



Anti-Alcohol Education in the Secondary Education Curriculum of Nepal

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Abstract

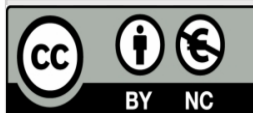
In Nepalese secondary education curriculum, anti-alcohol education has been integrated into the various subjects' curriculum. For example, the curriculum of some important subjects related to people's daily and social life (health and physical education, sociology, hotel management, human values education, social studies, science, and technology) includes anti-alcohol education content. However, the extent to which anti-alcohol education is being implemented in these subjects remains unclear. The main objective of this study is to investigate the status and nature of anti-alcohol education in the secondary school curriculum in Nepal. Secondary school curriculum and pedagogy were reviewed for content analysis. This study was based on qualitative content analysis and document review methods. This study found alcohol education content has been included in the curriculum of secondary school subjects (grades 9 to 12) in science and technology, Social studies and life skills education, sociology, hotel management, health and physical education, human values education. However, the scope of the alcohol education content included in the Secondary School curriculum seems to be limited. Some subjects' curricula include alcohol control measures, while others only mention alcohol consumption as a cause of non-communicable diseases. Therefore, it can be said that little attention has been paid to incorporating anti-alcohol education into the secondary school curriculum. Furthermore, among the secondary education curriculum that includes alcohol education, only the science and technology curriculum has recommended particular content delivery techniques (lecture, demonstration, discussion, presentation) and student achievement evaluation techniques (oral questionnaire) for teaching and evaluating students related to the introduction and types of alcohol.

Keywords: alcohol, anti-alcohol education, content analysis, curriculum, secondary education, syllabus

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Introduction

In the digital age, the growing number of school-age children consuming alcohol has become a global public health issue, particularly among adolescent students (Smith et al., 2024). Adolescence is a period of rapid change, including social, emotional, and physical (Sawyer et al., 2012; Zaky, 2016). It is the time to embrace experimentation (Kaess et al., 2013), take risks, and release self-restraint and reduced self-control (Menkiti, 2019; Steinberg, 2005). During this period, young individuals face a higher likelihood of being exposed to alcohol, tobacco, and other drugs due to the media, social media, and their cultural practices (McCreanor et al., 2013; Moreno & Whitehill, 2014; Sawyer et al., 2012). Drinking alcohol at a young age can have negative impacts on several aspects of life, including academic performance, family and social relationships field (Castano-Perez & Calderon-Vallejo, 2014), financial stability, and overall health (Dhital et al., 2001). It can increase the risk of developing cancers in the lungs, liver, stomach, and colon, weaken the immune system, and cause ulcers, diabetes and heart disease. (Schutze et al., 2011). Likewise, excessive alcohol consumption can lead to problems such as increased risk of accidents and injuries, anxiety, depression, increased social crime, and family and social discord Rehm et al. (2009). However, 26.5 percent of adolescents between the ages of 15 and 19 are currently consuming alcohol globally (World Health Organization, 2019). In Nepal, 13 percent of individuals aged 15 to 24 have consumed alcohol within the past 30 days (Dhimal et al., 2020).

Oppong Asante and Kugbey (2019) found that 6.8 percent of the school-going adolescent's students consumed alcohol. Likewise, the prevalence of alcohol consumption among school-going adolescent students was 12.3 percent (Acharya & Acharya, 2020). Similarly, Mahanta et al. (2016) revealed that 36 percent of school-going adolescent students consumed homemade alcohol, and 12.3 percent of school-going adolescent students consumed industry-made alcoholic beverages. In addition, Sapkota and Paneru (2021) found that 16.3 percent of

the adolescents in Nawalpur District consumed alcohol within the past 12 months. Likewise, the prevalence of alcohol consumption among school-going children aged 13–17 was 5.29 percent (Dhungana et al., 2019). School-age children consume alcohol for different reasons, such as having fun with their friends at parties, weddings, and other social events. Additionally, factors such as easy access to alcohol, academic stress, lack of knowledge about the adverse effects of alcohol consumption, parental drinking behavior, exposure to alcohol advertising, promoting, sponsoring, and peer pressure can contribute to their decision to drink (Ali & Worku, 2020; Finan et al., 2020; Rossen et al., 2018; Weitzman & Lee, 2020).

