CHAPTER - I

INTRODUCTION

1.1 INTRODUCTION

"Truly, one never really knows a subject
until one tries to teach it".

The Latin word ‘Education’ means ‘to train’. ‘E’ means from
‘inside’ and ‘Duco’ means ‘to draw out’, ‘to lead out’ or ‘to bring up’.
By combining the two, ‘education’ comes to mean ‘to draw from within’.
Education is a process which draws from within. Each child is born with
some innate tendencies, capacities and inherent powers. Education draws
these powers out and develop them to the full.

Education is knowledge. It is man's third eye. This aphorism means
that knowledge opens man's inner eye, flooding him with spiritual and
divine light, which forms the provision for man's journey through life.
Through education, the development of every aspect of human life
becomes possible. Knowledge protects an individual like a mother,
inspires him to follow the path of good conduct as a father does, and
gives the pleasure that one's wife provides.

According to Socrates, "Education means the bringing out of the
ideas of universal validity which are latent in the mind of every man".

Vivekanandha said that, "Education is the manifestation of
perfection already reached in man".
Report of the Commission on the Reorganization of Secondary Schools, U.S.A. states that, "The purpose of education is to develop in each individual the knowledge, interests, ideals, habits and powers whereby he will find his place and use that place to shape both himself and society towards nobler ends".

In the ancient period, human life was very simple. Knowledge had not grown so vast as it is today. Human needs were very simple and could be easily fulfilled by informal agencies like the family and the community. Gradually with the development of the vast and varied knowledge and the explosion of population, needs of man increased and the form of culture and civilization also became so complex and complicated that it became almost impossible for parents to transmit it to their children. Further, most of the parents and other members of the family became so busily engaged in their own vocations or other professions that they were not capable enough to educate their young ones diverse subjects of the curriculum. Hence, the need was felt for some such institution, which could preserve, transmit and develop the cultural heritage. In short, the formal agency of education namely the school came into existence.

According to Kuppuswami (1971), classroom as an instructional group helps its members to satisfy their needs and achieve the goals. It is
essential that the students work in co-operation with each other. In order to achieve this, teachers will have to lead them.

The classroom group is a heterogeneous one in every respect. Teaching is something that facilitates others to learn. The notion that individuals differ in abilities, capacities and personality characteristics is in fact responsible for bringing individual tendencies in education. It has helped the teachers to realize the fact that all students cannot be benefited by a particular method of instruction. Schools may also adopt special programme or method of teaching like peer tutoring for individualized instruction.

The rapid increase in the number of individuals seeking secondary education beyond middle school in the past few years has placed a severe strain on the traditional modes of secondary education, making it necessary to devise innovative ways of teaching and helping an individual student. One of the most promising new methods for offering tutoring with counseling to the slow-learning students involves the employment of gifted students as tutor-cum-counsellor for slow-learners. Out of his twenty years of mathematics teaching experience and due to his continuous observation on motivating learners for academic achievement, the investigator assumes that Peer Tutoring with Student-to-Student Counselling is a fresh approach to the problem of classroom transaction particularly in the subject of mathematics.
1.2 HIGH SCHOOL STUDENTS

The school of today is considered not only a place to acquire knowledge and information, but also viewed as a place where better opportunities are afforded to pupils for the development of their personalities. In all programmes of strengthening secondary education, understanding of pupils is by far the most important.

High school education is a period of adolescence for students, during which they make transition from childhood to adulthood. At this level of education, most of the students begin to show signs of puberty and continue to do so until most of them are mature physically, mentally and emotionally. It is said that adolescence is an age of problems, a period of great "stress and storm".

High school is a stage of development which, in most societies, presents many problems. It is a phase of development which parents and teachers fear. Often it is considered a terrible period. The behaviour of the pupils during this period is frequently found to be 'unbalanced', 'unpredictable' and 'unstable'. Often the students become unreasonable.

It is a period during which radical changes take place within the individual as he emerges from childhood into maturity. At this time he has to shed many of the unwanted habits and behaviours acquired during childhood. On the other hand, he has to learn many other new and desirable modes of behaviours necessary for reaching maturity. In a way, as held by Stanley Hall, it is a 'new birth'.
In every high school, there are quite a number of students who have their special problems. They are persons with cares, anxieties, worries and responsibilities. They are under pressure of certain strong needs and urges. They make attempts to adjust so that their needs may be met. They have certain tasks and responsibilities to learn in order to attain mature status. They go about satisfying their growth needs with intense earnestness. But, there are situations in society which frustrate them and upset them emotionally. These unfortunate students need counselling.

