



2024-2025

ANNUAL REPORT



SUCHANA THE UTTOR CHANDIPUR COMMUNITY SOCIETY

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Message from the Director Desk:

Dear Partners,



As we reflect on the past year, I am filled with gratitude for your unwavering support of our mission to empower communities and build futures. Despite the challenges posed by various global crises, our commitment to serving those in need has remained steadfast, thanks to your generosity and collaboration.

In this annual report, you will find an overview of our achievements, the impact of our programs, and the financial summary for the fiscal year 2023-24. Each story shared here is a testament to the resilience and determination of the individuals and communities we serve.

As we move forward, let us continue to work together towards creating a more just and equitable world for all.

With gratitude,

[Kirsty Milward]

Director

Organization structure

i. Suchana Governing Body: 9



Madan Gopal Saha

President



Kumkum Kora

Vice President



Churki Hansda

Secretary



Rahul Bose

Treasurer



Bhabini Baski

Member



Sarala Besra

Member



Kishore Mahato

Member



Malati Tudu

Member



Sujata Kora

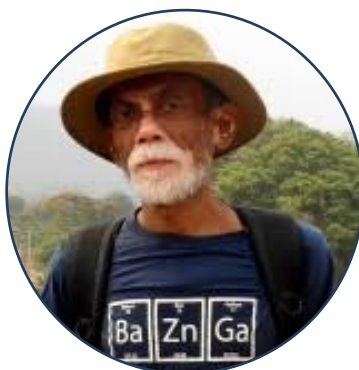
Member

ii. Advisory Board Members-7



Name-Kirsty Milward

Designation- Suchana Co-founder & Director of Evaluating



Name-Mr. Goutam Bose

Designation- Ex professor of Bose Institute



Name-Jiten Murmu

Designation- head Teacher of Saithia High school



Name-Biswabijoy Mardi

Designation- School Teacher of Olchiki sanctioned school



Name-Manisha Bannerjee

Designation- head mistree of Labpur Girls school



Name-Ishanai Milward Bose

Designation- Youth Representative



Name-Ananda konra

Designation- Kora book writer

iii. Management Team-5



1. Name-Sushanta Kumar Ghosh (Babu)

Designation- Accountant & Grant Manager

Mail id- susanta.suchana@gmail.com

Phone number- 7001760446

Roles and Responsibilities:

- Accountant
- Program planning & management
- Fundraising team
- Communicator with committee members, stake holders and funders



2. Name- Churki Hansda

Designation: Suchana Secretary & Assistant Accountant

Mail id- hansda.churki@gmail.com

Phone number- 9800921695

Roles and Responsibilities:

- Accounting assistant
- Program planning & management
- Fundraising team
- Adivasi material development & distribution
- Facilitator of teachers training with Adivasi materials
- ITE (Integrated Technology in Education) teacher



3. Name- Bappa Das

Designation- Program Manager

Mail id- bappa.suchana@gmail.com

Phone number- 8967247504

Roles and responsibility:

- Program planning and operation
- Report writing
- Mail response
- Communication with funders & fundraising
- Suchana overall management



4. Name- Shanto kora

Designation- Adivasi material development Manager

Mail id- shantokora033@gmail.com

Phone number- 9064935259

Roles and responsibilities:

- Kora materials develop and distribution
- Activity development & applying in field
- Facilitator of teachers training with Adivasi materials
- ITE (Integrated Technology in Education) teacher
- Suchana overall program planning & management



5. Name- Sandip Majhi

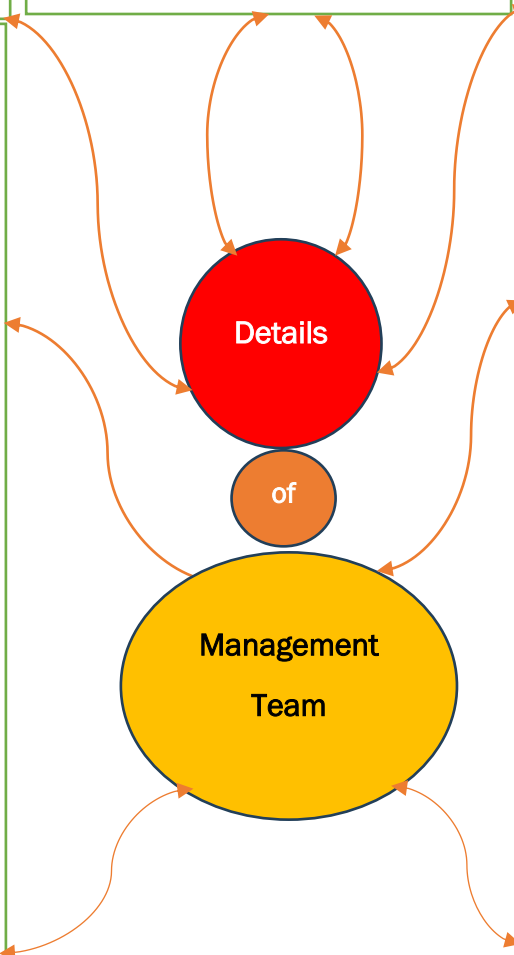
Designation- M & E and Data Manager

Mail id- sandip.m.spk@gmail.com

Phone number- 8617631563

Roles and responsibilities:

- Suchana overall program data collection & analysis
- Documentation
- Stock management
- Program planning & management
- Website & social media update.



