CHAPTER -1

INTRODUCTION

Sport is one of the powerful and popular media that helps every one live sane a
sanity. Man's life span is being determined by many factors among which physical
activities stand atop. Social status, Economical Status and Health status have been
improved through taking part in various competitions being organized by recognized
bodies. Sport binds people from different walks despite caste, creed and religion.
Taking part in sports and doing exercises help us to be free from diseases. Personality
development, level of anxiety and other psychologies factors are developed by taking
part in physical factors are developed by taking part in physical activities. A famous
saying goes, "Brawn and Brain always together”. Appetite and elimination process
developed through exercise, which in turn help an individual to have a proper function
of internal organs.

Today due to urbanization, the human system is being affected by different
kinds of population and creates sudden declination of our life span. Specifically, these
environment pollution affect the cardiac system due to wide spread of carbon
monoxide in the atmospheric air. In order to carryout day today work, every
individual needs health functioning of Cardio - respiratory system. In sports, the
above mentioned system plays a vital role in order to sustain the systems for a prolong
time and complete the given task without fatigue.
Among life's dimension, physique must take its place. It houses the whole life of man. Without it birth is impossible and its death makes the biological end. The study of the body build relative to physical activity is not new to the field of physical education over the years, much has been learned inside and outside the field of physical education relative to size, proportions, compositions and functions of human body.

Life is characterized by movement and it is imperative that all parts of the body should be exercised daily, predominance of the scientific evidence indicates that daily exercise stimulates the process of growth and development.

1.1 PHYSICAL FITNESS

Fitness has become a national concern. Health problems are rising to epidemic proportions. Despite advances in technology and medicine, the quality of life leaves much to be desired. In addition to early deaths, temporary and chronic illness and disabilities sap the strength and vitality of our nation. Crores and crores of rupees are spent in hospital and medical care. Much of this tragic draining of our human and economic resources is the result of factors that require a broader look at physical fitness and methods for achieving it.

Since the dawn of the industrial Revolution, technology head advanced at an astounding rate. During this time, the basically hard - working, physically active, rural based society transformed into a population of anxious and troubled city dwellers and suburbanites, who may get faint of heart at the very though of exercise and vigorous physical activity.
The task of daily life no longer provide sufficient vigorous exercise to develop and maintain adequate level of physical fitness with increased mechanization there has been a corresponding decrease in the number of tasks that require a significant expenditure of energy. The human body was designed and constructed for movement and vigorous activity not for rest, and it functions more efficiently when it is active. To develop and maintain a desirable level of health and fitness one must participate regularly in a well designed exercise programme.

It has clearly been shown that the efficiency of the body can be increased by regular participation in a well-designed exercise programme. It appears that the various body parts thrive on activity and deteriorate in its absence. Functioning of the body requires energy, which depends on the ability of the heart, lungs and blood vessels to process oxygen and deliver it to the muscles, where it becomes the fuel for energy. By regular sustained aerobic activity the body is capable of processing and using greater amounts of oxygen. It is because the intake and supply channels have become more efficient. A person who does not exercise regularly may lack sufficient energy to perform simple everyday tasks, such as sitting, standing and walking. A person who exercises regularly in a well-designed programme has an extra energy reserve because of the increased body efficiency. This person will have more drive, increased energy, and a feeling of well-being and will possibly be more productive.

1.2 IMPORTANCE OF FITNESS

Fitness is that state which characterizes the degree to which a person is able to function efficiently. It implies the ability of each person to live most effectively with his potentialities. According to vitals physical fitness can be referred as "the capacity
of a person to function steadily and smoothly”. A physically fit person feels mentally balanced, physically comfortable and is better able to take up the demands that every day life makes upon him.

Increased physical fitness not only improves health but improves our performance also. Hundreds of American companies have backed this idea, financially by employing full time directors of fitness in their companies to get the workers more fit physically and thus for their work too.

The person who is physically fit has great amount of strength, energy and stamina and an improved sense of well being, better protection from injury, because study well developed muscles safeguard bones, internal organs joints and improved cardio - respiratory function.

According to MC Pearson, "A fit man is, one who is well adjusted to his environment, whose mind and body are in harmony and who can meet his normal demands, both mentally and physically , with out undue fatigue".

