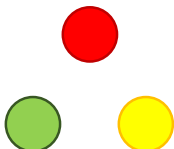
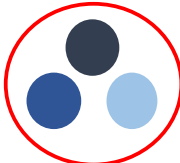
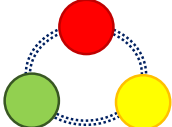

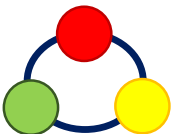
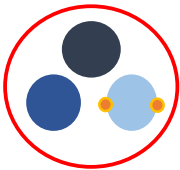
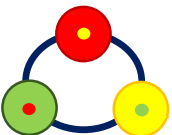


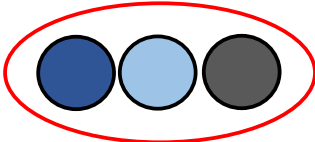

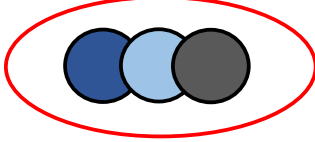
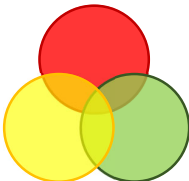


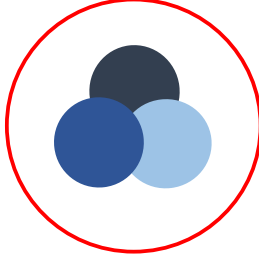
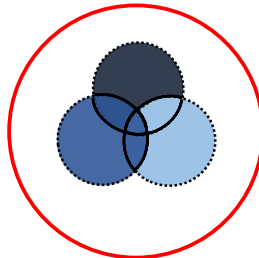


**Web Table 1 Comparison of Models by Fogarty and Harden**

	<b>11 steps on the integration ladder (Harden 2000)</b>	<b>Common Description</b>	<b>Ten ways to integrate curriculum (Fogarty 1991)</b>
1	Isolation 	Various disciplines /departments organize their teaching without considering other departments or subjects	The Fragmented Model 
2	Awareness 	Teacher is made aware of what is covered in other subjects through appropriate documentation about aims and objectives of each course	
3	Harmonization 	The Disciplines remain separate but the teacher may make explicit connection within the subject areas to other subjects	The Connected Model 
4	Nesting (Infusion) 	The teacher targets within a subject based course, few objectives relating to other subjects. Contents drawn from different subjects are used to enrich the teaching of a particular subject	The Nested Model 

5	Temporal Coordination 	The related topics within a subject are taught separately but are sequenced / arranged / scheduled at same time in consultation with other subjects.	The Sequenced Model 
6	Sharing 	Two disciplines may agree to plan and jointly implement a teaching program using overlapping concepts or ideas as organising elements	The Shared Model 
7	Correlation 	Within the subject based framework, integrated teaching sessions are introduced. These sessions bring together areas of common interest in each subject.	_____
8	Complementary Programme 	It has both subject based and integrated teaching. The basic difference with correlation is that the percentage of integrated sessions are increased	_____
9	Multidisciplinary 	This step brings together a number of subject areas in a single course with themes, problems or issues as the focus of teaching. The subjects/ disciplines still preserve their	Webbed 

		identity and demonstrate how they contribute to the understanding of the theme or problem.	
10	Inter-disciplinary	<p>The subject/ Discipline boundaries become blurred. There may be no reference to individual subjects or disciplines as they are not identified in the timetable. Interdisciplinary teaching implies a higher level of integration, with the content of all or most subjects combined into a new course with a new menu[15].</p>	<p>The Integrated Model</p> 
11	Trans-disciplinary	<p>There are no subjects or discipline. There is only one subject for education, and that is Life in all its manifestations [16]. The teacher provides the framework of learning opportunity and the integration takes place in the mind of the students based on situations of the real world.</p>	<p>Immersed</p> 