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MESSAGE FROM THE DESK OF EDITOR IN CHIEF

The Chief Editor and Editors of the advanced research journal of Management, Engineering, Law, Paramedical Science, Nursing, Basic Science, Education, Physical Education and Yoga, Special Education, Clinical psychology and Liberal Arts i.e. IUT Journal of Advanced Research and Development (JARD) would take it as their duty to express the deep gratefulness to the contributors and readers of current volume.

We feel proud to bring the present issue of the online IUT Journal of Advanced Research and Development. We consider that the contribution in this multidisciplinary will help in the inclusive and sustainable growth process. Keeping in tune with this dignified idea, the current issue of IUT-JARD has addressed some current issues covering diversified field.

This issue needs an integrative and a holistic approach to the solution. Finally, the information contains in this journal volume has been published by the IUT obtains by its authors from various sources believed to be reliable and correct to the best of their knowledge, and publisher is not responsible for any kind of plagiarism and opinion related issues.



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Mid-Day Meal Scheme: A Study of Schools of Mungiakami Block of Khowai District, Tripura

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ABSTRACT

The Mid-Day Meal Scheme (MDMS) functions as a crucial initiative aimed at enhancing nutrition levels among students and improving their attendance, especially in rural areas of India. This study examines the effectiveness and challenges associated with MDMS functioning at schools within Mungiakami Block, located at Khowai, District, Tripura. The study is a descriptive survey design that utilized a combination of methods to obtain information from both primary and secondary sources, From government records and past studies. In this study, the researcher made use of descriptive statistics, among others, to carry out its data analysis process. For this study, the researcher made use of a self-administered questionnaire. Findings from the study indicate that MDMS brings forth a considerable improvement in nutritional values and student participation but faces different functional challenges. The educational setting also increases the workload of the teachers and interrupts the distribution of food and the infrastructure of storage and unpredictable funding. Statistical analysis reveals huge gap between the level of satisfaction among teachers and the efficiency of infrastructure. The suggested policies should concentrate on upgrading the-infrastructure and monitoring and transparency level. The program should also tackle such aspects to ensure sustainability and longevity of the scheme. The study must look at the impact of the MDMS programs between different districts through joint evaluations of study results. The working structure of MDMS and its allocation of resources also requires improvement to meet its full potential for improving the well-being and performance of the students. Thus, this research study sums up that mid-day meal programs are successful in the state of Tripura. This study is potential for uses in the fields of policymakers and teachers and parents and social organizations.

Keywords: Mid-Day Meal, Primary School, Mungiakami Block, Tripura.

Introduction

In today's technological environment, education is essential for survival and continuous success. The process helps one to overcome challenges and advance personally as well as collectively by means of knowledge, abilities, and wisdom. Since it sets the fundamental foundation of knowledge, children's contributions are thought to be indispensable for primary schooling. This is a most important period when children's general growth depends so much on nutrition and education. The government-started mid-day-meal seeks to offer nutritious food to the next generation all over India. One case of such a project is the midday meal. Lunch is served to all the youngsters registered in government schools, government-aided schools, and local body schools. This project decided to give every primary school children's packed lunch. With almost a million children targeted for health needs every day in the nation (Rani & Sharma, 2017), the Mid-Day Meal Scheme is the biggest children-feeding program worldwide. The afternoon meal plan was initiated in India on August 15, 1995, with a title of National Programme of Nutritional Support to Primary Education (NP-NSPE) (Deka, 2021). In October 2007, In October 2007, the National Program of Midday Meals in Schools was renamed. Also, in September 2021, this program was renamed as Pradhan Mantri Poshan Shakti Nirman (PM-POSHAN). The government of Tripura started the mid-day-meal scheme on March 1, 1980, for students enrolled in government as well as government-aided schools (Nath & Nath, 2015). The mid-day meal scheme was initiated by the government of Tripura on August 15, 1995. Since 2003, the government of Tripura started providing midday meals to all primary-level kids. Since 2008, the government has been extending this scheme to upper-primary kids too (Bala Bhaskar, 2022). The menu for the noon meal for kids in Tripura consists of rice & vegetable curry, which is served two days a week. a) Rice & egg curry b) Khichudi, once a week. c) Rice & vegetable curry, or khichudi, once a week (Saturday).

The mid-day meal scheme encourages students to attend school regularly and improves the attendance of the children. But the scheme alone cannot flourish properly because of the lack of proper monitoring by the higher authorities and inadequate practical implementation of the scheme. Many research works are conducted regarding the MDM scheme in Tripura, but no work has been done on the MDM scheme in Mungiakami block under Khowai district itself. So, there is needed depth research work on the mid-day meal in Mungiakami block of Tripura. The present study examines the Mid-Day Meal scheme in the Mungiakami block of Khowai District, Tripura, with special reference to infrastructure, enrolment, and functionality of the programme. It aims at assessing the impact of the MDM scheme in lower and

upper primary schools and also finds obstacles that school managers confronted in the execution of the said programme and their recommendations (Rani et al., 2024; Deka, 2022).

