

## EDU GUIDE

# Navigating the open CREDIT SYSTEM

IRINA JAHAN

Under the open credit system, university students can exercise the freedom to take any course they wish to but it comes with its own set of challenges.

As any private university student can attest, the advising phase can be terrifically stressful. Without actually being advised by counsellors, many of the younger students often struggle.

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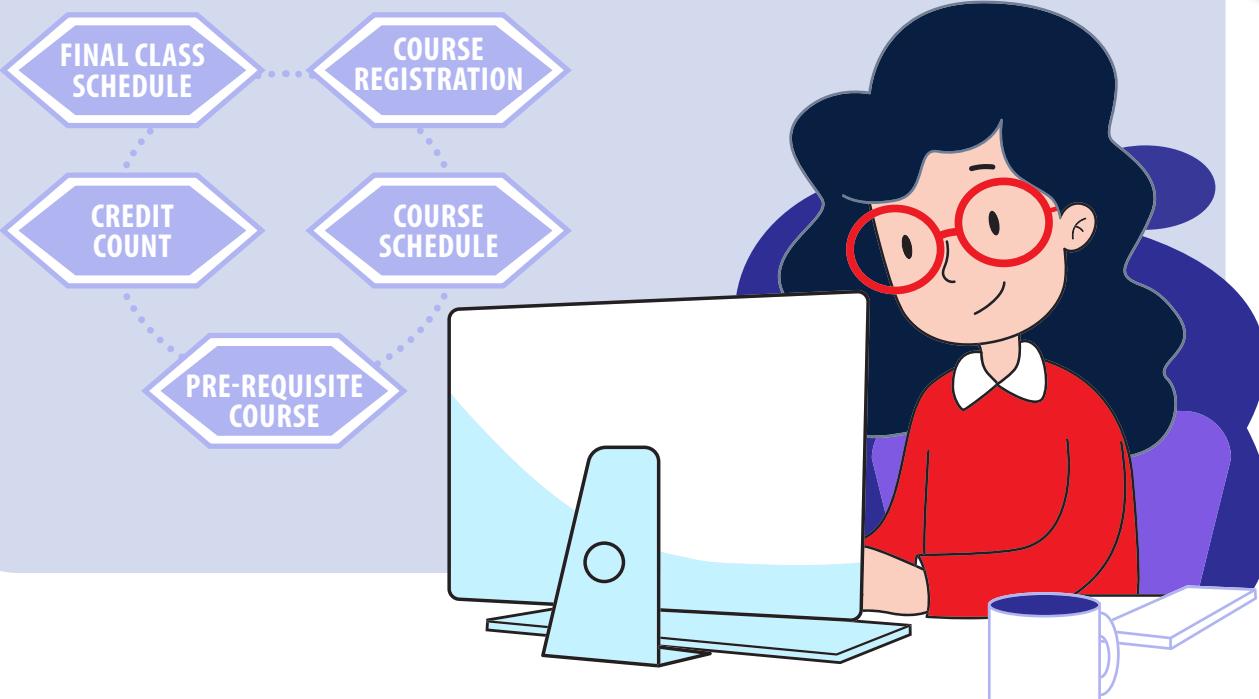
In the open credit system, the given course maps may provide some assistance. But the "no-barriers" aspect means many of the third or fourth-year students can take up seats for 200-level or beginner level courses that were recommended to be completed in the first year. Hence, the freedom and flexibility of the system simultaneously make it difficult to always get the pre-advised or preferred courses, further jumbling up the course combination for students.

It is important to acknowledge that students possess varying thresholds for withstanding academic pressure. So, being able to select courses is a major advantage in later stages when they are able to understand their needs and strengths better. For those struggling, it is always advised to speak to a faculty member or senior in the department who may be able to guide them on how to proceed.

Being able to personally choose courses under this system means a student is able to register for a course that does not fall under their major's requirement. This provides them with a unique opportunity of choosing courses based on their personal interests. Additionally, not having to conform to a predetermined number of courses is a major gain.

If tallied, the non-constraining nature of the open credit system definitely takes the win against the closed credit system. But the challenges of making the most out of it can negatively affect one's academic performance. Educational institutions choosing to operate under this system should take the initiative to offer extensive help during the advising process to make it less overbearing. On the other hand, students need to invest a considerable amount of time to make sure they are allocating courses efficiently throughout their academic journey.

**Irina Jahan is a student at North South University.**



## Do you have what it takes TO BECOME A DOCTOR

AMRIN TASNIM RAFA

It is easy to be blinded by the promises of a career in medicine while trivialising the hard work it requires. Thus, there are a few questions we must ask ourselves first.

Firstly, think about whether the subject matter actually interests you. If you harbour any strong negative feelings towards human biology, both theory and practicals, it's best to take a step back without any further thought.

Next, assess whether you'll be able to live the life of a medical student, as it is usually a thirteen-year long commitment. Years of mandatory internships with negligible pay along with several post-grad degrees to become a full-fledged doctor of a specialised field.

In Bangladesh, the income of doctors varies over a huge

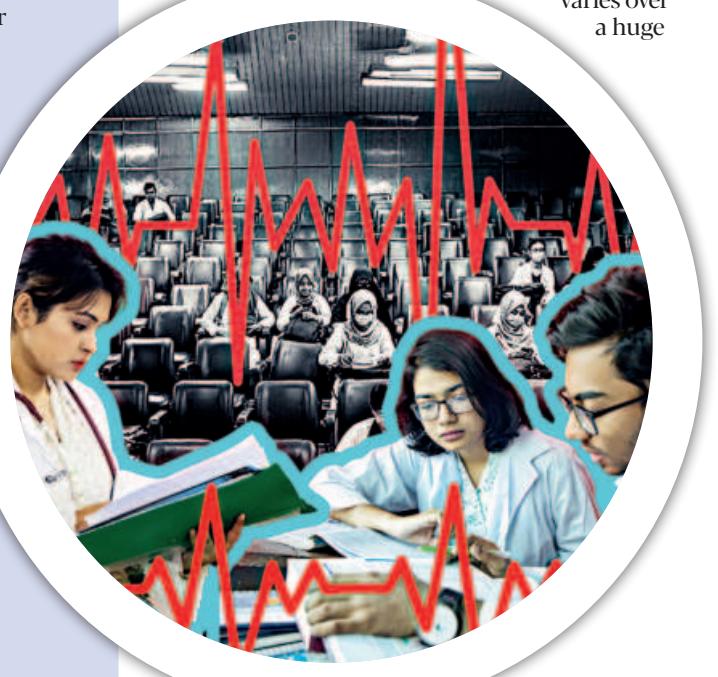


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range. Several factors play into deciding your income. If you are someone who is expected to take on financial responsibility for your family a few years into your career, this is a risky path to take. For some, pursuing medicine solely with a monetary incentive increases the risks of medical malpractice.

If you want meaningful work and to help people, medicine is a valid consideration. In this case, think whether you'll be able to make it through without any lasting negative repercussions to your well-being.

Evaluate your academic life so far. Are you okay with a few years of your life passing by as a transitory period to eventually work your dream job? Unless your answer to this question is yes, it is definitely worth considering other options.

If you're on board with taking on the challenge, be aware of the situation. At the end of the day, it is down to whether you have a strong personal motivation to achieve an outcome that is mostly exclusive to being a doctor.

**Amrin Tasnim Rafa is a high school graduate.**