

Republic of the Philippines

TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES
CAVITE CAMPUS

Carlos Q. Trinidad Avenue, Salawag Dasmariñas City, Cavite

Industrial Education Department

**A NARRATIVE REPORT OF EXPERIENCES IN ON – CAMPUS INTERNSHIP IN
TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES CAVITE CAMPUS**

A report submitted to:

Prof. Julieta M. Fajardo

Supervising Teacher

In Partial Fulfillment of the Requirements in
BSIE-ICT-4A – Out-Campus Practice Teaching

Submitted by:

Rica Marie S. Paming

June 2022



Republic of the Philippines
Region IV-A CALABARZON
Technological University of the Philippines - Cavite
CQT Avenue, Salawag, Dasmariñas City, Cavite

Approval Sheet

In partial fulfilment of the requirements in the course Bachelor of Science in Industrial Education major in Information and Communication Technology this **“Narrative Report on Student Teaching Experiences”** has been prepared and submitted by **Rica Marie S. Paming.**

Recommending Approval,

MICHELLE M. MAG-ISA
Cooperating Teacher

Noted by:

JULIETA M. FAJARDO
Practice Teaching Coordinator

ELLYSSA SEBASTIAN
Course Coordinator

MA. CECILIA N. REYES
Assistant Director for
Academic Affairs

Accepted and approved as partial fulfilment of the requirements in the course Bachelor of Science in Industrial Education major in Information and Communication Technology with the rating of _____.

Date

PROF. JULIETA FAJARDO
Adviser, OPT



Republic of the Philippines
Region IV-A CALABARZON
Technological University of the Philippines - Cavite
CQT Avenue, Salawag, Dasmariñas City, Cavite

Certification

This is to certify that

Rica Marie S. Paming

A Bachelor of Science in Industrial Education major in Information and Communication Technology and a Practice Teacher of Technological University of the Philippines - Cavite during the 2nd Semester of School Year 2021-2022 has undergone her Off – Campus Training in this Institution from March 20, 2022 to June 25, 2022.

MICHELLE M. MAG-ISA
Cooperating Teacher

Noted by:

JULIETA M. FAJARDO
Practice Teaching Coordinator

ELLYSSA SEBASTIAN
Course Coordinator

MA. CECILIA N. REYES
Assistant Director for
Academic Affairs



Republic of the Philippines
Region IV-A CALABARZON
Technological University of the Philippines - Cavite
CQT Avenue, Salawag, Dasmariñas City, Cavite

Clearance

To whom it may concern,

This is to concern that **Rica Marie S. Paming**, A Bachelor of Science in Industrial Education major in Information and Communication Technology and a Practice Teacher of Technological of the Philippines, Cavite Campus (TUPC), has undergone her Off-Campus Training at Technological University of the Philippines - Cavite, has satisfactorily completed all the requirements related to her assignment and property responsibilities.

MICHELLE M. MAG-ISA
Cooperating Teacher

Noted by:

JULIETA M. FAJARDO
Practice Teaching Coordinator

ELLYSSA SEBASTIAN
Course Coordinator

MA. CECILIA N. REYES
Assistant Director for
Academic Affairs

ACKNOWLEDGEMENT

Deepest gratitude and immeasurable appreciation for those who helped me finish this internship successfully.

First and foremost, to the Almighty God, for the strength, wisdom and life He always gave me as a present each and every single day. For giving me his provision and guidance as I walk throughout the journey of my internship. Without Him, I am nothing. I am always grateful for the grace He showered me.

To my family, who have been my greatest support during the internship. Since, my internship was done online, I used to be at home a lot. And I thank my family for the patience every time I was not able to wash the dishes and for always reminding me to eat and serving me healthy meal whenever I am busy.

To Prof. Fajardo, my department head and our supervising teacher. For being a determined professor, for us to do and have the opportunity to finish the internship despite the circumstances. For her helping hand, whenever we needed help and warm words for her seasoned wisdom to encourage us to be our best version of ourselves.

To Prof. Michelle Mag-isa, my cooperating teacher. I am immensely grateful for the opportunity you have always given me and for the trust that you gave. Despite my imperfection and self-doubt, you have always believed in me. Thank you for the valuable lessons you shared. I am honored to be your practice teacher, I will always try to do my very best so, I will be an educator in the future that you can be proud of. I am also grateful for your patience and for treating me like your own daughter.

To my main friends which are also my co-student-teachers. Milleth, Gelyn, Danielle and Aldrin. For the moral support every time I will have an important endeavor to do and for physically supporting me as well. Thank you also, for not giving up and for hoping despite the trying times. It's also been helpful for me not to lose hope.

Lastly, to my colleagues from other courses. Sir Rudolph Eduria for being a good critique in every demonstration that I have. And most especially to Jasmine May Tuzon, for being a warm-hearted being, for being a good listener, a good critique and for the unwavering support and encouragement.

I hope that each and every one of us will be successful in our own chosen path. To God be all the Glory!

TABLE OF CONTENTS

Title Page

Approval Sheet

Certification

Clearance

Acknowledgement

I. Preliminaries	1
Student Teacher's Code	2
Code of Ethics for Professional Teachers	3
Professional Standards	15
II. Description of the Cooperating School	19
School Facilities	21
History of the School	29
Vision, Mission, Goals and Objectives	33
Rules and Regulations	34
Organizational Chart	49
Location Map	49
School calendar	50
III. Narrative of Experiences	53
A. Working with the Cooperating teacher	54
B. Working with Department Head	57
C. Working with the Students	58
Student Teaching Experiences	61
Picture with my Students on Google meet	63
Student Profile	66
Class Schedule	74

IV. Professional Reading	75
Teaching and Learning Continuity Amid and Beyond the Pandemic	76
V. Appendices	82
A. Picture during Final Demonstration*	83
B. Lesson Plan*	91
C. Personal Profile	100
D. Photo Documentation	106
E. Daily Time Record	111

PART I
PRELIMINARIES

STUDENT TEACHER'S CODE

The objectives of the student teachers are to gain insight into teaching and to develop professional; integrity; therefore, it is necessary that he accepts these responsibilities.

A. Duties and Responsibilities of Student Teachers

1. The student teacher is a professional practitioner in his relationship with his students. All data concerning the school and the students must be kept confidential.
2. The student teacher should refrain from imposing his religious or political views upon his students.
3. The student teacher is an example to his students; physically, mentally, intellectually, morally, and ethically.
4. The student teacher recognizes his counting need for understanding student's growth and development.
5. Observe the Code of Ethics and Professional Teachers.
6. Observe proper dress code.
7. Observe punctuality throughout the duration of the school practicum.
8. Participate actively in all school related activities.
9. Notify the cooperating teacher in case of absences.
10. Be open to constructive criticisms.
11. Come prepared at all times.

12. Return all borrowed materials to the cooperating school before the term end.

B. Purpose and Objective of Student Teacher

1. Develop the ability to coordinate the subject matter, methods, techniques, and arrangement in actual classroom situation.
2. Develop the ability to work with other people and maintain desirable relationship.
3. Develop teaching skills necessary for the beginning teacher.
4. Develop appreciation of community resources and learn how to use these resources.
5. Enable the perspective teachers to assume responsibilities performed duties and meet the obligation of the full-time teachers.
6. Familiarize the perspective teachers with the actual conditions and operation in the school.

CODE OF ETHICS FOR PROFESSIONAL TEACHERS

Pursuant to the provisions of paragraph (e), Article 11, of R.A. No. 7836, otherwise known as the Philippine Teachers Professionalization Act of 1994 and paragraph (a), section 6, P.D. No. 223, as amended, the Board for Professional Teachers hereby adopt the Code of Ethics for Professional Teachers.

Preamble

Teachers are duly licensed professionals who possess dignity and reputation with high moral values as well as technical and professional competence in the practice of their noble profession, and they strictly adhere to, observe, and practice this set of ethical and moral principles, standards, and values.

Article I

Scope and Limitations

Section 1. The Philippine Constitution provides that all educational institution shall offer quality education for all competent teachers. Committed to its full realization, the provision of this Code shall apply, therefore, to all teachers in schools in the Philippines.

Section 2. This Code covers all public and private school teachers in all educational institutions at the preschool, primary, elementary, and secondary levels whether academic, vocational, special, technical, or non-formal. The term “teacher” shall include industrial arts or vocational teachers and all other persons performing supervisory and /or administrative functions in all school at the aforesaid levels, whether on full time or part-time basis.

