EXECUTIVE SUMMARY

The current problem attempted to find out score on the social age (SA), social quotient (SQ), chronological age (CA) and adaptive functioning of the institutionalized mentally retarded children in seven Centres located in two districts of Manipur, India. Besides, the infrastructural and manpower facilities available in the Centres along with the educational programs undertaken by them had also been discussed. Further attempts had been made to work out the correlation and difference between certain selected variables.

Altogether 105 children in the age-group 4-15 were selected out of a total population of 314 children through the purposive sampling as subjects of case study. The adaptive behavior of the children was examined on the basis of eight areas, such as Self-Help General (SHG), Self-Help Eating (SHE), Self-Help Dressing (SHD), Self-Direction (SD), Occupation (OCC), Communication (COM), and Socialization (SOC). Moreover, the functional academics relating to 3R’s, i.e., reading, writing, and arithmetic, were also examined for each category of children with mental retardation.

The Vineland Social Maturity Scale (VSMS), Indian adaptation (Nagpur) by Malin (1992), was used. The scale was administered to the same informants, such as principal, teacher, warden or caregiver, twice as Time One or first test and Time Two or second test separated by an interval of twenty weeks. The first session was of twelfth weeks’ duration (n=105) and the second required eight weeks (n=74).
Some of the main empirical findings were:

- Although all the Centres had the minimum infrastructural and manpower facilities, much remains to be improved in terms of library and other physical resources.

- The number of male children with mental retardation was higher than that of female children.

- A wide gap between chronological age (CA) and social age (SA) and also adaptive functioning was found.

- Education was completely formalized on teaching reading, writing, and arithmetic. 43.81% at Time One (n=105) and 62.16% at Time Two (n=74) became literate.

Correlation:

- There was a positive correlation between social quotient (SQ) and adaptive functioning, i.e., the higher the social quotient, the higher the adaptive skills.

- Chronological age (CA) was not a contributing factor of cognitive development.

- A positive correlation between social age (SA) and social quotient (SQ) was found. The higher the social age, the higher the social quotient.

- There was a positive inter-correlation between the domains of adaptive behavior.
Difference:

- Sex may not be a determining variable of the development of social quotient (SQ) and adaptive behavior.

- Age of the mother at child birth, occupational status of mothers, economic status of mothers, type of family system, and educational status of mothers were not found to be the factors influencing the development of social quotient and adaptive behavior.

To sum up, the scores on social age (SA), social quotient (SQ), and adaptive functioning of the children with mental retardation appeared to be very low when compared with the chronological age (CA), although decrease in retardation level was found at Time Two. A positive correlation between social quotient (SQ) and adaptive functioning was observed. Social age (SA) was an important factor for high or low social quotient (SQ) as well as adaptive behavior. Age was not a determining factor of the development of adaptive behavior. Each domain of adaptive behavior was interrelated. Sex, age of the mother at child birth, occupational and economic status of the mothers, birth order, and family system was not contributing variables for difference in social age, social quotient, and adaptive functioning among the children.