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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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TECHNOLOGY-BASED LEARNING DURING THE COVID-19 PANDEMIC TO ENSURE SKILL- BASED HUMAN RESOURCE DEVELOPMENT OF BANGLADESH

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ABSTRACT

Technology- based learning encourages self-driven learning. During the Covid-19 period, learners can benefit more from self-directed learning in terms of improving individual knowledge, skills and critical thinking abilities. The study is focused on finding the ways of effectiveness of technology- based learning for skill based development of human resources at the time of Covid-19. This study employs a combination of qualitative and quantitative methods, with a focus on skill-oriented technology-based learning.The findings of this study emphasize the significance of planned teaching and learning opportunities. Technology-based learning might be an option for ensuring learners' constant involvement with the learning process. Teacher beliefs about technology-based teaching and learning are a key barrier. Learning through technology-based programs and raising learners' knowledge of economic independence can be steps toward effective technology-based learning.

Keywords: *Technology-based learning (TBL), Self- driven learning, Critical thinking abilities, Teachers' Belief, Blended learning.*

Introduction

People now have faster and more comprehensive access to information. There has been a paradigm shift from books to ICT. Personal skill development is becoming increasingly simple and affordable. Anyone can learn everything they determine without or instead of institutionalization by using technology. Truly educated and skilled citizen is the demand of todays' world. (World Development Report, 2019).

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The onset of the novel coronavirus made everything from world economies to social rituals (Schulten, 2020) devastated. The coronavirus triggered the first phase nationwide lockdown in Bangladesh which began on March 17, 2020.

Covid-19 causes an abrupt transition from traditional classroom-based instruction to technology-based learning. It was extremely difficult for countries like Bangladesh to deal with this rapid circumstance.For that reason, the International Labour Organization (ILO) estimated that 195 million jobs could be lost (UNDP, 2020). One of the most preferred ways to subdue the effect of this crisis is to enact the COVID-19 containment measures in their respective territories (De Brouwer, Raimondi & Moreau, 2020).

The expanding world of technology allows people to do whatever they want to support their livelihoods and provide mental satisfaction. Many people become financially independent by pursuing their passions. The innovative world is creating new job opportunities. Many existing jobs are being retooled into new forms, resulting in innovative and sometimes unexpected skill combinations. Workers who bring emerging skills into relevant technical fields of expertise-such as teachers who are good at web design and actuaries who are proficient in big data analytics—are likely to be in high demand (World Development Report,2019).

The COVID-19 pandemic is prompting many colleges and universities to abruptly and comprehensively adopt online learning, remote work, and other activities to help contain the spread of the virus. In the past decade, institutions have recognized the importance of advising, early alerts, degree planning, and other services to help students attain their academic goals affordably and efficiently. Lederman (2020) justly stated that due to the COVID-19 crisis teachers and students both find themselves in the situation where they felt compelled to embrace the digital academic experience as the summum bonum(supreme good) of the online teaching-learning process. A wide range of new applications and technologies to support student success are now available and may prove invaluable to help students adapt to fully remote learning. EDUCAUSE data from 2019 reveal that many, but far from all, institutions, students, faculty, and staff are ready and able to use these technologies during the pandemic.(Grajek & Brooks, 2020)

Technology-based learning has emerged as the predominant medium of teaching for educational institutions globally because to the COVID-19 crisis. The teaching process has been entirely transformed for this reason. Technology-based learning offers the opportunity to maximize student potential. Research published in the International Review of Research in Open and Distance Learning, state that “the amount learned from the online classroom is somewhat greater than in the traditional lecture-based courses.” Plus,

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even the least-prepared people acquired knowledge just as well as those who were already 'skilled' in the subject.

This study is focused on how the university level students' utilize technology-based learning during the Covid-19 pandemic to ensure skill-based learning in Bangladesh context. The objective of the study is to find out the present status of skill-based learning among the university level students' and how to make it more effective for Human resource development of Bangladesh.

