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METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**SCIENTIFIC-THEORETICAL FOUNDATIONS OF SOCIAL
ADAPTATION OF YOUNG GRADUATES WITH VISUAL IMPAIRMENTS IN LIFE****Azamat K. Khalikov***Doctor of Philosophy in Pedagogical Sciences**Kashkadarya Region viewing opportunity No. 18 specialized for disabled children state educational institution**Kashkadarya, Uzbekistan**E-mail: azamatxolikov8282@gmail.com***ABOUT ARTICLE****Key words:** Graduate youth with visual impairment, social adaptation, scientific-theoretical.**Received:** 06.03.23**Accepted:** 08.03.23**Published:** 10.03.23**Abstract:** Based on the study of the scientific-theoretical foundations of the social adaptation of young graduates with visual impairments, it is to study the conditions created for this category of young people, to make a general analysis of the processes of social adaptation of young graduates with visual impairments.**INTRODUCTION**

In the reforms implemented in our country, we can feel that first of all, human interests lie in his life and dignity. Human rights, freedoms and duties have always been considered in any democratic state. In recent years, state support for people with disabilities has been improving in our country, which is definitely a big change. Improving the lives of people with disabilities, the issue of financial assistance to them has become a priority. In the 2017-2021 action strategy for the development of Uzbekistan, the issue of state protection of the population in need of social protection was also noted. Over the past 5 years, a number of normative documents on the rights of disabled people have been developed, the purpose of which is to create conditions for disabled people to find their place in society, work, and learn a profession.

"The adoption of the Decree of the President of the Republic of Uzbekistan No. PF-5270 of December 1, 2017 "On measures to fundamentally improve the system of state support for persons with disabilities" opened up great opportunities. As stated in the decree, the implementation of quotas (2%) for persons with disabilities to study in the higher education system has had a positive effect on

the employment of many people with disabilities." In addition, the state has implemented systematic activities to provide social and medical services to persons with disabilities.

On November 6, 2021, the inauguration ceremony of Shavkat Mirziyoyev, who was re-elected to the presidency, was held. The President gave a speech. "The management system in the field of social protection will be reformed, the quality of social services will be improved and the scope will be expanded.

In order to further strengthen the principles of kindness, benevolence and generosity in our society, special attention is paid to ensuring the rights and legal interests of citizens with disabilities. The most important thing is that this system should work and people of this category should feel that they are full members of society.

Based on world experience, appropriate changes will be made to our current legislation on setting specific quotas for citizens with disabilities in order to provide them with a guaranteed job and a source of income."

On December 21, 2021, the adoption of the decision "On additional measures to provide comprehensive support to persons with disabilities, support their employment, and further increase their social activity" laid the groundwork for further guaranteeing the rights of persons with disabilities. In this document, the solution of a number of problems afflicting disabled people is legally regulated. It is not an exaggeration to say that the adoption of another normative document, which can be said with a special recognition, has pleased many citizens in need of social protection.

The adoption of the decree of the President of the Republic of Uzbekistan dated January 28, 2022 "On the development strategy of New Uzbekistan for 2022-2026" will help to implement a number of promising plans in the future.

It consists of studying the social adjustment of young people with visual impairments from a scientific point of view, so that they live harmoniously with society, and as a result of their education and training, they will have equal rights with healthy people as a result of learning independent skills in the future.

MATERIALS AND METHODS

The research method used such methods as generalization, analysis, comparison and comparative analysis of scientific views and concepts, principles of objectivity, of the scientific bases of organization of social adaptation of disabled people in life.

Specific principles of human rights have been developed so that the interests of every member of the society should be fully taken into account. For this, we can recognize the natural rights of a person, i.e. the right to life, freedom of speech and other rights. "The Universal Declaration of Human Rights - adopted on December 10, 1948 at the third session of the General Assembly of the United Nations with resolution 217 A (III) and recommended for the member states of the UN." The

development of the "Universal Declaration of Human Rights" caused a change in the focus on human rights on a global scale. The declaration specifically guarantees the natural, political, economic, social and spiritual rights of citizens.

"Since 1946, the United Nations Children's Fund (UNICEF) has also been operating within the framework of the United Nations. It helps countries in emergency situations, and also provides first medical and sanitary aid, provides clean drinking water, creates optimal sanitary conditions, monitors children's and women's nutrition and education.

Thanks to the active work of UNICEF, the lives of more than 3 million children are saved every year.

In 1959, the UN General Assembly adopted the Declaration of the Rights of the Child. Its goal is to ensure a happy childhood, to use the rights and freedoms of children in their own and society's interests, and called on all countries and interested parties to recognize and respect the rights granted to children.

