

NEWSLETTER

October - December 2025



BG FOUNDATION

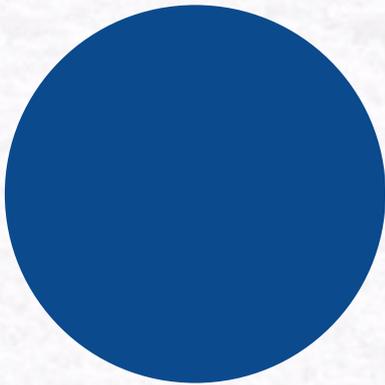


TABLE OF CONTENTS

01 Introduction

- BGF Impact at a Glance (October–December 2025)
- Udaan Students: Progress, Persistence, Direction
- Quarterly Updates

02 October 2025

- Festive work, shared spaces, and growing confidence
- Dandiya stall at MI Exchange
- Senior leadership visit to Bhawani Enclave
- Diya stalls across Mynd Solutions offices
- Diwali celebrations across centres

03 November 2025

- Learning beyond textbooks
- Financial literacy workshop with student volunteers
- Clothing distribution with RS&A
- Children's Day celebrations across Tigra, Samaspur, and Bhawani Enclave
- School sweater distribution across centres
- Gender sensitisation session for senior students

04 December 2025

- Reflection, celebration, and assessment
- Gender sensitisation session for younger students
- Donors meet and Christmas celebration
- Half-yearly examinations and mid-term assessment
- Assessment Insights
- Understanding growth through baseline and mid-term evaluation

05 A Note for Our Teachers

06 Closing Note

07 Our Sponsors



INTRODUCTION

October-December 2025



An observer who spends time in classrooms learns to hear the small things first, the shifts that arrive quietly and then, eventually, change the shape of a term. This quarter offered such shifts. They did not leap into view. They accumulated. A child arriving with less hesitation, a parent staying a little longer after distribution, a teacher mentioning confidence rather than attendance. These are not dramatic headlines.

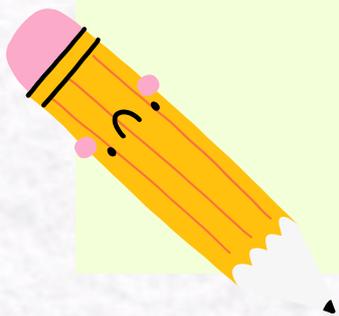
They are the texture of steady work.

This newsletter does not begin with a list. It begins with that attention. Read the months below as a narrative of presence, not simply a catalogue of activity. Look for the places where handwork met attention, where small provisions kept children in classrooms, where practical learning nudged imagination. That is where the quarter's meaning lives.

Quarterly Overview: What We Noticed

Between **October and December**, we watched three things hold steady because someone thought ahead. First, children's presence remained consistent despite festival weeks and cold mornings, because practical needs were met in time. Second, learning expanded beyond the curriculum into life skills and respectful conversation, because we introduced workshops and sessions aimed at decision-making and empathy.

Third, the children's creative work was shared with partners and the public, and that act of visibility bringing small handmade objects into offices and community spaces changed the way some children saw their own work and themselves. These outcomes are interlinked. Warmth, visibility, and useful knowledge combine to keep a child in school, engaged and forward-looking.



OCTOBER 2025

Learning Through Visibility

October began as a turning point, a month when celebration and outreach braided into one another and allowed children to step into new kinds of attention.



1st October

DANDIYA STALL AT MI EXCHANGE AND MYND SOLUTIONS

Children set up a small dandiya stall at MI Exchange and at Mynd Solutions. The objects they presented carried fingerprints, hurried brush marks, and careful threading. Selling a thing in an office corridor is a small lesson in audience and modest pride. Who noticed, who stopped, who asked a question: such moments teach children that their effort might travel beyond the centre, that their hands can make things that matter to other people.





15th October

MI EXCHANGE SENIOR MANAGEMENT VISIT TO BHAWANI ENCLAVE

The team from MI Exchange visited Bhawani Enclave, carrying sweaters and snack boxes, and left with an impression of the children's voices and ease in their own space. The tangible gifts were useful, but what lasted were the exchanges, the names remembered, the quick conversations in which a child was asked about school as if the child's life mattered outside a classroom report. Small recognitions like these ripple back into classrooms; the children spoke of the visit for days and practised the confidence of being noticed.

16th-18th October

DIYA STALL AT MI EXCHANGE

Across two separate days, handmade diyas moved into corporate rooms. Each diya was a story, uneven and honest, painted by hands that do not yet steady fully. Watching an adult pick up a diya and ask who made it is an act that sends a message: your work travels. That message is less about praise and more about permission, the permission to imagine that one's work sits in the same world as those who pause to look.





