

# Quality of Education in Native Ethnic Tribes of Cold Desert Leh- Ladakh

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## Abstract:

The present study was carried out to assess the Quality of Education of Native ethnic tribes of cold desert Leh - Ladakh. These ethnic tribes being the inhabitants of remote areas of cold desert are lacking behind in almost all the basic educational facilities. The investigation reveals that variation in the availability of education has badly affected the quality of education. Near about 68.08 percent population of sample households were literate. Male literacy was 63.18 percent while as female literacy was only 36.82 percent. There were only 0.48 educational institutions per 1000 population. Of the total enrolled students 50.83 percent were in 1<sup>st</sup> to 10<sup>th</sup> class, 32.94 percent were in 10<sup>th</sup> to 12<sup>th</sup> class and only 16.23 percent were studying in above 12<sup>th</sup> class including professional colleges and universities. The main objective of the present study was to analyze the levels of quality of education of ethnic population in different blocks and come up with the suggestions for the improvement of same.

## Key Words:

Quality of Education; Variables; Composite index; Ethnic tribes; Cold desert; Ladakh.

## 1.1: Introduction

### 1.1.1: Conceptual frame work

Education refers to any act or experience that has a formative effect on an individual's mind, character or physical ability. In its formal sense, education is the formal process by

which society, through schools, colleges. Universities and other institutions, deliberately transmits its cultural heritage and its accumulated knowledge, values and skills to the next generation. In our knowledge-based economies, education underpins economic growth, as it is the main driver of technological innovation and high productivity. Moreover, as a means to transmit knowledge through generations, education is the basis of human civilization (Nagpal and Sell, 1985). Besides its societal benefits, education is also a basic determinant of the quality of life of individuals. People with limited skills and competencies are excluded from good jobs and have fewer prospects for economic prosperity. The development of any place is reflected in the Quality of Education its people. Education is one of the basic social indicators of a multidimensional concept of social well-being as perceived by each individual or a group (Krishna Kumar, 2001).

### **1.1.2: Criteria for Quality of Education Evaluation**

The United Nations Educational Scientific and Cultural Organization recognizes seven levels of education in its International Standard Classification of Education System (ISCED) from level pre-primary education through level 6 tertiary education (UNESCO, 2011).

**Pre-Primary Level** - Preprimary education is provided to children between 3–6 years by Kindergarten, Play way or Play Schools. These schools have varying terminology for different levels of classes, beginning from – Pre-Nursery, Nursery, KG, LKG (Lower Kindergarten) and UKG (Upper Kindergarten). Most of the pre-primary education in India is provided by private schools.

#### **The Primary Level**

Primary education offered by both private and government schools usually consists of students aged between 5 to 12 years. The duration of study in this stage is 4-5 years. The Government has made elementary education compulsory for children between the age group of years 6 and 14. Most of the primary education provided by primary schools is imparted from **class 1<sup>st</sup> to 5<sup>th</sup>**.

#### **The Middle Level**

Middle stage of education covering 4 years of academic study is formed by 5<sup>th</sup>-8<sup>th</sup> class consisting of students aged between 12 to 14 years. The schools which impart education up till 8<sup>th</sup> class are known with various names like – High School and Senior School.

### **The Secondary Level**

Secondary Stage of education covering 2 years of academic study starts with classes 9<sup>th</sup>-10<sup>th</sup> consisting of students aged between 14-16 years. The schools which impart education up till 10<sup>th</sup> class are known as Secondary Schools, High Schools, Senior Schools etc.

### **Senior Secondary Level**

Senior Secondary Education is of only 2 years. Senior Secondary Schools in India include classes 11<sup>th</sup> to 12<sup>th</sup> consisting students aged between 16-18 years.

### **Undergraduate Level**

Undergraduate education in India is of 3-4 years. Undergraduate stage of education is also known as higher education in India. Students studying in this level generally begin their education from 18 years onwards.

### **Postgraduate Stage**

Postgraduate education in India is of 2-3 years. Postgraduate stages of courses are known as Masters Courses or Doctorate courses. Masters course are usually of 2 years duration and doctorate (research) courses are of 3 years duration.

