

SOCIAL MEDIA & YOUTH MENTAL HEALTH

SOCIAL MEDIA USE PRESENTS BOTH BENEFITS AND RISKS TO MENTAL HEALTH. EDUCATORS MUST TEACH YOUNGSTERS NOT ONLY HOW TO USE TECHNOLOGY, BUT ALSO HOW TECHNOLOGY INFLUENCES THEM



IMAGINE WAKING UP TO THE MIGHTY VIEW OF MT KANCHENJUNGA. THE RETREAT DARJEELING IS THE ULTIMATE SANCTUARY OF PEACE WITH PREMIUM ROOMS & EXCEPTIONAL DINING

PAGE 6-7



ARTIFICIAL INTELLIGENCE IS A REVOLUTIONARY TECHNOLOGY BUT IS IT A BOON OR A BANE?

PAGE 9



Pro-Chancellor LENS

How social media addiction impacts mental health

PROF (DR) DHRUBAJYOTI CHATTOPADHYAY

The advent of social media has revolutionised the manner in which individuals communicate, exchange ideas, and access information. Platforms such as Facebook, Instagram, X, LinkedIn, Snapchat, and TikTok have transformed the digital landscape, fostering global connectivity and creating unprecedented opportunities for education, business, and social engagement. However, alongside these undeniable benefits has emerged a pressing public health concern, social media addiction. Characterised by excessive and compulsive use of social networking platforms despite adverse consequences, social media addiction has become increasingly associated with deteriorating mental health, particularly among adolescents and young adults.

Social media platforms are deliberately designed to maximise user engagement through notifications, personalized recommendations, infinite scrolling, and algorithm-driven content. These mechanisms stimulate the brain's reward system by releasing dopamine, reinforcing repetitive behaviour and encouraging prolonged usage. Consequently, many users find themselves spending several hours each day online, often at the expense of sleep, academic performance, professional productivity, and meaningful interpersonal relationships.

One of the most profound psychological consequences of excessive social media usage is heightened anxiety and depression. Continuous exposure to carefully curated images portraying idealised lifestyles, physical appearances, and professional achievements often leads individuals to engage in unfavourable social comparisons. Such comparisons can diminish self-esteem, foster feelings of inadequacy, and contribute to emotional distress. The phenomenon of "Fear of Missing Out" (FOMO) further intensifies anxiety by creating a persistent concern that others are experiencing rewarding events from which one is excluded.

Sleep disturbance represents another significant consequence of social media addiction. Late-night screen exposure suppresses melatonin production, delaying sleep onset and reducing sleep quality. Chronic sleep deprivation impairs concentration, emotional regulation, memory consolidation, and overall psychological resilience, thereby creating a vicious cycle in which poor mental health encourages greater reliance on digital platforms for distraction and validation.

Cyberbullying, online harassment, and digital abuse further exacerbate the mental health burden

associated with social media. Unlike traditional bullying, online victimisation can occur continuously and anonymously, often reaching a vast audience within moments. Victims frequently experience loneliness, emotional trauma, social withdrawal, and, in severe cases, self-harming behaviour or suicidal ideation.

Moreover, the constant pursuit of online validation through "likes," comments, and followers may cause individuals to equate their self-worth with digital approval, resulting in increased emotional vulnerability.

Nevertheless, it would be misleading to portray social media solely as a source of psychological harm. When utilised responsibly, these platforms facilitate educational opportunities, professional networking, mental health awareness campaigns, peer support communities, and access to crisis resources. During periods of social isolation, such as the COVID-19 pandemic, social media enabled individuals to maintain social connections, continue learning, and access reliable health information. Thus, the impact of social media depends less upon its existence than upon the manner and extent of its use.

Addressing social media addiction requires a comprehensive and collaborative approach involving individuals, families, educational institutions, technology companies, and policymakers. Digital literacy programmes should educate users about responsible online behaviour, privacy, misinformation, and healthy screen habits. Parents and educators must encourage balanced lifestyles that include physical activity, face-to-face interactions, hobbies, and adequate sleep. Technology companies should strengthen user well-being by promoting transparent algorithms, introducing screen-time reminders, and designing features that encourage mindful rather than compulsive engagement.

Social media represents one of the defining technological innovations of the twenty-first century. While it offers remarkable opportunities for communication and knowledge sharing, its excessive and unregulated use poses substantial risks to mental health. Cultivating digital discipline, promoting psychological resilience, and fostering responsible technological innovation are essential to ensuring that social media remains a tool for empowerment rather than a source of addiction and emotional distress. The challenge before contemporary society is not to abandon social media but to integrate it into daily life in a manner that safeguards human well-being and nurtures meaningful social connections.

Pro-Chancellor, TIG Universities & Central Academic Leader, Techno India Group



THE CONSTANT PURSUIT OF ONLINE VALIDATION THROUGH "LIKES," COMMENTS, AND FOLLOWERS ON SOCIAL MEDIA MAY CAUSE INDIVIDUALS TO EQUATE THEIR SELF-WORTH WITH DIGITAL APPROVAL, RESULTING IN INCREASED EMOTIONAL VULNERABILITY

FOSTERING DIGITAL AUTONOMY

INSTITUTIONAL STRATEGIES FOR STUDENT MENTAL HEALTH



ANINDITA MUKHERJEE

As both a clinical psychologist treating young adults and an assistant professor observing them in the lecture hall, I see firsthand how the relentless, manufactured perfection of social media drives students into an exhausting comparison trap. This constant digital connectivity frequently manifests as heightened social anxiety, fragmented attention spans, and chronic sleep deprivation. To effectively overcome this pervasive strain, educational institutions must shift from passive bystanders to proactive architects of student well-being, integrating digital health directly into the campus infrastructure rather than treating it as an isolated issue.

Administrators and faculty should collaborate to establish structural boundaries that naturally foster healthier habits. Implementing tech-free zones in classrooms and common areas can reduce cognitive fatigue and restore genuine face-to-face social engagement. Furthermore, universities must embed practical digital literacy into the curriculum,

pairing it with counseling-led workshops that teach students cognitive reframing—the process of identifying and challenging unhelpful thought patterns—to combat the 'fear of missing out' and the distortions of idealized online personas.

Crucially, institutions should sponsor peer-led wellness initiatives that incentivize students to collectively step away from their devices, replacing isolated scrolling with tangible, community-based activities. By normalizing these boundaries, we stop asking students to rely solely on individual willpower against platforms designed to command their total attention; instead, we build a supportive environment that prioritizes deep focus and emotional grounding.

Ultimately, this comprehensive institutional approach empowers students to transition from distracted, reactive consumption to intentional digital autonomy, successfully reclaiming both their mental health and their academic potential.

Clinical Psychologist & Assistant Professor of Psychology, Sister Nivedita University



CONVERSATIONS AROUND MENTAL WELL-BEING SHOULD BE NORMALIZED



PROF (DR) RATAN KUMAR SAHA



ACCESSIBLE COUNSELLING SERVICES, FACULTY SENSITISATION, PEER SUPPORT NETWORKS, AND REGULAR AWARENESS PROGRAMMES SHOULD BECOME INTEGRAL TO CAMPUS LIFE

The age of Artificial Intelligence (AI) has ushered in unprecedented opportunities for learning, creativity, and innovation. Never have students had access to such vast repositories of knowledge or such powerful tools to assist them in their academic pursuits. Yet, amid this remarkable technological progress, we are witnessing an equally significant challenge: an increasing number of young people are turning to AI for emotional support and mental health guidance. This emerging reality calls for thoughtful reflection from educational institutions.

