



The Uttor Chandipur Community Society

Annual Report 2009 - 2010



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EXECUTIVE COMMITTEE

September 2009

	Name	Address	Occupation	Description
1.	Santana Konra	Village: Aliabad (Kamalakantapur), PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Farmer	President
2.	Sushanto Ghosh	PO and Village: Khanjanpur via Sriniketan, Birbhum, West Bengal 731 236	Farmer	Vice-President
3.	Somnath Dolui	Subhashpalli, Shyambati, Santiniketan, Birbhum, West Bengal 731 235	Teacher	Secretary
4.	Rahul Bose	'Uttor Phalguni', PO and Village: Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Documentary film maker	Treasurer
5.	Jhuma Gonrai	Village: Kamalakantapur, PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Teacher	Assistant Secretary
6.	Bhabini Baski	Village: Bishnupati, PO Sattor, Birbhum, West Bengal 731 236	Student	Executive Member
7.	Gopal Saha	Village: Ballavpurdanga, PO Santiniketan, Birbhum, West Bengal 731 235	Artist	Do
8.	Taposh Majhi	Village: Kamalakantapur, PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Student	Do
9.	Krishna Kora	Village: Aliabad (Kamalakantapur), PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Health Worker	Do
10.	Putul Hembrom	PO and Village: Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Farmer	Do
11.	Putul Tudu	PO and Village: Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Farmer	Do
12.	Lakshmi Konra	Village: Ringdanga (Kamalakantapur), PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Farmer	Do
13.	Kartik Konra	Village: Ringdanga (Kamalakantapur), PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Farmer	Do
14.	Meera Konra	Village: Aliabad (Kamalakantapur), PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Farmer	Do
15.	Kishor Mahato	Hanuman Mandir, PO and Village: Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Farmer	Do
16.	Joshna Khan	Village: Kamalakantapur, PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Housewife; Artisan	Do
17.	Makhan Ghosh	PO and Village: Khanjanpur via Sriniketan, Birbhum, West Bengal 731 236	Farmer	Do
18.	Santo Kora	Village: Ringdanga (Kamalakantapur), PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Student	Do
19.	Santana Konra	Village: Ringdanga (Kamalakantapur), PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Housewife; Seasonal daily labour	Do
20.	Rubai Hazda	Village: Phuldanga, Shyambati, Santiniketan, Birbhum, West Bengal 721 235	Sports Teacher	Do
21.	Saraswati Kora	Village: Aliabad (Kamalakantapur), PO Khanjanpur, via Sriniketan, Birbhum, West Bengal 731 236	Housewife, Seasonal daily labour	Do

Overview

Over the last year 2009-2010, Suchana has transformed from a part-time education and health support programme into a full time Education Resource Centre. The specific changes that this has entailed have been very much in tune with Suchana's vision of education as enjoyable, accessible and relevant to very marginalised *Adivasi* (tribal) and scheduled caste (low caste) children. The new programme elements have also focused effectively on creating creative and practical educational opportunities within a framework which aspires to and seeks ways to model social equality.

Aside from the flagship Early Learning Group (ELG), now in its 7th year, Suchana's new Education Resource Centre building has provided the space and opportunity to implement a series of new programmes, offering targeted interventions to children of different age groups.

These include:

- A **full-time library** and open-house study centre, with supervision by at least one teacher at all times.
- **Pre-school sessions** twice a week, attended initially by 11 Santal children and now by 23.
- A **Basic Computer Skills course**, offered to 10 older children in a batch, and currently beginning its second round.
- A **tuitions programme** for children in government school classes 6, 7 and 8. Tuitions are offered twice a week in English and Maths to class 6, and English, Maths and Life Science to classes 7 and 8.
- A series of 20 **activity groups**, beginning March 2010, offering all children age 6+ choices of extra-curricula mini-courses in small groups.

Suchana's **Health Project** has also seen the addition of important new elements, and work to specifically support aspects of **Adivasi culture and identity** found fruition in the publication of an alphabet primer in the Kora language, '*Allo Pora*'

The Resource Centre Building

Between April and July 2009, Suchana completed the main part of the new Resource Centre building on the 1-bigha site acquired in December 2007. The building consists of one large room (35'x15') divided internally by moveable partitions into three spaces: a computer space/office; an art space; and a teaching/teaching materials space. A smaller room (10'x12') houses the library. Wide, covered verandas on 3 sides of the building serve as space for classes and other activities. A curved plinth at the front provides an assembly and meeting space.



