



CENTRE FOR MINDFULNESS®

Prospectus



Globally Accredited Mindfulness Teacher Training Course

2023 - India



mindful
DIRECTORY
PARTNER ORGANIZATION
mindfuldirectory.org


INTERNATIONAL
MINDFULNESS
TEACHERS ASSOCIATION



Mindfulness Teacher Training Prospectus
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Mindful Eating



ABOUT US

Centre for Mindfulness (Singapore), established in 2015, is an **accredited Mindfulness Training Provider** and a specialised centre for Mindfulness Teaching and Training. We are accredited by the International Mindfulness Teachers Association (IMTA). The Centre provides neuroscience and evidence-based mindfulness to industries, corporations, schools, and individuals through training, research, and education.

Modern research and our own experiences demonstrate that a little practice of Mindfulness on a daily basis can significantly reduce stress, increase happiness and enhance self-awareness. These findings and experiences inspired the birth of the Centre for Mindfulness to teach secular mindfulness to all audiences.

WHAT WE DO

Our Vision

To enhance the wellbeing of communities and organizations through Mindfulness.

Our Mission

We teach Mindfulness as a secular and evidence-based practice to Organisations, Schools, and Individuals through professional training and education.

WE EMPOWER
INDIVIDUALS TO BE
AND ENHANCE
THEIR WELLBEING,
QUALITY OF LIFE,
AND PERFORMANCE.

MINDFULNESS

Mindfulness is the art and science of living in the present moment without losing focus on the future. It can be presented in a nutshell as the practice and disposition of Awareness, Attention, and Acceptance. Dr Jon Kabat-Zinn, the founder of secular Mindfulness defines Mindfulness as "paying attention in a particular way: on purpose, in the present moment, and non-judgmentally". Consistent practice of Mindfulness allows us to be self-aware while we go about the affairs of our lives.



Testimonials

...it was worthwhile as there was a wealth of valuable knowledge and practices shared. It got me to understand what Mindfulness means, and how to be more Mindful and its benefits. The amount of assessments was sometimes surprising as it never stops. It has been a Big step forwards into my journey of Mindfulness. I can recommend this course, because they teach you all aspects of Mindfulness, and both the teachers are very open-minded and very helpful in every way. - Inge Freeth

The MTT training at CFM, far surpassed my expectations. I have learnt so much and feel a definite shift in my outlook and daily behaviour.

Dr Sunita Rai and Mr Kathirasan are both extremely knowledgeable and experienced in the field. I am impressed with their professionalism, dedication, and commitment. Mostly, I am impressed with their sense of humility and down to earth approach in delivery and style, embodying both deep insight and wisdom.

The content and planning of the curriculum leading up to the practicum is systematic, well organised and consistent. Hence it was easy to follow the class and reading materials provided. It is evident an immense amount of design and planning went into creating the content, structure and flow of the various modules and topics. - Devi Mirchandani

It's a great course! You will learn a lot about the theory of mindfulness, its history and philosophical foundations, the benefits of the practice and the latest research findings in this area - which will give you the knowledge and theoretical basis for the practices. You will also learn about the competencies of a mindfulness teacher, how to design different mindfulness-based programmes and will have the opportunity to practice the techniques under the supervision of the teachers... Sunita and Kathir have vast knowledge and years of practice and are incredibly loving and understanding. I'm very grateful to them. I got much more from the course than I expected. I highly recommend it. - Bia Burin

I enjoyed the entire process of the training and certification. It provided many opportunities to ground myself as a practitioner and the aspects that I appreciated the most were: (1) the clarity and distinctions about secular mindfulness & (2) the intentions and attitudes of being a mindfulness practitioner and coach. To anyone who is working with culturally diverse teams, and exploring taking on mindfulness as a practice, this is a certification programme that will enhance your growth and development. - Michelle Ow



