

## **A short outline view of Childrens'Literature**

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### **ABSTRACT**

Children's literature was mainly written to express the purpose to instruct and educate children in both moral and social value aspects. It helps to develop the personality and characteristics . It offers children to understand effect and theme of the work and also helps them to recognize different perspective of environment. Today children pay more attention to the modern gadgets, apart from that,they should read literature books to learn about moral values and principle values of human being.

### **CHILDRENS LITERATURE**

Children's literature or juvenile literature includes fairytales, stories, books, magazines, and poems which are meant for children or young adults. children's literature is classified in different ways as genre or the deliberate age of the reader. Early children's literature used to educate, direct, train and enthrall children. Only it was in the eighteenth century, with the development of the concept of childhood, that a separate genre of children's literature began to emerge, with its own divisions, expectations.

Childrens Literature plays an important role in determining the society. Children's literature continues to be seen as a pivotal resource in nurturing a child's progress from basic literacy to a level of critical and cultural literacy necessary for effective adult life .

In India, in the Olden era, children' s literature as per evidence suggests, existed and remained in palmyra leaves were orally carried to generations through the medium of songs, dance, drama, skits by locally enlightened Guru' s and their Societies termed as Gurukul and also through local media artists by performing their skills during festive seasons where people gather with children in large numbers and span over a period of time.

During nineteenth century periodical literature for children became an equally important vehicle for shaping the minds of children, the ideas and cultures of childhood in colonial India. The contemporary journals, periodicals and books for children's literature on various subjects spans from philosophy, psychology, ethics, religion, sociology, technology, poems, plays and stories envisioning a reformed family, an ideal woman, a child and a perfect human being.

During British rule Children's literature since contemporary times, had axis around tales, moral stories, epics which were carried in the form of Upanishads, Puranas, Teachings of Gurus and their clans from various parts of India like Adhi Shankara from South, Guru Nanak from North, Saint Dhyaneswar from West and Ramakrishna Paramhansa from East and innumerable Gurus, Rishis and Munis which were also sung in the form of hymns and carried down to generations and remained live in the name of Aartis and Bhajans where children are the centric absorbers of wisdom in the words discoursed and sung during festive seasons and during specific occasions.

Modern days advances in Science and Technology had made children vulnerable to the exposure of other cultures and social customs at a fast pace. Keeping in line with the time, the epics and puranas have evolved into recordings of audio and visual media and movies. This sea change in the carrying over the epics and puranas had been smooth in traversing the children's literature to new heights. Thus making the visibility of Indian culture to the world, which was closed earlier only to specific parts of India.

Through the Eyes of a Child, Children's literature is important because it provides students with opportunities to respond to literature; it gives students appreciation about their own cultural heritage as well as those of others; it helps students to develop emotional intelligence and creativity; it nurtures growth and development of the students' personality and social skills; and also it transmits important literature and themes from one generation to the next. Children's literature promotes the development of students' internal imaginations. It is valuable in providing an opportunity to respond to cultural knowledge, social development, and to create them as a responsible individuals.

since Nomadic days Human children minds were subjected to various sensory information viz., sounds of waterfall, winds, sounds of animals, birds etc. Modern

Human children minds are subjected to images and sound patterns recorded in audio and video medium of nature' s sounds, bringing realtime patterns and more complex patterns of visual high tech patterns of rockets, aeroplane, war equipments such as guns, tanks, etc..

Hence comparing the nomadic children' s mind to the modern children' s mind, there is a huge gap comprising of the pattern input fed to the minds. In the first case, it is subjected to patterns of naturally occurring surrounding and situations. In the latter case, it is manipulated in ways that enable the brain to be glued to the patterns created to stimulate sensory impulses so rapidly that the feeling and nurturing to feel the real environment is almost lost.

Bridging the gap, between the nomadic children' s mind to the modern children' s mind as depicted above is performed by children' s literature. Children' s literature have been playing a major role in improving; (i)Creativity and invention, which have resulted in the development of tools, processes and protocols for solving problems and saving time and the arts which include all aspects of agriculture, transportation, science, commerce, music etc. (ii)Spoken and Written languages that enable rapid communication of highly specific information about all aspects of the physical universe and human experiences, (iii)Reasoning and rapid decision making processes, (iv)Imagination and mental time travel which enables the formulation and rehearsal of potential future scenarios and (v)Magical thinking/fantasy, cognitive process that involves beliefs in entities and processes that defy accepted laws of causality including spiritual and telepathy based thought processes.

Stories on Panchathantra which has come to limelight by British and German translators during British era have in depth wisdom in imbibing the psychological and sociological behavioral model for children. 'Chanakya Nithi' recorded during Maurya Dynasty throw light on the administrative pattern followed by the rulers which children are taught during their childhood and moulding for a mentally strong developed human potential.

The entourage of Gurus take time to travel from one place to another during contemporary times, thereby preserving the literature and its originality remained with

the one who had knowledge of the same. But due to modern advances in technology, the literature is recorded and is made available to the children at all times and across globe, thereby making access and assimilation at own convenience, instead of restricted access during contemporary times.

Hence further consolidating the children's literature in Indian context has become a necessity as the vulnerability of quick and easy lifestyles of west has made a psychological impact on children where the pleasure becomes the prime focus and wisdom takes back seat. When pleasure is made prime, the accessing to the historical background of ones past is eroded and the literature remains unread and a gap is created where the handing over the wisdom to next generation context is diluted.

Thus children's literature is abundant in India, but remains unexplored by the modern mind of children and exploration has to happen by the will of the parents who form the primary umbrella to children, next comes institutions imparting education, next the government framing policies and guidelines to Institutions imparting education.

Parents have to primarily focus on imparting the literature in modern media to children, whose focus has now been taken away by the western children's education where the cartoons and pleasure creating media have taken front seat and accessing literature on Indian epics and puranas have taken back seat. To reverse the process a protracted effort of parents and educational Planners have to play a pivotal role.

Thus accessing audio and video libraries with children's literature has to be made mandatory for children as curriculum and reference thereby reviving the contemporary era of wholesome development of mind of children in psychological and social spheres.

Literature helps children to gain an appreciation of the universality of human beings, and understand that all human beings are alike, though bounded with multicultural way of living. Literature with moral reasoning gives an experience for young people to formulate their own concepts of right and wrong and build a morally actuated life.

#### **BOOK REFERENCE**

<http://www.kodomo.go.jp/ingram/e/section1/index.html>

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