

ROYAL CIVIL SERVICE COMMISSION
BHUTAN CIVIL SERVICE EXAMINATION 2025
EXAMINATION CATEGORY: B. Ed GENERAL GRADUATES

Date	:	October 10, 2025
Total Marks	:	100
Writing Time	:	3 hours
Reading Time	:	15 minutes (prior to examination time)

READ THE FOLLOWING INSTRUCTIONS CAREFULLY:

1. Write your Registration Number clearly and correctly on the Answer Booklet.
2. The first 15 minutes is to check the number of pages of the Question Paper, printing errors, clarify doubts, and read the instructions. You are NOT permitted to write during this time.
3. This paper is divided into four sections:
 - ❖ Section A – to assess writing skills
 - ❖ Section B – to assess comprehension skills
 - ❖ Section C – to assess language and grammar skills
 - ❖ Section D – to assess précis writing skills

All sections are compulsory.

4. All answers should be written on the Answer Booklet provided to you. Candidates are not allowed to write anything on the question paper. If required, ask for additional Answer Booklet.
5. **All answers should be written with the correct numbering of the Section and Question Number in the Answer Booklet provided to you. Note that any answer written without indicating the correct Section and Question Number will NOT be evaluated and no marks will be awarded.**
6. Begin each Section on a fresh page of the Answer Booklet.
7. You are not permitted to tear off any sheet(s) of the Answer Booklet as well as the Question Paper.
8. Use of any other paper including paper for rough work is not permitted.
9. **You must hand over the Answer Booklet to the Invigilator before leaving the examination hall.**
10. This paper has **10 printed pages**, including this instruction page.

GOOD LUCK!

SECTION A

Essay writing [30 marks]

Given below are two topics. Write an essay in about 1000 words in response to any ONE of the questions.

Write the Section and Question Number clearly. Any answer written without indicating the correct Section and Question Number will NOT be evaluated and no marks will be awarded.

The essay will be assessed using the following criteria:

- ❖ *Thought and content development: 15 marks*
- ❖ *Communicative competence and vocabulary: 10 marks*
- ❖ *Grammatical accuracy and variety: 5 marks*

Topic 1

Future of Bhutan Baccalaureate.

Topic 2

Technology and Innovation in Education.

SECTION B

Comprehension [35 marks]

Direction: Read the passage given below and answer the questions that follows according to the instructions given.

Bhutaneseeness: Preserving Identity in a Rapidly Changing World

In today's fast-paced global landscape, where cultures blend and identities often blur, the concept of Bhutaneseeness stands as a vital beacon of national identity and cultural preservation. Bhutaneseeness is more than just being from Bhutan; it is the essence of what it means to live, think, and belong as a Bhutanese in the 21st century. As the world races toward modernization and globalization, the urgency to understand, protect, and nurture Bhutaneseeness has never been greater. This essay explores the meaning of Bhutaneseeness, its significance in contemporary times, and why it is crucial for Bhutan's youth and graduates to uphold this identity amid global pressures.

Bhutaneseeness refers to the collective identity, values, traditions, and worldview that define the Bhutanese people. Rooted deeply in the country's history, geography, and spiritual heritage, it is a complex interplay of cultural pride, social norms, and philosophical outlooks. At its core, Bhutaneseeness embodies the principles of compassion, community, and harmony with nature—values that have been nurtured by Bhutan's Buddhist traditions and the guiding philosophy of Gross National Happiness (GNH).

Unlike many nations that measure progress solely by economic growth, Bhutan has prioritized holistic well-being and cultural preservation. This unique approach has shaped Bhutaneseeness into a

living, breathing identity that balances tradition and modernity. It is reflected in the everyday lives of Bhutanese people—from the national dress (gho and kira) worn with pride, to the celebration of festivals like Tshechu, which reinforce communal bonds and spiritual values.

In an era marked by rapid technological advancement, mass media, and cultural homogenization, small nations like Bhutan face unprecedented challenges. The influx of global ideas and lifestyles threatens to dilute local identities. For Bhutan, this is not a distant worry but a pressing reality. The younger generation, especially college graduates who are exposed to global education and digital culture, often find themselves at a crossroads between embracing global modernity and preserving their unique heritage.