... turned out to be a life changer for me. By wisely combining theoretical teaching and practical exercises it has allowed me to deepen my understanding of the origins of Mindfulness... As teachers Kathir and Sunita are truly embodying all the values of Mindfulness and are what make this teacher training unique... I highly recommend it! - Denoual Manuel

The teacher training course has deeply engaged me as it's an excellent mix of theoretical knowledge and frameworks, as well as the opportunities for the practical application / hands-on teaching and improvisation. The course format has also been designed well ... and group and individual practicum requirements have honed my skills and confidence in my ability to hold a group environment and informed me well of the core competencies that a Mindfulness Teacher needs to display. - Bhuvaneswari

I was impressed by this particular teacher certification program as it offered authentic accreditation in secular mindfulness, including the following dimensions: psychological, philosophical and professional teachings...both Kathir and Sunita were highly skilled professionals with diverse educational and personal backgrounds. In addition, they were compassionate and caring towards each member of our group. This combination allowed for a nicely balanced training environment involving experiential, didactic and practical teachings. I appreciated the fact that we engaged in practical training from the first session and found the content and theory of classes, as well as the readings, appropriate and thought-provoking. Overall this program provided an exceeding quality of training and is highly recommended for future trainees. - Lisa Sanders

... it was truly enlightening. It was a personal development as much as it is a professional one. I benefited from it as a professional in my counselling work but more importantly, I benefited from it as a person, as a human being. I am grateful to have embarked on this journey with CFM. - Nicole Lum

Dr. Sunita and Kathir, besides being immensely knowledgeable and accomplished in their professional and educational backgrounds, their grace and simple humanity reflected that they truly embody what they teach... training course was an apt combination of didactic teachings, experiential learning, practical application and improvisations supported by very insightful and appropriate weekly readings. In a nutshell, if you are looking for an excellent, well-rounded, secular, accredited Mindfulness teacher training program, I highly recommend this! - Dr Priya Fafat



257 - hour Mindfulness Teacher Training

This is a globally accredited Mindfulness Teacher Certification Course, registered with and accredited by the International Mindfulness Teachers Association (IMTA). **Graduates of this course will be eligible to receive a personal credential as a Certified Mindfulness Teacher - Professional Level (CMT-P).** This credential will serve graduates for employment purposes and is the standard in the field.



12 months

This year-long program provides training, coaching, and supervision to those wishing to:

1. incorporate mindfulness into their profession and to teach mindfulness with individuals, groups, communities, or organisations; and
2. design and teach a 8 week evidence-based mindfulness course to diverse audiences.

Successful completion of this program provides a document of completion as a Certified Mindfulness Teacher and Facilitator.



Programme Goals

- To expand the availability of secular mindfulness training globally by training qualified individuals as mindfulness teachers and facilitators
- To provide participants with training and standards in teaching, designing and facilitating mindfulness programs
- To promote secular mindfulness as a means to enhance wellbeing and inspire purposeful living
- To teach mindfulness skills and practices for workshops with individuals, groups, communities, organisations and others
- To support participants in embodying mindfulness and facilitating their personal understanding and practice of secular mindfulness
- To create a global community of certified and qualified mindfulness teachers and facilitators



Awareness of Breath



Learning Outcomes

You will be able to:

- Lead mindfulness classes for diverse populations, which you are familiar with or desire to share, such as corporate/business settings or educational settings.
- Lead mindfulness coaching classes for individuals
- Lecture or deliver a talk for the public, a professional community or people in your field
- Demonstrate competence in teaching, designing and facilitating mindfulness-based courses and workshops
- Articulate the professional and ethical standards of adherence for a mindfulness teacher
- Articulate and demonstrate relevant teaching skills including clear instructions, creating positive group learning environment, creating safety, managing challenges and difficulties of self and participants and being flexible in curriculum delivery.
- Demonstrate good relational skills when teaching and with fellow teachers.
- Demonstrate the ability to develop customised curriculum by target audiences, organising and evaluating teaching materials for individual and group settings.
- Demonstrate competence in understanding the theoretical knowledge of Mindfulness, experiential learning, relevant qualities and attitudes of a teacher
- Demonstrate responsive and flexible pacing to cover an appropriate curriculum, as well as holding a group learning environment and managing challenges and difficulties.



