
2.	Grimm's Fairytales	Grimm Brothers, Jakob and Wilhelm
3.	The Adventures of Tintin	Georges Remi, Pen name Hergé of French origin from Belgium
4.	Phantom	Lee Falk, American writer, 1936
5.	Spiderman	Stan Lee, Roy Thomas (uncredited, ghost writer), January 3, 1977
6.	He-Man & the Masters of the Universe	Michael Halperin, American, the 1980s
7.	Walt Disney's Cartoons	Walter Elias Disney. He was an American entrepreneur, animator, voice actor and film producer. In 1928, the first character, Micky Mouse, was created by him.
8.	Noddy	Enid Blyton, 1949, English Writer from South London
9.	Famous Five	Enid Blyton, 1942
10.	Secret Seven	Enid Blyton
11.	Malory Towers	Enid Blyton, Series of 6 Books published between 1946 and 1951
12.	Hardy Boys	American writer Edward Stratemeyer debuted in 1927
13.	Nancy Drew	American writer Edward Stratemeyer, April 28, 1930

(Sources:Semanticscholar.org)

These are the children's literature which not only entertains children of various ages but also inculcates moral values of life. These kinds of literature have extensive universal recognition and are preferred by children of almost every country. The stories have a variety of characters, and the situations that are described have a resemblance to real life. It helps children of younger age learn good ethical values in life. These inculcate human values in children, help in right decision making, and help to demarcate right and wrong, good and evil, children. There are adventure stories that build courage, braveness, strong willpower and determination to do good work, bringing welfare to the society. These stories make the children's readers believe perseverance, hard work and patience. The above-listed children's literature is famous and popular amongst children across the globe. And many people have grown up by reading or listening to this literature.

Table: 5 Influence of Folktales, Fairytales and Other Children's Literature on Young Children

S/No.	Influences of Children's Literature	Responses in Percent
1.	It helps in understanding different cultures	95%
2.	Children learn to differentiate between right and wrong	96%
3.	Learn about the nature of characters in the stories which are relevant to real life	87%
4.	Children can correlate circumstances', character, various traits, locations, etc. of real life with the stories	91%
5.	They can make quick decisions	81%
6.	These stories also help children to analyze situations and make the right decisions	75%
7.	Human values can be learnt from the moral of the stories	89%
8.	The stories teach good habits of health and hygiene and adopt a good lifestyle	85%
9.	The importance of truth, honesty, sincerity, determination, patience and hard work can be learnt at a tender age	90%
10.	Good habits, behaviours, attributes and traits become part of life as children learn all these qualities from stories at an early age	92%
11.	Punishment for stealing or telling lies is not acceptable; offences and punishments can be easily learnt through stories	95%
12.	Good manners, positive attitude, punctuality, and respect for elders and seniors can be learnt	76%
13.	Reading and listening to stories can improve the communication skills, vocabulary and grammar of children	90%
14.	Stories help to learn about various cultures of the world. The moral of the stories teaches a lot of good values to children	95%
15.	Children learn to understand the relationships better through stories	88%
16.	Patriotism, brotherhood, friendships, relationship with elders, relationships with younger and various relationships in practical life can be easily maintained by the young people due to their learning from the stories	77%
17.	Through listening and reading stories, a child can become a responsible and sincere citizen	71%
18.	Children learn the dignity of labour	79%
19.	Reading, writing and doing creative work are habits in children adopted from stories	
20.	Will learn to appreciate other cultures and traditions	76%
21.	Stories help children to be empathetic and sympathetic	80%
22.	Value-based living and spirituality in children	82%

The above influences children from folktales, fairytales and children's literature. The respondent's responses are also stated in the adjacent column of the above table. Therefore, it can be noted that the defendants have the positive traits of children's literature. They have given their replies based on their real-life observations and experiences.

Table: 6 Purpose of Folktales, Fairytales and Other Children's Literature on Young Children

S/No.	Purposes of Children's Literature	Responses in Percent
1.	To help children differentiate between Good & evil Rich & unfortunate Intelligent & imprudent Old & young Beautiful & ugly Stringiness & kindness Fair & unfair	95%

2.	To teach one's culture	90%
3.	Provides entertainment	96%
4.	The good is always rewarded and evils punished	90%
5.	Good overcomes evil	87%
6.	Try to explain the origins of life and elements of nature related to Gods and supernatural beings	85%
7.	To teach moral values	92%
8.	It helps in developing good habits in children	87%
9.	The moral of the stories teach more significant lessons from real life	88%
10.	It helps to communicate various human values	93%
11.	Happy ending stories portray selfless acts for the benefit of society, friendly neighbourhoods where there is camaraderie for each other	96%
12.	To inculcate good traits in children like honesty, sincerity, truth, faithfulness, goodwill, charity, etc. through the stories	97%
13.	It helps to appreciate others tradition	77%
14.	Children can learn to explore new ways of seeing the world	75%
15.	It creates interest in children for literature	89%

Various purposes of children's literature are listed in the table given above. The writers, authors and publishers have these viewpoints in mind when planning children's literature. It helps parents, teachers, guardians, and seniors teach children good values. These literatures create interest in children to do welfare activities for society; it teaches lessons like the dignity of labour, better to be honest in life, early to bed to rise helps a man to be healthy, wealthy and wise, good habits for improved lifestyle, young people can learn to discriminate between fair and evil, they can become right decision makers, and various good traits are inculcated through the children's literature. The respondents highly responded to the different strong purposes of children's literature.

