

## Teaching in the age of AI: how can the education curriculum keep up?

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Dr Nurul Huda Abul Monsur, a history professor, feels an uneasy strain while evaluating his students' scripts. He states, "I like to place a lot of trust in my students. However, sometimes when I find a student's writing quality has dramatically improved in an assignment, a sharp contrast from their classwork, then a sense of distrust does loom over. But notice that if a student is only using it to develop their vocabulary, these AI tools can be a friend in those instances. Also, I have hardly any tools to be precisely sure if cheating has occurred or not."

"Nevertheless, having no unified framework or guideline on AI usage leaves us with little room for choice," he continues. "We are bound to penalise the students. I think we need to establish a common framework regarding AI usage in students' assignments."

Unfortunately, this lack of adoption is not limited to humanities and social sciences disciplines; the engineering field, too, is equally struggling to catch up with AI, an irony in itself.

Muhammad Shafayat Oshman, a lecturer from the Department of Computer Science and Engineering at North South University, delineates how the computer science and engineering (CSE) curriculum in Bangladesh is lagging behind. He explains, "University curriculum is designed to provide a strong theoretical foundation in



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programming and computer science, while industry increasingly expects practical AI expertise. As a result, many courses fail to reflect real industry needs, such as Bangladesh's growing semiconductor and chip design sector, which remains largely theoretical in the curriculum. This pattern of theory-heavy teaching with limited hands-on application appears across many courses. Bridging theory with real-world industry implementation is essential to reduce this disconnect."

Observing the overall situation, Dr Mohammad Moninoor Roshid, a

professor at the Institute of Education and Research (IER), Dhaka University, feels that our universities could not take the leadership charge at the inception of AI, and now they are struggling to cope. He says, "The Bangladeshi education system needs to adopt AI according to discipline and come out of the preconceived notion that AI is merely a cheating tool, and the University Grants Commission of Bangladesh (UGC) can play a crucial role in formulating that. Besides, senior academics also need to familiarise themselves with AI instead of fearing it. Collectively, we have to


recognise that our future is AI-driven and AI, if used ethically, can operate education efficiently and not just be a tool for cheating."

The rapid advancement of generative AI has exposed a critical gap between technological advancement and curriculum preparedness. From schools rooted in rote learning to universities lacking clear policies and industry alignment, the system appears reactive rather than adaptive.

While AI holds undeniable potential to make learning more efficient, regardless of its uncritical or unregulated use, it risks

eroding originality, critical thinking, and trust within academic spaces. The issue, therefore, is not whether AI should be used, but how it should be meaningfully integrated. Addressing this challenge requires curriculum reform, teacher training, institutional leadership and a unified framework that views AI as a pedagogical tool rather than merely a threat.


If education is to remain relevant in an AI-driven future, curricula must evolve to prioritise process over product, critical engagement over convenience, and ethical use over prohibition.



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