DHAKA THURSDAY OCTOBER 9, 2025, *ASHWIN 24, 1432 BS* | A PUBLICATION OF The Daily Star

CAMPUS

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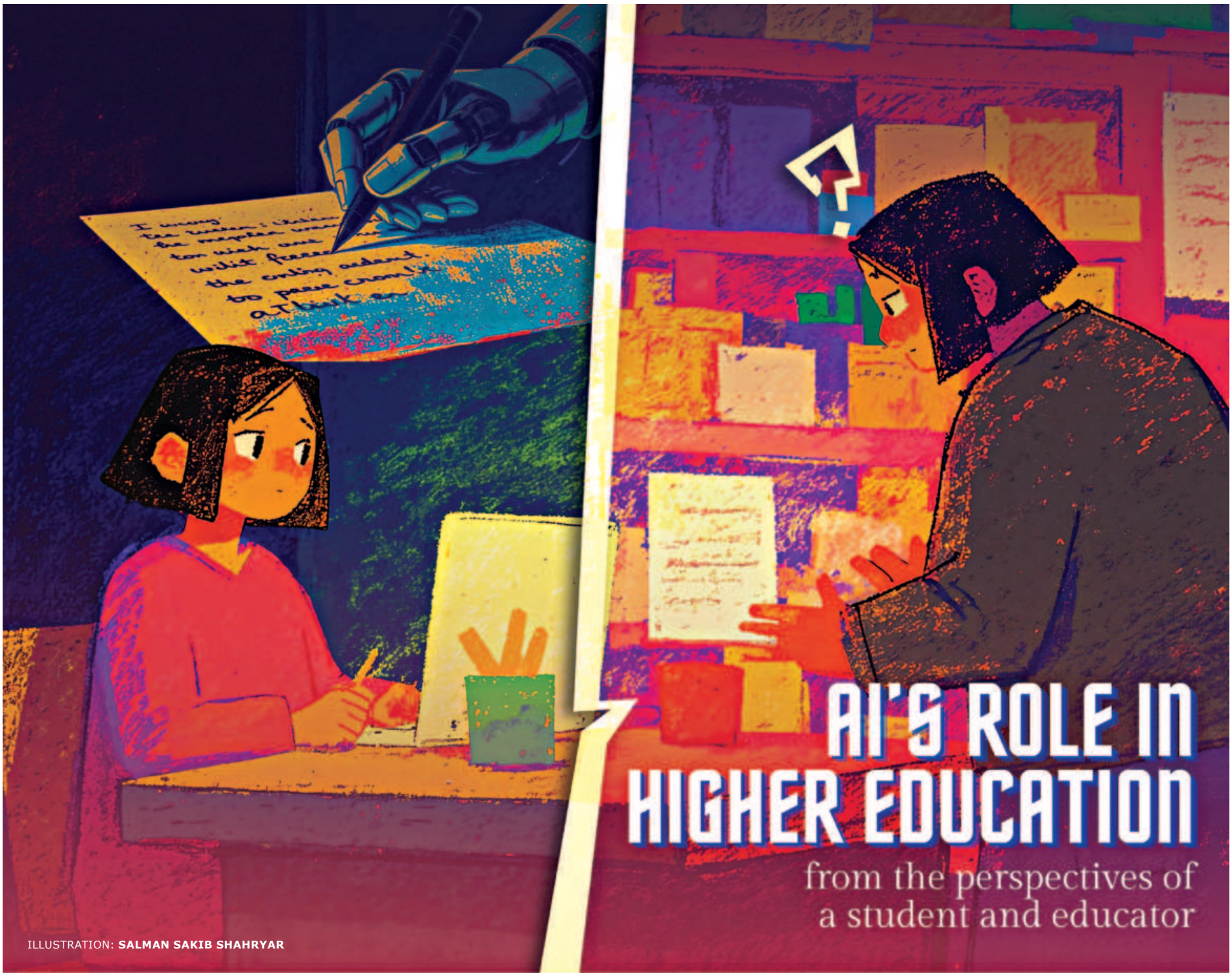

AI'S ROLE IN HIGHER EDUCATION

from the perspectives of a student and educator

ILLUSTRATION: **SALMAN SAKIB SHAHRYAR**

THE PAPER

Built on its predecessor's legacy, made promising by its own potential

LAKUM MURSALUN

It's been almost 12 years since *The Office* wrapped up, and fans have since wondered if the show would ever get a spinoff. In fact, several attempts have been made over the years to bring the show back. Nonetheless, a new spinoff has finally arrived: *The Paper*, a ten-episode binge-worthy mockumentary set in a collapsing newsroom.

The series starts off by introducing Enervate, the company that took over Dunder Mifflin just before the pandemic. Just like *The Office, The Paper* also has the same camera crew, but this time, they're documenting a community newspaper called Toledo Truth Teller (TTT).

