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Analyzing Integrated Curriculum Grade (1-3): Concepts, Development and Practices in Nepal

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Abstract

This article explores the concept, development, and implementation of the integrated curriculum for Grades 1-3 in Nepal. The integrated curriculum is a powerful tool for providing a well-rounded education beyond subject-specific knowledge and skills, fostering critical thinking and interdisciplinary connections. The article examines the overall curriculum development process, comparing it with the Beane (1997) curriculum framework. It assesses the alignment between the Nepalese curriculum and the Beane framework by conducting a descriptive analysis based on reviewing and comparing various documents. The findings demonstrate that Nepal's concept and curriculum development process align closely with the Beane (1997) integrated curriculum framework. However, challenges arise in effectively implementing the curriculum due to factors such as inadequate teacher preparedness, limited resources, assessment difficulties, and insufficient community involvement. To address these challenges and fully operationalize the integrated curriculum, the article emphasizes the importance of collaborative efforts from policymakers, educational authorities, teachers, parents, and the wider community. Recommendations are provided to the relevant authorities, highlighting the need to prioritize teacher professional development and foster stakeholders' active participation to ensure the effective implementation of the integrated curriculum in line with its intended goals.

Keywords*:* Competencies, Integrated Curriculum, Interdisciplinary, Life skills, Multidisciplinary, Soft skills.

Introduction

In this article, we will explore the concept of curriculum integration, specifically focusing on the integrated curriculum for primary grades. The idea of combining different learning subjects, also known as interdisciplinary, cross-disciplinary, cross-curricular learning, or curriculum integration, has a long and significant history (Beane, 1997). It can be traced back to

the educational philosopher John Dewey in the United States and has been implemented in New Zealand secondary schools since the 1940s (Hunter, 2011; Barnes, 2015).

During the 1970s and 1980s, there was a rise in the popularity of thematic approaches that integrated subjects in primary schools worldwide (Gürkan, 2021). Influential educators such as Paul Hirst and Basil Bernstein engaged in discussions about curriculum integration during this period. Bernstein proposed the idea of subordinating subjects to a relational concept (Gürkan, 2021). This approach aimed to increase student engagement and provide learning experiences that were relevant to real-world contexts. The shift towards an integrated curriculum marks a departure from the traditional subject-centered approach and is gaining momentum on a global scale (Beane, 2005). Advocates argue that an integrated curriculum promotes comprehensive and meaningful learning experiences that are connected to real-life situations.

The idea of an integrated curriculum and its systematic implementation is not entirely novel (Beane, 1997). The origins of the integrated curriculum can be traced back to the progressive education movement of the early 1900s, as seen in the work of seminal educational philosophers and researchers such as Dewey (1913) and Kilpatrick (1926). This implementation calls for a clear understanding of the integration principles among education stakeholders. It is essential to acknowledge that the extent to which integration takes place can vary depending on the grade level and context.

An integrated curriculum goes beyond randomly selecting and consecutively teaching elements from different subjects. According to Wall and Leckie (2017), it is crucial to be selective when selecting teaching themes for an integrated unit. Each theme should be more apparent within the new context of integration and more engaging for students. To illustrate this point, consider the analogy of a professional meeting about a student at school, where all key stakeholders are invited: parents, social workers, teachers, and school leaders. Each participant brings unique information to the conversation that would be missed if they were absent. They carefully include the information to fit the context of the meeting best. Similarly, selecting what to integrate is as significant as choosing what to exclude in curriculum integration. Some topics can be taught more effectively in isolated instruction, particularly when it comes to domain-specific proficiencies such as reading and mathematics abilities.

Integrating the curriculum involves weaving together different content areas, for example, various content areas related to the humanities and science can weave effectively. It

also includes incorporating skills that are more efficiently and successfully taught about each other. Mastery of these proficiencies is crucial for comprehending the subject matter being imparted. Constructing a curriculum in such a manner offers a comprehensive method for instruction and knowledge acquisition (Rijal, 2021). Students are taught in a way that reflects real-world contexts, where different disciplines merge and interact. Beane (2005) identifies four significant dimensions of integration that underscore noteworthy considerations and align with democratic principles: the amalgamation of experiences, social integration, the fusion of knowledge, and integration as a curriculum design.

What is Curriculum Integration?