About our organization:

Suchana is a community organization working since 2004 dedicated to empowering Adivasi communities in West Bengal. With a mission to empower the Adivasi community through education, health, social equity, and language literacy initiatives. Suchana objectives include supporting basic literacy and numeracy, promoting social and gender equality, and integrating technology into formal education. Through initiatives like preschool, ELG, ITE, library and health interventions, Suchana aims to improve educational outcomes and overall well-being. The Strengthening First Language Literacy project focuses on improving the learning experience for Santali and Kora Adivasi children through various strategies and collaborations like ICDS and primary teachers training. Our impact spans reaching over 1830 children across 46 villages, translating 160 stories into indigenous languages, and empowering young people with valuable skills Partnering with marginalized communities like Hedodanga, Suchana provides intensive support to young people, offering programs ranging from early learning to vocational skills building. Their cross-cutting Health Programme ensures the physical health of children and addresses community health challenges, while collaborations with AI4 Bharat contribute to language preservation efforts. In essence, Suchana's multifaceted approach aims to create inclusive opportunities and empower Adivasi communities for sustainable development.

Financial Summary for the Year 2024–2025

For the financial year 2024–25, the organization reported a **total annual income of ₹69,40,694** (Rupees **Sixty-Nine Lakhs Forty Thousand Six Hundred and Ninety-Four** only).

The total **expenditure incurred during the same period was ₹66,32,505** (Rupees **Sixty-Six Lakhs Thirty-Two Thousand Five Hundred and Five** only).



Organization Vision & Mission

Vision: Suchana will strive to build a society where social and economic disparities are eliminated and livelihoods for all are sustainable and long-term, especially for the adivasi communities. Achieving this goal requires equal rights for all, and the right to an education that respects indigenous cultural identity and language.

Mission:

1. Suchana will create opportunities for quality education which reflects social and human values and generates knowledge which can be applied in real life.
2. Suchana will work towards developing informed social leadership that reduces discrimination, including discrimination based on gender and disability, and will help build an inclusive society.
3. Suchana will continue to create greater awareness and realization of constitutional and human rights.
4. Suchana will create opportunities for young people to create sustainable livelihoods using marketable skills including agricultural and business entrepreneurship.
5. Suchana will try to identify, understand, analyze and respond to the lived realities and new social problems experienced by the young people we work with. Suchana will raise social awareness about harmful social practices like child marriage, child labour, discrimination etc.
6. Suchana will help to preserve and respect the indigenous languages, culture, cultural identity and heritage.

1.Strengthening first language literacy among Santal and Kora children in Birbhum Phase –2

Supported by: Paul Hamlyn Foundation

During this period, the project conducted a variety of activities, including the following:

I. Suchana Library:

Suchana's mobile libraries have run very successfully for the whole grant period. During this period, we conducted 32 villages and we reached 1000 children (M-415, F- 585). Suchana library divided into 4 groups-main libraries in Suchana, Old library-11 villages, new library 14 villages and the 7 'mini libraries' in Birbhum and Burdwan district. One Government high school in Bandnabagram



Total loan 13217 and returned 12874. Not all books have been collected from the readers yet, so the return rate appears lower than the loan rate.

II. Library Programme workshops:

During this period three library workshop were held to improve the library's work and plan for the next Phase. It started with fun icebreakers and included talks from library managers, Participants worked in groups to discuss library activities, their effects, and challenges, and then shared their ideas with everyone. They also introduced fun activities, like memory games and multilingual exercises, to make learning enjoyable for children. Plans for the future included helping dropout students, improving reading and storytelling skills, and organizing community events to create a lively learning environment.

III. Story Writing Competition: 29th December 2024

A story writing competition was held with 234 students from 38 villages participating. These students, from Suchana's library and ITE programs, created original stories inspired by the books they had read throughout the year. The top 50 stories identified and winners were awarded prizes at the Annual Function in February 2025 and will be published their story in a student magazine.



IV. Network with NGOs and GOVTs (in West Bengal and outside state):

On May 23, 2024, the Suchana team visited GBCD in Pandua to learn about their work with children who are hearing and speech impaired, including their innovative teaching methods and skill training programs. The team was impressed by GBCD's fundraising strategies. Suchana

shared information about its first-language literacy program and how to use the materials within their organization, and the GBCD team expressed their appreciation for these resources.

During this time, we followed up with the Odisha **Asha Kiran Society**, where we distributed our Adivasi materials for use with first-language resources and advocated for the creation of materials in their local languages. We also connected them with the StoryWeaver site to translate materials into their first language. They are grateful for the support and are now set to translate 20 materials into their mother tongue using the StoryWeaver site. They are also working on creating new materials based on the Suchana module concept.

3rd - 6th December 2024: Networking with Pro Sport Development (PSD) in Odisha

Suchana members Sandip Majhi, Aruna Majhi, Pathik Kora, and Krishna Kora visited Pro Sport Development (PSD) in Odisha to learn from their sports programs. PSD focuses on using sports, physical activity, and play to empower youth while aligning with the UN's Sustainable Development Goals. The visit provided valuable insights into how sports and education programs foster holistic growth. They were also happy to receive our teaching materials and will continue to use them at their center alongside sports.

