



EKLAVYA SAMACHARA

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June 2025

EKLAVYA EARLY YEARS

Vol. 3 / Sr. 1

FORTHCOMING EVENTS

Muharram	6 July
Guru Purnima	10 July

ANNOUNCEMENTS

Home Visit Dates: Fri, 4 July and Sat, 19 July.

Parents' Workshop Dates: Sat, 5 July, 10am - 11am (PG)

Sat, 5 July, 10:20am - 11:00am (TG)

Sat, 5 July, 11:30am - 12:30pm (Kg)

Sat, 26 July, 10am - 11am (PG)

Sat, 26 July, 10:20am - 11:00am (TG)

Sat, 26 July, 11:30am - 12:30pm (Kg)

Founders' Note

Namaste Eklavya Early Years family.

The new academic year has begun! Having welcomed many more families to Eklavya, we are excited to grow Eklavya into a thriving child-centred learning environment. Our little ones from Toddler Group and Play Group joined us first on 4 June. We were amazed to see how quickly they settled into the routine and small rituals of learning in Eklavya – be it washing hands after sandpit play, farming, and Assembly. The campus is alive with the sweet chirping of the children and we can observe a lot of enthusiasm and vigour in our educators too as they interact with the little ones.

Kindergarten joined us on 11 June. Kgα and Kgβ have settled into a wonderful rhythm of work and play. Their self-motivation and innate interest in learning has created a wonderful harmony in the classroom, which is really satisfying for all of us to observe.

We are so happy to have the whole campus ready. It has been our dream to have an open and green learning environment for our children. Today when we see our children running around in the lawn and sandpit, and crawling through the Magic Wall, we feel very satisfied and content.

Home Visits – an important pillar of our pedagogy have begun in full swing. We appreciate all our parents for taking the time out to meet with the Class Teachers. We are sure that these visits will help the educators better guide and support our children. Please also adhere to our policy of not offering our educators any food or drink besides water, and to ensure that all family members who stay with the child are present during the Home Visit.

Thank you!

Field Visit

20 June, Field Visit to Reliance Supermarket - Children of PG and Kg visited Reliance Supermarket recently. They observed all the different fruits and vegetables and felt unique textures such as the rough exterior of a ridge gourd. Children were amazed to see how many different types of mangoes are available and were also intrigued about how one purchases an item at the store till.



Curriculum

Practical Life Skills : Rolling and Unrolling a Mat - As part of their preliminary PLS activities, children in PG and KG learnt how to roll and unroll the mat, focusing on trying to roll it with grace and precision. The coordinated hand and foot movement while rolling the mat helps in bilateral coordination of the brain and the wrist movement strengthens their hands in preparation for writing.



Farming - Children were busy preparing their farming plots this month by removing stones and pebbles from the soil so that they can begin sowing soon. Their dedication and meticulousness is exemplary.

Kg children also learnt the names of different gardening tools and tested them out. With this introduction, they are now ready to begin working on their farm.



FMS: Beading - Kg children practiced their beading this month. Kg1 children learnt to bead with big beads and a knot at the end of their string, Kg2 children learnt to bead small beads with a knot-less string and Kg3 children learn to bead while following a pattern.





GMS : Walking forwards and backwards on a straight line - Kg children practiced walking forwards and backwards in a straight line. This activity enabled them to improve their body balance, core strength and grace in movement.



Magic Wall - Children of all classes from TG to Kg have enjoyed playing with the wall duly christened by the children as 'Magic Wall'. Magic Wall has many tunnels and windows, steps and platforms that children crawl, climb and peek through. This allows children to spontaneously devise games for themselves. Through Magic Wall play, we have seen children collaborate, communicate and socialise more with each other, while at the same time improving their gross motor skills.





Outdoor Free Play - Outdoor Free Play or OFF is a sacred part of Eklavya curriculum, with children enjoying OFF every morning without fail. Children of PG and Kg are enjoying the Jungle Gym a lot as it has many movements in it - climbing a ladder, commando bridge climbing, bridge crossing, sliding, etc. Many children also enjoy the larger sandpit area available now and are happy to pretend play with sand with each other.





