



India-Bhutan Youth Summit

CENTRE FOR
ESCALATION
OF PEACE

CEP

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आओ सीखना सीखें

Pallavan
Learning
Systems

21st -29th September, 2018
The Kingdom of Bhutan



**India-Bhutan
Youth Summit**

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Centre for Escalation of Peace (CEP) and Pallavan Learning Systems (PLS), in collaboration with Royal Institute for Governance and Strategic Studies (RIGSS), organized the inaugural India-Bhutan Youth Summit from September 21 to 29, 2018 in the Kingdom of Bhutan. The launch of the India-Bhutan Youth Summit came at an opportune time to celebrate the 50 years of friendship and partnership.

Ten participants from Bhutan and ten participants from India came together for the summit that was aimed at enhancing the understanding and appreciation of the youth regarding the importance of building India-Bhutan friendship through meaningful conversations on various aspects of India-Bhutan collaboration. Concurrently, the summit sought to create a pool of potential ambassadors of this special relationship in both the countries who would carry forward the collaboration for the next 50 years.

The participants, who went through a rigorous selection and interview process, came from different parts of Bhutan and India. The summit chose to bring the participants together in the Kingdom of Bhutan and offer them a first-hand experience of living and learning in a country where the environment, ancient traditions and values are being preserved carefully while walking the road to modernization. The summit sought to offer a setting and an opportunity for these bright minds to exchange ideas, experiences, knowledge and perspectives on issues impacting our world. At the same time, the experience served to give them a more informed understanding of the various challenges facing this young democracy and its growing economy.

The nine-day programme was structured in a manner where learning experiences would incorporate a combination of academics and adventure. It included an introduction to Bhutan, a three-day trek across the pristine Bhutanese landscape, interactions amongst the participants on core issues, and meetings between the participants and eminent people in Bhutan. The participants also visited places of interest and interacted with the locals to gain a better understanding of the country and the aspirations of its citizens.

At the end of the summit, the candidates shared their experiences and reflected on the entire programme. In addition to giving detailed feedback on the summit, they submitted a programme report detailing their individual journey during the summit. Also, in groups, they prepared a 600-word note on one of the most pressing issues surrounding the India-Bhutan relationship. It is expected that the participants will go on to become successful spokespersons and ambassadors of the India-Bhutan Youth Summit community that will continue to grow over the years. The next summit is slated for September 2019 and will take place in India.

Participants



Akanksha Jadhav

My name is Aakanksha Jadhav. I just graduated from Ashoka University with a major in Psychology and minors in International Relations and Media Studies. While in college, I started a venture that wanted to change the way news is curated and presented, called The Bastion. Our effort at The Bastion is to present facts, show both sides of the story and create an informed conversation among our readers. Geographically, I am from Delhi and I studied at Vasant Valley School. I am passionate about travelling and trekking and love meeting people as often as possible. Of late, I have enjoyed backpacking and travelling on small budgets - and I feel I have far more meaningful experiences when I travel local, eat local and be a local (as much as I can)!



Aakash Goel

I belong to a very small town called Samalkha in the District of Panipat in the Indian State of Haryana. I did my high schooling from Delhi Public School, Panipat City in the year 2013. I did my graduation in Computer Science and Engineering from SRM University, Haryana and specialized in the domain of Web development. Right after successfully completing my graduation, I started preparing for the Civil Services Examination. I am also interested in bringing bottom up modernity and scaling indigenous businesses. I have a passion for Financial Literacy as I deeply feel that in order to have a sufficient financial security and a sustainable future, Financial Literacy is inevitable. I was a special invitee at the TEDx Chandigarh event held in January 2018 to promote my initiative of Financial Literacy where I learnt a lot from a dynamic cohort of best intellectual minds in the country. I have represented my State in the Inter-State Table Tennis Tournament during my college days. I am an inquisitive person and a passionate reader. I am immensely passionate about solo travelling and trying indigenous food.



