Nirma University

Institute of Technology

Department of Mathematics & Humanities

Mathematics Section

TUTORIAL POLICY

Tutorials are an important part of university learning. Nirma University has a Tutorial Policy, which provides a framework and the principles for an integrated tutorial provision across the University's taught courses, and a guideline as to how it should operate in practice.

I. Tutorials in principle

Tutorial system is a veritable tool for impactful learning by the students. A good tutorial is usually conducted in a manner that leads to academic enrichment of the students. An effective tutorial system should be student-centred and student-driven and must necessarily encourage or stimulate team-based learning among students in small learning groups (not more than 40, based on section strength). There will be no direct assessment of the tutorial work, however feedback on the same should be given to each student.

Elements of effective tutorials are classified as follows:

- Technical: This includes understanding the material and adequate preparation
- Non-technical: This includes-
  - Engaging the students
  - Interacting with the students
  - Motivating learning

II. Tutorials in practice - Planning

Following points should be considered for effective design and delivery of a tutorial session:

i. Clearly defined learning outcomes for each tutorial session
ii. Aligning the tutorial session with the class room session
iii. Outlining the content and purpose of each tutorial session at the beginning of the session
iv. Designing the tutorial activity and aligning it with learning outcome in the course outline
v. Mapping the learning outcomes of the tutorials with the assessment components
vi. Using ICT tools for tutorial sessions

vii. Frequent questioning by the Instructor in each session to test the understanding of the concepts/facts /process /theory, thereby stimulating thinking among students.
viii. Creating log for each tutorial.
ix. Presence of the faculty member throughout the session, irrespective of the venue of the session, to ensure effective outcome and monitoring of the tutorial.

III. Different Techniques /Activities for Tutorials

Tutorials should be strictly used for enhancement of learning by practice and application. In other words, new content should not be delivered during tutorials. Following are some of the desired activities; these may vary depending on the discipline-

i. Solving Problems/Reinforcing Concepts
ii. Working on assignments which may be submitted before or after the session and providing feedback on the same
iii. Presentation followed by discussion
iv. Use of library resources
v. Quiz or use of active learning techniques
vi. Small group discussions and individual interaction
vii. Problem sets for different groups
viii. Book reviews (Topic Wise)
ix. Group Activities like Fishbowls and Brainstorming.

Concluding the Tutorial

The Instructor should conclude the session ensuring that students have gained confidence about the topics discussed. At the end of the session a link should be established between the tutorials, lectures and assignments so that the students get a sense of direction. It is thus essential that the instructor summarize the key learnings and provide feedback after each activity/discussion so that effective learning takes place.

IV. Structure of the Tutorial Policy document

The tutorial policy document shall be created for the courses where the tutorial sessions are envisaged. Preferably, the document shall contain the following sections:

1. The details of course structure, faculty involved and the faculty contact details.
2. The purpose of tutorial sessions in the course, objective(s) of tutorials and it's mapping with the course outcomes.
3. Pre-requisites for the tutorials, the activities planned for each tutorial session, if any

4. The tutorial contents, tutorial plan, reference material and the feedback mechanism
5. The active learning techniques planned, course attainment statement and academic integrity statement