It is the experience of the investigator that the number of such young pupils in class IX is not small. A number of class IX students show one or the other kind of problems. Each one of these tries to work through his problem because it is painful and distressing to him. Again, their problems are complex quite often. They do not appear singly, nor is the behaviour resulting from any problem always simple. Most of the students find it hard to help themselves out of these difficulties. Some of them are, often, broken and some lead miserable lives. This is a great wastage of national man-power and energy. No system of education of a progressive society can ignore this. The need for counselling, therefore, is not merely important but a must for society which is complex and in which students face problems of emotional development and growth of emotional maturity.
1.2.1 SECONDARY EDUCATION COMMISSION’S REPORT (1952-53)

"The secret of good education consists of enabling the student to realize what his talents and aptitudes are and in what manner and to what extent he can best develop them so as to achieve proper social adjustment and seek right types of employment".

1.2.2 NCERT

In the curriculum for the ten year school, a booklet prepared by the National Council of Educational Research and Training (1975) it has been pointed out that it is very necessary to provide adequate guidance services in educational institutions for the successful implementation of the New Pattern of Education. Teachers must be oriented to guidance activities.

1.3 MATHEMATICS

"Mathematics is the language in which

God has written the Universe"

- Galileo

Throwing light on the nature of mathematics a great educationist, Plato has said. "Mathematics is the subject which provides an opportunity for training the mind to close thinking, stirring up a sleeping and unstructured Spirit".
Hoyban has said that mathematics is the reflection of civilization. Mathematics had greatly contributed to the progress of human race and in the development of civilization. The relationship between mathematics and man has existed from the primitive stone age and this subject has helped in solving the problems of human life in many ways.

1.3.1 IMPORTANCE OF MATHEMATICS

According to Kothari Commission (1964-1966), "Mathematics should be taught on compulsory basis to all pupils as a part of general education during the first ten years of schooling". It is a scientific world. The credit of all the technical progress in science goes to mathematics. Progress of science has taken place side by side with the progress of mathematics. That is why mathematics is known as the mother of science. If one looks at the syllabus of mathematics of developed countries he could see that the level of mathematical subject material is very progressive at primary level, students get unique help in studying science with the help of mathematics. In countries where curriculum of mathematics is not progressive, their physical progress is also comparatively low.

Napoleon (1760-1816) also remarked that, "The progress and improvement of mathematics is linked to the prosperity of the state".
The importance of mathematics can be expressed in the form of values. There are certain values of teaching mathematics. On the basis of these values one can prove its importance.

Values are regarded as desirable, important and are held in high esteem by the people who live in a particular society. Thus, values give meaning and strength to a person's character by occupying a central place in his life. Values are the guiding principle of life which is conducive to an all-round development. Therefore, values reflect one's personal attitudes, judgements, decisions, choices, behaviour, relationships, dreams and vision. Mathematics helps in attaining and developing the following values:

- intellectual values
- moral values
- utilitarian or practical values
- disciplinary values
- cultural values
- vocational values and
- psychological values

History of philosophical thought proves that a number of eminent philosophers like Spinoza, Aristotle and Bertrand Russell were also mathematicians; mathematics develops the sense of logic and discipline and helps the students to face problems of life very boldly.
1.4 TUTORING

Tutoring can be defined as an activity of counselling that aims at helping and supporting the learning of others in an interactive, purposeful and systematic way.

Tutors can be parents, brothers and sisters, other members of the family, other learners from the peer group, and various kinds of volunteers. Children as young as 5-years-old have learned to tutor effectively (Topping, 2000). In tutoring, the person who performs tutoring is called a tutor, while the receiver is called a tutee. Tutoring might be effective in different ways for different pairs. Compared to the professional teaching, it can give:

- more practice;
- more activity and variety;
- more individualized help;
- simpler vocabulary;
- more modeling and demonstration;
- more local and relevant examples;
- higher disclosure of misunderstanding;
- more prompting and self-correction;
- more immediate feedback and praise;
- more opportunities for generalization;
- more insight into learning; and
greater self-regulation and ownership of the learning.

Both tutees and tutors can also learn to give and receive praise, develop social skills and aide contacts, develop communication skills (listening, explaining, questioning, summarizing), and develop greater self-esteem.