According to Fred V.Hen, "Physical fitness is not merely muscular development or the ability to pass one of the fitness tests which are being used more and more in schools. Instead, it is a happy mixture of the best possible bodily health, plus the physical condition to perform everyday tasks more effectively and to meet emergencies as they arise. This combination in a child or in an adult means heaving the teas and vitality for a full and productive life".

Every individual should be physically fit to perform their daily work with ease and to take part in various activities. Hence it is better, not only to have efficiency in
their daily work, but also a produce healthy citizen of the Society. Physical fitness has been defined as "a readiness or preparedness of performance with special regard for big muscle activity without undue fatigue".

More specially, motor fitness might be referred to as efficient performance in basic requirements such as running, jumping, dodging, falling, climbing, swimming, weight lifting, carrying loads and enduring sustained efforts in a variety of situations.

1.3 YOGA

The word "Yoga" is derived from the Sanskrit root "Yuj" meaning to bind, join attach and yoke to direct and concentrate one's attention on, to use and apply. It also means union or communion. It is the true union of our will with the will of God. It thus means, yoga is a practical aid, not a religion. Yoga is an ancient art based on a harmonizing system of development for the body, mind and spirit. The continued practice of yoga will lead you to a sense of peace and well being, and also a feeling of being at one with their environment. The practice of Yoga makes the body strong and flexible. It also improves the functioning of the respiratory, circulatory, digestive and hormonal systems. Yoga brings about emotional stability and clarity of mind.

"In the practice of Yoga the ultimate aim is one of self - development and self - realization".

It thus means, says Mahadev Desai, In his introduction to the Gita, according to Gandhi, the yoga of all the powers of the body, mind and soul of God, it means the discipline of the intellect , the mind, the emotions, the will, which yoga presupposes; it means a poise of the soul which enables one to look at life in all its aspects evenly.
Yoga is one of the six orthodox systems of Indian philosophy. It was collected coordinated and systematised by patanjali in his classical work. The scientific nature of the yogic practices was first revealed when late Swami Kuvalayanda started his scientific research in the field of Yoga in 1924.

1.4 MEANING AND IMPORTANCE OF YOGA

Yoga is a system of attaining perfect physical and mental health. "The body is the temple of soul and to reach harmony of mind, body and spirit, the body must be physically fit".

Yoga control one's sense resulting in an integrated personality. Positive changes in the life style of the people can be brought through Yoga during the middle and old age. Behavior can also be moulded properly leading to balanced personalities. It clearly reveals a sound body. To keep our body in good conditions, it is essential that the various organs and systems of our body must be in a good condition. Yogic exercise play an important role in the maintenance of the above systems. The practice of Yoga not only develops the body but also produces the mental faculties. Moreover, the Yogi acquires mastery over the involuntary muscles of his organism.

1.5 BENEFITS OF YOGA

Yoga is the destroyer of sorrows and miseries, tones up muscles, regulates function of various organs and help to overcome psychosomatic ailments, digestive, metabolic and organic disorders. Yoga regards no disease as a local phenomena but as a critical change is the body system as a whole. Yoga took its roots as early as 5000 years ago and was systematized in the 2nd century before Christ by Patanjali, the father of Yoga. Yoga is universal, benefiting people of all ages.
Yoga devises ways and means of helping the body and mind to maintain their state of balance. Yoga eliminates psycho-physical tensions. Due to pressure changes in internal cavities, circulation of blood in various organs is also favourably influenced. It helps soon in removal of accumulated toxins and the metabolic wastes from the body. Yoga develops resistance to disease. As it keeps the muscles, ligaments and joints flexible, it helps to prevent injury and long-term damage including arthritis.

Yoga helps to decrease the pain in lower and upper extremities. It involves stretching and strengthening the different parts of the spine, the backbone of our structure and the whole body becomes agile. It promotes the health of the endocrine glands which is associated with the nervous system and maintains the overall functional efficiency of the differential systems of the body. It puts certain groups of muscle tone which is closely related to one's own emotional behavior. By the practice of Yoga we can change our reaction and our attitudes to stress. "Yoga brings oxygen and energy to every cell, cleans the organism by bringing out waste products expels the toxins while relaxation guards against neurasthenia and insomnia". Five positive benefits are as follows:

1. Establishing general muscular activity including the heart
2. Favorable effect on the psyche, especially as an antidote for mental strain.
3. Aids of digestive system and reducing nervous tension.
4. Control of obesity.
5. Sleeping in respiration which favors good gaseous exchange and makes the body become strong and healthy.
Exercise helps clear the mind and makes for greater alertness and faster reaction time. The exhilaration and invigorating feeling of cadence, and sensing the mind becoming clear and alert are apparent shortly after exercise begins.