The show introduces a new ensemble of characters, with Oscar Martinez being the only familiar face.

In the first episode, Ned Sampsons, played by Domhnall Gleeson, is introduced as the newly hired Chief Editor of the TTT. Soon after he joins, though, Ned quickly discovers that the newsroom operates largely on the efforts of untrained staff who are a bunch of amateurs and clueless volunteers.

Mare Pritti (Chelsea Frei) is the lone journalist on deck, although her day job doesn't necessarily involve a lot of rigorous work. Nicole (Ramona Young) keeps the lights on by swiping subscriber data like it's a side hustle. Then there's Esmeralda Grand (Sabrina Impacciatore), a glittery editor who insists on taking centre stage and refuses to let Ned steal a speck of her spotlight.

The strength of *The Paper* lies in its cast. Domhnall Gleeson shines as Ned Sampson. Chelsea Frei also stands out as Mare Pritti, who is sharp and funny. Similarly, Sabrina Impacciatore brings flair and humour as the over-the-top Esmeralda Grand.

From the very start, the creators Greg Daniels and Michael Koman were not only successful in capturing the spirit of *The Office* but also carved out a distinct identity, driven by its strikingly relevant perspective on today's journalism.

By centring around the rebirth of the fictional publication, the show builds genuine anticipation for what this scrappy newsroom might achieve in the coming seasons. And it hits its stride midway through and closes with the promise of even better stories ahead.

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OPPORTUNITIES

brac
BRAC
Deputy Manager (Brand, Aarong Dairy)

ELIGIBILITY

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- Marketing background candidates will be given preference.
- Minimum 3 years of work experience.
- Experienced in FMCG sector preferable.
- Experience in identifying target audiences and devising campaigns that engage, inform and motivate.
- Proven ability to develop brand and marketing strategies and effectively communicate.
- Must have Communication, analytical ability, problem solving and report writing skill.
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DEADLINE: OCTOBER 11, 2025

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WellDev
WellDev
UI & UX Designer

ELIGIBILITY

- 3+ years of professional experience in UI/UX or Product Design.
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- A solid grasp of layout, typography, color theory, and interaction design principles.
- Experience participating in user research and usability testing sessions.
- Excellent professional communication skills in English.
- Expertise in Figma is essential.

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UCBD Empowers Students to Study International Degrees in Bangladesh

Every year, an increasing number of Bangladeshi students wants to pursue their dreams of studying abroad to gain a better education along with global exposure. However, studying overseas is becoming more difficult over time. Tuition fees in countries like the UK are getting more expensive every year, while tightening visa policies and soaring living costs have made it almost impossible for many families to afford overseas education for their children. This is where Universal College Bangladesh (UCBD) plays an important role.

UCBD's goal is simple but transformative. Its vision lies in making world-class higher education accessible to Bangladeshi students without the stress, cost, or challenges of studying abroad. UCBD is the first higher education institution in Bangladesh approved by the Ministry of Education that offers full international degree programmes. UCBD has established partnerships with some of the world's most prestigious institutions, including the University of London (UoL), London School of Economics & Political Science (LSE), University of Lancashire (Ulan), and Monash.

