Appendix I

_Perceived Benefits of School Recreation for Development of Students with Hearing Impairment_

Interview Schedule for School Principal

1. Name:

2. School:

3. Whether fully government aided / semi-aided / private:

4. When was the school started?

5. The school has –
   a. Pre-primary
   b. Primary division
   c. Secondary division upto Std. VII
   d. Higher Secondary division upto Std. X
   e. Education programme after Std. X (Specify)
   f. Any other courses (Specify the intake criteria and nature of the programme)

6. Total number of students -

7. What is the predominant socio-economic background of the students in this school?

8. What is the mission or vision statement of your school?
9. Given below is a list of co-curricular or school recreation activities. Please tick on the option below related to the extent to which these activities are conducted in your school:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Activity</th>
<th>Never</th>
<th>Rarely (1-3 times annually)</th>
<th>Occasionally (4-6 times annually)</th>
<th>Sometimes (7 to 9 times annually)</th>
<th>Frequently (More than 9 times in a year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Debates and discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Dramatics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Story writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Poem recitation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Games</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Indoor and outdoor athletics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Mass drill</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Parade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Dance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Drawing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Painting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Sculpture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Exhibition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Celebration of religious festivals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Celebration of social events or days which have special significance to the nation / state</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Photography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Needlework and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. What are the main objectives of your school recreation programme (co-curricular and extra-curricular activities?)

11. What, according to you, are the major considerations while organising a school recreational activity or introducing a new activity?

12. How many school hours in a week are kept for school recreation for the students?

13. Does the school have social as well as extra-curricular opportunities for the students to interact with students from other schools (special as well as regular) and / or community?
14. If yes, please specify.

15. In your perception, do these activities affect students’ physical health and / or skills development –
   a. positively
   b. negatively
   c. neither positively nor negatively

16. Please tick, from the options given below, those that you perceive as the benefits of school recreation activities. You may tick more than one option. You can also tick the option ‘any other’ and write and draw any other benefits that you perceive. You also have the choice to tick ‘None’ if you feel that there are no benefits of school recreation activities.

   1. Provides physical exercise and better health
   2. Develop a quick and accurate physical reflexes and responses.
   3. Develop tolerance of minor hurts.
   4. Relieves stress
   5. Gives opportunity to develop communication skills.
   6. Increases students’ creativity
   7. Helps students overcome fears of failure as well as accept defeat sportily.
   8. Gives students a sense of accomplishment.
   9. Facilitates independent thinking – Students make up their own mind when they are engaged in these activities.
   10. Gives students opportunity to work with other people as part of a group or committee.
12. Helps students make new friends.

13. Offers visual presentation of phenomena (like exhibitions), which help students learn new things better.

14. Gives students opportunity to take the lead or give directions to others.

15. Leads to skill development

16. Teaches the importance of preparation and practice.

17. Helps students to accept differences of opinions and resolve conflicts peacefully.

18. Builds students’ confidence.

19. Helps students develop a realistic idea of their own strengths and weaknesses.

20. Builds positive self image.

21. Any Other (Please specify)

22. None (No benefit).

17. Please tick, from the options given below, those that you perceive as the negative effects or risks of school recreational activities. You may tick more than one option. You can also tick the option ‘any other’ and write and draw any other benefits that you perceive. You also have the choice to tick ‘None’ if you feel that there are no negative effects or risks of school recreation activities.

1. School recreation leads to more injuries and strain on the health of the students.

2. School recreation creates more peer pressure and performance anxiety.

3. School recreation increases envy and jealousy among students.

4. Because of school recreation, students develop a wrong notion of the practical realities.

5. School recreation leads to segregation.
6. School recreation leads to fights and conflicts.
7. School recreation leads to favouritism as only achievers get all the attention and praise.
8. School recreation creates competition among friends and affects friendship negatively.
9. School recreation affects studies and academic performance negatively.
10. School recreation increases expenses for the parents.
11. School recreation puts additional strain on students.
12. School recreation leads to performance anxiety.
13. School recreation leads to teasing.
14. School recreation leads to the desire to be always a centre of attention among students.
15. School recreation is very time-consuming.
16. Failure or non-selection in school recreation activities leads to disappointment.
17. School recreation increases aggressive behaviour.
18. School recreation decreases students’ self-confidence.
19. Failure or non-selection in school recreation activities has negative effect on students’ self-image.
20. Failure or non-selection in school recreation activities makes me sad for a very long time.
21. Any other (Please specify)

22. None (No negatives).
18. Are you satisfied with the benefits students accrue from the recreation / co-curricular activities organised by your school?
   a) Yes
   b) No (Please give reason/s)

19. Are the students assessed on co-curricular and extra-curricular activities? If yes, what is the criteria for assessment?

20. Is school recreation (including co-curricular and extra-curricular activities) assessed for quality? If yes, what are the criteria for assessment?

