



EKLAVYA SAMACHARA

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November 2025

EKLAVYA EARLY YEARS

Vol. 3 / Sr. 6

FORTHCOMING EVENTS

| | |
|------------|--------|
| Sports Day | 20 Dec |
| Christmas | 25 Dec |

ANNOUNCEMENTS

Parents' Workshop Dates:

| | |
|-------------|----------------------------------|
| Sat, 13 Dec | 10:20am - 11:00am (TG) |
| Sat, 13 Dec | 10:00am - 11:00am (PG, Kg1, Kg2) |
| Sat, 13 Dec | 11:30am - 12:30am (Kg3) |

Upcoming Holidays for Students

Christmas Vacation: Thu, 25 Dec to Thu, 1 Jan

As we approach the festive season, Eklavya Early Years would like to remind all parents that attendance of the children on the first and last working day before and after vacations is compulsory. Please ensure that your child is present on both days.

Wishing you and your family a happy and festive vacation.

Field Visits

7 Nov: FV to Salman Nursery - Children visited Salman Nursery this month to learn more about plants and trees. They saw a variety of flowering plants and were fascinated by the different textures, smells and colours around them.



21 Nov: FV to Fire Station - Children visited the Fire Station this month to learn about fire safety, the brave community helpers who save and protect us from fire, and the various equipment they use to put out the fire. Children were fascinated by the siren of the fire engine, the various sprays used by the fire fighters and the Agni bike. Children had many questions to ask the firefighters such as why there was a bell kept outside the fire station, how do they reach the terraces of burning buildings, etc.



Events and Celebrations

1 Nov: Kannada Rajyotsava - Children learnt about their state Karnataka this month. They learnt and sang the state anthem - "Jaya Bharat Janani Tanujate", learnt about the cultural heritage of the state and even cooked and ate a special Karnataka snack called Kadle Puri.



Eureka Eklavya Festival - 8 Nov 2025

On 8 Nov 2025, Eklavya hosted its first ever Eureka Eklavya Festival. Eureka is a child-centric day-long festival with an array of different activities and workshops for children. This year, we had experts in pottery, block printing, fabric printing, storytelling and puppetry, theatre, perspective drawing and music, and also had workshops on science experiments, string games, and action songs and rhymes. Children also enjoyed an exciting Drum Circle and a wonderful interaction time with different animals, reptiles and birds with Prani Pet Sanctuary. Parents and children relished the delicious food by Rameshwaram Cafe and desserts by Ovenderful Mom Bakers Community, and also enjoyed perusing and purchasing children's books from a curated collection by Dragonfly Reads.

A few appreciative words from our wonderful facilitators:

"My team and I felt ecstatic to be a part of Eureka Eklavya Festival. We had a great time and there were only positive interactions with children, parents and the staff. While it was extremely satisfying to see the children enjoying the sessions it was even more reassuring to see parents get involved and discover their child's abilities."

– Shashank Johri, 'Building with Unit Blocks' & '2D to 3D perspective drawing'.

"A special shoutout to the fantabulous parents and little curious minds who were enthusiastic and appreciative of our bakes and generous in their compliments. (...) It was an absolutely smooth experience. The staff were really helpful in guiding the visitors and the vendors."

– Ovenderful Mom Bakers (Desert vendor)

"Congratulations for organizing such a lovely event. (...) I had two great sessions and it was packed."

– Aarti Kathpalia, 'Storytelling & Puppetry'

"It was a truly amazing event and the team did a fantastic job. Not to mention, all the parents were lovely."

– Anjali Goel, 'Block Printing'



Making furry friends



Iguana on the loose



Creative impressions



Hello, feathered friend



Scales and smiles



Prints of joy



Little artist at work



Inked imagination



Melodious beginnings



Play has no age



Blocks of bonding



Hands-on discovery



Let's experiment!



Joy in every rhyme



Sing, laugh, repeat



Tattoo time!



Bubbles, bubbles, pop!



Creating with clay



Sketching new perspectives



Tantalizing tales



Puppetry and wonder



Together in rhythm



Finding our beat



Play it loud!

