

Quadrant-I(E-Text)

Details of Module and its structure

Module Detail	
Subject Name	Education
Course Name	Understanding the Learner
Course Code	EDU502
Module Name/Title	<i>Social Emotional Development: Meaning, Importance, Stages and Milestones of Social Emotional Development, Interest: Meaning, Importance, Types, Factors affecting Interests of Students and Aptitude, Different Types of Aptitude Testing</i>
Module Code	UTL011
Pre-requisites
Learning Outcome	After going through this lesson, the learners will be able to <ul style="list-style-type: none">• Classify stages and milestones of social emotional development• Differentiate between interest and aptitude• Analyse interest and aptitude among learners and provide guidance accordingly
Keywords	Dynamic transaction, learning initiative, identity diffusion, learning generativity, extrinsic, intrinsic, expressed interest, manifest interest, measured interest, specialized aptitude, general aptitude

1. Development Team

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1. Introduction:

As the child grows, he develops new interests, attitudes and modes of behavior. He is always conscious that his modes of behavior should be in conformity with the standards of his society. This consciousness develops in him a social sense. It is from this consciousness that his social emotional development begins to take a desirable turn. A child is regarded to be socially well developed, if he knows how he should behave in society of different types of persons. He should know how he has to behave with his parents, elders, teachers, friends and other members of the society. So good social behavior in different social contexts is a mark of good social development.

1.1. Meaning of Social Emotional Development:

When a child encounters with an environment dynamic transactions occur. The dynamic transactions involve multiple emotion-related components. The components are expressive behavior, physiological patterning, action tendencies, goals and motives, social and physical contexts, appraisals and experiential feeling etc. that change over time with the maturation of the child and with changing environmental interactions. Emotional development reflects social experience, including the cultural context. Within the context of child's home, community, cultural and social background, social and emotional health of the child is developed. Social emotional health of the child is developed from close and secure relationship, experience with parents, relatives, teachers, and other members of the family, community and culture. This trusting bond helps children to feel safe in exploring their world. Emotional development is closely tied to social development. It refers to the expression of a child's feelings about herself, others, and the situations he/ she will face in the world around as well as gaining control of her bodily functions, learning to focus, and pay attention in the context of nurturing support by familiar caregivers (Mackrain, Golani & Kairone, 2008). Witherington, Campos, and Hertenstein referred to emotions as "the processes by which an individual attempt to establish, change, or maintain his or her regulation to the environment on matters of significance to the person" (2001, p. 429).



Figure 1: Building relationship with other children

Thus Social and emotional development is the child's ability to understand the feelings of others, control his or her own feelings and behaviors, get along with other children, and build relationships with adults.

1.2. Importance of Social and Emotional Development: -The importance of social development is described as follows:

- Social emotional development provides a firm foundation for development and learning across all domains.
- It enhances the quality of children's relationships and experiences in the early years of life with others.
- It helps the human beings recognize, make sense, express, and regulate their emotions and relationships with others from natal period to the later phases in their life.

- It has robust reciprocal connections with other domains of development, such as cognitive skills, social conduct, and physical well-being. It hugely links to cognitive development as well.
- From the early stage, children start cultivating their aptitudes in emotional development, from identifying different types of feelings, expressing them, to managing the emotions.
- Young children who experience joy, satisfaction, and achievement during the learning activity will be more eager in enduring the process.
- The emotional stress also causes several physical health issues in the human being as juvenile as infants, such as higher rate of heart and blood pressure, contagious diseases, and different types of cancer (Berk, 2013).
- Emotions also nurtures several moral behaviours, such as empathy, benevolence, and understanding which will be beneficial for them in social interaction.
- There are two categories of children's emotions, primary and secondary emotions. Primary emotions are inborn, and determined by hereditary, such as "fear, anger, joy, sadness, disgust, interest and surprise", while secondary emotions appear later in young children resulting from interacting socially, for example, "love, anxious fear, anger/frustration, jealousy, bitterness, disdain, envy, sorrow, guilt, shame, pride, sympathy, empathy" (Wilson, & Wilson, 2015).