Research evidences show that tutoring can be very effective and a very cost-effective way of raising achievement (Bloom, 1984, Cohen, Kulik & Kulik, 1982; Devin - Sheehan, Feldman & Allen, 1976; Topping & Enly, 1998).

1.5 GUIDANCE AND COUNSELLING

The terms 'guidance' and 'counselling' have been loosely or interchangeably used. According to Tolbert, "Guidance is the total carry out adequate plans and to achieve satisfactory adjustment in all aspects of this daily life". Guidance is not teaching but it may be done by teachers. It is not separated from education but is an essential part of the total educational programme. Guidance is a term which is broader than counselling and which includes counselling as one of its services. Thus, counselling is a part of guidance, not all of it. It is a specialized or individualized part which deals with the individual at problem point. Thus, all counselling is guidance but all guidance is not counselling.

Butler makes logical separation of the process discerned as having two phases called 'adjustive' and 'distributive'. In the adjustive phase, the
emphasis is on the social, personal and emotional problems of the individual; in the distributive phase the focus is upon his educational, vocational, and occupational problems. Counselling has proved to be very useful whenever the development of an individual student is cared for. It helps an individual to know himself better, gives him confidence, encourages his self-directions and provides him with new vision to grow. Counselling does not solve the problem but helps in solving. The keynote of counselling is to provide opportunity for realisation and self-direction.

Rogers (1942) defines counselling as a series of direct contacts with the individual with a view to offer him assistance in changing his attitudes and behaviours.

Counselling is called for when an individual required to be helped in solving some problems of personal nature such as the problem of unrealistic self-concept and social mal-adjustment, the problem of undue anxiety, problem of undesirable perceptions, problem of inadequate ego-functioning, problem of having developed unwanted attitudes and so on.

1.5.1 SITUATIONS REQUIRING COUNSELLING

1. When the student needs not only reliable information but an interested interpretation of such information as meets his own personal difficulties.
2. When the counsellor has access to facilities for helping in the solution of a student's problem to which the student does not have easy access.

3. When the student is unaware that he has a certain problem but for his best development, must be around to a consciousness of that problem.

4. When the student is aware of a problem and of the strain and difficulty it is causing, but is unable to define and understand it, and is unable to cope with it independently.

1.5.2 GROUP COUNSELLING

Group counselling is a relatively new way of working to help people, sometimes, successful even with those students who have not responded well to individual. It is a particularly useful way of helping adolescents for whom peer group values are important. In group, the interaction taking place in a group, offers the student a means of gaining insight and understanding into his own problems through listening to other students discussing their difficulties. Ideas and values previously found unacceptable may become more understandable and sometimes more acceptable. The group helps the individual student to change, and encourages both his desire and his ability to help others through his relationship in an accepting and meaningful social situation.
Group counselling is a situation in which more than one individual having common problems are put in a single group and are assisted to solve their problems. Often they are encouraged to discuss their problems, causes of these problems and possible solutions with the counsellor and also among themselves. One advantage of being in a group is that when they find that there are others too having same kind of problem, their anxiety and stress are reduced. Again discussing the problem with the counsellor in a group, everyone receives certain healthy suggestions from other members of the group. Group counselling thus, provides to the members more powerful learning experiences which develop in them a better insight into their problems and problematic -
behaviours.

1.5.3 SOME MISCONCEPTIONS

Sometimes it is said that all students do not stand in need of guidance and counselling, and that it is only in the case of deviates. This has created the misconception that only the deviates need guidance and counselling that there is no need to bother about the normal students who would grow up on their own accord without any external help or guidance. But the aim of guidance and counselling is to give each student an equal opportunity to be perfect by the best education that can be provided. In view of this, all students need guidance. Even the children who are considered as normal differ in their capacities - physical, mental
and emotional, in their interest, readiness and motivation to learn, in their personal problems and in their dreams and aspirations. They would, therefore, need to be observed and studied in different situations and guided accordingly.

1.6 NEED FOR THE STUDY

In most Indian classrooms, the existing teacher - student ratio limits the teacher's ability to instruct with each learner's Zone of Proximal Development, which is the range of knowledge and skills that students are not yet ready to acquire on their own but can acquire with help from their teachers.

Psychological researches have proved that all children are born with distinct inherent capacities and powers. Education should draw and develop these native endowments. On account of the population explosion, schools in the developing countries are over-crowded and the factors like drilling, moulding and sharpening is done without any regard to individual differences, needs and aptitudes.