21. Do you monitor the quality and success of the individual activities?
   a. Yes
   b. No

22. If yes, how do monitor the quality and success of the individual activities?

23. Is your co-curricular programme is mainly competitive and recreational in nature?
   a. Mainly competitive
   b. Mainly recreational
   c. Both in equal measures

24. Do you feel that sports participation has certain negative effects such as increased injury rates and psychological stress?
   a. Yes
b. No

25. If yes, does your school have any preventive measures or policies for these risks?
   a. Yes (describe the measures / policies)
   b. No
   c. Not at present, planning to in the future

26. Do you feel that co-curricular programme plays an important role in assisting students to make transition from middle childhood to late childhood and adolescence?
   a. Yes
   b. No

27. Do you experience any difficulties or barriers while planning, organising or implementing a school recreational activity? If yes, what are those?

28. Do you feel the need to change or modify any of the following related to school recreation / extra-curricular activities?
   a. curriculum
   b. accessibility
   c. types of recreational / extra-curricular activities offered to the students in the school
   d. opportunities for participation in the co-curricular activities outside the school
   e. training for the personnel related to recreation for the Deaf students
   f. any other

29. If yes, please specify.

30. Do you provide recognition to student’s participation and achievements in the recreation or co-curricular activities? If yes, how?
31. Has the school or any of the students in the school got recognition or award for the performance in any of the recreation / extra-curricular activities? If yes, please specify.

32. Do you feel the hours for the extra-curricular activities or recreation should be increased?

33. What is your opinion about scheduling time after school for recreation or extra-curricular activities? Do you think it is possible for the teachers to organise and supervise these activities after school hours?

34. Are there any activities you would like your school to start for the students? If yes, what are those?
Appendix II

Perceived Benefits of School Recreation for
Development of Students with Hearing Impairment

Interview schedule for the teachers

10. Name:

11. School:

12. What are the major contents of your subject?

13. Is this syllabus –
   • developed by you entirely, with school’s approval
   • developed by the school and given to you
   • developed by the school and you
   • developed by the NCERT

14. What are the main objectives of the school recreation programme in your school (co-curricular and extra-curricular activities?)
15. What, according to you, are the major considerations while organising a school recreational activity or introducing a new activity?

16. Is the planning of sessions / activities of co-curricular subjects –
   • progressive (annual time-table)
   • spontaneous (opportunities that present themselves)
   • both

17. Is the planning of extra-curricular activities –
   • progressive (annual time-table)
   • spontaneous (opportunities that present themselves)
   • both

18. Are there any particular steps that are followed while planning the co-curricular or extra-curricular activities? If yes, what are they?
19. How would you rate the students’ frequency of participation in the extra-curricular activities of the school on the following scale?

- 1 – 0%
- 2 - 1% - 25%
- 3 – 26% - 50%
- 4 – 51% - 75%
- 5 – 76% - 100%

20. In your perception, how do these activities affect students’ health, feelings and relationships –
   a. positively
   b. negatively
   c. neither positively nor negatively

21. Please tick, from the options given below, those that you perceive as the benefits of school recreation activities. You may tick more than one option. You can also tick the option ‘any other’ and write and draw any other benefits that you perceive. You also have the choice to tick ‘None’ if you feel that there are no benefits of school recreation activities.

1. Provides physical exercise and better health
2. Develop a quick and accurate physical reflexes and responses.
3. Develop tolerance of minor hurts.
4. Relieves stress
5. Gives opportunity to develop communication skills.
6. Increases students’ creativity
7. Helps students overcome fears of failure as well as accept defeat sportily.

8. Gives students a sense of accomplishment.

9. Facilitates independent thinking – Students make up their own mind when they are engaged in these activities.

10. Gives students opportunity to work with other people as part of a group or committee.


12. Helps students make new friends.

13. Offers visual presentation of phenomena (like exhibitions), which help students learn new things better.

14. Gives students opportunity to take the lead or give directions to others.

15. Leads to skill development

16. Teaches the importance of preparation and practice.

17. Helps students to accept differences of opinions and resolve conflicts peacefully.

18. Builds students’ confidence.

19. Helps students develop a realistic idea of their own strengths and weaknesses.

20. Builds positive self image.

21. Any Other (Please specify)

22. None (No benefit).

22. Please tick, from the options given below, those that you perceive as the negative effects or risks of school recreational activities. You may tick more than one option. You can also tick the option ‘any other’ and write and draw any other benefits that you perceive.
You also have the choice to tick ‘None’ if you feel that there are no negative effects or risks of school recreation activities.

