

Monthly Newsletter

September 2025 Edition



What's New

Ganesh Visarjan

The event began with a soulful Aarti, where all participants sought blessings from Lord Ganesha. Devotion and joy filled the air as prasad and sweets were shared. A key highlight was the eco-friendly Visarjan, conducted in a large, flower-adorned tub, promoting environmental awareness. Students actively engaged by immersing and removing the idol multiple times, learning key concepts like wet and dry, in-and-out, fragrance of flowers, and taste of sweets through hands-on experience. The celebration beautifully combined spirituality, learning, and fun, creating a memorable and meaningful experience for all.



Teacher's Day

On September 5, 2025, our cantre joyfully celebrated Teacher's Day. The day concluded with a delightful cake-cutting ceremony, courtesy of Muskan's thoughtful gesture. Muskan also treated us to a wonderful surprise, which added to the festivities. We, the teachers, thoroughly enjoyed the celebration and express our heartfelt gratitude to Muskan for making our day special.

We were touched by the appreciation shown by parents, who presented each of us with a rose, acknowledging our dedication and hard work. A big thank you to Muskan for her generosity and to the parents for their kind gesture. We are truly grateful for everything.



Friendship Day

On Tuesday, September 9, 2025, all six centres of Muskan Foundation celebrated Friendship Day with their nearby mainstream schools to promote inclusion and meaningful interaction between students with and without disabilities. The celebration began with introductions between students and teachers, followed by a brief session where the teacher shared insights about Muskan Foundation's work with children having multiple disabilities and vision impairment, highlighting the therapies and educational programs offered under one roof.



To encourage empathy and inclusion, students learned the five golden words and a few letters in sign language. Later, they worked in mixed groups to create colorful friendship bands, fostering patience, teamwork, and connection. The celebration beautifully embodied the spirit of "Inclusion through Interaction," strengthening bonds and spreading the true essence of friendship.



Internal Teacher Training - Developmental areas, delay and the importance of working on functional skills

On September 10, 2025, Muskan Foundation hosted a session with Anjali Joshi, a paediatric and occupational therapist, focusing on developmental areas, delays, and functional skills.

Ms. Anjali initiated the discussion exploring developmental stages, encouraging parental input. She emphasised the significance of 'Play and ADL (Activities of Daily Living) skills' in fostering a child's development, highlighting that while medication supports health, development requires targeted interventions like play and skill-building activities.

Addressing parents' queries, Ms. Anjali shared basic strategies leveraging children's strengths in daily life, promoting engagement and participation. She offered practical insights on involving children with special needs in everyday activities, aligning with their capabilities.

Umeed online workshop - Exploring and Understanding Neurodiversity

On Wednesday, September 17, 2025, the Umeed Foundation conducted a workshop on "Exploring and Understanding Neurodiversity." Led by Mr. Tayzeem and Ms. Preeti, the session began with an ice-breaking activity and an introduction to the foundation.

The workshop covered the meaning of neurodiversity, highlighting the importance of respecting neurological differences. It included hands-on and visual activities as effective tools for supporting

neurodiverse children.

A key discussion compared the Medical Model (disability as an individual issue) and the Social Model (disability as a societal barrier). The session offered valuable insights into inclusive approaches and understanding diverse needs.



Educational Visit

In September 2025, students from all six centres of Muskan Foundation participated in educational factory visits to gain practical exposure and hands-on learning experiences. Each visited a different location — explored Arjun Precision Artwork in Dadar, visited Gayatri Plastic Company Factory in Goregaon East, participated in a candle-making session near Mahim, while visited a Water Purifier Factory. During the visits, students learned about various materials, such as plastic powder and moulds, and observed machines used in shaping plastic products like tubs, baskets, and mugs. They engaged in matching activities using picture cards, enhancing vocabulary and recognition skills. Discussions about each product's use and storage helped connect classroom learning with real-life experiences.

These visits offered valuable insight into how everyday items are made, fostering curiosity, awareness, and practical understanding among students. The interactive sessions also provided parents an opportunity to witness their children's active participation and learning beyond the classroom.

Red Flag Day

On September 26, 2025, the Muskan Foundation organized a successful awareness program on Learning Disability at ST. Paul's Convent High School (Boys), Dadar East. The event was attended by 16 teachers and 1 supervisor. Ms Saraswati H. Banerjee introduced the Muskan Foundation and delivered a comprehensive presentation covering the definition, types, characteristics, strategies, adaptive teaching materials, and challenges of learning disabilities. The presentation was followed by an interactive Q&A session, where all questions from teachers and the supervisor were addressed. The event concluded with a vote of thanks to the supervisor for granting permission to organize the awareness program. Overall, the event was well-received and interactive, promoting a better understanding of learning disabilities among the attendees.



MAPP Activity (Muskan Association for Parents & Professionals)

On September 27, 2025, Muskan Foundation organized its 3rd MAPP activity, a competition-based event focused on creating 'Teaching Learning Material' (TLM). The event encouraged parents to actively participate in crafting learning tools tailored to their child's unique needs and understanding levels. An esteemed judge oversaw the activity, observing each TLM for creativity, practicality, and effectiveness. Parents presented their materials and explained how they supported their child's learning, highlighting thoughtful approaches to experiential education and reinforcing the connection between classroom

learning and real-life application. After evaluation, the top three TLMs were recognized for their creativity and impact. The activity successfully highlighted involving children with special needs in daily learning, fostering parent-educator collaboration, hands-on learning, and practical skill development.



