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This study aims at analysing the statistical skills of the students of Mathematics Education and English Language Teaching programs of Kathmandu University School of Education. Both the groups were treated with the same curriculum. They were taught through MOODLE software for forty-eight hours. They were continuously assessed through the format of the University and End semester examination. The result exposes that there was no significant difference between the score of statistics of the students of English Language Teaching and Mathematics programs. The study concludes that skills focused subjects can be taught through integrated curriculum even for the post graduate level students in order to have the desired outcomes. Keywords: Achievement, Integrated Curriculum, MOODLE, Statistical skills, Teaching & Learning. (Received August 16, 2017)