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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 the special volume.

We feel proud to bring the special issue of the online IUT Journal of Advanced Research and Development. We consider that the contribution in this special issue will help in the inclusive and sustainable growth process. Keeping in tune with this dignified idea, the special issue of IUT-JARD has addressed some current problems covering diversified field such as firstly, the social ramifications of urbanization growth: challenges associated with urban poverty and community development. Secondly, A comparative study on interpersonal needs, personality traits, and psychological well-being in relation to suicidal ideation among emerging adults. Thirdly, a cross-sectional study evaluating the professional quality of life and coping strategies among trainee teachers and health care trainees. Fourthly, Executive dysfunction in alcohol dependence: A focus on perseverative and non-perseverative errors and Fifthly, Knowing the unknown: a neurocognitive study on LGBTQ+ individuals. Finally, the information contains in this journal special 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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## A COMPARATIVE STUDY ON INTERPERSONAL NEEDS, PERSONALITY TRAITS, AND PSYCHOLOGICAL WELL-BEING IN RELATION TO SUICIDAL IDEATION AMONG EMERGING ADULTS

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### ABSTRACT

*The aim of this research is to examine the relationship between personality traits, psychological well-being and interpersonal needs in suicidal ideation among emerging adults, suggesting that thwarted belongingness is likely to activate the desire for suicidal behaviour, providing insight into how an individual's autonomy may play a role in response to suicidal ideation which can guide the experience of the needs and carry forward such behaviour. The design of the current study is correlational quantitative between groups research design. This study used a descriptive survey method to assess self-report measures of suicidal ideation, personality traits, interpersonal needs, and psychological well-being levels. Purposive sampling was used to select samples. The data was collected through an online survey with the help of Google forms which included the consent form, along with the six selected standardized scales. Participant responses were statistically analyzed with the data instruments of the study. Kendall's Tau B and Mann Whitney U Test were utilized with a 0.05 level of significance, respectively.*

**Keywords:** Suicidal Ideation, Big-Five personality traits, Psychological Well-being, Interpersonal Needs, Emerging adult

### INTRODUCTION

The term *suicide*, derived from the Latin “self-murder,” was first used by Sir Thomas Browne in *Religio Medici* (1642) (Schneidman, 1976). It refers to a self-inflicted, intentional act of ending one's life (Bhatia, 1992). Suicide has been conceptualized across psychological, social, medical, and legal domains (Aggarwal et al., 1994), and remains a major public health concern worldwide (WHO, 2014)

Suicidal ideation encompasses thoughts of death, planning, or engaging in self-injurious behaviours (Reynolds, 1988). Suicidal behaviour exists on a continuum, ranging from ideation to plans and attempts, and represents a strong predictor of completed suicide (Nock et al., 2008; Carter et al., 2005). In India, suicide rates remain high, with NCRB (2019) reporting over 1.39 lakh deaths, particularly concentrated among young adults aged 15–29 years (Radhakrishnan& Andrade, 2012).

Psychiatric disorders, especially major depression, are closely associated with suicidality, though not all depressed individuals attempt suicide, highlighting the role of additional vulnerability and protective factors (Rihmer, 2007; Johnson et al., 2011). Constructs such as hopelessness, thwarted belongingness, and perceived burdensomeness strongly influence suicidal thinking (Van Orden et al., 2012). Personality traits, particularly neuroticism, extraversion, and openness, also correlate with these interpersonal needs (Weber et al., 2018). Given the limited accuracy of global suicide data, there is a need for systematic surveillance and theory-driven research. The present study examines suicidal ideation through the lens of Joiner's Interpersonal Theory of Suicide (2005), focusing on the relationship between personality traits, interpersonal needs, and suicidal ideation. By comparing individuals with and without suicidal ideation, the study aims to identify psychological risk and protective factors that may inform early identification and prevention strategies.

## Review of literature

Much research has focused, in the past, on trying to understand the linkages between depression and suicide. Recent paradigms, however, demonstrate a shift towards trying to understand the role of individual factors that influence suicidal ideation.