Take, for example, the widespread use of social media platforms like Instagram and TikTok among Bhutanese youth. While these platforms offer opportunities for connection and learning, they also introduce foreign cultural norms and values that can overshadow traditional Bhutanese ways of life. The risk is that Bhutanese identity might become a nostalgic concept rather than a lived reality.

Bhutan's situation is not unique. Countries with rich cultural heritages have grappled with similar dilemmas. Consider Japan, a nation that has successfully blended ultra-modern technology with deep-rooted traditions. Japanese society maintains its cultural identity through education, language preservation, and cultural festivals, even as it leads the world in innovation. The Japanese concept of "*wa*" (harmony) and respect for ancestors continues to shape social behavior, much like Bhutan's emphasis on community and spirituality.

On the other hand, some indigenous communities in the Americas have struggled to maintain their identities amid globalization. The loss of native languages and customs has led to cultural erosion and social challenges. This contrast underscores the importance of proactive cultural preservation efforts - something Bhutan must continue to prioritize.

For Bhutan's graduates, understanding and embodying Bhutanese identity is not just a matter of pride but a responsibility. Education plays a critical role here. Bhutan's education system has made strides in incorporating GNH values and cultural studies into its curriculum. However, there is a need to deepen this integration and make it relevant to the challenges of the modern world.

Graduates entering the workforce or pursuing higher education abroad must be equipped with a strong sense of Bhutanese identity that enables them to act as cultural ambassadors. This means fostering skills that allow them to innovate while respecting and promoting Bhutanese values. For instance, graduates in environmental science can champion Bhutan's commitment to carbon neutrality, while those in business can develop enterprises that align with ethical and sustainable principles rooted in Bhutanese culture.

One inspiring example of Bhutanese identity in action is Bhutan's leadership in environmental conservation. The country's constitution mandates that at least 60% of its land remains forested, a policy that reflects Bhutanese respect for nature and sustainability. This commitment has earned Bhutan global recognition as a carbon-negative nation. Graduates today can draw motivation from this example to pursue careers that not only advance their personal goals but also contribute to national and global well-being.

Another example is the preservation of the Dzongkha language. Despite the dominance of English in education and business, Dzongkha remains a symbol of national identity. Efforts to promote the language through media, literature, and technology help maintain Bhutanese identity in everyday life.

Despite these strengths, Bhutanese identity faces real challenges. Urbanization and migration to cities like Thimphu have introduced new lifestyles that sometimes clash with traditional values. The allure of global pop culture can overshadow local arts and crafts. Moreover, economic pressures may push young Bhutanese to prioritize material success over cultural values.

To effectively address these challenges, a multi-pronged approach is essential. Strengthening cultural education in schools and universities will ensure that students gain a deep understanding of the roots and ongoing relevance of Bhutanese identity. At the same time, creating platforms for youth engagement will allow young Bhutanese to creatively express their identity, blending traditional values with modern influences. Continued government support through policies that protect cultural heritage, language, and the environment remains crucial in safeguarding Bhutan's unique legacy. Additionally, encouraging Bhutanese graduates to act as cultural ambassadors abroad can help showcase and promote Bhutan's distinct identity on the global stage, fostering greater appreciation and respect for Bhutanese identity worldwide.

In conclusion, Bhutanese identity is not a static relic of the past but a dynamic, evolving identity that must be actively preserved and celebrated. For Bhutan's graduates and youth, it represents a source of strength and guidance in navigating the complexities of the modern world. As globalization accelerates, the urgency to protect this identity grows - because Bhutanese identity is not just about who Bhutanese are today, but about shaping who they will be tomorrow.

By embracing Bhutanese identity with pride and purpose, Bhutan's new generation can ensure that their nation remains a shining example of how tradition and modernity can coexist harmoniously, inspiring the world with its unique path to progress and happiness.

Question I

(5X1 = 5 marks)

For each of the following questions, choose the correct answer and write down the letter of the correct answer chosen, in the Answer Booklet, against the question number. e.g. 6 (A)

1. What does the term *Bhutanese identity* primarily refer to?
 - A The political structure combining monarchy and democracy in Bhutan.
 - B A set of economic policies focused on national growth and modernization.
 - C The geographic and environmental attributes unique to Bhutan's landscape.
 - D The collective cultural identity, traditions, and shared values of the Bhutanese people.
2. What challenge does social media pose to Bhutanese identity?
 - A It makes it harder for people to speak Dzongkha regularly online.
 - B It slows down internet speed in Bhutan, affecting access to online content.
 - C It introduces foreign culture that may overshadow traditional Bhutanese culture.
 - D It spreads misinformation about Bhutan, causing confusion and misunderstandings.

