

DESHKAL SOCIETY

ANNUAL REPORT 2019-20



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Report Release of Bodh Gaya Global Dialogues, 2019

Deshkal Society in association with Indira Gandhi National Center for Arts organized an event for launching of the report on the 2nd Edition of the Bodhgaya Global Dialogues: Reflections and Insights 2019. This event was held on 21st January, 2020 at Conference Hall, Deshkal Society, NOIDA UP. On this occasion, Dr Sachchidanand Joshi, Member Secretary, IGNC, New Delhi, Dr DN Mulay, Hon'ble member of NHRC,

GOI and Shri Arvind Mohan, Vice President, Deshkal Society, journalist and author made their gracious presence and shared their reflective remarks. These dignitaries recommended to strengthen the Bodhi Kendra based in Bodhgaya set up with the objective to promote research and documentation of Buddhism and Buddhist sites especially in Bodhgaya. Glimpses of the event can be seen in the photographs.





इन्दिरा गांधी राष्ट्रीय कला केंद्र
INDIRA GANDHI NATIONAL CENTRE FOR THE ARTS

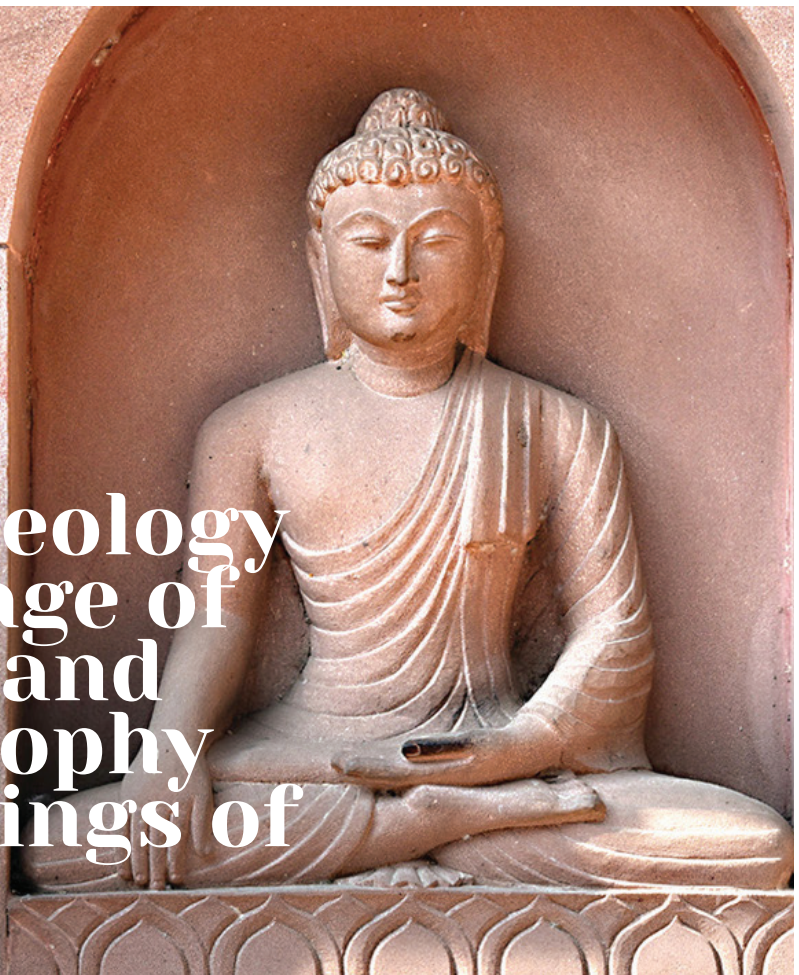


DESHKAL SOCIETY
Knowledge with Practice



ONLINE COURSE

Religion, Art, Archaeology and Heritage of Bodhgaya and the Philosophy and Teachings of Buddhism