Why People Choose To Attend Our Mindfulness Teacher Training?

- Accredited programme by the International Mindfulness Teachers Association
- One of few training programmes across the globe that includes cultural adaptation for Global and Asian audiences
- Learn to teach research, evidence-based and secular Mindfulness to all audiences, and not limited to people with clinical needs such as Stress, Depression, Anxiety etc.
- An intensive and comprehensive 257 hour programme
- The programme is designed based on the mindfulness teacher competencies of the Universities of Bangor, Exeter and Oxford (MBI-TAC).
- Develop facilitation skills unique to Mindfulness for leading groups and individual coaching
- Learn to integrate mindfulness into other professional disciplines

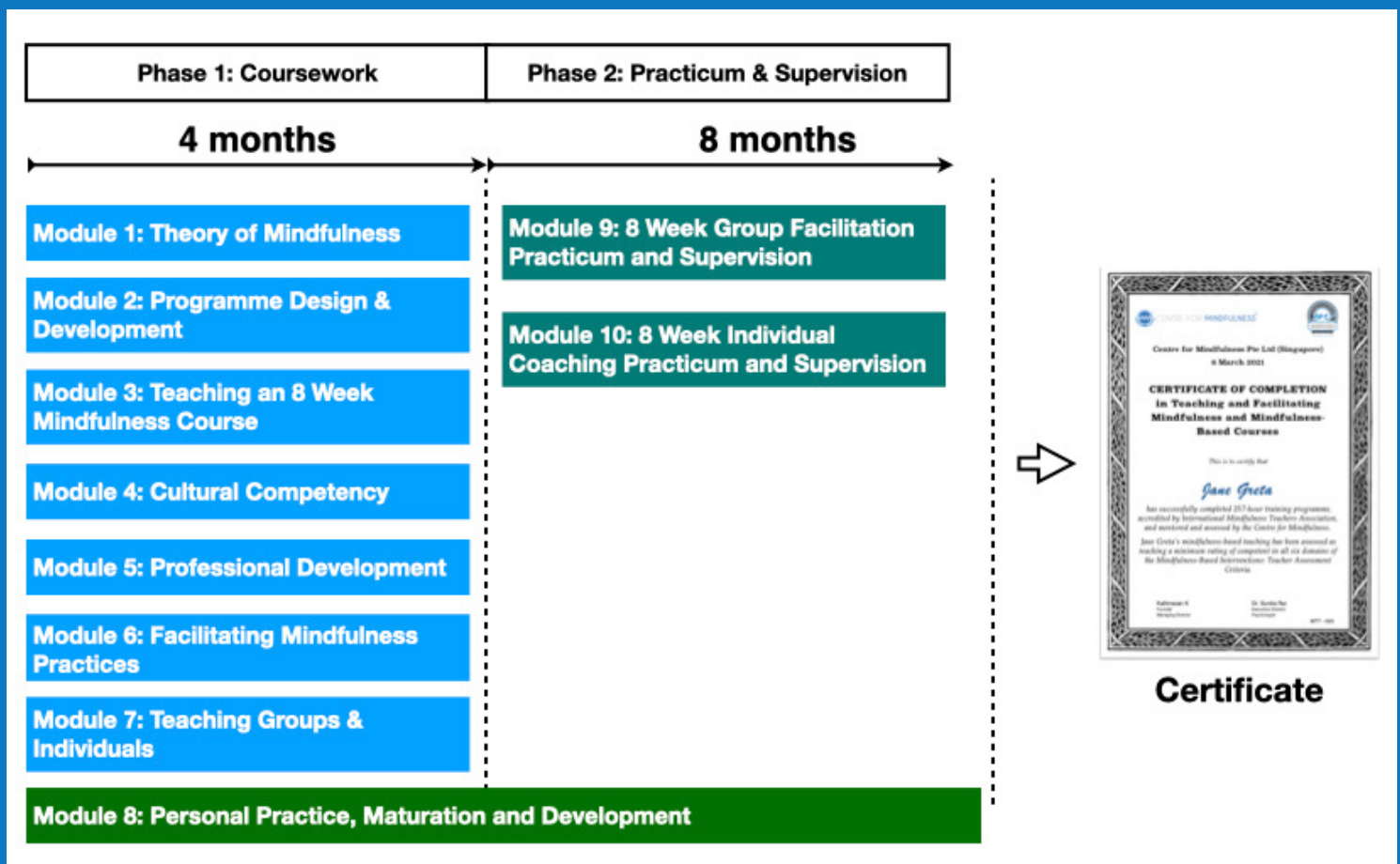




Certification as a Mindfulness Teacher (CMT-P)

- Upon completion of all modules and assessments, trainees are issued with a CERTIFICATE OF COMPLETION in Teaching and Facilitating Mindfulness which can be submitted to International Mindfulness Teachers Association (IMTA) to register as an **CMT-P (Certified Mindfulness Teacher - Professional)**.
- For more information on CMT-P requirements of IMTA, please visit this link: www.imta.org.

Certification Pathway





1) Pathway

Pre-requisites:

- A minimum of 2 years regular mindfulness meditation practice
- Attended an 8 Week Mindfulness Based Course like the MBWE, MBSR, MBCT etc which should include the Day of Mindfulness/Silent retreat
- Attended a 5-day or longer mindfulness meditation retreat with a qualified instructor, during or before the completion of this Course
- Proficiency in the English language

WHY ARE THERE PRE-REQUISITES?

Mindfulness is not a soft skill or a technical skill. It is more of a foundational life skill.

These pre-requisites help the trainee teacher be aware of the experience of mindfulness before she embarks on the journey of learning to teach it.



Phase 1: Coursework

Trainees would need to complete a total of 7 modules in this Phase.

Phase 2: Practice, Practicum & Supervision

Trainees would need to complete a total of 3 modules in this Phase.

