V. SUMMARY AND CONCLUSION

Early childhood, usually describes the stage from birth to eight years where children go through important developmental milestones and acquire up essential skills that set up the foundation for later learning and behaviour. This period is characterised by rapid physical, cognitive, social, emotional and language development. Early childhood environments have both beneficial and detrimental effects on a child's development and well-being, making them a significant factor in determining developmental outcomes. Play is a fundamental component of early childhood that offers numerous developmental benefits to children. Cognitive development is supported through problem-solving activities, imaginative play, and games that require strategy and critical thinking. Social play helps children learn vital skills such as sharing, cooperation, and conflict resolution, while also fostering emotional regulation and resilience. Traditional as well as modern games allows children to explore their creativity, problem solving ability, express emotions, cooperation with peers and understand the world around them in a safe and enjoyable manner.

While play is generally beneficial, certain types of play can have negative impacts if not properly monitored. Play that involves excessive screen time can result in reduced physical activity, affecting physical health and contributing to issues such as obesity, sleep disorders, anxiety, depression, and behavioral problems (Rathnasiri et. al. 2022, Hamre et.al 2022). Moreover, exposure to violent or inappropriate content through digital games can influence aggressive behavior, impulsivity and social withdrawal (Anderson et.al.2010, Peracchia & Curcio, 2018). Furthermore, it has been determined that children's psychological maladjustment, attention problems, and cognitive failure are all predicted by deficiencies in social skills (Naz, 2021).

On the other hand, children’s participation in traditional games fosters social skills, including cooperation, communication, and self-regulation, also children learn to manage their emotions and develop empathy through shared experiences (Khaton, 2024). Additionally, Traditional games enhance cognitive skills by encouraging problem-solving and creativity, learn to strategize and think critically during game play. These games also improve focus and attention, leading to better academic performance (Raval, 2023).

In case of modern games children get benefits of both social as well cognitive development. for instance, building blocks enhances spatial reasoning, problem-solving, and creativity, leading to improved cognitive performance among children (Lyu, 2023). Additionally, maze games stimulate cognitive skills, particularly during critical developmental years, by promoting psychomotor skills and problem-solving abilities (Faizah et al., 2023). Board Games foster memory skills, spatial perception, and creative thinking, improve peer relationships and social skills through shared play experience (Yang & Lee, 2024). Where as, jigsaw puzzles improve children's cognitive skills, particularly in problem-solving and critical thinking, also fosters social interaction, as children often work collaboratively, enhancing their communication skills and teamwork abilities (Chuang et al., 2024; Dwiredy & Qalbi, 2021).

Traditional and modern games are essential for the holistic development of children because each type offers unique benefits that support different aspects of growth. Traditional games, often rooted in physical activity and social interaction, promote motor skills, teamwork, cultural awareness, and creativity. They foster communication and problem-solving in real-world settings. On the other hand, modern games, focuses on creativity, as well as problem solving abilty. Although, digital games can enhance cognitive abilities like memory, logical reasoning and technological literacy, excessive screen exposure results in negative consequences on social as well as cognitive development rather than positive one. Therefore, balancing these games provide children with a diverse range of experiences, helping to nurture their developments including social and cognitive development comprehensively.

Moreover, as children reach the age of six, they enter the "Industry vs. Inferiority" stage, which is an important psychosocial stage. Providing an ideal setting during this stage is critical because it allows children to develop a sense of competence and self-esteem by encouraging their efforts, recognising their accomplishments, and supporting their learning, all of which are essential for their overall self-image and future success. In contrast, a negative environment can lead to feelings of inadequacy and inferiority if they are not given the opportunity to feel adequate and respected in their abilities, resulting in social disengagement or difficulties with peer interactions. As a result, establishing a pleasant environment at this stage provides praise and encouragement to the children for their efforts and helps them feel confidence in their skills to achieve goals. Hence, a study on

"Effectiveness of Traditional and Modern Games on Socio-Cognitive Development of children in Biswanath, Assam" was carried out with the following objectives-

5.1 Objectives

Primary Objectives:

To analyse the effectiveness of traditional, modern and blended games on socio-cognitive development of children (6-8 years)

Secondary objectives:

- To assess social and cognitive development of children and to identify its predictor variables.
- To plan and prepare intervention package on Traditional, Modern and Blended games.
- To administer prepared intervention package among selected children.
- To find out effect of interventions on social and cognitive development among children in experimental groups.
- To identify the most effective intervention for social and cognitive development of children.

