

Importance of ‘Imparting Different Levels of Knowledge and Skills through Tutorial Mode’

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Abstract

It is the experience of the authors and also of others undoubtedly that for any learning - the attainment of knowledge and skills are of different levels. Though the terms - Knowledge and skills are used with different connotations, they are of different levels for working to bring about different levels of outcomes using them. The paper is more on an exploratory study to bring about clarity on different levels of knowledge and skills and their usage to attain different levels of results. In-depth study reveals that levels of knowledge and skills have to be progressively higher for attaining higher level of knowledge and skills. So for such attainment, the inputs also have to be **different, time consuming and involving different types of activities** with the **correspondingly different supportive components** helping such activities. Tutorials are the coaching activities **involving time, material, coaching methodologies** using **multi-contextual anecdotes** as references, which result in attainment of higher levels of knowledge and skills. The paper also **highlights on why and how Tutorial methodology becomes essential** to enable progressively higher level of attainment of knowledge and skills to meet the needs required at higher and higher levels of learning stages. Going by the different levels of knowledge and skills attainable, **different tutorial models for different levels of attainment** are suggested.

Keywords— Knowledge & Skills - Activities - Tutorials - Experiential Learning - Memory & Association - Core-Information - Critical Analysis - Research - Extensive Learning

I. INTRODUCTION

The Tutorial models and the expected outcomes reckoned here are based on the students having an average level of learning capabilities, interests and base knowledge. Hence the

tutorial models may have to be tweaked to suit the specific needs - which could be ‘transferrable content for the sessions’ or ‘considering of prolonged time durations to engage them’, in case of students with below

average competence level than the cut off line chosen for the student intake and/or those with the interests levels not matching with the minimum levels.

II. INTRODUCTION

Language learning is not for knowledge. Skill is the primary objective. A skill would normally need elements of knowledge, which are to be understood and learnt since they are the foundation or the base to enable people to work. While knowledge is important about the language components (the alphabets, words, phrases and clauses) of any language, learning could be taken as having happened only when one can use the language (which is skill) at a given level. Language-knowledge is “knowing all aspects of language components” and it is more important to know, how to appropriately make use of them in order to **say** something, **seek** something, **question** something and **wonder about** something. Such an ability only is called the skill, which is the primary benefit of having known or learnt a language.

We cannot find or say that somebody has learnt a language and yet cannot speak or write, of course, even ‘read’. Because, reading also exhibits one’s language skill level. [Ref.1] It is not possible to first of all understand whether or not one has the skill in language, unless the person could demonstrate reading, speaking or writing in the particular language in which, the person is supposed to have the skill. The question - why a language has to be learnt, as a skill, is indicative of the fact that a major percentage of people are passing in their language subject going by the certification that they possess, and yet they cannot use the language at a given level of skill to communicate. The language as skill is the conduit for learning various subjects that make them climb up the career ladders. The studies reveal that language has to be **taught** for ‘knowledge-need and **trained** for ‘skill-need’, and both have to happen simultaneously. Any laxity in understanding this or ‘not taking it seriously’ would hamper the learners’ ability to use the skill and learn the subject/knowledge - which are the primary benefits of having known

