UNIT 8 SOCIAL, EMOTIONAL AND MORAL DEVELOPMENT

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8.1 INTRODUCTION

This unit discusses social, emotional and moral aspects of development in children. It highlights interrelationships among them, defining social, emotional and moral development, patterns of development in these domains, role of parents and teachers in understanding and promoting a balanced development of these in children.

A brief discussion of social and emotional development among children has already been presented in the unit titled “Profile of an Elementary School Child” which would have given you a fair idea of the relevance of studying these aspects.

8.2 OBJECTIVES

After going through this Unit, you will be able to:
- define socio-emotional and moral development of children;
- recognise the interrelationships of socio-emotional and moral development;
- understand the pattern of socio-emotional and moral development in children; and
- understand how parents and teachers play a crucial role in promoting a balanced development.

8.3 DEFINING SOCIO-EMOTIONAL AND MORAL DEVELOPMENT

An analysis of the cases presented below offers an interesting beginning point in understanding the features of socio-emotional and moral development among children.
Radha is a very happy child. She takes initiative in all activities at the school. She is quite popular among her peer group as she is always ready to help them. She is regular and sincere in her work. Her parents take keen interest in all her activities. Her teacher reports that it is really fortunate to have a child like her in school.

Invariably, you will find Akshay sitting in corner who appears unhappy and unwilling to join in activities with other children. He does not mix with anybody. He does not copy the homework. When asked he tells lies that the teacher has not given any homework. Even at home, he does not talk much with others. He does not go out and play with others as freely as other children do.

You will quite often find Rajan teasing or beating somebody. He just does not listen to anyone. Parents and teachers are tired of him because there will always be complaints against him. He invariably cheats or tricks his friends while playing and therefore children do not like to play with him.

Social, Emotional and Moral Development

Each of these cases gives us some idea of the socio-emotional and moral development of the particular child. Of course, the aim here is not to highlight the problems in their development but to emphasise the differences that are bound to exist among individual children. And also, to highlight the point that these developments are interrelated. Emotional developments do not take place in a social vacuum. They are aspects of a single process of growth. As you now know, Radha is a happy child and is always ready to help others, whereas Akshay is very shy. On the other hand Rajan, is quite naughty. You may wonder what causes these individual differences? The causes consist of an interrelated set of factors. Some factors seem to lie within the child-his or her behaviour disposition or personality traits and sex; other factors seem to lie outside the child in the environment: parental practices and socio-economic class. This has been discussed in detail in the unit ‘Factors Affecting Development’. Another question that comes to our mind is: whether the kind of behaviour that is exhibited is something that children are born with, or has it been acquired? Of course, the way a child relates socially and emotionally is learnt first in the family, with their parents and siblings, and then with the outside world of peers and other adults.

Further, if you see Radha who always shows pleasant disposition, is socially well adjusted, popular not only with her peers but also with her teachers. As it is mentioned, her parents take a lot of interest in all her activities and she has developed a sense of basic trust in her parents. This must have developed in her a sense of security and a sense of belongingness to her family. She must have experienced that her parents are concerned about her. One can observe that the relationship that she has developed with her parents extends to the peers and teachers at the school also. The role models,
whether it is at home or school, help to develop the qualities like helping others and being sincere.

Analysis of this case clearly points out the interrelationships of all the aspects. The kind of experiences, whether pleasant or unpleasant, that children receive at the early stages of development influence different aspects of their development. Further, the satisfaction or deprivation of socio-emotional needs also affect development.

Analysis of the other two cases will further help us in understanding the interrelationships of social, emotional and moral development.

Check Your Progress

Notes:  
1. Compare the cases of Akshay and Rajan and bring out the interrelationship in their development.

Although there is a discussion on all the aspects of development in the earlier unit, defining social, emotional and moral development will further clarify the specific characteristics associated with these aspects of development. Let us try to understand what do we mean by social development? You must have often heard people making statements like – “Oh? She is quite popular”; “She does not have any problem of adjustment”; “He mixes with others freely”; “People just cannot stand her”; “He does not share anything with others”; “He is a leader in the class”; and so on. These are characteristics of social development. Social development refers to the way child learns to interact with others and develops social relationships at home and outside. It is the trust the child develops through early experiences at home and the independence developed in exploring things around. Further, it is influenced by the knowledge the child develops about his or her sex identity and concept of self. It also refers to the socialisation process, and the capacity of the child in adapting to a number of newer contexts – the school, the neighbourhood and the peer group. Through social development, the child learns to accept others and their points of view and also to work in a group. Further, learning such qualities as sharing, cooperation, waiting for the turn, respecting and listening to elders and so on, form a part of the social development process.

