

English Diagnostic Test Results

Academic Year 2018 - 2019

A diagnostic test helps teachers and learners identify problems that students have with the English language. Diagnostic test also informs teachers what areas of language need to be included in the syllabus. The test consists of components such as all four language skills: listening, speaking, reading and writing (LSRW) including questions on vocabulary and grammar.

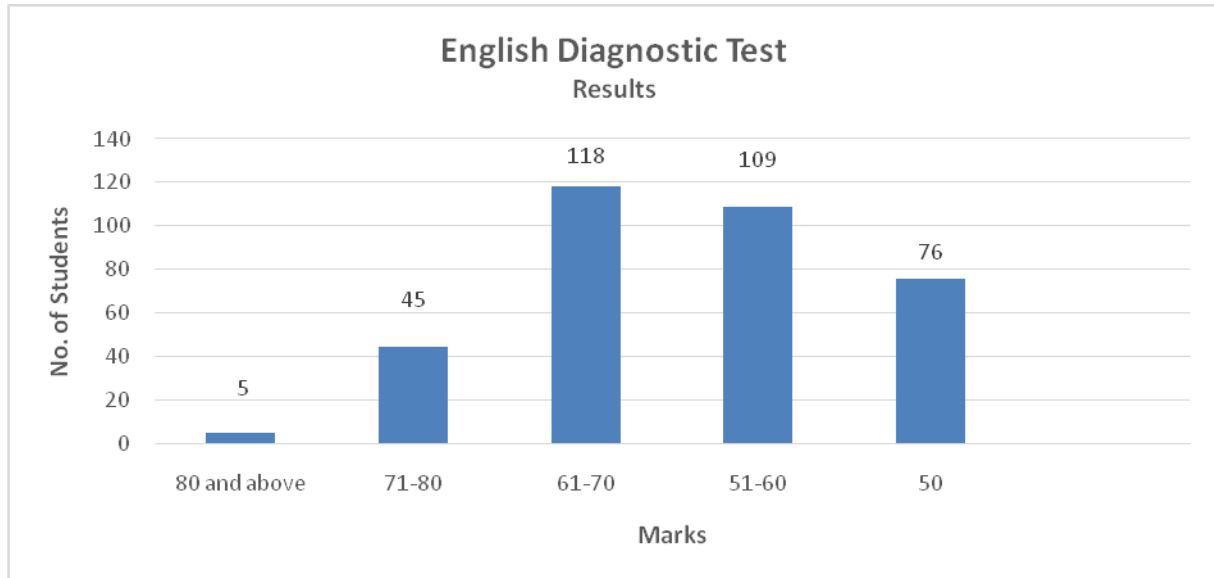
English Diagnostic Test for the 1st year B.Tech students of Academic year 2018-19 was conducted at the Institute for two days, i.e., 26 – 27July, 2018. The total number of students participated in the Test was 353.

The aim of the test is to improve the quality of teaching, learning, and curriculum at the Institute. The main objective of the test is to help students meet certain academic standards not only by identifying their strengths and weaknesses in language skills, but also by providing appropriate remedies for their weaknesses and poor performance in English language.

English Diagnostic Test was conducted for 100 marks which mainly consisted of three parts: Part – A: Speaking Skills (10 marks); Part – B: Grammar, Vocabulary, Reading, Listening Skills (Objective in nature with multiple choices, 75 marks); and Part – C: Writing Skills (descriptive in nature, 15 marks).

Criteria and results at glance

Criteria	Marks Range	Grade	No. of Students	Percentage
No. of students with more than 80 marks	81 and above	A	5	1.42
No. of students with marks between 71-80	71-80	B	45	12.75
No. of students with marks between 61-70	61-70	C	118	33.43
No. of students with marks between 51-60	51-60	D	109	30.88
No. of students with marks less than 50	50 and below	E	76	21.53
Total			353	



Based on the test results, all the students were grouped into two levels fixing the cut-off mark at 61 – Level one, students with 61 and above marks; and Level two, students with 60 and below marks. The members of the faculty of English recommended that level one students study the course, ‘English for Communication’ and the level two students study the course, ‘Learning English.’

In order to improve students’ weaknesses in English language skills -

- ❖ Remedial classes will be offered to weak students.
- ❖ Personal attention will be given by the course teachers, student advisors and counselors.
- ❖ Parents should motivate and encourage their children.
- ❖ Students should take personal interest to enhance their language and communication skills.
- ❖ Students should actively participate in the classroom activities.
- ❖ Students should take personal help from class teachers and friends.

Individual results can be viewed from ERP