#### **1.1.3: Significance of the Study**

The existence of a “geographical dimension to the quality of life” is confirmed by several comprehensive urban and regional studies. Their orientation corresponds to that of geography to understand the essence of the “man – environment” relationship. Social issues, inequalities, welfare and quality of life are the new realms of geographical research (Jha and Tripathi, 2014). There is need for local level quality of education assessment away from international set of indicators which does not holistically capture the vibrant character of Indian rural areas. Quality of education of a community or

social group must reflect the common needs of its population. The present work is an attempt to analyze the Quality of education among the native ethnic tribes of cold desert Leh- Ladakh. This will undoubtedly help in the identification of what is, what is going well in the setting and then people would acknowledge what and where improvements are required.

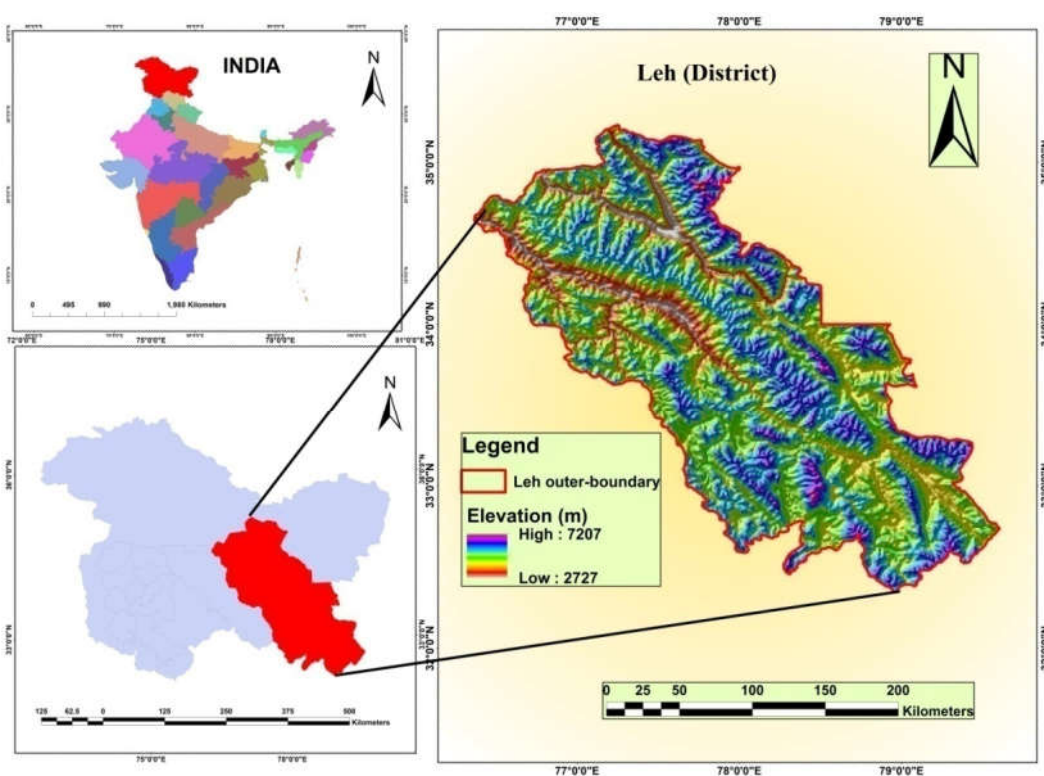
#### **1.1.4: Review of Literature**

Since the 1930s researchers from diverse fields have expressed an interest in defining, investigating, and measuring socio economic conditions using different perspectives. By the 1970s the movement has blossomed with the advance in computing power and the creation of specialized journals such as social indicators research. According to Sharpe (2000), this effort played a major role in the emergence of what became known as the social indicators and QOL movement in the social sciences. The public's attention was drawn to the social cost of economic prosperity and the presence of poverty. As a result of this a large number of scholars have highlighted the role of education in the evaluation of quality of life. Some notable contributions are that of: (Land, 1983; Noll, 2004). Smith (1977); Bukenya, Gebremedhin and Schaeffer (2003); Fakhruddin (1991); School of Planning and Architecture<sup>1</sup> New Delhi (2009); Mudey et al. (2011); Bardhan et al. (2011); Jha and Tripathi (2014); Kumar and Abay (2007); Streimikiene (2014). The purpose of this study was also an attempt in the same direction to assess the quality of education of native tribes in the Cold desert of Leh-Ladakh.

