

NAME: Dr Bijoy Kumar Sahoo

PROJECT TITLE: How effectively do collaborative community service projects with my secondary school students along with the students from our International partner Schools, inculcate values like empathy and respect towards children with physical impairment.'

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	Please check you have completed the following:	Checked
1	Label your assignment file as: 'GTA2015_India_bsahoo.doc'	√
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Personal Statement**Name:** Dr Bijoy Kumar Sahoo

After practicing for 25 years as a CA I realized that I was just pursuing a profession and not my passion. My passion has always been Education and nurturing children to grow up as fine individuals and principled human beings. To be a part of the education sector was a choice made long back in my young mind, much before I could understand the relevance of education. My dream is to enable, encourage and endow every child for a lifelong pursuit of learning. Through my shrine of education I wished to Ignite Minds, Energise Bodies and Strengthen Souls of our future generations and help them excel not only in academics but also in other dimensions of their being to emerge as truly global citizens.

The Global Teacher Accreditation program of the British Council is a wonderful platform to bring in a global dimension to our School and also learn about the teaching learning practices across the globe.

Through my GTA research, I wanted to develop a deeper understanding of how community service impacts the minds and hearts of young students. I wanted to see if values like empathy, respect and compassion for the physically impaired marginalised students can be imbibed in the students through community service. Through a research plan spread across three months, I learnt the role of Community service.

The research has also helped me grow emotionally as a person by interacting with the marginalised children and beneficiaries. It gave me an insight into their thought process and it was quite a surprise to know that although these children may show some physical disability they are extremely creative and intelligent.

I am ever grateful to the authorities and students of Shri Harsha Memorial School for the deaf for giving their consent for me to conduct this research.

I shall remain grateful to the team of teachers at SAI International School for giving me an insight into the subject matter and in the preparation of the evaluation tools, parents for their uninhibited support and consent to carry out this research. The activity coordinator of our School and teachers have been a constant support through the course of my research and played a catalyst between me and the students.

I extend my deepest sense of gratitude to Farmington High School, USA, Chosen Hill School, UK for helping me to conduct my research by allowing their student participation.

My thanks for my dear mentor, Mrs Manjula Chatterjee whose valuable feedback and inputs have helped me to conclude the research in the best possible manner, I can't thank her enough.

I also extend a big thank you to my students who participated in the classes wholeheartedly to make this research possible. The love that I feel for them surmounts all words.

My special thanks to the British Council's GTA Project Team for providing me with a chance to learn and relearn about community service in a new way.

Last few months have been wonderfully enriching and I in all sincerity hope to bring into practice the findings of my research in the school curriculum.

Word count and declaration of originality

I hereby declare that, except where explicit attribution is made, the work presented in this assignment is entirely my own.

Word count (excluding Part 2, appendices and references: 2612 words

Signed: 

Name: Dr Bijoy Kumar Sahoo

Date: May 7, 2015

I will allow/will not allow *(please delete as appropriate)* **my work to be used in case studies or other publicity material.**

Signed 

Name: Dr Bijoy Kumar Sahoo

Date: May 7, 2015

Declaration of originality provided by the school's Principal or Director/Chairman/Owner

I hereby declare that, except where explicit attribution is made, the work presented in this assignment is entirely the work of *Dr Bijoy Kumar Sahoo*

Signed 

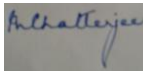
Name: Mr. Harish Sanduja

Date : 12.5.2015

Declaration by mentor

I declare that I have had an ongoing professional discussion with ***Dr Bijoy Kumar Sahoo*** about this action research.

I have checked the word count and found it to be correct.

Signed 

Name: Manjula Chatterjee

Date: May 18. 2015

Research Question- How effectively do collaborative community service projects with my secondary school students along with the students from our International partner Schools, inculcate values like empathy and respect towards children with physical impairment.'

Your name and the name of your institution: Dr Bijoy Kumar Sahoo, SAI

International School, Bhubaneswar, India

The name of your mentor: Ms Manjula Chatterjee

Date: May 7, 2015

Section 1: Preparing for your enquiry

Deciding upon your learning focus.

1.1 Framing your research question.

My research question is 'How effectively do collaborative community service projects with my secondary school students along with the students from our International partner Schools, inculcate values like empathy and respect towards children with physical impairment.'

Community service is vital to student success and service learning has been associated with academic gain as according to onlinecollege.org. It's believed that community service is somewhat of a missing link for students, giving them the chance to apply what they've learned in the classroom to real human needs. Students often experience an increased sense of self-efficacy and it helps students better understand their own competence, leading to more self-confidence and a can-do attitude that can spread to their work and academic pursuits.

I strongly believe that community service is a great problem-solving skill builder and gives confidence to students to face challenges. Apart from this, through the collaborative community projects which serve as excellent networking opportunities since it is a common platform to work for community with their global counterparts, students can meet new people, work with new organizations, and strengthen their ties with the community.

Learning Impact: I expect and hope that there will be tremendous change in the perception and attitude of my students towards the not so privileged children of their age group. My focus in this research would be changing student behaviour, active participation and more effective collaboration. I also wish to gift my students a sense of responsibility and pride in addition to nurturing in them the blissful fruits of empathy and compassion. My learning outcome would be to study through the research how my students can develop human values like empathy, kindness and sharing in them.

Local and Global Impact: Both our students and partner School students will have exposure to the different kinds of community service being done in the other parts of the world. During the exchange visits, the students will have hands on experience while working for the not so privileged students which can have a tremendous impact on the

young minds to have solidarity for other students and thereby they can learn the basic values which would take them a long way as a global citizen.

1.2 Briefly describe your working context

I am the Founder & Chairman of SAI International School, Bhubaneswar. I also train teachers on the current practices to upgrade them professionally and take lectures on value education and character building for the students of my school. I have been closely associated with the Education sector for over a decade. Our School believes in a holistic, 360 degree education for each child and we strive to bring in the latest teaching- learning practices of the world into practice at our School. In addition to achieving academic excellence we strongly profess character education in our school for nurturing sound individuals.

We also believe in imbuing in them the humane values of compassion, tolerance, mutual love and respect. I believe that these values are the key learning that an institution should provide, for it is these values that lead to a cumulative growth of an individual integrating body, mind and soul.

Our school collaborates with our international partner schools for various community service projects in bringing new dimensions of different cultures to their approach for community service. While working on projects with a foreign student, our students also gain an insight into another student's life coming from a different ethnicity thus elevating their understanding of tolerance and empathy.

1.3 Analyse your starting point

Community service has always been a big part of my life and the happiness and the unconditional love extended by the less privileged are surreal. I wished to give my students a similar experience of experiencing unmatched happiness. For this we undertook the maiden community service project 'Walking at par' which involved presenting walking sticks and Braille slates to the visually impaired students. Since then we have been using community service as a tool for developing 21st century Global citizenship skills in the students particularly in the age group of 13-18 year.

We collaborate with our partner schools in different parts of the Globe and jointly work for the benefit of our respective communities. The students of the partner schools with our students have tried to bring in a change in the lives of young students with different kinds of physical impairment and also the not so privileged children and adults. More students of the school are encouraged to participate in these initiatives and reach out to the community to express their solidarity for the unprivileged ones.

The reason why I have chosen this area is because I want more students to be a part of community service as I have observed that only a few students who are involved in the exchange visits take interest in these activities. Personally I hope to learn student

behaviour towards community service activities and the transformation of expression through the journey of this research.

1.4 Working with your mentor and other advisors

Reading through International journals and reading materials on this theme has been a passion in me, which will help me develop my research process and reach my goal. I am privileged to be under constant guidance of Ms Manjula Chatterjee, an expert and experienced mentor. I am sure I will learn a lot from her experience and guidance.

I will closely work with my International team which has been working on SAI community service Initiatives incessantly. Apart from this I will speak to the NGOS and other social organizations to gain an understanding of the beneficiaries and how they are influenced.

1.5 What ethical issues do you need to take into account?

I understand the sensitivity of both parents and the students for exercises like these. I shall take the consent of parents duly signed and shall give them details about the exercise, for them to voluntarily be a part of my research. I shall at no point try to assess and evaluate a child and include them in my research without their parent's approval and against their wishes. I shall also remain empathetic towards the beneficiaries of the service projects and ensure no harm is caused to their dignity and self respect during the entire course of my research.

I will also take permission from the Principal of the beneficiary school and organization and the concerned department of the State Government.

1.6 What diversity / equal opportunities issues have you identified?

Since our school is a co-educational, comprehensive school, equal opportunities will be given to both girl and boy students irrespective of their socio-economic backgrounds. I shall also not discriminate between the beneficiaries on the type of physical impairment and ensure that my research is inclusive and free of any biases.