5.2 Null Hypotheses

Based on the objectives framed, certain null hypotheses are formulated as given below-

- $H_{\circ}1$- There is no significant predictors of Social Development among children.
- $H_{\circ}2$- There is no significant predictors of Cognitive Development among children.
- $H_{\circ}3$- There is no significant difference on Social Development among children in control and experimental groups with respect to Traditional games.
- $H_{\circ}4$- There is no significant difference on Social Development among children in control and experimental groups with respect to Modern games.
- $H_{\circ}5$- There is no significant difference on Social Development among children in control and experimental groups with respect to Blended games.
- $H_{\circ}6$- There is no significant difference on Cognitive Development among children in control and experimental groups with respect to Traditional games.
- $H_{\circ}7$- There is no significant difference on Cognitive Development among children in control and experimental groups with respect to Modern games.

- H_o8- There is no significant difference on Cognitive Development among children in Control and Experimental groups with respect to Blended games.
- H_o9- There is no significant difference between the interventions of Traditional, Modern and Blended games on Social Development of children.
- H_o10- There is no significant difference between the interventions of Traditional, modern and Blended games on Cognitive Development of children.

5.3 Methodology

The present study was carried out in three phases-

5.3 (a) Phase I: Identify the levels of Social and Cognitive Development of children

5.3 (b) Phase II: Formulation of intervention programmes

5.3 (c) Phase III: Effectiveness of the formulated interventions

5.3 **(a) Phase I: Identify the levels of Social and Cognitive Development of children**

The present study was conducted in Biswanath district of Assam. For selecting the sample, researcher collected a list of government primary schools from Biswanath block of Biswanath district. To make the sample representative, researcher selected 6 schools covering north (1 no.), south (1 no.), central (2 no.), east (1 no.) and west zone (1 no.) through random sampling technique. Researcher selected all the children aged from 6 to 8 years out of 6 selected schools irrespective of their gender and constitutes a total of 590 sample. For the first phase of the study, the researcher formulated a questionnaire to collect information regarding socio-demographic profile of the respondents. To assess social development of children standardized tool Vineland Social Maturity Scale (VSMS) and Malins Intelligence Scale for Indian Children (MISIC) for cognitive development was used for the study.

The acquired data was statistically analysed. Parametric tests were conducted after the results of the Shapiro-Wilks test for normality showed that the dependent variables of phase 1- the mean scores of social and cognitive developments, were normally distributed. Percentage analysis was conducted to examine the levels of social and cognitive development among the selected children aged 6-8 years.

To assess the effect of socio-demographic factors on social and cognitive development of children both qualitative and quantitative analyses were computed. Independent sample t test (Quantitative measure) was performed to test mean difference of social and cognitive development among the children based on gender and type of family. To assess the mean

difference in children's social and cognitive development by age, gender, parents education, parents occupation, family income, living area, number of children in the family, and game preferences, a one-way ANOVA was employed. To further assess the strength of the relationship between a number of predictor variables (independent variables) and social and cognitive development (dependent variables), a multiple regression test was used.

5.3 (b) Phase II: Formulation of intervention programmes

The second phase of the study involved designing an intervention program based on Traditional, Modern and Blended games in order to assess its effectiveness on the children's socio-cognitive development.

Nine traditional games of Assam were chosen for the children of 6-8 years in the experimental group to provide intervention that would enhance their social and cognitive development. These games includes-Luka bhaku, Along dolong, Tekeli bhonga, Ganga rani, Sit pokhila, Kut kut, Aire amar togor, Rumal sur, and Borof and pani each represent vital features that jointly contribute to a child's social and cognitive development.

Regarding modern games intervention, nine modern games were chosen including Ludo, Building Blocks, Jigsaw Puzzle, Checkers, Maze, Crossword Game, Seriation Board Game, Memory Game and Matching Game which were likely to enhance social and cognitive development of children.

Furthermore, blended games intervention combined the modern and traditional games selected for the first two interventions to offer a distinctive and inclusive approach for children’s socio-cognitive development. The purpose of combining both types of games was to establish a strong framework that maximises learning outcomes and enhances socio-cognitive abilities among children.