In recent years, there has been increasing concern over the growing prevalence of alcohol consumption among adolescents in Nepal (Dhital et al., 2001; Karki, 2017). This problem poses an immediate health risk and long-term consequences for social and economic development (World Health Organization, 2019). Anti-alcohol education helps students promote responsible behavior, reduce alcohol-related harm, and prevent alcohol-related problems, so anti-alcohol education should be included in the secondary school curriculum (Dobrotvorskaya et al., 2017; Plotnikoff et al., 2019; Rai & Vandana, 2022). Anti-alcohol education in schools provides students with information about the risks associated with alcohol consumption, the potential consequences of underage drinking, and skills to resist peer pressure for drinking (Mistral & Templeton, 2010). Likewise, alcohol education programs can positively change young people's knowledge, attitudes, and behavior (Gatins & White, 2006). Therefore, it is necessary to include anti-alcohol education in the secondary school curriculum of Nepal to protect the school-going teenagers of Nepal from the risk of alcohol consumption.

According to the National Curriculum Framework, 2078, the education system in Nepal is currently divided into two levels. Likewise, grades 1 to 8 are gratified as the basic level of education, and grades 9 to 12 are gratified as the secondary level. Similarly, at the secondary



level, there are three streams: general, technical or vocational, and traditional (Curriculum Development Centre, 2019). In the general stream (grade nine and ten), five compulsory subjects, namely Nepali, English, Mathematics, Science and Technology, and Social Studies, have been arranged. Additionally, nine and ten grade students can choose two optional subjects from the group of optional subjects. Likewise, three compulsory subjects have been prescribed for the eleventh and twelfth grades: English, Nepali, social studies and life skills education or math. Furthermore, students in the eleventh and twelfth grades can choose three optional subjects from four optional groups of subjects (Curriculum Development Centre, 2021). Studies have yet to be conducted on the content analysis of alcohol education-related content in Nepal's secondary education curriculum. Likewise, there have been limited studies on the curriculum structure, recommended teaching methods, learning methods, and student evaluation techniques in the secondary education curriculum. Therefore, it is necessary to conduct a study to determine what kinds of alcohol-related contents are included in the school-level curriculum and how to deliver this content to the students. Thus, this study is focused on examining the place and nature of anti-alcohol education in the secondary education curriculum of Nepal, as well as reviewing the content-delivering techniques or methods and student assessment techniques.

Research Methodology

The researcher applied qualitative and quantitative content analysis to achieve the research objectives. In Nepal's present education system, five compulsory subjects and two elective subjects are recommended for students in grade nine and ten. Fifty subjects are included in the elective first group of the curriculum, and forty-seven subjects in the elective second group. Students were allowed to choose one subject from both groups among the two groups (Curriculum Development Centre, 2021). Likewise, three compulsory subjects English, Nepali, social studies and life skills education or math, are included in the curriculum of grades eleven and twelve. Likewise, four different elective subject

groups are prescribed in the grades eleven and twelve grade-level curriculum. In addition, thirteen subjects are included in the first elective group. Similarly, fifteen subjects were included in the elective second group, thirty were included in the elective third group, and twenty-four were included in the elective fourth group. Students can choose any three subjects from these four elective groups (Curriculum Development Centre, 2019). All together 187 subjects' syllabus, and curriculum of the secondary school level of Nepal were reviewed to identify the place of alcohol education-related content in the education curriculum. Likewise, the researcher began by searching for the complete secondary education curriculum and teacher guidebook on the website of the Curriculum Development Centre in Sanothimi Bhaktapur. Then, researcher was prepared a matrix or list based on grade, subject, alcohol-related content included or not, total credit hours, annual working hours, unit topic, nature of the alcohol education-related content, learning outcome, recommended teaching hours, methods, and students' evaluation techniques. After that, the researcher thoroughly examined the curriculum and syllabus to evaluate the presence of alcohol education-related content in the national secondary education curriculum. Additionally, the researcher assessed the overall structure of the secondary education curriculum, the recommended methods for delivering content, and the methods used to evaluate students.

