4.ANALYSIS AND INTERPRETATION

CHAPTER – 4

ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

"Analysis is a process which enter into research from the very beginning"

Good; Bar and Scates

The process by which sense and meaning are made of the data gathered in qualitative research, and by which the emergent knowledge is applied to clients' problems. This data often takes the form of records of group discussions and interviews, but is not limited to this.

Data are meaningless heap of material without analysis and interpretation. After collecting data, the investigator had to analyse the data as it is difficult to explain the raw data without proper analysis. Analysis of data is more important and crucial step in educational research from which the results can be out streamed. Therefore, it can be said that the raw scores have got no value without interpretation and generalization.

IMPORTANCE OF ANALYSIS AND INTERPRETATION

Data analysis helps in structuring the findings from different sources of data collection like survey research

Data analysis acts like a filter when it comes to acquiring meaningful insights out of huge data-set.

One of the most important uses of data analysis is that it helps in keeping human bias away from research conclusion with the help of proper statistical treatment

Data analysis is as important to a researcher as it is important for a doctor to diagnose the problem of the patient before giving him any treatment.

4.2 INTERPRETATION OF DATA

OBJECTIVE: DOES STUDENTS ARE HAVING INCLUSIVE SETTING ENVIRONMENT?

To study whether students are having an inclusive setting environment, Responses of students on the questionnaire which was developed for the students only was critically analyzed by the researcher, further, the questionnaire was categorized into three DIMENSIONS as shown in the table:

DIMENSIONS	NO. OF QUESTIONS	RESPONSES		
		YES	SOMETIMES	NO
Creating inclusive culture	8	75.88%	14.68%	9.49%
Producing inclusive policies	5	63%	21.6%	15.4%
Evolving inclusive practices	7	52.57%	26%	21.43%

From the data, it is analysed that 75.88% of students are in the inclusive culture, where 63% of inclusive policies were produced in the school and school evolves 52.57% of inclusive on the other hand, 9.49% of students are not in the inclusive culture, where 15.4% of inclusive policies were produced in the school and school evolves 21.43% of inclusive practices.
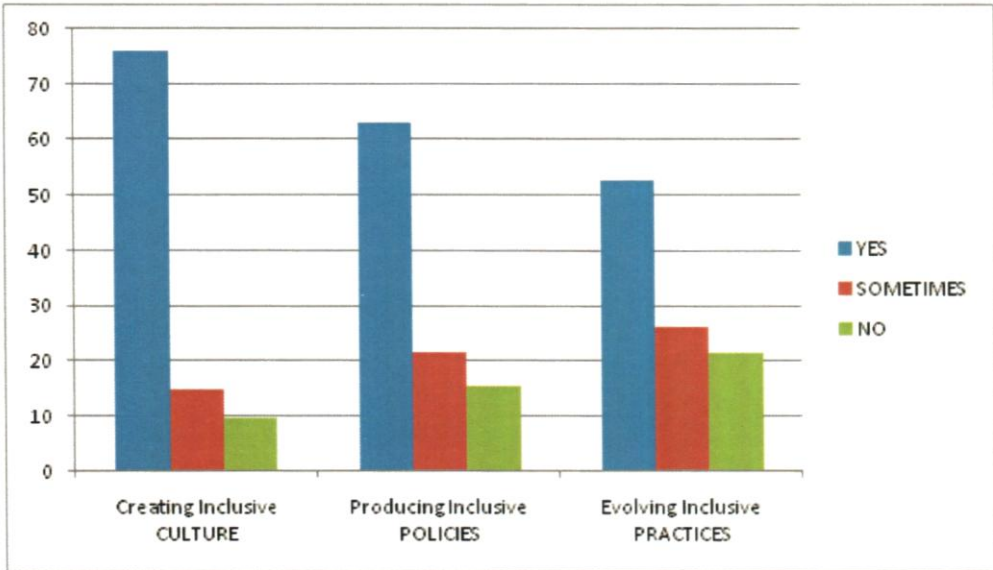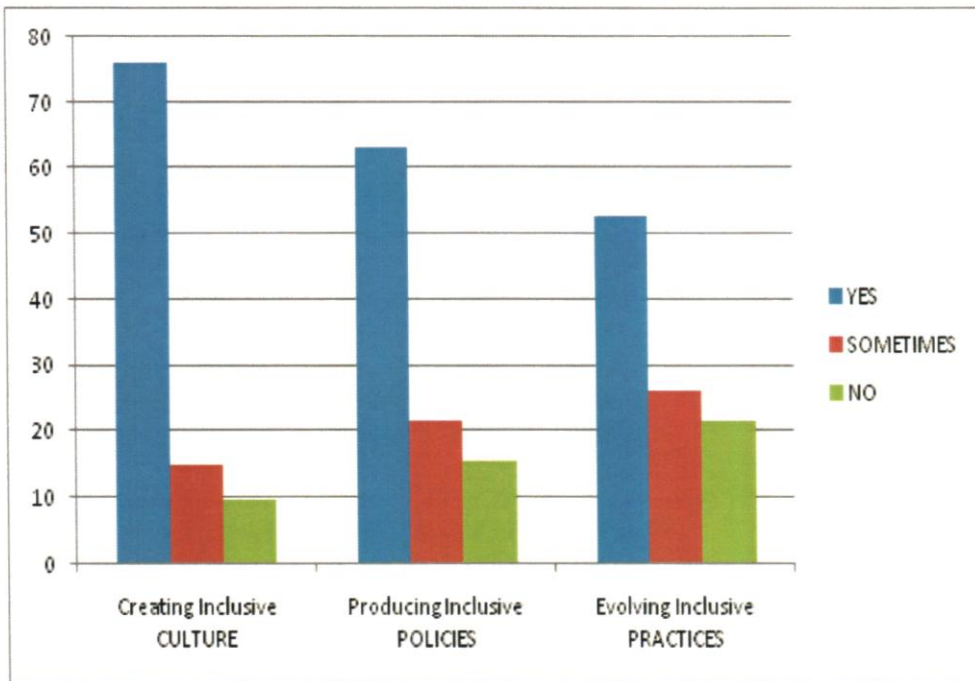
OBJECTIVE 2: DOES SCHOOL IS CREATING INCLUSIVE CULTURE, PRODUCING INCLUSIVE POLICIES, AND EVOLVING INCLUSIVE PRACTICES?