While AI can provide immediate responses, encourage self-reflection, and direct users towards helpful resources, it cannot replace the empathy, trust, and human understanding

that form the foundation of genuine mental health support. Education is not merely about imparting knowledge; it is about nurturing confident, resilient, and

emotionally balanced individuals. The responsibility of educational institutions, therefore, extends far beyond academic instruction. Universities and colleges must cultivate environments where conversations about mental well-being are normalised rather than stigmatised. Accessible counselling services, faculty sensitisation, peer support networks, and regular awareness programmes should become integral to campus life. At the same time, students must be guided to use AI responsibly as a supplementary aid rather than a substitute for professional counselling or meaningful human interaction.

At Techno India University, Tripura, we believe that technological advancement and human values must progress together. As we prepare students for a future shaped by Artificial Intelligence, we must also strengthen the qualities that no machine can replicate: empathy, compassion, resilience, ethical judgement, and the ability to connect with others. Only by striking this balance can we truly empower our students to excel not only as professionals but also as healthy, responsible, and fulfilled individuals.

Vice Chancellor, Techno India University, Tripura (TIUT)



AI CAN LISTEN. BUT CAN IT CARE?



PROF (DR) MINAL PAREEK

A student is anxious about an examination. Another is struggling with loneliness, career uncertainty or the pressure to meet expectations. Increasingly, the first place some young people turn to is not a friend, parent, teacher or counsellor, but a screen.

Artificial intelligence has quietly entered the mental-health conversation. An AI chatbot is available at any hour, does not appear to judge and allows students to express thoughts they may find difficult to share with another person. For a generation accustomed to communicating through screens, this can feel remarkably natural.

But this raises an important question for educational institutions: When students turn to AI for emotional support, what should our role as educators be?

The answer cannot simply be to discourage AI. Students are already using it. Instead, we must teach them where AI can help, where its limitations begin and when human intervention is essential.

Young people today face academic competition, career uncertainty, social-media comparison, financial concerns and the pressure to constantly present a successful version of themselves. We are more connected than ever, yet many students experience loneliness and emotional stress.

AI can sometimes be a useful first step. It can help students articulate their feelings, provide general information and encourage them to seek professional support.

However, AI can simulate empathy; it does not experience empathy. A trained counsellor can understand context, behaviour, relationships and individual circumstances in ways an AI system

cannot reliably replicate.

Educational institutions therefore have three key responsibilities. First, counselling must be accessible, confidential and free from stigma. Mental wellbeing should be treated as part of education, not as a service reserved for students in crisis.

Second, faculty members should be equipped to recognise significant changes in student behaviour and know when to refer students to professional support.

Third, students need AI literacy alongside media and emotional literacy. They should understand privacy, the limitations of AI-generated advice and the



AI MAY BE ABLE TO LISTEN. BUT WHEN IT COMES TO MENTAL HEALTH, GENUINE CARE WILL ALWAYS NEED A HUMAN DIMENSION

psychological influence of algorithms and social media.

As educators in media and communication, we must teach students not only how to use technology, but also how technology influences them.

The AI-age university should therefore be technologically progressive but fundamentally human-centred. AI can support education and wellbeing, but it cannot replace counsellors, mentors, friendships and meaningful human connection.

AI may be able to listen. But when it comes to mental health, genuine care will always need a human dimension.

Dean – School of Media Communications Fine Arts & Design, Digital Media, Techno India Group

TEACHER CONNECT



IN AI AGE, WHY INTERNSHIPS ARE MUST FOR TECH CAREERS

ARIJIT SIL

In the contemporary tech landscape, the trajectory of an engineering student has fundamentally transformed. Generative AI tools can now automate syntax, debug foundational code, and generate boilerplate scripts in seconds. Consequently, the industry's definition of an entry-level engineer has shifted. Academic excellence is no longer the sole metric of potential; rapid, real-world adaptability is the new baseline. In this AI-driven paradigm, internships and on-the-job training (OJT) have evolved from optional resume-builders into the mandatory crucible for career survival.

The university classroom provides an excellent, structured sandbox—offering theoretical clarity, deterministic problems, and clean datasets. However, enterprise tech operates in a chaotic production environment defined by messy legacy architectures,



continuous integration pipelines (CI/CD), and strict cybersecurity constraints. AI can generate a function, but it cannot navigate a cross-functional sprint planning meeting or debug a distributed system failure across cloud platforms.

Internships force students out of isolation and into team-centric ecosystems. By participating in OJT, students learn to wield AI as an accelerator rather than a crutch, developing the "institutional intuition" required to solve ambiguous technical challenges.

For the modern engineer, the ultimatum is clear: AI will not replace you, but professionals who seamlessly integrate AI with deep, hands-on industrial experience will certainly replace those who do not. The classroom builds your foundation, but the internship gives you your competitive edge.

Assistant Professor, Dept. of IT, Meghnad Saha Institute of Technology

EDUCATIONAL INSTITUTIONS SHOULD ENCOURAGE BALANCED USE OF SOCIAL MEDIA

DR ARUNDHUTI ROY

The internet has become an integral part of life, especially among the students by transforming the way they learn, communicate, and access information. With the rapid growth of smartphones and affordable internet services, students spend a significant amount of time online for educational purposes, entertainment, and social interaction. Among the various online platforms, social media has emerged as one of the most influential, shaping students' lifestyles, relationships, and psychological well-being.

Social media platforms such as Instagram, Facebook, WhatsApp, or Snapchat offer opportunities for learning, networking, self-expression, and maintaining social connections. These platforms also provide access to educational resources, co-curricular activities and peer support. However, excessive or uncontrolled use can negatively affect students' mental health. Constant social comparison, cyberbullying, and exposure to unrealistic standards of beauty and success can contribute to stress, anxiety, depression, loneliness, low self-esteem, and sleep disturbances. Prolonged use may also lead to social media addiction, reducing face-to-face interactions and emotional well-being among the students.

Social media may also negatively impact the academic performance of the students. Excessive screen time often distracts students from their studies, that leads to procrastination, poor concentration, reduced attention span, and poor time management. Frequent notifications and multitasking with digital devices interfere with learning, resulting in lower academic achievement and decreased classroom engagement. Educational institutions play an important role in reducing the negative effects of social media on



CONDUCTING WORKSHOPS ON DIGITAL LITERACY AND CYBER SAFETY CAN HELP STUDENTS USE SOCIAL MEDIA WISELY AND SAFELY

students. Schools and universities can encourage responsible and balanced use of social media instead of discouraging technology altogether. They should organize mental health awareness programmes, provide easy access to counselling services, and train teachers to recognize signs of stress, anxiety, or other mental health concerns among students.

Educational institutions can also promote participation in sports, cultural activities, clubs, and other extracurricular programs that encourage meaningful face-to-face interactions and reduce excessive dependence on social media. In addition, conducting workshops on digital literacy and cyber safety can help students use social media wisely and safely. By creating a supportive and healthy learning environment, educational institutions can help students enjoy the benefits of social media while minimizing its negative impact on their mental health, academic performance, lifestyle, and overall well-being.

