

## **CHAPTER 2**

### **METHODOLOGY**

The investigator studied the impact of displacement on Kashmiris living in government camps at Jammu.

The chapter is discussed under the following sections:

- 2.1 Reports of Pilot Study and Internship
- 2.2 Determination of the Population and Sample
- 2.3 Description of the Tools for Data Collection
- 2.4 Validity of Research Tools
- 2.5 Pre-testing of the Tool
- 2.6 Reliability of the Tool
- 2.7 Procedure for Data Collection
- 2.8 Scoring and Categorization of the Data
- 2.9 Analysis of the Data

## **2.1 Reports of Pilot Study and Internship**

The investigator for her masters' dissertation had earlier worked on "Status of kashmiris living in government camps at Jammu". The study was done in the year 1999.

This study was considered as the pilot study for the feasibility of the proposed study and the short summary of the same is presented here.

### **SUMMARY OF THE STUDY**

Since the closing months of year 1989, the valley was engulfed with militancy. The minority community of hindu kashmiri pandits in Kashmir was served with threats and notices to quit Kashmir.

The kashmiri pandits who fled valley in the year 1989 – 1990 were placed in the camps at various places of Jammu and Delhi.

The study was conducted on one hundred and ten respondents at one of the camps at Jammu namely MUTHI PHASE II<sup>nd</sup>.

The study had explorative study design. Survey method was adopted by using an open-ended questionnaire. (See Appendix-4)

Following were the findings:

The respondents were mostly in the middle age group and were married.

Their qualification was not more than higher secondary school level.

The families were mostly male headed and lots of families turned nuclear from joint, soon after the displacement.

The families, when they fled, were unable to get their belongings whether movable or immovable.

The families had to accommodate themselves in the tents initially and latter on in one room tenement sets. The single dome shaped room was provided to each family. There were no infrastructural facilities provided to camps and families had to stay in inhuman and intolerable conditions.

Occupational trends of the respondents had also changed and more losses were found in the families from agricultural background and business class than in the service class group.

Economically, the respondents had to suffer and were not able to fulfill their family needs.

The respondents had to face many health problems due to sudden change in the climate from cold regions to areas of hot climate and living in inhuman conditions.

Cultural values diminished with time due to external elements, economic conditions, less motivation and less space. Traditions and customs were not performed with that pomp and show as were performed in Kashmir.

In spite of having hardships, displaced Kashmiris did send their children to camp schools and colleges. The respondents reported that camp schools lacked basic facilities and in camp colleges the timings of the examination was not definite.

Living in such inhuman conditions, the displaced Kashmiris were eager to go back to Valley if normalcy returned. The peace loving Kashmiris

had also some expectations from the government and social welfare organizations for some rehabilitative measures to improve their living conditions.



### **CONCLUSIONS OF THE PILOT STUDY:**

- a There were adequate number of kashmiris living in the government camps at Jammu to form adequate sample size. It was possible to conduct study on a larger scale.
- b Displaced kashmiris, both men and women, were able to report many problems.
- c Displaced kashmiris were facing many problems in various areas like infrastructure, health, finance, occupation, culture, language, climate and education.
- d The status of many displaced kashmiris was lowered after the displacement from Kashmir
- e Use of a questionnaire will be possible for collecting data.

### **INTERNSHIP REPORT**

Besides the pilot study, the investigator had also worked for the upliftment of displaced kashmiris with regard to health and sanitation during the internship with a non-governmental organization, "YOUNG INDIA" supported by UNICEF. Its report is presented now.

### **PROBLEMS OBSERVED BY THE INVESTIGATOR**

- a The single room, dome shaped, sets were leaking and needed to be repaired.
- b Hygienic conditions were lacking due to lack of sanitation.
- c Lack of space caused privacy problems for many.
- d Shortage of water also caused many problems.
- e Garbage dumping also led to many problems like malaria and diarrhea.

### **PROBLEMS STATED BY A PRINCIPAL OF A CAMP SCHOOL**

- a There were no infrastructural facilities like library and laboratories.
- b Classes were conducted in open areas.
- c Practicals were conducted in different schools.
- d Students were unable to purchase books and uniforms.
- e Students were unable to pay tuition fees.