Suchana Education Resource Centre

Suchana moved into the new building in July 2009, and ran the original Early Learning Group on Sundays and Wednesdays from the new site from July 18th. From September 2009, elements of the new programme were put in place in phases.

The second phase of the building - a second floor on the main room, and a separate clinic building is currently planned for winter 2010-11.

The Education Programme

Suchana has spent the last seven months, September 2009–March 2010, gradually implementing the Resource Centre programme. 180 children are now involved in the programme, but many of these access more than one element of it – for instance, children in the Early Learning Group also attend activity groups and the library and free learning elements. 79% of the children are tribal – of these, 64% are Kora and 36% Santal. A further 9% are scheduled caste.

Number of children involved in each programme element, April 2010		
Programme element	Number	Community group
Pre-school	23	Santal 100%
Tuitions	54	Kora/Santal 66% Scheduled caste 16%
Library and free learning	20-30/day	mixed
Computer classes	10-12 per course 30-36 per year	In first 2 courses: Kora/Santal 70% Scheduled caste 5%
Early Learning Group	115*	Kora 51% Santal 32% Scheduled caste 7%
Activity Groups	2 groups each for 143 children	Mixed

* After 2010 admissions process

The Pre-School

The pre-school began running on two mornings a week in September 2009, with a group of 11 Santal children age 3-6. It began with a smaller group than planned because one of the nearby *anganwadis* (Government crèche and perinatal health programme) began to function well, and children were happy there. Children living outside the area of this *anganwadi* attend Suchana's pre-school session. Children in the 4-6 age group also attend twice weekly Early Learning Group sessions. The programme has been designed to support cultural, social, physical, emotional and academic aspects of child development, and all teaching and activities are in the children's first language, Santali.

In March 2010, Suchana began offering a limited number of pre-school places to a Santal village – Bandlodanga – up until now beyond Suchana's working area, and 12 more children started attending, bringing the current size to 23.

The Pre-School

I started the pre-school on 10th September 2009. I teach 3-5 year old children. The children come from Uttor Chandipur, Khanjanpur and Bandlodanga. I teach them twice a week, Thursdays and Saturdays, in the morning from 7.15-10.30am. Tiffin time is 20 minutes; I give them sprouts, banana, molasses, and sometimes cake. The children enjoy my class very much. I am also very happy to teach them.

Bhabini Baski, Suchana teacher, 15th April 2010

The Tuitions Programme

This work began in October 2009, with text-book based study groups twice a week in the vulnerable subjects, Maths and English, for children in class 6, and adding Life Science for classes 7 and 8 of the government schools. These inputs have been very well received, and this year the whole batch of students passed their annual school exams in February.

The oldest children moved into class 9 with the new school year in March, so Suchana recently started more tuitions classes to cater to the new class 6 batch. Since the tuitions support has clearly had a positive impact, classes have also been extended to class 5 (age 10) students – the first year of secondary school. So there are now 56 students taking tuitions.

The Tuitions Programme

Suchana is not a school, it is a resource centre. Mainly, Suchana gives back-up support to the children who come, most of whom are from poor families. They can't get help at home because their parents hardly went to school. So when they try to study, they face big problems. So then Suchana decided that if we teach them, using their school text books, in small groups, that would be helpful for them.

Suchana started the first tuitions for classes 6, 7 and 8 (age 11-14) with 25 students in 2009. After their end-of-year school examinations, their results were much better than before. So this year we also started tuitions for classes 5, 6, 7, 8 and 9 (age 10-15). Now there are 56 students. Shanto teaches Maths and a volunteer, Mary, teaches English to classes 5 and 6. I teach Maths to classes 7, 8 and 9, and Rahul teaches them English and Jhuma teaches them Science.

Now the programme is running very smoothly, and all the students come on time. At the moment we teach tuitions twice a week, but this seems too little time. All the students say that three times a week would be better.