19th - 21st December 2024: Networking with Nepal - Visit Report

Suchana visited the Nepal Santhal Adivasi Utthan Sangh (NSAA) in Jhapa, Sunsari, and Morang districts. During the visit, we shared our educational materials, including Olchiki, with the Santal community. They expressed interest in preserving their culture and language and requested training to establish an Olchiki Training Center, which we hope to support.

10th January 2025: Adivasi Academy Visit - Gujarat

Suchana members visited the Adivasi Academy in Tejgarh, Gujarat, to share educational materials for Adivasi communities. We met with the Academy staff and discussed potential collaborations to incorporate our Santali and Olchiki materials into their curriculum. The academy, which focuses on learning in mother tongues, expressed strong interest in our resources.



19th March 2025: visited Pratham Education Foundation -Burdwan District

Seven members from Suchana visited the Pratham Foundation in Burdwan District to discuss career opportunities for our alumni students. This center primarily trains youth in various skills such as nursing, driving, computers, and locomotor, electricity, hospitality, beautiparlour and they also offer placement opportunities. Previously, we had visited Suchana, and two of our students received training there. We also provided our teaching materials. Interestingly, when we visited their office, we noticed that Suchana charts and books were hanging in the room. They shared that Adivasi students read this material with great interest.

Network with Wells group to preserve the mother language. They visited twice time Suchana and took some suggestion regarding mother language.

During this period, we also networked with Rural Aid in Alipurduar, Suprabha in Baharampur, and RSV in Ghosaldanga, Swayamber nari, Amar Kutir Society for Rural Development, Nayanantara, Jabala Action Research Organization.

V. WhatsApp group moderation:

WhatsApp groups moderated by Churki Hansda and Bhabani Baski, including NGO partners, primary school teachers, and ICDS workers, facilitate daily exchanges of Santali words in both Santali Bangla and Olchiki scripts, along with their Bengali meanings. These groups also share Storyweaver story links. Despite being mostly non-tribal, the 86 ICDS group members, 8 primary teachers, and 20 NGO partners show enthusiastic engagement in learning Santali language and culture. Positive responses prompt moderators to tailor content based on member suggestions, leading to an increase in group members. Additionally, members share classroom media utilizing Suchana's materials to teach Adivasi students, fostering collaboration for improved education.

VI. Material Development and Dissemination:



During this reporting period, the Suchana team have translated 27 stories in the Story weaver platform. The stories have been translated mostly from Bengali stories and English Stories using the Olchiki and Bangla script in Santali and Kora Language. Santali story books-Chikkapa, goal, Exam fever etc. One Day, One Story—Pratham Books’ annual storytelling campaign—will celebrate

International Literacy Day on September 8th. This year, we have selected two special titles: Exam Fever by Lovleen Misra, illustrated by Priya Kuriyan, for younger children, and Goal! by Neha Singh and Sabah Khan, illustrated by Alafiya Hasan and Pyro Draws, for older children. While these popular books are available in multiple languages, they currently lack translations in Santali and Kora. The Suchana Adivasi team is translating these books into Santali and Kora, which will be uploaded to the StoryWeaver site and shared with children for their enjoyment. Suchana team have distributed the learning materials like alphabet charts, Number charts, flash cards and story books in Kora language and Santali language to the 5 NGOs. We have distributed the learning materials and story books to 140 primary school and ICDSs where the children mostly belong to the tribal community. Besides that, Ashoka Trust for Research in ecology and Environment from Bangalore took 3 sets of Santali and kora materials for using in their local areas, Purulia Yogvani school also took material for using the material in their school and they also showed them interest for our trainer to train their teachers.

VII. ICDS training report on strengthening first language literacy among Santali and Kora children in West Bengal.

During this period, the Suchana team trained 40 ICDS workers across 3 circles in Bolpur, Illambazar, and Md. Bazar. CDPOs and supervisors were also present. Baseline data was collected from these workers to assess their status. We have planned a schedule for the 4th phase of training for each worker, where a bridge will be established between teachers and students.

All the center teachers have been connected through a WhatsApp group, where they share daily updates including class pictures, videos, and short phrases in Santali along with their meanings in Bengali. ICDS workers also share their class pictures in the group, and Churki Hansda from Suchana contributes daily teaching materials. Additionally, ICDS workers reach out to us with questions and for guidance on improving their methods. While we have not yet conducted training in primary schools, we have distributed materials and maintain regular communication with them.

During our annual function, we organized a panel discussion led by Gokul Hansda, a primary teacher. The group, consisting of primary teachers and ICDS workers, discussed how Suchana can strengthen first language development in the community. The feedback was very positive, with participants acknowledging that Suchana is doing excellent work and is highly beneficial for their students.

During this event, we awarded 5 primary teachers, 11 ICDS workers, and 1 CDPO and 1 supervisor for their excellent work in their respective areas.



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VIII. Distribution and dissemination:

Suchana team distributed total 148 set learning materials, including alphabet charts, number charts, flashcards, and storybooks in both Kora and Santali languages to 10 NGOs. These materials were also provided to 10 primary schools, 100 ICDS workers, 18 government officials (such as DM, SDO, BDO, DPSC, DPO, CDPO), and 10 community education workers, focusing on areas with a predominantly tribal population. One person took 50 pieces Auromala Books for using their community. We exhibit our materials in various fairs and distribute to interested people. Suchana team members distributed these materials locally and conducted regular follow-ups to ensure their effective utilization.



