



REGULAR COURSES

FOR FISCAL YEAR 2024/2025

(BATCH 1)

5 - 30 AUGUST 2024
SEAMEO RECSAM, PENANG, MALAYSIA

COURSE INFORMATION

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REGULAR COURSES FOR FISCAL YEAR 2024/2025 (Batch 1)**5 - 30 August 2024****COURSES INFORMATION**

Course Code	Course Title	No. of Scholarships Offered per Country	Duration of Course
RC-PS-149-1	Integrating Digital Technologies and Web-Resources in Primary Science Classroom	2	5 – 30 Aug 2024
RC-PM-149-2	Developing Primary Students' Mathematical Thinking through Problem Solving	2	5 – 30 Aug 2024

IMPORTANT DATES**for Regular Courses for Fiscal Year 2024/2025 (Batch 1)**

Date	Action
18 June 2024	Deadline to receive nominations from Ministries of Education
4 July 2024	Deadline to receive confirmation of participation, passport and medical report
5 Aug 2024	Course commences
30 Aug 2024	Course ends



**SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANIZATION
REGIONAL CENTRE FOR EDUCATION IN SCIENCE AND
MATHEMATICS**

Jalan Sultan Azlan Shah, 11700 Gelugor, Penang, Malaysia
Telephone: 604-6522700 Fax: 604-6522737
Website: <http://www.recsam.edu.my/>

1.0 QUALIFICATIONS

1.1 The **qualifications** required for the course participants are described in the annexures of different courses (refer to item 4.0). Please follow required qualifications strictly in your selection of participants. This would maximise impact of the courses and the nominated participants are expected to carry out multiplier effect training upon return to their country.

1.2 The selected participants must be in good health both physically and mentally. They should be certified medically fit to qualify for the course and should not be more than 50 years of age (applicants must submit **medical form** upon our notification of successful selection).

1.3 Due to the nature of the course which involves travels, outdoor learning and field trips, pregnant nominees **will NOT be considered** for the course.

1.4 Applicants should also submit copy of the **passport** (front page) together with the application. Applicants who do not have a passport at the time of application are required to submit this document **two weeks** after notification of successful selection.

1.5 Completed application form, scholar agreement, copy of passport and other relevant documents of the nominated candidates must be sent by **18 June 2024**. OR, a list of the names of potential nominees with the certified copy of their qualifications in Science/Mathematics must be sent.

1.6 Ministries of Education are encouraged to nominate at least **THREE CANDIDATES** for each course for selection purposes. SEAMEO RECSAM has the right to reject candidates that do not match the requirement of the course. Please notify us if your country is unable to fill the number of the scholarships specified. The vacant places may be offered to other member countries.

1.7 All participants must have at least a moderate knowledge of written and spoken English.

1.8 With regards to COVID-19, all participant should observe the travelling regulation of their own local government in addition to the SOP by National Security Council Malaysia, Ministry of Health Malaysia and Malaysia Immigration Department.

2.0 GENERAL INFORMATION

2.1 Insurance

Participants should secure their own personal accident insurance themselves throughout the duration of the course as SEAMEO RECSAM will not be responsible to cover personal insurance.

2.2 Other Expenses

SEAMEO RECSAM will NOT bear any other fees that may incur in preparation of the course such as passport fee, visa fee, exit fee, costs for medical checkup and etc.

2.3 Terms of Scholarships

Participants on scholarships will be provided with:

- i. Return economy class air-ticket **from nearest International Airport** from participant's work station. As soon as nominations are received and accepted, air-tickets will be dispatched to the respective Ministries of Education.

Attention: After the ticket is issued, any fee incurred by a participant due to last minute cancellation or replacement of participant, **should be borne by the Ministry of Education of that nominating country OR by the nominees themselves.** SEAMEO RECSAM will not bear the cost of air ticket or penalty charge or extra charge.

- ii. Airport transfer before and after the commencement of training courses

2.4 Accommodation, Food and Attire

Participants will be accommodated at SEAMEO RECSAM International House with food provided during the course. Food allowance will be reimbursed on occasions when meals are not catered. The rooms are of double occupancy with bathrooms attached. SEAMEO RECSAM has the right to allocate room-mates to the participants. All participants are expected to be formally dressed for classes, T- shirts and jeans are NOT allowed during class sessions. Participants should also wear proper attire while traveling to and from Malaysia.

