

stage pressure from outside is good for their "remaining on the social track". As they grow older they can understand their responsibility and they become capable of generalising moral concepts. It has been marked that the college students are more tolerant in their attitude than the high school students are more liberal and authentic in their behaviour.

The adolescent does not accept the moral code of his parents. Rather he makes one for himself. Sometimes he breaks family or school rule willfully in order to prove his independence from adult authority. This type of behaviour is called 'misdemeanours'. Common school misdemeanours include joking at the teacher, interrupting classmates, smoking on the school grounds, destroying school property etc. In home he shows misdemeanours by staying late outside, attacking siblings, running away from home etc. He does such things in order to satisfy some immediate need. Some psychologists are of the opinion that adolescents show misdemeanours because of their frustrations which become severe at the time of examinations.

During adolescence discipline is not strict, rather it is explanatory in nature. They should be explained what they are expected to do. Some parents become authoritarian, even during adolescence and use the method of childhood punishment to discipline their own daughters. There should be punishment but it should be in another form than that was during childhood.

The internal controlling force or conscience makes external control unnecessary during adolescence. But the child needs threats of punishment from the adults in his life to provide with the motivations to develop his conscience. Conscience with the help of its two agents—guilt and shame, controls the behaviour. The adolescent often sets higher moral standards for himself and when he fails to attain if he feels guilty and suffers from troubled conscience. He becomes ready to accept the blame.

The moral development of the adolescent reaches a level as that of an adult. He knows what society expects from him. He knows his own ability and shortcomings. So it is a time to acquire moral maturity. The morally mature person tries to understand and sympathise with those who falls short of society's code. He has the ability of self evaluation and thus he not only put his feet on the right path but also tries to make his steps permanent on that path.

The Relevance of Psychosexual Development as Sponsored by Freud and Erickson Freud's Theory

Though a controversial one, Freud's theory of psychosexual development of the child shed light on various growths of the child in relation to inner and psychological activities. He was trained as a psychologist. After intensive observation and examination of the symptoms and causes of disease of the patients he came to know that an individual shows abnormal behaviour due to lack of interrelation between different elements and lack of transfer of social and moral traits since childhood.

The most important aspects of Freud's theory is the division of personality. According to him human personality consists of three different layers. They are:

'Id, the 'Ego' and the 'Super ego' Id the protector and a store house or different child and severe instincts. Its presence is felt since childhood. It urges individual for satisfaction of wants and wishes at once. The second aspect of personality is Ego which is more logical and practical in nature. According to Freud, Ego comes into being or is felt when the child is one year old. When the child's Id cannot be satisfied or when the child's Id cannot act according to his own sweet will owing to the restrain imposed by social and moral values, the Ego takes birth. For example when the child fail to own a particular thing after crying a lot, he thinks of other ways. The third aspect of human personality is Super Ego which is felt at the age of three or four. It acts as moral representative of the personality. After the rise of Super Ego, the male child compares himself with his father and the daughter compares herself with her mother. During this stage the child gets ability to judge right and wrong while doing a work.

Freud believed that the process of development of human beings is continuous and universal. That means starting from infancy till adulthood every individual undergoes certain stages of development. To minimise mental tension and to get pleasure from different experience, these stages are controlled by inner sensations. A particular stage is characterised by the development sensitiveness at a definite place or limb of the body. This is called "erogenous zone". Describing every stage as psychosexual. Freud has proved that sexual instincts arises at

Social Development During Adolescence

When the child reaches his adolescence, he has to make some social adjustments which are new to him as he did not experience such events before and hence becomes difficult on his part to adjust. The main directions of social adjustment during early adolescence are with members of opposite sex, with peer group, with social grouping, with friends and family members. Besides these adjustments, she is aware of his personality, appearance, athletic, public acceptance, and above all his influence over others.

With the commencement of adolescence the individual spends more time outside the home. This time generally he spends among his peer groups. Now a time comes when the peer group and the family compete on the matter of influencing the individual. If the adolescent regards his family members as more competent guides, then he is influenced by the family or vice versa. It has been observed by W.F. White that urban adolescent are more influenced by the peer groups and rural by the family. Generally adolescent hope to be one of the crowd by ceasing to distinguish themselves with good grades. The adolescent starts to understand the meaning of conformity to the individuals value system. Therefore, he tries to identify himself and become influenced by the values of the group. As a result, the friends of childhood may or may not remain as the friends during adolescence.

