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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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SMART CLASSROOMS, SMARTER MINDS: A STUDY OF HOW AI CAN BE USED IN HIGHER EDUCATION

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ABSTRACT

Artificial Intelligence (AI) is significantly transforming the way we teach in higher education. AI could be a good solution to the problems that colleges around the world, including those in India, are facing, such as making learning more accessible, expanding student diversity, and personalizing learning. This literature review examines the latest trends, effects, and applications of AI in higher education by thoroughly reviewing existing academic research. The study stresses the usage of AI-driven tools, including intelligent tutoring systems, automated grading, predictive analytics, and virtual learning assistants. It does this by using research publications, policy documents, and case studies. The focus is on both the global context and the Indian context, which includes programs like SWAYAM and NEP 2020. The results show that people are increasingly relying on AI to enhance participation, promote inclusion, and streamline administrative tasks. However, ethical concerns, the digital divide, and faculty preparation remain significant obstacles to full-scale implementation. At the end of the article, there are strategic suggestions on how to utilize AI responsibly and inclusively. This research contributes to the broader discussion about the impact of technology on education, offering new insights for teachers, policymakers, and technology experts.

Keywords: Digital Learning, Smart Classrooms, Higher Education, India, Artificial Intelligence, Educational Technology.

INTRODUCTION

Artificial Intelligence (AI) is rapidly evolving and transforming various industries worldwide, including the education sector. Over the past few years, colleges and universities have increasingly utilized AI-powered technology to enhance teaching, learning, administration, and student support services. AI has the potential to change the way we learn significantly. For example, it could make intelligent tutoring systems, predictive analytics, personalized learning pathways, and automated grading tools. These changes are leading to the rise of what we now call "smart classrooms." These are learning spaces that are dynamic, data-driven, and responsive, designed to keep kids engaged and help them learn more effectively.

The use of AI in higher education is essential in India. India has one of the largest higher education systems in the world, with millions of students from diverse social, economic, and geographic backgrounds. The National Education Policy (NEP) 2020 and digital transformation programs, both led by the government, have emphasized the importance of incorporating new technology into the educational ecosystem. Even though there are problems with infrastructure and digital divides, an increasing number of people are recognizing how AI can transform education by closing gaps, making it more accessible, and raising the standard of education.

Institutions worldwide are also examining the moral, educational, and practical implications of utilizing AI. AI promises to make things more efficient and personalised, but it also raises concerns about data privacy, algorithmic prejudice, and the changing role of teachers. This paper aims to conduct a comprehensive review of the literature on AI integration in higher education, drawing on examples from both India and other countries. The purpose is to combine current trends, identify key gaps, and provide educators, policymakers, and academics with helpful information that they can use to address the evolving world of innovative education.

REVIEW OF THE LITERATURE

Researchers, educators, and governments worldwide are increasingly focusing on the role of AI in higher education. There is an increasing consensus in the literature about the revolutionary potential of AI. However, there are also more nuanced concerns about how to employ it ethically, practically, and in the long term.

Bryn Jolfsson and McAfee (2017) argue that AI is a general-purpose technology that could significantly alter the way we learn. AI has been used in higher education for learning management systems, virtual

assistants, adaptive learning platforms, and evaluation tools (Luckin et al., 2016). Holmes et al. (2019) studied intelligent tutoring systems. They found that these technologies make personalisation easier by allowing content to be delivered in ways that fit each person's learning style and needs.

Kumar and Rose (2020) noted that AI-based apps are gradually making their way into mainstream schools, thanks to national programs such as SWAYAM and NPTEL. These platforms have started to use AI-powered recommendation engines and automatic feedback systems, which makes students more interested in learning. The NITI Aayog AI Task Force Report (2018) also stated that education is one of the most important areas for AI to be applied.

Selwyn (2019) is concerned about the increasing commercialization of student data and the moral issues that arise from the use of predictive analytics in schools. Williamson and Eynon (2020) also examine how algorithmic decision-making may exacerbate biases, particularly when it is used for admissions, grading, or predicting conduct.