Results

The results of part of the study include four sections: the nature of the secondary education curriculum, the place of alcohol education in the curriculum, recommended teaching strategies, and assessment techniques.

Nature of the Secondary School Curriculum of Nepal

The secondary education curriculum in Nepal is divided into two parts. The first part concerns with the ninth and tenth grade curriculum, and the second comprises the eleventh and twelfth grades curriculum. The secondary education curricula include the grade, credit hours, subject

code, annual working hours, introduction to curriculum, level-wise competencies, grade-wise learning outcomes, scope and sequence of the curriculum, content area and working hours, teaching-learning activities or methods, and student evaluation techniques (Curriculum Development Centre, 2020, 2021). The nature of the secondary education curriculum has been presented as follows:

Table 1: Nature of the Curriculum of Grade Nine and Ten

S.N.	Subjects	Credit hours	Annual working hours
1	Compulsory Nepali	5	160
2	Compulsory English	5	160
3	Compulsory Math	5	160
4	Compulsory Science and Technology	5	160
5	Compulsory Social Studies	4	128
6	Elective I	4	128
7	Elective II	4	128
	Total	32	1024

Source: (Curriculum Development Centre, 2021)

The general secondary education curriculum for grade nine and ten has included seven subjects: five compulsory (Nepali, English, math, science, social studies) and two optional subjects. This curriculum offered a choice of subjects from two optional groups comprising 50 and 47 subjects. This curriculum specifies that four compulsory subjects - Nepali, English, math, and science - require five credit hours and 160 annual working hours. Additionally, two optional subjects and compulsory social studies require four credit hours and 128 annual working hours (see Table 1).

Table 2: Nature of the Curriculum of Grade Eleven and Twelve

S.N.	Subjects	Credit hours	Annual working hours
1	Compulsory Nepali	3	96
2	Compulsory English	4	128
3	Compulsory Social Studies and Life Skills Education or Math	5	160
4	Elective I	5	160

5	Elective II	5	160
6	Elective III	5	160
7	Elective IV	5	160
	Total	27	864

Note: Students need to select any three among the elective I, II, III and IV (Curriculum Development Centre, 2020)

For grade eleven and twelve, the curriculum has mandated three compulsory subjects (Nepali, English, Social studies, and life skills education or math) and three optional subjects. It states that students can choose any three subjects from the elective first, second, third, and fourth subject lists. In this case, compulsory Nepali requires three credit hours and 96 annual working hours, mandatory English requires four credit hours and 128 annual working hours, and compulsory social studies and life skills education and the remaining three optional subjects require five credit hours and 160 teaching hours (see Table 2).

Place of Alcohol Education in the Secondary Education Curriculum

Alcohol education is included in various subject curricula in secondary education curricula. This part includes the existing situation of alcohol education in the secondary education curriculum and the nature of alcohol education in the secondary education curriculum.

Alcohol Education Included in the Secondary Education Curriculum

The results obtained while reviewing the secondary education curriculum are presented as follows:

Table 3: Existing Situation of Alcohol Education Included in the Secondary Education Curriculum

Grade	Alcohol Education Included / not Included	Number (Percent)
Nine-Ten	Yes	4 (3.92%)
	No	98 (96.07%)
Eleven-Twelve	Yes	5 (5.88%)
	No	80 (94.11%)

The results show that out of 187 secondary education curricula, 3.92 percent of the curricula for grades nine and ten include alcohol-related content. Similarly, 5.88 percent of the curricula for grades eleven and twelve include alcohol-related content (see Table 3).



