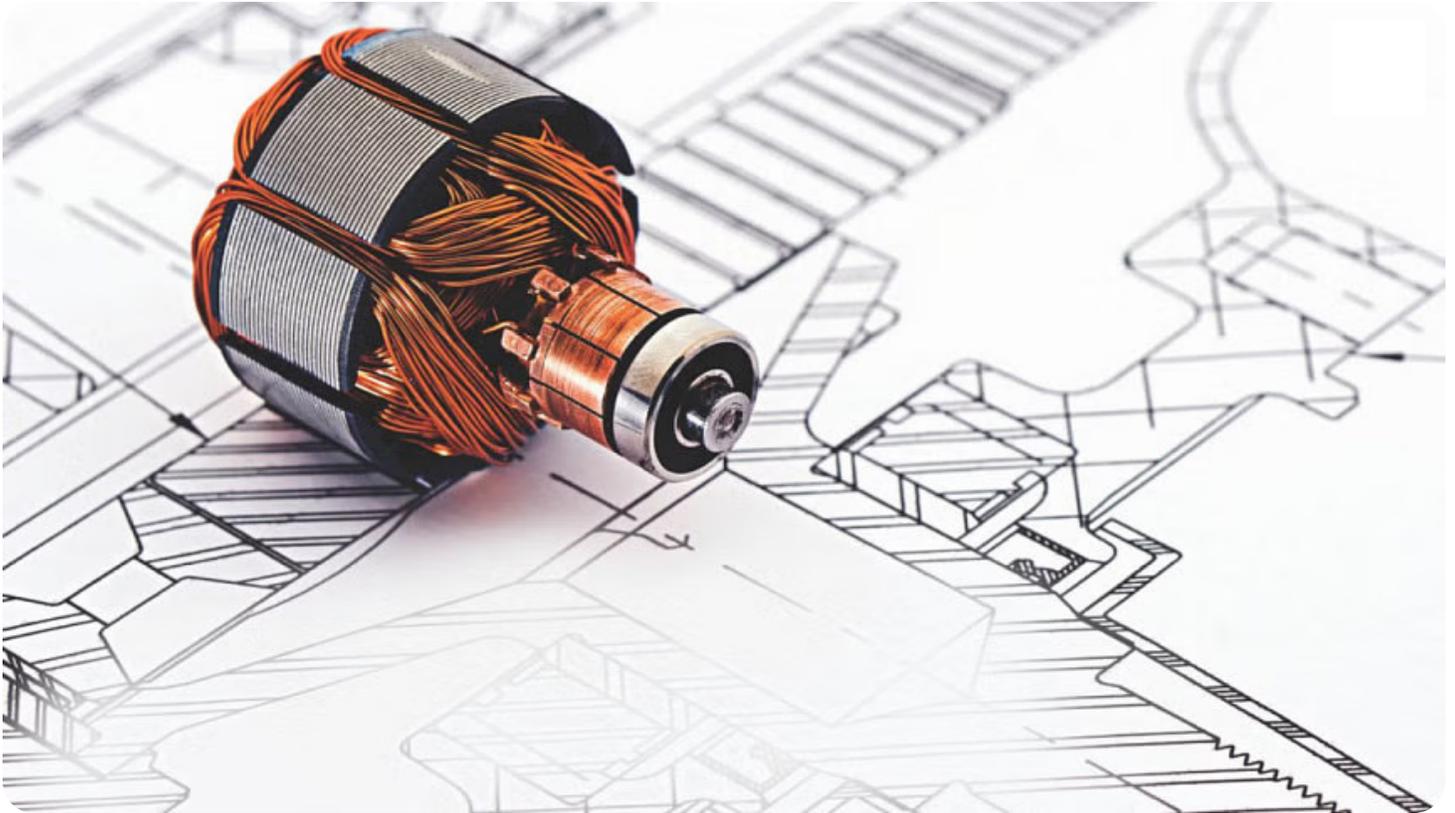# How should our engineering education evolve?

While Bangladesh has made significant strides in various sectors, the domain of engineering education lags behind. As a student of engineering, then a professor and then a vice-chancellor of a private university, I have witnessed the changes within the academic landscape of engineering in Bangladesh for over four decades. Over the years, engineering programmes in Bangladeshi universities have stagnated, still clinging to a 20th-century structure instead of evolving to keep up with the Fourth Industrial Revolution (4IR). Some necessary steps have to be taken to rectify that.

Bangladesh is adapting to 4IR, marked by the convergence of various exponential technologies like artificial intelligence (AI), cloud computing, 3D printing, Internet of Things (IoTs), biotechnology, genomics, and nanomaterials. Integration of cyber-physical systems automates manufacturing and develops many innovative engineering systems. Concerns about AI's competition with human intelligence and the uncertain future of jobs are widespread. The complexity of technologies and the diverse array of societal needs necessitate a renewed approach to engineering education.