1979 was declared by the UN as the International Year of the Child. Children's rights are also enshrined in the Convention on the Rights of the Child of 20 November 1989. It envisages provision of elementary rights for minors under the age of 18 by the states.

Minors have the following rights.

Table 1

No	Rights
1.	The right to live in one's family
2.	The right to adequate food and clean water
3.	The right to a comfortable standard of living
4.	The right to health care
5.	The right to special care and special professional training
6.	The right to speak one's own language, use one's religion and culture
7.	The right to participate in games and entertainment events
8.	Right to free education
9.	The right to protect one's health
10.	The right to be protected from cruelty, discrimination and unfair treatment
11.	The right to freely express one's opinion, to meet with one's peers to express one's point of view

According to the World Health Organization, 15% of the planet's population (more than a billion people) suffer from one or another type of disability. 46% of people over 60 are disabled. 10% of the world's disabled people are children. More than 80 percent of such people in the world live in developing countries. 1983-1992 was designated by the United Nations as the International Decade of Persons with Disabilities in order to draw attention to the improvement of their way of life. At the end of this decade (October 14, 1992), according to the resolution adopted at the 37th plenary session of the UN General Assembly, December 3 was declared the International Day of Persons with Disabilities. In accordance with this international document, all UN member countries, as well as

relevant organizations, are recommended to regularly create the necessary conditions for persons with disabilities to live a full life, work, receive education and restore their health, and to celebrate this day on a large scale (<https://undocs.org/ru/A/RES/47/3>).

The International Convention on the Rights of Persons with Disabilities adopted by the United Nations defines the concept of disability as follows: "e) disability is a gradually developing concept, disability is the result of the interaction of impaired health and attitudinal and environmental barriers, and it is equal to others in society. and recognizing that it hinders effective participation;

f) Recognizing the importance of the principles and programmatic goals set out in the World Program of Action on Persons with Disabilities and the Standard Provisions on Equal Opportunities for Persons with Disabilities in terms of their impact on the promotion and evaluation of strategies, plans, programs and activities at the national, regional and international levels to ensure equal opportunities for persons with disabilities;"

Significant work has been done in recent years to support youth in our country. This activity is becoming the priority tasks of our state. The age demands from all of us that every young person should find his place in society, acquire an independent profession and learn modern knowledge. For example, in the address of the President Sh. Mirziyoyev to the Oliy Majlis of the Republic of Uzbekistan on December 29, 2020: "We have set ourselves the great goal of establishing the foundation of the Third Renaissance in our country, for this we need an environment that will educate the new Khorezmians, Berunis, Ibn Sinas, Ulugbeks, Navoi and Baburs." and we need to create the conditions. In this, first of all, development of education and training, establishment of a healthy lifestyle, promotion of science and innovation should serve as the main pillars of our national idea.

On the way to this goal, creating ample opportunities for our young people to set great goals and achieve them, and providing all kinds of support, should be the top priority for all of us. Only then will our children become a great and powerful force that will realize the age-old dreams and hopes of our people."

Scientific research on social adaptation of blind people has been systematically carried out in many countries of the world. These studies began at the end of the 19th and the beginning of the 20th century and continue until today. The problems of full social adaptation of disabled persons in the society and teaching them some professions were pointed out in the research works.

"The first attempts to explain the mental activity of the blind belong to the French encyclopedist D. Diderot. The beginning of the systematic education of the blind served as an impetus for the emergence of typhlopedagogy and at the same time became an objective condition for the formation of typhlopsychology.

The first attempts to study the psyche of the blind (second half of the 19th century) were made by the method of introspection. At the same time, the first experiments on the study of feelings, ideas, memory of A.A. Krogus, G.I. Chelpanov.

The origin of typhlopsychology in Russia dates back to the 80s of the 19th century. That's right, I.M. Sechenov, I.P. Pavlova, V.M. Bekhtereva, N.N. Lange, A.F. Lazursky is not reflected in pre-revolutionary typhlopsychology.

In the mid-1920s and early 1930s, Russia celebrated the fight against biological currents in typhlopsychology.

The doctrine of the complex structure of the defect L.S. Vygotsky made the greatest contribution to the development of defectology in Russia.

M. I. Zemtsov, who made a great contribution to the study of the psyche of the blind in the post-war period. In his work "Ways of compensating for blindness", he summarized all the materials collected so far, made a number of principled important conclusions about the effect of blindness on mental development and the forms of compensation for the resulting deviations, the relationship between the two main compensatory factors: biological and social compensatory factors showed dialectics.