Exercise is needed all year long. For proper functioning, the human organs need, exercise as an essential ingredient on a regular basis just as demand for nutritious food. Asanas are physical exercise enabling the body to be physically fit. These exercise in physical education play an important part in helping the pupils to maintain a slim and youthful body. Several tests and experiments have been conducted to know the values and importance of asanas. The most important point to realise before starting the practice of yoga is that "The asanas are not just simple exercise but sustained scientific pattern" of posture.

Rawles conducted the general effects of yoga practice thus:

1. Relief from tension.
2. Improvement of our complexion.
4. A trim and firm figure.
5. Lungs become clean and strong.
7. Helps overcome chromic fatigue.
8. Makes the person become slim, flexible, and elastic.
In this era, the importance of health and healthy life demands the absolute attention of humanity. Since the dawn of the Industrial Revolution, technology has advanced at an astounding rate. We have seen the transformation of a basically hard working, physically active, rural based Society into a population of anxious and troubled city dwellers and sub-urbanites. Advancement in modern technology have enabled our present day society to exist in a world where the concept of hard work, even moderate physical work is absolute and unfashionable. But in this trouble junction also there is a growing area of knowledge that demonstrates that physical inactivity and the sedentary nature of our daily living habits are serious threat to the body, causing serious medical problems. These stresses and strains of daily life and the pollution of the atmosphere have caused so many diseases to the society.

1.6 YOGASANAS

According to Iyengar "Yoga is the true union to our will with the will of God". Hoare says that yoga was first summarized and systematised around the second century A.D. by patanjali and his Yogasutra is still regarded as the classic work on the subject. Hence patanjali is known as the father of yoga. He discussed the nature of enlightenment, the means of attaining it, the obstacles and problems of practice and the way of overcoming them. He has formed a number of Yoga Sutras regarding Yoga. Patanjali enumerates the means of yoga as the eight limbs or ashtanga yoga or stages of yoga for the quest of the soul. They are
1. **Yama** - Universal moral commandments.

2. **Niyama** - Self purification by discipline.

3. **Asanas** - Stretching static posture.

4. **Pranayama** - Rhythmic control of breath.

5. **Pratyahara** - Withdrawal and emancipation of the mind from the domination of senses and exterior objects.

6. **Dharana** - Concentration.

7. **Dhyana** - Meditation.

8. **Samadhi** - A state of superior consciousness brought about by profound mediation in which the individual aspirant becomes one with the objects of his mediation.

Yoga can be performed while sitting, lying and standing. The first step in the asana requires physical health and mental atterness simultaneously with physical development. The practices are to be done slowly and gracefully without jerk, vigorous effort and strain which causes fatigue. According to patanjali an asana is that bodily posture which confirms to steadiness but at the same time pleasant and comfortable.

Yoga has a complete message for humanity. It has a message for the human body. It has a message for the human mind and it has also a message for the human soul.
1.7 DISABILITY - GLOBAL SCENARIO

A Significant size of mankind suffers from various kinds of disabilities, either due to some congenital factors or natural catastrophes or even manmade disorders. Whatever may be the cause, the trauma has a tremendous impact on the psyche of the victim, imposing several constraint in his development as a human being. Disability may restrict organic functioning of an individual. Under certain circumstances it may put restrictions in the intellectual development as well. The repercussions may bring in some psychological problems in disabled individual. These constraints not only restrict the holistic development of an individual, but also manifest themselves in various behavioral problems. Thus the disability becomes the wide open gate for converting a person into a handicapped in this social reality.

According to the estimate of the United Nations Centre for Social Development and Humanitarian Affairs, one out of ten or about 500 million people in the world have disability either physical or mental. With declining trend in mortality and increasing population with higher longevity, the indigence of disability is likely to go up. Large numbers of disabled are victims of warfare, violence, endemic diseases, malnutrition and bad sanitation.

The UNICEF estimated that 170 million of children in the world are malnourished are more often the malnourishment is due to developmental disabilities and one out of every ten children have serious disabilities.

It has been estimated that ten percent of world population and to be precise 500 million people are either physically or mentally handicapped all over the world.
The under developed and developing countries have the lion's share of world's handicapped and they are not of reach and out of help.

