

THE TOUCH BOARD



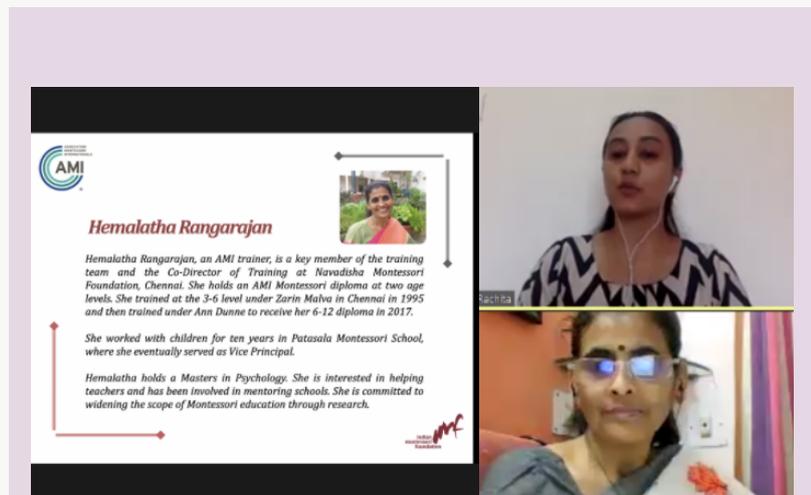
IMF Events

Talk - 'Helping Children Deal with Disappointment'

- Vidhya Ramalingam

The adults need to prepare themselves to let the children overcome disappointments in a positive manner so that they can be emotionally strong and face any challenge later in their life, expressed Hemalatha Rangarajan. She pointed out that adults need to have clarity and consistency and not laugh or get angry at children's disappointments.

Aishi Tolani, a parent, shared how she lacked an understanding that the child's emotions are as valid as any adult's emotions. "The talk helped me understand that I should not discredit my child's feelings as a mere tantrum. These feelings need to be dealt with in a positive manner." Working with young children, Sejal Shah expressed how imperative it is to establish boundaries. "Boundaries that we lay for our children need to be like a brick wall which doesn't move and not like a door which can open and close at our convenience."



IMF Volunteer Rachita Romani, welcoming AMI Primary Trainer Hemalatha Rangarajan to share her thoughts on how children can be helped through disappointments on August 28, 2021.

Orientation to IMF for AMI Students

- Aditi Ganesh

Year after year, the fresh batch of students undergoing Association Montessori Internationale(AMI)training degrees across cities, are introduced to the work and functioning of the Indian Montessori Foundation (IMF). Trainers, trustees, volunteers and students came together on September 16, 2021 to realise how their future work can go beyond the classroom and impact the society at large, which was the objective of IMF.

Aravinth Jain, a Primary student from Chennai shared how she got an overview of how people across the world strive to spread the words and the work of Montessori. *“I await being welcomed with open arms into a family that would help me deepen my love for Montessori’s ever so exciting philosophical theories. I had a delightful experience getting to know how much work has gone into not only starting this community but also expanding into a wider circle, and I pray that it keeps on growing”*, adds Chantelle Lydia D’souza from Mumbai.

Vidhya Ramalingam took the participants through the growth of The Touch Board over the years. Similar journeys were presented by the volunteers from Montessori Matters, City Events, School Listings, Social Media, Online Store and the Website Administration.



AMI Diploma Course Inauguration - Chennai, Mumbai, Hyderabad, Bangalore

- City Reporters



Saplings being planted amidst a soulful rendition of the beauty of plants and growth to mark the endeavour of the adults to become the voice of children, Chennai.