Nature of Alcohol Education Included in the Secondary Education Curriculum

When studying the secondary education curriculum, it appears that something other than alcohol education is included in the ninth-grade curriculum. However, the curriculum for some subjects in grade ten, eleven, and twelve provides content related to alcohol education. This is explained in further detail as follows:

Table 4: *Nature of Alcohol Education Included in the Ten-Grade Curriculum*

Grade	Subject	Unit/topic	Contents	Teaching Hours	Learning out come
10	Science and Technology	18.Hydrocarbon and its compound	18.2 Alcohol Introduction types and examples of alcohol	6 hours (18.1 to 18.5) total 5 sub topics are including)	-To say the introduction, types and examples of the alcohol.
10	Sociology	5.Problems and controlling measures of Nepalese society	5.1 Controlling measure of alcoholism and drug addition	10 hours(for two sub-topic)	Explain the controlling measures of drug misuse, and additions
10	Health and Physical Education	5. Non Communicable Diseases	-Cause of non-communicable diseases (alcohol consumption) - Preventive measures of non-communicable diseases (avoid alcohol consumption)	15 hours	-to explain the causes of non-communicable diseases. - to describe the preventive measures of non-communicable disease. -to understand the alcohol consumption as the risk factors of non-communicable diseases.
10	Hotel Management	5. Food and beverage service	5.5 Introduction and Types of alcoholic beverages	18(for 5 sub-titles among only two titles are related to alcohol)	-To introduce the alcoholic beverages. -to explain the types of alcoholic beverages with its examples.

The results provide an overview of how alcohol education is incorporated into the curricula of different subjects in the ten-grade educational system. The ten-grade science and technology curriculum include alcohol education-related content in Unit 18, titled “Hydrocarbon and its Compound.” Similarly, under the unit topic of hydrocarbons, this curriculum provides an introduction, types, and examples of alcohol as alcohol education-related content. However,

six teaching hours are designated for teaching the five sub-topics of this unit. Likewise, the optional sociology ten-grade curriculum includes alcohol education-related content in Unit 5, titled “Problems and Controlling Measures of Nepalese Society. Furthermore, within this unit, the curriculum provides specific controlling measures for alcoholism and drug addiction. At the same time, ten teaching hours are designated

for teaching the two sub-topics within this unit. Likewise, the health and physical education curriculum has included alcohol education-related content under the causes and controlling measures of non-communicable diseases. Furthermore, the five units of the hotel management curriculum included an introduction and types of alcoholic beverages as alcohol education-related content. The curriculum designates 18 teaching hours for teaching the

five sub-topics of this unit. Four subjects of the ten-grade curriculum have included alcohol education-related content in their curriculum. However, none of the curricula explicitly state the number of teaching hours allocated to this content(see Table 4).

Analysis of 11th-grade curriculum for social studies and life skills education show that the includes alcohol education-related content titled “Awareness about the various types of addiction and drugs.” At the same time, 15 teaching hours are designated for teaching the ten sub-topics within this unit. Furthermore, in the sixth unit of the health and physical education curriculum, causes and control measures of alcohol and tobacco use are included as alcohol education-related content. The curriculum designates 16 teaching hours for teaching the twelve sub-topics of this unit. However, neither curriculum has allocated separate hours for teaching those contents (see Table 5).

The results of twelfth grad shows that the seven units of the twelve-grade curriculum of human value education, including addiction control and good company with friends as the alcohol education-related content. At the same time, 17 teaching hours are designated for teaching the seven sub-topics within this unit. Likewise, the twelve-grade hotel management curriculum includes beverages (define and gradeify alcoholic and non-alcoholic drinks) as alcohol education-related content. The curriculum designates 16 teaching hours for teaching the twelve sub-topics of this unit. Furthermore, the health and physical education curriculum has included alcohol education-related content under the causes and controlling measures of

non-communicable diseases (see Table 6).

The curriculum designates 16 teaching hours for teaching risk

factors of non-communicable diseases (alcohol consumption) and cardiovascular diseases (coronary, heart diseases, hypertension-caused alcohol consumption). However, the allocation of specific teaching hours for alcohol education-related content is not explicitly mentioned in any of the curricula of those subjects (see Table 4).

Recommended Teaching Methods for Teaching Alcohol Education

The secondary education curriculum has recommended student-centered and child-friendly teaching methods to make teaching and learning activities more effective (Curriculum Development Centre, 2020, 2021). The secondary education curriculum has suggested various teaching methods, which are presented subject-wise as follows:

Science and Technology (10 Grade)

The science and technology curriculum has recommended lectures, discussion, demonstration, and presentation techniques for teaching introduction, types, and examples of alcohol.