2.5 Exit Permits and Entry Visas to Malaysia

Visa is **NOT required** for a stay of less than a month for nationals of ASEAN countries except Myanmar. The following is required to be done as early as possible:

- i. **Exit permit** for nominated participants must be obtained from their own Government; and
- ii. **Entry visa** for nominated participants into Malaysia must be obtained from the Malaysian Embassy in the participants' own country. SEAMEO RECSAM will send offer letter to help expedite the visa application process when participation of nominee is confirmed. *(Myanmar only)*
- iii. Please be advised that all participants traveling to Malaysia are required to complete the **Malaysian Digital Arrival Card (MDAC)** before their arrival. This mandatory procedure ensures adherence to immigration regulations and facilitates a seamless entry process into the country. Failure to comply with this requirement may lead to delays or inconvenience upon arrival. Please find below the QR code for MDAC registration;



2.6 Certificate Presentation Ceremony and Cultural Show

Participants are requested to bring along their **country's national costume** to be worn during the Certificate Presentation Ceremony and Cultural Show. There will be cultural performances by the participants during the ceremony at the end of the course. Please bring along necessary items to support this event.

2.7 Gifts Exchange

It is advisable that participants bring along own souvenirs to exchange among other participants.

3.0 Participants from SEAMEO MEMBER Countries on Fee-Paying Basis

The following are conditions for participants from SEAMEO Member Countries on fee-paying basis:

- i. They will also abide by the stipulations of the SEAMEO RECSAM Scholar Agreement and follow the requirements of the programme;
- ii. They are physically fit and meet the necessary qualifications to attend the course; and
- iii. They pay a minimum course fee which does NOT include airfare, medical expenses, insurance, and extension of visa fees. (For further enquiries, kindly write to Director, SEAMEO RECSAM, Jalan Sultan Azlan Shah, 11700 Gelugor, Penang, Malaysia, or email director@recsam.edu.my; Fax: +604-6522737).

4.0 COURSE DESCRIPTION

4.1 Course Code: RC-PS-149-1

Course Title: INTEGRATING DIGITAL TECHNOLOGIES AND WEB-RESOURCES IN PRIMARY SCIENCE CLASSROOM

Introduction:

Technology continually affects almost every area of our lives, resulting in constant shifts across all segments of our society which include the digital technology in education. In recent years digital technology and resources have transformed the way in which science education is conducted. Integration of digital technology in science teaching and learning can be taken to mean digital processing systems to enhance active learning, knowledge construction, inquiry, exploration, and remote communication between teachers and learners (Lang, Craig and Casey, 2016).

Rationale:

Integrating technology into classroom instruction means more than teaching basic computer skills and software programs in a separate computer class. Effective technology integration must happen across the curriculum in ways that research shows deepen and enhance the learning process (Ferrari, 2012). In particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world context.

Technology helps to change the student/teacher roles and relationships: students take responsibility for their learning outcomes, while teachers become guides and facilitators. Technology lends itself as the multidimensional tool that assists teaching and learning process (Wegerif, 2012). However, proper technology integration guides students towards greater understanding of all concepts covered in science class (McLeod, 2015).

As new and emerging digital technologies transform the landscape of education, the possibilities for learning and discovery grow exponentially. The integration of technology in secondary science teaching is still challenging for most teachers in secondary school, even though there has been a historical growth of Internet access and available educational technology tools in schools. Many secondary science teachers have not incorporated technology into their teaching for various reasons, such as lack of knowledge of technology, time, support, and policy.

Today's classrooms are increasingly faced with technologically savvy students, and teachers must utilize 21st century knowledge, strategies, and skills that create an effective and motivational learning environment. Therefore, integration of digital technology should be optimised in order to provide a good science instruction and also to maximise the outcomes of science learning.

Objectives:

The main objective of this course is to provide participants opportunities to integrate digital technology and resources to enhance science pedagogical content knowledge and skills.