**Indira Gandhi National Centre for the Arts and Deshkal Society
announce the Online Course**

on

Religion, Art, Archaeology and Heritage of Bodhgaya and the Philosophy and Teachings of Buddhism

OVERVIEW

The online course on multifaceted aspects of Bodhgaya and the Philosophy and Teachings of Buddhism emerged through the ongoing programme of Bodhgaya Global Dialogues held in the years of 2018, 2019 and 2020 which weaves together the diverse resources of Bodhgaya. The course examines understanding of multi-religious and multicultural sites of Bodhgaya, like Buddhism and Sanatan Dharma; exploring heritage of Bodhgaya; its art, sculpture and history. Bodhgaya is also home to more than eighty Buddhist monasteries like Thailand, Bhutan, Japan, Sri Lanka, Vietnam etc. which forms one of the focal areas of the course.

Bodhgaya is the epicentre of Buddhism which connects organically to the philosophy and teaching of Buddhism. This is the reason, the multifaceted aspects of Bodhgaya and Buddhism not only thematically complement each other but these are weaved together through multiple intersections as well.



1

EDUCATIONAL APPROACH

The course brings together the information from a variety of disciplines – religion, heritage and art and its history – to highlight their various findings and perspectives regarding the different facets of Bodhgaya past and present and the philosophy and teachings of Buddhism. The interdisciplinary, multi-instructor course provides an introduction to Bodhgaya and Buddhism within the context of development in India and the world, particularly South East Asia.

Whether you are new to the study of Bodhgaya and Buddhism or have been studying it or practicing it for years, this course will provide you with the opportunity to become acquainted with the multi-faceted aspects of Bodhgaya and the variety of Buddhist philosophy and teachings while guiding you to think about them, and yourself, in new ways.

Through a combination of carefully selected readings, both scriptural and informational, as well as exposure to various forms of Buddhist practice such as art, devotional acts, and literary works, you will learn how to interpret and reflect upon the teachings of the Buddha to your own life and deepen your understanding of Buddhism.

The diverse and highly qualified programme faculty will present a variety of intellectual and historical view points, creating a stimulating milieu in which genuine inquiry can occur. Participants are encouraged to examine their own cultural and intellectual assumptions as they pursue this study in a challenging and supportive environment.

Participants in this fully online course are expected to watch video lectures, join interactive video discussions with faculty, and participate in discussion forums.



2

WHO SHOULD ATTEND?

The course is ideal for student – graduates, post graduates and research scholars- and the enlightened persons curious about Buddhism and Sanatan Dharma and the intersections at the multi-religious sites of Bodhgaya, its heritage and art history. Students of regional universities like Nalanda University, Magadh University and South Bihar University located in Bodhgaya region will also find this course interesting and useful. It would also be ideal for those who are engaged in the fields of travel guidance and hospitality, especially in regions around these and other Buddhist sites.

In addition, Buddhism – the philosophy and practice – has its own place in the world, which is also underlined by the fact that it has been studied and discussed in a number of universities and institutes across the world, particularly in the Buddhist countries. Students and researchers of these universities and institute would find the course most valuable.

COURSE CONTENT

There are four units of the course which are divided in the subunits. Unit 1 is on Religion, Unit 2 covers Philosophy and Teaching of Buddhism, Unit 3 covers art and archaeology and Unit 4 cover Heritage. For complete syllabus, please visit:

<http://ignca.gov.in/> and <http://www.deshkalindia.com/>

COURSE FACULTY

The course faculty consists of the distinguished experts and educators in the multifaceted aspects of Bodhgaya and Buddhism. The approach to teaching of the experts and educators will be from the multi disciplinary perspective.

Full list of the faculty is available at <http://ignca.gov.in/> and <http://www.deshkalindia.com/>



4

REGISTRATION AND CERTIFICATION

The registration of the course participants will begin after the launch of the course on 26th May, 2021. The access to registration for the course participants would be at the site of Deshkal Society and the information on the same would be reflected on the website of IGNCA.