Sensorial : Learning about Coconuts - Recently we put a safety net around our coconut tree due to which many large leaves and coconuts of different sizes had to be cut. This became an opportunity for us learn more about coconuts and see, touch and experience the different textures and forms of the coconut. Children learnt about the coconut trees, and how they can be used to make different things. They also saw, touched and smelled a tender coconut from which we removed the coconut water and the coconut meat (malai). Children were so thrilled to observe each item.



Sensorial : Observing frogs - This month we had a few green and slimy visitors to Eklavya Early Years - five frogs. PG and TG children were fascinated by them and let out squeals of delight whenever one of them hopped.





Sensorial : Observing jackfruits - We have a beautiful jackfruit tree in our West Lawn which is laden with jackfruits of all sizes. Children have been observing these jackfruits since months, seeing how they mature and grow. This month we had the opportunity to cut open a jackfruit that had naturally fallen off the tree. Children were mesmerised by the seeds inside, the stickiness and the fibrousness of the jackfruit.



Toddler Group: Art - TG children enjoyed free painting and scribbling with early-age crayons designed to strengthen their grip. Free art promotes self expression, visual-spatial processing, fine motor skill strengthening and provides relaxation and calmness.



Toddler Group : Beading - TG children practiced beading this month with large beads and a stiff lace. Children did their work with utmost concentration and in the process strengthened their eye-hand coordination and fine motor skills.



Toddler Group: Socialization - Our little TG children spent their first month first acclimatising and adjusting to a new environment and people and then learning how to interact and socialise with each other and other children who are older to them. For the TG age group, their Sensitive Period of Socialisation is just beginning, and one can see their newfound interest in others and their fledgeling willingness to cooperate and coordinate with each other. These photos show our TG children swinging each other turn by turn, and enjoying the giraffes on campus.



Professional Development

Session with Amukta Ma'am - On 17 June, educators of Eklavya Early Years had a special session with Amukta Mahapatra, a highly respected veteran educator and trainer of Montessori pedagogy. Amukta ma'am is the director of School Scape, a Montessori educator training institute in which Siddharth Sir has also studied for his Montessori 6y-12y course. Previously, she was the Principal of Abacus Montessori School in Chennai.

In Amukta ma'am's session, educators learnt about the four planes of development and what are the psychologically markers of each stage of childhood. Amukta ma'am shared a lot of insights from her vast years of experience and in a crisp and concise way, helped us understand how each stage of childhood should be tackled differently by an educator.

Reflections:

- Validation for a child must start initially from the parent, then from the school, which enables to build personality and knowledge.
- Children must have a choice to work or play and too many instructions will hinder their development.
- I even liked the point where ma'am said that we must allow children to imagine as it helps them to develop.
- To normalise the child, I must first talk and help the child.
- I should never instruct too much to the child because this leads to their denial of our call.
- If I keep my children without any movement, I make my children restless.
- The session reinforced the idea that children of 0-6 years learn through 'working with their hands' or 'hands-on experience'. For them to understand and absorb concepts, they should work more with different materials. Children should be given the freedom to explore. Many times their, 'no' is a lack of will.
- If we understand the requirements of a child according to their age, as a teacher we can give them the necessary exposure.
- A child's normal tendency is to flow like water, if it is not channelised properly they tend to divert and choose the wrong path. So as an educator, we need to normalise their path, learning age appropriately.



Bus Training - All educators, bus drivers and bus attendants at Eklavya Early Years received a special bus training in which they were taught in-depth about the safety mechanisms within the bus and how to evacuate the children in case of an emergency.

Sitaare Zameen Par - Educators of Eklavya Early Years went on an excursion to watch 'Sitaare Zameen Par' at a movie theatre. It was a very enjoyable, relaxing and thought-provoking trip with educators reflecting a lot about special needs and how they can be supportive, nurturing and aware adults.

