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# Chapter 1

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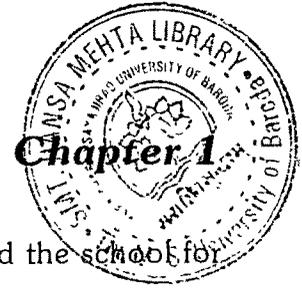
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# Introduction

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Do you remember how you felt when you entered the school for the first time? Were you excited? Did you socialize with your new classmates? Were you hugged and greeted by your first teacher? Were you scared and full of anxieties about this new experience? Did you find the new building and new room exciting and stimulating? Did you know how to play with other children? Do you recall your teacher being authoritative who used words you were not familiar with and expected you to do things that you had no knowledge of? It is very easy for us, as adults, to forget the fears and anxieties that we had as small children. We often do not realize how those first few days and months at school can affect our entire future.

Children go through many transitions in their early lives. During each of these, children may experience anxiety, fear, lack of security because of unfamiliar environment, adults, peers and physical structure around them. One such transition phase is when the child moves from home to a preschool. The child for almost 2½ - 3 years is under mother's constant attention, receiving affection, love, care and companionship. For most of the time the child is within the familiar surroundings of the house. During any difficulty or discomfort the mother is always there to comfort the child.

On a first move from home to preschool set up child is expected to do a couple of activities independently, follow certain routines and share materials with the fellow children. Above all, the facilities including lavatories are new and sometimes children might find them impersonal and feel scared using them. During this transition the child might develop some fear and anxiety. This could manifest in the form of sleepless nights, murmuring during sleep, loss of appetite, lack of concentration, throwing tantrums, bed wetting, stuttering, stammering etc. This transition is difficult not only for the child but also for the parents. The parents and other family members at home and teachers in the school need to help the child and smoothen the process of transition.

### **1.1 The Concept of Transition**

In the field of Early Childhood Education the word transition is used in many ways. Transition has been used to describe the period that falls between two different activities. It may also be used to describe the period during which children move from home to preschool, from one activity to another within a preschool or from preschool to kindergarten (Lombardi, 1992).

With more and more children participating in early childhood programmes, before their entry to school, there should be an increasing

focus on studying the transition process that occurs when children move from home to pre-school. Moving from home to pre-school means leaving the familiar environment which includes peers, personnel and materials etc.

When children move from home to preschool they need to cope with a reorganization leading to psychological changes (Fthenakis, 1998). There are certain common factors for children as they make transition from home to preschool. Parents and schools should be aware of these in order to help children adjust better.

## **1.2 Adjustment to New Environment**

In making a transition to preschool, some children exhibit behaviours that demonstrate an inability to function independently during their stay in the school. One such behaviour is clinging, or the need for usual frequent physical closeness with the teacher (Mc Namee–Mc Grory et al, 1995).

The children exhibit individual differences in the intensity, frequency, and duration of separation distress behaviours. Some separation behaviours seem to be low-key and easy while others could be long lasting. Mundrof (1996) suggests that the entry process and caregiver responses to the child's behaviour lessens the frequency, intensity and duration of some separation distress. However,

emotionally ready and secure children will be able to face the new challenges confidently (Goleman, 1996). Laevers et al (1997) state that if children lack confidence and well being, the chances are that their development may be threatened.

The new environment of the school can have a significant influence on the child's behaviour. Cleave et al, (1982) identified three features of the environment being critical for children:

- the scale of child's setting
- the range of child's territory
- limitations on his movements within it.

It is not necessary that all children will respond to the new environment in a similar manner, for there are few life transitions that make the same impact on everyone (Rutter and Rutter, 1992). Moreover, many children may have faced other transitions before entering school but not necessary that for them it will be an easy transition (Dowling, 1995).

### **1.3 Social Experiences**

The child's communicative competence plays a significant role in early years. This is possible through social interaction with adults and peers. According to Vygotsky (1978) adults and peers provide necessary assistance which enables children to move to the next level of independent functioning.

The way children are introduced to the new environment normally affect the child's social being (Rutter and Rutter, 1992). Bronfenbrenner (1979) proposes that the critical link between two settings is the person who establishes the link in the first place. That means if the child has the company of one or more people from the previous setting the developmental potential of a setting is enhanced. For example, if the mother accompanies the child on any preliminary visit, she might serve as a source of security, provide a role model of social interaction and be of significance for the way in which the child is able to function in the new setting. Children's early social experiences are important to an individual's development. These rich social experiences act as a motivating factor for learning (Deegan, 1996).