Upon completion of the course, participants will be able to:

1. acquire knowledge on types of digital tools and web-resources;
2. develop skills in using digital tools to enhance teaching and learning in primary science;
3. adopt strategies by utilizing digital tools and web-resources in project- based learning, active learning, online collaborative learning for enhancing effective teaching and learning of primary science;
4. collaboratively plan, design, implement, and make conclusion of a technology enabled learning;
5. adopt and adapt the use of digital tools and web-resources in science assessment;
6. promoting responsible digital citizenship, online safety and privacy; and
7. plan, design and implement science lesson by adapting a digital instructional design with emphasis on assessment as well as congruency to science content knowledge and pedagogical skills.

Course Contents:

This course emphasizes a good learning of theory with reflective classroom practices based on integration of digital technologies and web-resources in science education. The knowledge and skills acquired would enable participants to integrate digital technologies and web-resources for improving secondary science classroom practices in their respective schools.

The major areas include:

1. Trends and Issues in integrating digital technologies in Science Education
 - 1.1 Emerging technologies in education
 - 1.2 Internet of Things (IoT)
 - 1.3 Computational Thinking
 - 1.4 Big Data in Science Education
 - 1.5 Web 2.0
 - 1.6 Industrial Revolution 4.0
 - 1.7 Universal Design Learning
 - 1.8 Robotics Education
2. Type of Digital Learning
 - 2.1 e-Learning
 - 2.2 Blended Learning / Flipped Classroom
 - 2.3 Mobile Learning
 - 2.4 Virtual Learning Environment (VLE)
 - 2.5 Bring Your Own Device (BYOD)
 - 2.6 Web-based Learning
 - 2.7 Game-based Learning
3. Digital Tools and Applications to Support Science Learning
 - 3.1 Animations and Simulations
 - 3.2 Digital Gamification
 - 3.3 Screen and Video Casting
 - 3.4 Augmented Reality (AR)
 - 3.5 Mixed Reality (MR)
4. Strategic Approaches to integrate digital technologies and web-resources
 - 4.1 Inquiry Based Science Education (IBSE)
 - 4.2 Project Based Learning
 - 4.3 Problem Based Learning
 - 4.4 Online Collaborative Learning (OCL)
5. Assessment for Science Learning Effective questioning skills
 - 5.1 Digital / online assessment
 - 5.2 Digital Citizenship
6. Digital ethics and responsibility
 - 6.1 Cyber security and policies
7. Theory into Practice (TiP)
 - 7.1 Planning, Designing, Implementing and Improving Science Lesson Plans and Strategies on promoting digital technologies and web-resources integration in Science Classroom

Duration: Four Weeks

Participants: Science / ICT Educators or Key Primary Science / ICT teachers /

School leaders

English proficiency: Able to communicate in English

Expected output: 1. Project Work Report

2. Multiplier Effect Action Plan

References:

Ferrari, A. (2012). Digital competence in practice: An analysis of frameworks. Seville: European Commission. Retrieved from <http://ftp.jrc.es/EURdoc/JRC68116.pdf>

Lang, C., Craig, A. & Casey, G. (2016). A pedagogy for outreach activities in ICT: Promoting peer to peer learning, creativity and experimentation. British Journal of Educational Technology.

McLeod, A. (2015). Community attitudes and an ICT intervention program for school girls. Doctoral dissertation. Monash University, Melbourne, Vic., Australia.

SEAMEO (2010). Integrating Climate Change Issues in Southeast Asian Schools: A Teachers Guide, Edited by Azian T.S. Abdullah, SEAMEO RECSAM.

Wegerif, R. (2012). Dialogic: Education for the internet age. London: Routledge

4.2 Course Code: RC-PM-149-2

Course Title: DEVELOPING PRIMARY STUDENTS' MATHEMATICAL THINKING THROUGH PROBLEM SOLVING

Introduction:

Mathematical thinking is a basic goal of mathematics education (Isoda & Katagari, 2012). Thus, developing students who are able to think mathematically is always a major concern of mathematics educators at all levels of education. Due to its close association with thinking, problem solving in mathematics is often considered as a major vehicle to develop mathematical thinking. By solving intellectually challenging problems in mathematics, students acquire ways of thinking that help them to deal with real-life situations outside the mathematics classroom (NCTM, 2000).

