

# *Punarchith*

*Annual Report: 2014-2015*



*Punarchith Learning Centre, B.R. Hills Road, Nagavalli Village,  
Chamarajanagar District, Karnataka - 571342*

# INTRODUCTION

Into our fourth year and in many ways it feels like we have only just arrived in the district. Rural society and its environs are in the throes of intense and expedited change and it has become a challenge to understand it in all its nuances and respond to it. Flows of newly enhanced wages, different forms of governmental welfare, the expansion of capital and the increasing financialisation of agriculture add to the remaking of rural and agrarian worlds. The generational differences stand out sharply and the newly literate youth stand poised to become members of urban societies rather than in the predominantly agrarian one in which they live. Aspirations for formal employment, especially government jobs, with assurances of regular income, and life-styles represented by the mass media are key trends and these sit with discomfort on the youth. In the midst of all this, it has become difficult for youth to see any value in courses such as ours with its focus on sustainable agriculture and conservation of ecology. While they remain marked by iniquitous social structures and intense forms of discrimination, and are victims of the delivery of poor quality public goods (education, health) etc, there is little or no recognition of the need to reckon with these. Yet, having initiated this work, we must persist and see ways in which alternative and 're-thought' (punarchith) ideas can be generated and shared. These conditions and trends have required us to constantly rethink our approaches without compromising on the overall ideas with which we have started our work.

Moving to a new village, making new friends and soliciting support have enforced us to recognise how varied villages are even within a region.

Nagavalli, our new home, is a large (population around eight thousand) multi-caste, multi-religious village with a vibrancy that indicates its growing links to the cities, towns and to labour markets. The increasing commercialisation of the village also indicates the growing capitalisation of the economy and society. As a group, we have also grown with two new, full-time persons joining us. We have had to make choices about which programmes we would engage in and what our priorities are. We have also had to ensure that we cater to different groups of people (women, children, youth etc) without being too stretched. All in all, a year of many hopes, challenges, and lessons.

## I. THE SAGA OF CHASING A LAND FILE

After nearly two years of intense search, we identified a piece of land in Putanpura in January 2014. However the actual process of getting the land registered took much of that year. First, we had to apply to the District Commissioner for permission to have the land converted to non-agricultural status so that the Punarchith Trust could purchase it. Then, we waited patiently, imagining that the paper work would be smooth. However, despite several visits to the office we noticed that the paper work did not move. Finally, after waiting for four months, we approached the District-in-charge Minister and requested him to have the file processed. Permission at several levels - at the village, hobli and taluka level were expedited with this, but we noticed that the case worker stalled us at many levels as he wanted a bribe. Refusing to relent we insisted that our file be processed. He raised objections saying that we had to be a 'recognised education body' to have the conversion or permission. Then, we approached the District Commissioner, who suggested that we change the objectives of what we wanted to use the land for. We then reapplied noting that we wanted to use the land for horticultural and water harvesting purposes etc. After this it took another three weeks for the permission to come through. Altogether from the time of submission of papers (February 10<sup>th</sup> 2014 ) to the time we completed the registration (April 20<sup>th</sup>, 2015), it took 15 months for the file to be cleared. However, we were satisfied that we did this without paying any bribe at all.



*View of 'Angarike Maala'; the six and three-quarter acre plot at Putanpura village.*

## II. DEVELOPING A 'GREEN PRINT' FOR 'AANGARIKE MAALA':

Sunita Rao spent a lot of time and energy getting a 'green print' ready for the land. Apart from Ravi Kumar, an engineer and agro-consultant who reviewed it, several others reviewed the land and gave us suggestions. Abhisheka Krishnagopal and Saleem Hameed did a review of the flora, Naveen Chhabria and Vinod spent a day clearing the debris from there, Alex Bouvard and Maeva Colombet, interns at Vanastree, assisted Sunita in developing details of the contours, soil analyses etc and they combined their work to produce a greenprint for the campus. Badri and Muthu, from our team, anchored much of the related work, getting the land surveyed, chasing the paper work, having the water and soil analyses done etc. Will developing this land be like squeezing water from stone?