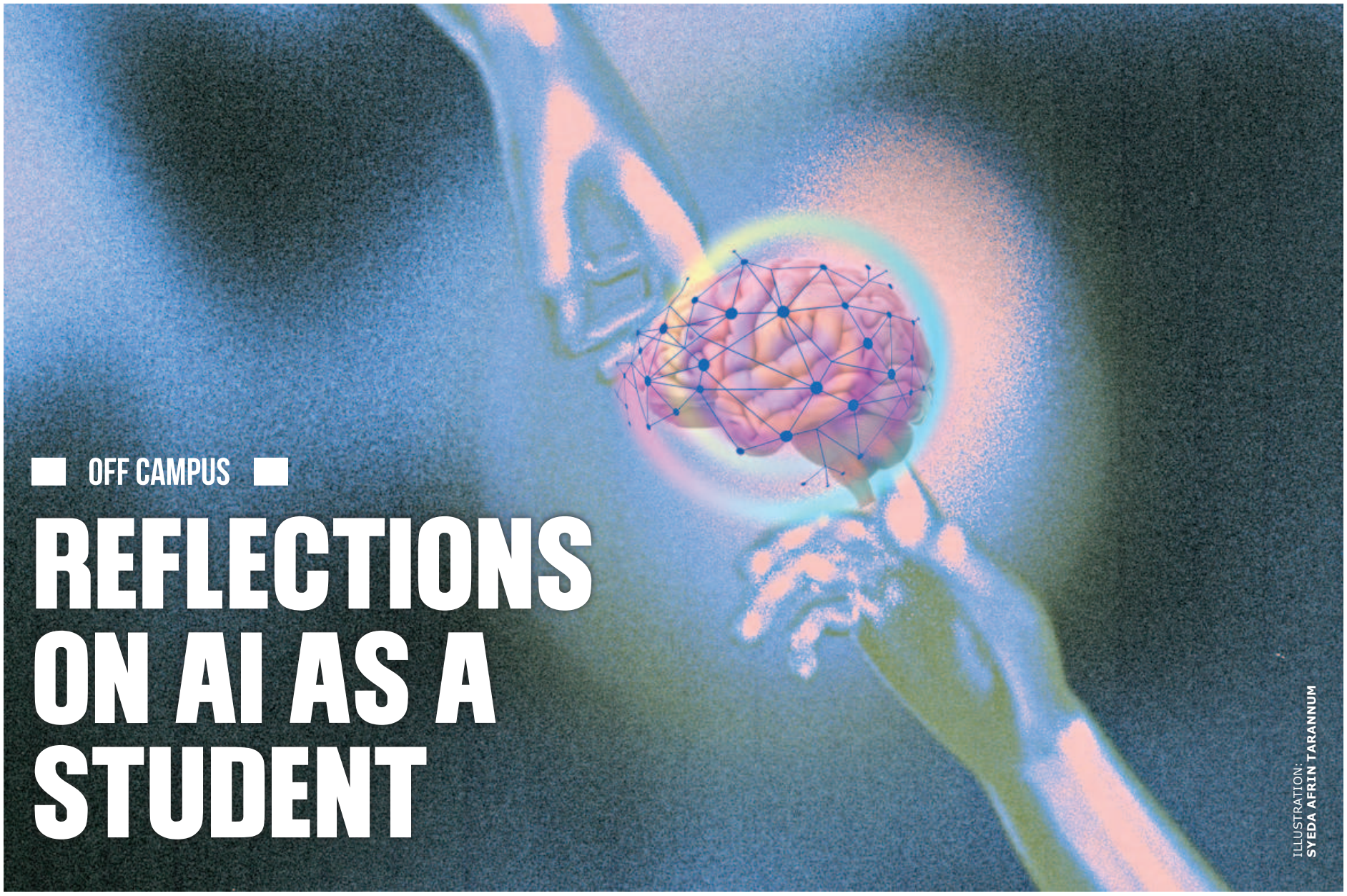
The degree programmes available at UCBD cover some of the most in-demand fields of today's global economy. Students can study degrees in business, management, marketing, accounting, finance, data science, and cyber security. Students from any HSC or A Level stream can study for any degree, so students from arts or commerce can enrol in IT and data science degrees. Each academic programme is designed by UK faculty, and follows the same curriculum and exams as students follow in the UK. Students at UCBD learn from internationally qualified faculty who have all been approved by UCBD's UK university partners, and who are headed by Professor Hew Gill an Oxford graduate from the UK. The LSE Global degrees follow the distinctive quantitative and policy-oriented approach that students follow in London. The ULan degrees are identical to the degrees that are offered in the UK. UCBD students receive degree certificates from the University of London or University of Lancaster and can even choose to attend their graduation in the UK. This means that UCBD students receive degrees which are the same as the degrees in the UK –in quality, recognition, and prestige, but at a fraction of the cost.

Beyond academics, UCBD also focuses on building a learning environment that prepares students for academic success and helps them develop essential skills for a rapidly changing future. The institution offers mentorship programmes, development workshops, internships, and job placement support, making sure that students graduate with the real-life knowledge that will help them get ahead in a competitive jobs market.

UCBD also actively engages with employers to understand evolving industry needs, and offers a Corporate to Campus programme that brings leading figures from the world of business to campus to meet with students. This focus on employability means that UCBD graduates are well-equipped to secure top jobs with the very best international and domestic employers.

A UK degree can open doors to many career and postgraduate opportunities both in Bangladesh and abroad. UCBD is a bridge that enables students to stay local and study global. It offers students the prestige of an international degree with the affordability of a local institution, while making every student part of a global academic community.

By offering international-standard education in Bangladesh, UCBD is changing the landscape of higher education in our country. Now, international learning does not have a limit. Bangladeshi students can be more connected to the world and a truly world class education. For students who like to dream big, UCBD is the best the way to global opportunities – all from the heart of Dhaka.



OFF CAMPUS

REFLECTIONS ON AI AS A STUDENT

ILLUSTRATION: SYEDA AFRIN TARANNUM

AZRA HUMAYRA

For one thing, I didn't think 11-year-old me in 2011 could ever be mad at technology, especially since back then, I could crank out a ten-page essay on the digital revolution like it was my life's work. Wi-Fi was my muse, and the digital revolution was my best friend. Much as I enjoy never getting lost thanks to Google Maps and collapsing into a daily doom-scrolling extravaganza like it's a full-time job, I remain deeply suspicious of the technological revolution that is generative artificial intelligence (AI).