A.G. Litvak, M.E. Khvatsev, B.G. Ananiev, A.V. Yarmolenko, A.I. Zotov, Yu.A.

When working with blind children in the field of vocational guidance, it is necessary to rely on previously obtained scientific information about the psychological characteristics of such children.

As long as a person exists, various problems and difficulties occur in his life. Intelligence and patience are required from a person to successfully pass these difficulties and tests. No human life has passed without trials. A person's organic relationship with the external environment, his spiritual world is directly related to his character traits and world view. Being a conscious being, man constantly interacts with individuals. These communication processes are closely related to the character traits and spiritual education of a person. No man can live alone. Unfortunately, this is not possible. Whether we like it or not, we are forced to communicate with people every second due to vital needs and to pay attention to the tendency of social adaptation in society. This process requires us to pay attention to the issue of social adaptation of young people with disabilities in life. First of all, let's explain the concept of social adaptation.

RESULTS AND DISCUSSIONS

Social adaptation - we understand the adaptation of a person to a healthy life together with healthy people. Many scientists have elaborated on the issue of social adaptation in their scientific research.

Professor E. Goziev, doctor of psychological sciences, gives the following points. Social adaptation is one of the main socio-psychological factors of socialization of a person. The

effectiveness of social adaptation largely depends on how similar (adequate) an individual perceives himself and his social relations. In particular, Vygotsky pays great attention to his ideas about the violation and deviation of "Cultural and biological" factors in the development of a disabled child, as well as to the comparative examination of the mental development of healthy and disabled children. "Defective development can be correctly assessed and classified when it is studied in comparison with normal development," said the scientist. What can we understand from this word? In other words, we should pay attention to factors other than his defects in the adaptation of a person with a disability in society. Let's see the stages of social adaptation in life.

- The first condition is social adaptation in the family. At this stage, we emphasize that a disabled child should be given special attention by his parents and should have the same rights as healthy children of the family. Unfortunately, it is felt in the lives of some young people that the process of adaptation of persons with disabilities to their families is difficult.

- Pre-school education in the second stage. At this stage, children with disabilities are educated in special groups within specialized or general kindergartens. At this stage, the child acquires the most basic life knowledge with the help of kindergarten pedagogues. However, not all children with disabilities go to kindergarten. Therefore, there is a difference between a child who went to kindergarten and a child who did not go to kindergarten. Therefore, it is considered necessary to instill the necessary information into the child's mind through the ability to form and memorize this category of children until school age. Since most of the preschool children with disabilities stay at home, the issue of social adaptation is difficult.

- School in the third stage. This stage corrects the social adaptation of a child with a disability through correctional (it is a system of pedagogical-psychological and therapeutic measures, mitigating or eliminating psychophysical deficiencies in children's behavior and development) and encourages him to be active along with his peers. Social adaptation of children with disabilities at school is considered a life-directing stage when it is most necessary. If the student does not acquire the social adaptation skills during the school period, he may face various difficulties later on.

- The fourth stage is the stage of independent life. At this stage, a disabled person begins an independent life along with other people. At this stage, he begins to make independent decisions based on his intelligence and the knowledge he has received from school. First of all, it is necessary for young people with disabilities to start an independent life, to be mentally fresh and quickly adapt to the external environment.

- The fifth stage is choosing a profession. At this stage, young people with disabilities should learn a suitable profession according to their abilities. Unfortunately, the vast majority of young graduates at this stage find it difficult to acquire a profession or specialty.

We can point to two reasons for this.

1. It can be seen that boarding schools do not teach suitable professions suitable for these children and the irresponsibility of pedagogues in this field.

2. We can say that the interest, ability, and desire of this category of students are not formed and they are neglected.

At each stage of social adaptation of young people with disabilities, they perform the main communicative tasks in the relationship with individuals, in order to mature the individual. Many scientists have shown in their research that school education plays a key role in the social adaptation of young people with disabilities. In particular, Professor L. Mominova, Doctor of Pedagogical Sciences, said, "In order to ensure the active participation of children with disabilities in social life, special attention has been paid to strengthening "social protection of the population, state support of the disabled and needy categories of the population" in our Republic. As a result of the implementation of these reforms, the social adaptation of children with various types of childhood disabilities to full life, the system of providing legal, medical-pedagogical, social-psychological support to them is being further improved. For this purpose, it is necessary for students studying in a special educational institution that labor and correctional subjects should adequately guide the child's social adaptation in life, and give practical help to the formation of students' life knowledge, skills and abilities. If a person has shortcomings such as shyness, inability to freely express his opinion, inability to get along with people, his social adaptation in life will be difficult. Therefore, we do not think that it is necessary to invite these young people to real life with the help of various psychological counseling in a pedagogic way, to eliminate their shortcomings. When we bring the processes of integration of persons with disabilities with healthy persons to the perfect stage, there is no doubt that we will practically help such persons to build an independent life and find their place in society.

