

ABSTRACT

Play is a collection of mental or physical activities that can enhance children's social skills and provide them with joy and fulfilment. It is an essential component of early childhood that fosters the development of children's tactile, sensory, motor, and verbal skills as well as their awareness of their surroundings. Children can develop and explore the world they can master via play, which helps them build new competencies that boost their confidence and resilience when faced with obstacles in the future. Early childhood is a time of fast development that starts at birth and lasts for eight years, in which play is the main way that children learn; therefore, playing does not necessarily mean that they are squandering their time. Through play-based learning, children can improve their physical ability, social-emotional skills, creativity, language, and overall well-being. Children's development is directly influenced by their upbringing, including their immediate environment and the kinds of play they participate in. Traditional games such as Luka bhaku, Along dolong, Tekeli bhonga, Ganga rani, Sit pokhila, Kut kut, Aire amar togor, Rumal sur, and Borof aru pani are based on cultural values and beliefs, which considerably help children in preparing for life. Additionally, traditional games help children learn how to cooperate in groups, balance their behaviours, respect others' rights as they respect their own, and form appropriate relationships with others. These games' interactive elements promote cooperation among children and help them develop critical social skills like communication and teamwork. These games also provide mental and physical exercise that improves creativity and problem-solving skills. These games foster helpful brain development in children by allowing them to learn, solve issues, have fun, and boost their self-esteem. Modern games, on the other hand, listed as Ludo, Building Blocks, Jigsaw Puzzle, Checkers, Maze, Crossword Game, Seriation Board Game, Memory Game and Matching Game that are played in a setting with toys and play materials. Parents and siblings may help children acquire the social skills they need to succeed in life by picking the correct toys and giving them chances to play with others. Furthermore, children can learn how to use these materials by trial and error in modern games, which helps them develop certain skills in particular areas that promote brain development. However, due to the development of technology, it has been noted that it has become common for young children to watch videos or play online games. This behaviour has a negative impact on children in many ways, including inattention,

irritability, tantrums, and poor academic performance. Hence those games were not included in the present study in modern game list. Furthermore, at age six, a critical psychosocial stage, children enter the "Industry vs. Inferiority" stage. Encouraging children's efforts, recognising their achievements, and supporting their learning enable them to establish a sense of competence and self-esteem throughout this time, which is essential for their overall self-image and future success. In contrast, if they are not given the chance to feel competent and valued in their skills, an adverse setting can cause emotions of inferiority and inadequacy, which can result in social disengagement or difficulties forming relationships with peers. In light of these facts, the researcher intended investigating the Effectiveness of Traditional and Modern games on socio- Cognitive development of children in Biswanath, Assam with a sample of 590 children (6–8 years old) using simple random sampling procedure for the study. These children were initially assessed with Vineland Social Maturity Scale (VSMS) and Malins Intelligence Scale for Indian Children (MISIC) to measure their socio-cognitive development. Later based on inclusion and exclusion criteria control and experimental group of 120 children were selected for intervention. For these children, application of Traditional, Modern, and Blended games was given based on safety and developmental domains for a period of three months. The samples were then assessed three times such as before, during, and after intervention. the results were analysed using appropriate statistical application and found that the blended games intervention outperformed the traditional and modern games in terms of social and cognitive development among children. In case of social development, self-help general, self-direction, occupation, communication, and locomotion found to have better improvements with large effect size. On the other hand, cognitive development, children's information, comprehension, arithmetic, vocabulary, picture completion, block, object assembly, coding and maze were improved much better than other interventions. Thus, in order to promote development and to give children a wide variety of activities that encourage social and cognitive development, this study recommends blended games which could potentially improve children's over-all wellbeing.

Keywords: Traditional games; modern games; blended games; social development; cognitive development; early childhood