

## **EDUCATIONAL IMPLICATION OF INDIVIDUAL DIFFERENCES**

**The individual differ in various abilities, capacities and a personality characteristic necessitates the adoption of individual tendencies in education. A teacher should realize the following facts about individual differences in class-**

- 1. In any group there are individuals who deviate from the norms of the group. Along with the average, the presence of very superior and extremely dull is equally possible.**
- 2. Every teacher should try to have desired knowledge of the abilities, capacities, interests, attitudes, aptitudes and other personality traits of his pupils and in the light of this knowledge should render individual guidance to children for the maximum utilization of their potentialities.**
- 3. It is wrong to expect uniformity in gaining proficiency or success in a particular field from a group of students. On account of previous background, lack of proper interest, intelligence, aptitude and attitude some students have to lag behind in some or other area of achievement.**

**4. All students cannot be benefited by one particular method of instruction and a uniform and rigid curriculum.**

### **ROLE OF TEACHER**

- 1. The teacher should have proper knowledge of individual potentialities such as abilities, capacities, interests, aptitude, and other personality traits of individual pupils. For this purpose frequent assessment in the form of intelligence tests, cumulative record card, interest inventories, attitude scales, aptitude tests and measures for assessing personality traits shall be carried out.**
- 2. In the light of the results derived from various tests of knowing individual differences in terms of individual potentialities in various dimensions, the students in a class or area of activity can be divided into homogenous groups. Such division can prove beneficial in adjusting the method of instruction to varying individual differences.**

- 3. To meet the requirement of varying individual differences among the pupils the curriculum should be as flexible and differentiated as possible. It should have provision for a number of diversified courses and co-curricular experiences.**
- 4. A teacher should follow different procedures or method of instruction to suit the requirements of varying ability groups of his pupils.**
- 5. Schools may also adopt some special programme or method of teaching like Dalton plan, the Winnehta plan, the Project method etc for enabling students to learn at their own individual pace.**
- 6. Other measures of individualizing instruction-**
  - The student strength of the class or section should be made as small as possible.**
  - The teacher should try to pay individual attention to the group under instruction.**
  - The teacher should keep in view the individual differences of his students while engaging them in different task.**

- **In case where ability grouping is not possible and more specifically under the prevalent system of class teaching, special coaching and guidance programme for both the dull and gifted children are most helpful.**

**Thus the problem of individual differences can be tackled with multidimensional task. All the people as teacher, parents, schools, and government should work to meet requirements of children possessing tremendous individual differences.**