

# Monthly Newsletter

January 2026 Edition



## What's New

### Students Picnic



In January 2026, Muskan Foundation organised a series of school picnics and outdoor experiential learning visits for students across its centres. These outings were planned to provide joyful experiences while supporting learning, development, and social interaction in real-life settings. Before the picnics, teachers prepared students by explaining travel routines, activities, and expected behaviour, helping them feel comfortable and confident. During the outings, students visited resorts, gardens, and zoological parks, where they participated in water rides, outdoor games, nature walks, and recreational activities under proper supervision.

The picnics offered rich sensory and experiential learning, helping students understand concepts such as wet and dry, big and small, animals and sounds, up and down, and environmental awareness.





Students also practised important daily living skills, including eating independently, carrying their belongings, washing hands, following instructions, waiting for turns, and moving safely in groups. Physical activities such as walking, climbing steps, swings, slides, and pool activities supported the development of gross and fine motor skills, while group participation encouraged social interaction, confidence, and emotional well-being. Parents actively participated alongside their children, strengthening bonding and creating a supportive and inclusive environment. Overall, the picnic experiences were joyful, enriching, and memorable, contributing to students' confidence, independence, and overall development. We sincerely thank you for your continued support in making such meaningful learning opportunities possible for our children.

## Makar Sankranti

In January 2026, Muskan Foundation celebrated Makar Sankranti across its centres including Bandra, Wadia, Goregaon, Panvel, Kalyan, and Hume, creating joyful and meaningful learning experiences for students with multiple disabilities. Teachers introduced the festival using simple language, concept books, stories, and real objects to help students understand its cultural significance. Students learned about the harvest season, kite flying, tilgul, jaggery, and the message of sharing and kindness associated with the festival. Sensory-based activities such as touching, tasting, and observing ingredients like sesame seeds and jaggery enhanced engagement and understanding.



Hands-on activities including making tilgul laddoos, decorating and flying kites, identifying seasonal foods, and exchanging tilgul encouraged participation, social interaction, and communication. Students joyfully greeted one another with "Tilgul ghya, goad goad bola," reinforcing positive social values.

Overall, the celebrations supported cultural awareness, sensory learning, social skills, and joyful participation, creating an inclusive environment filled with enthusiasm and smiles. We thank you for supporting such enriching experiences that blend tradition with learning for our students.



## Braille Day

In January 2026, Muskan Foundation marked World Braille Day through awareness programmes conducted across schools and institutions to promote understanding of Braille, visual impairment, and inclusive education. The sessions introduced participants to Louis Braille, the six-dot Braille system, and the importance of Braille in enabling independent learning and daily living for visually impaired individuals.

Through interactive presentations, hands-on demonstrations, and sensory activities, participants explored Braille tools such as slates, machines, abacus, tactile books, and white canes.



Activities like blindfold experiences, sensory exploration, and the Sighted Guide Technique helped build empathy and practical understanding of non-visual learning.

The programmes received enthusiastic participation and positive feedback, strengthening awareness, sensitivity, and inclusion. We sincerely thank you for your continued support in helping us create a more inclusive and informed society.

## Republic Day Celebration

Muskan Foundation celebrated Republic Day on 23rd January 2026 across all its centres with great enthusiasm and inclusive participation. Students, teachers, parents, and staff came together to honour the nation through thoughtfully planned, student-friendly activities. Children were introduced to the significance of Republic Day, the Indian Constitution, and national values using simple language, visual aids, and hands-on experiences. Centres were decorated in tricolour themes, and activities such as tricolour rangoli, flag hoisting, patriotic songs, cultural performances, and the National Anthem (including sign language) enabled every child to participate meaningfully and confidently.





The celebrations focused on sensory learning, concept development, and value-based education. Students explored the national colours through flowers, leaves, rangoli, art activities, and group tasks, enhancing attention, coordination, fine motor skills, and social interaction. Parents actively participated alongside their children, strengthening bonding and inclusivity. Overall, the Republic Day celebrations fostered patriotism, unity, confidence, and emotional well-being, making the event educational, joyful, and memorable for all students.

## Open House

Muskan Foundation organised an Open House on 24th January 2026 across all its centres to strengthen collaboration between parents and teachers. The sessions provided parents with a clear understanding of their child's academic progress, behavioural development, communication skills, and functional abilities, based on Individualised Education Programme (IEP) goals and classroom assessments. Teachers and Centre Heads shared report cards, discussed achievements, clarified parents' queries, and outlined goals for the upcoming term. Parents appreciated the transparent communication and felt reassured about their child's growth and learning journey.