During adolescence the individual for the first time takes active interest in members of the opposite sex. He tries to make himself acceptable to them. Gradually they become successful and make friends with opposite sex with one or a few intimate friends of their own sex. This tendency is more in case of girls than boys. Social distance between the members of the same sex broadens while that between members of the two sexes narrows. Friendship with members of the opposite sex become less frictional after boys and girls reach the age of sixteen years.

The ages between twelve and fourteen years are very crucial in view of shifts in social interests of individuals. He becomes dignified and controlled in his activities and try to influence others. He shifts from childish to adult patterns. He follows adults in activities like smoking, drinking, driving, using narcotics, engaging in sexual activities as he thinks these are the symbols of adult status. The 'gang' of childhood days break up and new social groupings are formed.

SOCIAL AND MORAL DEVELOPMENT

Every adolescent is not accepted by the society in the same degree as the other. All adolescents can not achieve their social acceptance to an aspired level. This arouses a feeling of insecurity in the new social situations. He, as a result of this, becomes self-assertive and try to submerge his individuality to be just one of a group rather than recognised individual. He cares for the feeling of others and become cautious about his future development. Adolescence is the time when individual gets social maturity. But those who get it can adjust to adult life in a better manner. They can make their own decision, support, their own selves and their family.

While some adolescents try to get social acceptance some others try to be the leader of a group. Endeavour for leadership is another social aspect of adolescence. Qualities for leadership for a particular group may not be sufficient to become a leader of another group.

To be a leader the adolescent is aware of the admiration of a group, his skill in sports, his good appearance, nice looking and stylish clothes, academic achievement etc. The adolescent who opt for social leadership develop their self-confidence speed of decision, sense of humour, co-operativeness, social insight and self insight. Among adolescents the leaders are found to be more responsible, extroverted, emotionally stable, well adjusted and happy individuals.

Moral Development During Adolescence

When the individual reaches the stage of adolescent he is able to understand what the society expects from him and how best he can meet the demand of the society. He may mould his behaviour in the light of past experience as well as present requirements. His control on himself may come from within moral development during adolescent, to a large extent, depends upon the moral foundation laid during childhood. He must put into use the specific principles, that he learned during childhood. The specific principle will become general principles in controlling the behaviour during adult life. During adolescence the individual observes that there is a separate code of conduct for girls and another for boys. At the same time he develops contact with opposite sex. Hence more training plays an important role in leading the adolescent in the right way.

Upto sixteen years, boys and girls are confused about the 'double standard' and at times conflicting situations arise which make it difficult as their parts to apply moral concepts in their day to day life. In this

failing to remember the previous day's advice. Even if he remembers certain code of conduct, he cannot understand, why some actions are right and some others are wrong. When the child is three to four years old generally the parents advise them to break things, to be cautious in using language, to show respectful behaviour to elders and love for youngsters and above all self control in aggression.

But the child fails to understand the purpose of such advice. He confirms an act as right or wrong. When he faces the consequence of it. He learns how to act but does not know why he does so. Though he does not know the reason, he has the idea that some actions are good whereas some other actions are bad. So for the first time he gains the idea of good and bad. This idea lays the foundation of moral development in the child.

The young child often displays misdemeanors. Misdemeanors means willful disobedience shown in order to draw the attention of elders. Thus the child shows when he feels that he is ignored by his elders. So he becomes naughty deliberately. Sometimes the child shows misdemeanors to test adult authority and his shrewdness. If he can get away with, without being punished he gets some sort of self satisfaction and self importance. Misdemeanors can be expressed in the forms of activities like thumb-sucking, bed wetting, temper tantrums, lying, destructiveness, cheating in games and dawdling etc.

Generally the elders try to train the child discipline and the mores of the group. As for the first time the child enters the school, he must know how to act in a socially approved manner. Methods of teaching discipline is different from parents to parents. Some are authoritarian, some are democratic and some are permissive. Children who are brought up permissively tend to be selfish, to disregard the right of others and to be aggressive and antisocial in their relationship with their peers. Those who are brought up under an authoritarian control become too obedient in the presence of adults but show aggressiveness in physical and verbal forms when they are with peers. Children brought up by democratic discipline learn to restrain themselves from doing what they want to do when they know it is wrong. They also become more considerate of the right of others. They are more social and they have better parent-child relationship.

In order to discipline the children, parents often use different methods of punishment. Common forms of punishment consists of

spanking, isolating the child in his room, sending him to bed, making him sit on a chair, withdrawing a privilege, threatening to leave or to cease to love the child, sarcasm nagging and harping etc. The effect of punishment for discipline on the personality of the child is much more important than its effect on his behaviour. If the child is given more and severe physical punishment he becomes sullen obstinate and negativistic in his attitude and behaviour. It may develop into unhappiness, maladjustment or delinquency etc. Punishment should be avoided as far as possible because, punishment does not achieve its goal among young children.

