IUT Journal of Advanced Research and Development

Volume 10, No. 2 (October 2024-March 2025)

ISSN: 2455-7846

Published by

ICFAI University, Tripura

Kamalghat, Mohanpur, Agartala-799210,

Tripura (W) Ph: 0381-2865752/62

Toll Free No. 18003453673 Website: www.iutripura.edu.in

ISSN: 2455-7846

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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Sl. No.	Title of the paper	Name of the Authors	Page Number
1	DISTRIBUTION OF NIRF 2024 RANKINGS: ANALYZING HOW UNIVERSITY TYPES AND STATE INCOME ALIGN WITH NEP 2020	Dr. Priyan. K.M, Prof. (Dr.) A. Ranganath	1-10
2	FOREIGN DIRECT INVESTMENT, UNEMPLOYMENT AND PRODUCTIVITY GROWTH IN NIGERIA.	OGUNJOBI Joseph Olufemi, AWOLEYE, Emmanuel Olayemi, TORIOLA, AnuKeshiro	11-27
3	A PILOT SURVEY ON EXISTENCE OF ETHICAL BUSINESS PRACTICES IN INDIA	Dr. Rohit Kanda Prof. (Dr.) Harish Handa, Prof. (Dr.) Pushpkant Shakdwipee	28-43
4	REPRODUCTIVE TECHNOLOGIES AND RIGHT OF WOMEN WITH SPECIAL REFERENCE TO WOMEN IN ASSAM	Dr. Mousumi Kalita	44-62
5	TECHNOLOGY-BASED LEARNING DURING THE COVID-19 PANDEMIC TO ENSURE SKILL- BASED HUMAN RESOURCEDEVELOPMENT OF BANGLADESH	Tasnim Musharrat Md. Iftekhar Arif	63-77
6	PREVENTIVE STRATEGIES OF HUMAN IMMUNODEFICIENCY VIRUS/ ACQUIRED IMMUNODEFICIENCY SYNDROME (HIV/AIDS) IN URBAN-SLUM AREAS IN NIGERIA.	Akorede Seun Nurudeen, Ajayi Ayodotun Edward , Biu Abdul kareem Adamu, Fatima Rasheed, Fadero Oluwakemi Florence MPH & Umar Adam MPH	78-91
7	HOW CORPORATE GOVERNANCE ATTRIBUTES OF BOARD SIZE, BOARD MEETING, AND AUDIT COMMITTEE INDEPENDENCE SHAPE CORPORATE FINANCIAL PERFORMANCE: INSIGHTS FROM LISTED CROSS-BORDER COMPANIES IN NIGERIA	USMAN Haruna LukmanOjedeleLawal Gbenga Festus BABARINDE	92-113

DISTRIBUTION OF NIRF 2024 RANKINGS: ANALYZING HOW UNIVERSITY TYPES AND STATE INCOME ALIGN WITH NEP 2020

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ABSTRACT

The National Institutional Ranking Framework (NIRF), established by the Ministry of Education, Government of India, has released the NIRF Rankings for Universities 2024. Public-funded institutions, including Centrally Funded Technical Institutions (CFTIs) and a few centrally funded universities, dominate the top ranks across most categories. Additionally, a significant number of state and privately funded universities and institutions are featured in the top 100 ranks across various categories and subject domains. This study aims to analyze the NIRF 2024 University rankings and explore the association between the types of universities and their ranks, as well as the relationship between State Per Capita Income and the ranks of the universities. The study is designed as an analytical study using secondary data.

The findings reveal that the type of university does not influence its NIRF ranking, indicating that universities of various types can achieve similar rankings. Similarly, State Per Capita Income does not affect the NIRF ranking of universities, suggesting that universities can attain high rankings regardless of their state's economic status. This analysis suggests that universities, whether government or private, can achieve similar rankings by focusing on key performance areas. Government universities benefit from consistent funding and established infrastructure, while private universities invest in modern facilities and industry collaborations, both contributing to high standards of education and research. Furthermore, the economic status of a state does not directly impact university rankings. While higher per capita income can enhance infrastructure, faculty quality, and research output, universities in less affluent states can still achieve high rankings through effective resource utilization and strategic initiatives. This indicates that factors such as institutional policies, leadership, and innovative practices play a crucial role in determining NIRF scores, rather than the type of university or the economic status of the state.