Article II

The Teacher and the State

Section 1. The schools are the nurseries of the future citizens of the state; each teacher is a trustee of the cultural and educational heritage of the nation and is

under obligation to transmit to learners such heritage as well as to elevate national morality, promote national pride, cultivate love of country, instill allegiance to the constitution and for all duly constituted authorities, and promote obedience to the laws of the state.

Section 2. Every teacher or school official shall actively help carry out the declared policies of the state, and shall take an oath to this effect.

Section 3. In the interest of the State and of the Filipino people as much as of his own, every teacher shall be physically, mentally and morally fit.

Section 4. Every teacher shall possess and actualize a full commitment and devotion to duty.

Section 5. A teacher shall not engage in the promotion of any political, religious, or other partisan interest, and shall not, directly or indirectly, solicit, require, collect, or receive any money or service or other valuable material from any person or entity for such purposes.

Section 6. Every teacher shall vote and shall exercise all other constitutional rights and responsibility.

Section 7. A teacher shall not use his position or official authority or influence to coerce any other person to follow any political course of action.

Section 8. Every teacher shall enjoy academic freedom and shall have privilege of expounding the product of his researches and investigations; provided that, if the results are inimical to the declared policies of the

State, they shall be brought to the proper authorities for appropriate remedial action.

Article III

The Teacher and the Community

Section 1. A teacher is a facilitator of learning and of the development of the youth; he shall, therefore, render the best service by providing an environment conducive to such learning and growth.

Section 2. Every teacher shall provide leadership and initiative to actively participate in community movements for moral, social, educational, economic and civic betterment.

Section 3. Every teacher shall merit reasonable social recognition for which purpose he shall behave with honor and dignity at all times and refrain from such activities as gambling, smoking, drunkenness, and other excesses, much less illicit relations.

Section 4. Every teacher shall live for and with the community and shall, therefore, study and understand local customs and traditions in order to have sympathetic attitude, therefore, refrain from disparaging the community.

Section 5. Every teacher shall help the school keep the people in the community informed about the school's work and accomplishments as well as its needs and problems.

Section 6. Every teacher is intellectual leader in the community, especially in the barangay, and shall welcome the opportunity to provide such leadership

when needed, to extend counseling services, as appropriate, and to actively be involved in matters affecting the welfare of the people.

Section 7. Every teacher shall maintain harmonious and pleasant personal and official relations with other professionals, with government officials, and with the people, individually or collectively. Section 8. A teacher possess freedom to attend church and worships as appropriate, but shall not use his positions and influence to proselyte others.

Article IV

A Teacher and the Profession

Section 1. Every teacher shall actively insure that teaching is the noblest profession, and shall manifest genuine enthusiasm and pride in teaching as a noble calling.

Section 2. Every teacher shall uphold the highest possible standards of quality education, shall make the best preparations for the career of teaching, and shall be at his best at all times and in the practice of his profession.

Section 3. Every teacher shall participate in the Continuing Professional Education (CPE) program of the Professional Regulation Commission, and shall pursue such other studies as will improve his efficiency, enhance the prestige of the profession, and strengthen his competence, virtues, and productivity in order to be nationally and internationally competitive.

Section 4. Every teacher shall help, if duly authorized, to seek support from the school, but shall not make improper misrepresentations through personal advertisements and other questionable means.

Section 5. Every teacher shall use the teaching profession in a manner that makes it dignified means for earning a decent living.

Article V

The Teachers and the Profession

Section 1. Teachers shall, at all times, be imbued with the spirit of professional loyalty, mutual confidence, and faith in one another, self-sacrifice for the common good and full cooperation with colleagues. When the best interest of the learners, the school, or the profession is at stake in any controversy, teachers shall support one another.

Section 2. A teacher is not entitled to claim credit or work not of his own, and shall give due credit for the work of others which he may use.

Section 3. Before leaving his position, a teacher shall organize for whoever assumes the position such records and other data as are necessary to carry on the work.

Section 4. A teacher shall hold inviolate all confidential information concerning associates and the school, and shall not divulge to anyone documents which has not been officially released, or remove records from files without permission.

Section 5. It shall be the responsibility of every teacher to seek correctives for what may appear to be an unprofessional and unethical conduct of any associate. However, this may be done only if there is incontrovertible evidence for such conduct.

Section 6. A teacher may submit to the proper authorities any justifiable criticism against an associate, preferably in writing, without violating the right of the individual concerned.

Section 7. A teacher may apply for a vacant position for which he is qualified; provided that he respects the system of selection on the basis of merit and competence; provided, further, that all qualified candidates are given the opportunity to be considered.

Article VI

The Teacher and Higher Authorities in the Profession

Section 1. Every teacher shall make it his duty to make an honest effort to understand and support the legitimate policies of the school and the administration regardless of personal feeling or private opinion and shall faithfully carry them out.

Section 2. A teacher shall not make any false accusations or charges against superiors, especially under anonymity. However, if there are valid charges, he should present such under oath to competent authority.

Section 3. A teacher shall transact all official business through channels except when special conditions warrant a different procedure, such as when special conditions are advocated but are opposed by immediate superiors, in which case, the teacher shall appeal directly to the appropriate higher authority.

Section 4. Every teacher, individually or as part of a group, has a right to seek redress against injustice to the administration and to extent possible, shall raise grievances within acceptable democratic possesses. In doing so, they shall avoid

jeopardizing the interest and the welfare of learners who's right to learn must be respected.

Section 5. Every teacher has a right to invoke the principle that appointments, promotions, and transfer of teachers are made only on the basis of merit and needed in the interest of the service.

Section 6. A teacher who accepts a position assumes a contractual obligation to live up to his contract, assuming full knowledge of employment terms and conditions.

Article VII

School Officials, Teachers, and Other Personnel

Section 1. All school officials shall at all times show professional courtesy, helpfulness and sympathy towards teachers and other personnel, such practices being standards of effective school supervision, dignified administration, responsible leadership and enlightened directions.

Section 2. School officials, teachers, and other school personnel shall consider it their cooperative responsibility to formulate policies or introduce important changes in the system at all levels.

Section 3. School officials shall encourage and attend the professional growth of all teachers under them such as recommending them for promotion, giving them due recognition for meritorious performance, and allowing them to participate in conferences in training programs.

Section 4. No school officials shall dismiss or recommend for dismissal a teacher or other subordinates except for cause.

Section 5. School authorities concern shall ensure that public school teachers are employed in accordance with pertinent civil service rules, and private school teachers are issued contracts specifying the terms and conditions of their work; provided that they are given, if qualified, subsequent permanent tenure, in accordance with existing laws.

Article VIII

The Teachers and Learners

Section 1. A teacher has a right and duty to determine the academic marks and the promotions of learners in the subject or grades he handles, provided that such determination shall be in accordance with generally accepted procedures of evaluation and measurement. In case of any complaint, teachers concerned shall immediately take appropriate actions, observing due process.

Section 2. A teacher shall recognize that the interest and welfare of learners are of first and foremost concern, and shall deal justifiably and impartially with each of them.

Section 3. Under no circumstance shall a teacher be prejudiced or discriminate against a learner.

Section 4. A teacher shall not accept favors or gifts from learners, their parents or others in their behalf in exchange for requested concessions, especially if undeserved.

Section 5. A teacher shall not accept, directly or indirectly, any remuneration from tutorials other what is authorized for such service.

Section 6. A teacher shall base the evaluation of the learner's work only in merit and quality of academic performance.

Section 7. In a situation where mutual attraction and subsequent love develop between teacher and learner, the teacher shall exercise utmost professional discretion to avoid scandal, gossip and preferential treatment of the learner.

Section 8. A teacher shall not inflict corporal punishment on offending learners nor make deductions from their scholastic ratings as a punishment for acts which are clearly not manifestation of poor scholarship.

Section 9. A teacher shall ensure that conditions contribute to the maximum development of learners are adequate, and shall extend needed assistance in preventing or solving learner's problems and difficulties.

Article IX

The Teachers and Parents

Section 1. Every teacher shall establish and maintain cordial relations with parents, and shall conduct himself to merit their confidence and respect.

Section 2. Every teacher shall inform parents, through proper authorities, of the progress and deficiencies of learner under him, exercising utmost candor and tact in pointing out the learner's deficiencies and in seeking parent's cooperation for the proper guidance and improvement of the learners.

Section 3. A teacher shall hear parent's complaints with sympathy and understanding, and shall discourage unfair criticism.

Article X

The Teacher and Business

Section 1. A teacher has the right to engage, directly or indirectly, in legitimate income generation; provided that it does not relate to or adversely affect his work as a teacher.

Section 2. A teacher shall maintain a good reputation with respect to the financial matters such as in the settlement of his debts and loans in arranging satisfactorily his private financial affairs.