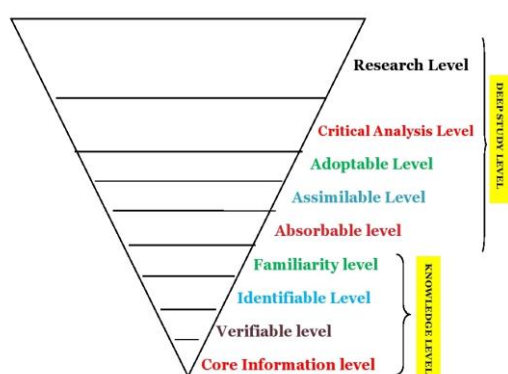
a language. Keeping this strong need of imparting Language as a skill, in mind, the solution to the problems creeping into the process of the “teaching & training” could be tackled by adopting the ‘Tutorial method of training’ in the language as a ‘skill developed on a language-knowledge base’. This means that the learner should learn the skill, as he/she understands the knowledge aspects in the language. Tutorial method is ‘skill-supporting and enhancing mode of coaching’ [Ref.02] since it is a supervised learning, enabling the learner to use the learned-knowledge-components then and there. It is not just to use once, but to use it repeatedly and in a variety of ways, so that the learner becomes an effective user of the learned knowledge-components. For instance, one learning “Adjectives” in a language *should know ‘what Adjectives are’, ‘how many types they are’, ‘how to use them’ and ‘how many ways’ they could be used. Knowing more and more about them, and more especially how effectively each of them could be used, mean actually learning. Reading the passages involving variety of adjectives in different contexts are important to make the learner to experience their usage. Repeated and diverse usage in the contexts that are different (in passages), will make the learner become knowledgeable and skilled in usage.*

To impart knowledge skills through the Tutorial mode, it becomes important to decide how to go about designing the Tutorial sessions. Each session of tutorial has to be constructed keeping in mind the ‘time duration for engaging the learners’ and the ‘knowledge / skill components to be delivered’ to enable the total process of knowledge to get translated into demonstrable skill.

The process stages and time duration cannot be decided in an ad hoc manner. If the process is understood, the time duration needed for quality-learning could be assessed. Getting to understand the process a little more to make a measure of content and time duration required for the Tutorial session/s, going through the below given illustration about the process

stages, would help us move progressively forward.

KNOWLEDGE & SKILL ACQUISITION - PROCESS - STAGES / LEVELS



III. LANGUAGE SKILLS

Like **Products** are made using product components (smaller, yet independent having scope for **being** or **doing** related working features - *filler components* and *working components at a sub-system level*), **Language**, in terms of sentences are also made using words as components. Words are, in turn, formed using the alphabet. Each alphabet is a **stand-alone, identifiable and sound based smallest component**. The alphabets are thus the basic constituents to make words, and the words are parts of phrases, Clauses and Sentences to convey through **Speaking** or **Writing** a meaningful knowledge / information / idea / concept.

LANGUAGE	
PROCESS	PROCESS NAME
Voice based Reception	Through LISTENING
Text based Reception	Through READING
Voice based Delivery	Through SPEAKING
Text based Delivery	Through WRITING

Tutorials are therefore knowledge-delivery sessions, actively engaging skill imparting in efforts. They are:

Efforts to transfer knowledge through:

- Lecture Delivery sessions
- Self-learning exercises
- Discussions

Enable application of knowledge-embedded activities such as:

- Activities supporting Repetitive Work
- Application Oriented work

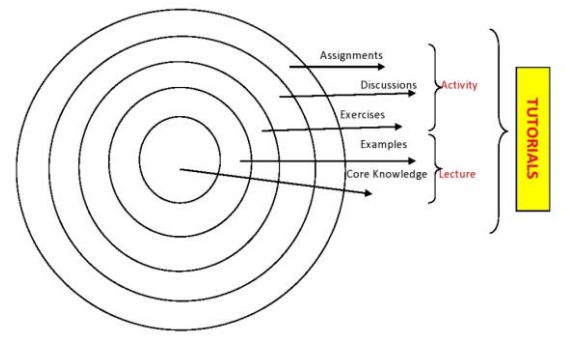
- Oral Recall / Questioning / Discussion
- Associative Tasks - applying memory enriching activities
- Immersive methods
- Reading & Listening Tasks