Literature Review

Technology-based learning (TBL) constitutes learning via electronic technology, including the Internet, intranets, satellite broadcasts, audio and video conferencing, bulletin boards, chat rooms, webcasts, and CD-ROM. TBL includes tutorials, web conferences, online forums, simulations, and gaming, among other methods.

While the increasing number of new tools and technologies may seem overwhelming at first, educators understand the benefits of instruction led by this new technology. Older teaching traditions are being left behind or supplemented with new teaching practices, allowing students and teachers to become better equipped for the emerging, interconnected, and technologically-influenced world around us.

Some learning approaches are now designed specifically for this new technology, but most are older approaches simply supported by it, allowing educational institutions and classrooms across the world to reach new heights.

Automation is reshaping work and the skills demanded for work. (WDR, 2019). The demand for advanced cognitive skills (Krueger and Kumar, 2004) and socio-behavioral skills (Cunningham and Villaseñor, (2016); Deming, (2017)) is increasing, whereas the demand for narrow job-specific skills is waning. (Hanushek et al., 2017). Adaptability is a great skill increasingly demandable in the job market. This combination of specific cognitive skills (critical thinking and problem-solving) and socio-behavioral skills (creativity and curiosity) is transferable across jobs. (WDR, 2019).

Candy, Crebert and O'Leary (1994) and Knapper and Cropley (2000) have discussed just how this might be achieved, especially in the context of higher education. They argue that colleges and universities have traditionally considered their roles as teaching students the current best practices in terms of knowledge and skills in various fields, but that equipping students with the general skills to direct their learning throughout their lives and in the vast array of situations they will encounter after completing formal education is an even more crucial task. This is especially important in an era of unprecedented rapid and fundamental change, in which comparatively few students will ever directly use the disciplinary

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knowledge they acquire in university. These authors call for a shift in emphasis that would teach students to 'learn how to learn'.

Deep and surface learning, for instance, have been studied extensively, and a good deal is now known about the factors that encourage the adoption of deep strategies in university settings (Knapper and Cropley 2000) or the workplace (Kirby et al. 2003).

How our educational system will be reconstructed following the crisis, as well as any necessary modifications to the curriculum and evaluation methods. When they transfer to a higher level of education or enter the workforce, many students in the COVID-19 cohort will be concerned about experiencing long-term disadvantages in comparison to others who studied "normally." The requirements of skills-sector programs (Technical and Vocational Education and Training, or TVET) require particular attention, even if approaches to remote learning will obviously differ between elementary (primary) school and postsecondary education. Graduates of this kind of program will be crucial to the rehabilitation of the economy. It is feasible to give them the hands-on instruction they need via distance learning, but particular preparations are needed.

Research questions

1. How students use technology based learning to the improvement of personal and career development by doing online courses?
2. How young graduates are utilizing technology based learning to build opportunity to make themselves as effective skilled based Human resources?

Methodology

The study followed a mixed method approach. Both survey and focus group discussion were conducted in a parallel session during the same period. The participants of this study were selected from the students' of University of Chittagong. Data collected through FGD supported the findings to gain insights about the present practice of technology based learning among the students' involved in higher education which helped to maintain the validity of the findings.

Data gathered through online survey using questionnaires. Two types of questions were used in the questionnaires: structured and semi structured questions. This questionnaire was used only to gather information about students' understanding on technology based learning and impact of TBL on skilled based learning. Focus group discussion was conducted to understand in depth thinking of the participants. There were 120 participants who responded to the scripts of the survey between age ranges from 20 to 28