In this situation, a teacher is not able to rally and control the forces that produce activity, to bring about the desired change of behavior by the use of the old lecture, exposition or demonstration methods. To maintain appropriate classroom dynamics, new methods of teaching or rather new methods of causing learning and managing the classroom have to be used.
According to some of the educators, group methods are taking the place of individual learning now. Group methods may enable greater student participation and growth providing opportunities for peers to assist one another in their learning. Implementation of peer tutoring program can increase the learning opportunities offered to students, where peers tutoring, students have more chances to talk in pairs or small groups than in the whole class activities, and shy students are more likely to feel comfortable expressing their ideas in these more intimate settings.

While getting their education students are conformed with numerous problems related to their studies and other activities of the school, their difficulties in making proper adjustment to the self and the environment. Intellectual development through the teaching of subjects alone cannot lead to the total development of the students. Emotional as well as social adjustment is very essential for their proper development and success in life.

Maladjustment creates serious problems. It may turn them into problem children or may breed mental illness. They feel that their own attempts and means of solving these problems are not adequate. Therefore, children need help in relieving themselves from their mental conflicts, tensions and anxieties. They need assistance for making proper social and emotional adjustment. In such a need of hour, they look for
somebody who can advise and help them. In other words, these students are badly in need of counselling.

Lack of guidance creates aimlessness, indefiniteness and restlessness among the adolescents. Adolescents have their problems which need careful attention and proper solution. They are at the cross roads of life. A slight mistake can lead them on the wrong path. Therefore, it is the utmost duty of the school to provide proper guidance services to the students.

The need for counselling of young pupils of the secondary level is not questioned to-day. Its need is strongly felt by all at every level of the society. The only questions raised in this connection are who should guide? and how to guide? To provide a counsellor in each school is one of the answer to these questions. But in a country like India where even the number of teachers in the schools is not sufficient, provision of even one counsellor in each school is out of question. So, the one and only answer for the questions is providing orientation for tutors to act as counsellors. Student counsellors can help normal young pupils with problems which may not be severe and which do not call for the help of any technically qualified person.

No hard and fast guidance rules can be laid down for tutors. There are no ten commandments to an effective system of school. Much
depends upon the wisdom and maturity of those who embark upon the task of counselling.

In education, one need to understand, carefully select, and use combinations of teaching practices that together increase the probability of helping students learn.

Having all the above reasons in mind, in order to promote achievement in maths learning, the investigator proposed to conduct this study.

1.7 SIGNIFICANCE OF THE STUDY

The modern concept of education seeks to develop the inherent capacities of a child in the social environment. In the old concept, education was taken to mean as a process to thrust readymade titbits of knowledge into the mind of a child as if it was an empty vessel. The old concept has exploded under the weight of psychological researches and democratic values. The mind is a dynamic, self-adjusting and self-learning force needing proper guidance for wholesome growth and development. Modern education seeks to develop the mind according to its own inherent capacities in a social environment.

Ancient education emphasized scholarship and mental development. It kept an indifferent attitude towards other aspects of personality. Acquiring more and more knowledge was regarded as the prime aim. On the contrary, modern educationists lay equal stress upon
other aspects of development viz. physical, mental, emotional and social. Thus, the aim of modern education is to develop individuality to the full and attain social efficiency and dynamism.

1.7.1 AIMS OF EDUCATION IN HUMAN LIFE

Human beings always live in groups because they cannot fulfil many of their needs alone. Social life of some kind is essential for everyone. Social life is based upon the fulfillment of certain duties and obligations and upon facing certain responsibilities. Hence, one of the most common objectives of education is to train the individual to lead a fruitful social life.

It is evident from the above description that the aims of education are intimately connected with human life.

The following aspects are to be developed in order to perform a better life:

1. Livelihood
2. Personality
3. Intellectual
4. Physical
5. Mental
6. Aesthetic
7. Social
8. Cultural
9. Spiritual
10 Training for Civic life and
11 Training in international living.

1.7.2 EDUCATION IN FREE INDIA

After India has its own independence, the pattern of society and its ideals underwent another change. Education no longer aimed at the propagation of a particular religion or at strengthening the roots of a foreign administration. The establishment of democracy helped to import democratic ideals into education also. Education was given the aim of achieving an all-round development of the nation. It, therefore, sought to provide education in the art and science, technology and communication, business and commerce, law and medicine, in fact, in every sphere of activity which is to promote the nation's interests.

