

INSPIRE Teacher Training Programs

IMPACT ASSESSMENT REPORT FOR YEAR 2017

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Creating a Conscious
Learning Environment



INTRODUCTION

It is a well-known saying that “Our Children are our Future”. These children, under the current system of school education, are largely being guided and nourished by their teachers. In this sense, the teachers are “the pillars of the society and builders of the nation”. The educators and the education system play a very key role in this growth and development of our children and hence our future itself. The field of education is very ennobling. The role of the teacher is not for the faint-hearted, and is considered to be one of the noblest professions in all cultures. Teachers have a big part to play in the future of any society, because they are moulding the next generation.

Problem Statement

The teachers of the current education system face a lot of challenges. Teaching is a demanding profession – a relentless amount of work, and many hours every week spent with large numbers of young people in classrooms. Often teachers have multiple hats, and increasingly need to also shoulder parental responsibilities as parents spend more and more time at work. The result-oriented, examination based education system puts a lot of pressure on teachers to deliver results leading to a stressful life for all concerned: Teachers, Students as well as Parents.

While there is so much emphasis on enabling students with subject-matter expertise, there is little time or focus towards values and morals. A slow downfall in the moral standards of today’s youth is quite visible in our current society. Classrooms with an ever-increasing student-teacher ratio, and varying interest levels amongst students makes it difficult for teachers to “connect and communicate” with their students. Finally, all these leads to a steady lack of motivation and inspiration amongst teachers and the teaching community, and the teaching profession becomes just another routine job.

“Given the challenges facing society, teachers are being required to take on new roles and must have the knowledge, confidence and resources needed to fulfil legitimate expectations of the community. Teachers must also learn throughout life and develop new skills if they are to be effective in teaching others to learn to know, to do, to be and to live together.”

Published by UNESCO on the topic
“Education in the 21st century”

Objectives

Recognizing this key role and the challenges faced by the teachers, Heartfulness Institute, under the umbrella of Heartfulness Education has its objectives as shown below:

Our Objectives

- Offer Self-Development Tools
- Inspire and enable Teachers
- Holistic growth in Students
- Conscious Learning Environment

By training 2,000 teachers
we touch 2,00,000 students



Together
we can make the world
a better place

Now, what is the most effective way to achieve these objectives? A famous saying goes, “What the teacher is, is more important than what he teaches”. The Institute understands that the best way that this can be achieved is by inspiring and motivating Teachers and offering them “Self-Development” tools and techniques for their well-being as the very first step. An inspired teacher can thus be the source of inspiration and guidance to the students.

In order to meet all these objectives, Heartfulness Education offers unique and focused programs for both teachers and students. Under the title of “Conscious Living”, we offer a value-based education syllabus for students whose framework is based on the “Core Human Values” outlined by UNESCO in their sourcebook “Learning to Be”. For the teachers, we offer a Signature Teacher Training program called “INSPIRE”, that offers Self-Development tools for teachers, enhances the learning environment in the classrooms for students, and introduces 21st century pedagogy and heart-based teaching skills in their schools.

About Heartfulness

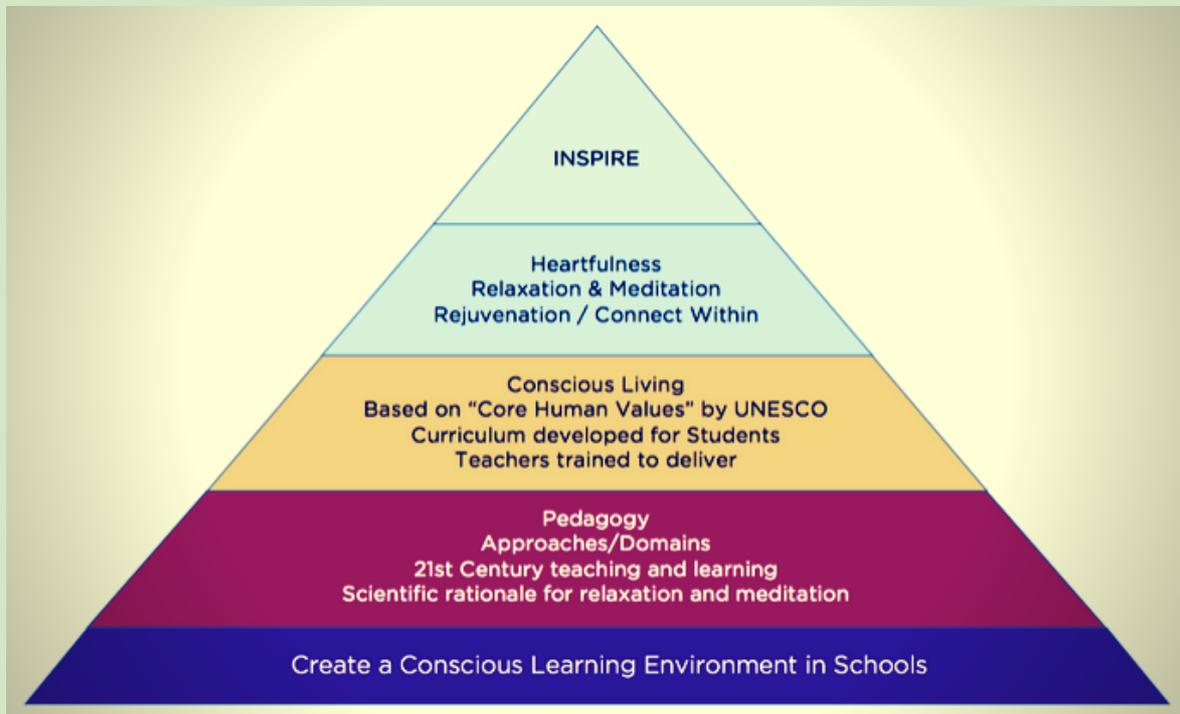
The Heartfulness Institute was founded with the vision of promoting inner excellence in individuals that leads to societal change. It is a non-profit organization offering a relaxation and meditation practice that facilitates the development of inner potential. Heartfulness is offered to all interested seekers, and to institutions such as schools, colleges, villages, govt. offices, hospitals, corporates, armed forces, etc. Essay-writing event offered by Heartfulness is a very large initiative, run in collaboration with UN-DPI across 15,000 schools in India every year. Heartfulness programs are present in over 400 schools and colleges across the country. The organization and its structure is well-placed to run large initiatives of overall wellness and self-development programs and the ability to scale up and expand the initiatives as well.

