

NEWS LETTER



March - 2025
to
December - 2025



Greetings from the Suchana team. Our last newsletter were published in February 2025. Presently, Suchana has 60 part-time and full-time staff members supporting its various programmes and diverse needs.

Currently, Suchana operates programmes in 56 centres, reaching over 1,880 children across 50 villages in different capacities. The

organization has also translated 200 stories into indigenous languages.

Suchana primarily works in Adivasi villages across six districts of West Bengal. In addition, it is part of networks in eight states across India and has expanded its collaborations with NGOs in Nepal and Bangladesh.

1. Suchana Science Fair – 2025

After an eight-year gap, the Suchana Science Fair 2025 was held on 1st November 2025 at the Suchana Learning Centre with participation from 22 student groups of nearby tribal villages and neighbouring schools. The fair aimed to promote practical and joyful learning of science. Before the event, a science expert conducted interactive sessions with Suchana staff on basic concepts and everyday applications of science. The Suchana staff then guided students through hands-on activities and helped them relate science to daily life and family use. Students prepared and managed their own science stalls. A wide range of experiments were displayed, including optics, magnetism, air pressure, astronomy, and chemistry-based models. The fair encouraged curiosity and creativity among students. Visitors appreciated the students' confidence and practical understanding. The event promoted experiential learning. With guidance from Mr. Goutam Bose and Mr. Arnab Sengupta, and strong staff support, the fair was a success.



2. Hedodanga Children's Mela

On 9 November 2025, a group of children of Hedodanga village organized a joyful Children's Mela, where they took responsibility for planning and managing stalls, games, food corners, and cultural programmes. Suchana teachers guided and motivated the children, allowing them to learn through practice.

The mela included 11 game and food stalls and welcomed around 200 visitors. Cultural activities such as children's recitations, Santali dances and songs, Pom Pom dance, yoga and karate demonstrations, along with fun games for children and women, created an engaging atmosphere.

The main objective of the event was to strengthen children's leadership, teamwork, and organisational skills. By successfully conducting the mela, the children showed confidence and the ability to manage activities independently, making the event both meaningful and successful.

3. Adivasi Material Making

The Suchana team regularly develops a wide range of learning materials for children, including teaching-learning materials (TLMs), models, and play-based activity resources. During this period, the team conducted 8 workshops and developed 20 learning activities to support engaging and child-friendly education. In addition, the team wrote 6 original stories in children's mother languages and translated 15 stories from various languages into Santali and Kora, ensuring greater linguistic inclusion and accessibility for learners.



4. Student Excursion

Students are taken on educational excursions every year to broaden their knowledge, refresh their minds, and help them focus better on learning. These trips provide practical exposure and real-life understanding of concepts they learn from books. This year, students visited the Science Centre and important heritage sites in Mayapur, including the birthplace of Chaitanya Dev and the Ballal Sen site, which enriched their scientific and cultural knowledge.



Student excursion at Mayapur on 17th March



Burdwan science center on 18th December

5. Networking

Presently, the Suchana team has reached three countries and built networks across eight states of India and seven districts of West Bengal. Through this wide network, we engage in learning exchanges and peer-to-peer learning, which help us explore new ideas, share experiences, and strengthen our work in different areas.



Gramin Seva Kendra in Rajasthan



GBCD in Pandua

6. Observed International Literacy Day translating and storytelling in first languages

On 8th September, the Suchana team observed International Literacy Day by translating two stories—"I Am Not a Cat" and "Surki and Tirki"—into the Santali and Kora languages and organizing a storytelling session with children. Pratham Books Foundation invites Suchana every year to participate in its storytelling sessions.



7. Glances of Running Programs



Preschool: A preschool where Adivasi children are taught in their First language through rhymes, songs, and play-based activities.

Early Learning Group Programme: The aim of the ELG programme is to develop basic literacy and numeracy skills, with a strong emphasis on first-language literacy, while also promoting culture and creativity through songs, dance, music, drawing, and sports.



Primary Health Services: Basic health services are provided in Adivasi villages, including nail cutting, health and hygiene awareness, guidance on healthy food habits, and application of ointment on minor cuts and wounds.