Check Your Progress

Notes:  
1. Compare the cases of Akshay and Rajan and bring out the interrelationship in their development.

2. Apart from the characteristics listed above, write any five characteristics of social development which you have come across in children.
Next, let us try to understand the meaning of **emotional development**. All of us, some time or the other in our life, feel happy, elated, being loved, sad, fearful, angry, jealous, and so on. These are all emotions. These emotions are elicited by a wide range of stimuli, including people, objects, and situations. Emotional development refers to the development of these emotions in children, the role of maturation and learning in the development of emotions, and how it affects children’s personal and social adjustments. It also refers to the differences that exist between the emotions of children and that of adults.

**Check Your Progress**

**Notes:**
- a) Write your answer in the space given below.
- b) Compare your answer with those given at the end of the block.

3. On the basis of your experiences, state three situations where you find that the emotions of children differ from those of adults? Discuss this in the space given below.

Before we proceed further on to the patterns of these developments, let us also understand the meaning of **moral development**. Moral development includes the learning of moral concepts and moral behaviours. It refers to acquisition of values such as honesty, integrity, sincerity, conformity to group standards and so on that a society expects the children to imbibe and practice. In every social group, certain acts or behaviours are considered either right or wrong. It also presents how children develop moral concepts. Initially, children learn to behave in socially approved manner through trial and error experience, through direct teaching and through identification. Then they develop moral concepts or principles of right and wrong in an abstract verbal form.

**Check Your Progress**

**Notes:**
- a) Write your answer in the space given below.
- b) Compare your answer with those given at the end of the block.

4. Write any five qualities that you would like to develop in children for moral development.

**8.4 PATTERN OF SOCIAL DEVELOPMENT**

Since our aim is to ensure balanced socio-emotional and moral development among children, let us try to understand the pattern of these aspects of development in them.
You have observed young children smiling when they see their mother, and crying intensely when they see any stranger. This shows the special bond that exists between the mother and the child. This unique relationship is **attachment-emotional bond** between the infant and some other person. Infants are not simply born with this attachment to their mother or for that matter to anyone else. Infants show increasing sign of the development of this emotional bond. This emotional bond affects a wide variety of infant’s behaviour and may have major effects on the subsequent course of emotional and social development. By about four to six months, infants start recognizing their mother, and **social smile** appears. They establish a firm emotional bond with their mother. As they grow older, their social world expands to other members of the family and then to outside home. Children show signs of fear and anxiety in the presence of a strange person, and the immediate reaction of children is to seek the security of their mother. The appearance of the **stranger anxiety** is the further indication of the emotional bond between the mother and the child. Of course, there are individual differences. All children may not react the same way. Some children cry intensely at the mere sight of a stranger, some may not cry at all, some others may hide somewhere. As children develop more familiarity with people, their anxiety towards strangers reduces. However, there is another source of anxiety that emerges which is known as **separation anxiety**. Children will cry and feel upset when they do not find their mother. The appearance of separation anxiety is a further indication of the strong emotional bond between mother and child. All of the above behaviours, the social smile, stranger anxiety and separation anxiety, form major milestones in the emotional and social development of the infant’s first year of life.

Preschoolers continue to use their mother/father figures as secure base to explore the environment. At this stage, they can tolerate short separation from their parents. But, still they are strongly attached to and dependent on them. The most significant change one find is their extension of attachment to other adults and to other children. These attachment behaviours are often called **dependence**. For example, you may have parents and try to get parents approval and attention. But, you may find some others who may not mind getting spanking or rebuke from their parents in order to get their attention. The goal is to get attention, regardless of whether that attention takes the form of a hug, a word of praise, a reprimand or a spanking. Although attachment and dependency appear to be the foundation of social development, dependency behavior changes greatly during the development process. In general, dependent behaviour of these types tend to decrease in their frequency as children grow older. They spend less time in clinging to adults and seeking out attention.