Keywords: NIRF Rankings 2024, Private and Government Universities, and State Percapita Income.

ISSN: 2455-7846

Introduction

"The state's role in providing financial support to higher education is central to providing access, equity, and funding for research. At the time, in the era of massification, private involvement in higher education is inevitable." (UNESCO -Global Education Monitoring Report)

The National Institutional Ranking Framework (NIRF), established by the Ministry of Education, Government of India, has released the NIRF Rankings for Universities 2024. "The ranking framework evaluates institutions based on five broad groups of parameters, namely Teaching, Learning and Resources (TLR), Research and Professional Practice (RP), Graduation Outcome (GO), Outreach and Inclusivity (OI), and Perception (PR). Ranks are assigned based on the total scores across these parameters." (Government of India, 2024)

In the 2024 NIRF Rankings, the Indian Institute of Science (IISc), Bengaluru has secured the top position, followed by Jawaharlal Nehru University (JNU), New Delhi, and Jamia Millia Islamia, New Delhi. These rankings reflect the institutions' commitment to academic excellence, research output, and overall contribution to the education sector. The NIRF rankings serve as a valuable resource for students, parents, and policymakers in making informed decisions about higher education in India.

"It can also be observed that public-funded institutions including CFTIs, and a few centrally funded universities hog most of the top ranks in almost all categories of rankings. Moreover, a significant number of state and privately funded universities and institutions appear in top 100 ranks in various categories and subject domains of ranking." (Government of India, 2024)

Private universities have shown remarkable performance, reflecting their growing prominence in the Indian higher education landscape. Notably, universities such as Amrita Vishwa Vidyapeetham, Manipal Academy of Higher Education, and Birla Institute of Technology and Science (BITS) Pilani have consistently ranked among the top institutions, showcasing their strong emphasis on innovation, infrastructure, and student outcomes.

The success of private universities in the NIRF Rankings 2024 can be attributed to their strategic focus on enhancing teaching and learning resources, fostering research and professional practice, and promoting inclusivity and outreach. These institutions have invested significantly in state-of-the-art facilities, faculty development, and industry collaborations, contributing to their high rankings. The performance of private universities in the NIRF Rankings 2024 highlights their vital role in shaping the future of higher education in India and providing quality education to a diverse student population.

ISSN: 2455-7846

NEP 2020: Bridging Educational Equity and Enhancing NIRF Rankings Through University Type and State Income Analysis in India

The National Education Policy (NEP) 2020 aims to transform India's education system by focusing on access, equity, quality, affordability, and accountability. It envisions creating a more holistic, multidisciplinary education system that can contribute to making India a global knowledge superpower.

NEP 2020 encourages the establishment of multidisciplinary institutions and the integration of vocational education. This could lead to a more diverse range of universities being ranked higher in the NIRF, as they would be better equipped to meet the new criteria. Importantly, this framework eliminates bias regarding whether an institution is private or government-run. By focusing on quality education, innovation, and inclusive practices, NEP 2020 ensures that all universities have an equal opportunity to excel and achieve high NIRF rankings regardless of their governance. This approach supports the idea that excellence in education is not confined to the type of institution but is determined by their commitment to holistic and forward-thinking educational practices.

The policy's focus on equitable access to education could help bridge the gap between states with varying per capita incomes. By improving the quality of education in less affluent states, the NIRF rankings could become more balanced, reflecting a more equitable distribution of high-quality institutions across the country.With the NEP 2020's push for quality and accountability, universities might be more motivated to improve their research output, teaching quality, and inclusivity**.** This could lead to higher NIRF rankings for institutions that align well with the policy's goals.

University Type (government or private) on NIRF Rankings

The type of universities, whether government or private, can influence the NIRF (National Institutional Ranking Framework) rankings in several ways. Government universities often have more established infrastructure and resources due to government funding. However, some private universities also invest heavily in state-of-the-art facilities to attract students and faculty. Government universities may have more access to research grants and funding from government bodies, which can enhance their research output and professional practices. Private universities, on the other hand, may focus on industry collaborations and practical applications of research.

Graduation outcomes, including metrics such as placement records, higher studies, and entrepreneurship, are important for both government and private universities. Private universities may have more flexibility in adapting their programs to industry needs. Government universities often have policies to promote

ISSN: 2455-7846

inclusivity and outreach, such as reservations for underrepresented groups. Private universities may also have initiatives for inclusivity, but their approaches can vary widely. The perception of an institution among peers, employers, and the public can significantly impact its ranking. Government universities often have a long-standing reputation, while private universities may invest in marketing and branding to enhance their perception.