Rationale:

The Fourth Industrial Revolution (IR 4.0) is transforming the world economic in an unprecedented way. The future workforce will need to equip themselves with the 21st Century skills such as the ability to think critically and creatively in order to excel in future careers which are dynamically changing all of the time. Thus, the impact of IR 4.0 on education is beyond the imagination of many educational practitioners in the present era. As an example, due to the vast amount of free and easily accessible information on the

internet, certain standardized yardsticks for success in education such as rote memorization of factual knowledge will soon be irrelevant in the coming decades (Welsh, 2018a). Instead, the ability to critically analyze problem situations and creatively generate solutions will be of paramount importance in mathematics education. As Welsh (2018b) put it, future schools need to function as an incubator for talent, rather than a factory to mass produce knowledge workers.

Mathematics is a school subject that will develop critical reasoning skills in citizens necessary for a nation to develop sustainably (Mangao, Nur Jahan & Isoda, 2017). As such, mathematical thinking is seen as a crucial survival tool in the 21st Century and the ability to use it to solve problems is considered an important goal of schooling. Consequently, problem solving has become an important component of mathematics curriculum around the world. Nonetheless, 'knowing how to incorporate problem solving meaningfully into the mathematics curriculum is not necessarily obvious to mathematics teachers' (NCTM, 2000). Therefore, this course is crucial in providing supports to mathematics teachers from the ASEAN countries to teach mathematics in a problem-solving environment that will nurture mathematical thinking among their students.

Objective:

This course intends to provide the participants with the necessary knowledge, skills and competencies required to plan, implement and evaluate a mathematics lesson on developing mathematical thinking through problem solving.

At the end of the course, the participants should be able to:

1. gain understanding on the meanings of problem solving in teaching and learning mathematics;
2. acquire the skills and experience in using appropriate strategies to solve mathematical problems;
3. gain a deeper insight on the roles of problem solving in nurturing mathematical thinking as a habit of the mind;
4. develop the competency of teaching mathematics through problem solving;
5. assess the process and the product of mathematical thinking while solving a problem; and
6. collaboratively plan, implement and evaluate a lesson on developing mathematical thinking through problem solving.

Course Contents:

This course will provide ample opportunities for participants to experience the authentic problem solving process and appreciate how this experience will lead to developing mathematical thinking. While doing so, the participants will be introduced to the meaning of routine versus non-routine problem solving as well as Polya's problem solving model and the associated problem solving heuristics. A brief introduction to assessment of problem solving based on both process and product (Danielson & Marquez, 2016) will also be presented to the participants.

The major areas of course contents include:

1. Current Trends and Challenges in the Teaching and Learning of Mathematics
 - 1.1 Twenty-first Century Skills in Mathematics Education
 - 1.2 Education 4.0

2. Problem Solving in Mathematics
 - 2.1 Definition of Problem Solving
 - 2.2 Problem-Solving Strategies
3. Mathematical Thinking
 - 3.1 Inductive, Analogical and Deductive Reasoning
 - 3.2 Developing Mathematical Thinking through Problem Solving
4. Teaching through Problem Solving in Mathematics
 - 4.1 Scaffolding
 - 4.2 The Japanese Open Approach
5. Assessing the Process and Product of Mathematical Thinking
 - 5.1 Performance Assessment
 - 5.2 Assessment Tools and Techniques
6. Theory into Practice: Planning, Implementing, Evaluating and Improving a Lesson on Mathematical Thinking Through Problem Solving

Duration: Four weeks

Participants: Mathematics Educators or Key Primary Mathematics Teachers

English Proficiency: Able to communicate in English

Expected Output: 1. Project Work Report

2. Individual Multiplier Effect Action Plan

References:

Danielson, C. & Marquasz, E. (2016). Performance tasks and rubrics for middle school mathematics. Meeting rigorous standards and assessments. New York, NY: Routledge.

Isoda, M. & Katagiri, S. (2012). Mathematical thinking. How to develop it in the classroom. Singapore: World Scientific.

National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics. Reston, VA: NCTM.