Preschooling period involves a transition from interactions that are basically **self-oriented** to interactions that are **other oriented**. This period is also characterized, in part, by the beginning of children’s **self-concept** their image of themselves, what they are and how each of them differ from others. They also develop an increasing awareness of particular important aspect of the self-concept, namely sex-role identity. These differences range from obvious difference in genital to subtle difference in temperament. The other factors that mould sex-role identity are imitation and identification. The little boy who observes his father engaged in rough and tough play imitates that behaviour, while the little girl who observes her little sister playing quietly with dolls imitates her. Similarly, the little boy who identifies with his fathers is likely to incorporate his father’s personality into his own, whereas girls may try to identify with their mothers.

A significant factor in the social development of children is the opportunity for social interactions among siblings. Their relationships depend on the family constellation and the relationships and attitude of the parents towards children. It also depends on the meaning and interpretation the child brings to the situation. Each family provides a unique set of experiences for the development of social attitudes, values and convictions.
If you look at the relationships among the members of the family, you will find alliances and rivalries. However, sibling relationships become the first method of coping with people at the peer level.

The child eventually moves from the family circle to relationships with peers. The experiences at home do have an influence on the development of the peer relations. The child who is valued and accepted by the family, and who has a good sibling relationship adjusts better with the peer group. The child learns to accept, work, and cooperate with others who hold different opinions and convictions. The peer-group also provides a sense of security and belongingness. Peers also have an important effect on the child's self-concept by giving feedback about the kind of person he or she is and the kinds of behaviour for which he or she will be accepted or rejected by peers. They begin to see themselves as others see them and develop a more realistic self-concept. For, perhaps, the first time they see their strengths and weaknesses, and attitudes and values in a clearer light. They begin to formulate values for themselves and to make value judgements. These tendencies to judge oneself help the child to develop self-esteem. They way the child defines oneself and judges oneself influences not only the present but more critically the course of futures socio-emotional development. Since peer relationships are a vital developmental input, it is important for the child to know the characteristics generally preferred and accept or reject the relationships. Children who have high acceptance generally are outgoing, reflect emotional stability are cooperative, socially adaptable and friendly. Children who are rejected by their peers are generally demanding, arrogant and they reflect considerable amount of egocentricity and introversion that interferes in their participation in the activities of the group.

Check Your Progress

Notes: a) Write your answers in the space given below.
   b) Compare your answers with those given at the end of the block.

5. Explain the terms:
   i) Attachment
   ii) Stranger anxiety
   iii) Separation Anxiety
   iv) Dependence
   v) Self-concept

8.5 PATTERN OF EMOTIONAL DEVELOPMENT

Emotional development takes on a pattern as the child matures. Emotional development proceeds from the relatively undifferentiated emotional responses of the infant up to what is called emotional maturity. The first sign of emotional behaviour in infants is
Dimensions of Development
general excitement due to strong stimulation. The general excitement becomes differentiated between distress and delight by about three months of age. You must have observed infants crying intensely when hungry, or when they are in pain or are left alone in the room. This shows a state of distress. On the other hand, the infants get delighted and make pleasant sounds by cooing and gurgling when they are being rocked, patted and played with. By about two years, the child starts displaying other emotions like fear, disgust, anger, jealousy, joy, elation, affection for adults and children. By age five, one would be able to distinguish the expressions of shame, anxiety, fear, disgust, disappointment, anger, jealousy, joy, elation and so on. As they grow older, these emotional responses become less diffused, random and undifferentiated. For example, the infants show their displeasure by screaming and crying but a little grown up child shows displeasure by throwing things, banging the head against the wall or laying flat on the ground. Later, their reactions include: running away, locking oneself in the room or verbalizing.