#### **1.2: Study Area**

The study area is located at an altitude of 2900 to 5900 meters and lies between 32 to 36 degrees north latitude and 72 to 80 degrees east longitude (figure 1.1). This is the largest district of Ladakh Union Territory and covers an area of 45100 km<sup>2</sup>. The area is mountainous throughout, within three parallel ranges, the Zaskar, Ladakh, and Karakoram (Husain, 1984). Shayok, Indus, and Zaskar are the three main rivers. Majority of the population lives in river valleys. The main climatic features of the area are wide diurnal and seasonal fluctuation in temperature with -40°C in winter and +35°C in summer that is why it is called as cold desert. (Sagwal, 1991). The annual range of

temperature is about 25 ° C (Husain, 1984). The study area has a total population of 1,33,487 persons, out of these 87816 people (65.78%) live in rural areas while as 45671 persons (34.22%) inhabit the urban areas of the district. The majority of the population 95763 (71.74%) is tribal (Census, 2011) and major ethnic tribes are, Brokpas, Champas, Bhots, Mons and Arghuns. They are the descendants of a blended race of Mons of North India, Dards of Baltistan and Mongols of Central Asia (Dewan, 2004).



**Figure 1.1: Location Map of Study Area**

### **1.3: Data base and Methodology**

The Survey of India toposheets of the year 1961 on 1:50000 scales were used to delineate the study area and to demarcate different blocks. Twenty-two toposheets procured from the department of Geography and Regional Development, University of Kashmir were used for delineation of the study area. Toposheets with numbers were: 52 B/11, 52 B/14, 52 E/16, 52 b/15, 52 F/4 , 52 F/8, 52 F/9/, 52 F/11, 52 F/12, 52 F/13, 52 G/9, 52 G/10, 52 G/13, 52 G/14, 52 K/1, 52 K/2, 52 K/3, 52 K/5, 52K/6, 52 K/8, 52K/11, 52K/12 . Block was the unit of study for the present research. The present research work was based on both primary and secondary data. Primary data for the present study was collected through household survey with the help of structured Questionnaire. A sample size of around 10 percent of sample villages (18) and 4 to 10 % of sample households (412) were selected for the present study (table 1.1). Secondary data relevant to the present study was obtained from different sources. Secondary data regarding demographic aspects was obtained from Department of Census and Directorate of Economics and Statistics.

**Table 1.1: Sample frame of the study area.**

Administrative Unit	Block	Total no. of Villages / Urban wards	Sample villages / Ward	Percentage of Sample Villages/ Ward	Total No. Of House Holds in Sample Village/ Ward	NO. Of Sample House Holds
LEH	Leh	5	(1) Saboo	20%	259	26
	Nimmo	9	(1) Nimoo	11.11%	193	20
	Nyoma	5	(1) Kuyol	20%	115	12
	Rupsho	3	(1) Karzok	33.33%	253	26
	Chumamathang	9	(1) Keray	11.11%	60	06
	Durbok	6	(1) Tagste	16.66%	126	13
	Kharu	15	(1) Gia (2) Shung	13.33%	51+140= 191	12+9=
	Chusot	6	(1) Chusot- Gogn	16.66%	368	37
	Thiksey	4	(1) Shey	25%	398	28
KHALTSI	Khaltsi	9	(1) Khaltsi	11.11%	156	16
	Saspol	6	(1) Alchi	16.66%	145	15
	Lingshet	4	(1) Lingshet	25%	116	12
	Skurbuchan	4	(1) Dah	25%	103	11