INSPIRE Teacher Training Program

Teachers have a big part to play in the future of any society, because they are moulding the next generation: the students. One can say that in every sense, the teachers are the real change-agents. In today's education system, the minds are well-trained, but the application of the heart is sadly missing. No less a person than Aristotle has said, "Educating the mind without educating the heart is no education at all". The INSPIRE teacher training program, in its essence, focusses on Heart-centered training and enablement of teachers and it is designed based on the "3-S" model:

- **SELF:** A set of Heartfulness tools, conducive for self-development and inner-excellence
- **STUDENTS:** The teachers are trained to impart Conscious Living Lessons for students
- **SCHOOLS:** The teachers are exposed to various aspects of Heart-centered pedagogy

Heartfulness Education has successfully conducted about 25 INSPIRE teacher training programs till August 2017. More than 2500 teachers have been inspired in the states of Tamil Nadu, Andhra Pradesh, Telangana, Gujarat, Uttar Pradesh, Madhya Pradesh, Rajasthan, New Delhi, Jammu, West Bengal, Assam, Karnataka and Kerala. After this initial round of efforts in conducting these programs, it is time to take stock and analyse the results of the impact of these programs. This report shows the initial results of the Impact created by these programs on Teachers, School Management, Students and Schools.



APPROACH TO IMPACT MEASUREMENT

Measuring the impact of any program is a huge initiative in itself, the fundamental purpose of such a measurement is usually two-fold: One is to see if the original objectives laid down before creating and delivering the programs have been met, and two is to learn from the feedback thus received and improve and course-correct as needed for the future. To achieve these results, it is necessary to reach out to all the stake-holders associated directly or indirectly with the program and its results. In the case of our INSPIRE teacher training programs, the main stake-holders are the teachers, the students, the school management, and the parents.

To begin with as the first step for initial impact analysis, it was decided to obtain the relevant data from two sources in an independent manner:

1. The school principals who had sent their teachers to the INSPIRE program.
2. The teachers who have attended the INSPIRE 3-day residential program.

INTERVIEW WITH SCHOOL PRINCIPALS

The teacher training team created a “Principals’ Survey” form, and an initial set of principals from 15 schools were interviewed by the team along the lines of this survey. Our training team visited these principals in their schools and conducted the interview. Along with the interview, the survey forms were given to them and they were requested to fill out the survey form as well. The survey was created to align with the principles and objectives of the INSPIRE program. It was mainly categorized into three sections, to fit the 3-S model: Impact on teachers, Impact on the students and Impact on the school.

Impact on Teachers

In the section of the Impact on teachers, the survey focused on how the Heartfulness tools offered to the teachers have solved some of their problems related to stress, communication, inspiration and using the heart in classrooms. The survey involved specific questions with options to rate the impact as well as offer specific comments.

Stress Management

In answering to a question on handling stress, one principal said, *“Yes, we have seen many tangible changes among the teachers, they have become more calm and relaxed. Their excessive worry, fear, mental confusion, impatience have reduced a great deal.”*

Taking Interest

Another principal, when asked about handling of classroom by the teachers, said, *“After attending this Inspire Program, teachers handle the class with interest. Their minds got relaxation after meditation. Treating all students in the same way. Handling rough students with care and patience.”*

Connect and Communicate

One of the key areas of focus in the INSPIRE program was to enable teachers to “Connect and Communicate” with their students. One principal said, *“Teachers applied it in their class. They faced so many problems and different level of student in their class. After attending this program, they have good communication and connection with children.”*

Empowerment

Another principal added, *“Teachers have started counselling the children about any issues that they might be facing.”* Our training team created modules in the INSPIRE program with the hope that the element of becoming proactive is triggered amongst the participants. This is a sign of empowerment.