Primary Emotions

- Inborn and determined by hereditary

Secondary Emotions

- Appear interacting socially

- In primary emotions, there are two types of fears consist of stranger anxiety and separation anxiety. Stranger anxiety occurs when children encounter new people, and they felt uncomfortable in that situation, while separation anxiety arises when children feel nervous in the moment of their split with their parents. Parents can develop healthy emotional regulation in the children.
- Cultural values also contribute to social emotional development. Some families and societies encourage children to express their emotions openly while other cultures shape children to be more selective in expressing their feelings in public, such as anger and sadness.
- Gender stereotypes and expectations also determine children's emotional expression, as girls have more freedom in expressing their hurt feeling by crying, while boys are supposed not to display their weakness and cry in public.

1.3. **Stages of Social Emotional Development:** -There are eight stages of social emotional development as developed by the psychiatrist, Erik Erikson in 1956.



Figure 2: Erik Erikson


According to Erikson, the socialization process consists of eight stages of man. Each stage is regarded as a psychosocial crisis. The psychological crisis arises and demands resolution before the next stage is satisfactorily negotiated.

Erikson's Eight Stages of Social Emotional Development



Stages of Social and Emotional Development by Erikson

- Learning Basic Trust versus Basic Mistrust (Hope)
- Learning Autonomy versus Shame (Will)
- Learning Initiative versus Guilt (Purpose)
- Industry versus Inferiority (Competence)
- Learning Identity versus Identity Diffusion (Fidelity)
- Learning Intimacy versus Isolation (Love)
- Learning Generativity versus Self-Absorption (Care)
- Integrity versus Despair (Wisdom)



- **Learning Basic Trust versus Basic Mistrust (Hope):**- The first stage of development is the stage of hope. This is the period of infancy. This stage is through the first one or two years of life. At this stage if the child is well – handled, nurtured, and loved, develops trust and security and the child will become optimist towards life. If the child is not handled properly, he becomes insecure and mistrustful.



Figure 3: The child is optimist towards life and feels secure at the first stage of social emotional development

- **Learning Autonomy versus Shame (Will):** -The second stage of social emotional development is in between 18 months or 2 years and 3½ to 4 years of age. This stage occurs during early childhood. If the child is nurtured properly, the child feels proud of himself than ashamed. He is elated with his newfound control. The child becomes independent. If the child feels ashamed then psychosocial crisis will occur at this stage. Psychological crisis includes stormy self – will, tantrums, stubbornness, and negativism. **For example**, 2-year-old child may resolutely fold his arms to prevent his mother from holding his hand as they cross the street. Also, the sound of “NO” rings through the house or the grocery store.
- **Learning Initiative versus Guilt (Purpose):** -The third stage is learning initiative versus guilt. This stage occurs at play age or the later preschool years. This is the stage of developing purpose in life. This stage is from 3½ to entry into formal school. During this stage, the child learns to imagine, to broaden his skills through active play of all sorts, including fantasy. The child learns to cooperate with others. The child learns to lead as well as to follow. The best **example** of this stage is, If the child feels guilt, he becomes fearful, continues to depend unduly on adults and is restricted both in the development of play skills and in imagination.



Figure 4: The child refuses to use the toilet at the stage of learning initiative versus guilt

- **Industry versus Inferiority (Competence):** Industry versus inferiority occurs at the fourth stage of social emotional development of the child. This stage occurs at school age (junior high school). Here the child learns to master the new formal skills of life. The child relates with his peers according to rules. The child progresses from free play to play that includes rules and may demand formal teamwork, such as baseball or cricket. At this stage the child master's skills in learning social studies, reading, and arithmetic. The child becomes industrious at this stage because of his successful resolutions of earlier psychosocial crisis such as trusting, autonomous, and full of initiative. However, the mistrusting child will doubt the future. The shame – and guilt-filled child will experience defeat and inferiority.