Private universities have their strengths, such as flexibility and innovation in their curriculum, allowing them to quickly adapt to industry trends and demands. They often invest heavily in state-of-the-art infrastructure and facilities to attract students and faculty, enhancing the learning experience and research capabilities. Strong ties with industries lead to better internship and placement opportunities for students, and these collaborations can result in practical and application-oriented research. Private universities may focus more on student satisfaction and employability, leading to better graduation outcomes and higher placement rates. (Srivastava, 2023).

However, private universities face challenges such as limited access to substantial government funding, which can restrict their ability to invest in research and development. They may need to invest more in marketing and branding to build their reputation, as government universities are often perceived as more prestigious. Inclusivity and outreach policies in private universities can vary, impacting their NIRF scores. Additionally, private universities need to comply with various regulatory requirements, which can sometimes be challenging and may limit their operational flexibility.

Private universities have the advantage of flexibility, innovation, and industry collaboration, they face challenges related to funding, perception, and regulatory compliance. Both types of universities have their unique strengths and challenges, and their performance in NIRF rankings depends on how well they leverage their strengths and address their challenges.

State Per Capita Income on NIRF Rankings of Universities in India

The per capita income of a state can have an impact on the NIRF (National Institutional Ranking Framework) ranking of the universities within that state. Higher per capita income can lead to better funding for universities, which can improve infrastructure, faculty quality, and learning resources. This can positively impact the Teaching, Learning & Resources (TLR) score. Additionally, states with higher per capita income may have more resources to invest in research and development, leading to more research publications, patents, and industry collaborations, which can improve the Research and Professional Practice (RP) score.

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Moreover, higher per capita income can lead to better job opportunities and higher salaries for graduates, improving the graduation outcomes score, as it considers metrics like placement and higher studies. Wealthier states might also have more resources to support outreach programs and scholarships for underrepresented groups, improving the Outreach and Inclusivity (OI) score. Furthermore, universities in states with higher per capita income might have better reputations due to better facilities, faculty, and research output, positively influencing the perception score.

Objectives of the Study

1. To analyze the NIRF 2024 University ranking and explore the association between the types of universities and their ranks.
2. To analyze the NIRF 2024 University ranking and State Per Capita Income, and explore the association between State Per Capita Income and the ranks of the universities.

Hypotheses of the study

1. There is no significant association between the type of University and NIRF ranking.
2. There is no significant association between State Per Capita Income and NIRF ranking of universities.

Method

The study is designed as an Analytical Study using Secondary Data. The University rank list has been taken from www.nirfindia.org. Types of Universities are identified from www.ugc.gov.in and Per Capita Income across India in the financial year 2023, by state, is collected from www.statista.com. The universities have been categorized into four tiers: Top Tier (Ranks 1-25), Upper Middle Tier (Ranks 26-50), Lower Middle Tier (Ranks 51-75), and Bottom Tier (Ranks 76-100). Types of universities are categorized into two: Government and Private. The states and union territories are categorized into four income groups: Low-income (Less than 1 Lakh), Lower-Middle Income (1 to 2 Lakhs), Upper-Middle Income (2 to 3 Lakhs), and High Income (More than 3 Lakhs). Chi-square test has been employed to test the significant association between the variables.