Section 3. No teacher shall act, directly or indirectly, as agent of, or be financially interested in, any commercial venture which furnish textbooks and other school commodities in the purchase and disposal of which he can exercise official influence, except only when his assignment is inherently, related to such purchase and disposal; provided they shall be in accordance with the existing regulations; provided, further, that members of duly recognized teachers cooperatives may participate in the distribution and sale of such commodities.

Article XI

The Teacher as a Person

Section 1. A teacher is, above all, a human being endowed with life for which it is the highest obligation to live with dignity at all times whether in school, in the home, or elsewhere.

Section 2. A teacher shall place premium upon self-discipline as the primary principle of personal behavior in all relationships with others and in all situations.

Section 3. A teacher shall maintain at all times a dignified personality which could serve as a model worthy of emulation by learners, peers and all others.

Section 4. A teacher shall always recognize the Almighty God as guide of his own destiny and of the destinies of men and nations.

Article XII

Disciplinary Actions

Section 1. Any violation of any provision of this code shall be sufficient ground for the imposition against the erring teacher of the disciplinary action consisting of revocation of his Certification of Registration and License as a Professional Teacher, suspension from the practice of teaching profession, or reprimand or cancellation of his temporary/special permit under causes specified in Sec. 23, Article III or R.A. No. 7836, and under Rule 31, Article VIII, of the Rules and Regulations Implementing R.A. 7836.

Article XIII

Effectivity

Section 1. This Code shall take effect upon approval by the Professional Regulation Commission and after sixty (60) days following its publication in the Official Gazette or any newspaper of general circulation, whichever is earlier.

PROFESSIONAL STANDARDS

There are eight Standards of Professional Practice within three broad themes.

Professional Knowledge

- Teachers know how students learn and how to teach them effectively
- Teachers know the content they teach
- Teachers know their students

Professional Practice

- Teachers plan and assess for effective learning
- Teachers create and maintain safe and challenging learning environments
- Teachers use a range of teaching practices and resources to engage students in effective learning

Professional Engagement

- Teachers reflect on, evaluate and improve their professional knowledge and practice
- Teachers are active members of their profession

PROFESSIONAL STANDARDS – ACCOMPLISHED TEACHERS

Accomplished Teachers will:

- Demonstrate a high level of knowledge of relevant curriculum areas, student learning processes and resources, and can apply it in implementing programs, which enhance student learning.

- Demonstrate high-quality classroom teaching skills and successfully employ flexible and adaptive approaches and constructive strategies to allow students to reach their full potential.
- Successfully apply assessment and reporting strategies that take account of relationships between teaching, learning and assessment.
- Respond effectively to emerging educational initiatives and priorities.
- Demonstrate high-level communication skills and professional behavior when interacting with parents or guardians, students and colleagues.
- Successfully organize and manage aspects of the wider school program.
- Demonstrate improved teaching and performance skills through critically evaluating professional practices.
- Provide high-level professional assistance to other teachers in classroom related areas.

PROFESSIONAL STANDARDS – EXPERT TEACHERS

Expert teachers will:

- Demonstrate a comprehensive knowledge of relevant curriculum areas.
- Demonstrate a model excellent teaching and learning skills.
- Demonstrate a productive contribution to the school program.
- Demonstrate a significant contribution to the development, implementation and evaluation of curriculum programs and policy, and respond to initiatives that enhance student learning.
- Demonstrate a high level of commitment to student welfare within the school.
- Demonstrate strong ongoing professional learning.

PROFESSIONAL STANDARDS – LEADING TEACHERS

Leading teachers will:

- Demonstrate exemplary teaching and learning performance.
- Demonstrate a strong commitment to personal leadership growth.
- Provide high level educational leadership in the school community and beyond.
- Build and maintain effective teams and develop cooperative working relationships that promote excellence in teaching and
- learning within the educational and broader community.

- Initiate, plan and manage significant change in response to new educational directions, and manage the planning, development, implementation and evaluation of curriculum policy and programs.
- Demonstrate a high level of ability to articulate educational issues and perspectives in communication with colleagues and others.

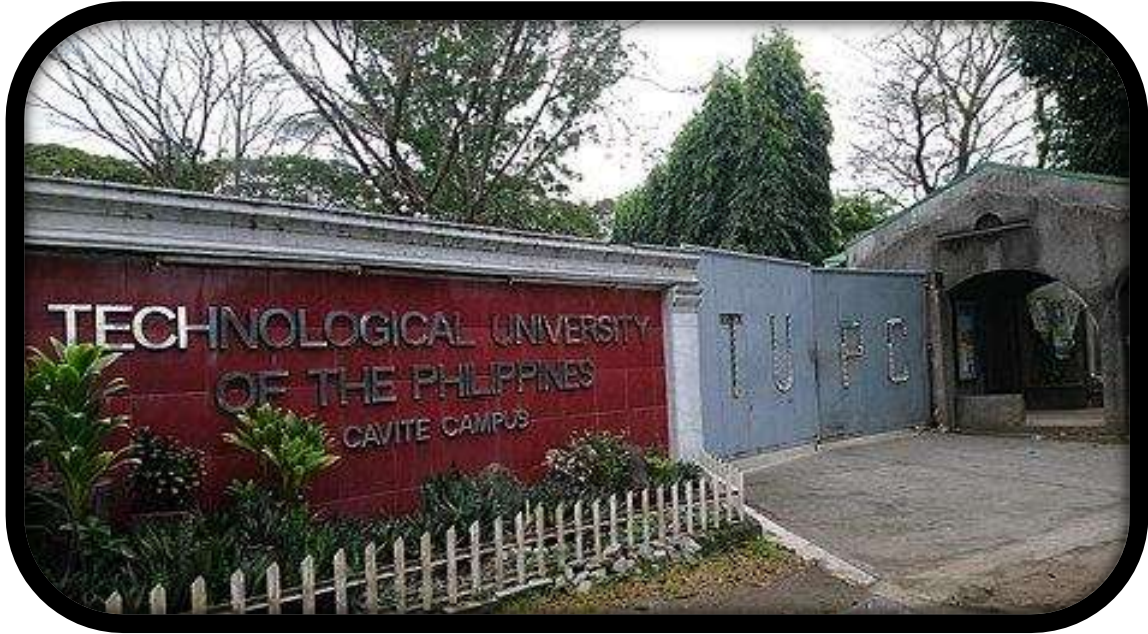
PART II

DESCRIPTION OF

COOPERATING

SCHOOL

**TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES
CAVITE CAMPUS**



SCHOOL FACILITIES

(Courtesy: TUPC – Cavite USG / Campus Tour)





TUPC SIDEWALK



BULLETIN BOARDS



TUPC OPEN FIELD



CAFETERIA



CAMARAO HALL



VERGARA HALL





I.E. DEPARTMENT



LIBRARY



CIVIL TECHNOLOGY SHOP



ART SHOP



POWER PLANT SHOP



TUPC MECHANICAL SHOP



ELECTRICAL SHOP



ESET SHOP



AUTOMOTIVE SHOP



AUTO SHOP



COET SHOP



I.T. BUILDING



OLD TUPC UITC



NEW ITC BUILDING



ACADEMIC DEPARTMENTS AT 3RD FLOOR



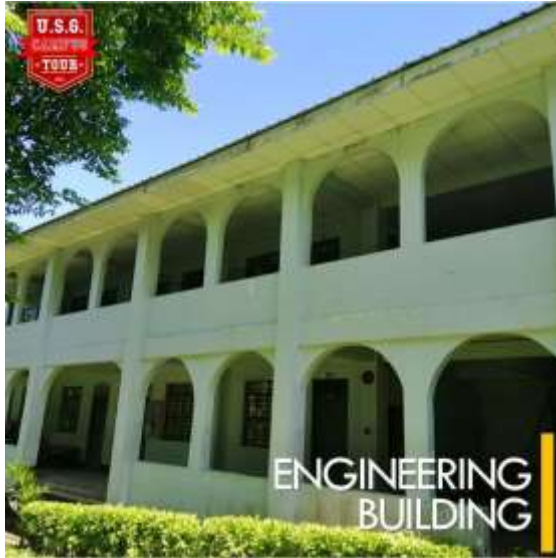
MATH AND SCIENCE DEPARTMENT



PHYSICS LABORATORY



SHS BUILDING





TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES

CQT Avenue, Salawag, City of Dasmariñas, Cavite

Brief history of TUP - Cavite

MTS (1901-1910). The Technological University of the Philippines was first established as the Manila Trade School (MTS) in 1901 upon the enactment of Act No. 74 by the United States Philippine Commission for the instruction of the Filipinos on useful trades. Originally housed near Ateneo de Manila in Intramuros, the MTS transferred to the Exposicion Regional de Filipinos in Calle Padre Faura. Six years later, the MTS transferred to the City Shops in Calle Arroceros. English and Industrial courses, which included carpentry, telegraphy, machine shop work, furniture making, wood carving, boat building, plumbing, blacksmithing, mechanical and architectural drawing, were offered in the primary school level during this period, considering that the pupils were already adults. They were studying certain trades which they intended to follow after leaving school. PSAT (1910-1959). In 1910, the MTS was renamed the Philippine School of Arts and Trades (PSAT). It started to offer intermediate grade courses. The primary school level was phased out. With the growing student population during that time, PSAT relocated in 1916 to a 36,130.4 square meter property, its new campus site at Lot 1, Block 1485, Cad. 13, Manila Cadastre, located in Ermita, Manila bounded on the southeast by Calle San Marcelino; on the southwest by Estero Balete; on the northwest by Taft Avenue; and on the northeast by Ayala Boulevard. Since then, this became the site of the TUP Main campus. In 1915, PSAT was authorized to offer a secondary level curriculum and