Alumni Career Opportunities: Suchana supports its alumni by providing skill-based training such as jewellery making, bamboo work, kitchen gardening, and other locally available resource-based activities. Through networking with various centres, alumni are engaged in income-generating opportunities, and at present, 30 alumni are working in different places.



Community Library Programme: We provide Story books to the Adivasi community where access to books is very limited, and organize play-based activities, storytelling, writing, and drawing sessions to encourage learning and reading habits.



OI Chiki Session: OI-Chiki is the indigenous script of the Santali language, created to preserve and promote the cultural and linguistic identity of the Santal community. Regular 15 OI-Chiki sessions are conducted to help children and community members learn Santali alphabets and letters, and to develop basic reading and writing skills in their mother tongue.

These sessions are especially important in the current context, as many children are exposed mainly to dominant languages in schools, which often leads to the loss of First-language skills. Learning OI-Chiki strengthens children's language foundation, confidence, and cultural pride, and also supports better understanding when they later learn other languages.



Integrated Technology in Education Programme: Using technology to support subject learning, help students create projects, and connect learning with community needs.

The aim of the **Address Root Causes** initiative is to help community members identify the root issues within their community and solve them by themselves. We only act as facilitators and do not provide direct services. As a result, Manjiharam, the village head, took the lead and organized a football match across 16 villages, expanding their own old tradition through this match.



Regular sports practice at Suchana operation field and suchana football team played match district level.



Organization Theory of Changes & gap analysis events.



Organization Policy Making Workshop.

Case Study - 1



Sandhya Hemrom is a dedicated student from **Uttar Chandipur village** who regularly attends the Suchana Center.

She shows strong interest in learning despite facing family and financial challenges.

Her family supports her education even with limited economic resources.

Sandhya performs well academically, especially in Bengali and her mother tongue.

Suchana places special emphasis on mother language-based learning, which helps her understand concepts more clearly.

She actively participates in group discussions, storytelling, and reading activities at the center.

Along with her studies, she responsibly manages household work at home.

Through continuous guidance and encouragement from Suchana, her confidence and communication skills have improved.

She dreams of becoming a teacher to help children in her village learn and grow.

With strong family support and Suchana's educational guidance, Sandhya is steadily moving toward a brighter future.

8. Organization Strengthening: Gap analysis and theory of change development for a new Suchana Strategy (2025-30)

Keeping our organizational goals in mind, a Theory of Change workshop was conducted with all staff members, followed by a gap analysis. Based on this process, we developed an action plan. We also conducted a staff self assessment during an all-staff meeting and initiated a staff capacity building program. This included training on leadership qualities, basic English skills, organization roles written documents, policy updates, communication skills, proposal writing, and advocacy skills to help achieve Suchana's goals.

Case Study - 2

Lakshmi Murmu is from Adivasi village. She studies in class vi. In the beginning, she was very shy and hesitant to speak in class. She rarely attended classes regularly and remained silent whenever questions were asked. Coming from a background where children often feel insecure in formal learning spaces, she was afraid of being judged by others. When Suchana staff spoke to her personally to understand her difficulties, she shared that she could not read or write properly, and her classmates often laughed at her, which made her feel embarrassed and fearful. Because of this, she slowly started withdrawing from classroom activities. To support her, Suchana staff began giving her individual attention. We started with basic letter recognition, then helped her write small words, and gradually introduced short story reading from simple books. Through continuous encouragement and a safe learning environment, her confidence slowly began to grow. Now, Lakshmi is able to read simple words by forming spellings, and she attends classes more regularly. Her fear has reduced, and she is becoming more comfortable participating in learning activities.

We would like to thank you all





We are grateful to our funders— the Friends of Suchana team, Paul Hamlyn Foundation team, Global Fund for Children team, Her Future Coalition team, and Azim Premji Foundation team— for their continued support of this programme.

We would also like to extend our heartfelt gratitude to everyone who continues to support us in different ways—whether by sharing Suchana's work within their networks, supporting our active members, fundraising, generating ideas, or making donations.


- Dress Distribution during Durga Puja.
- We provided support to Patamani's family whose house was burned.
- The Wells Group visited Suchana, and several other visitors also came to learn about the organization and share their knowledge and expertise.


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