DHAKA THURSDAY NOVEMBER 20, 2025, *AGRAHAYAN 5, 1432 BS* | A PUBLICATION OF The Daily Star

CAMPUS

SCAN THE QR CODE TO ACCESS CAMPUS ONLINE

THE REALITIES OF female university athletes

PHOTO: AYSHA SIDDIQUA

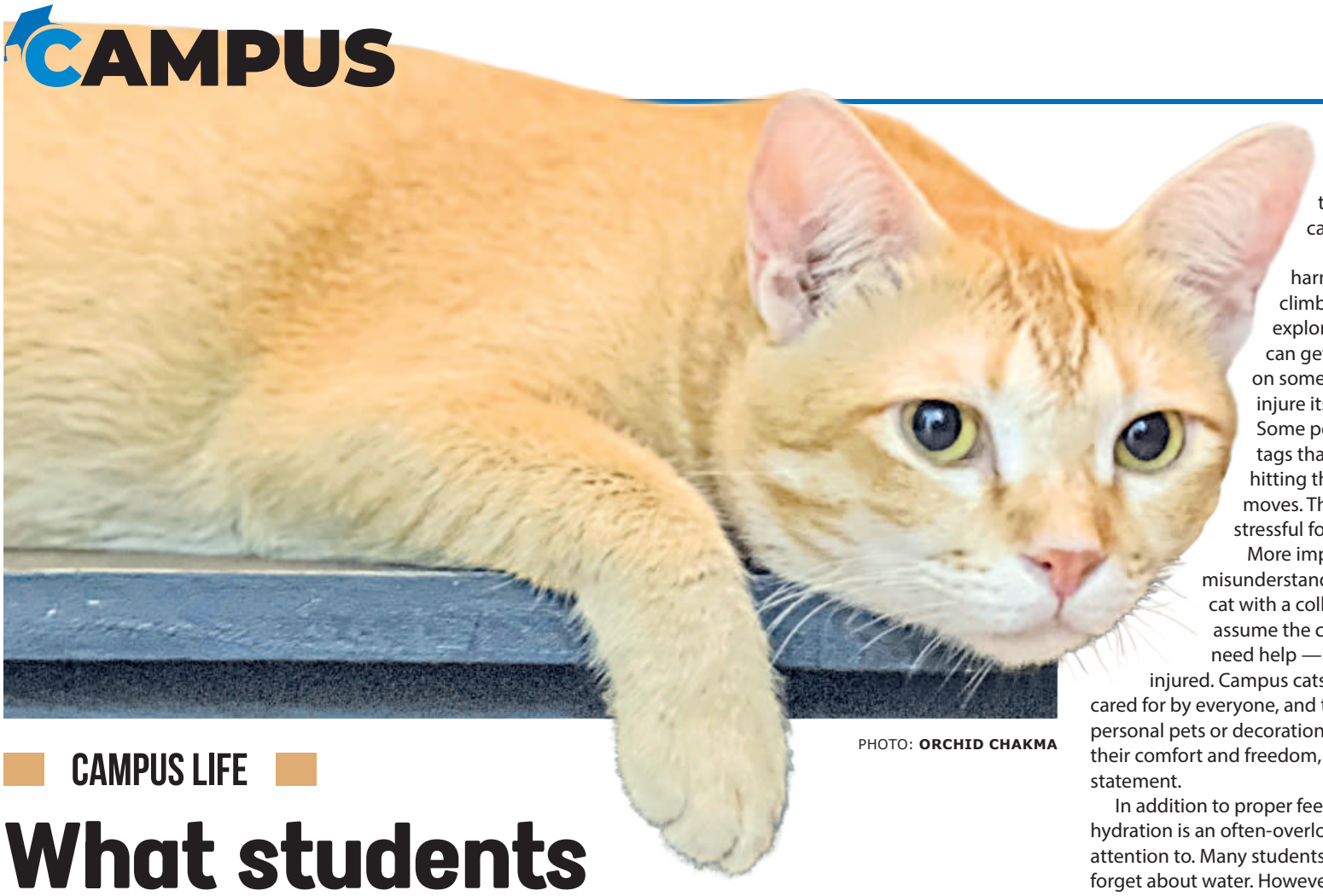


PHOTO: **ORCHID CHAKMA**

CAMPUS LIFE

What students should know about caring for cats on campuses

TINATH ZAEBA

There are very few things in life cuter than spotting a sleepy cat on your way to class. Since nearly all campuses in Bangladesh have open areas, it's natural that cats will roam in and out of the place. Students often know these campus cats by name, recognise their favourite sleeping spots, and stop to give them a gentle pat on stressful days.

