

CHAPTER 3

RESEARCH METHODOLOGY

CHAPTER-III

RESEARCH METHODOLOGY

3.0 Introduction

In the Previous chapter Review of Related Literature was discussed where the researcher has mentioned the studies related to child rights education along with participation, protection and developmental rights. In the present chapter, the Research Methodology of the study is discussed Research methodology is the most important part of any research process. The chapter of research methodology explains the research design followed in the study, the research method adopted, the population of the study, a sample of the study and variables covered in the study. In the present study, the researcher has used a mixed-method research design where the researcher has created/established a balance between the qualitative and quantitative elements of the study. There are different ways of doing mixed-method research. The first way is qualitative dominant. The other methods are: equal status, quantitative dominant, sequential or concurrent methods such as “sequential explanatory, sequential transformative, concurrent triangulation, and concurrent nested and concurrent transformative”. In the present study, the researcher has followed the mixed-method research design in which the researcher has used a convergent parallel mixed method. It is a kind of mixed-method where the researcher converges and merges quantitative and qualitative data. Here the researcher has collected quantitative and qualitative data at the same point in time. In the first objective researcher has compared the mean difference of awareness of child rights education among pupil teachers. For qualitative data, the researcher applied two open-ended questionnaires on how do pupil teachers

implement and practice child rights education and what are the challenges faced by pupil teachers during the internship. For this, a separate analysis was done by following quantitative data and qualitative data. The descriptive survey method is used in the study. The population of the study was pupil teachers of all Regional Institutes of Education-NCERT. The researcher has collected the data from all the five constituent units of NCERT (Regional Institutes of Education). The researcher has considered the pupil-teachers as a sample of the study in which B.Ed. students and integrated students i.e. B.Sc. B.Ed. / B.A. B.Ed. were considered. For the data collection, the researcher has selected the five constituent units of NCERT (RIE AJMER, BHUBANESWAR, MYSORE, SHILLONG, and BHOPAL) purposively. Pupil teachers were selected through stratified random sampling.

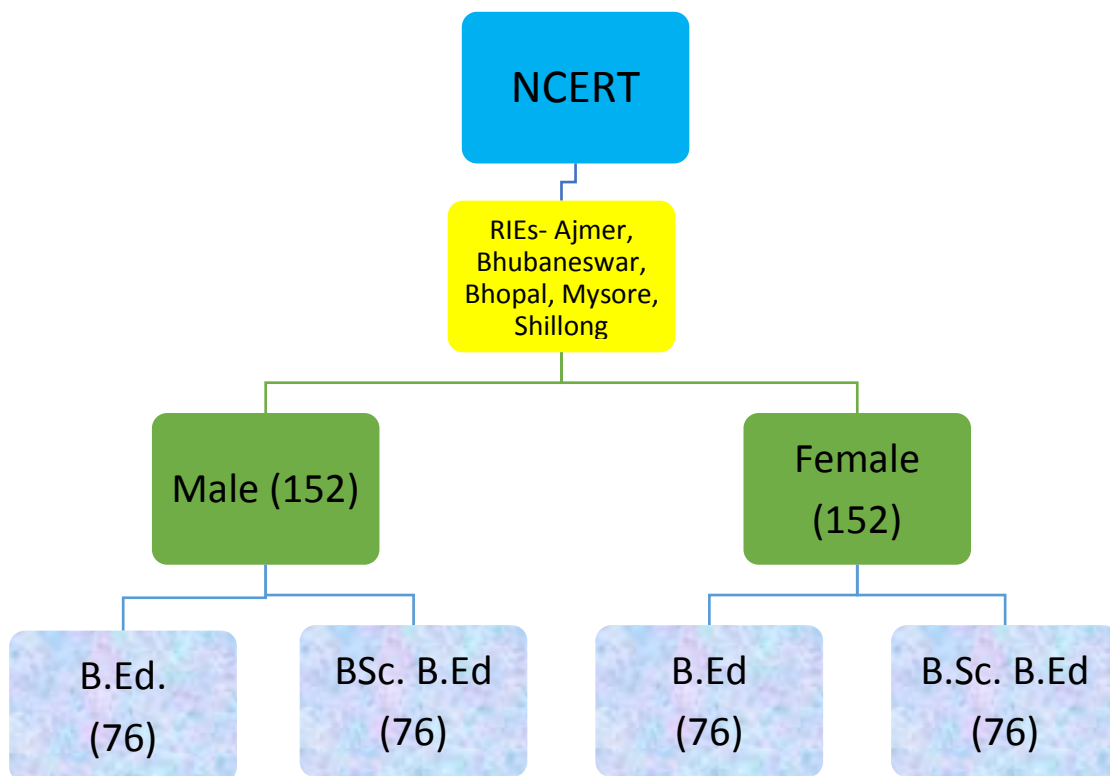
3.1 Approach: Mixed method approach, both qualitative and quantitative is used in the study.