in 1927, it was classified as a full secondary level school. The intermediate grades were completely abolished and new courses, practical electricity and marine engineering, were offered. In 1928, PSAT piloted the first two-year college courses for industrial education and for skilled workers and, in 1934, the program was formally organized. In 1937, PSAT was formally classified as a junior college with two departments: teacher education and technical education. In 1941, the school closed because of the Pacific War of World War II. After the war in 1945, PSAT reopened and accommodated in 1949, Dr. Frederick Leasure, the first Fulbright exchange professor and a professor of industrial education. In 1951, PSAT was granted authority to offer a four-year degree program leading to a BS in Industrial Education degree. This was a first among schools. PCAT (1959-1978). On June 17, 1959, PSAT was converted into the Philippine College of Arts and Trades (PCAT) pursuant to Republic Act (RA) No. 2237—the PCAT Charter. Under the said Charter, PCAT was mandated to offer courses in arts, industrial education and technology leading to baccalaureate and graduate degrees. This enabled the College to pioneer the offering of a graduate degree program in industrial education in the second semester of SY 1959-1960. During this period, the tatak “PCAT” became well known throughout the country due to the quality of the pioneering industrial and technology programs being offered for the Filipinos. TUP (1978 to present). After 19 years, PCAT was converted into what is now known as the Technological University of the Philippines (TUP), by virtue of Presidential Decree No. 1518, on June 11, 1978. The TUP Charter mandates that the University shall provide higher and advanced vocational,

technical, industrial, technological, and professional education and training in the industry, technology, and practical arts leading to certificates, diplomas and degrees. It shall provide progressive leadership in applied research, developmental studies in the technical, industrial and technological fields and production using indigenous materials; effect technology transfer in the countryside; and assist in the development of small and medium scale industries in identified growth-centers (Sec. 2 PD 1518). TUP Expansion into the National Polytechnic System. When the National Government established projects pursuant to Presidential Decree No. 6-A, three (3) prototype technician institutes in the Philippines were established and funded under Credit Agreement 349 PH with the World Bank, namely: the Manila Technician Institute (MTI) in Taguig, Metro Manila (1977); the Visayas Technician Institute (VTI) in Talisay, Negros Occidental (1977); and the Iligan Institute of Technology (IIT) in Iligan City, and ten (10) Regional Manpower Training Centers of the National Manpower and Youth Council (NMYC now TESDA) in various parts of the country. With the urgent need to integrate all the programs and activities of the said state-supported institutions and with the conversion of PCAT to TUP to provide leadership in education developing the manpower potential in the fields of vocational, technical, industrial, technological and professional skills, through the technological program of education, Former President Ferdinand E. Marcos issued Letter of Implementation (LOI) No. 79 on December 28, 1978 establishing a National Polytechnic System on Technical/Technician Education through the integration of all the state-supported institutions in the Philippines. LOI 79

provides that the National Polytechnic System shall be organized and established with the Technological University of the Philippines (TUP) as the apex of the system, and the three (3) prototype technician institutes, the ten (10) Regional Manpower Training Centers, as well as all the other state-supported institutions engaged in similar programs as components of the system. The MTI and VTI shall be maintained and operated under the administration and supervision of the TUP; provided, however, that with respect to the IIT, which shall be under the administration of the Mindanao State University, TUP shall only exercise functional supervision over its technical/technician programs for purposes of the coordination and the effective operation of the system. This arrangement, however, with respect to IIT did not materialize. But in the case of MTI and VTI, their lands, buildings, facilities, equipment, appropriations and qualified personnel were effectively transferred to TUP. In 1985, the TUP Board of Regents officially renamed MTI and VTI as TUP Taguig and TUP Visayas, respectively. In 1981, the University expanded further when the Board of Regents established the TUP Cavite Campus in Barangay Salitran IV, Dasmarinas City, Cavite and made it operational from 1982 to the present. This Campus was opened to cater to the needs for technology education of the people in the CALABARZON area.

The Leaders Behind the Years of Excellence in Technology Education. Ronald P. Gleason was the first principal (1901-1904) of the trade school; J.J. Eaton was the first superintendent (1905-1906); and Gregorio J. Sevilla was the first Filipino Superintendent (1936-1939). Prof. Jose S. Roldan became the first president of PCAT (1959-1961) and Prof. Apolinario G. Apilado succeeded him

as the second president (1962-1967). Dr. Jose R. Vergara was the third president of PCAT and the first president of TUP (1968-1988). He was succeeded by Dr. Frederick So. Pada, the second TUP president (1988-2000). Dr. Bernardo F. Adiviso served as the third president (Aug. 1-16, 2000), followed by Dr. Fedeserio C. Camarao who became the fourth and the centennial president (March 28, 2001-March 27, 2005). Dr. Godofredo E. Gallega served as the fifth president (October 10, 2005-October 9, 2009); and Dr. Olympio V. Caparas is the sixth president of TUP (October 16, 2009 to October 15, 2013) and Officer-in-Charge of the University (October 16, 2013 to April 13, 2014).

VISION, MISSION AND OBJECTIVES

School Vision

The Technological University of the Philippines shall be the premier state university with recognized excellence in engineering and technology education at par with leading universities in the ASEAN region.

School Mission

The university shall provide higher and advanced vocational, technical, industrial, technological and professional education and training in industries and technology, and in practical arts leading to certificates, diplomas and degrees.

It shall provide progressive leadership in applied research, developmental studies in technical, industrial, and technological fields and production using industrious materials; effect technology transfer in the countryside; and assist

in the development of small-and-medium scale industries in identified growth centers.

Goals of Industrial Education Department

1. To periodically review the curricular program to produce competent and committed teachers.
2. To undertake development and innovative researches in Industrial Education.
3. To facilitate transfer of Technology in Industrial Education through expanded and effective linkages with industry and other sectors.
4. To produce teachers who understand and appreciate genuine human ideas and values.
5. To imbue prospective teachers with desirable characteristics.

RULES AND REGULATIONS

School Rules and Policies

Any student who enrolls at Technological University of the Philippines should abide the rules and policies of the school. He/she is subject to any disciplinary action upon failure to live up with them.

A. Attendance

1. A student must attend classes regularly.
2. Any student who, for unavoidable circumstances, absents himself from class must submit an excuse letter duly signed by the parent or guardian,

as the case may be, and present the same to the instructor/professor concerned.

3. When a student incurs absences equivalent to 20% of the total number of hours required in a particular subject, he shall be dropped from the subject; however, consideration may be given to a student by allowing him to make up for his absences.

B. School Uniform

1. Students are required to come to school in an attire befitting a university student. Students are required to wear their prescribed uniforms (bearing the TUP IPO-registered logo) on Monday, Tuesday, Thursday, and Friday. Students are, likewise, required to wear their laboratory/shop uniforms during their laboratory/shop periods, the prescribed P.E. uniform during their P.E. classes; and the NSTP (ROTC/CWTS/LTS) uniform during the training days.
2. Students may come to school in civilian clothes befitting a university student on Wednesday –the wash day and Friday – Gray day.
3. Male students are required to have a clean and decent haircut whether or not they are not enrolled in the NSTP.

C. School ID

All students are required to wear their identification cards inside the school premises at all times. No student is allowed to enter the university

premises without the identification card properly signed by the Director of Student Affairs/ Campus Director/ University President. The identification card is validated for the current semester. Rules and Regulations pertaining to the proper use of the University ID have been set by the University and student offenders are to be treated in accordance with the Rules on Discipline.