The campus cats provide comfort, making the campus feel warm and welcoming, and create a sense of belonging. Because of this connection, we naturally want to care for them. However, caring for campus cats is not only about feeding them; it is about feeding them correctly, keeping them safe, and respecting their freedom. It is also about recognising that authorities and staff members must treat these animals fairly and humanely. Campus cats are not pests to be removed; in fact, this place was most likely theirs before it was built to be ours.

Most people show care by leaving food for the cats, assuming that feeding alone is enough. While the intention is good, *how* the cats are fed matters just as much as the act of feeding itself. If food is placed without consideration, for example, on busy paths, near roads or rubbish bins, it may put the cats in danger.

In high-traffic areas, cats may suddenly dart out and risk being hit by vehicles. Food left in open spaces can attract pests, stray dogs, or even cause complaints from staff who then start to view the cats as a nuisance. Over time, improper feeding can give authorities excuses to remove the cats from campus, claiming that they create hygiene problems.

The solution is simple but important: feed campus cats only in safe, quiet areas. Choose a shadowed corner away from cars and crowds. Use clean bowls or plates instead of leaving food directly on the ground. If you're in a hurry, even placing it neatly on paper or tissue helps. Once the cat has finished eating, pick up the remains and dispose of them. This keeps the area tidy and prevents insects or rodents from gathering. Responsible feeding means thinking about the long-term safety of the cats, as well as your campus.

Additionally, what we feed the cat matters. They are living beings and, most of the time, delicate ones. Many students feed them anything they want, but things like fish bones, sharp chicken bones, chocolate, etc., can actually prove to be a choking hazard or indigestible for them, which endangers their lives.

Another common issue seen across campuses is students putting collars and sometimes identity cards on campus cats because it looks cute or "aesthetic". People want the cats to look like they belong to the university or have a name tag, and many assume it shows care.

However, collars are not harmless accessories. Outdoor cats climb trees, crawl under fences, and explore tight spaces where a collar can get stuck. If the collar catches on something, the cat may choke or injure itself while trying to escape. Some people attach ID cards or name tags that swing heavily from the collar, hitting the cat's neck every time it moves. This weight is uncomfortable and stressful for the animal.

More importantly, collars can create misunderstandings. When someone sees a cat with a collar and identity card, they may assume the cat has an owner and does not need help — even if the cat is sick, hungry, or injured. Campus cats are community cats. They are cared for by everyone, and they should not be treated as personal pets or decorations. True care means protecting their comfort and freedom, not turning them into a fashion statement.

In addition to proper feeding and avoiding collars, hydration is an often-overlooked aspect students must pay attention to. Many students remember to bring food but forget about water. However, clean water is essential for outdoor cats, especially in hot seasons. Leaving a bowl of fresh water in a shadowed place can prevent dehydration and several common health problems. Water does not attract pests and is actually one of the simplest yet most helpful things students can provide.

While students play a big role in caring for campus cats, authorities and campus management also carry responsibility. In many universities, instead of working with students to care for the cats, they choose the crueler option: removing them. Moving cats away from their territory is highly stressful and often dangerous. Cats are territorial animals; they survive because they know the area — where to hide, where to eat, and where to sleep safely. When a cat is removed, it loses its instincts for that new environment and may struggle to find food or shelter. Removing campus cats is not only unnecessary, it is inhumane. As a result, not only are they confused and lost, but are unfortunately led to their demise because of the loss of territory.

Instead, authorities should collaborate with students to create designated feeding spaces, set basic guidelines, and ensure that cats are not harmed or chased away. A healthy campus environment includes empathy, not just rules. When students and authorities communicate, everyone can live peacefully without disturbing academic life.

They do not ask for much, only space, safety, and kindness. The best care we can offer is responsible care. By working together, we can ensure these gentle animals remain what they are meant to be: free, healthy, and loved members of our world.

Tinath Zaeba is an optimistic daydreamer, a cat mom of 5 and a student of Economics at North South University. Get in touch via tinathzaeba25@gmail.com.

OFF CAMPUS

The realities for FEMALE UNIVERSITY ATHLETES

PHOTO: FARIHA HOSSAIN

PHOTO: SHEIKH MEHEDI MORSHED

TINATH ZAEBA

A tale as old as time, where misogyny, both internalised and obvious, is what keeps places that are deserving for women out of their grasp. For women athletes, university-level sport is not just about practice and competition. It is about succeeding without support, trying their best, and not being able to have conversations about their challenges.