To study whether the school knows how to implement an inclusive setting in the school. Responses of students on the questionnaire which was developed for the students only was critically analyzed by the researcher, further, the questionnaire was categorized into three DIMENSIONS as shown in the table:

DIMENSIONS	NO. OF	RESPONSES		
	QUESTIONS	YES	SOMETIMES	NO
Creating inclusive culture	8	75.88%	14.68%	9.49%
Producing inclusive policies	5	63%	21.6%	15.4%

Evolving inclusive practices	7	52.7%	26%	21.43%

From the data, it is analysed that more than 75% of the time there is an inclusive culture in school, where again more than 75% of the school evolves inclusive practices, unlikely the 21% of the school. 70% of the school contribute in producing inclusive policies.


OBJECTIVE 3: DOES SCHOOL HAS BARRIER FREE INFRASTRUCTURE?

To study what the researcher who went to the school for sample collection notice, whether school has BARRIER FREE INFRASTRUCTURE or not. whether SCHOOL IS CREATING INCLUSIVE CULTURE, PRODUCING INCLUSIVE POLICIES, AND EVOLVING INCLUSIVE PRACTICES or not. Responses of the researcher on the checklist which was developed for the observation-only was critically analyzed by the

researcher, further, the questionnaire was categorized into three DIMENSIONS as shown in the table:

DIMENSIONS	NO. OF QUESTIONS	RESPONSES		
		YES	SOMETIMES	NO
Creating inclusive culture	11	45.45%	36.36%	18.18%
Producing inclusive policies	9	44.44%	11.11%	44.44%
Evolving inclusive practices	5	60%	40%	0