How to apply for a university ID:

For new students:

1. He presents his current registration form and official receipt.
2. He proceeds to the ID Room for picture and signature capturing.

What to do in case of the loss of ID cards:

1. He secures an affidavit of loss of ID.
2. He gets an application form at the Office of Student Affairs.
3. He pays the required ID fee at the Cashier's office.
4. He proceeds to the ID room for photo and signature capturing

I.D. validation

All students who are officially enrolled during the semester/term are required to have their I.D. cards validated for the current semester/term. No student will be allowed entry to the university premises without a validated ID. The computer/sticker validation of the ID is done after the student has officially paid his school fees.

D. Rules on School Conduct and Discipline

These rules are promulgated pursuant to the valid exercise of academic freedom accorded by the 1987 Philippine Constitution and enjoyed by all institutions of higher learning. The pertinent provisions of the TUP Charter (Presidential Decree No. 1518), the TUP Code and Republic Act No. 8292, otherwise known as the Higher Education Modernization Act of 1997 and its Implementing Rules and Regulations are also cited as bases.

These rules shall apply to all bonafide students in all campuses of the University, including those concerned parties as herein provided.

Norms of Conduct

1. Each student must strictly adhere to the academic standards of the University and to intellectual honesty. He must be faithful to his pledge and refrain from committing acts of misconduct as defined by the University rules and those that are in violation of existing laws, rules and regulations of the University and of the Government.
2. Wearing of Prescribed Uniform. Every student shall wear the prescribed uniform (bearing the TUP IPO-registered logo) on Monday, Tuesday, Thursday and Friday. Students, are likewise, required to wear their laboratory/shop uniforms during their laboratory/shop periods, the prescribed PE uniform during their PE classes and the Citizen Military Training uniform during the training days. However, students are allowed entry wearing their PE Uniforms only if their PE class schedule is

their first subject for the day, after which they have to change to their prescribed uniform.

3. I.D Requirement. Every student shall wear the official identification card (I.D) at all times inside the university.
4. Hair Cut for Male Students. Male students shall sport a clean and decent haircut regardless of whether the student is enrolled or not in the NSTP.
5. Hair Color. All students are not allowed to have their hair dyed.
6. Student Attendance. Every student shall attend classes promptly and regularly. In all cases of absences, a student may only be readmitted to his classes upon presentation of a letter of excuse signed by his parent/guardian, as the case may be, and duly certified by the Office of Student Affairs.

Minor Offenses

OFFENSE	SANCTIONS		
	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
1. Loitering or causing disturbance during class hours	Warning and a Letter of Apology	10 to 20 hours of community service	30 to 50 hours of community service
2. Not wearing the prescribed uniform/ haircut/ University identification card while inside the University premises	Warning and a Letter of Apology	10 to 20 hours of community service	30 to 50 hours of community service
3. Cross dressing during uniform days and wash days	Warning and a Letter of Apology	10 to 20 hours of community service	30 to 50 hours of community service
4. Violation of the dress code regulation or the footwear regulation during wash days	Warning and a Letter of Apology	10 to 20 hours of community service	30 to 50 hours of community service
5. For male students, sporting of inappropriate or unwanted facial hair, as may be determined by the proper University officials	Warning and a Letter of Apology	10 to 20 hours of community service	30 to 50 hours of community service
6. Wearing earrings for male students and multiple earrings for female students within the University premises or during school activities	Warning and a Letter of Apology	10 to 20 hours of community service	30 to 50 hours of community service
7. Wearing caps or hats inside the classroom or covered facilities	Warning and a Letter of Apology	10 to 20 hours of community service	30 to 50 hours of community service
8. Entering the classroom (students from other classes) without permission from the instructor while the class is going on	Warning and a Letter of Apology	10 to 20 hours of community service	30 to 50 hours of community service
9. Leaving the room without permission (cutting classes) from the instructor while the class is on going	Warning and a Letter of Apology	10 to 20 hours of community service	30 to 50 hours of community service

OFFENSE	SANCTIONS		
	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
10. Attempting to join any fraternity, sorority or student organization that is not recognized or accredited by the University. An attempt is present when a student has signed an application form to join a fraternity, a sorority or unaccredited organization	Warning and a Letter of Apology with the understanding that the student will no longer attempt to join such organization		
11. Posting printed materials in the University premises without prior written approval from the proper University officials	Warning and a Letter of Apology	10 to 20 hours of community service	30 to 50 hours of community service
12. Using the University facilities without prior written permission from the proper University officials	Warning and a Letter of Apology	10 to 20 hours of community service	30 to 50 hours of community service
13. Unauthorized removal of official notices and posters from the bulletin board	Warning and a Letter of Apology	10 to 20 hours of community service	30 to 50 hours of community service
14. Possession of gambling paraphernalia	Warning, a Letter of Apology and forfeiture of gambling paraphernalia	10 to 20 hours of community service	30 to 50 hours of community service
15. Unauthorized use of the cellphone, mini video / audio or other related IT gadgets/devices during classes	Warning, a Letter of Apology and confiscation of gadget. The gadget is returned after submission of the said letter of apology	10 to 20 hours of community service	30 to 50 hours of community service
16. Irresponsible use of water and/or electricity within the University premises	Warning and a Letter of Apology	10 to 20 hours of community service	30 to 50 hours of community service

OFFENSE	SANCTIONS		
	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
17. Making lewd gestures or uttering lustful word/s to offend or provoke another person or group within the campus	Warning and a Letter of Apology	10 to 20 hours of community service	30 to 50 hours of community service
18. Accidental damage of property within the University premises	Warning, a Letter of Apology and replacement or repair of damaged property	10 to 20 hours of community service and replacement or repair of the damaged property	30 to 50 hours of community service and replacement or repair of damaged property
19. Public and indecent display of physical intimacy with another person within the University premises or during an official school activity	Warning and a Letter of Apology	10 to 20 hours of community service	30 to 50 hours of community service
20. Possession of any type of cigarette or tobacco product inside the campus	Warning and a Letter of Apology	10 to 20 hours of community service	30 to 50 hours of community service

Major Offenses

OFFENSE	SANCTIONS		
	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
<p>1. <u>Liquor and Prohibited Drugs</u></p> <p>a. Entering the university under the influence of liquor</p> <p>b. Possessing or using intoxicating liquor in any form within the University premises unless otherwise related to instruction, research, extension and production activities and as approved by the University authorities</p> <p>c. Selling of intoxicating liquor in any form within the University premises</p> <p>d. Possessing, using or taking of prohibited drugs/chemicals regard-less of value or volume</p> <p>e. Selling of prohibited drugs/chemicals regardless of value or volume</p>	<p>Suspension up to 15 school days</p> <p>Suspension up to 30 school days</p> <p>Suspension up to 30 school days</p> <p>Dismissal</p> <p>Expulsion</p>	<p>Suspension up to 30 school days</p> <p>Suspension for one semester</p> <p>Suspension for one semester</p> <p></p> <p></p>	<p>Suspension for one semester</p> <p>Dismissal</p> <p>Dismissal</p> <p></p> <p></p>
<p>2. <u>Unauthorized Activities/ Illegal Assemblies</u></p> <p>a. Organizing, leading, instigating or joining rallies, demonstrations or other forms of unapproved group actions that create disorder or chaos in the University, or tarnish the name or reputation of the University</p> <p>b. Posting, distributing, disseminating or circulating information that incites sedition or rebellion</p> <p>c. Organizing, asking or requesting any person to join any fraternity, sorority or student organization that is not authorized, recognized or accredited by the University</p> <p>d. Hazing, or inflicting physical, psychological, emotional or mental harm, suffering or injury on any person who intends to join any fraternity, sorority or any student organization that is not recognized or accredited by the University, or conducting initiation rites, in any form or manner, as requirement for admission to any such organization,</p>	<p>Suspension up to 15 school days</p> <p>Suspension up to 15 school days</p> <p>Dismissal</p> <p>Dismissal</p>	<p>Suspension up to 30 school days</p> <p>Suspension up to 30 school days</p> <p></p> <p></p>	<p>Suspension for one semester</p> <p>Suspension for one semester</p> <p></p> <p></p>