“The start of a new course is always special. It means inviting a new cohort of people into this very unique way of looking at children and their needs. For us as trainers, it means hitting the refresh button and looking at this course and its components with new perspective and inspiration to suit the needs of this group. It’s an exciting time.” - Pavithra Rajagopalan, AMI Primary Trainer, Mumbai

AMI Montessori training institutions across the country (Ratan Tata Institute - RTI, Montessori Institute of Bangalore - MIB, Navadisha Montessori Foundation - NMF, Montessori Training & Research Trust - MTRT) geared up to welcome new batches of students for the AMI Primary (3-6 years) Diploma Course in the month of August. The Elementary (6-12 years) Diploma Course is also set to commence in Chennai from October 2021. The courses are planned in a blended format with hopes to have the students in the prepared environments soon.



With an onsite inauguration at Hyderabad, the students had the opportunity to get to know their fellow students, their training team and the premises.

Continued...

Around 100 individuals from different walks of life across the country will begin their journey in understanding Montessori pedagogy and supporting the needs of young children. "The AMI course stands out because it imparts something that's more than hygiene and safety of children. It is probably one of the few courses that lays so much emphasis on the psychological needs of children." - Mayuri Joshi, Primary Student at MIB

AMI Talk - 'Art of Storytelling'

- Meera Ghelani

Around 300 participants from around the world listened to Carla Foster and Gabrielle Ahuli'i Ferreira Holt advocate oral stories and its absolute wonder on August 31, 2021.

"I understood how one needs to use the whole body with facial expressions, tone and body language when we tell stories to children, independent from the idea of only reading to them from books." - Karuna Lul, AMI Student

The talk is now available on Youtube <https://www.youtube.com/watch?v=N9bXfLR9DLY>



"When you are telling oral stories in the classroom, the children need the strength of your emotion, they need the strength of your body as you tell the story, the way in which you make contact with them and they need the visualization."

Carla Foster

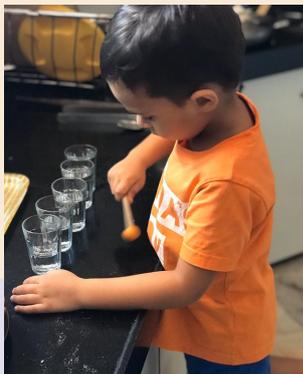
Gabrielle Ahuli'i Ferreira Holt discussed the importance of exposure to stories and legends of cultural significance in early childhood, which help children engage deeply with their culture and create more meaningful connections across cultures.



Storytelling is an inherently interdisciplinary practice; they can be used to reinforce and deepen thinking in any unit of study.



Notes & Notations



We bring to you songs for young children with their tunes.
Take out an instrument and play along!

Peck! Peck! Peck!

Peck! Peck! Peck! The chick - ens peck, The worms and bugs that they have found, I'm so glad I'm not a chick - en, Find - ing break - fast on the ground.

Good Reels

- Kavneet Chadha & Roopa Sundar

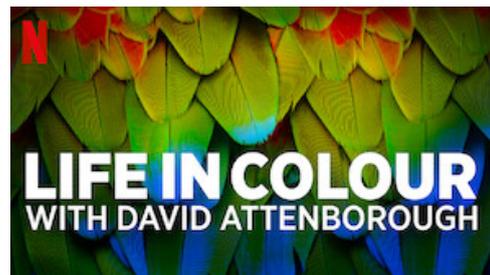
One of the complications of the current age is abundancy in choice, which makes children and even us as adults overwhelmed. In this series, we narrow down and bring to you reviews of a handful of documentaries that are suitable for children/parents.



. LIFE IN COLOUR .

Produced by BBC during the pandemic with David Attenborough, the 3 episode 50 minute documentary takes us to the secret world of the flora and fauna hidden in plain sight. With the help of new age cameras, technology and a dedicated, determined and patient team, Attenborough reveals how colour is used by nature.

On land and under the sea, creatures use colours often invisible to our eyes to communicate secret codes, warning messages and even to combat global warming. It shows us how the colours are perceived and used by predators and their prey to survive. Colors are 'the key to their existence' and the incredible captures and close ups are nothing short of amazement.



Available on Netflix and recommended for a 7+ audience, 'Life in colour' is sure to delight children and parents alike as they immerse themselves in the real life stories of myriad colours.



