

IUT Journal of Advanced Research And Development

Special Issue (December 2025)



ISSN: 2455-7846

Published by
ICFAI University, Tripura
Kamalghat, Mohanpur, Agartala-799210, Tripura(W)
Ph: 0381-2865752/62
Toll Free No. 18003453673 Website: www.iutripura.edu.in



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.



Professor (Dr.) Dhananjoy Datta

Professor, Faculty of
Management & Commerce,
Dean–Centre for Doctoral
Programs, ICFAI University,
Tripura

Sl. No.	Title of the paper	Name of the Authors	Page Number
1	THE SOCIAL RAMIFICATIONS OF URBANIZATION GROWTH: CHALLENGES ASSOCIATED WITH URBAN POVERTY AND COMMUNITY DEVELOPMENT	<i>Prof. (Dr.) Subhasish Chatterjee, Dr. Banibrata Roy</i>	1-20
2	A COMPARATIVE STUDY ON INTERPERSONAL NEEDS, PERSONALITY TRAITS, AND PSYCHOLOGICAL WELL- BEING IN RELATION TO SUICIDAL IDEATION AMONG EMERGING ADULTS	<i>Mismita Das & Avantika Geeta Naidu</i>	21-31
3	A CROSS-SECTIONAL STUDY EVALUATING THE PROFESSIONAL QUALITY OF LIFE AND COPING STRATEGIES AMONG TRAINEE TEACHERS AND HEALTH CARE TRAINEES	<i>Abhinand.P.S & Mismita Das</i>	32-40
4	EXECUTIVE DYSFUNCTION IN ALCOHOL DEPENDENCE: A FOCUS ON PERSEVERATIVE AND NON- PERSEVERATIVE ERRORS	<i>Priya Pandey & Mismita Das</i>	41-45
5	KNOWING THE UNKNOWN: A NEUROCOGNITIVE STUDY ON LGBTQ+ INDIVIDUALS	<i>Sramana Chakraborty & Mismita Das</i>	46-54

A CROSS-SECTIONAL STUDY EVALUATING THE PROFESSIONAL QUALITY OF LIFE AND COPING STRATEGIES AMONG TRAINEE TEACHERS AND HEALTHCARE TRAINEES

Abhinand.P.S¹ & Mismita Das²

¹M. Phil. Clinical Psychology Trainee, Department of Clinical Psychology, The ICFAI University,
Tripura.

²Assistant Professor, Department of Clinical Psychology, The ICFAI University, Tripura.

abhinandsivanandan000@gmail.com; mismitadas@iutripura.edu.in

32

ABSTRACT

In India, there are wide variety of professional courses available especially in the field of engineering, medical and paramedical, legal, management, IT, administration and teacher training. Professional courses demand an individual to play role as a student as well as trainee within a constrict time-frame. Trainees, who simultaneously carry out the dual roles often experience significant challenges in both their personal and professional lives, which in turn, affects their overall well-being. The purpose of the study was to investigate the relationship between work-life balance, coping and professional quality of life among trainees of education and nursing in the West district of Tripura. From the target population total N=120 data had been collected, 60 consists in each group. Primary data were collected through structured questionnaires. Data was analysed using IBS SPSS Statistics 20 (version 0.0.0.0). Result showed the significant level of distress experienced by the individual belongs to the age range between 22 – 25 years in the professional quality of life and personal life. Further, result showed coping style such as acceptance and active coping to be significantly high on the individual for maintaining their work-life balance. In terms of efficiency, healthy coping, and striking a balance between work and personal life, the current study will assist in the development of individual stress management techniques.