Both Phases 1 and 2 must be completed within 12 months from the start of the course.

"Meditation is the only intentional, systematic human activity which at bottom is about not trying to improve yourself or get anywhere else, but simply to realize where you already are." - Jon Kabat-Zinn



2) Mode of Delivery

01

Virtual Class: All modules will be taught through virtual classrooms.

02

Self-Directed Learning: Modules 1 to 8 would also contain a student-directed learning component.





3) Textbooks*

01

Full Catastrophe Living *by Jon Kabat-Zinn*

02

Wherever You Go, There You Are *by Jon Kabat-Zinn*

03

Positive Psychology: Theory, Research and Applications *by Ilona Boniwell and Aneta D. Tunariu*

04

The Mindfulness Solution *by Ronald D. Siegel*

05

The Mindfulness Teaching Guide *by Rob Brandsma*

06

Introducing Mindfulness-Based Wellbeing Enhancement *by Kathirasan K & Sunita Rai*

** textbooks are included in the course fees*





4) Course Fee (Indian Rupees*)

The fee is split into two Phases.

Phases	Standard Fee	Payment Schedule
Phase 1	INR 269,600	Payable in 4 instalments of INR 67,400
Phase 2	INR 67,400	To be paid one month before commencing Phase 2.

** Course fee includes all textbooks and reading materials. It excludes associated costs for conducting practicum.*





5) Application Process

Submit the non-refundable application fee of INR 999 via our [website](#) and submit the following documents via email to admin@centreformindfulness.sg :

1. Application fee payment receipt
2. Updated resume
3. Certificate of Completion or a verification letter as an evidence of completion of an 8 week mindfulness class and the 5 day retreat.
4. a 100 to 200 word personal statement about your intentions to join this programme

Sitting Meditation





Course Curriculum

Module 1: Theory of Mindfulness

The Module 1, Theory of Mindfulness, presents the foundations of Mindfulness practices and its overview. This module is critical to the effectiveness of Mindfulness teachers as it empowers them with sufficient depth to explain the unique features of Mindfulness and how Mindfulness works.