Literature Review

1. **Singh (2016)** conducted a study in the selected villages of the Dharwad district, Karnataka, and the Jhansi district, Uttar Pradesh. The size of the sample consisted of 200 teachers in the mid-day meal scheme. Data collected is primary. This final section of the study introduces improvements for the proper execution of the scheme, which includes training teachers and staff as well as cook, giving awareness, making media, giving utmost importance to toilets, and raising the honorarium amount for the cooks.
2. **Kumar and Metha (2019)** in his study aims to discover powerful, hidden agenda and practices of discrimination that adversely affect children's ability to learn, grow, and become confident young people. The study concludes by highlighting the need to see a comprehensive approach to address social discrimination in schools.
3. **Jalal and Sareen (2019)** In his paper it is mentioned that 66.7% have to do the work whenever the helper is absent the teacher has to step in the role of cooking which reduces the teaching times also gives teacher etc. burden to carry.
4. **Singh (2020)** In his study he used a multistage sampling technique to collect data from 20 municipal corporations of Delhi. The findings indicate a significant increase in enrollment in schools after the scheme was implemented, particularly among disadvantaged groups. As well as among children groups belonging from scheduled castes and scheduled tribes.
5. **Biswas (2020)** his study reveals that it is appropriate and significant in the context of inclusive education in connection to the current provision of mid-day meals in different districts of Tripura. His study focuses on to investigate the social developmental features of the MDM plan in Government Primary Schools of Tripura. The researcher conducted this study by collecting and analyzing primary data, and from secondary sources, to study and encourage the mid-day meal plan on the social development of children.
6. **Dowarah (2020)** His paper focus to promote higher enrolment in primary schools and to decrease the classroom hunger, socialization, and drop-out rates of the students which we can see in the village areas that students tend to not attend the school. His study shows that maximum schools are provided with cooked hot milk; 72.50% of schools received food grains in their doorsteps, 70% of schools reported delays in the arrival of food ration, 55% funds were

received on time, 75% of the schools had kitchens, 92% of the schools had drinking water, and 87.5% of schools had cooks. The problems identified in this study are irregular food supply, food not stored properly, lack of dish space in the dining hall, and they have etc. workload for teachers.

7. **Bhaskar (2022)** In his study of Siddipet District is taken into consideration. This research uses purposive and random sampling, data has been collected from a sample of 640 respondents consisting of teachers, students, parents, and cooks across two mandalas in the Siddipet district. The mid-day meal programme has a positive effect on the students as mentioned in his study.
8. **Deka (2022)** His study aims to identify problems and suggest solution to improve the schemes implementation. The research highlights the challenges faced by teachers including time wastage, increased workload, lack of storage facilities, insufficient fund, delays in fund receipts inadequate infrastructure, poor hygiene, and insufficient nutritional content. Due to lack of knowledge all this issue occurs.
9. **Shanker and Arora (2022)** in their study aims to assess and evaluate the physical health status of boys living in countryside and urban areas. 2. To assess and contrast the physical well-being of girls residing in countryside and urban areas. 3. To examine the nutritional well-being of children residing in rural and urban areas. A cross-sectional study was carried out on 509 youngsters who routinely consume MDM. Anthropometric measurements of height, weight, and mid-upper arm circumference (MUAC) were taken and compared to the reference values provided by ICMR. The population in this specific research study consists of all children between the ages of 6 and 11 who are enrolled in primary schools regulated by the U.P. Government. For the experiment, a total of 509 subjects were selected. A total of 263 boys and 246 girls were chosen using a random sampling method.

Objectives

1. To study the MDMS in various Schools in Mungiakami Block.
2. To examine the difficulties educators faced in practicing the Mid Day Meal Programme.
3. To suggest suggestions for enhancing the effectiveness associated with the Mid Day Meal Programme.

Statement of the Problem

The specific issue addressed in this work is “Challenges Encountered by Teachers in Executing the Mid-day Meal Programme at the Primary School Level in Mungiakami Block of Tripura.”

Methodology of the Study

Study Area

Tripura is a state located in the northeastern region of India. With an area of 10,491 km² (4,051 sq mi), it is the third-smallest state in the country. Additionally, it has a population of 3.67 million, making it the seventh-least populous state. Tripura is comprised of 8 districts. The study was carried out in Tripura's Khowai district. According to the 2011 census, there were 327,564 people living in the Khowai district. Khowai's literacy rate is 88.37%. Khowai, Padmabil, Tulashikhar, Kalyanpur, Teliamura, and Mungiakami are the six blocks that make up the Khowai district. The Mungiakami block is selected for the research out of the six blocks. 21 school have been chosen using random selection, were chosen using a random sample technique. The implementation of mid-day-meal was determined by asking questions that required a simple 'yes' or 'no' response.