The Open House also highlighted teaching methodologies, concept-based learning, and sensory activities, helping parents understand how classroom strategies support holistic development. Parents were guided on home-based activities to reinforce learning, including daily living skills, fine motor exercises, communication practices, and creative tasks. Active parent participation, constructive discussions, and positive feedback reflected strong home-school partnerships. Overall, the Open House was informative, interactive, and productive, reinforcing shared commitment towards the continued progress and well-being of every child.



## MAPP Activity



The MAPP Bakery Products activities were successfully conducted across Muskan Foundation centres, including Bandra, Goregaon, Panvel, and Kalyan, with the objective of providing parents with practical, skill-based learning. Parents actively participated in sessions focused on simple baking and chocolate-making activities such as Oreo balls, cake pops, cookies, and other easy bakery products. The sessions covered essential aspects such as ingredients, preparation methods, safety and hygiene practices, and basic costing, ensuring that parents could easily replicate these activities at home.

The activities were interactive and encouraging, promoting creativity, confidence, and independent learning among parents. Many participants expressed that the sessions helped them acquire useful skills and motivated them to explore small home-based income opportunities. Overall, the MAPP activities were well received and proved to be informative and empowering, strengthening parent engagement while supporting economic and skill development.



## Satyanarayan Puja



Muskan Foundation conducted Satyanarayan Puja on 26th January 2026 across its centres at Goregaon, Bandra, Wadia, Panvel, and Kalyan in a calm and spiritually uplifting atmosphere. The puja was performed with devotion by teachers and staff, guided by Guruji/Bhatji at respective centres. All rituals were conducted systematically, and the purpose of the puja was to seek blessings for the health, happiness, and well-being of the children, staff, and the organisation. The peaceful environment created a sense of positivity, unity, and gratitude among all participants.



Following the puja, aarti, prasad distribution, and a common lunch were organised at all centres, encouraging togetherness and team bonding. Staff members actively participated in preparations and rituals, making the occasion meaningful and inclusive. Overall, the Satyanarayan Puja was conducted smoothly and successfully across centres, fostering harmony, spiritual strength, and positive energy within the Muskan Foundation community.

## Case study of the month

**Name of the Student:** Shivam Kesare (\*Name Change)

**Age:** 7 years

**Disability:** Autism Spectrum Disorder

**Area of Development:** Cognition – Matching

**Monthly Goal:** Improve cognitive skills with a focus on matching through puzzle activities.

**Materials Used:** 2 Piece puzzle

**Beginning of the Month:** At the time of joining, Shivam was able to solve a 2-piece puzzle only with consistent verbal and gestural prompting. He required continuous support to complete the activity.

**End of the Month:** Shivam is now able to solve a 2-piece puzzle with minimal verbal prompts, showing improved understanding and independence in matching activities.

## Vision Therapy

**Name of the Child:** Sana Khan (\*Name Change)

**Disability:** Global Developmental Delay (GDD) with Visual Impairment

**Area of Concern:** Poor ocular motor skills, attention span, and sensory processing  
Field Loss: Left field loss

**Goal:** Visual tracking and scanning using contrast sheets

When Sana came for assessment:	With regular Vision Therapy, Sana is now
<ol style="list-style-type: none"><li>1.Tracking and scanning skills were not present.</li><li>2.Neck holding was not developed.</li><li>3.Poor attention span during sessions.</li><li>4.Did not focus on light or visual stimuli.</li><li>5.Did not turn head towards contrast sheets.</li></ol>	<ol style="list-style-type: none"><li>1.Focuses on light consistently.</li><li>2.Turns head towards contrast sheets.</li><li>3.Able to track and scan objects from left to right and up to down.</li><li>4.Neck holding is improving with regular physiotherapy.</li><li>5.Attempts to touch soft objects.</li><li>6.Actively participates in sensory activities.</li><li>7.Improved attention span.</li><li>8.Shows preference for yellow colour.</li><li>9.Follows short and simple instructions.</li><li>10.Performs eye-hand coordination and depth-perception activities with physical and verbal support.</li><li>11.Identifies objects such as a ball and a car with verbal support.</li></ol>

**Parental Guidance:** Parents were advised to practice the identification of simple and basic objects at home. They were also guided to continue depth-perception activities regularly at home.