XI. Kora history – development:

Finally published kora history books name Kodern Mari Jagar Provide young learners with a rich, culturally relevant resource that promotes a deeper connection to their heritage.

There was a panel discussion chaired by Shanto Kora, where the group explored the challenges and potential solutions for digitizing the Kora language. The panel included Rabilal Kora, a primary teacher,

Shymal Kora, a junior high school teacher, a member of the AI4 Santali team, an Olchiki



consultant, Kirsty Milward, and the Suchana MT team. The discussion was very impactful. Some Santali team members mentioned that digitizing the Kora language is challenging because it does not have an established script, and though the Nagchiki script exists, it is not government-approved. One of the Kora representatives suggested that we could start by digitizing the Bengali script.

On March 21, 2025, we held a follow-up meeting with Dr. Sunandan Kumar Sen, Professor of Linguistics at the University of Calcutta, Shanto Kora, Shymal Kora, Kirsty Milward, Samiran Kora, Kamal Murmu, and the Suchana MT team. The discussion focused on how to proceed with the project and how to secure funding. The response was that the project will initially be funded by Suchana's budget, and the documents will be stored in a Google Archive folder. We are currently processing and planning the next steps.

During this period, the Suchana Kora manager published the original story "Daru nah Gatiku" and translated three stories: "Golpo Chikkappa," "Chinke Koteh Ruho Chhada Ganoh-a," and "Goal!" The books were distributed to 13 schools, as well as to the Vice Chancellor of Visva Bharati University and 30 students from Siliguri Social Work. Feedback has been very positive, especially from junior school teachers, who invited Kora students to lead school prayers. Additionally, the Kora History book has been published, and copies were provided to Rabilal Konra, the secretary of the West Bengal Adivasi Kora Samaj Kalyan Samiti Sangathan. He is reviewing the book and sharing it with other writers and readers to raise awareness about Kora history. An event is also being organized to honor Mr. Shanto Kora for his excellent writing.

XII. Community Events:



On November 5th, 2024, the Suchana team organized a community event in Kamardangal village to discuss the impact of the ongoing Suchana Library Program. Around 120 participants attended, including parents, children, and community members, and enjoyed traditional Kuruk performances and storytelling by local children.

During the event, the Suchana team shared updates about the program, and participants expressed appreciation for its positive impact, especially in preserving Kuruk cultural traditions and providing diverse educational resources. Overall, the event successfully highlighted the program's benefits in the community.

The Suchana team organized a street play by the Swabhav Meyeder Dal that focused on moral values. The play taught people about what is right and wrong and encouraged love instead of hatred. Many members and children from nearby villages attended the event, who enjoyed the performance and reflected on its moral lessons.

The Suchana team organized an eye camp in the Hedodanga Adivasi village and Suchana office, addressing the community's need for health services in our operation villages. We observed that many people in the area were suffering from eye problems. To help, we contacted Vision Rx Lab, referred by the GBCD organization. Three ophthalmologists came on August 28th and 29th to treat patients. They diagnosed that 250 people needed spectacles, which will be provided free of charge in two months. The community was very pleased with this service, and their trust in Suchana has grown.

XII. Guardian meeting:

From May 26 to June 28, 2024, the Suchana team held meetings with guardians in 16 villages. The team welcomed guardians to share their thoughts about their children's education. Many guardians noted improvements in their children's school performance and promised to encourage regular attendance. They suggested having subject-specific exams and increased classes. Overall, the meetings showed the community's strong commitment to education and the positive effects of Suchana's work.

XIV. Advisory Meeting:

The Advisory Board meeting took place on February 27, 2024, at the Suchana office, with seven members in attendance: Kirsty Milward, Manisha Banerjee, Gautam Basu, Jiten Murmu, Biswbijoy Mardi, Ananda Kora, and Ishani Milward Bose. Throughout the three-hour session, five significant issues faced by Suchana staff were addressed individually, with each advisory member providing suggestions for potential solutions.

XV. Olchiki Training -8th - 9th November 2024

Suchana organized an Olchiki training session for 10 teachers from communities across various districts. The training focused on basic Olchiki literacy, including letter recognition, word formation, and foundational skills. Five Suchana staff members also attended to expand their knowledge and support Olchiki education in their communities.



XVI. Staff capacity building program:

30th September - 5th October 2024: CPFPCP Program (Community Process Facilitation Certification Program) The CPFPCP program aimed to enhance participants' leadership and community development skills. Two Suchana members, Churki Hansda and Mitali Hansda, attended this six-day offline training, facilitated by Mr. Tejendra Bhowmik. They gained valuable insights into self-



awareness, group dynamics, interpersonal relationships, and strategies for facilitating group decision-making. This training is now transitioning into an ongoing online course, and both participants are applying their learnings at Suchana. The team conducted a Participatory Rural Appraisal (PRA) in Rindanga village, where villagers were present and identified key issues through mapping. Four major problems were identified: 1. Riverbank erosion, causing the village to flood during the monsoon, 2. Lack of job opportunities for youth, 3. Absence of street lights in the village, and 4. Government toilets are not used due to a lack of water, leading most people to rely on open defecation. After identifying these issues, it was decided that the villagers would meet to discuss how to address and solve the problems on their own.