## III. MOVING TO NAGAVALLI

Having selected the land near Putanpura village, we decided to move out of the Mukhanpalya resource centre to something closer to the land so we could initiate work on it. We first looked for a house in Putanpura but the people there said that there were no houses with toilets. Later we realised it was a foil to keep us out as they were all upper caste persons and did not want other or lower caste people to reside there. However, we got lucky as we found a large house (closed for more than five years) in Nagavalli, just off the B.R.Hills Road, and two and three quarters of a kilometre away from the purchased land. We had to completely renovate the house as it was in a very poor condition and we lost about six weeks of work in doing this. The final result was satisfactory and the large land around the house serves as a good demonstration plot. We moved in on July 26<sup>th</sup> 2014 and the programmes started immediately.

## IV. DEVELOPMENT OF DEMONSTRATION PLOT

In addition to chasing the file on the land and renovating the house, the team worked on getting the demonstration plot ready. Nearly eight bags of plastic were collected from the site. A lot of weeding and restoration of old trees had to be done. The coconuts were wilting and new manure (neem mix) was applied and trenches dug around all the trees and mulching done. Sections of the garden were marked for various sites such as for medicinal plants, tubers, climbers etc. The back garden with a drain running from the kitchen and bath outlets was cleared and new

vegetables were planted. A separate section for medicinal plants has been made. The team's hardwork paid off and after three months, we had a bounty of vegetables. The demonstration plot also yielded 22 kgs of ragi (finger millet), and plenty of niger (sesame), beans, and lentils. The fruit trees especially the sapota (mud apple) started yielding fruit. In January, 2015 once the dry season started, much of the grounds dried up and since we did not have enough water we did not water it regularly. The exposed ground was mulched to the extent possible with available leaf litter and other biomass. Mr. Ravi Kumar from Mysore advised us on setting up a rain water harvesting system in place and we now have two tanks dedicated to capturing rain water. The water from this and the regular supply of water (from the panchayat bore well) were tested for quality. Much of the credit for this bountiful garden goes to Veerabhadranaika, for his initiative and efforts, and to Muthuraju, Rajappa, and Veda who assisted him. Sunita Rao provided several inputs, and seeds, know-how and support flowed from Vanastree to Punarchith, consolidating our collaboration. At Sunita's suggestion, the demonstration plot was also a site for *bhu-seva* (land service) and the learners from the Integrated Learning Programme learnt to put their labour and effort.



*Multi-crops at the demonstration plot*

## IV. SETTING UP A RESOURCE CENTRE

We set up the resource or learning centre in the new premises. Several children started visiting us almost immediately but most were interested only in games. Gradually, we got them to be interested in books. Some of the adults dropped in but only a few borrowed books. A lot of enquiries were for English and computer training, which we did not offer. New activities especially programmes for children during the holidays were begun.



St. Peter's School children



Art work for school children

## V. CONTACTING LOCAL ELDERS AND LEADERS: COMMUNITY CONSULTATIONS

Since we had moved into the village, we met with several of the village elders and introduced ourselves and our work to them. We invited them to come one evening and discussed our work in detail. They were all very supportive. We hope to continue to work with them and seek their support in the various endeavours.



Village community visits the resource centre

# PROGRAMMES

## I. INTEGRATED LEARNING PROGRAMME: SECOND CYCLE. AUGUST 2014 TO FEBRUARY 2015

After much planning and discussions, we launched the second cycle of our flagship programme, the course on integrated learning for rural youth. Much time was time scouting for students and explaining the rationale and processes of the course. After several rounds of discussions in Nagavalli and the surrounding villages, we interviewed and selected twenty candidates. Two of them left immediately for jobs in Bengaluru and so we continued with the other eighteen. These learners (ten girls and 8 boys) were between the ages of 18-23 years (14 Scheduled Castes (SC); 3 Soligas (Adivasis/tribals); 1 Backward Caste (BC). The course incorporated the four key areas of learning (Foundational Knowledge, Agriculture and Ecology, General Skills (basic English, Computers, Accounts), and personal growth.

### PEDAGOGIES

The course has stressed experiential, contextual, and integrated approaches to learning. Each topic has been introduced via the experiences and observations about/on the learners' lives and discussions

have been based on extrapolating from this to understanding key structural and macro factors.

### ASSESSMENT

Keeping to our decision not to have formal exams and to promote the idea of 'continuous learning' (No Pass, No Fail) the course focussed on both individual and group activities and assessment. Each learner maintained a portfolio at home and a portfolio of submitted work was maintained in the office. Writings, assignments etc are filed in this portfolio and detailed inputs are given to each learner. A written feedback for each learner was given after the first month (September 2014); mid-term (December 2014) and a final review was done in February 2015. Individual inputs seem to have helped each of them, as many have taken the trouble to improve their learning skills, social interaction and behaviour, and writing including penmanship.