Analysis and Interpretation

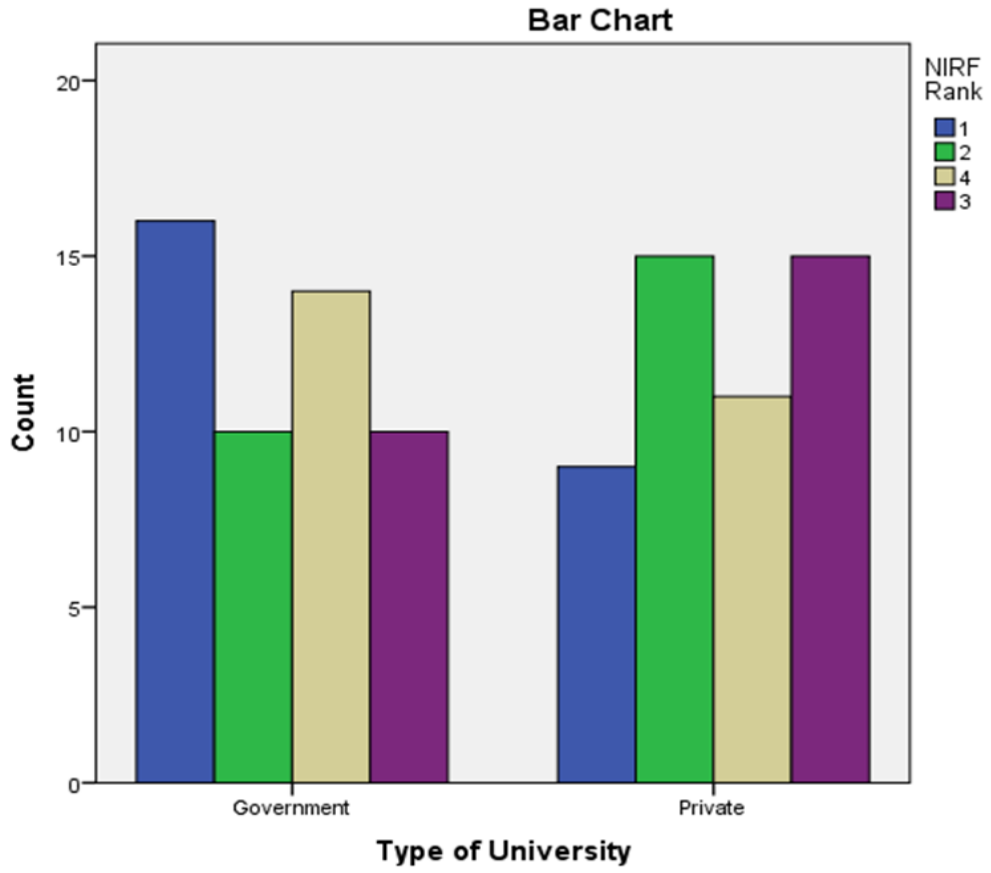
Hypothesis Ho1: There is no significant association between the type of University and NIRF ranking.

ISSN: 2455-7846

Table 1 : Association between type of the University and NIRF Rank

	Value	df	Sig
Pearson Chi- Square	**4.32**	**3**	**0.229**

The hypothesis Ho1 states that there is no significant association between the type of University (government or private) and the NIRF ranking. The results of the Pearson Chi-Square test are as follows: the Pearson Chi-Square value is 4.32, the degrees of freedom (df) is 3, and the significance level (Sig) is 0.229. Since the significance level (0.229) is greater than the common alpha level of 0.05, we fail to reject the null hypothesis (Ho1). This means that there is no significant association between the type of University and the NIRF ranking based on the given data.



Hypothesis Ho2: There is no significant association between State Per Capita Income and NIRF ranking of universities.

