

**ROYAL CIVIL SERVICE COMMISSION
BHUTAN CIVIL SERVICE EXAMINATION (BCSE) 2018
EXAMINATION CATEGORY: TECHNICAL**

PAPER I: LANGUAGES AND GENERAL KNOWLEDGE

Date	: 5 October 2018
Total Marks	: 100 [70 marks for Part A – English and GK; 30 marks for Part B – Dzongkha]
Examination 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 being provided to check the number of pages of Question Paper, printing errors, clarify doubts and to read the instructions. You are NOT permitted to write during this time.
3. This paper is divided into two parts:
 - ❖ Part A – English and General Knowledge which carries 70 marks; and
 - ❖ Part B- Dzongkha Language which carries 30 marks.

Part A of the paper is divided into three sections:

- ✓ Section I – Case study;
- ✓ Section II – Topical Discussion; and
- ✓ Section III – Multiple Choice Questions.

Part B of the paper is divided into two sections:

- ✓ Section I – Comprehension །འཇིགས་དང་པ་གོ་བ་ལེན་ནི།
- ✓ Section II – Translation །འཇིགས་གཏིས་པ་སྐད་སྒྱུར།

4. Specific instructions for Part A and Part B are provided under each Part/Section separately. Please read the instructions for each Part/Section carefully and answer the questions that follow.
- 5. You are required to write all your answers for Part A and Part B on separate Answer Booklets. Make sure that you write your registration number in the space provided in both the Answer Booklets.**
6. All answers should be written with correct numbering of Section, Part and Question Number in the Answer Booklet provided to you. Note that any answer written without indicating any or correct Part, Section and Question Number will NOT be evaluated and no marks would be awarded.
7. Begin each Section and Part in a fresh page of the Answer Booklet.
- 8. You are required to hand over the Answer Booklets to the Invigilator before leaving the examination hall.**
9. This paper has **10 printed pages**, including this instruction page.

GOOD LUCK!!!

PART I

Section I: Case Study

Read the following passage (an excerpt from the book ‘Why nations fail’) and answer ALL THREE questions that follow. (30 marks)

Engines of Prosperity

By Daron Acemoglu and James A. Robinson

Inclusive economic institutions create inclusive markets, which not only give people freedom to pursue the vocations in life that best suit their talents but also provide a level playing field that gives them the opportunity to do so. Those who have good ideas will be able to start businesses, workers will tend to go to activities where their productivity is greater, and less efficient firms can be replaced by more efficient ones. Contrast how people choose their occupations under inclusive markets to colonial Peru and Bolivia, where under the *mita*, many were forced to work in silver and mercury mines, regardless of their skills or whether they wanted to. Inclusive markets are not just free markets. Barbados in the seventeenth century also had markets. But in the same way that it lacked property rights for all but the narrow planter elite, its markets were far from inclusive; markets in slaves were in fact one part of the economic institutions systematically coercing the majority of the population and robbing them of the ability to choose their occupations and how they should utilize their talents.

Inclusive economic institutions also pave the way for two other engines of prosperity: technology and education. Sustained economic growth is almost always accompanied by technological improvements that enable people (labour), land, and existing capital (buildings, existing machines, and so on) to become more productive. Think of our great great-grandparents, just over a century ago, who did not have access to planes or automobiles or most of the drugs and health care we now take for granted, not to mention indoor plumbing, air-conditioning, shopping malls, radio, or motion pictures; let alone information technology, robotics, or computer-controlled machinery. And going back a few more generations, the technological know-how and living standards were even more backward, so much so that we would find it hard to imagine how most people struggled through life. These improvements follow from science and from entrepreneurs such as Thomas Edison, who applied science to create profitable businesses. This process of innovation is made possible by economic institutions that encourage private property, uphold contracts, create a level playing field, and encourage and allow the entry of new businesses that can bring new technologies to life. It should therefore be no surprise that it was U.S. society, not Mexico or Peru, that produced Thomas Edison, and that it was South Korea, not North Korea, that today produces technologically innovative companies such as Samsung and Hyundai.