Selection of target group: I will select 20 students from the Going Global Club of my school as my target group from the senior secondary section aged between 16 and 18 year old. However these students would deliver their learning to about remaining 20 of the class which would encourage both the target group and the Peer group to actively engage them in this action research. There will be no discrimination of boys and girls while selecting the students.

Section 2: Creating your plan.

Expected Learning outcome of my Action Research--Inculcating values like empathy, compassion and respect for children with physical impairment, in my students as well as our UK partner school students through collaborative community service projects.

	Outcome	Actions	Timescales/ Key dates	Resources / People including sources of support and challenge	Success Criteria	Comments / amendments to plan particularly those made after the synopsis review
	<i>On the basis of your research question what outcome are you intending to achieve? Can you break it down into one or two smaller achievable outcomes?</i>	<i>What are you going to do? What actions are necessary? When will you review your work? When will you contact your mentor? Plan when and how you will disseminate your work.</i>	<i>When will you start it? When will it be completed?</i>	<i>Who will you involve? What resources do you need? What difficulties do you need to include so you can plan for them?</i>	<i>How will you know when you have achieved this action?</i>	<i>Indicate when you have achieved your intended outcome. Make a note of any changes you have made to the plan, particularly after the synopsis review. Reflect on the relevance of your action research to other teachers both locally and globally.</i>
1.	To prepare a tool to test the level of compassion, empathy and respect among the students for the purpose of research.	Planning a questionnaire to evaluate the level of compassion and empathy in the students	February 8-10, 2015	Talk to the coordinators and moral science teachers to seek help for the validation of questionnaires Gaining more insight on the compassion,	Preparing the questionnaire and validating it.	Feedback from the team was included

				empathy and respect through online journals and notes.		
PHASE I						
2.	Observing the impact on students of the community service taken up with our partner school during their visit to our school.	Phase I (10 Indian and 10 UK students) A pre test was presented to these students according to the research plan before the research activity of community service.	February 12, 2015	Pre test questionnaire to be given to students to begin the research	Received the duly filled questionnaire by the students	After the feedback of the involvement of UK students, i reworked on the action plan and conducted the research in three phases
3.	To gain an insight into the effect the community service initiative had on the participating students	Community service was done at the deaf school which involved <ol style="list-style-type: none"> 1. Infrastructural upgradation of the classroom 2. Providing them with reusable handmade learning resources 	February 13-16	Indian and UK students involved in the research activity. Teachers assisting for the activity	Activity successfully completed.	

4.	Learning Outcome- Evaluating the virtues of compassion and empathy after the research activity	Post test questionnaire was presented to the students	February 17	Indian and UK students involved in the research activity.	Received the post test questionnaire duly filled by the students	The questionnaire was collected and confidentiality was maintained.
5.	Analysis of results and recording them	Recording of the research findings.	February 18	Questionnaires, students	A proper quantification of the research findings will be done to clearly show the before and after scenario of the Phase I of research	
PHASE II						
6.	Observing the impact on students of the community service taken up in our school.	Phase II (10 Boys and 10 Girls from SAI International School) selected for the research activity)	Begins from February 20	10 boys and 10 girls of the age group of 16-18 years to be involved in the Phase II of the research activity.	Target students were selected	Feedback was noted and target group was identified for Phase II
7.	Obtaining the consent from parents allowing their wards to participate in the action research	Consent of parents: forms will be sent to parents of identified target group, taking their approval for the children to participate in the action research	Third week of February	Parents of the target group students will be given consent forms	Duly signed consent forms received	

8.	Seeking permission from the Head teacher and the concerned authorities of the beneficiary schools to conduct the activities	Consent of the head teacher and authorities of the beneficiaries: Will seek an approval from the Head teacher and the concerned authorities of the beneficiary school to conduct the action research	Third week of February	A letter of approval signed by the head teacher and the authorities to be received	Letter of permission received	
9.	To understand the present level of compassion and empathy in the Phase II sample students	Presenting the pre test questionnaire before the Phase II research activity	Fourth week of February	Phase II Target group students	Pre test Questionnaire successfully received, duly filled by the TG	
10	To gain an insight into the requirements of the beneficiaries and planning to achieve the desired outcome	Phase II Research Needs Analysis : The target group will visit the concerned beneficiaries-The Sriharsha Memorial School for the Deaf	March 1 & 2	Talking to the beneficiaries and concerned authorities. They interact with the beneficiaries gauging the requirements.	A note made about the requirements which acts as a starting point of action research activity of Phase II	
11	Interpreting the data collected	Planning the research activity according to the needs analysis: There will be a	March 3 & 4	A discussion will help in deciding on the activities to be undertaken for helping the	Short listing of the activities to be done for the action research	

		discussion with the target group and the coordinators		beneficiaries		
12	Classroom activity Understanding the activities that can be done with the target group	Planning of the community service project: and recording of the activities that can be taken up	March 5-7	Deciding on an activity that will have a desirable impact on both students and beneficiaries elevating their levels of compassion and empathy	Activity decided after the discussion. Computer literacy program for the beneficiary students by the SAI target group.	
13	Implementation of the projects Learning outcome— Beneficiary students get computer training for vocational skill development. SAI students share their ICT skills with a compassionate heart and using signs and expressions to teach the deaf/dumb students	Implementation of the activity: Beneficiary students will be invited to the school for a five days training program on basic computer learning, in the IT room, in which target group students will train the beneficiaries the basics of Computer so that the students will have a vocational training which will further improve with more training even after	March 10-18	Target group and coordinators help to work and implement the project and achieve desirable outcome	Beneficiary students getting training to be able to work on computers, use internet and enable themselves to work for a living.	

		the project completion and make them ready to at least earn for their daily needs. Infrastructural and resource changes in the library will be done in the deaf school				
14	Culmination of the research- Phase II	Post test questionnaire was presented to the TG students of Phase II	March 20	Sample size TG of Phase II	Duly filled questionnaire to be received	
15	Gaining an insight to the behavioural changes in the target group	Target group to fill questionnaire	March 23- 27	Target group records their experience and fills the questionnaire	Filled in questionnaire will give a clear idea about learning impact on SAI and CHS students besides the direct impact on the beneficiaries.	
16	Analysis of results and recording them	Recording of the research findings. Talking to coordinators, beneficiaries' teachers and parents about the progress and	March 28- April 8	Questionnaires, students, teachers and parents feedback sheets	A proper quantification of the research findings will be done to clearly show the before and after scenario of the Phase II of	

		changes seen in the attitude of the target group			research and the beneficiary students also.	
PHASE III						
17	Giving an insight to the partner school about our community service initiatives	10 Indian SAI students with me presenting a video of our community service to the FHS students	April 13	Students of USA and India for the Phase III	Video shown	
18	To receive a feedback on our community service programme from the FHS students	10 students from FHS presented with a feedback form	April 13	Students of FHS filling the feedback form	Feedback form received duly filled by the FHS students	
19	Evaluate the present level of compassion, empathy and respect for physically impaired in the students of India and USA for Phase III of the research	Phase III (10 Indian & 10 USA students) will be presented with a pre test questionnaire	April 13	Students of USA and India for the Phase III	To receive duly filled questionnaire from the students	
20	Conducting the community service research activity as planned by the Host school (Farmington High School, Connecticut)	Community service planned activity implemented Activity 1: Kids at FHS volunteer their free time along with SAI Indian students to make a snack	April 14-17	Students of FHS, SAI, SEN children along with staff and teachers	Activities successfully completed	

		with SEN children Activity 2: Clean up the community involving FHS and SAI students				
21	Culmination of the research- Phase III	Post test questionnaire was presented to the students of FHS & SAI for Phase III of research	April 17	Students of FHS & SAI	Duly filled questionnaire to be received	
22	Analysis of results and recording them	Recording of the research findings.	May 5- May 10	Questionnaires, students	A proper quantification of the research findings will be done to clearly show the before and after scenario of the Phase III of research	
23	Writing of the final report	Sharing of the results with mentor	May 5-11	Mentors feedback	Receive mentor's feedback to edit the final presentation	
24	Submission of the report	Final report will be ready for submission	May 17	Final report ready	Final report to be sent to Mentor	

Section 3: Developing your enquiry.

At this point you refer back to your plan with its key dates and actions and consider your progress.

3.1 What were the key learning outcomes?

The purpose of my research was to examine the level of empathy and compassion in the senior students of my school. Since community service programme is an important part of my school's ethos and is an ongoing part of the curriculum, I had the opportunity of conducting the research in 3 phases. First phase was conducted with 10 students of SAI International School and 10 students of International Partner School from UK, Chosen Hill School. The second phase was conducted with 20 senior students (10 boys and 10 girls) of my school in the age group of 16-18 years and the third phase was conducted with 10 students of SAI and 10 students of Farmington High School, USA. I gave students in all the three phases a pre test and post test questionnaire to derive the results that are well depicted in the graphical representation. **Refer Appendix A** for the qualitative data of the research.