3.2 Method Used: Descriptive Survey method is used in the study

3.3 Population: The population of the study was comprised of pupil teachers (B.Ed. & B.Sc. B.Ed. / B.A. B.Ed.) of all constituents units of NCERT i.e. Regional Institutes of Education Ajmer, Bhubaneswar, Bhopal, Mysore & Shillong.

3.4 Sample: The researcher has collected the data from all the five constituent units of NCERT (Regional Institutes of Education). The researcher has considered the pupil-teacher as a sample of the study in which B.Ed. & B.Sc. B.Ed. / B.A. B.Ed. pupil-teachers were included. For the data collection, the researcher has selected the five constituent units of NCERT (RIE AJMER, BHUBANESWAR, MYSORE, SHILLONG, and BHOPAL) with the purposive technique of sampling. For this study,

Pupil teachers were selected by stratified random sampling technique. In the present study total sample of 304 pupil-teachers was collected divided into male and female (152 respectively) which was further divided into B.Ed. pupil teachers (76) and Integrated B.Sc.B.Ed./B.A.B.Ed (76) from all Regional Institutes of Education. The flow chart of the sample taken is given below.



3.5 Tools Used in study

1. Self-Developed Questionnaire on “Awareness of child rights education for pupil teachers”.
2. Self-Developed Open-ended questionnaire on “Implementation and practice of child rights education”.

3. Self-Developed open-ended questionnaire on “Challenges faced by pupil teachers related to child rights education”.

3.6 Process of Construction and Development of the Tools: Construction and development of data collection tool are very important in any educational research. There are certain steps of the construction and development of the research tool which the researchers have to follow. The steps of the data collection tools for the study are given below.

3.6.1 Tool 1: Awareness of Child Rights Education among Pupil Teachers

3.6.1.1 Review of the Documents

The researcher has consulted various official documents, articles, research papers, various reports of NGOs and other associated organizations. An informative & critical review has been done to identify the items for the questionnaire.

3.6.1.2 Main documents, Articles

1.	Reports of UNESCO, UNICEF, UN Convention 1989, UDHR, POSCO Act, NCPCR, SCPCR, Juvenile Justice Act, and Committee on the rights of the child, RTE Act 2009 etc.:
2.	UNESCO (1995) Directory of European Research and Documentation Institutions on Children’s Rights: UNESCO - Childwatch International – UNICEF
3.	UNICEF- Going Back to School: My Rights and Responsibilities:
4.	UNESCO, (2001). Legal Text For The Protection Of Children And Their Fundamental Rights. Emergency Educational Assistance Unit.
5.	Children’s Rights In Education: Applying A Rights-Based Approach To Education