The course participants who complete all the activities and tests and submit assignments will receive a certificate of participation from Indira Gandhi National Centre for the Arts in association with Deshkal Society.

COURSE FEES

The registration fee for the Indian students is Rs. 500 and \$25 for the course participants from abroad. Those participants who will be eligible for the certificate from among Indian participants will be required to pay Rs. 2500 and those from abroad will be required to pay \$100.





READING MATERIALS

The reading materials consisting of the digital resources and those openly accessible will be available for course participants on the website of the online course. The experts and educators dealing with each topic would be asked to incorporate the listed materials in their lectures so that the participants could easily relate to them.

MODE OF TEACHING AND LEARNING

The mode of teaching will be through live sessions, pre recorded videos or a mixed method of both. Approximately 40 per cent of the classes will be in the form of live sessions through the Google Meet and 30 percent of the classes will be in the form of pre-recorded videos along with supplementary texts and reading materials. Following this, with a few days gap for the participants to internalize the content of the course and the texts, the course participants in the remaining 30 percent of the classes will have the opportunity to join the live and interactive sessions with the experts and the educators of the course.

DURATION

The course has been designed for a period of 90 days. There will be around three classes every week, including the introductory and concluding sessions. Each session will consist of a recorded lecture video with duration of 30 to 40 minutes and live as well as the interactive sessions will be of one hour duration.





FOR MORE
INFORMATION,
PLEASE VISIT:




 बुनियादी कला केंद्र
 NDRA GANDHI NATIONAL CENTRE FOR THE ARTS
<http://ignca.gov.in/>



 **DESHKAL SOCIETY**
 Knowledge with Practice
<http://www.deshkalindia.com/>

ग्रामिनी | PHOTOGRAPHS: Shrawan Raj | Chris Emery on Unsplash | Saffron on Unsplash

Executive Summary of Increasing School Participation and Learning Enhancement of Children through Activity Based Learning in K. Nagar Block, Purnia, Bihar

Embodied belief systems in schools influence how students connect academic content to real life applications within and beyond the classroom. The agricultural cycle, growing of crops and harvesting of natural resources provides teachers in rural schools with possibilities to engage their students from agricultural communities by providing real-life contexts. By referring to the lived experiences of their students, teachers can help them to engage in experiential learning and apply what they learn in language, math and social studies. Thus, connecting content to real-world applications, students are able to experience greater learning achievements through Activity Based Learning (ABL).

The endeavours to increase the learning achievements by Deshkal Society began in April 2015 and its first phase concluded in March 2017 in K. Nagar block of Purnia district in rural Bihar. In the following year, from June 2017 to May 2018, the focus was centred primarily on the ABL process to enhance schools effectiveness and learning achievements among students from agrarian communities in the same block. This report details the outcome of the post-project evaluation based on the key findings and resolved challenges of the later period, i.e. from June 2017 to May 2018. Its aim is to facilitate and guide teachers and facilitators in implementing similar ABL projects in the future.

Deshkal Society fulfilled both a primary as well as a complementary role in the implementation of the ABL project. Its primary role was envisaged and duly enacted in the implementation of the project objectives, and the complementary role, on the other hand, was the outcome of ground level interactions and complexities that caused the Society to be in the forefront as a facilitator for the effective implementation of government schemes in the project schools. At

the direct implementation level, there was concerted focus on 'child-centric classroom practices' through the provision of effective ABL teaching learning material and demonstration of these practices in class through a hand holding approach.

Developing teachers' skills for ABL based inclusive learning was another important aspect of the project implementation. The introduction of ABL inspired inclusive learning practices were based on teachers' preferences for teaching with the resources at hand and tailored towards the organizational limitations of the school. For this reason, the ABL Tool Kit and relevant training offered essential pedagogic approaches and strategies designed to address the belief systems of the teachers and the required behaviour changes needed to render their teaching truly inclusive. A very important aspect of teacher capacity building has been the teacher training and refresher courses that were conducted through the already existing CRC structure. Motivational strategies were also employed to further strengthen the mutually dependent relationship between parents and schools. In addition to these, regular PTMs, the SEC meetings, with significant representations from parents, were made more functional and active. In its role of facilitator,

Deshkal Society continuously worked with the government machinery with particular reference to building infrastructure, drinking water, toilets, mid-day meals and the provision of free text books across the project schools.