Appendix A.1 Shows the Table I of the Phase I depicting Pre test and Post test results.

Appendix A. 2 Displays Phase I comparative analysis Pre test and Post test results

Appendix A. 3 A qualitative analysis on the parameters of the research of Phase I.

Appendix A. 4 Depicts a pre – test and Post –test results in a table 1 of Phase II

Appendix A. 5 Phase II comparative analysis on the pre – test and Post –test results.

Appendix A. 6 A qualitative analysis of the teacher's pre-test and post-test report of phase II.

Appendix A. 7 The table I of the phase III displays Pre – Test and Post – test results.

Appendix A. 8 Displays Phase III comparative analysis Pre test and Post test results

Appendix A. 9 A report on the feedback received from the FHS students after watching the video shown.

The teachers found a remarkable elevation in the empathy quotient of the children after they were engaged in community service. It was observed that the students got attached to the beneficiary students on spending time with them and were willing to work more for their welfare. **Appendix A. 6**

Parents also complimented the school for allowing their wards to be a part of community service and mentioned in their feedback that their wards had become sensitive at home. The levels of aggression had considerably dropped and they were being more tolerant of difficult situations.

Appendix B.2

During my research, I learned how humane values can be inculcated in students by following a correct approach. I learnt that students are willing to devote their time to a higher cause and feel extremely happy on extending their services to the beneficiary students.

After finishing the research process of nine weeks, a post test was conducted to check the learning outcome of the students. The results of the test showed a very impressive data that denotes that the students have considerably higher levels of empathy, compassion and respect. The students were able to communicate and relate to the beneficiary students

better and in their journal mentioned how community service changed their outlook towards the beneficiaries.

Appendix A. 2 Displays Phase I comparative analysis Pre test and Post test results

Appendix A. 3 A qualitative analysis on the parameters of the research of Phase I.

Appendix A. 5 Phase II comparative analysis on the pre – test and Post –test results.

Appendix A. 6 A qualitative analysis of the teacher's pre-test and post-test report of phase II.

Appendix A. 8 Displays Phase III comparative analysis Pre test and Post test results.

Appendix E is a report of one of our Alumni, Ankit Sahu who took one of our projects of community service- 'Reading Rainbow' further in his University in Japan

Appendix F is the picture story

3.2 How did you evaluate your intended learning outcomes?

The pre test and post - test was conducted for each phase before the beginning and after the completion of the research activity pertaining to each phase to see the difference between the levels of compassion, empathy and respect in the sample students before and after the activity. The students scored significantly high in the post - test reflecting the elevated levels of the evaluating parameters. For Phase II of the research, the teacher's feedback was taken in a pre and a post questionnaire to gain a better insight on the parameters of the research study. The parents were also requested to give their concerns and feedbacks for Phase II.

Scoring for the questionnaires: the rating scale of 1-5 was used to frame the questionnaires, where in each response was marked from 1-10 where totally agree was 10 and totally disagree was 1. After receiving the response the results were calculated as per the average score derived from the total number of questions.

Appendix A.1 Shows the Table I of the Phase I depicting Pre test and Post test results.

Appendix A. 4 Depicts a pre – test and Post –test results in a table 1 of Phase II

Appendix A. 7 The table I of the phase III displays Pre – Test and Post – test results.

Appendix D.1 Student questionnaire

Appendix D.2 Teacher questionnaire

3.3 What has been the influence of engaging with the knowledge base?

To start with my research activity I had series of discussion with my general education teachers, activity co-ordinators and counsellor. During these discussions I came to know more about the present level of empathy and compassion of our students. In one of the discussions with the counsellor I learnt that some children are sensitive and feel more passionately for the physically impaired students. Teachers shared that on indulging in community service students discuss the activity amongst themselves and feel elated about being able to make a difference in someone else's life. During the research I used many sources to gain knowledge and a better understanding of the evaluating parameters of my research. I read through research papers and books online (References mentioned below) to conduct my research in the correct direction.

Having this thought in my mind, I approached the coordinators of the partner schools in UK and USA for their kind help to proceed with the community service programme for their students as well.

3.4 How did the advice and guidance influence the way you learned and / or the outcomes of your learning?

My mentor Mrs. Manjula Chatterjee has been extremely kind and generous in giving me not only her time but her most valuable feedback and suggestions during the course of the research. Originally the study was designed to have one research activity with my students but after the feedback and suggestions, I worked on my research in three phases involving students from our International partner schools in a larger context. On her suggestion I also took parent's feedback to see if the students showed some behavioural change at home after indulging in community service.

3.5 What changes were made along the way? What impact did the review have on your plan?

On receiving a feedback from my mentor and the assessor of MS University of Baroda, Prof.K. Pushpanadham, I reworked on the points that were of concern. According to the suggestions, I made changes along the way to finally come up with positive findings of my research.

3.6 Has your awareness and / or understanding of ethical issues changed in any way as a result of your action research?

A parent consent form was obtained and all the concerns and questions were addressed before the research. I also obtained permission from the authorities of the deaf school before involving them in my research. I also briefed the authorities and students of my partner schools about my research and took the necessary consents before involving them and hence there were no ethical issues to be addressed.

Appendix B.1

Appendix B.3

3.7 Has your awareness and / or understanding of diversity / equal opportunities changed as a result of your action research?

Necessary steps were taken while planning and implementing the research and equal opportunities were given to boys and girls of my school and partner schools which is reflected in the sample size. No discrimination was done for the beneficiary students on the grounds of the physical disability they have.

3.8 How did you share your learning with others?

After successful completion and documentation of my findings, I shared the result with the teachers, coordinators and counsellor of my school to present the substantial elevation on the levels of the parameters of empathy, compassion and respect observed in the target students. I also shared the results with the other senior students which motivated them to take part in the forthcoming community service projects of the school. I also had a discussion with the Principal of my school to expand the community service to junior classes as well.

References

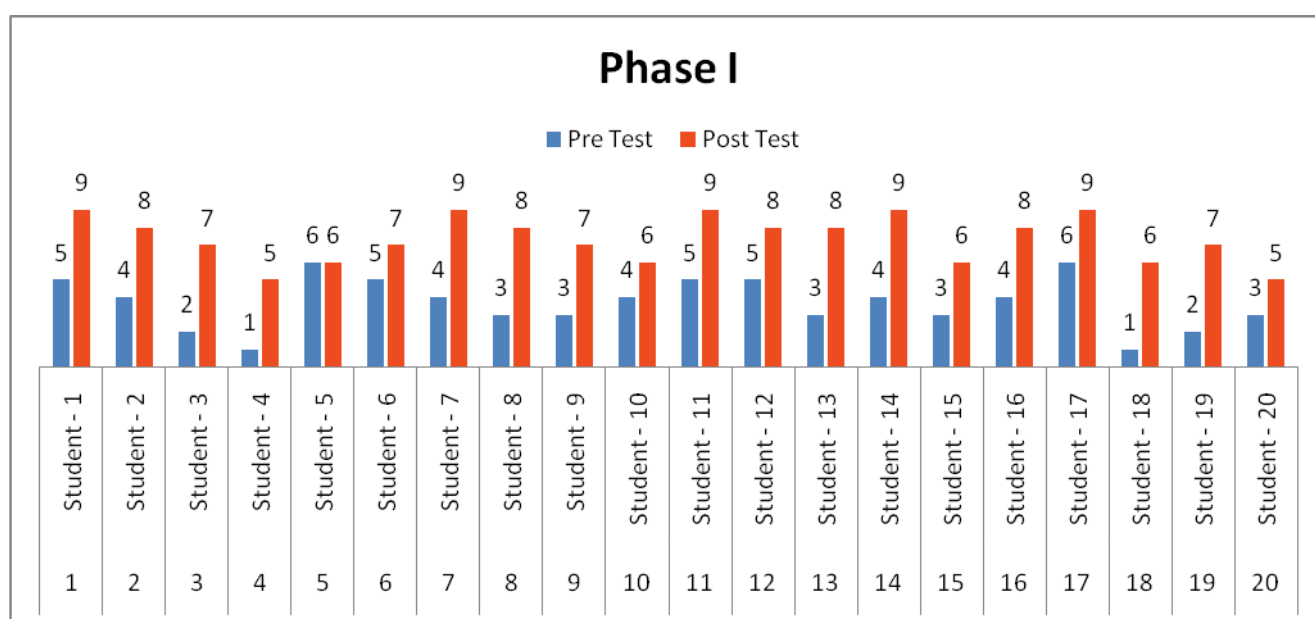
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Alexander W. Astin Lori J. Vogelgesang Elaine K. Ikeda Jennifer A. Yee	January 2000	How service learning affects students	http://heri.ucla.edu/pdfs/hslas/hslas.pdf
Marilyn Price Mitchell		How to instill compassion in children	http://www.rootsofaction.com/how-to-instill-compassion-in-children/
Dr. Patricia Mihaly Nabti		Learning to CARE	--