Welsh, B. L. (2018a). Education 4.0 - How we will learn in the fourth industrial revolution. Retrieved from https://medium.com/@brianna_91610/education-4-0-how-we-will-learn-in-the-fourth-industrial-revolution-e17206b73016

Welsh, B. L. (2018b). Education 4.0? The classroom meets a brave new world. Retrieved from https://medium.com/@brianna_91610/education-4-0-the-classroom-meets-a-brave-new-world-f6eba1dde8fc

5.0 SEAMEO GOOGLE EDUCATION WORKSHOP DURING REGULAR COURSES

Google for Education, in partnership with SEAMEO RECSAM, will be training 2 cohorts a year for the next 3 years to use Google Workspace for Education technology in designing learning for their students and sharing their knowledge with other educators in their home countries. Google Workspace for Education includes Docs, Slides, Sheets, Sites, Classroom and more. When combined with other Google products such as Google CS First and the Applied Digital Skills curriculum, teachers completing the course will be prepared to design great learning for their students. Participants will also start to understand the role of the Artificial Intelligence and Machine Learning built into many of the Google products and how that can support learning and the streamlining of administrative tasks and assessment.

Learning Outcomes:

By the end of this course, participants will;

- Have developed a deeper knowledge of the different applications of the Google Workspace for Education cloud based learning platform
- Have completed training in the use and application of the tools to positively impact teaching and learning and to streamline administrative processes and assessment
- Have completed a certification appropriate to their level (Level 1 or Level 2) and for those participants feeling confident in their skills, they will create STEM focused lessons using the technology to share with other educators

Course Description:

Pre-course - complete the 'Introduction to Google Workspace for Education' MOOC

Day 1

- Introduction to the Google Workspace for Education platform and the broader Google Learning ecosystem
- Skills workshops for Level 1 and Level 2 participants
- Hybrid session on the application of technology in designing STEM learning
- Complete Level 1 and/or Level 2 examination
- Explore Augmented Reality with Google Arts & Culture and Computer Science with Google CS First

Day 2

- Level 2 skills workshops for those taking the Level 2 exam today
- Workshop on Be Internet Awesome and Google Applied Digital Skills Curriculum
- Level 2 Examination
- STEM Hybrid Learning Design Challenge - applying new digital skills to create STEM learning experiences and lessons to be shared with other educators
- Certificate Ceremony and Celebration

6.0 CONTACT US

For further information, please contact:

Centre Director
SEAMEO RECSAM
Jalan Sultan Azlan
Shah 11700 Gelugor
Penang, Malaysia

Tel: +604 6522 700

| Fax: +604 6522 737

| Email: director@recsam.edu.my

Officer in-charge:

Ms. Shalaneeswary Muniandy |

Email: shala@recsam.edu.my | Tel: +604 6522 752



Please affix
passport
photograph

APPLICATION FORM

REGULAR COURSES FOR FISCAL YEAR 2024/2025 (BATCH 1)

Please type or write clearly in capital letters. Do not leave any space blank. Use "NIL" or "N/A" where applicable

Please tick your choice. Kindly note that you are NOT allowed to change once you indicated your subject of choice

Application for: RC-PS-149-1 RC-PM-149-2

Course Code:	Duration of the Course:
Title Of Course:	Country:

1. PERSONAL DATA

Family Name (surname) :	Date of birth : Day Month Year
First Name :	Nationality (citizenship) :
Other Names :	Gender : Male / Female #
City and country of birth :	Marital status : Single / Married #
Passport No : Type of Passport:	Religion :
Expiry Date:	

Delete accordingly

2. COMMUNICATION AND MAILING ADDRESS

Applicant's Office Address :	Applicant's Postal / Home Address :
Mobile Phone Number Country Area Number	Home telephone Country Area Number
Office telephone Country Area Number	Telefax Country Area Number
Email	
Person to be contacted in case of emergency :	
Name	: _____
Telephone	: _____ Mobile Phone Number: _____
Address	: _____
Email	: _____

3. EDUCATION (list from highest qualification)

Name of Colleges/ Institutions/ University & Country	Major Field of Study	Years of study : from - to	Degree

4. EMPLOYMENT RECORD (list from current position onwards)

Name of Institution/Employer	Position	Years of work: from-to

Delete accordingly

Describe your work and responsibility:

5. REASONS FOR APPLYING THIS COURSE

Please state briefly the reasons for applying to this course and how you hope to benefit from the course.