The project explicitly created an enabling environment for delivering quality education to children from diverse socio economic backgrounds, in particular children from agricultural communities. It fulfilled the significant role of a catalyst in order to evolve and strengthen the positive disposition of parents towards the schools, a better parent-teacher relationship, the

building of teacher capacity by inspiring behavioural changes and providing pedagogic training. The project also successfully sensitised government officials and thus helped facilitate the efficient implementation of promotional schemes to improve the educational system. All these project components helped transform dysfunctional schools into more active and functional centres of learning.

The project has served as a pilot programme for increasing the learning levels of children from agri-

cultural communities and shows replicable potential in rural areas with similar social and economic conditions. Towards this, initiatives must be undertaken to lobby for inclusion of the emerging benchmark practices into the government policy framework. In this way, the project would eventually exert a much larger impact, beyond its present limited scope, and help usher in much needed learning improvements through frameworks that are educationally both inclusive and qualitative.

Digital Literacy, Land Rights and Agricultural Productivity in Bihar

E-governance—the integration of information and communications technology (ICT) into the management of public programs—has altered the landscape for rights protection and service delivery. But the success of some e-governance initiatives hinges on citizen engagement, which in turn depends on digital literacy, knowledge of rights, and self-efficacy in claiming rights. In Bihar, where tens of millions of below-poverty-line (BPL) smallholder farmers must weigh the promise of agricultural investments against the threat of dispossession because of pervasive land insecurity, the Department of Revenue and Land Reform (DRLR) has recently begun to build up an ambitious set of e-governance platforms. How and to what extent can digital literacy training and the formation of local land rights advocacy organizations for BPL farmers improve land e-governance, and ultimately increase agricultural productivity and livelihood?

To explore these issues, this study evaluates e-Adhikaar, a program designed and implemented by the development organization Deshkal Society. Field organizers form community-based organizations (CBOs) within each program community and train CBO members on digital literacy skills, with a focus on navigating Bihar's land tenure e-governance systems. For example, CBO members are taught to access digital records, register complaints, and file applications. CBO members are then expected to inform, assist, and train other BPL community residents on these digital literacy skills. Digital literacy surrounding e-governance platforms is expected to improve BPL farmers' tenure security. Participants may also benefit from greater access to credit, since land documents can sometimes be collateralized, and from improved access to government services, since land records can help in accessing entitlements. Farmers may then invest more in agricultural productivity, yielding improved livelihood. Credit, government services, and reduced

expropriation risk may also improve livelihood independently from agriculture.

To study the effects of the program, the study employs a mixed-methods impact evaluation centred on a randomized field experiment. 90 villages from across Bihar's Gaya and Purnia districts will be randomly assigned to either a treatment group receiving the e-Adhikaar program or a control group that does not receive an intervention. Supplementary qualitative fieldwork fills the gaps in the quantitative design through semi-structured interviews and focus group discussions (FGDs) with farmers, government officials, village elites, trainers and CBO members, and other stakeholders and experts, in addition to document analyses.

This study will improve understanding of both the causes and effects of digital literacy in the context of e-governance. Specifically, testing the impact of an original delivery mode will generate insights on a potentially cost-effective mode of improving digital literacy. And testing impacts on use of e-governance platforms, perceived land security, access to finance and government services, agricultural investment, and overall livelihood investment will reveal downstream impacts of the digital literacy intervention model. While the quantitative estimates cannot distinguish the effects of digital literacy from the overall program effects, digital literacy constitutes the core of the program and, moreover, digital literacy never exists independently of a delivery mechanism. Furthermore, by rigorously evaluating a program model that could feasibly be expanded across the state, the study will shed light on the likelihood that scale-up would bring net benefits and, if so, what improvements would maximize impact. Beyond e-Adhikaar, this research contributes more broadly to economists' attempts to better understand the barriers to effective governance, and the ways in which civic-led initiatives can complement government reforms to improve land governance and agricultural productivity for the poor.