OFFENSE	SANCTIONS		
	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
<p>3. <u>Deadly and Dangerous Weapons</u></p> <p>a. Possessing guns, firearms, ammunitions, explosives, incendiary devices or detonation agents and bringing them to the University premises or during the occasion of any official school activity</p> <p>b. Possessing sharp, pointed, bladed or blunt weapons and bringing them to the University premises or to any official school activity unless such weapons are used for legal purposes</p>	<p>Suspension for one semester</p> <p>Suspension up to 30 school days</p>	<p>Dismissal/Expulsion</p> <p>Suspension for one semester</p>	<p>Dismissal</p>
<p>4. <u>Threats/Coercion</u></p> <p>Threatening or inflicting any wrong upon a person's honor or property unless the latter gives money or property or performs any condition imposed upon him;</p> <p>Coercing a person to do something against his will, or engaging him into doing something that is unlawful unless gives money property, or performs any condition imposed upon him</p>	<p>Suspension up to 30 school days and restitution of the amount or property, if any</p> <p>Suspension up to 30 school days and restitution, if any of the amount of property</p>	<p>Suspension for one semester and restitution of the amount or property, if any</p> <p>Suspension for one semester and payment of the amount of property, if any</p>	<p>Dismissal and restitution of the amount or property, if any</p> <p>Dismissal and restitution of the amount or property, if any</p>
<p>5. <u>Swindling</u></p> <p>a. Obtaining money or property from any person, group, or organization using false pretenses, deceit or fraud</p>	<p>Suspension up to 30 school days and restitution of the amount or property, if any</p>	<p>Suspension for one semester and restitution of the amount or property, if any</p>	<p>Dismissal and restitution of the amount or property, if any</p>

OFFENSE	SANCTIONS		
	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
<p>6. <u>Misuse of / Failure to Account Funds</u></p> <p>a. Unauthorized use of funds of any person, group, class, organization/ student government</p> <p>b. Failure to account for the appropriated funds</p>	<p>Suspension up to 30 school days and restitution of the funds, if any</p> <p>Suspension up to 30 school days and restitution of the funds, if any</p>	<p>Suspension for one semester and restitution of the funds, if any</p> <p>Suspension for one semester and restitution of the funds, if any</p>	<p>Dismissal and restitution of the funds, if any</p> <p>Dismissal and restitution of the funds, if any</p>
<p>7. <u>Violence and Physical Assault/ Injury</u></p> <p>a. Acts of violence resulting to physical harm or injury, thereby, medical attention/ hospitalization; incapacitating any person</p> <p>b. Unwanted and intentional aggression, taking the form of either physical or verbal assault, or both, whether written, verbal or electronic, eliciting shame, fear, embarrassment, intimidation or anxiety to the target/victim or leading to his psychological trauma</p> <p>c. Acts of violence resulting to permanent disability or death</p>	<p>Suspension for one semester</p> <p>Suspension for one semester</p> <p>Expulsion</p>	<p>Dismissal</p> <p>Dismissal</p>	
<p>8. <u>Robbery/Theft</u></p> <p>a. Taking of property, documents or records belonging to another person without consent, by violent means or intimidation with intent to gain money</p>	<p>Suspension up to 30 school days and replacement of the stolen item</p>	<p>Suspension for one semester and replacement of the stolen item</p>	<p>Dismissal and replacement of the stolen item</p>

OFFENSE	SANCTIONS		
	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
<p>9. <u>Damage to Property</u></p> <p>a. Intentionally causing damage to any University property or other properties within the University premises by any means other than burning or with the use of explosives or improvised explosive devices</p> <p>b. Intentionally causing damage to any University property or other properties within the University premises by burning or with the use of explosives or improvised explosive devices</p>	<p>Suspension up to 30 days, repair/ replacement of damaged property</p> <p>Expulsion</p>	<p>Suspension for one semester, repair/ replacement of damaged property</p>	<p>Dismissal</p>
<p>10. <u>Forcible or unauthorized entry into the TUP premises</u></p>	<p>Suspension up to 15 school days</p>	<p>Suspension up to 30 school days</p>	<p>Suspension for one semester</p>
<p>11. <u>Commission of cyber crimes as defined under R.A. No. 10175</u></p>	<p>Suspension up to 15 school days</p>	<p>Suspension up to 30 school days</p>	<p>Suspension for one semester</p>
<p>12. <u>Slander/Libel/Gossip</u></p> <p>a. Oral Defamation</p> <p>b. Slander by deed</p> <p>c. Public and malicious imputation of a crime, vice or defect, real or imaginary, or any act, omission, condition, status or circumstance tending to cause dishonor, discredit or contempt against any member of the TUP community</p>	<p>Suspension up to 15 school days</p> <p>Suspension up to 15 school days</p> <p>Suspension up to 30 school days</p>	<p>Suspension up to 30 school days</p> <p>Suspension up to 30 school days</p> <p>Suspension for one semester</p>	<p>Suspension for one semester</p> <p>Suspension for one semester</p> <p>Dismissal</p>
<p>13. <u>Falsification of documents, records and credentials</u></p> <p>Forging, falsifying or tampering with University records, data, documents, identification cards or credentials, or knowingly furnishing the University with false or fraudulent information in connection with any official document, activity or transaction</p>	<p>Suspension of one semester</p>	<p>Dismissal</p>	

OFFENSE	SANCTIONS		
	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
14. Academic Dishonesty			
a. Cheating during examinations	Suspension up to 15 school days	Suspension up to 30 school days	Suspension for one semester
b. Cheating in any form: assignments, research papers, etc.	Suspension up to 15 school days	Suspension up to 30 school days	Suspension for one semester
c. Stealing of examination papers or answer keys	Suspension up to 15 school days	Suspension up to 30 school days	Suspension for one semester
d. Selling of examination papers or answer keys	Suspension up to 15 school days	Suspension up to 30 school days	Suspension for one semester
e. Plagiarism	Suspension for one semester	Dismissal	
15. Immoral Acts			
a. Publishing, possessing, viewing, reading, displaying, selling or distributing of pornographic or immoral materials within the school premises	Suspension up to 15 school days	Suspension up to 30 school days	Suspension for one semester
b. Engaging in immoral or scandalous conduct in any activity within the University premises	Suspension up to 15 school days	Suspension up to 30 school days	Suspension for one semester
c. Conducting an illicit affair with any member of the TUP Community	Suspension up 15 school days with counseling	Suspension up to 30 school days	Suspension for one semester
d. Committing sexual harassment committed by a student against another student	Suspension up to 30 school days	Suspension for one semester	Dismissal
16. Gambling			
Engaging in any form of gambling within the University premises	Suspension up to 15 school days	Suspension up to 30 school days	Suspension for one semester

OFFENSE	SANCTIONS		
	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
<p>17. <u>False representation or Misrepresentation</u></p> <p>a. Representing the University in any local/national/ international affair without any approval from the duly authorized officials of the University</p> <p>b. Sale of tickets/ involvement in a promotional fund raising campaign in the name of TUP/ a TUP organization without the official approval of the Campus Director/ Director of the Office of Student Affairs or his duly authorized representative</p> <p>c. Entering into any contract or financial transaction with an outside person, firm, entity or organization in the name of the University without any approval from a duly authorized official</p>	<p>Suspension up to 15 school days</p> <p>Suspension up to 15 school days</p> <p>Suspension up to 15 school days</p>	<p>Suspension up to 30 school days</p> <p>Suspension up to 30 school days</p> <p>Suspension up to 30 school days</p>	<p>Suspension for one semester</p> <p>Suspension for one semester</p> <p>Suspension for one semester</p>
<p>18. <u>Acts of Disrespect</u></p> <p>a. Disrespect towards the national flag, national anthem, or other national symbols.</p> <p>b. Disrespect towards the University flag, hymn, logo, or emblem</p> <p>c. Disrespect towards faculty members, employees, or officials of the University, or any other person in authority by ridiculing, mocking, instigating a quarrel or making sexual advances</p>	<p>Suspension up to 15 school days</p> <p>Suspension up to 15 school days</p> <p>Suspension up to 15 school days</p>	<p>Suspension up to 30 school days</p> <p>Suspension up to 30 school days</p> <p>Suspension up to 30 school days</p>	<p>Suspension for one semester</p> <p>Suspension for one semester</p> <p>Suspension for one semester</p>
<p>19. <u>Offering or Giving Bribes</u></p> <p>Offering or giving anything of value to induce a person to do something contrary to law, morals, good customs and public policy, including falsifying the attendance report in the NSTP, PE or any required activity</p>	<p>Suspension up to 30 school days</p>	<p>Suspension for one semester</p>	<p>Dismissal</p>

OFFENSE	SANCTIONS		
	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
20. Smoking within the University premises of any type of cigarette or tobacco product	Suspension up to 15 school days	Suspension up to 30 school days	Suspension for one semester
21. Littering within the University premises	Suspension up to 15 school days	Suspension up to 30 school days	Suspension for one semester
22. Entering the University premises with a borrowed ID or registration form	Suspension up to 15 school days	Suspension up to 30 school days	Suspension for one semester
23. Lending of ID/ registration form to facilitate the entry of another student into the University premises	Suspension up to 15 school days	Suspension up to 30 school days	Suspension for one semester
24. Commission of the same or any minor offense for the 4th time	Suspension up to 15 school days	Suspension up to 30 school days	Suspension for one semester
25. Commission of a major offense while under academic probation	Dismissal/Expulsion		
26. Final conviction of any offense punishable under the Revised Penal Code, special penal laws or ordinances	Dismissal		