Speech Therapy

**Name:** Gautam Pawar (\*Name Change)  
**Disability:** Attention Deficit Hyperactivity Disorder (ADHD)  
**Area of Concern:** Speech clarity and expressive language  
**Goal:** To improve speech clarity and meaningful verbal communication

When Gautam came for assessment	With regular Speech therapy Gautam can now
<ol style="list-style-type: none"><li>1.Gautam was verbal, but his speech was unclear.</li><li>2.He showed frequent repetition of words and phrases.</li><li>3.Articulation of speech sounds was poor.</li><li>4.He had difficulty producing clear words.</li><li>5.Speech intelligibility was reduced.</li><li>6.He required support to produce short and clear sentences.</li></ol>	<ol style="list-style-type: none"><li>1.Gautam’s speech clarity has gradually improved.</li><li>2.He produces clearer speech sounds during structured activities.</li><li>3.His articulation of age-appropriate sounds has improved.</li><li>4.Speech intelligibility has improved while speaking in short sentences.</li><li>5.He attempts to correct his speech when given verbal cues.</li></ol>



**Parental Guidance:** Parents were advised to encourage slow and clear speech at home, model correct pronunciation, and gently correct repetitive speech patterns. Regular practice of short, clear words and simple sentences was recommended to further enhance Gautam’s speech clarity and overall communication skills.

## Physiotherapy

**Name of the Child:** Vaishali Kamble

**Disability:** Global Developmental Delay (GDD) with Cerebral Visual Impairment (CVI)

**Area of Concern:** Delayed milestones and gross motor affection

**Goal:** Vaishali will walk independently with minimum support..

When Vaishali came for assessment:	With regular Physiotherapy, Vaishali can now:
<ol style="list-style-type: none"><li>1. Vaishali had delayed developmental milestones.</li><li>2. She was unable to roll over, hold her head, or sit independently.</li><li>3. She showed poor sitting tolerance and poor trunk control.</li><li>4. Gross motor affection was present.</li><li>5. She did not weight bear on her hands and did not use both hands functionally.</li></ol>	<ol style="list-style-type: none"><li>1. Holds her head independently.</li><li>2. Rolls for floor transitions.</li><li>3. Sits independently without support.</li><li>4. Stands independently with minimal support.</li><li>5. Walks with support with improved tolerance.</li><li>6. Reaches for objects placed in front of her.</li></ol>

**Parental Guidance:**

Parents were advised to follow a sensory diet, promote independence in daily activities, increase engagement through play, use percussion toys, and encourage sitting on a chair to further support Vaishali’s motor development.

## Occupational Therapy

**Name of the Child:** Vedant Kate (\*Name Change)

**Disability:** Cerebral Palsy with Attention Deficit Hyperactivity Disorder (ADHD)

**Area of Concern:** Impatience, limited use of left upper extremity, and thumb sucking

**Goals:**

- To improve gait pattern
- To improve attention span and waiting tolerance
- To improve sitting tolerance
- To facilitate functional use of the left upper extremity



When Vedant came for assessment:	With regular Occupational Therapy, Vedant can now:
<ol style="list-style-type: none"><li>1.To improve gait pattern</li><li>2.To improve attention span and waiting tolerance</li><li>3.To improve sitting tolerance</li><li>4.To facilitate functional use of the left upper extremity</li></ol>	<ol style="list-style-type: none"><li>1.Poor sitting tolerance.</li><li>2.Sensory processing difficulties with vestibular and proprioceptive seeking behaviour.</li><li>3.Hyperactivity.</li><li>4.Hand function showed fair grasp and grip.</li><li>5.Manipulation skills ranged from poor to fair.</li><li>6.Dynamic balance was fair.</li><li>7.Cognitive functioning was poor.</li><li>8.Bilateral integration was fair.</li></ol>

**Parental Guidance:**

Parents were guided on strategies for emotional regulation and advised to ensure regular wearing of Ankle–Foot Orthosis (AFO) to support posture and gait.

**Turning Challenges into Successes**

When Shruti Shah(\*Name Change), a 3-year-old child diagnosed with Autism Spectrum Disorder, began intervention at Muskan Foundation, she presented with concerns related to delayed speech and language development. Shruti showed limited expressive communication and difficulties in engaging in functional, age-appropriate play. Her intervention focused on improving speech and language skills, enhancing expressive communication, and developing meaningful play and interaction skills.

At the time of assessment, Shruti demonstrated delayed speech with minimal verbal expression. She showed reduced interaction with therapists and peers and required frequent prompts to engage in play activities. Her ability to initiate communication was limited, and she relied mainly on gestures or non-verbal cues to express her needs. Structured support and repeated prompts were needed to sustain her engagement during therapy sessions.

Based on her assessment, a structured communication therapy plan was designed for Shruti. Therapy sessions focused on language stimulation, imitation skills, joint attention, and play-based activities to encourage communication in a natural and engaging manner. Activities were planned to support both receptive and expressive language development while promoting social interaction through guided play.

With regular therapy, Shruti is expected to show gradual improvement in her receptive and expressive language skills. Increased participation in play activities, better interaction, and improved communication attempts are anticipated with consistent intervention and reinforcement. Her progress highlights the importance of early, play-based communication therapy in supporting speech, language, and social development in young children with autism.

## 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**

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