In its early stages, curriculum integration was seen as a way to enhance student learning by creating integrated plans based on students' interests (Beane, 1997). Initially, it was often viewed as simply rearranging lesson plans to capitalize on overlapping concepts across subjects (Fraser, 2000). However, this view overlooks the deeper dimensions of proper curriculum integration. Over time, the idea evolved, raising questions about how this model could transform pedagogy and curriculum design.

While student interests are essential, curriculum integration should not be seen as solely "interest-based" or "child-centered" teaching (Beane, 1997). Describing it as completely student-driven ignores the crucial role of teacher expertise (Fraser, 2000). Teachers' curriculum knowledge and pedagogical skills are essential for creating an optimal learning environment that challenges and engages students (Beane, 2005; Drake & Reid, 2018). Unlike isolated thematic units that explore a central topic through different subject lenses, true integration weaves together content, skills, and perspectives holistically (Drake & Reid, 2020). Both student voices and teacher guidance are vital.

Curriculum integration encourages crossing disciplinary boundaries within a cohesive framework. It aims to cultivate an understanding of real-world issues by making knowledge, skills, and ideas mutually reinforcing across subjects. This approach enables students to think critically about problems and discover creative solutions (Drake & Reid, 2018). Linking subjects that might otherwise remain distinct deepens students' grasp of curricular content and enhances the transfer of learning (Drake & Reid, 2018). Integration strives for a more connected and comprehensive educational experience (Paleczek et al., 2023; Rijal, 2021).

Integration breaks down traditional boundaries to foster holistic growth (Paleczek et al., 2023). Teachers design integrated lessons by weaving together concepts from diverse fields, reflecting life's interdisciplinary realities (Drake & Reid, 2018). This synergy helps students recognize how various strands of knowledge intertwine meaningfully.

Curriculum integration fosters deeper understanding by connecting diverse knowledge domains to real-world contexts (Drake & Reid, 2018). It cultivates critical 21st-century skills like critical thinking, creativity, communication, and collaboration, preparing students to thrive in complex modern societies (Ye & Xu, 2023). Problem-based learning, which mirrors life's interdisciplinary nature, supports curriculum integration by boosting student engagement and promoting meaningful skill-building (Ferreira & Trudel, 2012; Ye & Xu, 2023). Studies have linked integration to increased motivation and academic achievement (Rijal, 2021; Paleczek et al., 2023).

However, implementing this model presents challenges. Assessing interdisciplinary competencies and maintaining structured curricular connections can be challenging (Ye & Xu, 2023; Herro et al., 2017). Addressing these challenges is crucial for realizing the full potential of curriculum integration.

Contextual Factors

Several contextual factors must be considered for developing and implementing an integrated curriculum in Nepal. Nepal is a highly diverse in terms of languages, ethnicities, and religions (CBS, 2011). As such, the curriculum must be inclusive and consider local contexts (May & Hornberger, 2008). Resource availability varies greatly between urban and rural areas of Nepal (MoE, 2015). Thus, themes and activities should utilize locally available, low-cost resources wherever possible (USAID, 2020). Many schools also lack adequate infrastructure like libraries, labs, and IT facilities (World Bank, 2017). As such, integration may rely more on collaborative tasks than technology-based resources.

Training Nepali teachers in new integrated practices requires significant time and investment given existing workloads and skill levels (MEST, 2022). Mentoring models could help support teachers in building these capacities (Orland-Barak & Wang, 2021). As the centralized education ministry controls curriculum development and approval (MoE, 2016), piloting integration may require political will and advocacy. Exams also primarily evaluate rote learning over skills (Thapa, 2024). Assessments, therefore need to authentically value skills and

ensure integration is not reduced to score chasing. Close community participation will also be vital given Nepal's communitarian culture and needs (Panday, 1999). Their meaningful input can help the curriculum reflect local knowledge and concerns. Most students are also multilingual, so the curriculum should build on home languages to boost inclusion and learning (Hammerly, 1991). Given the high poverty levels, life skills and vocational themes must be linked to livelihood opportunities (CBS, 2011).

Weaving Themes in Curriculum Integration

In an integrated curriculum, thematic units can start the integration process but are not the same as an integrated curriculum. Thematic units focus on teacher-chosen topics with each subject contributing separately (Fraser, 2000). In contrast, curriculum integration uses authentic issues for interdisciplinary work, fostering deeper learning by treating concerns holistically (Beane, 2005; Drake & Reid, 2018). The inquiry process emerges from collaborative reflection among educators and students (Fraser, 2000).