Major Publications

Books

- Manoj K. Tiwary, Sanjay Kumar and Arvind K. Mishra (eds.), *Social Diversity, Inclusive Classroom and Primary Education in India*. Orient BlackSwan, Delhi, 2017.
- Christine Sleeter, S.B. Upadhyay, Arvind Mishra and Sanjay Kumar (eds.), *School Education, Pluralism and Marginality: Comparative Perspectives*. Orient BlackSwan, Delhi, 2012.
- Imtiaz Ahmad and Shashi Bhushan Upadhyay (eds.), *Dalit Assertion: Society, Literature and History*. Orient BlackSwan in association with Deshkal Society, Delhi, 2010.
- Frédérique Apffel-Marglin, Sanjay Kumar and Arvind Mishra (eds.), *Interrogating Development: Insights from the Margin*. OUP, New Delhi, 2010.
- Arun Kumar and Sanjay Kumar (eds.), *Dalit Studies in Higher Education: Vision and Challenges*. Foreword by Imtiaz Ahmad. Deshkal Publication, Delhi, 2005.
- Hemant Joshi and Sanjay Kumar, *Asserting Voices: Changing Culture, Identity and Livelihood of the Musahars in the Gangetic Plains*. Deshkal Publication, Delhi, 2002.
- Ramakant Agnihotri and Sanjay Kumar (eds.), *Bhasa, Boli Aur Samaj: Ek Antahsamvad*. Deshkal Publication, Delhi, 2001.
- Purushottam Agrawal and Sanjay Kumar (eds.), *Hindi Nai Chal Mein Dhali: Ek Punarvichar*. Deshkal Publication, Delhi, 2000.
- Sanjay Kumar and Manoj K. Tiwary, *The status of teachers in elementary schools with reference to the provisions of the Right to Education Act, 2009*. OXFAM and Deshkal Society, 2015.
- *Report on Social Diversity and Learning Achievement: the Status of Primary Education in Rural Bihar*, Deshkal Publication, Delhi, 2014.
- *Report on Enhancing School Effectiveness through Inclusive Teaching and Learning: An Innovative Action Research in Two Rural Government Primary Schools in Gaya District of Bihar*. Deshkal Society, Delhi, September 2012.
- *Inclusive Classroom, Social Inclusion/Exclusion and Diversity: Perspectives, Policies and Practices*. Deshkal Society in association with UNICEF and CARE India. Deshkal Publication, Delhi, 2010.
- Sanjay Kumar and P. D. Singh, *Right to Housing and Homestead Land in Rural Bihar: Status, Issues and Challenges*. Deshkal Publication, Delhi, 2010.
- P. D. Singh and Sanjay Kumar, *Social Hierarchy and Notion of Educability: Experiences of Teachers and Children from Marginalised and Non-Marginalised Communities*. Deshkal Publication, Delhi, 2010.
- Nikhil Raj, Sanjay Kumar and Rahul Agrawal, *Enabling Development in Bihar: Agenda for Action*. Deshkal Society, Delhi, 2006.