#### **1.4 Cultural Influences**

The culture of the school and family influences children's behaviour. Myers (1996) suggested that schooling in a multifaceted world should have a goal to provide children with roots in their own culture and wings to take them on to new and unknown. Similarly, Bruner (1996) proposed that participation in culture helps in understanding the culture. Through participation in the school, children construct their own realities and meanings and adapt them to the system. In the process children acquire the school's way of

perceiving, thinking, feeling and carrying out activities. According to Bruner's handover principle the child moves from a spectator to a participant and begins to take responsibility for task performance (Tharp and Gallimore, 1998).

Unfortunately, there has been very little research into the adjustments young children must make before they start school. The challenge, therefore, is to create a developmentally and culturally appropriate effective programme which would facilitate the process of transition from home to preschool.

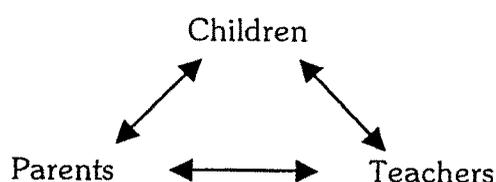
Sylva and Blatchford (1996) have focused on children's first move out of the home to group experience. It was found that three year olds spend, on an average, about a third of their time during first six months in the group and observe what is going on in the environment. Children entering reception class experience a significant alteration in the availability of adult attention, since there may be one teacher to a class of more than 20 of three or four years olds.

It is important for all concerned to be aware of the many and complex influences so as to be able to offer some continuity of experience and expectation to children moving from one setting to another (Barrett, 1986).

Bredkamp (1987) suggests providing developmentally appropriate curricula for different age levels in all education settings to ensure programme continuity. Further, the transition usually being difficult for young children should be planned carefully. Just moving a child from one location to another can upset the child. Thus we need to ensure that,

- i. There has to be a continuity of the home environment in the pre-school in order to reduce the stress.
- ii. Communication with children should be affectionate and effective.
- iii. Children should be prepared for this transition.
- iv. Parents need to be involved in transition.

Thus, during transition there should be a healthy co-ordination between children, parents and teachers.



The review of literature highlights the following points:

- The transition from home to preschool needs more focused attention.
- Adjusting to a new environment is difficult.
- Children need to be prepared for the change in the environment.

- Continuity of early experiences is important.
- Developmentally appropriate curriculum is essential.
- Involvement of parents leads to success of any early childhood program.

### **1.5 Role of Parents During Transition**

Lombardi (1992) emphasizes on providing effective services during early childhood years. It should include developmentally appropriate curriculum, parent involvement and supportive services for children and families. The parental involvement is a key to a child's success and should be encouraged as children move on to elementary school. In fact, comprehensive family support and health services are crucial components throughout the early years.

Petrie et al (1995) examined the effects of parent involvement on child adaptation and growth of autonomy during a home-school transitional year. It was found that parent involvement had significant potential for change in children facing adjustment problems.

Jorde (1984) conducted a study on the influence of parent's attitudes and behaviours on the adjustment of two year olds to a new school experience. It was concluded that achieving a smooth transition depends on the quality, consistency and patterns of interaction between parent and child and the elements of program design, staff composition and general feelings conveyed to the child in the new setting.

Bagley, (1995) states that parents should provide emotional support to children making school transition. In an intervention study involving parents, Leach and Siddall (1990) found that avoiding criticism and praising children appropriately resulted in the faster learning by children.

Patrick et al (1993) found that parental autonomy was related not only to activity level in children but also to school related interest and positive feelings in children. Several evaluations reveal that parents realize how important their role is in supporting the child's development, and that there is a change in the parents behaviour, particularly in terms of their interactions with their children. But the change is not easy (Smale, 2000).

Looking at the broader scenario parents are seen as great assets to programmes, especially as they move from relative passive to more active roles. The only way in which programmes are likely to reach young children are through parents. Parents are the key to the success of these programmes. Some parents can end up feeling that they do not know how to raise their children, and/or that there are 'special' things that they must do to give the child appropriate support. Parents may be very good at caring for young children in their own homes, but may have little idea about how to put together an appropriate curriculum in a desired manner.

Home visits were designed to help parents / caregivers to feel more at ease in expressing their views, and help break many mother's feeling of isolation. Johnston and Mernin (1994) discussed the benefits of home visits by teachers before a child enters preschool or kindergarten. Further, the emphasis was on the childhood attitudes, parental attitudes, teacher-student relationship, schools' attitude in easing the children's entry to school.