## Personality Traits compensating Suicidal Ideation

Recent research highlights the nuanced role of personality traits in differentiating between suicidal ideation (SI) and suicide attempts (SA). In a study of individuals with personality disorders, **lower extraversion** significantly distinguished those with SI from non-suicidal individuals, even after controlling for depressive symptoms and other clinical variables. Interestingly, **higher extraversion** differentiated those who had attempted suicide from those who had SI alone, suggesting that extraversion may play a complex, stage-dependent role in suicidality (Boot et al., 2022).

A large inpatient sample examined the interaction between neuroticism and extraversion. It found that individuals with **low neuroticism and low extraversion** had higher rates of suicide attempts compared to those with low neuroticism but high extraversion-suggesting that extraversion may moderate risk, particularly in multi-attempt groups (McDaniel et al., 2022)

A longitudinal study with 144 high-risk adolescents assessed at baseline, and followed up at 9 and 18 months, investigated whether neuroticism and extraversion predicted the **first onset** of depressive

disorders, anxiety disorders, or suicidal ideation. After adjusting for age, sex, and baseline subclinical symptoms, neuroticism did predict the onset of depressive disorders. However, **neither neuroticism nor extraversion** predicted the first-onset of suicidal ideation or anxiety disorders (Pawlak et al., 2025).

### Interpersonal Needs and Suicidal Ideation

The Interpersonal Theory of Suicide (IPTS) posits that *thwarted belongingness* and *perceived burdensomeness* are key predictors of suicidal ideation. Recent studies provide support for this model across diverse populations. For instance, in individuals experiencing first-episode psychosis, higher levels of both thwarted belongingness and perceived burdensomeness differentiated those with suicidal ideation from those without, although these constructs did not predict severity of ideation (Taylor et al., 2020).

In community samples, research has demonstrated that psychological distress predicts suicidal ideation more strongly when burdensomeness or belongingness is high, with belongingness acting as the stronger moderator and burdensomeness playing a more powerful mediational role (Hill et al., 2023; Preece et al., 2023). Longitudinal evidence from Spanish university students further confirmed that thwarted belongingness and perceived burdensomeness predicted suicidal ideation over time, with hopelessness acting as a mediator (Martínez-Alés et al., 2023).

In military populations with PTSD, re-experiencing, avoidance, and hyperarousal symptoms were linked to increased suicidal ideation, but only through the mediating effect of perceived burdensomeness (Bryan et al., 2021). Similarly, workplace factors have been identified as significant: abusive supervision was found to heighten thwarted belongingness and burdensomeness, both of which contribute to suicidal risk (Wu et al., 2023).

### Positive Mental Health and Resilience

Beyond risk factors, positive resources also influence suicidal ideation. Teismann et al. (2018) found that positive mental health buffered the relationship between depression and suicidal ideation among German university students. Those with higher well-being did not show increased suicidal ideation despite experiencing depressive symptoms, suggesting a resilience effect.

### Indian Context—Emerging Research

In India, innovative approaches have emerged. A recent study applied machine learning algorithms to data on childhood trauma and mental health in young adults, achieving up to 95% accuracy in predicting suicidal behaviors (Patel et al., 2024). This underscores the potential of artificial intelligence in suicide prevention within the Indian context.

### Method

#### Participants and Sampling:

N=32 emerging adults (ages 18–25 years) were recruited through purposive sampling. Participants were equally divided into two groups; individuals with suicidal ideation ( $n = 16$ ) and without suicidal ideation ( $n = 16$ ).

### Inclusion& Exclusion criteria:

For the experimental group, a higher score on the Beck Scale for Suicide Ideation (BSSI) was required; whereas for the control group, low BSSI scores and absence of psychiatric morbidity (as screened by the GHQ-28) were required. Individuals having history of chronic medical illness, psychiatric or neurological disorders, or any physical disability were not included for the study.

### Design

The study employed a **between design** with two groups (with vs. without suicidal ideation). Participants were first screened using the **Beck Scale for Suicide Ideation (BSSI)**. Individuals who scored above the cutoff for suicidal ideation were placed into **Group 1 (With Suicidal Ideation)** and those who scored low on the BSSI were further screened with the **General Health Questionnaire (GHQ-28)** to confirm the absence of psychiatric morbidity; these individuals were placed into **Group 2 (Without Suicidal Ideation)**. Total N=39 participants were recruited using purposive sampling.