23. School recreation leads to more injuries and strain on the health of the students.
24. School recreation creates more peer pressure and performance anxiety.
25. School recreation increases envy and jealousy among students.
26. Because of school recreation, students develop a wrong notion of the practical realities.
27. School recreation leads to segregation.
28. School recreation leads to fights and conflicts.
29. School recreation leads to favouritism as only achievers get all the attention and praise.
30. School recreation creates competition among friends and affects friendship negatively.
31. School recreation affects studies and academic performance negatively.
32. School recreation increases expenses for the parents.
33. School recreation puts additional strain on students.
34. School recreation leads to performance anxiety.
35. School recreation leads to teasing.
36. School recreation leads to the desire to be always a centre of attention among students.
37. School recreation is very time-consuming.
38. Failure or non-selection in school recreation activities leads to disappointment.
39. School recreation increases aggressive behaviour.
40. School recreation decreases students’ self-confidence.
41. Failure or non-selection in school recreation activities has negative effect on students’ self-image’.
42. Failure or non-selection in school recreation activities makes me sad for a very long time.
43. Any other (Please specify)
44. None (No negatives).
23. Do you feel that co-curricular programme plays an important role in assisting students to make transition from middle childhood to late childhood and adolescence?
   a. Yes
   b. No

24. Are you satisfied with the benefits students accrue from the recreation / co-curricular activities organised by your school?
   a) Yes
   b) No (Please give reason/s)

25. Do you assess students on co-curricular and extra-curricular activities? If yes, what is the criteria that you use for assessment?

26. Do you provide recognition to student’s participation and achievements in the recreation or co-curricular activities? If yes, how?

27. Is school recreation (including co-curricular and extra-curricular activities) assessed for quality? If yes, what are the criteria for assessment?
28. Do you experience any difficulties or barriers while planning, organising or implementing a school recreational activity? If yes, what are those?

29. How are students selected for extra-curricular activities and competitions?

30. Do you feel the hours for the school recreation should be increased?
   1. Yes
   2. No

31. What is your opinion about scheduling time after school for recreational activities?
   1. Yes, it is useful to have after school activities.
   2. No, it is not useful to have after school activities.

32. Do you think it is possible for you to organise and supervise these activities after school hours?
   1. Yes
   2. No

33. Are there any activities you would like your school to start for the students? If yes, what are those?
Appendix III

Perceived Benefits of School Recreation for

Development of Students with Hearing Impairment

Interview Schedule for Social Worker and Counsellor

34. Name:

35. School:

36. What is the predominant socio-economic background of the students in this school?

37. What are your responsibilities as a social worker / counselor in this school?

38. What are the major issues or concerns of students in the middle childhood in your school?

39. What are the main objectives of the school recreation programme in your school (co-curricular and extra-curricular activities?)

40. What, according to you, are the major considerations while organising a school recreational activity or introducing a new activity?
41. Do you organise co-curricular or recreational activities for the students? If yes, what are those?

42. Do you think that recreation can be used therapeutically for students in middle childhood? If yes, in what ways, can it help them as a part of therapy?

43. Do you use recreational activities as a part of your intervention with the students? If yes, please specify.

44. If not, are there any specific reasons in not using therapeutic recreation in your school?
   a. Yes (explain)
   b. No

45. Please tick, from the options given below, those that you perceive as the benefits of school recreation activities. You may tick more than one option. You can also tick the option ‘any other’ and write and draw any other benefits that you perceive. You also have the choice to tick ‘None’ if you feel that there are no benefits of school recreation activities.
   1. Provides physical exercise and better health
2. Develop a quick and accurate physical reflexes and responses.
3. Develop tolerance of minor hurts.
4. Relieves stress.
5. Gives opportunity to develop communication skills.
6. Increases students’ creativity.
7. Helps students overcome fears of failure as well as accept defeat sportily.
8. Gives students a sense of accomplishment.
9. Facilitates independent thinking – Students make up their own mind when they are engaged in these activities.
10. Gives students opportunity to work with other people as part of a group or committee.
12. Helps students make new friends.
13. Offers visual presentation of phenomena (like exhibitions), which help students learn new things better.
14. Gives students opportunity to take the lead or give directions to others.
15. Leads to skill development.
16. Teaches the importance of preparation and practice.
17. Helps students to accept differences of opinions and resolve conflicts peacefully.
18. Builds students’ confidence.
19. Helps students develop a realistic idea of their own strengths and weaknesses.
20. Builds positive self image.
21. Any Other (Please specify)

22. None (No benefit).
46. Please tick, from the options given below, those that you perceive as the negative effects or risks of school recreational activities. You may tick more than one option. You can also tick the option ‘any other’ and write and draw any other benefits that you perceive. You also have the choice to tick ‘None’ if you feel that there are no negative effects or risks of school recreation activities.

