

Best Practice

PM Shri Primary School Thugue Ldumra
Spituk



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Introduction & Background

PM SHRI Government Primary School, Thugue Ldumra, Spituk, established in 2004, has emerged as a benchmark of excellence through innovative teaching practices and strong community engagement. Under the visionary leadership of **Padma Shri Dr. Tsering Norboo**, the school transformed from a small community-supported institution with two teachers and 50 students into the highest-enrolled primary school in Leh District, with **183 students from Nursery to Class V**. Through sustained community mobilisation and awareness, the school has restored public trust in government education by highlighting its inclusive environment and benefits such as free education, Mid-Day Meals, free textbooks and uniforms, improved infrastructure, and access to qualified teachers.

COMMUNITY ENGAGEMENT & TRUST BUILDING



- Meaningful change was built on **trust and active community involvement**
- School transformed into a **community-driven initiative**
- Regular meetings held with parents, teachers, and village leaders
- Community concerns and suggestions were actively addressed
- Parents became **key stakeholders** in school development
- In **2015**, an **MoU** was signed between the Education Department (LAHDC) and the community
- A **50:50 partnership model** was established for shared responsibility in staffing and infrastructure development

Community Programmes – Annual Day / Parents’ Day

- ❖ Annual Day and Parents’ Day celebrated since the school’s inception in 2005 with active community participation
- ❖ Students showcase talents through **cultural and educational programmes**
- ❖ Villagers, parents, teachers, and students participate together
- ❖ **Food stalls and community stalls** set up by villagers
- ❖ Funds raised are **used for school development and student welfare**
- ❖ **Strengthens school–community bonding and shared responsibility**



IMPROVING INFRASTRUCTURE



With the support of local NGOs and financial assistance from the Anay Dolmalay Group of Switzerland, significant improvements were made to the school's infrastructure and cleanliness.



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These initiatives created a safe, clean, and sustainable learning environment conducive to effective teaching and learning.

ACADEMIC UPLIFTMENT & TEACHER MOTIVATION



Dr. Norboo places strong emphasis on teacher motivation and continuous professional development by regularly organising workshops and peer-learning sessions with experienced educators from national and international platforms.

Teacher training programmes are organised twice a year—once during the summer and once in the winter.

These programmes also extend to nearby council schools, including Middle School Nimoo and Middle School Phey, thereby strengthening collaborative learning and professional growth among teachers.

Joyful Learning & Conceptual Teaching

- Follows a **joyful, child-centred, and concept-based** teaching approach
- Teachers are **specially trained** to make learning engaging and activity-based
- Learning is made **enjoyable**, encouraging regular school attendance



- Students learn **independently and in ways they understand best**
- Emphasis on **conceptual clarity instead of rote learning**
- Enhances **confidence, critical thinking, and mental-emotional growth**

EXTRA-CURRICULAR ACTIVITIES

Education promoted beyond textbooks through active community participation and voluntary contributions.



Regular organisation of:

- > Cultural events
- > Science fairs
- > Annual functions
- > Yoga Classes



Funds generated through:

- > Food stalls
- > Cultural programmes



Student Enrichment Activities:

- > Medical Camp
- > Summer Camp
- > Field Trip
- > Bagless Day

MONITORING AND ACCOUNTABILITY

Dr. Norboo constituted a Local School Development Committee to monitor the school's progress, ensuring transparency and accountability through systematic reporting, feedback, and open discussions. The committee is now functioning as the School Management Committee (SMC).



Today, the school stands as a clean and vibrant model institution with enthusiastic learners and committed teachers, showing significant improvement in enrolment, academic performance, and public trust in government education.



Dr. Norboo's leadership shows that with vision, persistence, and strong community spirit, an institution can be revived and transformed into a model for others, serving as a catalyst for positive and sustainable change.

TEACHERS' TRAINING

Every year, the school organises a Teacher Training Programme for nearby council schools with the aim of promoting continuous professional development and the sharing of best practices. This initiative has emerged as a benchmark activity of the Council Model School, strengthening collaboration and academic excellence among participating institutions.



Summer Training Programme (2 Days)



PM SHRI Government Primary School, Spituk organised a two-day Summer Training Programme during the summer vacation for teachers.

Teachers from **Middle School Nimoo, Middle School Phey, Middle School Spituk, and the host school** participated with active support from the **SMC and community members**





Structured discussions held to share **effective classroom practices, innovative teaching methods, and instructional strategies**, promoting professional learning

Programme concluded with a **collective proposal to organise future competitive and co-curricular activities**, strengthening inter-school cooperation

Winter Training Programme (10 Days)



Ten-day Winter Training Programme organised as per the annual academic schedule as a continuation of the best practice

Teachers from **six nearby schools** participated: High School Phyang, High School Nimoo, Middle School Phey, Middle School Nimoo, Middle School Spituk, along with the host school





Programme strengthened **professional bonding**, promoted a culture of **continuous learning and collaboration**, and enhanced **school–community and SMC involvement**

Increased **teacher motivation and readiness** to adopt innovative teaching practices and supported **inter-school academic networking**

Training programmes organised by the Council Model School proved to be **effective and sustainable best practices**, contributing to **teacher empowerment**, improved teaching–learning processes, stronger leadership, and a better academic environment