16 to 18 October

CELEBRATIONS AT TIGRA, SAMASPUR AND BHAWANI ENCLAVE

The centres celebrated across three days. There were songs, dances, shared sweets, and the small chaos of children deciding to be loud together. Celebration was also an instrument of calm; it became a way to mark continuity, to say that routine and ritual can sit together. After those days, teachers reported a renewed willingness among some children to participate in class; the memory of being cheered proved useful when lessons resumed.





NOVEMBER 2025

Practical learning and practical care

November shifted attention from **public visibility to tools** for living and warmth for the body, a month where small curriculum met small comforts.

9th November

WORKSHOP ON BASIC FINANCIAL LITERACY AT TIGRA AND BHAWANI ENCLAVE

The financial literacy workshop at Tigra and Bhawani Enclave carried a layered exchange. Alongside our **120 students**, volunteers from Delhi colleges participated as facilitators, bringing fresh perspectives and peer-like energy into the room.

The session explored what money means in daily life, how needs differ from wants, why saving is important, and how banks operate. What stood out was not just comprehension, but conversation. Children asked questions rooted in their realities, while the volunteers learned to explain abstract ideas through lived examples. The workshop became a shared learning space, one where both sides left with sharper awareness and mutual respect.



12th November

CLOTHES DISTRIBUTION BY RS&A, TIGRA AND BHAWANI ENCLAVE

RS&A distributed used but well-maintained clothes. These were not headline items, they were practical, timely and dignified. The distribution prevented cold from becoming a barrier to learning. A parent's quiet thanks to a teacher after the distribution was a better description of impact than any statistic: a reduction in worry, an easing of the logistical load so that a child could show up consistently.



14th November

CHILDREN'S DAY, TIGRA, SAMASPUR, BHAWANI ENCLAVE

Children's Day found different shapes across the centres. At Tigra, the theme threaded together play and awareness with a fruit-themed fashion show and a "say no to polythene" segment. Samaspur chose poems and drawings as its language. Bhawani Enclave filled the day with races and games. Across these formats, the same thread ran through: children were given space to create, to perform, to make a small statement about what matters to them. The day confirmed something simple: joy and learning are not rivals.





15-20th November

SWEATER DISTRIBUTION AT BHAWANI ENCLAVE, 162 CHILDREN

20 November, Sweater distribution at Samaspur and Tigra, 130 children. Winter arrived with a small sharpness, and these distributions were about meeting time. Sweaters arrived just before colder weather settled in, and their impact was immediate in the daily logs: fewer absences on chillier mornings. But beyond attendance, the sweaters did another thing. They carried a message to families that someone planned for these children, that the community holds them in mind when needs arise.

24th November

GENDER SENSITISATION SESSION BY JOANNA (RS&A)

The session opened space for hard questions about respect, boundaries and behaviour as bodies grow. It did not pretend to settle all answers, but offered words and frameworks. The children asked direct, honest questions and received direct, practical responses. This is how language becomes an armour against confusion later on.





BG Foundation

DECEMBER 2025

Reflection, assessment and celebration

December pulled the quarter toward closure, and the shape of that closure was practical, relational and observant.



16th December

GENDER SENSITISATION SESSION BY JOANNA (RS&A), BHAWANI ENCLAVE, LEVELS 1 AND 2, 60 STUDENTS

Adapted for younger ages, the session used stories and role-play so that respect and empathy became lived ideas rather than abstract rules. Teachers left with lines they could repeat and activities they could bring into a classroom the next week.





20th December

DONORS MEET AND CHRISTMAS CELEBRATION, BHAWANI ENCLAVE

The donors meet was not a spectacle. It was a conversation in a room where children performed brief pieces and where teachers explained needs and progress with clarity. Supporters asked practical questions about attendance and outcomes. The conversation felt like a partnership. People left with a clearer sense of where help mattered and why steady support over time makes the quiet differences that add up.