### Measures

The tools that used in the study were, a) **Beck Scale for Suicide Ideation** (BSSI; Beck & Steer, 1993) having 19 items assessing severity of suicidal intent ( $\alpha = .88$ ); b) **Beck Hopelessness Scale** (BHS; Beck, 1974) consists of 20 true/false items assessing pessimism about the future ( $\alpha = .93$ ); c) **Acquired Capability for Suicide Scale** (ACSS; Van Orden et al., 2008) having 7 items assessing fearlessness about death ( $\alpha = .69-.72$ ); d) **Interpersonal Needs Questionnaire** (INQ-15; Van Orden et al., 2012) of 15 items measuring thwarted belongingness and perceived burdensomeness ( $\alpha = .81-.90$ ); e) **Big Five Inventory** (BFI-44; John & Srivastava, 1999) consists 44 items to assess personality traits ( $\alpha \approx .77-.81$ ); f) **Ryff's Psychological Well-Being Scale** (Ryff, 1989) having 42 items covering six dimensions of well-being ( $\alpha = .70-.78$ ), and to screen psychiatric morbidity GHQ-28 (Goldberg & Hillier, 1979).

### Procedure

Data were collected online through Google Forms. Participants first completed consent forms and demographic details, followed by the study measures. Those endorsing severe suicidal ideation were immediately directed to a debriefing page with crisis helpline contacts. Participation was voluntary, confidential, and anonymous.

## Data Analysis

Data were analyzed using *Jamovi (version 1.6.23)*. Between-group differences were tested with the Mann–Whitney U test, and Kendall’s Tau-b correlations assessed associations among suicidal ideation, interpersonal needs, personality traits, hopelessness, acquired capability, and psychological well-being.

## RESULT

**Table 1.** Mann-Whitney U test for differences between with and without suicidal ideation regarding thwarted belongingness and perceived burdensomeness.

				95% Confidence Interval	
	Statistic	p	Mean difference	Lower	Upper
Thwarted Belongingness	74.5	<b>*0.045</b>	-9.000	-15.00	-4.18e-5
Perceived Burdensomeness	121.0	0.806	1.000	-8.00	9.00

Note: significant  $p \leq 0.05^*$

A significant difference was found ( $p < 0.05$ ) for thwarted belongingness, with a mean difference of -9.000 and a 95% confidence interval for the difference ranging from 15.00 to 4.18e-5.

**Table 2.** Mann-Whitney U test for differences between with and without suicidal ideation regarding psychological well-beings.

				95% Confidence Interval	
	Statistic	p	Mean difference	Lower	Upper
PWB-Au	63.5	<b>*0.015</b>	-4.000	-7.00	-1.00
PWB-Env.Mas.	101.5	0.323	-1.000	-4.00	1.00
PWB-PG	122.5	0.850	2.04e-6	-4.00	5.00
PWB-PR	108.5	0.472	2.000	-3.00	6.00
PWB-PL	118.5	0.732	-5.45e-6	-4.00	4.00
PWB-SA	119.0	0.748	1.000	-4.00	5.00

significant  $p \leq 0.05^*$

Note: *PWB-Au.*(Psychological Well-being-Autonomy); *PWB-Env.Mas.*(Environmental Mastery); *PWB-PG*(Personal Growth); *PWB-PR*(Positive Relations); *PWB-PL*(Purpose in Life); *PWB-SA*(Self-Acceptance).

The p-value for PWB-Au is 0.015, which is less than 0.05, indicating a statistically significant difference in autonomy between individuals with and without suicidal ideation. The mean difference is -4.000, and the 95% confidence interval is -7.00 to -1.00, which does not include zero, further supporting a significant difference. This suggests that there is a difference in autonomy levels between the two groups.

For all other PWB subscales, the p-values are greater than 0.05. This indicates no statistically significant difference in these aspects of psychological well-being between individuals with and without suicidal ideation.

**Table 3.** Mann-Whitney U test for differences between with and without suicidal ideation regarding personality traits.

