

Monthly Newsletter

October 2025 Edition



What's New

Dasara Celebration

Muskan Foundation joyfully celebrated the festival of Dasara with students, teachers, staff, and parents dressed in vibrant traditional attire. The celebration began with Saraswati Pujan, followed by a plantation activity, where seeds sown during Ghatsthapana had grown into lush greenery, symbolizing growth and nurturing.

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Fun Day Celebration



On October 4, 2025, Muskan Foundation joyfully celebrated "Fun Day" to mark the birthday of our esteemed Founder, Dr. Dipti Gandhi. The celebration was a collaborative effort, with all six centres coming together to organize a variety of exciting games and fun-filled activities. The event aimed to bring joy, unity, and togetherness among students, teachers, and staff.



Dr. Gandhi herself joined in the celebration, participating wholeheartedly in the games and interacting warmly with everyone. The atmosphere was filled with laughter, enthusiasm, and a true sense of family spirit. Delicious food and festive treats added to the enjoyment, making the day even more memorable.

The Fun Day celebration was not just about entertainment—it was a beautiful reminder of the values of teamwork, joy, and gratitude that form the heart of Muskan Foundation. Everyone went home with smiles, happy memories, and a renewed sense of connection.

Diwali Celebration

On October 17, 2025, Muskan Foundation's centres came together to celebrate the vibrant festival of Diwali. The centres were adorned with colourful drawings, creative cutouts, and traditional kandil lanterns, creating a bright and festive ambiance. Parents were invited to join the celebration, which began with a warm welcome and fun-filled games arranged especially for them. The event provided a wonderful opportunity for socialisation, laughter, and bonding among families and staff.



Diwali, known as the festival of lights, colours, and sounds, served as a perfect theme for sensory integration activities. Children explored different textures like diyas, flowers, and decorations; experienced festive sounds such as crackers, music, and chanting; and enjoyed the traditional fragrances of incense sticks and sweets.

Through these sensory experiences, the celebration became both enjoyable and meaningful—promoting inclusion, joy, and holistic development for every child at Muskan Foundation.

Open House

On October 17, 2025, Muskan Foundation conducted an Open House across all centres, creating a platform for teachers and parents to connect and discuss each child's progress. Teachers shared report cards, highlighted achievements, and explained current goals along with plans for the upcoming term. They also discussed Diwali homework and suggested creative home-based activities to support learning and development. Parents expressed positive feedback, appreciating their child's improvement and the teachers' efforts. The Open House fostered open communication and strengthened the bond between parents and educators, ensuring continued collaboration for each child's growth and success.



Umeed Peer Training

Muskan Foundation teachers participated in an online workshop organized by Umeed on the topic "Exploring and Understanding Neurodiversity." The presentation focused on key concepts such as defining neurodiversity, understanding its significance, and exploring ways to support neurodiverse children through hands-on learning and visual aids.

Teachers also discussed the medical and social models of disability, encouraging a deeper understanding of different perspectives on inclusion. The session provided valuable insights into creating supportive learning environments and celebrating every child's unique potential. The workshop proved to be an enriching experience, enhancing teachers' knowledge and commitment toward inclusive education.



Sense International Training Deaf blindness and Multiple



An internal presentation was conducted by Ms. Akansha on the National Training on Deafblindness and Multiple Disabilities organized by Sense International. The session covered key topics such as pre-vocational and vocational training, along with information on national organisations including the Skill Council for Persons with Disability (SCPwD), National Skills Development Agency (NSDA), and National Skill Development Corporation (NSDC). An important part of the presentation focused on Sexual and Reproductive Health and Rights (SRHR), highlighting body awareness, relationships, and personal boundaries. The session encouraged meaningful discussion among teachers and centre heads on teaching sex education to students with deafblindness and supporting parents in guiding their children effectively.

Case study of the month

Name of the Student: Vivek Anil Parmar (*Name Change)

Age: 5 years

Disability: Autism Spectrum Disorder

Area of Development: Pre-writing

Monthly Goal: To trace letters with minimum verbal and physical support

Materials Used: Tab, Mobile, Paper, Pencil

Beginning of the Month: At the start of the month, He can trace the pattern and letters with maximum verbal and physical support.

End of the Month: By the end of the month, he does trace the pattern and letters with minimum verbal and physical support.