Motivation

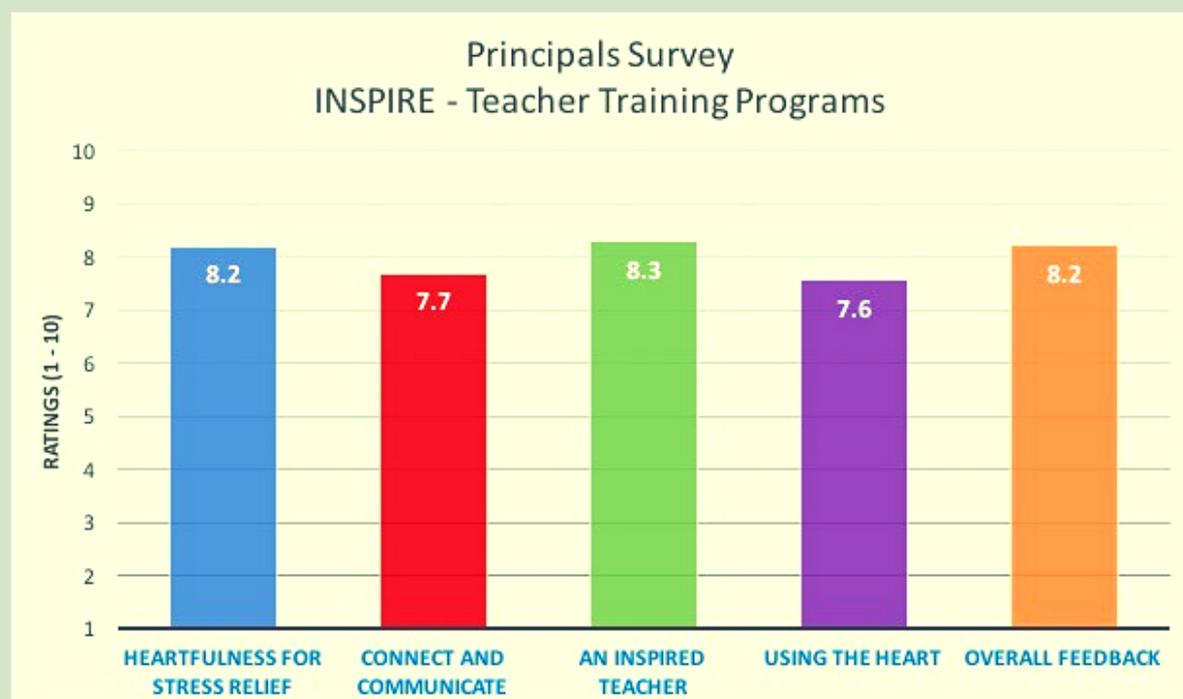
From the motivational angle, one principal said, *"Teachers who have attended the inspire programme were highly motivated and in turn they persuaded their colleagues and their students to perform in the best possible manner."* Another added, *"She is very calm and composed. So, she is able to inspire."*

Heart Based Education

Regarding using the Heart in their profession, we got very encouraging comments from almost all the principals we spoke with.

- *"Yes, I saw many of the qualities of heart in teachers. They were more patient and empathetic in handling students".*
- *"Yes, she is totally different after this program. She cares more of everyone."*
- *"I can see a big change in our teachers. They can show love and affection on everyone. They can face all the problems with patience and tolerate everything."*
- *"After the practice of heart centred meditation, we find, the teachers have begun to show self-confidence, increased emotional ability and balance of mind."*

Along with these questions in the survey, the principals were also requested to rate the impact on their teachers who attended the INSPIRE program on certain aspects. See the rating chart below for the results.



Impact on Students

The next part of the Survey was the impact the INSPIRE training program had on the students via the teachers. From the survey of these 15 schools, about 7 schools have taken the initiative to the next level to directly impact the students and about 1,800 students in these schools alone are benefitting from Heartfulness Relaxation and Conscious Living curriculum. The remaining schools are eagerly waiting for our training team to train all their teachers to engage in Conscious Living syllabus. From those schools where it is currently implemented, one principal made this comment, *"Conscious Living Curriculum has developed the memory power of the students. A good wave length and positive thought has been raised between the students and the teachers"*. Another principal said, *"The way it introduces children to meditation. It doesn't give directions, it brings out creativity from the children themselves."*

Impact on Schools

The interview then moved over to the overall benefits that the schools felt by sending their teachers to the INSPIRE program. The following questions were asked of the principals:

Questions

- Would you be willing to send more teachers from your school to attend our INSPIRE teacher training program?
- Would you recommend the INSPIRE program to other principals and schools?
- Would you be interested in continuous support from Heartfulness team to your teachers on an on-going basis?

ANSWER

The answer from all the principals that we interviewed with for these three questions was an overwhelming YES.

Comments

- *My overall impression about the course was that it exceeded the expectation. Thank you for the life changing experience.*
- *All Teachers must attend the Inspire program. Please provide follow-up programs.*
- *If in campus, we would do for all 160 teachers. Till now have done only for 11 teachers.*
- *The benefit should spread all over the world.*

LEARNINGS FROM THE PRINCIPALS SURVEY

There were also a good amount of learnings and identification of areas of improvement to our existing program structure. A few principals clearly mentioned the need for continuous support. They felt that even though the INSPIRE 3-day residential program had a good impact on teachers, for it to be long-lasting and trickle down to the students' level, there has to be a support system put in place frequently clarifying their questions on Conscious Living curriculum and Heartfulness techniques.

One principal said that the number of participants in that particular program that his teachers attended were too many to manage effectively. Even though INSPIRE training program team had decided the optimal number of participants is about 100, that particular program had 140+ participants due to over-registration.

