The aim of this research work was to find out whether a service could be developed, for making provision of management and education of rural-based mentally retarded children, in the form of parent-as-teacher model.

The theory in connection with the subject is presented in the first four chapters. These contain information on mental retardation, services for individuals with mental retardation, and parents of individuals with mental retardation and work with them, and rural community and its sociology. The chapter on parents and work with them reviews works done with aims similar to the one of this research work.

After describing the problem to be investigated and the need for doing so, the objectives are laid down. The organization under the auspices of which the research work was done has been selected in accordance with the objectives laid down. A brief chapter is added to present the information about the rural area, Jai taluka, where the research work was done.

The hypotheses meant to be tested for investigating the problem have been formulated on the basis of an underlying argument.
The research design is a simple pretest-posttest design. The research is a non-experimental type of research with only one group of subjects. The method is case-study method. Eleven independent variables and five dependent variables have been considered.

Five tools of assessment have been selected, two for assessing the children and one each for assessing the parents, the work of the parents and the influence of the work on the units.

A sample of thirty units was collected using a Simple Random Sampling Design.

The characteristics of the intervention were:

1) The work lay emphasis on interaction between the child, parents, investigator and other family members.

2) Either both or at least one of the parents was given the training and expected to contribute to the setting of goals and to carry out the management and educational assignments for their child.

3) Training consisted of various approaches each according to the requirement of the child, parent and the household.

4) The assignments were aimed at developing skills and reducing maladaptive behaviors.

5) The teaching material provided was simple and mostly locally made.
The data has been presented in the form of tables, and case-histories.

Out of the seven hypotheses, two were meant for verifying the aspect of effectiveness of the model. These two were accepted. The two meant for verifying the aspect of relevance of the model were rejected. Out of the three which had bearing on both the aspects one was partially accepted, one was rejected and the remaining one could not be examined adequately.

The research work demonstrates that parent-as-teacher model is effective as a means of intervention for the mentally retarded children from rural areas, but the purpose and method of the model does not carry enough relevance in the life of rural parents. Hence the model is not truly viable.

The words of sample-child PFB's foster-father symbolize the attitude of the rural folk very candidly. He said, "After all we are farmers. We would obviously feed, wash and take care of our able-bodied bulls more than our non-working cattle."