These initiatives reflect the school's **strong leadership, systematic planning, and commitment to continuous improvement**, making them worthy of recognition during inspections and academic reviews

Sustainability & Scalability

Sustainability ensured through **strong community ownership, shared responsibility, and local resource mobilisation**

50:50 partnership with the Education Department supports continuity in staffing and infrastructure development

Regular **teacher training programmes and inter-school collaboration** have created a **replicable model** for other schools

The **Council Model School approach** enhances scalability through networking, shared learning, and collective growth among neighbouring schools



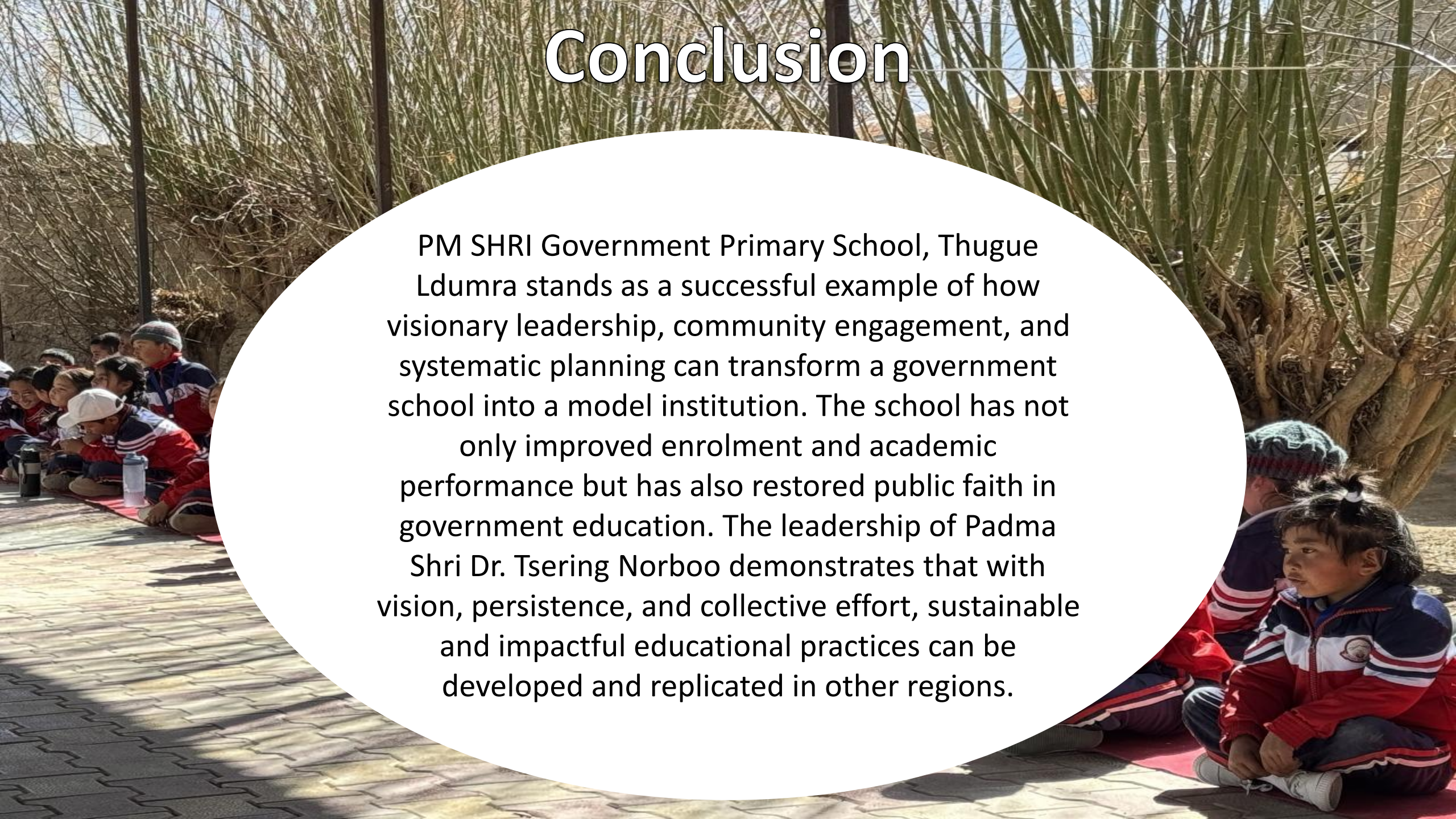
Visionary Leadership

The school's transformation is guided by the **visionary leadership of Padma Shri Dr. Tsering Norboo**, supported by NGOs and **Anay Dolmalay from Switzerland**. Their continuous support in **teacher training, infrastructure, and academic initiatives** has brought **significant positive change** in the school. This leadership has not only improved educational quality but also **positively impacted the lives of students and villagers**, making the school a model institution.



Conclusion

PM SHRI Government Primary School, Thugue Ldumra stands as a successful example of how visionary leadership, community engagement, and systematic planning can transform a government school into a model institution. The school has not only improved enrolment and academic performance but has also restored public faith in government education. The leadership of Padma Shri Dr. Tsering Norboo demonstrates that with vision, persistence, and collective effort, sustainable and impactful educational practices can be developed and replicated in other regions.



THANK YOU

