

ANNUAL REPORT 2017  
SUSTAINABLE GROWTH  
INNOVATION AND TECHNOLOGY  
INVESTMENT



ANNUAL  
REPORT

2017

Republic of the Philippines

National "Asean" Headquarters

Institute of Science and Technology

**ANNUAL REPORT 2017**

INFOTAS

Information and Public Affairs Services

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Republic of the Philippines  
EULOGIO "AMANG" RODRIGUEZ  
INSTITUTE OF SCIENCE AND TECHNOLOGY  
Nagtahan St., Sampaloc, Manila

OFFICE OF THE PRESIDENT

May 20, 2017

His Excellency  
**RODRIGO ROA DUTERTE**  
President, Republic of the Philippines  
Malacañang Palace, Manila

Thru: **Hon. RONALD L. ADAMAT**  
Commissioner, Commission on Higher Education  
Chairman, EARIST Board of Trustees

Sir,

I have the honor to submit the EARIST 2017 ANNUAL REPORT.

This report highlights the Institute's thrusts, priorities and accomplishment in delivering quality education to economically challenged but academically deserving youths through quality instruction, research, extension and administration.

In behalf of EARIST, I would like to extend our heartfelt gratitude for the continuous support your administration has provided to fulfill our mandate as state higher educational institution. We commit ourselves as partner in building a strong Republic by producing highly competent and globally competitive graduates.

Very respectfully yours,

**EDITHA V. PILLO, Ed. D.**

President



# THE LUCKY COYOTES

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Thank you for your support and contribution to the success of our organization. Your dedication and hard work have made a significant difference in our community. We are grateful for your commitment and look forward to continuing our partnership in the future.

With sincere appreciation,  
[Signature]

[Name]  
[Title]  
[Organization]



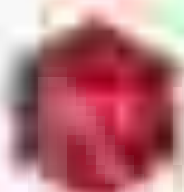
# ENTER HISTORY



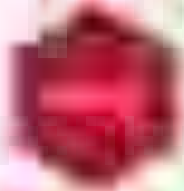
1. The first recorded use of the word "history" was in the 5th century BC, when the Greek historian Herodotus used it to describe the study of the past. The word "history" is derived from the Greek word "historia", which means "to learn" or "to know".



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6. The first recorded use of the word "history" was in the 5th century BC, when the Greek historian Herodotus used it to describe the study of the past. The word "history" is derived from the Greek word "historia", which means "to learn" or "to know".



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For more information, visit [www.ias.ac.in](http://www.ias.ac.in) or call 011-26109646

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## EXECUTIVE SUMMARY



Information



Partnership



# INSTRUCTION

- [illegible]



- **אם יש לך שאלה או הצעה:**
  - **כתוב לנו דואר אלקטרוני:** [info@yeshiva.org](mailto:info@yeshiva.org)
  - **השאיר פרטים:** [www.yeshiva.org](http://www.yeshiva.org)

## EXTENSION

- [illegible]

- תחילת המסע: המסע מתחיל בליווי הילד בחדר הלידה, שבו הוא נולד, ובהמשך הוא נלווה אל בית הילד, שבו הוא נמצא כעת.
- תחילת המסע: המסע מתחיל בליווי הילד בחדר הלידה, שבו הוא נולד, ובהמשך הוא נלווה אל בית הילד, שבו הוא נמצא כעת.

- xii



- **אמצעי מניעה:**
  - **אמצעי מניעה:** אמצעי המיועד למנוע את התרחשות אירוע בטיחות.
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- תכנון וביצוע פעילות חינוכית, תוך התאמת התוכן והשיטות לרמת ההתפתחות של התלמידים.
- מעקב אחר התפתחות התלמידים, תוך התאמת התוכן והשיטות לרמת ההתפתחות של התלמידים.
- יצירת סביבה חינוכית שתאפשר התפתחות התלמידים, תוך התאמת התוכן והשיטות לרמת ההתפתחות של התלמידים.



# CURRICULAR OFFERINGS

## Elementary

Elementary students participate in a variety of activities that are designed to enhance their learning experience. These activities include field trips, guest speakers, and hands-on learning experiences. The goal is to provide students with a well-rounded education that prepares them for the future.

## Secondary

Secondary students are offered a wide range of courses and activities that allow them to explore their interests and develop their skills. This includes advanced placement courses, extracurricular activities, and community service projects. The focus is on providing students with the knowledge and skills they need to succeed in college and beyond.

## College

College students are provided with a variety of opportunities to engage in research, internships, and other experiential learning activities. These experiences are designed to help students gain practical knowledge and skills that are relevant to their field of study. The goal is to prepare students for the workforce and to encourage them to pursue further education.

## Adult Education

Adult education programs are designed to help individuals who have not completed high school or who need to improve their basic skills. These programs offer a variety of courses, including English as a Second Language (ESL), math, and computer literacy. The goal is to provide individuals with the skills they need to succeed in the workforce and to improve their quality of life.

## Community Education

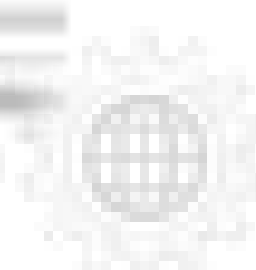
Community education programs are designed to provide individuals with a variety of educational and enrichment opportunities. These programs include courses in art, music, dance, and other areas of interest. The goal is to provide individuals with the opportunity to learn new skills and to engage in meaningful activities that enhance their lives.

## Information and Public Affairs Services

Information and public affairs services are designed to provide individuals with the information and resources they need to make informed decisions. These services include public information campaigns, community meetings, and other activities that help individuals understand the issues that affect their lives. The goal is to promote transparency and accountability in government and to empower individuals to participate in the decision-making process.

## Public Works

Public works programs are designed to provide individuals with the services and infrastructure they need to live in a safe and healthy community. These programs include the maintenance of roads, bridges, and other public facilities. The goal is to ensure that the community is well-served and that the quality of life is high.



Information and Public Affairs Services



1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

2. Once the problem is identified, the next step is to develop a plan of action. This involves setting goals and determining the steps that need to be taken to achieve those goals.

3. The third step is to implement the plan. This involves putting the plan into action and monitoring progress. It is important to stay flexible and adjust the plan as needed.

4. The final step is to evaluate the results. This involves assessing the effectiveness of the plan and determining whether the goals have been achieved.

5. The next step is to communicate the results of the evaluation. This involves sharing the findings with the relevant stakeholders and providing feedback.

6. The final step is to document the process. This involves creating a record of the steps taken and the results achieved, which can be used for future reference.

7. The next step is to review the process. This involves reflecting on the experience and identifying areas for improvement.

8. The final step is to implement the improvements. This involves putting the lessons learned into action and making the necessary changes to the process.

Information and Public Affairs

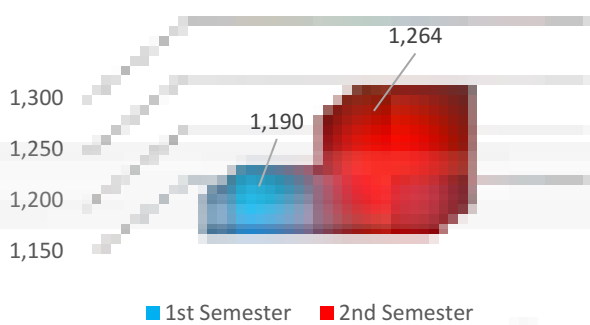
# INSTRUCTION



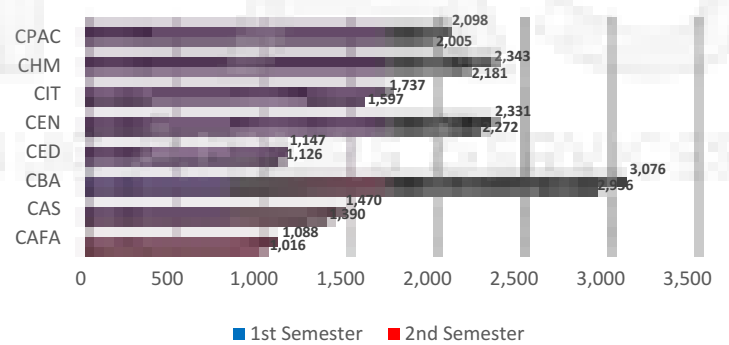


# Distribution of Enrolment by Program AY 2017 - 2018

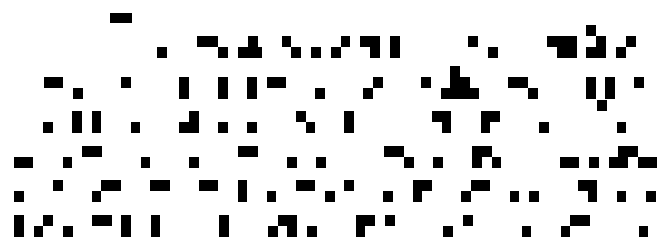
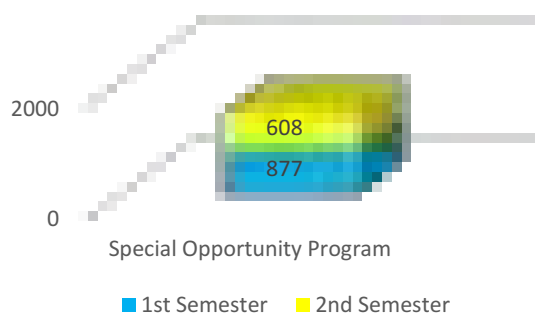
Graduate Program



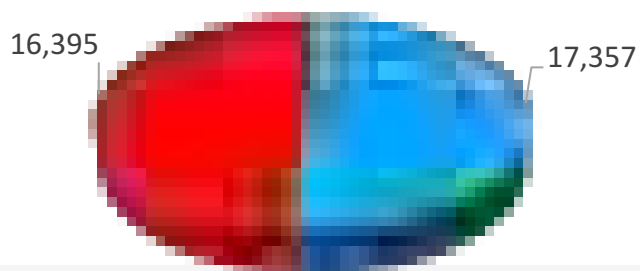
College



Special Opportunity Program



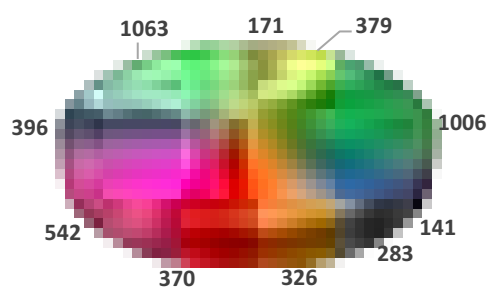
## GRAND TOTAL



■ 1st Semester ■ 2nd Semester

## Distribution of Graduates by Program AY 2017 - 2018

### Programs



■ GS ■ CAS ■ CBA ■ CAFA ■ CED ■ CEN ■ CIT ■ CHM ■ CPAC ■ SOP ■

## Licensure Examination Result



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### 2017 ALL TAKERS (INCLUDING RETAKERS)

