Chapter – V

Summary, Conclusions and Recommendations
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SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

Comparative study of physical fitness through physical variable, have been in practice in most of the reported literature in the field of physical education. Taking different parameters the modern day growth of the field provides ample opportunities for the over all development of an individual in the present context. Physical fitness is one of the potential characteristics of an individual. It is very difficult to accurately specify one's physical fitness on the basis of numerical data, yet through observations and studies into physical attributes and involvement of muscles it is possible to make comparison between physical fitness of different physical samples.

Many experts in the field have imparted their knowledge in understanding and defining physical fitness through logistics, subjective ratings and numerical data. Physical fitness in its simplest form could be identified or defined as the capacity of an individual to perform the assigned task with ease and comfort.

Physical fitness tends to vary from individual to individual, and region to region and it also differs depending on the nature of work to be
performed. Other factors like environmental conditions, topography, heredity, nutritional set-up, etc., may have their influence on the physical fitness of an individual. There may be numerous inherent factors, which may also have to be accounted for in deciphering individual’s physical fitness.

Physical fitness has been identified by various components like muscular endurance, agility, speed, explosive strength etc., through performance on physical variables or test items.

In India, the institutional set-up, the student behavior and attitudes, their food habits and living style etc. may together contribute in deciding the physical fitness standard of our high school going student. The purpose of this study was to have a comparative study of physical fitness of Blind, Deaf, Dumb and normal students.

Since, the study needed and elaborate investigation it was divided into two phases.

5.2 Phase – I

When para Olympic games were conducted the physical fitness of dumb and blind students was the same as that of the normal students in the first phase of the students having the age group of 14 to 18 years. So in the first phase of the study, result of blind and dumb students competition was reviewed.
The total number of schools in Maharashtra and total number of
dumb and blind students as taken. In the year 2009 the following data is
collected.

<table>
<thead>
<tr>
<th>Category</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blind</td>
<td>580930</td>
</tr>
<tr>
<td>Dumb</td>
<td>205433</td>
</tr>
</tbody>
</table>

(Source: The District social welfare Office, Group-A, Zilla Parishad of the
concerned district.)

As this study is related with the students of Maharashtra region only,
the data regarding the total number of dumb and blind students in each
district of Maharashtra region was collected from each school in the region.
The schools were selected on the base of random sample selection.

With the help of expert teachers the suitable time for taking the test
was fixed.

In this way each and every school was visited and the information
regarding the suitable time and total strength was designed.

5.3 Phase – II

The study was done to decide the test suitable to make comparison
between the fitness of dumb, blind and the normal student. Mainly 100 m.
running, standing broad jump, and chin – up these tests were finalized to
conduct for all three groups.
To make the measurements of the above test, the assistance of subject expert / teacher of concerned school was taken. With the help of their assistance these tests were possible to conduct.

For the above test the students between the age group of 14 to 18 years were selected. The care was taken that the students on which the test was to be conducted were not ill. In this connection the help of the medical officer of the concerned institute was taken.

With the help of Running test, the measurement of speed of normal, deaf and dumb students was observed and recorded.

With the help of Broad Jump test the power of legs was observed and recorded.

With the help of Chin-up test the strength of hands of the students was observed and recorded.

5.4 Conclusions

5.4.1 Blind students are not physically fit in running item like students from Deaf & Dumb and Normal groups. The students from Deaf & Dumb and Normal students have alike physical fitness in running item.

5.4.2 Deaf and Dumb students are not physically fit in running item like normal students.
5.4.3 Deaf and Dumb students are not physically fit in Long jump like normal students.

5.4.4 Deaf and Dumb students are not physically fit in Chin Ups item like normal students.

5.4.5 Blind students are physically fit in Long jump like normal students.

5.4.6 Blind students are physically fit in long jump like Deaf & dump students.

5.4.7 Blind students are physically fit in Chin Ups like normal students.

5.4.8 Blind students are physically fit in Chin Ups like Deaf & dump students.

5.4.9 Blind and Deaf & Dumb students are equally in Chin Ups as compared to Normal students.

5.4.10 Normal students are best in running as compared to Deaf & Dumb and Blind students.

5.4.11 In Standing Broad Jump Blind, Deaf & Dumb students are equal.

5.4.12 Deaf & Dumb students are weak in physically fit in Running as compared to Normal students.

5.4.13 Blind students and Normal students are physically fit in Long Jump.

5.4.14 Deaf & Dumb students are physically weak in Long Jump as compared to Normal students.
5.4.15 Deaf & Dumb and Blind students are physically fit in Long Jump as compared to each other.

5.4.16 Normal students are superior in Standing Broad Jump as compared to Deaf & Dumb and Blind.

5.5 Recommendations

5.6.1 There is need of well-trained coach to improve physical fitness of Deaf & dumb and blind students.

5.6.2 There is need of compulsory daily work out to deaf & dumb & blind students.

5.6.3 There is need of common competition among deaf & dumb blind and normal students to know the physical fitness of each other which will help to improve physical fitness of themselves.

5.6.4 The awards, incentives, scholarships to the deaf & dumb & blind students should be given on school level.

5.6.5 Government should give the sport scholarship to the Deaf & Dumb and Normal students.

5.6.6 School should be provided physical facilities for the Deaf & Dumb and Normal students for the better performance.

5.6.7 School should be provided the health education facility for the better performance of the Deaf & Dumb and Normal students.
5.6.8 Government should be provided physical equipment to the Deaf & Dumb and Normal students.

5.6.9 School should organise the sports programme for the Deaf & Dumb and Normal students.

5.6.10 Government and School must be provide the nutrition facility for the Deaf & Dumb and Normal students.

5.6.11 School should organise the health awareness programme for the Deaf & Dumb and Normal students.

5.6.12 Sport teacher must be encouraged to his Deaf & Dumb and Normal students about to take participation in sports.

5.6 Topic for the Further Study

5.6.1 The similar study done in different school.

5.6.2 The similar study done in main or physically handicapped students.

5.6.3 The similar study done indifferent age group boys.

5.6.4 The similar study done in different sex genders.

5.6.5 The similar study done in mental retarded sports persons.

5.6.6 Thus Researcher provided a platform for further research.

5.6.7 The similar study done in college mentally retarded students.