Parents are children's first educators, and they should participate in the programme. The parents and programme planners are equal partners, with the latter serving as catalysts and mobilizers. The partnership approach between parents and teachers would involve the joint determination of needs, and making joint decision about how those needs are to be met. For a programme to be developed with parents one should respect different views and allow different voices to be heard valuing diversity and with an openness to creating new knowledge and new ideas. This open dialogue would result in a generative content which is created out of genuine interaction with those for whom the content is to be created.

According to Sparks (2000) parents' comfort needs to be considered. Activities and approaches should also be discussed with the parents. If parents express concerns, or disagree with activities in

general, or with specific ones, take their concerns seriously. Their concerns should be given proper attention and due importance.

Pantin (2000) discovered two vaccines for better interactions with the parents. Very effective and easily affordable these interactions are -

- i. 'Attentive listening' – which means that before trying to help anyone we must listen to them for days, for months, for years, always convinced that what they have to say about themselves is just as important as the brilliant insights and innovative solutions buzzing around in our busy little brains.
- ii. 'Respectful interactions' - which means if we feel called to interfere in the lives of the other people, then let us do it respectfully, recognizing that we are not experts and know all and they are not totally ignorant and know nothing, but that both parties can agree on a course of action in which they both have made a serious input.

Evans (2000) states that when it comes to effectiveness in early childhood care and development there is no single model that could be appropriately applied to all settings. However, it is generally accepted that programmes which are expected to benefit young children must be embedded within families, their community and their cultural values so as to support children in the development of the physical, mental and social abilities that will enable them to survive and thrive in later years.

A quality programme is one that is appropriate to the child's stage of development and addresses the needs of the child, while

The ECCD programmes are supposed to bridge the gap between home and school, leading to better adjustment and later on better performance in the school. A wide variety of early childhood interventions have appeared, focused on child or family in order to help prepare the child for entry into school. This would definitely ease children's transitions and adjustments in the preschool. Several models now exist for developing transition plans and for training individuals who need to be involved (Myers, 1997). The most important features of successful transition, as well as about the needs of children parents and professional providers in the process are as follows:

- inter agency cooperation
- parent involvement
- preparation of the child's environment
- planning
- communication
- shared information
- trust

Parent involvement in the school has proved to be successful. Parents who are happy with their relationship with the school usually give the main reason for this to be that the school always welcome them (Renwick, 1984).

respecting individual differences. It should be recognized that quality is affected by motivation and training of programme personnel, the physical environment, the materials used, the curriculum, and the support available to providers. Low quality programmes are ineffective, deprive children of benefits and represent a waste of resources which otherwise need to be used effectively and efficiently (Evans, 2000).

Every effort should be made to see that the gains a child makes within a programme are sustained, i.e. paying attention to the level at which the children have entered and where the programme would lead them. Without giving attention to these transitions in children's lives, the gains made in one setting can be lost in another. Attention to transitions will help ensure a strong relationship between what happens to children in a programme in terms of their development and later measures of development or success.

The preschool years lay foundation for the development of a strong, confident sense of self, of empathy, of positive attitudes towards people different from themselves, and of social interaction skills (Sparks, 2000). According to Lombardi (1992) programmes for children should be neither play oriented nor academic but instead developmentally appropriate. Moreover, the programmes should respond to natural curiosity of young children and reaffirm a sense of self. Communication skills, co-operation and problem solving needs to be enhanced.

In bridging the gap between home and school Sylva and Blatchford (1996) suggest that teacher training curriculum should include guidance on young children's learning needs and appropriate active based pedagogy. Further the greatest educational gains could be achieved by placing the most able and highly qualified teachers in the lower grades. The stress was also on developing career structures for teachers to increase motivation and commitment and provide ongoing training. On the basis of this review it is possible to conclude as -

- Involvement of parents has a tremendous potential in helping children adjust in a new setting.
- Bringing a change in the attitudes of parents is rather a difficult task but not an impossible one.
- Parents are children's first teachers and they can be and should be the valued partners.
- A partnership approach between parents and teachers helps facilitate the whole process.

## **1.6 Role of Teacher**

Young children need well adjusted, intelligent, energetic and creative teachers. Spodek (1972) defines the effective teacher as an unique human being who has learned ways to use knowledge effectively and efficiently to educate others. For a young child a teacher's characteristics become important and thus it matters, what

messages the teacher is giving to the child. They could be : does the teacher put the child at ease, make him / her feel welcome ? Are the given messages, 'I want to help you, I care', 'You are important to me', 'I want to hear what you have to say', 'Ask me and you'll be answered'.