Tutorials help to acquire knowledge, enable remembering, associate to enrich knowledge precepts, extend wider association through second and third level application. Levels of association are such as - “Cow is directly associated with the milk that it gives” - this is the **first level** association. **Milk is directly associated with the Biscuits** - this is also the **first level** association between the two terms. **But to the Cow the Biscuit is the second level association**. That is - **Cow to Milk** and **Milk to Biscuits**. Similarly a **third level** association is also possible - **Cow to breakfast through the Milk and the Biscuits**. So here, the **Cow is associated with the Milk - the first level association; Cow to Biscuits - the second level association & the Cow with the Breakfast is the third level association**. Through associations the terms are connected and more **narratives could be brought in for discussion and immersion possibilities**, enabling the terms anchored to strong memory and the meanings of the terms with the synonyms also sometimes. So there is a greater amount of knowledge (**depth and spread**), stronger memory, and associative capabilities for making narratives. The knowledge component about the content will attain deeper focus along with the related surrounding experiential knowledge to strengthen the knowledge through a deeper dimension. So *Tutorials work help acquire knowledge components vertically and horizontally making the specific knowledge precept to get enriched through context based knowledge, situationally applicable narratives and the generally applicable philosophy - all that gel and go with the specific knowledge.*

Aspects that help as **Visualization** and **illustrative supports** also could be brought into the Tutorial working sessions for achieving **focused, wider and enriched knowledge** through **interactive (discussions), application**

(Work-sheets involving knowledge precepts to attain larger knowledge constructs) , **recall** (recollect and check) and **questioning** activities (Answers to questions as assessment activity). Every activity emboldens the learning with many added knowledge layers of relative coherence. Such a knowledge acquisition could be checked through questioning. *Situations will pull through memory the knowledge aspects on the one side and specific knowledge precept would be recalled as situations and the examples and illustrations, on the other, which were all used for learning through tutorials.* So learning of any knowledge component becomes a larger and wider knowledge sphere, within which the specifics sparkle, which will all be relevant when knowledge acquisition is checked. This is the state when the specific knowledge becomes multilayered, and the **closely related contexts, instances and happenings** would let the person attaining the knowledge to have a wide variety of **perspectives** for the knowledge. Such a process would not only reinforce learning with regard to the specifics but also improves the associative knowledge.

It can now be understood here that the reason for the ‘**Lectures or Teaching sessions**’ not supporting thorough learning, is that they are only a couple of initial stages of learning process stages, which could leave a **hazy level** of knowledge that may or may not remain anchored in the mind - **one, due to the same being in the “short-term” memory range, two, lack of supporting props** which the Tutorials provide to the learner. So the Tutorials consume longer duration of time and multi-pronged knowledge-learning-supportive props to make the learner to remember, relate, extend knowledge periphery and visualize as a strong text-based knowledge leading to make it apply as physically constructible blocks.



Lecture + Activities = Tutorial

The above illustration shows that it is easy to understand that **the first two tasks** in learning covered under Lecture are - 1. **Core Knowledge** and 2. **Relative Knowledge components through examples**, and **the other three tasks** which support to enhance the knowledge level - in terms of more related information and also the qualitative knowledge expansion, are “**Exercises, Discussions, Assignments under supervision**”. These three task based engagements also enable one to enhance the skill to a level, which make the learners not only more competent but also confident, as the ability to use knowledge always exhibits higher competence due to the skills supporting it.

The levels of knowledge transfer in a teaching session (Lecture) end in 2-Levels. During these levels, awareness happens; identification becomes possible in knowing the Content with very superficial level - self-thought-process based associated knowledge. However deeper understanding does not happen. Whereas the other three engagements which are on Tutorial mode covered under supervised learning makes the learner acquire richer, applicable and widely associated knowledge, and the readiness to engage the learner into the highest level of knowledge acquisition.

Here again, even the least effective knowledge acquisition through the lectures / teaching sessions become a doubtful probability, since, considering the learner’s preparedness to receive again is a factor that could eat into the quality and quantity of knowledge acquisition. The learners’ health, state of mental readiness and the surroundings could have their own

impact working against these least knowledge learning possibilities.