Zawacki-Richter et al. (2019) conducted a thorough analysis of AI in higher education, categorizing its uses into six areas: student support, profiling and prediction, assessment and evaluation, adaptive systems, intelligent teaching, and ethical issues. This taxonomy is a crucial component in understanding the various ways AI interacts with academic settings.

Ifenthaler and Schumacher (2016) conducted a study that showed many teachers are opposed to using AI in the classroom because they lack trust in the results, do not have sufficient training, and are concerned that it would make education less human. Indian universities share this sentiment, as disparities in infrastructure and computer literacy persist as significant problems (Sharma & Sharma, 2021).

The OECD (2021) stresses the need to teach both students and teachers about AI, a goal similar to India's NEP 2020, which calls for integrating digital literacy and exposure to new technologies across all subjects.

The literature presents a comprehensive but complex picture. AI has much potential, like making learning more efficient and enhancing fairness and access. However, numerous technological, ethical, and pedagogical problems still need to be addressed before it can be put to good use. The focus on both global progress and India's specific situation lays the groundwork for a more in-depth and nuanced examination of AI's potential in education.

OBJECTIVE OF THE STUDY

The primary objective of this study is to examine the application of Artificial Intelligence (AI) in higher education, with a focus on the evolution of smart classrooms over time and their impact on learning outcomes in India and globally. The goal of this is to gain a better understanding of how AI is changing traditional teaching methods, influencing the design of curricula, and altering the way students and teachers interact with each other.

The reason for choosing this goal is that AI is becoming increasingly common in schools worldwide. Luckin et al. (2016) suggest that AI can facilitate personalised feedback and adaptable learning, both of which are crucial for engaging students and enhancing their grades. Similarly, Zawacki-Richter et al. (2019) emphasize the importance of conducting a methodical study on how AI impacts various areas of academia, enabling informed decisions about policy and practice.

This goal is fundamental because the government has made digital learning a priority in NEP 2020. Because the strategy encourages the use of technology and skill-based learning, it is essential to carefully examine how AI impacts classrooms (Ministry of Education, 2020). Additionally, as Kumar and Rose (2020) point out, the difference in how urban and rural schools utilize technology highlights even more the importance of considering perspectives that value fairness and inclusion.

The goal of the study is not only to document the current state of AI integration but also to identify best practices, constraints, and opportunities for future growth and development. The study aims to contribute to the discussion on utilizing AI to enhance the effectiveness, inclusivity, and creativity of higher education systems by grounding its research in both empirical and theoretical frameworks.

METHODOLOGY

This study employs a qualitative, literature review-based research method to synthesize and critically examine the perspectives of other academics on the application of Artificial Intelligence (AI) in higher education. The choice of a qualitative method is based on the goal of examining the ideas, trends, problems, and opportunities that arise with AI-powered smart classrooms, rather than measuring measurable results (Booth, Sutton, & Papaioannou, 2016).

The design and reason for the research

We conducted a systematic literature review (SLR) to ensure we have a comprehensive and unbiased set of academic sources. The SLR method is suitable for identifying patterns, gaps, and emerging

themes in a wide range of academic fields, particularly in rapidly evolving topics such as AI in education (Petticrew & Roberts, 2006). The design also fits with the study's exploratory purpose, which is to build strong knowledge rather than test a hypothesis.

Sources of Data and Search Plan

We utilized peer-reviewed journals and academic databases, including Scopus, JSTOR, Web of Science, ERIC, and Google Scholar, to identify relevant literature published between 2010 and 2024. The search includes phrases like "AI in Indian Education," "Smart Classrooms," "AI and Learning Outcomes," and "Ethics of AI in Education." To provide further context, we also consulted government studies, policy papers (such as NEP 2020 and NITI Aayog's AI Strategy), and briefs from foreign organizations (like the OECD and UNESCO).

The criterion for inclusion focuses on:

- Articles that talk about how AI is used at colleges and universities.
- Studies that are relevant to both India and the world.
- Papers that focus on moral, educational, and structural issues.
- Things that have been published in English.

To maintain relevance and academic soundness, studies that relied on guesses or were in unrelated areas of technology were excluded.