Assistant Professor, Dept. of Psychology, School of Humanities & Social Sciences, Techno India University, Tripura

PLACEMENTDO

In today's competitive job market, engineering students often struggle with placement preparation due to a lack of personalized guidance and realistic mock-practice opportunities.

PlacementDo might be a solution. This web application is designed to make placement preparation accessible, interactive, and AI-driven for students at all levels. PlacementDo provides a comprehensive suite of preparation tools: AI-powered



mock interviews: Simulated HR and technical interviews using AI, giving students real-time feedback on their answers, body language cues, and actionable suggestions for improvement.

The platform is already live as a working demo at <https://placementdo-live.vercel.app/>. It features an intuitive, responsive design for both mobile and desktop, ensuring every student can benefit regardless of their device.

*Ayush Phiyak
BTech, CSE, 1st Year (2026 Batch), NSEC*

TEACHER



CONNECT

WHY CHOOSE DIPLOMA IN ENGINEERING AS A CAREER?

DR TRIDIBESH NAG

Choosing the right career after school is a crucial step toward building a successful future. A diploma in engineering offers an ideal pathway for students who aspire to gain technical expertise, practical exposure, and early entry into the professional world. With industries increasingly seeking skilled professionals, diploma education has emerged as a promising option that combines academic learning with hands-on experience. Diploma engineers play a vital role in government and private sectors such as infrastructure, manufacturing, information technology, power systems, and emerging technologies. The curriculum equips students with problem-solving abilities and industry-relevant skills, enabling them to pursue higher studies or embark on rewarding careers.

NSEC has established itself as a centre of excellence in technical education. The institution emphasizes experiential learning through practical training, internships, industry interactions, and skill development initiatives that prepare students for real-world challenges. Currently, NSEC offers four diploma programmes — Electrical Engineering, Computer Science and Technology, Electrical and Electric Vehicles, and Civil Engineering. Guided by experienced faculty members and supported by a vibrant academic ecosystem, students at NSEC are encouraged to think creatively, develop leadership qualities, and become industry-ready professionals. A diploma in engineering is more than just a qualification; it is the foundation for a successful and fulfilling career.

*Principal, Diploma Section
Netaji Subhash Engineering College
Vice Chair, IEEE Kolkata Section & IEEE India
Council MDC Chair, PES IEEE Kolkata Chapter*

OF INTERNSHIPS, REAL-WORLD EXPERIENCE & MORE

KAZI SAYEED TANBIR

In today's competitive and technology-driven world, academic knowledge alone is not enough for career success. Students must develop practical skills, professional confidence, and industry exposure to become employable and future-ready. On-the-job training (OJT) and internships play a vital role in bridging the gap between classroom learning and real-world industrial requirements. Internships provide students with hands-on experience in professional environments where they can apply theoretical concepts to practical problems.

Through industrial exposure, students learn workplace discipline, communication skills, teamwork, time management, and problem-solving abilities. These experiences also help students understand corporate culture and enhance their adaptability to professional challenges. Studies and industry reports consistently show that internship experience improves employability and workplace performance among fresh graduates.

Techno International Batanagar has been actively contributing to the development of industry-ready professionals through its strong focus on internships, training, research, and industry collaboration. The institution emphasizes practical learning through modern laboratories, industrial visits, live projects, seminars, workshops, and internship opportunities with reputed organizations. According to the official initiatives of the group, students are provided with real-world experiences and industry partnerships that enhance their professional growth. The Training and Placement Cells across various institutions under the Techno India Group regularly organize mock interviews, coding competitions, group discussions, career development programs, and industry-oriented training sessions to improve employability skills.

*Assistant Professor (ME),
Techno International Batanagar (TIB)*

OPEN SPACE



LOGGED IN, LOST WITHIN

DR RAJAT NATH

I was sitting alone in a park, headphones on, eyes fixed on my phone. A message popped up: "Meet me under the banyan tree." Curious, I walked over—and froze. Standing there was a boy who looked exactly like me, except he wore a school uniform from fifteen years ago.

"Who are you?" I asked.

"I'm you," he smiled. "From a time before smartphones, social media, and endless scrolling."

He looked around. "Where are your friends?" "They're online."

"So... you're alone?"

I laughed awkwardly.

He pulled out a cricket ball. "After school we

played until sunset. We argued, laughed, got dirty, and made up before dinner. What do you do?"

"I scroll. I reply to messages. I post stories."

"Are you happy?"

I hesitated. He continued, "When I was sad, I talked to my parents or friends. When I failed an exam, I cried for a day and moved on. What do you do?"

"I compare myself with people who seem smarter, richer, and happier. I check who liked my post. I worry if no one replies. I can't sleep without checking my phone."

He looked puzzled. "So, the phone connects you to everyone... but disconnects you from yourself?" His words felt heavier than silence.

Before disappearing, he handed me the cricket ball. "Keep the internet," he said. "It's powerful. But don't let it become the place where your happiness, confidence, and peace of mind live."

My phone buzzed again. This time, I ignored it. I looked around the park, where children were laughing, parents were talking, and the evening breeze carried a calm I hadn't noticed in years. For the first time, I realized that mental health doesn't disappear overnight - it fades one unnoticed scroll at a time.

*Assistant Professor &
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DIGITAL WELLNESS & COGNITIVE OPTIMIZATION

The problem: The “Always-On” Crisis: In today’s hyper connected world, constant notifications, academic pressure, and digital overload leave students mentally exhausted. While productivity tools exist, very few solutions actively help individuals pause, reset, and regain clarity in a structured way. This leads to cognitive fragmentation, where the quality of work suffers despite long hours of screen time.

The Concept: Controlled Silence: I propose QuietSync — a guided micro-reset system designed to help users find calm within chaos. With user-granted “Enforcement Permission,” the app intelligently detects periods of high cognitive strain and initiates a mandatory 30-minute restoration cycle. The philosophy is based on achieving a “Triple Silence”: silencing the environment, the mind, and the heart.

The Three-Phase Innovation: QuietSync transforms the smartphone from a source of distraction into a tool for neurological recovery through a structured biological reset:

Phase 1 (Environmental Silence): A 5-minute digital lockdown mode that mutes all non-essential stimuli and dims the interface to reduce cortisol levels and eye strain.

Phase 2 (The Deep Reset): A 20-minute guided “Power-Down” period optimized for neural recovery, utilizing white noise or delta-wave audio to facilitate a deep mental recharge.

Phase 3 (Active Re-Entry): A 5-minute module of light stretching, breathing exercises, or mindful meditation to transition the user safely back to a high-focus state.

Impact & Future Vision: QuietSync redefines productivity not as constant activity, but as the rhythmic ability to pause and return stronger. It promotes long-term emotional stability and prevents academic burnout. While the current framework is designed for mobile deployment, the project’s broader roadmap includes Biometric Hardware Integration and AI-driven Predictive Recovery based on individual circadian rhythms—technical aspects I am prepared to expand upon during future presentations.