### HOME VISITS

In addition to continuous observation and support, team members visited all the students in their homes and had discussions with their parents.

## OPEN-DAY

An open day was organised on December 14<sup>th</sup> 2014. It was called '*Hitala Hita*' or 'strength of the home garden'. Parents and community members were invited. Learners took the invitees around the campus; showed and explained to them the demonstration plot with sustainable agricultural practices; the home garden; the water harvesting system; the preparation of organic manure and eco-friendly insect repellents; and a display of seeds saved. They also sang several group songs for the invitees. About 70 plus persons attended the open day. Some of PUNARCHITH's trustees and friends from Bengaluru visited us on this day and met with the learners.

## EXTERNAL VISITS

As part of the course, two external visits were organised:

1. A day-trip to B.R.Hills (accompanied by Muthaiya, Soliga leader and ecologist Dr. Samira Agnihotri of IISc) to understand the region's distinct ecology, to know about the BRT sanctuary and issues of conservation, understand the life conditions of Soligas, and learn to appreciate nature.
2. A four-day trip to Timbaktu Collective in Ananthpur district was organised in January 2015. The learners were able to review land reclamation and drought mitigation, dry land agriculture, agricultural cooperatives, women's self-help groups, an alternative school, and local architecture.

3. An invitation from Samvada, an organisation in Bengaluru, enabled the learners to go to Bengaluru and meet with youth from other parts of the state and to engage in discussions related to their rights and lives.



ILP 2nd Batch at Timbaktu Farm Learning Programme

## **VILLAGE SURVEY AND ACTION PLAN**

A village survey (drawing on Asset-based Community Development format) was conducted by the learners between February 11 and 13<sup>th</sup>. Final results of the survey were shared (via charts and discussions) with members of the village community during the last day of the course (Feb 26<sup>th</sup>). The focus of the village survey was on the social composition of the village and mapping this; state of natural resources; occupations and standards of living; functioning of the local panchayat; and functioning and utilisation of public institutions (hospital, post office, schools, PDS distribution etc). The results have been tabulated and the findings will be shared with the local elected representatives.

## **MID-TERM REVIEW OF COURSE**

The course was reviewed mid-term and although there was overall positive feedback from the students, some changes were initiated. For example, students wanted to get more time for English conversation practice and this was organised.

## **FINAL 'GRADUATION DAY':**

On February 26<sup>th</sup>, 2015, we held a final day when the learners received certificates. They put up a play called 'Savaya Duggajji' ---about conserving local seeds, sang songs, exhibited their posters about Nagavalli, their art work etc. Parents of all the learners and several residents of Nagavalli village came for the programme.





Voice Practice, Self confidence



Active citizenship exercises



CMCA, Drama



Inauguration of the Open House

## LEARNERS' FEEDBACK

Based on an end-term feedback/review conducted by the students, the following are summaries of their testimonies to the course:

**"Hesitation and fear have gone. Self-confidence has grown. It has been possible to develop characteristics of friendliness and co-operation."**

**"Intellectual abilities to question, think about new issues, and to understand have been developed."**

**"In school, learning was for marks. Learning for/about our lives was not possible. I had no opportunity to share the hardships I had experienced during three years of working after college. At that time life was only for money. But here (samagraha kalike) I have learnt what I did not learn in school and college. It has taught me about life and its aims."**

**"When I shared what I had learnt during the programme, with my family and friends, they were very surprised and happy."**

**"In school and college, I used to be afraid to discuss any issue with the teachers. But, here in Samgraha Kalike because of the open opportunity and equal treatment, my courage and interest in learning improved".**

**"Working with others to do weeding and cutting were good experiences for me and I started to think that I could do this in our field also".**

**"Instead of going to unseen places and working there, it is better to work in one's own village"**

**"I learnt that instead of text-book learning, we can learn more about changing our lives through non-book learning"**

**"More time should have been given for English and computer practice."**

**" This course should have been extended to a few more months."**



Making organic pesticide



Visiting an organic farm in Ananthpur



Identifying Soil varieties



Identifying Plant Diseases

## RESOURCE PERSONS FOR THE COURSE

We acknowledge with gratitude, the support provided by the following persons who came as resource persons and faculty for the course:

P.Srinivas alias Vasu (agriculture)

G.S. Jayadeva (ecology)

K. Venkatraju (local history)

U. Ravi Kumar (water and sanitation)

Mantesh (computers)