Figure 5: The disciplined child at the stage of competence

- **Learning Identity versus Identity Diffusion (Fidelity):** This is the fifth stage of social emotional development of the child. This is the stage of identity versus identity diffusion. This is the stage of fidelity. It occurs from 13 or 14 to 20 years of age. This stage occurs during adolescence. During this stage, the adolescent learns how to answer the question of where does he stand, who am I. At this stage, mature time perspective is developed. The young person acquires self-certainty as opposed to self-consciousness and self-doubt. He comes to experiment with constructive – roles rather than adopting a negative identity. He actually anticipates achievement. If he succeeds in performing certain tasks independently, he needs to be recognised. If his success is not recognised in home or the school, he begins to lose interest in such activities.
- **Learning Intimacy versus Isolation (Love):** -This is the sixth stage of social emotional development of the child. This is the stage of learning intimacy versus isolation. This is the stage of experiencing love. Successful young adult at this stage can experience true intimacy and love.
- **Learning Generativity versus Self-Absorption (Care):** -This is the stage of care, learning generativity versus self-absorption. In adulthood, the psychosocial crisis demands generativity, both in the sense of marriage, parenthood and in the sense of working productively and creatively. **Example:** It permits to transmit culture from one generation to next generation. One must have hope, will, purpose, love, competence to care for one's own children as well as others, a widening commitment to care for other persons, new products, and the ideas one has learned to care for.
- **Integrity versus Despair (Wisdom):** -This is the stage of developing wisdom. If the other seven psychosocial crises have been successfully resolved, the mature

adult develops the peak of adjustment; integrity. He trusts, he is independent and dares the new. He works hard, has found a well – defined role in life, and has developed a self-concept with which he is happy. If one or more of the earlier psychosocial crises have not been resolved, he may view himself and his life with disgust and despair.

- These eight stages of man are plausible and insightful descriptions of how social emotional development occurs. Socialization then is a learning – teaching process that results in the human organism’s moving from its infant state of helpless to independent creativity, from egocentricity to its ideal adult state of sensible conformity to society.

1.4. **Social and Emotional Development Milestones:** - The milestones of social emotional development are presented as follows: The milestones of social emotional development are from birth to 3 months’ babies are actively learning about themselves and the people around them. Part of this skill-building involves:

- ✓ looking at their own hands and sucking on fingers
- ✓ looking at the part of their body that a parents or caregiver is touching
- ✓ understanding how the legs and arms are attached
- ✓ realizing that they are separate beings from those around them
- ✓ learning to be comforted and soothed by adults
- ✓ enjoying social stimulation and smiling at people
- ✓ responding to touch.



Figure 6: Responding to touch

From 3 to 6 Months, social interaction becomes important at this stage. During this period of development, most babies begin to respond when their name is said, smile, laugh, play peek-a-boo etc.

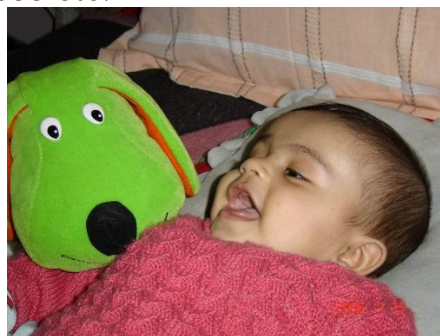


Figure 7: Beginning to respond when their name is said, smile, and laugh

From 6 to 9 Months: -As babies get older, they may begin to show a preference for familiar people. Between the ages of six to nine months, most children express a number of emotions including happiness, sadness, fear, and anger, distinguish between familiar family and friends and strangers, show frustration when a toy is taken away, respond to spoken words and gestures.



Figure 8: Separation anxiety from parents



Figure 9: Responding to spoken words and gestures

From 9 to 12 months as children become more social, they begin to mimic the actions of others. Self-regulation is developed at this stage. Most children can hold a cup and drink with help, imitate simple actions, feed themselves with small bites of food, anxiety when separated from mothers/caregivers.

From 1 to 2 years' kids often spend more time interacting with other people than parents only. They gain self-awareness. At this stage, most can recognize their own image in the mirror, initiate play activities, play independently, often imitating adult actions, act pleased when they accomplish something, start trying to help, often by putting toys away, express negative emotions including anger and frustration, become more self-assertive and may try to direct the actions of others.



Figure 10: Trying to direct the actions of others

From 2 to 3 years' kids become more and more creative and confident. At two years old, most kids are aware that they are a boy or girl, begin to dress and undress themselves, demonstrate personal preferences about toys, food, and activities, start saying "No" to adults, enjoy watching and playing with other children, become defensive about their own possessions, use objects symbolically during play, often have rapid changes in mood.



Figure 11: the kid becomes more confident

From 3 to 4 years, because three-year-olds are able to perform physical actions, their sense of confidence and independence becomes more pronounced at this age. During the third year, most children begin to follow directions, perform some tasks

with little or no assistance, share toys with other kids, make up games and ask other children to join in, begin engaging in pretend play.