Reports

- Manoj K. Tiwary, *Evaluation Report on Increasing School Participation and Learning Enhancement of Children through Activity Based Learning in K. Nagar Block, Purnia, Bihar*, 2018
- Toolkit for teacher education on inclusive classrooms (in Hindi). Deshkal Publication, Delhi, 2011.
- Teaching Manual for Mathematics and Science: A Guideline for School Teachers (in Hindi). Deshkal Society, Delhi, 2003

Training Manual and Toolkit for the Primary School Teachers in Bihar

Balance Sheet (Financial Year 2019-20)

DESHKAL SOCIETY			
205, IInd floor, Indra Vihar, Delhi-110009			
BALANCE SHEET AS AT 31ST,MARCH,2020			
		Amount (Rs)	
	SCHEDULE	F.Y.2019-20	F.Y.2018-19
SOURCES OF FUNDS			
I.FUND BALANCES:			
a.General Fund	[01]	698,778.87	1,083,129.85
b.Assets Fund		419,360.00	497,038.00
		1,118,138.87	1,580,167.85
II.LOAN FUNDS:			
a.Secured Loans		-	-
b.Unsecured Loans		-	-
		-	-
TOTAL Rs.	[I + II]	1,118,138.87	1,580,167.85
APPLICATION OF FUNDS			
I.FIXED ASSETS			
Gross Block	[02]	1,582,520.00	1,582,520.00
Less: Depreciation		1,163,160.00	1,085,482.00
Net Block		419,360.00	497,038.00
II.INVESTMENTS			
III.CURRENT ASSETS, LOANS & ADVANCES:			
a.Loans & Advances	[03]	137,932.00	210,964.00
b.Grant Receivables	[04]	62,500.00	1,162,500.00
c.Cash & Bank Balance	[05]	498,346.87	64,065.67
	A	698,778.87	1,437,529.67
Less:CURRENT LIABILITIES & PROVISIONS:			
a.Other Current Liabilities	[06]	-	354,399.82
	B	-	354,399.82
NET CURRENT ASSETS	[A - B]	698,778.87	1,083,129.85
TOTAL Rs.	[I+II+III]	1,118,138.87	1,580,167.85
Significant Accounting Policies and Notes to Accounts			
[12]			
The schedules referred to above form an Integral Part of the Balance Sheet.			
For & on behalf:			
HIRA JHA & CO		Deshkal Society	
Chartered Accountants			
[CA HIRA JHA]		[Sanjay Kumar]	
Proprietor		Secretary	
MM No. 097039		[Ajit Kr. Dwevedi]	
FRN: 017450N		Treasurer	
Place : New Delhi			
Date : 30th December 2020			
UDIN - 21097069 AA AA AE 8010			

DESHKAL SOCIETY
205, IInd floor, Indra Vihar, Delhi-110009

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31/03/2020			
	SCHEDULE	Amount (Rs)	
		F.Y.2019-20	F.Y.2018-19

I. INCOME

Grants	[07]	2,288,254.00	5,371,964.00
Donation		141,737.00	150,000.00
Other Income	[08]	2,033.48	156,340.68
Interest Income		5,990.60	49,565.00
TOTAL Rs.		2,438,015.08	5,727,869.68

II. EXPENDITURE

Programme Related Expenses	[09]	2,344,855.00	5,647,899.49
Administrative Expenses	[10]	477,511.06	1,007,959.50
Depreciation	[02]	77,678.00	87,158.00
Less : Transferred to Asset Fund		77,678.00	87,158.00
TOTAL Rs.		2,822,366.06	6,655,858.99

III. EXCESS OF INCOME OVER EXPENDITURE	[I - II]	(384,350.98)	(927,989.31)
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IV. EXCESS OF INCOME OVER EXPENDITURE TRANSFERRED TO BALANCE SHEET		(384,350.98)	(927,989.31)
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Significant Accounting Policies and Notes to Accounts	[12]		
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The schedules referred to above form an
Integral part of the Income & Expenditure Account.
IN TERMS OF OUR REPORT OF EVEN DATE

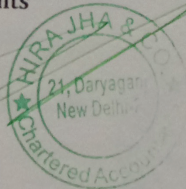
For & on behalf :
HIRA JHA & CO
Chartered Accountants

For:

Deshkal Society

[CA HIRA JHA]

Proprietor
F.M. No. 097069
F.RN: 017450N
Place : New Delhi
Date : 30th December 2020