During late childhood morality of the child into a greater degree influenced by the moral code of the groups to which he belongs. Now the child is intelligent, complete idea is no longer narrow and he is able to understand 'why' and 'what' of every action. When he reached the end of childhood, his more code gradually approaches that of the adults whom he is associated and follows and adopts their standards. One difficulty is that towards the end of childhood, discipline becomes a serious problem with older children. They are not matured enough to manage their affairs by own self and at the same time they want to liberate themselves from the control of elders. So new techniques of discipline should be applied for the older child. Now only saying the child, this is right and that is wrong will not do. He must be explained why certain behaviour is acceptable and some others are not. This helps moral concepts of the child to be broaden and be generalised. He must be rewarded for every positive action of his, which would offer a strong motivation to repeat such behaviour.

Development of conscience is perhaps the most important happening in the moral development during late childhood "conscience is a conditioned anxiety response to certain types of situations and action, which has been built up by associating certain acts with punishment". Conscience is a type of internalised policeman, which motivates the child to do what he knows is right and this to avoid punishment. Guilty and shame two aspects of morality which contribute to strengthen the conscience of the child. Guilt is a negative evolution and shame an unpleasant emotional reaction. Guilt may be internal or external. Shame may take the shape of moral shame and in this form, it is the most powerful agent in the development of moral conduct.

does not know right things, right time, right place and meaningfulness of any act.

As infancy is the time for laying foundation of moral development, the baby should be conditioned to learn to make correct specific responses to the specific situations in the home and in the neighbourhood. He should be provided with positive or negative reinforcements for his right and wrong deed. But before that he must learn what is wrong. For this emphasis should be on the educational aspect of discipline. He should be taught what is right and what is wrong. Punishment should be there, but it should not be severe and should be given only in case of internal wrong doing.

Social Development During Childhood

Childhood consists of two phases known as early childhood and late childhood. Pattern of socialization changes from one phase to another. Early childhood has been characterized as the "pregang stage" of socialization. At this stage, he gathers training and experience to be a member of gang in late childhood. Arena of relationship of the child increases every year and his talking, playing etc. increases accordingly. The importance of social development during early childhood lies in its qualitative aspects rather than quantitative aspect. That means, it is not important to count the number of social relationship the child has, rather it is important how he develops intimacy with his environment. His future socialization depends upon the pleasurable social contact at this stage.

Early childhood is a crucial time, so far as social development is concerned, because the child during this time, learns the basic social attitudes and the patterns of social behaviour. From two to three years of age, the child's level of social relation is generally low. After three years of age his socialization shows the prominent symptoms of conversational interactions, dominance, leadership, dependent submissiveness, conformity or compliance with the wishes of others etc. He also shows some unsocial or antisocial behaviour, but they are also important to the socialization of the child. Some prominent social traits develop during early childhood which are discussed below.

Firstly the child shows 'negativism'. . . resistance to adult authority which reaches its peak between the ages of three and four years after that it declines. According to Macfarlane, "Negativism is an interesting combination of self assertion, self protection and of resistance

to excessive pressured children learn that resistance is their best defence in the face of erratic training or when quick-temperature persons push slow tempered persons too fast." The child's negativism takes the form of verbal responses, motor responses and silence. They sometimes do not hear or understand an order or request or they try to neglect them.

Another trait of socialization of the child is *imitation*, which implies that the child become interested in other children around him and tries to imitate their speech, actions and emotions. By doing this he tries to prove himself a member of the group. The child does not imitate all. He chooses the person or persons from whom he gets warmth and affection and imitates their behaviour. All times the child develops desire to excel or out do others. This results in rivalry and he tries to brag about his possessions. This is frustrated he expresses aggression. By showing aggressive behaviour he tries to establishing his dominance over others from rivalry and aggression quarrelling starts and the child takes away the toys of another child, destructs his work, screams, cries, hicks, hits and bites. These outbursts are short in duration and easily forgotten. At the age of three years such quarrelling is frequent and after that improved social adjustments bring about a decrease in the frequency and intensity of quarrels. Children of the lower socioeconomic levels quarrel more than those of the higher. Boys are more quarrelsome than girls.

Upto the age of four years the boys and girls play together, without any specific preference for a particular sex. After four the discriminating attitude begins and it become prominent after five years. Then they play different games. In the opinion of Marshall, it is a kind of aggressiveness shown by the boys towards the girls. The girls are also antagonized by this.