Knowledge level - Engagement to attain the level -Resultant achievement		
Knowledge Level	Process to attain the Level	Resultant experience & ability to have conclusive opinion / idea about knowledge gained
Core Information level	Listening to Lecture or an audio lesson or witnessing a Video & / or Reading the content	<ul style="list-style-type: none"> • First instance access to information, • Could be un-understandable • Could be un-verified
Verifiable level	Listening to similar content based lectures or audio content or a video and / reading material on similar content. Verifying the information to make it a knowledge facet	<ul style="list-style-type: none"> • Repeat activity / accessing similar content • To verify and understand. • Ability to verify and understand • Ascertaining a fact through conclusive understanding
Identifiable & Familiarization level	Engaging to further get exposed to knowledge similar & associative. A level by which coming across the information directly or through associative cues recognition becomes possible and having a feeling of having known.	<ul style="list-style-type: none"> • Exercise through repeating of Reading, Listening or viewing the knowledge based facets and enabling oneself to have a brief / summary of what is read or listened to - covering important components. Ability to speak a few sentences on the subject and Ability to think and rehearsing internally.
Absorbable and Assimilable level	Engaging further to do a deeper study, extensively associated. A knowledge that gets internalized making analysis possible.	<ul style="list-style-type: none"> • Choose to read and listen widely associated knowledge facets. Ability to relate and compare and to form an opinion, question within and discuss. The knowledge that becomes strongly anchored and comparable.
Adoptable Level	Practising to relate the knowledge components with others which are closely similar and with those largely different Focused to use the knowledge for comparing, relating and systematically analyzing. Exploring to find certain untouched and un-explained knowledge areas	<ul style="list-style-type: none"> • Opting to select certain important facets of the knowledge in the given area and doing a much deeper study and finding and experiencing some original knowledge areas. Ability to create own ideas on the subject area. And knowledge adopted for further exploration through analysis.
Critical Analysis & Research Level	Engaging to do extensive research study and trying to understand things materialistically, Socially, economically, and connecting them at the spiritual level	<ul style="list-style-type: none"> • Relating Contextual knowledge to the specific knowledge and determining the relationship and its measure. Engaging to connect every small aspect of bigger concept and trying to connect to the qualitative and quantitative relationship of it with the total idea.

Now looking into the Tutorial mode of engagement of the learner in the said process, the following points would further throw light on the details enumerating as to how the knowledge gets processed adding layers over layers of knowledge & visualization supporting

“reinforcement”, “expansion” “association” “innovation” and “creative” possibilities.

Going by the level of knowledge to be acquired, the learning process and the efforts have to be adopted. **The table above indicates the needed process and the efforts to be chosen.**

Now we could go identifying more preparatory details for Tutorial sessions for each of the levels. A Tutorial session would need 1) **Process plan** and 2) Objective based **Work Sheets for engaging the students into:**

- **Understanding the appropriate activity**

Every activity will have components that the students have to follow. The process stages to be planned.

- **Determining the activity based tasks**

Tasks for learning to be chosen whether it's Reading or Listening, having scope for understanding the terms, syntax,

- **Identifying the questions / task needs**

Questions or commands that lead to learning processes - Decoding the meaning and to be clear about how to proceed

- **Be clear in preparing the worksheets - The Questions & the answers and how they are done**

- **Determining the answer modes --**

Yes, no; Underlining the right answers; textual answers, Filling in the blanks, etc.