Program Name	Total No. of Takers inci. Retakers (SUC)	Total No. of Passers inci. Retakers(SUC)	Ave. Passing % of SUC 1st Time Takers	Nat'l Ave. Passing 1st Takers	Ave. Passing % of SUC/ Nat'l Ave. Passing 1st Takers
CRIMINOLOGIST LICENSURE EXAMINATION	81 276	32 125	39.51% 45.29%	24.99% 35.68%	158.08% 126.94%
L.E.T. - ELEMENTARY LEVEL	29 30	6 12	20.69% 30.51%	10.69% 26.33%	199.19% 151.92%
L.E.T. - ELEMENTARY LEVEL (MIDDLE EAST)			40.00%	3.35%	153.20%
L.E.T. - SECONDARY LEVEL	294 419	65 163	22.11% 38.90%	25.46% 46.37%	86.83% 83.89%
L.E.T. - SECONDARY LEVEL (MIDDLE EAST)	1	0	0.00%	18.35%	0.00%

### 2017 ALL TAKERS (INCLUDING RETAKERS)

Program Name	Total No. of Takers inci. Retakers (SUC)	Total No. of Passers inci. Retakers(SUC)	Ave. Passing % of SUC 1st Time Takers	Nat'l Ave. Passing 1st Takers	Ave. Passing % of SUC/ Nat'l Ave. Passing 1st Takers
CHEMICAL ENGINEER LICENSURE EXAMINATION	7	0	0.00%	55.26%	0.00%
	14	2	14.29%	66.65%	21.46%
			<b>9.52%</b>	<b>62.34%</b>	<b>15.28%</b>
CIVIL ENGINEER LICENSURE EXAMINATION	19	3	15.79%	35.92%	43.95%
	33	8	24.24%	48.81%	49.67%
			<b>20.00%</b>	<b>43.83%</b>	<b>45.63%</b>
CIVIL ENGINEER LICENSURE EXAMINATION (MIDDLE EAST)	3	0	0.00%	23.10%	0.00%
ELECTRONICS ENGINEER LICENSURE EXAMINATION	12	3	25.00%	41.27%	60.58%
	27	3	11.11%	46.72%	23.78%
			<b>15.38%</b>	<b>44.36%</b>	<b>34.68%</b>
ELECTRONICS ENGINEER LICENSURE EXAMINATION (MIDDLE EAST)				11.93%	
REGISTERED ELECTRICAL ENGINEER LICENSURE EXAMINATION	13	3	23.08%	44.92%	51.38%
	41	18	43.90%	62.904%	69.76%
			<b>38.18%</b>	<b>56.29%</b>	<b>67.83%</b>
REGISTERED ELECTRICAL ENGINEER LICENSURE EXAMINATION (MIDDLE EAST)	1	0	0.00%	27.27%	0.00%
MECHANICAL ENGINEER LICENSURE EXAMINATION	18	3	16.67%	56.88%	29.30%
	60	16	26.67%	69.01%	38.64%
			<b>23.46%</b>	<b>65.06%</b>	<b>36.05%</b>
MECHANICAL ENGINEER LICENSURE EXAMINATION (MIDDLE EAST)	3	0	0.00%	34.89%	0.00%

### 2017 ALL TAKERS (INCLUDING RETAKERS)

Program Name	Total No. of Takers inci. Retakers (SUC)	Total No. of Passers inci. Retakers(SUC)	Ave. Passing % of SUC 1st Time Takers		Nat'l Ave. Passing 1st Takers		Ave. Passing % of SUC/ Nat'l Ave. Passing 1st Takers	
ARCHITECTURE LICENSURE EXAMINATION	21	9	42.86%		57.62%		74.38%	
	25	7	28.00%	<b>40.00%</b>	55.62%	<b>57.10%</b>	50.34%	<b>70.05%</b>
ARCHITECTURE LICENSURE EXAMINATION (MIDDLE EAST)	4	4	100.00 %		66.87%		149.5N4 %	
INTERIOR DESIGNER LICENSURE EXAMINATION	17	1	5.88%	<b>5.88%</b>	23.89%	<b>23.89%</b>	24.62%	<b>24.62%</b>
GUIDANCE COUNSELOR LICENSURE EXAMINATION	7	3	42.86%	<b>42.86%</b>	65.14%	<b>65.14%</b>	65.79%	<b>65.79%</b>
PSYCHOMETRICIAN LICENSURE EXAMINATION	31	16	43.24%	<b>42.96%</b>	56.97%	<b>56.97%</b>	75.79%	<b>75.90%</b>
CHEMIST LICENSURE EXAMINATION	1	0	0.00%	<b>0.00%</b>	44.02%	<b>44.02%</b>	0.00%	<b>0.00%</b>
<b>Total:</b>	<b>1,493</b>	<b>502</b>	<b>46.72%</b>	<b>33.62%</b>	<b>33.28%</b>	<b>33.28%</b>	<b>101.03%</b>	<b>101.03%</b>



## Accreditation/COPC

Our accreditation is a testament to the quality of our services and the commitment of our staff to providing the best care possible for our patients.



The accreditation process is a rigorous and ongoing one, ensuring that our services meet the highest standards of quality and safety. We are proud to be accredited and committed to maintaining this status.



## MOA Signing With Hotjobs Philippines

On 21st March 2018, the Department of Education (DepEd) Division Office - Marikina City, in partnership with the Department of Education - Office of the Regional Director, Region IV-A, and the Department of Education - Office of the Regional Director, Region V, signed a Memorandum of Agreement (MOA) with Hotjobs Philippines, Inc. (Hotjobs).



The MOA aims to enhance the employability of graduates of the Department of Education (DepEd) Division Office - Marikina City, in partnership with the Department of Education - Office of the Regional Director, Region IV-A, and the Department of Education - Office of the Regional Director, Region V.



The MOA is a significant step in the Department of Education's commitment to providing quality education and training to its students, and to ensuring that they are equipped with the skills and competencies needed to succeed in the workforce.



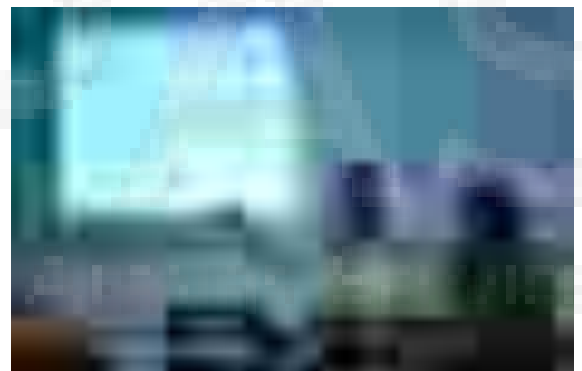
## Curriculum Revision

• The curriculum revision process is a continuous process that involves the following steps:

• The first step is to identify the current curriculum and its strengths and weaknesses. This involves a thorough review of the curriculum documents, including the curriculum framework, syllabus, and textbooks. The second step is to conduct a needs assessment to determine the needs and interests of the students, teachers, and the community. This can be done through surveys, interviews, and focus groups. The third step is to develop a vision and mission statement for the revised curriculum. This statement should outline the goals and objectives of the curriculum and the values that it should embody. The fourth step is to develop a plan of action for the revision process. This plan should outline the steps that will be taken to revise the curriculum, including the selection of a curriculum committee, the development of a timeline, and the allocation of resources. The fifth step is to implement the plan of action and to monitor the progress of the revision process. This involves regular communication and collaboration between the curriculum committee, the teachers, and the community. The final step is to evaluate the revised curriculum and to make any necessary adjustments. This can be done through a variety of methods, including student feedback, teacher evaluations, and community input.



• The second step is to identify the current curriculum and its strengths and weaknesses.



• The third step is to conduct a needs assessment to determine the needs and interests of the students, teachers, and the community.



• The fourth step is to develop a vision and mission statement for the revised curriculum.



• The fifth step is to implement the plan of action and to monitor the progress of the revision process.

## Faculty Development Seminar Workshops, Conferences and Trainings

On the basis of the above, the following conclusions can be drawn:

Staff Development No.	Date	Subject	Persons Involved
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Staff Development No.	Date	Subject	Persons Involved
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Staff Development No.	Date	Subject	Persons Involved
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Staff Development No.	Date	Subject	Persons Involved
1000	10/10/2023	Staff Development Program	10/10/2023
1001	10/10/2023	Staff Development Program	10/10/2023
1002	10/10/2023	Staff Development Program	10/10/2023
1003	10/10/2023	Staff Development Program	10/10/2023
1004	10/10/2023	Staff Development Program	10/10/2023
1005	10/10/2023	Staff Development Program	10/10/2023
1006	10/10/2023	Staff Development Program	10/10/2023
1007	10/10/2023	Staff Development Program	10/10/2023
1008	10/10/2023	Staff Development Program	10/10/2023
1009	10/10/2023	Staff Development Program	10/10/2023
1010	10/10/2023	Staff Development Program	10/10/2023

# INSTRUCTION

Staff Development No.	Date	Subject	Persons Involved
1001	11/11/2023	10/11/2023	10/11/2023
1002	11/11/2023	10/11/2023	10/11/2023
1003	11/11/2023	10/11/2023	10/11/2023
1004	11/11/2023	10/11/2023	10/11/2023
1005	11/11/2023	10/11/2023	10/11/2023
1006	11/11/2023	10/11/2023	10/11/2023
1007	11/11/2023	10/11/2023	10/11/2023
1008	11/11/2023	10/11/2023	10/11/2023
1009	11/11/2023	10/11/2023	10/11/2023
1010	11/11/2023	10/11/2023	10/11/2023

Staff Development No.	Date	Subject	Persons Involved
1000	1/1/2020	Staff Development Program	1000000000
1000	1/1/2020	Staff Development Program	1000000000
1000	1/1/2020	Staff Development Program	1000000000
1000	1/1/2020	Staff Development Program	1000000000
1000	1/1/2020	Staff Development Program	1000000000
1000	1/1/2020	Staff Development Program	1000000000
1000	1/1/2020	Staff Development Program	1000000000
1000	1/1/2020	Staff Development Program	1000000000
1000	1/1/2020	Staff Development Program	1000000000
1000	1/1/2020	Staff Development Program	1000000000

# INSTRUCTION

Staff Development No.	Date	Subject	Persons Involved
100	11/11/11	Staff Development	100
101	11/11/11	Staff Development	101
102	11/11/11	Staff Development	102
103	11/11/11	Staff Development	103
104	11/11/11	Staff Development	104
105	11/11/11	Staff Development	105
106	11/11/11	Staff Development	106
107	11/11/11	Staff Development	107
108	11/11/11	Staff Development	108
109	11/11/11	Staff Development	109
110	11/11/11	Staff Development	110