[Sanjay Kumar]
Secretary

[Ajit Kr. Dwevedi]
Treasurer

DESHKAL SOCIETY
205, IInd floor, Indra Vihar, Delhi-110009

RECEIPTS & PAYMENT ACCOUNT FOR THE YEAR ENDED 31/03/2020		
	SCHEDULE	Amount(Rs.) F.Y.2019-20

RECEIPTS

Cash in Hand		-
Cash at Bank		64,065.67
		<u>64,065.67</u>
Grants Received	[11]	3,388,254.00
Bank Interest		5,990.60
Donation		141,737.00
Other Receipts		2,033.48
		<u>3,602,080.75</u>
TOTAL Rs.		3,602,080.75

PAYMENTS

Programme Related Expenses		2,344,855.00
Administrative Expenses		477,511.06
Current Liability & Advances Paid		281,367.82

Cash in Hand

Cash at Bank

BoM A/c - 20072262996	438,316.66	
BoM A/c - 60082243101	10,950.00	
BoM A/c - 20072286349	9,996.00	
SBI A/c - 11159923404	2,038.60	
BoM A/c - 20072269549	6,290.41	
BoM A/c - 60201612952	5,410.60	
OBC A/c - 12182191032802	2,564.60	
UBI A/c - 540302010004962	22,780.00	
	<u>22,780.00</u>	498,346.87
TOTAL Rs.		3,602,080.75

Significant Accounting Policies and

Notes to Accounts

The schedules referred to above from an
Integral part of the Receipts & Payment Account.

[12]

For & on behalf :

HIRA JHA & CO

Chartered Accountants

For:

Deshkal Society

[CA HIRA JHA]

Proprietor

MM No. 097069

FRN: 017450N

Place : New Delhi

Date : 30th December 2020

[Sanjay Kumar]

Secretary

[Ajit Kr. Dwevedi]

Treasurer

SCHEDULE [11]: GRANT IN AID

IGC Project	1,447,254.00
PHIA - Internet Saathi	10,000.00
Ministry of Cultural Function	375,000.00
Bodhgaya Global Dialougues	1,556,000.00
TOTAL Rs.	3,388,254.00



Key Partners

Government Agencies

- Indira Gandhi National Centre for the Arts, Government of India, New Delhi
- Indian Council of World Affairs (ICWA)
- Ministry of Human Resource and Development, Government of India
- National University of Educational Planning and Administration, New Delhi
- Indo Dutch Programme on Alternative in Development, Indian Council for Social Science Research, New Delhi
- Ministry of Culture, Government of India
- Indira Gandhi National Centre for Arts, New Delhi
- Indian Council of Cultural Relations, New Delhi
- Ministry of Environment and Forest, Government of India
- Ministry of Labour, Government of India
- Ministry of Home Affairs, Government of India

Public and Private Sector

- Indian Oil Corporation, New Delhi
- Winoabrasives India Private Limited, New Delhi
- ACC Limited, New Delhi

International Agencies

- IGC, London School of Economics, University of Oxford, UK
- WaterAid, India
- Action Aid, UK
- Care India, New Delhi
- CIDA India, New Delhi
- DFID India, New Delhi
- FES India, New Delhi
- Ford Foundation India, New Delhi
- Heinrich Boll Foundation India, New Delhi
- MONSANTO India Limited
- Prince Claus Fund, Netherlands
- UNESCO India, New Delhi
- UNICEF India, New Delhi
- University of Birmingham, U K
- World Bank India, New Delhi

Media Coverage



PHOTO DOCUMENTATION OF BODHGAYA AND ITS BUDDHIST SITES



PHOTO DOCUMENTATION OF BODHGAYA AND ITS BUDDHIST SITES

 **DESHKAL SOCIETY**
Knowledge with Practice



Deshkal Society aims to realize the vision of socially and economically inclusive development with dignity, equity, and justice for all through interventions in the thematic areas of sustainable rural livelihoods and culture, right to homestead land and elementary education.



HEAD OFFICE

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