From the data, it is analyzed that school creates 45.45% inclusive culture, while schools produce 44.44% of inclusive policies and evolving 60% of inclusive practices. Otherwise, school is 44.44% lacking behind producing Inclusive policies. Not even 50% of the school has barrier free infrastructure.
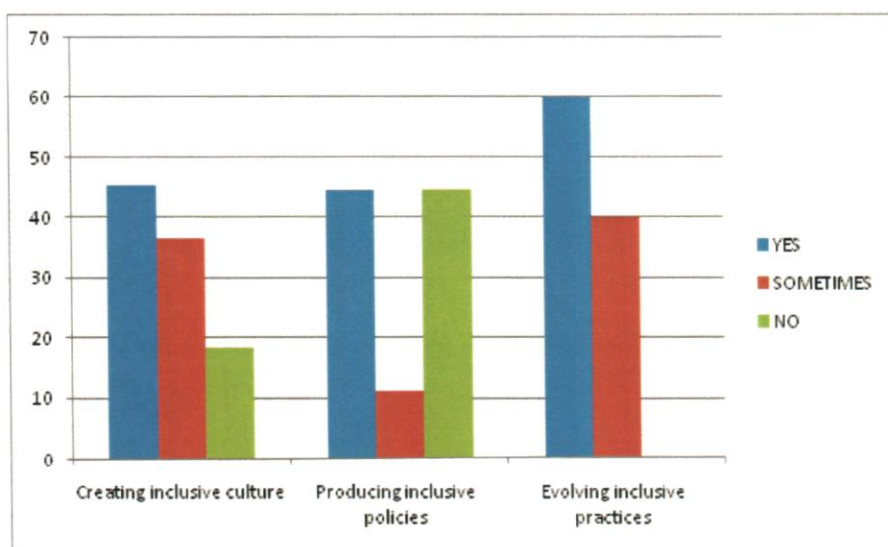
4.3 ANALYSIS

ANALYSIS OF QUESTIONNAIRE FOR STUDENTS

QUESTIONS	YES	SOMETIMES	NO
1. In class I often work with other students in pairs and in small group.	70%	2%	28%

2. When I have problem in doing work, I ask teachers for help.	60%	25%	15%
3. I enjoy teaching-learning in the class.	75%	10%	15%
4. My friends help me in the class when I am stuck with my work.	55%	10%	35%
5. In class my teachers are interested in listening to my ideas/problems.	43%	26%	31%
6. Teachers don't mind if I make mistakes in my work as long as I try my best.	47%	16%	37%
7. The staffs of the school are friendly to me.	81%	10%	9%
8. I think the teachers are fair when they punish or praise a student.	62%	10%	28%
9. When I am given homework, I usually understand what I have to do.	88%	2%	10%
10. It's good to have students from different background in the school.	96%	0	4%
11. Students with impairment are treated with respect in the school.	66%	3%	31%
12. No student is DISABLED, everyone is DIFFERENTLY ABLED/DIVYANG.	73%	7%	20%
13. I have some good friends in my school.	83%	10%	7%
14. We generally know what will be taught next in the subject.	36%	23%	41%
15. I feel bad when not call by my own name.	86%	4%	10%
16. I don't like when someone is bullied in school.	95%	0%	5%

17. If anyone bullied me, I would tell my teachers/parents.	34%	20%	46%
18. During free time I engage myself in different activities. (Sports, Music, Dance, Craft, etc.)	35%	45%	20%
19. If I have been away from school for a day my teacher shows concern.	8%	80%	12%
20. This is our school, and we made everyone to feel welcome at this school	97%	0%	3%

Explanation

From above table researcher analyzed that in class, 70% of students often work with other students in pairs and small groups. When students have a problem with doing work, 60% of students ask teachers for help and 75% of students enjoy teaching-learning in class. 10% of student's friends don't help them in the class when they are stuck with their work. In class, 55% of teachers are interested in listening to student's ideas/problems. 43% of teachers don't mind if students make mistakes in their work as long as they try their best. 16% of the staff of the school are not friendly with students and 62% of the teachers are fair when they punish or praise a student. When homework is given to students, 88% usually understand what they have to do. 96% of students think that it is good to have students from different backgrounds in the school. 66% of Students with impairment are treated with respect in the school. 73% of students feel that No student is DISABLED, everyone is DIFFERENTLY ABLED/DIVYANG. 83% of the students have some good friends at school. 36% of students generally know what will be taught next to the subject and 4% of students don't feel bad when not called by their names. 95% of students don't like it when someone is bullied in school and If anyone bullied someone, 20% of the time students would not tell their teachers/parents. During free time, 35% of students engage themselves in different activities. (Sports, Music, Dance, Craft, etc.). If students have been away from school for a day then 80% of teachers don't show concern. 97% of students believed that in their school they made everyone to feel welcome at school