Research Design

The research design uses descriptive survey methods to evaluate the MDMS implementation process and its barriers in schools of Mungiakami Block within Khowai District in Tripura. The research evaluates the operational structure together with nutritional results and the barriers teachers encounter when implementing the program at educational institutions.

Data Collection

The research makes use of a mix of primary and secondary resources. The headmasters of the schools provided the majority of the data. Data is gathered via self-administered questionnaires. The sources of the secondary data collection were Government reports, policy documents, and educational department publications on MDMS in Tripura. The research includes MDMS implementation case studies and articles regarding different districts throughout India. The findings is based on the official statistics of the Directorate of Elementary Education, Tripura, in combination with the official Mid-Day Meal Scheme reports.

Data Analysis

Data analysis used a combination of qualitative and quantitative methods.

- Descriptive Statistics: Percentage analysis was employed as an interpretation technique by responses to the questionnaire to determine key patterns of implementation.
- Content Analysis: They reveal common challenges and insights for MDMS.

Result and Findings

Mungiakami has several schools, ranging from pre-primary to primary, secondary to higher learning secondary schools. In order to evaluate the status of the scheme's implementation in food preparation, distribution, and service to children in the Mungiakami block, several variables have been identified. During the survey, it was noticed that all the schools sampled a follow mid-day meal weekly suggested menu, which is suggested to follow all schools. The person in charge of the school was discussing about the scheme whenever there was program, he mentions inclusion of meat the menu. As stated in the guidelines, they prepare and provide hot lunch daily without fail. (Acharya et al., 2024). This study examined perspectives of teachers regarding the implementation of the Mid-Day Meal Scheme in education institutions. Teachers provided their responses through a structured questionnaire that contained sixteen statements about operational aspects and infrastructure and motivational elements of the scheme. The study shows how the teacher's face the difficulties on the ground level (Hussain & Saif, 2019).

Table 1: Survey Response Analysis of Mid-Day Meal Scheme Implementation

Sl. No.	Statement	Yes	%	No	%	Maybe	%
1	Is mid-day meal served every day in the school	21	100%	0	0%	-	-
2	Teachers have challenges in implementing the mid-day meal Scheme.	12	57.1%	9	42.9%	-	-
3	Does the midday meal Programme have any impact on education?	12	57.1%	5	23.8%	4	19%
4	Do the governmental inspectors come to examine mid-day meal?	19	90.5%	2	9.5%	0	0
5	The government provides timely funding for running the programme.	16	76.2%	5	23.8%	-	-
6	The midday meal is prepared by the cook.	21	100%	0	0%	-	-

7	Do teachers have any involvement in the cooking process?	13	61.9%	8	38.1%	-	-
8	Under the mid-day meal scheme, the cook receives a sufficient salary, which motivates them to provide service.	11	52.4%	10	47.6%	-	-
9	The school maintains a kitchen for the cooking of midday meals.	21	100%	0	0%	-	-
10	There are enough utensils for the midday meal.	18	85.7%	3	14.3%	-	-
11	Cooking fuel is easily available.	15	71.4%	6	28.6%	-	-
12	Proper water facilities are available.	18	85.7%	3	14.3%	-	-
13	The school offers children access to handwashing facilities both prior to and during the mid-day meal.	21	100%	0	0%	-	-
14	Does the MDM system serve as a motivation for parents to enroll their children in school?	17	81%	0	0%	4	19%
15	Are you in favor keeping the midday meal at the school?	21	100%	0	0%	-	-
16	Have you ever received training for a midday meal?	8	38.1%	13	61.9%	-	-

The majority of participants (57.1%) experienced difficulties when executing the scheme. The MDM Scheme operates in the studied schools but multiple administrative and logistical and infrastructural barriers prevent it from running smoothly. The MDM scheme delivers positive educational effects according to 57.1% of the participants (Mirajkar, 2019). Teachers recognise the MDM as a valuable contributor to improving student enrollment and retention and concentration despite implementation challenges. The survey shows that governmental monitoring takes place regularly since 90.5% of respondents experienced inspector visits. Quality maintenance and proper meal delivery according to guidelines depend on regular monitoring activities. All teachers reported that the government supplies

timely budget support for the scheme and that appointed cooks prepare the meals (Jafari & Zahra, 2023). The financial and human resource structure supports daily operations of the scheme based on these responses. However, teacher involvement in the meal preparation process displayed 61.9% reported some level of involvement, while the other 38.1% indicated no involvement. This suggests inconsistency in role expectations or a lack of standard operational guidelines across schools (Jomaa et al., 2011).

The cook remuneration question was also divided, with 52.4 per cent feeling the salary was adequate and motivating, while the remaining 47.6 percent were against it. This suggests that either the salary scale itself or its perceived adequacy is unequal and could adversely affect the quality and commitments of the cooking staff. In the study conducted for teachers, 85.7% agreed that school has possess enough utensils to prepare and serve the meals. Teacher response to the question on the availability of fuel had 71.4% agreeing and 28.6% disagreeing. The variation in the data of 100% answering "Yes" against 0% answering "No" appears to be a data recording or interpretation anomaly. This definitely needs further clarification in any future studies (Mirajkar, 2019). The result showed the lack of proper water facilities as a more serious concern in the aspects observed. A majority, 14.3% of respondents showed that their area lacked adequate water resources though 85.7% represented in favor. The shortage of proper water facilities presents a major concern because clean water plays critical functions in both cooking and hygiene practices necessary in halting foodborne diseases among children (Paltasingh & Bhue, 2022).

