Indian parents more or less have two requirements from schools that their child comes home disciplined and be successful at examinations. Right from birth, the child is much influenced by all those who surround him/her. Harmony and quality of parenting, educational expectations and involvement of parents are considered to be few important environmental variables associated with child’s development. Child must be helped to think, analyse, develop a variety of skills and excel in their chosen areas which result in a more creative and curious child. Child rearing practices determine the course of child’s cognitive and social development. Different psychologists have identified different parenting styles. However, no single parenting style can be identified and labeled as the most significant parental dimension.

Parental Involvement has been recognized as the most important factor to influence the child in his childhood. Any enrichment programmed for maximizing the potential of all the children has to have active parent child interaction. The role played by parental preferences regarding how children should be handled, brought up and educated, has been much debated. Our children are invariably expected to conform to parental preferences, which are the results of specific standards which parent’s layout for their children in many fields of activity. These pressures are purely subjective, fluctuating widely and vary from home to home and it is not infrequent to find parents setting too high or too low goals for their children and force too restrictive or too permissive conditions which may devoid children of natural avenues of communications. All this may lead to tension, anxiety, repression, maladjustment, inadequate personalities and poor achievement levels.

Mathematics is one of the oldest disciplines of human knowledge, with a continuous line of development spanning thousand years of human civilization. It has been visualized as a means of training to think, to reason and to analyse logically. It is treated as a concomitant to any subject involving analysis and synthesis. Despite the debate held by critics and researchers, all seem to agree that parental involvement has a long lasting impact on child’s mathematical/academic achievement. This necessitated the study of parental involvement and performance in mathematics at different Bloom’s Taxonomic categories.
The present investigation is an humble attempt to investigate effect of Parental Involvement on Performance of Elementary School Students in Mathematics at Bloom’s taxonomic categories.

The report of the present investigation has been presented in five chapters:

**Chapter-I**  Deals with the introduction to the problem, description of the variables, Review of related literature, objectives and hypotheses to be tested.

**Chapter-II**  Focuses around description of the tools - their developmental procedure and validation.

**Chapter-III**  Deals with the methodology of the investigation under subheads- tools, sample, design and procedure of the study.

**Chapter-IV**  Presents analysis and interpretation of data and,

**Chapter-V**  Includes summary of the findings, implications of the research findings and suggestions for further research.