Thematic units involve subject-based activities around teacher-chosen themes, while curriculum integration starts with identifying important issues and collaboratively investigating them (Fraser, 2000; Drake & Reid, 2018). This approach builds understanding through questioning, data gathering, analysis, and reflection, guided by teachers (Beane, 2005). It fosters higher-order thinking skills and differs fundamentally from thematic units in approach and outcomes (Fraser, 2000).

Curriculum integration blends diverse subject contents, competencies, and concepts, making evaluation challenging (Burke & Lehane, 2023). Crafting valid assessments requires clarifying the connections across subjects (Beane, 2005; Burke & Lehane, 2023; Drake & Reid, 2018). Addressing these challenges is crucial for realizing the full potential of this approach.

Teacher Role in Integrated Curriculum

While curriculum integration emphasizes collaboration and student-driven inquiry, it does not diminish the importance of teacher guidance. Effective integration requires skilled facilitation to maximize learning (Beane, 2005; Burke & Lehane, 2023). Teachers play a consultative role, structuring investigations and scaffolding students' ideas, questioning techniques, and competency development (Beane, 2005; Drake & Reid, 2018). They support learners in building on prior understanding and pushing beyond current limits.

Teachers prompt reflection, refocus exploration paths, and offer feedback, guiding the knowledge construction process (Burke & Lehane, 2023). A well-designed integrated curriculum relies on expert teaching (Burke & Lehane, 2023; Drake & Reid, 2018). This approach reframes teachers as learning guides who coach, dynamically assess understanding, and ensure rigorous, productive investigations (Beane, 2005). Meaningful integration demands knowledgeable professionals adept at nurturing deep, autonomous, cross-disciplinary growth (Burke & Lehane, 2023; Drake & Reid, 2018). Thus, the teacher's role is crucial and highlights their expertise (Ó Breacháin, 2022).

Objectives of the Study

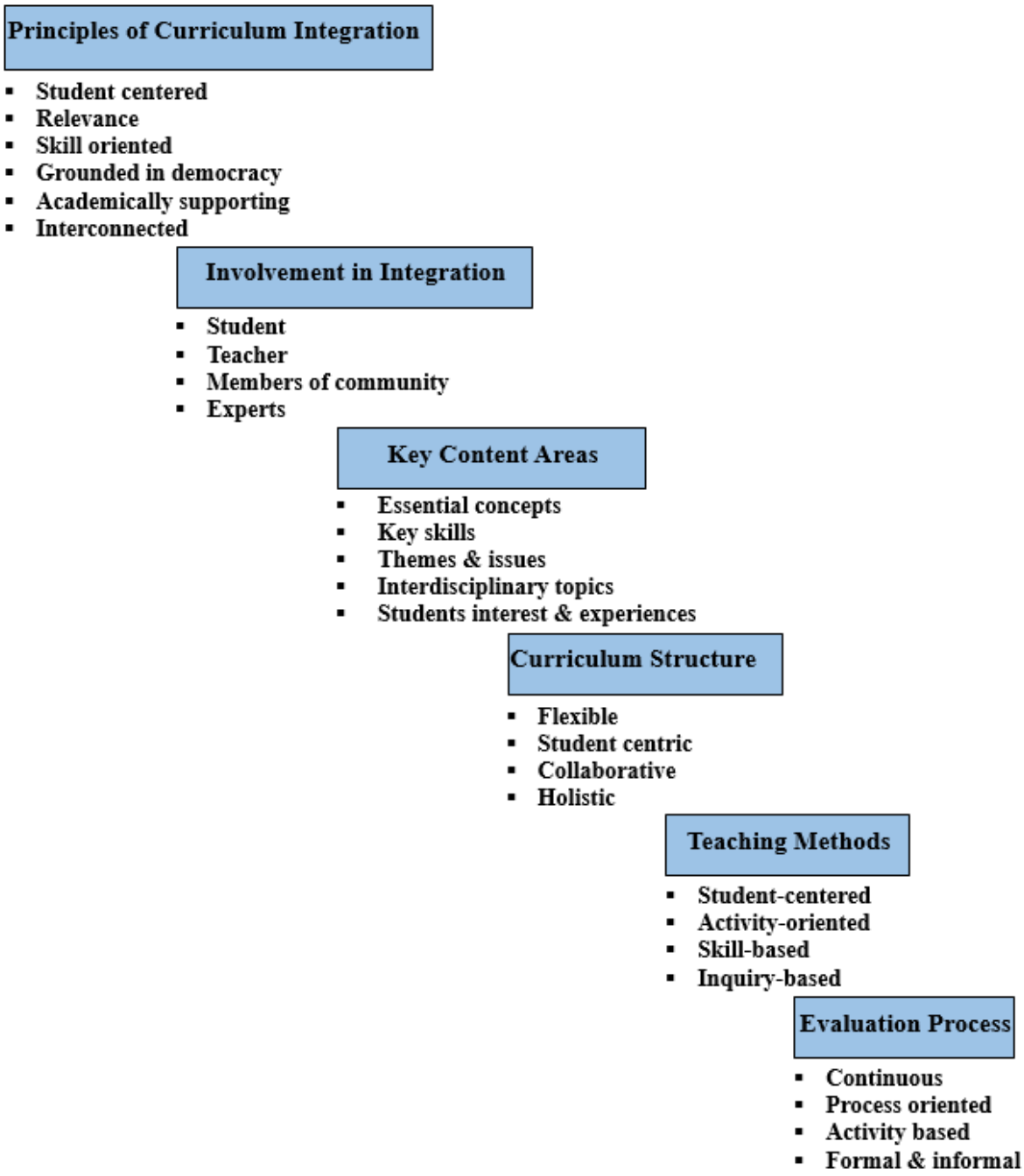
This article explores the concept, development, and implementation of an integrated curriculum for grades 1-3 in Nepal. It highlights key features, challenges, and contextual factors, providing an overview of its background and major characteristics.