ORGANIZATIONAL CHART

Industrial Education Department



MAP LOCATION



ACADEMIC CALENDAR SY. 2021-2022

TUP-CAVITE ACADEMIC CALENDAR
FIRST SEMESTER
A.Y. 2021-2022

Facebook: [fbi.tup.usg.cavite](#) | Twitter: [@TUPCAVITEUSG](#) | Instagram: [@TUPCAVITEUSG](#) | Email: tupc.usg@tup.edu.ph

Cavite USG

TUP-CAVITE ACADEMIC CALENDAR
FIRST SEMESTER A.Y. 2021-2022

SEPTEMBER 2021

- >>> SEPTEMBER 15, 2021
GENERAL FACULTY MEETING
- >>> SEPTEMBER 20, 2021
START OF CLASSES

OCTOBER 2021

- >>> OCTOBER 27-29, 2021
PRELIM EXAMINATION

Facebook: [fbi.tup.usg.cavite](#) | Twitter: [@TUPCAVITEUSG](#) | Instagram: [@TUPCAVITEUSG](#) | Email: tupc.usg@tup.edu.ph

Cavite USG

TUP-CAVITE ACADEMIC CALENDAR
FIRST SEMESTER A.Y. 2021-2022

DECEMBER 2021

- >>> DECEMBER 9-10, 2021
ACADEMIC GRADE CONSULTATION
- >>> DECEMBER 12, 2021
DEADLINE OF DROPPING OF SUBJECTS
- >>> DECEMBER 13-15, 2021
MIDTERM EXAMINATION
- >>> DECEMBER 16-18, 2021
COLLEGE WEEK/ ACADEMIC CONSOLIDATION WEEK
- >>> DECEMBER 20, 2021
START OF CHRISTMAS BREAK

Facebook: [fbi.tup.usg.cavite](#) | Twitter: [@TUPCAVITEUSG](#) | Instagram: [@TUPCAVITEUSG](#) | Email: tupc.usg@tup.edu.ph

Cavite USG

TUP-CAVITE ACADEMIC CALENDAR
FIRST SEMESTER A.Y. 2021-2022

JANUARY 2022

- >>> JANUARY 3, 2022
RESUMPTION OF CLASSES
- >>> JANUARY 7, 2022
FINAL DEFENSE (THESIS DISSERTATION)
- >>> JANUARY 10-20, 2022
APPLICATION FOR GRADUATION
- >>> JANUARY 17-19, 2022
FINAL EXAMINATION (GRADUATING)
- >>> JANUARY 20-22, 2022
TUP FOUNDATION DAY

Facebook: [fbi.tup.usg.cavite](#) | Twitter: [@TUPCAVITEUSG](#) | Instagram: [@TUPCAVITEUSG](#) | Email: tupc.usg@tup.edu.ph

Cavite USG

TUP-CAVITE ACADEMIC CALENDAR
FIRST SEMESTER A.Y. 2021-2022

FEBRUARY 2022

- >>> FEBRUARY 7-8, 2022
INTEGRATION PERIOD
- >>> FEBRUARY 8, 2022
PRE-ACADEMIC COUNCIL MEETING
- >>> FEBRUARY 9-10, 2022
FINAL EXAMINATION (NON-GRADUATING)
- >>> FEBRUARY 13, 2022
END OF SEMESTER
- >>> FEBRUARY 14, 2022
START OF SEMESTRAL BREAK

 /tup-cavite |
  @tupcavite |
  @tupcavite |
  tupc@tup-cavite.ph

Castle
USG

TUP-CAVITE ACADEMIC CALENDAR

SECOND SEMESTER

A.Y. 2021-2022

 /tup-cavite |
  @tupcavite |
  @tupcavite |
  tupc@tup-cavite.ph

Castle
USG

TUP-CAVITE ACADEMIC CALENDAR
FIRST SEMESTER A.Y. 2021-2022

FEBRUARY 2022

- >>> FEBRUARY 14-18, 2022
TUPC 41ST FOUNDATION CELEBRATION
- >>> FEBRUARY 14-18, 2022
TUPC SPORTS WEEK
- >>> FEBRUARY 17, 2022
ACADEMIC DELIBERATION
- >>> FEBRUARY 14-27, 2022
STUDENTS SEMESTRAL BREAK

 /tup-cavite |
  @tupcavite |
  @tupcavite |
  tupc@tup-cavite.ph

Castle
USG

TUP-CAVITE ACADEMIC CALENDAR
SECOND SEMESTER A.Y. 2021-2022

FEBRUARY 2022

REGISTRATION PERIOD

- >>> FEBRUARY 21, 2022
FIRST YEAR
- >>> FEBRUARY 22, 2022
SECOND YEAR
- >>> FEBRUARY 23, 2022
THIRD YEAR
- >>> FEBRUARY 24, 2022
FOURTH YEAR
- >>> FEBRUARY 26-28, 2022
CHANGING AND DROPPING

 /tup-cavite |
  @tupcavite |
  @tupcavite |
  tupc@tup-cavite.ph

Castle
USG

TUP-CAVITE ACADEMIC CALENDAR
SECOND SEMESTER A.Y. 2021-2022

MARCH 2022

- >>> MARCH 1, 2022
START OF CLASSES
- >>> MARCH 1 TO JULY 15, 2022
TUP FRESHMEN APPLICATION

APRIL 2022

- >>> APRIL 6-8, 2022
PRELIM EXAMINATION

 /tup-cavite |
  @tupcavite |
  @tupcavite |
  tupc@tup-cavite.ph

Castle
USG

TUP-CAVITE ACADEMIC CALENDAR
SECOND SEMESTER A.Y. 2021-2022

MAY 2022

- >>> MAY 16-17, 2022
ACADEMIC GRADE CONSULTATION
- >>> MAY 18, 2022
DEADLINE FOR DROPPING OF SUBJECTS
- >>> MAY 19-22, 2022
MIDTERM EXAMINATION
- >>> MAY 23-25, 2021
ACADEMIC CONSOLIDATION WEEK (ACW)

 /tup-cavite |
  @tupcavite |
  @tupcavite |
  tupc@tup-cavite.ph

Castle
USG

TUP-CAVITE ACADEMIC CALENDAR
SECOND SEMESTER A.Y. 2021-2022

JUNE 2022

- >>> JUNE 11, 2022
UNIVERSITY DAY (P.D. 1518)
- >>> JUNE 25, 2022
DEADLINE FOR SUBMISSION OF GRADES (GRADUATING)

JULY 2022

- >>> JULY 4-5, 2022
INTEGRATION PERIOD
- >>> JULY 6-8, 2022
FINAL EXAMINATION (NON-GRADUATING)

 [FBI TUP-USA CAVITE](#)
 [@TUPCAVITEUSG](#)
 [@TUPCAVITEUSG](#)
 tupc.usg@tup.edu.ph


TUP-CAVITE ACADEMIC CALENDAR
SECOND SEMESTER A.Y. 2021-2022

JULY 2022

- >>> JULY 10, 2022
END OF SEMESTER
- >>> JULY 11, 2022
START OF SEMESTRAL BREAK (STUDENTS)

 [FBI TUP-USA CAVITE](#)
 [@TUPCAVITEUSG](#)
 [@TUPCAVITEUSG](#)
 tupc.usg@tup.edu.ph


TUP-CAVITE ACADEMIC CALENDAR
MID YEAR A.Y. 2021-2022

JULY 2022

- >>> JULY 18-23, 2022
REGISTRATION FOR UNDERGRADUATE AND GRADUATE
- >>> JULY 25, 2022
START OF CLASSES

AUGUST 2022

- >>> AUGUST 10, 2022
DEADLINE FOR DROPPING OF SUBJECTS
- >>> AUGUST 15-19, 2022
APPLICATION FOR GRADUATION

 [FBI TUP-USA CAVITE](#)
 [@TUPCAVITEUSG](#)
 [@TUPCAVITEUSG](#)
 tupc.usg@tup.edu.ph


TUP-CAVITE ACADEMIC CALENDAR
MID YEAR A.Y. 2021-2022

SEPTEMBER 2022

- >>> SEPTEMBER 1-3, 2022
FINAL EXAMINATION
- >>> SEPTEMBER 4, 2022
END OF SEMESTER
- >>> SEPTEMBER 7, 2022
ACADEMIC DELIBERATION
- >>> SEPTEMBER 10, 2022
DEADLINE FOR SUBMISSION OF GRADES

 [FBI TUP-USA CAVITE](#)
 [@TUPCAVITEUSG](#)
 [@TUPCAVITEUSG](#)
 tupc.usg@tup.edu.ph


PART III
NARRATIVE
SUMMARY OF
STUDENT
TEACHING
EXPERIENCES

A. WORKING WITH THE COOPERATING TEACHER

Cooperating teachers are the heroes of every student-teacher, for they are the ones who will hone, sharpen and mold the student-teachers' ways and skills in being a good educator in the future. It must be a very tough job to guide newbies in the field yet, I am honored to have a cooperating teacher that is generous enough to even share her meal, her home, her equipment and most specially share her seasoned skills and values regarding what should I learn and remember to survive the teaching industry.