45. School recreation leads to more injuries and strain on the health of the students.
46. School recreation creates more peer pressure and performance anxiety.
47. School recreation increases envy and jealousy among students.
48. Because of school recreation, students develop a wrong notion of the practical realities.
49. School recreation leads to segregation.
50. School recreation leads to fights and conflicts.
51. School recreation leads to favouritism as only achievers get all the attention and praise.
52. School recreation creates competition among friends and affects friendship negatively.
53. School recreation affects studies and academic performance negatively.
54. School recreation increases expenses for the parents.
55. School recreation puts additional strain on students.
56. School recreation leads to performance anxiety.
57. School recreation leads to teasing.
58. School recreation leads to the desire to be always a centre of attention among students.
59. School recreation is very time-consuming.
60. Failure or non-selection in school recreation activities leads to disappointment.
61. School recreation increases aggressive behaviour.
62. School recreation decreases students’ self-confidence.
63. Failure or non-selection in school recreation activities has negative effect on students’ self-image’.
64. Failure or non-selection in school recreation activities makes me sad for a very long time.
65. Any other (Please specify)

66. None (No negatives).

47. Do you feel that co-curricular programme plays an important role in assisting students to make transition from middle childhood to late childhood and adolescence?
   a. Yes
   b. No

48. Are you satisfied with the benefits students accrue from the recreation / co-curricular activities organised by your school?
   a) Yes
   b) No (Please give reason/s)

49. Would you like to give any suggestions for –
   a. improving student participation in the co-curricular activities of your school
b. improving student performance in the co-curricular activities of the school

c. improving quality of co-curricular activities of the school

50. Do you take the students to events or competitions outside school?

51. If yes, please specify.

52. Do you have any specific criteria for participation in the extra-curricular or recreational activities for the students organised by the school either within the school or outside?

53. If yes, what are the criteria?

54. Are there any activities you would like your school to start for the students? If yes, what are those?

55. Do there any difficulties or barriers while planning, organising or implementing a school recreational activity? If yes, what are those?
Appendix IV

Interview Schedule for Students

Name: _________________________________  School: ______________________________

Std: _________________   Age: ___________    M / F

1. What are the different activities, other than academic subjects (like mathematics, science, languages), that you enjoy doing in the school? (You can draw or write your answer below.) If you don’t enjoy doing any of these co-curricular or extra-curricular activities, mention that in the space below either by text or by drawing.

2. How would you rate your frequency of participation in the extra-curricular activities of the school on the following scale?

   1 – 0%
   2 - 1% - 25%
   2 – 26% - 50%
   3 – 51% - 75%
   4 – 76% - 100%

   1 2 3 4 5
3. What are the reasons for your not participating in all the activities organised by the school? You may tick more than one option. If you participate in all activities, tick ‘not applicable’. You can also tick the option ‘any other’ and write and draw any other benefits that you perceive.

1. These activities (which I don’t participate in) are not graded.

2. I am not interested in these activities.

3. I don’t have talent or skills required to participate in these activities.

4. I am not selected by the teachers for the rest of the activities.

5. The timings of the activities or practice sessions are not suitable to me.

6. Participation in these activities interferes with my studies.

7. I feel participating in these activities a waste of time as it has no value for our future.

8. I am afraid of failure.

9. My parents are against my participating in co-curricular activities.

10. Any other (please specify)

11. Not applicable
4. How do the school recreation activities (co-curricular and extra-curricular) affect your health, feelings and relationships?

a. positively
b. negatively
c. neither positively nor negatively

5. Please tick, from among the pictures given below, those that reflect, according to you, the benefits of school recreation activities. You may tick more than one option. You can also tick the option ‘any other’ and write and draw any other benefits that you perceive. You also have the choice to tick ‘None’ if you feel that there are no benefits of school recreation activities.

<table>
<thead>
<tr>
<th>1. Provides physical exercise and better health</th>
<th>2. Develop a quick and accurate physical reflexes and responses.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Physical Exercise" /></td>
<td><img src="image2.png" alt="Quick Reflexes" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Develop tolerance of minor hurts.</th>
<th>4. Relieves stress</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Tolerance of Minor Hurts" /></td>
<td><img src="image4.png" alt="Stress Relief" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Gives opportunity to develop communication skills.</th>
<th>6. Increases my creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5.png" alt="Communication Skills" /></td>
<td><img src="image6.png" alt="Creativity" /></td>
</tr>
<tr>
<td>7. Helps me overcome fears of failure as well as accept defeat sportily.</td>
<td>8. Gives me a sense of accomplishment.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9. Facilitates independent thinking – I make up my own mind when I am engaged in these activities.</td>
<td>10. Gives me opportunity to work with other people as part of a group or committee.</td>
</tr>
<tr>
<td>13. Offers visual presentation of phenomena (like exhibitions), which help me learn new things better.</td>
<td>14. Give me opportunity to take the lead or give directions to others.</td>
</tr>
<tr>
<td></td>
<td>Lead to skill development</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------</td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Teach the importance of preparation and practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Help me to accept differences of opinions and resolve conflicts peacefully.</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Builds my confidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Helps me develop a realistic idea of my own strengths and weaknesses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Builds positive self image.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Any Other (Please specify by text or drawing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>None (No benefit).</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>
6. Given below are some pictures related to the possible negative effects of the school recreational activities. Please tick on those which you perceive to be the possible negative effects of school recreation. You may tick more than one option. You can also tick the option ‘any other’ and write and draw any other negatives that you perceive. You also have the choice to tick ‘None’ if you feel that there are no negatives of school recreation activities.