These messages make the child comfortable, and set the tone for further interactions. In contrast if the child is generally snubbed, not answered repeatedly, negative non-verbal messages are given through the body knowledge (like, low eye contact, and stiff body postures), sarcasm is used in answering questions, questions are considered silly, and the teacher does not really listen to what children have to say and she / he discredits children's experiences by being authoritarian all the time. Such a teacher's responses would be expected to have negative outcomes. The non welcoming behaviours could then reduce enthusiasm for asking questions and/or learning in general. Another behaviour which could have a lasting impact is labelling children. Once children are labelled as "dull" or "stupid", they will begin to believe that they really cannot learn or perform and thus they are in fact "dull" and "stupid". This would cause harm because children value teachers' opinions about them and seek constant approval and praise (Konantambigi, 2000). Teachers with highly pro-children teaching strategies would help develop appropriate children friendly strategies,

thus making teaching, learning and classroom interactions enjoyable and smooth. Irrespective of the type of the school and the teacher, most of the children wait/ long for teacher's gaze and attention, approval and smile. They feel happy on receiving it.

During transition children may experience anxiety when interacting with strange adults than with strange peers, and some teachers may misinterpret this anxiety as communicative incompetence. For a smooth transition teachers need to ensure that children are offered adult interaction which stimulates an atmosphere of cooperation, coordination and continuity (Clyde, 1991).

Teacher's insight is an important aspect of teacher's role in transition. Too much of empathy, and too much of attention will make the child dependent and encourage attention seeking behaviour. The process of transition does take more time. To be comfortable in a new ecology one needs to get adjusted. However, guidance and providing feelings of security before and during the process seem to decrease the feeling of despair and associated crying and other anxious behaviours. This transition process requires understanding from the parents, teachers and the school system (Konantambigi, 2000)

The classroom environment and activities therein can also affect a child's adjustment. Children sometimes have difficulties in accepting

and conforming to the demands of the classroom routine and organization. This may lead to anxiety about not knowing what is expected of them. Many teachers place great stress on children being disciplined, obedient and accepting of teachers authority (Myers, 1997).

There is a need to create self awareness amongst teachers. This is supported by some of the current researches on a wide gap between the teacher reported coverage of the syllabus and what the children reported, as having being taught. There are immense studies that support such findings, viz, importance of teacher's characteristics and behaviour in promoting children's learning and other outcomes (Blumenfeld, Greenwood, Delquadri and Hall, 1989; Sharma, 1998; Eshel and Kurman, 1990).

When planning a program for young children, it is important for the teachers to consider the developmental levels and interests of the children. The program should emphasize on designing a flexible and responsive environment which allows children to participate actively. It is important to design linkages between home and preschool and also to involve parents in the process of transition (King, 1993).

Teaching young children it seems is an active task. The teacher and the system need to be active mentally as well as physically to undertake a number of tasks required to go through the day (Anderson &

Burns, 1989; Perkins, 1992). Classrooms require high energy levels (Perkins, 1992). It definitely then, logically calls for regular prior planning and preparation. Therefore, the teachers need to be taught techniques to sustain planning, preparation and executing the activities. It is expected that when teachers teach with the view to making sure that children understand, they are actively involved in motivating children.

For teachers too, pre-entry and transition programmes can have positive effects. Teachers claim that the children 'settle' more happily and more speedily into the routines of the infant classroom when they and their parents have participated in pre-entrant programmes (Anonymous, 1993).

While research reveals the role of home environment, parental support and the teacher's efficacy and school related adjustment and success, very few studies have focused on home and school interaction and their relation to later performance.

Studies on transition do not seem to be common. Reported work on transition of young children from home to nursery is of course an elaborate one (Peak, 1991). These findings in the Japanese preschools point to existing ecologies and the adjustment of young children. There are discontinuities in the ecologies and parents of preschool children including teachers expect children to behave differently at home and

school. By adhering to the differential norms the children are expected to adjust and behave accordingly.

The Indian society, a relatively collectivistic one, seems to predominantly favour continuities in the ecological niche provided to children. Most teachers try to be very considerate and affectionate. Parents also seem to expect teachers to be very kind and considerate to children more specially during transition phase (Konantambigi, 2000).