Keywords: *Coping strategies, Professional quality of life, Professional trainees, Secondary traumatic stress, Burnout, Compassion-satisfaction*

INTRODUCTION

We are living our life in a competitive and everchanging world, which compel us to function at an optimum level in order to survive in this world. As we all know only the fittest can survive through dynamics of change. Hence, to survive these changes one should pay attention not only to their physical but also to psychological fitness. Physical and mental health are interconnected, with physical

issues like chronic illness causing stress or depression, and psychological challenges like anxiety leading to low energy or unhealthy behaviors(Chapman, Perry, &Strine, 2005). People have access to the facilities which can help them to maintain their physical health but unfortunately the mental health is always a forgotten story, at least for few(Patel et al., 2018). Now people other than mental health professionals, started to have open discussions about the importance of mental health. There are times, even after having the adequate knowledge regarding mental health and its role, one is easily and conveniently neglecting the fact, especially during the period of professional training. Professional courses demand an individual to play role as a student as well as trainee within a constrict time-frame. Individual enrolled under such courses struggles to meet such requirements and maintain equilibrium within the academic activities and field/practical work. Most the institutions were considering these trainees as free work force and reluctant to pay for their work and even in some institutes trainees has to pay certain fees to get their internship. It is true and admittable fact that internship and these trainings will help them to build grasp over their field of work (Perlin, 2011). Among the various professional courses, one is specialized educational programs, where individual undergo rigorous training to master certain skills and knowledge, to meet with the requirements of the related field. Professional courses are different from the other courses because of its practical sessions/field work as a requirement to fulfil for the certification or completion of the course.

In Indian context

In India, there are wide variety of professional courses available especially in the field of engineering, medical and paramedical, legal, management, IT, administration and teacher training. For each course, there are certain rules and regulations to be followed and the requirements to be meet, which are provided by the respective boards/govern bodies/authority to provide affiliation. As a part of curriculum trainees had to balance both the academic requirements and field requirements at same time. We should admit the benefit of these training but at same time, both of their physical and mental health is compromised. Apart from course activities trainees are overburden with institutional work without any monitory benefits. Eventually trainees start facing imbalance between their professional and personal life, which leads to poor time management, neglecting healthy life style, neglecting time with family, friends and leisure activities etc. While discussing about the professional courses most important consideration for helping professionals, especially the teacher training courses, where trainees basically working with the forth coming generation and health care trainees who were dealing with life and health of others. Hence both the trainees were learning theories and practical at same time it often led to difficulties in their personal life and professional life. Which effect their professional quality of life and force them to adapt with various coping strategies, which involves both negative and positive

coping mechanisms. The current study intended to know about professional quality of life and coping among trainees of teaching and health care.

Method

Research Design

The current study is a cross-sectional quantitative study, which evaluates professional quality of life and coping among helping professionals such as trainee teachers and health-care trainees.

Participants

The sample of the study includes N=120 participants, which consists of 60 trainee teachers, consider as Group 1, from the Faculty of Education, ICFAI University and 60 participants taken from health care trainees from ICFAI Nursing School, Tripura considered as Group 2. The Samples were taken from the students based on inclusion criteria such as who were undergoing fieldwork, fluent in English and were willing to participate in the study.

Procedure

The convenient sampling method was used for sample collection. Data collection was conducted in two phases. In the first phase, data were collected from students enrolled under teacher training course. Before starting data collection, permission was obtained from the concerned authority of the department as well as of the participants. Following the same procedure, the second phase of data were collected from the trainees pursuing GNM. Later, data were analyzed by using IBS SPSS Statistics 20.

Measures

Consent form: A written informed consent was obtained from the participants undergoing the study

Socio-demographic data sheet: A semi-structure data sheet was used to collect information regarding the demographic variables like as gender, age, social economic status, marital status, parental status, religion, and accommodation type.

The brief cope inventory (carver, 1997): The Brief COPE Inventory is a widely used tool for assessing how individuals cope with stress and challenging situations. Developed by Carver in 1997 as a streamlined version of the original COPE inventory, it retains essential elements of coping assessment while being easier to administer. The Brief COPE consists of 28 items across 14 distinct coping strategies, with each strategy measured through two items. These strategies include active coping, planning, positive reframing, acceptance, humour, religion, self-distraction, denial, substance use, behavioural disengagement, emotional support, instrumental support, self-blame, and venting. With a reliability of Cronbach's alpha coefficients typically above 0.70.