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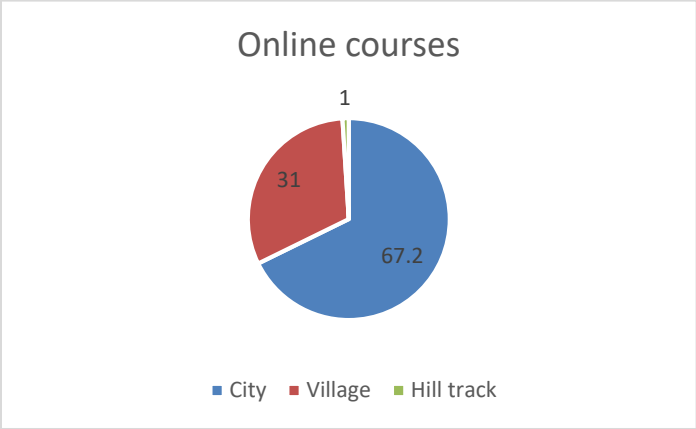
years. Participants were selected through convenient sampling (who agreed to participate voluntarily). From these participants, 8 participants were again selected conveniently for focus group discussion.

Data analysis was conducted by following two steps. The numerical data was analyzed through descriptive analysis to understand the level of learning of the participants and the focus group discussion was analyzed through thematic analysis.

Findings

Ways in which young graduates are building new learning experience in Covid-19 period

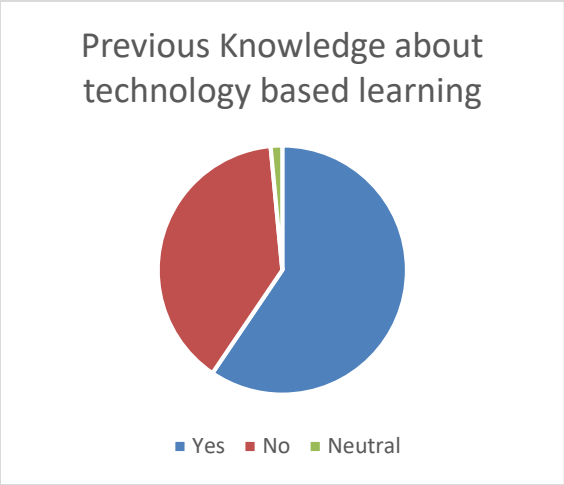
A semi structured questionnaire was developed based on the outcome of the previous analysis. This questionnaire was developed for in depth understanding of the thinking of participants about technology-basedlearning and their desire from it. About 67.2% students are attending online courses from Cities and 31% did this from Village areas. Only 1 student responded to attend online courses from Hill tracks. To participate in the online courses students used mainly Smart phone (86.2%) as the medium, 17.2% used laptop and the rest of them have no smartphone/laptop so they had to use from others.



Knowledge about Technology based learning

Among the participants 67.2%shared about their previous experiences of technology-based learning. Participants' interest is a prior issue in this case. Maximum participants who were not experienced about claimed they weren't finding interest about the offered or selected courses. They wanted to learn something new but fail to find the way out of fixing the challenges towards reaching the goals. Some of them claimed that they didn't have time. It seems like an excuse because in this stage of time won't be a big obstacle if they eagerly want to learn something. Thrust for learning something is the main motivation to divert them into Technology-based learning. Cost of the courses is a barrier for a few portion of participants. Cost is a major issue for the participants' of this age group. Covid-19 gave most of them a

chance to pursue their courses in free of cost. They considered it as an opportunity.55.20% had previous knowledge about skill based learning, 36.20% had no previous knowledge about skill based learning and rest of the were not aware about how it works.