### **PROBLEMS STATED BY THE DISPLACED KASHMIRIS**

- a Infrastructural problems
  - Lack of space
  - Leakage of roofs
  - Improper drainage

- Lack of community toilets and bathrooms
  - Lack of streetlights
  - Lack of transport facilities and better roads
  - Lack of dispensaries and other medical facilities
  - No fencing done around the rooms
- b Economic problems
- Unable to fulfill family needs
  - Forced to take loans
- c Less job opportunities in Jammu and Kashmir State.
- d More of health problems due to change in living conditions, climate and unhygienic conditions
- e No dustbins in camps led to heaps of garbage dumped at many places leading to many health problems like malaria and diarrhea.

#### **REHABILITATIVE MEASURES SUGGESTED FOR THE DISPLACED KASHMIRIS**

- a Food packages to be given to poor displaced kashmiris.
- b Child immunization to be initiated
- c Integrated child development programs to be started in the camps
- d Awareness for health and sanitation to be brought about.
- e Recreational facilities to be provided.
- f Cultural programs and competitions to be organized for camp children

- g Improvements in teaching and learning aids to be made.
- h Counseling for women and children to be provided in trauma and stress.
- i Better infrastructural facilities for camp dwellers to be provided.
- j Better infrastructural facilities for camp schools and colleges to be provided.

Keeping in mind the pilot study and the internship experience, the researcher wanted to go for an in depth study.

Earlier, the researcher had touched only few areas with small sample size. Moreover no variables were taken.

The investigator further wanted to study more problem areas in relation with the variables. She also wanted to increase the size of the sample and select sample from all the camps at Jammu.

So the researcher took up the proposed study, "Impact of displacement on Kashmiris Living in the Government Camps at Jammu "

## **2.2 Determination of the Population and Sample**

Following types of four groups were included in the study:

- A. Displaced hindu kashmiri men and women
- B Camp school teachers
- C Camp doctors
- D Camp zonal officers

Group A: Displaced hindu kashmiri men and women

<u>POPULATION*</u>	<u>SAMPLE</u>
Males – 7914	500
Females – 7668	500

Group B: Camp school teachers

<u>POPULATION</u>	<u>SAMPLE</u>
281	250

Group C: Camp doctors

<u>POPULATION</u>	<u>SAMPLE</u>
10	10

Group D: Camp zonal officers

<u>POPULATION</u>	<u>SAMPLE</u>
8	8

\* Obtained from Assistant Commissioner relief camp, Relief Organisation, Year 2003.



The population of the study of Group A consisted of the displaced hindu kashmiris living in government camps at Jammu.

Table 2.1 presents the details of community wise break up of displaced kashmiris staying in government camps. As per table, hindus formed the majority group staying in the government camps.

There were overall six camps offering shelter to the displaced kashmiris and the respondents were taken from all the six camps. (See table 2.2)

Accidental purposive sampling was done to gather the required information.

Table 2.3 gives information regarding the number of camp schools, teachers, and students. Out of total eleven camp schools, three schools were selected which had sizeable number of students and were functioning regularly according to the authorities.

There were total two hundred and eighty one school teachers in these three schools. The data was collected from two hundred and fifty teachers who were available during data collection.

All the ten camp doctors and eight camp zonal officers were included for data collection.

**Table 2.1: Camp wise details of displaced kashmiris at Jammu\*:**

Name of the camp	Total Number of ORTS**	Number of families	Community wise breakup		
			Hindus	Muslims	Sikhs
Muthi Phase I <sup>st</sup>	501	483	473	3	7
Muthi Phase II <sup>nd</sup>	499	479	472	-	7
Mishriwala Phase I	812	679	676	-	3
Golepully Mishriwala, Phase II	60	58	57	-	1
Jhiri Phase, Mishriwala Phase III	144	209	197	-	12
Purkhoo Phase I <sup>st</sup>	412	403	403	-	-
Purkhoo Phase II <sup>nd</sup>	252	240	240	-	-
Purkhoo Phase III <sup>rd</sup>	924	177	173	-	4
Nagrota Phase I <sup>st</sup>	406	402	381	-	21
Nagrota Phase II <sup>nd</sup>	301	298	295	-	3
Nagrota Phase III <sup>rd</sup>	101	97	94	-	3
Kathua	105	104	96	-	8
Battal Ballian, Udhampur	390	419	412	1	6
<b>Total</b>	<b>4907</b>	<b>4048</b>	<b>3969</b>	<b>4</b>	<b>75</b>