Afeefa Farooqi Fazli

I am Afeefa Farooq Fazli, a 20 year old student of Psychology at Ambedkar University, Delhi. I originally belong to Pulwama, a district in the south of Kashmir. I have been training in peace and conflict studies with STEP (Standing Together to Enable Peace), a Delhi-based organization dedicated to Education, Advocacy and Action. My objective is to marry my understanding of conflict with my education in Psychology. My passion for Psychology and Conflict Studies stems from my workshops and internships with social organizations. My aim is to create a space where these challenges and short comings are turned into opportunities to empower. I am striving to build my expertise as a facilitator to help young minds in constructive action as opposed to mindless reaction. I believe in 'working with' people rather than 'working for' them and hence I wish to build a peer supportive environment amidst the prevailing influence and imposition.



Chirag Gupta

Born and brought up in Kota (Rajasthan), I completed my B.Tech in Electronics & Communication Engineering from B.K. Birla Institute of Engineering & Technology, Pilani in 2017. During my undergraduate, I tried my hands at Entrepreneurship and started 'AdBox'- a hyperlocal advertisement startup focused on providing low cost student notebooks. While in college, I led several student & non-profit organizations and also co-founded BKBIET Innovation Centre, Pilani for providing students utmost support in fields of Entrepreneurship, Research and tech-product development. Further, I helped to build proper E-cell infrastructure by raising Rs. 10 Lac from RIICO Jaipur. In Aug 2017, I joined SBI Youth for India, one of the most prestigious fellowship in Rural Development Sector managed by SBI Foundation and worked with the partner organization, Aga Khan Rural Support Programme (I) in the tribal region of Narmada district, Gujarat. I am interested in creating enterprises which could solve the 21st century's most pressing problems across food security, environment and waste management, with the focus on building a circular economy for sustainable living. I always like trying new things without being worried about failure and in spare time love experimenting with food in the kitchen.



Dorji Yuden

I am Dorji Yuden, a fourth year B.Ed programme trainee of Samtse College of Education. I am taking English and geography as my major electives. I am from a remote village of Lechen located in Trashi Yangtse, where urbanization has not yet taken its toll. The ambition that I set for myself is to become a capable and competent teacher. I dream of making myself a role model for the coming generations and have a positive impact in students' learning stage. I started my basic education at Samtse Primary School in Samtse Dzongkhag and then went to Thimphu for my middle school studies. I pursued my higher education in Punakha Central School, and after that I joined Samtse College of Education. My interests include games, music and literary activities. I like participating in debates the most out of all literary activities where I get the opportunity to speak out my mind and support my stance. Out of the various games, my interest lies in playing volleyball but I feel that I am better at football. Currently, I am playing for the Inter-College games competition held every year; my position is the goal keeper. Also, I am coordinating a club (music) at my college where we get together every Saturday to practice playing variety of instruments and singing songs.



Drukpa Wangdi

I am Drukpa Wangdi, currently undergoing B.Ed at Paro College of Education. I am a keen social worker, dedicated to work for the benefit for others. I am currently a student representative (chief councilor) at my college. Furthermore, I have taken up many leadership roles starting from my middle school days. Over the years, I have been linked with numerous voluntary organizations. My roles include the Paro Dzongkhag ambassador for Bhutan Toilet Org., coordinator for Jangsem Monday (Paro), volunteer for One Ngultrum Initiative, and a member of Tarayana since 2015. Moreover, I was able to initiate (open) my own club 'Social Service Club' by the time I was in second year (2016), which is now clubbed with BTO club in the College. The club basically deals with social services to all.



Gautam Pratap Singh

I graduated from IIT-K in 2016 with a B.Tech. in Mechanical Engineering and minors in English Literature and Linguistic Theory. For one year, I worked as a consultant with the Government of India, after which I joined Swaniti Initiative as a SPARC Associate. Currently, I am assisting the Member of Parliament from Shillong Lok Sabha Constituency in Meghalaya, by aiding development in the largely rural and tribal area.



Isha Vajpeyi

A clichéd Delhi girl from a distance, I might prove them all right from near. Apart from the popular love for food, music and travel, I like to go on long walks. And, I have a dog who acts like a cat. Some days, I express myself through fashion; other days, I wear track pants. But most days, I am bingeing on golgappas and momos while complaining about getting fat. A student of Fashion Technology at NIFT Delhi, I am trying to make fashion more sustainable, one step at a time.