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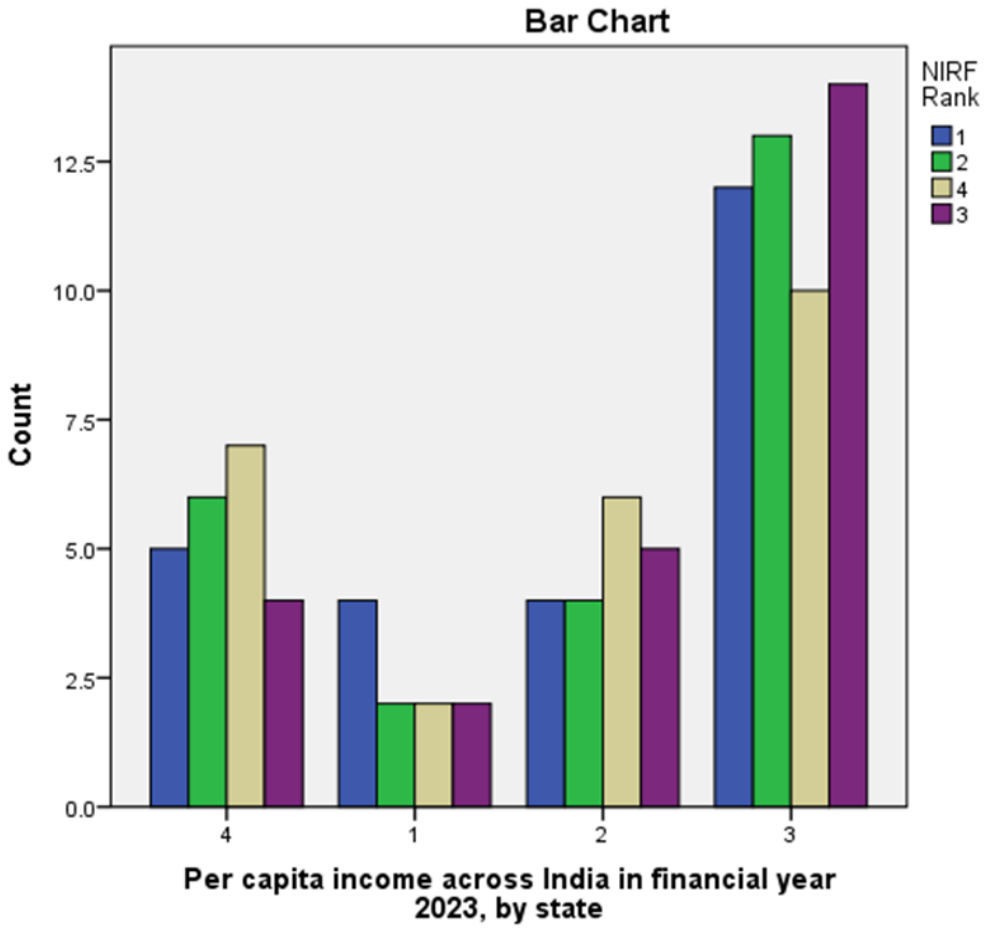
Table 1 : Association between State Per Capita Income and NIRF Rank

	Value	df	Sig
Pearson Chi- Square	**3.40**	**3**	**0.94**

The hypothesis posits that there is no significant association between State Per Capita Income and NIRF ranking of universities. The results from the Pearson Chi-Square test, with a value of 3.40 and degrees of freedom (df) of 3, yield a significance (Sig) value of 0.94. Since this significance value is much greater than the commonly used threshold of 0.05, the null hypothesis cannot be rejected. This indicates that there is no significant association between State Per Capita Income and NIRF ranking of universities. In other words, the data does not provide sufficient evidence to conclude that the per capita income of a state is associated with the NIRF ranking of its universities.



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Findings

- The type of University does not influence its NIRF ranking, indicating that universities of various types can achieve similar rankings.
- State Per Capita Income does not affect the NIRF ranking of universities, suggesting that universities can attain high rankings regardless of their state's economic status.

Discussion

The analysis of NIRF (National Institutional Ranking Framework) rankings reveals that the type of university, whether government or private, does not significantly influence its ranking. This finding suggests that universities of various types can achieve similar rankings, indicating that factors other than the type of university play a crucial role in determining their NIRF scores. Government universities often benefit from established infrastructure and resources due to consistent government funding, enhancing their research capabilities and professional practices. However, private universities also invest heavily in state-of-the-art facilities to attract students and faculty, demonstrating that both types of institutions can achieve high standards of infrastructure and resources. Government universities typically have more access to research grants and funding from government bodies, which can boost their research output, while private universities may focus more on industry collaborations and practical applications of research. This focus can lead to significant advancements and innovations, contributing positively to their NIRF rankings.

Graduation outcomes, including placement records, higher studies, and entrepreneurship, are critical metrics for both government and private universities. Private universities often have more flexibility in adapting their programs to meet industry needs, resulting in better placement rates and higher student satisfaction. Government universities, with their policies promoting inclusivity and outreach, also perform well in these metrics, ensuring a balanced approach to education and employability. The perception of an institution among peers, employers, and the public significantly impacts its ranking. Government universities often have a long-standing reputation, which can positively influence their NIRF scores, while private universities may invest in marketing and branding to enhance their perception. Both strategies can be effective in achieving high rankings, depending on how well they are executed. Ultimately, the type of university does not inherently determine its NIRF ranking; rather, the ability to leverage strengths and address challenges effectively is what determines success in the NIRF rankings.

