



Bangladesh Army University of Science and Technology

(BAUST)

Saidpur



INSTITUTIONAL QUALITY ASSURANCE CELL (IQAC)

Improving Student Success: Roles of Faculty Members and Management in Reducing Dropout Rates

Preface:

After an in-depth review and analysis of the results of the Winter 2025 Semester with all the Heads of the Departments of BAUST in the presence of our Hon'ble Vice Chancellor, the IQAC proposes recommendations based on the input from our Hon'ble Vice Chancellor and feedback from the various departments. The purpose is to minimize the dropout percentage and improve the overall result quality, aiming for a normal distribution of marks among our students' population for each course. This will ensure good average grades with majority of the students obtaining grades between B and B+. Each course teacher will try their best to achieve the objective, and the teaching/learning/assessment should be aligned accordingly without compromising the academic standards and OBE requirements. The focus will be primarily on the level-1 T-I students whose performance was observed to be the worst. If these students are brought on the right track, subsequent problems will be minimized.

The Heads of Departments (HoDs) will come up with the result analysis after each semester and observe the progress to review the action plan.

General Guidelines for All Departments:

1. The HoDs will meet the weak students every semester after the results are published. They will discuss their poor performance and try to identify the reasons on a case-by-case basis. The student advisors will, from time to time, counsel each student and their respective guardians on the strategies for better results.
2. The department should adopt a policy to track these students right from the beginning of the semester and monitor class attendance, continuous assessment, and lab performance. The department should contact the guardians and discuss the students' results, problems, and mental/physical health conditions.
3. The non-departmental courses should be tracked by the concerned department's batch advisor who will share feedback with the course teacher.

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4. The department should introduce peer mentoring to support weak students, arrange remedial classes, and provide extra learning resources. The mechanism should promote collaborative learning and discussion, encouraging high-performing students to mentor those who are struggling.
5. Tutorial classes for weak students in most of the failed courses may be a viable option, provided the students are willing to accept this arrangement. If the students agree, then the department should arrange such tutorial classes.
6. In case of continuous assessments, the course teacher must provide feedback, highlight the errors in their answers, discuss the solutions, and provide the answer scripts within one week of the test.
7. The department should have a mechanism for periodic motivation and moral improvement of the students through orientation, study skills workshops, and academic and career counseling. The students should be guided on effective study techniques, exam strategies, and time management, while promoting healthy competition through recognition of high achievers.
8. The department should maintain student files, monitor attendance and performance regularly, especially for weak students.
9. The course teacher should adopt various teaching methods to generate interest among the learners. This could be from the power point mode teaching to the whiteboard mode, where the students are actively engaged in problem-solving, critical thinking and generating new ideas. For engineering students, after a theory is discussed, its practical applications should be highlighted, and the real-world problems should be practiced. Frequent homework should be provided to monitor the understanding of the students.

Based on the above general guidelines, each department will prepare its own action plan and assign responsibilities to the relevant faculty members. It should be vetted by the IQAC, BAUST, and will be strictly adhered to.

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