It is an accepted fact that people with disabilities constitute nearly 4.5% percent of our population and it is estimated that people with moderate to severe disabilities constitute 2-4 percent. Having mentioned this, it is necessary to state that there is no authentic data on disabilities.

As per 36th round of National Samples Survey (1991) the estimated handicapped persons per 100000 of population in different categories in India were as follows.

**TABLE -1**

**HANDICAPPED PERSONS IN INDIA (PER LAKH OF POPULATION)**

<table>
<thead>
<tr>
<th>Type of Disability</th>
<th>Number of Persons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
</tr>
<tr>
<td>1. Visual Disability</td>
<td>553</td>
</tr>
<tr>
<td>2 Hearing Disability</td>
<td>553</td>
</tr>
<tr>
<td>3. Speech Disability</td>
<td>304</td>
</tr>
<tr>
<td>4. Locomotor</td>
<td>828</td>
</tr>
</tbody>
</table>

The NSSO (1991) reported that 1047 males and 597 females per 1,00,000 of population have shown at least one of the locomotors disabilities in rural India. For urban areas, the estimated number of affected persons was 800 males and 544 females per 1,00,000 number of population, respectively. According to the census report to India, the number of persons totally crippled was 3,63,600 and India stood as the second largest country in the world with regard to presence of disabled persons. Among the totally crippled, about 3,04,640 were living in rural areas and the rest 58,960 persons in urban areas. The proportion of the totally crippled per 1000 persons of population was estimated as 0.555. Thus it becomes evident that the problem of physical handicap in India is a major area for concern.

Disability is a global problem, but in terms of its Occurrence, Asia pacific region is regrettably replete with very high proportion of disabled with 150 to 200 million. Accordingly to 1991 survey (NSSO), it was estimated that 16.5 million in India Suffered from at least one other forms of disabilities, which constituted 1.9 percent of the total population. In absolute terms, nearly 9.5 million disabled persons were added with in a decade between 1981 and 1991 additionally. The prevalence of disability was higher in rural areas than in urban area. Sex wise break up revealed that fifty seven percent of the disabled were males out numbering females and the females constitute only 43 percent of the disabled population.

1.8 CONCEPT OF DISABILITY

Generally the terms "handicapped" and disabled are used interchangeably. The common parlance, 'disability' means something that incapacitates or disqualifies. However, disability literally refers to some kind of restriction or lack of ability to
perform on activity in the manner or within the approved range that is considered normal for a person in the human society.

United Nations conceptualized disabled as a person unable to ensure himself or herself, wholly or partly, the necessities of normal individual and or social life, as a result of deficiency, either congenital or not, in his or her physical or mental capabilities.

Physical disability, according to the Department of Social Welfare, Government of India, includes impairment caused by congenital anomaly, impairments caused by diseases and impairment from other causes. Thus, physical disability is not necessarily something that is physically imposed, recognized or caused or only manifested physically or psychologically, nor it is a manifestation or malfunction. It may refer to the variation in physique with which usually a highly negative connotative value is associated.

Human disability physical or mental is not a recent phenomenon. Although, there admittedly have been occurrences of different forms of disabilities in human population since remote past, a global concern for mitigating the problems of the disabled is of recent origin.

The word handicap is used to describe the disadvantages imposed by impairment or disability upon a specific person in his cultural pattern, or in his psychological, physical, vocational and community activities.
1.9 TYPES OF DISABILITY

Human disability condition may broadly be classified into seven broad categories (a) mental retardation (b) Emotional disturbances (c) Hearing impairments (d) Visually handicapped (e) Physically / orthopedically handicapped (f) communication disability and (g) learning disability.

The term physically handicapped has been used in literature in various ways; physically disabled, crippled, orthopedically impaired, or otherwise. Physically handicapped are divided into two type viz., orthopedically handicapped and health impairments. The legal definition of term orthopedic impairment that adversely affects a child's educational performance also includes impairment caused by congenital anomaly. The legal definition for health impairments is having an acute condition that is manifested by severe communication gap and other developmental strength, vitality or alertness because of acute health problems.

1.10 DEAF AND DUMB

"Deaf and Dumb" (or even just "dumb", when applied to deaf people who do not speak) is an archaic term that is considered offensive.

Many Deaf people do not use a spoken language, thus they are technically "mute". The word "dumb" has at least an archaic meaning that means "mute". Of course, the word "dumb" also has another more common meaning now that implies stupidity, which is certainly not applicable to most Deaf people.