Theoretical Framework

The study's theoretical framework is based on James Beane's theory of curriculum integration, which focuses on making learning relevant and meaningful by centring it on students' lived experiences and interests (Beane, 1997). Beane advocated for a curriculum that emerges from students' real-life concerns and issues, promoting personal relevance and meaning (Beane, 1997). He proposed a democratic process involving students, teachers, parents, and community members to identify curriculum concerns, fostering broader ownership and participation.

Beane (1997) suggested organizing the curriculum around broad interdisciplinary themes that cut across subjects, allowing students to explore issues from multiple perspectives through integrated projects. He emphasized flexible structures in timetables, class schedules, and space usage, requiring teacher collaboration across subjects. Additionally, Beane (1997) argued for shifting the focus from rote learning to developing higher-order skills like critical thinking, collaboration, and communication, which students can apply to real-world concerns through integrated themes. This forms the theoretical basis for the study.

Figure 1: Integrated Curriculum Thematic Framework



Methodology

This article explores the landscape of the newly introduced grade (1-3) integrated curriculum of Nepal. It is based on the review of various published and unpublished documents. The article adopts a review-based approach to explore and analyze different facts and findings related to the integrated curriculum based on the thematic framework. It is mainly based on the descriptive analysis method.

Results and Discussion

Curriculum Development and Implementation

The education system in Nepal has predominantly followed a subject-centered curriculum framework since its establishment. While there have been some instances of combining similar subjects, the overall approach has not fully embraced an integrated curriculum. Therefore, it can be said that Nepal has limited experience in developing and effectively implementing an integrated curriculum.

In 2075 BS, Nepal took a significant step towards developing an integrated curriculum designed for grades 1 to 3. The curriculum drafts were developed through workshops involving teachers, subject experts, and curriculum experts. After receiving suggestions from various subject committees, the final version was finalized. The curriculum for grade 1 underwent a pilot phase in 103 public schools during the academic year of 2076 BS. The feedback received during this pilot phase also followed the guidelines of the National Curriculum Framework 2076 BS, carefully leading to revisions that were subsequently implemented in all schools across the country during the 2077 BS academic year.

This integrated curriculum improves over the traditional subject-centered approach, focusing on flexibility, student-centric, collaboration, and holistic. Its primary objective is to address the limitations of the subject-based curriculum and provide students with a more comprehensive and meaningful learning experience. The curriculum development process involved the identification of five major learning areas, as outlined in Table 1 of the basic level curriculum for grades 1 to 3, published by the Curriculum Development Center in 2076 BS.