Sociology (10 Grade)

The secondary education curriculum did not suggest any separate methods for teaching controlling measures of alcoholism and drug addiction. However, this curriculum has recommended student-centered and child-friendly methods such as Small group discussion, presentation, project work, role play, question answer, lecture, demonstration, dramatization, value clarification methods, and computer

Table 5: *Nature of Alcohol Education Included in Grade Eleven Grade Curriculum*

Grade	Subject	Unit/topic	Contents	Teaching Hours	Learning Outcome
11	Social Studies and Life Skills Education	11. Health Services and Social Development	11.2.3 Awareness about the various types of addiction, and drugs	15 (divided for total 10 sub-topics)	-Explain about the types of addition and it health effects
11	Health and Physical Education	6.Mental Health and Drug Abuse	6.2.4. Causes and controlling measures of alcohol and tobacco use	16(for total 12 sub-topics)	-to describe the causes and controlling measures regarding alcohol and tobacco use.



Table 6: *Nature of Alcohol Education Included in the Twelve Curriculum*

Grade	Subject	Unit/topic	Contents	Teaching Hours	Learning out come
12	Human Value Education	7. Ethics and Youth conduct	7.6 Addiction control and the good company within the friends	17 (seven sub-topic 1 sub topic is partially related to alcohol	-to introduce the addition - to explain the importance of the good company within the friends
12	Hotel Management	4.Food and Beverage Service	4.4 Beverages -define and gradeification of beverages (Non-alcoholic and Alcoholic beverages) - Introduction to alcoholic beverages. -Types of alcoholic beverages (i) Fermented (ii) Distilled (iii) Compound:	16 (total six sub-topics among one sub-topic is related to alcohol)	-to define the beverages and non-alcoholic alcoholic beverages - to gradeify the beverages with examples - to describe the types of alcoholic beverages
12	Health and Physical Education	4.Non-communicable diseases	4.2 Risk factors of non-communicable diseases (alcohol consumption) 4.3 Cardio-vascular diseases (coronary, heart diseases, hypertension – one cause alcohol consumption) - Cancer and Diabetes (one causes alcohol consumption) - control measure of non-communicable diseases (do not consume alcohol)	16	- To recognize that excessive alcohol consumption is a risk factors of non-communicable diseases. - To understand avoid alcohol consumption is the preventive measure of non-communicable diseases

technology for teaching all the contents of this curriculum.

Health and Physical Education (10,11and 12 Gradees)

The secondary education curriculum of gradees nine, ten, eleven, and twelve includes health and physical education. It does not recommend separate methods for teaching causes of non-

communicable diseases, preventive measures, or risk factors and causes and controlling measures of alcohol and tobacco use. Instead, it recommends student-centered and child-friendly methods like discussion, buzz sessions, project work, dramatization, role play, value clarification, think-pair, lecture, demonstration, group work, individual work, and field trips.

Hotel Management (10 and 12)

The ten and twelve-grade Hotel Management curriculum has recommended lectures, discussions, group work, field trips, project work, presentations and feedback, demonstrations, observation, problem-solving, role play, think-pair, and sharing as the teaching methods for teaching all content of this curriculum.

Social Studies and Life Skill Education (11 Grade)

The grade eleven social studies and life skill education curriculum has not suggested unit-wise teaching methods. However, it has suggested storytelling, dramatization, role play, project work, presentation and feedback, news collection, discussion, lecture, and field trips as possible teaching methods for teaching all curriculum contents.

Human Value Education (12 Grade)

The secondary education curriculum for grades eleven and twelve recommends group discussion, value clarification, question-answer, storytelling, dramatization, role-play, project work, presentation and feedback, news collection, lectures, and field trips as possible teaching methods for all the curriculum's contents.