Women have shown, time and again, that they can dominate courts and fields. The problem is that institutions and society at large still treat their victories as secondary. At universities across the country, women's sports exist but often in the shadows: underfunded, under-recognised, and undervalued.

"We do not have enough facilities, like a fixed coach; we have no rewards for bringing pride to the institution's teams. Even though the women's team has brought multiple championships nationally, there is not much recognition or appreciation," explains Tazreen Khan, captain of the North South University (NSU) women's basketball team. "Basketball is barely spoken about or given media attention. So, the growth of the sport after a certain point is stunted," she adds.

This structural neglect remains one of the most glaring issues in women's sports at the university level. In contrast, male athletes are often given access to proper coaches, stable facilities, and financial rewards. Their victories even lead to scholarships and media coverage. By contrast, female athletes are applauded on stage but left unsupported in practice. The lack of recognition is unsustainable and discriminatory. Without proper investment, women athletes hit a glass ceiling, unable to develop beyond a certain point.

The problem extends beyond the campus. Media coverage of women's sport remains minimal, leaving athletes invisible to the wider public. Without coverage, there is little public awareness; without awareness, there is little incentive for sponsors or institutions to invest. The cycle repeats itself: invisibility breeds underfunding, pushing them further to the fringes.

"As a female athlete, I have faced challenges to raise funding, resources, and proper facilities initially," Farzeen Ghani, a 23-year-old US State Department alumna, ESPNW Internationally Certified Basketball Coach, and student athlete of Independent University Bangladesh (IUB), explains. "However, as time went by, and people saw changes in women's sports, I had the wonderful opportunity to go to the US on a full sports scholarship to train under ESPN, and people around me started to realise that it was worth investing in women's sports. After I came back, I decided I wanted to grow this sport and become a basketball coach, and a lot of people started reaching out to me seriously to train their children."

Her journey highlights two essential points. First, women athletes often need "external" validation before their worth is even acknowledged at home. Second, when a university provides consistent encouragement, it changes not only the athlete's experience but also the broader perception of women's sports. "Media and overall promotion play a huge role in women's sports. My university in particular, IUB, has been very supportive and encouraging to female athletes," she adds. This culture of recognition demonstrates what is possible when institutions move beyond token applause and commit to long-term support.

The contrast highlights the central issue: women's success is not determined by talent alone; rather, it hinges on whether their respective institutions invest in them. If support is present, athletes can grow, inspire others, and change perceptions.

When discussing other challenges female athletes face, Nabila Sultana, a Business student at Jahangirnagar University (JU), says, "The main challenges for female sports participation and success at our university are the lack of motivation, limited promotion, insufficient gymnasium facilities, and the absence of a proper coach or manager."

She believes that there's also a need for a dedicated sports club for female athletes, which she is currently trying to establish.

Nabila's experience reflects a structural disconnect. She describes how organising an event requires multiple levels of permissions from teachers, the proctor, administrators, and gym staff.

"For organising sports events such as tournaments, the club is mainly responsible for managing sponsorships and overall arrangements, while the university provides the space and basic support. The authority is generally encouraging," she adds. "But the university should be more engaged, especially in networking, event organisation, and guiding students."

A clear takeaway is that enthusiasm often gets entangled with bureaucracy.

Nabila has a simple, effective suggestion: a centralised sports committee that includes both men's and women's sports, with clear guidelines for event approvals, funding, and facility usage. She believes that such a structure would reduce the need for students to navigate the bureaucratic hurdles posed by multiple levels of authorisations.

She believes that regular coordination meetings between club leaders and the administration could also help identify and address issues faster. In terms of sponsorships, having a formal partnership policy or a liaison office to connect clubs with potential sponsors could make a big difference as well.

"Sponsors are more likely to stay involved when they see continuity, visibility, and proper recognition, such as logo placement, media coverage, and appreciation events. Transparency in fund use and maintaining a professional relationship with sponsors also help in building long-term trust and retention," Nabila explains.

To her, institutional efficiency determines progress.

The need for such a structure speaks to a deeper gap in university culture: while most sports communities are often longstanding and well-connected, female-led clubs are newer, sometimes existing in isolation without administrative anchors.