Couple of principals felt that the survey was conducted too soon, and they felt that they can give better and more constructive feedback after three months of implementation. It was observed that in some schools, the school management has to provide approval to conduct Conscious Living lessons to their students and the teachers are waiting for the same.

FEEDBACK FROM SCHOOL TEACHERS

A comprehensive feedback form has been created by the training team to get a feel for how the teachers felt after attending the INSPIRE program. There are two sections to this feedback form. One is a very open-ended section allowing teachers to share around two themes:

1. How did this program impact you as a person?
2. How did this program impact you as a teacher?

The second section is the feedback ratings for all the sessions conducted during the course of the INSPIRE training program. Every session / module can be rated by the teachers on a scale of 1 – 10 and a section is provided for comments about that session as well.

Feedback from 2000+ teachers is currently available with the Heartfulness Education team. It will not be practical to look at all these feedback in this report but we will try to bring out some of the very unique comments and feedback that were received from teachers. Apart from the feedback, we will also look at the rating charts for the various sessions to get a feel for the impact created on the teachers through this INSPIRE program.

Impact - As a person

- *I feel happy and relaxed, as a teacher, mom, daughter, I feel responsible, I feel stress-free and a lot of change in me.*
- *1) As a person "what inspires you about your role?", made me realise about myself.
2) "Belief in others potential will bring our potential out", inspired me.
3) Group presentation was a new experience for me to mingle with new set of people.*
- *I became a confident person, rather I would say there is no stage-fear now. I learnt to rejuvenate the mind and got out of emotional stress, I can feel from my heart.*
- *I am a physical education teacher. I felt so peaceful and I will bring changes in my personal life. Whatever is not necessary, I will remove from my heart. I will help others.*
- *It helped me to start inner journey (inside me). It created a space inside me. "The 3 days I spent are the golden days in my life".*

Impact - As a teacher

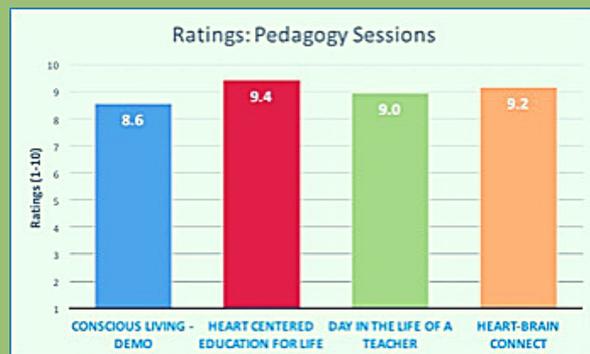
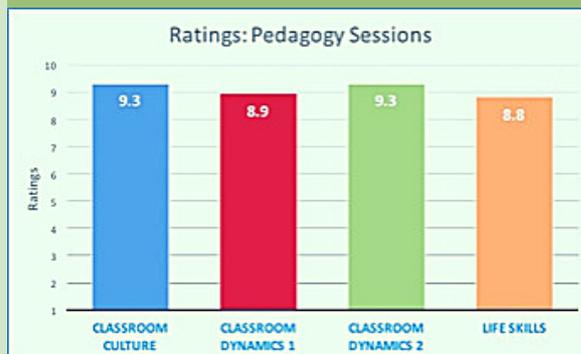
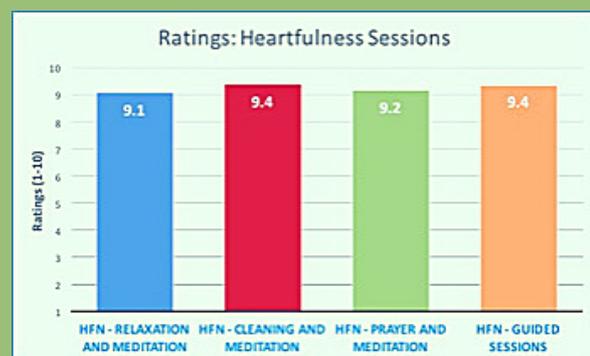
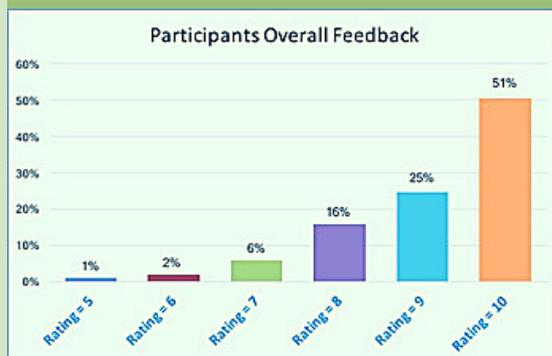
- *As a teacher, I got many ideas from this program. How to prepare lesson plan and how to be friendly with students. How to implement the qualities of kindness, affection, etc. in the students. Thanks for the session.*
- *I want to be a good teacher. I understood that teacher is the second parent for children. Children call me Amma, so I would like to follow the same.*
- *I came without expectations and now I found my purpose as a teacher.*
- *Learnt to be patient with students, treat them without anger, and care for them.*
- *As a teacher, I got to learn a number of tools, besides that a new perspective to use / see the existing ones which were already in use. Found relaxation a beautiful tool to apply in everyday practise*

