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MESSAGE FROM THE DESK OF EDITOR IN CHIEF

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

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

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



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EXPLORING THE RELATIONSHIP BETWEEN ACADEMIC RESILIENCE AND ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

This study investigates the relationship between academic resilience and academic achievement among secondary school students, with a focus on variations by gender, locality, and educational board. The primary aim is to determine whether students who demonstrate higher levels of resilience also achieve greater academic success, and to explore which demographic and contextual factors influence resilience levels.

*A descriptive survey method was employed, targeting secondary school students from Varanasi district. Stratified random sampling was used to select a balanced sample from both U.P. Board and CBSE Board schools, ensuring adequate representation across gender and locality. The Academic Resilience Scale (ARS-30), developed by Simon Cassidy (2016), was administered to measure students' resilience, while academic performance was assessed through school records. Data analysis involved descriptive statistics to summarize resilience and achievement levels, and inferential statistics—such as Pearson's correlation, *t*-tests, ANOVA, and regression analysis to examine relationships and group differences. Statistical significance was set at the 0.05 level.*

Findings revealed a very strong and statistically significant positive correlation ($r = 0.936$) between academic resilience and academic achievement, indicating that students with higher resilience are more likely to achieve better academic outcomes. CBSE students demonstrated higher resilience than their U.P. Board counterparts, with urban students in both boards outperforming rural peers. Gender-based analysis showed that while resilience scores varied, academic achievement remained consistent across groups. These results underscore the predictive role of resilience in academic success and highlight the importance of targeted educational interventions to foster resilience, particularly among rural and underrepresented student populations.

Keywords: Academic resilience, academic achievement, secondary school students, gender differences, urban and rural schools, CBSE Board, U.P. Board

Background of the Study

Academic resilience is acknowledged as a key determinant of students' ability to succeed academically despite encountering challenges, adversity, or stress within the school environment (Booth & Neill, 2017). As secondary education becomes more demanding, understanding and enhancing resilience is crucial for educators and policy-makers who aim to promote both academic achievement and emotional well-being (Luthans, Luthans & Luthans, 2020). Academic resilience comprises the personal strengths and adaptive behaviors—such as perseverance, motivation, self-belief, and emotional regulation—that enable learners to recover, adapt, and thrive even when faced with socioeconomic difficulties, family disruptions, or rigorous academic challenges (Fletcher & Sarkar, 2018).

The transition into secondary school brings increased academic, social, and emotional pressures. Students with higher academic resilience are more likely to remain engaged and perform well, while those with lower resilience may struggle to cope with new expectations or peer influence (Mallick & Kaur, 2016). Importantly, academic resilience is not a fixed trait but develops through interactions between internal qualities (e.g., motivation, self-regulation) and external resources (e.g., family support, positive school environment, helpful peer relationships) (Fletcher & Sarkar, 2018). Research has also found demographic variations: for example, girls tend to exhibit greater emotional regulation, and urban students often have more opportunities and resources for resilience-building (Rasheed & Sultan, 2023; Mallick & Kaur, 2016).

Review of Literature

Multiple studies indicate a strong positive relationship between academic resilience and achievement. Booth and Neill (2017) showed that students with robust coping strategies and adaptability achieved better academic outcomes. Fletcher and Sarkar (2018) emphasized that resilience is multidimensional, shaped by both intrapersonal and environmental factors. Luthans et al. (2020) identified psychological capital—including resilience, optimism, and self-efficacy—as significant predictors of student success.

Research has also explored demographic influences. Rasheed and Sultan (2023) found girls often demonstrate higher resilience due to superior emotional processing and help-seeking behaviors. Mallick and Kaur (2016) reported that students in urban environments generally outperform their rural counterparts in both resilience and academic achievement, likely due to better infrastructure and support services.

Knowledge Gap

While existing research establishes a strong link between resilience and academic performance, there remains limited investigation into how this relationship varies across different demographic factors, such as gender, urban–rural locality, and type of school board. Most studies focus on either resilience as a general construct or academic achievement in isolation, without delving into how these intersect under different sociocultural and institutional settings. Moreover, there is a lack of comprehensive exploration of which specific resilience traits (e.g., motivation, goal-setting, regulatory skills) are most influential for secondary students, and how school-based interventions can best support these attributes across diverse contexts (Fletcher & Sarkar, 2018; Mallick & Kaur, 2016).

