

A STUDY OF PHYSICAL AND PSYCHOLOGICAL ASPECTS OF DEAFNESS

YENUMULA MANI KUMARI, DR. SANJEEV KUMAR GUPTA

DESIGNATION- RESEARCH SCHOLAR OPJS UNIVERSITY CHURU RAKJASTHAN
DESIGNATION- ASSOCIATE PROFESSOR OPJS UNIVERSITY CHURU RAKJASTHAN

ABSTRACT

The experience of being deaf is unique for each individual. Some people are born with a hearing impairment or are completely deaf from birth. It is usual practice to use the term "deafened" to refer to those who have developed a hearing impairment in later years. However, "deaf" cannot be applied to each and every individual who struggles with hearing loss. We should categorize them as "deaf" for the sake of this research. Any individual who has a hearing impairment and thinks that this impairment is a hindrance to personal or professional activities or to the general enjoyment of life, or, to put it another way, any one who is always mindful of such a defect. As a result, we base our definition on the subjective experience that everyone of us has. Those who are deaf and mute make up a distinct subgroup of those who are hard of hearing. His mind is preoccupied with a myriad of intriguing questions, the most intriguing of which is, "What is the notion of the outward world of an active, quiet planet?" It is also important for us to take into account the overall state and character of those who are deaf and dumb. We understand from the research that has been done on this topic that those who are illiterate often give the appearance of being lined up and are difficult to work with, while educated individuals give off a quite different image. They are able to focus effectively, are highly meticulous and vigilant, and contribute positively to the success of many businesses. Their mental state seems to be pretty steady.

KEYWORDS: Physical And Physiological Aspects, Deafness, professional activities, mental state seems

INTRODUCTION

"In all actuality, provided that children begin their formal education at an early age and continue it throughout their formative years, there is never a dispositional issue." And then, "He is very pleased in his own company," the passage said. Even though they are cut off from the aural world, those who are deaf-blind or silent mute are nonetheless able to participate in all of life's typical activities. They are able to marry and sometimes find excellent homes,

with listeners, work in almost any field that does not need hearing, participate in sports, and generally lead the lives of regular people. In situations with unilateral or bilateral asymmetric deafness, physiological factors predominate; in these circumstances, the deafness in the weaker ear is sometimes thought to represent total deafness. The reason for this is because the human body is physically weaker than the ear, therefore when a sound from a source reaches a person, the person has a diminished hearing sense. Only when the source of the sound is on the side that the listener is on is it possible for this to occur under physiological circumstances. When developing an asymmetric auditory perception, a typical individual would appropriately locate the sound in favor of higher intensity. This is because asymmetry favors greater intensity. The same thing takes place in situations with asymmetric poor hearing; the experience of hearing is always localized to the ear that is functioning better. In addition to being an instinctive and subconscious process, the act of localization is accompanied with the perceptual experience of having just the ear to which it is being applied functional. Those who are asymmetrically deaf are consequently given the impression that their less developed ear is not working and are hence entirely unable to hear (Eichholz, A. 1932).

ADAPTED PHYSICAL EDUCATION”

APE, or adapted physical education, is a customized curriculum intended for children with disabilities that helps them to engage and succeed in life by involvement in a physical education program that they are required to complete. In the context of Adapted Physical Education (APE), the word "adapt" implies "to fit" or "to modify" in the sense of making modifications to meet the requirements of the pupils.

Providing students with disabilities with opportunities for participation in physical education that are both safe and personally fulfilling is the primary goal of Adapted Physical Education (or adapted PE), a subfield of physical education. The goals of the physical education curriculum were revised to better align with those of the broader field of PE. Many different kinds of adapted physical education are covered under the Individuals with Disabilities Education Act (IDEA). Among these include the ability to swim and dance, both as individuals and as a group. Games and sports provided by sports for life, for example, are designed with participants aged 0-21 in mind. APE, or adapted physical education, should be dynamic and participant-driven in order to be effective. For children and youth with

disabilities to get APE services, skilled individuals who are able to gather assessment data and give physical education teaching prior to the onset of any developmental delays are required. We are offered support in the form of adapted physical education. Assessments and training are essential components of APE services.