Various committees were set up to examine the pattern of education and to redefine its aims and objectives in the light of the new aims of the society and the nation. All the notable educationists - Sri Aurobindo, Mahatma Gandhi, Rabindranath, Vivekananda, Radha-Krishnan, Dayananda, and others suggested on the need for a comprehensive education based upon human psychology.

1.7.3 SCHOOL

School is the only educational agency which seeks to develop the individual's body, mind, morals, religious thinking and spiritual
contemplation. It aims at complete development. Most of the other agencies can hope to develop any one or the other aspects of a person's personality. Libraries and reading rooms provide only mental education. The radio does not help in improving the body but schools also provide opportunities for physical, mental, moral and spiritual development.

Students are key stakeholders in schools and in their own learning, but often their concerns, opinions, and perspectives are ignored. Students actually have a lot to offer to schools and the way they work.

When provided with meaningful opportunities and effective guidance, students have the capacity to participate in and profoundly influence the way their schools and classroom operate. When teachers ask students to help shape their schools and their classrooms, they not only create school environments which more accurately reflect their contributions and needs, but they also provide students with opportunities to develop their own skills. Therefore, participation in peer tutoring programs can be an incredibly effective way for students to increase their self-confidence, build their self-esteem, increase their sense of responsibility, and improve their academic achievement.

Errors are positive learning opportunity if recognized as errors. But if not, recognized errors compound faulty learning. Tutors have more time than class teachers to observe carefully for errors.
Tutors also have more time than teachers to intervene in a way that encourages self-correction. Self-correction is widely recognized as an important step towards developing metacognition (understanding how one learns) and self-managed learning.

Many individuals do not know their assets and limitations, do not know what they can do, what they cannot do, do not know whether the attitudes they have developed are desirable or undesirable and what their consequences may be. The process of student-to-student counselling enables them to develop that kind of insight directly or indirectly.

The research evidence suggests that tutoring can be particularly effective in mathematics (Cohen, Kulik K Kulik 1982), Britz (1989) reviewed studies of tutoring in mathematics published from 1980-89. Findings indicated the effectiveness of peer tutoring in promoting significant gains in mathematics performance for both the tutor and the tutee.

The research findings proved that the student-to-student counselling approach produced significant improvement in the study skills and academic attitudes of most counselled students (William F. Brown, 1977)

It may be concluded, therefore, that, "Peer tutoring with student-to-student counselling", to aid academic and social adjustment is an
effective, economical and acceptable procedure for slow learners in a class.

Independent studies on Peer Tutoring with Counselling in Indian context are very rare. The investigator has put in a service for more than 20 years in a rural school as a mathematics teacher. During his tenure, he could identify and analyze the causes for poor achievement in mathematics and attitudes of the poor achievers.

Moreover the investigator has completed one year course on guidance and counselling. As a qualified counsellor the investigator, practiced counselling, services in his classes regularly and systematically. All of his experiences, both in academic and counselling induce him to conduct a study on the topics, "Effectiveness of Peer Tutoring with student- to-student counselling in learning mathematics at standard IX level". Thus, this study assumes great significance.

The findings of the study will go a long way in helping the learners of maths at the school level enjoy the benefits of peer tutoring with student-to-student counselling. It will also help the teachers of mathematics to adopt this new strategy in their day-to-day classroom programmes. This new approach will find a prominent place in the curricula of teacher education programmes.
1.8 STATEMENT OF THE PROBLEM

The purpose of teaching is to help the pupils learn. Each student learns, however, from his own efforts and experiences. Due to the heavy workload of the teachers, there is no chance for individualized instruction in the regular classes. Therefore, as an individualized instructional strategy, peer tutoring fulfils the needs of the slow learners.

Maths can be particularly a frustrating and intimidating subject, and the student may not like it because he thinks that he is just not good at maths. There are many different ways of learning and teaching maths, and any student can succeed in maths when he finds the ones that work for him.

Standard IX level students are in the adolescent stage. So, they are with the characteristics of the period of adolescence, and in need of guidance at this stage.

As a peer tutor-cum-counsellor, one can encourage slow learners, build on their strengths and help them gain confidence in their abilities.

Thus, the effectiveness of peer tutoring with student-to-student counselling is going to be assessed in the maths learning situation at standard IX level.
1.9 SCOPE OF THE STUDY

The ultimate goal for this research activity is to produce a practical, economical and effective tutoring with a program for helping students adjust to the academic and social demands of school.