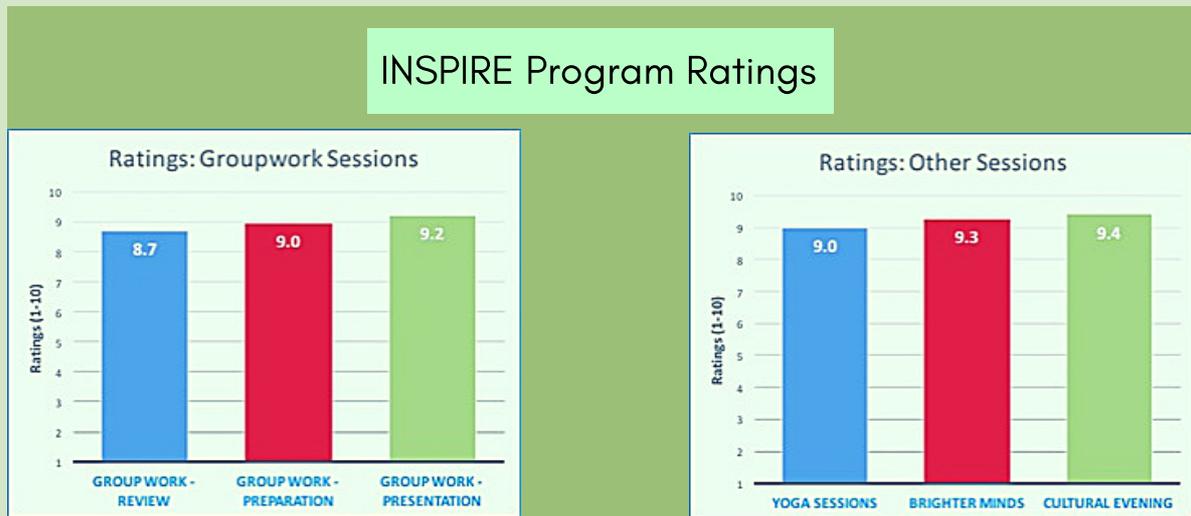
INSPIRE PROGRAM RATINGS

From the feedback ratings perspective, the sessions in the INSPIRE teacher training program can be broadly categorized into the following areas:

- Overall Participants Feedback: This is the cumulative feedback ratings of all the sessions put together and thus it gives an overall picture at the whole program.
- Heartfulness Sessions: The “Experiential” sessions on Heartfulness meditation techniques come in this category.
- Pedagogy Sessions: There were several pedagogy related sessions conducted during the program. This category shows the feedback ratings for those sessions.
- Group Work Sessions: One of the key element of the INSPIRE training program is the group work done by the participants on the Conscious Living curriculum and facilitated by the training team.
- Other Sessions: There were a few miscellaneous sessions as well as part of the program.

INSPIRE Program Ratings





LEARNINGS FROM THE TEACHERS FEEDBACK

The training team from Heartfulness Education has interacted very closely with the teachers ever since the beginning of the INSPIRE training program. There were many lessons learnt along the way and the INSPIRE program has also been adopted to embrace some of the feedback already. Here is a subset of these learnings and also the adaptations of the program to fit these learnings.

- *Initial Pilot program was conducted in English with the local language translation on-stage. This was not received well by participants. Given this feedback, the later programs were conducted completely in the local language as collectively decided for individual programs.*
- *Participants really enjoyed the practice of Heartfulness meditation tools during these 3 days of residential program. The program schedule was revisited and more practical sessions on Heartfulness was added to the program schedule.*
- *The need for follow-up and support system was emphasised by many teachers. Wherever it was requested, weekly meditation sessions have been established in the particular places so that teachers can continue their practice of Heartfulness meditation. Also, clarifications on Conscious Living is provided by the training team where needed.*
- *A section of Government Teachers in AP had difficulty in aligning with our module on Inquiry Based Learning methods of teaching. So, the Heartfulness training team adapted quickly to this feedback and replaced this topic with another more relevant topic titled "Designing Destiny".*

INSPIRE PROGRAM MODELS

As the Heartfulness teacher training team embarked on this journey of conducting the INSPIRE programs across the country, various models of the program emerged as the need to adjust to the local requirements of the participants had to be taken into account. At the fundamental level, two distinct models emerged: “Residential Programs” and “On-Premise Programs” and most of the programs belong in either of these two categories. Even though the INSPIRE Program was originally designed as a 3-day program, to suit some local requirements, “weekend program” and “2-day program” models also evolved and the training team had to restructure the content of the program to adapt to these models as well. Apart from these one-time intervention of Training Programs, it was observed that there was also a need to have “Continuous Support” systems in place to engage with the teachers who attended the INSPIRE programs on a regular basis. These variations in the program have created a good package of program flavours from which the appropriate model can be chosen as needed.

Residential Programs

The major thrust of the training team is to focus on conducting the INSPIRE programs as 3-Day Residential Programs. Heartfulness Institute has training facilities in about 20 major locations in the country that have state-of-the-art facilities to conduct such a training program. The main reason for focusing on “Residential Programs at Heartfulness Venues” is to give the participants an “Immersive Experience” of staying in a “Retreat-Type” of facility, in a lush-green, serene, calm and peaceful atmosphere away from the hustle and bustle of the regular life, which is ideal for contemplation and training.

The residential program provides food and accommodation services to all participants for the entire duration of their stay at the Heartfulness venue. It is possible that a small subset of participants whose residence is nearby might decide to go home just for the night and be present at the venue for the daytime. However, we encourage all participants to stay at our venue itself as it offers a complete retreat experience.