The Module will cover the following broad topics:

- Definitions of Mindfulness
- History of Mindfulness & Meditation
- Difference between Secular & Religious Mindfulness
- Components & Mechanisms of Mindfulness
- Research Evidence for Mindfulness
- Measuring Mindfulness
- Mindfulness & Positive Psychology
- Critiques of Mindfulness

Assessment

- Attendance and participation
- Completion of an Essay
- 1 x Multiple Choice Assessment



Module 2: Program Design and Development

The Module 2, Program Design and Development, would teach trainees how to design an effective Mindfulness class for diverse audiences. Trainees will learn to use a clear structure to assess specific training needs and thereafter design an effective Mindfulness curriculum for intended audiences.

The Module will cover the following topics:

- Defining Mindfulness-Based Programs (MBPs)
- Design Criteria of an Effective MBP
- Types of MBPs
- Designing a One-on-One Programme
- Designing a Group Programme

Assessment

- Attendance and participation
- Design of a mindfulness curriculum
- 1 x Multiple Choice Assessment

Module 3: Teaching an 8 Week Mindfulness Course

The Module 3, Teaching an 8 Week Mindfulness Course, would present how to teach Mindfulness through an evidence-based approach to all audiences, not limiting to populations with clinical needs. Trainees will learn an MBP called the Mindfulness-Based Wellbeing Enhancement (MBWE), which is a hybrid of Mindfulness Based-Stress Reduction (MBSR) and Mindfulness Based-Cognitive Therapy (MBCT), integrated with the intentions of Positive Psychology.

The Module will cover the following topics:

- Conducting a 8 Week Programme
- Materials for a 8 Week Programme: Participants & Teachers
- 8 Week Programme: Mindfulness-Based Wellbeing Enhancement (MBWE)
- MBWE as an Integration of MBSR and MBCT Protocols

Assessment

- Attendance and participation
- 1 x Multiple Choice Assessment



Module 4: Cultural Competency

In this module, trainees will be presented the implicit cultural biases in the first generation of MBPs that may pose challenges in facilitating MBPs in different cultures. Teachers will learn about Hofstede's Cultural Dimensions and how to use the model in adapting MBPs for different cultures.

The Module will cover the following topics:

- Definitions and Cultural dimensions
- Theories of Human Nature: Suffering and Happiness
- Diversity issues in the mindfulness field
- Working with diverse populations, cross-cultural issues
- Professional Ethics for Teachers (Part 1)
- Accessibility of language, and presentation, removing barriers

Assessment

- Attendance and participation
- 1 x Multiple Choice Assessment

Module 5: Professional Development

In this module, trainees will explore the ethical foundations that guide MBPs such that the risk of harm is reduced or mitigated. Trainees will learn how to reduce risk and also market themselves in an ethically responsible manner as they aspire to create livelihood as a Mindfulness Teacher.

The Module will cover the following topics:

- Professional Ethics for Teachers (Part 2)
- Bringing mindfulness into institutions
- Critiques of First Generation MBPs: MBSR and MBCT
- Financial issues in mindfulness facilitation as a career path
- Marketing & Creating livelihood

Assessment

- Attendance and participation
- A 10 minute presentation



Module 6: Facilitating Mindfulness Practices

In this module, trainees will learn how to facilitate and guide various Mindfulness practices. They will learn the process of generating insights through skilful inquiry with each of the Mindfulness practices. Teachers will also learn how to conduct didactic segments and how it aids the generation of insights.