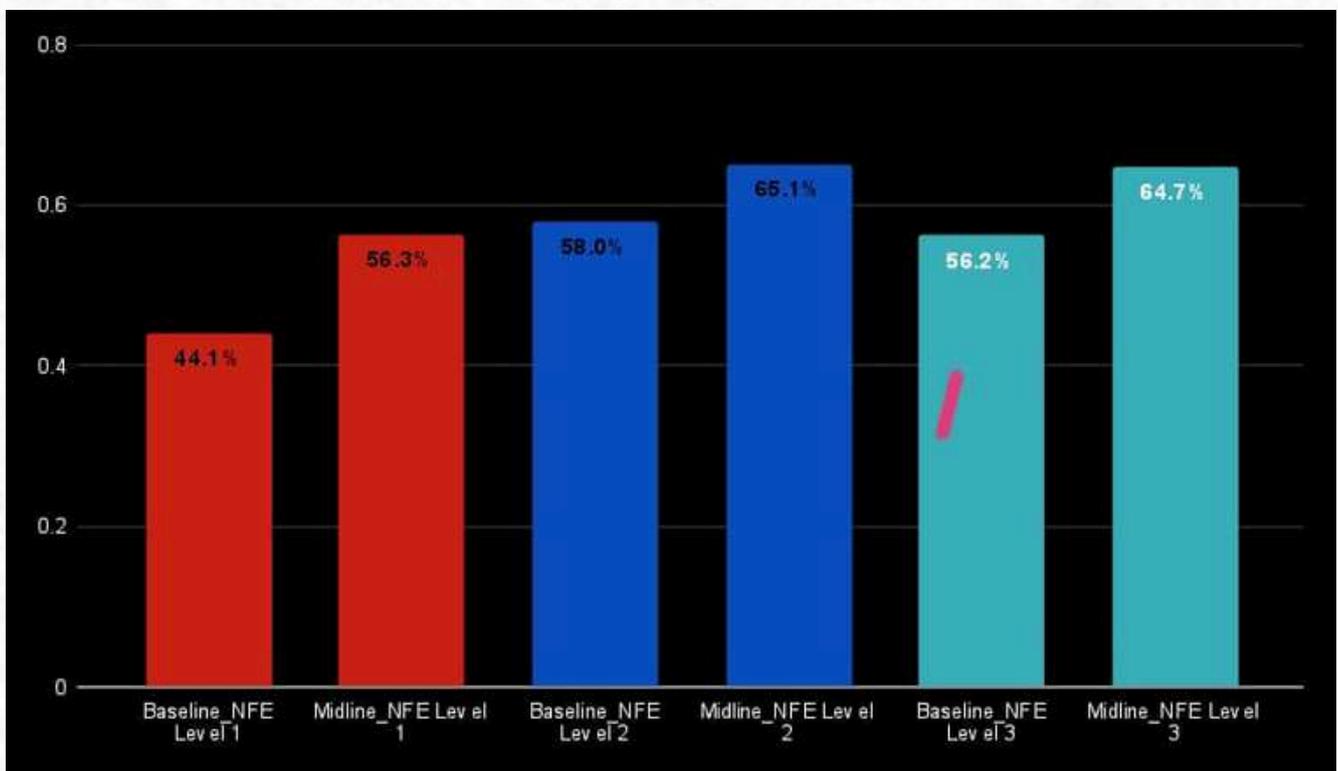
26th December

HALF-YEARLY EXAMS AND ASSESSMENTS, TIGRA, SAMASPUR AND BHAWANI ENCLAVE

Exams gave data. But perhaps what mattered more were the patterns teachers could read with those marks: who had improved, who needed a different kind of support, which classes had held continuity, and where attendance correlated with learning. These assessments are tools for planning, not verdicts, and they will guide the next term's priorities.

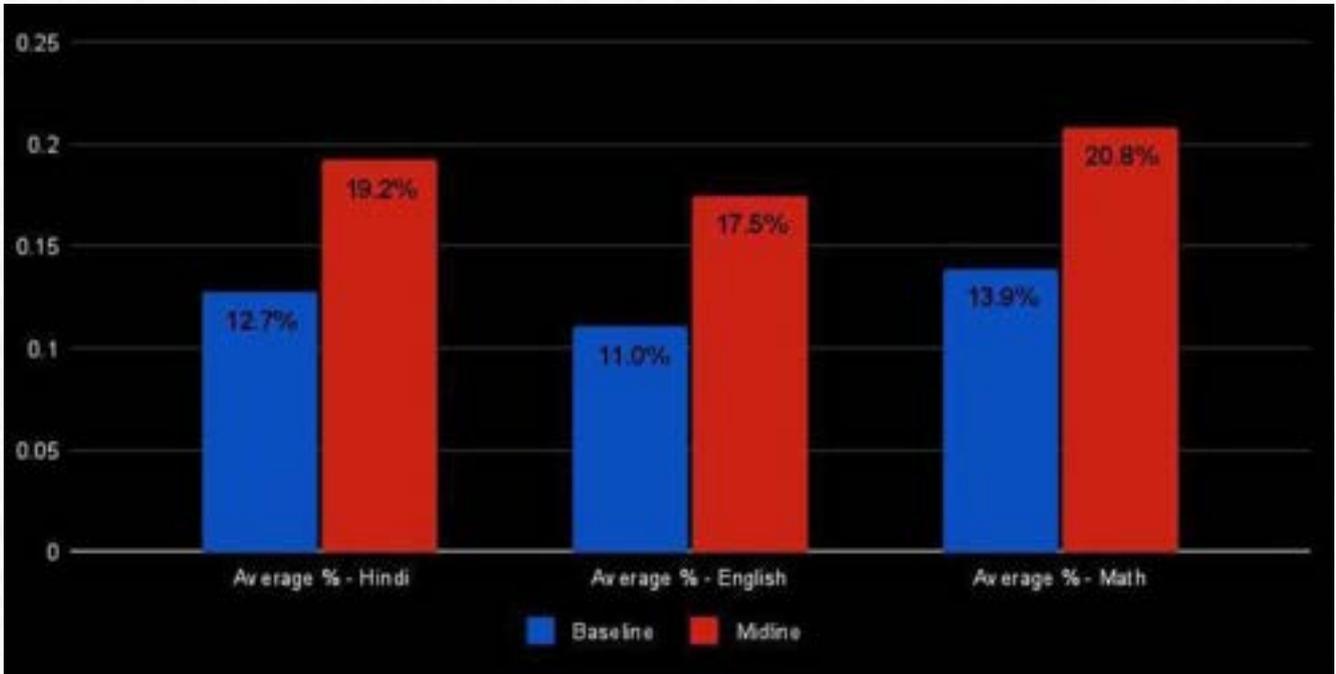
Assessments: From Foundation to Direction