<table>
<thead>
<tr>
<th>1. School recreation leads to more injuries.</th>
<th>2. School recreation creates more peer pressure.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>3. School recreation increases envy and jealousy among students.</td>
<td>4. Because of school recreation, students develop a wrong notion of the practical realities.</td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>5. School recreation leads to segregation.</td>
<td>6. School recreation leads to fights and conflicts.</td>
</tr>
<tr>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td>7. School recreation leads to favouritism as only achievers get all the attention and praise.</td>
<td>8. School recreation creates competition among friends and affects friendship negatively.</td>
</tr>
<tr>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9.</td>
<td>School recreation affects studies and academic performance negatively.</td>
</tr>
<tr>
<td>10.</td>
<td>School recreation increases expenses for the parents.</td>
</tr>
<tr>
<td>11.</td>
<td>School recreation puts additional strain on me.</td>
</tr>
<tr>
<td>12.</td>
<td>School recreation leads to performance anxiety.</td>
</tr>
<tr>
<td>13.</td>
<td>School recreation leads to teasing.</td>
</tr>
<tr>
<td>14.</td>
<td>School recreation leads to the desire to be always a centre of attention among students.</td>
</tr>
<tr>
<td>15.</td>
<td>School recreation is very time-consuming.</td>
</tr>
<tr>
<td>16.</td>
<td>Failure or non-selection in school recreation activities leads to disappointment.</td>
</tr>
<tr>
<td>17.</td>
<td>School recreation increases aggressive behavior.</td>
</tr>
<tr>
<td>18.</td>
<td>School recreation decreases my self-confidence.</td>
</tr>
</tbody>
</table>
19. Failure or non-selection in school recreation activities has negative effect on my self-image.

20. Failure or non-selection in school recreation activities makes me sad for a very long time.

21. Any other (Please specify by text or drawing)

22. None (No negatives)

7. How would you rate your level of satisfaction with the benefits accrued from the recreation / co-curricular activities organised by your school on the following scale?

   1 – No, not at all (satisfied with less than 20% of the activities organised)
   2 – No, not much (satisfied with 20% - 40% of the activities organised)
   3 – Yes, to some extent (satisfied with 40% - 60% of the activities organised)
   4 – Yes, to a high extent (satisfied with 60% - 80% of the activities organised)
   5 – Yes, to a great extent (satisfied with 80% - 100% of the activities organised)

8. How would you rate your own level of participation in the co-curricular activities of the school on the following scale?

   1 – I participate only in the activities that are graded or made compulsory.
   2 – I take part in the activities but do not contribute to the planning or organising of the activities
   3 – I give suggestions when asked to while planning and implementing activities
4 – I am delegated responsibilities while planning and organising activities
5 – I suggest activities, am actively involved in planning and organising as well as reviewing of activities

| 1 | 2 | 3 | 4 | 5 |

9. In terms of organising a school recreational activity what among the following you feel are the most important considerations? You can also tick the option ‘any other’ and write and draw any other considerations you perceive to be important. You also have the choice to tick ‘None’ if you feel that there are no considerations while organising a school recreational activity.

a. Leadership & guidance

b. Time to plan and conduct the activity

c. Activities that accommodate large number of participants

d. Safety of students

e. Choice given to students

f. Any other (Please specify by text or drawing)

g. No considerations
10. Do school recreation or co-curricular activities make you feel an outsider or gives you a feeling of belongingness or do you feel indifferent?

a. like an outsider (or left out of things)

b. feeling of belongingness (or a feeling of ‘we’ and ‘us’ with the school as well as other students)

c. Indifferent
11. Do you have many friends? If yes, do you have more friends –

a. in the school

b. outside the school (like neighbourhood)

c. both in and outside school
d. I don’t have many friends

12. Have you missed school any day during the last two months?
   a. Yes
   b. No

13. If yes, how many days did you miss the school?

14. If yes, what were the reasons for absence at the school? (If relevant, you can tick more than one option)
   a. I was sick.
   b. I was out of town.
   c. My family was facing a challenge and so I was unable to come to school.
   d. I did not feel like coming to school.
   e. The school had organised a recreational activity and I did not want to participate / felt it was waste of time.
   f. Any other (Please specify either by text or drawing)
   g. There was no specific reason as such.

15. Do you engage in any organised recreational activity outside school (not organised by school)?
   a. Yes
   b. No
16. Do you complete your homework on time?
   a. Yes
   b. No

17. Do you take extra efforts in school related activities (studies as well as extra-curricular activities, competitions) beyond school hours?
   a. Yes
   b. No

18. How many extra-curricular activities in a year do you engage in within your school or that which give you opportunity to do things with other students or teachers in your own school?

19. How many extra-curricular activities in a year do you engage in that give you opportunity to mix, know and work with people / students outside the school?