Given the long history of deafness, and the fact that Deaf people have been incorrectly assumed to be mentally deficient just because they do not speak, you can
imagine that most Deaf people do not appreciate being called "Deaf and Dumb".

Today, anyone using the word "dumb" in such context is well... dumb.

Carol Padden has defined culture as a set of learned behaviors of a group of people who have their own language, values, rules of behavior and traditions (1988).

Culture results from a group of people coming together to form a community around shared experience, common interests, shared norms of behavior and shared survival techniques. Such groups as the deaf, seek each other out for social interaction and emotional support.

The essential link to Deaf culture among the American deaf community is American sign language. This community shares a common sense of pride in their culture and languages. There exists a rich heritage and pride in the ability to overcome adversity as individuals and as a group. Deaf power hit the world in 1988 at Gallaudet University, an event known as the "Deaf President Now" (DPN) movement. The protest has made a mark in history and proves that Deaf culture is pride and that pride is power.

Mastery of ASL and skillful storytelling are highly valued in Deaf culture. Through ASL Literature, one generation passes on to the next its wisdom, values, and its pride and thus reinforces the bonds that unite the younger generation.

Another feature of this culture is the role of marriage. It is estimated that 9 out of 10 members of the American Deaf community marry other members of their cultural group. Many deaf and dumb couples also wish for a deaf child so that they
may pass on their heritage and culture, it is not just the language but the values, the same values that hearing parents want to instill in their children.

Carol Padden says Deaf identity itself is highly valued; members of the deaf community seem to agree that hearing individuals can never fully acquire that identity and become a full-fledged member of the deaf community. Even with deaf parents and a native command of ASL the hearing person will have missed the experience of growing up deaf, including residential school. For many members of the deaf community, speech and thinking like a hearing person are negatively valued in Deaf Culture.

As Harlan Lane states in his book Mask of Benevolence, there is a fierce group loyalty, and this may extend to protectively withholding information about the community's language and Culture.

Going back to residential schools, these schools provide a vital link in the transmission of Deaf Culture and Language. Children here are able to communicate in a language readily understood by each other. Deaf children are able to partake in social clubs, sports and importantly enough, to be around deaf role models. It is important for deaf children to be encouraged to further their education and to learn that deafness does not mean you cannot grow up to be successful and happy (success of course being at each person's own perspective on what success and happiness means to them individually). This is not to say that mainstream education is iniquitous for deaf children, but we must keep in mind that socialization is essential to a child's growth and without a common language socialization is limited.
1.11 HISTORY OF DEAF EDUCATION

The history of education deaf people dates back long before Thomas H. Gallaudet and Alexander G. Bell squared off at the end of the 19th Century. Each of these men believed that deaf people could and should be educated, but each differed in how to accomplish that feat. However, for most of recorded history, deaf people were treated as nothing more than animals. Aristotle believed that because deaf people did not speak the Superior Greek language, they could not be civilized. Christianity perpetuated the inhumane treatment of deaf people because they were believed to be punished by God.

In the 1500's Spanish monks, who used signs to communicate within their vows of silence, were employed to instruct the deaf sons of the Spanish nobility (van cleve and cruch, 1988). The primary goal was to teach deaf students how to read and write, but there was also a desire to have them learn to speak. The monks believed that using signs and voice made communication between both parties easier.

The most important development that emerged from the Spanish attempts at educating deaf people was that it was seen as an attainable and worthy goal. Consequently, deaf people all over Europe began receiving educational instruction. Two noteworthy education projects were those of Samuel Heinicke and Abbe Charles Mickael. Heinicke opened a school in Germany. His method of instruction was through spoken language. Students learned to mimic his sounds if they had some residual hearing, or just to mimic his mouth movements. Mickael opened a school in Paris that utilized manual gestures. He observed that the gestures made by deaf people had specific meanings and that by learning and using the same gestures, the gestures
in fact became signs (Mead, 1931). Thus, Mickael is credited as the father of sign language. Although Heinicke's oral method and Mickael manual method are decisively conflicting, the action of each to establish a school for deaf education contributed to the creation of deaf communities.

The education of deaf children in America did not commence until the early 19th century. The first formalized education offered to deaf children began in 1817 at the Connecticut Asylum for the Education or instruction of Deaf and Dumb persons. Thomas H. Gallaudet and Lament Clerc, a deaf Frenchman who was a student of Mickael, chose to use the manual method to educate the deaf students. This was done because sign language was quickly mastered by persons unfamiliar with written or spoken language (van cleve & crouch 1989).