Table 1. *Curriculum Structure of Basic Level (Grade 1-3)*

S. N.	Subject-related activities	Credit hrs.	Annual working hrs.
1	Activities related to literacy skills (Nepali)	5	160
2	Activities related to literacy skills (English)	4	128
3	Activities related to numeracy skills (Math)	4	128
4	Activities related to science, health & physical education, social studies, character development, and creative arts (Hamro Serophero)	8	256
5	Activities related to mother tongue/local contents	5	160
	Total	26	832

The development and implementation of an integrated curriculum in Nepal have emerged in response to the realization that traditional subject-based curricula may not fully equip students with the skills needed to navigate the challenges of the 21st century. The prevailing curriculum model in Nepal has primarily emphasized compartmentalized subject areas, prioritizing the acquisition of isolated knowledge. However, it is increasingly acknowledged that in our interconnected world, students must develop interdisciplinary skills, critical thinking abilities, and problem-solving capacities to succeed in diverse real-life situations (Drake & Reid, 2018). This recognition has paved the way for exploring and adopting an integrated curriculum approach in Nepal, aiming to provide a more holistic and relevant education for students. It is hoped that an integrated curriculum seeks to nurture learners who can think critically, make connections across domains of knowledge, and apply their learning in practical and meaningful ways by breaking down the barriers between subjects and fostering cross-disciplinary connections.

Principles of Curriculum Integration

This curriculum is designed based on holistic child development, with a focus on child-centred learning principles. The principles outlined in the 2076 curriculum format are used as a foundation for curriculum development (Basic level curriculum grade 1-3, 2076). The curriculum incorporates interdisciplinary and multidisciplinary approaches, integrating practical and useful skills based on subject areas. According to Beane (1997), the curriculum should have a broad scope and be designed to support young adolescents as they explore their own identities and the social world around them.

The curriculum takes into account the social, cultural, and linguistic diversity of Nepal, as well as local requirements. It includes Nepali values, beliefs, and representation of Eastern knowledge. The emphasis is on student participation, action, and discovery. Since the curriculum incorporates local requirements and emphasizes student participation and a discovery-based approach, it also supports democratic principles (Beane, 2005). Specific competencies have been identified for each grade level and subject from grades 1 to 3 to ensure a competency-based curriculum. In this curriculum, there is a deliberate integration of various common themes and life skills in a multidisciplinary manner.

Additionally, subject areas are interconnected in an interdisciplinary approach for grades 1 to 3, as stated in the Basic Level Curriculum (Grade 1-3, 2076 BS). This curriculum integration enables students to recognize the interconnected nature of knowledge and facilitates a more profound comprehension of the subject matter. It encourages students to establish connections across different disciplines and promotes a holistic perspective on learning (Beane, 1997). Therefore, it can be asserted that this curriculum is skill-based, academically supportive, and relevant based on the Beane's principle of integrated curriculum.

Involvement in Integration

The development of an integrated curriculum involves the active participation and collaboration of various stakeholders, including educators, administrators, curriculum specialists, and even students and parents. Beane (1997) emphasizes that it is a participatory process that encourages collaboration among educators and other stakeholders, creating communities of practice where they work together to design and implement integrated curriculum approaches. Jacobs (1989) further adds that the active involvement of teachers, administrators, and curriculum specialists is crucial in the development of an integrated curriculum. Their collective expertise and perspectives contribute to ensuring that the curriculum reflects the diverse needs and interests of the educational community. Moreover, the participation of students and parents in the curriculum development process is essential. The National Middle School Association (2010) highlights that engaging students and parents in decision-making fosters a sense of ownership and commitment to the curriculum, leading to increased student engagement and success.

The integrated curriculum for grades 1-3 has been designed and developed based on the National Curriculum Framework of 2076 BS. Valuable input from teachers, students, parents,

and other stakeholders was gathered through on-site studies and various methods. This input was carefully analyzed and considered in establishing the desired competencies and thematic goals for different subject areas. The involvement of relevant subject committees, teachers, and experts played a crucial role. A preliminary draft of learning areas and outcomes was created, incorporating insights from teachers, subject experts, and professionals (Basic Level Curriculum Grade 1-3, 2076 BS). Additionally, a workshop was conducted to review educational practices and analyze societal expectations and student needs in Nepal and other countries. A revised draft was then prepared, taking into account grade-level competencies and subject learning achievements, with necessary modifications. This comprehensive process demonstrates that the curriculum development aligns with the principles outlined by Beane (1997).