5.3 (c) Phase III: Effectiveness of the formulated interventions

Phase III of the study involved implementation of the intervention program based on Traditional, Modern and Blended games in order to assess its effectiveness on the children's socio-cognitive development. Accordingly, out of the 6 schools identified with a sample size of 590, researcher selected two schools through fishbowl technique for control and experimental group respectively. Prior to further study, consent from schools were taken and were ready to co-operate during implementation of intervention programme for about three

months among experimental group. Out of these two schools, children of which school performed lower score in social and cognitive development were considered as experimental group to provide intervention programme and the other school children were considered as control group further analysis.

Accordingly, all students in the age group of 6-8 years under two schools constituted the sample for the second phase of the study. In school 1 (experimental group) researcher created three new groups including all the ages making it heterogeneous in nature constitutes a total of 100 children under experimental groups. Out of 100 children the group 1 included 34 children and equal number of children (33 numbers) were in group 2 and group 3. Later, children who were irregular in attending all the session of intervention programme were excluded from further analysis. Moreover, children who had high performance in both social and cognitive development were also excluded from further analysis. Thus, total of 90 children constitutes the final experimental groups where each group had 30 number of children. To make an equal sample for control group researcher had chosen 30 children under the age group 6,7 and 8 years respectively from the school 2 and compared the group with all the three experimental groups. Thus, total of 120 children selected for the final analysis.

The Shapiro-Wilks test for normality was also computed for the second phase of data and the test results revealed that data were normal distributed. To compare differences in mean scores on social and cognitive development among the three experimental groups of children, to check if the intervention effect differs by time measures (Before, During and After) with an overall objective of evaluating the effectiveness of the traditional, modern and blended games in improving social as well cognitive development MANOVA of repeated measures [3 (experimental groups) x 3 (Before, During and After evaluation scores of the two dependent variables, Social and cognitive development)] was computed.

To evaluate the pre-test and post- test comparison between experimental groups and control groups independent t-test were deployed and to see the effect size of interventions Cohen's *d* was performed.

5.3 KEY FINDINGS (Pre-data, n=590)

5.3 (a) Social development

Social Development was assessed among 590 children of 6-8 years using Vineland Social Maturity Scale (VSMS) and results are discussed below.

Predictor variables

- The variables, age, mother's education, family types, no. of children, living area and game preference were significantly predicting social development of children.
- Whereas, gender, father's education, father's occupation, mother's occupation and family income did not show any significant prediction on social development of children.

Overall social development

- Regarding social development, majority (42.3%) of the children had average level, 40.2% represented low and 17.5% were in high level.

Age

- In case of social development children of 8 years showed higher value (Mean=98.44, SD= 9.48) than children of 6 and 7 years and was statistically significant.

Mother's education

- Children of graduate mothers have higher social development (Mean=99.66, SD=9.17) than children of mother's education up to 10^{th} std. and 12^{th} std and significant difference was found.

Number of children

- Children belong to multiple children family have high social development (Mean= 97.86, SD=9.70) as compared to single child and double children family and was statistically significant.

Living area

- Children of rural area showed high social development (Mean= 98.02, SD=9.17 than urban and semi urban area.

Family type

- With respect to family type children of joint family have high social development (Mean=97.89 SD=9.46) than nuclear family children.

Game preference

- Children with traditional game preference showed high social development (Mean=101.68, SD=9.45) than children who prefers modern and digital games.

5.4 (b) Cognitive Development

Cognitive Development was assessed among 590 children of 6-8 years using Malins Intelligence Scale for Indian Children (MISIC) and results are discussed below.

Predictor variables

- The variables Mother's education, family income and game preference were significantly predicting cognitive development of children.
- Whereas, there was no significant prediction observed in age, gender, father's education, father's occupation, mother's occupation, family type, no. of children and living area on cognitive development of children.

Overall cognitive development

- In cognitive development, majority (50.5%) of them were in average category, 39.5% were in low level and rest of them (10%) were in high level of cognitive development.

Mother's education

- Regarding cognitive development, children of graduated mothers showed high cognitive development (Mean=97.05, SD=8.40) than mothers with 10^{th} std. and 12^{th} Std. and significant difference was found.