Staff Development No.	Date	Subject	Persons Involved
1001	11/11/2023	Customer Service Training	Mr. John Doe
1002	12/11/2023	Product Knowledge Training	Ms. Jane Smith
1003	13/11/2023	Team Building Exercise	Mr. David Brown
1004	14/11/2023	Time Management Workshop	Ms. Emily White
1005	15/11/2023	Conflict Resolution Training	Mr. Michael Green
1006	16/11/2023	Public Speaking Course	Ms. Sarah Black
1007	17/11/2023	Leadership Skills Training	Mr. Robert Grey
1008	18/11/2023	Project Management Workshop	Ms. Lisa Pink
1009	19/11/2023	Business Writing Course	Mr. James Blue
1010	20/11/2023	Customer Feedback Analysis	Ms. Anna Yellow



# INSTRUCTION

Staff Development No.	Date	Subject	Persons Involved
100	11/11/2023	Mathematics	Mr. John Doe
101	11/12/2023	Science	Ms. Jane Smith
102	11/13/2023	History	Mr. Robert Brown
103	11/14/2023	Art	Ms. Emily White
104	11/15/2023	Music	Mr. David Green
105	11/16/2023	Physical Education	Ms. Sarah Black
106	11/17/2023	Language Arts	Mr. Michael Red
107	11/18/2023	Mathematics	Ms. Lisa Blue
108	11/19/2023	Science	Mr. James Purple
109	11/20/2023	History	Ms. Karen Yellow
110	11/21/2023	Art	Mr. Thomas Grey
111	11/22/2023	Music	Ms. Anna Pink
112	11/23/2023	Physical Education	Mr. Benjamin Light Blue
113	11/24/2023	Language Arts	Ms. Rachel Dark Blue
114	11/25/2023	Mathematics	Mr. Christopher Light Green
115	11/26/2023	Science	Ms. Victoria Dark Green
116	11/27/2023	History	Mr. Alexander Light Purple
117	11/28/2023	Art	Ms. Sophia Dark Purple
118	11/29/2023	Music	Mr. Daniel Light Yellow
119	11/30/2023	Physical Education	Ms. Olivia Dark Yellow
120	12/1/2023	Language Arts	Mr. Matthew Light Grey
121	12/2/2023	Mathematics	Ms. Isabella Dark Grey
122	12/3/2023	Science	Mr. Noah Light Blue
123	12/4/2023	History	Ms. Ava Dark Blue
124	12/5/2023	Art	Mr. Liam Light Green
125	12/6/2023	Music	Ms. Mia Dark Green
126	12/7/2023	Physical Education	Mr. Owen Light Purple
127	12/8/2023	Language Arts	Ms. Sophia Dark Purple
128	12/9/2023	Mathematics	Mr. Lucas Light Yellow
129	12/10/2023	Science	Ms. Chloe Dark Yellow
130	12/11/2023	History	Mr. Ethan Light Grey
131	12/12/2023	Art	Ms. Hannah Dark Grey
132	12/13/2023	Music	Mr. Jacob Light Blue
133	12/14/2023	Physical Education	Ms. Emily Dark Blue
134	12/15/2023	Language Arts	Mr. Noah Light Green
135	12/16/2023	Mathematics	Ms. Ava Dark Green
136	12/17/2023	Science	Mr. Liam Light Purple
137	12/18/2023	History	Ms. Mia Dark Purple
138	12/19/2023	Art	Mr. Owen Light Yellow
139	12/20/2023	Music	Ms. Sophia Dark Yellow
140	12/21/2023	Physical Education	Mr. Lucas Light Grey
141	12/22/2023	Language Arts	Ms. Chloe Dark Grey
142	12/23/2023	Mathematics	Mr. Ethan Light Blue
143	12/24/2023	Science	Ms. Hannah Dark Blue
144	12/25/2023	History	Mr. Jacob Light Green
145	12/26/2023	Art	Ms. Emily Dark Green
146	12/27/2023	Music	Mr. Noah Light Purple
147	12/28/2023	Physical Education	Ms. Ava Dark Purple
148	12/29/2023	Language Arts	Mr. Liam Light Yellow
149	12/30/2023	Mathematics	Ms. Mia Dark Yellow
150	12/31/2023	Science	Mr. Owen Light Grey



# INSTRUCTION

Staff Development No.	Date	Subject	Persons Involved
1111	11/11/11	11/11/11	11/11/11
1111	11/11/11	11/11/11	11/11/11
1111	11/11/11	11/11/11	11/11/11
1111	11/11/11	11/11/11	11/11/11
1111	11/11/11	11/11/11	11/11/11
1111	11/11/11	11/11/11	11/11/11
1111	11/11/11	11/11/11	11/11/11

Staff Development No.	Date	Subject	Persons Involved
.....	.....	.....	.....
.....	.....	.....	.....
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# INSTRUCTION

Staff Development No.	Date	Subject	Persons Involved
...	...	...	...
...	...	...	...
...	...	...	...
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...	...	...	...
...	...	...	...

Staff Development No.	Date	Subject	Persons Involved
...	...	...	...
...	...	...	...
...	...	...	...
...	...	...	...
...	...	...	...
...	...	...	...
...	...	...	...
...	...	...	...
...	...	...	...



# INSTRUCTION

Staff Development No.	Date	Subject	Persons Involved
..	14/11/2022	1. Introduction to the course	..
1..	15/11/2022	2. The importance of the course	1. 12/11/2022
...	16/11/2022	3. The importance of the course	1. 12/11/2022
....	17/11/2022	4. The importance of the course	1. 12/11/2022
...	18/11/2022	5. The importance of the course	1. 12/11/2022
...	19/11/2022	6. The importance of the course	1. 12/11/2022
...	20/11/2022	7. The importance of the course	1. 12/11/2022
...	21/11/2022	8. The importance of the course	1. 12/11/2022
...	22/11/2022	9. The importance of the course	1. 12/11/2022

Staff Development No.	Date	Subject	Persons Involved
100	10/10/2019	Introduction to the new system	10/10/2019
101	10/10/2019	Introduction to the new system	10/10/2019
102	10/10/2019	Introduction to the new system	10/10/2019
103	10/10/2019	Introduction to the new system	10/10/2019
104	10/10/2019	Introduction to the new system	10/10/2019
105	10/10/2019	Introduction to the new system	10/10/2019
106	10/10/2019	Introduction to the new system	10/10/2019
107	10/10/2019	Introduction to the new system	10/10/2019
108	10/10/2019	Introduction to the new system	10/10/2019
109	10/10/2019	Introduction to the new system	10/10/2019
110	10/10/2019	Introduction to the new system	10/10/2019

## Faculty Members Graduated their Master's and Doctoral Degree

Transitioned to a career in education

Completed a master's or doctoral degree in education

Completed a master's or doctoral degree in a field related to education

Completed a master's or doctoral degree in a field related to education

## Faculty Scholarship (CHED-K12 Transition Faculty Development Program)

Completed a master's or doctoral degree in education

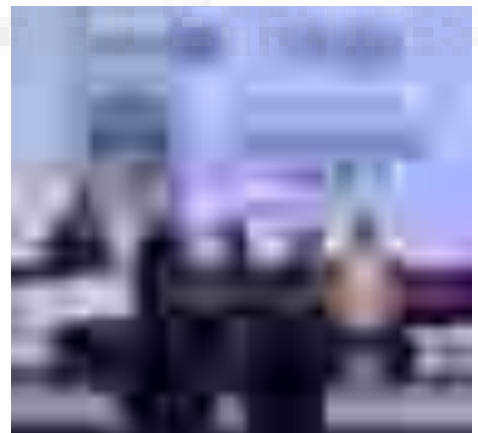
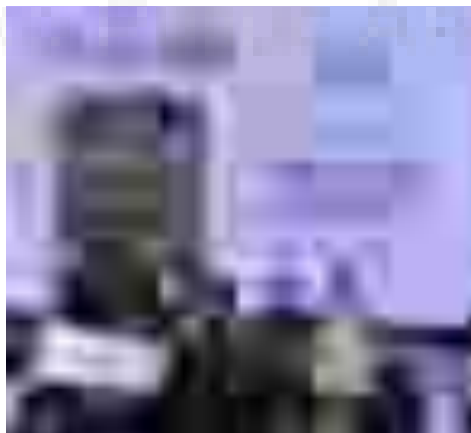
Completed a master's or doctoral degree in a field related to education

## Student Development Competition and Awards Received



### PETRON VISION NATIONAL STUDENT ART COMPETITION

Our students have been recognized for their artistic talent and creativity in the Petron Vision National Student Art Competition. The competition is a prestigious event that showcases the best student art from across the country. Our students have won several awards, including first, second, and third place in various categories. This recognition is a testament to their hard work and dedication to their craft.





## 7<sup>th</sup> COCOLIFE STUDENT VISUAL ART COMPETITION

7<sup>th</sup> COCOLIFE STUDENT  
VISUAL ART COMPETITION

## MITSUBISHI SKILLS OLYMPICS (TECHNICAL SCHOOL COMPETITION)



MITSUBISHI SKILLS OLYMPICS  
(TECHNICAL SCHOOL COMPETITION)

MITSUBISHI SKILLS OLYMPICS  
(TECHNICAL SCHOOL COMPETITION)

## TUP 116<sup>th</sup> FOUNDING ANNIVERSARY SKILLS COMPETITION

The TUP 116<sup>th</sup> Founding Anniversary Skills Competition was held on the 11th of November 2023. The competition was held in the TUP 116<sup>th</sup> Founding Anniversary Skills Competition Hall. The competition was held in the TUP 116<sup>th</sup> Founding Anniversary Skills Competition Hall. The competition was held in the TUP 116<sup>th</sup> Founding Anniversary Skills Competition Hall.

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## ASIA YOUNG DESIGNER AWARD



“The Asia Young Designer Award is a prestigious recognition for young designers in the Asia-Pacific region. It celebrates creativity, innovation, and excellence in design. The award is presented annually to a select group of young designers who have made significant contributions to the design industry. The award is a testament to the talent and potential of young designers in the region.”

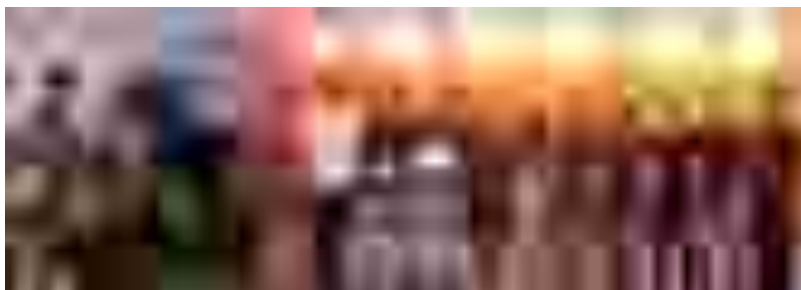
“The award is a testament to the talent and potential of young designers in the region. It is a recognition of their hard work, dedication, and creativity. The award is a source of pride and inspiration for young designers everywhere. It is a testament to the future of design in the Asia-Pacific region.”

“The award is a testament to the talent and potential of young designers in the region. It is a recognition of their hard work, dedication, and creativity. The award is a source of pride and inspiration for young designers everywhere. It is a testament to the future of design in the Asia-Pacific region.”