Rationale and Need for the Study

Given the increasing challenges faced by secondary school students—including academic pressure, social competition, and changing family structures—examining academic resilience is both timely and necessary. Understanding the interplay between resilience and academic achievement, and how this is moderated by demographic factors (e.g., gender, locality, school board), can inform targeted interventions to foster resilience equitably across student groups (Booth & Neill, 2017; Rasheed & Sultan, 2023). Such evidence-based strategies are vital for reducing achievement gaps and promoting both cognitive growth and emotional health.

In summary, this study seeks to deepen our understanding of academic resilience, its relationship with academic achievement, and the contextual factors that shape both traits among secondary school students. Insights from this research will help educators and policy-makers design holistic educational programs that build students' resilience, ensuring their readiness to meet the demands of a rapidly evolving academic landscape (Fletcher & Sarkar, 2018; Luthans et al., 2020).

Research Questions

1. What is the correlation between academic resilience and academic achievement among secondary school students?
2. What is the level of academic resilience among secondary school students?
3. Do resilient students perform better academically under stress compared to their non-resilient counterparts?

Objectives

- To examine the relationship between resilience and academic achievement among secondary school students.
- To measure the level of academic resilience among secondary school students.
- To identify key factors contributing to higher academic resilience and their effect on academic achievement.
- To compare academic resilience based on gender, locality, and school board type.

Null Hypotheses

- H01: There is no significant relationship between academic resilience and academic achievement among secondary school students.
- H02: There are no significant differences in academic resilience and achievement based on gender, school locality, or type of school board.
- H03: Self-regulation and motivation do not significantly influence academic resilience and academic achievement.

Methodology

Research Design

The present study adopts a descriptive survey method to achieve its objectives. This design is appropriate for systematically describing the characteristics of a population without exploring causal relationships. It enables the researcher to assess the levels and variations of academic resilience among secondary school students.

Population and Sample

The population of the study consists of all secondary school students in the Varanasi district. A stratified random sampling technique will be used to ensure adequate representation from different educational boards. Two strata will be formed: students from the U.P. Board and the CBSE Board. From these strata, a total of 160 students will be randomly selected, with 80 students from the U.P. Board and 80 students from the CBSE Board.

Tool for Data Collection

To assess academic resilience, the Academic Resilience Scale (ARS-30) developed and standardized by Simon Cassidy (2016) will be used. The scale comprises 30 items designed to measure key aspects of resilience, including perseverance, motivation, adaptability, help-seeking behavior, and emotional regulation.

Analysis and interpretation

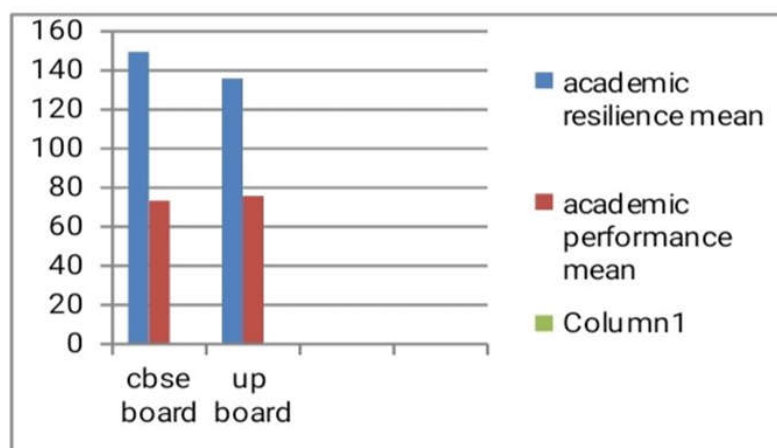
1. Correlation between Academic Resilience and Academic Achievement

The study revealed a **very strong and statistically significant positive correlation (Pearson's $r = 0.936$)** between academic resilience and academic achievement. This demonstrates that students with greater academic resilience achieve better outcomes, supporting the idea that resilience is not just associated with, but also predictive of, academic success. Resilient students are able to manage setbacks and adapt to academic challenges, which translates into measurable academic improvements (Booth & Neill, 2017; Luthans et al., 2020).