THEMATIC STUDY OF AI-POWERED TEACHING AND THE GROWTH OF SMART CLASSROOMS

The combination of artificial intelligence (AI) and pedagogy in higher education has led to a new approach to teaching, known as "smart classrooms." These classrooms use AI to make learning more adaptable, personalised, and data-driven, which changes the way classrooms are set up. AI-powered pedagogy utilizes advanced algorithms, machine learning, natural language processing (NLP), and real-time data analytics to enhance the effectiveness and efficiency of teaching. Holmes et al. (2019) say that the primary goal of using AI in teaching is to improve how teachers teach by making their techniques more adaptable to the demands and learning styles of their students.

Smart classrooms represent a significant step away from traditional teaching methods and towards a paradigm that puts the student at the centre, focusing on active involvement, collaboration, and personalised learning experiences. AI features built into these settings help measure performance in

real-time, conduct diagnostic tests, and create individualized learning paths. These solutions include innovative teaching platforms that identify learning gaps, AI-powered chatbots that provide 24/7 assistance with schoolwork, and automated evaluation software that delivers immediate, detailed feedback (Zawacki-Richter et al., 2019; Luckin et al., 2016). These tools not only make students more interested in school, but they also make things easier for teachers, who can then focus on more important teaching chores.

Several national programs have contributed to the growing support for the concept of smart classrooms in India. The NEP 2020 framework states that the government should focus on digital education programs, such as SWAYAM, PM eVidya, and DIKSHA. NITI Aayog's pilot projects in AI for education have utilized innovative technologies to help students learn in their way and streamline school operations, particularly in public universities and rural colleges (Ministry of Education, 2020). Kumar and Rose (2020) note that top Indian schools, such as IITs and IIMs, are increasingly utilizing AI-powered dashboards to monitor student engagement, assess the riskiness of their academic work, and generate predictive insights that inform evidence-based interventions.

The Massachusetts Institute of Technology (MIT), Stanford University, and the Open University in the UK have all emerged as leaders in utilizing AI to transform the way education is delivered globally. These colleges are experimenting with virtual assistants, immersive simulation tools, and adaptive learning systems to enhance the interactivity and responsiveness of their classrooms to student feedback (Selwyn, 2019; OECD, 2021). Additionally, the application of AI technologies in non-STEM fields, such as literature, philosophy, and the arts, demonstrates the flexibility and functionality of smart classrooms across various subjects. For example, automated essay scoring systems provide detailed feedback on student writing, while sentiment analysis tools help teachers gauge the level of engagement among students in class conversations.

Despite its considerable potential, AI-powered teaching still presents specific problems. There is considerable writing on concerns about algorithmic transparency, data privacy, and the potential for teachers to lose their jobs (Williamson & Eynon, 2020). Additionally, we must be cautious about the potential for exacerbating social and economic inequities by providing specific individuals with better access to digital infrastructure than others. Ifenthaler and Schumacher (2016) emphasize that for AI technologies to be utilized successfully, all faculty members must be trained, the curriculum must be realigned, and the institution must be prepared.

The theme framework of AI-powered smart classrooms presents a strong vision for the future of education, but it also comes with numerous complex problems that need to be addressed in a thoughtful manner. Through a thorough examination of the literature and an analytical lens, this study aims to explore these various aspects and contribute to the ongoing conversation about how AI can be used to make higher education more accessible, engaging, and effective.

FINDINGS AND ANALYSIS

The thematic examination of literature and real-world observations shows that AI is having an impact on higher education in some important ways:

- 1. Pedagogical Improvement:** AI technologies have made teaching and learning much better by creating interactive, student-centered learning spaces. Holmes et al. (2019) state that intelligent tutoring systems and adaptive learning platforms provide personalized lessons based on students' behavior and learning pace. Gamified tests and virtual labs also help people stay engaged and retain information (Zawacki-Richter et al., 2019). These technologies enable teachers to adapt their teaching methods and optimize the use of learning paths.
- 2. AI is changing back-office tasks** by automating them, which makes them more efficient. AI-based systems are increasingly taking over tasks such as tracking attendance, arranging exams, detecting plagiarism, and analyzing performance (Luckin et al., 2016; OECD, 2021). This change not only makes things easier for administrators but also helps schools utilize their resources more effectively and make informed strategic decisions.
- 3. Equity & Accessibility:** AI-powered technologies help students with impairments by providing text-to-speech, real-time translation, and user interfaces that are easy to use (Selwyn, 2019). AI-powered mobile apps and digital content distribution systems help close the educational gaps in rural and under-resourced areas (Ministry of Education, 2020). However, significant inequalities in access to technology and the internet persist, particularly in rural India. This indicates that the digital divide remains prevalent (Sharma & Sharma, 2021).
- 4. Faculty Readiness and Training Needs:** One of the most significant problems with integrating AI is getting teachers ready. Many teachers say they lack the knowledge or confidence to use AI tools effectively (Ifenthaler & Schumacher, 2016). In India, this problem is exacerbated by a lack of digital literacy and inadequate infrastructure, necessitating extensive capacity-building programs (Kumar & Mehta, 2020). People are also concerned about AI replacing human judgment and failing to adapt.

5. Ethical and Governance challenges: The growing use of AI in schools brings up several ethical challenges, such as privacy of data, surveillance of students, and prejudice in algorithms. Using predictive analytics to identify pupils at risk may unintentionally stigmatize them or exacerbate existing inequities (Williamson & Piattoeva, 2022). Governance frameworks for using AI in education are still not entirely created, especially in developing nations. This illustrates the importance of having substantial policy control.

These results show that AI has both positive and negative effects. On the one hand, it offers significant solutions to long-standing educational problems. On the other hand, it creates new problems that need to be addressed in a strategic, ethical, and inclusive manner.

RESULT & ANALYSIS

The results of this theme research, based on existing literature and case studies from institutions, reveal two distinct stories: one of innovation and one of caution. First, research shows that using AI in the classroom can significantly improve student engagement and learning outcomes by delivering personalized content, providing timely feedback, and utilizing data to inform instruction (Holmes et al., 2019; Zawacki-Richter et al., 2019). Students who utilize intelligent tutoring systems are reported to be more motivated and consistent in their work, particularly in STEM fields.

Second, schools that have utilized AI-powered administrative tools report seeing demonstrable increases in productivity. The OECD (2021) states that automating tasks has made the work of faculty and staff easier, allowing them more time to focus on activities that are more important to students. This was especially evident at prominent colleges that had to manage a large volume of student information and data.

On the accessibility front, programs like SWAYAM and PM eVidya have made it possible for children in remote and underserved areas to access education. AI-powered tools, such as language translation and adaptive tests, have made content more accessible (Kumar & Rose, 2020). However, the digital divide and lack of access to hardware or the internet still hinder these programs from reaching a broader audience (Sharma & Sharma, 2021).

Faculty preparedness is still a problem. Studies show that younger teachers are more open to using technology in the classroom, yet many teachers are still unsure or not ready (Ifenthaler & Schumacher, 2016). This makes AI applications less effective, especially in Indian schools that are in semi-urban or rural areas.

Finally, the ethical issues are important. We need rules in place immediately that govern the use of data, the operation of AI, and the accountability of algorithms. Williamson and Piattoeva (2022) suggest that AI could exacerbate existing educational inequities if there are no robust protections in place.

The results present a complex overall picture. There is little doubt that AI-powered instruction is becoming increasingly common in schools. However, for it to be effective, comprehensive policy planning, investment in infrastructure, and a commitment to ethical integrity are necessary.

SUGGESTIONS& RECOMMENDATIONS

To ensure that Artificial Intelligence works effectively in higher education, we need focused legislative changes, strategic investments, and frameworks that incorporate everyone. The following suggestions are made based on the analysis:

1. Training for faculty development and digital pedagogy: One of the most significant problems with using AI effectively is that teachers often lack knowledge or confidence in using technology (Ifenthaler & Yau, 2020). Therefore, it is imperative to plan and implement large-scale faculty development programs that not only train teachers on how to utilize AI tools but also encourage them to rethink their teaching approaches. There should be hands-on workshops, online certifications, and peer-learning modules in programs, with help from academic consortia and EdTech companies (Kumar & Mehta, 2020).