Diagrammatic Representation of the Development of Emotion

Let us try to understand some of the common patterns of emotional behaviour such as fear, anger, jealousy, joy and pleasure in children. The fears commonly observed among small children are loud noises, animals, dark rooms, sudden displacement, strange persons, places, and objects. As they grow older their fears are concentrated on supernatural, imaginary creatures associated with dark, or death or injury. They are even afraid of failing, or being ridiculed. As has been mentioned earlier, they express their emotions differently. The typical fear response in babies is to cry. As they grow old, overt fear responses are curbed by social pressure. The crying reactions cease, though the characteristic facial expression remains and the child withdraw from the fear objects. Anger is a more frequently expressed emotion in childhood than fear. Small children are angered when their demands are not fulfilled, when somebody interferes in their play, when their toys do not work the way they want, and if people do not give much attention to them. In older children, constant nagging and finding faults, teasing, lecturing, making unfavourable comparisons with other children will lead to anger. Unlike younger
children who exhibit their anger by throwing things or tantrums, the older children exhibit their anger by being withdrawn to themselves or threatening to run away. Most childhood jealousies generally originate from the conditions that are prevalent in the home environment. The most common sibling jealousy you will find in children is triggered by the birth of another child in the family. You may have heard the older sibling saying, ‘Why don’t you throw him out of the window?’ or telling the mother, ‘You give her away to somebody’, or ‘We do not want her at home’. The child feels, mainly because of a feeling of threat of losing a central position in the home and love and affection from the parents. In older children, jealousy may arise when parents make comparison among siblings and show favoritism to a child who happens to be beautiful, intelligent, affectionate or is sick or handicapped. Jealousy developed in the home generally gets carried over to school when teachers and classmates make comparisons among them. Children also feel jealous when they are deprived of material possessions. Most of the jealous behaviours show an underlying insecurity and uncertainty. The jealous responses in younger children are more direct and aggressive, while older children express in a more indirect way by being sarcastic or critical of others. Among the infants, the emotions of joy, happiness and delight come from their physical well-being. In older children, it may be the successful achievement of goals that they have set for themselves which stimulates emotional expressions. Joyful expressions range from a quiet, self-satisfied contentment to a laughter. They even show their joy by jumping up and down, clapping their hands, hugging and kissing the person, animal, or object that has given rise to their joy.

Even though the pattern of emotional development is predictable, there are variations in frequency, intensity and durations of the different emotions, and in the age at which they appear. Variations may be due, in part, to children’s physical state, intellectual state and environmental conditions. Healthy children tend to be less emotional than those who are poor in health. Children who are intelligent tend to have better control over their emotional expressions. The status of satisfaction or deprivation of their socio-emotional needs also influences their patterns of emotional responses. Maturation and learning are also closely interwoven in the development of emotions. Development of endocrine glands is essential for mature emotional behaviour. Children learn certain aspects of emotional behaviour also through trial and error learning, imitation and identification.

Young children differ in their emotions (expressions, intensity, objects) from those of older children and adults. The difference may be due to the influence of maturation and learning on emotional development. Individual differences are inevitable because of maturation and learning. Regardless of individual differences, however, certain characteristic features of children’s emotions make them different from those of adults. Young children’s emotions are more intense. They display their emotions more frequently. Their emotions are transitory. At one moment, you find them crying intensely and at the other moment they are happily laughing. It shows a rapid shift from one emotion to another. This may be due to lack of understanding of the situation. Since at this stage, children are not mature intellectually, their experiences are limited and have short attention span. As they grow older their emotions become more persistent. The emotional responses reflect individuality. In fear arousing situations, one child may run out of the place when frightened, another may cry, and still another may hide somewhere. These different reactions depend on their previous experience of learning and environment. You will also find that certain emotions, which are strong at one age, wane in strength as they grow older. These variations are due partly due to changes in their needs, interest, and values. Children’s emotions are transparent. One can make out from their behaviour whether they are happy or sad. They show them directly by restlessness, day-dreaming, crying, nail biting or thumb sucking.
Check Your Progress

Notes:  
 a) Write your answer in the space given below.
 b) Compare your answer with those given at the end of the block.

6. You have studied in the above section about patterns of emotional development, from your experiences, write any five points where you find difference in emotions between children and adults.