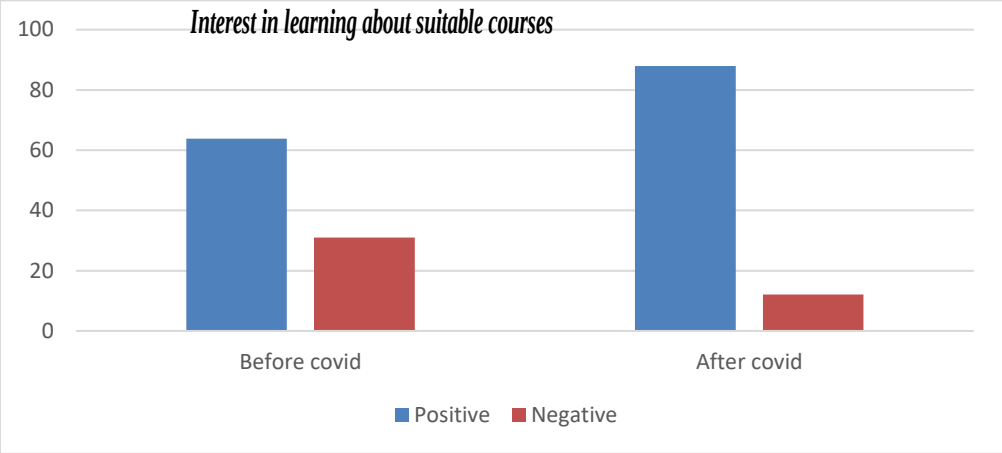


Using website for Technology based learning

Maximum students used Coursera (69%) as teaching-learning module or platform attended before participation in online courses, 12.1% used Udemy, 19% used Edx. Zoom (89.7%) platforms are being used by facilitators and participants in online courses. Google meet (22.4%), Microsoft Team viewer (1.7%) Google Classroom (19%) Skype (3.4%) Facebook (25.9%), (6.9%) were used as other platforms.

Interest in learning about suitable courses

Right now 87.9% are attending online courses and 12.1% admitted that they never attend to any online courses.Their opinion about attending before in any live session or online training or teaching-learning platform before Covid-19 negative for 63.8% and 31% answered positively. Rest percentages answered maybe because they felt like they were not concerned about their attendance.



Career transition

To do something new or do something of their own idea is the idea of a large portion of participants (38%) and want to start something new. They want to work independently by turning themselves into self-employed. A good portion (36%) want to involve themselves into Volunteering, Mentoring and Part-Time work. A few number of participants (26%) wanted to follow the traditional way that is Employment to Retirement though the number is not that high.

The value of the strategic teaching and learning opportunities

55.2% students responded confidently that attending online courses can improve their skills, 39.7% thought maybe it could be helpful, only 3 students were negatively approached their opinion. But sometimes they feel stressed about attending online courses at least in 32.8% cases, 39.7% were not feeling stressed and 27.6% were not sure about their feeling in this regard. Their concentration at the time of lectures during online courses should that they could not keep their concentration in full class duration about 72.4% times, 27.6% claimed that they could keep the track with the whole class. 53.4% surely think or believe that online courses can play supportive roles to increase their skills, 41.4% answered that maybe it can be supportive but not sure.37.9% students believe online courses can be supplement of regular courses, almost same percentages (34.5%) think negatively. 27.6% students take it neutrally.

Facilitators' engagement

Facilitators' enjoyment while conducting online courses is very important. 41.4%students responded that facilitators' response was positive engagement in the online courses and 51.7% were not sure about their response. Rest of them found no sign of enjoyment among the facilitators. 39.7% facilitators applied assessment strategies during online classes,48.3%sometimes used assessment strategies and 12.1% didn't use any assessment strategies.34.5% students think that online classes support

participatory approach, 43.1% maximum participants remain neutral about their opinion and 20.7% disagreed about this.

It is difficult to learn in online classes rather than traditional classes it was the opinion of 44.8% people, 27.6% remain neutral and 17.2% disagreed on this matter. Teachers' Belief on technology-based teaching and learning is a major challenge in academic online course perspective. Online learning concept carries a huge transaction for the teachers' also. Coping up with this shifting from the middle of nowhere is facing a huge challenge as well.

Emergency education framework

51.7% strongly agree with the opinion that it is necessary to build an emergency education framework in education policy of Bangladesh, 36.2% agree also agree about this and others remained neutral in this case.