Our educational system places a significant emphasis on the participation of students in physical education classes. Research has shown that kids need to participate in physical education in order to build their motor skills and contribute to their overall growth as individuals. This is an essential component of a well-rounded education. Students are given the opportunity to learn how to collaborate within a group in the context of physical education in schools. Children benefit from the development of their physical, mental, social, and emotional qualities via the participation in physical education, which also helps relieve tension and anxiety.

Some kids just won't fit in at a regular PE class if they don't have the same level of mental or physical development as the other kids there. The goal of adapted physical education is to provide students with disabilities with the knowledge and skills they need to participate fully in a wide range of leisure, recreation, and sport activities throughout their lives, therefore promoting lifelong health and well-being via physical activity. This course is meant to provide the student with the knowledge and abilities required to engage in a wide variety of leisure, recreation, and sporting activities on their own, for the rest of their lives.

A kid who has a handicap and attends a school in the United States is required by federal law to be given with physical education in addition to the special education services that the child gets from the school. Any student who has autism, deafness, a hearing impairment, blindness, intellectual disability, multiple disabilities, orthopedic, etc. further physical condition impairment, serious arousing disorder, special learning Disability, "language and speech, in head injury distressing or visual impairment including blindness needs to be provided adaptive physical education for their" development. It is possible to carry out the provision of APE services either within the framework of general physical education or within a setting that is self-contained.

A physician must first evaluate a youngster to determine both the child's strong and weak points. As a consequence, a physical training program has to be individualized so that it may

adjust to the individual's strengths and shortcomings. In India, when it comes to the education of their kid, parents would do all in their power to enroll them in a specialized school if one is available. However, physical education is not accorded the same level of significance as other aspects, despite the fact that it is equally essential. A child's self-assurance and ability may both benefit from receiving some kind of physical education. Making new acquaintances and avoiding being left out are both facilitated by this activity very well. In an APE environment, class time required to be meticulously scheduled and planned out. There are seven different types of classes that are used most often in adapted physical education environments.

“PHYSICAL FITNESS”

"It is the ability of a person to work every day with full efforts, energy, and alertness, without excessive exhaustion, and with enough of energy to immerse themselves in leisure time recreational activity in order to confront emergency circumstances," [Further citation is required] "It is the ability of a person to work everyday with full efforts, energy, and alertness," says the definition of physical fitness (Clarke & Clarke, 1987).

A person who is physically fit is one who is able to carry out their day-to-day responsibilities with zeal and alertness, has sufficient energy to take pleasure in their leisure time and hobbies, and is able to respond to unexpected challenges without becoming exhausted or flustered. A body that is both healthy and fit is what is meant by the all-encompassing word "physical fitness." The objective of physical fitness is to raise people's levels of awareness and passion, and to inspire them to take an interest in the physical advantages that will enable them to live a longer and healthier life (Robert, 1993).

The capacity of a person to have a healthy and content life is the hallmark of someone who is physically fit. Not just the physical, but also the intellectual, emotional, social, and spiritual components of a person are involved. In its broadest sense, physical fitness refers to those dynamic properties that, when met, will meet the requirements for mental and emotional steadiness. There is a correlation between heredity and social awareness as well as adaptability, spiritual and mental fear, and biological health. The term "physical fitness" refers to a state in which all of the organic systems of the body are healthy and it functions effectively. This state enables individuals who are physically fit to participate in strenuous tasks and leisure activities that go beyond organic development, muscular strength, and

endurance. Physical fitness denotes effective execution during physical activity (Charles, 1985).