Intimately linked to technology are the education, skills, competencies, and know-how of the workforce, acquired in schools, at home, and on the job. We are so much more productive than a century ago not just because of better technology embodied in machines but also because of the greater know-how that workers possess. All the technology in the world would be of little use without workers who knew how to operate it. But there is more to skills and competencies than just the ability to run machines. It is the education and skills of the workforce that generate the scientific knowledge

upon which our progress is built and that enable the adaptation and adoption of these technologies in diverse lines of business. Though many of the innovators of the Industrial Revolution and afterward, like Thomas Edison, were not highly educated, these innovations were much simpler than modern technology. Today technological change requires education both for the innovator and the worker. And here we see the importance of economic institutions that create a level playing field. The United States could produce, or attract from foreign lands, the likes of Bill Gates, Steve Jobs, Sergey Brin, Larry Page, and Jeff Bezos, and the hundreds of scientists who made fundamental discoveries in information technology, nuclear power, biotech, and other fields upon which these entrepreneurs built their businesses. The supply of talent was there to be harnessed because most teenagers in the United States have access to as much schooling as they wish or are capable of attaining. Now imagine a different society, for example the Congo or Haiti, where a large fraction of the population has no means of attending school, or where, if they manage to go to school, the quality of teaching is lamentable, where teachers do not show up for work, and even if they do, there may not be any books.

The low education level of poor countries is caused by economic institutions that fail to create incentives for parents to educate their children and by political institutions that fail to induce the government to build, finance, and support schools and the wishes of parents and children. The price these nations pay for low education of their population and lack of inclusive markets is high. They fail to mobilize their nascent talent. They have many potential Bill Gateses and perhaps one or two Albert Einsteins who are now working as poor, uneducated farmers, being coerced to do what they don't want to do or being drafted into the army, because they never had the opportunity to realize their vocation in life.

The ability of economic institutions to harness the potential of inclusive markets, encourage technological innovation, invest in people, and mobilize the talents and skills of a large number of individuals is critical for economic growth. Explaining why so many economic institutions fail to meet these simple objectives is the central theme of this book.

Question 1

(10 marks)

In your own words, explain the meaning of 'Inclusive Economic Institutions' in the essay.

Question 2

(10 marks)

The authors claim that the poor countries too have the potential for producing Bill Gateses and Albert Einsteins. According to the authors, what prevents the poor countries from producing people like them?

Question 3

(10 marks)

Explain the phrase 'Level Playing Field' in the context of the essay.

Section II : Topical Discussion

This section consists of four questions related to topical issues. You may answer ANY TWO questions. Each question carries 10 marks.

Question 1

Some political parties have proposed a plan for making free education till class 12 instead of till class 10 in Bhutan. In other words, if a party with this agenda comes in power, Bhutan's basic free education might be raised to class 12.

How will this change benefit the Bhutanese society? Will there be any drawback to this change?

Question 2

Ever since Donald Trump became the president of America, he has been both critiqued and criticized by the western media such as the BBC and the CNN for his unconventional approaches and activities.

Discuss the role of media in building a successful democratic state.

Question 3

“Bhutan climbed one step higher in last year's Corruption Perception Index (CPI) as per the global civil society organisation, Transparency International. It ranked 26th least corrupted countries from 180 countries. In 2016, it was placed at 27th position among the 176 countries. This is the twelfth successive year that Bhutan had featured in the index and saw considerable progress over the years”

(BBS, Feb 24, 2018: <http://www.bbs.bt/news/?p=90600>).

Discuss three strong factors that contribute to corruption in Bhutan.

Question 4

We observe a trend amongst youth to drop school and do farming. For instance, the BBS on July 25, 2017 reported that an increasing number of out-of-school youth in Pema Gatsel is forming farming groups to earn a livelihood. When a girl drop-out was interviewed, she said: “It's so difficult to get job even if you have a university degree certificate, so I thought, if we can explore all the best parts of farming, the end result would be fulfilling.”

<http://www.bbs.bt/news/?p=76771>

Is the ultimate purpose of education to get job? How important is college degree in doing farming?

Section III : Multiple Choice Questions

Choose the correct answer and write down the letter of your chosen answer in the Answer Booklet against the question number e.g. 21 (b). Each question carries ONE mark. Any double writing, smudgy answers or writing more than one choice shall not be evaluated.