Table: 7 Pedagogical teachings from children's literature

S/No.	Pedagogical Teachings of Children's Literature	Responses in Percent
1.	Imparts practical and theoretical knowledge to children	90%
2.	The situations, characters, and circumstances are effective and innovative in real life	95%
3.	Educators, academicians, social scientists, and teachers consider the stories as a significant pedagogical tool for teaching	97%
4.	Complex situations of life have simple solutions in the stories	86%
5.	According to Ontario's pedagogy for the earlier years, pedagogical documentation is rather a "process to explore all the questions about children" (p. 21). It includes questions like Why? When? Who? What? Where? How? On the other hand, the children's literature mostly answers these questions on various situations and reasons.	75%
6.	The children often listen, record, share and practice	77%
7.	The process helps in complex and critical thinking	79%
8.	The learning becomes visible when they explore the literature and expresses it in their language	91%
9.	It helps in value judgements	87%
10.	Story books, videos, animated characters, cartoons, comic books, colourful children's literature with attractive pictures, storytelling sessions at home, schools, and workshops greatly help child development.	85%
11.	To give voice to the children's interests and wonders, adults must be contented with them and their wisdom	90%
12.	Visuals and artistic representations are an integral part of pedagogical teaching	95%
13.	Words, colourful pictures and notes can be pasted on the walls to help children remember the teachings, concepts, and theories and for better interpretation. These are also part of children's literature.	96%

14.	Educational and developmental theories of play for young children through children's literature is a much acceptable approach	97%
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Pedagogy generally means the various approaches to teaching. It could be learning about different aspects of life through theory and practice. The process is effective in learners' social, political and psychological development. On the other hand, it can be exaggerated by the social, political and psychological developments. Children's literature can be considered a potent tool for learning. A child can start it from a tender age with the support of parents, teachers, guardians and seniors. Children's literature is highly influential for children of various age groups. The above table states respondent's responses to various pedagogical teachings from children's literature.

Table: 8 Psychological Teachings from Children's Literature

S/No.	Psychological Learnings through Children's Literature	Responses in Percent
1.	Development of cognitive skills	100%
2.	It helps in developing emotional intelligence & creativity	95%
3.	Nurture's growth and development in children's personality and social skills	90%
4.	Humanitarian qualities can be inculcated from a tender age	97%
5.	It helps in forming their opinions	85%
6.	Children learn to respect others culture	87%
7.	Builds positive attitude towards own and others culture	78%
8.	Helps in social and personal development	87%
9.	Children understand family values	85%
10.	Values like understanding, caring, and sensitiveness towards every being increase in children	89%

A child can learn several values at a tender age from the stories of folktales, fairytales and other literary works for children. Teaching and learning become easier as the youngsters find stories thought-provoking. They can playfully acquire all the good life traits with no stress and strain. The above-listed psychological features help in children's mental growth and development.

Table: 9 New Age Media can Contribute in Various Ways to Promote Children's Literature

S/No.	Various Ways of New Age Media	Responses in Percent
1.	Web Portals based on Children's literature	96%
2.	Social Media platforms are used to develop and promote folktales, fairytales and children's literature.	90%
3.	YouTube, LinkedIn, Twitter, and Pinterest can be used	95%
4.	Various phone Apps can be created based on Children's literature	75%
5.	Schools, colleges, universities and academic organizations to support the development of online content for children	97%
6.	The online content should be given free accessibility to children and everybody	98%
7.	Private funding agencies, as well as Government, should come forward to develop websites and content based on children's literature.	85%
8.	Writers, authors, journalists, teachers, social scientists, etc., can help develop or compile children's literature in print and electronic media, including new age or digital media.	94%
9.	This medium could be more effective and influential	79%

As the current generation is more persuaded towards the new media or the digital media, developing content for this media has become indispensable. There should be permitted accessibility of such content, which helps the younger generation acquire the good wisdom of children's literature. With time the advantage of the new age media will change the platform, but the teachings and learnings will be the same. The respondents' responses on new age

media's contribution are supportive as the replies are positive and on the higher side. It seems the new age media is acceptable and will give significant recognition to folktales, fairytales and other children's literature.