Because Manualism, the exclusive use of sign language to provide instruction, was the first method to be used in America, it was difficult to gain support for schools that taught via spoken language and speech reading. However, two important events shifted the popular opinion (van cleve & crouch, 1989). The first was the Milan congress and the second was the industrial revolution. The Milan congress adopted the position of oralism, which held that speech was superior to signs in instructing deaf people. The American delegation cast the only dissenting opinion, but it was only a matter of time before oralism spread like wildfire on this side of the Atlantic as well. The catalyst for this was the industrial revolution and its subsequent influx of immigrants into the United States (Baynton, 1996). National leaders were disturbed by the fact that these immigrants congregated in neighborhoods and continued speaking their native tongue. Horace Man's "common school" was started to train all children in the English language and American culture. Included in this project were children
who deaf. Mann had visited Germany and was impressed with the oral method (van cleve & cruch, 1987). The main reason deaf students should learn to speak, advocates believed, was so that they would be normal. Parents supported oralism because it meant their deaf children would be able to fit in, thus avoiding ridicule and mistreatment.

The Deaf community did not sit idly by as the sign language that allowed them to communicate freely with one another was banned in most schools. Educators who were deaf led efforts to establish a National Association of the Deaf (NAD) which advocated the use of sign language. Deaf students continued to be the dominant instructional philosophy until the 1960's when congress received a report that it was a "dismal failure", for generations of deaf students oralism was devastating (Baynton, 1996; van cleve & crouch, 1989). The academic achievement of deaf students had not improve and the pressure not to use the manual language that came naturally was emotionally damaging. To further weaken the oralist position, in 1960, williamstokoe published findings that defended the American sign Language (ASL) as a true language. Thus, he gestures that were being used between deaf people were found to have meaning, syntax and sequence. ASL was a valid language, just as French or Spanish. It could be used to express feelings and ideas and to instruct deaf students.

1.12 PERSPECTIVES OF DEAF PEOPLE

In recent years (beginning as early as 1980 with increased awareness of and acceptance of American sign Language) it has become clear that one can adopt either of two opposing perspectives when interacting with the Deaf community. While these perspectives have been different names or labels by different authors and researchers,
we will refer to the differing perspectives as the "pathological model" and the "cultural model". It is essential to understand which of these perspectives you might hold for each results in vastly different ways of dealing with and treating the Deaf community. Indeed, the first perspective, at least in some of its extreme manifestations, would seek to deny the very existence of the Deaf community.

The "Pathological" view of Deaf people has also been called clinical-pathological view or the medical model. Essentially this view accepts the behaviors and values of people who can hear as "standard" or "the norm" and then focuses on how deaf people deviate from that norm. This is the perspective that has been traditionally held by a majority of non-deaf professionals who interact with the Deaf community only on a professional basis. In a sense, this is the "outsider's" view - a view that focuses on how Deaf people are different from non-deaf people have something wrong with them. Something that can and must be "fixed". Those who hold a pathological view might define the Deaf community as:

- a group of people whose hearing loss interferes with the normal reception of speech;

- a group of people who have learning and psychological problems due to their hearing loss and their perceived communication difficulties;

- a group, of people who are not "normal" because they cannot hear.

It should be fairly easy to see that this view, the "pathological" one, results in paternalistic and oppressive behaviors and attitudes towards Deaf people. Recently this way of dealing with Deaf people, of treating them as incapable of self-
determination, has been called "autism" to emphasize the fact that this view shares much with other paternalistic perspectives such as racism, sexism and Anti-Semitism. The "pathological" view stands in sharp contrast to the view based on linguistic and sociological research findings which is the cultural view. The cultural view recognizes that there is a complex set of factors that must be considered when examining the Deaf Community. Indeed, it is this very fact that makes defining the Deaf Community a complex task. Those who hold a cultural view might define the Deaf Community as:

- a group of persons who share a common means of communication (sign language) that provides the basis for group cohesion and identity;
- a group of persons who share a common language (ASL) and a common culture;
- those whose primary means of relating to the world is visual and who share a language that is visually received and gesturally produced.