Sushanto Ghosh, Suchana teacher, 5th April 2010

The Computer Course



The first computer course, December 2009

The Suchana Basic Skills Computer course, designed by teachers Sushanto Ghosh, Shanto Kora and Uma Gonrai with help from Rabia Khatoon from Uddami India Foundation in Kolkata, began the first run in early December 2009 with 10 of the oldest Suchana children. The course consists of 30 two hour

classes and a two hour practice session following each class, and was designed to cover basic office skills as well as several inputs on how to use computers to access information and other educational resources. The course was assessed on attendance and exam-based criteria, and the first course produced a 100% pass rate.

A booking system for the computers has now been put in place so that those students who have passed the course are permitted to use the computers at times when they are not in use by other courses.

After a short process to adjust the course for younger children, the next batch of children in the 12-13 age group started on April 8th 2010.

The course has generated a lot of local interest, and many requests to run further courses. On April 16th 2010, the same course was started in a separate batch for young adults, at a rate which covers the teachers' pay.

The Computer Course

The present time is a computer era. We can do many people's work correctly, with one computer in a very short time. Without computers, our lives cannot move on now. But we live in a village. We started hearing about computers two or three years ago, and knew that you can learn a lot and do a lot and get a lot of good information through computers. But we had never seen one. If we went to learn computer skills in the town, it was very expensive.

Then Suchana decided it will teach computer skills to all the village students, so that they can also understand what computers can do. Some very kind people donated seven computers, and we want to thank them.

The first students started our course on 13-12-09. They learned MS Word, Excel, PowerPoint, Internet, Email, typing, MS draw, how to burn a CD, and also learned how to play some games. They enjoyed the course a lot and are very happy. They want to learn more and more. Their course was completed on 19-3-10, and the first students were Nobin Kora, Dayal Kora, Gita Mahato, Kunti Mahato, Protab Ghosh, Debika Kora, Rajesh Kora, Santashi Kora, Ashalata Kora and Biplap Kora.

We still have some problems. Ideally we need 4 more computers so the children can learn in batches of 10 with one computer each. We started a new course with slightly younger children on 8-4-10, and also a course for young adults on 16-4-10. The children's course is subsidised – they pay 60/- for the course. But for the adult's course, Suchana charges enough to cover the teachers' pay.

Sushanto Ghosh and Shanto Kora, 1st April 2010

The Library and Free Study Space

On 19th October 2009, Suchana took the big step of opening full-time, 7 days a week, for library reading, returns and issues, and for free study and art projects. This

initiative also made the building 'operational' full time for ad-hoc inputs such as art workshops or study groups. Each day is managed by a different teacher who is responsible for running the library, overseeing other elements of the programme, facilitating learning for the children who attend, and for communicating progress and problems to the rest of the team.

This is an experimental format with space for innovation and inspiration, and for sharing all the advantages and disadvantages of responsibility across the Suchana team.

The library now has about 1800 children's books, mostly Bengali, but including about 200 in English and about 30 books in Santali – thus offering the Santal students the opportunity to read in their mother tongue for the first time. Major acquisitions have been books for readers in the age group 10-15.

The library attracts a steady stream of free-time readers. As a result of full-time library supervision, children also come to the centre to do art work, to play board games, and sometimes just to play. About 20-30 children attend Suchana on this ad-hoc basis every day.

The Early Learning Group also runs routine library classes on Sundays and Wednesdays, so that all children learn how to use the library and are read to. In these classes, books are also issued to all children who have returned their previous book.

Suchana's library

Children like Suchana's library. They use it with great interest. They like to read the stories of Indian myths, the funny stories, and the story books with colour pictures. Each week we issue about 70 books. We want the children to come for at least one hour a day; some of them do already, and we want to encourage more to do this. When we tell them stories, we try to give them some information from science, geography, and history books too, so that they are not only exposed to the funny and colourful books.

The most important thing for the children to understand is that the books are theirs, and they have to take care of them. Most of the children take good care and help us fix any books that get damaged. But we still have some problems, especially with the smaller children. Some of them tear pages by not taking care; some take books out of the 'returns' box; and some don't bring their books back until I remind them to. If any of you have suggestions for solving these problems, please give them to me!

Jhuma Gonrai, Suchana teacher and librarian, 1st April 2010

Activity Groups

Due to gender discrimination in behaviour expectations of boys and girls, significantly fewer girls 'just come' to the centre on an ad-hoc basis than boys – because girls are less free to decide what they want to do when. In response, Suchana decided to offer

more 'structure' to this free learning model in the form of weekly activity groups, believing that girls are more likely to be given leave from home to attend if they are going out for a specific activity at a specified time. The activity groups offer a range of extra-curricula opportunities in the form of 2-month mini courses. The activities were designed to cater to academic as well as practical and creative interests. Children were asked to sign up for those they were interested in and could make time for.