The analysis of the relationship between state per capita income and the NIRF (National Institutional Ranking Framework) rankings of universities reveals intriguing insights. While it is often assumed that

ISSN: 2455-7846

higher per capita income in a state would naturally lead to better university rankings due to increased funding and resources, the findings suggest otherwise. Higher per capita income can lead to better funding for universities, significantly improving infrastructure, faculty quality, and learning resources, which directly impacts the Teaching, Learning & Resources (TLR) score. Additionally, states with higher per capita income often have more resources to invest in research and development, leading to an increase in research publications, patents, and industry collaborations, thereby boosting the Research and Professional Practice (RP) score. Better job opportunities and higher salaries for graduates in wealthier states can improve the graduation outcomes score, while more resources to support outreach programs and scholarships for underrepresented groups can enhance the Outreach and Inclusivity (OI) score. Furthermore, universities in states with higher per capita income might enjoy better reputations due to superior facilities, faculty, and research output, positively influencing the perception score.

Despite these advantages, the findings suggest that universities in states with lower per capita income can still attain high NIRF rankings. This could be attributed to several factors, such as efficient resource utilization, where universities in economically disadvantaged states develop strategies to ensure that available funds are used effectively to maximize impact. These universities might also adopt innovative teaching, research, and administrative practices that compensate for the lack of financial resources, leading to significant improvements in various ranking parameters. Additionally, universities may focus their efforts on excelling in specific NIRF metrics that are less dependent on financial resources, such as faculty qualifications, student satisfaction, and academic outcomes. Collaborations with national and international institutions can provide additional resources and opportunities for universities in lower-income states, helping them improve their rankings. These findings challenge the conventional belief that higher state per capita income is a prerequisite for high NIRF rankings, highlighting that universities can achieve excellence through efficient resource management, innovation, and strategic focus on key performance metrics, promoting a more inclusive and equitable higher education landscape.

Conclusion

The analysis of NIRF rankings reveals that neither the type of university nor the state per capita income significantly influences the rankings. This suggests that universities, regardless of being government or private, can achieve similar rankings by focusing on key performance areas. Government universities benefit from consistent funding and established infrastructure, while private universities invest in modern facilities and industry collaborations, both contributing to high standards of education and research.

ISSN: 2455-7846

Similarly, the economic status of a state does not directly impact university rankings. While higher per capita income can enhance infrastructure, faculty quality, and research output, universities in less affluent states can still achieve high rankings through effective resource utilization and strategic initiatives. This indicates that factors such as institutional policies, leadership, and innovative practices play a crucial role in determining NIRF scores, rather than the type of university or the economic status of the state.

The findings of this study align with the vision of NEP 2020, which aims to ensure that all institutions, regardless of type or location, have the opportunity to excel. By promoting a more holistic and flexible curriculum, NEP 2020 encourages innovative teaching methods, inclusive education practices, and robust institutional policies. This holistic approach aligns well with the study's conclusion that internal strategies and leadership are more crucial than external factors like university type or state income in determining NIRF rankings. NEP 2020's focus on improving the quality of education across all institutions can thus empower universities to achieve high standards and compete on a level playing field, further enhancing the overall educational landscape in India.

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ABOUT THE UNIVERSITY

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 50+ different programs.

ACCREDITATIONS

- University Grants Commission (UGC)
- National Assessment and Accreditation Council (NAAC)
- Bar Council of India (BCI)
- National Council for Teacher Education (NCTE)
- Rehabilitation Council of India (RCI)
- Tripura Nursing Council (TNC)
- Indian Nursing Council (INC)
- MSME(HI/BI), Govt of India has recognised as Host Institute to Support for Entrepreneurial and Managerial Development of MSMEs through Business Incubators

MEMBERSHIP

- Member of the Association of Indian Universities, New Delhi, India
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- Member of Institute of Engineers (India)
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- Member of Academy of Hospital Administration, Govt of India.
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- National HRD Network (NHRDN), Gurgaon
- Inter- University National Cultural Board (IUNCB)
- Amazon Internet services Pvt. Ltd for AWS (Cloud Computing) Program
- Oracle Academy
- Indo-Australian Chamber of Commerce

RANKING/ CERTIFICATES

- 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).

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- Integrated MCA
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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	4 Years	Pass in 10+2 examination with 45% marks from science discipline	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.