Figure 12: Engaging in pretend play

From 4 to 5 years' children gain a greater awareness of their own individuality. As their physical skills increase, they are more capable of exploring their own abilities, which leads to great confidence and personal pride. At this age, most kids begin to understand basic differences between good and bad behavior, develop friendships with other kids, compare themselves to other children and adults, become more aware of other people's feelings, enjoy dramatic, imaginative play with other children, enjoy competitive games.



Figure 13: Developing friendships with other kids

2. Meaning of Interest: -

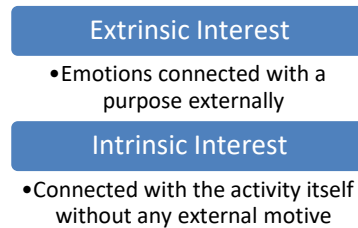
An interest is a subjective attitude motivating a person to perform a certain task. It affords pleasure and satisfaction. It results in curiosity towards the object of interest. It creates enthusiasm to be attached to the object. It strengthens the will to face difficulties while engaged in the task of one's interest. It is a definite change in behavior in the presence of the object characterized by attention and concentration. Being interested in something can mean that it is important to us. When we have (mostly) positive feelings towards a task, we say we are interested in it. We often say things like, "I am interested in playing cricket," and "I have an interest in studying mathematics." However, interest can also be more fleeting, such as when we see an interesting movie, or an unexpected noise arouses our curiosity. John Dewey defined interest as being engaged, engrossed, or entirely taken up with an activity, object, or topic (Dewey, 1913). More contemporary interest theorists have divided interest into two components: individual interest and situational interest (Hidi & Baird, 1988; Renninger, 2000). Individual interest is more enduring, and trait-like, and endures over time. It can be considered a disposition that individuals take with them from one context to the next. In the opening example, Jaspreet's interest in cricket and Kulwinder's interest in history have developed such that they take these interests with them from place to place. In contrast, situational interest is momentary and situationally bound; in other words, it can be a specific reaction to something in a situation such as a funny video clip in Facebook, humorous conversation, or colorful objects. The Macquarie Dictionary (Delbridge et al., 1987) defined interest as the feeling of one whose attention or curiosity is particularly engaged by something. Therefore, interest can

be regarded as a positive affect that is specifically directed towards some object, termed the “object of interest.” It is believed that individual interest can emerge from situational interest.

2.1. Types of Interest: -

There are two types of interests.

- **Extrinsic:** -This is related to pleasurable emotions connected with a purpose or goal of an activity. It may involve fame, name, money, victory or such external motives of conduct. The extrinsic interest, dies as soon as the goal is reached.
- **Intrinsic:** -This is connected with the activity itself, being basic and real attraction without any external motive. This intrinsic interest is continuous and permanent, even if the immediate goal is reached.

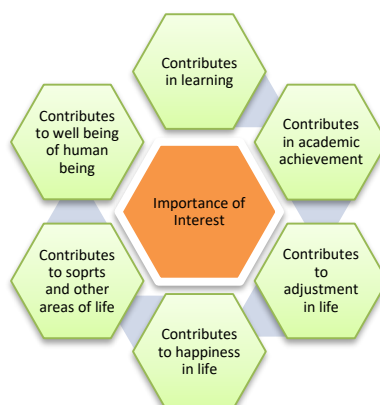


Another distinction of interest is presented as follows:

- **Expressed Interest:** - In the expressed interest, the person expresses his personal likings through such sentences, as ‘I love music’, ‘I love cricket’, ‘I love mathematics’ etc.
- **Manifest Interest:** -Manifest interest is observed by others while the person is engaged in an activity. Newton forgot his meals while engaged in scientific experiments.
- **Measured Interest:** - Some psychological tests or interest inventories reveal the estimate and account of a person’s interest in certain areas.