Key Content Areas of Curriculum

According to James Beane (1997), an integrated curriculum consists of the key areas: essential concepts, key skills, themes and issues, interdisciplinary topics, and student interests and experiences. Essential concepts are fundamental ideas that apply across different subjects, while key skills encompass critical thinking, problem-solving, communication, collaboration, and creativity. Themes and issues provide a meaningful context for exploration, and interdisciplinary topics integrate knowledge from multiple disciplines. By incorporating student interests and experiences, the curriculum enhances engagement and motivation. These content areas create a framework for designing an integrated curriculum that fosters meaningful connections and holistic learning experiences (Beane, 1997). The content areas of the integrated curriculum for grades 1-3 align with Beane's principles by including specific subject-related concepts, subject-specific and soft skills, common themes used in multidisciplinary and interdisciplinary areas, and consideration of student needs, interests, and experiences. This alignment ensures that the curriculum is relevant, engaging, and interconnected, as advocated by Beane (1997).

Teaching Methods

The integrated curriculum seeks to provide a more holistic and meaningful learning experience by connecting various subject areas and emphasizing the integration of knowledge. Beane's approach focuses on promoting students' critical thinking, problem-solving skills, and their ability to make connections across disciplines. The integrated curriculum for grades 1-3 has been designed to allow for independent learning based on the diverse abilities and differences of

children. It incorporates various activities such as games, songs, poems, storytelling, and the use of audiovisual materials as essential parts of the curriculum to encourage learners. Additionally, teaching methods like observation, group work, project work, discussions, field visits, problem-solving, and exploratory studies have been introduced to facilitate learning and promote the overall development of children.

The curriculum emphasizes student-centred and child-friendly teaching methods, prioritizing practical activities over mere theory. It encourages the use of available resources tailored to the needs of students, as well as the integration of information and communication technology. This framework defines teachers as facilitators, motivators, promoters, and researchers. The curriculum also mentions numerous student-centred teaching methods that vary depending on the subject areas and nature of the contents. Therefore, it can be said that the teaching methods of the integrated curriculum for grades 1-3 align with Beane's approach as outlined in 1997.

Evaluation Process

According to Beane (1997), the evaluation process in the integrated curriculum focuses on authentic assessments, self-assessment, peer assessment, ongoing assessment, and reflection. Its goal is to capture interdisciplinary learning outcomes and the application of knowledge and skills in meaningful contexts. Therefore, it utilizes a variety of assessment methods in the student evaluation process, aiming to promote a comprehensive understanding of student progress and achievement.

In the Basic Level Curriculum Grade 1-3 (2076), there is a provision for student evaluation using Portfolio management, which is based on their class work, project work, achievement tests, observation, regularity, and authentic tasks. Additionally, student evaluation is used as a continuous evaluation system based on class activity and student performance, enabling immediate identification and addressing of student weaknesses. Various evaluation tools are mentioned to measure students' content knowledge, skills, attitude, creativity, and behaviour, depending on the nature of the contents and subject areas. Therefore, it can be concluded that the evaluation process in the integrated curriculum of grades 1-3 aligns with the evaluation approach outlined by Beane (1997) comprising a continuous evaluation process, process-oriented rather than product, activity-based, and both formal and informal system.

Key Features

The integrated curriculum for grades 1-3 is a recently implemented educational framework that integrates various subject areas or disciplines into a cohesive and interconnected approach. It places a strong emphasis on the interrelationships among different disciplines, aiming to offer students a comprehensive and meaningful learning experience. The key features of the integrated curriculum of grades 1-3 are discussed below.

Interdisciplinary and Multidisciplinary Connections

This curriculum emphasizes the connections between different subject areas and encourages students to recognize the relationships and interdependencies among various disciplines. It promotes the concept that knowledge is interconnected and can be applied across different contexts.

