



Dzongkar Choede Monastic School

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Summary: Dzongkar Choede Secondary School began as an open-air calligraphy class, gaining its own building in 1984 under Ven. Geshe Jampa Norbu. Established to fulfill the Dalai Lamas wish to educate young monks and preserve Tibetan culture, its full curriculum started in 1997. Despite early funding struggles, a donation from the current Abbot secured teachers salaries. Growing from 45 to 200 students, it now teaches primary through high school. This residential school combines monastic training with subjects like English, Tibetan, mathematics, and computing. Students memorize scriptures, attend debates, contribute to the magazine Gang Trug Gi Lang Tso, and sit regular examinations throughout the year.

Tags:

CULTURAL PRESERVATION

MONASTIC SCHOOLING

SCHOOL HISTORY

STUDENT LIFE

TIBETAN EDUCATION

Read the original page at: <https://dzongplum.netlify.app/en/about/school>



Introduction and history;- Having first begun as an open air calligraphy class, by 1984 the Dzongkar Choede higher secondary school had its building and class rooms initiated by Ven, Geshe Jampa Norbu lak with support from the governing body of the monastery. Its primary endeavor was to fulfill His Holiness The Dalai Lama's wish and concern for educating adolescent students, in order for the preservation of culture, heritage, literature & modern education. The basic curriculum of the school began in the year of 1997, thanks to the intensifies efforts of present principal Ven, Jampa Gyaltzen lak, Vice, Principal, Ven Thupten Lodo lak, The school is profoundly indebted to Ven, Thupten Jamyang lak for his great support, our ex abbot who presided over the first board of educational trust, As the school was not funded by any charity and thus limited in resource it fought hard to facilitate further education to young monks, as insufficient money to pay teacher's fee presented an obstacle. The situation resolved itself, however, with a generous donation from Ven, Jampa Sopa lak, the present Abbot of the Monastery whose financial assistance was use to cover their salaries. To begin with 45 students enrolled, ranking from kinder garden to 4th classes of primary school, but only a few teachers attending to them. However, gradually it developed into a well established school functioning not only at primary level but also secondary, with 200 pupils being taught in modernized circumstances. In addition to monastic study and training the school, like all the others in the exiled Tibetan community of India, imparts education all the way upto gradution from high school.

Daily Activity

Dzongkar Choede Secondary School is a residential school: students live in monastic residential houses with a guardian teacher responsible for their wellbeing, monastic studies, and homework. The day begins with morning prayer in the prayer hall, followed by tea and bread, then memorization of chants and scriptures until 8:45 AM. Self-study runs from 9:00 to 9:45 AM, during which senior students attend dialectic sessions, and regular classes run from 10:15 AM to 3:00 PM, covering English, Tibetan reading and writing, Tibetan grammar and spelling, history, religious history, mathematics, Chinese, and computer classes. After school, students return to memorization, dialectic class, and debate sessions. The teaching faculty is made up of dedicated, qualified, and experienced teachers.

Administration

A two-member committee of the principal and vice principal serves as the administrative head for academic and educational affairs as well as financial and development administration, appointed by the monastery's general board.

The School Magazine

To develop students' mental faculties, writing skills, and talents, essay-writing competitions are held frequently. Students are encouraged to write for the yearly school magazine, Gang Trug Gi Lang Tso (Growth of Snowland Children), and can also contribute articles in Tibetan, English, and Chinese.

Academic Test and Examination

Each year the school conducts four terminal tests, one half-yearly examination, and one annual examination to assess students' learning and progress. The vice principal and all teachers are responsible for conducting the examinations.