Jai Srivastava

I am a 22 year old engineering graduate from BITS Pilani Hyderabad Campus, majoring in Civil Engineering, with a minor in Finance. Having work experience in management consulting as well as the social development sector, I have also dabbled in the fields of Public Policy and stand-up comedy. Apart from work, I like to focus on my learning and read up on subjects that interest me, the current one being entrepreneurship. I have a deep passion for helping myself and others achieve their highest potential, a factor that has guided my many life decisions. My other hobbies include quizzing, dramatics and solving mathematics puzzles.



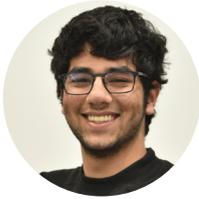
Pema Chuki

I am Pema Chuki from Gyalposhing College of Information Technology, pursuing Bachelors Degree in Computer Application (BCA). I am currently serving as the Deputy Chief Councillor. I completed my 12 standard from Yangchenphu Higher Secondary School (YHSS) in Thimphu. I am from Trongsa.



Sawan Nepal

I am Sawan Nepal, pursuing BE in Civil Engineering at the College of Science and Technology in Phuentsholing. As a student, I consider myself someone who is eager to do almost anything. I have a curious mind with a drive to learn and explore more if anything catches my interest. I love language, and reading has always been my go-to in almost every situation of my life. I highly appreciate a good poem. I have a passion for gaming, both PC and mobile. I have always been an active participant in all fields, ranging from academic and literary activities to cultural, sports and community help and development activities. I have served as a student leader during my years in school and I have continued to do so here in my college as well. I am very open to cultural and social exchange which I believe will make me learn and make the best of the opportunity that is given.



Shashank Mattoo

My name is Shashank Mattoo and I am a second year undergraduate Political Science major at Ashoka University. I particularly enjoy studying international and world history. I hope to undertake further study in either public policy or strategic studies and subsequently work in the Indian government. My hobbies include quizzing, reading my treasure trove of military fiction novels and playing tennis. In my spare time, I enjoy learning new languages like Japanese and Spanish.



Shourya Mehta

I am Shourya and I am 21 years old. I was born and raised in Jodhpur, a city in Rajasthan. My father is a Chartered Accountant and my mother is a housewife. Currently, I am in my fourth year pursuing my Bachelor's degree from the Department of Chemistry at IIT Bombay. I have experienced work in different fields including research, finance and the manufacturing industry. I am optimistic, determined, straight forward and a positive thinker. I have a great passion for music and I play a variety of instruments. Apart from that, I like travelling, exploring, adventure sports and hiking.



Shruthi Raghavendra

A 22 year old from Mumbai, I am passionate about working on gender equality, leadership, and helping others believe in themselves and creating magic. You will always find me talking to people or reading a book. Currently, I am working as a fellow and communication lead at The Gender Lab and my boldest vision is to take this fellowship global. I also love jhulas and animals :)



Sonam Deki

I am Sonam Deki, currently pursuing B.A History and Dzongkha at Sherubtse College, Bhutan. I am in my third year and currently serving as the president of FINA (Forum for International and National Awareness). FINA is the highest student body that serves as the bridge between student and the college management. My dream is to break the stereotypes regarding gender. Schools and colleges are a platform to stand up to be a real woman and I am proud to say that I do not regret being a woman.



Sonam Loday

My name is Sonam Loday and I am an undergraduate student at College of Natural Resources pursuing Bachelor of Science in Animal Science. Currently, I serve as the Chief Councillor of the college. I am passionate about rural development studies. I believe that this course will equip me with necessary skills to change the rural region into agriculturally rich areas.



