



Email: [editorijless@gmail.com](mailto:editorijless@gmail.com)

Volume: 7, Issue 1, 2020 (Jan-Mar.)

**INTERNATIONAL JOURNAL OF LAW, EDUCATION,  
SOCIAL AND SPORTS STUDIES  
(IJLESS)**

<http://www.ijless.kypublications.com/>

ISSN:2455-0418 (Print), 2394-9724 (online)  
2020©KY PUBLICATIONS, INDIA

[www.kypublications.com](http://www.kypublications.com)

**Editor-in-Chief**  
**Dr M BOSU BABU**  
(Education-Sports-Social Studies)

**Editor-in-Chief**  
**DONIPATI BABJI**  
(Law)

©KY PUBLICATIONS





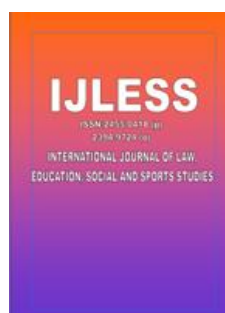
## GUIDANCE AND COUNSELLING SERVICES: AN ESSENTIAL ELEMENT TO DEVELOP SCHOOL EDUCATION IN NEPAL

SHOBHAKHAR KANDEL *PhD*

Tribhuvan University, Nepal

Email: shobhakhar@gmail.com

DOI: [10.33329/ijless.7.1.28](https://doi.org/10.33329/ijless.7.1.28)



---

### ABSTRACT

This paper explores the development school guidance and counselling services in Nepal based on secondary sources from the published books and online websites. The purpose of the paper is to provide short informative outlines on the development of school guidance and counselling in Nepal. The major findings of this article are: South-Asian landlocked country Nepal made a paradigm shift from Gurukul education system to a formal type of school education and thereby towards higher level education. Education must be in line with the need of society. Being multi- ethnic, multi-cultural and multi-lingual society, it has been a challenging task to create student friendly and career-based education system. Nepal can learn from abroad, especially from the Finnish education system of guidance and counselling. CEHRD the then DE in cooperation with CMC has been promoting life-skill learning approach through a psycho-social counselling project using the teacher-counsellor model that has been prepared by MOEST and TASS Project, Nepal with the support of Ministry of Foreign affairs, Finland during 2016-2019. Collaborating with TPP project Nepal and the School of Professional Teacher Education in JAMK and HAMK Universities, Finland, FOE, TU has also been promoting teachers' capacity building programme including GC for school education system. In view of our exposure from abroad and our home experiences itself, we feel urgent to introduce the curriculum of guidance and counselling in the Nepalese universities in order to produce competent guidance counselors for school and higher-level education as well as adult education.

**Key words:** Gurukul education, Formal education, School Guidance and Counselling, Career counselling, Collaboration, Finnish education system

---

### 1. Introduction

Nepal is a south-Asian landlocked developing country situated in between the two giant countries India and China. It is a destination of multi- ethnic, multi-cultural and multi-lingual society. So far, its' psycho-social diversity is unique in the world, it has been a challenging task to provide equal education opportunities to all in accordance with the learner's capacity.

While discussing the education system in Nepal, initially a traditional type of education system called *Gurukul*, where students used to go to *Gurus* or teachers' personal residence to acquire all kinds of education in order to strengthen his/her academic capacity under the guidance of *Gurus*. It was a

kind of non-formal type of education system: interested learners used to go to the teachers' residence and learn knowledge and skills from *Gurus*.

The formal education had been initiated by the government of Nepal then in 1910 V.S. (1853 A.D); although admission in school education was limited to certain royal and elite families, all the responsibilities of education were given to the school and teachers. Students used to learn under the policy and framework adopted by the schools.

Education system depends on societal needs or the society itself affects the education system. So far as Nepali society is concerned, Nepal has been preserved harmonious and syncretic tendency from the very beginning, however, due to religious, cultural, ethnic and lingual diversities, there has been disagreement among Nepali societies which directly affected the education process.

*Serious human rights violations, affected by human rights abuses and community violence, people-made sufferings, such as trafficking for sexual exploitation and other forms of child labour, anxiety, depression, aggression, fear, difficulties, family issues, loneliness, trauma (pain), sociality, insomnia (sleeplessness), domination by others, guilt feeling, and inability to concentrate. Domestic violence survivors, rape survivors, conflict-affected people, street children, people with HIV/AIDS, sexually abused children, and destitute (poor) people (<https://link.springer.com>)*

These variances are the major challenges to the teachers in all level of education. Due to above divergence, Nepali people are suffering from mental health and psycho-social troubles that have been affecting learning situation of the students in school.

