Education is a continuous process, which controls and modifies human behaviour from cradle to grave and helps in contributing significantly to the development and progress of society and nation. There are varieties of problems, which occur in classroom teaching, but the most important of them is the variation in the learning capacity of the students. There is a still a group of children, which fails to learn and differ from intellectual or sensory handicaps. These are called learning disabled children. The term was introduced in 1963 in Chicago, U.S.A. and became immense popular with educationists world over.

Learning disabled children seem in most ways, but have difficulty in learning, remembering or organizing thinks. They may be able to perform activities or daily living but unusually have educationally related problems. These students might have ability to learn but cannot use this ability as effectively/efficiently as other children of their age and class.

There is a little doubt that learning disabilities is the area of special education that captures the most attention in the united States and Europe. This is undoubtedly due, for the most part, to the fact that it is by far, the largest category, accounting for over help all students identified for special attention. If the incidence of learning disabled (LD) is so high in developed countries, it is reasonable to believe that the incidence of LD in schools of developing countries must be alarming.
The present study was hence undertaken to explore certain psychological aspects, viz. memory, visual motor perception and personality of learning disabled children.

The report of study is divided into five chapters includes Introduction, Review of literature, Methodology, Findings and Discussion.

The first chapter is devoted to the nature of learning disabilities. It also deals with the nature of memory, visual motor perception, and personality.

The second chapter includes the review of literature relevant in context to the variables selected for the study.

The third chapter includes the research design and methodology of the present study. The details concerning objectives, hypotheses sample and tools employed in the study have been described in it.

Findings of the study have been presented in tabular forms and have been elaborated in the fourth chapter.

In the fifth chapter quantitative results have been discussed qualitatively. Some suggestions for further research have been given in the last, stating the limitations of the study.

Above five chapters are followed by bibliography and appendixes.