Activities are run by Library Supervisors, as well as by visiting specialists. Local people were invited to teach indigenous and other crafts, in an important step which brings indigenous knowledge directly into an education setting, thus helping to validate the children's cultures.



Learning weaving on a loom

Current activities include gymnastics, story telling, bamboo craft, loom weaving, science practical activities, singing, knitting, art techniques, Kora drumming, creative writing in Bangla and Kora, photography, origami and *khata* stitching.

The Early Learning Group (ELG)

The Early Learning Group, the original teaching-learning project started in 2004, still runs on Wednesdays and Sundays – with a sports and games session on Fridays – for children in the age group 4-12. There are now 115 children in the ELG: the oldest batch now attend the tuitions and computer sessions instead. The ELG continues to be the largest programme element in terms of student numbers and the central element in that it drives the educational approach of the Resource Centre.

Bengali (literacy), Maths, Environmental Science, English and Art and Craft are taught in 6 class groups of about 20 per class. Teaching-learning in classes 1 and 2 takes place through first languages, although everyone is introduced to the Bengali alphabet as the medium of writing. These classes also run a different timetable with shorter class sessions and timetabled slots for singing and play. For older children, activity-based methods are used increasingly effectively. Teaching-learning takes place in Bengali except in English classes, but other communication and administration is multi-lingual (Santali, Kora, English, Bengali).

Remedial work

Suchana's new full-time space has also provided opportunities to assess and revitalise on-going work. In particular, the one-to-one 'remedial' work in the ELG has undergone a review process, exploring the logic of new methods to address the needs of those who find learning to read a challenge.

Remedial Work

Since 2006, Suchana has been running one-to-one sessions during the Early Learning Group sessions for children who were struggling with reading. This extra and personalised attention worked very well for many children, sorting out particular issues around reading in Bangla, and bringing them to the point where they can read basic texts quite happily themselves, and were therefore able to engage productively with the bigger class sessions. But some children continued to struggle with the logic of reading and remained unable to 'sight read'.

It seemed clear this called for different methods. Some of these children would certainly have 'special needs' identities in other circumstances, but Suchana does not have the resources or expertise to classify systematically. What we were able to do was draw on a range of different ideas to try out new ways of mapping the logic of how Bangla is written. We developed a method for identifying the specific problems the children were facing with reading, and we matched these with particular activities to address them. We began to think through and emphasise the relation between sounds and writing, which is not generally taught. We discussed ways of overcoming fear, shame and lack of concentration, and we resolved to make remedial sessions so much fun that all children would want to do them.

We now have about 15 children in the remedial programme, each under the care of a particular teacher: Somnath Dalui, Uma Gonrai, Rajeshwari Kora and Aruna Mahji. They will work once or twice a week with each child for 3 months, after which we will assess and review the methods and activities, and decide which children need more time. Bhabini Baski also works as part of this programme, introducing some older children to reading in their mother tongue, Santali, for the first time, because we now have enough library books in Santali to make this possible.

Kirsty Milward, Suchana teacher, 12th April 2010

Health Work

Health work has continued with the three key elements of health worker village visits, basic treatment at the Resource Centre, and help with referrals for specialist and secondary care.

Important new additions to the health work have been

- A weekly clinic at Suchana by a qualified doctor, starting from October 2009. Suchana charges a nominal amount at the clinics and provides basic medicines.

- A health worker also now attends the Sunday ELG session, to treat basic complaints and spend time teaching children how to stay clean and healthy.
- The first of a series of health video showings took place in February, lead by a health worker and followed by discussion. The videos are in Bengali, produced by the Voluntary Health Association of India.

Vegetable gardening continues to be an important input into preventative health by improving children's nutrition. Suchana supports the Kamalakantapur Primary School with wages for a gardener once a week, and with money for ploughing and seeds. The vegetables are added to the food cooked for the school children every day under the government Midday Meal Scheme.

Suchana's own vegetable garden also made a start with soil preparation and experimental growing. The soil is very poor, having been cropped for many years with varieties of paddy requiring high levels of fertilizer and pesticide, and further work is needed.