Samira Agnihotri (ecological awareness)

Anita Ratnam, Ramesh, Ishrat, and Kiran Kumari (from SAMVADA for gender and pluralism)

Marulappa and Thippeswamy (from CMVA, Bengaluru for citizenship orientation)

Shankar Melkote and Nidhi Nambiar (from OSAGE, Bengaluru, for voice training and social negotiations)

Ramachandra Krishnamurthy (accounts)

C.S. Sudarshana (English)

V.S. Vinay (Kannada)

Vanishree Bhat and Manorama Joshi (Home gardening)

Roshan Sahi (art)

In addition to the above resource persons, all the team members from PUNARCHITH took classes, supervised the sessions, and provided close support to the learners.

**Follow-up Support:** The eighteen learners have formed a network among themselves and are meeting once every six weeks. Five of the learners (four boys and one girl) are engaged in sustainable agriculture and will continue to receive inputs and support from PUNARCHITH team members. Plans are for the group to form a producers' cooperative and to work on integrating allied agricultural activities and engage in value-addition work to supplement their incomes.

### **FURTHER PLANS FOR THE ILP COURSE**

Plans are to run the third cycle of the course (June 2015 to January 2016) for another batch of twenty students (with support from WATIS, Bengaluru). In addition to sustainable agriculture and allied activities as key livelihoods, attempts will be made to introduce the learners to other work such as apiary (bee-keeping), construction of water harvesting systems, and processing of agricultural produce. Attempts will be made to integrate members of the Karnataka education department into the course. Preliminary discussions indicate that it may be possible to work with one local Pre-University college. We hope to be able to share learnings from this course with other educational groups working with adolescents.

### **OTHER PROGRAMMES:**

#### **II. CHILDREN'S PROGRAMME**

Having set-up the resource centre, we initiated some occasional activities for children from Nagavalli village. These included reading to them, introducing games, initiating them to undertake gardening, and doing some art work. A small library with books and games has been set-up. Some of the books are bilingual (Kannada and English) but we noticed that the children (even those in high school) are not able to read basic English texts or comprehend some of the Kannada books. We plan to introduce some reading activities so as to encourage them to read and engage with books.

#### **III. SCHOOL SUPPORT PROGRAMME**

Based on a request from the owner and principal of a private network of four schools, we initiated some training for the teachers of these schools. Over the year, eight trainings were held for these teachers. Their attendance was not regular as sometimes there would be programmes in the schools on the days when we had organised trainings. Although a few of the teachers did check out books from the library, they were not regular. Many teachers were frustrated at being at a private school with low pay and were hoping to be recruited into the government system. In addition to specific inputs to the teachers, we also engaged with a whole school review and inputs for children and for teaching-learning transactions. Additional support for our school programme was provided by the faculty of Deenabandu Teacher Resource Centre, Chamarajanagar. A year-end review was held and the teachers requested that the programme continue. We noted that learning levels and overall teaching-learning transactions had improved in two of the four schools. The programme will continue over the coming years with teachers assessing changes at the level of self-growth, school organisation, and children's learning levels.

#### IV. COMMUNITY LEARNING MOVEMENT

We received a request from Muthaiah, a Soliga community activist, who requested support for his group of Soligas to engage with contemporary issues. Based on discussions with him and on a visit to Hanur where they have a community resource centre, we organised a one-day orientation programme for about 25 of them. They were all men and despite assurances to the women, none of them attended the meet. The discussions focussed on the multiple problems that the Soligas of the Hanur belt faced. These included livelihood issues, high out-migration, problems with the functioning of all public institutions, and the growing demand for external employment. We indicated to them that a project-based approach to their problems or preparations for the future was inadequate. Instead, we drew on our learning about community learning movement (CLM as previously discussed with Shri Dileep Kamat) and suggested that the group focus on engaging in a community-learning movement. They consented to this, and on July 25th and 26th, we organised a two-day interaction for the whole group (this time with a handful of young women attending) with Shri Dileep Kamat as a key resource person. The group enjoyed the sessions which required them to think critically about macro structures and to locate their own position in that. Some issues about possibilities were also raised. Over the next few months, PUNARCHITH team members visited them in Hanur and ideas and practices of sustainable agriculture and home gardening were introduced. In addition to this, we facilitated discussions with members of the Centre for Social Inclusion and Exclusion at the National Law School (Bengaluru) and with the faculty at Grassroots Action and Advocacy Movement (GRAAM, Mysuru). However these two institutions were not able to engage with the group and hence no programme was initiated.