“Heartfulness emphasizes on Experience”. There is no substitute for personal experience that can turn out to be a life-changing event. A famous saying goes, “A speck of experience is better than tons of knowledge”. All the Heartfulness tools and techniques help the individual to gain this inner experience as something personal which one can cherish and derive inspiration from. Residential programs will help maximize the outcome of such inner experiences.

As a fitting testimonial to this possibility, we share the following incident. About 5 teachers from a school in Guntur district came for one of our very early “Pilot” teacher training programs conducted in Andhra Pradesh. After two months, we conducted another program in the same venue, in which 2 more teachers came from that same school. These teachers, even though they live nearby the venue specifically insisted that they would like to stay in our venue for the whole duration of the program because the other teachers who had visited before had told them the following. “Please ensure that you stay at the Heartfulness venue while attending the program. Their hospitality and the atmosphere in that place is very serene and refreshing and we feel something very different and unique in the heart”.

On-Premise Programs

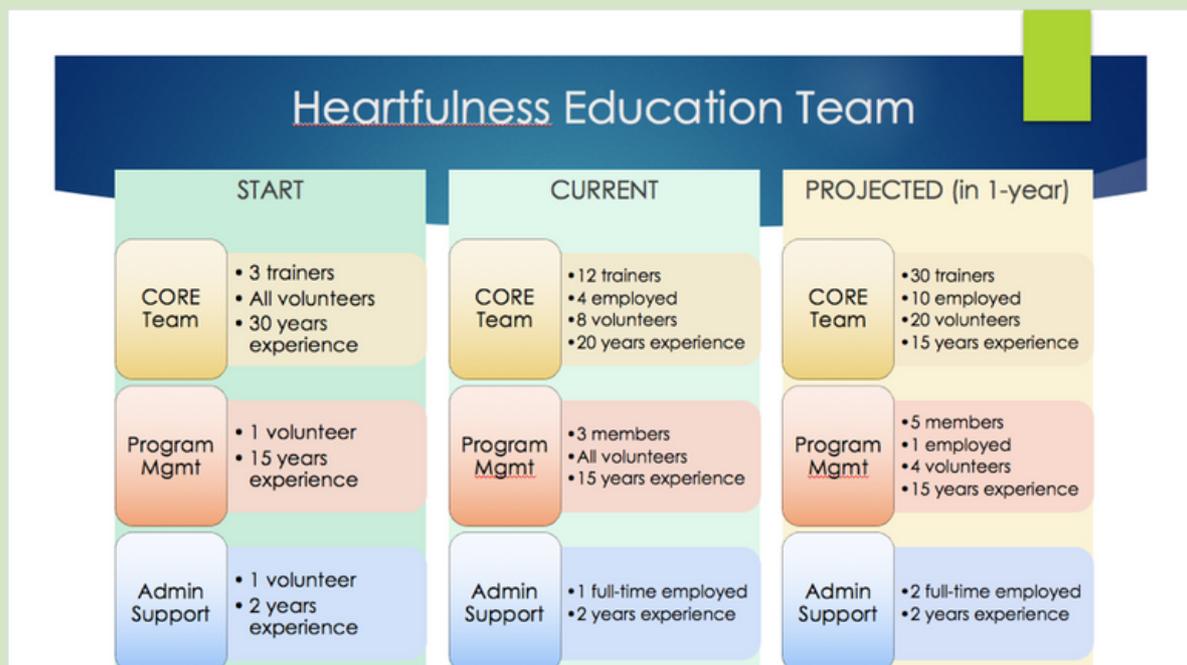
This is the other major program model. It is observed that there are some schools which agree on sending a few teachers from their schools to the Heartfulness venue for a residential program while there are other schools who understand and appreciate our complete offerings and want to take it forward in a full-fledged way. Such schools prefer to put their entire teaching staff through the INSPIRE program all together and hence would prefer to have our program in their school itself. These programs are called as “On-Premise Programs”.

While the “On-Premise” programs lack the complete experience of a retreat atmosphere, it has several other advantages. Every school has unique issues and we get an opportunity to address their specific issues because we are solely focused on working with their teachers only during the whole duration of the program. Since the school management has agreed in-principle to our education offerings, we have good freedom to train the teachers on getting enabled with the Conscious Living Curriculum. Also, our local Heartfulness team can offer an on-going support to the teachers by providing weekly meditation sessions for the teachers of the school, which will greatly help the teachers on their path of self-development and inner-excellence.

THE TEAM

Just as the structure and models of the INSPIRE program evolved, the team and the organization structure that handles the programs also evolved to suit the needs and requirements of the programs. The very first “Pilot” INSPIRE program was designed and conducted by a team of volunteers who have strong corporate and management skills. Even though this program was well structured, the general feeling was that “corporate style” training modules did not have the expected impact on the participants as the participants are “Educators” at heart and the sessions would be more effective if the underlying theme of “Education, Teachers and Students” are present in all modules.

It was realized that a “CORE Team” of Experienced Educators from the field of education and teaching be formed and given the ownership of “Content and Delivery” to this team of Educators. To facilitate this CORE team, other teams for “Program Management” and “Admin Support” was formed in parallel mainly as a support system for successful planning and delivery of programs. The organizing team strengths are shown below.