20. How much do you like school? Please rate your level of liking on the following scale.

   1 – No, not at all.
   2 – No, not much.
   3 – Neither like, nor dislike.
   4 – Yes, to some extent.
   5 – Yes, to a great extent.

21. Would you like to suggest any new recreation activity to the school? If yes, what is it? (You can suggest more than one activity. You can respond either in text or drawings)
Appendix VI

Feedback of the Expert Professionals on Content Validity of Data Collection Tools

Perceived Benefits of School Recreation for
Development of Students with Hearing Impairment

Feedback related to the content validity of the interview schedule for the Teachers

From: Pranjali Kanade

I have reviewed the interview schedule/s designed for the study titled ‘Perceived Benefits of School Recreation for Development of Students with Hearing Impairment’ for the content validity. Given below are my suggestions and comments on the same:

1. Are all questions in the interview schedule relevant to the objectives of the research study? If not, please mention the number of the question and suggestions for its modification.

   Yes

2. Does the interview schedule cover all the objectives of the research study sufficiently? If not, please suggest broad areas or questions that you feel have not been covered fully in the interview schedule.

   Yes

3. Are the meaning of the concepts used in the questions clear and unambiguous? If not, please mention the concepts that need defining or clarifying.

   Yes

4. Is the structure of the questions appropriate? If not, please give suggestions.
   - Q6. Add “You may tick more than one area” and “Any other, (specify)"
   - Q7. Add “You may tick more than one area”
   - Q12, 15, 18. Parallel structure (same tense, aspect, mood) in the options.
     - Eg. Develop …. v/s developed…. or enable students…. v/s have enabled students
- Q23. Can "Partially" be an option? Giving a binary response may be difficult for the teacher too.
- Q27, 28. Aren't they too late in the schedule? You may want to place them before you start asking about perceived benefits of these activities. Ideally before Q10. So you know if the students participate in the activities of their choice or the teacher/school fits them into different activities based on certain criteria.

5. Are there any other suggestions you would like to give regarding the interview schedule? I like the way physical, mental, social and cognitive benefits of co-curricular activities are dealt with.

Signature and Stamp
**Perceived Benefits of School Recreation for Development of Students with Hearing Impairment**

Feedback related to the content validity of the interview schedule for the Students

From: Ms. Pranjali Kanade

I have reviewed the interview schedule/s designed for the study titled ‘Perceived Benefits of School Recreation for Development of Students with Hearing Impairment’ for the content validity. Given below are my suggestions and comments on the same:

1. Are all questions in the interview schedule relevant to the objectives of the research study? If not, please mention the number of the question and suggestions for its modification.
   - Definitely

2. Does the interview schedule cover all the objectives of the research study sufficiently? If not, please suggest broad areas or questions that you feel have not been covered fully in the interview schedule.
   - Definitely

3. Are the meaning of the concepts used in the questions clear and unambiguous? If not, please mention the concepts that need defining or clarifying.
   - Yes

4. Is the structure of the questions appropriate? If not, please give suggestions.
   - In Q1. How is ‘sometimes’ different from ‘occasionally’? An even number (here 4) is difficult to compute. You may want to reduce the options to 3 (Rarely, Occasionally and Frequently) or make it 5 (Don’t have, Rarely, Occasionally, Frequently, Regularly)
• In Q2. A binary question (yes/no type) cannot have multiple answers. Should be “How do these activities affect ...?” Or maybe you want to know if it affects or not and then ‘how’ it affects. In that case split the question into two questions, like:
  o Q2. “Do these activities affect your …?”
    - Yes
    - No
  o Q3. If yes, how do these activities affect your…?”
    - Positively
    - Negatively
    - Neither positively nor negatively

• In Q3. The question is too wordy, hence confusing. A suggestion “If positively, what are the benefits of school recreation and co-curricular activities for your health or skills development? (Select all that applies).

• In Q5. Same comment as Q2. (See above)
• In Q6. Same comment as Q3. (See above)
• In Q8. Same comment as Q2. (See above)
• In Q9. Same comment as Q3. (See above)
• In Q11. Same comment as Q2. (See above)
• In Q12. Same comment as Q3. (See above)

• In Q16, 18. The option “Can’t say” is very tricky. My experience with data collection says that respondents tend to select such neutral options because it’s easy, they don’t have commit to anything. And it doesn’t help our research results either. Only if you feel it’s important for your results, keep them.

5. Are there any other suggestions you would like to give regarding the interview schedule?
   No

Signature and Stamp
Perceived Benefits of School Recreation for
Development of Students with Hearing Impairment

Feedback related to the content validity of the interview schedule for the School Principal

From: Ms. Pranjali Kanade

I have reviewed the interview schedule/s designed for the study titled ‘Perceived Benefits of School Recreation for Development of Students with Hearing Impairment’ for the content validity. Given below are my suggestions and comments on the same:

1. Are all questions in the interview schedule relevant to the objectives of the research study? If not, please mention the number of the question and suggestions for its modification.
   Definitely

2. Does the interview schedule cover all the objectives of the research study sufficiently? If not, please suggest broad areas or questions that you feel have not been covered fully in the interview schedule.
   Yes, an addition of one or two questions about specific activities which are perceived to be difficult for children with hearing impairment may be added. For example, questions about activities like dancing.