Tashi Dorji

I study English at the Royal Thimphu College. I am an art enthusiast. I like to read and engage in sports like cycling and boxing. I am currently working on my research paper, and am exploring the theme of Absurdism. I love writing and would like to write plays in the future



Yenten Phuntsho

I am Yenten Phuntsho, currently pursuing BCOM accounting as a major in Gedu College of Business Studies. I am from Khar gewog under Pema Gatshel dzongkhag that is located in the eastern part of Bhutan. I started my early education in Khar Community School and completed my higher studies in Nangkor Higher Secondary School. In my school days, I shouldered variety of responsibilities in the role of school captain, house captain and coordinator. Now, I serve as a ferric coordinator in Gedu College of Business Studies. I am interested in playing sports and interacting with new people. My greatest achievement till date is that I was awarded the best student during my school days. With this, I want to leave a message, "Be yourself because an original is worth more than a copy" by Suzy Kassem.



Yeshey Choden

I am Yeshey Choden. I am currently in my final year, pursuing Bachelors of Engineering in Power Engineering at Jigme Namgyal Engineering College. I like interacting with people and learning. I have always believed that one must never forget humanity and the power of being humble.



Yeshi Lhamo

My name is Yeshi Lhamo. I am from Samdrup Jongkhar. Currently, I am in my fifth semester pursuing Bachelor of Arts in Language and Literature at the College of Language and Culture Studies. I completed my Secondary Education in the field of Bio-Science from Tashitse Higher Secondary School, Tashigang. I am a confident, friendly and a sociable girl. I like having conversations with people around me and exploring new things. In the field of co-curricular activities, I love playing games, particularly basketball. I also love reading, writing, listening to music and taking part in literary activities. I am very cooperative in a team and display patience and endurance. I also enjoy volunteering and performing socially useful works. My time management skills are good, evident in my ability to make time for both studies and co-curricular activities, besides having to carry the role of a student leader.

Facilitator



The facilitator of the summit was Gaurav Saklani. Sarabjit Wallia acted as the co-facilitator.

Gaurav Saklani has been leading learning programs with companies and institutions for over 20 years. He facilitates powerful and highly engaging workshops around Creating Winning Teams, Realizing Leadership Potential, and Handling Difficult Conversations.

Gaurav has worked extensively with senior teams from companies across diverse industries including Google, HSBC, PepsiCo, ICICI, GlaxoSmithKline, EY, L'Oréal and Abbott Pharma. He has worked with leading schools like The Doon School, Vasant Valley School, Lawrence School, Sanawar, Neev Academy, Inventure Academy and Hill Spring International School.

An alumnus of the Doon School and SRCC, Delhi University, Gaurav has an MBA from XLRI ('92) with a specialization in HR and Organizational Behaviour. He is a certified MBTI consultant (CPP Worldwide) and has an Advanced Certification in Extended DISC.

Gaurav is co-founder and lead facilitator at Exper Executive Education – a learning and development firm for senior leaders in India. The company has a subsidiary Inme Learning – India's leading outdoor and adventure based life skills program for young adults.

Activities on the Trek

The demanding three-day trek and the stimulating evening bonfires formed the educational as well as the resilient component of the summit. While enjoying the beautiful scenery and the crisp fresh air, participants engaged in thought-provoking discussions regarding important issues pertaining to the India-Bhutan relationship. There were structured discussions as well as unstructured conversations that added to the richness of the dialogue. The facilitators conducted many activities throughout the trek to encourage invigorating interactions and provide opportunities for participants to exhibit leadership qualities.

Fake Rs. 20 note:

The facilitator told the participants a short story followed by a question. According to the story, a woman goes to a shopkeeper to purchase a pair of slippers that cost Rs. 12. The woman hands the shopkeeper a Rs. 20 note. The shopkeeper does not have change. He borrows change for the Rs.20 from his neighbour and gives the slippers, along with Rs. 8 balance to the woman. Later that evening, the neighbour comes running and tells the shopkeeper that the Rs. 20 note was fake. The shopkeeper then gives the neighbour Rs. 20 and takes back the fake rupee note. Then, participants were asked a simple question - what was the loss (financial) incurred by the shopkeeper assuming that the cost price of the slippers was Rs. 12? The participants were not allowed interaction to arrive at an answer.