Nabiha Tahsin Islam, a student from Batch 31 of the Institute of Business Administration (IBA), Dhaka University (DU), explains, "In this scope, different universities function on different layers. Primarily, IBA Sports Club doesn't work with the IBA authorities for any event. We have many opportunities in the club, but very few enthusiastic people to actually form a team and participate. This lack of enthusiasm comes from a fear of embarrassment and inconsistent participation throughout the course of the students' lives."

Systemic barriers are only half the story; the rest lies in internalised fear and lack of confidence shaped by years of discouragement.

Still, progress is visible. "It's actually gradually increasing," Nabiha notes. "It's all thanks to the supportive community and the awareness of the masses. Also, previously in executive roles of clubs, women were confined to Assistant Vice-President or Vice-President of female sports only. But it's changing now, and that will surely attract more female participants in the upcoming days."

Representation off the field matters as much as it does on it. When women begin to hold broader leadership roles in sports administration, event planning, and finance, the culture around participation begins to shift. Visibility at the decision-making level shows that sport is a legitimate space for women to lead, manage, and excel.

An anonymous officer from the external affairs unit of a private university explained the process. "It is important to ensure proper participation and facilitation for female athletes," the officer explains. "We encourage clubs to host recruitment annually or even twice a year. Try-outs are open to everyone, especially beginners, and we help club executives organise inter-university tournaments to boost presence. We are also actively involved in ensuring proper sponsorship and media attention, and if club executives need any help or permission, they have all the chances to do so."

Such measures are a reminder that institutional engagement, when consistent, builds confidence. Open try-outs, equal opportunities, and visible recruitment signal inclusion long before a competition begins. Recruitment also functions as a social equaliser: when young athletes see diversity of skill and background on the same team, there's little to no lingering fear of not being qualified enough.

Cultural and societal attitudes weigh heavily on female athletes too. Sport is still seen as a male domain in many families, where daughters are discouraged from pursuing competitive athletics out of fear of distraction, injury, or reputational risk. Without visible role models and media stories, these beliefs remain unchallenged. Women athletes are forced to prove themselves on the court and fight against stereotypes that question why they are competing in the first place.

A student at BRAC University who wishes to remain anonymous discussed her experience. "We have little to no teamwork alignment. Practice does happen a lot, but we aren't used to strategising. This might be because we are still adjusting to a new campus. The facilities are fantastic; it's the organisation that's the issue. It's really unfair because we have a lot of potential in our university, and it goes to waste. I'm hopeful that with time, we might have more active participation."

Even when resources exist, structural disorganisation prevents them from being used meaningfully. Policies are only as strong as the systems that enact them, and without coordination, even the best facilities fall flat.

What is often forgotten is that sports, at its core, is an education in confidence. The leadership, teamwork, and self-worth built through athletics have ripple effects that extend into classrooms, careers, and communities. Ignoring women's sports means stunting not only athletic growth but also the very qualities universities claim to cultivate — discipline, perseverance, and equality of opportunity.

None of these issues are unsolvable. Universities can choose differently. They can allocate funding equally, offer scholarships based on achievement rather than gendered bias, and ensure access to full-time coaches. They can demand fair media coverage of women's sports, not as a special favour but as a standard practice. They can also integrate holistic support systems that address the unique academic, physical, and psychological needs of athletes. And they can create spaces where athletes feel empowered to speak up about inequalities without fear of being dismissed.

The importance of such changes goes beyond winning matches. Supporting women in sport means nurturing leadership, confidence, and equality on campus. It means challenging a culture that sidelines women's achievements and reinforcing the idea that universities are places where all students can thrive. The choice now rests with authorities: continue treating women's victories as an afterthought, or begin building a system where every athlete, regardless of gender, is valued.

Tinath Zaeba is an optimistic daydreamer, a cat mom of 5 and a student of Economics at North South University. Get in touch via mailing to tinathzaeba25@gmail.com

NOTICE BOARD

IUB hosts international business conference ICEBTM 2025

The two-day International Conference on Economics, Business and Technology Management 2025 (ICEBTM 2025)—organised by the School of Business and Entrepreneurship (SBE) of Independent University, Bangladesh (IUB)—kicked off on November 14 at The Westin Dhaka.

Dr Hossain Zillur Rahman, Executive Chairman of the Power and Participation Research Centre (PPRC) and Chairman of BRAC, opened the event as the Chief Guest. He was joined by IUB Board of Trustees Chairman Didar A Husain, Vice-Chancellor Prof. Dr M Tamim, Pro Vice-Chancellor Prof. Dr Daniel W Lund, Acting Dean of SBE Prof. Dr Raisul Awal Mahmood, and Conference General Chair Prof. Dr Md Mamun Habib. Syed Nasim Manzur, Managing Director of Apex Footwear Limited, attended the event as the Guest of Honour.