The Mid-Day-Meal Scheme encourages parents to for admission of their children to school, as observed by 81% of the total respondents surveyed. All participants believe that MDM has better result and keep the scheme intact since it was a part of educational inclusion. The major indicator shows that most schools don't have storage for food. Only eight teachers that is 38.1% of the teachers participating in the study, were involved in training regarding the proposed scheme. One of the problems during implementation of a proposed scheme is the lack of adequate training exposure among staff members since staff members will lack vital information concerning hygiene practices and standards as well as procedures (Pal et al., 2024). According to the report, the Mid-Day Meal Scheme has a strong support to keep the scheme as it is, as the school feels that the Mid-Day Meal Scheme is beneficial to the school in the sense that the students are attending the school regularly and have increased the attendance, while the infrastructure is weak in terms of the intervention (Sripathi et al., 2023). The need is to present

design the posts and salaries of the cook as well as training for all the workforce(Ratala et al., 2023), to enable the program to give positive effect by addressing the above shortcomings.

Conclusion and Suggestion

The Mid-day meal scheme is a welfare scheme by the central government of India for the nutritional improvement of the students of pre -primary and primary schools aiming to improve attendance of students in schools. Based on the study it was found that various suggestion was given for teachers to improve the implementation of the Mid-day Meal Scheme, including timely fund transfers, regular food monitoring, ensuring hygiene, using fuel instead of wood, increasing cook salaries and training them. The research results demonstrate how the MDM Scheme serves as a vital instrument for improving nutrition and school attendance and educational achievements in pre-primary schools of Mungiakami Block under Khowai District. The study shows the positive achievement as well as the implementation obstacles which stem from teacher workload issues and insufficient resources and poor infrastructure. The study demonstrated that students participate well in nutritional programs because dietary standards show positive improvements. The scheme faces major obstacles like inadequate infrastructure together with inconsistent food delivery and inadequate storage facilities. The scheme experiences some operational challenges which affect the effectiveness of food supply to the students. The statistics have been confirmed by the significant teacher dissatisfaction that needs further training and support. Operational challenges have been experienced in the scheme due to funding irregularities the teacher in charge have etc burden financially. The MDMS needs some policy interventions that aim at improving the infrastructure within the schools. Increased funding for staff training programs will be beneficial for smooth running of the scheme. Further research is required to analyze the long-term impact of the MDMS scheme with respect to students' health status and performance. The impact assessment studies relating to various districts can provide insights to maximize the implementation process for this scheme. The MDM Scheme exerts a positive impact on students within the Mungiakami Block but some improvements are required.

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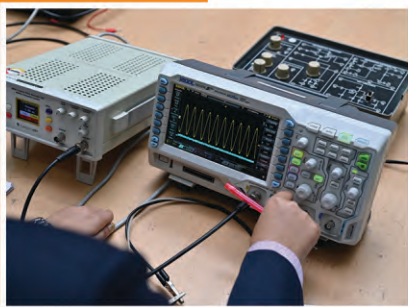
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The ICFAI University, Tripura was established in 2004 through an Act of State Legislature. The University has been approved by the University Grants Commission, under Section 2(f) of the UGC Act, 1956. ICFAI University Tripura is a multidisciplinary University offering 60+ different programs.



ACCREDITATIONS

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- ICFAI University Tripura has been ranked 1st among Private Multidisciplinary University in Tripura by Education World India Higher Education Ranking 2023-24.
- ICFAI University Tripura has been ranked 35 in the year 2024 as the Best University all over India by India Today – MRDA
- Faculty of Science & Technology of ICFAI University Tripura has been ranked 148 as the Best Engineering College all over India Rank among private/government colleges by India Today – MRDA
- ICFAI Law School of ICFAI University Tripura has been ranked 35 as the Top Law School all over India by India Today – MRDA
- ICFAI Science School, Bachelor of Science(H) of ICFAI University Tripura has been ranked 175 as Best college all over India by India Today – MRDA
- Faculty of Liberal Arts, Bachelor of Arts of ICFAI University Tripura has been ranked 136 as Best college all over India by India Today – MRDA
- Faculty of Management & Commerce, Bachelor of Business Administration of ICFAI University Tripura has been ranked 70 as Best College all over India by India Today – MRDA
- Faculty of Science and Technology of ICFAI University Tripura has been ranked 113 among the top 160 Pvt. Engineering Institute in India by Outlook India.
- Faculty of Management & Commerce, Bachelor of Business Administration of ICFAI University Tripura has been ranked 59 among the Top 130 BBA institute in India by Outlook India in the year 2023.
- The ICFAI University Tripura has been ranked 18 by CSR-GHRDC as the Top Outstanding Engineering colleges of Excellence all over India category in the year 2023
- ICFAI University Tripura got AAA ratings as India's best Engineering Institute 2023 by Careers 360 Magazine.
- Established 'Institute Innovation Council (IIC) as per norms of Innovation Cell, Ministry of MHRD, Govt. of India
- Certified by ISO 9001: 2015
- ICFAI University Tripura certified by Directorate of Social Welfare & Social Education
- ICFAI University Tripura has been registered as a club under the Yuva Tourism Club an Initiative by the Ministry of Tourism in the year 2023
- Registered with NGO Darpan, Niti Ayog, Govt. of India
- Best Universities & Colleges 2018-19 awarded to ICFAI University Tripura in the special category by Rubber Skill Development Council (RSDC).