XVII. Endline survey

In 2005, when Suchana began its work in our operational areas, most Adivasi children—both boys and girls—had dropped out of school, and only a few had passed the matriculation exam. By 2025, the situation has improved significantly: dropout rates among Adivasi children have greatly decreased, and the number of both male and female students pursuing higher education has increased. Today, a majority of students in our operational areas have successfully completed graduation.

2. Partnering with a Santal village to support Young People Supported by: Her Future Coalition.

Introduction: Hedodanga, an Adivasi village, faced a significant lack of educational awareness among its residents, resulting in a dearth of educated children. In 2021, the Suchana team visited the village and discovered that there were no students who had successfully passed the Madhyamik examination. Recognizing the urgent need for support, Her Future Coalition stepped in to assist the community by introducing various initiatives, including Early Learning Groups, a library, and integrated technology in education. As of now, there are 61 students in total, comprising 33 males and 29 females. One Staff in regularly and Temporary Staff 6 in hedodanga.

ELG: Initially, the Suchana ELG (Early Learning Group) teachers visited Hedodanga village and interacted with the children. Through their conversations, it became evident that the children needed to start from the basics. As a result, the students were divided into four groups based on their skill levels. The Light Green group consisted of children who had no knowledge of alphabets, reading, writing, or comprehension. The Deep Green group comprised students who could recognize alphabets and read and write a few letters and numbers. The Pink Group included students who possessed skills in alphabets, numbers, and had some reading and writing abilities. Lastly, the Orange group consisted of students who had advanced skills in reading, writing, and comprehension.





Currently, there are 56 ELG students in total, with 18 students in the Light Green group, 17 students in the Green group, 5 students in the Pink group, and 6 students in the Orange group. The Suchana ELG teachers dedicate two days of every week, specifically Sundays and Tuesdays, for three hours each day to engage with the students. During these sessions, the teachers engage the students in various activities such as drawing, multiplication table games, fostering a friendly environment, reciting poems, and other play-based activities.

Additionally, the students are encouraged to share stories and talk about themselves, enhancing their language and communication skills.

Library:

The Suchana team organized a library program in the village on every Monday. They carried the collection of reference books that included funny stories, picture-based tales, various interesting stories, poems, horror stories, animal stories, and comedy stories, catering to the preferences of the children. When the team arrived, all the students eagerly gathered to explore the books, selecting the ones that caught their interest. The team provided the books through a lending system, allowing the students to borrow books of their choice. After one week, the students returned the books and selected new ones.



56 students receive Book daily.

ITE: The Suchana expert teacher provided Integrated technology education to the students three days a week, on Wednesdays, Saturdays, and Sundays. The aim was to teach them computer skills and assist them in creating projects related to various issues in their nearby areas. 21 students and 3 teachers in ITE in hedodanga. During this period, with the teacher's guidance, the students successfully completed five projects.

8 projects created in hedodanga **About Sundarban, The River, Characteristics of Amphibians, Air pollution etc.**

To create these projects, the students observed the real scenarios around them, took pictures, and incorporated them into PowerPoint presentations. They also utilized online resources like Google to gather additional information for their projects. Once completed, the teacher guided the students in presenting their projects to the community using a projector. Additionally, the teacher



assisted the students in aligning their project work with the school syllabus, ensuring a comprehensive learning experience.

CASE STUDY-I



Three of our students — Two boys and one girl — recently had an experience that changed the way they see the world. They were selected to participate in a karate competition in Kolkata, a place they had only read about in their textbooks. Until now, the idea of traveling to such a big city felt far beyond their reach.

At first, they were nervous. So were their families. The thought of traveling such a distance, competing on a big stage, and being away from home was intimidating. Everyone had doubts — could they really do this?

But with encouragement and support from teachers and friends, they took the leap. They trained hard and stepped onto that platform in Kolkata with determination. And not only did they participate, they stood out — one of them even received an award, a moment that filled all of us with pride.

More than the award, what they brought back was something deeper: confidence. That trip gave them a sense of strength they hadn't felt before. Now, they are no longer afraid of new places or new challenges. They've proven to themselves that they are capable — not just in karate, but in life. And that's the real victory.

Activities: Karate, papwr work, Ashon, Jewellery making



Karate practices



Paper making



Asan making



Jewellery making



Wales group visit



FOS team visit

5. Activities supported by Friends of Suchana.

i. Introduction:

During this period, Suchana, conducted programs such as annual sports events,

educational excursions, ITE, ELG, Preschool, children mela and alumni career opportunity and Suchana has also engaged in additional activities to further theory of changes. Supported by the generous funding from Friends of Suchana, who have been instrumental in assisting Suchana since its inception, these multifaceted programs and activities aim to provide a comprehensive environment for children to grow, learn, and thrive. Through these collaborative efforts, Suchana remains steadfast in its commitment to shaping a brighter future for the Adivasi youth and children of Birbhum in West Bengal. In this period 2200 enrolled Students are benefited through the Suchana all program.

ii. Annual sports

On 24th December 2024, Suchana held its Annual Sports Event at the Rindanga playground. Around 300 students from 20 nearby villages came to take part in the games. Other events also took place at Ghosal Danga, Fasidanga, and Kamardanga playgrounds. The day was full of fun and energy as students joined in different races, tug-of-war, and other games.