Vision Therapy

Name of the Child: Vaibhav Upadhayay (*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 Vaibhav came for assessment :	With regular Vision Therapy Vaibhav is now :
1. He was very hyperactive. 2. His sitting tolerance was very short, and his concentration was weak.	1. He is now able to track and scan with light and contrast sheets from left to right and downward. 2. He can focus on the light board, shows

3.He was able to track light only from left to right and focus briefly on the light board.

interest, and touches the pictures displayed.
3.He enjoys looking at contrast sheets, and his attention span is steadily improving.

Parental Guidance: Parents were guided to practice eye-hand coordination and depth perception activities at home with their child, using a blue mat during the sessions.

Speech Therapy

Name of the Child: Swaraj Ghode (*Name Change)

Disability: Autism Spectrum Disorder (ASD)

Area of Concern: Poor eye contact, low sitting tolerance, high separation anxiety, and limited social interaction

Goals: To improve eye contact, increase sitting tolerance, and reduce separation anxiety

When Swaraj came for assessment :	With regular Speech Therapy Swaraj is now :
1.He had low sitting tolerance and tended to avoid eye contact 2.He preferred to stay close to his parents 3.He was reluctant to interact with others	1.He now maintains better eye contact, demonstrates improved social interaction 2.He shows reduced separation anxiety 3.His sitting tolerance has increased 4.He can follow simple instructions

Parental Guidance:

Encourage Swaraj to spend time with grandparents and other children to improve social skills. Use short words with hand gestures to give commands. Involve him in bead, block, and colour sorting games to improve sitting tolerance and eye contact.

Physiotherapy

Name of the Child: Sanika Kanojiya (*Name Change)

Disability: Cerebral Palsy with Epilepsy

Area of Concern: Delayed milestones, gross motor affection, spasticity, and epilepsy

Goals: He will walk and climb stairs independently with support.

When Sanika came for assessment :	With regular Physiotherapy Sanika is now :
1.she had delayed milestones and was unable to roll over, hold her head, or sit independently. 2.She had poor trunk control, low sitting tolerance.	1.She now sits with support, rolls for transitions, bears weight on her hands, maintains quadruped for five minutes, initiates standing, takes supported steps, and grasps toys with better control.

Parental Guidance:

Continue stretching exercises at home, ensure regular medication follow-ups, avoid asymmetrical sitting or standing positions, and support the trunk in an upright posture to prevent kyphoscoliosis. Encourage independence in daily activities.

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

Disability: Intellectual Disability

Areas of Concern:

- Inattention, occasional response to call, vestibular sensory-seeking behavior, and poor visuo-spatial and depth perception skills.

Goals for the Month:

To improve response to call, eye contact, attention span, sensory regulation, and visuo-spatial skills.

When Rudra came for assessment :	With regular Occupational Therapy Rudra is now :
1.He had poor sitting tolerance. 2.His eye contact was poor. 3.He required visual prompts and repeated commands due to a poor attention span. 4.He was unable to navigate independently from the therapy room to the school.	1.Sit through the entire session and in school. 2.Respond to calls occasionally (2/5 times). 3.Maintain fair eye contact. 4.Walk on his toes with a slightly stooped posture. 5.Move from the therapy room to the school with mild assistance.

Parental Guidance:

Encourage physical activities, cognitive and concept-building games at home, and regular playtime to support his overall development.

Turning Challenges into Successes

When Vedhansh Mohite (*Name Change) , a 3-year-old child with Global Developmental Delay (GDD) and visual impairment, came to Muskan Foundation, he was very hyperactive and found it difficult to concentrate. His sitting tolerance was short, and he could only track light from left to right. Activities requiring focus or coordination were challenging for him due to his upper field loss.

At the beginning of his therapy, Vedhansh showed limited attention and struggled to engage with visual tasks. With regular vision therapy sessions, he gradually started responding better. He began tracking and scanning with light and contrast sheets and started to focus on the light board with increased interest. His eye-hand coordination has shown improvement through structured activities with both physical and verbal support. Vedhansh now enjoys looking at high-contrast materials, and his attention span and sitting tolerance have improved noticeably.

Over time, Vedhansh has also become more aware of his surroundings and shows curiosity during play-based activities. His ability to follow visual cues and interact with objects in his environment has increased, making him more confident in exploring independently. The therapy team observed that his visual fixation has strengthened, and he can now sustain focus for a longer duration. Parental guidance was provided, encouraging his parents to continue eye-hand coordination and depth perception exercises at home using a blue mat, incorporating toys and daily objects to make learning enjoyable.

Vedhansh's steady progress reflects the positive impact of consistent vision therapy, early intervention, and active family involvement in supporting his developmental journey.

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

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