*Psychosocial problems exist; especially among affected populations e.g. torture survivors, refugees, trafficked girls and women. Our experiences like thoughts, beliefs, desires, emotions, and behavior and our wider social experiences like relationships, family, peers, school, community, social norms and values, traditions and culture. People in Nepal are guided by social hierarchy, avoidance of conflict, gender issues, notion of respect for elderly etc. Open expression of emotions is not appropriate in Nepali culture and so most of the clients express their problems in a body-centered (somatotype) way (Gurung, 2009).*

Under such circumstances, guidance and counselling (GC) is a must and relevant to school students but formal type of GC services are not institutionalized yet. Usually professionals who provide GC services have either been studying abroad or learned by themselves.

## **2. Types of Counselling in Nepali Society**

There are psychosocial counselling services in Nepali society, as a part of rehabilitation services for children and adults. It is generally practiced in Nepal in two different formats: general and school counselling.

### **1. General Counselling**

- a) **Advice oriented:** Counselling, as a process of giving advice on how to solve the person's problem, is practiced by many organizations in Nepal. In short, this form of counselling aims to reducing the problem by providing direct solutions to alleviate the distress by the trained counsellors from abroad
- b) **Informative:** This refers to a commonly found interpretation of counselling. It aims at providing information to people. This includes the aim to persuade (convince) people with the information that is provided.
- c) **Clinical:** This refers to help through clinical advice and treatment by the doctors in hospitals.

## **2. School counselling**

There is no curriculum for GC in the school education system. Even in the social studies and life skill education curriculum, only one or two units are included in the teachers' training program. Realizing the fact of GC, Centre for Education and Human Resource Development (CEHRD), the then Department of Education (DE), has been promoting life-skills learning approach through a psychosocial counselling project using the teacher-counsellor model. In this regard, one male and one female were considered per school in two districts from the year 2008 to 2012 and further expanded it to more other districts in 2012-2017. It was carried out in cooperation with Centre for Mental health and Counselling (CMC), MOEST and Teacher Assistance for Soft Skills (TASS) Project, Nepal 2016-2019 (with the support of Ministry of Foreign affairs, Finland). The project was successfully accomplished with the result in preparing School Counselling Program Manual for School Counselling (MOEST and TASS 2016-2019). This manual includes elements which are similar to the basics of the current Finnish concept of school GC.

### **Needs of Children**

According to a UNICEF report (2003), Nepali children in schools are suffering from frequent recall of negative/violent experiences, anxiety and fear of the future, frustration, anger, depression, loneliness, distrust and sense (fear) of being rejected or neglected guilt, somatic complaints, sadness, aggression, displacement, sexual difficulties. However, all the children expect of warm affection, acceptance, approval, discipline, demand, material needs, and basic security (UNICEF, 2003).

Counselling can partly solve the children's needs. Evaluation study of the impact of the teacher-counsellor (2012) have found higher rates of school participation, retention, engagement and performance for pupils, who were beneficiaries of school counselling in comparison with pupils who attended schools that did not have teacher counselor. It was also noted that career counselling training was needed for secondary school-level teachers as many students were confused about choosing appropriate vocational and optional subjects in school to support their future career choices.

Ministry of Education also conducted the feasibility study on the school counselling program in three districts in 2017 and found that the responses of the school staff indicated the model piloted by the DE and CMC is the most feasible in terms of efficiency, operational and economic perspectives. However, they stated that teacher counsellor job remit should be comprehensive to include academic and career counselling activities. In addition to this, the psychosocial and that counselling program activities should be a part of the teacher counselor's normal work hours. (MOEST and TASS 2016-2019).

### **The content proposals for organizing a GC program in Nepali schools (MOEST & TASS)**

1. psychological development activities
  - 1.1 Who am I?
  - 1.2 Ten things that make me happy
  - 1.3 The top things I like about myself
  - 1.4 Me in 10 years from now
2. Academic Development Learning Activities
  - 2.1 How school subjects relate to job
  - 2.2 My beliefs about myself as a school student
  - 2.3 My school learning behaviour
  - 2.4 How to manage my learning more efficiently?