2.2. Importance of Interest: -

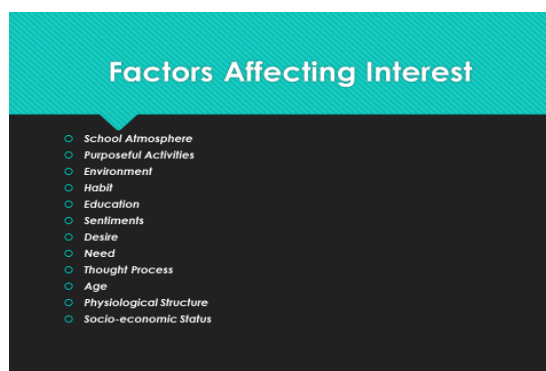


- Interest is a process that contributes to learning and achievement. That is, being interested in a topic is a mental resource that enhances learning, which then leads to better performance and achievement (Hidi, 1990).
- Interest appears to play a very important role in learning and academic achievement. Research has demonstrated that both situational and individual interest promote attention, recall, task persistence, and effort (Ainley, Hidi, & Berndorff, 2002; Hidi, 1990; Hidi & Renninger, 2006).
- Interest may be viewed as essential with respect to adjustment and happiness in life. Researchers in positive and health psychology have demonstrated that happiness and life satisfaction are important components of well-being (Lucas, 2007; Sheldon & Lyubomirsky, 2007).
- Pursuing activities and topics that human beings find interesting, play an important part in determining how fulfilled human beings are with their lives, and not doing so leaves human beings a feeling of unease and discontent (Sheldon & Elliot, 1999).
- Interest is an important outcome, and it is a crucial component of success in academics, sports, or other areas of our lives (Harackiewicz, Durik, & Barron, 2005; Hidi & Harackiewicz, 2000; Maehr, 1989; Nicholls, 1979).

2.3. Factors Affecting Interest of Students: -

There are certainly some factors which affect interest of students.

- **School Atmosphere:** -School creates interests in students. It constructs and guides various interests in students. School atmosphere affects interest of students in academics and sports.
- **Purposeful Activities:** - Purposeful activities arouse interest in human minds as history reveals. In case of students, If the student finds study of a certain lesson is beneficial from the viewpoint of examination, he takes interest in it. For creating interest in the subjects, the teacher should explain the purpose of the subjects to the students.
- **Environment:** - Environment develops various interests in students. A rural student somehow takes interest in working in the fields and loves bullocks, cows, buffaloes and calves. A rural student loves nature. The sun, moon, stars, day and night, sky, trees, rivers, mountains, ponds, groves and flowers arouse curiosity in his heart. The son of a carpenter takes interest in carpentry and the son of a doctor plays with the doctor set in the childhood stage.
- **Habit:** -Habit is a behavior, which is formed due to continuous practice. This form of inseparability with life creates interest in students. At first a student does a thing of his habit for his own convenience and later the habit turns into interest.
- **Education:** -Education expands the horizon of the person's mind. This is the result of education that a student takes interest in literature, poetical assemblies, social service etc. Taking interest in the high ideals of human life is the impact of education.



- **Sentiments-** The existence of interest is dependent on sentiments. In fact, sentiments are the chief origin of interest. Hunger arouses interest in food; Sara Ali Khan creates interest in watching movie Kedarnath, Simmba. Sympathy, love, kindness, envy, anxiety, and other sentiments inspire the feelings of man. These sentiments influence the interest of a person.
- **Desire-** The student's desires and ambitions affect his interest. If some adolescents want to become a novelist, then he would like to read many novels. The student who wants to be a poet, story-writer, film actor, wrestler, engineer, doctor, professor, he would take interest in the desired activity. The student will read literature, books, journals, magazine relating to his interest, take advice from the experts in the field, keep in touch with such company and pass most of their time in it.
- **Need-** Need arouses tension in the students to achieve the goal immediately. The needs guide students' activities greatly. Students do what they feel need of to do. Students do not do if they feel that is not necessary for them
- **Thought Process-** Interest is that internal faculty which is amalgamated in thoughts and experiences. Whatever thoughts come in the sub-consciousness mind, these thoughts try to express completely if whenever situation arises. The students who take interest in mathematics, science and other abstract subjects, they accept the concept, ideas only after sufficient analysis. They take excessive interest in experimental subjects.
- **Age Factor:** - Age is an important factor that affects interest of students. The persons of different ages show different interest in different things. The students' interests are different from adults. Infants' interest is different from adolescents.
- **Physiological Structure:** - Physiological structure is an important factor in the development of students. Some students take interest in wrestling, taking exercise, boxing and other physical activities whereas some pass their time in gossip or sleep.
- **Socio-economic Status:** - Socio-economic status is another factor that affects interest in students. Indian society is divided into several castes and subject castes. The social and economic prestige of the parents has excessive impact on the interest of a student.