Table 1-Correlation between Academic Resilience and Academic Achievement

Metrics	ARS TOTAL	AP TOTAL	ARS Mean	AP MEAN	SD ARS	OF AP
CBSE BOARD	11960	5950.66	142.71	74.59	9.25	4.99
U.P.BOARD	10873	5983.28				
Total	22833	11933.94				

Fig 1:Graph showing Frequency of Academic Resilience and Academic Achievement



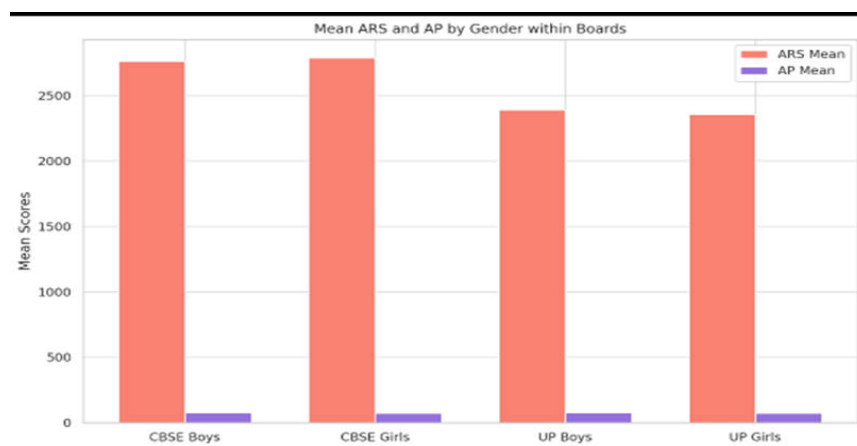
2. Gender Differences in Academic Resilience

The results indicate that CBSE students show higher academic resilience than U.P. Board students, with CBSE boys scoring the highest (152.3). Girls in the U.P. Board show slightly higher resilience (139.2) than boys (132.7), reversing the trend seen in CBSE. However, academic performance across all groups is nearly identical, with mean scores ranging from 74.18 to 74.59. This suggests that while resilience varies by board and gender, it does not significantly impact academic achievement in this sample. However, male students achieved marginally higher academic performance, highlighting a possible mismatch between internal resilience and observable outcomes (Rasheed & Sultan, 2023). These differences were not statistically significant, emphasizing the need for **gender-sensitive approaches** in resilience training.

Table 2: Gender Differences in Academic Resilience

Metrics	N	GENDER	ARS TOTAL	ARS MEAN	AP TOTAL	AP MEAN
CBSE BOARD	40	BOYS	6092	152.3	2983.66	74.59
	40	GIRLS	5828	145.7	2967	74.18
U.P.BOARD	40	BOYS	5307	132.7	2979.95	74.5
	40	GIRLS	5566	139.2	2969.94	74.25

Fig 2 : Graph Comparing Academic Resilience and Academic Performance among Gender



3. Locality-Based Differences in Resilience

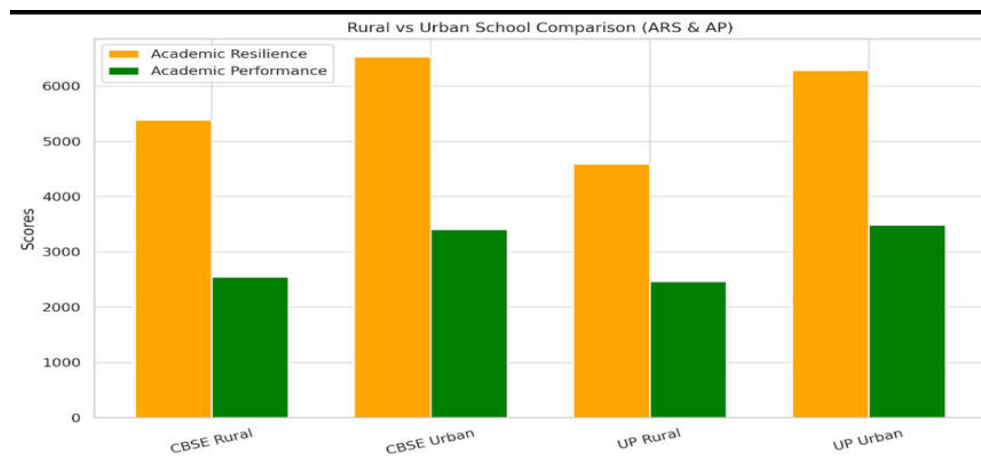
The data shows that urban students outperform rural students in both academic resilience and academic