2. Public-Private Partnerships (PPP) for Infrastructure and Innovation: Working together with government agencies, private sector innovators, and colleges and universities can help get AI into classrooms faster. These kinds of alliances can facilitate the acquisition of advanced technologies, reduce the implementation costs, and foster new ideas. The UK's Institute for Ethical AI in Education and India's partnerships between NITI Aayog and AI companies are two examples of how PPP models could help make innovative classroom technologies available to everyone (World Bank, 2021).

3. Ethical Governance and Policy Frameworks: Because of worries about surveillance, data exploitation, and algorithmic prejudice, it is important to create clear and enforced ethical frameworks. Policies should clearly state who owns the data, how to obtain student consent, how to mitigate bias, and how to hold algorithms accountable (Williamson & Piattoeva, 2022). Schools should set up monitoring committees that include students, teachers, and professionals in data ethics.

4. Localised and Inclusive AI Tool Development: Many AI tools are made with Western settings in mind, and they often miss the cultural, linguistic, and educational differences that exist in places like South Asia or Africa. It is crucial to develop AI programs that consider local languages, school curricula, and economic realities. For example, technologies developed as part of the Indian PM eVidya program are designed to operate in situations with limited bandwidth and support multiple languages (Ministry of Education, 2020).

5. Increasing Interdisciplinary Research and Funding Mechanisms: AI in education needs knowledge from computer science, cognitive psychology, education theory, and ethics. Funding and policy support for multidisciplinary research will lead to new ideas that are both technically sound and good for teaching (Zawacki-Richter et al., 2019). Governments and university grant commissions should encourage this kind of research by offering competitive funds and platforms for international collaboration.

The goal of these suggestions is to create a learning environment where AI enhances, rather than replaces, the human aspects of teaching and learning. They also want to ensure that access, ethics, and fairness remain at the heart of the digital revolution in higher education.

CONCLUSION

Artificial Intelligence (AI) is no longer just a possible future in higher education; it is a powerful force that is changing how knowledge is transmitted, consumed, and assessed. The combination of AI-powered tools and teaching frameworks has made it possible to personalize learning, receive real-time feedback, and use data to plan lessons (Zawacki-Richter et al., 2019). These tools help teachers identify students who are struggling early, adjust course content in real-time, and enhance the overall learning environment.

India is well-positioned to capitalize on this shift due to its extensive educational system and rapidly growing digital landscape. The Ministry of Education (2020) states that initiatives such as SWAYAM, DIKSHA, and NITI Aayog's AI for All framework have enabled the widespread adoption of technology. India needs to adopt a multi-pronged approach that combines innovation with moral responsibility to turn promises into action. To have a significant impact, we need to improve infrastructure, train teachers, and create localised AI models, especially in local languages (Kumar & Rose, 2020).

Intelligent tutoring systems, automated feedback, and AI-enabled learning analytics are all examples of the potential applications of these technologies in schools worldwide (Selwyn, 2019; OECD, 2021). However, these changes also raise concerns about privacy, algorithmic bias, and the erosion of teachers' autonomy in the classroom (Williamson & Eynon, 2020). To avoid these problems, it is essential to ensure that policy design is fair, transparent, and based on informed consent.

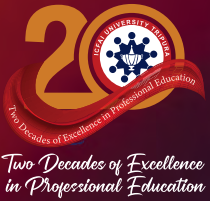
In conclusion, AI has the potential to make higher education more accessible and better, but only if it is used wisely. The future of smart classrooms does not depend solely on technology. It also depends on how effectively schools utilize it to support student potential and academic integrity. Now it is up to legislators, teachers, tech experts, and students to ensure that AI enhances education, not detracts from it.

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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.

ACCREDITATIONS

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RANKING/ CERTIFICATES

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

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- 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)

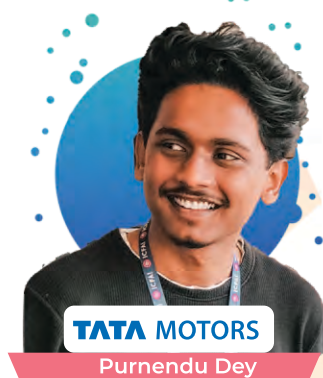
P.hD

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

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