Professional quality of life (Stamm, 2010): The Professional Quality of Life Scale (ProQOL) is a

widely used tool for measuring both the positive and negative effects of helping others in professional caregiving settings, particularly for individuals in roles such as mental health professionals, nurses, and social workers. Developed by Stamm in 2005, the ProQOL evaluates three key dimensions: Compassion Satisfaction (CS), Burnout (BO), and Secondary Traumatic Stress (STS). The ProQOL demonstrates strong internal consistency, with Cronbach's alpha values ranging from 0.75 to 0.88 across its subscales, and studies have confirmed its construct and criterion validity

RESULT

Descriptive Statistics

The current study explores the different coping mechanisms and professional quality of life among trainees from various professional courses. Total 120 participants were participated in the study, among them 59.2% belong to the age group of 22-25 and 33.3% were belong to the age group of 18-21, in total 92.5% of data is collected from the age range of 18- 25. The total data consists of 66.7% female participants and 33.3 % were males. 92.5% of data was collected from middle socio-economic status.

Table 1 indicates the mean for 14 subscales of brief cope inventory. From the table it is relevant that acceptance ($M= 5.31$, $SD= 1.377$) and active coping ($M= 5.22$, $SD= 1.330$) were the major coping mechanisms adapted by the most of the trainee teachers and health care trainees. Another coping mechanism like planning ($M=5.20$, $SD=1.363$) positive reframing ($M=5.07$, $SD= 1.424$) and instrumental support ($M =5.03$, $SD= 1.503$) were also used by the trainees. The least used coping mechanisms were substance use ($M=3.54$, $SD= 1.449$) and humour ($M =3.89$, $SD= 1.549$).

Table 1

Coping strategies of trainees of education and trainees of health care

Sl.no	Coping strategy	Mean	SD
1.	Self-distraction	4.79	1.215
2.	Active-coping	5.22	1.330
3.	Denial	4.23	1.288
4.	Substance use	3.54	1.449
5.	Emotional support	4.88	1.481
6.	Instrumental support	5.03	1.503
7.	Behavioural disengagement	4.43	1.339
8.	Venting	4.48	1.209
9.	Positivereframing	5.07	1.424
10.	Planning	5.20	1.363
11.	Humour	3.89	1.549
12.	Acceptance	5.31	1.377
13.	Religion	5.02	1.408
14.	Self-blame	4.21	1.460

Table 2 shows the results of sub- variables of professional quality of life among 120 participants. The highest mean is for compassion satisfaction ($M= 31.3$, $SD= 5.865$) indicate the high levels of satisfaction from their role of helping professional. Burnout ($M= 28.38$, $SD = 3.851$) and secondary traumatic stress ($M= 27.63$, $SD = 5.145$) shows a slight low mean indicating the moderate levels of burnout and exhaustion caused by their role of helping professional.

Table 2

Professional quality of life among Trainee Teachers and Healthcare Trainees.

Sl.no	Sub-variables of ProQOL	Mean	SD
1.	Compassion satisfaction	31.13	5.865
2.	Burnout	28.38	3.851
3.	Secondary traumatic stress	27.63	5.145

Inferential Statistics

Further to find out the significant differences t-test was administered between the trainee teacher and health care trainee by comparing the mean.

Table 3

Independent t-test between trainee teachers and health care trainees

Sub-variables	Trainee teacher		Health care trainee		df	t	p
	M	SD	M	SD			
Self-distraction	4.60	1.23	4.98	1.17	118	-1.742	.084
Active-coping	5.27	1.49	5.17	1.15	117	.411	.682
Denial	4.23	1.29	4.23	1.29	118	.000	1.00
Substance use	3.75	1.48	3.33	1.39	110	1.585	.116
Emotional support	4.88	1.56	4.87	1.40	118	.061	.951
Instrumental support	5.08	1.38	4.97	1.62	118	.424	.673
Behavioural disengagement	4.18	1.35	4.67	1.28	118	-2.002	.048
Venting	4.42	1.31	4.55	1.09	117	-.602	.548
Positive reframing	4.83	1.55	5.30	1.25	118	-1.811	.073
Planning	5.15	1.51	5.25	1.20	116	-.400	.690
Humor	3.90	1.71	3.88	1.37	118	.059	.953
Acceptance	5.15	1.53	5.47	1.18	115	-1.263	.209
Religion	5.05	1.58	4.98	1.21	118	.258	.797
Self-blame	4.02	1.53	4.40	1.36	117	-1.444	.151
Compassion satisfaction	32.5	5.83	29.73	5.60	118	2.682	.008
Burnout	28.4	4.00	28.33	3.72	114	.142	.888
					.1		
Secondary traumatic stress	27.7	5.86	27.53	4.35	118	.194	.846