Skills participants are building at this time of Covid-19

They tried to gather informative issues and managed challenging situation. Learning, communicating skill, Technology based learning smoothing their ways to learn. Participants of this research were using English as a second language so did some courses to improve their English spoken quality. Participating in virtual meetings were also brought drastically change in their concept of learning. The courses they choose were very much versatile like: ICT, Inclusive Education, child protection, family education, video editing, Photography, violin playing,graphic designing, cooking, improving teaching ability,Powerpoint presentation, template making, News presenting, film making, Leadership, Business, different language

based courses, E-awareness, social marketing, social skills, health skills, thinking skill. They claimed that these courses were very self-motivating for them. Educational psychology based courses get the most preference from almost all the participants. Learning word-press skills, Excel works, Microsoft office management skill, web development, obtaining certificate based courses from reputable organizations like UNICEF and others. Some participants tried to enrich their knowledge about Religion perspectives.

The challenges in online skill building courses

Poor internet connection, Internet access, less concentration, mental pressure, lacking of participatory based learning, costly, communication barrier, uninterrupted electricity & ensure the bufferless internet connectivity, lack of stable device and internet connection, high rate of mobile data,lack of internet connection, lack of concentration, monotony, data purchasing problem,Network lacking and device shortage, To make skilled properly, time management,

'Reluctance ' is more effective. Technical issues. Many can't practice. Then poverty is an issue. Many can't attend this skill building courses for the lake of mobile and computer. Otherwise many thinks not being a regular based learning it is unnecessary. Maintaining Time schedule, lack of network frequency, lack of proper technology device.Some claimed that they were not mentally comfort to learn courses in online, that’s why their answers were not clear.Ensuring stable internet connection, Noise free place played important roles.

After attending online courses they felt stressed and bad headache. Students do not concentrate perfectly and internet network is very low in the village. It’s hard to control students. Multimedia device not available. Lacking of 3G network, academic environment and interactive conversations. No tools to practice more, lack of lab class, no enjoyment in class.

Participants suggested some of the ways to recover the losses in the educational institutions during this COVID-19 pandemic

Submit assignment and proper managed online Class, effective classes, regular assessments, completing exams in time can be some way outs. Taking participatory classes using technological support in mind refreshing way.Facilitator should be trained up taking effective class. Finding an alternative way for evaluation and keep the courses running through online course, assignment, reports.

Institute should make a proper schedule and try to take online classes supporting the students who are not capable of having a smartphone.It is complicated to recover the losses without person to person meeting so everyone should further think about session. Thinking about change in our educational system. Where

student can learn by practicality. Building an emergency education framework. Additional assessment theory could be a solution. Ensured solution like economic funding, take a big steps or bigger solution form our government policies, changed the inner curriculum and working on developing that right now. Online class should be given class video should be given class lecture classes should be uploaded in youtube. Verbal assessment after class will be helpful to make pupil concentrate more on their classes.However the generation will be skilled in both traditional learning and online learning. Classes should be more students centric.

Suggestions to overcome the challenges of online skill building courses

It is very important to solve poor net connection and smart phone problem**.** Proper management through developing connection problems and ensure learners catchment areas.Strong communication system, assessment, improve broadband connection and teacher skill were participant main concern.Classes should be more participatory.Uninterrupted electricity & high speed internet connectivity should be ensured. Class lecture should turn into more interactive and interactive. Trained personnel must needed to provide standard online courses.Make mobile data available for using educational apps with strong network.Create concern in education and technical leadership.Improve technological opportunity to ensure proper, fun and dynamic environment. Advantages of technology-based teaching and learning will be focused.Time selection should be done according to the topic length can mitigate boredom and building monitoring team for better result. Good network system, increasing education facilities for rural area, keep patience for learning something. Build up a strong network system**.** Training how to use online program makes teachers creative, the more students concentrate.Making sure of everyone has smart device to attend course. Making class more interactive by face to face conversation and using attractive visualization. Assessing the attendees before, after and throughout the course.

Online skill building courses can be helpful for future endeavor

- Developed inner qualities
- In future it will help us to build up as technologically skilled nation.
- It can add a new skill or qualification besides traditional certificate based degrees.
- It can enlarge skills and makes the participants to grow faster than they were in previous time.