6.	United Nations Children’s Fund (UNICEF), (2014). EU-UNICEF Child Rights Toolkit: Integrating Child Rights in Development Cooperation.
7.	First Steps to Rights Activities for children aged 3 – 7 years
8.	United Nations (1989). Convention on the Rights of the Child Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989.
9.	Universal Declaration of Human Rights 1948. https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf .
10.	Protection of Children from Sexual Offences Act, 2012. Ministry of Law and Justice, GOI.
11.	The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Law and Justice, GOI.
12.	Children’s Rights In Education: Applying A Rights-Based Approach To Education
13.	Jonathon Sargeant, (2007) Children being children: the value of an importance filter.
14.	Leanne Johnny, (2006) Reconceptualising childhood: Children’s rights and youth participation in schools
15.	Marion Sturges, (2015). Supporting Child Participation in the Early Years of Education
16.	Leanne Johnny (2005) UN Convention on the Rights of the Child: A Rationale for Implementing Participatory Rights in Schools.
17.	Laura Lundy (2007) ‘Voice’ is not enough: conceptualizing Article 12 of the United Nations Convention on the Rights of the Child

3.6.1.3 Selection of broad Items, Specification of the Items and Final Framing

After the review of the documents, the researcher has selected and identified the broad items for the questionnaire. Broad items were selected after an extensive review of the documents. After framing broad items researcher has specified the items according to the demand of the study. Hence the final framing of the questionnaire was done by the researcher for expert suggestions.

3.6.1.4 Validity of the Questionnaire

Face Validation Procedure

Degree of clarity and content

“1 is assigned for the item which is not clear and understandable, 2 is assigned for the item which is somewhat clear and understandable, 3 is assigned for the item which is clear and understandable”

Table 3.1 shows the total number of items, rating procedure and a number of experts

Sr. No.	Total Number of Items	Rating for content and clarity	Number of Experts
1.	44	1 to 3	12

First of all researcher has prepared the validation sheet and sent it along with the questionnaire to the experts to know the responses of the experts. The procedure for rating was mentioned in the sheet and the responses were gathered on the basis of the degree of clarity and content. The questions of the questionnaire were rated on numbers

1 2 and 3 as above mentioned in the face validation procedure. After this “FVI for the item (I-FVI) and FVI for scale (S-FVI)” was calculated by giving 1 to the agreed items and the items that required modification and 0 to the items on which the experts were not agreed as shows in the below mentioned table of rating . For raters in agreement researcher have counted the rating given by all experts for each item, i.e. “The raters in agreement for Q1 (1 + 1+ 1 +1 + 1 + 0+ 1+ 1 + 1 + 1+1+1+1) = 12”. After this researcher have calculated the universal agreement, in which researcher have assigned 1 to the item that achieved 100% responses in agreement, 0 where all the respondents were not agree for the item. The I-FVI was calculated by the following formula i.e. experts in agreement divided by the number of experts. After this S-FVI/Ave, S-FVI/UA were calculated by the below mentioned formulas:

“I-FVI (item-level face validity index) is= $I-FVI = (\text{agreed item}) / (\text{number of rater})$

S-FVI/Ave (scale-level face validity index based on the average method) is = $(\text{sum of I-FVI scores}) / (\text{number of item})$

S-FVI/UA (scale-level face validity index based on the universal agreement method) is = $(\text{sum of UA scores}) / (\text{number of item})$ ” (Saiful & Yusof, 2019).

Table 3.2 shows the clarity and content ratings on the item scale by 12 experts

Item	Ex.1	Ex2	Ex.3	Ex.4	Ex5	Ex6	Ex7	Ex8	R9	Ex10	Ex11	Ex12		Ex in Agreement	I-FVI	UA
1	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
2	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
3	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
4	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
5	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
6	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
7	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
8	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
9	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
10	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
11	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
12	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
13	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
14	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
15	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
16	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
17	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
18	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
19	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
20	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
21	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
22	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
23	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
24	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
25	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
26	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
27	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
28	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
29	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
30	0	0	0	0	0	0	0	0	0	0	0	0		0	1	1
31	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
32	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
33	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
34	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
35	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
36	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
37	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
38	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
39	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
40	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
41	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
42	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
43	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
44	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
	0.82	0.82	0.82	0.82	0.82	0.82	0.82	0.82	0.82	0.82	0.82	0.82	S-FVI/Ave	0.82		
													S-FVI/UA			0.82
Proportion of content & clarity						Average proportion of items clarity and content						0.82				

Interpretation of the table: Hence it can be interpreted from the above table that out of 44 items of the total questionnaire initially, 36 items were accepted and found valid for final data collection.