3. Why is education important for preserving traits of a society?
 - A It focuses mostly on technical skills, ignoring traditions.
 - B It discourages learning about Bhutanese cultural heritage.
 - C It includes Bhutanese cultural values and GNH principles.
 - D It teaches mainly foreign languages, neglecting local culture.
4. What risk does cultural globalization pose to Bhutanese youth?
 - A It could lose cultural identity and traditional values.
 - B It may lead to improved access to education abroad.
 - C It could create better chances for jobs outside Bhutan.
 - D It may increase awareness of environmental issues locally.
5. How does the essay advise Bhutanese graduates to approach their future?
 - A To focus mainly on achieving economic success and wealth.
 - B To preserve Bhutanese culture while embracing modern changes.
 - C To seek job opportunities outside Bhutan for better prospects.
 - D To adopt global culture and leave behind Bhutanese traditions.

Question II

(6X5=30 marks)

Read the following questions carefully and answer them briefly in your own words.

1. In what ways can teachers balance teaching global knowledge alongside Bhutanese cultural preservation to prepare students for a globalized world?
2. Explain the significance of teaching Dzongkha in preserving the language.
3. What risks could occur if Bhutanese identities are not actively preserved?
4. Why is it important for Bhutan to balance modernization with cultural preservation?
5. How can Bhutanese youth, especially graduates, serve as cultural ambassadors in a globalized world?
6. How can teachers effectively incorporate Bhutanese cultural values and traditions into their teaching?

SECTION C

Grammar and Language [15 marks]

Read the directions to the following questions carefully and answer them.

Question I

(5X1 = 5 marks)

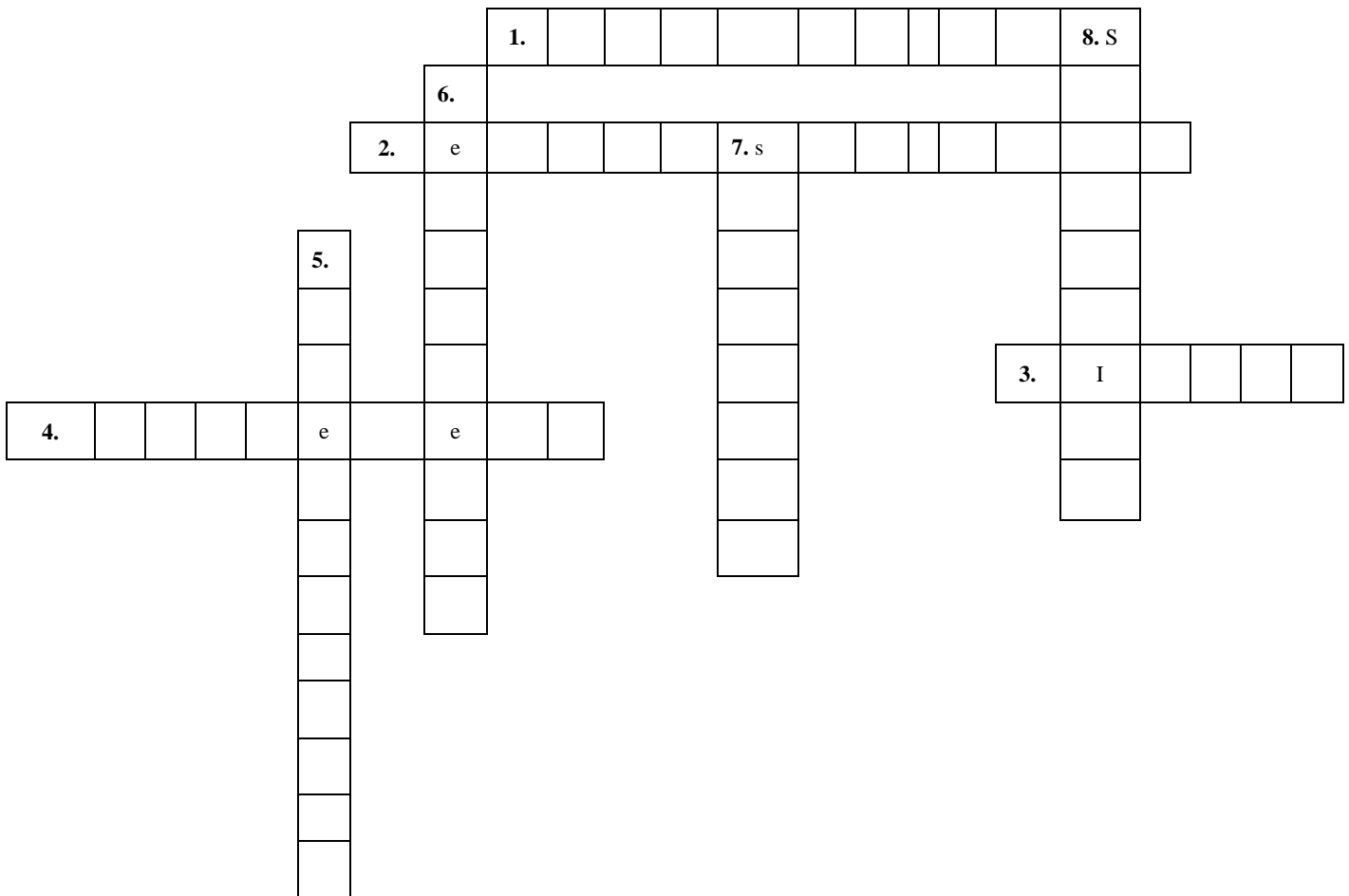
Read the given situations and complete the crossword puzzle.