Between the age of two and three years the child plays alone without any interest in other children. Then comes "associative play" and "co-operative play" in which he is a part of group. At the age of four years he starts team play. He becomes conscious of other's acceptance or rejection of his play activities. He starts playing 'neighbourhood games' such as tag, hind-and-seek, cat and mouse, cops-and-robbers, etc. Games at this age are simple, involving few rules and lack any type of competition.

Late childhood has been named as "gang age" in view of an increasingly strong desire of the child to be a member of the gang.

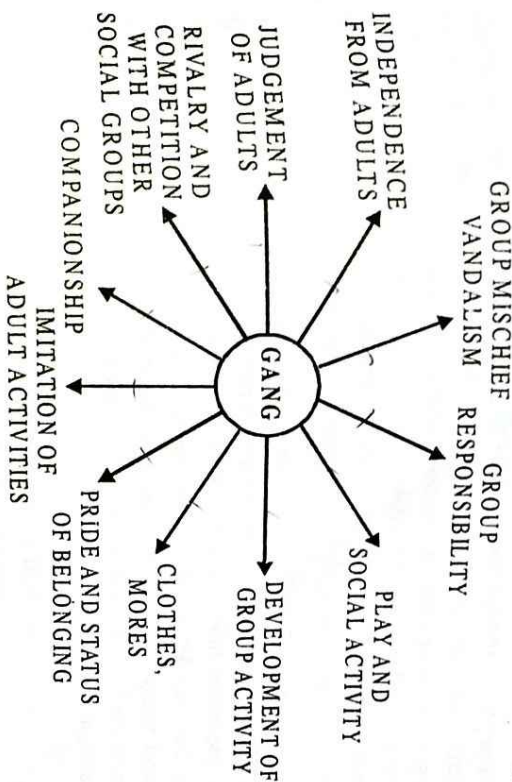
During this stage social development is rapid and the child is no longer a selfish, self-centred individual. He is a well adjusted, co-operative member of his peer-group. Child's behaviour shows more maturity than before. When the child reaches the age of six, his negativism decreases, though again at the age of ten and eleven they show a type of rebelling attitude against adult authority by which they try to establish their self appropriateness.

is called
The friend circle of the child widens as he does not want to be confined to his home and family members. When the child enters the school, his puberty begins and boys as well as girls show the increase in time spent outside the home. Generally a gang consists of children of same sex. They form teams not only to play but also to do other activities like stealing fruits, smoking and some other socially unacceptable behaviour. By forming gang they raise money for charity make things or act out plays depending upon the nature of the community they belong to.

The child learns to compete with others, to co-operate and work as a member of a team, to accept responsibilities and to see them through, to take the part of others when they are mistreated or neglected and to be a good sport in adversity as well as in success. During late childhood the boys and girls prefer to companionship of the individual of their own sex. The girls think themselves more matured than the boys of their age but at the same time they see them enjoying more social independence. So they develop antagonistic and unfavourable attitude towards the boys. Boys and girls of this age develop an attitude of hero worship towards someone who possess qualities they admire. The children select a member of their gang as leader, who must be superior in most respects to the rest of the group especially in intelligence, dependability, diplomacy, self-confidence, emotional stability, athletic-ability and awareness of the wishes of the others. Again the leader must be an extrovert.

Influence of Gang on the Child

Late childhood is also called "play age", because during this period an overlapping of play activities are the characterist of the younger years and those of adolescence, play of different social class backgrounds differ qualitatively and quantitatively. Bright children are generally more solitary and take part in fewer activities. Within the play activities of boys construction of tools, drawing, painting and clay modeling is



marked, while girls prefer sewing, drawing, painting and singing. The child who fails to establish good social relations spends more time in daydreaming than the socially well adjusted child.

School
During late childhood the child develops interest in understanding people and things which formerly help little or no meaning for him. After the child enters the school he becomes aware of his racial group and religious group membership and try to follow the attitude of elders. He develops a self concept and understands his social class status. He defines his social class status in terms of the occupation of his parents. The self concept of boys and girls are different. The boys think that they should be able to fight with an enemy, they should be athletic, they should be able to run fast: play rough games, they need to be smart, to climb, to swim carry things and above all they must have more ability than girls. On the other hand the girls think that they must stay close to the house: play quietly and gentler than boys: sitting and talking about dresses, they need to know how to cook, saw and take care of children. /

Moral Development During Childhood

The young child is not intelligent enough to learn or apply abstract principles of right and wrong. But the process of conditioning when he experiences specific situations, he learns moral behaviour. His learning of moral behaviour is slow as he is unable to retain the learned attitude. If he is told one day not to do a thing, he does that the next day,

all these are "home-grown" and the foundation of sociability is laid in the homes.