Md. Altamash Asgar
CSE 1st Year, NSEC

TEACHER



CONNECT

BUILDING INDUSTRY-READY PROFESSIONALS THROUGH PRACTICAL EXPOSURE

DR PRIYA ROY KARMAKAR

As industries continue to evolve in the age of AI and digital transformation, internships and on-the-job training have become essential stepping stones toward career success. Internships provide students with an opportunity to bridge the gap between classroom learning and industry requirements. By working on real projects, interacting with professionals, and understanding organizational culture, students gain valuable insights into the expectations and challenges of the professional world.

On-the-job training further enhances

employability by allowing students to apply theoretical concepts in practical settings. It enables them to understand workflows, industry standards, emerging technologies, and workplace responsibilities.

Cognizing the significance of experiential learning, NSEC has consistently focused on creating industry-ready professionals through a combination of academic rigor and practical training. The institution actively collaborates with industries, corporate partners, and technology organizations to facilitate internships, industrial visits, expert lectures, skill-development programs, and project-based

learning opportunities. Specialized training in emerging domains such as AI, Data Science, Cybersecurity, Cloud Computing, and the IoT further equips students with future-ready competencies.

NSEC also encourages students to participate in live projects, innovation challenges, and industry certification programs, enabling them to gain hands-on experience and strengthen their professional profiles. These initiatives not only enhance technical expertise but also foster adaptability, leadership, and lifelong learning.

Assistant Professor, Dept of CSE-AIML, NSEC



AI SKILL GAP CHALLENGE, OPPORTUNITY & WAY FORWARD

DR SASWATI CHAKRABORTY

For decades, engineering has dominated India’s academic landscape, positioning the nation as a potential technological powerhouse in the global arena. Yet, the current scenario is far less promising for today’s tech graduates. According to a NASSCOM report (2023), only 10% of engineering graduates are immediately employable in advanced technology roles, a stark reflection of widening curriculum gaps. A central challenge lies in the AI-driven skill gap—the measurable divide between an organization’s technological capabilities and its workforce’s proficiency in applying them. This gap underscores a critical tension: the difference between static, theoretical learning in academic settings and the dynamic, applied demands of today’s workplaces.

Bridging this divide is essential for unlocking AI’s full potential and ensuring that innovation translates into sustainable progress. This gap is not confined to traditional technical expertise. It extends into emerging domains such as prompt engineering, critical evaluation of AI outputs, AI governance and ethics, workflow integration, and strategic AI literacy. This is where the role of AI literacy initiatives within academic institutions becomes pivotal, supported by strong collaboration between academia and industry. By embedding AI-focused skills into curricula and fostering real-world exposure, institutions can ensure that students are not only theoretically prepared but also practically adept at navigating the evolving technological landscape.

NSEC has already begun taking proactive steps in this direction—training its students through in-house programs while also facilitating internships that provide invaluable on-the-job experience. Together, these efforts pave the way toward bridging the skill gap and preparing graduates to thrive in an AI-driven future.

Assistant Professor, Dept. of Management Studies, NSEC

INTERNSHIPS IMPROVE TECHNICAL SKILLS

SALINI BOSE

On-the-job training and internships bridge the gap between classroom learning and real-world work environment. This practical experience helps them understand the application of theoretical concepts studied in college.

Internships help students improve technical skills, communication skills, problem-solving ability, teamwork and leadership, time management and workplace discipline. Companies often prefer candidates with practical experience. Internship experience strengthens resumes and increases employability. Students get opportunities to interact with mentors, managers, and professionals who can guide them and open future career opportunities.

Working on real projects helps students become more confident, independent, and responsible. Techno India Group colleges prepare students for professional careers by combining classroom education with practical industry exposure, training programmes, internships, and placement support.

Assistant Professor (ECE), TIB



WAKE UP, SLEEP & STAY WITH KANCHENJUNGA AT THE RETREAT DARJEELING



Slow down, work or unwind, The Retreat Darjeeling offers unrestricted front-row views of the mighty Mount Kanchenjunga, premium rooms and exceptional dining

ANINDITA ACHARYA

Darjeeling. This one-word name is not just a place but a bundle of nostalgia, togetherness, warmth and timeless charm. For Bengalis, it is a prized possession, a hill station they call their own. For some, this serene (now extremely crowded) Himalayan retreat soothes a tired soul. For others, once a summer resort of the British Raj, it remains a favourite for newlyweds. As the first rays of sun touch the mighty Kanchenjunga, radiating hope and purpose, lovebirds find meaning in this town in the hills. It is also a retreat for

seasoned travellers who, despite seeing the world, return for quiet walks, slow sunsets and the warmth of Darjeeling tea. Finding a home away from home, with uninterrupted views of Kanchenjunga, the world's third-highest peak (8,586 m), while sipping authentic Darjeeling tea, is a rare experience.

And you can experience this elevated charm at The Retreat Darjeeling, a boutique hotel that truly stands apart. A unit of Techno India Project Pvt Ltd, this state-of-the-art property boasts one of the most coveted locations in Darjeeling. Ask anyone where to find the best views of Mount Kanchenjunga, and the answer

THE RETREAT DARJEELING
BEAUTIFULLY BLENDS LOCAL
TRADITION WITH MODERN LUXURY,
CREATING AN UNFORGETTABLE
EXPERIENCE. LIKE THE MAJESTIC
KANCHENJUNGA, LET IT BECOME YOUR
STORY OF BEAUTY AND ADVENTURE

is almost always the Observatory Hill View Point near Chowrasta Square,

popularly known as The Mall. But while tourists crowd and hustle for a fleeting glimpse there, guests at The Retreat enjoy an even more spectacular view in complete comfort, from the warmth of their Pandim rooms. Even better, you can soak in the sweeping vistas of the Kanchenjunga range while indulging in a delicious sausage platter at the rooftop Cafe House, where the mountains feel closer, clearer, and entirely yours.

Located beside Raj Bhavan, The Retreat offers one of the most serene and premium vantage points of the Kanchenjunga range, perfectly capturing the spirit of the Queen of the Hills.



OTHER FACILITIES

- » Room service 24x7
- » Same-day laundry
- » Airport transfer
- » Car hire
- » Free Wi-Fi
- » 24x7 running water
- » Effortless payment



Here are the top 5 reasons why The Retreat Darjeeling remains unmatched.

Unrestricted view

Whether you stay at The Retreat or simply walk in for a cafe latte, hot chocolate, or a sausage platter at the terrace-top Cafe House, one thing is certain, an uninterrupted, front-row view of Kanchenjunga. Watch the snow-clad peaks turn golden at sunrise, glow in shades of orange and red at sunset, or drift in and out of clouds in a quiet game of hide and seek.

Rooms with views

Imagine waking up to Kanchenjunga without even rising from bed. At The Retreat, that's everyday luxury. Rooms like Narsing

and the signature Pandim blend comfort with mountain grandeur. The Pandim room, with its private glass-covered balcony, offers a breathtaking 360-degree panorama. Add to that indulgent breakfast platters, and every morning begins on a perfect note.

Savoury delights

At The Retreat, dining is as memorable as the views. Aroma serves an impressive spread of Nepali, Chinese, and Indian cuisine. Standouts include the roast chicken, roast pork, and chicken meatballs in hot garlic sauce. Breakfasts, Indian, English, and continental, at Cafe House are generous and thoughtfully curated, with plenty of vegetarian options. And the hot chocolate at Cafe House is simply unforgettable.