Across:

1. *Mr. Dorji practises of being fully present and aware of the current moment, calmly acknowledging one's thoughts and feelings without distraction or judgment.*
2. *Mr. Lhendup wants to improve his grades, so he sets a daily study schedule and strictly follows it. Even when his friends invite him to hang out or watch movies, he chooses to stick to his plan. He avoids distractions like mobile phones and social media during study time, and completes his homework and projects well before deadlines.*
3. *Ms. Fatima carefully listened to everyone's opinions in the meeting before sharing her thoughts. She considered the long-term consequences and, past experiences rather than rushing to a quick conclusion. By weighing different perspectives and staying calm under pressure, she helped the group make a thoughtful and effective decision that benefited everyone.*
4. *Ms. Sonam noticed that their team was struggling to organize tasks efficiently. She quickly assessed each member's strengths and delegated responsibilities accordingly. She also identified potential problems in their initial approach and proposed practical solutions to avoid delays.*

Down

5. *Mr. Arun inherited a classic novel from his grandfather, written decades ago but still loved by readers today. Whenever Arun reads it, he finds the themes and lessons just as relevant and moving as they were when first published. Despite changes in society and culture, the story continues to inspire and connect with readers of all ages.*
6. *Mr. Ria struggled to understand a difficult subject in school. Despite failing in few tests, he did not give up. He sought help from her teachers, studied extra hours every day, and practised diligently. Even when his friends discouraged him, he remained focused and motivated. Over time, his hard work paid off—his grades improved steadily, and he eventually excelled in that subject.*
7. *Mrs. Dolma was determined to finish a difficult puzzle on her own, even though her friends offered help many times. She refused to listen to their suggestions and insisted on solving every piece by herself. Despite taking much longer and feeling frustrated, she wouldn't change her mind or ask for assistance.*
8. *Miss Denker found a lost wallet containing a significant amount of money. Without expecting any reward, she took it to the school office expecting timely return to the rightful owner.*

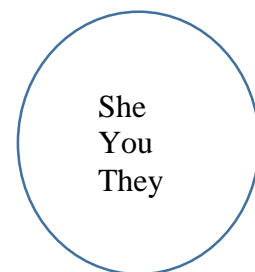
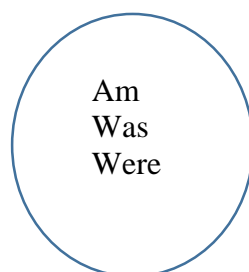
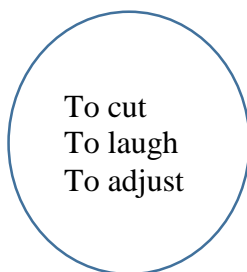


Question II

(5X1 = 5 marks)

For each of the following questions, choose the correct answer and write down the letter of the correct answer chosen in the Answer Booklet against the question number. e.g. 6 (A)

1. Which circle of words consists infinitives?



I	II	III	IV
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- A I
- B II
- C III
- D IV