3.6.1.5 Pilot Testing

Researcher has developed/ created the questionnaire/tool on google form. After the development of the tool researcher has sent the questionnaire to the pupil teachers of Central University of Haryana (School of Education). Hence data for pilot testing was collected via google form/online mode.

Table 3.3 shows Pilot Testing/ Reliability of the questionnaire

Case Processing Summary			
		N	%
Cases	Valid	102	100.0
	Excluded	0	.0
	Total	102	100.0

Table 3.4 shows reliability statistics

Reliability Statistics			
Cronbach's Alpha	Based on Standardized Items		Number of Items
.808	.799		36
Item Statistics			
	Mean	Std. Deviation	N
q1	2.53	.817	102
q2	1.35	.670	102
q3	2.58	.724	102
q4	2.52	.805	102
q5	2.56	.765	102

q6	1.52	.728	102
q7	2.28	.801	102
q8	1.26	.579	102
q9	2.41	.848	102
q10	2.52	.780	102
q11	2.45	.779	102
q12	1.15	.454	102
q13	1.18	.454	102
q14	2.51	.817	102
q15	2.39	.869	102
q16	2.43	.802	102
q17	2.52	.780	102
q18	2.58	.776	102
q19	1.27	.647	102
q20	1.33	.680	102
q21	2.39	.846	102
q22	2.38	.833	102
q23	2.69	.675	102
q24	1.26	.628	102
q25	1.24	.548	102
q26	1.42	.667	102
q27	2.47	.792	102
q28	1.27	.548	102
q29	2.41	.800	102
q30	1.61	.785	102
q31	1.29	.590	102
q32	1.40	.721	102
q33	2.31	.808	102
q34	1.40	.679	102
q35	1.59	.837	102
q36	1.28	.619	102

Table 3.5 shows the sample Representation

KMO and Bartlett's Test

“Kaiser-Meyer-Olkin Measure of Sampling Adequacy”	.759	
“Bartlett's Test of Sphericity”	Approx. Chi-Square	1862.221
	df	630
	Sig.	.000

Interpretation of the table: It can be reflected here from the above table that the value for KMO and Bartlett’s Test is .759 which indicates that the sample in the study is representative of the population.

3.6.1.6 Data Collection for Pilot Study

The researcher has developed/ created the questionnaire/tool on a google form. After the development of the tool, the researcher has sent the questionnaire to the pupil teachers of the Central University of Haryana (School of Education). Hence data for pilot testing was collected via google form/online mode.

3.6.2 Questionnaire on “Implementation and practice of Child Rights Education”

3.6.2.1 Review of the Documents

The researcher has consulted various official documents, articles, research papers, various reports of NGOs and other associated organizations. An informative review has been done to identify the items for the questionnaire.

3.6.2.2 Main documents, Articles: Mentioned in the above table no. 3.8.1.2

3.6.2.3 Selection of broad Items, Specification of the Items and Final Framing

After the review of the documents researcher have selected and identified the broad items for the questionnaire. Broad items were selected after an extensive review of the documents. After framing broad items researcher has specified the items according to the demand of the study. Hence the final framing of the questionnaire was done by the researcher for expert suggestions.