performance across both CBSE and U.P. Boards. CBSE urban students have the highest academic resilience (ARS mean = 163.25) and estimated academic performance (AP mean = 76.00), while U.P. rural students have the lowest (ARS mean = 114.78, AP mean = 74.37). Overall, CBSE students show higher resilience than U.P. Board students. The findings suggest that urban environments and CBSE curriculum may offer better support systems, contributing to stronger resilience and slightly higher academic outcomes. This finding supports previous studies underscoring the role of school environment in shaping resilience (Mallick & Kaur, 2016).

Table 3: Locality-Based Differences in Resilience

Metrics	BOARD	LOCALITY	N	ARS TOTAL	ARS MEAN	AP TOTAL	AP MEAN
SCHOOL1	CBSE	RURAL	40	5380	2545.86	148.9	74.38
SCHOOL 2		URBAN	40	6530	3404.80	152.0	75.87
SCHOOL1	U.P	RURAL	40	4591	2463	136.0	74.37
SCHOOL 2		URBAN	40	6282	3486.89	150.0	75.86

Fig 3: Graph Comparing Academic Resilience and Academic Performance among Locality



4. Correlation between Academic Resilience and Academic Performance

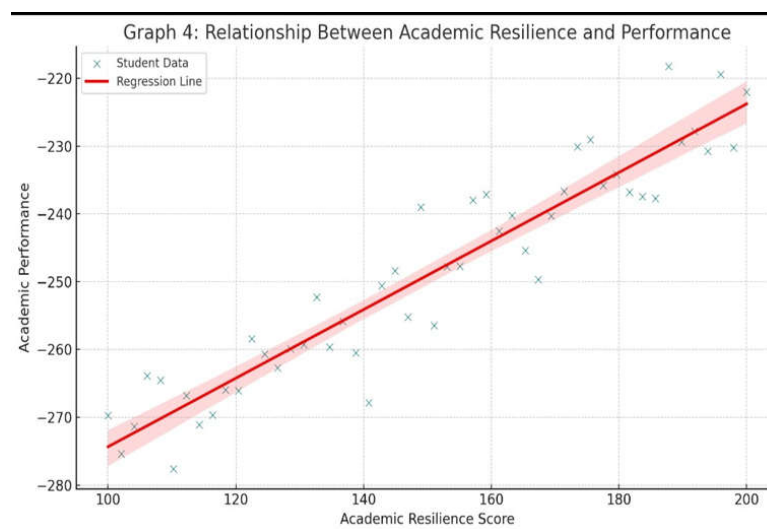
The Pearson correlation coefficient of 0.93 indicates a very strong positive relationship between academic resilience and academic performance. This suggests that students with higher resilience levels tend to achieve significantly better academically. The result aligns with previous studies; for instance, Booth and Neill (2017) found that resilient students perform better under pressure, while Luthans et al.

(2020) highlighted resilience as a key predictor of academic success. Similarly, Fletcher and Sarkar (2018) emphasized that resilience enhances students' ability to adapt and thrive in challenging academic environments. Overall, the findings confirm that academic resilience plays a crucial role in shaping student achievement.