OUR EMINENT ALUMNI



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Deep Joy Das
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Rahul Das
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CENTRAL BANK OF INDIA



Ravi Theja Polluru
IBM



Yambem Indravhuson Sing
Inspector in Weight & Measures
Govt. of Manipur



Jasharaj Purkayastha
FCI
Central Govt. of India



Kundan Debnath
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WHY CHOOSE ICFAI UNIVERSITY TRIPURA

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Wi-Fi 6 enabled campus with smart classrooms, AI labs, 3D printing, digital library, medical center, gym, and 24x7 ambulance.

Industry-Aligned Curriculum

Programs designed with industry input to match emerging technologies and professional standards.

Expert Faculty

Qualified professors from IITs, IIMs, NITs, and other top institutions.

Strong Placements

Top recruiters visit annually for internships and job opportunities.

Skill Development

Training in communication, personality development, and industry certifications.

Vibrant Campus Life

Exciting fests like ICARIA, NOVATOS & ICTHALON, plus sports and cultural clubs.

Innovation & Research

Focus on research projects, mentorship, and entrepreneurship support.

Scholarships

Merit-based and N.J.Y. Memorial Scholarships for deserving students.

Pan-India Alumni Network

Successful alumni across India and abroad strengthening the university's legacy.

Program	Duration	Eligibility	Career Prospects Employment Opportunities
B. Tech (CE, CSE, ECE, ME, EE)	4 Years	Pass in 10 + 2 (Phy/Chem/Math) with minimum 45%, (40 % in case of SC/ST/ OBC) aggregate marks	IT,ITEs, Manufacturing,Companies, Corporates, Telecom, Banks, Govt. Services
B. Tech - Lateral Entry (CE, CSE, ECE, ME, EE)	3 Years	Pass in 3 - year diploma course with minimum 45 % (40 % in case of SC/ ST/ OBC) aggregate marks	IT,ITEs, Manufacturing,Companies, Corporates, Telecom, Banks, Govt. Services
B.Sc. in Data Science & AI	3 Years	Pass in 10+2 examination with 45% marks in science/Arts/ Commerce with Mathematics/Statistics as one of the subjects.	Corporates, AI Researcher, Data Scientist, Machine Learning Engineer, Data Analyst, Business Intelligence Developer, AI/ML Product Manager
BCA	3 Years	Pass in 10 + 2 (any Discipline) examination	IT,ITEs, Corporates, Banks,Govt. Services, NGO's.
Integrated MCA	5 Years	Pass in 10 + 2 (any Discipline) examination	IT,ITEs, Corporates, Banks,Govt. Services, NGO's.
MCA	2 Years	Graduation in any discipline, with 40% and above aggregate marks.	IT,ITEs, Corporates, Banks, Govt. Services, NGO's,Research
M.Tech - Water Resource Engineering	2 Years	Valid GATE Scorer with B.Tech /B.E in Civil Engineering or B.Tech /B.E in Civil Engineering with 60% marks	Research, consultant to Pvt. Organization in the field of flood forecasting, flood inundation, flood disaster management, Entrepreneur.
M.Tech - Structural Engineering	2 Years	Valid GATE Score with B.Tech/B.E., in Civil Engineering or B.Tech/B.E. in Civil Engineering with 60% marks.	Structural Engineer,Project Manager, Researcher, Quality Control, Teaching, Entrepreneurship, and more.
M.Tech - Computer science & Engineering	2 Years	Pass with 60% aggregate marks in B.Tech. (CSE or IT or ECE or EEE) or MCA or M.Sc. (IT or Computer Science) or equivalent	Offers opportunities in cutting-edge technology-based research like AI ML, Cybersecurity, and software development roles in the ever-evolving field of computer science.