\* Obtained from Assistant Commissioner Relief Camp, Relief Organisation, Year 2003

\*\* One Room Tenement sets

**Table 2.2: Genderwise distribution of population and sample of displaced kashmiris\*.**

Name of the Camp	Population*		Sample		Total Sample
	Males	Females	Males	Females	
Muthi Phase I <sup>st</sup>	956	856	45	45	90
Muthi Phase II <sup>nd</sup>	872	916	45	45	90
Mishriwala Phase I <sup>st</sup>	1399	1354	35	35	210
Mishriwala Phase II <sup>nd</sup>	134	75	35	35	
Mishriwala Phase III <sup>rd</sup>	400	369	35	35	
Purkhoo Phase I <sup>st</sup>	758	650	35	35	210
Purkhoo Phase II <sup>nd</sup>	462	464	35	35	
Purkhoo Phase III <sup>rd</sup>	305	454	35	35	
Nagrota Phase I <sup>st</sup>	848	826	35	35	210
Nagrota Phase II <sup>nd</sup>	586	572	35	35	
Nagrota Phase III <sup>rd</sup>	188	179	35	35	
Kathua	200	186	45	45	190
Battal Ballian Udhampur	806	767	50	50	
Total	7914	7668	500	500	1000

\* Obtained from Assistant Commission Relief Camp, Relief Organisation, Year 2003

**Table 2.3: Details of camp schools\***

Name of the Camp School	Number of Teachers	Number of Students
Muthi school (upto 10 <sup>th</sup> ) **	131***	225
Muthi school (11 & 12 <sup>th</sup> )		200
Camp high school Purkhoo, (upto 10 <sup>th</sup> ) **	82***	253
Camp higher secondary school, (11 & 12 <sup>th</sup> )		150
Government higher secondary, Nagrota **	68***	242
Higher Secondary school, Udhampur	50	126
Mishriwala Camp School	20	80
Boys higher secondary school Bakshinagar	110	35
Girls higher secondary school, Bakshinagar	80	35
Boys higher secondary school, Satwari.	80	30
Government girls higher secondary school Shastrinagar	80	30

\* Obtained from Assistant Commission Relief Camp, Relief Organisation, Year 2003

\*\* Schools selected for the study

\*\*\* Number of teachers selected for the study

## **2.3 Description of the Tools for the Data Collection**

Following tools were constructed

**TOOL 1** consisted of a close-ended questionnaire with checklist and structured responses for displaced kashmiri men and women living in government camps at Jammu. (See Appendix - 5)

The following sections were included in the tool:

**Section 1** of the tool was framed to provide background information of the displaced Kashmiris.

**Section 2** of the tool was framed to access the information regarding the level of the problems reported by them after the displacement.

**Section 3** of the tool was framed to study the positive impact of the displacement

**Section 4** of the tool was framed to get the recommendations from the displaced kashmiri men and women to improve their living conditions.

## Description of Tool 1 for Displaced Kashmiri Men and Women

<u>Section</u>	<u>Aspects</u>	<u>Response System</u>
1	Background information	
	a) Year of displacement	} Checklist and structured responses
	b) Nature of settlement after displacement	
	c) Age	
	d) Level of urbanisation of the place of displacement	
	e) Family size	
	f) Family type	
	g) Emotional Intelligence	

### Selected aspects and sub aspects of emotional intelligence

Aspects	Sub aspects	
Adaptability	Problem solving Reality Testing Flexibility	} Standardized scale by Reuven Baron with adaptation
Stress Management	Stress Tolerance	
General Mood	Optimism	
h)	Socio-economic status before displacement.	SES Scale by Dr K G Desai with adaptation
i)	Loss of property Possession and present position of land, house and house hold property and vehicles	Checklist and structured responses

