

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

Muskan Foundation Parent's Meeting

On February 11, 2025, Muskan Foundation hosted a successful parent's meeting at the Bandra Kalanagar Hall. The meeting was thoughtfully organized into two separate slots to accommodate parents from All centres.



During the afternoon session, our Senior Program Officer and Program Officer addressed the attendees, providing essential information about the foundation's guidelines. Topics covered included the importance of 75% mandatory attendance, discipline, timetable, fees, and special education services. They also introduced the Toy Library initiative, which aims to enhance children's learning experiences.

Dr. Dipti Gandhi, the esteemed founder of Muskan Foundation, gave an insightful talk about the significance of participating in MAPP activities, counselling sessions, and the WHO caregiver programs. Parents were given the opportunity to share their valuable feedback, fostering an open dialogue between the foundation and families.



The meeting was followed by a grand rehearsal, which was a highlight of the day. Teachers engaged in practice sessions, including a special performance of the teacher's sign language song and the National Anthem.

The energy and enthusiasm were palpable, making the rehearsal both fun and meaningful. The overall response from parents and teachers was overwhelmingly positive. The meeting, coupled with the grand rehearsal, was a productive and smooth event, strengthening the sense of community at Muskan Foundation.



Muskan Foundation 18th Annual Day



On February 15, 2025, Muskan Foundation celebrated its 18th Annual Day with great enthusiasm, bringing together students, parents, and staff from all six centres. The event began with a warm welcome to guests, followed by the ceremonial lighting of the lamp by the Chief Guest. Parents kicked off the festivities with a soulful song.

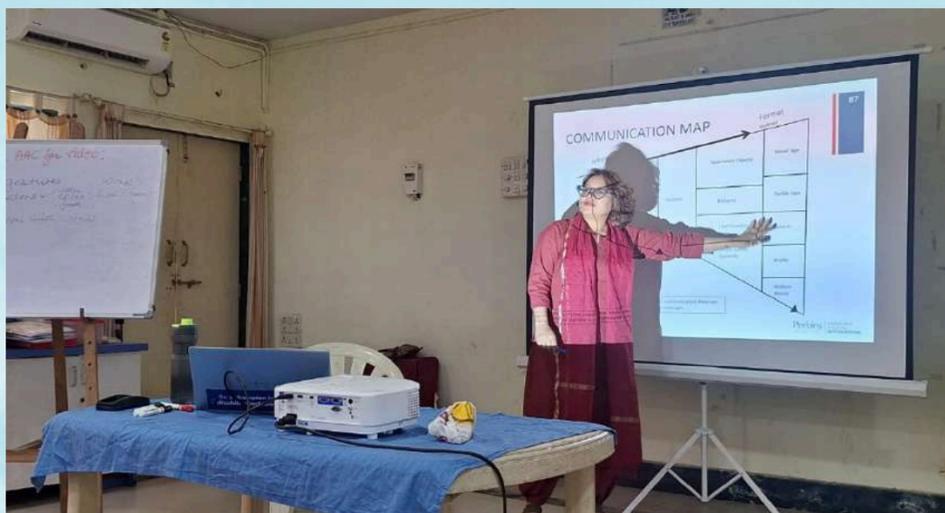
The highlight of the day was the energetic dance performances by children from all centres, celebrating the theme of friendship. Special applause was given to children with cerebral palsy, who participated in a drill dance. Parents also shared heartfelt experiences of the CAME program and expressed their gratitude to the foundation.



The prize distribution ceremony honored student achievements, followed by a beautiful sign language song by teachers. The event concluded with a vote of thanks and a grand finale where teachers performed the national anthem in sign language. The day ended with a delicious lunch, bringing everyone together in celebration.

Perkins Training Sessions

Muskan Foundation successfully hosted a series of Perkins Training sessions in February 2025, aimed at enhancing the skills of our educators in working with children with multiple disabilities and visual impairment (MDVI) and deaf-blind (DB) individuals.





The sessions were conducted by expert trainers Ms. Archana and Ms. Anuradha Mungi, with support from our Senior Program Officer and Program Officer. The first two days of the training, held on February 7th and 8th, focused on the importance of routines, sequences, and the use of real objects to help children achieve their goals. Trainers introduced participants to effective teaching strategies such as total communication, maximizing the use of all senses, and promoting independence.

Teachers also engaged in hands-on activities, including task analysis exercises where they sequenced various daily tasks such as opening a biscuit packet, making a greeting card, and wearing socks. The interactive discussions helped participants better understand how to break down tasks for children and the significance of providing clear routines.



