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## **EFFECTS OF LEARNING DISABILITIES IN HIGHER EDUCATION**

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### **ABSTRACT**

Students with learning disabilities have been taught at various levels for over three decades. They are often detected in school due to deficiencies in language, arithmetic, bad phonics, or concentration concerns. Continued efforts are being made to assist kids who are struggling. Students who speak English as a second or extra language (ESOL) confront significant challenges. While assessments are designed for English-speaking populations, assessing ESOL students whose mother tongue is Arabic, for example, can make it much more difficult for faculty to determine whether the problem is a learning disability or difficulty learning English, which is the medium of instruction. Students may have difficulties in one or more of the following areas when they transition from high school to college: cognitive processing, executive functioning, technical skills, social skills, and, most significantly, academic accomplishment. Studies on the accomplishment of kids with learning disabilities have repeatedly shown that they perform poorly on academic activities and are poor problem solvers. This has been ascribed to a lack of or incorrect use of learning techniques, as well as insufficient monitoring of the process. Faculty assistance is a possible source of help that may significantly enhance the academic progress of students with LD at this time. Trying to fulfill the particular requirements of all children is difficult for any teacher today, but it is much more difficult when instructors are supposed to give help to kids with LD in order for them to thrive academically.

**Keywords: Learning Disabilities, Higher Education**