EDUCATION PROJECT PROPOSAL 2018 – 19

of PAYIR TRUST submitted to Asha for Education U Florida Chapter

Organizational Details

Name of the Submitting Organization : Payir Trust
Address : 3/353 Payir Trust, Thenur Village, Perambalur
District, Tamil Nadu 621 114
Contact Person : Senthilkumar Gopalan
Designation : Founder
Phone : +91 76391 19240
Mobile : +91 90472 55257
E-mail : senthil@payir.org
Website : http://www.payir.org/

Introduction

Note: This is a one-time proposal for the Payir project for the year 2018-19. This funding is being executed by Asha-U.Florida with the help of an Inter-Chapter Transfer from Asha-Stanford.

Payir was founded in 2004 January by Senthilkumar Gopalan, an engineer who had worked in India and US in various industries ranging from Thermal Power Plants to Information Technology.

Vision: Payir envisages the transformation of Indian villages into a socially stimulating, self-reliant, growth oriented community rooted in the principles of Truth - a society where people practice and interact with the highest moral values

Payir believes that the eventual ownership and implementation of ideas of holistic community development should come from and be owned by the community having its own set of leaders/experts. The existing learning environment does not provide scope for the development of such leaders/experts- leaders in local village governance; in areas of rural arts, crafts and culture; in local ecology; in traditional practices of farming, health and engineering; in local water bodies management and such areas of expertise which focuses on holistic rural empowerment and development. A customized learning center is an effort in line to nurture such leaders by working with a small set of children from their formative years.

The intervention program in existing government schools aims to introduce a number of systemic changes needed to increase the percentage of attendance at school around Thennur.

- By making school more engaging and activity oriented for students
• Creating the right environment in terms of infrastructure, social education to parents and community at large on shift on attitude towards inclusive and holistic education.

**Current Updates**

**Learning activities within the campus**

Though Payir nursery & primary school and residential training centre are separate, the kids in each are taught together under the same system.

1. **Curriculum**

While the number of additional students added in the year was satisfactory, the changes brought into the teaching methods have been of great satisfaction. We are no longer tied to complete the syllabus – but spent more time in taking children out on nature excursions, working on crafts and helping them build their own kitchen gardens (they harvested and cooked them too!) . There were also regular drama and dance practices that continued throughout the year.

We have also added in a teacher for differently abled kids.

2. **Experiential learning**

• Last year 7 kids spent a week at Marudham school at Thiruvannamalai – where they learnt a lot of new crafts and it gave them a big exposure to world outside. As a matter of fact some of the kids who went there came back and have been teaching other kids’ crafts like hat making, many useful products using coconut shells.

• Budhar kazai kuzhu tought “parai aatam” (an instrument and dance that has caste connotations) to about 11 kids. These kids in turn have taught many other kids, music and dance. They have also used the ‘parai aatam’ during many functions & street plays conducted by Payir.

• Many of our kids who have been undergoing Karate training continue to win many prizes in different competitions. Kids also went on a 2 day cultural festival organized by Anaikatti Vidyavanam school.

• This year’s annual day was a big success as this was driven largely by the kids themselves from organization, compeering, to participation. Each and every kid had a chance to be on the stage and be part of some program or other.

3. **PTA**
We have been having regular PTA meetings where we have had almost 75% attendance from parents. Parents appreciated the confidence, curiosity and interest in studies demonstrated by the kids. We have also spent 1 hour at each students’ home interacting individually with their parents to gather their inputs and in many cases convincing them about need for continued education for their kids.

4. In-School Nutrition

We continue to serve food in school during mid-day, supplementary nutrition in the form of fruits, nutrition ladoos, millets, boiled legumes/pulses during each school day.

Support government schools

Way back in 2010, we had started working in 6 government schools across 4 villages. We had to drop to 2 schools during 2015 due to lack of funds. However the schools themselves came forward seeking help of our teachers and were ready to part fund the teachers. As a result in the last year we have been working with 5 primary and 2 high schools across 5 villages. Payir intervention staff bring in the alternative teaching methods from the Payir schools to the government schools as well – which has seen good reception.