95% Confidence Interval					
	Statistic	p	Mean difference	Lower	Upper
BFI-Ex.	122.0	0.83	1.000	-3.00	5.00
BFI-Ag.	110.0	0.50	1.000	-3.00	5.00
BFI-Cons.	114.0	0.60	1.000	-2.00	3.00
BFI-Neu.	77.5	<b>*0.05</b>	4.000	-4.78e-5	8.00
BFI-Op.	99.0	0.27	-1.336	-4.00	1.00

*BFI-Ex.*(Big Five Inventory-Extraversion); *BFI-Ag.*(Agreeableness); *BFI-Cons.*(Conscientiousness); *BFI-Neu.*(Neuroticism); *BFI-Op.*(Openness).

The result suggest that neuroticism is significantly associated with suicidal ideation at 0.05 level. Individuals with SI likely to exhibit higher levels of neuroticism traits.

## Inter-correlations of study measures

**Table 4.** *Inter-correlations for the Suicidal Ideation, Hopelessness, Thwarted Belongingness, Perceived Burdensomeness and Acquired Capability.*

Suicidal Ideation	N=16		Hopelessness	Thwarted Belongingness	Perceived Burdensomeness	Acquired Capability
		Kendall's Tau B	-0.009	-0.301	0.125	0.045
		p-value	0.963	0.119	0.520	0.818

Note. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Kendall's Tau B shows there is no significant correlation between suicidal ideation and other study variables as their p-values are greater than the conventional significance level of 0.05.

**Table 5.** *Inter-correlations for the Suicidal Ideation and five personality traits of BFI-44items.*

Suicidal Ideation	N=16		BFI-Ex	BFI-Ag.	BFI-Cons.	BFI-Neu.	BFI-Op.
		Kendall's Tau B	0.181	-0.107	-0.182	0.090	0.093
		p-value	0.356	0.581	0.355	0.645	0.642

Note. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

The result suggests suicidal ideation has non-significant associations with all five personality traits. None of these correlations reached statistical significance at the  $p < .05$  level.

**Table 6.** *Inter-correlations for the Suicidal Ideation and six dimensions of Ryff's psychological well-beings scale.*

			PWB-Au	PWB-Env.Mas.	PWB-PG	PWB-PR	PWB-PL	PWB-SA
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<b>Suicidal Ideation</b>	<b>N=16</b>	Kendall's Tau B	-0.242	-0.046	-0.134	0.072	0.118	0.108
		<i>p</i> -value	0.214	0.816	0.491	0.713	0.549	0.581

Note. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Based on the *p*-values, none of the correlations presented in this table are statistically significant at the  $p < 0.05$  level. This suggests that in this particular sample ( $n=16$ ), there is no relationship between suicidal ideation and any of the six dimensions of Ryff's psychological well-being.

## DISCUSSION

This study examined the role of personality traits, interpersonal needs, psychological well-being, hopelessness, and acquired capability in emerging adults with and without suicidal ideation. Unlikely no significant group differences were found in the Big Five traits excepts neuroticism, suggesting that broad personality dimensions may not directly distinguish suicidal ideation. Prior research similarly links neuroticism to affective distress and vulnerability (Eysenck, 1970; Fanous, Prescott, & Kendler, 2004), yet its predictive value for suicidality remains inconsistent. Significant differences emerged in thwarted belongingness and autonomy, partially supporting hypotheses. These findings highlight the importance of interpersonal disconnection and reduced self-determination in suicidal ideation. Consistent with ecological and longitudinal evidence, diminished well-being and weak personal goal commitment are linked to greater risk of suicidality (Bray, 2006; Brunstein, 1993; Sheldon & Houser-Marko, 2001).

Further, suicidal ideation did not significantly correlate with hopelessness, acquired capability, interpersonal needs, personality traits, or well-being dimensions, suggesting that group differences may be more discriminative than continuous associations.

Overall, results underscore that thwarted belongingness and autonomy may serve as key markers of suicidality in emerging adults. Clinically, interventions aimed at strengthening social connectedness and fostering autonomy may enhance suicide prevention efforts.