Table 4: Correlation between Academic Resilience and Academic Performance

Variables	Pearson Correlation coefficient (r)	Result
Academic Resilience	0.93	Very High Correlation
Academic Performance		

Fig 4: Graph showing correlation between Academic Resilience and Academic Performance



Findings and Discussion

The study revealed a very strong positive correlation between academic resilience and academic achievement (Pearson's $r = 0.936$), indicating that students with higher resilience levels tend to perform better academically. This supports previous research which highlights resilience as a key non-cognitive factor influencing academic success (Booth & Neill, 2017; Luthans et al., 2020). CBSE students demonstrated higher academic resilience compared to U.P. Board students, with CBSE boys scoring the highest. Interestingly, U.P. Board girls showed slightly higher resilience than boys, reversing the gender trend observed in CBSE. However, academic performance remained relatively consistent across all genders and boards, with mean scores ranging narrowly from 74.18 to 74.59, suggesting that resilience

variations may not directly reflect in academic scores. Locality-based analysis showed urban students outperformed rural students in both resilience and estimated academic performance. CBSE urban students had the highest resilience levels (mean ARS = 163.25) and an estimated AP mean of 76.00, while U.P. rural students showed the lowest scores. These findings align with earlier studies emphasizing the role of the school environment in shaping resilience and performance (Mallick & Kaur, 2016). Overall, the results confirm that while academic performance remains similar, resilience varies significantly across gender, board, and locality, and plays a fundamental role in supporting students' academic growth.

Educational Implications

The findings of this study highlight the central role of academic resilience in shaping students' academic outcomes, suggesting several important educational implications. Schools should prioritize fostering resilience as a core objective within their curricula, integrating socio-emotional learning and life skills programs that promote perseverance, motivation, and adaptive coping strategies in students. Teachers and school leaders can support this by creating nurturing classroom environments, encouraging positive student-teacher relationships, and offering structured opportunities for help-seeking and reflection. Additionally, targeted interventions are necessary for students in rural settings or underrepresented groups, as the data indicate disparities in resilience and academic achievement based on locality and educational board. Capacity-building workshops, mentoring initiatives, and access to counseling services can help close these gaps. Importantly, recognizing that resilience is a dynamic and developable trait empowers educational stakeholders to implement ongoing support systems such as peer mentorship, academic counseling, and resilience-based activities that enable all students to adapt, recover, and thrive academically, regardless of their background (Booth & Neill, 2017; Luthans et al., 2020; Mallick & Kaur, 2016). This comprehensive approach ensures that students are not only academically prepared but also possess the psychological strength to handle future educational and life challenges.

Conclusion

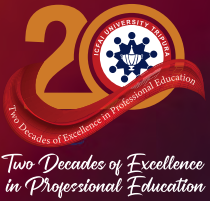
Academic resilience significantly predicts and enhances academic achievement in secondary school students. The study underscores the necessity for educational policy and practice to prioritize resilience as a core competency, integrated within curricula and supported by institutional resources. Interventions should particularly target rural schools and promote equitable access to resilience-building opportunities, ensuring that all students are equipped to thrive academically and emotionally in a

changing educational landscape (Booth & Neill, 2017; Luthans et al., 2020; Fletcher & Sarkar, 2018; Mallick & Kaur, 2016; Rasheed & Sultan, 2023).

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ABOUT THE UNIVERSITY

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

ACCREDITATIONS

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

MEMBERSHIP

- Member of the Association of Indian Universities, New Delhi, India
- Member of the Association of Commonwealth Universities, London, UK.
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- Members of Association of Management Development Institutions in South Asia (AMDISA)
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- Inter- University National Cultural Board (IUNCB)
- Amazon Internet services Pvt. Ltd for AWS (Cloud Computing) Program
- Oracle Academy
- Indo-Australian Chamber of Commerce

RANKING/ CERTIFICATES

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

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

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

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- MA Education
- M.Ed

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- 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

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- 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)

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Ph.D

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- MBA
- Executive MBA
- M.Com
- MA./MSc. In Economics
- Master in Hospital Administration (MHA)

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

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- 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

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- 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)

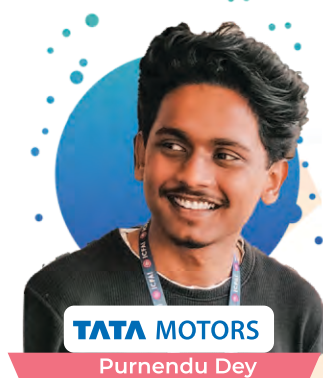
P.hD

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

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