One of my friends, a solid guy you can always spot on campus, was the picture of calm while we had a massive assignment breathing down our necks. I, meanwhile, was losing my mind, trying to make academic sense of anything. I'm not usually anxious, but the man had the serene detachment of Plato's philosopher king. Or someone who hadn't opened the syllabus since week one.

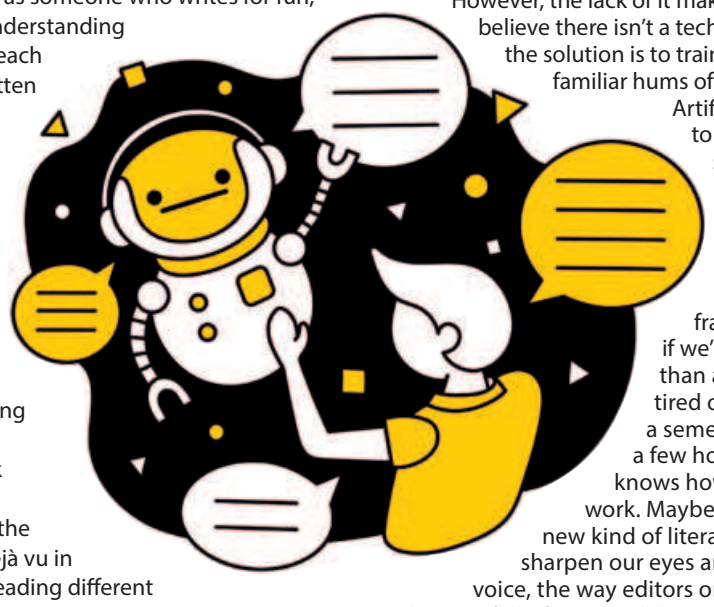
I asked him how he had managed to achieve near-monastic calm. He gave me a look, somewhere between pity and confusion, and said, "I'll just ask ChatGPT the night before."

It's not like I was living under a rock — I knew about generative AI. I've just been picky about using it, mostly because I actually enjoy writing. You could ask my diary or my Notes app, both of which have seen things. But his answer? It still managed to annoy me.

Frustratingly, I did the assignment the old-fashioned way — sweat, tears, and existential dread. When the scores came out, I practically sprinted to the notice board. I did well! But then I saw my friend's score, the same as mine. The guy who summoned ChatGPT like it was a genie. I was, once again, deeply and theatrically annoyed. My friends and my parents were unwilling witnesses of my wrath that day. They are still recovering.

What am I to learn when I see my peers getting away with using AI and others who are putting in the work to produce their best work? I think it is incredibly demoralising to those who work hard to earn those scores. It is not far-fetched to believe that the system is playing a prank on the hard-working ones. Even though it sounds unreasonable now, why aren't there proper mechanisms in place to detect AI in academic work?

This scares me because as someone who writes for fun, I read content to get an understanding of this chaotic world, and each day the ratio of copies written in AI increases. Even in academic writing, I see the same AI-written ramblings. When you read a lot of it, you start to get an understanding that generative AI is not that creative.



This realisation hit me after a string of group projects. Proofreading the content at first was breezy because of the lack of grammatical errors, but the more I read, the more the words felt recycled, like déjà vu in paragraph form. I wasn't reading different voices. I was reading the same one, over and over. That's why I think generative AI isn't creative — it just knows how to sound like it is.

I understand that we need to adapt to new technologies, but as a student, it is depressing to see students compromise on their intellect because AI is an easy way out. My anger spills when my efforts are considered equal to "efforts" furnished by AI. Younger students are being introduced to generative AI, and that will further complicate the situation because they will not be able to think creatively, let alone write creatively. What will be the solution then? Will teachers score based on who prompts AI better?

The solution is not that simple; I can gather that much. However, the lack of it makes me feel dispirited. I believe there isn't a technological solution to it; the solution is to train your eyes to catch the familiar hums of generative gibberish.

Artificial intelligence is here to stay, but its presence shouldn't come at the cost of students' academic or creative integrity. I'm writing this not as a grand thesis but as a rant because, frankly, it feels unfair. And, if we're being honest, more than a little unethical. I am tired of seeing people pull off a semester's worth of work in a few hours because a student knows how to prompt creative work. Maybe it's the beginning of a new kind of literacy. Maybe we should sharpen our eyes and ears for the human voice, the way editors once did with red pens and a mug full of tea. Until then, I'll keep writing the hard way, slow, messy, and maddeningly human, because I still think it matters.

Azra Humayra is a sub-editor at Campus, Rising Stars, and Star Youth.

EDUCATION

TEACHING IN THE AGE OF AI

MRITTIKA ANAN RAHMAN

ILLUSTRATION: **ABIR HOSSAIN**

Every new wave of technology presents a new generation of educators with the difficult challenge of adapting their methods of instruction to fit new automation, the implications of which may or may not be fully understood by the public yet.