Recommended Student Evaluation Techniques

The secondary education curriculum has recommended formative and summative evaluation for evaluating the students' learning outcomes (Curriculum Development Centre, 2020, 2021). Students' achievements evaluation techniques recommended by the secondary education curriculum have been presented subject-wise as follows:

Science and Technology (10 Grade)

The secondary education curriculum for Science and Technology has recommended formative and summative assessment strategies to ensure effective learning outcomes. Formative assessments include evaluating everyday learning, home assignments, student participation in discussions, completion of project work, and regular tests. Summative evaluation consists of internal (25%) and external (75%) assessments. Internal evaluation is based

on classroom participation, project/practical work, reports, and presentations, while a written examination of 75 marks follows a specification grid developed by the Curriculum Development Centre. Specifically, the curriculum recommends employing the question-answer technique for alcohol-related content to assess students' understanding of the introduction, types, and examples of alcohol.

Sociology (10 Grade)

The secondary education curriculum of sociology has suggested continuous evaluation as a formative tool, using various methods such as grade activities, observation, project work, homework, and question-answer techniques. Summative evaluation involves 25 percent internal and 75 percent external examinations, with internal examinations based on classroom participation, trimester tests, project work, proposal writing, and interviews. However, no specific evaluation technique is recommended for evaluating students' learning outcomes related to alcoholism and drug addiction.

Health and Physical Education (10,11and 12 Grades)

The secondary education curriculum for health and physical education has suggested a comprehensive evaluation system, including formative and summative assessments. Formative assessment involves techniques like questioning, homework assignments, presentations, discussions, and periodic tests. Summative assessment involves internal and external examinations, with internal examinations contributing 25% and external examinations 75%, respectively. International examinations are based on formative evaluation results, while external examinations are based on written examinations. The curriculum has not specified particular evaluation techniques for specific content or topics.

Hotel Management (10 and 12)

The hotel management secondary education curriculum has recommended formative and summative assessment strategies to assess students' learning achievements. Formative evaluations involve daily learning, home



assignments, discussions, and tests. Internal and external assessments have been recommended for final evaluation, with internal examinations carrying 50% weightage and 50% weightage an external review.

Social Studies and Life Skill Education (11 Grade)

The social studies and life skills education curriculum has emphasized classwork, project work, field visits, surveys, presentations, and achievement tests to enhance student learning. This curriculum has included 25% practical examination and 75% external examination. Students' participation in classroom activities, trimester exams, project work, report writing, presentations, and interviews forms the basis for practical examinations.

Human Value Education (12 Grade)

The human value education curriculum suggests incorporating various teaching activities, such as classwork, project work, field visits, surveys, presentations, and achievement tests. It emphasizes a balanced assessment approach, with practical examinations accounting for 25% and external examinations accounting for 75% of the final evaluation.

Discussion

Upon reviewing the general secondary education curriculum, it was found that only nine subjects have included alcohol education in their curriculum. Likewise, this research noted a need for alcohol education-related content in the ninth-grade curriculum. Only four subjects' curriculums in the tenth grade included alcohol-related content in their curriculum and syllabus. However, the science and technology and hotel management curriculums only briefly touched upon alcohol education, providing a general introduction and an overview of alcoholic beverages. This limited content needs to sufficiently address the causes, consequences, and control measures of alcohol consumption. On the other hand, the optional sociology curriculum in the tenth grade covered controlling measures for alcoholism and drug addiction as part of its alcohol-related content. Similarly, the health and physical education curriculum in

the tenth grade did not have a separate section for alcohol-related content. However, it did mention that alcohol consumption is a cause of non-communicable diseases, emphasizing the importance of avoiding alcohol consumption as a control measure.

The secondary education curriculum of eleventh grade social studies and life skills education includes awareness about several types of addiction and drugs, including alcohol education-related content. Similarly, the eleventh grade health and physical education curriculum covers the causes and control measures of alcohol and tobacco use as alcohol education-related content. Furthermore, the twelfth -grade human value education curriculum addresses addiction control and the importance of good company with friends as alcohol-related content. Likewise, the twelfth grade hotel management curriculum has included defines and classifies alcoholic and non-alcoholic beverages as alcohol education-related content. However, the twelfth grade health and physical education curriculum does not include alcohol education.