Family income

- Children of high family income showed high cognitive development (Mean=98.35, SD=7.15), than marginalized or lower income family.

Game preference

- Children of modern game preference have high cognitive development than children with preference of traditional games and digital games.

5.5 Major findings (Experimental and control group, n=120)

Among 590 sample 120 children were selected for final analysis, with intervention among control and experimental groups. The results are depicted below.

5.5.1 Social development

The social development of experimental groups was assessed after providing intervention based on Traditional, Modern and Blended games. Data were collected before

and after the intervention programme. Whereas, control group were assessed before and after without giving intervention programme.

5.5.1 (a) Traditional games

Nine traditional games of Assam were chosen for the children of 6-8 years in the experimental group to provide intervention that would enhance their social development. These games includes-Luka bhaku, Along dolong, Tekeli bhonga, Ganga rani, Sit pokhila, Kut kut, Aire amar togor, Rumal sur, and Borof and pani.

Overall social development (Control and Experimental group)

- Regarding **Experimental group 1**, majority (73%) of the children have average level of social development and 27% had low level before the intervention.
- After the intervention of traditional games majority i.e. 63.30% of the children showed average level, 26.70% of children showed high level and the rest 10.00% showed low level of social development.
- In control group, regarding social development, majority (73.30%) of the children had average social development, followed by 26.70% who had lower level in the "before" phase.
- In the "after" phase of control group majority (83.30%) of the children were showing average level of social development and remaining 16.70% showing low level of social development.

Dimensions (Control and Experimental group)

- There was a statistically significant difference between the control and **Experimental group 1** in the areas of Self-help general (Mean=,97.00, SD=4.18), Self-help eating (Mean=96.94, SD=4.72), Self-help dressing (Mean=96.41, SD=3.40), Self-direction (Mean=97.41, SD= 4.73), and Occupation (Mean=97.48, SD=4.41). The Cohen's *d* values of 0.57, 0.51, 0.51, 0.55 and 0.57 respectively indicates medium effect size of Traditional games intervention in those areas of development in children.
- In the dimensions of Communication (Mean=98.05, SD=5.08) and Locomotion (Mean=99.25, SD=4.93) a significant difference was found and the effect size of Traditional games were found to have large effect size with Cohen's *d* values of 0.81 and 0.80 respectively.

- Children in experimental group 1 and the control group were also showing a significant difference in their Social Development (Mean=98.89, SD=6.87); the experimental group 1's Cohen's d value of 0.81 indicated a larger effect size of the Traditional game intervention among children.

5.5.1 (b) Modern games

Regarding modern games intervention, nine modern games were chosen including Ludo, Building Blocks, Jigsaw Puzzle, Checkers, Maze, Crossword Game, Seriation Board Game, Memory Game and Matching Game which were likely to enhance social development of children.

Overall social development (Control and Experimental group)

- In the **Experimental Group 2,** before modern games intervention, majority 76.70%) of the children had average social development and remaining 23.30% of children had low level.
- After intervention of modern games, majority (70.0%) of the children had average level of social development, 17.0% showed high level and remaining 13.30% had low level.
- In control group, regarding social development, majority (73.30%) of the children had average social development, followed by 26.70% who had lower level in the "before" phase.
- In the "after" phase of control group majority (83.30%) of the children were showing average level of social development and remaining 16.70% showing low level of social development.

Dimensions (Control and Experimental group)

- There was a significant difference between the **Experimental group 2** and the control group in the areas of Self-help eating (Mean=96.76, SD=4.84), Self-help dressing (Mean=96.23, SD=4.10), Communication (Mean=95.82, SD=5.54), and Locomotion (Mean=96.87, SD=4.57) where the Cohen's *d* values were 0.47, 0.46, 0.46 and 0.35 respectively which indicates small effect size of Modern games intervention on those areas of children.
- Additionally, there was a significant difference between experimental group 2 and the control group in terms of Self-help General (Mean=96.69, SD=4.07) and Cohen's *d*

value was found to be 0.51 indicating medium effect size of Modern games intervention.

- In case of Self-direction (Mean=98.53, SD=4.26) and Occupation (Mean=98.58, SD=4.39), the mean value of experimental group 2 was significantly different from control group and the Cohen's *d* values were equal for both the dimensions that is 0.80 meaning a high effect size of Modern games intervention.
- There was also statistically significant difference in Social Development (Mean=97.43, SD=6.36) between the control group and the experimental group 2 where Cohens *d* value was 0.64 which indicates a medium effect size of Modern games on Social development of the children.