3. Are the meaning of the concepts used in the questions clear and unambiguous? If not, please mention the concepts that need defining or clarifying.
   Yes.

4. Is the structure of the questions appropriate? If not, please give suggestions.
   • In Q9. How is ‘sometimes’ different from ‘occasionally’? An even number (here 4) is difficult to compute. You may want to reduce the options to 3
(Rarely, Occasionally and Frequently) or make it 5 (Don’t have, Rarely, Occasionally, Frequently, Regularly)

- In Q16, Adding a line “You may tick more than one objective” may help.
- Most questions talk of co-curricular activities in general. Q22. and Q23. are only related to sports. Why so? Do you assume that other co-curricular activities do not/cannot have negative effects? Or do you choose not to ask about them for any specific reason?
- Q25, What are the various inadequacies mentioned in literature, is there a reason to have listed only these?
  - Can disinterest/non-inclination be an inadequacy? What I mean here is, the school has a qualified teacher, equipment, space, everything but students/parents do not wish to participate.

5. Are there any other suggestions you would like to give regarding the interview schedule?

[Signature and Stamp]
Perceived Benefits of School Recreation for Development of Students with Hearing Impairment

Feedback related to the content validity of the interview schedules

From: Sangeeta Thakur, Social Worker

I have reviewed the interview schedule/s designed for the study titled ‘Perceived Benefits of School Recreation for Development of Students with Hearing Impairment’ for the content validity. Given below are my suggestions and comments on the same:

1. Are all questions in the interview schedule relevant to the objectives of the research study? If not, please mention the number of the question and suggestions for its modification.

   Yes

2. Does the interview schedule cover all the objectives of the research study sufficiently? If not, please suggest broad areas or questions that you feel have not been covered fully in the interview schedule.

   Yes

3. Are the meaning of the concepts used in the questions clear and unambiguous? If not, please mention the concepts that need defining or clarifying.

   Yes
4. Is the structure of the questions appropriate? If not, please give suggestions.

Yes

5. Are there any other suggestions you would like to give regarding the interview schedule?

No

Signature
Perceived Benefits of School Recreation for Development of Students with Hearing Impairment

Feedback related to the content validity of the interview schedules

From: Smt. Smita Achyutkar, Social Worker

I have reviewed the interview schedule/s designed for the study titled ‘Perceived Benefits of School Recreation for Development of Students with Hearing Impairment’ for the content validity. Given below are my suggestions and comments on the same:

1. Are all questions in the interview schedule relevant to the objectives of the research study? If not, please mention the number of the question and suggestions for its modification.

   Yes.

2. Does the interview schedule cover all the objectives of the research study sufficiently? If not, please suggest broad areas or questions that you feel have not been covered fully in the interview schedule.

   Yes.

3. Are the meaning of the concepts used in the questions clear and unambiguous? If not, please mention the concepts that need defining or clarifying.

   Yes.
4. Is the structure of the questions appropriate? If not, please give suggestions.

   yes.

5. Are there any other suggestions you would like to give regarding the interview schedule?

   no.

Signature  

[Signature]
Perceived Benefits of School Recreation for
Development of Students with Hearing Impairment

Feedback related to the content validity of the interview schedules

From: Mrs. Swati Bhave

I have reviewed the interview schedule/s designed for the study titled ‘Perceived Benefits of School Recreation for Development of Students with Hearing Impairment’ for the content validity. Given below are my suggestions and comments on the same:

1. Are all questions in the interview schedule relevant to the objectives of the research study? If not, please mention the number of the question and suggestions for its modification.
   
   Yes.

2. Does the interview schedule cover all the objectives of the research study sufficiently? If not, please suggest broad areas or questions that you feel have not been covered fully in the interview schedule.

   Yes. The objectives are very relevant today.

3. Is the meaning of pictures used in the questionnaire clear and unambiguous? If not, please mention the pictures that need to be changed.

   Yes.
4. Is the structure of the questions appropriate? If not, please give suggestions.

Yes.

5. Are there any other suggestions you would like to give regarding the interview schedule?

Very few studies include persons who are dead-adults or children- as participants. I am glad this study is inclusive.

Signature and Stamp
Perceived Benefits of School Recreation for Development of Students with Hearing Impairment

Feedback related to the content validity of the interview schedules

From: Ms. Namrata Kulkarni

I have reviewed the interview schedule/s designed for the study titled 'Perceived Benefits of School Recreation for Development of Students with Hearing Impairment' for the content validity. Given below are my suggestions and comments on the same:

1. Are all questions in the interview schedule relevant to the objectives of the research study? If not, please mention the number of the question and suggestions for its modification.