Everyone was excited and tried their best in the competitions. The playgrounds were filled with cheers, laughter, and team spirit. Parents, teachers, and villagers also came to watch and support the children.

In the evening, a prize distribution ceremony was held. Winners got medals and prizes, and all the students clapped and smiled with joy. The event was a great success, bringing children and communities together in a happy and healthy way.

Besides that, sports events were regularly held every Sunday in Govindapala and every Friday in Rindanga, where strong sports teams developed.

iii. Students Excursion in Mayapur

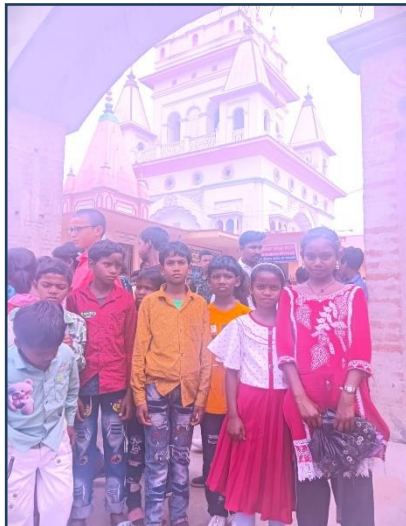
Date: 17th March 2025

Organized by: Suchana Team

On 17th March 2025, the Suchana team organized a student excursion to **Mayapur**, involving **150 students** and accompanying staff members. The excursion aimed to provide firsthand experience of the historical and cultural significance of Mayapur, which students have studied in their curriculum.



The team departed from the Suchana office at **6:00 AM** in two reserved buses and reached Mayapur by **11:00 AM**, covering a distance of approximately **140 km**. The destination was selected for its rich historical background and educational relevance.



During the visit, students explored various **historical and architectural landmarks**, gathering data and gaining deeper insights into the region's cultural heritage. A visit to the **Ganga River** offered them a glimpse into the natural and spiritual significance of the area. They also visited **Ballal Sen Dhibi**, where they observed the ruins from the **Sen dynasty**, enriching their understanding of ancient Indian history.

The group had their meals at **ISKCON Mayapur**, and students expressed happiness and excitement about the visit. The day concluded with the return journey beginning in the evening, and they safely arrived back at **11:00 PM**. All students were responsibly handed over to their guardians under the supervision of the teachers.

The excursion was not only educational but also memorable, leaving students with a deeper appreciation of history and culture.

iv. The Annual Function of Suchana 2025



Suchana celebrated its 20th anniversary with a grand two-day Annual Function held on February 16th and 17th, 2025. The event was filled with vibrant performances, cultural celebrations, and community engagement, bringing together approximately 280 children, 100 community members from operational villages, government officials, teachers, ICDS workers, NGOs, funders, and neighbours. The celebrations were streamed live on YouTube and Facebook for wider accessibility, ensuring that the joyous occasion reached a larger audience.

The festivities featured a range of programs, including traditional Santali performances, recitations in multiple languages, plays in Santali, English, and Bengali, as well as dance, folk music, and a children's mela. The event also included educational stalls, a blood donation camp, and panel discussions on topics related to language development and digitalization. The atmosphere was filled with energy and enthusiasm, with Suchana's team successfully executing a memorable celebration.

Highlights of the Event:

Opening Performance: The event kicked off with the Suchana big song "Chalo Abun Chalo Suchanare," performed in Santali, Kora, Bengali, and English. All the children, teachers, and staff participated, wearing special paper hats as they lined up in the field, creating a unified and festive atmosphere.

Inaugural Speeches: Kirsty Milward, the founder of Suchana, delivered an inspiring speech reflecting on the 20-year history of Suchana, highlighting its growth and journey from inception to the present day. Susanta Kumar Ghosh, a senior staff member and accountant, also shared his valuable insights into the organization's development.



Children's Recitations: A group of preschool children from the center performed an impressive recitation, showcasing their learning and dedication.

Cultural Performances: The stage was filled with diverse and captivating dance performances. Highlights included:

- ❖ **Bihu Dance** by a talented team from Mala village.
- ❖ **Kuruk Dance** performed by the Kamardangal team.
- ❖ **Hindi Dance** by the Damodarpur team.
- ❖ **Bangla Dance** by Bautijole students.
- ❖ **Polymorphic Dance** with humorous elements performed by the Mahisdhal team.
- ❖ **Kora Dance** by the Uttor Sehalai team, which displayed great rhythm and coordination.



Dramas: Several thought-provoking plays were staged, such as:

- ❖ Bengali drama on the impact of social media by students of Damdama village.
- ❖ An English drama titled "*It's All Begun with Drip Drip*" performed by Suchana's main center students.
- ❖ A health drama on wellness opportunities.
- ❖ A Kora-language drama titled "*Dusan Chiker Dharti*".

Project Speeches: Project leaders delivered presentations on their respective initiatives. The session featured:

- ❖ Churki Hansda and Rabi Murmu from the Adivasi department.
- ❖ Shanto Kora from the Kora department.
- ❖ Mangal Das from the BMT project.
- ❖ Kumkum from the library initiative.
- ❖ Sandip Majhi from ITE.