2.5 Preparing for exam

3. Career Learning Activities

3.1 What other jobs are related to a job that I am interested in?

3.2 Men's job and woman's jobs

3.3 Job requirements and conditions

3.4 My skills for job

3.5 Career planning

(MOEST and TASS 2016-2019).

**Tools for counselling**

1. The Student Problem check list
2. Matching School Subjects and Occupations
3. Secondary Student Competences for Career Learning
4. Inventory of Career Website Resources in Nepal
5. Counselling Corner/help desk

(MOEST and TASS 2016-2019).

Recently, Nepal Government has also been planning to introduce guidance and counselling subject for Grade 11 and 12 as an optional discipline.

**3. Private Programmes**

In Nepal, GC services are a kind of rehabilitation for children and adults. Some private institutions are trying their best GC in the name of Non-Governmental Organizations (NGOs) which are as following.

1. Center for Victims of Torture (CVICT)-a non-governmental organization providing rehabilitation services to victims of torture and other human rights abuses (<http://cvict.org.np/> ).
2. Trans-cultural Psychosocial Organization-Nepal (TPO-Nepal) an international organization working on developing and researching psychosocial care systems in [post-] conflict settings (<https://www.mhinnovation.net/>)
3. Center for Mental health and Counseling (CMC):- a non-governmental organization working in mental health and development by providing mental health & psychosocial services and by imparting training for developing human resources in mental health and psychosocial counselling (<http://sarsallah.com>).
4. Forum for Protection of People's Rights-Nepal (PPR-Nepal), a non-governmental, non-profit organization established in 2002 to advocate and work in the area of human rights and access to justice (<http://www.pprnepal.org.np/>).
5. Narconon Nepal-Drug and Alcohol Rehabilitation Center- a place where a person can repair the harm done to his (or her) spirit, emotions or life and where the skills that will be needed to make drug-free decisions can be learned (<https://www.narconon.org>).

These organizations provide mainly psycho-social support. They do not provide support or services in other content areas of GC.

### **3. University programmes offered to acquire competency in GC**

Central Department of Psychology TU (CDP-TU) provides a Post Graduation Diploma (PGD) in counselling psychology. It is a one-year academic course, within which students have to complete five academic papers in addition to a practical training. In the practical training, students have to do field work in different organizations to provide counselling to a minimum of 10 cases.

Candidates who have passed Bachelor level in any subjects are eligible to apply for enrollment in Post Graduate Diploma in Counselling Psychology (PGDCP). PGDCP program also acts as a bridge for interested students to study MA in psychology which otherwise could not be possible due to certain criteria required for MA.

Outside TU, there are also other universities which offer courses linked to guidance and counselling: There is a one-year Post-Graduate Diploma PU (PGD-PU) course in counselling affiliated with Purbhanchal University. The Humanities and Management Unit (HMU), School of Engineering, has initiated a Guidance and Counselling Cell (GCC-KU) at the main campus, Dhulikhel. The Cell is led by a full-time professional faculty Counsellor with support from a team of dedicated faculties and staffs representing from various departments and programs of the University.

Counselling Psychology and Social Studies College (CPSSC) affiliated to Tribhuvan University, was established in 2006. It is the only private college established with the aim of providing quality education and training to the post-graduate students. The education and skills are provided by experienced and highly skilled psychologists and counsellors of Nepal. CPSSC is a college committed in counselling education, research and training. Being a professional service holder, counselling needs to be practiced by a trained counsellor thereby strengthens their required training along with PGD course. CPSSC is heading towards this direction and also provides counselling services to individuals and families at its counselling unit.

The courses applied in the universities encompass the following points:

- a) A shift of focus from intra-psychoic or cognitive processes to concrete problem-solving,
- b) Application of micro-skills and concrete counselling techniques (e.g., relaxation exercises),
- c) The inclusion of a thorough psycho-education component.

In other words Guidance and Counselling courses includes:-

- a) Understanding counselling concepts and process,
- b) The understanding of mental health problems, and
- c) The application of counselling skills and specific intervention strategies.

### **4. What can be learned from Finland?**

Nepal can learn more from the Finnish education system that was reformed within one decade of 1970s. It was about to create equal opportunities, raising quality and increasing participation within all educational levels across the Finnish society. Finland has been able to render good education achievable to the whole population and attain comparatively high learning outcomes in most schools throughout the nation. All of this was accomplished by financing education, including tertiary and adult education, almost exclusively from public sources. Visitors to Finland discover well-equipped school buildings filled with children and highly educated teachers. Schools enjoy large autonomy, little interference in schools' everyday lives by the central education administration; systematic methods to address problems in the lives of students and targeted professional help for those in need (Sahlberg, 2009, 323-329).

