CHAPTER-V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

Education is a series of experience that enables the individual to better understanding of the new experiences. Physical education is a indispensable part of education. Among the various activities offered in physical education, 'asanas' is an important activity mainly for the development of flexibility and physical fitness components. In modern ages, due to laziness and advent of fast working machines etc. human beings are suffering due to lack of health. Health is the nation's wealth. Most of them are afraid of modern drugs and want to preserve health through exercises.

Yoga was originated in India several thousand years ago. Yogic practices are Indian method of exercise which are practiced over thousands of years for keeping the human body physically and mentally fit. Many students have proved that yoga practices are tremendously beneficial to sportsmen.

Application of yogic exercises has a considerable scope in the promotion of sports. Promotion of sports depends on its (a) basic fitness factors (b) specific sports skills and (c) psychological factors.

Yoga has a special gift to alter the athletes and sportsmen and women. Asanas can help correct the faulty movement of muscles which cause strain and sprain. They create freedom from pressures and tensions and give speed, elasticity, strength, endurance and co-ordination to the entire system. When sportsmen and sports women suffer from exhaustion, they can easily recover their energy by practicing asanas.
Colleges in India in general and Tamil Nadu in particular do not have any systematic compulsory programme in physical education either for men or women. Participation is optional in the intramural programme where Inter class (or) Inter year competitions are conducted among students. The best few in games and athletic events get themselves selected to represent their colleges in Inter collegiate tournaments and may go further to find a place in university teams.

The purpose of the study was to investigate the effect of yoga on selected motor ability components, physiological and psychological variables for Deaf and Dumb students. To achieve the purpose of the study, sixty college students who were studying at St.Louis College for Deaf and Dumb, Adyar, Chennai. They were randomly classified into two groups of thirty each to form control group "A" and experimental group "B".

The age, height and weight of the selected subjects ranged from 17 to 20 years, 160 to 172 centimeters and 55 to 70 kilograms respectively and the means were 18 years 2 months, 168 centimeters and 64 kilograms respectively. The experimental group underwent yogic training program for twelve weeks and the subjects in control group were not engaged in any activity during this yogic training period.

During the training period, the experimental group underwent yogic pratice for five continuous days a week for twelve weeks. Training included 30 minutes asanas in different postures and Pranayama for 5 minutes total time 35 minutes on each day for first four weeks. The remaining eight weeks for Yogic Training included 40 minutes asanas in different postures and pranayama for 10 minutes totally 50 minutes on every day as recommended by Central Advisory Board of Physical Education and Recreation. The subjects underwent their yogic training in the morning sessions from
6.15 am to 6.50 am for first four weeks, the remaining eight weeks from 6.15 a.m to 7.05 a.m under the supervision of the investigator.

The data on speed, agility and leg explosive power were collected by administering 50 meters dash test, 4x10 meters shuttle run and standing broad jump respectively. Resting Pulse rate and skin temperature were recorded by heart rate monitor of the bio-monitor and temperature bio-monitor respectively. Breath holding time was measured by counting the number of seconds between the holding of the breath by closing nostrils with the thumb and the fingers and the final release of breath. Trait anxiety and self concepts were assessed by administering spielberger, Gorsuch and Lusbene Trait Anxiety questionnaire and Mukta Rani Rastogi questionnaire respectively.

The collected data from two groups were statistically analysed for significant difference if any, by applying the analysis of covariance. When the groups were two, application of post-hoc test was not necessary.

5.2 CONCLUSIONS

In the light of the findings and with in the limitations of the present study the following conclusions were drawn.

- Yoga group had significantly improved the selected motor ability components, physiological variables (except skin temperature only) and psychological variables of deaf and dumb students.

- Yoga group had a significant improvement in the selected motor ability components, physiological variables (except skin temperature only) and psychological variables of deaf and dumb students than the control group.
5.3 RECOMMENDATIONS

The following recommendations have made in this study.

1. A similar study may be carried out on subjects with different age level.

2. It is also recommend that specially trained yoga instructors have to be appointed in all deaf and dumb schools to improve the stage of physical education.

3. Similar studies may be undertaken for urban and rural areas.

4. Yogasanas may be recommended for the improvement of general fitness of any person.

5. The same study can be done for the girls students.

6. The study may be helpful to the society that is for the total fitness of human being.

7. Yoga may be included in the school curriculum.

8. Similar study may be conducted to visually handicapped and mentally retarded.

9. Similar study may be undertaken for the handicapped students those who are participated in special Olympics.