“The award is a testament to the talent and potential of young designers in the region. It is a recognition of their hard work, dedication, and creativity. The award is a source of pride and inspiration for young designers everywhere. It is a testament to the future of design in the Asia-Pacific region.”



## Regional Invention Contest and Exhibits (RICE-NCR)



The Regional Invention Contest and Exhibits (RICE-NCR) is a biennial event that showcases the creativity and innovation of students from various schools in the National Capital Region. It provides a platform for students to display their inventions, projects, and research findings, fostering a spirit of competition and excellence in science and technology.

The event is organized by the Department of Education - Office of the Regional Director, National Capital Region. It is a significant milestone for the participating schools and students, as it allows them to showcase their talents and achievements on a regional level. The contest encourages students to think critically, solve problems, and develop their own ideas, which are essential skills for the future.

## 110<sup>th</sup> YMCA OF MANILA FOUNDING ANNIVERSARY CELEBRATION



The 110<sup>th</sup> YMCA of Manila Founding Anniversary Celebration is a significant event that marks the long history and enduring legacy of the organization. It is a time to reflect on the many achievements and contributions of the YMCA of Manila over the past century, while also looking forward to the future.

The celebration is a testament to the commitment and dedication of the YMCA of Manila to its mission of promoting the physical, mental, and moral development of young men. It is a time to honor the many individuals and organizations that have supported the YMCA of Manila throughout its history, and to express gratitude for their continued partnership.

The celebration is a testament to the enduring spirit of the YMCA of Manila, which has remained a vital and relevant organization for over a century. It is a time to celebrate the many ways in which the YMCA of Manila has made a positive impact on the lives of young men in the Philippines, and to look forward to the many more years of service to come.

## PNP ANTI-ILLEGAL DRUGS FILM FEST



Public Affairs Services  
 2100 N. 11th St.  
 Phoenix, AZ 85016

Call (602) 340-1111  
 Fax (602) 340-1112  
 Email: [info@pnpservices.com](mailto:info@pnpservices.com)  
[www.pnpservices.com](http://www.pnpservices.com)

"The PNP Anti-Illegal Drugs Film Fest is a great opportunity for the community to learn more about the dangers of illegal drugs and the impact they have on our society. We encourage everyone to attend and share their thoughts with the other attendees."

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## Student

## SEMINAR-WORKSHOPS, CONFERENCE AND TRAINING

[illegible]

## SCHOLARSHIPS

SCHOLARS		NO. OF BENEFICIARIES			
		SCHOOL YEAR 2016-2017		SCHOOL YEAR 2017-2018	
No.	INTERNAL	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9
10	10	10	10	10	10
11	11	11	11	11	11
12	12	12	12	12	12
13	13	13	13	13	13
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65	65	65	65	65	65
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93	93	93	93	93	93
94	94	94	94	94	94
95	95	95	95	95	95
96	96	96	96	96	96
97	97	97	97	97	97
98	98	98	98	98	98
99	99	99	99	99	99
100	100	100	100	100	100

SCHOLARS		NO. OF BENEFICIARIES			
		SCHOOL YEAR 2016-2017		SCHOOL YEAR 2017-2018	
NO.	EXTERNAL	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem
11	11	1	1	1	1
12	12	1	1	1	1
13	13	1	1	1	1
14	14	1	1	1	1
15	15	1	1	1	1
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17	17	1	1	1	1
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20	20	1	1	1	1
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36	36	1	1	1	1
37	37	1	1	1	1
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94	94	1	1	1	1
95	95	1	1	1	1
96	96	1	1	1	1
97	97	1	1	1	1
98	98	1	1	1	1
99	99	1	1	1	1
100	100	1	1	1	1



## Sports Development

## 30th SEASON SCUAA NATIONAL CAPITAL REGION



1. *What is the main purpose of the study?*  
 2. *What are the research objectives?*  
 3. *What is the research methodology?*  
 4. *What are the findings of the study?*  
 5. *What are the conclusions of the study?*  
 6. *What are the limitations of the study?*  
 7. *What are the implications of the study?*  
 8. *What are the future research directions?*  
 9. *What are the contributions of the study?*  
 10. *What are the key words of the study?*

[illegible]

## ATHLETICS TEAM

1. *What is the main purpose of the study?*  
 2. *What are the research objectives?*  
 3. *What is the research methodology?*  
 4. *What are the findings of the study?*  
 5. *What are the conclusions of the study?*  
 6. *What are the limitations of the study?*  
 7. *What are the implications of the study?*  
 8. *What are the future research directions?*  
 9. *What are the contributions of the study?*  
 10. *What are the key words of the study?*



## ARNIS TEAM

2019-2020

2019-2020



## CHESS TEAM

2019-2020



## SWIMMING TEAM

2019-2020



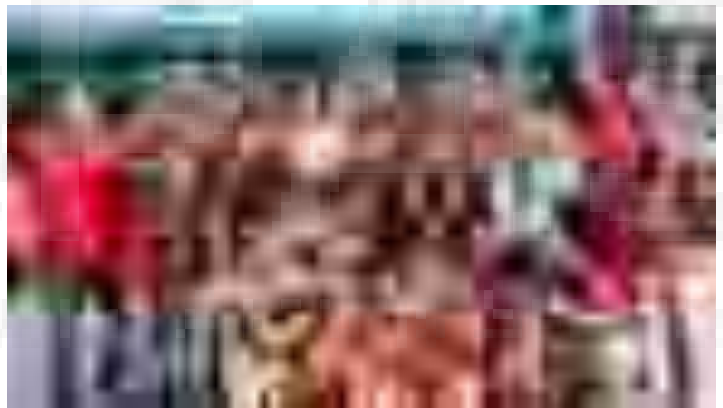
## TAEKWONDO TEAM



THE TAEKWONDO TEAM IS A GROUP OF ATHLETES WHO TRAIN IN THE MARTIAL ART OF TAEKWONDO. THEY ARE CURRENTLY TRAINING FOR THE 2024 OLYMPIC GAMES IN PARIS.

## THE BASKETBALL TEAM

THE BASKETBALL TEAM IS A GROUP OF ATHLETES WHO TRAIN IN THE SPORT OF BASKETBALL. THEY ARE CURRENTLY TRAINING FOR THE 2024 OLYMPIC GAMES IN PARIS.



## THE TABLE TENNIS MEN'S TEAM



THE TABLE TENNIS MEN'S TEAM IS A GROUP OF ATHLETES WHO TRAIN IN THE SPORT OF TABLE TENNIS. THEY ARE CURRENTLY TRAINING FOR THE 2024 OLYMPIC GAMES IN PARIS.

## THE VOLLEYBALL TEAM



Timbolah saya sebagai ketua tim voli kelas 10 SMA Negeri 1 Kota Palembang. Tim voli ini dibentuk oleh bapak kepala sekolah dan bapak guru olahraga. Tim voli ini bertujuan untuk meningkatkan prestasi di bidang voli.

## THE SEPAK TAKRAW TEAM



Tim sepak takraw ini dibentuk oleh bapak kepala sekolah dan bapak guru olahraga. Tim sepak takraw ini bertujuan untuk meningkatkan prestasi di bidang sepak takraw.

## ADFAA VOLLEYBALL MEN'S AND WOMEN'S TEAM

ADFAA Volleyball Men's and Women's Team is a competitive sports team that represents the Australian Defence Force Academy. The team is composed of talented athletes who are dedicated to excellence in the sport of volleyball. They compete at a high level, representing Australia in international tournaments and domestic leagues. The team's success is a testament to the hard work and dedication of its members, as well as the support of their coaches and the Australian Defence Force.





# EXTENSION



## INTRODUCTION

Extension, as one of the quadruple functions of higher educational institutions, translates the academic institutions involvement in community development and people empowerment. It is an avenue where relevance and responsiveness of curricular programs are validated by enriched quality of people's lives and responding to community needs.

Essentially, Extension Services enable the academic institution to be a catalyst in social transformation of the students, faculty and communities through the developmental, integrated, comprehensive and sustainable programs, projects and activities.

Likewise, the Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST) Extension Program is considered as a set of projects and activities involving alumni relation, linkages, placements, community development Livelihood opportunity program regularly undertaken by faculty, staff and students through the Office of the Extension Services of the Institute and the college/Office Base Extension Units.

## MISSION-GOALS-OBJECTIVES-CORE VALUES OF THE INSTITUTE EXTENSION AND ALUMNI AFFAIRS OFFICE

### Vision

A dynamic services oriented center for community development and people empowerment.

### Mission

Generate extension projects for effective technology transfer, continuing education, and training for self-reliance and community welfare.



## Goals

1. Develop and deliver appropriate programs/projects/activities which are responsive to the needs of its clientele;
2. Upgrade competence, work skills and competitiveness of out-of-school youth; and
3. Provide technology transfer for sustainable socio-economic development

## Objectives

1. Conduct skills development, entrepreneurship training, and community education needed by service sector;
2. Assist small and medium scale enterprises by sharing the various expertise of the institute, disseminating research output and transferring of technologies;
3. Undertake identification and assessment of gaps and needs in extension service sectors which the institute can address;
4. Establish and maintain good relationship with funding donors, sponsors, and the other benefactors for extension projects and services; and
5. Sustain alumni support for programs and projects of the Institute.

## Core Values

- Excellence
- Community Service
- Servant Leadership
- Humanity
- Commitment

## High-level description

### Major Final Output (MFO) 4 for First Quarter – Fourth Quarter 2017

Performance Indicators	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	TOTAL
Number of people receiving services	1	1	1	1	4
Number of people receiving services	1	1	1	1	4
Number of people receiving services	1	1	1	1	4
Number of people receiving services	1	1	1	1	4
Number of people receiving services	1	1	1	1	4
Number of people receiving services	1	1	1	1	4
Number of people receiving services	1	1	1	1	4
Number of people receiving services	1	1	1	1	4

## Community Development Division

### First Quarter

### Community Development Projects by College/Institute

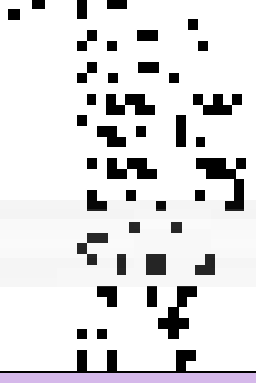
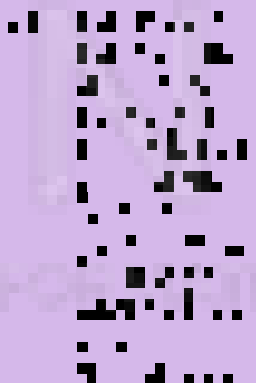
EXTENSION PROGRAM/ PROJECT	IMPLEMENTATION CY 2017			BENEFICIARIES	
	College	Project Leader / Members	Date / No. of Hrs.	Agency	Type/No. of Participants
1. <b>2017</b>	2017	2017	2017	2017	2017
2. <b>2017</b>	2017	2017	2017	2017	2017
3. <b>2017</b>	2017	2017	2017	2017	2017



