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RESEARCH ARTICLE

A CASE STUDY ON DIFFERENT AGE GROUPS OF CHILDREN IN SEVERAL SITUATIONS WITH SPECIAL REFERENCE TO PHYSICAL, SOCIAL, EMOTIONAL, INTELLECTUAL AND CREATIVE PARAMETERS

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ABSTRACT:

Growth refers to physical and biological changes. Development refers to function and behavioral changes. Learning refers to adapting to environmental conditions. Growth refers to the increase in mass and size of a body or organs. It typically occurs through the multiplication of cells and an increase in intracellular substance. Development refers to the physiological and functional maturation of the organism. It also refers to the increase in capacity and skill to effectively function. In this article, different age groups of children in several situations with special reference to physical, social, emotional, intellectual and creative parameters has been discussed.

KEYWORDS: Children, Physical, Social, Emotional, Intellectual, Creative.

INTRODUCTION:

Children's brains are larger in proportion to their bodies than adults. There is no control of organ circulation and vision is not clear. This little child is slowly turning into an adult. This change does not come suddenly one day. It is possible to find this change in people's life in certain stages of gradual. They are infancy, childhood, adolescence and adulthood. The characteristics of each are different from each other. [1] There are many changes in people's lives at different times. It may be physical, social, emotional and intellectual changes. Some changes last for a while and some changes last a lifetime. It is important to know what kind of work a person can do at every level. Such knowledge is very important for a teacher or parent to know how to instruct a student. [2] The objectives of the research are to explore the physical, social, emotional and intellectual parameters on different age groups of children in several situations.

METHODOLOGY:

A methodology details a researcher's approach to the research to ensure reliable, valid results that address their aims and objectives. Research methodology is a way of explaining how a researcher intends to carry out their research. It is a logical, systematic plan to resolve a research problem.

Study Area: Subhasgram Nabatara Vidyalaya (H.S.), Subhasgram, Kolkata-700147, W.B.

Variables:

Dependent Variables: Age, Children, Stage.

Independent Variables: Physical, Social, Emotional, Intellectual, Creative.

Research Design:

A research design can be defined as the preparation of conditions, for the collection and analysis of data in such a manner, which aims at combining. Research Design is a strategy for answering research questions. It determines how to collect and analyze data. Qualitative research design involves collecting and analyzing non-numerical data to understand concepts, opinions, or experiences. In this research, qualitative research has been used.

Source of Data:

Primary data is a type of data that is collected by researchers directly from main sources through interviews, surveys, experiments, etc. Primary data are usually collected from the source—where the data originally originates from and are regarded as the best kind of data in research. The sources of primary data are usually chosen and tailored specifically to meet the demands or requirements of particular research. Also, before choosing a data collection source, things like the aim of the research and target population need to be identified. In this research, primary data has been used.

Sampling Plan:

A sampling plan is an outline based on which research is conducted. A sampling plan outlines the individuals chosen to represent the target population. Simple random sampling is a type of probability sampling in which the researcher randomly selects a subset of participants from a population. In this research, simple random sampling has been used.

Sample Size for Case Study: 07 students.

Sample Collection:

Sample 1:

Name:	Labanya Nath
Age:	10 years
Stage:	Marginal Childhood

Sample 2:

Name:	Writtika Das
Age:	11 years
Stage:	Marginal Childhood

Sample 3:

Name:	Disha Ghosh
Age:	10 years
Stage:	Marginal Childhood

Sample 4:

Name:	Tun Nath
Age:	11 years
Stage:	Marginal Childhood

Sample 5:

Name:	Ishan Mondal
Age:	10 years
Stage:	Marginal Childhood

Sample 6:

Name:	Souvik Das
Age:	11 years
Stage:	Marginal Childhood

Sample 7:

Name:	Debanshu Bera
Age:	11 years
Stage:	Marginal Childhood

Method:

The researcher was collected the sample from the study area (school) and case study was conducted through structured questionnaires.

Research Tools:

Structured Questionnaires:

A questionnaire is a set of questions people are asked about a specific topic to gather statistically helpful information. A structured questionnaire is a document used to collect data from respondents and consists of a set of standardized questions with a predetermined framework that sets the precise language and sequence of the questions.

Case Study:

A case study is defined as an empirical enquiry that requires a scientifically rigorous research design, using one or more types of research methods for data collection and analysis. Case study is a detailed description and assessment of a specific situation in the real world created for the purpose of deriving generalizations and other insights from it. A case study can be about an individual, a group of people, an organization, or an event, among other subjects.

In this research, structured questionnaires and case study has been used.

RESULTS:

Sample 1:

- The student physically well.
- The student skilled in sports.
- The student helped others.
- The student like to be in groups.
- The student have a sense of joy.
- Interested in learning about everything.
- Also have interest and attention.

Sample 2:

- The student physically well.
- The student skilled in sports.

- The student helped others.
- The student like to be in groups.
- The student don't have a sense of joy too much.
- Interested in learning about everything.
- Also have interest and attention.

Sample 3:

- The student physically well.
- The student skilled in sports.
- The student helped others.
- The student don't like to be in groups.
- The student have a sense of joy.
- Interested in learning about everything.
- Also have interest and attention.

Sample 4:

- The student physically well.
- The student skilled in sports.
- The student helped others.
- The student like to be in groups.
- The student have a sense of joy.
- Interested in learning about everything.
- Also have interest and attention.

Sample 5:

- The student physically well.
- The student skilled in sports.
- The student helped others.
- The student like to be in groups.
- The student have a sense of joy.

- Interested in learning about everything.
- Also have interest and attention.

Sample 6:

- The student physically well.
- The student not skilled in sports.
- The student helped others.
- The student like to be in groups.
- The student have a sense of joy.
- Interested in learning about everything.
- Also have interest and attention.

Sample 7:

- The student physically well.
- The student not skilled in sports.
- The student helped others.
- The student like to be in groups.
- The student have a sense of joy.
- Interested in learning about everything.
- Also have interest and attention.

DISCUSSION:

- The questionnaires set were given related to marginal childhood for the evaluation of physical development. Out of 14 questions, 12 answers were found positive. So, the students were fit for physical development.
- The questionnaires set were given related to marginal childhood for the evaluation of social development. Out of 35 questions, 31 answers were found positive. So, the students were fit for social development.

- The questionnaires set were given related to marginal childhood for the evaluation of emotional development. Out of 56 questions, 49 answers were found positive. So, the students were fit for emotional development.
- The questionnaires set were given related to marginal childhood for the evaluation of intellectual development. Out of 28 questions, 23 answers were found positive. So, the students were fit for intellectual development.
- The questionnaires set were given related to marginal childhood for the evaluation of creative development. Out of 14 questions, 11 answers were found positive. So, the students were fit for creative development.

LIMITATIONS:

- No pictures were collected due to restriction.
- Only seven students were taken for this study.

CONCLUSION:

In this study, it has been determined which term would be suitable if the students are taught according to their age and needs. This study was designed for student evaluation through each level of their development.

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