8.6 PATTERN OF MORAL DEVELOPMENT

We have often heard elders telling children: ‘You are good children; good children listen to elders.’ Even when we find two children fighting, beating, or snatching things, we often say ‘Good children do not behave like this.’ Learning to behave in a socially approved manner is a gradual and long process. By the time children enter school, they are expected to be able to distinguish right from wrong in simple situations. They are supposed to know the difference between good and bad behaviour. The first essential thing in learning to be a moral person is to follow the laws, customs, and rules of the society. Even very young children are expected to learn and abide by the rules set by parents and other in authority. Thus, some unwritten rules in every family serve as guidelines for children’s behaviour. Of course, during the preschool years, children do not have their own concept of morality and possess no clear understanding of social rules, except for the regulations laid down by adults. Their behaviour is characterised by automatic obedience to rules without reasoning or judgement. They do judge their act right or wrong, in terms of its physical consequences. They learn that they are expected to follow these rules, failing which they will be punished or will not get social acceptance. The example given below will help us to understand the pattern of moral development at this age.

Balu and Puru play together everyday. Balu is fascinated by Puru’s toys, particularly, a small car. One day Balu feels like taking his car home. But, on second thought, he decides not to take it home as Puru’s mother will not allow him to play with Puru again.

Although Balu decides against taking the car away, he is not conscious that taking the car is an immoral act. Rather, he is prompted to take decision due to the consequent possibility, that if he does so he will not be allowed to play with his friend. It is this physical consequence that controls his behaviour and not any internal concept of morality. Gradually, the child begins conforming to the social expectations in order to gain rewards. The child adopts ‘good behaviour’ in order to gain some reward rather than to avoid punishment as he used to do earlier. This type of a good behaviour still does not reflect true understanding of right and wrong. Rita helps others and shares her things with others, and always speaks the truth. The child considers this behaviour moral, because it pleases others and gets social approval from parents, peers and others.
Children also develop, in course of time, a sense of respect for authority and the value of following commonly accepted fixed rules by all. Between the ages of five and seven or eight the rigid concept of right and wrong learnt form parents and other adults are gradually modified. As a result, children begin to take into consideration the specific circumstances related to moral violations. For a five-year-old, lying is always bad but an older child recognizes that lying is justified in some situations and is not, therefore, always bad. At this stage, they develop conflicts when they find that the elders who have taught them certain rules of behaviour do not themselves follow them at times. For example, Nity’s friend comes to ask for a colour box. Nity has a colour box at home and she does not mind giving it to her friend, but her mother refuses by saying that she does not have it. This kind of behaviour of elders often creates value conflicts in children. Later, children develop a conscience of their own. An action becomes right not because the society says it is right but because his conscience says so. It involves the development of a set of personal moral principle rather than acceptance of the principle of one’s social or cultural group. This maturity in moral behaviour is closely linked with maturity in social and emotional development as well. Behaving in a particular way not at the behest of elders or someone else but on ones own reinforces, in social terms, the personal identity of the growing child. This also assumes gradual replacement of purely emotional reactions with a rational understanding of consequences to specific actions.

Check Your Progress

Notes:  
   a) Write your answers in the space given below.
   b) Compare your answers with those given at the end of the block.

7. Having understood the pattern of moral development in children, arrange the following statements in a logical order indicating the sequence in which moral development characteristics are acquired by children.

   i) Children develop a sense of respect for authority.
   ii) The child begins conforming to the social expectations in order to gain rewards.
   iii) Children begin to take into consideration the specific circumstances related to moral violations.
   iv) Children develop a conscience of their own. An action becomes right not because the society says it right but because his conscience says so.
   v) Child’s behaviour is characterised by automatic obedience to rules without reasoning or judgement.

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8.7 ROLE OF PARENTS AND TEACHERS IN
PROMOTING A BALANCED SOCIO-
EMOTIONAL AND MORAL DEVELOPMENT

In the initial stage, the children's world is limited to their home. It is here that they develop a sense of basic trust provided they are accepted in the family. This helps to develop a sense of security and belongingness depending on the experiences in childhood. The nature and quality of emotional attachments developed at this stage are crucial in the development of all relationships in life. After home, school is the place where the child spends long hours of the day. The teacher in the school influences the most in terms of expanding the socio-emotional base of the child.