With the public launch of ChatGPT at the end of 2022 – followed in quick succession by the launch of other predictive language models – universities face the greatest challenge of our lifetimes: how to adapt to a classroom where every student has the ability to generate their homework in a couple of seconds.

Educators and institutes have chosen to respond to this development in a number of ways. Blanket bans on using AI for coursework seem to be the way to go, with many educators choosing to state this policy in their syllabus to set the tone at the beginning of the semester.

Other educators have chosen to be more pragmatic and changed the nature of their assignments in response to AI. Some teachers are of the opinion that we cannot assign any written take-home tasks out of fear of plagiarism. Essays, reports, and written assignments have been replaced with oral presentations and in-class group activities. While these methods are excellent learning tools in their own right, I am not of the belief that they can be a complete alternative to all take-home written assignments.

The larger industries, which students will graduate to enter, have not changed as much as students would like to believe. Academia and graduate school are still functioning on the basis of published papers, and will continue to do so for the foreseeable future. Corporate jobs still require employees to compile reports and create projections they cannot cite AI for.

> Some students also take the help of AI to study for exams. Instead of reading through material and attempting to understand it, many students choose to simply feed their assigned readings to the application and ask for brief summaries in easy language.

While menial parts of these tasks, such as proofreading or sorting data, can be assigned to AI without a supervisor being any wiser, graduates will still need to possess a similar skill set as those who graduated five years ago to perform tasks in a field of their choosing. Therefore, assignments such as essays, reports, and student papers are crucial to help build those skills during undergraduate years to ensure that students can make a smooth professional transition.

Yet, it is very naive to expect a majority of students to put in a decent amount of effort with ChatGPT at their disposal. Even instructions for a simple ungraded brainstorming activity during class are followed by students whipping out their cellphones to ask ChatGPT for talking points, refusing to even ponder on the question for a minute. This has naturally led to many educators feeling frustrated. It is disheartening to sit down to grade an assignment and slowly realise one has been reading through AI-generated work, which can feel like a waste of one's time.

Some students also take the help of AI to study for exams. Instead of reading through material and attempting to understand it, many students choose to simply feed their assigned readings to the application and ask for brief summaries in easy language. The fall of critical thinking skills and creativity in students is frustrating to deal with as an educator. Perhaps our approach can be to engage them with the material as much as possible to push them to learn.

In-class group discussions and planning sessions for projects can ensure students attempt to think about their assigned task and come up with a work plan for themselves. For more rigorous assignments, I require students to meet me in person multiple times, where they show and discuss progress and challenges to ensure they are working on the task throughout the time leading up to the deadline. It is also a good way to ensure that they are aware of what to do in each stage, instead of simply having a ready product before the deadline.

Educators can also require a lot of supplementary materials to be submitted with the main assignment, which can vary depending on the nature of the task. Handwritten notes written by each group member to ensure group meetings have taken place, field notes, photos of site visits, transcripts of interviews taken, and audio recordings are among other ways of asking students to document their work throughout a project.

Finally, I follow up submissions with a presentation or viva where students have to explain their project and be able to answer questions about their process, findings, and decisions taken. Afterwards, skim reading a submission can tell you about the quality of a project, but I avoid questioning assignments at a word level because it is not a productive use of one's time.

A less robust level of effort during grading is acceptable if most of the effort of the educator goes towards overseeing the planning and undertaking of the project to ensure students are engaged from the beginning. Additionally, most university courses have midterms, final exams, quizzes, and other methods of assessment; thus, an assignment is unlikely to be the only determinant of a student's grade to begin with.

None of these measures are, of course, foolproof, and it could still be possible for students to improve their grades by using unethical means. It is tragic when students who use AI are graded better than those who choose to be ethical and submit an inferior product. Educators have a very tricky challenge in evaluating student work.

However, policing the use of AI is difficult and can feel fruitless, especially with newer advancements making it increasingly difficult to detect AI when reading. The pace of new technology is difficult to keep up with, and drastically changing the syllabus can be beyond the scope of a single educator. Since it often appears that those who create new technology don't consider the social or ethical ramifications of their creations, individuals with limited resources are left scrambling to find solutions to wide-scale problems.

There may not be a perfect solution to this technology, which is understandably so attractive to students, but perhaps some of the methods outlined above can be a temporary fix. As fast as AI applications are evolving, we will need to find new solutions as we go and not get too comfortable with any temporary fixes. As educators, we need to be alert and maintain open dialogue with colleagues and fellow educators to share strategies and experiences to make sure teaching is the group effort that it can benefit from being.

Mrittika Anan Rahman is a lecturer in the Media, Communication and Journalism programme at North South University, Dhaka.