6. OVERSEAS COURSES/ CONFERENCES/ SEMINARS ATTENDED INCLUDING PROGRAMME OF SEAMEO RECSAM

Name of Conference/ Seminar	Venue	Date: from – to

Delete accordingly

7. ENGLISH LANGUAGE PROFICIENCY

	Excellent	Good	Fair	Basic	Remarks
Listening					
Speaking					
Writing					
Reading					

8. INFORMATION, COMMUNICATION AND TECHNOLOGY (ICT) SKILLS PROFICIENCY

	Excellent	Good	Fair	Basic	Remarks
Microsoft Office					
Email					
Internet					

9. GOOGLE EDUCATOR CERTIFICATE

None	<input type="checkbox"/>	
L1	<input type="checkbox"/>	
L2	<input type="checkbox"/>	
Trainer	<input type="checkbox"/>	
Coach	<input type="checkbox"/>	

Tick ✓ accordingly

Applicant Acknowledgement	
..... Date Signature of Applicant/Participant
Recommended by Ministry of Education	
..... Date Signature & Name of Official on behalf of Minister of Education

IMPORTANT: THIS FORM SHOULD BE COMPLETED IN DUPLICATE. A COPY IS TO BE SENT THROUGH YOUR MINISTRY OF EDUCATION BY REGISTERED AIRMAIL TO REACH THE FOLLOWING ADDRESS

**DIRECTOR
SEAMEO RECSAM, JALAN SULTAN AZLAN SHAH,
11700 GELUGOR, PENANG, MALAYSIA**



SEAMEO RECSAM SCHOLAR AGREEMENT

THIS DEED is made the _____ day of _____ Two Thousand and Twenty Four/Five (2024/2025) between _____ of _____

(hereinafter called 'the Scholar') of the first part and the Southeast Asian Minister of Education Organization (hereinafter called 'SEAMEO') of the second part.

WHEREAS the Scholar will pursue the course of training specified in the Schedule hereto (hereinafter called 'the Course') at the SEAMEO Regional Centre for Education in Science and Mathematics in Penang, Malaysia under a scholarship granted by SEAMEO. AND WHEREAS the Scholar has expressed his willingness to accept the Scholarship upon the terms hereafter set out:

NOW THIS DEED witnessed as follows:

1. In this deed unless the context of otherwise requires:

Words importing the masculine gender include females;

Words in the singular include the plural and words in the plural include the singulars;

2. The Scholar hereby covenants:

- (i) that he will enter upon and diligently continue in the Course and that he will complete the Course within the prescribed time specified in the Schedule hereto;
- (ii) that he will devote his whole time to the Course and will, to the best of his ability apply himself to the Course to the satisfaction of the supervisors, tutors or instructors associated therewith;
- (iii) that he will follow all the sessions of the Course and sit for all the assessment tests prescribed, if any, for the Course within the limits of time prescribed in the Schedule hereto;
- (iv) that he will conform to the regulations and discipline in force from time to time at his place of study or training and at his place of residence;
- (v) that he will reside in SEAMEO RECSAM's hostel, or other place as directed by the Director of the SEAMEO Regional Centre for Education in Science and Mathematics (hereafter called 'the Director');
- (vi) that all rights, including title, copyright and patent rights, in any work produced by him as part his course/project of SEAMEO RECSAM shall be vested in the Course;
- (vii) that he will not undertake any occupation, either remunerative or otherwise, outside the course except with prior approval of the Director;
- (viii) that he will, if in receipt of any remuneration, whether in money or money's worth for any work or service which he is required to undertake or perform as part of the Course or any award gained during the Course, report the same to the Director and shall if so required by the Director surrender to the Director all or such proportion of any such remuneration or award as the Director may determine, retaining any remainder thereof for himself;
- (ix) that he will refrain from participation in political activities not normally permitted in the institutional in which the Course is taken;
- (x) that he will not change his subjects of study or programme of training or take any additional courses without the prior written permission of the Director; and
- (xi) that he will not leave the country unless with the joint approval of his Ministry of Education as well as that of the Centre Director.

CHECKLIST

Name: _____

Country: _____

No	ITEM	QUANTITY	YES/NO
1	APPLICATION FORM	1	
2	PHOTOCOPY OF PASSPORT* (Only the front page with participants' particular are required)	1	
3	SCHOLAR AGREEMENT	1	
4	MEDICAL REPORT (*upon notification of successful selection)	1	

Note: Deadline for nomination form submission is **18 June 2024 (Batch 1)**