NUBRA	Disket	17	(1) Hundar (2) Skanpok	11.76%	269+93= 363	22+14=
	Turtok	6	(1) Taksi	16.66%	112	12
	Panamic	5	(1) Sumoor	20%	164	17
URBAN AREAS	Leh Town	21	Ward 9,21	14.28%	141+91+45=277	50
	Choglamsar	01	(1) Choglamsar	100%	1931	50
<b>TOTAL</b>	<b>16</b>	<b>112 villages And 23 Urban Wards</b>	<b>18</b>			<b>412</b>

Source: Computed from SOI toposheets and census of India 2011

### Computation of composite index of Quality of Education

For determining the quality of education, Composite index and standard deviation techniques have been used. On the basis of criteria for quality of education assessment, all the variables were grouped into seven variables (table 1.2) for identification of various levels of quality of Education in Leh-Ladakh. Statistically each variable has been powered as  $X_1, X_2...$ etc. Composite score method was used for the measurement of quality of Education. Ranks were assigned according to the order of magnitude of the variables, that is 1 for very high, 2 for high, 3 for medium, 4 for low and 5 for very low. In order to remove the biasness of scale and weightage problem, percentage of variables were assigned ranks. Removal of tie, was carried out by taking average of the ranks of same values of different blocks. The final score of each variable was obtained by adding the different ranks of each block to get the composite score. On the basis of composite score, the sample blocks and sample villages were categorized into different levels of quality of education f in Leh- Ladakh. The methodology was used by Jha and Tripathi 2014.

**Table1. 2: Variables used for Quality of Education Assessment.**

<b>Education</b>
$X_1$ Percentage of total literacy

X <sub>2</sub>	Percentage of Male literacy
X <sub>3</sub>	Percentage of Female literacy
X <sub>4</sub>	Schools (1 <sup>st</sup> – 12 <sup>th</sup> ) per lakh population
X <sub>5</sub>	Percentage of enroll students (1 <sup>st</sup> – 10 <sup>th</sup> )
X <sub>6</sub>	Percentage of enroll students (11 <sup>th</sup> to 12 <sup>th</sup> )
X <sub>7</sub>	Percentage of enroll students (above 12 <sup>th</sup> )

## **1.4: Results and Discussion**

### **1.4.1: Literacy Rate**

Literacy is one of the intended outcomes of schooling as well as a measure of a person's ability to function in society. Literacy is measured in different ways across national censuses and household surveys. A common approach is to ask whether each person within a household can read and write with understanding is considered to be literate. Some surveys classify a person as "semi-illiterate" if he/she can read but cannot write or can read and write only figures or his/her own name; but this category is not used in international comparisons. Analysis of data reveals that out of total population of 29956 Persons of households surveyed, 20395 are literate peoples. The overall literacy for Leh-Ladakh is 68.08 percent persons. Analysis of data reveals that there is a considerable variation in rate of literacy from block to block (table 1.3).

### **1.4.2: Male/ Female Literacy Rate**



Analysis of table 1.3 depicts that the literacy rate is in favour of males as compared to females. Out of total Literate population of 20395 persons of sample households near about 12885 are males and thus comprise 63.18 percent of male literacy while as number of female literate population was 7510, comprising 36.82percentage of female literacy. Male literate population outnumbers female population in the entire block and the reason could be less educational facilities and less overall development in the area especially in rural areas.

#### **1.4.3: Distribution of Educational Institutions**

It is clear from the table 1.3 that there is a marked uneven distribution of educational institutions in different blocks. Highest number of schools per lakh population has been noted in urban areas while as rural areas are still lacking behind. Educational institutions of urban areas cater the population of urban areas only while as maximum population of far-flung rural areas remain deprived of schooling facilities.

#### **1.4.4: Enrolment of Students**

Analysis of table 1.3 reveals that there is uneven distribution of students enrolled in different categories of schooling and college and university level. The number of

Students enrolled decreases from 10+2 onwards because of non availability of college facilities in the close approximates.