12 Nov: Yellow Day - PG children celebrated yellow day this month. They came dressed in a yellow outfit and were excited to find all the yellow objects around them. They were introduced to different yellow things during Circle Time such as a yellow capsicum, a banana, a yellow lacing board, etc. They also enjoyed doing a yellow colouring worksheet and the yellow paper sticking activity.



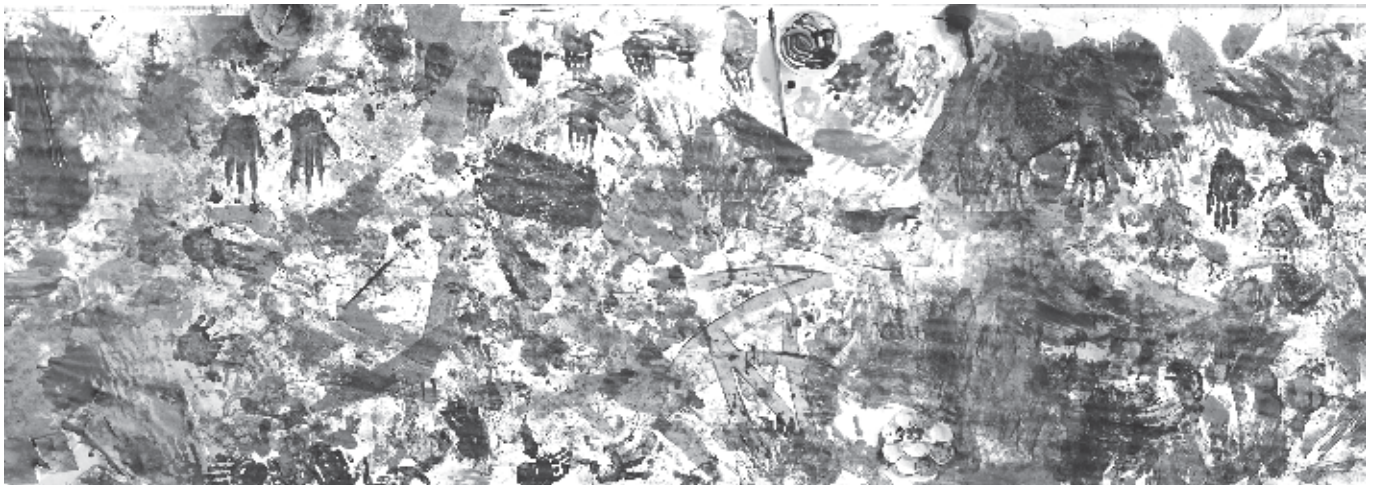
12 Nov: Pink Day - Kg children celebrated pink day this month. They came dressed in a pink outfit and were excited to find all the pink objects around them. They also had a beautiful pink related art activity and participated in a game of identifying all the objects on a flash card which are naturally pink in colour.



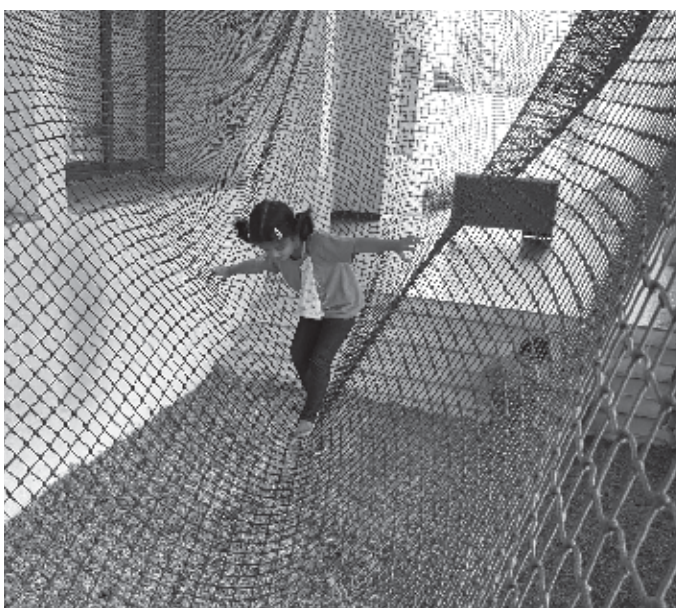


Children's Day - 14 Nov

We celebrated Children's Day by first telling the children during Circle Time about why it is celebrated, then indulging in the wonderful activity of Messy Painting, participating in an exciting Obstacle Race and then learning a few science experiments. Children also enjoyed climbing our net and sliding from the first floor.