5.5.1. (c) Blended games

Blended games intervention combined the modern and traditional games selected for the first two interventions to offer a distinctive and inclusive approach for children's social development. The purpose of combining both types of games was to establish a strong framework that maximises learning outcomes and enhances social abilities among children.

Overall social development (Control and Experimental group)

- In the **experimental group 3,** before intervention majority (70.00%) of the children showed average level and remaining 30.00% had lower level of social development.
- After blended games intervention majority (60.00%) of the children showed average level and remaining 40.00% had higher level of social development.
- In control group, regarding social development, majority (73.30%) of the children had average social development, followed by 26.70% who had lower level in the "before" phase.
- In the "after" phase of control group majority (83.30%) of the children were showing average level of social development and remaining 16.70% showing low level of social development.

Dimensions (Control and Experimental group)

- There was a significant difference between the experimental group 3 and the control group in the areas of Self-help dressing (Mean=97.48, SD=4.68) and Self-help eating (Mean=97.76, SD=4.37) where the Cohen's *d* values were 0.70 and 0.68 respectively

which indicates medium effect size of Blended games intervention on those particular areas in children.

- There was also a statistically significant difference between the experimental group 3 and the control group in the domains of Self-help general (Mean=98.66, SD=5.35), Self-direction (Mean=98.43, SD=4.02), Occupation (Mean=98.56, SD=4.17), Communication (Mean=98.05. SD=5.03) and Locomotion (Mean=99.23, SD=4.80) and the Cohen's *d* values were 0.83, 0.80, 0.81, 0.81 and 0.80 respectively indicating large effect size of Blended games intervention in those areas among children.
- Moreover, a statistically significant difference in Social Development (Mean=99.69, SD=6.24) was seen between the experimental group 3 and the control group.

5.5.2 Cognitive Development

The Cognitive Development of experimental groups was assessed after providing intervention based on Traditional, Modern and blended games. Data were collected before and after the intervention programme. Whereas, control group were assessed before and after without giving intervention programme.

5.5.2 (a) Traditional games

Nine traditional games of Assam were chosen for the children of 6-8 years in the experimental group to provide intervention that would enhance their Cognitive development. These games includes-Luka bhaku, Along dolong, Tekeli bhonga, Ganga rani, Sit pokhila, Kut kut, Aire amar togor, Rumal sur, and Borof and pani.

Overall cognitive development (Control and Experimental group)

- Results revealed that in the **experimental group 1**, majority (73%) of the children found to be in average cognitive development and 27% had lower level of cognitive development before providing intervention.

- After traditional games intervention, majority (66.70%) of the respondents were showed average cognitive development, where equal no. i.e. 16.70% had low and high level
- Results revealed that majority (77%) of the children in the control group had average cognitive development and 23% had lower level of cognitive development "before" phase.

- On the other hand, majority (80.00%) of the respondents in the control, group had average cognitive development and 20.00% had lower level of cognitive development in the after phase.

Dimensions (Control and Experimental group)

- There was a significant differences between the experimental group 1 and control groups in the areas of Information (Mean=102.87, SD=13.27), Comprehension (Mean=110.76, SD=11.96), and Vocabulary (Mean=80.53, SD=10.18) with Cohen's d values of 0.80 in all three areas, indicating a large effect size of the traditional games intervention.
- In the areas of Arithmetic (Mean=99.48, SD=15.13) and Object assembly (Mean=100.58, SD=13.68), statistically significant differences were found, with Cohen's d values of 0.52 for both areas, suggesting a medium effect size. In case of Picture completion (Mean=93.61, SD=13.44) and Block (Mean=104.89, SD=10.75), significant differences were observed, with Cohen's d values of 0.46 and 0.47, respectively, indicating a small effect size.
- There was no statistically significant difference in the area of Similarity (Mean=103.76, SD=16.09), with a Cohen's d value of 0.26.
- In case of Coding (Mean=111.28, SD=12.93) and Maze (Mean=97.25, SD=9.11), Cohen's d values were 0.27, indicating a small effect size of Traditional games in these areas.
- Overall, a significant difference in Cognitive development (Mean=98.48, SD=6.67) was found between the experimental and control groups, with a Cohen's d value of 0.66, indicating a medium effect size of the traditional games' intervention on children's cognitive development.