Keynote papers were presented by Dr Hossain Zillur Rahman; Prof. Jonathan Liu of Manchester Business School, UK; and Prof. Dr Maniam Kaliannan of the University of Nottingham Malaysia. Sessions were chaired by Prof. Dr M Tamim; Prof. Dr Farid A Sobhani, Vice-Chancellor of Eastern University; and Dr Derek Westfall of Oregon State University, USA.

Industry leaders joined academia leaders in panel discussions titled "Industry Talk" and "Academia-Industry Discussion".

The academia was represented by Dr Ferdous Saleheen of Sharjah Maritime Academy, UAE; International University of Business Agriculture and Technology (IUBAT) Vice-Chancellor Prof. Dr Abdur Rob; Chittagong Independent University Vice-Chancellor Prof. Dr M M Nurul Absar; American International University - Bangladesh (AIUB) Pro Vice-Chancellor Prof. Dr Md Abdur Rahman; and Prof. Dr Rajah Rasiah from Malaysia.

Industry leaders included Syed Nasim Manzur, Apex Footwear Managing Director; Amer Salim, Director of Knit Asia Ltd. and Aurum Sweater Ltd.; A K M Shahnawaj, Managing Director (Current Charge), Dhaka Bank PLC; Niaz Rahim, Group Director, Rahimafrooz; Dr Ahmad Ahsan, Director, Policy Research Institute; Mirza Sajeeb Rayhan, AmCham representative; Kamran T Rahman, President, MCCI; Dr Md Mosharraf Hossain from icddr,b; Dr Ben Bvepfepfe of CITL (UK); and Emeka Henry Egson (Canada).

Throughout the first day, two parallel sessions featured 80 research paper presentations by faculty, students, and scholars from local and international universities and institutions. A "PhD Colloquium and a Paper Producing Workshop" was conducted by leading international academics, who provided important tips on the PhD journey and publishing papers.

More than 300 academics, researchers, students, and industry professionals from over 12 countries, including the US, the UK, Australia, Canada, Japan, Malaysia, India, Poland, Thailand, and the UAE, took part in ICEBTM 2025.

The two-day conference concluded on November 15 with an award and closing ceremony at The Westin Dhaka.

Keynote papers on the second day were presented by Prof. Dr Rajah Rasiah of the University of Malaya, Malaysia, and Dr Ahmad Ahsan, Director of the Policy Research Institute. The session was chaired by Prof. Dr Abdur Rab, Vice-Chancellor of IUBAT, and Dr Ben Bvepfepfe, Leeds Trinity University & CILT, UK.

Industry and academia leaders participated in several "Industry Talk" and "Academia-Industry Discussion" sessions.

The second day also featured three parallel sessions where faculty members, researchers, and students from home and abroad presented a total of 106 research papers and 12 posters. A special session titled "Meet the Journal Editors" allowed participants to engage with editors of journals where selected conference papers will later be published.

Tarunnyer Joy Utsob 2.0: Stamford Anti-Drug Forum's cultural campaign against drugs

The country's first university-based anti-drug organisation, Stamford Anti-Drug Forum, organised a cultural programme titled "Tarunnyer Joy Utsob 2.0" on November 11 at the university premises. The programme aimed to spread awareness against drug abuse among the youth through cultural expression and creative engagement.

Dr Arup Ratan Chowdhury, Chairman of the Association for the Prevention of Drug Abuse (MANAS), attended the event as the Chief Guest. The event was divided into two segments: a seminar and a cultural session. During the seminar, speakers included Md Ziaul Hasan, Treasurer of Stamford University Bangladesh; Saumitra, Assistant Proctor; and Iti Laila Kazi, Convener of the forum, among others.

The cultural segment featured musical performances, dance, recitations, and short plays, all carrying the message that cultural practice keeps people away from drugs.

At the end of the programme, guests and participants praised the forum's efforts and encouraged further initiatives to keep the youth community drug-free through positive cultural and social engagement.

East West University (EWU) hosts day-long job fair

East West University (EWU) hosted a day-long job fair on November 15, connecting thousands of aspiring graduates with 70 leading national and multinational organisations. The event was inaugurated by Muhammad Fouzul Kabir Khan, Adviser to the Ministry of Power, Energy, and Mineral Resources at the EWU campus. Khan called on the youths to enter politics, stressing the critical need for ethical leadership.