Reading it out

In a town that celebrates slowing down, The Retreat offers a rare intellectual escape. Its dedicated reading zone and library, lined

with books from across the world, invite you to pause, reflect, and unwind. With plush seating and sweeping views of Kanchenjunga, it is as enriching as it is calming. Conceptualised by Satyam Roychowdhury, Founder and Managing Director of Techno India Group and Chancellor of Sister Nivedita University, this space beautifully blends modern thought with the legacy of learning.

Stepping into history

Darjeeling's rich past finds a living presence at The Retreat. It was during a Darjeeling Himalayan Railway journey on September 10, 1946, that Mother Teresa received her "call within a call," shaping her life's mission. Deshbandhu Chittaranjan Das spent his final days here, and the DHR's UNESCO World Heritage status adds to the town's global significance. At The Retreat, this legacy is thoughtfully woven into the property, with history reflected across its walls, making every stay not just luxurious, but rooted in place.



TEACHER



CONNECT

ON-THE-JOB TRAINING ENHANCES CONFIDENCE

MEGHA DUTTA

In the contemporary competitive world, employers seek candidates who possess not only academic excellence but also practical expertise, communication skills, and professional adaptability. On-the-job training and internships play a pivotal role in shaping the professional careers of students.

On-the-job training enhances confidence and enables students to understand workplace ethics, organizational culture, and professional responsibilities. Techno India Group colleges have consistently emphasized industry-oriented education to nurture competent and skilled professionals. The institution collaborates with reputed industries, corporate organizations, and technological enterprises to provide

students with valuable internship opportunities and industrial training programs. Through workshops, seminars, industrial visits, and skill-development initiatives, students gain practical exposure alongside academic learning.

Moreover, Techno India Group colleges integrate modern technologies and professional training into their curriculum to ensure that students remain aligned with current industry requirements. Dedicated placement cells and training programs further assist students in enhancing aptitude, communication, and technical skills.

In conclusion, internships and on-the-job training are essential components of modern education that contribute significantly to the holistic development of students.

Assistant Professor (CSE), TIB

BLEND OF PRACTICAL & THEORETICAL KNOWLEDGE IS NEED OF THE HOUR

DR KOUSHIK DUTTA

In today's rapidly evolving digital landscape, artificial intelligence (AI) is transforming industries at an unprecedented pace. As automation reshapes job roles, possessing theoretical knowledge alone is no longer sufficient. Industry-ready skills — practical, adaptable, and technology-driven — have become essential for career growth and long-term success. One of the most effective ways to develop such competencies is through on-the-job training and internships. These experiences bridge the gap between classroom learning and real-world application.

Students gain hands-on exposure to industry tools, workflows, and problem-solving techniques, while also developing soft skills such as communication, teamwork, and

adaptability. Internships not only enhance technical proficiency but also help students understand workplace culture and expectations, making them more confident and job-ready professionals. Moreover, on-the-job training allows learners to engage with live projects, face real business challenges, and receive mentorship from industry experts.

NSEC institution emphasizes experiential learning, encouraging students to actively participate in projects, hackathons, and training programs that mirror real-world scenarios. In conclusion, as AI continues to redefine the future of work, acquiring industry-ready skills is no longer optional — it is imperative. Institutions like NSEC play a crucial role in shaping competent, confident, and future-ready professionals who can thrive in this dynamic ecosystem.

HOD, Dept. of ECE, NSEC



TIG ADDRESSES INDUSTRY-ACADEMIA GAP

SOUVIK ROY

In today's rapidly evolving professional environment, there is a significant gap between academic learning and industry expectations. Recent reports including the Economic Survey 2024-25, highlight that only a small percentage of graduates in India secure jobs matching their qualifications, emphasizing the urgent need for industry-oriented education and practical training. To bridge this gap, internships and on-the-job training have become extremely important. These programmes provide students with hands-on experience, exposure to real workplace environments, and opportunities to apply classroom concepts to practical situations.

Techno India Group has been actively addressing this industry-academia gap through value-added, industry-relevant training programmes in every semester alongside

regular academics. The institution focuses on preparing students for modern industrial challenges through practical learning, innovation, and industry collaboration.

Institutions under this group provides internship opportunities through reputed organizations and platforms such as Internshala, enabling students to work on live projects and gain real corporate exposure. The group has also signed several notable industries and institutional MoUs to strengthen skill development and research opportunities. These include a "Flexi MoU" with the Uttar Pradesh Government on World Youth Skills Day for Flexi Industrial Training Projects, a strategic collaboration with CSIR-CMERI for joint PhD guidance and advanced AI laboratory development, partnerships with 1Stop.ai for skill-based certification and mentoring, and collaboration with Dify to promote artificial intelligence learning.

Assistant Professor (ECE), TIB

OPEN SPACE



SIMPLY ALIVE

Sunlight warms my tired skin,
I breathe the day, let joy begins.
Laughter dances in the air,
Peace is found in simple care.
Steps are light, the sky is wide,
Hope walks gently by my side.
Moment blooms like field in spring,
Even silence starts to sing
In this life, I've found my wing.

Ariha Mandal IX, TIGPS Kolaghat

MY JOURNEY

The dream of my mind
Has passed a long time.
It lay amidst the tea-garden,
With many other natural beauties that are fine.
Parents make us ready to go
For our long journey has a flow.
We ride a bus and come to school
While having fun and maintaining the rules.
Teachers take care of us
In a manner that is lovely to us.
They teach us the subjects all day
And also to sing and pray.
Assembly is the time
When we reach the peak of our mind.
We are grateful to all
As we learn to walk, better than crawl.

*Parnika Majumder,
Class VIII, TIGPS Siliguri*



Dr. Papiya Debnath, Professor, BSH, TINT



Shantanu Mahato, CSBS 3rd Year TINT

TEACHER



CONNECT

INDUSTRY READINESS IS A CONTINUOUS JOURNEY FOR AN INSTITUTE

DEBARSHI DUTTA

In today's AI-driven world, academic excellence alone is no longer sufficient to ensure career success. Employers increasingly seek graduates who possess practical skills, industry exposure, and the ability to adapt to emerging technologies. This is where on-the-job training, and internships play a transformative role in shaping students into industry-ready professionals. At NSEC, industry readiness is not treated as a final-year activity but as a continuous journey that begins from the second semester itself. A strong foundation in Mathematics is emphasized from the early stages, as it forms the backbone of modern technologies such as Artificial Intelligence, Machine Learning, Data Analytics, and Predictive Modelling. Understanding mathematical concepts enables students to develop analytical thinking and problem-solving capabilities essential for the AI era.

To complement theoretical learning, we provide structured training in cutting-edge technologies including AWS Cloud Computing, Machine Learning, Artificial Intelligence, and data-driven decision-making. Students are encouraged to solve cross-functional and interdisciplinary problems using AI, thereby preparing them to work effectively across engineering, business, and technology domains. Recognizing the importance of real-world exposure, we actively promote internships from the third year onwards. Students gain valuable industry experience through internships and projects with reputed organizations such as Amazon, Google, TCS, Cognizant (CTS), Keysight Technologies, and many other leading companies. These opportunities help students understand professional work environments, develop technical and communication skills, and bridge the gap between classroom learning and industry expectations.