1. For which film did Steven Spielberg win an Oscar for Best Director at the 1999 Academy Awards?
 - a) Jaws
 - b) Always
 - c) Jurassic Park
 - d) Saving Private Ryan

2. What is the British English word for the eggplant?
 - a) Brinjal
 - b) Eggplant
 - c) Aubergine
 - d) Brown Jolly

3. Which two primary colours are mixed to make purple?
 - a) Red and blue
 - b) Pink and blue
 - c) Yellow and blue
 - d) Yellow and pink

4. What type of creature is a fulmar?
 - a) Bird
 - b) Snake
 - c) Reptile
 - d) Mammal

5. What does a hippologist study?
 - a) Heron
 - b) Horse
 - c) Hedgehog
 - d) Hippopotamus

6. What is the capital of Kenya?
 - a) Serowe
 - b) Cape Town
 - c) Nairobi
 - d) Francistown

7. In which sport is the term 'hook check' used?
- a) Chess
 - b) Ice hockey
 - c) Field hockey
 - d) All of the above
8. What is the official language of Mexico?
- a) Latin
 - b) Maya
 - c) Mixtec
 - d) Spanish
9. In order to conserve the country's natural resources and to prevent degradation of the ecosystem, a minimum of _____ of Bhutan's total land shall be maintained under forest cover for all time.
- a) 60%
 - b) 62%
 - c) 65%
 - d) 70%
10. The most cited reason for migration in Bhutan in 2017 is
- a) Education
 - b) Family move
 - c) Employment
 - d) Cross-cultural marriage
11. In Bhutan, the court of record is the
- a) High court
 - b) District court
 - c) Supreme court
 - d) All of the above
12. According to the Population and Housing Census of Bhutan, 2017, the youth (15-24 years) unemployment rate is
- a) 9.6%
 - b) 10.6%
 - c) 11.6%
 - d) 12.6%
13. In Bhutan, the maximum number of employed people are in the
- a) Agriculture sector
 - b) Construction sector
 - c) Public administration
 - d) Wholesale and retail trade

14. The period of an Interim Government in Bhutan shall not exceed
- 30 days
 - 60 days
 - 90 days
 - 120 days
15. Any other legislative Bill may originate in either House. The only bill that originates in the National Assembly is the
- Income Tax Bill
 - Civil Aviation Bill
 - Money Bills and Financial Bills
 - Trade, Commerce and Transit Agreement Bill
16. The date which qualifies a person as domiciled in Bhutan whose name is registered in the official record of the government of Bhutan for his or her Bhutanese citizenship is the
- 31st December, 1958
 - 31st December, 1959
 - 31st December, 1960
 - 31st December, 1961
17. What is the other name of vitamin C
- Citric acid
 - Tartaric acid
 - Ascorbic acid
 - Sulfuric Acid
18. Name the scientist pair who gave the structure of DNA.
- Watson and Crick
 - Khorana and Nirenberg
 - Oppenheimer and Otto Hahn
 - Hiesenberg and Roentgen
19. What does acronym 'cc' in an email mean?
- Column Code
 - Carbon Copy
 - Computer Control
 - Character Conversion
20. Who is the head of the state of Bhutan?
- His Majesty the Druk Gyalpo
 - The Prime Minister
 - The Chief Justice
 - Dzongdag

རྒྱལ་གཞུང་གི་གཞུང་ལྟོས་ཚོགས་ཀྱི་
སྤྱི་ལོ་ ༢༠༡༥ ལོའི་འབྲུག་གི་ཞི་གཞུང་ཚོགས་ཚུགས་ཀྱི་
ཚོགས་ཚུགས་ཀྱི་དབུ་བོ་ བཅས་རིག

དྲི་ཤོག་ དང་པོའི་ སྡེ་ཚན་ ལ་ པ། རྫོང་ལའི་སྐད་ཡིག།

སྐྱགས་བསྐྱེམས་ ༣༠ |

དྲི་བ་དང་པ་ གོ་བ་ལེན་ནི།

སྐྱགས་ ༡༥ |

༣ འབྲུག་རྒྱལ་ཁབ་འདི་ ལོ་གཅིག་བཞི་གཅིག་ གོང་འཕེལ་འགྲུལ་དང་འབྲེལ་ མི་སྡོམས་ཡང་ ཡར་འཕར་འགྲུལ་བཞིན་དུ་
འདི་དང་བསྟུན་པའི་དཀའ་ངལ་དང་ གདོང་ལེན་ཚུ་ཡང་བྱུང་མ་ཡིན། དེ་ཡང་གདོང་ལེན་ཚུ་གི་ཁྲིམས་ལས་ ཟད་འགོ་ལྷི་བྱས་དང་
སྤངས་སྤུལ་གྱི་ལཱ་འབད་དགོ་མི་ ཕྱགས་སྟིགས་འཛིན་སྐྱོང་འཐབ་མ་ཚུགས་མི་དེ་ཡིན་མ་དུ་ རྒྱལ་ས་སྟེ་བ་བརྩམ་ཅིག་ལུ་ཆ་བཞག་པ་ཅིན་
ཐིམ་སུ་ཁོམ་སྟེ་གིས་ ཕྱགས་སྟིགས་བསྐྱེམ་དང་ བཀོ་ཞིའི་དོན་ལུ་ ལྷ་རིམ་བཞིན་དུ་ དངུལ་ཀྲམ་ས་ཡ་ ༢.༡༣༥ ལྷག་པ་ེ་
ཟད་འགོ་བཏང་མ་ཡིན་མ་ས།