EXTENSION PROGRAM/ PROJECT	IMPLEMENTATION CY 2017		BENEFICIARIES	
	College	Project Leader / Members	Date / No. of Hrs.	Agency Type/No. of Participants
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EXTENSION PROGRAM/ PROJECT	IMPLEMENTATION CY 2017			BENEFICIARIES	
	College	Project Leader / Members	Date / No. of Hrs.	Agency	Type/No. of Participants

	<p>1. <b>Project Title:</b> _____</p>				
	<p>2. <b>Project Description:</b> _____</p>				
	<p>3. <b>Project Title:</b> _____</p>				
	<p>4. <b>Project Description:</b> _____</p>				


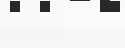









## For Second Quarter

## Community Development Projects by College/Institute

EXTENSION PROGRAM/ PROJECT	IMPLEMENTATION CY 2017			BENEFICIARIES	
	College	Project Leader / Members	Date / No. of Hrs.	Agency	Type/No. of Participants

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For Third Quarter

## Community Development Projects by College/Institute

EXTENSION PROGRAM/ PROJECT	IMPLEMENTATION CY 2017			BENEFICIARIES	
	College	Project Leader / Members	Date / No. of Hrs.	Agency	Type/No. of Participants

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EXTENSION PROGRAM/ PROJECT	IMPLEMENTATION CY 2017			BENEFICIARIES	
	College	Project Leader / Members	Date / No. of Hrs.	Agency	Type/No. of Participants
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## For Fourth Quarter

## Community Development Projects by College/Institute

EXTENSION PROGRAM/ PROJECT	IMPLEMENTATION CY 2017		BENEFICIARIES	
	College	Project Leader / Members	Date / No. of Hrs.	Agency Type/No. of Participants
1. <b>Agribusiness Development Project</b>	1. <b>College of Agriculture</b>	1. <b>Dr. [Name]</b>	1. <b>10/10/2017</b>	1. <b>100</b>
2. <b>Agribusiness Development Project</b>	2. <b>College of Agriculture</b>	2. <b>Dr. [Name]</b>	2. <b>10/10/2017</b>	2. <b>100</b>
3. <b>Agribusiness Development Project</b>	3. <b>College of Agriculture</b>	3. <b>Dr. [Name]</b>	3. <b>10/10/2017</b>	3. <b>100</b>
4. <b>Agribusiness Development Project</b>	4. <b>College of Agriculture</b>	4. <b>Dr. [Name]</b>	4. <b>10/10/2017</b>	4. <b>100</b>
5. <b>Agribusiness Development Project</b>	5. <b>College of Agriculture</b>	5. <b>Dr. [Name]</b>	5. <b>10/10/2017</b>	5. <b>100</b>



EXTENSION PROGRAM/ PROJECT	IMPLEMENTATION CY 2017			BENEFICIARIES	
	College	Project Leader / Members	Date / No. of Hrs.	Agency	Type/No. of Participants
1. <b>WASH</b>	...	...	...	...	...
2. <b>WASH</b>	...	...	...	...	...
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100. <b>WASH</b>	...	...	...	...	...

EXTENSION PROGRAM/ PROJECT	IMPLEMENTATION CY 2017			BENEFICIARIES	
	College	Project Leader / Members	Date / No. of Hrs.	Agency	Type/No. of Participants
1. <b>Self-Defense Training</b>	St. Ignace	Ms. Mary Ann Garcia	10/10/17, 10/17/17, 10/24/17, 10/31/17, 11/7/17, 11/14/17, 11/21/17, 11/28/17, 12/5/17, 12/12/17, 12/19/17, 12/26/17, 1/2/18, 1/9/18, 1/16/18, 1/23/18, 1/30/18, 2/6/18, 2/13/18, 2/20/18, 2/27/18, 3/6/18, 3/13/18, 3/20/18, 3/27/18, 4/3/18, 4/10/18, 4/17/18, 4/24/18, 5/1/18, 5/8/18, 5/15/18, 5/22/18, 5/29/18, 6/5/18, 6/12/18, 6/19/18, 6/26/18, 7/3/18, 7/10/18, 7/17/18, 7/24/18, 7/31/18, 8/7/18, 8/14/18, 8/21/18, 8/28/18, 9/4/18, 9/11/18, 9/18/18, 9/25/18, 10/2/18, 10/9/18, 10/16/18, 10/23/18, 10/30/18, 11/6/18, 11/13/18, 11/20/18, 11/27/18, 12/4/18, 12/11/18, 12/18/18, 12/25/18, 1/1/19, 1/8/19, 1/15/19, 1/22/19, 1/29/19, 2/5/19, 2/12/19, 2/19/19, 2/26/19, 3/5/19, 3/12/19, 3/19/19, 3/26/19, 4/2/19, 4/9/19, 4/16/19, 4/23/19, 4/30/19, 5/7/19, 5/14/19, 5/21/19, 5/28/19, 6/4/19, 6/11/19, 6/18/19, 6/25/19, 7/2/19, 7/9/19, 7/16/19, 7/23/19, 7/30/19, 8/6/19, 8/13/19, 8/20/19, 8/27/19, 9/3/19, 9/10/19, 9/17/19, 9/24/19, 10/1/19, 10/8/19, 10/15/19, 10/22/19, 10/29/19, 11/5/19, 11/12/19, 11/19/19, 11/26/19, 12/3/19, 12/10/19, 12/17/19, 12/24/19, 1/7/20, 1/14/20, 1/21/20, 1/28/20, 2/4/20, 2/11/20, 2/18/20, 2/25/20, 3/4/20, 3/11/20, 3/18/20, 3/25/20, 4/1/20, 4/8/20, 4/15/20, 4/22/20, 4/29/20, 5/6/20, 5/13/20, 5/20/20, 5/27/20, 6/3/20, 6/10/20, 6/17/20, 6/24/20, 7/1/20, 7/8/20, 7/15/20, 7/22/20, 7/29/20, 8/5/20, 8/12/20, 8/19/20, 8/26/20, 9/2/20, 9/9/20, 9/16/20, 9/23/20, 9/30/20, 10/7/20, 10/14/20, 10/21/20, 10/28/20, 11/4/20, 11/11/20, 11/18/20, 11/25/20, 12/2/20, 12/9/20, 12/16/20, 12/23/20, 12/30/20, 1/6/21, 1/13/21, 1/20/21, 1/27/21, 2/3/21, 2/10/21, 2/17/21, 2/24/21, 3/2/21, 3/9/21, 3/16/21, 3/23/21, 3/30/21, 4/6/21, 4/13/21, 4/20/21, 4/27/21, 5/4/21, 5/11/21, 5/18/21, 5/25/21, 6/1/21, 6/8/21, 6/15/21, 6/22/21, 6/29/21, 7/6/21, 7/13/21, 7/20/21, 7/27/21, 8/3/21, 8/10/21, 8/17/21, 8/24/21, 8/31/21, 9/7/21, 9/14/21, 9/21/21, 9/28/21, 10/5/21, 10/12/21, 10/19/21, 10/26/21, 11/2/21, 11/9/21, 11/16/21, 11/23/21, 11/30/21, 12/7/21, 12/14/21, 12/21/21, 12/28/21, 1/4/22, 1/11/22, 1/18/22, 1/25/22, 2/1/22, 2/8/22, 2/15/22, 2/22/22, 2/29/22, 3/6/22, 3/13/22, 3/20/22, 3/27/22, 4/3/22, 4/10/22, 4/17/22, 4/24/22, 5/1/22, 5/8/22, 5/15/22, 5/22/22, 5/29/22, 6/5/22, 6/12/22, 6/19/22, 6/26/22, 7/3/22, 7/10/22, 7/17/22, 7/24/22, 7/31/22, 8/7/22, 8/14/22, 8/21/22, 8/28/22, 9/4/22, 9/11/22, 9/18/22, 9/25/22, 10/2/22, 10/9/22, 10/16/22, 10/23/22, 10/30/22, 11/6/22, 11/13/22, 11/20/22, 11/27/22, 12/4/22, 12/11/22, 12/18/22, 12/25/22, 1/1/23, 1/8/23, 1/15/23, 1/22/23, 1/29/23, 2/5/23, 2/12/23, 2/19/23, 2/26/23, 3/5/23, 3/12/23, 3/19/23, 3/26/23, 4/2/23, 4/9/23, 4/16/23, 4/23/23, 4/30/23, 5/7/23, 5/14/23, 5/21/23, 5/28/23, 6/4/23, 6/11/23, 6/18/23, 6/25/23, 7/2/23, 7/9/23, 7/16/23, 7/23/23, 7/30/23, 8/6/23, 8/13/23, 8/20/23, 8/27/23, 9/3/23, 9/10/23, 9/17/23, 9/24/23, 9/30/23, 10/7/23, 10/14/23, 10/21/23, 10/28/23, 11/4/23, 11/11/23, 11/18/23, 11/25/23, 12/2/23, 12/9/23, 12/16/23, 12/23/23, 12/30/23, 1/6/24, 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EXTENSION PROGRAM/ PROJECT	IMPLEMENTATION CY 2017			BENEFICIARIES	
	College	Project Leader / Members	Date / No. of Hrs.	Agency	Type/No. of Participants
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3. <b>WASH</b>	...	...	...	...	...
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EXTENSION PROGRAM/ PROJECT	IMPLEMENTATION CY 2017			BENEFICIARIES	
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## Highlights

### Outreach Program

The Outreach Program is a vital part of our mission to serve the community. It provides a platform for our students to engage in meaningful service projects and develop leadership skills. Through this program, we aim to foster a sense of social responsibility and civic engagement among our students.



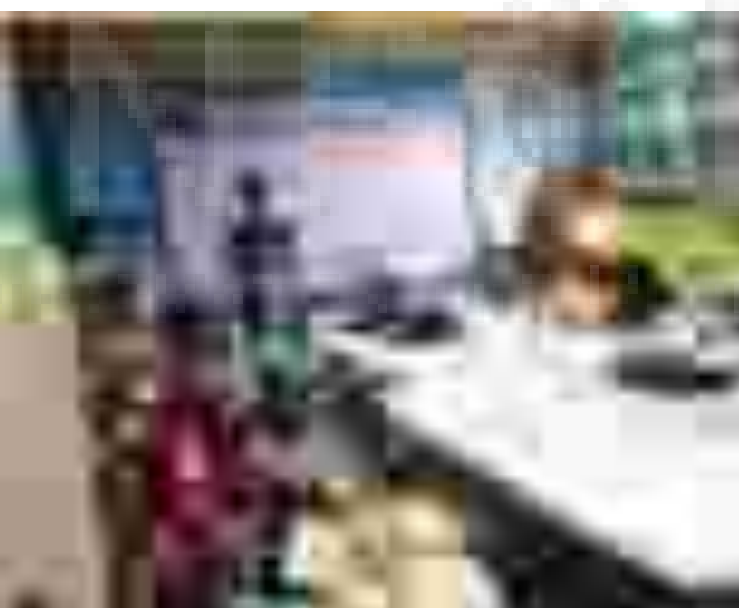
Our Outreach Program is designed to be inclusive and accessible to all students. We encourage all students to participate in these activities to gain valuable experience and make a positive impact on the community.