Appendix A.1

Table 1 (Phase I) shows the scores of the students on their level of compassion, empathy and respect before and after the community service program

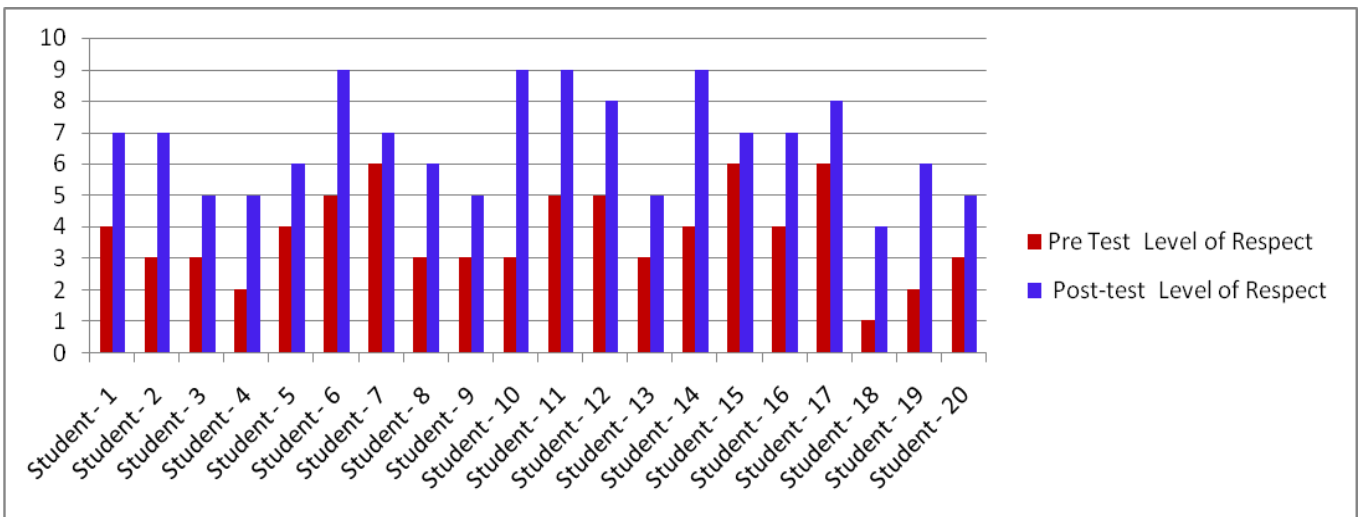
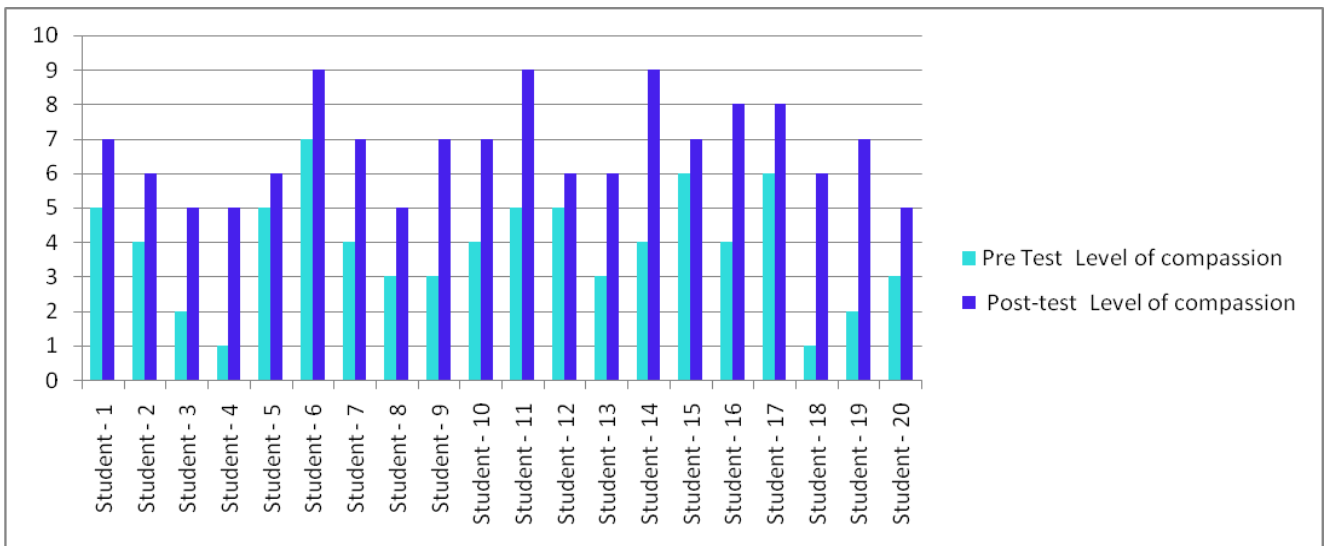
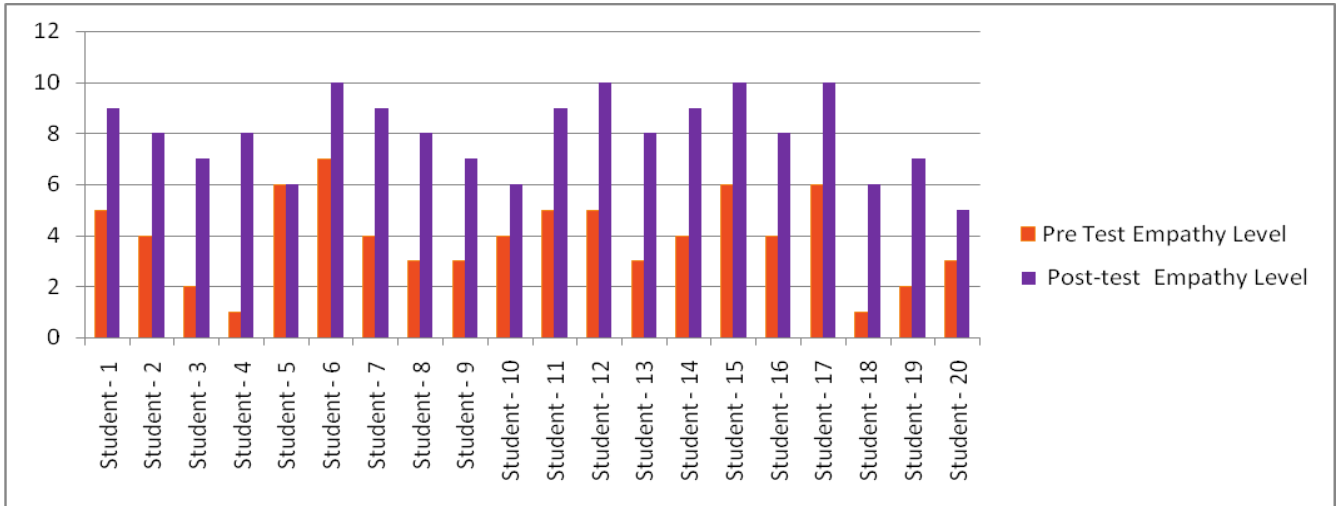
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1	Student - 1	5	9
2	Student - 2	4	8
3	Student - 3	2	7
4	Student - 4	1	8
5	Student - 5	6	6
6	Student - 6	7	10
7	Student - 7	4	9
8	Student - 8	3	8
9	Student - 9	3	7
10	Student - 10	4	6
11	Student - 11	5	9
12	Student - 12	5	10
13	Student - 13	3	8
14	Student - 14	4	9
15	Student - 15	6	10
16	Student - 16	4	8
17	Student - 17	6	10
18	Student - 18	1	6
19	Student - 19	2	7
20	Student - 20	3	5

Appendix A.2



Appendix A.3

Appendix: The comparative analysis of the pre-test and post –test on the research parameters