3.6.2.4 Validity of the Questionnaire

Table 3.6 shows the total number of items, rating procedure and a number of experts

Sr. No.	Total Number of Items	Rating for content and clarity	Number of Experts
1.	45	1 to 3	12

Face Validation Procedure

“Degree of clarity and content

1= the item is not clear and understandable

2= the item is somewhat clear and understandable

3= the item is clear and understandable”

First of all researcher have prepared the validation sheet and sent it along with the questionnaire to the experts to know the responses of the experts. The procedure for

rating was mentioned in the sheet and the responses were gathered on the basis of the degree of clarity and content. The questions of the questionnaire were rated on numbers 1 2 and 3 as above mentioned in the face validation procedure. After this “FVI for the item (I-FVI) and FVI for scale (S-FVI)” was calculated by giving 1 to the agreed and the items required modification and 0 to the items on which the experts were not agreed on shows in the below-mentioned table of rating. For raters in agreement researcher have counted the relevant rating given by all experts for each item, i.e. The raters in agreement for Q1 (1 + 1+ 1 +1 + 1 + 0+ 1+ 1 + 1 + 1) = 9. After this researcher has calculated the universal agreement: in this researcher have assigned 1 to the item that achieved 100% responses in agreement, 0 where all the respondents were not agree for the item. The I-FVI was calculated by the following formula i.e. experts in agreement divided by the number of experts. After this S-FVI/Ave, S-FVI/UA were calculated by the below mentioned formulas:

“I-FVI (item-level face validity index) is= $I-FVI = (\text{agreed item}) / (\text{number of rater})$ ”

“S-FVI/Ave (scale-level face validity index based on the average method) is = (sum of I-FVI scores)/ (number of item)”

“S-FVI/UA (scale-level face validity index based on the universal agreement method) is = (sum of UA scores)/ (number of item)” (Saiful & Yusof, 2019).

Table 3.7 shows the clarity and content ratings on the item scale by 12 experts.

Item	Ex. 1	Ex.2	Ex.3	Ex.4	Ex.5	Ex.6	Ex.7	Ex.8	R9	Ex 10	Ex 11	Ex 12		Ex in Agreement	I-FVI	UA
1	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
2	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
3	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
4	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
5	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
6	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
7	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
8	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
9	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
10	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
11	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
12	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
13	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
14	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
15	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
16	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
17	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
18	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
19	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
20	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
21	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
22	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
23	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
24	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
25	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
26	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
27	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
28	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
29	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
30	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
31	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
32	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
33	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
34	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
35	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
36	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
37	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
38	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
39	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
40	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
41	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
42	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
43	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
44	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
45	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	S-FVI/Ave	0.84		
													S-FVI/UA			0.84
Proportion of content & clarity				Average proportion of items clarity and content										0.84		

Interpretation of the table: Hence it can be interpreted from the above table that out of 45 items of the total questionnaire initially, 38 items were accepted and found valid for final data collection.

3.6.3 Questionnaire on “Challenges faced by the Pupil teachers”

3.6.3.1 Review of the Documents

The researcher has consulted various official documents, articles, research papers, various reports of NGOs and other associated organizations. An informative review has been done to identify the items for the questionnaire.

3.6.3.2 Main documents, Articles and agencies: As mentioned in the above table-
3.8.1.2

3.6.3.3 Selection of broad Items, Specification of the Items and Final Framing

After the review of the documents researcher have selected and identified the broad items for the questionnaire. Broad items were selected after an extensive review of the documents. After framing broad items researcher has specified the items according to the demand of the study. Hence the final framing of the questionnaire was done by the researcher for expert suggestions.

Table 3.8 shows the total number of items, rating procedure and a number of experts

Sr. No.	Total Number of Items	Rating for content and clarity	Number of Experts
1.	25	1 to 3	12

Face Validation Procedure

“Degree of clarity and content

1 is assigned for the item which is not clear and understandable.

2 is assigned for the item which is somewhat clear and understandable.

3 is assigned for the item which is clear and understandable”.