NAVADISHA
MONTESSORI FOUNDATION
AMI
6-12 DIPLOMA
COURSE

The AMI Montessori 6-12 Diploma Course is an intensive full-time programme designed to help students study closely the theory and practice of the Montessori approach to education. The course of study spread over 16 months will help prepare students for working with children from 6-12 years of age.

REQUIREMENTS
Bachelor's Degree
AMI Montessori 3-6 Course
or
AMI Foundation Course Certificate
(Commencing August 18, 2021)

CERTIFICATION
Internationally recognised AMI Diploma

Oct 6, 2021
to
Mar 3, 2023



For more details www.navadisha.org
To apply online www.navadisha.in
Phone: 988 466 9104 Email: course@navadisha.org

Bluegems Montessori *bluegems* help essential

Gift your child a 'truly montessori' start

- Unique environments
- Edu-sports
- Language fluency
- Numerical competence building
- Farming & gardening skills

For further information regarding admission contact:
The Principal - Bluegems Montessori
Chandrakanthi Public School, Texpark Road, Civil Aerodrome Post,
Coimbatore - 641 014. Phone: 82200 08833 | 82207 78877
email: principal@chandrpublic.edu.in | www.bluegemsmontessori.in

AMI **MTRT**

MONTESSORI TRAINING AND RESEARCH TRUST

Offers

- AMI Montessori Primary Diploma Course (3-6 Age Level) &
- AMI Montessori Elementary Diploma Course (6-12 Age Level)

For more information contact us at

Montessori Training and Research Trust
05-424/1, S.R.Naik Nagar,
Jeedimetla, Telangana, India - 500055
Website: www.montessorihyderabad.org
Email: info@montessorihyderabad.org
Telephone #: 091-8297263546
Landline: 91-40-23098058

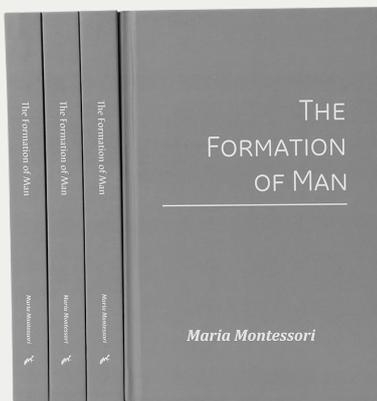
What's in the IMF Store ?

In the quest to bring Montessori philosophy and principles to families and communities and supporting schools and training centres in their work, the Indian Montessori Foundation (IMF) has on sale Montessori books, didactic language material and furniture that aids independence in young children.

Montessori books are an invaluable resource for students of Montessori practice and parents who wish to understand the developmental needs of the child to better support them. All the books are easy on the eyes with their large font and carry extensive and useful footnotes for the readers. The publications under the IMF banner are listed below :

The Formation of Man

Published : May 2017
ISBN : 978-81-929891-7-4
Price : Rs.430



Maria Montessori closely examines the prejudices in society which ignores the child whom she saw as the agent of change. In this book, first translated by A.M. Joosten and published in 1955, she presents an argument for redefining education to support the natural development of the child, particularly in the early years. Her wide-ranging interests are evident on every page in her descriptions of these issues, as she makes philosophical and historical links in her passionate plea to society to recognise the child's powers and potential and to bring them to fruition. If nurtured and understood in the human environment, the child's journey to reading and writing and all other human acquisitions will form the base of human society.