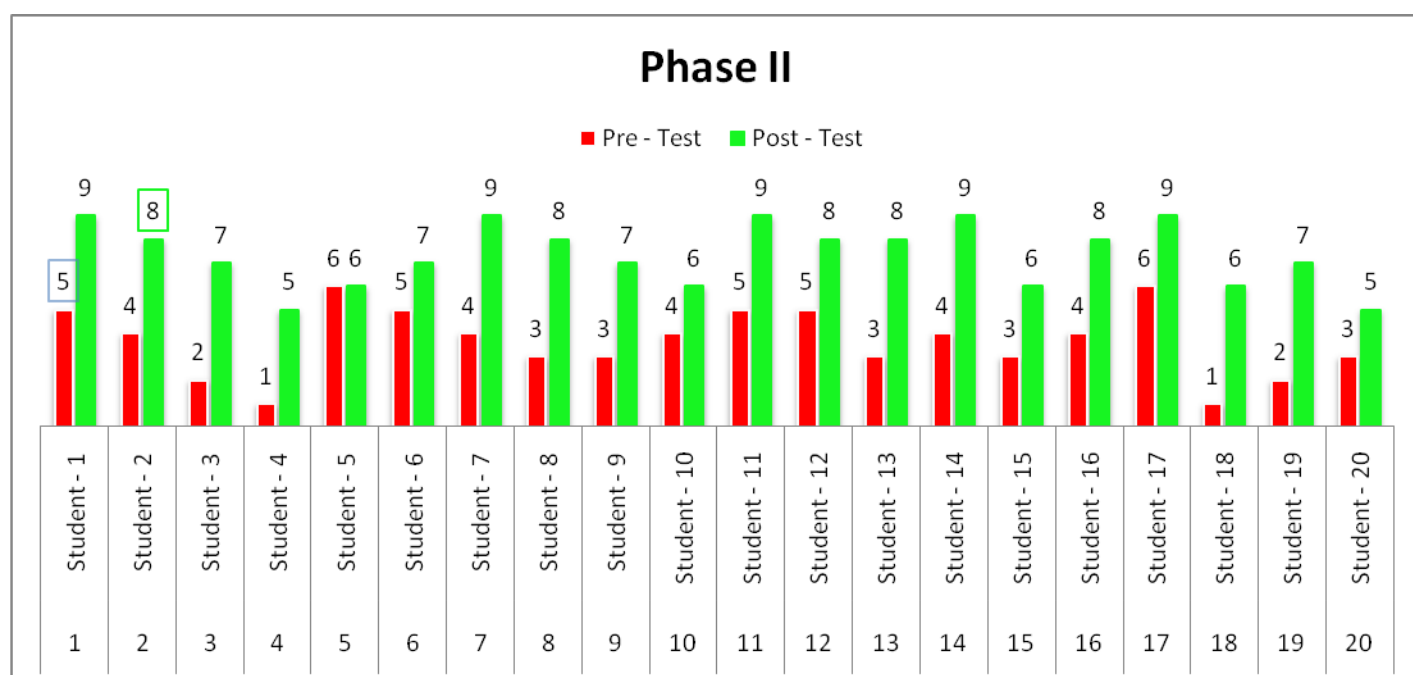


Appendix A.4

Table 2 (Phase II) shows the scores of the students on their level of compassion, empathy and respect before and after the community service program

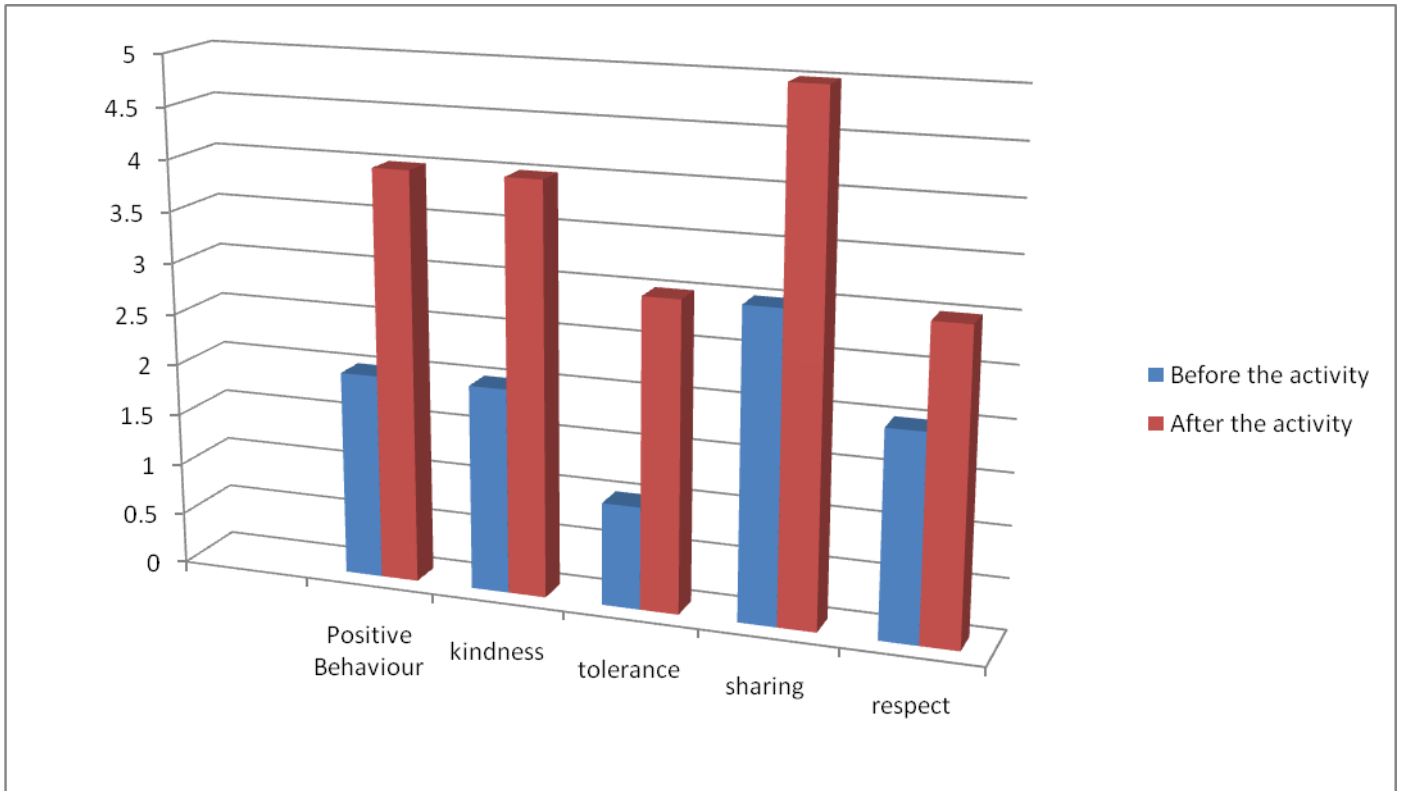
NO	Name of the student	March Pre - test	March Post-test
1	Student - 1	5	9
2	Student - 2	4	8
3	Student - 3	2	7
4	Student - 4	1	5
5	Student - 5	6	6
6	Student - 6	5	7
7	Student - 7	4	9
8	Student - 8	3	8
9	Student - 9	3	7
10	Student - 10	4	6
11	Student - 11	5	9
12	Student - 12	5	8
13	Student - 13	3	8
14	Student - 14	4	9
15	Student - 15	3	6
16	Student - 16	4	8
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19	Student - 19	2	7
20	Student - 20	3	5

Appendix A.5



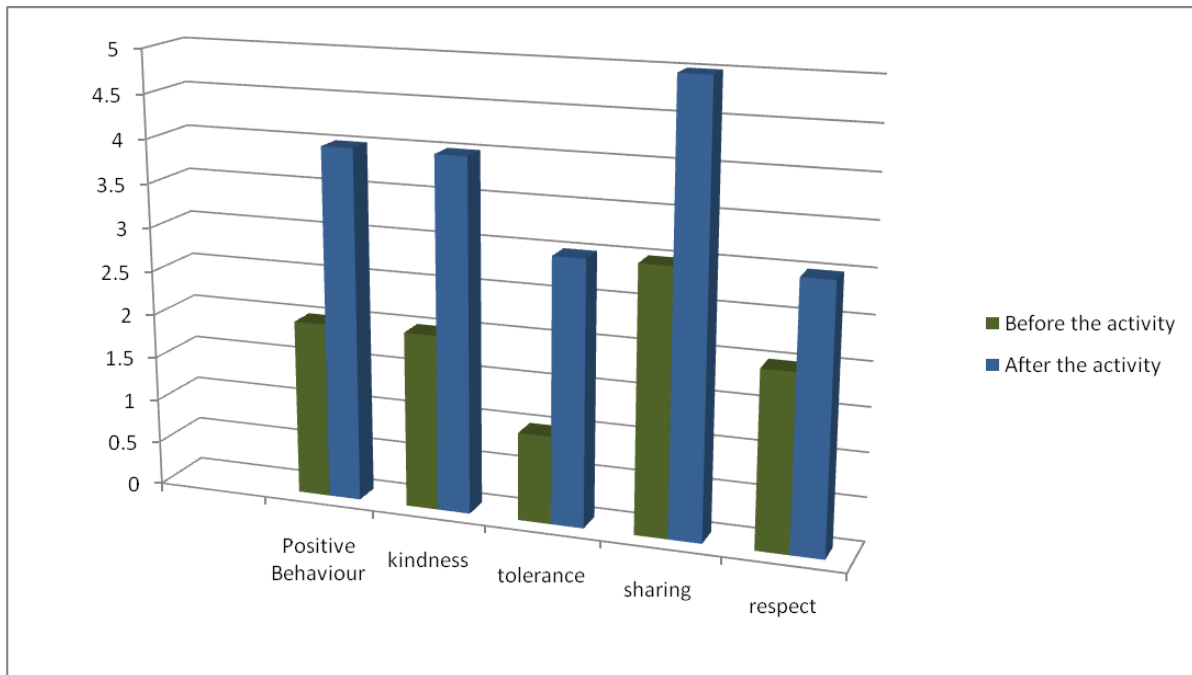
Appendix A.6

Phase II- The comparative analysis of the pre-test and post –test on the evaluating parameters for the levels of empathy, compassion and respect