#### **Tale 1.3: Distribution of households for variables for Quality of Education**

<b>Blocks</b>	<b>Sample villages Wards</b>	<b>No. of Sample Households</b>	<b>Total sample Population</b>	<b>Literate Population</b>	<b>Literacy (%)</b>	<b>Male Literate</b>	<b>Female Literate</b>
Leh	Saboo	26	1233	926	75.1	497	429
Nimmo	Nimmo	20	1134	736	64.9	405	331
Nyoma	Kuyol	12	493	283	57.4	161	122
Rupsho	Karzok	26	1291	514	39.8	292	222
Chumathang	Karey	10	290	202	69.7	113	89
Durbuk	Tagste	13	681	421	61.8	261	160
Kharu	Gia and Shang	21	888	457	51.5	238	219
Chachut	Gogma	37	1836	1288	70.2	721	567
Thiksey	Shey	28	2238	1564	69.9	750	814
Khaltsi	Khaltsi	16	767	603	78.6	324	279
Saspool	Alchi	15	932	612	65.7	422	190
Lingshet	Lingshet	12	913	567	62.1	347	220
Skurbuchan	Dha	11	609	303	49.8	176	127
Disket	Hundar Skanpok	36	1595	872	74.7	478	394
Turtuk	Taksi	12	886	467	52.7	283	184

Panamic	Sumoor	17	711	420	59.1	260	160
Urban Areas	Wards4,9,21 And Choglam	100	13459	10160	75.5	7157	3003
<b>Total</b>	<b>18</b>	<b>412</b>	<b>29956</b>	<b>20395</b>	<b>68.08</b>	<b>12885</b> <b>(63.18)</b>	<b>7510</b> <b>(36.82)</b>

**Table 1.3; Continued**

<b>Schools/1000 Population</b>	<b>Students Enrolled (1<sup>st</sup> - 10<sup>th</sup>)</b>	<b>Students Enrolled (10<sup>st</sup> - 12<sup>th</sup>)</b>	<b>Students Enrolled (12<sup>th</sup> and above</b>
4	42.3	40	17.7
6	45.0	35	20.0
10	56.7	33.3	10.0
5	73.1	19.2	7.7
2	70.0	20	10.0
6	51.5	38.5	10.0
6	19.0	66.7	14.3
2	70.3	21.6	8.1
4	42.9	28.6	28.6
9	37.5	37.5	25.0
6	20.0	26.7	53.3
5	50.0	33.3	16.7

3	44.5	45.5	10.0
9	52.8	30.6	16.7
7	50.0	40	10.0
6	71.5	23.5	5..0
11	67.0	20	13.0
<b>0.48/1000</b> <b>Population</b>	<b>50.83</b>	<b>32.94</b>	<b>16.23</b>

Source: - Field Survey, 2018.

#### 1.4.5: Levels of Quality of Education

Categorization of an area into various levels of Quality of education is very important from planning perspective. It not only helps in the identification of various levels of quality of education but also explains the causes behind it. On the basis of composite index computed from various variables of education for different blocks (table 1.4) Leh-Ladakh was classified block wise including sample villages into the following levels of Quality of education (table 1.5) and are briefly described as under:

##### Very High Quality of Education

Sample blocks with lowest composite Score of less than 20 are categorized under very high quality of education. Very high quality of education has been noted in the sample village Saboo of Block Leh, sample village Khaltsi of block Khaltsi, sample village Alchi of block Saspool and in Urban wards 9 and 21 and in Chuglamsar urban area. The reason could be very good development in these sample villages especially in education sector.

##### High Quality of Education

All the blocks with composite score of 20 - 21 are categorized under high quality of education category. This level of education has been noted in the sample village Nimmo

of block Nimmo, sample villages of Hundar and Skanpok of block Disket and sample village Shey of block Thiksey.

### **Medium Quality of Education**

This category of quality of education has the composite score of 21-22 and comprises of sample village Kuyol of block Nyoma, sample village Tagste of block Durbuk, sample village Taksi of block Turtuk and sample village Sumoor of block Panamic.