READER SUBMISSION

AT THE INTERSECTION OF ECONOMICS AND MATHEMATICS

FAYAADH SALEHIN AHMED

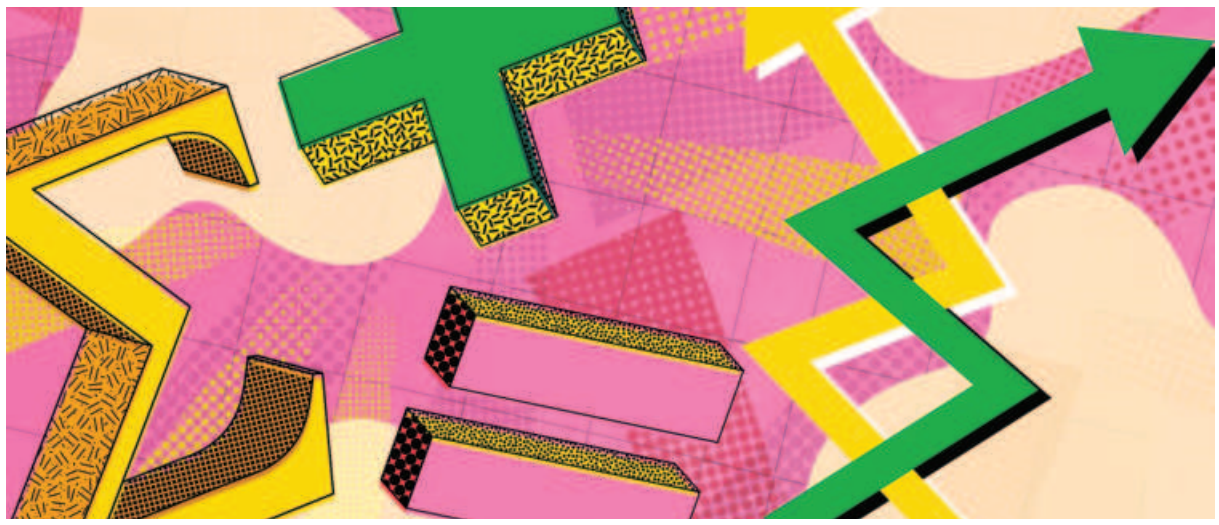


ILLUSTRATION: **ABIR HOSSAIN**

As an A level Economics students, we often indulge ourselves in the realm of Keynesian theories – from the General Theory of Employment, Interest and Money to concepts such as multiplier effects and liquidity preference. John Maynard Keynes has shaped our lens of economic thinking, considering the fact that the field of macroeconomics simply did not exist before him. Yet, here is a surprising detail: Keynes himself was not formally trained as an economist. At Cambridge, he studied Mathematics, and it was Alfred Marshall, one of the leading economists of his era, who implored him to devote his mathematical faculties to Economics.

In fact, the realm of Mathematics and Economics is intertwined. Let's consider Game Theory for a second. John Nash, an American mathematician studying Governing Dynamics at Princeton University, challenged Adam Smith's principle of the "invisible hand". In a moment of eureka, he exclaimed, "Adam Smith needs revision."

Nash's work proved that, in reality, individual ambition does not inherently serve the common good, and that it is cooperation between individuals that benefits both themselves and the group — also known as the Nash Equilibrium.

These narratives indeed revolve around the same notion: for centuries, Mathematics has been the cornerstone of some of the most pivotal developments in economic thought. This is exactly where econometrics enters the scene. Econometrics is a subject that blends Mathematics, Statistics, and Economics to transform abstract theories into measurable insights.

Students who study A level Further Mathematics spend time tackling foundational statistical concepts such as continuous random variables, inference using normal and t-distributions, chi-squared test, and nonparametric tests. While these topics often look highly technical on paper, econometrics paves the way for students to reflect upon using these tools from a more practical approach.

For instance, we can make inferences using normal and t-distributions. Let's assume an economist wants to know whether or not education truly raises average income. Using a sample of data, they can build a regression model and apply t-tests to check whether a positive correlation between education and income is statistically significant or just a stroke of luck. Likewise, normal distributions are also often used to model random shocks in the economy, such as fluctuations in the stock market or demand for a product. In both scenarios, Mathematics serves a greater purpose. It's no longer constrained to a theoretical exercise, but also allows economists to draw empirical conclusions.

The author is an A level student at Scholastica.

NOTICE BOARD

UAP signs EOI with Universiti Teknologi MARA, Malaysia

An Expression of Interest (EOI) was signed on September 25 between the University of Asia Pacific (UAP) and the Accounting Research Institute (ARI) of Universiti Teknologi MARA (UiTM), Malaysia. Prof. Dr M A Baqui Khalily, Dean, School of Business, UAP, and Prof. Dr Zuraidah Mohammad Sanusi, Director, ARI, UiTM, signed the EOI.

This marks the first step towards a partnership between UAP and ARI to foster academic excellence, joint research initiatives, and the development of dual or twinning programmes. The areas of potential collaboration include, but are not limited to, joint research projects and publications, development of joint academic programmes or workshops, and the sharing of resources, expertise, and best practices.