Assessment at **BG Foundation** is not a measure of success or failure. It is a compass.



The first assessment of the academic year takes place in May and June, when children are newly enrolled or transitioning. This initial assessment helps us understand where each child stands and allows us to assign appropriate levels and classes. Based on these insights, teachers design learning plans tailored to each group.

Over the next six months, **children are taught with focused intention, aligned to their learning level rather than age alone.** Teachers adjust pace, methods, and materials continuously, responding to how children absorb and apply concepts.



The **mid-term assessment**, conducted after these six months, allows us to see what sustained effort looks like. It shows where concepts have settled, where confidence has grown, and where further support is needed. The comparison between the first and mid-term assessments is not about ranking, but about movement. It tells us whether learning has found its footing.

This cycle ensures that no child is rushed forward or left behind and that progress is understood as a process, not a deadline.





Udaan Programme Update



This quarter, Udaan focused on something that often decides whether a student continues or drops off quietly: continuity. For **14 students**, annual academic fees were taken care of at the right moment. It may sound administrative, but its impact is anything but. When fees are settled on time, learning is no longer interrupted by uncertainty. Attendance stabilises.

Concentration returns to classrooms, not circumstances. The question shifts from *can I continue* to *how far can I go*. This kind of progress does not always show up immediately in grades or milestones.

It shows up in presence. In students who stay enrolled, stay engaged, and stay focused on the work ahead. Udaan's role here is simple yet deliberate: to remove the pressure points that pull students away from education, allowing effort to grow steadily.



Udaan Programme Update



Udaan continued to be the quiet scaffolding for older students stepping into vocational spaces and further studies. **This quarter, the programme stayed focused on mentorship, sponsorship and practical pathways.** Students reached through Udaan kept attending their courses and engaged with career guidance, digital literacy modules and, where relevant, connections to employers.

Udaan's work is steady rather than sudden; its outcomes will be visible in the months to come as students complete semesters and transition into internships and placements. The programme remains an anchor for those whose educational trajectories risk being interrupted by financial pressure or logistical obstacles.



Uniforms, winter suprt and pactical care

Uniforms and winter sweaters are not symbolic theatre. They are currency in the daily economy of attendance. **This quarter, sweaters reached 162 children at Bhawani Enclave and another 130 across Samaspur and Tigra.** Used clothes were distributed through **our partner RS&A.** Teachers measured each child, adjusted sizes, and involved parents in the collection. That ordinary choreography measure, fit, parent present makes the uniform both practical and meaningful.

When a parent watches a child step into a school sweater, it is not only warmth the parent sees. It is the visible proof that the child is a student, part of a shared routine that matters.



A Note for Our Teachers

If the quarter had a hinge, it was your persistence. You enter rooms early, you meet families, you create lesson plans and skill books, you turn crafts into lessons about time and patience. You guide a child into a performance and later into a quiet conversation about saving for a cricket ball. You do the small things that add up. No dramatic language can replace the steady practice of showing up. We see you, we note how your preparation shows in a child's readiness, and we thank you.





Closing note

This quarter taught us that attention compounds. When we meet practical needs, when we bring children's work into new rooms, when we teach small life skills and hold tough conversations gently, the consequences are slow and meaningful. Thank you for being a part of that compound attention.



Supporters Who Make a Difference

Bhisham Bhateja



**Mr. Inder Kumar
Dhingra**





THANK YOU!