Focus group discussion

The final part of the analysis was the Focus Group Discussion. There are some open ended questions to clearly posturize the idea of lifelong learning of the participants. There positive attitude towards technology-based learning was reflected on the FGD. This focus group discussion was conducted as

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supportive information to the findings of data analysis and clear idea about their feelings towards technology-based teaching and learning. This discussion emerged into themes-

They took online platform as a chance to communicate with the facilitator and took the facilities to learn whatever they wanted to learn.

i. Desirable skills of the participants

Participants considered technology-based learning a major step towards skill-based learning. They derived technology-based learning as a development of learners' soft skills. Covid-19 help us to adopt with the word Technology-based learning. Facilitators and learners both are getting used to this Technology-based learning. They showed their interest about graphic designing, increase technological knowledge, competency in spoken English, scientific research related skill, vocational education, mass communication, adaptability, presentation skill, recitation, apply academic knowledge to professional world, sign language, fashion designing, self-development, social welfare, space science, computer typing, handicraft work, medical assistance, video editing. It was really a privilege to get to know about their most desirable and versatile skills. One of the participants shared about his roles both as a learner and a facilitators. As a learner Udemy supported him with various courses he wanted to learn at the time of Covid-19 and as a facilitator he tried to apply this knowledge as a trainer of graphic designing courses.

ii. Changes in Job market

Professional people got the technological assistance from the young graduates. One of the participants shared about his experience of Rotary Club how he managed to assist them by making zoom meeting easy for them. Graphic designing, banner preparation, online promotion got the reach of maximum people because of increasing use of online platform. Both teachers and facilitators took the help of the learners to get the technological help. This is a huge shifting. They got the opportunity and succeed to keep link with the professionals. They got the chance to attend international conferences. Transaction of regular office work into E-system gave employees the opportunity to know that office work could be done smoothly without direct interaction. Covid-19 was a chance to build up their soft skills.

iii. Qualities and competencies to enrich participants' quality of life

They gave their opinion responding in various ways. They mentioned about the qualities like open minded nature and having respect to anyone's view, technical education, efficient use of man power, mathematical competency, knowing about the expending global technology, ICT literacy, patience, adaptation quality, outsourcing, non-biased attitude, logical behavior, ethics and values, respect to laws, communication skill, spreading the knowledge, politically awareness, environmental literacy. They

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wanted to enrich themselves by enrolling into training program, formal institution, ICT based learning, online based learning programs, social media, print and television media.

Discussion

- All the participants have access to cellular phones, laptops or other electronic devices with internet connection and they can gather various kinds of information through this. Participants use it as a device for communicating, education purpose, job searching, getting general and sports news, getting updated information of share market and so on. Participants agreed about getting the access to various types of reading materials instantly and finding learning materials on their desired field. They can get the access to any kind of library from anywhere. It can reshape their knowledge and scaffolding it with proper information in proper way.
- Participants shared about getting chance to acquisition of English as a second language from native speakers through online language acquisition related courses. It would not possible to get this opportunity free of cost if Covid-19 did not happened. They take it as a chance.
- Maximum students want to develop their communication skill and considering it as a source of doing great in both personal and professional life. They emphasis on participating in some training in online on communication skills if they can get the chance. Covid-19 was a chance for the young people. But they used to with mobile device more than other devices.
- In focus group discussion, one of the participants shared her experience of assessment where participants were assessing each-others assignments before the final assessment. It helps them to realize each-others opinion and learning style. They also got a clear idea of the different assessment system of other countries. She thought that it gave her a chance to involve in other countries education system, got the chance to learn from them and upgraded herself. Participants found their link by their writing where direct communication was absent.
- Technology-based learning demands depend on the interest level of the people. Everybody does not have the equal demand, interest or access. Individual person has individual plan, taste, learning or knowledge acquisition style and goal. Some participants think that this kind of learning is important for their professional life and maximum students think that it can enrich living standard of both their social and personal life.
- Covid-19 situation moved our elderly people towards technology. Our elderly people are now bound to use the technology. Situation demand made them to do regular works like office meetings, taking online class, searching content in internet etc.