Sociability is not innate and it must be learned. Every social behaviour is an acquired trait. In this view from ages of weeks to six months, is said to be a "critical time" in development of such attitudes. For a sound and organised social development both "the types of opportunity" and "number of contacts" are important. Mothers, in upper and middle socioeconomic families can give favourable opportunities to their children for contact with the members of their families which who belongs to lower groups lack. So their social immaturity is shown in a quiet, retiring and disinterested attitude towards people and social activities.

At birth the infant's perception is non distinctive. He wants his physiological need fulfilled. It does not matter who fulfills them. She may be his mother or a caresses, it may be a soft pillow or a hot water bottle. When the child is six weeks old, the first social smile appears and between second and third months of life, the baby's ability to distinguish people from inanimate objects develops. He then becomes more attached with people and shows different types of emotional behaviour when detached from them. But he is still unable to distinguish people.

Some psychologists call this stage as "undiscriminating responsiveness to people". It is the beginning of true social behaviour.

The baby, between the second and third month becomes interested in people. He tries to attract his attention towards him or watch his facial expression. He shows special relation with his mother.

When the baby is four or five months old, he wants to be picked up and to be given soothing and warm behaviour. He smiles, in response to the person who speaks to him. After one month he can distinguish between scolding and smiling friendly and unfriendly voices. At the age of six and seven months he differentiates between familiar and stranger persons. He smiles to the friends and show stranger anxiety towards unfamiliar persons. During this period "attachment behaviour" shown towards the mother is intensified. He smiles to her and tries to vocalise a word to her.

The age of eight or nine month is a period of imitation for the child. He imitates the speech, simple motor activities and gestures of

others. When he is one year old, elders can refrain him from doing a thing by uttering the word 'No'.

When the child is one and half year old he shows "Negativism". It means stubborn resistance to request and demand of adults. The resistance may be physical of the child may enact silence or even tenseness.

At the end of second year a state of equilibrium is shown in children. He co-operates with adults in many simple daily activities and follows their directions. Now he becomes more social in his behaviour. He plays with other and especially with the children of his own age. He even shares his play materials with them.

Most babies become interested in viewing coloured pictures, television and listening to a radio set. Though they cannot understand the meaning of the subject matter, still then, they observe and become fascinated by the constant change in light, colour and pictures on the screen of the television or on the page of the comic books.

Moral Development During Infancy

The infant is too young to have a conscience of his own. So no sign of morality is perceivable in his behaviour. But his behaviour is not immoral also. It can be best termed as non-moral attitude of the infant. In his later years he learns moral codes from his parents, teachers and playmates.

Morality should be learnt in conformity with socially approved manners. Hence it is a long and slow process. During babyhood the foundation of moral behaviour is laid which undergoes various changes and purification with the increase of personal experiences during various ages.

The infant cannot distinguish between right and wrong with the same understanding as an adult. Rather the experience of pleasure is considered right and the experience of pain is considered wrong by him. He has limited intelligence. So he cannot judge his own behaviours as well as others. If the behaviour of others has a good effect on him, it is right and viceversa. He has no sense of guilty due to this reason.

Due to lack of intelligence and ability of judgement, he behaves savagely most of the times-breaking toys, throwing things or learning paper and even biting others. He does not know what discipline is. He

Piaget studied the moral judgement of children and found that they respond to moral codes differently as they mature. A preschool child understands that he should adhere to rules, but does not understand the principles behind them. Young children follow a moral code in imitation of adults, according to piaget, and not because they have a real sense of ethics.

A pre-schooler egocentric thinking does not allow him to consider individual differences. At this age a child is a "moral realist". He thinks that rules must always be obeyed. Each rule is unchangeable and is interpreted literally. Young children show little sympathy and cannot adjust rules to fit particular circumstances.

Piaget also asserts that many preschoolers control themselves more to avoid punishment than because they believe that morality is virtuous in its own right. They are also unable to differentiate between an accidental and an intentional etc. They believe that people ought to be punished more severely for a misbehaviour resulting in a great deal of damage even if it was unintentional, than for a small amount of damage caused by a purposeful act. The concept of immanent justice is also an aspect of preschool morality, in Piaget's view. This concept reflects the child's belief that "bad" behaviour automatically causes punishment. Small children believe that inanimate objects can inflict punishment, and that when people encounter a misfortune. It is in retribution for an immoral act. They do not yet understand that punishment must be imposed by an individual.