Teacher's behaviour have been found to be related to the process of learning (Rogers, 1983). Therefore, the teacher's attitude plays an important part not only in introducing children to each other in a new setting but also in establishing routines and classroom ethos. The trends which emerge from the review are -

- Teacher can mould the life of a child.
- Teacher should be caring and loving and not authoritative.
- Teacher's interaction with parents need to be warm and welcoming.
- Teacher's attitude plays a very important role in child's adjustment in the school.

The literature review clearly depicts the importance of child's early experiences and the involvement of parents and teachers during these foundation years. Researches revealed that this is the most impressionable period of one's life and it is during this formative time

that vital foundation is laid for optimum development for an individual's personality. Therefore there is a great need to these undertake studies on early interactions and help children reach their maximum potential.

While reviewing the literature the researcher found that there is lot of western literature available in the area of transition from preschool to primary school but still the stage from home to preschool needs attention. The researcher could not find similar studies in the Indian context.

Only a few schools in Baroda city are really sensitive to the needs of children and parents' role during the first transition. The researcher has an extensive experience of working with the new entrants to Chetan Balwadi. Chetan Balwadi, a Laboratory Nursery School, Department of Human Development and Family Studies, Faculty of Home Science, The M.S. University of Baroda has regular orientation programme for the parents and children. Certain tips generated during the programme have been found to be really helpful in the adjustment of children. Thus, the investigator felt that there is a need to understand the difficulties of parents and teachers in depth and accordingly design, develop and implement an Educational Transition Program (ETP) for facilitating transition from home to preschool.

Anonymous (1993) describes transition focussing on how parents, teachers and other professionals cooperate to ease children's passage from home to preschool, or from preschool to primary school. Examples are from USA, Trinidad, Spain, Israel, Zimbabwe, Portugal, UK, Chile and Scotland.

A pre-entrant programme entitled, "Initiating friendly relationship in Scotland" was one of the first to be devised and implemented. This was on the basis that during first transition parents, children as well as, the teachers face difficulty. Four to six sessions for parents were planned before their children started school. The sessions were focused on basics, such as emotional aspects of starting school, on skills that would lead to numeracy and literacy and on how these would be introduced in the first year at school.

While the parents were attending the workshop, the pre-entrant children had the chance to become familiar with the school building, visit their first classroom, play with some of the toys and equipments that they would use later. They also met their future classmates. The teachers stated that the children settle more happily and more speedily into the classroom routines when their parents were a part of the pre-entrant programme. The parents could get ideas from the teachers and from other parents on things to do and talk about with children at home

as a preparation for starting school. Parents also reported that the children had developed confidence and enthusiasm for starting school once they had actually been to the school and met some of the people they would be working and playing with.

According to Frey (1993) the time when children go to primary school is also a transition time for parents. At this stage also parents do experience anxiety, and fear. While interacting with the parents it was found that nothing had been done previously to prepare their children, not even emotionally, to enter school. This led to lots of difficulties with the children facing this transition. It was then discovered that parents need to play a more active role in their children's education.

Riedinger (1997) states that children's first formal educational experience may significantly influence the further course of schooling. He conducted a study to identify promising strategies for transition to school. The recommendations were - 1) provide intensive parenting education 2) maintain close contact with pre kindergarten programme 3) provide transition services that facilitate interactions among parents and teachers of preschool and kindergarten. This view has been also supported by Peters (1989).

A practicum was designed by Sharma (1988) to facilitate transition from preschool to primary school. The ultimate goals were to

prepare children for transition to school and train parents to aid in this transition. The studies resulted in- 1) increased cooperation between two agencies, 2) parents acquired needed skills to work with the children, 3) increased parental participation, 4) development of related materials.

Broe (1995) noted that, lasting impressions get established for a child, parents and practitioners on the very first day of the school. He suggests that the day should be made special, and practitioners should have realistic expectations of the child. Accordingly, making positive phone calls to parents and sending materials home helps in establishing a bond between home and school Lewis (1992).

The traditional view that a child's intellectual achievements depend primarily upon genetic predispositions is now being superseded by the idea, supported by many recent studies, that the factors of environment and experience profoundly affect performance on mental tasks and success in educational system. The quality of preschool experience and the type of family a child is part of and the type of school first attended may significantly influence the later learning (Secord, 1967).

According to Bailey (1988) the major challenges to early childhood professionals is to effectively deal with separation anxiety

and assist children while they shift from the familiar home environment to an unfamiliar school environment. Further, the recommendations for the transition programme were - 1) step in and help parents and children separate; 2) validate the feelings of both parents and children; 3) stay with the children in a close relationship. While reviewing transition from home to school. Richardson (1997) examined transition of children from home or preschool to school in Australia and Newzealand and emphasized the continuity for smooth transition and manage stress arising from environment and routine changes.