TUTORIAL PREPARATION MODEL for Core Information / Knowledge delivery

Knowledge Level	Process to attain the Level	Resultant experience & ability to have conclusive opinion / idea about knowledge gained
Core Information level	Listening to Lecture or an audio lesson or witnessing a Video & / or Reading the content	<ul style="list-style-type: none"> • First instance access to information, • Could be un-understandable • Could be un-verified

Tutorial - Activity - 1 Total Time Limit 15 Minutes			
Core Information / Knowledge level			
Task	Audio Lesson for listening, Video Viewing Or Reading passage Time limit - 5 Minutes	MATERIAL REQUIRED Audio/Video Clipping 2 Minutes Duration OR Reading Passage 200 Words passage	Remarks
Task - 1			The Tutorial Activity done as specified will make the learners acquire the first hand knowledge about the topic/subject they are working on. Deeper and Associative knowledge will not however be possible
Task - 2	Answering Questions Time limit 8 Minutes	4 Questions	
Assessment Direct Questions - Yes or No; Textual Answers Fill in the gaps OR Paraphrase (For Reading)		As is decided	

Core information / knowledge - is a level of knowledge which is normally a “a first-instance- access of knowledge”. The

Knowledge component could be both un-understood or un-verified. These properties could move the knowledge accessed to a forgettable zone & un-recollectable due to lack of anchoring strength (Short term memory). If the knowledge components are understandable, there would be a chance of leaving a flimsy memory layer - hence could be re-collectable though not a definite possibility.

It is Surface knowledge too - First time access of a ‘knowledge facet’ results in learning only at the surface level. It's about retention of information without any thinking affecting it. Surface learning is about knowledge accessed first time having no previous relevant knowledge or it could be a knowledge which is retained as memory without critical thinking working on it. Such a knowledge facet will be invariably forgotten after a brief while due to such untreated knowledge aspect. [Ref.03]

TUTORIAL PREPARATION MODEL for Verifiable Information / Knowledge Level delivery

Knowledge Level	Process to attain the Level	Resultant experience & ability to have conclusive opinion / idea about knowledge gained
Verifiable Information / Knowledge Level	Listening to Lecture / Audio / Viewing the Video / Reading a passage	<ul style="list-style-type: none"> • Repeat activity / accessing similar content • To understand or verify. • Ability to verify and understand

Tutorial - Activity - 2 Total Time Limit 30 Minutes			
Verifiable Information / Knowledge Level			
Task	Audio Lesson for listening, Video Viewing Or Reading passage (3 to 4 times repeating listening/reading) Time limit - 8 Minutes Note taking listening to audio activity or Video Viewing OR Reading	MATERIAL REQUIRED Audio/Video Clipping 2 Minutes Duration OR Reading Passage 200 Words passage 1. White Sheet 2. Dictionary 3. Thesaurus	Remarks
Task - 1			The knowledge gained through the process will be a ‘verified and logical one’ learned through checking & understanding in the process adopted for learnings.
Task - 2	Answering Questions Time limit - 8 Minutes	4 Questions	
Assessment Meanings of Terms/words Yes or No; c. Textual Answers Fill in the gaps OR Paraphrasing; Summarizing orally		As is decided	

Verified & Validated Level (Checked and understood)- is a level where information / a knowledge facet accessed is not verified by one to understand, agree and acquire as verified knowledge. At the beginning of the level, the information accessed could be an aspect of knowledge - un-verified and un-understood. Understanding visually and through narratives

may be necessary for one to reach a level of conclusive understanding. These processes have to be gone through to reach this knowledge level. One having this level of knowledge can say what the information is and what it is about - a superficial level of knowledge. A repetitive effort may also be a need to read the information given in text or view or listen-to, the Video-Audio clipping. Such an effort would make the knowledge retainable in memory for a future recall.