### **Low Quality of Education**

Under this category of quality of education all the blocks having composite score of 22-23 have been grouped. This category of quality of education has been reported in the sample village Keray of block Chumathang, sample village chachut Gogma of block Chachut, sample village Lingshet of block Lingshet and sample villages of Shung and Gia of block Kharu. The reason behind this is that these sample village lacks behind in development.

### **Very Low Quality of Education**

All the sample blocks having a composite score of greater than 23 have been categorized under very low quality of education. This category of quality of education comprises of sample village Kazoku of block Rupsho and sample village Dah of block Skurbuchan. The reason of very low quality of education could be lack of educational facilities.

### **Table 1.4: Composite Index for Quality of Education**

<b>Blocks</b>	<b>X1</b>	<b>X2</b>	<b>X3</b>	<b>X4</b>	<b>X5</b>	<b>X6</b>	<b>X7</b>	<b>Comp osite Score</b>
Leh	75.1 (2)	40.3 (1)	34.8 (2)	4 (3)	40.0 (3)	42.3 (3)	17.7 (5)	<b>19</b>
Nimmo	64.9 (2)	35.7 (2)	29.2 (3)	6 (2)	35.0 (4)	45.0 (3)	20.0 (4)	<b>20</b>
Nyoma	57.4 (3)	32.7 (2)	24.7 (3)	10 (1)	33.3 (4)	56.7 (2)	10.0 (5)	<b>20</b>
Rupshu	39.8 (4)	22.6 (3)	17.2 (4)	5 (3)	19.2 (5)	73.1 (2)	7.7 (5)	<b>26</b>
Chumathang	69.7 (2)	39.0 (2)	30.7 (2)	2 (5)	20.0 (4)	70.0 (2)	10.0 (5)	<b>22</b>
Durbuk	61.8 (2)	38.3 (2)	23.5 (3)	6 (2)	38.5 (4)	51.5 (2)	10.0 (5)	<b>21</b>
Kharu	51.5 (3)	26.8 (3)	24.7 (3)	6 (2)	66.7 (2)	19.0 (5)	14.3 (5)	<b>23</b>
Chachut	70.2 (2)	39.3 (2)	30.9 (2)	2 (5)	21.6 (4)	70.3 (2)	8.1 (5)	<b>22</b>
Thiksey	69.9 (2)	33.5 (2)	36.4 (2)	4 (3)	28.6 (4)	42.9 (3)	28.6 (4)	<b>20</b>
Khaltsi	78.6 (2)	42.2 (1)	36.4 (2)	9 (1)	37.5 (4)	37.5 (4)	25.0 (4)	<b>18</b>
Saspol	65.7 (2)	45.3 (1)	20.4 (3)	6 (2)	26.7	20.0	53.3	<b>19</b>

					(4)	(4)	(3)	
Lingshet	62.1 (2)	38.0 (2)	24.1 (3)	5 (3)	33.3 (4)	50.0 (3)	16.7 (5)	<b>22</b>
Skurbuchan	49.8 (3)	28.9 (3)	20.9 (3)	3 (4)	45.5 (3)	44.5 (3)	10.0 (5)	<b>24</b>
Diskit	74.7 (2)	40.0 (2)	34.7 (3)	9 (1)	30.6 (4)	52.8 (3)	16.7 (5)	<b>20</b>
Turtuk	52.7 (3)	31.9 (2)	20.8 (3)	7 (2)	40.0 (3)	50.0 (3)	10.0 (5)	<b>21</b>
Panamic	59.1 (3)	36.6 (2)	22.5 (3)	6 (2)	23.5 (4)	71.5 (2)	5.0 (5)	<b>21</b>
Urban Areas	75.5 (2)	53.2 (1)	22.3 (3)	11 (1)	20.0 (4)	67.0 (2)	13.0 (2)	<b>18</b>

Source: - Compiled from both primary and secondary sources

Figures in parenthesis represent Ranks.