Barrister Nihad Kabir, Former President of the Metropolitan Chamber of Commerce and Industries (MCCI), Dhaka, and Special Guest at the event, highlighted the fair's value, calling it a "great opportunity" for students to choose their desired career paths and learn details about their preferred organisations, as well as the opportunity for the employers too.

Professor Dr Mohammed Farashuddin, Chairperson of the Board of Trustees, EWU, and former Governor of the Bangladesh Bank, emphasised the importance of entrepreneurship for national development. He asserted that the government should prioritise creating and nurturing small and medium enterprises (SMEs) to reduce poverty and inequality in the country. Dr Farashuddin suggested creating three million small entrepreneurs, providing them with training and low-interest or Islamic Mudaraba method loans to boost national production and employment. Professor Dr Shams Rahman, Vice-Chancellor of EWU, stated that the job fair is organised to establish a vital link between industry and academia. He noted that at the job fair, students are not only applying to their preferred organisations, but organisations are also able to find their preferred graduates.

A total of 70 companies, including banks, NGOs, telecom operators, RMG, beverage, electronics, software companies, financial institutions, non-profit organisations, pharmaceuticals, and HR professional training institutions, participated in the event.

PHOTO: **SYED MAHIN IRTEZA**

ADMISSION PREPARATIONS

Preparing for the DU-IBA admission test

RAIYAN SAD AL-HAQUE

When I asked my peers, especially those who made it into the Institute of Business Administration (IBA), Dhaka University (DU) – just as I did – about why they wanted to get admitted here, I often heard that it was about acing the unique admission test it offers. This is hardly surprising given that the IBA admission test was the first to use an aptitude test, as opposed to the traditional tests used in most other public universities.

But that begs the question: what does it take to "ace" this aptitude test and get into IBA? It is difficult to tell what may work for you, but here is what worked out for me really well.

The IBA admission test consists of three MCQ sections: English, Mathematics, and Analytical Ability, for a total of 70 marks to be answered within 90 minutes. It also contains a written segment, which holds 30 marks and is to be answered within 30 minutes. Note that the mark distribution might change from one year to the next.

For me, the most important part of preparing for the exam was strategising. Different people approach the exam differently, and in the IBA admission exam, this is what sets each student apart. The most common approach – the one that I used as well – is to start with your strongest suit and gradually progress towards other sections.

However, I also know of a few peers who opted to start with sections that they were not the most confident about. This is because of the uncertainty regarding the passing of the bar test. In a lot of cases, students fail to reach the passing bar despite having adequate skills to do so, primarily due to poor time management. Attempting the weakest suite last increases the burden, which might result in errors.

Both approaches have their appeal, and the choice largely comes down to the candidate's mindset about the exam. The choice can be premeditated, but it's better to be prepared for the alternative approach as well.

But how should one judge how confident they should feel about the exam?

A necessary but overlooked component for the preparation is the mentality to read through the questions well. Not accounting for this component often results in misunderstanding the question — an error that may prove to be costly. This is especially prevalent when candidates attempt to complete the section that they find the hardest. Although this is not a guarantee, in most cases, the admission test sections start off with the most difficult questions – ones which may be best left uncontested, due to the risk of negative marks and a very short time frame.

However, the candidates who don't read the question paper thoroughly at first end up feeling pressured by the tougher questions at the start. That, in turn, means that they not only miss out on the likely easier questions in the middle and latter parts but also squander valuable marks by making hasty mistakes.

Not reading the questions thoroughly may also result in misinterpreting what the question demands and thus, making silly errors. I can recall one such incident from my admission test. A series of three questions demanded that the students find out the word that expresses the exact opposite meaning of the original sentence. A lot of candidates – including several who got into IBA – in their hurried state, missed the "opposite" part, only saw the word "exact", and answered the synonyms where they should have answered the antonyms. Hence, instead of gaining three marks, they lost 0.75 (due to negative marking).

Since there are, at the time of writing, barely a week left for the preparation, it would be very unwise to attempt to learn newer items. Candidates very often feel anxious about their preparation, especially if they failed to cover certain portions for their test. As a result, they fail to focus on the portions they have already covered. Peer pressure from other candidates also plays a role in this phenomenon, and it must be resisted. You must remember that in an aptitude test, doing what you do best is much more important than doing as many things as you can in a less-than-optimal manner.