IUBAT holds initiation programme for Fall 2025

The International University of Business Agriculture and Technology (IUBAT) welcomed its fresh batch of students for Fall 2025 through an initiation programme held on October 5. The programme was designed to familiarise the newcomers with IUBAT's education system, services, and facilities to ensure a smooth and enriching academic journey.

Dr Md Shohidullah Miah, Professor, College of Agricultural Sciences, delivered the initiation speech. The event was graced by the presence of Dr Mohammad Kaykobad, Distinguished Professor of the Department of Computer Science and Engineering at BRAC University, who attended as the Chief Guest. In addition, visiting faculty from Canada, Taylor Ewerth, delivered a special

speech to encourage students on their new academic journey.

In his presidential address, Vice-Chancellor Prof. Dr Abdur Rab emphasised IUBAT's commitment to preparing students for success in both life and career. He advised the new entrants to embrace the challenges of quality higher education with dedication and perseverance.

PRESIDENCY UNIVERSITY SIGNS MOU WITH CURTIN UNIVERSITY

Presidency University has signed a Memorandum of Understanding (MoU) with Australia's Curtin University to establish a long-term partnership in higher education and research. The signing took place at Curtin's Malaysia campus, paving the way for international academic collaboration and global student opportunities. Through this agreement, Presidency University students, after completing their honours degree, will gain access to postgraduate opportunities at master's and PhD levels.

The MoU was signed by Prof. Dr Vincent Lee, President and Chief Executive of Curtin University Malaysia, and Prof. Dr Md Anwarul Kabir, Principal Adviser to the Board of Trustees, who was present virtually.

OFF CAMPUS

5 KITCHEN APPLIANCES WORTH INVESTING IN IF YOU ARE LIVING ALONE

PHOTO: **ORCHID CHAKMA**

MEHRAB JAMEE

From varsity and college freshers living in dorms to young professionals living on their own, most miss home-cooked meals. Having the dreaded cafeteria food served in hostel cafeterias may be a rite of passage for university students, but being compelled to eat this food day after day erodes one's soul.

Eating out every day could be an option. But in this economy? It makes sense once in a while, but eating out is always going to be a choice between your wallet and your health.

So now we're left with the last option: cooking for yourself. And yes, this will seem intimidating at first. Lucky for you, we've done the research, asked veterans for advice, and scoured e-commerce sites looking for appliances.

These five appliances feel like the best starter pack, considering the price-to-utility ratio. Buy two or three of these to get yourself started in terms of cooking, whilst preventing bankruptcy in the process.

Electric kettle

Besides preparing warm beverages, a lot of instant foods just need warm water to prepare. It can be used for boiling eggs and such as well.

There are different types of electric kettles. The ones on the cheaper end of the spectrum have a very low temperature fuse and are designed just for hot water. Try to go for the metal ones. Expensive water kettles cost around BDT 5,000 to 6,000. However, raising your budget a little, say by BDT 1,500 or 2,000, provides you with a more stable product and a bunch of different temperature settings. These ones may be used to make some instant soup or even a passable *dudh cha*.

Multicooker or rice cookers

Rice cookers, multicookers, and crock-pots are known by different names. But this category of kitchen gadgets usually has a heat-conductive bowl with an electric heating mechanism. The easiest things to cook in this appliance are, therefore, rice, lentils, or soups.

However, these cookers can be used to cook so much more.

Most rice cookers on the market come with two or three different bowls. Steel bowls are for cooking rice or soups. Teflon-coated bowls function as an electric pot to cook different dishes. This writer has had many hostel feasts with his roommates featuring chicken or egg curry over *khichuri*, all cooked with this one gadget – probably the most multipurpose gadget on this list.

Prices go all the way up to BDT 10,000. The best options are the ones costing around BDT 2,000 to 3,000 with at least two bowls—a steel one and a Teflon one.

Induction cooker

Most hostel kids have induction cookers tucked in under their beds. Anything you can cook on a gas stove you can cook on this. The catch is you must buy flat-bottomed pots and pans that are fit for induction cookers.

Prices range from BDT 1,500 to 20,000 for triple-top ones. For most readers who are cooking for themselves or two people at most, an induction stove with a single cooktop with good temperature setting options costing around BDT 3,000 to 4,000 should suffice.

Sandwich maker

Don't think that sandwich makers are just for making sandwiches; think of them as Teflon-coated hot griddles. After lightly oiling the surface, your sandwich maker can be used to cook omelettes, toast bread or even cook sausages. It's a very time-efficient gadget for people in a hurry.

Prices for sandwich makers range from BDT 1,500 to 3,000. Pricier models have multiple moulds for making sandwiches, waffles, and even a flat-topped one for general usage.