**Table 1.5: Classification of sample villages into various levels of Quality of Education**

Levels of Quality of Education	Composite Score	Sample blocks	Sample Villages/Wards
Very High	< 20	Leh, Urban Area, Khaltsi, Saspool	Saboo, Khaltsi, Alchi, Urban ward 9, urban ward 21 and Choglamsar
High	20 - 21	Nimmo, Disket, Panamic	Nimmo, Hundar, Skanpok, Sumoor and Shey

		Nyoma, Thiksey	
Medium	21 - 22	Durbuk, Chachut, Turtuk	Kuyol, Tagste, Taksi
Low	22- 23	Lingshet, Kharu, , Chumathang,	Keray, Chachut Gogma Lingshet, Shang and Gia
Very Low	>23	Rupsho, Skurbuchan,	Karzok and Dah

Source: Based on sample survey, 2018.

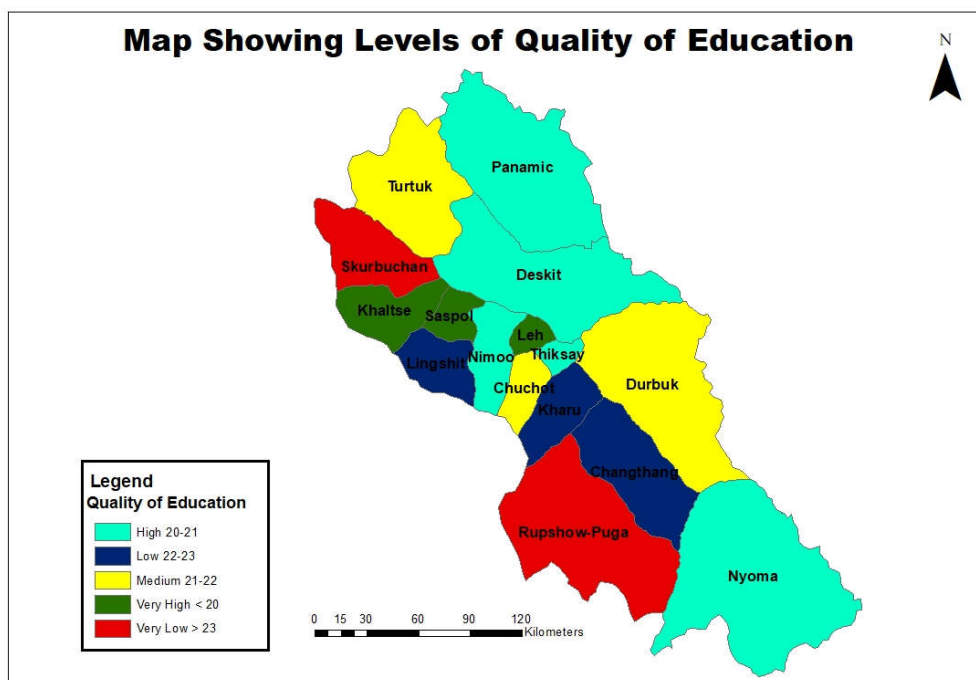


Figure: 1.2



## CONCLUSION AND SUGGESTIONS

The study leads to the conclusion that high and very high quality of education has been noted only in few samples village that are falling in the urban areas or very close to urban areas like Saboo, Khaltsi, Alchi, Nimmo, Hundar, Shey and in Urban wards 9 and 21 and in Chuglamsar urban area. Medium quality of education has been noted in the sample village Kuyol, Tagste, Taksi and Sumoor. Low quality of education has been reported in the sample village Keray, chachut Gogma, Lingshet of block Lingshet and Shung and Gia While as very low quality of education has been noted in the sample village Kazoku, Dah of block Skurbuchan. The reason of low and very low quality of education could be lack of educational facilities. Following suggestions have been made for improvement of quality of education in this cold desert area.

- There is need of development of the educational institutions in all the remote areas so that students will not face any problem to attend an educational institution.
- Scholarships should be provided to the needy students so that even poor population can continue their studies.
- General awareness of the population should be made regarding role of education In overall quality of life.

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