Program	Duration	Eligibility	Career Prospects Employment Opportunities
B.Sc. Physics (Hons.)	4 Years	Pass in 10 + 2 with 40 % marks in Physics & pass in Maths	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
B.Sc. Chemistry (Hons.)	4 Years	Pass in 10 + 2 with 40 % marks in Chemistry	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
B.Sc. Mathematics (Hons.)	4 Years	Pass in 10 + 2 with 40 % marks in Mathematics	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
M.Sc. Physics	2 Years	Graduate with 45 % (40 % in case of SC/ST/ OBC) marks in Physics	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
M.Sc. Chemistry	2 Years	Graduate with 40% marks in Chemistry	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
M.Sc. Mathematics	2 Years	Graduate with 40 % marks in Mathematics	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
B.Sc (Pass)	3 Years	Pass in 10+2 Examination (Science Stream) with 45% and above marks (40%in case of SC/ST/OBC).	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate

Program	Duration	Eligibility	Career Prospects Employment Opportunities
B.A. English (Hons.)	4 Years	Pass in 10 + 2 (any Discipline) with 40 % marks in English	Jobs in Govt., Teaching in Schools/Educational Administrators/ Corporate, Banks, Telecom, Media, Journalism
M.A English	2 Years	Graduate in any Discipline with minimum 45 % in English (40% in case of SC/ST/ OBC) aggregate marks	Jobs in Govt., Teaching in Schools/Educational Administrators/ Corporate, Banks, Telecom, Media, Journalism/ Research
B.A. Psychology (Hons)	4 Years	Pass in 10 + 2 (any Discipline) with 50 % (45% in case of SC/ST/ OBC) marks	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
M.A Psychology	2 Years	Graduate with 45 % in Psychology(40 % in case of SC/ST/ OBC) marks.	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
B.Sc. Psychology (Hons)	4 Years	Pass in 10 + 2 (any Discipline, with Economics or Maths as a combination subject) with 50 % (45%in case of SC/ ST/ OBC) marks	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
M.Sc. Psychology	2 Years	B.Sc Psychology degree from a recognized university with 45 %(40% in case of SC/ST/ OBC) marks in Psychology.	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
BA (Pass)	3 Years	Pass in 10+2 Examination (any discipline) with 45% and above marks (40%in case of SC/ST/OBC).	Jobs in Govt., Teaching in Schools/Educational Administrators/ Corporate, Banks, Telecom, Media, Journalism

Program	Duration	Eligibility	Career Prospects Employment Opportunities
BA-LLB Integrated	5 Years	Pass in 10 + 2 with minimum 45 % (40 % in case of SC/ST, 42% in case of OBC) aggregate marks	Corporates, Banking, Judiciary, Legal Practice, NGO's IPR
BBA-LLB Integrated	5 Years	Pass in 10 + 2 with minimum 45 % (40 % in case of SC/ST, 42% in case of OBC) aggregate marks	Corporates, Banking, Judiciary, Legal Practice, NGO's IPR
LL.B	3 Years	Graduate in any Discipline with minimum 45 % (40 % in case of SC/ST, 42% in case of OBC) aggregate marks	Corporates, Banking, Judiciary, Legal Practice, NGO's IPR
LL.M	2 Years	Graduate with LLB degree (Recognised by BCI)	Corporates, Banking, Judiciary, Legal Practice, NGO's IPR,Research

Management & Commerce Studies

Program	Duration	Eligibility	Career Prospects Employment Opportunities
B.Com (Hons.)	4 Years	Pass in 10 + 2 examination in commerce or Science with 45% (40% in case of ST/ SC/OBC) marks	Banks, Financial Services, Corporates
BBA	3 Years	Pass in 10 + 2 (any Discipline) examination with minimum 40% marks	Banks, Financial Services, IT, Insurance, Telecom, Corporates, Consulting Companies.
B.A. Economics (H)	4 Years	Pass in 10 + 2 (any Discipline) examination with minimum 40% marks	Financial Analyst, Investment Banker, Risk Manager, Actuary, Economist, Policy Analyst, Management Consultant, Data/Market Analyst, or Entrepreneur.
B.Sc. Economics & Data Analytics(H)	4 Years	Pass in 10 + 2 with minimum 45 % marks along with Mathematics	Financial Analyst, Economist, Management Consultant, Data Scientist, Policy Analyst, Research/Marketing Professional, or Entrepreneur.
MBA	2 Years	Graduate in any discipline with minimum 50 % (45 % in case of SC/ST/OBC) aggregate marks	Banks, Financial Services, IT, Insurance, Telecom, Corporates, Consulting Companies, Research
MBA for Working Professionals	2 Years	Graduation in any discipline with 45% and above aggregate marks, with a minimum of three years of work experience.	Banks, Financial Services, IT, Insurance, Telecom, Corporates, Consulting Companies, Research
M.Com	2 Years	B.Com with 45%(40% in case of ST/SC/OBC) Marks	Banks, Financial Services, Corporates
M.A Economics	2 Years	BA/B.Sc. (Hons) in Economics with at least 45% marks.	Policy Analyst, Economist, Trade Specialist, Consultant, Professor, or Entrepreneur in policy-related fields.
M.Sc. Economics	2 Years	B.Sc (Hons) in economics with at least 45% marks	Data Scientist/ Financial Analyst/ Risk Manager/ Statistician/ Econometrician/ Research Consultant/ Actuary roles in think tanks of international organizations, and academic institutions.