The socialisation process of the child begins in the family. It is through the process of socialisation that the child acquires various attitudes and values of the culture and develops into an individual with culturally appropriate behaviour patterns. The developing child perceives parents in the family and teachers in the school as role models, who provide the patterns of behaviour on which the child patterns his or her own conduct. It is through interaction with these role models that the children develop their system of values, which in turn develops in them the ability to regulate their own behaviour. Therefore, parents and teachers continue to play a major role in the socio-emotional and moral development of children.

One of the most important aspects of parents' and teachers' interactions with the child centres round their disciplinary style. The way in which parents and teachers use reward and punishment differ greatly. The role model that parents and teachers set by their own behaviour can likewise differ greatly. Authoritarian parents control their children through external force in the form of punishment. Many a time, because of strict rules and regulations at home, children develop a kind of fear of parents and a feeling of basic insecurity. This can lead to many other problems such as becoming withdrawn, or aggressive, and other habit disorders like thumb sucking and bed-wetting. Teachers need to understand children's problems, have to identify reasons for their problems, and with a sympathetic attitude help children overcome their problems. Young children are sensitive to teachers' attitude in a variety of ways. A smile of approval, a pat on the back, or a few words of praise and encouragement provide the child with immense feeling of security. The authoritarian disciplinary style of parents prevents the children from carrying out their own wishes and asserting themselves. They develop a feeling that they are not allowed to make their own decisions and set their goals. This prevents the child from recognising his or her own potentials and abilities, and interferes with the development of self-identity.

For some parents, permissive discipline is a protest against the rigid and harsh discipline under which they were themselves brought up. Children in such homes often have no limits on what they may do. This may not guide the child into socially approved patterns of behaviour. Parents and teachers who provide warm and nurturant environment to children will help them to develop positive self-concept and high self-esteem. They are sure of themselves and confident about their actions. They feel secure emotionally. They develop a sense of belongingness in the group which helps them to develop a positive relationships with others. Those parents who have a democratic attitude in rearing their children help children understand why they are expected to behave in a certain way. They are not only given explanation of the rules, but they are given opportunities to express their opinions about the rules. They are respected as individuals and not miniature adults. This helps children to develop control over their behaviour so
that they do right even when there is no one standing over them to threaten them with punishment if they do what they are not supposed to do. This inner control over behaviour comes from educating children to behave in an approved manner and by showing them the rewards for doing so.

Thus, the role of the parents and teachers is to provide warm and nurturant environment where children are accepted, their socio-emotional needs are satisfied, developing in them a sense of security. They should feel that people around them are trustworthy. This kind of environments helps children to be happy, confident and emotionally stable. Parents and teachers provide rich experiences that enable children to feel adequate about themselves. They can be assisted toward emotional maturity by allowing them to express their emotions in a socially desirable manner. They should be allowed to talk openly what they feel. Parents should listen to them and have a dialogue with them instead of interacting with them in the form of instructions. Parents also need to become more sensitive to the feeling of children. Parents should also keep in mind that their expectations from their children should not be too high and unrealistic, which may hinder their development and leave them frustrated. They should provide such role models which they can imitate and identify without creating conflict in their values. Consistent behaviour of parents and teachers is very important in developing values and attitudes in children. If the kinds of values, attitudes and discipline children receive at home and school are consistent, that fosters in children a respect for parent and teachers. Such experiences help children to learn and follow rules and to combine these rules into a moral code which will help them to be mature morally. Children who have had consistent discipline have a stronger motivation to behave according to socially approved standards than those who have received inconsistent discipline. The former are far less likely to develop into juvenile delinquents. For moral development of children, it is essential for parents and teachers to have ideals in their life. They should know what they expect from children and communicate this to them clearly.