Now, for some specific section-related advice. The most challenging aspect of the English section is the unfamiliarity. Most of the items do not follow the mould of the average National Curriculum and Textbook Board (NCTB) questions. Most importantly, most of the questions demand to know what's wrong instead of what's correct. However, this fact is very implicit. Approaching the problems with this eliminative approach rather than the traditional deterministic approach usually proves to be helpful.

Math is the section that usually takes the longest, and thus, for most students, it would be wise to leave a significant portion of their time for this part. The "reading questions thoroughly" advice is especially important for the Math and Analytical Ability section, as these sections have started off with the most difficult questions and gradually gotten easier in recent years.

However, you must also keep in mind that the acceptance rate in DU-IBA is fairly low. Hundreds of students compete for one seat. But you must remember the cliche line: no sheet of paper should determine your future, except here it's a screen with some numbers. Accepting the chances of failure also relaxes the mind, improving the end quality of your effort. Best of luck!

Raiyan Sad Al-Haque stood first in last year's DU-IBA admission test.

EAST WEST UNIVERSITY

Centred in knowledge and committed to your future

FARIHA LAMISA

Since its inception in 1996, East West University has been working tirelessly to provide quality education to Bangladeshi students in an accessible manner. As the university, which received its permanent charter in 2016, prepares to welcome newcomers to its permanent campus in Aftabnagar on December 7, here are some of the facilities that prospective applicants and their parents should be aware of during the admission period.

Affordable education

The university has maintained affordable tuition fees compared to other universities of similar standing in order to make high-quality tertiary education accessible to students from diverse backgrounds.

In addition to the lower tuition costs, the university also offers a generous scholarship scheme of up to one hundred percent based on merit for both prospective and current students. These scholarships serve as motivation for students to remain focused on their studies. Furthermore, the institution provides a financial aid system to support students who are struggling financially, enabling them to continue their education without worrying about expenses.

Diverse academic disciplines

Apart from being affordable, another noteworthy aspect of the institution is its diverse academic programmes, ranging from Science to the Humanities at both undergraduate and graduate levels. There are three faculties: the Faculty of Science and Engineering, the Faculty of Liberal Arts and Social Sciences, and the Faculty of Business Administration and Economics. Under these faculties, there are multiple departments that offer majors in their respective academic areas.

For instance, under the Faculty of Science and Engineering, there are well-regarded departments such as Computer Science and Engineering, Electrical and Electronic Engineering, and Pharmacy.

The Faculty of Liberal Arts and Social Sciences also offers popular programmes through its Law, English, and Sociology departments, as well as rarer ones such as Information Studies.

Finally, the Faculty of Business Administration and Economics offers sought-after programmes in Business Administration and Economics.

Therefore, regardless of one's academic orientation, it is likely that prospective students will find a suitable match in the red-brick campus.

Supportive and expert faculty members

This diverse academic atmosphere at the university is constantly supported by expert faculty members who are guiding students in the classroom by delivering well-prepared and engaging lectures. Students are supported outside of the classroom as well during the designated office hours of faculty members, where a student may choose to get one-on-one help. These instructors, all masters in their fields of study, are competently prepared to provide structured and targeted guidelines to their students.

The university prides itself on having around 32 percent of its faculty members holding PhDs from reputable universities across the globe. In addition, many faculty members are currently pursuing their PhDs. Their research input and publication history contribute to the academic vibrancy of the community. This means when interested students are looking for research guidelines, they are not merely being encouraged, but rather they are shown a concrete path by an expert in the field.

Extracurricular activities

Besides educational development, the institution pays special attention to the social and personality development of students by operating several clubs. Club options range from academic and cultural to physical and intellectual.