## CONCLUSION

The IPTS may provide a rough theoretical basis from which researchers and clinicians can begin to conceptualize and assess the suicidal desire of emerging adults. Given the unique experience and other

variables along with the level of psychological well-being of an individual can be affected by thwarted belongingness. Further work is necessary to enhance the validity and applicability of the IPTS with personality scales and psychological well-being sub-domains for emerging adult population, including revision of the Beck hopelessness model for suicidality and validation of the acquired capability. Given the general theoretical approach to research surrounding suicidal behavior to date, such revisions are necessary to increase the chance of producing a truly correlation valid model to assess suicidal behavior.

## LIMITATIONS

This study was conducted during the COVID-19 pandemic, which posed significant constraints on data collection. All information was gathered online, which limited the researcher's control over the testing environment.

## SUGGESTIONS FOR FUTURE RESEARCH

Future research should recruit more diverse and heterogeneous samples across age, gender, and cultural backgrounds to enhance generalizability and examine cultural differences in how personality traits and psychological well-being interact with suicidal ideation. Additionally, intervention-based studies could be designed to evaluate whether targeting personality-linked vulnerabilities and enhancing psychological well-being reduces the impact of thwarted belongingness and perceived burdensomeness on suicidal ideation, thus translating these findings into preventive and therapeutic strategies.

## Ethical Considerations

The study followed ethical guidelines for human research. Informed consent, confidentiality, and withdrawal rights were ensured. Participants at high suicide risk were provided with referral information for professional crisis services.

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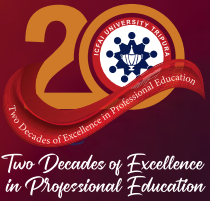
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The ICFAI University, Tripura was established in 2004 through an Act of State Legislature. The University has been approved by the University Grants Commission, under Section 2(f) of the UGC Act, 1956. ICFAI University Tripura is a multidisciplinary University offering 50+ different programs.

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- 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
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- 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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- 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



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. Mathematics (Hons.)	4 Years	Pass in 10 + 2 with 40 % marks in Mathematics	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
M.Sc. Physics	2 Years	Graduate with 45 %(40 % in case of SC/ST/ OBC) marks in Physics	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
M.Sc. Chemistry	2 Years	Graduate with 40% marks in Chemistry	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate
M.Sc. Mathematics	2 Years	Graduate with 40 % marks in Mathematics	Teaching in Schools/ Colleges/ Educational Administrator/ Corporate

**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 Psychologist/ 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 Libraries, 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)

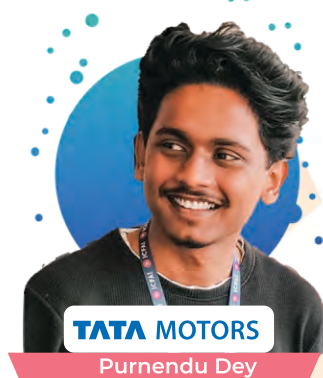
## P.hD

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

**WE ARE HERE**  
to give wings  
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**OUR STAR**  
**ACHIEVERS**



PROMINENT RECRUITERS											

## Our Resources

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

- **WiFi 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

- ICAI University Tripura is having its professional football club named ICAI FC
- 24 Hours power generator back-up etc.
- Full campus is covered by JIO Wi-Fi, ICAI **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 ICAI University Tripura
- French & Chinese Language as Elective Course for all Programs
- Setup Virtual Lab in Collaboration with IIT, Delhi.

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(g-next building), hospital road,  
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9101555707

### Agartala City Office

Colonel Chowmuhani, House no. 226797,  
Palace Compound, Agartala -799001,  
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### Manipur Office

Uripok polem Leikai, Mahum Building 3rd Floor,  
Imphal West, Pin- 795001, Manipur. Ph: 7422916755,  
7085789234, 9362807590, 7005878404

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Opp. Anjali Jewellers Ramkrishna Road, Beside Sarada Moni  
School P.O. & P.S. Siliguri. Ashrampara. Pin - 734001  
Ph: 9933377454

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Uma Bora Complex, 1st. Floor,  
Bora Service Bylane, G.S. Road,  
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