So far, the emphasis was on the parent’s and teacher’s behaviour, the disciplinary style they adopt, and the kind of role models they provide to children which influence these aspects of development. It is also important to discuss the kind of inputs that should be provided in the form of activities which will help children in promoting a balanced development of all these aspects; to promote acceptable social behaviour such as sharing, cooperation, independence, development of positive self-concept and following the norms of society. A variety of activities can be carried out at home and at school. Let us discuss a few activities and see how they help in developing their socio-emotional and moral development. Take for example, the activity like storytelling. Parents and teachers can narrate biographies of great persons emphasizing the qualities they would like them to emulate. In the stories of animals, often we find one friend helping the other who needs help and showing what a true friend means. In many stories, we will find how telling lies, cheating others, not sharing with others is not good. Even without telling the moral of the stories children understand what to emulate and learn from these stories. The biographies of popular such as character like Kabuliwala written by Tagore help them identify role models to follow and motivate them to learn the lessons of compassion, truthfulness and hardwork. Parents and teachers can even ask children to tell and enact these stories using different media such as puppets, dramatization or through mime. This will not only help children to internalize the social and moral values of the society but also help them to express and ventilate their feelings and emotions which may be bothering them and to come to terms with reality. Similarly, other activities could also be planned which may help children to develop independence, cooperation, emotional maturity and developing positive self-concept.
8.8 LET US SUM UP

In this unit, we have tried to discuss the interrelationship between socio-emotional and moral development through presentation of cases and their analyses. An attempt has been made to define the socio-emotional and moral development. Further, the discussion on patterns of development enabled us to understand how these developments take place in children from infancy to elementary school stage. We also discussed the role of parents and teachers in promoting these aspects. The discussion also dealt with the role of teachers and parents as role models for children to imitate and identify with as well as the kind of activities that can be provided at home and school for achieving balanced development of socio-emotional and moral aspects among the children.

8.9 UNIT-END EXERCISES

1. Observe a child at home or school. Note down his socio-emotional behaviour and identify the reasons for such behaviour. Prepare a brief report.

   Guidelines to observe child’s social and emotional behaviour are given below:

   i) Social behaviour

   a) Prefer to play
      — alone
      — in company with other children.
   
   b) Independence
      — take care of himself
      — asserts and takes initiatives in play activities
      — responsive, does the work assigned to him
   
   c) Help and cooperation
      — waits for his turn
      — shares things, toys etc.
      — help and cooperates with others.

   d) Social acceptance
      — acceptable to others
      — loner, keeps alone
      — is popular

   Also give your general opinions about child’s social behaviour in 4 to 5 lines.
ii) Emotional behaviour

a) Frequent emotional outburst
   - tantrums
   - hitting, biting, beating others
   - crying

c) Anger
   - anger with oneself
   - show anger to others

d) Emotionally dependent on
   - mother, father
   - teacher
   - any other

b) Fear of
   - strangers
   - animals
   - being left alone
   - dark places
   - any other

b) Fear of
   - mother, father
   - teacher
   - any other

e) Jealousy
   - siblings
   - peers

Also, give your general opinions about child's emotional behaviour.

2. What are some of the ways in which parents and teachers help in facilitating socio-emotional development?

Your answer should include the following points:

- Acceptance of children
- Understanding their basic needs.
- Identifying potentialities, providing appropriate guidance and facilities.
- Adopting an appropriate disciplinary style – not too strict or too permissive.
- Providing stimulating environment.
UNIT 6

Check Your Progress

1. i) d 2. i) F 3. i) b 4. i) b 5. i) a, b, d, e, h
   ii) a  ii) T ii) a ii) c ii) a
   iii) a iii) c iii) b iii) a
   iv) b iv) T iv) b iv) c
   v) d v) c
   vi) b
   vii) b

UNIT 7

Check Your Progress

1. i) sequence, universal
   ii) specific, specific
   iii) stages
   iv) invariant
   vi) sensori-motor, pre-operational, concrete-operational and formal-operational.

2. Assimilation is understanding new objects or ideas with the existing capacity of understanding.
   Accommodation is to change the existing understanding in order to understand a new object.

3. At the sensori-motor stage the child learns to:
   i) co-ordinate her reflexes
   ii) synchronize her body movements to the perceptual cues in the environment.
   iii) co-ordinate simple motor actions
   iv) learns that the object in the environment are permanent and
   v) achieves the ability of mental representation.

4. i) ego-centric
   ii) has permanence of object
   iii) symbolic play
5. i) understand that quantity (solid, liquid) remains the same inspite of external changes, unless something is added or subtracted from it.

   ii) form groups or sub-groups on bases of one, two or more common characteristics.

   iii) grade a group of objects on the basis of relational difference in them.

   iv) classify objects simultaneously in two or more categories.