Organisation Development

An Annual General Meeting was held on 15th October with over 70 parents in attendance, and three new members were voted onto the Executive Committee. A decision was also taken to rotate the positions of President and Vice President in order to distribute experience of bearing office across the Committee more widely. Since September 2009 this 21-member community decision making body has met monthly. New features of Committee meetings include an open agenda to which everyone contributes items for discussion; a revolving chair; and regular system for displaying minutes on the Resource Centre notice board.

Suchana's administrative costs are extremely light as it draws on voluntary inputs for many administrative and management tasks and shares other management and administrative duties across the team. Nevertheless, this year has seen the development of strategies to document the programme development process and to collect information for evaluation purposes more effectively.

Specific capacity building exercises have included shared planning and review exercises; initiating a team to take responsibility for funding requests and tracking monitoring indicators; and accounts systems training.

What are Suchana's strengths? - Emerging themes

The new programme has given Suchana the opportunity to clarify and strengthen important features of its identity. In this, several cross-cutting themes have emerged - aspects of our work which teachers and outsiders recognise as our strengths, and which, we hope, make up the 'flavour' of our work. As identified in a review workshop, these include:

- carefully supporting inter-community exchange and understanding;
- celebration of all our cultures;
- promoting a love of learning and fun in education;
- prioritising the role of art and craft in education;
- promoting equality between communities and between boys and girls.

Notes from the Suchana review and activity planning workshop, January 2010

Special Events

Apart from the new, regular activities, Suchana has held a series of special events. In August 2009, ELG classes 3 and 4 were taken Gitanjali cinema hall to see a showing of *Sofed Hati* (White Elephant). This was followed in September with a trip for classes 5 and 6 to see the production of the classic Bengali drama *Tasher Desh* by a school in Santiniketan.

The Children's Mela

On 18th September Suchana held an inauguration event for the new building: a **Children's Mela** (fair). All the games and events were planned and run by the children, for their parents and friends. The event was a great success and was very well attended. Some parents cooked food for children to sell, and others helped the children cook it on site.



Kora dance at the Children's Mela

Solar Eclipse

In January 2010, Suchana organised for the children to watch and study the partial (80%) solar eclipse which took place on a clear day at lunch time. Eclipse viewing glasses were arranged and a pin hole camera projection was set up using binoculars and a whiteboard, so that everyone could get to see the event. Children and teachers discussed what happens during an eclipse. Many passers by and villagers also borrowed the glasses to have a look at the sun.

Supporting Adivasi Culture and Identity - Book Release

On 26th January, Suchana released an alphabet primer in the Kora language, 'Allo Pora', written by Shanto Kora and beautifully illustrated by Gopal Saha, both Suchana teachers.

The event was attended by around 200 villagers and visitors from the Birbhum Kora Samaj (collective) and elsewhere. Suchana's



'Allo Pora' and Shanto Kora's award for the book, presented by the Kolkata Adivasi Youth Association and the Adivasi Press Club

Secretary, Somnath Dolui, presented the book to the Kora Samaj Secretary, Ananda Kora.

This was the culmination of a long process of developing the book and liaising with senior members of the Kora community to agree on appropriate ways of representing the Kora language using the Bengali script. The Kora community has an oral tradition; there is no literature. To our information, this is the second ever book written in this language, so there was little precedent. In many areas of eastern India, Kora people now speak only Bengali or Oriya – the main languages of their states. In Suchana’s area, most Kora people still speak Kora, but as more children go to school – which is only in Bengali – less children learn their mother tongue.

The book has been a very popular library read, and an invaluable teaching resource in the Early Learning Group, enabling teachers to teach literacy through the Kora language to Kora children. This initiative not only supports Kora language retention, but also transforms the experience of learning to read for these children.

On 21st March, Shanto was invited to Kolkata to receive an award for the book from the Kolkata Adivasi Youth Association and the Adivasi Press Club. This was a great acknowledgement of his hard work, as well as of the effort it represents in keeping the Kora language alive.

‘Allo Pora’ – Writing the Kora Book

We started thinking about writing a Kora book because there was no Kora book or alphabet primer of this kind in the past. So the Kora children, who are the majority at Suchana, suffered from this disadvantage. Suchana felt that if these children can learn in their Kora language instead of Bengali it would be better for them. If we could write a Kora alphabet primer then it would benefit Suchana as well as Kora society in general.