Verified and Validated knowledge is generally checked, understood and agreed to be right. After the verification and validation of the knowledge, it would not be normally subject to any major changes. It is used in practice. Un-verified and un-validated level of knowledge cannot be invariably distributed or shared since such a practice could result in a serious consequence. Verification, as we know, is checking and finding. Finding the correctness and ascertaining of it is validation. Verified and Validated knowledge will not be a surface knowledge, and hence the same will not be forgotten. [Ref 04]

TUTORIAL PREPARATION MODEL for Identifiable & Familiarization knowledge Level delivery			
Knowledge Level	Process to attain the Level		Resultant experience & ability to have conclusive opinion / idea about knowledge gained
Identifiable & Familiarization knowledge Level	Listening to Lecture / Audio / Viewing the Video / Reading a passage Note taking while listening to Audio, viewing Video & Writing a brief summary of what has been listening to OR Writing the passage looking at the passage Making notes - Words & Phrases of importance without looking at the passage Referring Dictionary/Thesaurus		<ul style="list-style-type: none">• Repeat activity / accessing similar content• To understand or verify.• Ability to verify and understand
	Tutorial - Activity - 3 Total Time Limit 45 Minutes		
	Identifiable & Familiarization knowledge Level		
Task - 1	Listening to Lecture / Audio Lesson for listening, Video Viewing Or Reading passage (3 to 4 times repeating listening/reading) Note taking listening to audio activity or Video Viewing or while listening to Lecture OR Reading Writing the passage looking at the passage Making notes - Words & Phrases of importance without looking at the passage	MATERIAL REQUIRED Audio/Video Clipping 2 Minutes Duration OR Reading Passage 200 Words passage 1. White Sheets 2. Dictionary 3. Thesaurus	Remarks The knowledge gained through the process will be Verified, Understood, Important points / key areas that make the topic important and relevant will be remembered The learner will be able to exude confidence and speak about the topic with reasonable amount of competence.
	Task - 2	Answering Questions Time limit - 10 Minutes	4 Questions
Assessment Meanings of Terms/words Yes or No; c. Textual Answers Fill in the gaps OR Paraphrasing: (Summarizing orally)			

Identifiable & Familiarization level - is a level at which, merely an associative cue about the knowledge could trigger and bring about the whole knowledge - accessed and verified earlier - recalled with examples and the associative

anecdotal experiences that are relevant to the knowledge. For attaining such a level of knowledge one has to do repetitive exercises through Reading, Listening or viewing the knowledge based facets again and again, and enabling oneself to have a brief / summary of what is read or listened to - covering important components. The characteristic of having the ability to speak a few sentences on the subject and ability to think and rehearsing internally will be noticeable. Identifiable & Familiarization level is neither a superficial knowledge level nor a level with deeper and wider insights on the knowledge related matters. It is actually about knowing something to a reasonable extent, though not an extent of expertise. The knowledge at this level will be one-at-the-threshold with a brief account of information about the matter and a few associative ones.

It is also Recognizable and recollectable knowledge (identifiable & possible to recall) - Surface knowledge through verification and validation becomes the knowledge that can be used for future. Remembering of what is learnt and recollecting the same is what this state makes possible. Knowledge acquired when strengthened and embedded with verification and validation processes makes recollecting possible. The surface knowledge germinates into a growing and evolving knowledge and it takes its time and space to become entrenched when it occupies its position in the brain. Any future perception on similar lines triggers the brain cells, the knowledge lying embedded in it surfaces again as a memory cue and helps us to relate to the perceived information in the present. *“Recollection is implicit in memory. The re-collective aspect of memory affords a description of past events. In memory, the past survives into the present. Perceived events may or may not be remembered. Unperceived events cannot be remembered.”* [Ref 05]