Table 3 represent the independent t- test used to compare the coping strategies and professional quality of life between trainee teacher (n=60) and health care trainees (n=60). The table shows the result that there is significant difference in behavioural disengagement. Health care trainees (M= 4.67, SD= 1.28) scores significantly higher than trainee teachers (M= 4.18, SD= 1.35) $t(118) = -2.002$, $p = .048$, indicate the higher use of behavioural disengagement among health care trainees. Compassion satisfaction between teacher trainees (M= 32.53, SD= 5.83) and health care trainees (M=29.73, SD= 5.60), $t(118) = 2.68$, $p = 0.008$, which indicate that the teacher trainees were satisfied with their helping

role when compared to the health care trainees. There is no significant difference in the other coping strategies like self-distraction, active coping, denial, substance use, emotional support, instrumental support, venting, positive reframing, planning, humour, acceptance, religion, self-blame and sub variables of professional quality of like burnout and secondary traumatic stress between trainee teachers and health care trainees.

DISCUSSION

Trainee teachers and healthcare trainees both while undergo the theory and practical face varying degrees of difficulties in managing the balance between their personal and professional lives. Such difficulties will eventually lead to burnout and secondary traumatic stress among the trainees. Majority of the participants belong to the age range of 18-25 showed the 92.5% of the whole data. Data includes 66.7% female participants and 33.3% males. The results showed that most trainees used acceptance and active coping mechanisms to manage burnout. They are aware of their conditions and ready to accept circumstances and address the problems directly. The least used coping mechanism is substance abuse. The trainees were aware of the negative impact of substances, and they are avoiding the usage of maladaptive mechanisms. A study by McKinley(2021) also reached the same findings. Hence, the adaptive coping mechanisms also lead to compassion satisfaction among the trainees. A study by Ansari and Lodhia(2013) also finds out that helping professionals will experience a high level of compassion satisfaction, that, the trainees were satisfied in their role of helping professionals. Trainee teachers who are dealing with students and health care trainees dealing with patients will have a sense of happiness for making others' lives happy. Even though trainees are experiencing average levels of burnout and secondary traumatic stress. Life stress of the trainees to meet the demands of their role may lead to significant burnout, and this is similar to the findings by Taylor et al. (2019). Although there are finding of significant usage of maladaptive coping mechanisms, the average level of burnout and secondary traumatic stress found by Jenaro et al. (2007) reveals that coping strategies alone cannot prevent it, which further raise a question into the work life balance maintain by the trainees. The study done by Shukla et al. (2012) suggested that nursing trainees were using avoidance strategies, but the result was contradictory to it. When comparing the different coping mechanism between trainee teachers and health care trainees there were no significant difference between them. Trainee teachers were using adaptive coping mechanisms like active coping, emotional support, instrumental support, humour and religion, and maladaptive mechanisms like denial and substance use. Health care trainee was engaging in positive coping mechanisms such as venting, positive reframing, planning, acceptance and maladaptive coping mechanisms such as self- distraction, behavioural disengagement and self-blame. While considering sub variables of ProQOL there is no much difference between burnout and

Secondary traumatic stress but compassion satisfaction was high among the trainee teachers when compared to the health care trainees, because trainee teachers will receive direct feedback from the students and authorities, while the efforts by the health care trainees were often left unaddressed. The nursing trainees were often subjected to witness traumatic events such as accidents and death which also create a significant level of distress to them and interfering with their compassion satisfaction

The reason for the difference in usage of different coping mechanisms and significant difference between trainee teachers and health care trainees in compassion satisfaction should be explored in further researches. In total most of the trainees were following adaptive coping mechanisms then maladaptive mechanisms. There is significant levels of burnout and secondary traumatic stress, even when compassion satisfaction is high and trainees are using adaptive mechanisms, pointing out that the administrators and faculty should plan additional strategies for time management skills, communication skills, and stress management skills as part of the curriculum.