2. Which of the following has a *prepositional phrase* functioning as an adjective:
 - A She spoke silently in the class.
 - B We arrived after the meeting ended.
 - C The kids played outside all afternoon.
 - D The man in the blue jacket is my uncle.
3. Relative pronoun *that* is correctly used in
 - A That is an amazing idea!
 - B I think that it will rain today.
 - C She said that she would join later.
 - D The book that you gave me is excellent.
4. A Tiger growls, a Dolphin whistles, and a Zebra
 - A neighs.
 - B honks.
 - C brays.
 - D bleats.
5. He _____ just _____ home when it began to rain.
 - A has, left
 - B had, left
 - C had, leave
 - D have, leave

Question III

(5X1 = 5 marks)

Using the concepts of sentences, and answer the questions.

1. Match the sentences in Column A with types of sentences in Column B and choose the correct response.

Column A		Column B	
I	Pema waited for the bus, but it was late.	W	Simple Sentence
II	Dorji and Dendup arrived at the bus station early and waited until noon for the bus.	X	Complex Sentence
III	After they left on the bus, Tenzin and Sonam realized that Thinley was waiting at the bus station.	Y	Compound-Complex Sentence
		Z	Compound Sentence

- A I=W, II=X, III=Y
- B I=X, II=Y, III=Z
- C I=Y, II=Z, III=W
- D I=Z, II=W, III=X

2. A sentence that has correct subject verb agreement is
 - A One of my friend is hiking to Dagala.
 - B One of my friends is hiking to Dagala.
 - C One of my friend are hiking to Dagala.
 - D One of my friends are hiking to Dagala.

3. *As soon as the bell rang, the students left the classroom.* State TRUE or FALSE for these transformed structures.
 - *Hardly did the bell ring when the students left the classroom.*
 - *Hardly had the bell rung when the students left the classroom.*
 - *No sooner did the bell ring than the students left the classroom.*
 - *No sooner had the bell rung than the students left the classroom.*
 - A TRUE <<<<TRUE<<<FALSE<<<FALSE
 - B FALSE<<<<FALSE<<<TRUE<<<TRUE
 - C TRUE <<<<TRUE<<<<TRUE<<<<TRUE
 - D FALSE<<<<FALSE<<<FALSE<<<FALSE

4. The news is too good to be true. Transform it.
 - A The news is good that it can be true.
 - B The news is so good that it can be true.
 - C The news is so good that it cannot be true.
 - D The news is so good that it cannot be true.

5. *We will complete the exam soon.* Change the voice.
 - A The exam will be finished by us soon.
 - B The exam will being finish by us soon.
 - C The exam will been finished by us soon.
 - D The exam will have been finished by us soon.

Section D
Précis Writing [20 marks]

Read the information given below carefully and write a précis in not more than 150 words, keeping in mind the following:

- ❖ *The précis should be written in one paragraph.*
- ❖ *The précis must include the main points.*
- ❖ *The précis must be provided with a short title.*
- ❖ *The précis must not exceed 150 words.*

Teaching is widely regarded as the noblest profession due to its profound influence on individuals and society. Teachers play a vital role not only in imparting knowledge but also in shaping character and inspiring lifelong learning. According to UNESCO, teachers are the backbone of education systems worldwide, equipping students with critical thinking skills and values essential for personal and societal growth. By nurturing intellectual curiosity and moral integrity, educators help students become informed and responsible citizens who contribute positively to their communities.

Moreover, teaching transcends the mere transmission of information; it is a transformative process that connects learning to real-life experiences. Renowned educator John Dewey emphasized that effective teaching actively engages students, fostering self-confidence and resilience. This active engagement prepares learners to face future challenges competently and adapt to a rapidly changing world. Beyond academics, teachers serve as role models, guiding students to become empathetic, socially conscious, and ethical individuals. Their dedication, often extended beyond classroom hours and despite challenging conditions, reflects a level of commitment and service that few other professions demand.

The nobility of teaching also lies in its ethical dimensions and far-reaching impact on society. Educators carry the unique responsibility of shaping not only academic achievement but also the social and emotional development of their students. By promoting values such as fairness, respect, and perseverance, teachers contribute to building harmonious and progressive communities. This influence extends beyond individual lives to shape the foundations of nations, making teaching an indispensable and honorable profession.

TASHI DELEK