The Outreach Program is a key component of our curriculum, providing students with hands-on learning opportunities. It allows them to apply their knowledge and skills in real-world contexts, enhancing their understanding of social issues and community needs.



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**Conducted Forum on Magna Carta for Women  
March 6, 2017 EARIST Amphitheater**

[illegible]



## The Seminar-Workshop on Gender Sensitive Teaching

- The seminar-workshop was held in the form of a seminar-workshop.
- The seminar-workshop was held in the form of a seminar-workshop.



Figure 1: Seminar-Workshop on Gender Sensitive Teaching



Figure 2: Seminar-Workshop on Gender Sensitive Teaching

# ADMINISTRATION

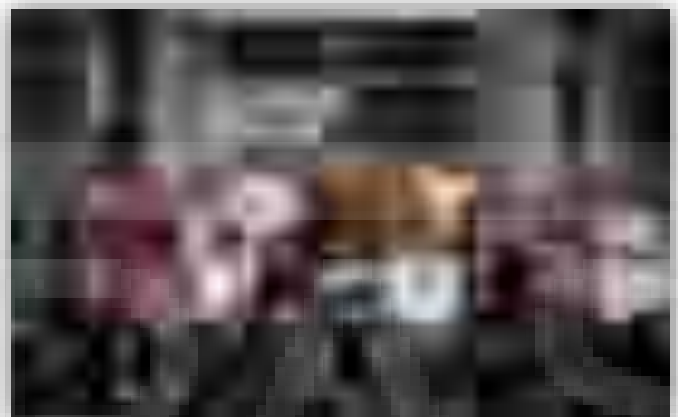




## Highlights

### ISO Training

ISO 9001:2015  
Training



ISO 14001:2015  
Training



ISO 45001:2018  
Training





## EARIST SUMMIT

EARIST Summit is a national conference for early childhood educators. It is a great opportunity for educators to learn from each other and share their experiences. The summit is held annually in a different location and is a great way to network with other professionals in the field.

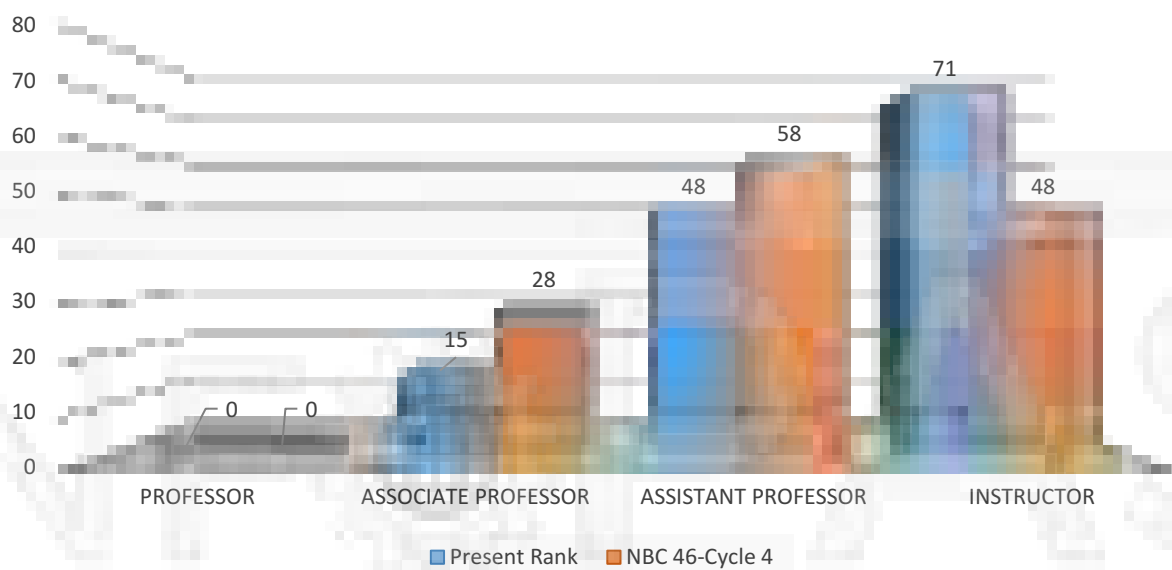
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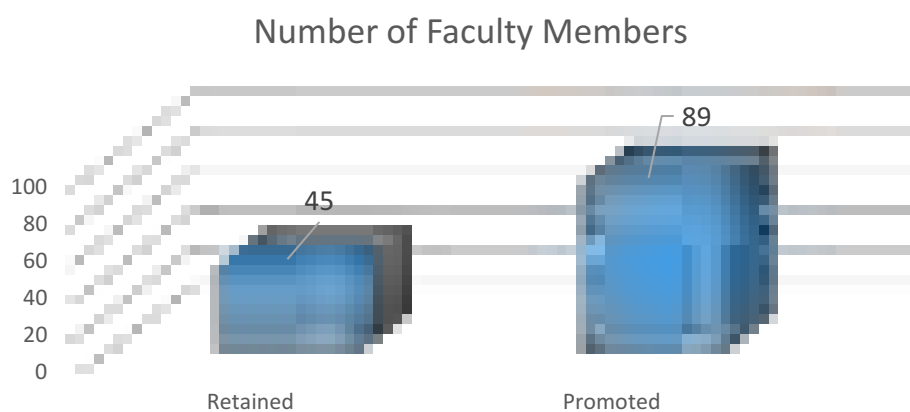
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## Implementation of NBC 461 Cycle 4

Number of Faculty Members



Number of Faculty Members

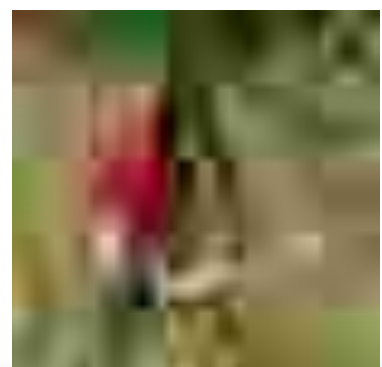




## Handog Kalikasan, A Tree Planting Project

It is a very important project to plant trees in the area of Handog Kalikasan. The project is a tree planting project that aims to improve the environment and provide a better future for the community. The project is a tree planting project that aims to improve the environment and provide a better future for the community. The project is a tree planting project that aims to improve the environment and provide a better future for the community.

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## Blood Letting Activity

- Explain the importance of blood in the body
- Demonstrate the process of blood letting
- Discuss the historical and cultural significance of blood letting



## EARIST Manila

- Explain the importance of blood in the body
- Demonstrate the process of blood letting
- Discuss the historical and cultural significance of blood letting
- Explain the importance of blood in the body
- Demonstrate the process of blood letting
- Discuss the historical and cultural significance of blood letting



2020-2021



2020-2021

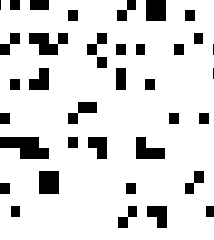
## EARIST Cavite Campus

EARIST Cavite Campus is a leading institution in the region, offering a wide range of academic programs and services. The campus is known for its commitment to quality education and its focus on providing a supportive learning environment for its students.



EARIST Cavite Campus is a leading institution in the region, offering a wide range of academic programs and services. The campus is known for its commitment to quality education and its focus on providing a supportive learning environment for its students.

## Freedom of Information



1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

A large, dense, black and white abstract pattern resembling a complex, textured surface or a highly detailed, noisy image. The pattern consists of numerous small, irregular black shapes and lines scattered across a white background, creating a high-contrast, grainy appearance. The overall effect is that of a heavily textured surface, possibly a close-up of a rough material or a highly magnified view of a noisy signal. The pattern is non-repeating and lacks any discernible geometric or organic structure, appearing as a random distribution of black pixels and lines.





El presente documento  
tiene como objetivo  
informar a la comunidad  
sobre los servicios  
que ofrece el  
Sistema de  
Transporte  
Público de  
Medellín.



Este documento  
tiene como  
objetivo  
informar a la  
comunidad  
sobre los  
servicios que  
ofrece el  
Sistema de  
Transporte  
Público de  
Medellín.



## Infrastructure

### Repair Rehabilitation of CIT Building Including Provision for 1 Unit Elevator



1. The building is a multi-story structure with a red roof and brown facade. It is located in the center of the image.

### Construction of 4-Storey Computer building Including AV-Room (Phase 1 & 2)



1. The building is a multi-story structure with a yellow facade and a black roof. It is located in the center of the image.





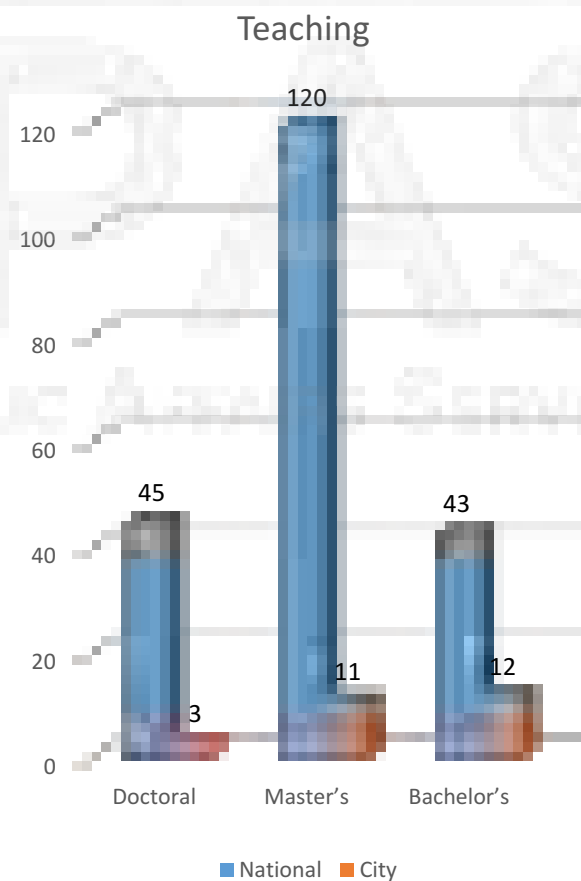
### Personal File

[illegible]

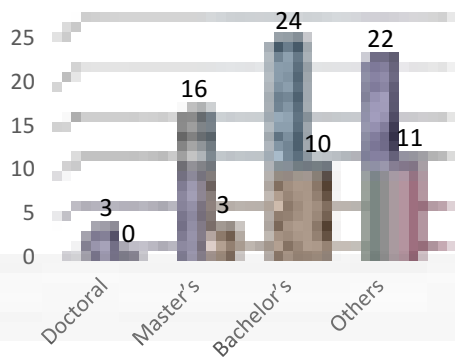
## Graduate Enrollment

Enrollment in graduate programs at the University of North Carolina at Chapel Hill for the fall semester of 2023.