All our books can be purchased at events organised by the IMF in your city or at <https://montessori-india.org/store/>



My Shadow

By Robert Louis Stevenson

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nurse as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

Demystifying Montessori Materials

- Archana Narayanan & Khyati Shah

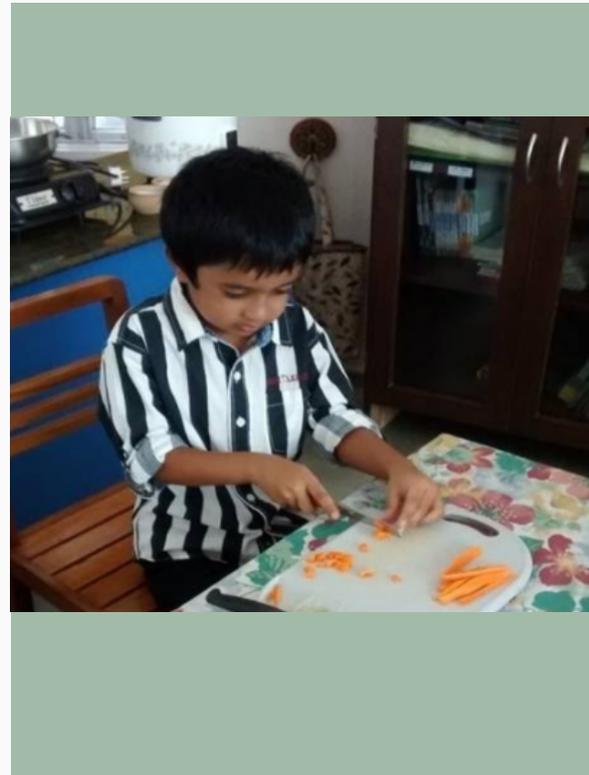
Many times, the child's reply to 'What did you do in class today?' mystifies the adult even more. Either incomprehensible names or mundane activities are encountered. This series brings to light how and why some materials are set up and how they are used by the children in a Primary Montessori community (3-6 years).

CUTTING VEGETABLES

Food preparation is a lovely way to introduce children to the art of cooking as children are naturally drawn to it. They enjoy participating in everything that adults are doing, which includes cooking. What gives immense joy to the child, is to prepare a snack of their choice, on their own!

Cutting vegetables is one of the food preparation activities commonly offered in a Montessori community. To help them work as independently as possible, the adults prepare the space beforehand. Materials which are functional and child sized are placed on the shelf. The knife used to cut is sharp enough to give the child a chance to be successful in his efforts to cut vegetables like carrot sticks.

Like all activities in a Montessori environment, the adult demonstrates and then allows the child space and time to obtain the skill. The adult quietly observes the child and only interrupts if necessary. The activity gives the child an opportunity to prepare a salad and place it in the community snack area for anyone who wants to enjoy a snack. Maintaining hygiene in terms of washing hands and all the utensils used is also woven into the steps of these activities. Often, older children will prepare a snack for the younger ones when they are hungry.



IMF EVENTS

2021-22



Register now
on
montessori-india.org

Day	Month	Time	Online Event	Topic	Speaker
Saturday	24 Jul 21	4 PM - 5 PM	Talk	Supporting Children through the Pandemic	Rukmini Ramachandran
Saturday	28 Aug 21	4 PM - 5 PM	Workshop	Helping Children deal with Disappointment	Hemalatha Rangarajan
Thursday	16 Sep 21	9 AM - 12 PM	AMI Students	Orientation to IMF	IMF Events Team
Saturday	25 Sep 21	4 PM - 5 PM	Talk	Real Life: Getting Beyond the Screen	Suneeta Madnani
Saturday	23-Oct-21	9 AM - 12 PM	Workshop	Joy of Mathematics	Vibhuti Jain, Ruby Lau, Madhavi Gaddam
Thursday	18-Nov-21	9 AM - 12 PM	AMI Students	Art Appreciation	Gowri Ramnarayan
Saturday	27-Nov-21	5:30 PM - 8:30 PM	Workshop	Introduction to Montessori Elementary	Alison Awes
Saturday	18-Dec-21	4 PM - 5 PM	School Heads	TBD	-
Saturday	22-Jan-22	4 PM - 5 PM	Talk	Consistency - the Key to Parenting	Amy Kirkham
Saturday	26-Feb-22	3 PM - 6 PM	Conference	TBD	TBD
Saturday	26-Mar-22	4 PM - 5 PM	Talk	Education beyond Worksheets	Teenaz Reporter

A Play with Numbers

- Kavneet Chadha & Jezreena Jezer

In this era of technology where online games have become the 'go to' option this series aims to bring back the charm of playing traditional games that build memories, allow for families to bond as well as build cognitive skills, laying a foundation for mathematics for children under 6.