Social adaptation is one of the layers of the problem of social integration of disabled people into society and depends on the implementation of other areas of social integration, for example, socio-cultural and socio-ecological adaptation, as well as other forms of adaptation. As a result, social adaptation, as a rule, is not considered as a separately implemented direction of adaptation of disabled people. The concept of social adaptation is most closely related to the concept of inclusive education, because it is a full-fledged free education that allows people with disabilities to get professional qualifications, and therefore, a free independent life perspective.

Scientist F. Kadirova, a speech therapist, made the following points about the social adaptation of schoolchildren with disabilities in her research work on the topic "Effective technologies of preparing children with disabilities for social life". "Effectiveness of educational activities in special schools and boarding schools directly depends on taking into account the unique characteristics of each student. The use of the individual approach begins in the process of preparing the teacher and educator for lessons and activities. In the special education system with a correctional-compensatory

and developmental description, a differential and individual approach is aimed at correcting existing problems in children and preventing possible secondary problems. In addition, an important feature of correctional training is that it teaches students how to self-reflect and reform some of their qualities, encouraging them to self-evaluate, equip them with the necessary skills and abilities not only to survive among healthy people, but also to actively and effectively participate in various relationships.

It is scientifically based that the priority of school education in social adaptation of young graduates with vision problems. We must not forget that school education is relevant in the rehabilitation of children with physical disabilities in harmony with social life. In recent years, research work on physiological development, psychological changes and education of visually impaired children has increased, if somewhat compared to previous years.

N. Abidova, Doctor of Philosophy in Pedagogical Sciences, touched on the following in her research work on the topic "Technologies for eliminating defects in the oral speech of visually impaired children". "Disturbance of binocular vision and eye-movement functions in perception of the shape, size, location of objects in a certain space, as well as difficulties in distinguishing voluminous objects in macrospace in monocular vision, measuring the distance between objects, their location and mutual relations have been identified in the research work. It is known that the reduction of perceptual capabilities affects the development of objective-practical actions. Inadequate level of vision and self-control leads to a decrease in the effectiveness of actions with objects and events in reality. There is a disconnection between object actions and the effectiveness of visual-image actions. Children struggle to describe their object actions in their speech, the verbleness of actions is observed.

In recent years, scientific and practical studies have been conducted in a number of countries of the world on the problem of visually impaired youth on a global scale. These studies are a comprehensive study and analysis of the education of children with developmental disabilities, as well as practical work on the equal rights of healthy children. Eleftheria Beteinaki SUPERVISOR, Karin Bertills EXAMINER, Elaine McHugh Jönköping, Yukihiro Ueda, In Ok Sim, Shahnaj Parvin based on the scientific research conducted by these researchers, we can see that they have made significant progress in studying the problems of visually impaired children and youth in their experimental work. Yukihiro Ueda, a scientist at Okinawa International University in Japan, said: "Some studies have examined people's adaptation to these challenges, as well as related characteristics of people, including their demographic and personality characteristics and the degree of vision loss. Although psychological responses have been shown to vary depending on the degree of visual loss, studies showing a positive relationship between residual vision and adaptation include Fitzgerald et al., Lukoff and Whiteman, and Woolsin et al. In contrast to these studies, Teitelbaum et al. Bauman explored the relationship between psychological adjustment and the client's visual, medical, personal, social, educational, and occupational history through structured interviews that

included a comprehensive test battery. Segmented data from this study revealed that their well-adjusted group (37% of 400) were (a) independent, (b) largely mobile, (c) had satisfactory home and community activities, and (d) had successful employment. On the other hand, their identified maladjusted group (29%) was (a) dependent, (b) dependent on others for mobility, (c) engaged in only limited domestic and community work, and (d) had no recorded work history. They also demonstrated that the well-adjusted group demonstrated higher scores on intelligence, manual dexterity, emotional stability, and realistic perception of visual impairment and achieved higher educational levels than the poorly adjusted group. However, no differences were found between these two groups in terms of the rate of vision loss, health indicators, or the level of social influence. Research conducted after 14 years showed that these characteristics were preserved.