ཟད་འགོ་ལྷི་བྱས་གནས་མི་དེ་ཡང་ ཁོམ་སྟེ་གིས་ ཕྱགས་སྟིགས་བསྐྱེམ་འབད་མི་ རྐྱེར་གྱི་ལས་སྟེ་ གི་རི་ནར་སྟེ་དང་
ཀི་ལིན་མི་ཁྱི་ ༣ ལུ་ ལྷ་རིམ་བཞིན་དུ་ འབྲུག་དངུལ་ཀྲམ་ ས་ཡ་ ༡.༤༣ རེ་སྟོན་དོ་ཡོད་པ་མ་ཚད་ ཁོམ་སྟེ་འོག་ལུ་
ལཱ་འབད་མི་ཚུ་གིས་ ཁོམ་ཁར་ཕྱགས་སྟིགས་དང་ རག་རོ་ཚུ་ བསྐྱེམ་འབད་བའི་ཟད་འགོ་ དངུལ་ཀྲམ་ས་ཡ་ ༠.༧ དེ་རེ་བཏང་དོ་
ཡོད་པ་ཡིན་མ་ས།

ཐིམ་ཁོམ་ནང་འཁོད་ལས་ ཉིན་བསྐྱར་བཞིན་དུ་ ཕྱགས་སྟིགས་མེ་ཁྱིམ་ལུ་ ༤.༡.༢༢ བསྐྱེམས་འབད་མི་ལས་ མེ་ཁྱིམ་ལུ་ ༣.༧.༠༢
དེ་ཅིག་ རུམ་མ་བཏུབ་པའི་རག་རོ་ཚུ་ཡིན་མ་ས། མ་གཞི་ན་ཉིང་ སྤྱི་ལྷ་ ༡༢ པའི་ཚེས་ ༧ ལུ་ རྒྱལ་ཁབ་ནང་འཁོད་ལུ་ ཕྱགས་སྟིགས་
བསྐྱེམ་གྱི་ལས་རིམ་ཅིག་ འགོ་འདྲེན་འཐབ་པའི་ཤུལ་ལས་ ཐིམ་སུ་ཁོམ་སྟེ་གིས་ མཐའ་འཁོར་དང་མི་མང་གི་ས་ཁོངས་ཚུ་ནང་
ཕྱགས་སྟིགས་དང་ རག་རོ་ཚུ་ག་སྟོན་སར་ བཀོ་བཏང་པའི་ཉེས་བུ་ བཀའ་ཞིའི་ལམ་ལུགས་འགོ་བཙུགས་ཡོད་རུང་ ཕྱགས་སྟིགས་
འཛིན་སྐྱོང་འཐབ་ནི་དེ་ གདོང་ལེན་ཅན་འབད་ར་གནས་ཏེ་ ཡོད་པའི་མངོན་གསལ་བྱུང་མ་ས།

དེ་མ་ཚད་ འབྲེལ་ཡོད་དབང་འཛིན་ཚུ་གིས་ འཛམ་གླིང་མཐའ་འཁོར་གྱི་ཉིན་མ་བཟེ་སྤྱང་དང་ གལ་གནད་ཅན་གྱི་ཉིན་མ་ཚུ་ནང་
ཕྱགས་སྟིགས་བསྐྱེམ་འབད་ནི་དང་ གོ་བ་བརྟེན་སྟོན་འབད་ནིའི་ལས་རིམ་ཚུ་ ཁོམ་སྟེ་དང་ སྟོབ་ལྷ་ མི་མང་གི་ས་ཁོངས་ དེ་ལས་
གཙང་ཚུ་དང་རོང་ཚུ་བདེ་སྟེ་ འཕམ་ལམ་འབད་ར་འགོ་འདྲེན་འཐབ་ཡིན་མ་ས།