The phrase "physical fitness" is used to describe a person's level of performance in activities that call for certain kinds of labour to be carried out. A body's capacity to adjust to and bounce back quickly after severe activity is a key indicator of its level of fitness. It has to do with a person's capacity to continue working and playing despite the thrill and delight brought on by unexpected weariness, as well as the energy necessary to deal with unforeseen situations. The capacity to endure and, persevere in challenging conditions is a key component of physical fitness. A handicapped person is unable to do this. This is the opposite of being weary from one's typical efforts (Fleishman, 1965).

1.19 IMPORTANCE OF FITNESS

A person's level of fitness may be defined by the extent to which they are able to carry out their daily activities in an effective manner. It suggests that a person is able to live their life in the most productive way possible given their potential. The capacity of a person to work in a methodical and effective manner is one definition of physical fitness. A person who is physically healthy, emotionally secure, and feels intellectually balanced is better prepared to take on the challenges that day-to-day life throws at him. Not only is improved health a benefit of increased physical fitness, but also enhanced performance is one of those benefits. Hundreds of businesses in the United States have provided financial support for this concept by hiring full-time directors of fitness with the purpose of making their employees physically fitter and, as a result, better able to do their jobs. A person who is physically fit has a significant amount of strength, energy, and stamina, as well as an enhanced feeling of well-being, greater protection against damage to their muscles, bones, internal organs, and joints, and improved cardiorespiratory performance (Bucher& Prentice, 1985).

A general term that describes dynamic properties that make it possible to meet the needs in terms of mental and emotional stability, special awareness and acceptance Fitness is a broad term that describes dynamic properties that make it possible to meet the needs in terms of mental and emotional stability Hereditary characteristics, such as fear, are compatible with both biological and spiritual health. Being physically fit implies that all of the biological systems in the body are in good condition and operate well. The biological growth of

muscles, their strength, and their endurance are just part of what makes for powerful jobs and leisure activities. Physical fitness demands efficient exercise performance (Bucher & Prentice, 1985).

A man is said to be fit if he is well adapted to his surroundings, if his mind and body are in sync with one another, and if he is able to fulfill the typical demands placed on him, both intellectually and physically, without experiencing excessive exhaustion.

To be more specific, motor fitness may be defined as the ability to execute well in activities that are considered to be fundamental, such as running, leaping, avoiding, and falling, climbing, swimming, weight lifting, carrying weights, and sustaining persistent efforts in a variety of settings.

1.20 PHYSIOLOGY

The study of how living things carry out the tasks that are essential to their survival is called physiology. The response is seen in the structure and function of the body's cells, organs, tissues, and systems. The specific manner in which they carry out the activities. "The goal of human physiology is to get an understanding of the processes that operate to maintain life and normal function in the human body" (Hall, 2012).

1.21 DEAF AND DUMB

Hard hearing is a condition that describes an individual who, in most situations, needs the help of a hearing aid in order to be able to appropriately process the linguistic information that is obtained from an audition. [Case in point:] [Case in point:] [Case in point:] [Case in point:] (This information was taken from the Report of an Ad Hoc Committee that was established in 1975 to Define Deaf and Hard of Hearing.) Hearing impairment is a condition that affects a person's capacity to function properly in day-to-day life as a result of a hearing loss that is so severe that it interferes with their ability to hear sounds at normal levels. They are unable to hear or understand sound in any context, even with the level of the speaker cranked all the way up. Those who are classified as belonging to this category either have a considerable hearing loss, which is measured as a loss of more than two decibels in the better ear, or a loss of hearing in both ears. When used to people who are deaf but do not talk, the earlier term "Deaf and Dumb" or even simply "dumb" is considered to be a pejorative term due to its

connotations of stupidity. Be a consequence of the fact that many individuals who are deaf do not engage in any kind of auditory communication, these individuals are referred to as "Mute." Lacking common sense is an additional frequent definition of stupid; however, this term does not correctly characterize the majority of people who are deaf.