Enrollment in graduate programs at the University of North Carolina at Chapel Hill for the fall semester of 2023.

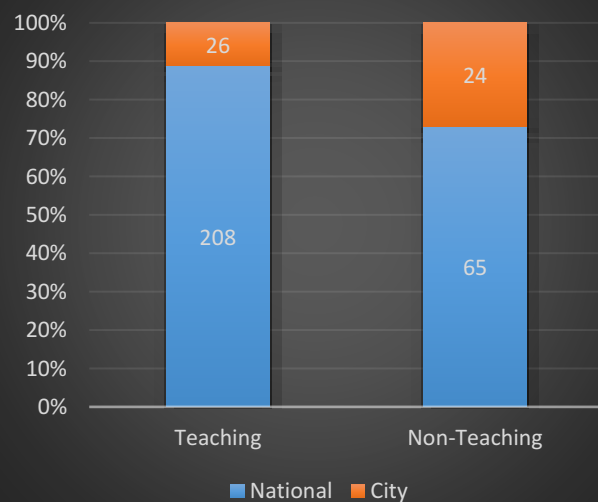


## Non-Teaching



■ National ■ City

## Grand Total



## Property Management

	PS/DBM	Supplies	Total
<b>Deliveries</b>			
Fund 101	2,548,928.26	505,050.50	3,053,978.76
Fund 164	1,735,913.78	19,650,855.68	21,386,769.46
Fund 151	59,446.38	3,411,450.30	3,470,896.68
			<b>27,911,644.90</b>
<b>Issuances</b>			
Fund 101	1,917,660.51	376,836.00	2,293,496.51
Fund 164	1,775,169.68	18,355,325.17	20,130,494.85
Fund 151	43,451.18	3,411,450.30	3,454,901.48
			<b>25,878,892.84</b>
<b>Disposal</b>			
Unserviceable Equipment			<b>NONE</b>
<b>Processed Documents</b>			
Inspection and Acceptance Report		<b>TOTAL</b>	<b>27,911,644.92</b>
	FUND 101	42	3,053,978.76
	FUND 164	104	21,386,769.46
	FUND 151	25	3,470,896.68
Property Acknowledgement Receipt			<b>13,713,585.12</b>
	FUND 101	188,728.60	
	FUND 164	11,495,246.26	11,683,974.86
Inventory Custodian Slip (ICS)			
	FUND 101	473,123.48	
	FUND 164	1,566,486.78	2,029,610.26
Transferred/Renewed Accountability			
Inventory Custodian Slip		161	
Property Turned-in Slip		76	
Clearances		21	<b>264</b>

## 1. Introduction

### Manila and Cavite

The city of Manila is the capital of the Philippines and is located on Luzon. It is a large metropolitan area with a population of over 1.5 million people. The city is known for its rich history and culture, and is a major center of commerce and industry. The city is also home to many of the country's most important government and educational institutions.

The city of Cavite is a large metropolitan area located on the southern tip of Luzon. It is a major center of commerce and industry, and is home to many of the country's most important government and educational institutions. The city is also known for its rich history and culture.



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## Special Order

Special Order No.	Date	Subject	Persons Involved
...	...	...	...
...	...	...	...

Special Order No.	Date	Subject	Persons Involved
1000	10/1/1911	...	...
1001	10/2/1911	...	...
1002	10/3/1911	...	...
1003	10/4/1911	...	...
1004	10/5/1911	...	...
1005	10/6/1911	...	...
1006	10/7/1911	...	...
1007	10/8/1911	...	...
1008	10/9/1911	...	...
1009	10/10/1911	...	...
1010	10/11/1911	...	...
1011	10/12/1911	...	...
1012	10/13/1911	...	...
1013	10/14/1911	...	...
1014	10/15/1911	...	...
1015	10/16/1911	...	...
1016	10/17/1911	...	...
1017	10/18/1911	...	...
1018	10/19/1911	...	...
1019	10/20/1911	...	...
1020	10/21/1911	...	...
1021	10/22/1911	...	...
1022	10/23/1911	...	...
1023	10/24/1911	...	...
1024	10/25/1911	...	...
1025	10/26/1911	...	...
1026	10/27/1911	...	...
1027	10/28/1911	...	...
1028	10/29/1911	...	...
1029	10/30/1911	...	...
1030	10/31/1911	...	...



Special Order No.	Date	Subject	Persons Involved
016-2017	February 21, 2017	Cash Advance	Dr. Grant B. Cornell
017-2017	February 22, 2017	Cash Advance for the 2017 Synchronized ISG-CSG Election in the EARIST Cavite Campus	Dr. Frederick C. Pena
018-2017	February 22, 2017	Designation as Vice President for Academic Affairs in Concurrent	Dr. Frederick C. Pena
019-2017	February 24, 2017	Designation as Officer-in-Charge, Office of the President	Dr. Grant B. Cornell
020-2017	February 28, 2017	Cash Advance in the Conduct of a Forum on Magna Carta for Women	Dr. Eriberto R. Astorga Jr.
021-2017	February 28, 2017	Pretty Cash Fund	Dr. Frederick C. Pena
022-2017	February 28, 2017	Cash Advance for the 2017 Synchronized ISG-CSG Election in the EARIST Cavite Campus	Dr. Frederick C. Pena
023-2017	February 28, 2017	Cash Advance for the 2017 Synchronized ISG-CSG Election in the EARIST Cavite Campus	Dr. Frederick C. Pena
024-2017	February 28, 2017	Cash Advance for the 2017 Synchronized ISG-CSG Election in the EARIST Cavite Campus	Dr. Frederick C. Pena
025-2017	February 28, 2017	Cash Advance for the 2017 Synchronized ISG-CSG Election in the EARIST Cavite Campus	Dr. Frederick C. Pena
026-2017	February 28, 2017	Cash Advance for the 2017 Synchronized ISG-CSG Election in the EARIST Cavite Campus	Dr. Frederick C. Pena
027-2017	February 28, 2017	Cash Advance for the 2017 Synchronized ISG-CSG Election in the EARIST Cavite Campus	Dr. Frederick C. Pena
028-2017	February 28, 2017	Cash Advance for the 2017 Synchronized ISG-CSG Election in the EARIST Cavite Campus	Dr. Frederick C. Pena
029-2017	February 28, 2017	Cash Advance for the 2017 Synchronized ISG-CSG Election in the EARIST Cavite Campus	Dr. Frederick C. Pena
030-2017	February 28, 2017	Cash Advance for the 2017 Synchronized ISG-CSG Election in the EARIST Cavite Campus	Dr. Frederick C. Pena



Special Order No.	Date	Subject	Persons Involved
1000	11-11-1971	RECEIVED FROM THE	1000
1001	11-11-1971	RECEIVED FROM THE	1001
1002	11-11-1971	RECEIVED FROM THE	1002
1003	11-11-1971	RECEIVED FROM THE	1003
1004	11-11-1971	RECEIVED FROM THE	1004
1005	11-11-1971	RECEIVED FROM THE	1005
1006	11-11-1971	RECEIVED FROM THE	1006
1007	11-11-1971	RECEIVED FROM THE	1007
1008	11-11-1971	RECEIVED FROM THE	1008
1009	11-11-1971	RECEIVED FROM THE	1009
1010	11-11-1971	RECEIVED FROM THE	1010
1011	11-11-1971	RECEIVED FROM THE	1011
1012	11-11-1971	RECEIVED FROM THE	1012
1013	11-11-1971	RECEIVED FROM THE	1013
1014	11-11-1971	RECEIVED FROM THE	1014
1015	11-11-1971	RECEIVED FROM THE	1015
1016	11-11-1971	RECEIVED FROM THE	1016
1017	11-11-1971	RECEIVED FROM THE	1017
1018	11-11-1971	RECEIVED FROM THE	1018
1019	11-11-1971	RECEIVED FROM THE	1019
1020	11-11-1971	RECEIVED FROM THE	1020







Special Order No.	Date	Subject	Persons Involved
.....	1971	.....	.....
.....	1971	.....	.....
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Special Order No.	Date	Subject	Persons Involved
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Special Order No.	Date	Subject	Persons Involved
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Special Order No.	Date	Subject	Persons Involved
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## References

[illegible]

Memorandum Order No.	Date	Subject	Persons Involved
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www.pearson.com

## Curricular Offerings

## Program

**www.elsevier.com/locate/jmb**

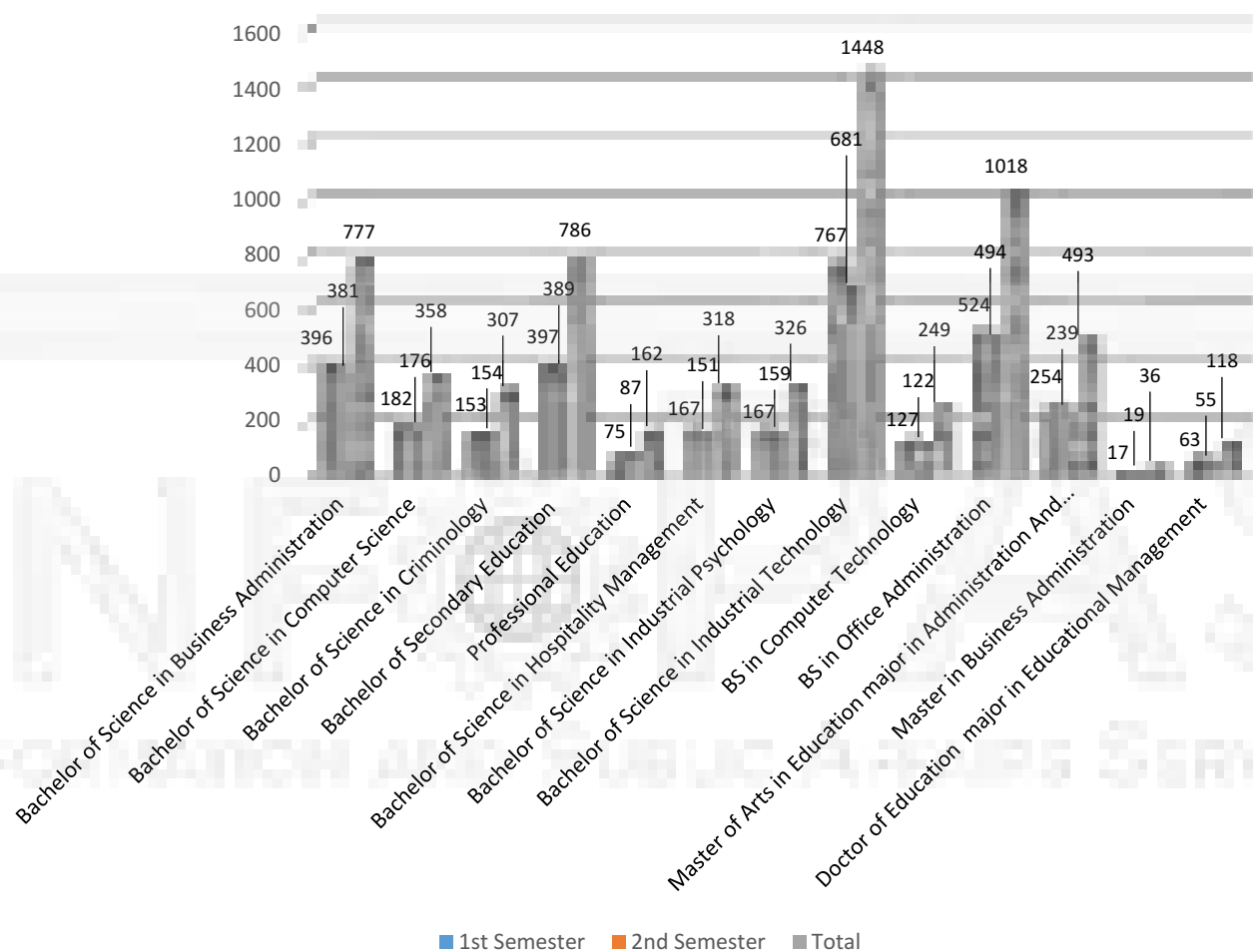
- התאחדות המורים והתנועה הלאומית  
התאחדות המורים והתנועה הלאומית  
התאחדות המורים והתנועה הלאומית  
התאחדות המורים והתנועה הלאומית  
התאחדות המורים והתנועה הלאומית

