

Our Vision

Children with MDVI participate and are recognized in their families and communities, and realize their own unique abilities in life.

Our Mission

Muskan maximizes the potential of MDVI children, by providing customized, low cost therapies and special education under one roof; and by empowering parents with the knowledge, skills and confidence to support their child's unique needs and development.



Together we shall bring that muskan



What's New

Educational Visit to Fire and Emergency Services

On 11th March 2025, an all-center educational visit was organized to the Municipal Corporation's Fire and Emergency Services. The visit aimed to provide students and parents with valuable insights into the operations of a fire station and the vital role of firefighters in the community.



During the visit, firefighters demonstrated the use of essential firefighting equipment, including fire hoses, ladders, and cutting tools. An informative session on fire safety was conducted, covering crucial topics such as fire prevention, escape routes, and emergency procedures. Participants also had the opportunity to ask questions and engage in discussions about firefighting and fire station operations.

This interactive and insightful visit provided a deeper understanding of fire safety and highlighted the dedication of firefighters. It was a memorable experience that emphasized the importance of preparedness and awareness in emergency situations.



Holi Celebration

On 13th March 2025, Muskan Foundation celebrated the festival of Holi with great joy across all centers. The event was thoughtfully planned by parents, who took the initiative to make the celebration special. The festivities began at 11:00 AM, with some enthusiastic parents arriving early at 10:00 AM to assist with decorations, supported by teachers.



One of the parents shared a beautiful story about the significance of Holi, enriching the experience for everyone. Teachers also educated students about the Holika Dahan ritual, where ghee was poured before lighting the fire, followed by prayers with paan and supari.

After the ritual, everyone joyfully played Holi with colors. Music filled the air as teachers, parents, and students applied colors to one another, creating a lively and inclusive atmosphere. While some students enjoyed listening to the music, others happily joined in by applying colors to their friends, teachers, and parents. The celebration was a perfect blend of tradition, joy, and togetherness, leaving everyone with cherished memories of the festival.



Muskan Activity and Parental Participation (MAPP) Activity



On March 22, 2025, Muskan Foundation organized an engaging and innovative "Cooking Without Fire" Competition across all centers as part of the Muskan Activity and Parental Participation (MAPP) activity. The event aimed to encourage parents to showcase their culinary creativity while promoting healthy eating habits and fostering community bonding.

Parents enthusiastically participated, preparing a variety of delicious and visually appealing dishes without using fire. The competition became a platform for them to demonstrate their skills and explore new ways of cooking using fresh, nutritious ingredients.





A panel of esteemed judges tasted each dish, appreciating the participants' hard work, presentation, and unique ideas. They provided valuable feedback and encouragement, making the experience even more meaningful for all involved. After careful evaluation, the winners were announced, and the judges extended their heartfelt appreciation to all participants.

Beyond being a fun challenge, the competition successfully strengthened parental involvement, nurtured creativity, and promoted a sense of togetherness within the Muskan Foundation community. The event was a resounding success, leaving participants and attendees with joyful memories and inspiration for future culinary experiments.

Gudi Padwa Celebration



On March 26, 2025, Muskan Foundation joyfully celebrated Gudi Padwa across all centers, immersing students, teachers, and parents in the festive spirit of this auspicious occasion. The event was meticulously planned, with teachers assigned specific responsibilities, which they carried out with great dedication.

In preparation for the celebration, students were introduced to the significance of Gudi Padwa through interactive sessions. They explored various textures of sarees, experienced different tastes—sweet, sour, bitter, and spicy—and observed a variety of leaves in different shapes and sizes, such as long, short, straight, and zig-zag. They also engaged in a sensory activity with different types of flowers, identifying them by their unique fragrances.



On the day of the celebration, students actively participated in making garlands of marigold flowers and mango leaves and joined hands in prayer. The festive spirit was enhanced by the distribution of Puranpoli as prasad to students, parents, and teachers. The event successfully blended learning, culture, and community bonding, making it a meaningful and joyous experience for everyone involved.

Case study of the month

Name of the Student: Samay Rana (*Name Change)

Disability: Multiple Disability

Age of the child: 14 years

Area of development: - Daily Living Activity - Dressing

Goal of the Month: Read 4-5 lines about object

Material: Mirror, comb, doll, flashcards

At the beginning of the month – Introduction to all materials used for hair combing, followed by a demonstration on a doll with verbal and physical assistance from the teacher

In the middle of the month – The activity is explained using the Hand-Over-Hand (HOH) technique. She attempts to hold the comb properly and starts combing from the tips, gradually moving downward. She combs slowly and smoothly with verbal and physical assistance from the teacher

End of the month: – She combs her own hair independently while following the teacher's instructions.

Vision Therapy

Name of the Child: Swamini Mayekar (*Name Change)

Disability: Hydrocephalus and Visual Impairment

Area of Concern: Poor Ocular Motor Skills

Goal: Tracking and scanning

Field loss: Right field loss

When Swamini came for assessment :	With regular Vision Therapy Swamini is now :
1.She cannot focus on light. 2.Neck control is not present. 3.She cries during therapy.	1.She can focus on light. 2.She tracks light from left to right. 3.Neck control is improving. 4.During therapy, her attention span is improving. 5.She likes to look at the colour yellow.

Parental Guidance: The father has been taught to make teaching materials, such as a texture book.