Other researchers have suggested that preschool children are indeed capable of sympathizing with their peers. Broke observed preschoolers and concluded that they do try to understand the feelings of others and can make allowances for feelings aroused by different situations. In another study preschool boys were found to be capable of a great deal of generosity if they were also cooperative, sympathetic non-aggressive and if they perceived their fathers as nurturant.

Girls are more mature in their moral judgements than boys of the same age. This may be because girls are more likely to be disciplined with love-oriented tactics (affection withdrawal) than boys. Girls may also be able to internalize moral codes more easily than boys because they depend on their mothers for socialization as well as using them as adult models for proper behaviour. Boys, on the other hand, usually need to establish a warm relationship with their fathers to have sex-appropriate adult models.

The decline of egocentric thinking results in an increased concern for the feelings of others. By the end of preschool stage, children can act preschool stage, children can act according to an internalized set of moral rules. As they grow older they control their conduct more out of a regard for people's needs and moral principles, than because they fear punishment or disapproval from their parents.

Moral development is an important aspect of social development. Judgement of what is right and what is wrong is done on the socially approved way. Every society has its own moral standard. And man being a part and parcel of society controls, organises and monitor his behaviours. In accordance with this moral standard. In the process of development the child gradually learns and owns the customs, traditions, levels and basic values and shape his character accordingly. In order to adjust with the society, he regulates control upon his wishes and impulses. But when the child sees most of the people disobeying the customary laws of society but go without any punishment or loss, he also slackens control upon his self restrictions.

The social and moral development of the child is interwoven and interrelated. The English word 'moral' has been derived from the root Latin word 'Mores' which means behaviour or social activities. There are two direction in which morality can develop. One is positive and the other is negative. Positive direction or the positive aspect of morality is related to social growth and the negative aspect is against any socially accepted norm or customary rule. This type of activity is called immoral behaviour. It is not a fact that the man showing immoral behaviour is ignorant of social laws rather he deliberately violates them or he has no likeness, towards them. But there is another type of behaviour which is called non-moral or amoral, which results from ignorant of the child.

When morality guides the social behaviour of the child, he becomes responsible in performing all his duties. As responsibility arises in his mind he becomes benevolent to the society and his environment. So his personal wishes and gains tends to be less important. Along with physical growth social and moral development makes him endowed with a fine and balanced personality in his future life.

Social Development During Infancy

Child's attitude, social relationship and pattern of behaviour is to a great extent determined by his early social experience. In the beginning

From his interaction with the society, the child acquires qualities like honesty, truthfulness, constructive activities, righteousness and self-control in sexual and other activities. The activities of the members of the family and persons closely related to the child, influence his behaviour to a large extent.

In order to show moral behaviour the child has to check and control some of his impulses and has to suppress some of his activities that give him pleasure and interest. But with the intention of enjoying materialistic pleasure and satisfaction, the child seeks opportunity and when it is available, he tries to cross the limit of social control. Due to presence of such opposing and different instincts the process of character building becomes slow and difficult. So very carefully and continuously the child should be helped at right times to take correct decisions. Arousal of conscience helps man to solve many complex problems. The moral standard of the child can be heightened by illustrating him the examples of person of high and noble character. Pious wish and sociable aim in child's mind can also be elicited by this process.

Generally, morality is found in two concepts of more clearly it can be said that there are two layers of morality in human mind. It results in conflict, confusion and complexities aroused in child's mind that hinder his character building. We do not do what we say. We show different behaviour in our personal and social life. The child first tries to understand our dual behaviour and then he tries to imitate that. As the consequence he takes the moral education give in schools as lightly as possible.

It is a fact of experience that moral consciousness is not inborn. At the time of birth, the infant neither shows moral nor immoral behaviour. Rather it can be termed as a moral, means which has no relationship with morality. In later life through in interaction with his social environment and from his personal experience he learns either morality or immorality. So we can draw conclusion that the child has a potential ability to acquire moral or immoral traits, and it is his education and experience that determine to which he would stick to moral development has its cognitive and practical aspects. Efforts, should be made for the development of child in both the directions.

Inter Relationship between Social and Moral Development

We know that a child establishes his first social contact with his parents and other persons he encounters at home. At the pre-school

stage, he becomes involved with adults and peers in the school or play. He uses his home experiences as a blue-print for forming new relationships. Parents, who are affectionate and understanding instill in their children a feeling of confidence and independence. These help the child relate to people with a minimum amount of aggression and a strong desire to cooperate.