Unit-end Exercises

1. i) Because the pre-operational child cannot deal with abstract, symbols and logic, and algebra deals with a number of abstract symbols.

   ii) So that they can provide the right kind of experience to the child which will help his/her cognitive processes.

   iii) No she does not, because she reconstructs and reinterprets the environment; in other words her cognitive processes simplify the impressions so that they are easily understood.

   iv) Because the 8-month-old does not have the capacity of symbolic representation which would enable her to mentally represent the play objects as real household articles.

   v) Many languages are spoken in India and the structures and pronunciation interfere with the English language.

2. The answers should include the following points:

   i) — symbolic play
      — mental representation
      — irreversibility
      — conservation
      — perceptual cues
      — egocentricity
      — classification
      — transductive reasoning
      — class inclusion

   All the characteristics differentiating the two stages should be highlighted upon.

   ii) The early stages of cooing, babbling, repeating words, telegraphic sentences should be highlighted upon. Their importance in acquisition of words and sentences in the later stages should be written.

   iii) — India is a land of many different languages.

      — An urban child at times is exposed to more than 3 to 4 languages.

      — Interference of languages.

      — Role of parents and teachers.

   iv) — Home is the first environment in language acquisition.

      — Parental role and involvement.
UNIT 8

Check Your Progress

1. The reasons for Akshay's shyness could be:
   i) concerning himself, like feeling of inadequacy about his body, ability, etc.
   ii) external, like undesirable companion at home and school, lack of cordial relations with parents or siblings at home and teachers and peers in school.

   The reasons for Rajan's being naughty could be:
   i) his overconfidence, etc.
   ii) external like being pampered and given more freedom or being neglected.

2. There is no single answer to this question. Answer to this would depend on the context, experience and would be related to the theme discussed in the unit.

3. You have to analyse your own experience for answering this. You may refer to the discussion in the Unit.

4. You have to answer this on the basis of your own experiences and preferences.

5. i) The bond that develops between an infant and another person (usually the mother) by which the infant seeks close contact with that person and will show signs of emotional upset if separated from that person.
   ii) Showing signs of fear and anxiety in the presence of a strange person and the immediate reaction of children to seek the security of the mother.
   iii) The anxiety that the infant experiences when he is separated from an attachment figure.
   iv) A person's sense or image of himself. It includes how he looks like, what he believes and what he can and cannot do, etc.

6. Use of your experience for answer to this question.

7. (v), (ii), (i), (iii), (iv)

8. You may answer this from your experience and observations.
| **GLOSSARY** |
|-----------------|-------------------------------------------------|
| **Attachment**  | The emotional bond that develops between an infant and another person (usually the mother) by which the infant seeks close contact with that person and will show signs of emotional upset if separated from that person. |
| **Crux**        | The main point. |
| **Deductive reasoning** | To understand particular instances from a general law. |
| **Dependence**  | A trait that describes the extent to which the child performs behaviours that serve the purpose of keeping him/her in close physical contact with others. |
| **Identification** | The process whereby the child acquires the personality characteristics-behaviours, attitudes, beliefs and so forth – of another person. |
| **Imitation**   | The copying of the behaviour of others. |
| **Inductive reasoning** | To arrive at a general law from particular instances. |
| **Maturation**  | The orderly sequence of changes dictated by the genetic blueprint. |
| **Middle and late childhood** | The development period that extends from about 6 to 11 years of age; sometimes this period is called the elementary school years. |
| **Personality** | The enduring, distinctive thoughts, emotions and behaviours that characterize the way an individual adapts to the world. |
| **Puberty**     | A period of rapid skeletal and sexual maturation that occurs mainly in adolescence. |
| **Reflex actions** | An automatic response, something which is done without one's will. |
| **Stranger anxiety** | Showing sign of fear and anxiety in the presence of a strange person and the immediate reaction of children to seek the security of the mother. |
| **Self-concept** | A person's sense or image of himself or herself. It concludes what he/she looks like, what he/she believes, and what he/she can and cannot do, etc. |
| **Separation anxiety** | The anxiety that the infant experiences when he/she is separated from an attachment figure. |
| **Syntax**      | The grammatical arrangement of words. |