TUTORIAL PREPARATION MODEL for Absorbable and Assimilable & Adoptable Knowledge level delivery		
04 Knowledge Level	Process to attain the Level	Resultant experience & ability to have conclusive opinion / idea about knowledge gained
Absorbable, Assimilable & Adoptable level	Engaging further to do a deeper study extensively associated. Associated topics are also made to relate to the subject topic to enrich knowledge outside the core	Choose to read and listen widely associated knowledge facets. Ability to form an opinion and question and discuss. The learner will be able to exude confidence and speak about the topic with reasonable amount of competence. Knowledge in this level becomes flexible
Tutorial - Activity - 4 Total Time Limit 75 Minutes		
Absorbable and Assimilable & Adoptable level		
Task - 1	<p>Audio Lesson / Video Viewing & listening. Repeat listening / Viewing the clipping (of 2 minutes duration) 5-6 times for (10-12 Minutes)</p> <p>Noting down important sub-topics and points and listening / viewing other Audio / Video Clippings on the sub-topics and points (15 Minutes)</p> <p>OR</p> <p>Reading passage (200 words) Repeat Reading for 10-12 Minutes (5-6 times, 10-12 Minutes) WRITING THE PASSAGE looking at the passage (5 Minutes) Similarly Reading other passages on the sub-topics and points noted in the 1st passage (7 Minutes)</p> <p>OR</p> <p>Speaking on the Subtopics in own words by noting points while listening /viewing the Audio / Video and recording the audio Making a brief presentation (PPT) on the topic with own points of view on the Reading Activity Referencing Dictionary /Thesaurus</p>	<p>MATERIAL REQUIRED Audio/Video Clipping 2 Minutes Duration OR Reading Passage 200 Words passage</p> <p>The knowledge gained through the process will be Verified, Understood, Important points / key areas that make the topic important and relevant will be remembered</p> <p>The learner will be able to exude confidence and speak about the topic with reasonable amount of competence Knowledge in this level becomes flexible. Ability to relate to outside the purview of topics</p> <p>1. White Sheets 2. Dictionary 3. Thesaurus</p>
Task - 2	<p>Answering Questions Time limit - 15 Minutes</p> <p>Assessment Direct Questions Meanings of Terms/words; Using the words in new sentences; Yes or No; Textual Answers Fill in the gaps; OR Paraphrasing; Summarizing orally Presenting a few slides with introduction on the topic</p>	<p>4 Questions</p> <p>As is decided</p>

Absorbable and Assimilable level - This is a knowledge level that enables one to engage to do deeper study- a knowledge that gets internalized making analysis possible within. Choosing to read, listen and view the knowledge related components to have deeper insights. This is a deeper understanding level with the associative knowledge within oneself and within the existing knowledge periphery. This level could trigger one to initiate wider knowledge acquisition through extensive study. So the expertise in regard to this is ‘knowledge gained in vertical dimension’ with shorter associative knowledge periphery.

It is also the Knowledge to Compare and differentiate - Perspectives are the different ways of looking at something. Every perspective connects to what is looked at about the same thing. It is more about contextual and derivative angles which create the relation possible. When the relation exists between things, there could also be dissimilar features. The knowledge level here is the ability to look at different things having both similar and unrelated characteristics. Comparison by one is possible when he/she has the knowledge in depth and wide-and-spread too. Making Comparison needs in-depth and also multi-contextual knowledge. So the level of knowledge here (the ability to compare) grows as an ability to analyze too. “Analysis refers to

the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationship between parts, and recognition of the organizational principles involved. Learning outcomes here present a higher intellectual level than comprehension and application because they require an understanding of both the content and structural form of the material.” [Ref 06]

Critical Analysis & Research Level is attainable after one acquires deeper level of knowledge in a particular area and then engages himself to do extensive research study to have higher level associative knowledge and understanding of things materialistically, Socially, economically, and connecting them to relate to the spiritual aspect of the same. Further, studying to connect Contextual knowledge to the specific knowledge and determining the relationship and the measure of every small aspect of bigger concept to connect to the qualitative and quantitative relationship of it with the total idea, becomes a natural objective. This level of knowledge enables one to articulate on any specific knowledge aspect in deeper level, simultaneously relating to the world of ideas similar to it.