Individuals came up with many different answers. Groups were made based on different answers. Then 15 minutes were given for the groups to arrive at a common answer. The outcome was to test the resolve in one's own belief, and to question why other people were coming to different conclusions despite having the same information. The answer, which was not revealed until later was Rs. 20. How can the loss caused by a Rs.20 fake



The participants at the Welcome ceremony



At the start of the three-day trek

note be more than Rs. 20? Participants were finally relieved – it was also interesting to see group dynamics at play because individuals who had initially given Rs. 20 as the result had changed their answers during the group discussion. In situations that are time bound, it is easy for preconceptions, seemingly logical narratives and dominant voices, to dominate the situation leading to false conclusions.

Five characters rank-up:

This activity too used a story to bring attention to issues of leadership and bias. The story began with a girl being shipwrecked on an island with two strangers, an old man and a sailor. Her fiancé and his friend were on another island. The girl asked the sailor if he could take her via the boat to the other island. The sailor asked her to sleep with him in return. She was shocked – the old man only asked her to follow her heart. The next day, the sailor took the girl to the other island; the old man was on the boat too. Upon reaching her destination when the girl shared the sailor's demand and her complicity with her fiancé, he was angry and called off the wedding. However, the friend offered to marry the girl and she accepted. The participants were asked to rank these five characters.

The story provoked varying views on technical and moral issues. No instruction was given on what the ranking should be based on. The initial discussion was of a moral nature – who amongst the characters were the best? The problems raised here were: What are the scales to rate them with respect to what? Is it one's own value system? What is the value in letting people with different value systems vote on the values associated with the characters in the story? The participants could not come to a consensus as a group.

Full Value Contract:

The facilitator asked the participants to think about the two activities, Fake Rs. 20 note and Five characters rank-up. He emphasized on the importance of understanding the reasons behind our beliefs while being cognizant of the opinions of others. The discussions then moved on to the role of bias and subjective value systems in our day-to-day interactions.

Organizations and professional gathering should have a separate set of values; facts should be presented upfront along with setting common objectives. This, they felt, was a good way to deal with conflict because often subjective value systems, morals and ethics lead to interpersonal conflict. To set common objectives for the summit, the participants were asked to sign a 'Full Value Contract'. The discussion for the contract revolved around why the summit is important and how to achieve its goals.

Why is the summit important? Why are the participants here?:

- Build relationships
- Celebrate and maintain partnership
- Learn from each other and exchange ideas
- Understand each other's situations and perspectives
- Begin a journey together
- Formulate action-oriented plans

How can they achieve their goals?

- Listen to each other
- Show respect and understanding for varying opinions
- Show initiative for starting dialogue and forming groups
- Take ownership for action-oriented plans

Thoughts around the bonfire:

The session focused on understanding one another better and recognizing one another's concerns and aspirations. The participants were asked to reflect on the following statements and questions. Their responses have been noted.

My view of the world:

- People are infinite and unlimited. They have the powers to do anything if they set their minds to it



The participants visit the Punakha Dzong



The scenic campsite

- There is unprecedented change in the world today
- The world has become materialistic
- The world can be inspiring if we know where to look
- It is defined by power domination
- The world is a lot better off today than before
- It is the epitome of interconnectedness today
- The world is ruled by consumerism and competition
- We, as people, have been very self-centered

What makes me happy/hopeful?

- Passionate people
- This summit
- Opportunities that the world has to offer
- Simple acts of kindness
- Change-makers
- Connectedness of people

What concerns me?

- Lack of self-awareness
- Inaction
- Intolerance and extremism
- Enhanced polarization
- 'Who cares' attitude
- Lack of empathy
- Environment degradation
- Waste
- Inequality
- Poverty
- Lack of quality education
- Hegemony and imposition

- Lack of humanity

One thing I could change...:

- Myself
- My perspective
- Have more informed conversation
- Change 'who cares' attitude
- Become responsible consumers
- Start having belief in oneself
- Start caring about others more
- Become leaders of the community
- Focus on our roots more
- Become financially and environmentally sustainable

Five issues

During the trek, participants were encouraged to talk to one another and discuss issues of importance to both Bhutan and India. On the second day of the trek, participants were asked to identify five issues that seemed the most relevant in today's scenario. Then, in groups, they formulated possible solutions to the issues identified.