Speech Therapy

Name of the Child: Veer Kokane (*Name Change)

Disability: Cerebral Palsy

Area of Concern: Speech and Language Development

Goal: To Develop Receptive Language

When Veer came for assessment :	With regular Speech Therapy Veer is now :
<div>1.Receptive language was not developed.</div> <div>2.Eye contact was poor.</div> <div>3.Only a few gestures were present for communication.</div> <div>4.Attention and sitting tolerance were not developed.</div> <div>5.Lip and tongue movements were not developed.</div>	<div>1.Started to speak bilabial sound words meaningfully (e.g., "Baba," "Mama").</div> <div>2.Began imitating animal and vehicle sounds after the teacher.</div> <div>3.Receptive language is developing through simple verbal instructions.</div> <div>4.Started pointing at shown pictures.</div> <div>5.Lip movements are developing for speech.</div>

Parental Guidance: The mother has been taught different strategies to develop language and oromotor skills, and she is implementing them at home.

Physiotherapy

Name of the Child: Kavisha Somani (*Name Change)

Disability: Global Developmental Delay (GDD), Mental Retardation (MR) 31 Intellectual Disability (ID)

Area of Concern: Delayed gross motor function, jittery movements, hypotonia

Goal: She will maintain an upright standing position, walk, and transfer independently

When Kavisha came for assessment:	With regular Physiotherapy Kavisha is now :
<div>1.She cannot sit and reach for objects without support</div> <div>2.She cannot transition to kneeling or half-kneeling independently</div> <div>3.She cannot stand up from a sitting position independently</div> <div>1.She cannot maintain a standing position, cruise, or walk independently</div>	<div>1.Sits and reaches for objects independently without losing balance.</div> <div>2.Initiates and maintains a kneeling position.</div> <div>3.Stands up from a sitting position on a chair with minimal assistance.</div> <div>4.Initiates standing from the floor with minimal assistance.</div> <div>5.Stands independently for 10–20 seconds without losing balance.</div> <div>6.Walks and takes steps with minimal assistance.</div>

- Parental Guidance:**
- Increase sensory play activities.
 - Reduce support to promote greater independence during tasks.
 - Encourage more walking and standing activities to improve mobility.

Occupational Therapy

Name of the Child: Harshil Pathak (*Name Change)

Disability: Attention Deficit Hyperactivity Disorder (ADHD)

Area of Concern:

- **Hyperactivity:** Frequently sways and moves continuously in the same place.
- **Attention Span:** Fair; requires frequent redirection.
- **Command Following:** Fair; responds better with visual cues.
- **Fine Motor Skills:** Weak grasp; poor bilateral integration.
- **Sensory Processing:** Seeks vestibular and proprioceptive input.
- **Understanding:** Good.
- **Cognitive Ability:** Good.

Goal:

- To reduce hyperactivity
- To improve attention span – With less prompts
- To improve command following

- To improve sensory processing
- To facilitate B/L integration and grasping

When Harshil came for assessment:	With regular Occupational Harshil is now :
1.Hyperactivity – Enjoys roaming around and swaying in place. 2. Attention – Fleeting. 3. Does not hold objects in hand; drops them within a few seconds. 4. Unable to crawl with an alternating pattern; climbing and running are affected.	1.Attends through the therapy session at most times 2.Crawling pattern better than before. Tries to jump 3.Can hold tray and toys in hand for 10 secs 4.Sitting tolerance improved

Parental Guidance:

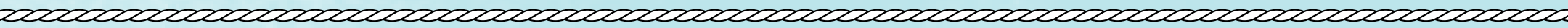
- Encourage regular weight-bearing activities and heavy work, such as running, jogging, and push-and-pull games.
- Engage in play activities with the child at home and provide individualized attention.

HELP US CHANGE A STORY

Shivam Bhoir (*Name Change), a young and determined child, joined Muskan Foundation with challenges in communication due to Cerebral Palsy (CP) and Autism Spectrum Disorder (ASD). When he first arrived, he struggled with babbling, speaking small words, and blowing.

With the support of dedicated therapists and the CEP Therapy program, Shivam has shown remarkable progress. Initially unable to babble or articulate words, he can now recognize animals like dogs and cats and even attempts to mimic their sounds. With verbal and gestural assistance, he has started babbling and speaking simple words, marking a significant milestone in his journey.

His parents have also been actively involved in his progress, encouraged to engage him in activities like matching and identifying animals to further strengthen his learning. Shivam’s journey at Muskan Foundation is a testament to the power of early intervention, perseverance, and the right guidance in unlocking a child’s potential.



Our dreams are big. But we cannot travel ahead to complete the mission without your generous support. Therefore, we request you to support the Special Education Program of children with multiple disabilities by sponsoring a Child’s Monthly Education Program or Therapies on the following details.

Help us to spread Muskan on our children's faces.
CLICK ON: <https://rzp.io/l/Vr7KhNQ> to donate now

or
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-----We are at-----

Follow us at:    

Bandra Head Office: +91 9930386115
Bandra: +91 99303 86691
Goregaon: +91 7506094898
BJ Wadia Hospital: +91 8657205174

Hume School: +91 9930385114
MGM Hospital: +91 9930386610
Kalyan: +91 9930386711
Govandi: +91 9324892207