The Module will cover the following topics:

- Tools for a Mindfulness Teacher
- Introducing the Mindfulness-Based Interventions: Teaching Assessment Criteria (MBI:TAC)
- Pedagogy: Instruction, the Process of Inquiry & Insights
- Formal and Informal Mindfulness Practices and Exercises
- Didactic Segments including stress theories, brain neuroscience etc

Assessment

- Attendance and participation
- Supervisor Feedback on Demonstrations
- Peer Feedback on Demonstrations
- 1 x Multiple Choice Assessment

Module 7: Teaching Groups & Individuals

In this module, trainees will learn how to facilitate learning in groups and one-on-one sessions. Trainees will be exposed to various facilitation methods and tools that can aid learning in MBPs and shorter workshops.

The Module will cover the following topics:

- Revisiting the Engagement Process
- Facilitation Process
- Facilitation Tools

Assessment

- Attendance and participation
- Supervisor Feedback on Demonstrations
- Peer Feedback on Demonstrations
- 1 x Multiple Choice Assessment



Module 8: Personal Practice, Maturation and Development

In this module, trainees gather monthly to learn from each other as they facilitate Mindfulness Practices. Supervisors and peers will give progressive feedback to every trainee after each practice. Apart from these monthly sessions, trainees are expected to continue and sustain their daily practice.

Assessment

- Attendance and participation
- Supervisor Feedback on the Facilitation of Mindfulness Practices
- Peer Feedback on the Facilitation of Mindfulness Practices

Module 9 and 10: 8 Week Facilitation Practicum and Supervision - Group and Individual

Trainees will begin their practicum work after obtaining a pass mark for all the assessments for Modules 1 to 7. The practicum must consist of:

1. Module 9: 8 Week Group Practicum and Supervision: an 8 week Mindfulness-Based Wellbeing Enhancement (MBWE) workshop for a group, &
2. Module 10: 8 Week Individual Practicum and Supervision: an 8 week one-one-one Mindfulness-Based Wellbeing Enhancement (MBWE) coaching session.

Upon completion of the practicum experience, the trainee is required to complete a 2000 to 3000 word paper outlining their teaching experience. A pass, fail or merit grade will be assigned for this paper by the Supervisor(s) based on the standard of the Final Paper.

Assessment

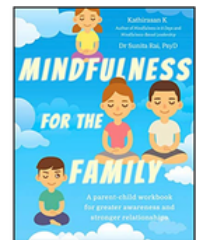
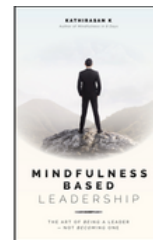
- Participant evaluations
- Two practicum reports
- Video and Audio recording
- Supervision reports
- Final paper



Faculty



Dr. Kathirasan K (CMT-P, PhD)
Managing Director & Founder
Certified Mindfulness Teacher
Mindfulness Supervisor
Executive Coach
Keynote Speaker
Author



Dr. Kathirasan (Kathir) has been teaching contemplative and mindfulness practices since 2008. He has practised mindfulness for more than 20 years, since 1999. He is a Certified Mindfulness Teacher - Professional (CMT-P), and a Qualified Supervising Teacher of the International Mindfulness Teachers Association (IMTA). He has the ability to contextualise Mindfulness within any culture and in the areas of education, leadership, teaching, learning, personal development, coaching, counselling, career development and stress management. Kathir brings over 25 years of working experience as a Leader, Project Manager and OD Consultant. He has a penchant for big picture thinking and has the ability to integrate diverse systems for organisational success as a Leadership and OD Consultant.

He is the author of three books on Mindfulness and is also a lecturer, keynote speaker, facilitator and coach. He has taught mindfulness to diverse populations across the globe over the last decade.

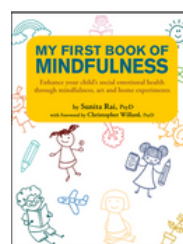
Kathir has Doctor of Philosophy (Phd) in Yoga Philosophy & Meditation, Master of Business Administration (MBA), and is a Certified Mindfulness Teacher (CMT-P), Certified Marshall Goldsmith Executive and Team Coach, Certified Trait Assessor, and Accredited Belbin Team Roles Consultant amongst his many qualifications.