Deciding which view of Deaf people you hold is crucial for it will, in large measure, determine the relationship you have to, and with, the Deaf Community. Your attitudes towards the Community's language and its culture determine your perspective towards Deaf people. You will hold either a medical/pathological or cultural view of the Deaf Community.

1.13 ADAPTED PHYSICAL EDUCATION

A sportive child is a healthy child debonair of verve and vivacity; a sportive adult is a relaxed, free and happy individual, not unnecessarily troubled by the carking cares and corroding anxieties of the world.

Sports have been on the world map from time immemorial. The importance
and recognition which sports have received from government, press and public indicate that sports are no more taken up mere revelation or prestige purpose but also for mental and physical health of an individual. The participation in sports rather influences all aspects of athlete's personality and helps in gaining poise and balance, refreshing the spirit, renewing the inner springs of faith and courage, mastering the skills and meeting the strains of modern life with ease and calmness. Sports reduce the gap between perceived self-concept and ideal self-concept of an individual. It also inculcates the sense of responsibility, desire to win, self discovery high level of aspiration, self - pride and self -love. Sports create an environment to understand and build confidence within one self and also about other.

The program of physical Education provide vital experience for the growth and development of the personality an self concept of the child, enabling him to become an efficient and productive member of the society by adjusting himself to the social environment.

Adapted physical education stands for the participation of individuals who require support to engage in culturally - normative physical activity. Adapted physical activity has become pervasive with the influx of number of disabled and handicapped individuals into all forms of physical activity.

Adapted physical Education Guide of the Anchorage school perceived the adopted physical education as "the arts and science of assessment and prescription within the psychomotor domain to ensure that an individual with a disability has access to programs designed to develop physical and motor fitness, fundamental motor skills and patterns and skill in aquatics, dance and sports, so that the individual can ultimately participate in community based leisure, recreation and sport activities.
and enjoy an enhanced quality of life. It can also be viewed as a diversified program of physical education having the same goals and objectives a regular physical education, but modified when ever necessary to meet the unique need of each individual."

Students are given appropriate placement within the least restrictive environment. The guide also offers suggestions for modifying activities and equipment particularly in throwing, catching and kicking balls and balloons of different size and colour. The guide also lists games that handicapped children could play and suggest the inclusion of fewer types of sports exclusively for the handicapped when schools and sports leagues automatically separate handicapped from non - handicapped athletes.

Adapted physical education is an individualized program of developmental activities, exercises, games, rhythms, and sports designed to meet the unique physical education needs of individuals with disabilities. Adapted physical education may take place in classes that range from those in regular physical education (i.e) (students who are main streamed) to those in self contained classrooms. Although on adapted physical education program is individualized, it can be implemented in a group setting .It should be geared to each student's need, limitations, and abilities, whenever appropriate, students receiving an adapted physical education program should be included in regular physical education settings.

Adapted Physical Education is an active program of physical activity rather than a sedentary alternative program. It supports the attainment of the benefits of physical activity by meeting the needs of students who might otherwise be relegated to passive experiences associated with physical education. In establishing adapted
physical education programs, educators work with parents, students, teachers, administrators, and professionals in various disciplines. Adapted physical Education may employ developmental, community based, or other orientations and may use a variety of teaching styles. It takes place in schools and other agencies responsible for education individuals.

The domain - adapted physical activity extends its coverage to disabled children and it is evident from the work done by medical professionals, rehabilitation specialists, psychologists, physical educationalists and social workers, thus providing opportunities for the disabled to realize the benefit by engaging themselves in physical activities.

The spectrum of benefits of exercise and sports for athletes with disabilities spans the distance from psychological to physiological realms. The participants develop an improved self-concept, psychosocial attitude, social awareness, social reintegration, perception of well - being and health. Recreational enjoyment also is obtained. Exercise has been found to improve mood, especially in those individuals who are affected more severely by disabilities.

1.14 STATEMENT OF THE PROBLEM

The purpose of the research study was to investigate the effect of Yoga on the selected motor ability components, physiological and psychological variables of Deaf and Dumb students.
1.15 SIGNIFICANCE OF THE PROBLEM

The competitive nature of a human being is as old his / her origin. Every individual or nation wants to establish his or her supremacy over other individuals or nations. This fact stimulates, inspires and motivates every one to sweat and strive to run faster, jump higher, throw further and exhibit great speed, power, strength, endurance and skills in the international sports arena.

1. The study would highlight the effectiveness of Yogic practices in developing the physical fitness, physiological and psychological variables of Deaf and Dumb people.