Air fryer

An air fryer is, by design, a small convection oven with a heating element at the top or bottom and a tray to put your food in. You lightly brush any food item with some oil, and the hot air cooks the item in 10 to 20 minutes. Advertisements show mostly French fries, but an air fryer is the best device for the person planning to live on ready-to-cook packaged items you find in the frozen section at the grocery store, like *puris*, *samosas*, spring rolls, vegetable rolls, meatballs, and, of course, French fries and wedges.

All that being said, air fryers have a huge downside—they're expensive. Even the cheaper ones are going to set you back around BDT 4,000 or 5,000. If you have the budget, buy one that costs between BDT 7,000 and 8,000 from a trusted electronic brand.

Whilst deciding which appliance to buy, think of the kind of food you usually eat and think of the budget you have. Having two or three gadgets from this list will increase the variety of dishes you'll be able to cook for yourself.

Mehrab Jamee is a 5th-year medical student at Mugda Medical College and writes to keep himself sane.

OPINION

RETHINKING EXAMS

Do universities need a smarter balance in their assessment models?

ESHAN

PHOTO: **ORCHID CHAKMA**

Over the past couple of years, I have pursued two undergraduate degrees concurrently: an entirely in-person programme at a private university in Bangladesh and an entirely online degree at a university abroad.

At my university in Dhaka, everything builds toward the midterm and final, while the online degree breaks things up into a steady rhythm of smaller tasks: fortnightly tests, short projects, and ongoing participation, without any midterms or finals. Living with these two systems side-by-side and observing how each one shaped my study habits, stress levels, and ability to learn convinced me that the question isn't which system is "better", but which pieces of each system we should keep, discard, or combine.

In our part of the world, high-stakes exams are familiar for a reason. Everything from school to university entrance exams, as well as exams in universities, is a high-stakes, singular exam that provides a compact, standardised snapshot of performance.

For instructors and administrators managing large class sizes, this efficiency matters: grading, quality control, and comparisons across batches are simpler when assessment is standardised. A high-pressure exam can test a student's proficiency in certain skills, such as fast problem solving, timed reasoning, and crisis decision making. How a student performs under constraints is indicative of their abilities. Although this method does involve a degree of clarity, it comes at a cost.

When a large fraction of a course's grade rides on one or two tests, it pushes students towards short-term cramming and rote memorisation. I myself have pulled all-nighters memorising and learning for a final, only to forget it weeks later. In addition, high-stakes exams also magnify anxiety. A single bad day, illness, or family emergency can eclipse an entire term's worth of work.

The continuous-assessment world feels very different. In my online course, assignments and quizzes arrive like steady drumbeats. Each test carries a small weight; therefore, the pressure of any single deadline is low. Frequent tasks give students opportunities to correct mistakes. A poor quiz becomes a moment to learn, not a catastrophe.

For students who struggle with test anxiety or need structured repetition, this system is humane. Adding to this, testing small bits of learning rather than having to internalise a huge chunk of the syllabus feels more manageable and cements better learning.

This model, nonetheless, brings its own set of pitfalls. Without careful scheduling, it can become an endless parade of deadlines. Consistency is also way more important. For people who prefer to learn in short, powerful bursts, rather than maintaining a consistent moderate effort, this can lead to tasks piling up, especially if the later course content builds on earlier concepts.

From my experience, the best system is a mix of both. For example, the curriculum could opt to include a smaller final exam or a project at the end of the semester to bring everything together, coupled with regular, low-stakes quizzes and short assignments along the way. These little check-ins should be there to help students practise and learn, not to punish them. And they only work if students are provided quick feedback. Teachers should be able to drop the lowest quiz or two, because life happens, and no one should fail because of one bad week. Deadlines across courses should be coordinated to ensure that students don't drown in overlapping submissions.

Most importantly, university assessments need to be more equitable. Continuous assessment can be a huge help for students, but only if it's done with clear instructions, flexibility, and compassion. At the same time, teachers also need support in the form of proper training, realistic workloads, and the right tools.

Ultimately, the goal is not to abolish finals or to make students live under perpetual assessment. It is to align assessment with what we want graduates to do: solve complex problems, integrate ideas, and keep learning beyond exams.

HOW TO PREPARE FOR MULTIPLE EXAMS TAKING PLACE ON THE SAME DAY

Prioritise your subjects
Identify which exams carry more weight or are harder for you. Allocate extra time to those while ensuring you review the rest efficiently.

Create a realistic study plan
Break your study sessions into focused blocks. Rotate subjects to keep your mind fresh and prevent burnout. Avoid cramming everything the night before. Always start early to retain information better.

Use smart revision techniques
Rely on summary notes, flashcards, or quick quizzes to recall key points. Reserve the day before for light revision instead of intensive studying.

Prepare physically and mentally
Get enough rest, eat light, and stay hydrated. Mental clarity is as important as preparation.

Plan exam day logistics
Check exam venues, materials, and timing in advance. Having everything organised reduces stress and saves crucial minutes between exams.