"Compared to adults, the proportion of children and young people affected by VI is much lower, especially in Europe, where it affects 0.1-0.41 per 1000 children and young people. More specific evidence for children and youth aged 0 to 14 years shows that globally 10.24% are visually impaired, 9.47% have low vision and 0.76% are blind.

Various models of understanding disability have been developed to identify the limitations faced by disabled people. Since 2001, there has been a shift from a biomedical model of health conditions and bodily functions to a biopsychosocial model of understanding disability. In this later model, disability involves focusing on the individual, social, and physical aspects of impairments, activity limitations, and participation limitations in the environment.

This change in direction was further clarified when the World Health Organization introduced the International Classification of Functions (ICF). The ICF emphasizes the importance of daily activities, activity, and participation in life situations. Within the ICF, there are several components related to health status that interact with each other according to the following scheme"

"Research on the coping process of people with visual impairments should focus on identifying factors that lead to positive outcomes by clarifying the relationship between stressful situations and individual disabilities. However, existing intervention research aimed at facilitating coping through positive adaptation through in-depth exploration and analysis of empirical factors in the developmental process of visually impaired individuals is insufficient. Additionally, research is limited to studies focusing on individual adaptation to adversity, and studies that primarily address means of improving social adjustment should be considered.

In order to understand the factors that improve the quality of life in the process of social adjustment for visually impaired people, research is needed to identify the problems they experience and what they have in the process of coping."

"It has long been recognized that visually impaired children have the same basic physical, intellectual and emotional needs as all normal children. Because visibility is limited, limitations

obviously create special needs. Special needs for these children include adaptation of the school curriculum, teaching methods and design of learning materials. The degree to which these needs are met determines the level of success in school where the child enjoys becoming a mature, independent and contributing adult."

The process of social adaptation of young graduates with visual impairments in life is a complex evolutionary activity. First of all, the factors of "self-awareness" and "self-esteem" of a person with disabilities should be well developed. In our opinion, the social adaptation of young people with disabilities to life is at the following stages:

Table 2

Self-awareness	At this stage, we understand that the self-awareness of a person with a physical disability is the ability to correctly assess their disabilities and compensate for them.
Self-realization	At this stage, we understand that the disabled person moves through the microenvironment while fully realizing the extent of the disability and expresses his or her desires.
Self-care	At this stage, we understand that a person with a disability becomes accustomed to self-care and develops independence skills.
Self-perception and social communication with individuals	At this stage, we understand that the active participation of a person with physical disabilities in the macro environment allows him to fully socialize with healthy individuals in society by correcting his shortcomings and defects.

First of all, in the processes of adapting to the social environment, it will be necessary for young graduates who have problems with their vision to conduct trend-oriented, harmonious activities with society. In this regard, the role of education is extremely high. It is necessary for every pedagogue to form sufficient knowledge and skills for children with physical disabilities, fully realizing their social adaptation to social life. For this purpose, it is important that every correctional educational training is applied in practice close to real life, that every learner can move independently and perform tasks freely. Only then, we can have a positive effect on the integration of a blind graduate into social life.

CONCLUSION

In conclusion, it would not be wrong to say that it is time for each of us to increase civic responsibility in the current reforms. If we carry out the most important tasks in front of us step by step, we will undoubtedly eliminate the problems that need to be solved in front of us. For this, we need to raise the qualities of tireless work, self-improvement, concern for each student from every pedagogue. If we manage each educational institution based on a prospective plan, if we can set clear goals, we will undoubtedly achieve our ultimate goal. Another point is that if the principals and their deputies of educational institutions systematically carry out educational and methodical work, the activity of schools can be further improved. For this, we think that the head of the institution should constantly change his personal responsibility and work style, be aware of the most important changes.

Summarizing the above-mentioned points, we present the following final conclusions.

First of all, none of us should forget that by further improving the system of working with young graduates of educational institutions with limited opportunities, we will direct them to an independent life.

Secondly, training of professions suitable for young graduates with disabilities and creation of favorable working conditions for them, bringing out initiative and leadership abilities of educational institutions.

Thirdly, to try to make purposeful operation of extracurricular clubs for vocational training for disabled youth and achieve effective results.

The fourth is to increase the mutual cooperation and responsibility of the state and non-state organizations in the employment of every graduate with a disability through the profession acquired in independent life.

Offers

Proper organization of social adaptation of each learner from admission to the institution until graduation;

Revise and reconnect with real life social adaptation curricula for children with disabilities;

The educational institution should be able to work harmoniously with integrated education to enter the student's life and to have the task of directing them to real life.

To train visually impaired graduating youth in careers that are convenient for them by increasing the employability of educational institutions in acquiring the necessary basic occupations.

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