LIMITATIONS

The data was collected only from the ICFAI university, Tripura campus even though the academic and field requirements are same in every UGC affiliated institutes and there is generalizability of findings. The other factors such as personality trait of the individual, exposure, training curriculum, financial status, family burden, peer support etc., and approach by faculties and supervisors is not included, which may have significant influence in the results. Another key factor is social desirability, in which while responding to the questionnaire the respondents may have tendency to conform to social norms.

FUTURE DIRECTION

How each coping mechanisms are contributing to the professional quality of life can be studied further. Any differences in coping strategies and professional quality of life can be studied related to gender and other socio-demographic variables. The reason for the difference in usage of different coping mechanisms can be explored. Significant differences between trainee teachers and health care trainees in compassion satisfaction should be explored in further researches. The perception of faculties and supervisors regarding mental health of trainees can be explored.

CONCLUSION

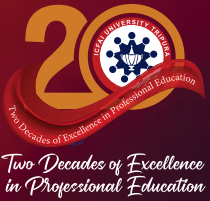
Trainees were using positive, adaptive coping strategies such as acceptance and active coping to deal with stresses arising from the demanding nature of their course. The trainees were reluctant to use maladaptive coping mechanisms such as substance use to deal with stressors. The adaptive mechanisms were often led to above average levels of compassion satisfaction, and average levels of burnout and secondary traumatic stress, even though adaptive coping mechanisms alone cannot increase the professional quality of life. The compassion satisfaction is high among trainee teachers when compare

to health care trainees.

REFERENCES

- Ansari, K., & Lodhia, L. (2013). A comparative study of the professional quality of life between trainees in the field of medicine and mental health. *Pakistan Journal of Psychology*, 44(1), 37–50.
- Carver, C. S. (1997). You want to measure coping but your protocol's too long: Consider the Brief COPE. *International Journal of Behavioral Medicine*, 4(1), 92-100. https://doi.org/10.1207/s15327558ijbm0401_6
- Chapman, D. P., Perry, G. S., & Strine, T. W. (2005). The vital link between chronic disease and depressive disorders. *Preventing Chronic Disease*, 2(1), A14. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1323316/>
- Hudnall Stamm, B. (2010). Professional Quality of Life: Compassion Satisfaction and Fatigue Version 5 (ProQOL).
- Jenaro, C., Flores, N., & Arias, B. (2007). Burnout and coping in human service practitioners. *Professional Psychology: Research and Practice*, 38(1), 80–87. <https://doi.org/10.1037/0735-7028.38.1.80>
- McKinley, N. C. (2021). Resilience, professional quality of life and coping mechanisms in doctors and medical students (Unpublished doctoral dissertation). Queen's University Belfast, Centre for Public Health, School of Medicine, Dentistry and Biomedical Science, Belfast.
- Patel, V., Saxena, S., Lund, C., Thornicroft, G., Baingana, F., Bolton, P., & Unutzer, J. (2018). The Lancet Commission on global mental health and sustainable development. *The Lancet*, 392(10157), 1553–1598. [https://doi.org/10.1016/S0140-6736\(18\)31612-X](https://doi.org/10.1016/S0140-6736(18)31612-X)
- Perlin, R. (2011). *Intern nation: How to earn nothing and learn little in the brave new economy*. Verso Books
- Shukla, A., Kalra, G., & Pakhare, A. (2012). Stress and coping styles in student nurses in India. *SL J Psychiatry*, 4(2), 29–33.
- Taylor, M., McLean, L., Bryce, C. I., Abry, T., & Granger, K. L. (2019). The influence of multiple life stressors during teacher training on burnout and career optimism in the first year of teaching. *Teaching and Teacher Education*, 86, 102910. <https://doi.org/10.1016/j.tate.2019.102910>.

ICFAI UNIVERSITY TRIPURA



GIGA CAMPUS



NAAC
ACCREDITED



SCHOLARSHIP
UPTO
2.1 LAKH



Academic Partners

aws academy

Member Institution

ORACLE

SCAN & APPLY



Dream Big



APPLY NOW

Whatsapp
6909879797

<https://iutripura.in>

Toll Free No.
18003453673

ABOUT THE UNIVERSITY

The ICAI 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. ICAI University Tripura is a multidisciplinary University offering 50+ different programs.