Appendix A.9

A report on the feedback received from the FHS students after watching the video shown

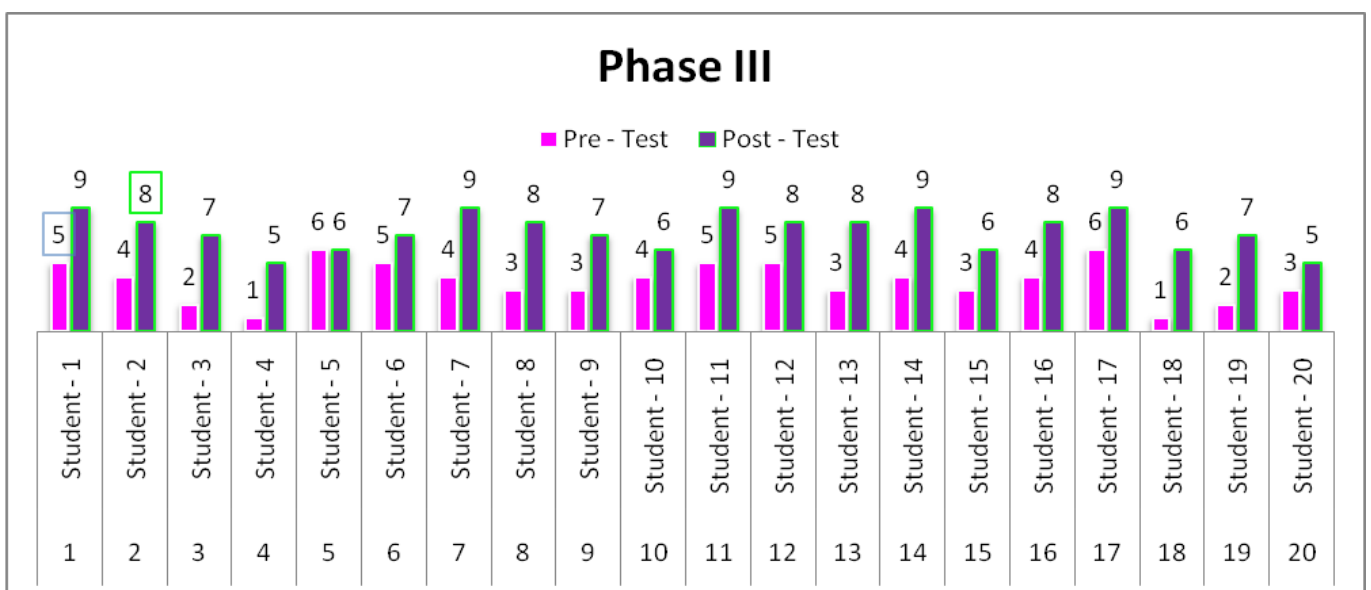


Appendix A.7

Table 3 (Phase III) shows the scores of the students on their level of compassion, empathy and respect before and after the community service program

NO	Name of the student	April Pre- test	April Post-test
1	Student - 1	5	9
2	Student - 2	4	8
3	Student - 3	2	7
4	Student - 4	1	4
5	Student - 5	6	6
6	Student - 6	7	8
7	Student - 7	4	9
8	Student - 8	3	8
9	Student - 9	3	7
10	Student - 10	4	6
11	Student - 11	5	7
12	Student - 12	5	8
13	Student - 13	3	5
14	Student - 14	4	5
15	Student - 15	6	9
16	Student - 16	4	8
17	Student - 17	6	6
18	Student - 18	1	6
19	Student - 19	2	7
20	Student - 20	3	5

Appendix A.8



Appendix B.1

Parent Consent letter

Parental permission for participation of student in a Research Study

Dear Parents,

This is to seek permission to allow your child to participate in a research study conducted by Dr Bijoy Kumar Sahoo, Chairman, SAI International School, Bhubaneswar. The purpose of this research is to find out if Community Service projects inculcate values like empathy and respect towards children with physical impairment.

Your child's participation will involve him/her to visit the schools of physically impaired students and engage in the infrastructural upgradation of the target school and literary programs to enhance the computer literacy of the physically impaired students.

Participation in this research is voluntary. You may refuse to allow your child to participate or withdraw your child from the research at any time. Your child will not be penalized in any way should you decide not to allow your child to participate or to withdraw your child from this study.

If you have any questions or concerns about this study or about your child's rights as a research participant, please feel free to contact Dr B.K. Sahoo at SAI International School.

Consent

I have read the parental permission form and have been given the opportunity to ask questions. I give/do not give my permission for my child to participate in this study.

Participant's signature: MEHAK DHARAN Date: 17/2/15

Student's name: MEHAK DHARAN

A copy of this parental permission form should be given to you.

SAI International School

www.saiinternationalschool.com

Campus: S.A. Chandaka Industrial Estate, Infocity Road, Bhubaneswar, Odisha, India.

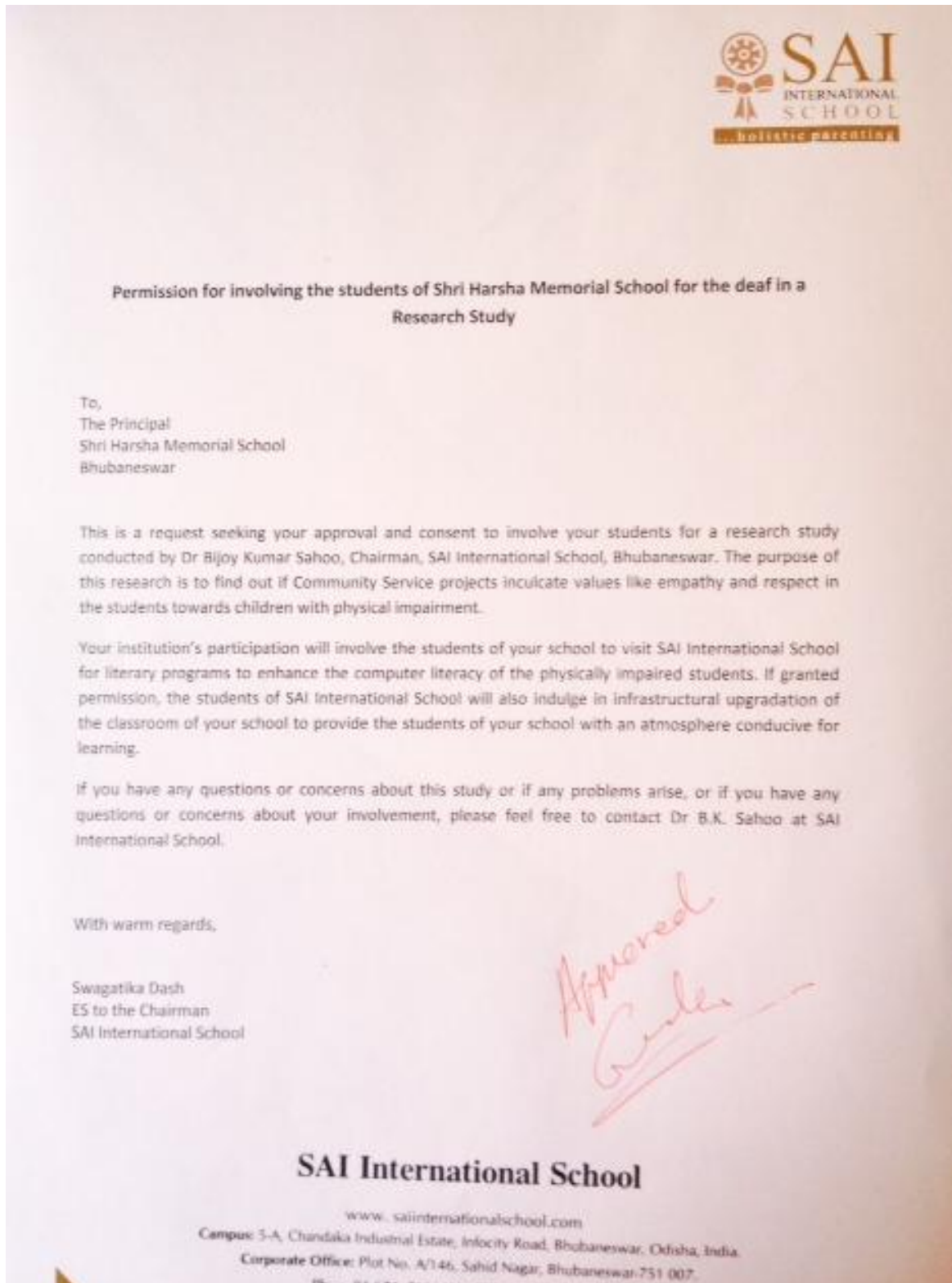
Corporate Office: Plot No. A/146, Sahid Nagar, Bhubaneswar-751 007.