Head - Training & Placement, NSEC

INTERNSHIPS HELP TO UNDERSTAND WORKPLACE DYNAMICS

SHRIYA ADHIKARY

On-the-job training (OJT) and internships bridge the gap between academic theory and workplace reality. They are critical because they provide hands-on skill development, build professional networks, and significantly boost employability. Discover specific internship listings using platforms like LinkedIn or Indeed Jobs. In the real-world application, internships allow you to apply classroom knowledge to actual business challenges, turning abstract concepts into practical skills.

Internships allow you to apply classroom knowledge to actual business challenges, turning abstract concepts into practical skills. Employers highly value candidates with verifiable

internship experience because it shows initiative and an understanding of workplace dynamics. Experiencing a specific role firsthand helps you determine if the industry aligns with your true interests and long-term goals. Internships connect you with industry professionals, mentors, and peers who can provide future job references or open doors to unadvertised roles.

But why is On-Job Training (OJT) essential? OJT builds specific competencies required for your exact job role, often utilizing specialized company equipment or software. Rather than traditional testing, OJT involves direct supervision where experienced colleagues and managers provide continuous, actionable feedback.

Assistant Professor (BSH), TIB

BENEFITS OF ON-THE-JOB TRAINING AND INTERNSHIPS AND NSEC'S ROLE IN DEVELOPING INDUSTRY-READY PROFESSIONALS

In today's competitive professional landscape, academic excellence alone is not sufficient for career success. On-the-job training and internships have become key components of contemporary engineering education, offering students valuable opportunities to gain practical experience and industry exposure. These experiential learning activities bridge the gap between classroom learning and real-world applications, helping students understand workplace practices, organizational culture, and professional expectations. Internships enable students to apply theoretical concepts to real-life challenges, work with modern tools and technologies, and develop technical competencies aligned with industry requirements. Internship foster communication skills, teamwork, leadership, time management, and problem-solving skills, thereby enhancing students' confidence and employability. Interaction with industry professionals further helps students build professional networks, explore career opportunities, and gain clarity about their future career goals. On-the-job training exposes students to actual workplace environments and industry operations. It helps them acquire job-specific skills, understand professional standards, and develop adaptability to changing work conditions. Such exposure significantly improves their readiness for employment, and in many cases, students receive pre-placement offers based on their performance

during internships and training programs.

NSEC is committed to nurture industry-ready professionals through a comprehensive blend of academic excellence and practical learning. The institution maintains strong collaborations with industries, corporate organizations, research institutions, and technology partners, providing students with opportunities for internships, industrial training, live projects, workshops, and certification programs. The college actively promotes participation and organizes coding competitions, hackathons, innovation and entrepreneurship activities, prototype development, and multidisciplinary projects. Regular expert lectures, hands-on laboratory training, and industry-oriented curricula not only keep students updated with emerging technologies but develop innovative thinking. Training and Placement Cell conduct value-added training, aptitude development, soft-skill enhancement programs, mock interviews, and career guidance programs to enhance students' employability. Through strong industry partnerships and comprehensive skill-development initiatives, the institution prepares students to become competent, confident, and industry-ready professionals who thrive for excellence and innovation.

*Prof. (Dr.) Sukumar Roy
Dean - Academic Affairs, NSEC*



Sourik Mondal (CSE 4th Year)
Techno International Batanagar



Oishi Paul CSE (AI and DS)
Meghnad Saha Institute of Technology



Srija Ghorai (CSE 4th Year)
Techno International Batanagar



STUDENT CORNER



ARTIFICIAL INTELLIGENCE IS A REVOLUTIONARY TECHNOLOGY BUT IS IT A BOON OR A BANE?

SATYAKI DAS

We are reaching a point where AI generated content is reaching the level of reality. We are now moving towards an era where AI models are generating videos and pictures. At some point, we won't be able to differentiate what is real and what is AI generated and that's something we should be scared about because we humans have a tendency to use our technological and scientific revolutions to do more harm than good. (Just take the example of gunpowder and splitting of atoms). These videos and images can be easily used to spread misinformation and chaos. Now, it depends on us and the people who have the power to prevent.

Also, how can we forget the part where AI is getting used in wars with drones. A new industry is secretly booming in the shadows. AI is being used not just in cars but in robots and drones. Military of different countries are now shifting towards the use of AI-powered drones to minimise civilian casualty and maximise damage to the enemy (ironically humans too). Some call AI a revolutionary tech, some call it a bubble. According to me, AI is a revolutionary technology (also a bubble) but how we use it depends on us. The threats we face do not outweigh the benefits it provides to us humans.

BTech, 1st Year, 2nd Semester, CSE, NSEC

OPEN SPACE



BEFORE I TYPE

Lights stay on late.
Coffee goes cold.
Deadlines do not wait.
The screen is open.
I pause.
Words come easily now,
And that makes me stop.
I miss the slow thinking.
The wrong first line.
The silence before clarity.
Sometimes I almost let it

write for me.
Still, I wait.
I think.
I type one line
That feels like mine.
Maybe that small pause
Is enough
To keep going.

Rahul Khandait
B.Tech. 3rd Year, 6th
Sem, CSE, NSEC



FROM THE PRINCIPAL'S DESK AI IS CHANGING THE WAY WE LEARN & THINK

APARNA NANDI BHATTACHARYA

Artificial Intelligence (AI) is now part of our students' everyday lives. Whether they are completing assignments, exploring new ideas, or seeking quick answers, AI is changing the way they learn and think. Used well, it can enrich learning and encourage creativity. At the same time, its greatest challenge is the temptation to accept answers without questioning them. Our responsibility is to ensure that students continue to ask thoughtful questions, think independently, and use AI to support learning rather than replace curiosity, effort, and understanding.

As educators, our responsibility is not only to embrace this technology but also to guide students in using it thoughtfully and responsibly. This begins with helping them understand both the strengths and the limitations of AI. They must learn when to use AI, when to question its responses, and when to rely on their own judgment.

Equally important is protecting the

experiences that no technology can replace. Recess, sports, arts, reading, and open conversations help students build resilience, empathy, confidence, and meaningful human connections. By working together, parents and educators can encourage

STUDENTS MUST LEARN WHEN TO USE AI, WHEN TO QUESTION ITS RESPONSES AND WHEN TO RELY ON THEIR OWN JUDGMENT

healthy technology habits and ensure that AI remains a tool for learning rather than a substitute for independent thinking.

Technology will continue to evolve. Our goal is to ensure that our students grow with it, equipped with the knowledge, resilience, and judgment to use it responsibly.

Principal, TIGPS Krishnanagar

TOP SCORERS

STUDENTS SHINE BRIGHTEST IN CBSE



Srijit Bagchi - 99.6%



Srijit Bagchi - 95.6%



Mayukh Sinha - 95.6%



Debopriya Ghosh - 92.4%

OUR CORRESPONDENT

Once again, the students of TIGPS Krishnanagar delivered a stellar performance at the CBSE 2026 final examinations. Leading the batch with an extraordinary achievement is Srijit Bagchi, who secured the top position in the school with a remarkable score of 99.6%. Demonstrating exceptional academic consistency, Srijit Bagchi and Mayukh Sinha jointly secured the second spot, each achieving a stellar 95.6%. Debopriya Ghosh followed closely with a commendable score of 92.4%, cementing her place among the top rankers.

