

Methods of Organisation of Content of Economics

For selection of content for economics, the following methods can be adopted :

1. Flexible : It should not be so rigid as to preclude the utilisation of current and local developments.

2. Complementary Repetition : Complementary repetition is sound psychologically and pedagogically. A good organisation should provide rich complementary kind of repetition that involves additional facts, new viewpoints and fresh generalisations.

3. Transfer of Training : By transfer is meant the carry-over value from one topic to another if one studies topic X, he naturally expects to learn the content of Y, but he also hopes that when he approaches the study of Y he will be able to understand Y more expeditiously because of his study of X.

4. Provision for Commonly Agreed Basic Understandings and Experiences : The content which is considered basic and preliminary to subsequent expansion should be plainly indicated. This means that certain specified concepts, skills, information and generations should be plainly labelled in course of study.

5. Catering to Individual Differences : The curriculum can be so organised as to make a contribution towards the solution of the problem of individual differences. It should provide materials that are maturity.

6. Provision for Individual Variability : It is desirable that the social studies program provides a great variety of reading material, original projects and activities, which will afford each student of which he is capable.

The following are the major approaches to organising social science curriculum :

1. Correlation Approach.
2. Integration Approach.
3. Concentric Approach.
4. Spiral Approach.
5. Unit Approach, and
6. Chronological Approach.
7. Topical Approach.

The details and main features of these approaches for organising social science curriculum have been discussed in the following paragraphs :