Ghaye and Pascal (1988) stressed the need of appropriate changes and improvements in policy and practice based on a cognizance of the impact of separation, transition and incorporation on children. It is clearly evident from the available researches that this impact of separation should be understood from both parents as well as child's point of view. The links between home to preschool and to primary school need to be strengthened. Moreover, the teacher's role is very crucial and important in building the whole process. Therefore, in the process of designing and developing the Educational Transition Programme the researcher kept these issues in mind and decided to involve parents and teachers in order to undertake study on transition from home to preschool.

## **1.7 Role of Video in Mass Communication**

During the process of designing and developing the Educational Transition Programme a difficulty was encountered in deciding the strategy. Various strategies like workshop, newsletter discussion including meetings have been used in imparting required knowledge to the parents. In the present study, as a part of the ETP a video was developed for effective implementation.

Video has a facility to record pictures (images) with sound on magnetic tape and play them eventually on television. There are specific advantage of video -

- Video is useful in capturing and storing complicated processes and can be used and edited and again reused.
- Video can be used for specific group of people.
- Video adds motivation and encourages self confrontation.
- Video not only shows motion, but it can store pictorial graphics and alpha numerical data.
- Video has the capacity to provide the operator with a remote control over such playing functions as stop, start, high speed, access to any individual frame at any point on disc, speed control, change from normal to freeze frame, high speed search and skip etc.
- Video programmes can be seen at suitable times rather than only when transmitted through network at a fixed time.
- Video cassette mounted tapes are simple to use.

Thus keeping in mind the merits of video the investigator selected this as a medium for imparting information related to transition from home to preschool to the subjects.

The results of the present study will definitely help the educational institutions to decide the usefulness of the video based ETP for action researches. It will also help parents and teachers who would be actively involved in the process of transition from home to preschool. The following part of the review will focus on the studies related to the use of video in education.

The use of video in the field of education is comparatively a new movement in our country. In recent years, its scope has widened considerably and a lot of attention is focused on its use in the educational institutions.

Video provides an opportunity to speak and exchange information and experience without falling prey to the distortions built into the use of conventional media. Goswami (1985) undertook a study on video utilization by selected home makers of Baroda city and their opinions regarding the impact of video on family life. It was concluded that an effective imagination and carefully directed video viewing could help in developing a positive acceptance of video as a medium of information, education and entertainment.

Laul (1989) and Ziegler (1990) stated both persuasive and informative video as effective tool for knowledge gain. Gupta (1990) studied the effectiveness of the video films regarding conservation and purification of water for the students of urban and rural schools in Vadodara. It was found that informative and persuasive video films are equally effective in teaching the concept and its content. The teachers in the study were interested in teaching their students through such modern aids - video films. It was noted that through video films more content can be taught very effectively in a shorter period of time.

Video technology has come to stay and has affected the citizens of India. Like television, video is used all over the country, mainly for the entertainment purpose. But it has a great potential in education as well. It plays catalytic role in the human minds. It brings depth, dimension and life intimacy to most actions and situations. It maintains interest which is a motivation for viewers in itself. The video still has a high potential for development (Gupta, 1991).

Chandra et al (1987) in their study imparted family life education to urban and rural women and adolescent girls through video films. The findings claimed that the video instruction had been very successful in increasing the knowledge and also **changing** the opinions of the subjects studied.

Gupta (1990) stated that the film media was found highly effective in imparting information regarding voluntary organizations working for women in Baroda city.

The review clearly highlighted the following major findings -

- There was a definite gain in knowledge amongst the respondents after viewing the video films.
- In almost all the studies the video was found to be effective.

### **1.8 The Study Goal and Outline**

The present Educational Transition Programme includes tips for parents, teachers and the school authorities (Appendix A). The main aim of the ETP is to facilitate the whole process of transition from home to preschool. It focuses on 1) the parental feelings when they leave their children crying and 2) the role of a teacher during these initial days of adjustment. This Educational Transition Programme is also inclusive of the methods parents used to prepare their children for this transition. Not only this the video has captured childrens' behaviour during their first transition. The present study has been conducted in three phases -

I<sup>st</sup> Phase - Transition process from home to preschool

II<sup>nd</sup> Phase - Development of ETP

III<sup>rd</sup> Phase - Effectiveness of ETP

Each phase has been discussed separately at respective places in detail. The next chapter deals with the understanding of transition process from home to preschool.