First of all researcher have prepared the validation sheet and sent it along with the questionnaire to the experts to know the responses of the experts. The procedure for rating was mentioned in the sheet and the responses was gathered on the basis of degree of clarity and content. The questions of the questionnaire was rated on number 1 2 and 3 as above mentioned in the face validation procedure. After this “FVI for item (I-FVI) and FVI for scale (S-FVI)” was calculated by giving 1 to the agreed and the items required modification and 0 to the items on which the experts were not agreed showss in the below mentioned table of rating . For raters in agreement researcher have counted the relevant rating given by all experts for each item, i.e. The raters in agreement for Q1 (1 + 1+ 1 +1 + 1 + 0+ 1+ 1 + 1 + 1) = 9. After this researcher have calculated the universal agreement: in this researcher have assigned 1 to the item that achieved 100% responses in agreement, 0 where all the respondents were not agree for the item. The I-FVI was calculated by the following formula i.e. experts in agreement divided by the number of experts. After this S-FVI/Ave, S-FVI/UA were calculated by the below mentioned formulas:

“I-FVI (item-level face validity index) is= $I-FVI = (\text{agreed item}) / (\text{number of rater})$ ”

“S-FVI/Ave (scale-level face validity index based on the average method) is = (sum of I-FVI scores)/ (number of item)”

“S-FVI/UA (scale-level face validity index based on the universal agreement method) is = (sum of UA scores)/ (number of item)” (Saiful & Yusof, 2019).

Table 3.9 shows the clarity and content ratings on the item scale by 12 experts

Item	Ex. 1	Ex2	Ex.3	Ex.4	Ex5	Ex6	Ex7	Ex8	R9	Ex 10	Ex 11	Ex 12		Ex in Agreement	I-FVI	UA
1	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
2	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
3	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
4	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
5	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
6	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
7	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
8	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
9	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
10	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
11	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
12	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
13	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
14	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
15	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
16	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
17	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
18	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
19	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
20	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
21	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
22	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
23	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
24	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
25	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	S-FVI/Ave	0.84		
													S-FVI/UA			0.84
Proportion of content & clarity					Average proportion of items clarity and content								0.84			

Interpretation of the table: Hence it can be interpreted from the above table that out of 25 items of the questionnaire initially, 21 items were accepted and found valid for final data collection.

3.7 Scoring Procedure

Scoring of the collected data is the most essential step for analysis and interpretation of the data. There were three questionnaires used in the study. The First questionnaire (close-ended) was entitled ‘Awareness of Child Rights Education among Pupil Teachers’. The second questionnaire was ‘Implementation and practice of child rights education and the third questionnaire was about ‘challenges faced by pupil teachers regarding child rights education. The scoring procedure for these questionnaires is discussed below.

Table 3.10 Tool 1: Awareness of Child Rights Education among Pupil Teachers

SCORE AWARDED			
Statement	True	Undecided	False
Positive	1	2	3
Negative	3	2	1

There were 36 questions in the questionnaire based on positive and negative statements. The scoring for negative and positive statements were given separately. In the positive statement score 1 was assigned if the respondent reply true to the statement, 2 was assigned if replied undecided and 3 was assigned if the respondent replied false to the statement. Thus the reverse order was followed for the negative statements as

mentioned above in the table. The separate sheet of excel for scoring is attached in the appendices.

Tool 2 & 3: Implementation and practice of Child Rights Education & Challenges faced by the Pupil teachers: The analysis of these questionnaires (open-ended) were done by qualitative thematic analysis in which the researcher followed certain steps of thematic analysis. Firstly researcher gathered the responses/answers received from the respondents. In the second step researcher categorized the responses based on the similarity of the responses. In the third step, data were assigned codes and then sub-themes were created. After that, the percentage was calculated and sub-themes were merged to the final dimensions/ themes. Interpretation and detailed analysis is given in the 4th chapter of the thesis.

3.8 Final Data Collection and administration of the tool

Data for all the three questionnaires were collected via online mode. The researcher has shared the google link of the questionnaires with the pupil teachers of different RIE's online. Instructions were given in the research tools regarding responses.

3.9 Analysis Techniques

In the present study researcher have used the Descriptive Statistics, Percentage and t-test to study the awareness level among male, female, B.Ed. and Integrated B.Sc.B.Ed./B.A.B.Ed pupil teachers. Further researchers have used qualitative thematic analysis to analyze the data related to implementation and practice of child rights education and challenges faced by pupil teachers regarding child rights education during the internship programmes.