Pick Up Sticks

The game is also referred to as Jackstraws, Spillikins and Mikado. The game consists of black, red, blue, green and yellow coloured sticks made using wood or plastic. Straws, matches, ivory and bone have also been used in the place of sticks. Pick up sticks is a game with simple rules that is equally challenging as it calls for delicate movements and a great control of hand. Mathematical skills are also exercised to calculate the scores.

What you'll need :

- A pack of coloured sticks

How to Play

- Each stick is assigned points based on its colour. Red gets five points, blue gets 3 points, green gets two points and yellow gets one point. The game is played on a sturdy levelled surface like on a table or on the floor.
- To start the game, one player holds the sticks upright in a bunch in one hand just above the surface and releases the sticks to let them fall freely.
- The players take turns and use the black stick to remove one stick at a time from the pile, without moving any other stick in the process. The sticks that are removed can be of any colour. The player continues till another stick is disturbed or till there are no more sticks left.
- If another stick is disturbed, the player forfeits his turn and the next player gets the turn continuing the game.
- Once all the sticks are removed, the value of each stick that the players own is calculated. The player with the highest score wins.



REDWOOD
MONTESSORI
SCHOOL

"Grow your roots deep and then reach for the stars,"
whispered the Redwood Tree

Come visit our Toddler, Primary and Elementary Classrooms
for a better understanding of Redwood Montessori School

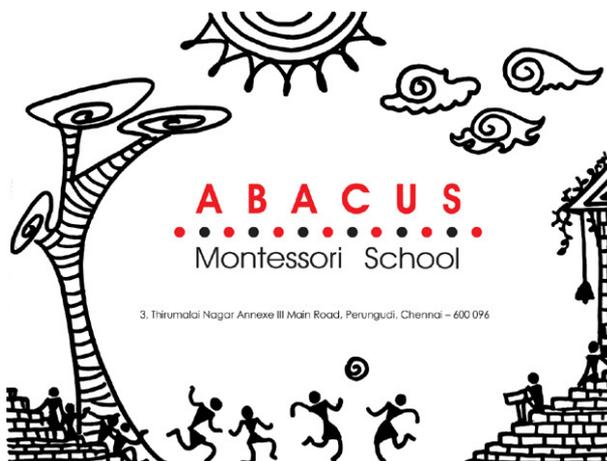
Old# 10, New # 19, Arundale Beach Road
1st Street, Besant Nagar, Chennai 600 090
Phone: +91 (44) 2491 3557 Mobile: +91 9840082140

Old # 24, New # 45, Arundale Beach Road
Besant Nagar, Chennai 600 090
Phone: +91 (44) 4857 4002 Mobile: +91 9840038860

34, Raja Street, Kalyani Nagar, Kottivakkam
Chennai 600 041
Mobile: +91 99405 83666



WWW.FACEBOOK.COM/REDWOODMONTESSORI/
WWW.REDWOODMONTESSORI.IN INFO@REDWOODMONTESSORI.IN



THE MONTESSORI HOUSE

ADMISSION
OPENS 2021



PROGRAMS OFFERED

- * TODDLER ENVIRONMENT
1.5 YRS TO 2.5 YRS
- * PRIMARY ENVIRONMENT
2.5 YRS TO 6 YRS

AFTER SCHOOL CLUB

CHESS | YOGA | DANCE
STORY TELLING | LANGUAGE
ART & CRAFT ACTIVITIES

Timings : School : 8:30 am to 6:00 pm | After School Club : 3:00 pm to 6:00 pm
Day Care Facility Available : 2:00 pm 5:00 pm

No.1417A, 2nd Street, Ram Nagar North
Extension, Madipakkam, Chennai - 91
admissions@themonessorihouse.in
themonessorihouse.in

98410 58282
98402 42151

FROM GLOWING LIGHTHOUSES TO HUNGRY DRAGONS !