Ph: + 91 674 7100200, Cell: +91 9318136698

email: info@saiinternationalschool.com

Appendix B.2

Authority Consent letter



Appendix: B.3

Parent feedback after the research activity

I feel overjoyed that my child was given an opportunity to converse and spend time with the physically impaired students of our society. I could monitor a radical change in my child's attitude towards life after this experience. My youngster came back home being more courteous towards the fellow human-beings, more caring and sensitive, showed higher signs of patience and tolerance as well. In a lot of ways this experience gave my child several opportunities where his theoretical knowledge on various subjects was put in to practice. To a large extent the parameters of the research had an enormous and encouraging impact on my child. I could see increased levels of personal; inter personal and social development in my child. ~~She~~ also showed positive attitude and overall changed behavioral patterns towards life.

A "feel good" factor of this experience transformed in my child a subsequent desire to give back more - in quantity and quality, towards the physically impaired section of our society. My child now understood more in saying "we learn something new everyday".

Dhawan

Appendix C.1**Phase I****Activity 1**

The phase I of the research involved a community service project with students from SAI International School, India and Chosen Hill School, UK (CHS). The SAI international students had visited and observed the needs and wants of the deaf school. After discussing with the school authorities, they came up with the activities such as painting walls, putting curtains in the classroom and worked on fixing the furniture. The students had also run a donation campaign for the funds required to do the infrastructural changes. The students worked relentlessly towards doing infrastructural developments in the classrooms of the deaf school. They also donated an almirah to help them keep their classroom neat and tidy. The students also fixed a new fan and got electrical amendments done in the classroom.

Activity 2

The students of CHS and SAI worked towards making reusable learning resources for the students of the deaf school. On visiting the deaf school, my students had learnt that their learning resources were in a compromised state and were worn out; this gave them the idea of making learning resources which were easy to understand with beautiful visual depiction. The students made it themselves and got it laminated to donate it to their less privileged friends.

Appendix C.2**Phase II****Activity 1**

20 students from SAI International School involving 10 boys and 10 girls in the age group of 16-18 years were involved in the community service research activity where they invited the beneficiary students to SAI international School for a computer literacy program. The 5 day program involved the students of SAI playing teachers for their fellow friends from Shri Harsha Memorial School. Students of SAI exposed the students of SHMS to the basics of computer like Microsoft Office where the students learnt to type and have fun with numbers. One day was devoted to tapping the creative side of the students by teaching them to work on the Paint shop. The students drew some excellent pieces of art and had lots of fun. They also learnt to surf through the internet and get an insight into how the world comes together on one common platform. Through the internet the students of SAI showed them the real time images of the world's famous sites like Eiffel Tower, Statue of Liberty, Burj Khalifa. Students for SHMS were also fascinated by the Google maps.

Towards the end of the 5 day programme, it was observed that the students from SHMS also taught the students of SAI sign language with which they communicated beautifully and was a heartwarming sight.

Activity 2

The students of SAI International on their visit to SHMHS learnt and observed that the library was not well stocked and needed amendments. The number of books was scarce and some of the pages in the books were missing. The students organized a book donation drive at SAI International School and collected over 300 books to be donated to the library. These books were a collection of story books, picture books, note books, handwriting books and illustrative books. The students collected these books and donated it to the library at SHMHS and also gave the library a new look by applying a fresh coat of paint, fixing shelves and giving chairs and tables at the library

Appendix C.3

Phase III

Activity 1:

Ten students from SAI International School, who were a part of the International Exchange program at Farmington High School, USA teamed up for a day with the students of the partner school and took to the streets to keep the downtown area clean and free of clutter. As a part of the community service project planned by the Farmington High School, USA, the students, armed with brooms, garbage bags and gloves worked hard to clean up garbage and sweep debris off the sidewalks signifying the importance of cleanliness and hygiene in the society. The crew of young students managed to fill hundreds of garbage bags and make a conspicuous impact in beautifying the community. Passersby were also delighted to see kids out on the streets, taking so much of effort to make their community look cleaner and beautiful.

Activity 2:

Students from SAI International School, India along with the students of the partner school in USA, Farmington High School, spent a day with the Special Needs Children and extended love, care, support and friendship that really brought a change in the life of differently-abled people. As a part of the USA Farmington High School exchange program, the students got involved in many activities with those students. The students played games like basketball with them and seemed acutely engrossed with them in the kitchen enjoying making a snack and having fun over the kitchen counter. This attempt was made by the students to make those differently abled children feel special and bring a smile on each of their faces, which was fulfilled to a great extent

Appendix C.4

5 day action plan on Computer training

Days	Activity
Monday, day 1	<ul style="list-style-type: none"> • Students given a basic insight into computer. • Getting the machine started and basic tour of the monitor. • Concepts of the mouse pointer and keyboards were taught to them. • They were introduced to navigate through the monitor.
Tuesday, day 2	<ul style="list-style-type: none"> • Introducing them to Microsoft Office • Basics of the MS-Word. • Teaching them to type correct sentences.
Wednesday, day 3	<ul style="list-style-type: none"> • Introducing them to Microsoft Office • Basics of the MS-Excel • Teaching them the basics with numbers and tables
Thursday, day 4	<ul style="list-style-type: none"> • Introducing them to MS-Paint • Students of SAI teaching the beneficiary students to have fun with the paint module • The beneficiary students draw on paint • Learn the elementary level
Friday, day 5	<ul style="list-style-type: none"> • Students of SHMS get an insight into using internet • They learn about various apps like Google maps • See real time pictures of famous sites.

Global Teacher Accreditation

Dr Bijoy Kumar Sahoo

Appendix D.1

Student Questionnaire

Student's Name:

Class :

For each question, please tick the response that best characterizes how you feel about the statement. Using a rating scale totally agree – 1 to totally disagree – 5 , please tick the appropriate box for each statement to show how satisfied or dissatisfied you are with the statement.					
Topic	Totally Agree - 1	Somewhat agree - 2	Neutral - 3	Somewhat disagree - 4	Totally disagree - 5
1. When I see differently abled people, I feel a need to reach out to them.					
2. I deeply wish to be kind and good to differently abled people.					
3. I try to understand rather than judge differently abled people who are strangers to me.					
4. I try to put myself in their shoes when he or she is in trouble.					
5. If a differently abled person is troubled, I usually feel extreme tenderness and caring.					
6. I would rather suffer myself than see someone who is differently abled suffer.					
7. If I encounter a person with disability in need, I would do almost everything I could help him or her.					
8. I would rather engage in actions that help others, even though they are strangers (differently abled persons), than engage in actions that would help me.					
9. One of the activities that provide me with most meaning to my life is helping differently abled person.					
10. If given the opportunity, I am willing to sacrifice in order to let the people from other places who are less fortunate achieve their goals.					

Thank you so much for your valuable information. Your information will be treated as confidential. No information will be used against anybody

Appendix D.2

Teachers' Questionnaire

Student Name:

Class:

Teacher Name:

Below are some statements about how you as teachers evaluate your student behavior and attitude in the classroom. Using a rating scale totally agree – 1 to totally disagree – 5 , please tick the appropriate box for each statement to show how satisfied or dissatisfied you are with the statement.

Parameters	Topic	Totally agree 1	Somewhat agree 2	Neutral 3	Somewhat disagree 4	Totally disagree 5
Positive Behavior	1. My student likes to devote time in understanding other's pain.					
	2. My student displays positive attitude even after negative criticism is passed.					
Kindness	3. My student does almost anything to help a differently abled person.					
	4. My student usually feels extreme tenderness and caring when he/she sees any differently abled person in trouble.					
Tolerance	5. My student would rather suffer himself/herself than see someone who is differently abled suffer.					
	6. My student doesn't display frustration when asked to participate in community service program.					
Sharing	7. My student would rather engage in actions that help others, even though they are strangers (differently abled persons), than engage in actions that would help himself/ herself.					
	8. If given the opportunity, my student will be willing to sacrifice in order to let the people who are less fortunate achieve their goals.					
Respect	9. In a crowded place, when there is no place to sit, my student would offer his/her place for the special needs person.					
	10. My student would try to understand rather than judge differently abled people .					