1. How can the youth act as catalysts for fostering entrepreneurship and leadership in both India and Bhutan? What can they learn from each other?
 - Provide awareness through government and corporation schemes, use of technology, and reaching out to the local community
 - Initiate programmes by starting an India-Bhutan Youth Entrepreneurship, conducting seminars by experts, and providing leadership programmes
 - Design proposals by writing to governments and corporations for funding and reaching out to colleges and university clubs
 - Have exchange programmes between the two countries focused on entrepreneurship and leadership



Evening tea and discussion around bonfire



Lamp discussion in session

2. Can India and Bhutan work together to preserve culture in the face of modern changes? If so, how?
 - Transform villages into culture hubs by promoting local arts and crafts, homestays and folk stores
 - Design applications and games around culture. E.g. Dokla
 - Offer language crash course platform and virtual tour quiz
 - Build a social media presence through memes and articles. E.g. 5 things to do/eat/shop
 - Conduct performances that highlight local culture
 - Educational research on ethics and 'driglam Namzha'
 - Tie-up with trade centres in Delhi and relevant places
3. What can India learn from GNH (Gross National Happiness) policy of Bhutan with respect to the environment?
 - School level awareness through SUPW (Socially Useful Productive Work), cleaning campaigns, social forestry day, trash-to-treasure competition, and waste management exhibition
 - Policy level awareness through ecotourism (low volume, high impact approach) and separation of waste efforts
 - Other innovative practices around the world include zero-budget seed and production of plastic coins
4. The possible effect of China on the India-Bhutan relationship has made news recently. What can be done to strengthen the India-Bhutan relationship in such a scenario?
 - Equality of standing (win-win situation) between India and Bhutan
 - India could make Bhutan less dependent on it by charging a lower interest rate and buying hydropower at a regular price
 - Focus more on student exchange and scholarships. Also, India could include Bhutan history in its curriculum

- More cultural exchange between the two countries
 - India should refrain from interfering in internal affairs of Bhutan
 - Enhance the exchange of entrepreneurship ideas and processes between the countries
5. How can we ensure that Bhutan is less dependent on India financially?
- Bhutan needs to increase its productivity in agriculture to become self-sufficient. It needs to focus on organic farming and use technology as a viable tool in increasing the access to farming
 - Focus on exports, such as handicrafts produced by cooperatives
 - Focus on the financial/stock market to encourage investment
 - Create a conducive environment for entrepreneurship and offer schemes
 - Constantly explore ideas that have worked for other countries
 - Tap into the IT sector and look for wider opportunities in the hospitality sector

4 quadrants

The facilitator explained that we as people operate from various positions based on our knowledge of ourselves and others' perception of us. There are four specific positions (four quadrants) that we function from based on what is known and to whom.

ARENA - I know this about me and people know this about me:

- Strengths
- Hobbies
- Where we are from
- Values
- Aspirations

FAÇADE – I know this about me but people do not know this about me:

- Weaknesses



The participants pose for a picture during the trek



The participant witness the Gangtey Festival

- Mistakes
- Thoughts
- Thought-process
- Opinions
- Personal aims/objectives
- Experiences
- Identity
- Dreams
- Real relationships
- Insecurities
- Real emotions

BLIND-SPOT - I don't know this about me but people know this about me:

- Unconscious/subconscious perspectives
- Strengths and weaknesses
- Body language
- Situational personalities
- Perceptions about me

POTENTIAL - I don't know this about me and people don't know this about me:

- Unlimited Potential
- Unknown

It was discussed that people are most effective in the 'ARENA' quadrant because they operate with the best of intentions and possess the highest level of mindfulness. People in the 'FAÇADE' quadrant spend too much time and effort hiding their authentic self. It can be a huge relief for them when they decide to stop operating from the 'FAÇADE' quadrant. The 'BLIND-SPOT' quadrant can be awkward for people when they are made aware of how others perceive them. However, exposure to this quadrant can lead to self-awareness. In order to improve ourselves, we need to be willing to share with others our

shortcomings and fears from the 'FAÇADE' quadrant, and be willing to listen to others and take feedback in the BLIND-SPOT' quadrant. Both of these activities will lead to broadening of the 'POTENTIAL' quadrant.