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- Technology-based learning is structurally dependent on the trends of educational policies, the university and the job markets. The collaboration all of these can promote in more effective mode. To build a learning society, social empowerment and economic self-reliance, ensuring people's access to services, and to support and develop people's inner potentialities is essential (Dhaka Ahsania Mission).
- Covid-19 gives us the chance for remote learning. They can get the chance to attend any courses from anywhere in the world. But it can't be possible for the participants living in the hill tracks.
- Online courses can be supportive for teaching method like student centric learning if participants and facilitators both are equally interested about learning. Participants thought that online courses can provide the facilitators personal spaces and apply their creative thinking.
- Young people are good at soft skill and can easily cope with the changed situation. So impact of after Covid-19 changed situation left people unemployed but young people believe that they can overcome the situation using their technology-based skills.
- One of the participant shared about his experience off video editing using Stop Motion. He got the chance to learn this from online platform. He got the chance to apply this knowledge in the promotional video making for his organization.

Recommendations

- Students want to learn so all they need is the proper support through proper channel. Ensuring the chance and maximum facilities for all citizens to gain and enrich their knowledge are the major challenges.
- Using ICT as a media of technology-based learning can work as an opportunity. Digital resources and services via internet can provide opportunity to instant learning and opportunity to overcome barrier of time, logistic support and space. But we can do some SWAT Analysis to get the ideas about the opportunities as well as threats because maximum people are not very much aware about the proper use of ICT.
- People should be information literate and be alert about how to gather information strategically and use it appropriately. Rethinking about the design of literacy (information, language etc.) training can be a good strategy.
- As a developing country economical factor is a major concern. Ensuring cost effective technology-based learning opportunity should be introduced which can provide a holistic and personal economic growth by using the skills gained from technology-based learning.

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- Basic Education with adequate infrastructure and trained teachers need to be accessible and non-discriminating.
- To make technology-based learning effective we have to ensure that the participation and positive attitude of young generation towards it. We have to find out the thinking and practice of the young adult about technology-based learning.
- A community of learning culture can be developed. Learning community and its impact to peoples' life can be a positive source of promoting effective technology-based learning.They can share their personal experience among themselves and support each other.
- An overall structured framework for ensuring technology-based learning is needed to make our future generation more skilled and resourceful through this. Apart from limited resources and support, students are trying to finding way out to learn something new gives this paper a very positive vive.
- Further research among the mass level of people can provide more vast and in depth knowledge about the complete scenario of technology-based learning in Covid-19 period in Bangladesh.

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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).

SCIENCE AND TECHNOLOGY

- B.Tech (CE, ME, ECE, EE, CSE)
- B.Tech (Lateral Entry)
- B.Sc. in Data Science & AI
- BCA
- Integrated MCA
- MCA
- M.Tech - CSE
- M.Tech - Structural Engineering
- M.Tech - Water Resource

BASIC SCIENCE

- B.Sc. Physics (Hons)
- B.Sc. Chemistry (Hons)
- B.Sc. Mathematics (Hons)
- M.Sc. Physics
- M.Sc. Chemistry
- M.Sc. Mathematics

EDUCATION

- B.Ed
- MA Education
- M.Ed

LIBERAL ARTS

- B.A. English (Hons.)
- B.A/B.Sc. Psychology (Hons.)
- M.A English
- M.A/M.Sc-Psychology
- B.A. /B.Sc. Journalism and Mass Communication
- M.A. /M.Sc. Journalism and Mass communication

ALLIED HEALTH SCIENCES

- B.Sc. in Emergency Medical Technology
- B.Sc. in Cardiac Care Technology
- B.Sc. in Dialysis Therapy Technology
- Bachelor in Health Information Management
- B.Sc. in Medical Laboratory Technology (BMLT)
- B.Sc. in Medical Laboratory Technology (BMLT) *(Lateral Entry)*
- Master in Medical Laboratory Technology (MMLT)

CLINICAL PSYCHOLOGY

- M.Phil in Clinical Psychology

Ph.D

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.