3. Meaning of Aptitude: -

It is an observable fact that people differ from one another and within themselves in their performance in one or the other field of human activity such as leadership, music, art, mechanical work, teaching etc. Kamlesh joins an IIT institute to learn mechanics. He makes rapid progresses and in due course gets a diploma. Later on, when he is offered a mechanic job he carries it out satisfactorily. Ramandeep, although in no way inferior to Kamlesh in general intelligence, also takes admission in this institute, progresses very slowly and even after getting the diploma proves to be an inefficient mechanics. Similarly, Sanjeeb profits from musical training while Harish having almost the same intelligence as Sanjeeb under similar circumstances, makes little or no progress. In many spheres of everyday life, we come across individuals who excel over others, under similar conditions, in acquiring certain knowledge or skills and prove more suitable and efficient than their peers in certain specific fields. Such persons are said to possess a certain specific ability or aptitude in addition to intellectual abilities or intelligence, which helps them to achieve success in some specific occupations or activities. Therefore, aptitude may be described as a special ability or specific capacity distinct from the general intellectual ability that helps an individual to acquire the required degree of proficiency or achievement in a specific field. However, to obtain a clear

understanding of the term aptitude let us consider some of the definitions given below;

Bingham (1937) defined aptitude as those qualities characterizing a person's way of behavior, which serve to indicate how well he can learn to meet and solve a certain specified kinds of problem.

Freeman (1971) defined aptitude as a combination of characteristics indicative of an individual's capacity to acquire (with training) some specific knowledge, skill, or set of organized responses, such as the ability to speak a language, to become a musician, to do mechanical work.

All these definitions reveal the predictive nature of aptitudes. When we say the Vijay or Jaspreet has an aptitude for teaching we mean that they have the capacity or ability to acquire proficiency in teaching under appropriate conditions. Similarly, when it is said Raman has an aptitude for music it means that her present condition or ability reveals that if she is to learn music she would be successful. The knowledge of an individual's aptitude thus helps to predict future success in a particular field of activity, with appropriate training or experience. Like so many other personality traits or characteristics, it is difficult to say whether a particular aptitude is an absolute product of heredity or of environment. Certain aspects of an aptitude may be inborn. For example, a person showing an aptitude for music may have been born with a musical voice and a person showing aptitude for typing writing or hardware repairing may have sensitive and dexterous hands. But this is one side of the picture. It is also equally possible that the musical person's aptitude may be the result of his living in the company of good musicians or typist's aptitude may be the creation of his father or mother who also happens to be a typist. It is safer to conclude, therefore, that the aptitude of an individual at a particular moment is in all probability, dependent upon heredity and environment both.

3.1. Types of Aptitude Testing:

Two types (based on the specific purpose served) of aptitude tests are usually employed. These are, specialized aptitude tests and general aptitude tests.

1. Specialized Aptitude Tests: -These aptitude tests have been devised to measure the aptitudes of individuals in various specific fields or activities. Generally, these tests can be divided into the following sub types according to the specific aptitude tested by them:

2. Mechanical Aptitude Tests:-It is a combination of sensory and motor capacities plus perception of spatial relations, the capacity to acquire information about mechanical matters and the capacity to comprehend mechanical relationships.

3. Clerical Aptitude Tests: - It involves several specific abilities namely:

- Perceptual Ability: -The ability to register words and numbers with speed and accuracy.
- Intellectual Ability. The ability to grasp the meaning of words and symbols.
- Motor Ability. The ability to use various types of machines and tools like a typewriter, duplicator, cyclostyle machine etc.

4. Musical Aptitude Tests: - These tests are used for discovering musical talent. One of the important musical aptitude tests is Seashore Measure of Musical Talent. It gives consideration to the following musical components:

- Discrimination of pitch
- Discrimination of intensity of loudness
- Determination of time interval
- Discrimination of timbre
- Judgement of rhythm
- Tonal memory

5. Aptitude for Graphic Art: -These tests are devised to discover the talent for graphic art. Two important tests of this nature are:

- The Meier Art Judgment Test
- Horne Art Aptitude Inventory

6. Tests of Scholastic and Professional Aptitudes: - These aptitude tests are used for admission to specific courses or professions like engineering, medicine, law, business management, teaching etc.

7. General Aptitude Tests:-Instead of employing specialized aptitude tests for measuring specific aptitudes, the present trend is to use multiple aptitude test batteries to assess the suitability of persons for different professions based on scores in the relevant aptitude tests in the battery. Multiple aptitude batteries measure a number of abilities, but instead of a total score, they provide a suitable instrument for making intra-individual analysis through sectional scores.