- |   |   |   |   |                  |
|---|---|---|---|------------------|
| 2 | Problem areas   | <ul style="list-style-type: none"> <li>a) Present living conditions</li> <li>b) Occupation</li> <li>c) Finance</li> <li>d) Interpersonal relationship with family members and others</li> <li>e) Recreation</li> <li>f) Health</li> <li>g) Self-respect</li> <li>h) Socio-cultural changes</li> </ul> | } | Four point scale |
|   |   |   |   |                  |
| 3 | Positive impact of displacement on                    | <ul style="list-style-type: none"> <li>a) Education</li> <li>b) Occupation</li> <li>c) Tolerance and sympathy</li> <li>d) Work efficiency</li> <li>e) Socio-cultural and emotional changes</li> <li>f) Awareness and availability of facilities</li> </ul>  | } | Four Point scale |
|   |   |   |   |                  |
| 4 | Recommendations from displaced kashmiri men and women |   |   | Four point scale |

**Tool 2** was closed ended questionnaire constructed with structured responses for the teachers of camp schools, opened for displaced kashmiri students. (See Appendix- 6)

The following sections were included in the tool:

**Section 1** of the tool was framed to study the problems faced by the displaced kashmiri students due to inadequate facilities and inadequate alternatives adopted as perceived by the teachers.

**Section 2** of the tool was constructed to see the problems with respect to the behavior of the displaced kashmiri students as perceived by the teachers.

**Section 3** of the tool was constructed to see the problems faced by the displaced kashmiri students due to sympathetic reservation policy as perceived by the teachers.

**Section 4** of the tool was constructed to get the recommendations suggested by the teachers for improving the present prevailing educational system.

#### **Description of the Tool 2 for Camp School Teachers**

<u>Section</u>	<u>Aspects</u>	<u>Response System</u>
1	Problems faced due to inadequate facilities and inadequate alternatives adopted for infrastructural facilities.	Three point scale
2	Learning, behavior and social problems with displaced kashmiri students	Four point scale
3	Problems of displaced kashmiri students due to sympathetic reservation policy	Four point scale
4	Recommendations suggested by the camp school teachers for improving present prevailing educational system.	Four point scale



**Tool 3** was closed ended questionnaire constructed with structured responses for the camp doctors working in health centers for the displaced kashmiris living in government camps at Jammu (See Appendix-7)

**Section 1** of the tool was framed to know the health status of displaced kashmiri men and women

**Section 2** of the tool was constructed to see the adequacy, problems and the inadequate alternatives adopted regarding the medical facilities provided by government in the camp dispensaries

**Section 3** of the tool was constructed to get the recommendations for improving the health status and facilities provided by the government to the displaced Kashmiris

#### **Description of the Tool 3 for Camp Doctors**

<u>Section</u>	<u>Aspects</u>	<u>Response System</u>
1	Health status of displaced kashmiri men and women for Physical Health Mental Health Reproductive Health	Four point scale
2	a) Medical facilities b) Problems due to inadequacy of medical aid c) Inadequate alternatives adopted	
3	Recommendations given by the camp doctors for improving health status and facilities provided by the government to the displaced kashmiris	Four point scale

**Tool 4** was closed ended questionnaire constructed with structured responses for the camp zonal officers working in camps for the displaced kashmiris. (See Appendix-8)

The following sections were included in tool 4:

**Section 1** of the tool was framed to see the problems reported by the zonal officers while supplying ration and relief.

**Section 2** of the tool was constructed to see the behavioral problems with displaced kashmiris reported by the zonal officers.

**Section 3** of the tool was constructed to get the recommendations of the zonal officers for improving the living conditions of the displaced kashmiris living in government camps at Jammu.

#### **Description of the Tool 4 for Camp Zonal Officers**

<u>Section</u>	<u>Aspects</u>	<u>Response System</u>
1	Problems faced by zonal officers while supplying ration and relief.	Four point scale
2	Behavioral problems with displaced kashmiris	Four point scale
3	Recommendations suggested by zonal officers for displaced kashmiris.	Four point scale

## 2.4 Validation of Research Tools

The questionnaires were given to the seven experts for judging the tools for the content validity. They also were requested to check the response system, the nature of the statements, directions and the language used. (See Appendix-9)

The list of the experts is as follows:

1	Dr Kalpana Paralikar	}	Dept of Home Science
2.	Dr. Uma Joshi		Extension and Communication
3.	Dr Anuradha Mathu		Faculty of Home Science
4.	Dr Ramesh Kothari	}	Centre of Advanced Study in
5.	Dr. Girdhari Goel		Education Faculty of Education
6.	Dr. Bimla Parimoo		and Psychology
7.	Dr. Bhushan Lal Raina		Centre for Continuing Adult Education

In addition Tool 3 for Group C – Camp doctors, was given to following two doctors for checking the content and language.