འདི་འབད་མ་དུ་ ང་བཅས་ཀྱིས་ཕྱགས་སྟིགས་དང་ རག་རོ་ཚུ་བསྐྱེམ་འབད་མི་དེ་ གནས་སྐབས་ཅིག་མ་གཏོགས་ རྒྱལ་ཁབ་འདི་
ཡུན་བརྟན་ཐོག་ གཙང་སྤྱད་ལཱ་ནམ་འབད་ བཞག་མི་ཚུགས་ནི་ཡིན་མ་ལས་ ཕྱགས་བདར་ལས་རིམ་ འགོ་འདྲེན་འཐབ་ནི་དེ་
བཅས་ལམ་ལེགས་ཤོམ་ཅིག་མེན་པས།

འདི་བརྩམ་མའི་ལས་རིམ་ འགོ་འདྲེན་འཐབ་མི་ཚུ་གིས་འབད་རུང་ འཕལ་གྱི་དོན་ལུ་མེན་པར་ མ་འོངས་ཡུན་རིང་གི་
མནོ་བསམ་གཏང་ནི་དེ་ ལག་ཆེ་མི་དེ་ཡང་ ཕྱགས་སྒྲིགས་བསྟུ་བསྟོམ་ལས་རིམ་ འགོ་འདྲེན་འཐབ་མི་དེ་གིས་
ང་བཅས་ཀྱི་མཐའ་འཁོར་ལུ་སྡོད་མི་ཚུ་ བག་སྟོད་ཅན་ཐལ་ཏེ་ རང་སྡོད་སའི་སློ་ལོགས་ཁར་ བཅོག་པ་བཟོ་རུང་
ཕྱགས་བདར་རྒྱབ་མི་དང་རག་རོ་བསྟུ་བསྟོམ་འབད་མི་ཡོད་ཟེར་ ཚུ་ཤོག་དང་གྱིབ་དམ་ གོ་ལ་ར་རྟུགས་ ཕྱགས་སྒྲིགས་ལ་སོགས་པ་
ག་ལྟོད་སར་བཀོ་ནི་གི་ཉེན་ཁ་སྤོམ་ཡོད།

ཕྱགས་སྒྲིགས་འཛིན་སྐྱོང་དེ་ ཡུན་བརྟན་གནས་ཚུགས་པ་བཟོ་དགོ་པ་ཅིན་ ལས་བྱེད་པ་ཚུ་ མགྲོན་བཟང་འབད་དེ་ རག་རོ་ཚུ་བསྟུ་
བསྟོམ་འབད་བཅུག་ནི་མེན་པར་ གཙུག་སྡེ་དང་ སློབ་གྲྭ་ བཤད་གྲྭ་ གྲུ་ཚང་ལ་སོགས་པའི་ ས་གོ་ཚུ་ཨིན་པ་ཅིན་
དེ་ནང་སྡོད་མི་ཚུ་ལུ་ འགན་འཁུན་བཀའ་དགོ་པ་མ་ཚད་ མི་སྡོད་སའི་ས་ཁོངས་དང་ཁོམ་ཚུ་ནང་འབད་བ་ཅིན་དེ་ནང་སྡོད་མི་ཚུ་གིས་ར་
བསྟུ་བསྟོམ་འབད་བཅུག་དགོ།

ཕྱགས་སྒྲིགས་འཛིན་སྐྱོང་འཐབ་མི་དེ་ སྤྱི་རུབ་ཀྱི་འགན་ཁུར་ཨིན་མ་བཞིན་དུ་ འབྲུག་རྒྱལ་ཁབ་འདི་ ཏུས་དང་ནམ་པ་ཀུན་ཏུ་
རྟིང་སངས་ས་དང་ གཙུག་སྡེ་དང་ལྷན་འབད་ བཞག་དགོ་པའི་འགན་འཁུན་འབྲི་འབྲུག་དགོ་པ་དང་ ཡང་ན་
ཕྱགས་སྒྲིགས་འཛིན་སྐྱོང་མ་འཐབ་མི་ཚུ་ལུ་ ཉེས་ཁུན་ས་དང་ཉེས་བྱ་ཚུ་ ཡངས་ཆག་མེད་པར་བཀའ་དགོ་ཟེར་ཞུ་ནི་ཨིན།
(ཀུན་གསལ། ༢༠༡༧ ལས)