2. This study would help to list out the various types of yogic activities suited for the Deaf and Dumb.

3. This study would offer an insight to all the people to know of the values of Yogic practices.

4. This study would encourage the physical educators and other governmental and non-governmental agencies to take up the task of providing the necessary facilities to provide Yogic practices program to the Deaf and Dumb people.

1.16 HYPOTHESIS

It was hypothesized that Yogic practices could bring about significant changes on the selected motor ability components, physiological and psychological variables of Deaf and Dumb students.
1.17 DELIMITATIONS

The study was delimited on the following aspects:
1. Yogic practices have been conducted only for twelve weeks.
2. Of the various Yogic activities only selected asanas and pranayama were given to the subjects.
3. Asanas and pranayama were only practiced by the Experimental group.
4. The following motor ability components, physiological and psychological variables only were chosen for the study.
5. This study was continued to Deaf and Dumb students of seventeen to twenty years age of St. Louis College for Deaf and Dumb, Adyar, Chennai.
6. The study was conducted only male students.
7. Yogic training in the morning sessions from 6.15 a.m to 7.05 a.m.
8. Yogic practices have been conducted only five days for weekly.

1.18 LIMITATIONS

1. The health habits and other physiological factors of the subjects were not considered in this study.
2. The climatic conditions were not taken into consideration while the training and tests were administered.
3. Environmental conditions, attitude and socio-economic status were not taken into consideration.
4. Certain factors like food, previous physical training, life style, daily routine, diet and mood state and other psycho sociological factors which may have some effect on the results of this study were not taken into consideration.
1.19 DEFINITION OF THE TERMS

Yogic Practices

Yogic Practices are Indian method of exercises which are practiced over thousands of years for keeping the human body physically and mentally fit (Kalidasan et. al. 1998).

Yoga

Yoga is universal without distinction of religion, nation, caste, language, colour, age or sex it is common to all Yoga is science.

Asanas

Asanas are not movement, but postures to be developed and held; most are relaxing rather than demanding effort; refreshing rather than fatigue. They are non competitive, they require no special equipment or clothing, the can be performed by men and women and person in all age groups.

Speed


Agility

The ability to change direction quickly and effectively while moving as early as possible at full speed. Willam (1983).
Explosive Power

Explosive power is the ability to release maximum muscular force in the shortest time as in excreting a standing broad jump. Jackson (1987).

Resting Pulse Rate

More house and miller (1976) have defined resting pulse rate as the distention of the arterial walls at the beginning of systolic ejection of blood which is not confined to aorta but travels down arteries as a wave followed by a wave of recoil. The arteries that lie close to the body such as radial artery of the wrist, the arrival of the wave of distension are subsequent recoil may be felt as a pulse which offers a convenience method of counting the pulse rate.

Skin Temperature

Forrester (1990) has defined, from the skin surface to the superficial layers of muscles across the shell of the body there is a temperature gradient which values according to the external temperature and the rate of heat conductance from the core of the shell is the skin temperature.

Breath Holding Time

It is defined as the duration of time through which one can hold his breath without inhaling or exhaling after a deep inhalation (strukic, 1981).
Anxiety

The term 'Anxiety' is used to describe the combination of intensity of behavior and direction of effect or emotion. The direction of effect characteristic or anxiety is negative in that it describes subjective feelings that are unpleasant (Spielberger, 1970).

Self Concept

It is individual's perception, attitude and feelings about himself (Guilford).

Pranayama

Prana is air, breath, the very life force: Yama means expansion of its length and breath and volume. Thus the systematic lengthening of inhalation and exhalation and the pause in between is breath control (Iyengar, 1997).

Deaf and Dumb

"Deaf and Dumb" (or even just dumb", when applied to deaf people who do not speak) is an archaic term that is considered offensive. Many Deaf people do not use a spoken language, thus they are technically "mute". The word "dumb" has at least an archaic meaning that means "mute". Of course, the word "dumb" also has another more common meaning now that implies stupidity, which is certainly not applicable to most Deaf people.

Given the long history of deafness, and the fact that Deaf people have been incorrectly assumed to be mentally deficient just because they do not speak, you can imagine that most Deaf people do not appreciate being called "Deaf and Dumb".
**Handicapped**

Handicapped individuals are those persons who are impaired or having disability, which adversely affect them psychologically, emotionally or socially or in a combination of ways.