OPEN SPACE



HOW THE RED ANT GOT ITS COLOUR

Once upon a time, the red ants were not red, but black in colour. They had a mischievous habit of biting others. The area where they bit would become red and swollen.

One day, a baby girl's mother kept her in the cradle and went to the kitchen to fetch milk for her. Unfortunately, the ants were hiding in the cradle and came out when she was away. Then, some ants bit her on the right leg. Soon, the area got swollen and red. The baby started crying.

The mother came running, saw her swollen leg and got upset. She prayed to Almighty God for healing her daughter's wound. God recovered the baby's injury and gave punishment to the ants. He told the ants, "Like the ants bit others and make the area swollen and red, likewise you should all also become red." And through this curse, since then, the red ants were having red in colour.

*Adrija Das, Class V
TIGPS Krishnanagar*

Trishanjeet Das at CBSE Far East-Zone Skating Competition



Sandipan Ghosh at CBSE Far East-Zone Skating Competition



Students of TIGPS Krishnanagar celebrated 80th Independence Day with much enthusiasm

ROUND THE



RISING STARS ON STAGE

TECHNO INDIA Group Public School, Krishnanagar takes immense pride in celebrating the outstanding achievements of our talented student, Aditya Dawn (Sub-Junior, Boys, 10-12 years). Demonstrating exceptional rhythm, passion, and dedication, Aditya bagged 1st place in the western dance category across multiple prestigious platforms: the UCMAYPSF National Yogasana and Dance Sports Mahotsav 2026, the International Yoga and Dance Confluence 2026, and the T-Champs Dance Sports World Cup State Levels (2025 & 2026).

GLORY AT CBSE FAR EAST-ZONE SKATING CONTEST

TIGPS celebrated the achievements of young speedsters at the CBSE Far East Zone Skating Competition 2026-2027, held at KPS, Sarona, Raipur (Chhattisgarh). The talented skaters delivered outstanding performances on the track: Trishanjeet Das secured the Silver Medal in the Under-9 Boys (1 Lap Road - Quads Category) and

successfully qualified for the National Level. Sandipan Ghosh earned the Bronze Medal in the Under-9 Boys (1000m - Inline Category). Their grit, speed, and dedication have brought immense pride to the school community. We congratulate both champions and wish Trishanjeet the absolute best for the upcoming Nationals!

ECHOES OF HERITAGE & HEART

At TIGPS, education transcends the boundaries of textbooks, nurturing holistic development through a vibrant cultural canvas.

During Rabindra Jayanti, students paid soulful tributes to the Bard through music and dance. Mother's Day brought emotional warmth to the campus, strengthening the sacred bond between parent and child—a lesson in love no textbook can teach. Also, during Rath Yatra, the students participated in the ceremony.



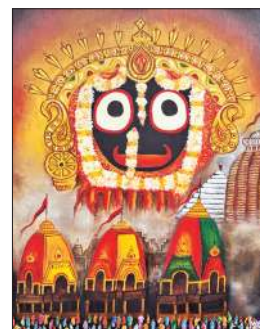
STUDENT CORNER



Anwesha Halder, Class IX - History



Sohalia Mondal, Class IX - Book of Nature



Anwesha Halder, Class IX - The Glory of Lord



Debdutta Bhattacharjee, Class IX - Beauty



FROM THE PRINCIPAL'S DESK

Are we connected or more distant in AI era?

SOMA TARAN DUTTA

The true measure of education is not how brightly a child shines on a screen, but how deeply they learn to think, how courageously they choose to care, and how wisely they illuminate the lives of others."

In an age where screens frame both the beginning and the end of our days, a profound question confronts us: Are we becoming more connected, or quietly more distant from ourselves?

Social media is among the defining innovations of our time. It informs, inspires, and unites, yet behind carefully curated images often reside silent burdens — comparison, anxiety, and an unrelenting pursuit of digital

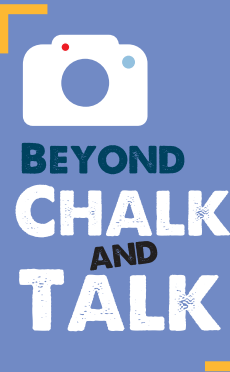
SOCIAL MEDIA INFORMS AND UNITES, YET BEHIND CAREFULLY CURATED IMAGES OFTEN RESIDE SILENT BURDENS — COMPARISON AND ANXIETY

validation. When identity is shaped by approval rather than character, emotional well-being is subtly diminished. As the saying reminds us, "Technology is a wonderful servant, but a dangerous master." Our task, therefore, is not to resist technology

but to cultivate discernment — the wisdom to harness its benefits without allowing it to govern our values or define our worth. Education must remain humanity's truest compass. Its noblest purpose is not merely to transmit knowledge but to nurture minds that think critically, hearts that act compassionately, and citizens who lead with integrity.

As Albert Einstein observed, "Education is not the learning of facts, but the training of the mind to think." When education and humanity walk hand in hand, we prepare young people not only for examinations, but for lives of wisdom, purpose, and meaningful service.

Principal, Techno India Group Public School, Coochbehar



BEYOND CHALK AND TALK

THE STUDENTS of Techno India Group Public School, Coochbehar, celebrated 80th Independence Day with much fervour. The students performed patriotic songs and organised programmes to remember the sacrifices of the freedom fighters.



OPEN SPACE



A WORLD NEXT TO MINE

In a world full of lies,
Perhaps I find a world where beauty lies.
In the land where Nature makes her abode,
I lose myself along her timeless road.
At the margin where the blue sky ends,
A carpet of green before me extends.
The rice fields, golden in the kharif season,
While jute takes charge for every reason.
The dawn, accompanied by chirps of many,
Feels like a melody, sweet as honey.
The sun arrives, breaking the fast of night,
And fills the workers' hearts with light.
When night descends upon the site,
Mother tells tales by the soft moonlight.
When Chaand Mama shares his glory bright,
We, the folk, weave stories through the night.
The shalik, ghughu and mayna call,
While Teesta and Torsha sing to all.
"O child, please listen to this song;
Its gentle tune may guide you along."

Mayukh Dhar, Class X, TIGPS Coochbehar



PROUD MOMENTS AS STUDENTS EXCEL IN ACADEMICS & SPORTS



OUR CORRESPONDENT

The past three months have marked a period of significant accomplishment and celebration for Techno India Group Public School, Coochbehar. From academic excellence and competitive examinations to literary, cultural, and sporting achievements, our students have consistently upheld the institution's tradition of excellence through dedication, perseverance, and a steadfast commitment to success.

A key highlight of this period was the exceptional performance of our students in NEET 2026. Antareep Roy secured 622/720 marks with an All-India Rank (AIR) 4686, while Abantika Goswami achieved 544/720 marks with AIR 42188, and Priyashi Karmakar scored 579/720 marks, attaining AIR 18371. These remarkable achievements reflect years of disciplined preparation, sustained effort, and the invaluable mentorship provided by their teachers. Their success has inspired many aspiring medical professionals within the school community. The school registered an outstanding

THE SCHOOL also made a strong mark in the CBSE Cluster and Zonal Championships 2026–27. Students participated in Badminton, Handball, Table Tennis, and Swimming, displaying remarkable determination and sportsmanship. The Under-17 Badminton and Under-14 & Under-17 Table Tennis teams reached the pre-quarterfinals, while the Under-17 Handball team advanced to the Quarterfinals at the Zonal level, reflecting the school's growing excellence in sports. All participants displayed determination, discipline, and exemplary sportsmanship while gaining valuable competitive exposure.

performance in the Science Olympiad Foundation (SOF) Olympiads.