5.5.3 (b) Modern games

Regarding modern games intervention, nine modern games were chosen including Ludo, Building Blocks, Jigsaw Puzzle, Checkers, Maze, Crossword Game, Seriation Board Game, Memory Game and Matching Game which were likely to enhance cognitive development of children.

Overall cognitive development (Control and Experimental group)

- Majority (73.30%) of the respondents of the **experimental group 2**, were in average level of cognitive development and 26.70% had lower level of cognitive development before providing intervention.
- After providing modern games intervention, majority (60.00%) of the respondents were in average level, 33.00% had high level and 6.70% were in low level of cognitive development.
- Results revealed that majority (77%) of the children in the control group had average cognitive development and 23% had lower level of cognitive development "before" phase.
- On the other hand, majority (80.00%) of the respondents in the control, group had average cognitive development and 20.00% had lower level of cognitive development in the after phase

Dimensions (Control and Experimental group)

- It was found that after the intervention of the modern game with experimental group 2, in Information (Mean=98.79, SD=14.75), Comprehension (Mean=107.05, SD=13.26), Similarity (Mean=106.82, SD=11.07), Vocabulary (Mean=76.97, SD=10.26), and Digit span (Mean=92.53, SD=8.30), Cohen's *d* values were 0.51, 0.50, 0.52, 0.44, and 0.54, respectively, which indicates a medium effect size of the intervention program on these specific areas of development in children.
- Regarding Arithmetic (Mean=103.92, SD=15.46), the Cohen's *d* value was 0.80, indicating a large effect size of modern game intervention in that particular area in children.
- It was also observed that in case of Object Assembly (Mean=103.53, SD=12.17) and Coding (Mean=116.20, SD=12.47), the Cohen's *d* values were 0.75 and 0.67, respectively, indicating a medium effect size of the intervention program.
- Regarding Picture Completion (Mean=97.92, SD=10.19), Block (Mean=108.64, SD=10.44), and Maze (Mean=102.25, SD=9.35) as well as Overall Cognitive Development (Mean=99.77, SD=6.27), the Cohen's *d* values were found to be 0.83, 0.82, 0.80, and 0.87, respectively, representing a large effect size of the intervention program on children.

5.5.2 (c) Blended games

Blended games intervention combined the modern and traditional games selected for the first two interventions to offer a distinctive and inclusive approach for children's cognitive development. The purpose of combining both types of games was to establish a strong framework that maximises learning outcomes and enhances cognitive abilities among children.

Overall cognitive development (Control and Experimental group)

- In the **experimental group 3,** majority (70.00%) of the respondents were in average level and 30.00% were in lower level of cognitive development before providing intervention.
- Majority (56.70%) of the respondents were in average level of cognitive development and remaining 43.30% were found to be in high level after providing blended games intervention.
- Results revealed that majority (77%) of the children in the control group had average cognitive development and 23% had lower level of cognitive development "before" phase.
- On the other hand, majority (80.00%) of the respondents in the control, group had average cognitive development and 20.00% had lower level of cognitive development in the after phase

Dimensions (Control and Experimental group)

- From the results, it was observed that all the dimensions of cognitive development children had improved noticeable performance in the experimental group 3. Regarding dimensions of Information (Mean=104.17, SD=16.66), Comprehension (Mean=111.38, SD=13.60), Arithmetic (Mean=104.71, SD=16.17) Vocabulary (Mean=80.38, SD=8.47), Picture completion (Mean=98.43, SD=12.21), Block (Mean=109.61, SD=12.80), Object assembly (Mean=105.48, SD=13.52), Coding (Mean=117.76, SD=11.40) and Maze (Mean=102.23, SD=8.10), significant difference was observed and Cohen's *d* values were 0.80, 0.80, 0.83, 0.83, 0.82, 0.83, 0.85, 0.83, 0.85 respectively indicating large effect size of blended games intervention on these specific areas of development.
- Moreover, in case of Similarity (Mean=110.89, SD=13.33) and Digit span (Mean=94.33, SD=7.96), significant difference was found and Cohen's *d* values were

0.76 and 0.75 respectively representing medium effect size of the intervention programme.