Allied Health Sciences

Program	Duration	Eligibility	Career Prospects Employment Opportunities
B. Sc. in Health Information Management	4 Years	Pass 10+2 (Any discipline with English) with 50% marks (5 % relaxation for SC/ST/OBC candidates).	Opportunity in Government / Private hospitals, diagnostic centers, NRHM/ NUHM, legal firms, Healthcare consultancy .Eligible for Post Graduate courses.
Bachelors of Emergency Medical Technologist	4 Years	Pass in 10+2 (Science Discipline) with Physics, Chemistry and Biology	Opportunities in government/private hospitals (ICU/ITU/Critical Care), disaster management teams, armed forces, and eligibility for postgraduate studies.
B.Sc in Cardiac Care Technology	4 Years	Pass in 10+2 (Science Discipline) with Physics, Chemistry and Biology	Opportunity in Government /Private Hospitals in cardiology department, different cath- labs or diagnostic centers. Eligible for postgraduate courses.
Bachelors of Dialysis Therapy Technology (BDTT)	4 Years	Pass in 10+2 (Science Discipline) with Physics, Chemistry and Biology	Opportunity in Government /Private hospitals, NRHM, NUHM, NGO, clinics/ healthcare setup offering dialysis treatment. Eligible for Post Graduation courses in dialysis.
Bachelor of Medical Laboratory Science - BMLS	4 Years	Pass in 10+2 (Science Discipline) with Physics, Chemistry and Biology	Opportunity in Government /Private hospital having ICU/ITU/Critical care unit, Demand in disaster management team for both state/central government, army/navy/airforce. Eligible for Post graduation courses.
Bachelor in Optometry	5 Years	Pass in 10+2 (Science Discipline) with minimum 50% marks PCB /M and English (5 % relaxation for SC/ST/OBC candidates)	Optometrists in hospitals and clinics, Vision care consultants in optical outlets, Eye specialists in multispecialty hospitals, Researchers in vision science, Corporate professionals in eyewear and lens industries
Bachelor of Medical Laboratory Science - BMLS (Lateral Entry)	3 Years	Student must be having DMLT (Diploma in Medical Laboratory Technology) degree of minimum 2 years program from recognized institution	Opportunity in Government /Private hospital having ICU/ITU/Critical care unit, Demand in disaster management team for both state/central government, army/navy/airforce. Eligible for Post graduation courses.
Master of Medical Laboratory Science (MMLS)(MMLT)	2 Years	Pass in Bachelor of Medical Laboratory Science from any recognized Indian University	Opportunity in Government / Private sector, Lab Technician, Medical Lab Incharge, Research and Development Manager (Laboratory), Technical Officer etc. Can pursue research or can flourish in academics as well
Master of Dialysis Therapy (MDT)	2 Years	Pass in Bachelor of Dialysis Therapy Technology from any recognized Indian University	Opportunity in Government /Private hospitals, NRHM, NUHM, NGO, clinics/ healthcare setup offering dialysis treatment. Eligible for Post Graduation courses in dialysis.

Pharmaceutical Sciences

Program	Duration	Eligibility	Career Prospects Employment Opportunities
Diploma in Pharmacy (D. Pharm)	2 years	10+2 (Science) with Physics, Chemistry, and Biology/Math, minimum 45% marks (40% for SC/ST).	Retail and hospital pharmacies, pharmaceutical companies, drug manufacturing units, medical representatives, and government health departments.
Bachelor of Pharmacy (B. Pharm)	4 years	10+2 (Science) with Physics, Chemistry, and Biology/Math, minimum 45% marks (40% for SC/ST)	Pharmaceutical companies, hospitals, research laboratories, drug regulatory bodies, quality control, clinical research, and opportunities for higher studies or entrepreneurship

Education

Program	Duration	Eligibility	Career Prospects Employment Opportunities
B.Ed	2 years	Graduate or post graduate in any discipline with minimum 50 % (45 % in case SC/ST/ OBC) aggregate marks	Teaching in Secondary level
MA - Education	2 years	Graduate in any discipline	Teaching in Schools/Educational Administrators/ Research
M.Ed	2 years	B.Ed. (1/2 years)/ B.EL.ED/B.Sc.B.Ed./B.A B.Ed./ D.EL.Ed. /D.Ed. with a Bachelors degree. 50% marks at all the levels	Teaching in Teacher Education

Physical Education

Program	Duration	Eligibility	Career Prospects Employment Opportunities
B.P.Ed	2 years	Pass in graduation in any discipline and as per university selection procedure.	Jobs in School/ College/ Physical Trainer
D.P.Ed	2 years	Pass in 10+2 or equivalent with 50% of marks in any stream	
BPES	3 years	Pass in 10 + 2 examination or equivalent from any recognised education Board/ University	
BPES(LE)	1 years	Pass in two years diploma in Physical Education	Jobs in School/ College/ University, Physical Trainer/Sports/ Job in Govt. and Private sector as teacher, instructor, coach etc.
MPES	2 years	Minimum 50% marks (Gen/OBC) and 45% (SC/ST) with B.P.Ed. (4-year integrated / 1-year or 2-year), B.P.E., B.Sc. (Physical Education), or B.P.E.S. degree.	