At the first level, students secured 122 gold medals and 25 gold medals of distinction across ISO, IEO, ISSO, ICSO, IMO, IGKO, and IHO. Continuing this success at the second level, students earned three zonal gold medals and one bronze medal, reaffirming the



school's commitment to academic excellence and competitive learning. These achievements reflect the students' strong conceptual understanding, analytical abilities, and enthusiasm for academic excellence.

In the domain of global awareness and leadership, the students delivered an exceptional performance at the Model United Nations (MUN) held at St. Xavier's School, Alipurduar, securing nine awards across different categories. Their achievements highlighted their diplomatic skills, critical thinking, research abilities, and confident public speaking, bringing immense pride to the institution.

Students also brought laurels to the school in the Inter-TIGPS Debate Competition, where Riddhit Chatterjee (Class XI Science) and Sampurna Gope (Class XII Humanities) secured First Place among participants from all six TIGPS units. Their eloquence, logical reasoning, and persuasive arguments earned widespread appreciation from the judges. Adding another feather to the school's cap, the drama team secured Second Place in the Inter-TIGPS Drama Competition, delivering a captivating performance that showcased creativity, teamwork, and artistic excellence.

These accomplishments represent more than awards; they are milestones in the journey of young learners who continue to grow with confidence, integrity, and resilience. They reflect the collective efforts of our students, teachers, and parents, and reaffirm Techno India Group Public School, Coochbehar's commitment to nurturing excellence in academics, leadership, sports, and the performing arts.



Aaratrika Saha, Class IX student of TIGPS Coochbehar, painted a beautiful picture of Goddess Saraswati



FROM THE PRINCIPAL'S DESK

BEYOND SCREEN: Social media as a mirror, not a monster

ANIRBAN ROY

Instrumenta non nocent; usus nocet.”
(Tools do not harm; their misuse does)
To describe social media as the enemy of mental health is rather like blaming a library for ignorance. The real concern lies not in the medium, but in its misuse and our inadequate understanding of it. Social media can foster unhealthy

comparison, isolation and addiction when used without purpose; yet the very same platforms connect families across continents, enable collaborative learning, amplify creativity, and give countless young voices the courage to express their ideas and emotions.

As adults and educators, our responsibility is not to erect walls but to build wisdom. Banning social media merely

hides the challenge; guiding young minds to use it responsibly transforms it into a force for growth. Students today discover scientific breakthroughs, participate in global discussions, showcase artistic talent, raise funds for humanitarian causes, and form meaningful academic communities through digital platforms.

“In medio stat virtus.” (Virtue lies in the middle path). Balance, not prohibition, is the

key. After all, a smartphone is much like a pencil, it may scribble nonsense or compose poetry; the choice belongs to the hand that holds it.

“Mens agitat molem.” (The mind moves the world.) Let us therefore teach our children not merely to scroll, but to think, create, connect and inspire.

Principal, Techno India Group Public School, Midnapore

ROUND THE CLOCK

INVESTITURE CEREMONY

TIGPS Midnapore conducted its Investiture Ceremony for the academic session 2026-27 with great enthusiasm and dignity. The ceremony was graced by Nabanita Mishra, academic advisor of TIGPS Midnapore and Sushil Shikaria, a renowned cricketer as the chief guest. The newly-elected student leaders were formally invested with badges and sashes and took the oath of office. In his inspiring address, Shikaria motivated the students to lead with integrity, discipline, humility, and perseverance, emphasizing that true leadership is earned through dedication, hard work, and selfless service.



GREEN DAY CELEBRATION

TIGPS Midnapore pre-primary students celebrated Green Day with great enthusiasm and joy.



DEBOJYOTI ROY, a Class XI science student of TIGPS Midnapore, has secured the 2nd position of Boys under-19, 200m freestyle swimming in CBSE far East Zone Swimming competition, held at Delhi Public School, Bhilai. He was also selected for the National championship.



ARCHISMAN PATRA, a Class X student of TIGPS Midnapore, secured the 1st position in Paschim Medinipur District Chess Tournament 2026.



DEBADITYA CHABRI, a Class X student of TIGPS Midnapore, won gold medal of excellence in Indian Music Olympiad 2026 (instrumental performance). He has secured All India rank-4 and State rank-5.



SOUPTIK ROY (X)



ANSHA SA (NURSERY)



NISHAN MAHATA (PLAY GROUP)

OPEN SPACE



THE PETALS AND THE FLOWERS

In the land where sweet winds blow
Follow the petals: what lies below,
Remember: midnight comes along
Before the sun rises among birds' song,
There you will find a priceless delight,
A garden true and bright
Created by one who was dear and true;
To the jewels of palace like me to you,
The guard is a friend with feet deep;
In its arms this precious gift will keep.

Oyshee Roy, Class V

DREAMY FANCIES

I am roaming across the thick luses of hill
Suddenly realizing a sound of paddling the wheel.
A dragonfly nests near my hand,
Her dreamy eyes are as clear as particles of sand.
I walk where trees grow tall and wide.
Oh! her beauty is pouring the branches laced
with morning pride.
What a tranquilise when she laughs,
Which echoes through the mountain shrubs.
Her touch feels like heaven
I remember you while sleeping with my kitten.
Remembering you, days are passing by,
Her life had disappeared, don't know why?

Rupam Shit, Class X

NATURE'S SYMPHONY

When dawn unfolds her golden wings,
The earth awakes as every bird sings.
The whispering breeze through forests glides,
Carrying hope where silence hides.
The emerald trees stand proud and tall,
Offering comfort and shade to all.
The crystal river laughs with delight,
Reflecting the sun's warm, golden light.
Mountains rise with fearless grace,
Touching the heavens in silent embrace.
The boundless sky, so deep and blue,
Paints endless dreams in every hue.
Flowers bloom with colours rare,
Spreading fragrance through the air.
Butterflies dance from bloom to bloom,

Turning every field into living perfume.
The silver moon adorns the night,
While countless stars sparkle bright.
The gentle rain revives the land,
Like heaven's blessing upon the sand.
Each season writes a different song,
Teaching that life must move along.
Nature speaks without a word,
Yet every message can be heard.
Let us protect this precious treasure,
For its beauty has no earthly measure.
With every tree that we faithfully grow,
A brighter future the world will know.
Nature is life's eternal art,
Forever blooming in every heart.

*Dhritabrata Sarkar, Librarian,
TIGPS Midnapore*

THE AUTHORS OF THE FLAME

The world has changed after 2025.
AI has come and ruined every creativity.
So, every person is disabled without AI.
Many things made by AI, I can see it everywhere
More than 10 thousand at a glance.
But never forget.
That we have made AI, not AI have made us.
So don't ruin your creativity.
Don't take help with AI, make it by yourself.
Our mind gave it life.
Our dreams taught it to dream.
Our creativity made its existence possible.
So don't let your own imagination fade away.

Saugata Rana, Class VI