The research is concerned with the finding out the effect of peer tutoring with student - to - student counselling in learning mathematics at standard IX level. The investigator desires to know the following:

i) Attitude of the students towards this method

ii) Reduction of anxiety level due to the treatment and

iii) The improvement of interpersonal relationship

1.10 OBJECTIVES OF THE STUDY

The study intends to fulfill the following objectives:

1.10.1 GENERAL OBJECTIVE

To find out the effectiveness of peer tutoring with student-to-student counselling in learning mathematics at standard IX level.

1.10.2 SPECIFIC OBJECTIVES

1. To find out the effectiveness of peer tutoring with student-to-student counselling in enhancing the academic achievement of learners in mathematics at standard IX level

2. To find out whether the peer tutoring with student-to-student counselling is able to enhance the interpersonal relationship among the IX standard learners.
3. To find out whether peer tutoring with student-to-student counselling strategy is able to reduce the mathematical anxiety of the learners at standard IX level.

4. To find out the attitude of the experimental group towards the peer tutoring with student-to-student counselling strategy.

1.11 DEFINITION OF THE KEY TERMS

The operational definition of the important terms, used in the title of the problem is presented hereunder:

1.11.1 PEER TUTORING

Peer tutoring is a tutorial method in which a student (tutor) assists educationally disadvantaged peers (tutees) to attain grade-level proficiency in basic skills and, as appropriate, learn more advanced skill by assisting with homework, assignments, providing instruction and fostering good study habits. With proper training, continual guidance and support, student tutors can provide individual attention and assist the other students in a variety of subjects.

1.11.2 STUDENT-TO-STUDENT COUNSELLING

Student-to-student counselling is an innovation in guidance and counselling. The innovation suggests that a team of trained student counsellors backed by the teacher can be utilized for providing help to students, particularly the slow learners adjust to the personal, social and academic demands of school life.
1.11.3 STANDARD IX LEVEL

The term standard IX level is used in the present study, to denote pupils, who receive instruction in standard IX classes in any of the recognized schools of the Tamil Nadu State. These pupils usually belong to the age group 14-16.

1.12 ORGANIZATION OF THE THESIS

This research report is divided into seven chapters followed by bibliography and annexure respectively.

The opening chapter deals with the introduction, students of secondary stage, mathematics, tutoring, guidance and counselling, need of the study, significance of the study, statement of the problem, scope of the study, objectives of the study and operational definition of the key terms. Thus the problem is put into operation.

Chapter II deals with the perspectives of the study. The present study is viewed at the backdrop of philosophical, psychological and sociological perspectives.

Chapter III explains the conceptual framework of the study.

In chapter IV, an attempt is made to review the empirical findings related to the present investigation in order to identify the research gap.

Chapter V is concerned with the plan and procedure of this study. The modus operandi of the present experimental study is presented in great detail.
Chapter VI forms the analysis and interpretation of the collected data.

The last and chapter VII comprises summary and conclusions of the study.

1.13 CONCLUSION

One of the best aspects of human nature is the capacity and willingness to help each other. Peer tutoring takes this and builds upon it, making it not only an instrument for building positive interpersonal relationships, but also an extremely flexible, cost-effective learning tool by which students on both sides of the equation (tutors and tutees) can flourish.

In the present new method, tutoring is thought of as helping the tutee to learn. The tutee is an active participant in the process. The tutor still determines for the most part the ends to be achieved, although even here there may be tutee co-operation. But he also assists the tutee to understand the ends and to accept this as his own. Assistance, so directed is counselling. If, after understanding and accepting the ends, the tutee is able to see by himself what he must do to accomplish the ends, the tutor steps aside and no tutoring and no counselling are necessary. The efficient tutor continually tries to help the tutee find the one that is best suited to him. When the tutor selects the method, there is tutoring but no counselling, when he assists the tutee to choose a method, counselling is
present. Tutoring conceived of as assisting the learner to choose ends or methods is counselling.

The present chapter has introduced the problem explaining Students of Secondary Stage, Mathematics Tutoring, Guidance and Counselling. Need for the Study, Significance of the Study, Statement of the Problem, Scope of the Study, Objectives of the Study, Definition of the Key terms and Organization of the thesis. The chapter that follows consists of Perspectives of the Study.