Our masterpiece



Brave little ones



"I can do it!"



Creative chaos



Excitement at every turn



Jumping, hopping, racing

Eklavya Foundation Day - 14 Nov

Children enjoyed celebrating Eklavya Foundation Day. Siddharth Sir narrated the story of Eklavya to the children, helping them understand that like Eklavya, they too should be motivated, driven, perseverant and hard working young learners, who know that they are architects of their destiny. He also showed them the photographs of our old campus and how on Children's Day (14 November 2023), a group of our first students blessed this land by offering 'mitti' during the ground breaking ceremony.



Drawing Day - 14 Nov

We celebrated Drawing Day in school. It was a wonderful time spent colouring, drawing and painting by the children under the shade of the trees in the West Lawn. We were thrilled to see their uninhibited creativity and imagination on full display.



Painting my imagination



Sketching



Splashes of joy



Art adventures



Deep in concentration



Colourful strokes



"What have you made?"



Sharing & collaborating



Hard at work



Colourful creations



Partners in creativity



Lost in my work



Choosing my hue



Super scribbles

Curriculum

PLS: Folding and Hanging T-Shirts - Kg children learnt how to fold their T-shirts gracefully this month. Kg2 children also learnt how to hang the T-shirts.



PLS: Wearing and removing socks - PG and KG children have been practicing wearing and removing socks this month. This is an important life skill and children have enjoyed learning it. They exhibited tremendous patience and self motivation and were so committed to wearing it on their own even if it was challenging and difficult.



FMS: Drinking water with a spoon - TG children practiced drinking water with a spoon. This is a highly precise and challenging FMS activity which seeks to build great accuracy and meticulousness in children when they use a spoon. Children showed a lot of patience, concentration and focus while doing this activity.



Stacking Books: PG children learnt to stack books this month in terms of size. They also focused on doing this activity with a lot of grace and neatness, and were deeply interested in ensuring that the books are stacked in a straight pile.



GMS: Walking while carrying a tray - Kg children practiced walking while carrying a tray this month. They did this activity with a lot of joy and sincerity, making sure that none of the toys in the tray fell out.



GMS: Throwing ball through hula hoop - Kg children practiced throwing a ball through a hula hoop. They took turns to throw the ball and hold the hula hoop. Kg1 children had to throw the ball through a hoop touching the ground. Kg2 and Kg3 children's hula hoops were held higher in order to increase the complexity of the activity. Children enjoyed this activity thoroughly and improved their eye-hand coordination, aim and focus in the process.



Anji Play: Kg children have been doing Anji Play consistently since the past few months. Their ideas, planning and imagination has evolved. Children have gone beyond making just homes to tree houses, tunnels, parks with slides and sea saws, etc. Their creativity and confidence is truly admirable.





Circle Time: Learning how to lay the table - PG children saw the demonstration of how to lay a table this month. Children were keen to learn where the fork and spoon are kept and how the plate is kept gracefully on the table. Through such presentations, children learn the graces and etiquettes needed to lead a good life in society.

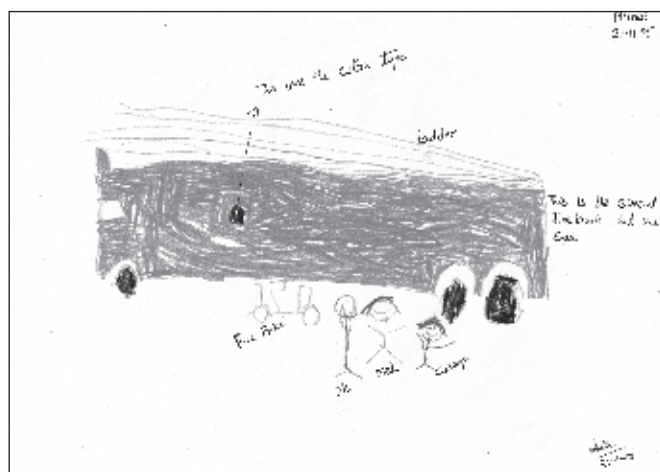


Sensorial: Refinement of Auditory sense: TG children enjoyed an activity designed to refine their auditory sense by listening to a variety of musical instruments. From the egg shaker to the soft chime of bells and the beat of small drums, each sound invited them to focus and listen carefully.