Niramaya Health Insurance

Muskan Foundation successfully organized a Niramaya training session that proved to be highly informative and beneficial for parents. The session provided valuable insights into the Niramaya Health Insurance Scheme, including how to apply, claim benefits, and understand its key advantages.

Through this training, parents gained increased awareness of the scheme and received practical guidance on how to effectively utilize it to support their child's health needs at home. The clear explanations and step-by-step guidance helped demystify the process, empowering families to take informed action.

It not only enhanced parents & teachers understanding but also equipped us with the tools to better support the children.

Case study of the month

Name of the Student: Asim Aktar Hussain (*Name Change)

Age: 12 years

Disability: Global Developmental Delay

Area of Development: Pre-Academic

Monthly Goal: To identify the animal

Materials Used: Animal picture book, Tap

Beginning of the Month: At the start of the month, she was able to recognize animals with the help of maximum verbal and gestural cues.

End of the Month: By the end of the month, she showed significant progress. She was able to identify and name animals with minimum verbal support.

Vision Therapy

Name of the Child: Priyanshu Jadhav (*Name Change)

Disability: Global Developmental Delay and Visual Impairment

Area of Concern: Poor Depth Perception

Field Loss: Left Field Loss

Goals: Visual Tracking and Scanning with Object

When Priyanshu came for assessment :	With regular Vision Therapy Priyanshu is now :
1.He unable to do Tracking and Scanning 2.Attention span poor	1.He is capable of visual tracking and scanning objects. 2.His attention span is improving, and he is completing activities from start to finish using the hand-over-hand technique.

Parental Guidance: The mother has taught at home using the same activity from start to finish with a familiar object. Allow time for processing and use the hand-over-hand and hand-under-hand techniques.

Speech Therapy

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

Disability: Cerebral palsy

Area of Concern: Speech and Language Development **Goals:** To develop receptive language

When Veer came for assessment :	With regular Speech Therapy Veer is now :
1.Receptive language was not developed. 2.Eye contact was poor. 3.Only some gestures were present for communication. 4.Attention, sitting tolerance were not developed. 5.lips and tongue movements were not developed.	1.Started saying "baba" and "mama." 2.Imitates sounds and follows simple instructions. 3.Points at pictures when shown. 4.Lip and tongue movements improving for speech. 5.Expressive skills developing through gestures. 6.Began interacting with others.

Parental Guidance:

The mother has been taught different strategies to develop Language and oromotor, and the same is being done at home by mother.

Physiotherapy

Name of the Child: Saanvika Gupta (*Name Change)

Disability: Delayed Developmental Milestones

Area of Concern: Delayed milestones

Goals: She will be able to sit, stand, and walk with minimal assistance

When Saanvika came for assessment :	With regular Physiotherapy Saanvika is now :
1. She had delayed milestones and was unable to hold her head, sit, or stand. 2. She showed poor trunk control, gross motor difficulties, and limited hand use.	1. Transitions from sitting to standing with minimal assistance at the feet. 2. Sits on the mat without support. 3. Crawls with minimal assistance. 4. Walks with minimal assistance. 5. Cruises independently.

Parental Guidance:

Promote independent walking and standing activities. Increase play which requires pushing activity. Walking and standing with AFOs should be done regularly.

Occupational Therapy

Name of the Child: Rudra Bawker (*Name Change)

Disability: Autism Spectrum Disorder (ASD)

Areas of Concern:

- Hyperactivity – Mild. Needs breaks after 30 mins
- Response on call – occasionally
- Eye contact – Fair. No maintenance
- Sensory processing – vestibular seeking

Goals for the Month:

1. Hyperactivity – Mild. Needs breaks after 30 mins
2. Response on call – occasionally
3. Eye contact – Fair. No maintenance
4. Sensory processing – vestibular seeking

When Rudra came for assessment :	With regular Occupational Therapy Rudra is now :
1. Displays hyperactivity with poor sitting tolerance. 2. Eye contact is poor. 3. Requires visual prompts and repetition to follow commands due to poor attention span.	1. Shows hyperactivity with limited sitting tolerance. 2. Maintains poor eye contact. 3. Needs visual prompts and repeated instructions due to poor attention span.

Parental Guidance:

Physical activity – Dancing, gymnastics, swimming etc

Turning Challenges into Successes

When Arnav Viraj Mohite (*Name Change) came to Muskan, he was new to the environment and had some difficulties with shape matching, associating, and identifying. He struggled with activities that required him to match or identify shapes, and his progress was limited despite the support provided. At the

beginning of the month, Arnav was able to engage with shape board activities but was still not able to accurately match or associate the shapes independently. As the month progressed, Arnav participated regularly in various activities designed to improve his shape recognition skills. With consistent guidance and encouragement, he began showing signs of improvement. He was able to engage more actively in tasks involving 3D shapes and shape books, although he still required significant verbal support from the teacher to complete the activities. By the end of the month, Arnav's progress was evident. He was able to match, identify, and associate basic shapes independently with very little verbal support from the teacher. This improvement in his cognitive skills demonstrates his growing ability to grasp the concept of shape association and indicates the success of the strategies implemented during the month.

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.

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

**Scan to donate
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