EMPLOYMENT AND VOLUNTEER WORK

All the major Heartfulness initiatives have been always managed by a very strong and dedicated volunteer force. The main thrust behind the volunteer efforts has been, *“I have received this simple yet effective meditation practice and its tools called Heartfulness for free; let me share it with fellow human beings by offering my time and efforts”*. The main strength of Heartfulness initiatives has always been the enthusiasm and service mindedness of volunteers. However, as one can understand, enthusiastic volunteers can initiate successful programs but for the efforts to “Sustain” and “Scale”, there is a need for full-time employed members in the organization who can actually take up the work in a systematic manner. This trend can be observed in the above org-structure of the Heartfulness Education Team, where the initial efforts were fully started by a small team of volunteers and slowly over time, a subset of paid employees are brought into the team. With respect to paid employment, there are two models: One is “full-time employee” and other is “paid-per-program” member. Financials and processes are put in place to choose the right model for employment on a case-by-case basis.

CONCLUSION

In the beginning of this report, we mentioned that the purpose of this Impact Measurement is two-fold: one is to see if the objectives laid down are met using valid data and the other is to identify areas of improvement and bring about changes in the programs and offerings.

The objectives were clearly stated in the beginning along with offerings and programs that have been designed to achieve the objectives. In simple terms, the approach is to inspire and enable teachers through the INSPIRE teacher training, and the skills and training that teachers received percolate down to developing a Holistic growth in students and promote a Conscious Learning Environment in Schools.

When we look at this report, there is an overall general feeling that the objectives and principles of the INSPIRE teacher training program have been successfully achieved. This is clear from both the Principals Survey as well as from Teachers Feedback: The teachers are inspired, they feel motivated and empowered to utilize the tools, methods and syllabus in their classrooms. The feedback and data received from both principals and teachers clearly show that:

1. More Teachers want to participate in INSPIRE teacher training program
2. More Schools want to try Conscious Living Curriculum for their students

Insights and Learnings

The training team has been busy conducting INSPIRE training programs continuously with almost back-to-back training sessions. While working in the field, several areas of improvement and learnings emerged and were identified. The following lists the major items of Insights and Learnings that have emerged till now.

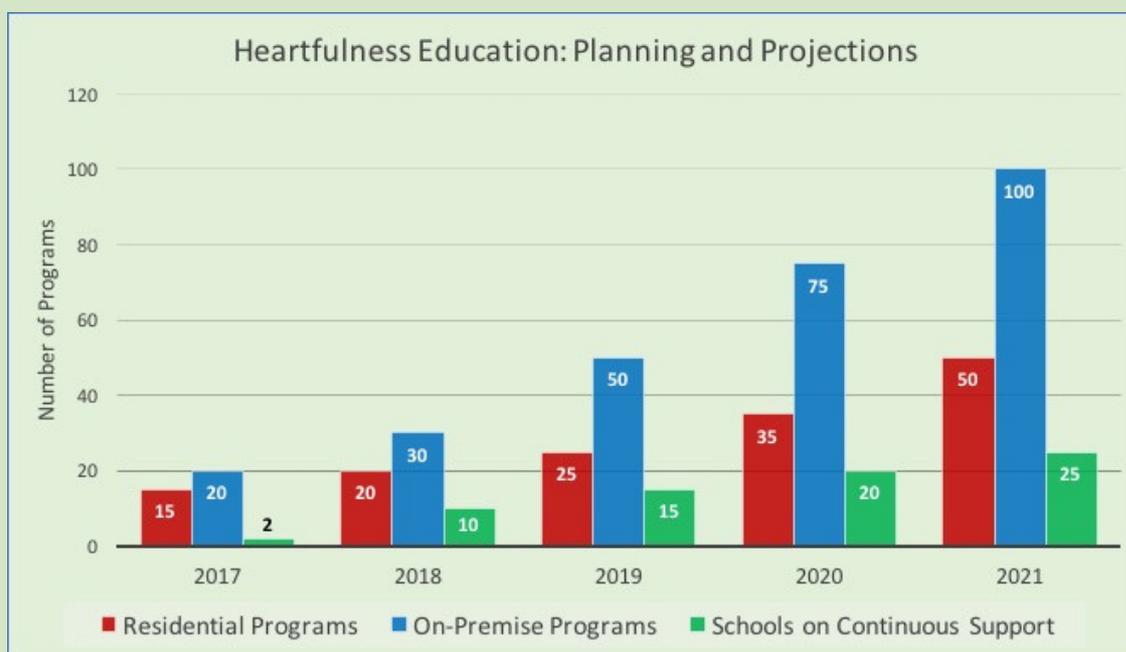
- *Continuous Support System: Follow-up with teachers is essential. The teachers take so much effort, register for our program, take time from their busy schedule and come and stay with us for 3 days at our Heartfulness centers to attend the INSPIRE program. It is essential that an effective follow-up model is put up for the participants, in helping them with tools and techniques on an on-going basis.*
- *Need for Scale: The demand for INSPIRE training program is huge. This was observed for teachers in both the government sector as well as the private sectors. There is an immediate demand to offer the INSPIRE training program to all government teachers and Anganwadi teachers in more than 10 districts of Andhra Pradesh and this is available with a government order. The training team has to scale its capabilities to satisfy these demands.*
- *Residential versus On-Premise programs: Both these models have been successful in their own respect and it is necessary that the planning team implements both these models with equal ease and flexibility. A fair distribution between these two models is vital for the overall success of meeting our original objectives.*
- *Conscious Living Syllabus: While laying out the objectives, it was mentioned that the offerings include programs for teachers as well as students and it is the training programs for teachers and Conscious Living syllabus for student. Efforts have to be taken to roll-out the Conscious Living syllabus to more schools and the impact of the same has to be studied. As of now, this impact does not stand out.*
- *Impact on Students and Parents: The impact of the training program for teachers must reflect on their students and this has to be felt by the parents. The effect of Heartfulness Tools and Conscious Living syllabus has to be understood by directly talking with students and their parents, which is yet to be done.*