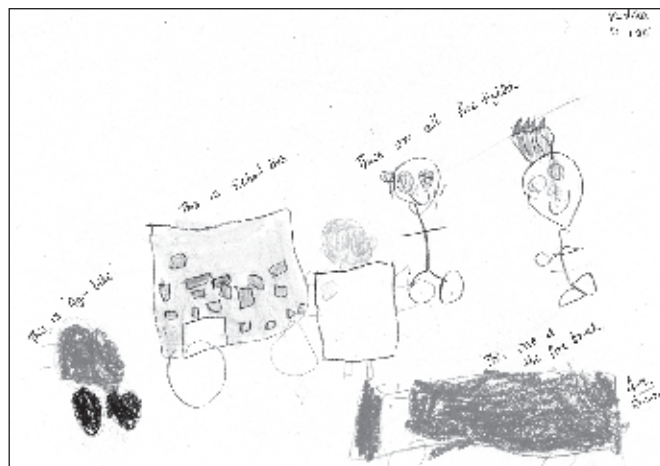


Children's Corner

These are the creative memory drawings of Nimai Shetty (Kg2A) and Vedika Kundapur (Kg1A) after their field visit to the Fire Station.



Nimai Shetty (Kg2A)



Vedika Kundapur (Kg1A)

The End of Thinking

The rise of AI's "thinking" machines is not the problem. The decline of thinking people is.

In the last few months, top AI executives and thinkers have offered an eerily specific and troubling prediction about how long it will be before artificial intelligence takes over the economy. The message is: "YOU HAVE 18 MONTHS."

By the summer of 2027, they say, AI's explosion in capabilities will leave carbon-based life forms in the dust. Up to "half of all entry-level white-collar jobs" will be wiped out, and even Nobel Prize-worthy minds will cower in fear once AI's architects have built a "country of geniuses in a datacenter."

I do not like this prediction, for several reasons. First, it's no fun to imagine my imminent worthlessness. Second, it's hard for me to take seriously economic predictions that resemble a kind of secular Rapture, in which a god-like entity descends upon the earth and makes whole categories of human activity disappear with a wave of His (Its?) hand. Third, and most importantly, the doom-and-gloom 18-month forecast asks us to imagine how software will soon make human capabilities worthless, when the far more significant crisis that I see is precisely the opposite.

Young people are already degrading their cognitive capabilities by outsourcing their minds to machines long before software is ready to steal their jobs.

I am much more concerned about the decline of today's thinking people than I am about the rise of tomorrow's thinking machines.

The End of Writing, the End of Reading

In March, New York magazine published the sort of cover story that goes instantly viral, not because of its shock value, but, quite the opposite, because it loudly proclaimed what most people were already thinking: Everybody is using AI to cheat their way through school.

By allowing high school and college students to summon into existence any essay on any topic, large language models have created an existential crisis for teachers trying to evaluate their students' ability to actually write, as opposed to their ability to prompt an LLM to do all their homework. "College is just how well I can use ChatGPT at this point," one student said.

"Massive numbers of students are going to emerge from university with degrees, and into the workforce, who are essentially illiterate," a professor echoed.

The demise of writing matters, because writing is not a second thing that happens after thinking. The act of writing is an act of thinking. This is as true for professionals as it is for students. In "Writing Is Thinking," an editorial in *Nature*, the authors argued that "outsourcing the entire writing process to [large language models]" deprives scientists of the important work of understanding what they've discovered and why it matters. Students, scientists, and anyone else who lets AI do the writing for them will find their screens full of words and their minds emptied of thought.

As writing skills have declined, reading has declined even more. "Most of our students are functionally illiterate," a pseudonymous college professor using the name Hilarius Bookbinder wrote in a March Substack essay on the state of college campuses. "This is not a joke." Nor is it hyperbole. Achievement scores in literacy and numeracy are declining across the West for the first time in decades, leading the *Financial Times* reporter John Burn-Murdoch to wonder if humans have "passed peak brain power" at the very moment that we are building machines to think for us.