Given the distance and the problems of initiating anything without funding support meant that we were also not able to provide any concrete inputs for the group. We continue to be in touch with Shri Muthaiah and are keen that we get some funds to develop a community-learning movement with this group.



## V. HOME GARDEN PROGRAMME

Although aspects of developing a home garden were introduced into the Integrated Learning Programme and some of the students engaged with this in Nagavalli village itself, we did not conduct a full-fledged programme here. Instead, we facilitated a one-day workshop for about 26 women from H.D.Kote taluk who were from the 'People Tree' organisation. Sunita Rao and members from the Vanastree group, Sirsi, acted as resource persons and were assisted by PUNARCHITH faculty, Veerabhadranaika, Muthuraju, and Rajappa.



Home Garden Programme

## OTHER ACTIVITIES

### I. FELLOWSHIP AND SUPPORT

We continued with financial support to Devaraj, the young man who had returned from working in a city bakery and who has now reclaimed his agricultural land which had been mortgaged. He cultivated two plots of land, totalling about two and a half acres and cultivated ragi and a medley of pulses and greens. He was able to get a good harvest and is now debt-free (a significant status in the hamlet that he lives in). Devaraj also joined the Integrated Learning Program and was able to implement some of the suggestions and practices from the course. He now plans to build a house and is petitioning the panchayat for this.

In addition, based on requests and our assessment of the situation of two young girls, we provided funds for them to continue their education. Shailaja is a young girl from the Nanjangud area and the funds were to supplement her meals (at the government hostel) and enhance her health status. Funds were provided to Ms. Celina Mary, a young girl in Bengaluru who wanted to go for professional education.

### II. EXTERNAL VISITS

The team undertook a three-day trip to observe other organisations and groups. One day was spent in Dharwad to discuss issues with Dr. Prakash Bhat and observe the work he had conducted on dry agriculture. Another day was spent in Huthina Betta, a farm off Sirsi (part of the Vanastree

group) and a team review and preparation for the coming year were held here.

### III. MATERIALS DEVELOPMENT

1. Detailed process documentation of the course with links between issues, pedagogies, learning materials, assessment, impact etc was completed. Course Reading Materials: All reading materials are in Kannada and have been collected and compiled. These can be shared with others. Some key essays have been translated into Kannada from English.

2. Handbook on Social Issues: Although there is a rich and large variety of literature in Kannada, these are dominated by fiction, literary criticisms and environmental issues. There is a gap in materials available for social issues and this course has enabled us to start working on such a reader or handbook (aimed at youth). Key issues include: What is society? What is the relationship between tradition and modernity Why is cultural and religious pluralism important? What role does consumerism play in our identities? Ideas of development and alternative development; Gender and generational relations; violence and its forms; agrarian societies and urban societies; youth and nation; understanding public issues; citizenship and youth; public cultures and accountability etc. The handbook will be written with adolescents in mind, and will contain interesting case studies, discussion and question materials; project ideas; photographs and newspaper reports; literary and creative writing etc.

3. English to Kannada Lexicon for Social Issues: Based on developing the course on social issues and from an endeavour in translating English social science/issues readings to Kannada, a lexicon/ dictionary for key social science/issues words has been compiled and currently there are about 300 words that have been identified.

4. Local Calendar: Based on encouraging creative craft work by students, calendars with art made from waste paper and with details of the district (geography, history, society, etc) as text have been developed.

#### IV. OUTREACH AND CONSULTATIONS

- a. Consultations for Enhancing Educational Access for Adivasis: Based on our earlier work, we collaborated with members of ActionAid (Karnataka) to hold consultations on enhancing education among Adivasis. At a public hearing held in Mysore on the state of education, Badri made a presentation on learning levels among students in Ashramshalas and Vasavi spoke about the policy biases against Adivasis. Reports on these issues were also shared with members of the network. Vasavi continued her support for the Network for Rural and Agrarian Studies and she attended the third meeting which was held at Bhopal in November 2014.

#### V. LECTURES

P. Veerabhadranaika presented a lecture on teacher training (D. Ed) and Tribal education at the SVYM, H.D.Kote; On educational challenges among tribals at the Tribal Research Centre, Mysuru; on 'lease agriculture' and its impact at ATREE, Bengaluru, and also at the Centre for Management and Development Research, Dharwad.