Tales from Elementary Children

This series brings to you stories conceived, written, edited and illustrated by elementary children!

Tom and Rudolph

Written + Illustrated by Siddharth Sridhar, 11 years



Once there was a boy named Tom. He lived in an apartment where no one else lived. So, he was very lonely. After a few days when he went to the playground, he met a ghost. The ghost was just roaming around. Tom called the ghost and asked who he was. The ghost said that he was Rudolph. *"At first this house was my cottage and I used to live in that cottage. Then after I died some people bought that cottage and changed it into an apartment and that is why I am living here. This is my story"*.

Tom felt inspired by Rudolph's story and became his friend. After a few days, new children came to the apartment. They also became friends with Tom but they did not know about Rudolph. Even though Tom was mostly busy playing with his friends, he never forgot Rudolph. They always chit chatted.

One day Rudolph asked Tom to introduce him to his friends. So, the next day Tom introduced Rudolph to his friends. But his friends could not see Rudolph so they started making fun of Tom. Whenever Tom came to play, they made fun of him. But Tom just ignored them.

One day, they all thought of going to the zoo. So, they got ready, packed their bags with some important accessories and went to the zoo. Even Rudolph went with them though his friends could not see him. Once they reached, they went to see the lion's cage. The lion was just walking around proudly as it looked at its admirers taking pictures. Next, they went to see the monkeys.

One of Tom's friends went too close to the cage and the monkey just pulled him and was just holding him with one hand. Nobody could do anything since they were all scared. But Rudolph was not scared, so he just went into the cage and punched the monkey's hand. The monkey howled in pain and dropped Tom's friend. Tom's friend ran out of the cage and asked Tom to thank Rudolph though he could not see him.

All of Tom's friends wanted to see Rudolph since they finally believed that he really existed. Then, Rudolph showed his form to them as they wanted. Now they all became best friends and went home to share their adventure with others.

Experiences & Explorations

In this segment, Christina Dias shares her thoughts and experiences with young children and how adults can support their love for work and exploration of their environment.

Christina Dias Remedios is currently a Montessori Elementary directress at the Chiang Mai Montessori International School, Thailand. Her 16-year journey includes working in Primary (3-6 years) and Elementary (6-12 years) classrooms in Vietnam, Belgium, Thailand and across India. Her passion lies in being an advocate for Montessori principles and holistic education that are child and community centric.



Am I 'EI'? The balance of Emotional Intelligence

If we had ever found five-year-old Dhruv throwing things around the house and yelling “*Mommy you don't love me*” when his mum was trying to get the children ready for school, what would your reaction be?

On another note, if you were asked, “*How do you feel today?*” In spite of the 2,000 emotion words in English, replies like “*Fine*” “*Okay*” will not help anyone understand what you actually feel.

Psychologist Daniel Goleman's, 1995 book, titled ‘Emotional Intelligence: Why It Can Matter More Than IQ’; brings me to think, do educators and caregivers lay enough emphasis on the knowledge of emotions as much as acquiring knowledge? The onus of being able to understand and control emotions; does it rest on the young child or the adult?

Response, impartially must rest with both parties. Dhruv's mother stayed calm, sat closer, looked in his eyes, patted his back, and assured him of her love. He then said, “*Why does Dhvani (baby sister) get so much time with you?*”

In a moment, his mother received a key to knowing his need for attention and caring. She was able to gently remind him how he can express what he was feeling, “*I am feeling upset because I see you with Dhvani most of the time*”. **Expressing feelings** is definitely not a magic wand, but it gives insight into thinking about what need/emotion might be driving myriad outbursts. With time we also have to learn to determine the **cause** of our feelings.