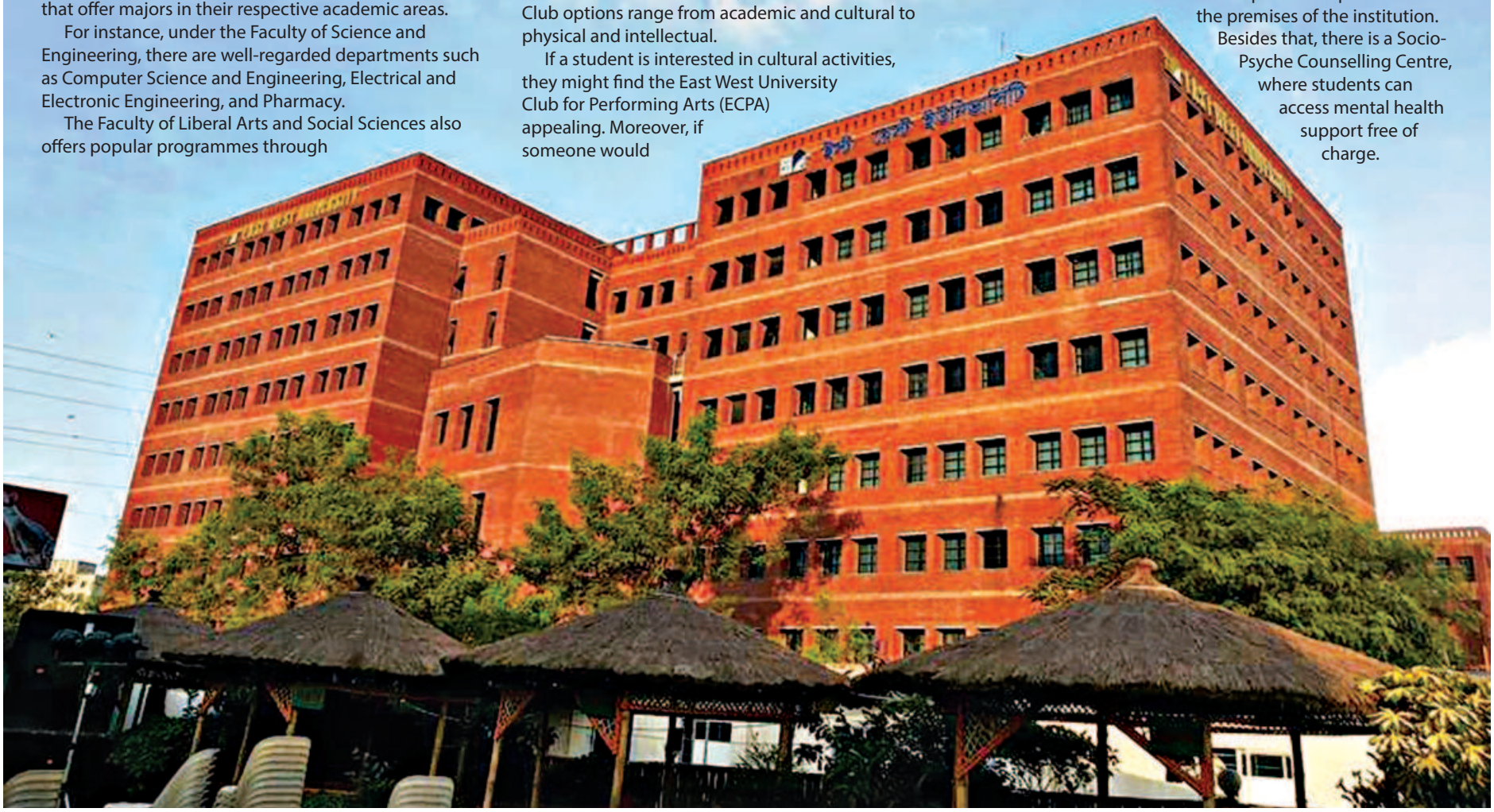
If a student is interested in cultural activities, they might find the East West University Club for Performing Arts (ECPA) appealing. Moreover, if someone would like to expand their extracurricular involvement as an extension of academic activities, they might choose to join department-specific clubs, which are primarily run by students of the respective departments, such as the Biotech Club, Business Club, Economics Club, English Conversation Club, and many more. Students who want to sharpen their oratory skills may find a match in the Debating and MUN Club, and for sports enthusiasts, there is a Sports Club and a dedicated Karate Club as well.

These clubs allow students to find their community based on shared interests and help them in the process of personality development through different activities.

On-campus job opportunities

Another unique aspect of this university is that it provides on-campus job opportunities for academically motivated students. Students can pursue teaching or research assistantships on campus. The benefits of these jobs are not limited to remuneration; rather, they extend to accommodating students' academic schedules.

Students can do these jobs between and after classes without the timings clashing with their studies. However, it is important to note that these positions are offered on a competitive basis, and students need to maintain an above-average CGPA and meet other criteria to access these opportunities. These employment experiences give students a competitive edge in the job market after graduation.

Focus on students' well-being

The university also places strong emphasis on promoting students' well-being. In order to maintain a safe campus atmosphere, there is a dedicated proctorial team to uphold discipline within the premises of the institution. Besides that, there is a Socio-Psyche Counselling Centre, where students can access mental health support free of charge.