MANAGEMENT & COMMERCE

- BBA
- B.Com (Hons.)
- B.A./B.Sc. Economics
- MBA
- Executive MBA
- M.Com
- MA./MSc. In Economics
- Master in Hospital Administration (MHA)

LAW

- BA-LLB (Hons.)
- BBA-LLB (Hons.)
- LL.B
- LL.M (2 Years)

SPECIAL EDUCATION

- B.Ed. Spl. Ed. (ID)
- D.Ed.Spl. Ed. (IDD)
- M.Ed. Spl. Ed. (ID)
- Integrated B.A. B.Ed. Spl. Ed. (ID)
- Integrated B.Com. B.Ed. Spl. Ed. (ID)
- Integrated B.Sc. B.Ed. Spl. Ed. (ID)
- Integrated B.A. B.Ed. Spl. Ed. (Visually Impaired)

NURSING

- GNM

LIBRARY AND INFORMATION SCIENCES

- B.Lib.I.Sc.
- M.Lib.I.Sc.- Integrated
- M.Lib.I.Sc.

PHYSICAL EDUCATION

- B.P.Ed
- D.P.Ed
- B.P.E.S
- B.P.E.S (Lateral Entry)
- M.P.E.S

YOGA & NATUROPATHY

- Post Graduate Diploma in Yoga Education and Therapy
- B.Sc. in Yoga
- B.A. in Yoga

Programs Offered at ICFAI University Tripura

Science and Technology

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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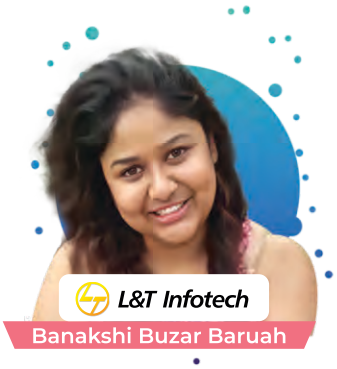
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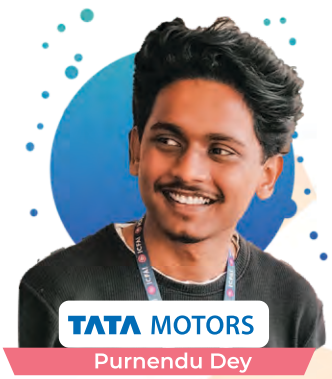
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Our Resources

Team of Experienced Faculty Members who are alumni of reputed institutions like IITs, IIMs, NITs, National Law Universities & other renowned Institutions.

- Wi Fi 6 Enable Campus / True 5G campus
- Smart classroom equipped with Interactive smart boards
- Modern laboratories
- Well-equipped workshop / 3D printers
- Enriched library / Book bank facility
- Separate hostel for boys and girls
- Full campus is under CCTV surveillance
- Yoga for all
- Medical center featuring on-site residential doctors and nurses.
- 24 x7 Ambulance service
- Gymnasium / Outdoor gym
- ICFAI University Tripura is having its professional football club named ICFAI FC
- 24 Hours power generator back-up etc.
- Full campus is covered by JIO Wi-Fi, ICFAI ***Wi-Fi 6***

Unique Features

- Fee concession for students from North Eastern States
- N J Y Memorial Scholarships
- Merit Scholarships during Admission and also during study at University
- Signed MOA with IIT Bombay for setting up North Eastern Region Spoken Tutorial FOSS HUB at ICFAI University Tripura
- French & Chinese Language as Elective Course for all Programs
- Setup Virtual Lab in Collaboration with IIT, Delhi.

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