When I started writing it, I was very happy. But then I began to feel some pressure because, since this was the first Kora primer, I wanted it to be correct and good. Sometimes this made me hesitant; it seemed a lot of responsibility. During these times I thought this is the first time I am writing a Kora book and it will also be the last.

It took more than a year to write the book. I asked for help from some senior Kora people. Gopal Saha, Suchana’s art teacher, drew all the pictures. When the writing and pictures were all finished I felt so happy and proud of myself, so I really want to thank Suchana for giving me the opportunity to write this book.

So the Kora children have got their first Kora alphabet primer with nice pictures, and they are very happy. When I or someone else reads to them from this book, the children really enjoy it. When I use the book in class, I feel very proud to have done this. I have also noticed that other Kora children and adults, from outside Suchana, also want to see the book, and are happy to listen to the poems.

Shanto Kora, Suchana teacher, 7th April 2010

Sports Day

On 30th January 2010, Suchana held its annual sports day. About 120 children took part in sack races, pea-shelling races, maths races, ring rolling, 3-legged, cartwheel and red pant races, among others. Parents and siblings of Suchana children also took part in races co-ordinated by the children. Suchana emphasises both individual achievement and team work; so the second half of Sports Day consisted of a tournament between eight 12-member teams.

Suchana tries to pick teams and races so that prizes are widely distributed and was pleased that 70 of about 120 children won at least one prize this year. Those who won more than two bravely chose one to give to a friend who had won none. The long load-shedding meant it was at the crucial moment, but this did nothing to dampen the spirit of prize giving.

The Annual Show

Suchana's biggest yearly event on 22nd February, and the first at the new location, the Annual Function, included 16 acts in 3 hours that the children had learned and practiced twice a week for 7 weeks. A wonderful mixture of cultures, youthful energy and co-operation, the show was watched by 400-500 locals and visitors.

Children sang songs in four languages, and mixed community groups performed Santal, Kora, 'Hindi', Bengali, and English Country Dance forms. Other groups performed short dramas in



Kora, Bengali and English, and an exciting gymnastics display. New inputs this year included a Magic Show by children, and an information newsletter in Bengali.

The Picnic

On 27th February, Suchana arranged the annual picnic and educational tour for all the ELG and Tuitions programme children, as well as the Executive Committee. 170 people travelled in buses to enjoy a day of temple visits at Nandikeshori Mandir and the lovely forest location at the picnic site.

Outlook 2010-2011

The New Programme elements and the Early Learning Group

Suchana is now in an excellent position in terms of capacity to implement the full programme into another year. For the teachers, all of the ground work, and much programme experience has been achieved this year. Most importantly, the children are responding to the educational approach which Suchana offers and benefiting in a variety of ways in their personal and school lives.

Library extension work

Work on the final element of the planned new programme, - making the library available more widely – has recently begun but has not been completed. The success of Suchana's library has not simply been about realistic administration systems, but about nurturing in the children a love of stories and a desire to read freely. Working with new groups of children to develop these needs proper focus and space that was not possible in the context of implementing other programme elements. During the first half of 2010-11, this new element will be given priority.

Kora CD

Since the publication of the Kora book *Allo Pora*, work has begun on a second project supporting and celebrating Kora identity: bringing out a CD of traditional and new Kora songs. Suchana teacher, Rajeshwari Kora, has been practicing with her group of Suchana students and others, with expert help from Suchana parent Bagho Kora, experienced *Madol* (drum) player and musician. The CD was initially planned as a teaching resource in Suchana – to make it easier for all children to learn Kora songs. But preparing it has generated a lot of interest, and Suchana hopes to be able to sell it to music lovers elsewhere, as well as to Kora communities. For this reason, initially 100 copies of the CD will be produced.

Creative writing by children in Kora – a publication

The recently initiated activity groups include an opportunity for children to practice creative writing in the Kora language using Bengali script. Suchana hopes to publish a selection of the products of this course, along the lines of Suchana's first publication of children's creative writing in Bengali, '*Kokiler Banshir Sur*' (The song of the Kokil's flute). This publication would have the added benefit of increasing the Kora literature available for teaching purposes in the ELG and Library.