Children do need adults to **acknowledge** their feelings. By recognizing emotion cues, the adult could say, “*I see you are frowning and crossing your arms. I do that when I feel frustrated or annoyed.*” We then help them recognize and discuss emotions.

Read-aloud stories can be used where we introduce new vocabulary for expressing emotions. For example, we use words like ‘nervous’ or ‘brave’ when we may have to visit the doctor. We could explain a new word by sharing a personal experience, “*I felt disappointed when I did that painting; I was feeling sad because something did not happen the way I wanted it to.*”

In the classroom, when we see outbursts, we think about what can help a child shift the feelings. A ‘peace corner’ (a name you choose); a comfortable cushioned chair with paintings, pictorial books or even cards displaying emotions can help. Using music or movement (outdoor play or a walk) creates distance from the emotion trigger; the child gets a chance to disconnect from pure impulse, he has time to think, calm himself and take stock of his emotions. It helps shift feelings of excitement or anxiety, as it releases their energy suitably.

Role plays, conversations and reading books on emotions provide models of strategies on how children can express their emotions. This empowers a child to **self – regulate**; where he/ she can take charge of their emotions and actions. It reinstates the belief that we learn how to **recentre ourselves** in spite of undesirable or distracting feelings.

Over decades, educationists and researchers explain how displaying emotions impact our attention, memory, and learning; our ability to build relationships with others; and our physical and mental health (Salovey & Mayer 1990). The overriding thought would be is the goal of education to be just intelligent or emotionally intelligent?

Silver Lining Stories

- Vidhya Ramalingam

The past year has been challenging. It has also been an opportunity for children to spend more time with parents and for parents to observe their little ones like never before. In this series, parents share moments of learning during these homebound times.

Schooling and education has taken a different turn in the past year with online interaction and learning which has thrown quite a big challenge to the teaching community, parents and more so to the children. Nitin Babu, father of Nihal, 12, was astonished to see the agility in his son in taking to this mode of schooling.

Though online learning was new to Nihal, it had made him more inquisitive. He started self-learning by exploring more information on topics through the internet. He also learnt to interact with his friends and classmates digitally, sharing experiences and virtually doing assignments in a group. *“As he is deprived of meeting his friends physically, these opportunities have relieved him from feeling aloof”*, adds his father.

To have a conducive work environment with minimum disturbance and seamless learning, Nihal was provided with a designated space. This space helped him to attend classes, do his work after the classes and explore new ideas. He started owning the workplace and took extra care to keep it tidy. *“How fast one can adapt to a change is the real challenge and beyond any doubt I can say that Nihal has adapted to the change successfully.”* - Nitin Babu



Everyday Wonders !

Kamini Kapur, Elementary Trainer in training and nature enthusiast, takes us on a photo trail as she ponders on the marvels of nature in everyday life. Join her in exploring your own backyards with children !



' No other place like home ! '

Frequently asked Questions answered by AMI Trainers!

We often wonder during the developmental years if we, as caretakers of young children, are making the right decisions and providing our children with the support they need. In this segment, we have trained educationalists answer a series of queries and help us in this journey.



Neelima Mhaskar, Co-Director of the AMI 3-6 Diploma course in Chandigarh, gained her AMI Montessori Diploma in 1989. She started a Montessori Environment in Pune and has over 19 years of work experience. Neelima currently works on AMI courses in China.

Question:

Sometimes the child is so independent that he acts stubborn. He doesn't want anyone to help them even when we feel he needs it.

Answered by Neelima Mhaskar :

A child learns from his own experience. They train themselves to coordinate their movements by repetition. They also explore those movements in order to be independent with it. Role modelling the activity a few times with the child and then observing the child will help understand where the child needs help. When he is trying to do something by himself, we need to observe and intervene only when we feel he is misusing it, or is frustrated or when he looks around for help. Perhaps, when the whole activity is finished, showing how to clean up could also be done.