Case study of the month

Name of the Student: Samay Tushar Rane (*Name Change)

Disability: Autism Spectrum Disorder + Intellectual Impairment + Speech Delay

Age of the child: 7 years

Area of development: Academics - Reading

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

Material: Reading stand, book, flashcards (for the sandwich method)

Beginning of the month: He can identify Marathi alphabets and read small words with pictures.

Sessions:

Session 1- He was able to read the words on flashcards using the sandwich method with verbal prompts.

Session 2- He was able to read a small sentence from the book using the sandwich method with verbal prompts.

End of the month: He was able to read a small sentence from the book using the sandwich method with limited verbal prompts.

Vision Therapy

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

Disability: Delayed Development, Visual Impairment (VI)

Area of Concern: Poor Ocular Motor Skills

Goal: Tracking with Light

Field Loss: Right Field Loss

When Swamini came for assessment :	With regular Vision Therapy Swamini is now :
<ol style="list-style-type: none">1. She was not able to track and scan light2. During therapy, she was crying3. She was not using her hand for the activity	<ol style="list-style-type: none">1. She is now able to focus on light2. She can track light from left to mid3. Her attention span is improving4. She likes to see the color yellow

Parental Guidance: Her mother has been teaching her at home by using utensils and real objects for tracking activities

Occupational Therapy

Name of the Child: Ravi Anil Bhosale (*Name Change)

Disability: Attention deficit hyperactivity disorder (ADHD)

Area of Concern:

- Hyperactivity: Needs frequent breaks
- Sitting Tolerance: Fair
- Attention: Fleeting, needs redirection
- Heel Walking: Tactile hyper-responsiveness over feet
- Eye Contact: Fleeting
- Understanding: Good
- Cognitive Ability: Good

Goals:

- To reduce hyperactivity
- To improve attention span with fewer prompts
- To improve sitting tolerance – Be able to complete sessions and school time without frequent breaks
- To reduce sensitivity over the feet

When Ravi came for assessment :	With regular Occupational Therapy Ravi is now :
<ol style="list-style-type: none"> 1. Hyperactivity – Enjoys jumping, walking around, swinging, and sliding 2. Attention – Fleeting; looks at distant objects 3. Heel Walking and Standing – Can walk on heels and stand 4. Sitting Tolerance – Fair 	<ol style="list-style-type: none"> 1. Attends through the therapy session with fewer prompts in between 2. Stands with feet on the floor, occasionally placing feet on the wall 3. Attention: Maintains intermittently and follows commands better

Parental Guidance:

- Regular weight-bearing and heavy work activities like running, swimming, and dancing
- Cognitive games at home

Physiotherapy

Name of the Child: Tamanna Yadav (*Name Change)

Disability: Global Developmental Delay (GDD), Dystonic Quadriplegic Cerebral Palsy (CP)

Area of Concern:

- Delayed gross motor function
- Dystonia
- No functional use of hands

Goal: She will maintain her head upright, sit, stand, and walk with support

When Tamanna came for assessment:	With regular Physiotherapy Tamanna is now :
<ol style="list-style-type: none"> 1. Could not roll over completely without assistance 2. Could not hold her head upright 3. Could not sit with support on a mat 4. Could not sit with her hands propped in front of her on a mat 5. Could not hold the quadruped position with support 	<ol style="list-style-type: none"> 1. Rolls over completely with minimal assistance, just to clear her hands 2. Maintains head upright while prone on elbows 3. Maintains head upright in a standing frame for 10-15 seconds 4. Initiates crawling with assistance

Parental Guidance:

- Stretching
- Increase sitting tolerance
- Weight-bearing on hands and tummy time at home

HELP US CHANGE A STORY

Arvind Mahajan (*Name Change) , a 1-year-old with Global Developmental Delay (GDD) and hyperactivity, came to Muskan for evaluation. Being new to the environment, he faced some difficulties with motor skills, visual tracking, and hand function. Initially, Ashwik had no neck control, could not track or scan with light, did not attempt to touch objects, and showed a lack of eye contact. He also exhibited excessive crying during therapy sessions.

With regular vision rehabilitation and consistent support, Ashwik has shown significant progress. He now demonstrates improved neck control, is making strides in visual tracking and scanning, and has begun attempting to touch objects. His participation in light board activities has increased, and he experiences less distress during sessions. At home, parents continue to support his progress by using a hand-over-hand approach for exercises. They also introduce different textures to address sensory issues and encourage sensory play with rice and object sorting activities to enhance his fine motor skills.

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
UPI ID:muskan01@ucobank**



-----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**