5.0 Conclusion

The Panchatantra, Hitopadesha, Jataka tales, tales of Tinali Rama, Akbar Birbal stories, Stories of VikramBetel, folktales, folklore, fairytales related to Indian mythology, regional children's literature such as ThakumarJhuli in Bengali, Burdi Ayer Xhadhu in Assamese, short stories of Rabindranath Tagore, MahadeviVerma's These are the crown jewels of Indian children's literature. It is well-known throughout the world. It was studied and interpreted by many foreign universities and scholars.

European, Middle Eastern, Asian, and African countries have folktales, folklore, fairytales, and other types of children's literature that are passed down from generation to generation (Joshi, 2018). It may become a part of a country's cultural heritage (Johnson, 2016). Children in towns, villages, and throughout the country grow up hearing stories from their parents, grandparents, uncles, aunts, relatives, and teachers, either orally or through the available literature (Kalb& Ours, 2012). Children's literature is well-known around the world. Debates, discussions, symposiums, workshops, seminars, and conferences are held regularly to demonstrate its importance to future generations (Karagöz, 2018).

Folktales, fairytales, and other children's literature significantly impact young kids. The children attempt to relate the stories, situations, characters, and circumstances to themselves and real-life situations (Koehler &Schwabe, 2018). When they succeed in imitating the stories, they become delighted and pleasant. The values in the stories help children grow into responsible citizens (Leahy & Foley, 2018). It also allows you to face life's challenges as an adult. As adults, they become more responsible and morally correct.

Folktales and fairytales are intended to instil good teachings and values in children from an early age. Henceforth, during Gurukul teachings in India, Gurus or teachers will teach their disciples through storytelling (Marcin, 2020). The stories contain moral values, real-life examples, and good and evil characters. They are associated with various locations, people from different walks of life, income levels, etc. The teachings through storytelling are wholesome because they used to be a complete package of learning that helps to face every life challenge with dignity and sincerity. These stories aim to instil good qualities in children so they can grow into responsible citizens who understand their social, moral, and political duties and responsibilities. As they mature psychologically, they become peace-loving individuals.

Children's literature can be the most effective pedagogical, behavioural, and mental training tool for children of all ages(D Mello, Arumugam, Jing, & Noh, 2015), especially when children are young and unable to read or write. Furthermore, because they are not psychologically mature enough to distinguish right and wrong, stories help them better understand certain real-life situations (Hameršak, 2004). Stories assist children in correlating real-life situations and themselves. As a result, they can accept certain harsh realities of life and helpbetter understand relationships (Humaeni, 2015). Folktales, folklores, fairytales, and other types of children's literature teach moral values, humour, ethics, and decision-making (Huiyu, 2018).

Introducing new age media, digital technology, and supporting gadgets has altered life. The pace of life has accelerated. Because of its availability, user-friendliness, and cost-effectiveness, technology has become more accessible. Regardless of age or income level, almost anyone can afford to own technology and gadgets.

6.0 Recommendations

The recommendations are grounded on respondents' responses and practical observations from real-life experiences. Fairytales, folktales, and various children's literature help increase the ability of five sensations in children.

It helps in the process of correct decision-making by the children of younger age group and after growing up into sensible adults.

It will benefit them in facing adverse situations in life, and they will tactfully face various life confrontations.

The children who grow up listening and reading good children's literature will become responsible citizens.

The stories will inculcate good human qualities in children.

It will support them while differentiating between good and evil, right and wrong, virtuous and wicked, to be ethical.

The new age media should be used effectively for folktales, fairytales and various children's literature so that children find it interesting.

There should be compulsory storytelling classes in schools.

Panel discussions, discussion forums, and committees needed to create workshops and seminars necessary to organize regularly. This will motivate the young adults to carry forward the legacy of the available cultural heritage of children's literature.

It has become essential to bring back the traditional values, manners, and etiquette in the youngsters with the help of the age-old tradition of storytelling and children's literature in a new form. It can utilize the new age or digital media for communication.

7.0 Limitations

The limitations are stated based on respondents' responses and real-life practical observations.

Due to a lack of time, many parents cannot spend quality time with their children by telling them stories at bedtime or during other times when children are absent.

Due to the availability of play stations, games, cinema, social media, various web portals, applications, and expensive toys, children of young and tender age are often drawn to these things and find children's literature unappealing.

Many children grow up without being exposed to the rich culture of listening to and reading folktales, fairy tales, and other children's literature.

Parents, teachers, and guardians try to educate their children, but moral values, good manners, etiquette, and humanitarian qualities are often lacking in many young children and adults.

The number of juvenile delinquencies is rising at an alarming rate. In addition, children from an early age adopt negative attitudes and behaviours.

Habits of drinking, consumption of drugs and other intoxicants, gambling, betting, hacking, cybercrimes, young children running after easy and quick money, giving less importance to family life, disrespect towards elders, using abusive languages, and humanitarian values are missing in children and young adults.

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