Sunita Rao attended the Slow Food Festival (Terra Madre) in Torino, Italy in October 2014 and gave a presentation on the importance of community seed saving. She also conducted an 8 day experiential workshop in and around Sirsi for students of the Mahindra United World College, India (MUWCI) in November 2014. The Bengaluru Malnad Mela was organised by her and other members of Vanastree in January, 2015.

A.R.Vasavi presented lectures at Delhi and Bengaluru. In Bengaluru, she presented a lecture at the Institute of Social and Economic Change as part of the Infosys Foundation Lecture series, and a lecture to social science teachers organised by Christ University. She also spent time at the University of Pretoria (South Africa) as a visiting professor for two weeks (September 2014) and presented four lectures there. In March 2015, she conducted a two-day workshop on conducting ethnography research for the research team at the Centre for Budget and Policy Studies, Bengaluru.

#### VI. PUBLICATIONS

- Having completed the research study on 'lease agriculture' in the Punanjur belt, the team's report on the study has been submitted to the

Revitalising Rainfed Agriculture group, Hyderabad, who sponsored the study. A Kannada version of this report has been developed by P. Veerabhadranaika and a version of this will be submitted to a popular Kannada newspaper.

- A.R.Vasavi published papers in the Women's Studies Journal, TRG series on poverty and education, Economic and Political Weekly, Showcasing Popular Anthropology, and in the Seminar.
- P. Veerabhadranaika completed essays on tribal education and on inequality. He also continued to work on revising his dissertation work for publication.
- Sunita Rao worked on and completed a booklet called 'Gardens of Growth' (editor). This is an annotated compilation of all the produce and value added products grown and created by women of the Vanastree collective.

## CHALLENGES

With the Integrated Learning Program completing two cycles, we feel assured about the relevance and need of the course for rural youth. Moving to Nagavalli was also heartening as overall, the residents of the village were supportive of us. And, receiving funding from WATIS, Bengaluru, gave us some financial support. However, the challenges of making issues related to sustainable agriculture, ecological awareness, social and gender justice acceptable to the youth and to the rural society remain. Although the students enjoy the course how can this be translated into their real life? What approaches and strategies should we devise so that an alternative learning program can enable them to grow as individuals and also as active citizens? The Resource Centre sees a large number of young school children visiting it but the older youth rarely come by. This, despite our attempts to get the youth to come for discussions or watch documentary films. Although we now have the land at 'Aangarike Maala' and we plan to develop it into a conservation site cum campus, we need to assess the feasibility of developing a campus there as the rainfall is erratic and low. These are only some of the challenges we face and we are considering how to handle all these issues over the coming months and years.

## IN MEMORIUM

We deeply regret the passing of four key persons who were keen supporters of PUNARCHITH and its work.

Dr. Meenakshi Tyagarajan, an economist from Chennai, whose moral support will always be remembered.

Shri. Gowdki Nagarajappa, a leader in Putanpura village, who assisted us in getting land for a campus and who enthusiastically joined us in our preliminary work.

Shri. T.M. Belliappa, from Bengaluru, who had appreciated our work and had contributed to the Trust.

Smt. H.P. Lakshmiddevamma, who provided the social courage and the monetary support to initiate the work.

To honour these persons we will plant trees on our campus when the tree planting ceremony is held in late 2015.

## FUNDS

We acknowledge with gratitude the funding support received from Wipro Applying Thought in School (WATIS), Bengaluru, which made the Integrated Learning Programme possible. In addition, contributions from N. Kedar Sangam to initiate a sustainable energy programme, and Kala and R. Sunder's towards a corpus fund to support the children's program have enabled us to plan and consolidate work in new areas. Other contributors include Dev Sukumar, Dilip Ahuja, Gayathri Arakere, Samita and D.D. Nampoothiri. We express our gratitude to all our friends for their generosity and vote of confidence in us.

## PERSONNEL

The following are currently PUNARCHITH team members:

P. Veerabhadranaika (Social Issues, Citizenship, and overall field management),

H. Muthuraju (Agriculture and Home gardening)

R. Rajappa (Performing arts, technical support)

Sunita Rao (Home Gardening, Land Development and Conservation)

A.R.Vasavi (Social Issues, Administration, Fund management)

Vedavathi (Office and Resource Centre)

H.R. Manju (School support)

## TRUSTEES

Shri K. Venkatraju, Chamarajanagar

Ms.Kala Sunder, Bengaluru

Shri. Harish Narasappa, Bengaluru

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*Punarchith Learning Centre*

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