- ❖ Lebu Murmu from the ARC project.
- ❖ Kamal Murmu from AI4.

Blood Donation Camp: On the second day, the event featured a blood donation camp, organized in collaboration with Bolpur Sadar Hospital's blood unit team. Eighteen individuals, including Suchana members, alumni students, and NGO participants, donated blood from 10:00 am to 12:30 pm.



Panel Discussions: Three engaging panel discussions were held, covering key topics:

- ❖ **Alumni Group:** Led by Ishani Milward Bose, alumni members such as Purnima Baski, Rajesh Kora, and Debkant Kha shared their journeys with Suchana and memorable experiences.



- ❖ **Government Official Group:** Led by Gokul Hansda, the group of primary teachers and ICDS workers discussed how Suchana can strengthen first language development in the community.

❖ **Kora Language Digitalization Group:** Chaired by Shanto Kora, the group explored the challenges and potential solutions for digitalizing the Kora language.

Special Performances:

- ❖ A **Magic Show** performed by young children wowed the audience with their clever tricks.
- ❖ **Yoga and Karate** performances by Hedodanga village students, guided by Rima Shaw, showcased impressive discipline and skill.
- ❖ A **Sharee Drill** performance, demonstrating skillful saree activities, was carried out by Suchana students.
- ❖ **Gymnastics** was beautifully performed by Bandherdanga students under the guidance of sports teacher Sukal, with assistance from Ishani Milward Bose.



Stalls and Exhibitions: A variety of stalls were set up to enhance the experience, including:

- Ten **book stalls** from Bolpur, Jhargram, and Kolkata.
- **Food corners** featuring local snacks like Jhal Muri, Fuchka, and Papad.
- **Art and jewelry stalls.**
- A display of **20 years of Suchana pictures** showcasing its growth.

Children's Mela: The children's mela featured various games, with prizes for the winners, contributing to the festive atmosphere. Children joined in various game and showcased their capabilities. They also showed their various innovative ideas in this children mela. There were balloon games, quize , ring throw activities etc. Children enjoy a lot and it was led by the alumni students.



Award Distribution: To acknowledge the hard work and dedication of the Suchana community, awards were given to:

- 26 staff members who contributed significantly to the smooth execution of the event.
- 11 teachers and 1 ICDS worker for their exceptional work using Suchana materials in their centers.
- 45 students who excelled in story writing competitions, with their stories and poems being recognized for their creativity.



Suchana's 20th Anniversary celebration was a huge success, bringing together the community in a vibrant display of talent, teamwork, and dedication. The event provided a platform for reflection, sharing of experiences, and the celebration of Suchana's journey toward empowering children and communities.

5. WhatsApp group moderation:

WhatsApp groups moderated by Churki Hansda, including NGO partners, primary school teachers, and ICDS workers, facilitate daily exchanges of Santali words in both Santali Bangla and Olchiki scripts, along with their Bengali meanings. These groups also share Storyweaver story links. Despite being mostly non-tribal, the 85 ICDS group members, 16 primary teachers, and 20 NGO partners show enthusiastic engagement in learning Santali language and culture. Positive responses prompt moderators to tailor content based on member suggestions, leading to an increase in group members. Additionally, members share classroom media utilizing Suchana's materials to teach Adivasi students, fostering collaboration for improved education.

6. Story Translation:

During this reporting period, the Suchana team translated 48 stories on the Storyweaver platform, adding to the existing 422 stories available in Santali-Bangla, Olchiki, and bilingual formats. In Kora language, there are 185 stories, including 9 from April 24 to March 25. Currently, there are 63 printed books or flashcards available, but some are in the printing process. Suchana presently has 44 own publications including books, flashcards, and charts, stories into Santali and Kora languages using Olchiki and Bangla scripts and there are 41 translated books in Kora and Santali languages. Besides 9 books and flashcards were new & reprinted this year.

7. Remedial class: A remedial class has been started at Bandhlonabogram High School for students in grades V to VII who need extra help with their studies. Currently, there are 28 students in the class. After a meeting with the headmaster, students with lower reading abilities in these grades were identified. Suchana remedial teacher. The team observed these students closely and, after interacting with students, decided at which level they should begin. Suchana remedial team guided the students based on their skills and help them improve step by step. They focus on subjects like basic math, English, pronunciation and writing of mixed Bengali words, as well as some environmental concepts. The goal is to enhance the students' abilities and make learning easier for them.

8. ITE: The ITE program, initiated by TATA Trust and continued by Suchana, aimed to enhance students' opportunities for self-led project-based learning while improving their technological knowledge. The program conducted weekly classes in 13 Learning Centers and the main center. From October 2021 to March 2022, the number of students increased from 391 to 544, with a majority of Santal students (91.44%), followed by the Orang category (4.9%) and others (3.6%). ITE classes were introduced in four government schools for students in grades I to X. During this period, students created 44 projects on various subjects, utilizing multimedia and spreadsheets. These projects covered topics such as water pollution, mud wall pictures, measurement parameters, and hazardous and disaster management.

9. Alumni career opportunity among santal & Kora children

It's wonderful to note that 24 former students have secured commendable positions, including roles as software engineers, interpreters, accountants, librarians, and hotel management professionals. Additionally, some students are actively pursuing their career paths.