   Yes

2. Does the interview schedule cover all the objectives of the research study sufficiently? If not, please suggest broad areas or questions that you feel have not been covered fully in the interview schedule.

   Yes

3. Are the meaning of the concepts used in the questions clear and unambiguous? If not, please mention the concepts that need defining or clarifying.

   Some of the concepts were little difficult to understand like reflect action, problem solving. Visual cues are needed for these.
4. Is the structure of the questions appropriate? If not, please give suggestions.

Yes.

5. Are there any other suggestions you would like to give regarding the interview schedule?

- Use more visual cues
- Focus more on basic or main 2-3 questions and then go into details.

N. K. K. K.
Signature
Perceived Benefits of School Recreation for
Development of Students with Hearing Impairment

Feedback related to the content validity of the interview schedules

From: Gurugupt Kali

I have reviewed the interview schedule/s designed for the study titled ‘Perceived Benefits of School Recreation for Development of Students with Hearing Impairment’ for the content validity. Given below are my suggestions and comments on the same:

1. Are all questions in the interview schedule relevant to the objectives of the research study? If not, please mention the number of the question and suggestions for its modification.

   Yes

2. Does the interview schedule cover all the objectives of the research study sufficiently? If not, please suggest broad areas or questions that you feel have not been covered fully in the interview schedule.

   Yes

3. Is the meaning of pictures used in the questionnaire clear and unambiguous? If not, please mention the pictures that need to be changed.

   Yes
Perceived Benefits of School Recreation for Development of Students with Hearing Impairment

Feedback related to the content validity of the interview schedules

From: Amurug M.Kali

I have reviewed the interview schedule/s designed for the study titled ‘Perceived Benefits of School Recreation for Development of Students with Hearing Impairment’ for the content validity. Given below are my suggestions and comments on the same:

1. Are all questions in the interview schedule relevant to the objectives of the research study? If not, please mention the number of the question and suggestions for its modification.

   Yes

2. Does the interview schedule cover all the objectives of the research study sufficiently? If not, please suggest broad areas or questions that you feel have not been covered fully in the interview schedule.

   Yes

3. Is the meaning of pictures used in the questionnaire clear and unambiguous? If not, please mention the pictures that need to be changed.

   Yes
4. Is the structure of the questions appropriate? If not, please give suggestions.

[Signature]

5. Are there any other suggestions you would like to give regarding the interview schedule?
Perceived Benefits of School Recreation for Development of Students with Hearing Impairment

Feedback related to the content validity of the interview schedules

From: Mehtab Shaikh

I have reviewed the interview schedule/s designed for the study titled ‘Perceived Benefits of School Recreation for Development of Students with Hearing Impairment’ for the content validity. Given below are my suggestions and comments on the same:

1. Are all questions in the interview schedule relevant to the objectives of the research study? If not, please mention the number of the question and suggestions for its modification.

   Yes, very.

2. Does the interview schedule cover all the objectives of the research study sufficiently? If not, please suggest broad areas or questions that you feel have not been covered fully in the interview schedule.

   Yes

3. Is the meaning of pictures used in the questionnaire clear and unambiguous? If not, please mention the pictures that need to be changed.

   Pictures are clear but can you make them a little bigger?
4. Is the structure of the questions appropriate? If not, please give suggestions.

Yes

5. Are there any other suggestions you would like to give regarding the interview schedule?

No. Excellent work!

Signature and Stamp

[Signature]
Perceived Benefits of School Recreation for Development of Students with Hearing Impairment

Feedback related to the content validity of the interview schedules

From: Mrs. Vijaya Khare

I have reviewed the interview schedule/s designed for the study titled 'Perceived Benefits of School Recreation for Development of Students with Hearing Impairment' for the content validity. Given below are my suggestions and comments on the same:

1. Are all questions in the interview schedule relevant to the objectives of the research study? If not, please mention the number of the question and suggestions for its modification.
   Relevant

2. Does the interview schedule cover all the objectives of the research study sufficiently? If not, please suggest broad areas or questions that you feel have not been covered fully in the interview schedule.
   Yoga needs to be very included in the list of co-curricular activities also linking it to Indian content.
   All rest is included.

3. Are the meaning of the concepts used in the questions clear and unambiguous? If not, please mention the concepts that need defining or clarifying.
   Q. 10 - D needs to be explained clearly.
   Q. 11 - C needs to be clarified (contact sports)
4. Is the structure of the questions appropriate? If not, please give suggestions.

Appropriate

5. Are there any other suggestions you would like to give regarding the interview schedule?

1) Pre-vocational activities (which are important for daily living like going to the market & buying vegetables

2) Vocational therapy - embroidery, crochet

3) Work camps

A) Puzzle games (also for concentration building)

1) & 2), need to be looked at as recreation.

Vishwa Khan

Signature and Stamp