TUTORIAL PREPARATION MODEL for Critical Analysis & Research Level Knowledge level delivery		
Knowledge Level	Process to attain the Level	Resultant experience & ability to have conclusive opinion / idea about knowledge gained
Critical Analysis & Research Level	Engaging to do extensive research study and trying to understand things/ ideas related to the topic subject Wider and deeper study on the subject to find the relevance to life. Views of different people on the same topic subject bring different perspectives. Material, Spiritual, emotional and intellectual insights open up vistas for new findings as research outcome	Relating Contextual knowledge to the specific knowledge and determining the relationship and its measure. Engaging to connect every small aspect of bigger concept and trying to connect to the qualitative and quantitative relationship of it with the total idea. Since Research study is to understand inside out of the topic / subject to know all about the interplay of different aspects related to them, extensive study, discussions would result in positive research.
Tutorial - Activity - 5 Total Time Limit 1 Hr.15 Minutes		
Critical Analysis & Research Level		
Task - 1	<p>Audio Lesson / Video Viewing & listening. Repeat listening / Viewing the clipping (of 2 minutes duration) 5-6 times for (10-12 Minutes)</p> <p>Noting down important sub-topics and points and listening / viewing other Audio / Video Clippings on the sub-topics and points (15 Minutes)</p> <p>OR</p> <p>Reading passage (200 words) Repeat Reading for 10-12 Minutes (5-6 times, 10-12 Minutes) WRITING THE PASSAGE looking at the passage (5 Minutes) Writing a summary on the topic read without referring Similarly Reading other passages on the sub-topics and points noted in the 1st passage (7 Minutes)</p> <p>OR</p> <p>Speaking on the Subtopics and points noted by listening /view the Audio / Video in own words and recording the audio Making a brief presentation (PPT) on the topic with own points of view on the Reading Activity Referencing Dictionary /Thesaurus</p>	<p>MATERIAL REQUIRED Audio/Video Clipping 2 Minutes Duration OR Reading Passage 200 Words passage</p> <p>2 Minutes Duration OR Reading Passage 200 Words passage</p> <p>Material for associative topic reading and Writing points</p> <p>1. White Sheets 2. Dictionary 3. Thesaurus</p>
Task - 2	<p>Answering Questions Time limit - 15 Minutes</p> <p>Assessment Direct Questions a) Meanings of Terms/words; Using the words in new sentences; b) Yes or No; c) Textual Answers d) Fill in the gaps; OR Paraphrasing; Summarizing orally Presenting a few slides with introduction on the topic</p>	<p>4 Questions</p> <p>As is decided</p>

Critically analyzable level is about being able to Synthesize. *“Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviours, with major emphasis on the formulation of new patterns and structures”* When Research is talked about, measurements and evaluation become important factors. Evaluation is normally a measurement of something - an outcome of an activity - pre and post states. A straight forward evaluation is a simple measurement, which also could be the objective of a research activity. Therefore, Critical analysis and evaluation are the primary processes for a good research. Only then, conclusions will be based on definite criteria - internal or external. So the level of knowledge at this stage (*to execute critical analysis* and then *to engage into synthesis*) should be In-depth, Wide and spread, Contextual and enabling Analysis & Synthesis possible. [Ref 07].

IV. CONCLUSION

It is conclusively established through the study that Tutorials are the higher levels of coaching endeavours, which need time, material, contexts and better involvement of learners into learning environments that aid attaining progressively higher and higher levels of learning needed to attain knowledge and skills matching the needs at different stages. The Competence levels at different levels of learning are also spelt out with the inputs to attain them. Tutorial models (with activities and the material required) are also derived and shown for adopting to make the learners to attain different levels of knowledge and skills. The importance of imparting different levels of knowledge and skills through Tutorial mode is thus categorically shown through the detailed study and the supportive elements dealt with.

V. FURTHER RESEARCH

There is further scope for refining the Tutorial model structures which are shown in the paper. More measured activities could be prepared with better grasp of even the micro-levels within the levels of Knowledge and skills acquisition shown here. By such identification, focused tutorial models - (with much more refined activities and work sheets) - could be used in coaching sessions to make the learners to attain progressively higher & measured quality enhancements in the knowledge and skills acquisition.

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