P A R E N T C O R N E R

Building Resilience: Helping Children Learn to Accept "No" with Grace



Learning to accept 'No' builds self control

Learning to accept "no" as an answer is an important aspect of developing healthy boundaries, and this is especially true for children. By respecting boundaries, children are able to develop a sense of self-control and an understanding of what is and isn't acceptable behavior. This helps them to navigate the world around them more effectively and to build healthy relationships with others.

When children are unable to accept 'no' they may struggle with impulse control and find it difficult to regulate their emotions. This can lead to behavior that is disruptive or even harmful to others. By learning to accept 'no' children can develop the ability to delay gratification and to think more critically about their actions. This is a skill that will serve them well throughout their lives, both in their personal and professional relationships.

Learning to Accept 'No' Builds Resilience

When children are taught to accept 'no,' they learn to handle setbacks and rejections in a healthy and positive manner. They realize that failure is a part of life and that they can bounce back from it.

Consider a child who, after countless attempts, finally secured a spot on the school soccer team. However, one day, they didn't make the starting lineup. Instead of despairing, they understood that it was just one game, one moment of disappointment. This kind of resilience is important not only for their emotional well-being but also for their success in life.

Children who can handle disappointment and setbacks are better able to persevere through challenges and achieve their goals. Additionally, they become more adaptable to change, which is an important life skill in a constantly evolving world.

Building resilience in children from a young age helps them become confident, self-reliant, and successful adults.

Learning to Accept 'No' Teaches Respect for Boundaries

Learning to accept 'no' is an important part of teaching children to respect boundaries and the decisions of others. It helps children to understand that everyone has their own

needs, preferences, and limits, and that it's important to be mindful of these when interacting with others.

Imagine a scenario where a group of children is playing together, and one child suggests a game that another is not comfortable with. When the second child says 'no' to the game, the first child respects that decision and suggests an alternative game that everyone can enjoy. By learning to respect other people's 'no,' children can develop empathy, compassion, and a deeper understanding of themselves and others.

Accepting 'no' as an answer is also an essential part of teaching children respect for themselves and others. It helps them to understand that boundaries are important and that they have the right to say 'no' when they feel uncomfortable or unsafe. At the same time, it teaches them to be respectful of other people's boundaries and decisions, which is an important skill for healthy relationships and social interactions.

Learning to Accept 'No' Develops Empathy & Social Awareness

Learning to accept 'no' as an answer can also help children to develop empathy and social awareness. When children understand that there are limits to what they can and cannot do, they may become more aware of the impact of their behavior on others.

Imagine a scenario where a child eagerly wants to play with a toy that belongs to another child, but when they ask, they're told 'no.' In this moment, the child begins to understand that the other child has feelings and preferences that should be respected. They may notice the disappointment or attachment the other child has to the toy.

With support, this experience can lead to the inquiring child considering the thoughts, feelings, and perspectives of others before making requests or taking actions. As they reflect on this situation, they might even relate it to moments when they didn't want to share their special items, realizing how important it is to have their choices respected as well.

These early lessons in empathy, where they put themselves in the other child's shoes and also connect it to their own experiences, can pave the way for more positive and respectful relationships in the future.

Learning to Accept 'No' Helps Children Learn to Manage Emotions

Consider a child who, after eagerly anticipating a visit to an amusement park, arrives only to find it unexpectedly closed for the day. While disappointment may initially set in, they gradually learn to cope with this unexpected 'no' and the accompanying emotions. Over time, they develop the resilience to bounce back from such setbacks, which fosters crucial life skills that enable them to thrive in the face of adversity.

Overall, the benefits of learning to accept 'no' as an answer are numerous and far-reaching. By developing skills such as self-control, resilience, respect, empathy, and social awareness, children can become better equipped to navigate the challenges and opportunities of life. As educators and parents, it is our responsibility to help children develop these important skills by providing guidance, support, and positive role modeling.