One of the greatest challenges and opportunities of the 21st century for schools at all levels is to focus on Quality Education. It is with Quality teaching in mind that we need to review and attempt to consolidate empirically support effective teaching principles from diverse theories (behavioral, cognitive, social-learning, etc).

We need to embrace a recognition that all children can perform at higher levels of achievement than they do today that vary greatly in their readiness to learn, in what they need and want to learn, and in the ways, they learn best; and that schools must increasingly customize instruction, thereby enabling each child to learn to the best of his/her ability. We need to provide many opportunities for children to experience success in life.

And, for all this to become a reality school systems must recognize that traditional methods of teaching and learning are unsuccessful for many students. They need to evaluate and adapt alternatives to fulfill the promises they make and to discharge the duties they undertake. Quality Instruction is a powerful new approach that is well grounded both theoretically and empirically. Quality Instruction is the vehicle that can lead us on the path of life skills development and the educationists can use to cope up with the forces of change by incorporating learning experiences and life skills which will be fitting our nation and its educational system.

However, home is the first teacher for a child where seeds of qualitative development of child begin. It is globally realized that it is a definite and purpose role of home and community both in the integrated development of the child for achieving the goal of quality in every aspect of development and equip him with various life skills which will later help him to meet the challenges of life.
The present research is an humble attempt to investigate Impact of Quality Instruction with Home Based Remediation and Parental Involvement on Life Skills of Fifth graders.

The report of the present investigation has been presented in the 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 development procedure and validation.

Chapter-III : deals with the 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.