In the U.S., the so-called National Report Card published by the NAEP recently found that average reading scores hit a 32-year low — which is troubling, as the data series only goes back 32 years.

Americans are reading words all the time: email, texts, social media newsfeeds, subtitles on Netflix shows. But these words live in fragments that hardly require any kind of sustained focus; and, indeed, Americans in the digital age don't seem interested in, or capable of, sitting with anything linguistically weightier than a tweet. The share of Americans overall who say they read books for leisure has declined by nearly 50 percent since the 2000s.

Even America's smartest teenagers have essentially stopped reading anything longer than a paragraph. Last year, *The Atlantic's* Rose Horowitz reported that students are matriculating into America's most elite colleges without having ever read a full book. "Daniel Shore, the chair of Georgetown's English department, told me that his students have trouble staying focused on even a sonnet," Horowitz wrote. Nat Malkus, an education researcher at the American Enterprise Institute, suggested to me that high schools have chunkified books to prepare students for the reading-comprehension sections of standardized exams.

By optimizing the assessment of reading skills, perhaps, the US education system has accidentally contributed to the slow death of book-reading.

The Serum of Literacy

The decline of writing and reading matters because they are the twin pillars of deep thinking, according to Cal Newport, a computer science professor and the author of several bestselling books, including *Deep Work*. The modern economy prizes the sort of symbolic logic and systems thinking for which deep reading and writing offer the best practice.

AI is “the latest in multiple heavyweight entrances into the prize fight against our ability to actually think,” Newport said. The rise of TV corresponded with the decline in per-capita newspaper subscriptions and a slow demise of reading for pleasure. Then along came the Internet, followed by social media, the smartphone, and streaming TV.

As I’ve reported in *The Atlantic*, the intuition that technology steals our focus has been proven out by several studies that found that students on their phones take fewer notes and retain less information from class. Other research has shown that “task-switching” between social media and homework is correlated with lower GPAs and that students whose cellphones are taken away in experimental settings do better on tests.

“The one-two punch of reading and writing is like the serum we have to take in a superhero comic book to gain the superpower of deep symbolic thinking,” Newport said, “and so I have been ringing this alarm bell that we have to keep taking the serum.”

Time Under Tension

The most common question I get from parents anxious about the future of their children is: What should my kid study in an age of AI? I don’t know what field any particular student should major in, I say. But I do feel strongly about what skill they should value. It’s the very same skill that I see in decline. It’s the skill of deep thinking.

In fitness, there is a concept called “time under tension.” Take a simple squat, where you hold a weight and lower your hips from a standing position. With the same weight, a person can do a squat in two seconds or ten seconds. The latter is harder but it also builds more muscle. More time is more tension; more pain is more gain.

Thinking benefits from a similar principle of “time under tension.” It is the ability to sit patiently with a group of barely connected or disconnected ideas that allows a thinker to braid them together into something that is combinatorially new. It’s very difficult to defend this idea by describing other people’s thought processes, so I’ll describe my own.

Two weeks ago, the online magazine *The Argument* recently asked me to write an essay evaluating the claim that AI would take all of our jobs in 18 months. My initial reaction was that the prediction was stupendously aggressive and almost certainly wrong, so perhaps there was nothing to say on the subject other than “nope.” But as I sat with the prompt, several pieces of a puzzle began to slide together: a *Financial Times* essay I’d read, an *Atlantic* article I liked, an NAEP study I’d saved in a tab, an interview with Cal Newport I’d recorded, a Walter Ong book I was encouraged to read, a stray thought I’d had in the gym recently while trying out eccentric pull ups for the first time and thinking about how time multiplies both pain and gain in fitness settings.

The contours of a framework came into view. I decided that the article I would write wouldn’t be about technology taking jobs from capable humans. It would be about how humans take away their own capabilities in the presence of new machines. We are so fixated on how technology will out-skill us that we miss the many ways that technology can de-skill us.

(Excerpted from the article “*The End of Thinking*” by Derek Thompson:
<https://www.derekthompson.org/p/the-end-of-thinking>)

Derek Thompson is an American podcaster and journalist. He is a staff writer at *The Atlantic*. He is the author of *Hit Makers: How to Succeed in an Age of Distraction* and, with Ezra Klein, the co-author of *Abundance*.