Nonetheless, it has mentioned that alcohol consumption is a cause of non-communicable diseases such as cancer, heart diseases, ulcers, hypertension, and diabetes, and it has also emphasized the importance of abstaining from alcohol consumption as a measure to control non-communicable diseases. The secondary education curriculum lacks adequate alcohol education content. Adolescents usually start drinking alcohol for the first time around the age of 13. Therefore, young people should be protected from alcohol use through alcohol education, which involves equipping them with knowledge and awareness about the effects of alcohol, as well as the social and physical risks associated with its use, and providing them with preventive measures (Conibear, 2018).

Nepal's general secondary education curriculum has recommended student-initiated and child-friendly teaching-learning strategies for teaching the curriculum's contents. These strategies include lectures, discussions, project work, individual work, group work, presentations, demonstrations, field trips, think-pair-share,

value clarification, role play, dramatization, and problem-solving techniques. The tenth-grade Science and Technology curriculum has recommended lectures, discussions, demonstrations, and presentation techniques for teaching the introduction, types, and examples of alcohol. Surprisingly, the remaining eight curricula need more specific teaching techniques for alcohol education. Stigler, Neusel and Perry (2011) revealed that interactive teaching approaches and peer education approaches are suitable for delivering alcohol education-related content. Likewise, some student-focused techniques like small group discussions, storytelling, presentations, group quizzes, individual work, and pair work may be used to deliver alcohol education-related content to the students effectively (World Health Organization, 2017). Additionally, while unit-wise teaching hours are allocated for each curriculum, there is a notable absence of separate content-wise teaching hours for specific units across secondary education curricula. This suggests a need for standardized approaches to alcohol education and a more detailed framework for allocating teaching hours to ensure comprehensive coverage of essential topics within the curriculum.

The general secondary education curriculum has recommended formative and summative evaluation for evaluating the students' learning outcomes. This curriculum has suggested that students' classroom participation, class work, homework, project work, presentations, field visits, surveys, and report writing be used as formative evaluation tools. Likewise, this curriculum has emphasized a balanced assessment approach with internal and external examinations. The 10th-grade curriculum of science and technology only has recommended question-answer techniques for evaluating the student's understanding of the introduction, types, and examples of alcohol. However, other subjects such as sociology, hotel management, health, and physical education, human value education, social studies, and life skills education have yet to mention any specific student outcomes evaluation techniques related to alcohol education and had conducted tests

before and after teaching by using a structured questionnaire for evaluating the student's outcomes related to structured alcohol education course in a secondary school. Bhat and Bhat (2019) explained that formative assessment focuses on improving student achievement and teaching-learning activities. Summative assessments are used at the end of a project, unit, course, semester, program, or school year after an instructional period to evaluate student learning, skill acquisition, and academic achievement.

Conclusion

The purpose of this study was to review the place, nature, and content delivery techniques of anti-alcohol education in Nepal's secondary education curriculum. This study was based on document and literature review method. While studying the place of alcohol education in the secondary education curriculum, it was found that only nine subjects' curricula included content related to alcohol education out of all the courses determined for secondary school. The 9th-grade curriculum lacks alcohol education-related content, and the 10th-grade science and technology curriculum only provide general introductions, types, and examples of alcohol. The hotel management subject's 10th and 12th-grade curriculum only cover the introduction and types of alcoholic and non-alcoholic beverages.

This content is insufficient to raise awareness about the consequences of alcohol consumption among young people. Although the secondary education curriculum recommends specific teaching hours per unit, teaching methods, and evaluation techniques for teaching all of its content, it does not mention particular teaching hours, teaching methods, or evaluation techniques for alcohol education. Adolescent children make more friends, trust their friends more than family, and develop a desire to try new things, which may lead them to start consuming alcohol. While a few of the secondary education curricula included alcohol education-related content, they allocated very little space to this topic. Therefore, to deter students from alcohol consumption, it is necessary to include the causes and effects of alcohol consumption, as



well as preventive measures, in the secondary education curriculum. The results of this study may help curriculum developers modify the secondary education curriculum. It can help students, teachers, and parents to recognize the effects of alcohol. Likewise, it can be helpful as a reference for future researchers.

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