School and After school activities

1. E-vidyaloka classes

Teaches Maths and Science subjects and in addition, during the holiday period, various classes on English, crafts, Science conducted over Skype for kids coming to the campus. During last few years due to lack of internet connectivity these classes had been stopped. Currently these classes happen at the Nathakadu government school and we plan to start these classes at Payir school for 6th to 8th students shortly.

2. Special coaching

We have identified kids in 6th to 9th standard who are lagging behind and provide them special coaching as part of the school. This has shown very good results. Kids from Thottiyapatti and T.Kalathur show great interest in the evening classes and hence these continue too.

3. Career guidance for Grade 10 and 12 kids
Not only counselling was arranged by us this year, but we also helped 6 students in securing college admissions by providing financial and non-financial support. Our aim this year to make these sessions right at the beginning of the school year for both students and parents so that they can derive better benefit from these.

4. Summer camp

This summer was loads of fun for many a children. A number of resource persons spent their time to expose children in making different creations with clay, palm leaves, coconut shells, in making facial masks, of animals and birds too, taking nature photography, in learning basics of dance, drama, role play and playing many a games at District Stadium .actually, it turned out to be more a mini festival than a camp. About 150 children came at different times over the month while around 40 were there on all days.

Our learning initiative was featured in the Tamil edition of the Newspaper “The Hindu”

School health education

- A few years back we were working in 6 schools across 4 villages – where we were talking about health and hygiene. Now we are working in 22 schools across 14 villages.
- The sessions include nutritional awareness, ill effects of poor hygiene and nutrition, side effects of packed foods, home & traditional remedies for common ailments, menstruation, etc.
- The awareness among kids has shown a dramatic improvement, plus as side effect some of the schools have requested the health workers to handle subjects around reproductive cycle and associated biology.
Budget for 2018-19

Note: The budget details are from the yearly Payir proposals. However, this specific amount and proposal is a one-time proposal for the project for the year 2018-19. This funding is being executed by Asha-U.Florida with the help of an Inter-Chapter Transfer from Asha-Stanford.

As compared to last year’s budgetary requests there are a few changes.

- Meera, our mentor from Asha, while reviewing the progress of Payir school, thought the refocus towards alternate learning methods is back again on track. And most importantly, this aligns with the vision of Asha for Education. So, we are again including the operational support needed for Payir school.
- We have also revised our Salary structures at Payir which reflects on the budget.

<table>
<thead>
<tr>
<th>Activity Group</th>
<th>Activity</th>
<th>Units</th>
<th>Unit Cost/Mo (INR)</th>
<th>Annual Cost (INR)</th>
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<tr>
<td>Alternative Learning Centre</td>
<td>Junior teachers (less than 5 yrs. experience)</td>
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<td>6,000</td>
<td>2,16,000</td>
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<td>Senior teachers (5 - 10 yrs. experience)</td>
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<td>Head teacher (More than 10 yrs. experience)</td>
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<td>Special teacher – for special kids</td>
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<td>PF @ 12%</td>
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<td>Karate master (no PF)</td>
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<td>Excursion – 3 day trip 25 junior kids and 4 teachers 350 per person /day</td>
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<td>Excursion – 5 day trip 25 senior kids and 4 teachers 350 per person /day</td>
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<td>Government School Intervention</td>
<td>Primary school support</td>
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<td>Slow learners at grades 6-9 for 4 schools</td>
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<td>PF @ 12%</td>
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<td>Resource person(s) on extra-curricular programs (Rs 200 per day for 100 days)</td>
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<td>Sub Total</td>
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<td>Support from Government schools for School Intervention (rough approximation)</td>
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<td>Payir support from Asha-UFlorida disbursal for 2018-19</td>
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<td>Payir funding through other sources</td>
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