- Additionally, a significant difference in cognitive development (Mean=100.47, SD=6.13) was observed with a Cohen's d value of 0.98 suggesting that the blended intervention game had a large impact on children.

5.5.3 Benefits of interventions of Traditional, Modern, and Blended games on Socio-Cognitive development

The present study involved the implementation of three different interventions namely- Traditional games, Modern games, and Blended games to three experimental groups. Each intervention was given for up to three months, with two sessions per week lasting 60 minutes each. The assessment of social and cognitive development of children was done before the intervention, during and after the intervention to find out the effectiveness of the intervention programme on socio-cognitive development of children. Results are depicted below.

5.5.3 (a) Social Development

- Results revealed that Traditional games and Blended games were effective in improving social development of children compared to modern games.
- It was also found that comparatively Blended games intervention was more effective in social development of children than Traditional games.
- it was found that considering before, during and after intervention phases all the three interventions such as Traditional games, Modern games and Blended games were effective during and after intervention phases in improving social development of children.
- It was also revealed that after intervention phase was having more effectiveness in social development of children than during intervention phase.

5.5.3 (b) Cognitive Development

6 From the results, it was revealed that Modern games and Blended games were effective in improving cognitive development of children.

7 It was also found that Traditional games have lower effect in improving cognitive development of children. than those of Modern and Blended games.

- It was also found that interventions were more effective during and after phases.

- However, after intervention phase was having more effectiveness in Cognitive development and no effect was found in before intervention among children.

5.4 Conclusion

Traditional and modern games both has effect on children as they promote social interaction and development of essential cognitive skills. Traditional games are an excellent method for children to learn about the environment, develop an appreciation for nature, and gain new experiences and abilities. Since cognition is critical to preserving long-term health and enhancing quality of life, it is essential to build the ability to test, measure, and track cognitive performance over the lifespan. Social development is the gradual learning of specific abilities that allow a person to engage with others and contribute to society. It influences social interactions, emotional health, decision-making, and general well-being, making it crucial for a successful life. Playing traditional games can inspire children to take on new challenges and help them build strong self-esteem. Building children's confidence is crucial to their success in the classroom, at home, in their social life, and in their personal lives. Together with skills like self-confidence, interaction, independence, curiosity, coordination, balance, and handling difficult situations, these outdoor games can foster social skills and relationships with others. Furthermore, modern games with play materials allow children to interact with others, such as parents and siblings, which can help children acquire the social skills they need to succeed. Children who play modern games have the chance to experiment and learn by making mistakes, in addition to developing their critical thinking and problem-solving skills. However, this study proved blended games have greater benefits which stimulates both cognitive as well as social skills which foster developments in the areas of self-help skills, self-direction, occupation skills, improved relationship, socialisation, co-operation, locomotion, communication, information, comprehension, critical thinking, vocabulary, analytical reasoning, problem solving and creativity offering children a diverse range of activities that stimulates both social and cognitive development which may help for overall wellbeing of children. This study also aligns with Vygotsky’s socio-cultural approach highlighting the pivotal functions of social connections, language and cultural tools in shaping thinking and behaviour of children fostering social and cognitive development of children and also Bruner’s theory posits learning strategies that start with motor-based exercises are more successful for young children’s development. So, study recommends Blended games for both Socio-Cognitive development of children.

5.7 Implications of the study

- Will provide insights on role of traditional games of Assam with respect to developmental domains of children.
- Will help parents, educators to provide understanding of benefits of modern games using play materials on children.
- Will help parents and teachers to incorporate blended games in schools as well as home settings.
- As NEP, 2020 focuses on holistic development of children, this finding will encourage policy makers, educators to include blended games in academic curriculum.

5.8 Limitations of the study

- The study was limited to social and cognitive development of children.
- The study was limited to 6–8-year age group children particularly in Assam.
- The assessment procedure was long and time consuming.
- The study focused only on few traditional games of Assam.
- The study was limited to only government school children.
- The study was limited to normal school children

5.9 Recommendations of the study

- The study can be conducted with other age group of children.
- The study can focus on other developmental domains of children
- Comparison of government and private school children can be done.
- The study can also focus on individual games with benefits in various states
- The study can also be conducted in special schools based on their developmental needs.