ACCREDITATIONS

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

MEMBERSHIP

- Member of the Association of Indian Universities, New Delhi, India
- Member of the Association of Commonwealth Universities, London, UK.
- Member of Institute of Engineers (India)
- Members of Association of Management Development Institutions in South Asia (AMDISA)
- Registered Member with Department of Scientific and Industrial Research, Ministry of Science and Technology, Government of India
- Member of Confederation of Indian Industry (CII).
- Member of Vijnana Bharati.
- Member of Academy of Hospital Administration, Govt of India.
- National Cyber Safety and Security Standards (NCSSS)
- National HRD Network (NHRDN), Gurgaon
- Inter- University National Cultural Board (IUNCB)
- Amazon Internet services Pvt. Ltd for AWS (Cloud Computing) Program
- Oracle Academy
- Indo-Australian Chamber of Commerce

RANKING/ CERTIFICATES

- ICAI University Tripura has been ranked 1st among Private Multidisciplinary University in Tripura by Education World India Higher Education Ranking 2023-24.
- ICAI 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 ICAI University Tripura has been ranked 148 as the Best Engineering College all over India Rank among private/government colleges by India Today – MRDA
- ICAI Law School of ICAI University Tripura has been ranked 35 as the Top Law School all over India by India Today – MRDA
- ICAI Science School, Bachelor of Science(H) of ICAI University Tripura has been ranked 175 as Best college all over India by India Today – MRDA
- Faculty of Liberal Arts, Bachelor of Arts of ICAI 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 ICAI University Tripura has been ranked 70 as Best College all over India by India Today – MRDA
- Faculty of Science and Technology of ICAI 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 ICAI University Tripura has been ranked 59 among the Top 130 BBA institute in India by Outlook India in the year 2023.
- The ICAI 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
- ICAI 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
- ICAI University Tripura certified by Directorate of Social Welfare & Social Education
- ICAI 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 ICAI 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



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)

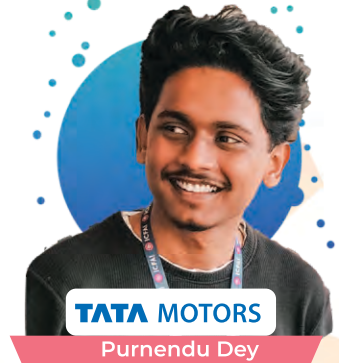
P.hD

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
DREAM BIG !



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.

 [iutripura](#)  [icfai tripura](#)  [ICFAI University Tripura](#)  www.iutripura.edu.in

GIGA CAMPUS



Wi-Fi 6 CAMPUS

Toll Free No.

 **18003453673**

ICFAI University Tripura

Campus-Kamalghat, Mohanpur,
Agartala -799210, Tripura (W), India
Ph: +91381-2865752/62,
7005754371, 9612640619,
8415952506, 9366831035,
8798218069
Fax No: +91381-2865754

Silchar Office, Assam

1st floor, c/o surma Valley
(g-next building), hospital road,
Silchar-788001
Ph: 76379 68599,
9101555707

Agartala City Office

Colonel Chowmuhani, House no. 226797,
Palace Compound, Agartala -799001,
Tripura (W), Ph: +91381-2329198, 7005302245

Manipur Office

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

Siliguri Office

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

Guwahati Office

Uma Bora Complex, 1st. Floor,
Bora Service Bylane, G.S. Road,
Guwahati, Assam - 781007,
Ph: +913613595807, 9854116517

Kolkata Office

195, Canal Street, Shreebhumi Bus Stop,
Near Vivekananda Statue
Shreebhumi, Kolkata-700048
Phone:- 7003634670, 9883791321,
03340042837



WhatsApp

+916909879797

ICFAI University, Tripura

Kamalghat, Mohanpur, Agartala-799210, Tripura(W)Ph:0381- 2865752/62

TollFreeNo.18003453673Website:www.iutripura.edu.in

ICFAI University, Tripura

Kamalghat, Mohanpur, Agartala-799210, Tripura (W)

Ph: 0381- 2865752/62

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