Yoga & Naturopathy

Program	Duration	Eligibility	Career Prospects Employment Opportunities
PGDYET	1 year	Any graduate	Yoga Teacher, Therapist, Psychologist, Inspector in MNCs, Health/Yoga Clubs, or pursue NET/JRF/SET, Ph.D., and Assistant Professorship in colleges and universities.

Special Education

Program	Duration	Eligibility	Career Prospects Employment Opportunities
B.Ed.Spl.Ed. (ID)	2 years	Graduate or post graduate in any discipline with minimum 50 % (45% in case SC/ST/ OBC) aggregate marks	Teaching in Secondary level and at special schools
M.Ed.Spl.Ed.(ID)	2 years	B.Ed. Spl. Ed (ID) / B.Ed. General with D.Ed. Spl. Ed (ID) with 50% marks (RCI).	Professional preparation of teacher educators- engaged in continuous professional development of teachers
Integrated B.A. B.Ed. Spl.Ed.(ID)	4 years	Pass in 10 + 2 with 50% marks	Teaching in Secondary level and at special schools
Integrated B.A. B.Ed. Spl. Ed. (Visually Impaired)	4 years	Pass in 10 + 2 with 50% marks	They can appear the CTET and TET exam i.e. for Central and State Level, RCI Registered Rehabilitation Professional in Clinic, Nursing home, Hospitals, Counseling centers, Special Educator or Children with Visual Impairment in Inclusive school, Special school and General school.

Clinical Psychology

Program	Duration	Eligibility	Career Prospects Employment Opportunities
B.Sc. Clinical Psychology (Hons.)	4 years	Pass in 10+2 (Science stream) or an equivalent examination with a minimum of 50% marks is required	Psychology Assistant / Research Assistant, Counsellor (Entry-Level / Assistant), Behavioral Therapist Assistant, Mental Health Educator / Advocate, Market Research Specialist
Professional Diploma in Clinical Psychology	1 years	M.A. or M.Sc. in Psychology (Counseling, Clinical, or Applied Psychology) from a UGC-recognized university with a minimum of 55% marks in aggregate (50% for SC/ST/OBC candidates, as per GOI norms).	
M. Phil in Clinical Psychology	2 years	M.A / M.Sc degree in the Psychology with 55% marks in aggregate, Preferably with special paper in Clinical Psychology .	

Nursing

Program	Duration	Eligibility	Career Prospects Employment Opportunities
ANM	2 years	Pass in 10 + 2 (any discipline) examination; Age 17-35 only Female (SC/ST 5 years relaxation).	Hospitals(Government /Private), NUHM, NRHM, NRLM, Healthcare consultancy firm, Hospitality industry, Medico-legal consultancy firm, Insurance sector (Government/ Private)
GNM	3 years	10+2 with English (Min. 40% aggregated for General, 35% for SC/ST, any stream), Age: 17-35 (SC/ST 5 years relaxation), Both genders eligible.	Hospitals(Government /Private), NUHM, NRHM, NRLM, Healthcare consultancy firm, Hospitality industry, Medico-legal consultancy firm, Insurance sector (Government/ Private)
B.Sc. Nursing	4 years	Candidates with Science (Physics, Chemistry, Biology) in 10+2 with at least 45%(40% in case of ST/SC/OBC) aggregate marks and pass in English.	Hospitals(Government /Private), NUHM, NRHM, NRLM, Healthcare consultancy firm, Hospitality industry, Medico-legal consultancy firm, Insurance sector (Government/ Private)

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Our Resources

Experience global exposure through French and Japanese Language electives and collaborative projects with IIT Delhi (Virtual Lab setup).

Cutting-Edge Campus Facilities

- Wi-Fi 6 enabled 5G-ready campus ensuring seamless digital learning.
- Smart Classrooms with interactive smart boards and modern laboratories for hands-on innovation.
- Well-equipped workshops featuring 3D printers to encourage creativity and research.
- Enriched Library and Book Bank facilities to support every learner.

Comfort & Care Beyond Academics

- Separate hostels for boys and girls with 24x7 security under full CCTV surveillance.
- On-campus medical center with residential doctors, nurses, and 24x7 ambulance service.
- Focus on holistic well-being through Yoga for All and indoor/outdoor gyms.
- 24-hour power backup ensuring uninterrupted campus life.
- 60 plus state-of-the-art laboratory.

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Around **2,500 students** received scholarships of **12.5 CRORE** from 26 Different Government, ICFAI University, and UGC schemes Approx
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