The history of hearing impairment demonstrates that individuals who are deaf have been wrongly considered to have mental deficiencies just because they are unable to talk. The people who are deaf don't like it when other people refer to them as "Deaf and Dumb." Any person in today's society who uses the term "stupid" in such a situation is well... Dumb. Culture is the end result of a community being formed by a group of people around a shared experience, similar interests, shared rules of conduct, and shared strategies for survival. Teams like this, in which members of the deaf community seek one other out for the purpose of social engagement and emotional support.

CONCLUSION

A person who is deaf goes through a lot of mental ups and downs because of their condition. A key contributor to the problem is a lack of engagement with the surrounding society. Those who are deaf often struggle with a lack of intelligence or muteness since they are unable to perceive sounds around them. They are missing out on two of the most important communication tools, which have led to increased levels of frustration and rigidity over time. In addition to lowering the risk of developing secondary diseases and improving overall health and well-being, regular physical activity may also play an important part in the day-to-day lives of people who are disabled. It is possible that engaging in physical activity can help one develop the strength and stamina required to maintain a higher degree of independence. An individual may find it more challenging to attend courses, maintain employment, and participate in all aspects of community life if they increase their level of physical activity. Unquestionably, people of all ages have an obligation to make efforts toward living healthy lifestyles. As a consequence of this, children, adolescents, and adults all have an obligation to maintain their mental and physical health. Keeping a good balance in all aspects of a child's life—social, physical, and mental—is unquestionably beneficial for children who have special needs. A study with the working title "Effect of Recreational Activities on

Psychological and Physical Fitness Variables of Deaf and Dumb Students" was going to be carried out by the (present) researcher, who intended to keep in mind the importance of participating in recreational activity. The studies that are now being conducted on people who have impairments will be of great use to contemporary society. This study will provide information on the positive effects that engaging in both physical and psychological activities may have on children who have special needs.

REFERENCES

1. Agrawal S.P. et al. (2005). *Mental Health: An Indian Perspective, 1946–2003*. New Delhi India: Directorate General of Health Services/Ministry of Health & Family Welfare.
2. Ankad Roopa B. et al. (2011). Effect of Short Term Pranayama and Meditation on Respiratory Parameters in Healthy Individuals. *International Journal of Collaborative Research on Internal Medicine & Public Health (IJCRIMPH) 2011 Volume issue 6 pp 430-437*.
3. Astin J.A. (1997). Stress Reduction through Mindfulness Meditation Effects on Psychological Symptomatology, Sense of Control, and Spiritual Experiences. *Psychotherapy and Psychosomatics 1997; 66:97–106*.
4. Joseph Clara (2015). *Effect of Yogic Practices on Selected Physical Fitness Physiological and Biochemical Variables among Women Diabetes Patients (Doctoral Thesis)* retrieved from shodhganga.inflibnet.ac.in
5. Athara - Veda (2000 BC). *Psychological Disorders - Introduction to Psychology*.
6. New Delhi: N.C.E.R.T., Part II, 2003, 128.
7. Baker, T. (2004). Transcendental meditation lowers blood pressure in black adolescents. Medical College of Georgia, press release.
8. Bakshi, A., & Kumari, A., (2009). Effect of practicing yoga on subjective well - being and academic performance among adolescents . *Indian Psychological Review*, Vol. 72 (4), 235 -238



9. Balaji, P A, Varne, Smitha R, and Ali, Syed Sadat (2012). Physiological Effects of Yogic Practices and Transcendental Meditation in Health and Disease. North American Journal of Medical Sciences Oct; 4(10): 442–448.
10. BAILEY ALICE A. (1927). The Light of the Soul. New York, USA: Lucis Trust.
11. Barnes, Vernon A. et al (2008). Impact of Breathing Awareness Meditation on Ambulatory Blood Pressure and Sodium Handling in Prehypertensive African American Adolescents from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3216041/> retrieved on dated 13/01/2015.