Preschool children are egocentric in their thinking and attitudes. They must have experiences with others and guidance from adults to reach a gradual understanding of different people. Preschoolers learn to deal with their peers in play activities. They assume different roles and try out various social skills, to determine which ones work best in each situation.

An important responsibility of learning to associate with people for the development of a self of moral standards or conscience. These moral standards give the child a guideline by which he can judge his own actions, as well as the behaviour of others. Thus social and moral development are intimately related.

Learning to act morally is a function of conscience development. According to Freud, the conscience is acquired through identification. As the preschool child identifies with his parents, he internalizes their values and attitudes. He realizes that his parents disapprove of certain behaviours, so he attempts to conform to their standards. The preschooler has a strong desire to become similar to the parents he admires, and he accordingly adopts their behaviour. Further-more, he begins to punish his own transgressions by feeling guilty whenever he acts in a way that does not conform to parental moral standards.

Children learn to control their own behaviour most easily when their parents are affectionate, rewarding and reluctant to use physical, punishments. We have already noted that rewarding a desirable behaviour (such as conforming to rules) results in an increased display of it.

Moreover, nurturance leads to a closer identification, and further motivation to act in a morally acceptable way. Physical punishments are not only less affective in controlling a child's behaviour, but this type of discipline is not conclusive to the development of a warm relationship with the parents. Thus, they are less likely to form a strong identification with the parents and, therefore, will adhere to standards because they fear punishment, not because they have an internalized moral code.

Different methods and ways are open for the experimenter to study early sociability of human beings. Simple cases can be studied by mere observation. Then there are longitudinal studies continuing for many years and experimental studies. We may conduct cross-cultural studies to know difference in sociability of human beings reached up in different social backgrounds. Then these are the study of child's social behaviour in different socio-economic set ups. Sociability of upper class, middle class and lower class children tend to be different and its cause and effect is to be properly studied.

Definitions of Social Development

Various thinkers have defined social development in the following way.

- (1) **Garrett:** "*Socialisation or social development is the process whereby the biological individual is converted into a human person.*"

This definition is based upon the distinction between the term 'individual and person'. We cannot name each and everybody as person. The person always possess some personality. The personality is the product of social interaction between him and his social environment. Socialisation and social development is the process of social interaction that helps the individual to attain essential personality characteristics.

- (2) **Sorenson:** "*By social growth and development we mean increasing ability to get along well with oneself and others.*"

In this way Sorenson explains that during the process of social development there is a progress in the social abilities or skills of an individual with these increasing abilities he tries to bring improvement in the maintenance of social relationships. He tries to mould his behaviour and seek adjustment and harmony with other.

- (3) **Freedom and Showel:** "*Social development is the process of learning to conform to group standard mores and traditions and becoming imbued with a sense of oneness, inter-communications and co-operation.*"

This definition lays stress on the following things :

- (i) Social development refers to the process by which a person acquires the necessary knowledge, skills and dispositions that make him an acceptable members of his own group.

SOCIAL AND MORAL DEVELOPMENT

- (ii) It develops group loyalty and encourages mutual dependence, co-operation and cohesiveness.
- (iii) It is the process which helps an individual to behave in accordance with social traditions and mores and thus makes him able to adjust in his social environment.

In the light of all these views we can come to the conclusion that social development or the socialisation is a process.

- (i) Which begins with the infant's first contact with other people and continues throughout life.
- (ii) It is the net result of his constant interaction with his social environment.
- (iii) It helps in learning and acquiring various social qualities and characteristics.
- (iv) With the result of such learning the individual becomes adjusted to his social environment and can maintain proper social relationships.

Moral Developed and its Meaning

It is matter of experience the mankind reacts to human behaviour, sometimes with approval and sometimes with disapproval. Not only the individual but society makes judgement of various kinds of human behaviour. The kind of behaviour approved by the people is called moral behaviour. An individual can develop moral behaviour only when he understands what is good and what is evil, what is right and what is wrong. This consciousness of right and wrong is called morality. The concept of good differs from person to person. But the good considered from moral point of view, is regarded as the highest goal. One person considers happiness as the highest good, the second duty, the third perfection and so on.

To distinguish between right and wrong, is a special quality of human beings. It is not found with animals or any organism of lower level. Man applies his judgement to know what is right and what is wrong.

Along with physical and mental development, training and environment also enriches the standard of morality in a man. From day to day life activities, he gains knowledge of good and bad. From his experience, he knows what is social and what is unsocial. Character building is first influenced by the family and then by the environment.