Dr. G.L. Kaw, Surgeon Specialist, Gandhinagar, Gujrat.

Dr. K.L. Chaudhary, Physician, Jammu, Jammu and Kashmir.

Changes were made in the questionnaires on the basis of suggestions and comments received from the experts.

## **2.5 Pre-testing of the Tools**

To check the clarity of the language and understanding of the tools by the respondents, pre-testing was done.

The Tool 1 for Group A – Displaced kashmiris, was administered to fifty men and fifty women living in the government camps. On an average respondents from Group A took 40 to 45 minutes to respond to the tool.

The Tool 2 for Group B – Camp school teachers, was administered to five camp school teachers.

The respondents taken for pre-testing were not included in the final sample.

No changes were made after the pre-testing since no difficulty was experienced in understanding the tools.

The investigator did not formally pre test the tool constructed for the camp doctors and camp zonal officers as:

- The Investigator had framed questions only after consulting the camp doctors and camp zonal officers.
- The number of the camp doctors and camp zonal officers were very small making it difficult to lose them in pre testing.

## 2.6 Reliability of the Tool

The reliability was checked by split half method for the following aspects of Tool 1:

- a) Emotional intelligence
- b) Positive impact of displacement

The items were divided into two equal parts each having equal number of positive and negative statements for emotional intelligence. While care was taken for positive impact of displacement that both the parts had similar expressions for all the aspects. (See Appendix - 10)

The formula used to find out the coefficient of correlation was Karl Pearson's formula.

$$\Gamma = [1/n \sum (x_i y_i) - \bar{x} \bar{y}] / \sqrt{1/n \sum (x_i)^2 - (\bar{x})^2} \sqrt{1/n \sum (y_i)^2 - (\bar{y})^2}$$

Where

- x = Number of observations
- x<sub>i</sub> = Observations
- y<sub>i</sub> = Observations
- $\bar{x}$  = Mean value of x<sub>i</sub>
- $\bar{y}$  = Mean value of y<sub>i</sub>

Since split half reliability represents the reliability of a test only half as long as the actual test, a correction formula used is the Spearman – Brown prophecy formula.

$$\Gamma_{\text{total test}} = \frac{2 r_{\text{split half}}}{1 + \Gamma_{\text{split half}}}$$

The reliability coefficient was as follows:

- For Emotional intelligence: 0.68
- For positive influence: 0.97

The investigator translated Tool 1 into the dialect language for pre-testing and for the data collection. There is no specific script for kashmiri language. Kashmiri is a blend of Persian, Arabic, Sanskrit, Hindi and Urdu. The Tool 1 in English is presented in Appendix-5 while the tool translated in kashmiri dialect language using hindi script is presented in Appendix-11

## **2.7 Procedure for Data Collection**

The data was collected personally by the investigator through interviews from the displaced kashmiri men and women living in government camps at Jammu.

The tools were personally given to the doctors, teachers and zonal officers and were collected by the investigator

The data was collected during the months of April to June 2002

## 2.8 Scoring and Categorization of the Data

### Tool 1 for Displaced Kashmiri Men and Women

For Section 1, consisting of:

1. Background information, no scoring was necessary for the aspects as the items were nominal in nature.
2. Emotional Intelligence, scoring was done as follows:

G - To great extent - 3

S - To some extent - 2

V - To very less extent - 1

R/N - Rarely/Not at all - 0

3. Socio economic status before displacement, scoring was done according to the scoring pattern specified in the Dr. K.G.Desai Scale with adaptation. (See Appendix-5)
4. Loss of property, scoring was done as shown in Appendix- 5.

