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Topic - **“A STUDY OF RELATIONSHIP BETWEEN SELF-CONCEPT AND ADJUSTMENT OF VISUALLY IMPAIRED ADOLESCENTS STUDYING IN INCLUSIVE AND SPECIAL SCHOOLS”**
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In the present study the type of social environment to which a blind or visually impaired child is exposed is an important factor in determining the relationship between self-concept and adjustment. Since different educational settings i.e. inclusive and special school settings in this case purport to meet the educational needs of blind or visually impaired students differently and constitute, though not entirely distinct physical, social, attitudinal and emotional environment it is assumed that educational settings influences the development of these two aspects of personality i.e. self-concept and adjustment. The important objectives of the present study were to study the self-concept and the level of adjustment of visually impaired adolescents studying in inclusive and special schools, to study the relationship between self-concept and the level of adjustment of visually impaired adolescents studying in two settings, to compare the relationship between self-concept and the level of adjustment of visually impaired adolescents studying in inclusive and special schools and to adapt/develop self-concept scale and adjustment scale for use with the visually impaired adolescents.

Considering the nature of the present problem descriptive study was considered to be the appropriate method. Two hundred visually impaired adolescents studying in special and inclusive settings have constituted the sample of the present study. The Visually Impaired adolescents studying in inclusive and special school setting were selected on the basis of stratified and random sampling procedure. Student to student or one to one matching method was adopted for this purpose. Tools used in the study were preliminary data blank (self-developed), self-concept questionnaire developed by R.K.Sarasvat and Adjustment inventory (self-developed). Statistical techniques used to analyze the data were mean, standard deviation, T-test and correlation.

The findings of the present study revealed that the development of self-concept was better in inclusive schools. But, it was even better in the case of male adolescent than the female ones. Similarly, in the case of level of adjustment also the male adolescents have shown better level of adjustment. Contrary, to this the relationship between self-concept and level of adjustment in the case of female adolescents was better in inclusive school settings than their male counterparts. This trend was reversed in the case of relationship between those aspects in special schools. Towards the overall results showed better relationship in the case of male visually impaired adolescents than the female visually impaired adolescents.

As far as education and rehabilitation of visually impaired students are concerned the results of the present study have wider implications. The findings demonstrate that several benefits in terms of social emotional well being occur for visually impaired students in inclusive educational settings. Enhancing the self-concept and adjustment of disabled children here the visually impaired students remains an important goal in education. It is therefore not just enough to place them in regular schools rather their participation in all learning activities should be ensured. This will help to instill confidence and feeling of self worth which in turn will improve their self concept and level of adjustment.