**Appendix D.3
FHS Student feedback form**

Adina Pietrek

Feedback form

For each question, please circle the response that best characterizes how you feel about the statement.

Q. No	Description	Responses			
1.	How do you rate these videos?	Very good	<u>Good</u>	OK	Bad
2.	Have you come across any children who are differently abled?	No one	Very few	<u>Few</u>	Few more
3.	Do you have concerned feeling about the differently abled children?	<u>Yes always</u>	Sometimes	May be	Not at all
4.	Do you feel empathetic toward differently abled children?	<u>Yes always</u>	Sometimes	May be	Not at all
5.	Do you feel that the differently abled children's life is hard compared to yours?	<u>Yes always</u>	Sometimes	May be	Not at all
6.	Does this video change your thinking toward the differently abled children?	Yes very much	<u>Somewhat</u>	May be	Not at all
7.	Does this video help you to change your attitude towards the differently abled children?	Yes very much	<u>Somewhat</u>	May be	Not at all
8.	Do you want to do something that will be useful for the differently abled children?	<u>Yes very much</u>	Somewhat	May be	Not at all
9.	Does this video motivate you to do some community service for differently abled children?	Yes very much	<u>Somewhat</u>	May be	Not at all
10.	Do you relate yourself with the community service students shown in the video?	Yes very much	Somewhat	<u>May be</u>	Not at all

Thank you so much for your valuable responses. Your information will be treated as confidential. No information will be used against anybody.

**Appendix D.4
Sample Student Pre test filled questionnaire**

Appendix

PRE TEST
Student Questionnaire

Student's Name: MEHAR DHAWAN Class: XII

For each question, please circle the response that best characterizes how you feel about the statement. Using a rating scale totally agree – 1 to totally disagree – 5, please tick the appropriate box for each statement to show how satisfied or dissatisfied you are with the statement.

Topic	Totally Agree - 1	Somewhat agree - 2	Neutral - 3	Somewhat disagree - 4	Totally disagree - 5
1. When I see differently abled people, I feel a need to reach out to them.					
2. I deeply wish to be kind and good to differently abled people.		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
3. I try to understand rather than judge differently abled people who are strangers to me.		<input checked="" type="checkbox"/>			
4. I try to put myself in their shoes when he or she is in trouble.		<input checked="" type="checkbox"/>			
5. If a differently abled person is troubled, I usually feel extreme tenderness and caring.			<input checked="" type="checkbox"/>		
6. I would rather suffer myself than see someone who is differently abled suffer.			<input checked="" type="checkbox"/>		
7. If I encounter a person with disability in need, I would do almost everything I could help him or her.				<input checked="" type="checkbox"/>	
8. I would rather engage in actions that help others, even though they are strangers (differently abled persons), than engage in actions that would help me.				<input checked="" type="checkbox"/>	
9. One of the activities that provide me with most meaning to my life is helping differently abled person.			<input checked="" type="checkbox"/>		
10. If given the opportunity, I am willing to sacrifice in order to let the people from other places who are less fortunate achieve their goals.				<input checked="" type="checkbox"/>	

Thank you so much for your valuable information. Your information will be treated as confidential. No information will be used against anybody

Sample Student Post test filled questionnaire

POST TEST
Student Questionnaire

Appendix

Student's Name: MERIAL DHAWAN

Class : XII

For each question, please circle the response that best characterizes how you feel about the statement. Using a rating scale totally agree -- 1 to totally disagree -- 5, please tick the appropriate box for each statement to show how satisfied or dissatisfied you are with the statement.

Topic	Totally Agree - 1	Somewhat agree - 2	Neutral - 3	Somewhat disagree - 4	Totally disagree - 5
1. When I see differently abled people, I feel a need to reach out to them.	<input checked="" type="checkbox"/>				
2. I deeply wish to be kind and good to differently abled people.	<input checked="" type="checkbox"/>				
3. I try to understand rather than judge differently abled people who are strangers to me.	<input checked="" type="checkbox"/>				
4. I try to put myself in their shoes when he or she is in trouble.		<input checked="" type="checkbox"/>			
5. If a differently abled person is troubled, I usually feel extreme tenderness and caring.	<input checked="" type="checkbox"/>				
6. I would rather suffer myself than see someone who is differently abled suffer.	<input checked="" type="checkbox"/>				
7. If I encounter a person with disability in need, I would do almost everything I could help him or her.		<input checked="" type="checkbox"/>			
8. I would rather engage in actions that help others, even though they are strangers (differently abled persons), than engage in actions that would help me.	<input checked="" type="checkbox"/>				
9. One of the activities that provide me with most meaning to my life is helping differently abled person.			<input checked="" type="checkbox"/>		
10. If given the opportunity, I am willing to sacrifice in order to let the people from other places who are less fortunate achieve their goals.			<input checked="" type="checkbox"/>		

Thank you so much for your valuable information. Your information will be treated as confidential. No information will be used against anybody

Appendix E

A report by Ankit Sahu- Alumni of SAI International School

SAI International School, an abode for my formative and most important years of school, has been one of the most vital aspects of my 19 years of life. Two years in boarding at SAI has taught me valuable lessons and have left me richer with cherished memories of friendship, brotherhood, unity and independence. But SAI was able to instill in me a very important and a unique attribute. It helped me to INSTIGATE. Through the various opportunities that I was exposed to at SAI, led me become a person of care and concern for the ones in need. My eyes opened to the grief and sorrow spawning in the world and the fact that we voluntarily ignore it, everyday. Reading Rainbow, a unique project which was a brainchild of the Going Global Club, proved to be a pebble that brought in the waves of change in not just in the lives of the people it touched but also brought about a major change in my personal perspective and thought process. Reading Rainbow, a project wherein we set up small libraries cum reading centers in poor government school using limited and recycled resources. The main motive behind this project was being able to enlighten the lives of 200 government school children, with the warmth and excitement of education. Through National recognition of this project, Reading Rainbow became a popular story of change. I earned merits and accreditations from various people from different backgrounds. Reading Rainbow and SAI International School helped me achieve whatever I have achieved until now.

My college applications majorly consisted of the story of Reading Rainbow and it's apparent affect on my life. It helped me get into college of choice and helped me acquire a full-ride at the same college. I then moved to a new country, into a new culture, Japan. College, homework, club meetings and volleyball, kept me busy for an entire quarter until I heard of our university's Annual Business Entrepreneurship Challenge. A competition for university students in which students had to shell out their entrepreneurship ideas and woo the other students, professors and the judges to vote in our favor. The competition seemed interesting and I decided to enroll my name into it by submitting Reading Rainbow as a potential venture idea. Surprisingly, I won maximum amount of votes and got the highest points in the presentation round, becoming the youngest student ever in the last 15 years to win this prestigious competition. After winning this, I was approached by the Academic Office to start implementing Reading Rainbow as a volunteer initiative of APU. Working through with the Japanese system of excessive planning, I had to shell out my free time for meetings with people at different levels. From going to a different city to look at already existing programs to searching for places to set up a working reading center, the planning process never seemed to end. An extensive research on the Japanese staff followed where we inquired them about their willingness to send their children to this reading center for English education. The response was overwhelming and almost everyone was willing to send his or her children to the center.

A couple of days ago, we held a mock session for the children of the staff and the feedback they gave were encouraging to keep going on this pursuit. The Academic Office has been extensively helping me with this initiative and in a month we will have the first fully functional learning center under Reading Rainbow. The support from the university has been overwhelming as it looks forward to spread this initiative all over the region as well as make it a potential bridge to overcome the cultural differences that Japan shares with the rest of the world. Through extended support from the Indian frontier, I strongly wish to connect this project in two countries through exchange and knowledge share. Reading Rainbow has been something that will always be close to my heart and soul as it helped me achieve numerous accreditations and applause. It has helped me get acquainted to the people at top positions of the institutional hierarchy who in turn have constantly motivated me by sending me to seminars and conferences held for seniors, even though I am in my freshman year. SAI International School has been my stepping-stone towards my little successes of life. I am in deep debt to the fraternity of SAI who taught me values and instilled in me thoughts and opinions that helped me become the person who I am now. From my first class teacher Pankaj Sir, who stressed on discipline and punctuality to Chairman Sir, who through his short morning stories kept my mind running and constantly contemplate on the daily choices that I make. SAI International School will forever be etched in my thoughts and memory. As for whoever I become in life, it has been highly influenced and motivated by SAI International School.

Appendix F: Picture Story

PHASE I



Phase II



Discussion with deaf school and students training the students on computer literacy

PHASE III



Sensitising students of FHS, USA on our community service initiatives and our students indulging in CSR