Thematic Organization

This curriculum often organizes learning around specific themes or topics that cut across multiple subject areas. It aims to develop a deeper understanding of the content by exploring a central theme or topic that is relevant in different contexts. The curriculum is structured around central themes that span across multiple subject areas.

Authentic and Real-world Learning

It incorporates real-world applications and authentic learning experiences to make learning meaningful and relevant to students' lives. By connecting classroom concepts to real-life situations, issues, and problems, it strives to create a practical understanding of the subject matter.

Project-based and Experiential Learning

This curriculum often involves project-based and experiential learning approaches, where students engage in hands-on activities, inquiry-based investigations, and collaborative projects. These activities require students to apply knowledge and skills from different subject areas to solve complex problems and gain practical experience.

Student-centered

It places a strong emphasis on student active participation and involvement, considering students as the center of the learning process. It encourages students to inquire, explore, and

construct their understanding of concepts through observation, participation, and problem-solving.

Development of Life Skills and Soft Skills

This curriculum focuses on the development of various life skills and soft skills. By integrating themes from different subject areas, it aims to develop students holistically, nurturing their skills and competencies beyond academic knowledge.

Continuous Assessment System

It emphasizes ongoing assessment and reflection to monitor student progress and inform instruction. The curriculum utilizes a variety of assessment methods, including authentic assessments, self-assessment, and peer assessment. It may also employ portfolio assessment to evaluate student understanding, skills, and application of knowledge within new contexts and situations.

Student-centered Instruction

It fully embraces student-centered teaching and learning approaches. By fostering student autonomy, critical thinking, and problem-solving skills, it encourages active participation in the learning process.

Develop Holistic Understanding

It fosters a holistic understanding of the learner by connecting life skills, soft skills, and competency-related content across subjects. Students develop interdisciplinary connections, gaining insights and a broader perspective. It prepares students for real-world problems by equipping them with a multidisciplinary approach.

Challenges

The integrated curriculum in Nepal bridges the gap between theory and practice, incorporating life skills and competency-based content across subjects. It aims to equip students with the necessary knowledge and skills to tackle real-world challenges. However, challenges like teacher preparedness, resource limitations, assessment complexities, community engagement, and institutional support must be addressed for successful implementation. Some of the key challenges include:

Teacher Preparedness

Many teachers may lack adequate training and professional development opportunities to implement the integrated curriculum effectively. They may struggle with integrating different subject areas, designing interdisciplinary lessons, and assessing students' learning across multiple disciplines.

Resource Constraints

Limited availability of resources, including textbooks, teaching materials, and technological infrastructure, can hinder the effective implementation of the integrated curriculum. Schools may face challenges in accessing and utilizing resources that support interdisciplinary teaching and learning.

Assessment and Evaluation

Traditional assessment methods may not align well with the integrated curriculum. Assessing students' learning across multiple disciplines and measuring their interdisciplinary knowledge and skills can be complex. Developing appropriate assessment strategies that capture the holistic nature of integrated learning is a challenge.

Parent and Community Engagement

Engaging parents and the wider community in understanding and supporting the integrated curriculum can be challenging. There might be a need for awareness campaigns and capacity-building initiatives to involve parents and community members in interdisciplinary learning processes.

Institutional Support

Adequate support and coordination from educational authorities, school administrators, and policymakers are crucial for the successful implementation of the integrated curriculum. Clear guidelines, funding, and ongoing support are necessary to address the challenges and ensure the effective integration of different subject areas.

Conclusion

Implementing an integrated curriculum in elementary education is crucial in the 21st century to provide a well-rounded education that promotes critical thinking and interdisciplinary connections. It bridges the gap between theory and practice, equipping students with skills for real-world challenges. However, underdeveloped countries like Nepal face challenges such as teacher preparedness, resource limitations, and community engagement. Despite these obstacles,

implementing an integrated curriculum in Nepal is a significant step towards preparing students for a dynamic and interconnected world. The curriculum for Grades 1-3 in Nepal shows potential for integrating knowledge, skills, and competencies in a comprehensive and meaningful way. However, challenges like teacher professional development, limited resources, assessment complexities, curriculum alignment, and community engagement need to be addressed for successful implementation. Policymakers, educational authorities, teachers, parents, and the wider community must collaborate to overcome these challenges and fully realize the benefits of the integrated curriculum. Prioritizing professional development and valuing teachers' perspectives are key factors for success.

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