Other major aspects of educational development in Finland is educational and vocational guidance.

Finnish education policy seeks to provide a high level of education to whole population, promote their social well-being and ensure that the skills and competencies match the needs of the changing society. This requires plenty of guidance and counselling. In primary and secondary education, class-based lessons are usually given by highly qualified guidance counsellors. GC is provided in all educational levels covers all the three content areas: educational guidance (supporting studying and learning), vocational guidance (supporting professional growth) and personal guidance (psycho-social support).

Similarly, higher education, both universities of applied sciences and universities provide general counselling services. They have their own careers and recruitment services providing guidance and information to students, recent graduates and employers. The aim is to improve the skills and competencies required in the recruitment of job. In adult education, GC is to help the students to design their individual study plans, to improve their study skills and to advise them in the choices of subject to be studied which support the student's education and career choices (Educational and Vocational Guidance in Finland, 2009, 9-31).

### **Conclusion**

Due to a multi-ethnic, multicultural and multi-lingual country in South-Asia, Nepal has been facing different constraints in education system. CEHRD the then DE and CMC, MOEST, UNICEF and the current TPP project, Nepal are trying their best to prepare teacher counsellors for school students. Evaluation studies of the impact of the teacher- counsellor (2012) by DE, CMC, and Ministry of Education in 2017 had indicated the dire need of the teacher counselling training program. Teacher counsellor's job payment should be wide-ranging and to be included as an integral part of the school education system. But all the Faculties of Education of universities in Nepal which produce all the human resources for the school education have not yet been introduced curricula as major subjects related with GC.

Faculty of Education, TU, in collaboration with TPP project Nepal and the School of Professional Teacher Education in JAMK and HAMK universities of applied science in Finland, have been promoting teacher capacity building program including GC for school education system. Nepal can obviously learn from the Finnish education system of guidance and counselling to handle the encountered problems prevailed in our education system.

As a result of well organized and widely provided guidance and counselling services, we can reduce early-school-leaving and dropping out rates of our students in secondary and university levels and eventually is expected to reduce the rate of youth unemployment.

To conclude with, it is high time to introduce the curriculum of guidance and counselling in the Nepalese universities. However, in order of GC services becoming sustainable, we should focus on a common understanding of the importance of these services.

### **References**

- Educational and Vocational Guidance in Finland (2009). Education and Culture DG Lifelong Learning Programme. Lonnberg Print & Promo, 12/2009, 4500.
- Gurung, Dristy (2009). *Psychosocial Counseling in Nepal*. Kathmandu: [unpublished thesis] submitted to TU, Trichandra Campus
- Pasi Sahlberg (2009), Educational Changes in Finland, [https://www.researchgate.net/publication/321612194\\_Second\\_International\\_Handbook\\_of\\_Educational\\_Change](https://www.researchgate.net/publication/321612194_Second_International_Handbook_of_Educational_Change) (pp.323-348).

UNICEF, (2003). Training Handbook on Psychosocial Counselling for Children in Especially Difficult Circumstances: a Trainer Guide. Kathmandu: UNICEF.

<http://www.careerdishanepal.org>

<http://sarsallah.com/karuna-kunwar-bista-a-top-psychologist-in-nepal/>

<https://link.springer.com/article/10.1007/s10447-006-9028-z>

<http://counselingcollege.edu.np/>

<https://www.narconon.org/drug-rehab/centers/narconon-nepal.html>

<http://cvict.org.np/>

<http://www.pprnepal.org.np/>

<https://www.emerald-project.eu/the-group/consortium/transcultural-psychosocial-organization-tpo-nepal/>

<https://www.mhinnovation.net/organisations/transcultural-psychosocial-organization-nepal-tpo-nepal>

<http://www.cmcnepal.org.np/>

<https://edusanjal.com/college/tribhuvan-university-central-department-psychology/>

<https://psychologytu.edu.np/>

<http://www.ku.edu.np/news/index.php?op=ViewArticle&articleId=2242&blogId=1>

<https://sujenman.wordpress.com/2012/03/03/studying-psychology-in-nepal/>

---