Basic 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. Mathamatics (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

Liberal Arts

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
B.A. Journalism and Mass Communication	4 Years	Minimum10+2 (in any discipline) with 40% or above marks in aggregate	Reporter, Journalist, News Editor, or Photojournalist in print, electronic or digital media, Public Relations Officer,Content Writer/ Developer for websites, blogs and social media, Filmmaking and Radio jockey, Advertising campaigns, Social Media Manager
B.Sc. Journalism and Mass Communication	4 Years	Minimum10+2 (in Science Stream) with 40% or above marks in aggregate	
M.A. Journalism and Mass Communication	2 Years	Minimum Graduation (in any discipline) with 45% or above marks in aggregate	Director of Communications for advertising campaigns, Content writer/ Developer for websites, blogs and social media,Journalist/ Photojournalist, Filmmaking and Radio Jockey (RJ),Screenwriter, Sound Engineer, TV Correspondent, Producer, Art Director, Technical Communication Specialist , Web Producer
M.Sc. Journalism and Mass Communication	2 Years	Minimum B.Sc. or B. Tech Degree with 45% or above marks in aggregate.	

Law

Program	Duration	Eligibility	Career Prospects Employment Opportunities
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
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
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	4 Years	Pass in 10 + 2 (any Discipline) examination with minimum 40% marks	Financial Analyst/ Investment Banker/ Risk Manager/ Actuary/ Public Sector Policy Analyst/ Economic Advisor/ Public Sector Economist/ Central Bank Analyst/ Management Consultant/ Trade Specialist/ Data Analyst/ Statistician/ Market Research Analyst/ Startups and Business Ventures
B.Sc. Economics	4 Years	Pass in 10 + 2 with minimum 45 % marks in Mathematics	Financial Analyst/ Economist /Management Consultant /Data Scientist/ Public Policy Analyst/ Financial Manager/ Marketing Manager/ Research Analyst/ Economic Advisor/ Statistician/ Market Research Analyst/ Startups.
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
Executive MBA	2 Years	Graduation in any discipline with 45% and above aggregate marks, with a minimum of two 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
Master of Hospital Administration (MHA)	2 Years	Graduate with 40% aggregate marks (Preference will be given to MBBS, BDS, BHMS, B.Sc Nursing, BPT, BAMS, B.Sc Allied Health Science, Bioscience, General Science, Veterinary Sciences & B.Sc Pharma)	Hospitals(Government /Private), NUHM, NRHM, NRLM, Healthcare consultancy firm, Hospitality industry, Medico-legal consultancy firm, Insurance sector (Government/ Private)
M.A Economics	2 Years	Candidates must hold BA/B.Sc. Honours degree in Economics with a minimum of 45% aggregate marks (or equivalent).	Public Policy Analyst/ Economic Advisor/ Central Bank Analyst/ Trade Specialist/ Public Sector Economist/ Management Consultant//Professor/ entrepreneurial ventures in policy-related domains.
M.Sc. Economics	2 Years	Candidates must hold a B.Sc. Honours degree in Economics with a minimum of 45% aggregate marks (or equivalent).	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 Emergency Medical Technology	4 Years	Pass in 10 + 2 (Science Discipline) with 45% marks in PCB (5% relaxation for SC/ST/OBC Candidates)	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.
B.sc. in Cardiac Care Technology	4 Years	Pass in 10 + 2 (Science Discipline) with 45 %marks in PCB (5% relaxation for SC/ST/OBC Candidates)	Opportunity in Government /Private Hospitals in cardiology department, different cath- labs or diagnostic centers. Eligible for postgraduate courses.
B.sc. in Dialysis Therapy Technology	4 Years	Pass in 10 + 2 (Science Discipline) with 45 % marks in PCB (5% relaxation for SC/ST/OBC Candidates)	Opportunity in Government /Private hospitals, NRHM, NUHM, NGO, clinics/ healthcare setup offering dialysis treatment. Eligible for Post Graduation courses in dialysis.
Bachelor in Health Information Management	4 Years	Pass in 10 + 2 (any Discipline) with 45 % 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.
B.Sc. Medical Lab Technology (BMLT)	4 Years	Pass in 10 + 2 (Science Discipline) with 45% marks in PCB (5% relaxation for SC/ST/OBC Candidates)	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.
B.Sc. Medical Lab Technology (BMLT) (LE)	3 Years	Pass in 3 years diploma with 45% marks in aggregate (5% relaxation for SC/ST/OBC Candidates)	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 in Medical Lab Technology (MMLT)	2 Years	Candidate must have passed degree, e.g. B.Sc. MLT/ B.Sc. Physiology/ Microbiology/ Biotechnology/ Biochemistry or equivalent B.Sc. Biosciences from a recognized 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