10. Health

Suchana focuses on the well-being of students and guardians in the villages. Mrs. Krishna Kora, a trained health associate, conducts regular check-ups at the centers across 25 villages. On Sundays, she provides comprehensive health check-ups, including ENT, nails, injuries, and hair, and offers first aid when necessary. Mrs. Krishna Kora has conducted 156 visits, treating and an average she check-up 290 children and villagers' people per month.

11. Organizational Health:

During the reporting period, Suchana achieved several notable milestones:

- I. Suchana's 20th year celebration was in very organized way.
- II. Suchana has conducted organization theory of change facilitated by Kirst Milward, gap analysis program facilitated by Indrani Chkraborty.
- III. Organization dream building for 2050 and also make some action plan
- IV. Presently Suchana is working with 2200 children, 56 villages, 50 staffs and area coverage in 7 districts of West Bengal.
- V. Presently Suchana funders are Her Future Coalitions, Paul Hamlyn Foundation, Global Fund for Children, Friends of Suchana.

- VI. Suchana and IIT Madras collaborate on the "Artificial Intelligence for Bharat" (AI4 Bharat) project, overseen by dedicated team member Kamal Murmu, with a total of 10 working members including two part-time staff, two new members, and two members who left for PhD opportunities.
- VII. Durgin Durapuja we distributed some clothes to the community with the help of Mura Hurly and her team.
- VIII. In the kitchen garden within our office premises, there were plenty of vegetables this year, including peas, cabbage, maize, ladyfingers, cucumber, pumpkin, cauliflower, coriander seeds, carrots, radishes, spinach, etc., which we can provide to students during ELG classes.

12.CASE STUDY

Case study1 – Kabita Hansda

Kabita Hansda, a student from Rahamatpur village, is an active participant in one of our library operations. Every Monday, from 3 pm to 6 pm, our three librarians visit the village with books, and students eagerly borrow them. Kabita is one of the regular readers, taking books every week and enthusiastically participating in storytelling sessions. Not only does she enjoy telling stories, but she also writes them exceptionally well. In school, Kabita has participated in various activities and consistently emerged as a winner. Her talent was especially evident in a story writing competition, where she wrote a remarkable story and was awarded at the Suchana annual function. Despite her parents being daily laborers, Kabita has shown great potential and determination in her studies. She is currently preparing for her Madhyamik exams. Kabita's journey is a testament to the positive impact of the library program on children's growth and learning. Through her dedication, she continues to inspire her peers and community.

Case study 2. Mandira Murmu

Mandira Murmu, a student from Sarpukur village, is currently in class VIII and was one of the participants in our library program. Despite her parents being daily laborers and not highly educated, Mandira has always been a bright student. Due to her family's financial condition, she was admitted to the Labpur hostel. Once she began staying at the hostel, her peers and teachers at Labpur High School noticed her exceptional skills in reading, writing, and storytelling. Mrs. Manisha Banerjee, the headmistress of Labpur High School and a member of the advisory board, spoke to us about Mandira's talent. After learning more about her, she realized that Suchana students, like Mandira, often develop extra skills due to the diverse activities provided by the program at a young age. Mandira's journey highlights the power of early educational support and its impact on unlocking potential.

Case study 3: Building Confidence Through Library Activities in Banspukur

In our library program, the library team visits each village regularly, bringing books and activity materials with them. When they arrive, students and interested readers come to choose books and return the ones they borrowed the previous week. The library team encourages them to share a story or poem from the returned books.

After sharing, the team introduces play-based activities using materials like flashcards, drawing supplies, and tools for dance, recitation, and storytelling with gestures.

In Banspukur, an Adivasi village, there was a child who was very nervous and hesitant to speak. Our library teacher noticed her discomfort and began interacting with her every week, encouraging her to participate in the play-based activities, then to draw, and eventually to take a book and read a story aloud.

13. Management team & Fund raiser team

- i. **Management Team:** The role of the Suchana management team is to ensure that all programs run smoothly. They manage staff, identify and solve village issues, and hold monthly meetings to gather feedback on work updates and any concerns at the centre. They also work to understand staff problems and find solutions jointly.

The team keeps regular contact with funders to meet their needs and discuss regarding program updation, collaborates with other NGOs for networking, advocates with stakeholders, and organizes programs. In short, their main job is to identify and address any internal and external issues facing the organization while making decisions together.

For larger issues, they inform the advisory board, including Kirsty Milward and Rahul Bose. They plan and implement projects on time and continually work to support Suchana's growth and expansion.

- ii. **Fund-raising team:** The fundraising team includes Bappa Das, Churki Hansda, Sova Tudu, Susanta Ghosh and Kirsty Milward. Their job is to plan and identify funding needs for different programs, create proposals and budgets, and research new grant opportunities. They fill out grant applications and follow up regularly with funders via email and, when possible, in person. The team also communicates with current funders about applying for new grants. They hold regular meetings to keep everyone updated on their progress. **Sova Tudu:** Sova Tudu is working as a Fundraising team. She also working as ITE teacher

The fundraising team is also registered with a fund for NGOs, where they receive notifications and apply for new funding opportunities. They are currently working in a "learning by doing" approach to enhance their skills and effectiveness.

Rahul Bose: Rahul Bose is the Project Coordinator and treasure of Suchana.

Funders



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