Become a donor to access Neelima's article 'Supporting Independence' with other interesting questions. Visit the donor's section in our website <https://montessori-india.org/>

CONNECT WITH US !

FOR IMF EVENT ALERTS, COURSE UPDATES AND MORE...



@indianmontessorifoundation

Montessori Institute of Bangalore (MIB) has been set up in Bangalore to bring AMI Montessori training and practice to the city.

Mission
The Mission of the Institute is to revive AMI training in the city and to help establish a strong school community in which the principles of child development, and educational practices set out by Maria Montessori are implemented and practiced.

Vision
The Vision of the Institute is to offer a full range of Montessori Courses for different age levels. The organization hopes to reach out to serve the needs of the community through a variety of AMI courses and programmes.

Courses Offered

Orientation Courses	Diploma Courses
Assistants to Infancy (0-3) Primary (3-6) Elementary (6-12)	Assistants to Infancy (0-3) Primary (3-6)



WE'RE HIRING AMI ELEMENTARY GUIDES

Job Requirement

- AMI Elementary 6-12 Diploma.
- Working knowledge of computers with feasibility to work from **home and online**.
- Enthusiasm and resourcefulness to work with children in the online format.

Please send us your resume and application to info@blueblocks.in 9000955053



Sir Ratan Tata Institute in affiliation with



Offers Montessori Primary Training (3 – 6 age level)

Phone: 66648847/9029639613/9867260977/9167364525

Email: zarinmalva@gmail.com

Website: www.montessori-mumbai.org

*Touch Board Team**Editorial Team - Roopa Sundar & Tarunya Gouthaman**Reporting Team - Aditi Ganesh, Kavneet Chadha, Meera Ghelani & Vidhya Ramalingam**Layout Designer - Priyanka Kumar**Advertising Coordinators— Archana Narayanan, Jezreena Jezer & Khyati Shah**Trustees**Shirley Madhavan Kutty, Kamini Sundaram, Leela Samson, Zarin Malva, Rukmini Ramachandran**Do send in articles or news to thetouchboard@gmail.com***New opportunity to reach the Montessori community!**

The Montessori community is growing! Parents are more aware of Montessori education than ever before.

The Indian Montessori Foundation (IMF) publishes The Touch Board (newsletter, 8 issues: July, August, September, October, November, January, February, March) and Montessori Matters (Annual Journal).

Communication to target the Montessori community can be published as per the following tariff.

The Touch Board (colour; 6 x 8 cms)

1 issue	₹ 500
4 issues	₹1500
7 issues	₹2800

Montessori Matters (black and white; [full page] 20 x 12cms)

1 issue	₹1000
---------	-------

The advertisements can be sent to thetouchboard@gmail.com to reach us on or before the 5th of the previous month.

Donate generously to IMF!

Your donation will help us keep our work of reaching Montessori ideas to children and families alive.

Friend of IMF - Silver Card - Two years validity

Donations of Rs. 2000

Donor Benefits : Special access to Donor's section on the IMF website ; 16 issues of the newsletter; 2 issues of annual journal ; Special Donor pass to IMF events

Friend of IMF - Gold Card - Five years validity

Donations of Rs. 4500

Donor Benefits : Special access to Donor's section on the IMF website ; 40 issues of the newsletter; five Annual Journal; Special Donor pass to IMF events

For more information, Contact : 8248010258 or email us at info@montessori-india.org

AMI MEMBERSHIP

Membership of AMI is open to all individuals. AMI members are a stronghold in the Montessori community, putting Montessori education in the spotlight and making a difference to the lives of children. AMI membership brings with it: educational publications such as the AMI Journal, digital newsletters keeping you up to date with the latest on AMI's work and news from across the globe, and discounted offers at congresses, refreshers and other events.

Become part of a worldwide community dedicated to the rights of the child and to supporting human development.

Membership fees begin at 40 euros.

To become a member, please visit www.montessori-ami.org