Faculty



Dr. Sunita Rai (CMT-P, PsyD)
Executive Director
Certified Mindfulness Teacher
Mindfulness Psychologist
Wellbeing Coach
Keynote Speaker
Author



Dr. Sunita has been practicing mindfulness since 2009. She uses her unique ability to incorporate psychology and mindfulness into an integrated practice when conducting workshops and in her psychotherapy services. She co-develops curriculums at the Centre for Mindfulness using approaches from mindfulness, psychology and wellbeing perspectives. In her doctorate research on wellbeing, she had utilised mindfulness as a part of a unique wellbeing model which she developed. She relies on research evidence and her own experience in teaching mindfulness rather than following fad. Sunita has over 25 years of experience in local and regional marketing; corporate training and staff development; psychotherapy and counselling; education; mindfulness; and wellbeing amongst others.

She is the author of two books on Mindfulness and is also a clinical psychologist, supervisor, psychotherapist, wellbeing coach, lecturer, keynote speaker, and facilitator. She has taught psychology, counselling and mindfulness to diverse populations across the globe.

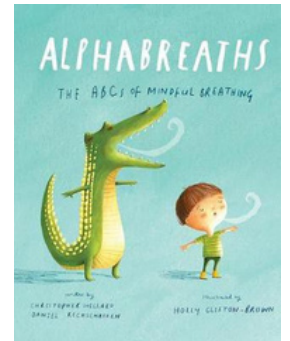
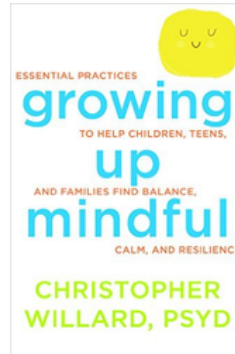
Sunita has Doctor of Psychology (Group Psychotherapy), Master of Social Science (Counselling), Bachelor of Arts in Psychology, Bachelor of Business in Business Administration with Merit and is a Certified Mindfulness Teacher (CMT-P), Certified Trait Assessor and Certified Facilitator of the Appreciation at Work™ amongst her many qualifications.



Guest Faculty



Dr. Christopher Willard (PsyD)
Adjunct Lecturer



Dr. Christopher (Psy. D.) is a clinical psychologist, author and consultant based in Massachusetts. He has been practicing meditation for 20 years, and has led hundreds of workshops around the world.

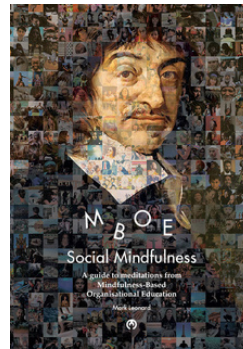
He has been invited to more than two dozen countries to speak, and has presented at two TEDx events. He is the author of eighteen books, including Alfabreaths (2019), Growing Up Mindful (2016) and The In Between Book. (2020).

His thoughts on mental health have been featured in The New York Times, The Washington Post, mindful.org, cnn.com, and elsewhere. He teaches at Harvard Medical School.

Guest Faculty



Mark Leonard
Adjunct Lecturer



Mark is a leading innovator in the mindfulness movement, applying mindfulness to culture change in organisations. His background is sustainable management of fisheries resources and waste. He came to the conclusions that sustainability had to start with organisational change and that mindfulness provided the key.

He played a key role in establishing the Oxford Mindfulness Centre and adapted the clinical, evidence-based approach to a short course for the workplace using the best-selling self-help book, *Mindfulness: A practical guide to finding peace in a frantic world*, by Professor Mark Williams and Dr Danny Penman. This experience led to the realisation that the benefits of mindfulness could be combined with an interactive training to release the power of collective intelligence in teams and organisations. This insight provided the rationale for a new 'social mindfulness' programme, Mindfulness-based Organisational Education (MBOE), which was successfully trialled with Nation Health Service hospital staff in the UK. He is the author of the book *Social Mindfulness: A Guide to Meditations from MBOE*.