1. **Introduction**

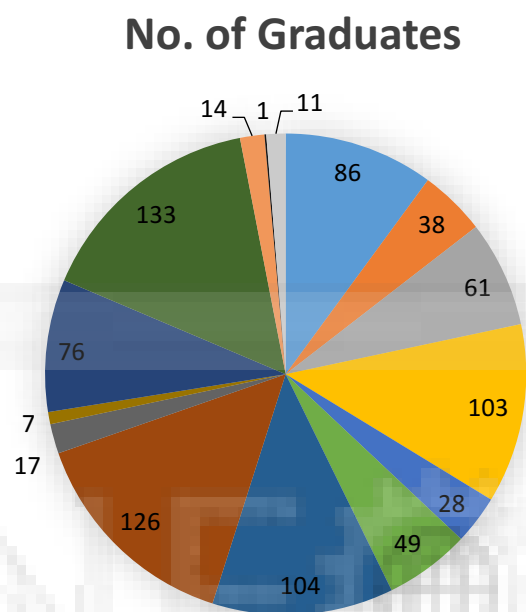
1. NAME : MR. J. K. SINGH  
2. DATE : 10/10/2023  
3. TIME : 10:00 AM  
4. PLACE : NEW DELHI  
5. REASON : FOR THE SERVICE  
6. BY : MR. J. K. SINGH  
7. FOR : MR. J. K. SINGH  
8. TO : MR. J. K. SINGH  
9. FROM : MR. J. K. SINGH  
10. BY : MR. J. K. SINGH  
11. FOR : MR. J. K. SINGH  
12. TO : MR. J. K. SINGH  
13. FROM : MR. J. K. SINGH  
14. BY : MR. J. K. SINGH  
15. FOR : MR. J. K. SINGH  
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97. FROM : MR. J. K. SINGH  
98. BY : MR. J. K. SINGH  
99. FOR : MR. J. K. SINGH  
100. TO : MR. J. K. SINGH

## Distribution of Enrolment by Program A.Y. 2016-2017

**Distribution of Enrolment by Program A.Y. 2016-2017**



## Graduates for School Year 2016 – 2017 EARIST Cavite




The data shows the distribution of graduates across 12 categories. The largest group is Category 12 with 133 graduates, followed by Category 8 with 126 graduates. The smallest group is Category 10 with 7 graduates. The total number of graduates is 863.

## Licensure Examination Results

### Criminologist Passers - June 2017

Rank	NAME	Score
1	ABAY, JESSIE ANN	85
2	ABAY, JESSIE ANN	85
3	ABAY, JESSIE ANN	85
4	ABAY, JESSIE ANN	85
5	ABAY, JESSIE ANN	85
6	ABAY, JESSIE ANN	85
7	ABAY, JESSIE ANN	85
8	ABAY, JESSIE ANN	85
9	ABAY, JESSIE ANN	85
10	ABAY, JESSIE ANN	85

### NAPOLCOM Passers - 2017

Rank	NAME	Score
1	ABAY, JESSIE ANN	85
2	ABAY, JESSIE ANN	85
3	ABAY, JESSIE ANN	85
4	ABAY, JESSIE ANN	85

## Accreditation

Accreditation	Accreditation
Accreditation by the American Society of Health-System Executives (ASHE)	✓
Accreditation by the American Society of Health-System Executives (ASHE)	✓
Accreditation by the American Society of Health-System Executives (ASHE)	✓
Accreditation by the American Society of Health-System Executives (ASHE)	✓
Accreditation by the American Society of Health-System Executives (ASHE)	✓
Accreditation by the American Society of Health-System Executives (ASHE)	✓
Accreditation by the American Society of Health-System Executives (ASHE)	✓
Accreditation by the American Society of Health-System Executives (ASHE)	✓
Accreditation by the American Society of Health-System Executives (ASHE)	✓
Accreditation by the American Society of Health-System Executives (ASHE)	✓

Accreditation is a process by which an external organization evaluates an organization's performance against a set of standards. Accreditation is a process by which an external organization evaluates an organization's performance against a set of standards. Accreditation is a process by which an external organization evaluates an organization's performance against a set of standards.

Accreditation is a process by which an external organization evaluates an organization's performance against a set of standards. Accreditation is a process by which an external organization evaluates an organization's performance against a set of standards. Accreditation is a process by which an external organization evaluates an organization's performance against a set of standards.

## Faculty Development

Faculty members graduated their Master's and Doctoral Degree

Year	Master's Degree	Doctoral Degree
2018	10	5
2019	12	8
2020	15	10
2021	18	12
2022	20	15

Each faculty member is required to complete a minimum of 10 credit hours of graduate-level coursework in their field of study. This requirement is met through a combination of coursework and research. Faculty members are also required to complete a minimum of 10 credit hours of graduate-level coursework in their field of study.

Information and Support Services  
 The faculty members are provided with a variety of support services, including:

## Student Development

### Seminar-workshops, Conferences and Training

Each year, a number of seminar-workshops are organised for students, which are often held in conjunction with the annual conference.

These are designed to provide students with the opportunity to develop their research skills and to engage in critical discussion of their work. The seminars are usually held in the evening and are open to all students.

The seminars are organised by the research groups and are usually held in the evening. They provide a valuable opportunity for students to discuss their work and to receive feedback from their supervisors and colleagues.

### Certifications

Information on the Different Areas of Research	
1. <b>Research in the field of...</b>	20
2. <b>Research in the field of...</b>	33
3. <b>Research in the field of...</b>	42

The research groups are responsible for the organisation and delivery of the seminars and workshops. They are also responsible for the certification of the students who participate in these activities.



## Scholarships

[illegible]

1. **Introduction:** The first paragraph introduces the topic of the research paper, which is the impact of climate change on the environment. It states that the purpose of the study is to investigate the various ways in which climate change is affecting the natural world and to identify the most significant threats to the environment.

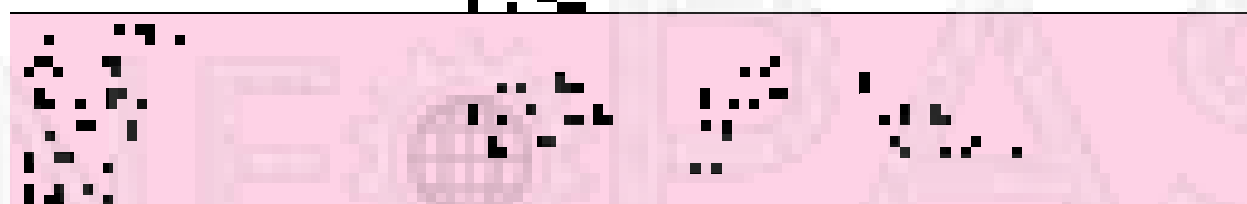
2. **Background:** The second paragraph provides a brief overview of the current state of climate change research. It mentions that there is a growing body of evidence suggesting that climate change is a real and pressing issue, and that it is having a significant impact on the environment. It also notes that there is a need for more research to better understand the full extent of the problem and to develop effective strategies for addressing it.

3. **Methodology:** The third paragraph describes the methods used in the study. It states that the research was conducted using a combination of primary and secondary data sources. Primary data was collected through a series of interviews with experts in the field, while secondary data was gathered from a review of the existing literature on climate change and the environment.

4. **Results:** The fourth paragraph presents the findings of the study. It reports that the research has identified a number of key areas where climate change is having a significant impact on the environment. These include changes in the timing and intensity of weather events, shifts in the distribution of plant and animal species, and a general decline in the health of the world's ecosystems.

5. **Conclusion:** The fifth paragraph concludes the paper by summarizing the main findings and discussing the implications of the research. It emphasizes that the evidence clearly shows that climate change is a major threat to the environment, and that it is urgent action is needed to address the problem. It also suggests that further research is needed to better understand the complex interactions between climate change and the environment, and to develop more effective strategies for mitigating its effects.

## Extension Community Development Projects



Information and Services

Information and Services

# INFORMA

Information and Public Access Services



2024-2025

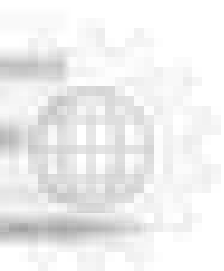




## Information and Public Affairs Services

The Information and Public Affairs Services (IPAS) is a unit within the Ministry of Education, Youth and Sports (MEYS) that is responsible for the development and implementation of the Ministry's information and public affairs policies and programmes. IPAS is also responsible for the coordination and monitoring of the Ministry's information and public affairs activities.

IPAS is a multi-functional unit that provides a wide range of services to the Ministry and the public. These services include the development and implementation of the Ministry's information and public affairs policies and programmes, the coordination and monitoring of the Ministry's information and public affairs activities, and the provision of information and public affairs services to the public.



## Information and Public Affairs Services

IPAS is a multi-functional unit that provides a wide range of services to the Ministry and the public. These services include the development and implementation of the Ministry's information and public affairs policies and programmes, the coordination and monitoring of the Ministry's information and public affairs activities, and the provision of information and public affairs services to the public.

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1. **Introduction**  
 2. **Background**  
 3. **Methodology**  
 4. **Results**  
 5. **Discussion**  
 6. **Conclusion**  
 7. **References**  
 8. **Appendix**  
 9. **Index**  
 10. **Table of Contents**  
 11. **Abstract**  
 12. **Summary**  
 13. **Key Words**  
 14. **Keywords**  
 15. **Subject Headings**  
 16. **Classification**  
 17. **Indexing**  
 18. **References**  
 19. **Appendix**  
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 21. **Table of Contents**  
 22. **Abstract**  
 23. **Summary**  
 24. **Key Words**  
 25. **Keywords**  
 26. **Subject Headings**  
 27. **Classification**  
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