ལྷག་གི་ཡིག་རྒྱུགས་ལྷག་ཞིན་ན་ རི་བ་ ཀ་ ལ་ ག་ གསུམ་གྱི་ལན་བྲིས།

ཀ། འོག་གི་རི་བ་ཚུ་གི་ལན་བྲིས། སྒྲིགས་ཁ 1

- ༡) ཕྱགས་སྒྲིགས་ འཛིན་སྐྱོང་འབད་མ་ཚུགས་པ་ཅིན་ གཞོད་པ་ག་ཅི་འོང་ནི་མས་? གནད་དོན་༢ བཀོད། (༡)
- ༢) ཕྱགས་སྒྲིགས་ འཛིན་སྐྱོང་འབད་ནི་ལུ་ གདོང་ལེན་ག་དེ་སྡེ་ར་བྱུང་མ་སྟེ་? (༢)
- ༣) ཕྱགས་སྒྲིགས་ བསྟུ་བསྟོམ་གྱི་ ལས་རིམ་འགོ་འདྲེན་འཐབ་མི་དེ་ལུ་ རྩོད་ཀྱི་ཁ་བྱུག་ལས་ རྒྱབ་སྟོན་དང་ ཡང་ན་རྒྱབ་འགལ་
གྱི་བསམ་འཆར་ཅིག་བཀོད། (༢)
- ༤) ལྷག་གི་ཡིག་རྒྱུགས་ཀྱི་བཅུད་དོན་ དོན་མཚམས་གཅིག་ ཡང་ན་ གྲུལ་ཐེངས་༥ ཞན་བྲིས། (༢)
- ༥) ཕྱགས་སྒྲིགས་ འཛིན་སྐྱོང་འཐབ་མི་འཁྲུན་འཁུན་འདི་ ག་ལུ་ར་བཀའ་དགོ་པ་འདུག་གོ་? (༢)

ཁ། འོག་གི་མིང་ཚིག་ཚུ་གི་རྫོང་ཚིག་བཟོ། (ཡིག་རྒྱུགས་ནང་ལས་འདྲ་བལུས་པ་བ་མི་ཚོག་) ༤x.4= 16

- ༡) བསྟུ་བསྟོམ། ༢) སྤངས་སྐྱུལ། ༣) འགན་འཁུན། ༤) རམ་པ་ཀུན། ༥) མངོན་གསལ། ༦) ཡུན་བརྟན།

ག༽ འོག་གི་མིང་ཚིག་ཚུ་གི་རྣམ་གྲངས་ཡིག་རྒྱུགས་ནང་ལས་འཚོལ་ཏེ་བྲིས། འཇམ་པ་ ༣།

- ༡) ལཱ་འགན།
- ༢) ལག་ཆེ་ཤོས།
- ༣) བདག་འཛིན།
- ༤) ཨ་ཏྲག་ར།
- ༥) དགོངས་ཡངས།
- ༦) ཐབས་ཤེས།

དྲི་བ་གཉིས་པ།

སྐད་སྒྱུར།

སྐྱགས་ ༡༥ །

འོག་གི་མིང་སྐད་ནང་ཡོད་པའི་ ཡིག་རྒྱུགས་འདི་ རྗོངས་ནང་ལུ་སྐད་སྒྱུར་འབད། (གནད་དོན་ཕོག་མ་ཕོག་དང་ གོ་རིམ་ ལྷེ་སྐྱོར་ཚུ་ལུ་བཟླ་སྟེ་སྐྱགས་བྲིན་ནི་)

Bhutan basketball federation (BBF) general secretary Tshokey Dorji said, following this weekend’s final of the first basketball club championship, they would organize Thimphu thromde schools basketball tournament from May 6 to 10 at swimming pool complex indoor court.

From May 11 onwards, the popular and much awaited tournament conducted every year, Coronation Cup, will start, and the federation expects a minimum of about 15 teams, including all basketball clubs in Thimphu.

“We want this year’s Coronation Cup to be a big event and apart from looking for grand sponsors, we’ve invited a Sikkim’s woman team to play friendly matches with local women,” Tshokey said. (2) “The women’s participation in the Coronation Cup is usually high and, through the games with the Sikkim team, we expect our women player to gain confidence to improve their skills, and also encourage others, boosting participation.”

Each team participating in the Coronation Cup will pay an entry fee of Nu. 9000. Part of the fund, Tshokey Dorji said, will be utilized to conduct a “B” division men basketball championship and the first women club championship that will follow the Coronation Cup.

(Kuensel May 3, 2013)

TASHI DELEK