At the time of birth the child is neither social, anti-social nor un-social. It depends upon the environment and experience of his earlier life. His personality is shaped accordingly. Almost at the time of entering the school, the child does not have ego-centrism. Rather he expresses interests in the persons, objects and events of his surrounding. He takes part in group-activities like distributing things among the friends, co-operation, friendship, social interaction and leadership are the main characteristics of his behaviour at that time. With the increase of his experience with other elements of the world these qualities become the traits of his personality.

Social Development—A Multifaceted Process

Social development is a multifaceted process in which children acquire competencies and behaviours that allow them to function, within a social environment, in a manner that is mutually beneficial to their well-being and that of others. Through social development, children and youths establish interpersonal relationships, acquire a sense of sex-role identity and develop social standards and a sense of conscience.

Social development is influenced by many different socialisation forces. These affect children, acquisition of the habits, values and knowledge that facilitate their attainment of goals and enable them to function satisfactorily as members of society. In other words, children learn a complex network of their actions for specific situations. For example, students behaviour in one teacher's class room may be very different from their behaviour in another class room or on the playground.

A variety of social agents or determinants, influence the socialization process needed for effective social interaction. These social determinants may include biological factors, social structure and cultural-group membership, the unique social interactions that children and adolescents have with parents and other caretakers, cognitive development and situational determinants.

Children are not just passive recipients in their acquisition of social behaviours, rather they are active participants in their environments through their social interactions, students actively incorporate the standards of external social agents and they process those mental structures that enable them to construct schemes or programmes that facilitate appropriate behaviour in other social situations.

Role of Social and Cultural System }

Social development varies with children's social and cultural systems. Children are enculturated differently based on their cultural backgrounds and on parental beliefs related to the nature of children and how they should behave as adults. For example, American Indian, oriental and Anglo-American children are enculturated to have different values and behaviours. However, it appears that children's acquisition of social traits and skills is independent of culture and that the process of social development is similar across cultures and social system.

Role of the School

School or any educational institution occupies a special position among the various factors that influence the social development of a child. School is basically a social institution. It can be called a society in miniature. So it can serve as a model of society with all the social characteristics. The amount of influence that school have on the child depends on the calibre and will of the teacher.

Along with the discussion of child's physical, perceptual and cognitive development psychologists are highly interested in infants social and moral attachments. The reason are many fold.

Firstly, the human beings are highly social and a child's birth is a social event in itself. Then as he grow he is influenced and shaped by the social and moral behaviour of people surrounding him. He also influences others. So it is a two way relationship and needs a good understanding among them.

Secondly, during early years an infant's behaviour is not clear but confusing as it does not have any uniqueness. Without a proper examination we cannot find out possible psychological roots as causes of such behaviour.

Thirdly, there is the question of nature nurture of the child. Different aspects of child's personality should be known to us. We must know about the inherent aspects and the factors that change due to influences of circumstances. Here social experience take an important place in child's life.

Finally, the effect of early deprivation and trauma should be studied. The factors that produce a well adjusted and balanced child and the causes that produce permanent scar in an individual's psychology, must be properly studied.

It is clear from above discussion that a lot can be done by parents and educational institutions for a sound emotional growth of children. So in every sphere of family and school proper attention should be given and adequate steps to be taken to maintain emotional balance of children.

5

Social and Moral Development

Man, being the best creation of God does not receive the holiest education by the study of science or religion, philosophy or political science, education or psychology, art or literature or by the achievement of a Ph.D or a D.Lit degree from a recognised university, but by the study of truth-about how to live and how to be socialized. Sociability not only establishes his superiority over other animals but also provides him with capability of making sound adjustment and maintaining effective and influencing social relations. Traits, habits and instincts come into being during childhood. Then they provide the criterion for the characteristic reaction of man to his environment. The child's respect for his elders, love for the youngsters, co-operation with peers and hospitality towards strangers etc. depend on the process of the development of his personality in the environment of school and family. The more he learns sociability in this stage, the more he becomes sociable in his later life and the less he faces problems. So both the school and the home play an important role in the social development of the child.

Man is a social being. He comes in contact with the society and starts his interaction with it from the moment of this birth. The span of social relation gradually increases and continues till death. So it is a process from social point of view the childhood is the most valuable phase in human life. Real socialisation starts from childhood. The social habits along with the social instincts that he gains and his interaction with different persons and environment shapes his personality for the whole of his life. Hence it is a prime necessity on the part of teacher to have the knowledge, how the social personality of a child develops and what are its main constituents.