- *Feedback from Principals: Lot of effort has been taken both from our side as well as from the Principals end who took time to give candid feedback for improvement and this is listed in this document. This set of feedback, as received from the Principals, have to be analysed, prioritized and taken up for implementation.*
- *Online Courses: Apart from training programs and continuous support, it was felt that the engagement with teachers can be supplemented effectively with a series of Online Courses. The plan is to develop a set of 4 courses which can be rolled out online to teachers who have already attended the INSPIRE program on a per-quarter basis. The CORE training team is in the process of developing content for the same.*
- *Improve Impact Measurement Tools: Most of the impact is measured along the lines of soft-skills and subtler aspects of human development and growth and such skills are difficult to measure with hard-data. A more comprehensive measuring tool has to be developed that can touch these soft elements of character traits and improvements.*

WHAT NEXT

The efforts that have been put in till now have yielded very good results and a lot of learnings along the way has paved the way for finer refinement of the programs and given a better clarity into the objectives and the approaches to achieving the same. Given the positive feedback and the lessons learnt, the leadership team of the Heartfulness Education group have very high aspirations and our conviction to expand and scale further has become stronger. Scaling and Expansion in all aspects like CORE team expansion, approaching more schools, conducting more INSPIRE programs have been evaluated after proper planning and the projected numbers are shown here below.

| Year | Residential Programs | On-Premise Programs | Schools on Continuous Support | CORE Team Size | Teachers Inspired |
|--------------|----------------------|---------------------|-------------------------------|----------------|-------------------|
| 2017 | 15 | 20 | 2 | 12 | 3500 |
| 2018 | 20 | 30 | 10 | 30 | 5000 |
| 2019 | 25 | 50 | 15 | 30 | 7500 |
| 2020 | 35 | 75 | 20 | 50 | 11000 |
| 2021 | 50 | 100 | 25 | 50 | 15000 |
| TOTAL | 145 | 275 | 72 | 50 | 42000 |



NEED FOR PRIVATE FUNDING

When we look at the Indian School Education system from a financial angle, huge variations and disparities can be observed. There are very expensive private schools, affordable private schools, and low-income private schools as well. Then comes the government schools where the pay for teachers is quite competitive but the quality of classrooms is below par. There are then the Anganwadi teachers who are managed at a very low budget model. The disparities seen in the salaries of teachers itself is very clear and visible. These disparities and variations in salaries are due to various reasons: based on Degrees or Certification, based on Experience, based on cities / towns and even based on Gender. A rough table based on market study in the variations in salaries is shown below. (Note: Taken from <http://www.naukrihub.com/salary-in-india/teacher.html>)

| Reason for Variation | | Annual Salary Variation | |
|-------------------------|-----------------------|---------------------------|---------------------------|
| | | Primary School Teacher | High School Teacher |
| Years of Experience | Less than a year | INR 59,516 – INR 232,699 | INR 66,000 – INR 368,671 |
| | 20 years and more | INR 180,000 – INR 268,584 | INR 174,445 – INR 760,256 |
| Degree or Certification | Bachelor's degree | INR 69,996 – INR 289,617 | INR 94,020 – INR 596,993 |
| | Teacher Certification | INR 71,353 – INR 300,607 | INR 71,952 – INR 471,049 |
| Based on Cities | Kolkata, West Bengal | INR 48,322 – INR 147,681 | INR 66,000 – INR 393,054 |
| | Mumbai, Maharashtra | INR 84,000 – INR 310,106 | INR 119,358 – INR 618,252 |
| Based on Gender | Male | INR 144,643 – INR 181,514 | INR 74,696 – INR 528,506 |
| | Female | INR 61,723 – INR 263,816 | INR 95,168 – INR 386,671 |

The main point we want to drive here is that while it is possible for a very small subset of schools to sponsor our Teacher Training programs, its reach will be very limited. If we want to have a large reach of the broad spectrum of teachers across the country, the only way to achieve this is by offering our Teacher Training programs for Free. All the Heartfulness program offerings have been offered free of charge as a policy by the organization itself so that it can reach the masses without any disparities due to financial limitations.

However, for all the programs we did and are planning to do in a much larger scale, there is a real need for some source of private funding. There are two fundamental sources of expenses: one is the fixed cost of hiring a subset of the CORE trainers and the support team and the other is the program cost, which happens on a per-program basis. It is essential that recurring sources of funding are identified and enabled at the very earliest so that the momentum gained in conducting these various programs can continue and scale up and create impact that it is promising to deliver.



Heartfulness
Education Trust
From Wonder,
Wisdom

*"A mediocre teacher tells,
A good teacher explains,
A superior teacher demonstrates,
A great teacher inspires."*

-William Arthur Ward

Heartfulness
Through meditation, inspiration



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