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 year	Pass in two years diploma in Physical Education	
MPES	2 years	Candidates must have passed with at least 50% marks for Gen/OBC and 45% for SC/ST category, B.P.E.D (4yr. integrated) /B.P.E.D (1yr. or 2yr.)/B.P.E (3yrs.)/ B.sc (Physical Education)/ B.P.E.S (3yrs.)	Jobs in School/ College/ University, Physical Trainer/Sports/ Job in Govt. and Private sector as teacher, instructor, coach etc.

Yoga & Naturopathy

Program	Duration	Eligibility	Career Prospects Employment Opportunities
PGDYET	1 year	Any graduate	Yoga Teacher in Schools, Yoga Therapist/ Yoga Psycologist/ Yoga Inspector in MNC's, Health Club,Yoga Club
B.A. in Yoga	3 years	Pass in 10 + 2 (Arts/Commerce) with minimum 40% aggregate marks.	
B.Sc. in Yoga	3 years	Pass in 10 + 2 (Science) with minimum 40% aggregate marks.	

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
D.Ed.Spl.Ed. (IDD)	2 years	Pass in 10 + 2 (any Discipline) with minimum 50% (45 % in case SC/ ST/ OBC) aggregate marks.	Special schools, Sarva Siksha Abhiyan/ Resource teacher in General School/ Integrated/ Inclusive setup
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.Com /B.Sc./ B.Ed. Spl.Ed.	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 (any Discipline)	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
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 .	Qualified professional & extensive inputs & widespread Clinical experience to acquire the necessary skills in the area of Clinical Psychology

Library And Information Sciences

Program	Duration	Eligibility	Career Prospects Employment Opportunities
B.Lib.I.Sc.	1 Year	Graduate in any discipline	School/ College/ University/ district/ State / National Librararies, Bank, Govt. Services, NGO's, Research
M.Lib.I.Sc.- Int.	2 Years	Graduate in any Discipline	
M.Lib.I.Sc.	1 Year	Graduate with B.Lib.I.Sc	

Nursing

Program	Duration	Eligibility	Career Prospects Employment Opportunities
GNM	3 years	10+2 with English and must have obtained a minimum aggregated score of 40% marks for the general candidates for any stream •35% SC/St candidates marks required from any stream • Age should be 17-35 (and for SC/ST 5 years relaxation) • Boys & Girls both are eligible	Hospitals(Government /Private), NUHM, NRHM, NRLM, Healthcare consultancy firm, Hospitality industry, Medico-legal consultancy firm, Insurance sector (Government/ Private)

P.hD

Program	Duration	Eligibility	Career Prospects Employment Opportunities
Engineering (CE, CSE, ME, ECE,EE), Science (Physics, Chemistry,Mathematics),Allied Health Sciences (Molecular Biology, Clinical Bacteriology, Clinical Biochemistry), Management (OB, HR, Marketing, Finance), Economics, Commerce, Law, English, Psychology, Education, Spl. Education, Sociology, Physical Education, Political Science, Philosophy	4 years	A two-year postgraduate degree or equivalent from a recognized Institution, with 55% marks or equivalent CGPA in concerned subject. or A regular, full time M.Phil degree from any recognized University	Faculty position, Scientist, Post-doc researcher

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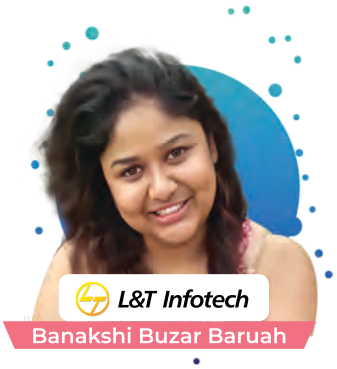
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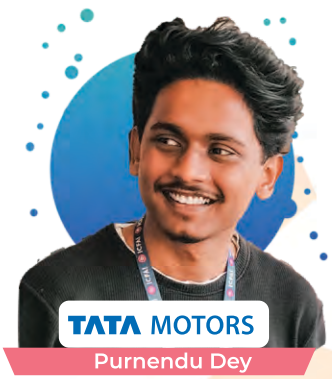
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