4. Summary

Social and emotional development is the child's ability to understand the feelings of others, control his or her own feelings and behaviours, get along with other children, and build relationships with adults. Erikson's eight stages of social emotional development are learning basic trust versus basic mistrust, learning autonomy versus shame, learning initiative versus guilt, industry versus inferiority, learning identity versus identity diffusion, learning intimacy versus isolation, learning generativity versus self-absorption and integrity versus despair. The milestones of social emotional development are babies are actively learning about themselves and the people around them. As their physical skills increase, they are more capable of exploring their own abilities, which can help lead to great confidence and personal pride.

An interest is a subjective attitude motivating a person to perform a certain task. It strengthens the will to face difficulties while engaged in the task of one's interest. Factors affecting interest are school, purposeful activities, environment, habit, education, sentiments, desire, need, thought process, age factor, physiological structure, socio-economic status etc.

Aptitude as a condition, a quality or a set of qualities in an individual which is indicative of the probable extent to which he will be able to acquire under suitable training, some knowledge, skill or composite of knowledge, understanding and skill, such as ability to contribute to art or music, mechanical ability, mathematical ability or ability to read and speak a foreign language. Two types (based on the specific purpose served) of aptitude tests are usually employed. These are, specialized aptitude tests and general aptitude tests. These aptitude tests have been devised to measure the aptitudes of individuals in various specific fields or activities.

Quadrant-III**Learn More / Web Resources / Supplementary Materials**

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6. <http://dgwaymade.blogspot.com/2010/10/aptitude.html>
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Glossary: Reference

1. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5839644/>
2. http://earlychildhoodconnections.com/Index_htm_files/Soc%20Emo%20Informational%20Flyer.pdf
3. <http://www.psychologydiscussion.net/notes/psychology-notes/educational-psychology-psychology-notes/aptitude-meaning-and-measurement-psychology/2670>

Description: In self-assessment Question No. 1 to 9 consist of multiple choice questions in which learners are required to select the correct one out of the four alternatives and Question No. 10 to 16 has statements in which learner has to identify about true/false statements

Quadrant- IV Self-Assessment

1. When a child encounters with an environment, what happens?
 - a) The child becomes inactive
 - b) Dynamic transactions occur
 - c) No transactions occur
 - d) All of the above
2. Dynamic transactions involve.....
 - a) Physiological changes
 - b) Expressive behavior
 - c) Action tendencies
 - d) All of the above
3. Social emotional health of the child is developed within the context of.....
 - a) Home
 - b) Community
 - c) Culture
 - d) All of the above
4. Which category of emotions is inborn and determined by heredity?
 - a) Primary Emotions
 - b) Secondary Emotions
 - c) Both a and b
 - d) Neither a nor b
5. Stranger anxiety occurs when.....
 - a) Children encounter with new people
 - b) When children feel uncomfortable with new people
 - c) Both a and b
 - d) Neither a nor b
6. Separation anxiety when.....
 - a) Children leave their friends
 - b) Children leave their parents
 - c) Children leave their teachers
 - d) Children leave other people
7. Erikson's third stage of social emotional development is.....
 - a) Learning Basic Trust Vs Mistrust
 - b) Learning Autonomy Vs Shame
 - c) Learning Initiative Vs Guilt
 - d) Industry vs Inferiority
8. Intrinsic interest is.....
 - a) Continuous
 - b) Permanent
 - c) Both a and b
 - d) Neither a nor b
9. Aptitude is a combination of characteristics indicative of an individual's capacity to acquire (with training) some specific knowledge skill or set of organized responses, such as the ability to speak a language, to become a musician, to do mechanical work. This definition of aptitude is defined by
 - a) Freeman
 - b) Bingham
 - c) Traxler
 - d) None of the above

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10. Emotional development reflects social experience including cultural context. ()
 11. Social emotional health of the child is developed from insecure relationship. ()
 12. Social competence as a group of behavior that permits each individual child to develop and engage in neutral interaction with other people. ()
 13. Individual interest can emerge from situational interest. ()
 14. Emotional development is closely tied to social development. ()
 15. Emotional competence is the ability to effectively hinder emotions to accomplish one's goals. ()
 16. Social emotional development provides a firm foundation for development across all domains. ()