For Section 2- consisting of level of problems, section 3- consisting of positive impact of displacement and section 4- consisting of recommendations from the displaced kashmiris, scoring was done as follows ·

G - To great extent - 3

S - To some extent - 2

V - To very less extent - 1

R/N - Rarely/Not at all - 0

### **Tool 2 for Camp School Teachers**

For Section 1- consisting of problems due to inadequate facilities and alternatives adopted, the scoring was done as follows:

MT - Most of the times	- 3
VT - Very few times	- 2
R/N - Rarely / Not at all	- 1

For Section 2- consisting of learning, behavior and social problems, Section 3 consisting of problems due to sympathetic reservation policy and Section 4 consisting of recommendations from camp school teachers for improving the educational system, scoring was done as follows:

G - To great extent	- 3
S - To some extent	- 2
V - To very less extent	- 1
R/N - Rarely/Not at all	- 0

### **Tool 3 for Camp Doctors**

For Section 1 consisting of physical, mental and reproductive problems, the scoring was done as follows:

G - To great extent	- 3
S - To some extent	- 2
V - To very less extent	- 1
R/N - Rarely/Not at all	- 0



For Section 2 consisting of facilities, problems due to inadequacy and inadequate alternatives adopted, scoring was done as follows:

MT – Most of the times/	- 3
MA – Most adequate	- 3
VT – Very few times/	- 2
A – Adequate	- 2
R/N – Rarely / Not at all/	- 1
SA – Somewhat adequate	- 1

For Section 3 consisting of recommendations given by the camp doctors for improving the health status and facilities, scoring was done as follows:

G - To great extent	- 3
S - To some extent	- 2
V - To very less extent	- 1
R/N - Rarely/Not at all	- 0

#### **Tool 4 for Camp Zonal Officers**

For Section 1 consisting of the problems faced by zonal officers while supplying ration and relief, Section 2 consisting of behavioral problems with the displaced kashmiris and Section 3 consisting of recommendations suggested by zonal officers for displaced kashmiris, the scoring was done as follows:

G - To great extent	- 3
S - To some extent	- 2
V - To very less extent	- 1
R/N - Rarely/Not at all	- 0

### CATEGORIZATION OF THE VARIABLES:

Sr No	VARIABLES	POSSIBLE SCORE		SCORE SCORED		BASIS	CATEGORIES
		Max	Min	Max	Min		
1	Age					20- 37 Years	Young
						38- 55 Years	Middle
						56- 80 Years	Old
2	Level of Urbanization					Area out of Srinagar city (Under municipal limits)	Rural
						Area falling in Srinagar city (Under municipal limits)	Urban
3	Family size					2- 4 members	Small
						5 members and above	Large
4	Family type					Son, wife, children and one set of parents	Joint
						Sons and their wives, children and parents	
5	Emotional Intelligence	60	3	58	3	Husband, Wife and children	Nuclear
						Mean and below (30)	Low
						Above mean (31 and above)	High
6	Socio Economic Status	36	5	34	10	5– 10 Score	Low
						11 – 15 Score	
						16 - 20 Score	
						21 – 25 Score	High
						26 – 36 score	
7	Loss of Property	14	0	9	0	0 Score	Total loss
						1 – 14 Score	Partial loss

## 2.9 Statistical Analysis of the Data

Sr. No.	Purpose	Statistical Measures
1	Background information	Percentages
2.	Overall and genderwise differences in level of problems	Intensity Indices
3	Overall and genderwise differences in level of problems with respect to variables.	F- test (Anova) t-test
4.	Overall and genderwise positive impact of displacement.	Intensity Indices
5.	Overall and genderwise differences in positive impact of displacement with respect to variables.	F- test (Anova) t-test.
6	Opinion of the camp school teachers regarding education of the displaced kashmir students.	Percentages and Intensity Indices
7	Opinion of the camp doctors regarding the health status of displaced kashmiris.	Percentages and Intensity Indices
8	Opinion of the camp zonal officers regarding the problems in running camps for displaced kashmiris	Percentages and Intensity Indices
9.	Rehabilitative measures suggested by <ul style="list-style-type: none"> <li>Displaced hindu kashmiri men and women</li> <li>Camp school teachers</li> <li>Camp doctors</li> <li>Camp zonal officers</li> </ul>	Percentages and Intensity Indices