Guest Faculty



Dr. Rachel Lilley (PhD)
Adjunct Lecturer

Dr. Rachel has developed world leading research on decision making, mindfulness and behavioural insights working with government and policy leaders in the Welsh and UK Government. She has over 20 years' experience working on environmental, social, individual and organisational change.

She has worked intensively with the Welsh Government developing and delivering innovative approaches to project and organisational development using behaviour change and mindfulness. Her work has been described as 'radical' by the Welsh First Minister Mark Drakeford. She is an expert behaviour change consultant and has pioneered a programme which builds capacities for understanding and delivering behaviour change and working with complexity. Her mindfulness based behavioural insights and decision making course builds capacities of attention, emotion and cognition improves decision making, collaboration and creativity whilst also mitigating bias. Rachel has worked with leaders and teams from across the public and private sector. She has published numerous papers in the field of mindfulness.



Frequently Asked Questions

- **Why is the course so long (1 year)? I have seen shorter courses of a few days to certify a teacher.**

Mindfulness teachers are more effective when they have a good grounding on theory, practice and supervision. We encourage all teachers to invest in their lifelong journey through continuous learning beyond the 1 year. Most short courses on Mindfulness Teacher Training do not comply with global certification standards.

- **What if I decide to drop out of the course after commencing it?**

You can choose to drop out anytime during the course however no refunds will be provided.

- **What if I decide to stop after phase 1? Do I need to pay for phase 2?**

No, you do not need to pay the fees for Phase 2 should you decide not to continue the course after Phase 1. After the satisfactory completion of Phase 1, you will receive a formal letter to reflect your status in the course.

- **Do I need to source for my own participants for the group and individual coaching for the practicum modules?**

Yes, you need to gather your own group and individuals for the practicum. You have freedom to choose your own participants.

- **Why do I need to be supervised?**

Unlike other types of supervision that you may have experienced, supervision for mindfulness teachers focuses on your personal mindfulness practice, insights, how they impact your students and your life, and facilitation and teaching. Supervision includes one or more of the following: live, on-the-spot teaching practice and feedback, inquiry around issues arising in your teaching, discussion based on video recorded sessions and discussion about your personal practice. Supervision is therefore important for your growth and maturation to bring embodied presence into your mindfulness teaching.

- **How do you check if I have been practicing daily?**

You would need to declare this in writing and we trust your words in good faith.



- **Why do I need to attend a 8 week mindfulness course before signing up for the MTT?**

This is one of the requirement of the IMTA standards. The deeper reason for this is that you have been introduced to Mindfulness practices from an evidence-based programme and familiar with the practices.

- **Can I attend the mindfulness retreat while undergoing the one year training as I have not yet attended any retreat?**

Yes, you can. You would need to state this in writing to us when you apply for the course.

- **What is the minimum score to pass?**

It depends on each of the modules. The passing mark for Multiple Choice Assessments is 80%. For written assessments, the grading is either a Pass or a Fail. For the practicum, you need to achieve a minimum level of 'Competent' in the 6 domains of competence as defined by the MBI:TAC.

- **What happens when I fail an assessment?**

You will be coached and offered another opportunity for a re-assessment.

- **What happens if I do not meet the competency standards in the practicum?**

You would be coached and given the opportunity to repeat the Practicum Modules with an additional Supervision fee of 55,000 INR.

- **How competitive is your fees?**

We have benchmarked our fees based on local and global market standards. The fees will continue to be revised with inflation and other market forces from time to time.

- **Are there any specific requirement with regards to my wellbeing to be able to attend this course? For example, if I have a chronic illness etc?**

There is no specific requirement that would exclude you from being a trainee teacher, except when you have been specifically dissuaded, barred or discouraged from taking on any learning and teaching endeavours by a qualified health care professional.



CONTACT US



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www.centreformindfulness.in



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