ANALYSIS OF CHECKLIST FOR THE OBSERVATION FOR THE RESEARCHER

QUESTIONS RELATED TO CREATING INCLUSIVE CULTURE	YES	NO	SOMETIMES
1) Is information about the school made accessible to all, Irrespective of any impairment?		1	
2) Are sign language, braille and any other first language interpreters available when necessary?		1	
3) Do students feel ownership of their classrooms?	1		
4) Do students seek help from and offer help to each other when it is needed?			1
5) Do students use any forms of discriminating language (name calling by disability)?			1
6) Do students act as advocates for others who they feel are not treated fairly?			1
7) Do students have particular opportunities to discuss school matters with school functionaries?			1
8) Is there an attempt to address the fear of failure among students?	1		
9) Is diversity seen as a rich resource to support learning rather than as a problem?	1		
10) Are higher, average and lower attaining students valued equally?	1		

11) Do staff avoid stereotyped roles for students in school events?	1		
QUESTIONS RELATED TO PRODUCING INCLUSIVE POLICIES	**YES**	**NO**	**SOMEWHERE**
1) Do the school have physical barrier free structures?			1
2) Do the school have CWSN friendly toilets?			1
3) Do the classroom settings in the school enable all students to move freely?		1	
4) Are blackboards fixed at a proper height in the class to be accessible to all?	1		
5) Do the classrooms have adequate daylight and extra light when necessary?	1		
6) Do the noise level in the classes is minimized for avoiding distraction?	1		
7) Do the school takes measures to provide adequate transport facilities to CWSN?	1		
8) Do the school has a resource room or special room for CWSN?		1	
9) Do the school has adequate sport facilities for CWSN?		1	

QUESTIONS RELATED TO EVOLVING INCLUSIVE PRACTICES	**YES**	**NO**	**SOMETIMES**
1)Do staff members recognize the additional time required by CWSN?	1		
2) Are lessons adapted according to the need of CWSN?	1		
3) Are there opportunities for students to work with others who have any type of impairment?	1		

4) Are students consulted by the school functionaries about the support they need in the class?			1
5) Is the school creating opportunities for learners to participate in various activities?			1

EXPLANATION

OBSERVATION RELATED TO CREATING INCLUSIVE CULTURE the researcher analyzed that the information about the school is not made accessible to all, irrespective of any impairment, and sign language, braille, and any other first language interpreters are not at all available when necessary. Students feel ownership of their classrooms and students seek help from and offer help to each other when it is needed. Hardly Student use any forms of discriminating language (name-calling by disability). Sometimes students act as advocates for others whom they feel are not treated fairly and generally students have opportunities to discuss school matters with school functionaries. Attempts were always made to address the fear of failure among students. Diversity is seen as a rich resource to support learning rather than as a problem. Higher, average and lower attaining students always valued equally and staff avoid stereotyped roles for students in school events.

OBSERVATION RELATED TO PRODUCING INCLUSIVE POLICIES the

researcher analyzed that mostly school doesn't have physical barrier-free structures. The school does have one CWSN friendly toilet but not according to the CBSE GUIDELINE 2019 and not even the classroom settings in the school enable all students to move freely, while All blackboards fixed at a proper height in the class to be accessible to all, and classrooms have adequate daylight and extra light when necessary. Almost the noise level in the classes is minimized for avoiding distraction and school also takes measures to provide adequate transport facilities to CWSN, while the school doesn't have a resource room or special room for CWSN. The school doesn't have adequate sports facilities for CWSN. In a nutshell, school is making barrier-free infrastructure but for the sake of the name, it is not according to the guidelines provided by CBSE.

OBSERVATION RELATED TO EVOLVING INCLUSIVE PRACTICES the researcher analyzed that all the staff members recognize the additional time required by CWSN. The lessons are adapted according to the need of CWSN and there is always an opportunity for students to work with others who have any type of impairment whereas students are consulted by the school functionaries about the support they need in the class. The school create opportunities for learners to participate in various activities.