Then, the facilitator explained the following terms using the quadrants:

- SELF-IMAGE: part reality, part fantasy – ARENA + FAÇADE
- SOCIAL IMAGE: part reality, part perception – ARENA + BLIND-SPOT
- CREDIBILITY – Overlap of self-image and social image

Beads

As a closing activity to the three-day trek, this interaction focused on appreciation and commitment. Each participant was given five beads to present to their friends and themselves. There were one 'Thank you' bead, two 'Appreciation' beads, one 'Takeaway' bead and one 'Commitment' bead. The 'Thank you' and 'Appreciation' beads were presented to others for their helpfulness and inspiring qualities. The 'Takeaway' bead was given to oneself and the 'Commitment' bead was offered to the whole group. The takeaways mentioned and the commitments made were as follows:

Takeaway beads – Self

- Proud of my own country
- Humility and not being competitive
- Importance of cultural integration
- China need not be a discussion in India-Bhutan relationship dialogue
- Perception of Bhutan has changed
- Change things for the better on an individual and social level
- Importance of summits like these
- Importance of knowing our own culture
- Appreciation of the contentment of Bhutanese people and lifestyle
- Concern about the youth of both countries
- In-depth learning of the India-Bhutan relationship



The participants visit Taktsang (Tiger's nest)

Commitment beads – to all others

- Be active and proactive in everything India-Bhutan Youth Summit does - Sawan
- Join the International club and help other Bhutanese/international students in college - Shashank
- Create and manage social media for the summit and its initiatives – Shruti
- Apply the learning of the summit in eco-tourism project – Shourya
- Be a connector/mediator concerning relevant projects and personnel – Gautum
- Commitment to the group to put environment in the forefront – Sonam Loday
- Write letter to Director-General of my university for exchange programme – Isha
- Present the learning to my peers in my college – Yeshi (Kharbandi)
- Share my learning and insights with my friends – Sonam Deki
- Use my online portal to collaborate and create content - Akansha
- Use collaboration with Bhutanese counterparts for entrepreneurship – Jai
- Live a sustainable life – Dorji
- Work on the cultural unification aspect of India – Aakash
- Work on creating a India-Bhutan youth forum on social media – Chirag
- Share the information with college peers – Yeshey (CLCS)
- After my graduation, as a teacher, I will plan a rural-urban exchange, in addition to making a documentary about the India-Bhutan Youth Summit – Drukpa
- Prepare a presentation about the summit to my peers – Pema
- Groom the spirit of being grounded - Tashi
- Do SUPW in Kashmir – Afeefa
- Invite professionals to talk to the youth – Yenten

Other activities

In addition to the trekking-bonfire segment of the trip, the summit organized various activities to explore the diverse facets of the India-Bhutan relationship.

The meeting with the Indian Ambassador to Bhutan, Ambassador Shri Jaideep Sarkar offered the participants a unique opportunity to understand the intricacies of the India-Bhutan partnership and gauge what is being done at the highest level to address them. Ambassador Sarkar explained the exemplary relationship that Bhutan and India have shared over the years and responded to queries from the participants.

The participants spent an evening with Dasho Karma Ura, one of Bhutan's most celebrated historians and GNH proponents. Dasho discussed topics ranging from how to breathe correctly to how the GNH policy is becoming increasingly relevant in today's world. The participants sought Dasho's response on various issues, such as the role of written versus oral history and adoption of GNH policy by capitalist nations.

The participants also had the opportunity to meet Pawan Varma, former Indian Ambassador to Bhutan and former Member of Indian Parliament. Addressing the participants during the closing dinner, he expressed the importance of diplomacy and maintaining good relations with our neighbours. On the request of participants, he offered his views on delicate matters pertaining to the India-Bhutan relationship.

As part of the cultural segment of the summit, the participants visited many places of interest such as Taktsang (Tiger's nest), Buddha Point, and Nehru Wangchuck Centre. They also visited the Punakha Dzong and witnessed the Gangtey Festival.



Dasho Karma Ura talks to the participants



Group Photo