My journey in drawing options regarding where should I do my OPT was actually frizzy. Since, I've had so many options from private to public schools. But then, I still end up staying here in TUPC owing to the fact that, I know for sure I could gain more exposure to handle students and practice my teaching methodologies given the pandemic situation that we are still rowing. Fast forward, I end up to be a student-teacher of Prof. Michelle M. Mag-isa. Which I am immensely grateful for.

Prof. Michelle was actually my IPT cooperating teacher, she's also my adviser when I was still the president and an officer of the Future Educators' Organization, and also been our shop adviser when I was in my lower years. That's why, I can somehow say that, we already have a foundation with regards to our relationship as student and teacher and also as org representative and adviser. But this time, as CT and ST, again. Hence, I already had so many encounters how she was like when she is teaching in front of the class, how she

handles and grip the discipline chain to keep her students prim and proper. Which I am astonished with.

The subjects she handles this semester specifically the shop subject which she entrusted me was like a question mark to me. Meaning, I really don't know anything regarding that - the Electrical and Electronics because, we really do not have any background with that. Since, it is not part of our curriculum as ICT students. But I accepted it as a challenge and as a new lesson. This time, not just by myself but with my CT who supervises me and opens her door for me to communicate and learn with her well.

Throughout my stay in her supervision, I've learned a lot of things. From methodologies, communication skills, discipline and even the subject matter itself. One of the most notable values as a future teacher that I learned and remember the most is that, "*I should be an encouragement to every student every time that I will speak.*" Whether it is during class discussion or even when I am disciplining the students. Like, they should be reminded that they are students and everything that they are doing, which the teachers tasked them to do, are all for their sake, not just for other agendas. That, they should be encouraged in a positive approach and never because they do not have any choice. Rather, I should speak with encouragement thus, they will be motivated intrinsically. Also, I learned that, my goal is not to please them rather to teach them well. In a way that, they will thank me for being a slightly strict teacher, because, due to that, they learned to do the things that they needed in the future.

More of that, she also encourages me to do my best every time. To do more, to achieve more and aim for the most not the bare minimum. In short, she taught me how to be better and best while staying grounded. I've had a good connection with my cooperating teacher. I can say that, because, she never denies my questions but always response to that. She always taught me things that I did not know regarding the subject matter she entrusted me. She even invites me to her home, so, I can have a face-to-face tutor session with her, and gave me lots of opportunities to expand my capabilities and patience. She even let me fly on my own while guiding me at the back.

Prof. Michelle was already like that when we were in the FEO and when I was her student. But I appreciated that more when I was doing the OPT. Even until the final demonstration, she supported and taught me lots of techniques along with the assistance of Sir Alex, for the equipment they've allowed me to use. She even prays and wish me to be part of the candidates of the Best in Demo. More of that, along with the encouragement, she also praises me even in the front of the class which also help me to revive my dying self-esteem.

In a nutshell, the relationship with my CT is something that I will treasure and cherish forever along with all the values, laughs, memories and learnings from her which will always have a special place in my heart. I will strive more to be like her. She is definitely one of the people I really look up to.

B. WORKING WITH THE DEPARTMENT HEAD

Thankfully, the head of our department is Prof. Fajardo which is actually our past professor, our supervising teacher and the practice teaching coordinator. Hence, it is not a burden for me on how to approach and communicate with her.

Here's the thing, Prof. Fajardo is such a patient department head but, she really has so many things on her plate. As a course representative before, I was a channel to bridge her to the students in some endeavors such as announcing things, task people to do different tasks and etc. Now that I am no longer the representative anymore, I think it still became a habit for me to initiate whenever there are things that she is telling us to do, or she is about to say. Since, I was working with her for a long time, it's been a thing for me to understand what she is trying to demand us and imply to us.

Being the spokesperson of the course and being a student teacher is kind of tricky but then, she allows me to do the important things in my CT before doing hers.

Prof. Fajardo is like a mother for me, for us. She guided me in the things that I should do as ST of ma'am Michelle. Taught me different kind of things, specifically to be more confident and level up my self-esteem.

I am far from being perfect but Prof. Fajardo, the department head, always trust me to do the things for her and in behalf of her. Like, putting her name in my persona whenever I present myself in front of the class is such an honor. It

is also scary since, doing bad things might reflect on her. Nevertheless, she still trusted me to do the things she trusted me to do. From speaking engagement up to paper works.

All in all, working with my department is smooth like butter. Since, she has known me for a long time. Hence, I gained her trust.

C. WORKING WITH STUDENTS

The center of this OPT is the students. Without them, of course, how will I be able to practice and sharpen my skills as a future teacher. This OPT, I really can say that being a teacher is indeed a noble profession. Let me tell you the reason after I reiterate how was my relationship working with my students.

I was one of the students- teacher that were deployed first and had an early chance to meet my CT as well as my students. Surprisingly, I have eight sections to be handled. Although four of that is Profed subject which is I am not yet allowed to teach, still, I am entering those sessions and assist my CT. In short, I have eight sections on my excel recording sheet. Thinking about it before, was like a huge obstacle for me, given that, being with so many people really exhaust me a lot. Also, even if sessions during this semester were all online, still you need to present yourself in front of your computer and in the end of the students.

To be honest, I was kind of shocked to the load given to me which I approached as an actual training for me. Since, in the battlefield I am going to handle more students and sections.

Working with my students were not that hard nor that easy. Meaning, I still thought of the ways how will I be able to adapt and enter their presence as their student. I started teaching the early as the first week of my deployment. I was kind of shocked because I am used to the section that I taught before, which is very active and participative. This time, they're not. Not until, I gave them some extrinsic motivation using rewards. Which as the time goes by were no longer needed, because, the students became more active and participative on their own. In short, we were able to adapt quickly with the presence of each other.

Being with the student was like a happy pill to me. I was able to laugh, smile and be energetic. Although after that feels like I ran miles, since, I can feel the exhaustion. Nevertheless, I can feel joy teaching and being with them. Contrastingly, they even let me feel angered. My line of patience sometimes, becomes small as an eyelash. In short, students allowed me to feel different kind of things, from boosting my happy hormones until draining it.

Nevertheless, I can say that during my stay to their class, I feel respected and looked up to. They obey my instructions, listen to what I am saying, be scared whenever my strict side turns. I was like an actress, since they are divers so I need to create different techniques and methodologies for me to reach their inner core, to pique their interest and understand their behavior. Which I can say also

became the bridge to create a good harmony and a good climate every time we have session.

What I am most proud of as a PT is to create a good bond with them. Some students will stay after the session, and will tell me that they became interested with the topic. Then, asked you for more, for additional details, talk about that thing, where they can see and watch the things I stated during the session and wander with me. I can say somehow, with that, I made an impact to the students and was able to give justice to the lesson I have delivered to them.

Moreover, another manifestation for me to say that I have a good relationship with my students, is that, some students were able to open up their dilemmas with the course, some problems as students and etc. This time, I was able to deliver some lesson outside the curriculum, which are as valuable as the academic lesson - values and learning as a student.

In general, working with them made me realize that this profession is noble indeed. In a way that in is not just the cognitive skills that we teachers/future teachers are honing, but also, their holistic being and prepare them to the nex chapters of their life – their tomorrow and their endless pursuits. No profession has a task to prepare student for their future in a holistic manner, only teachers.

I am blissful to say that, I am proud to be their student-teacher.

STUDENT TEACHING EXPERIENCES

This OPT things was like a luggage full of things – things I did not expected of. It is definitely a journey to somethingness.

My deployment is like an irony; I was the last student to decide where to be deployed yet I am the first one to be deployed as an official Practice teacher. Which I am grateful for, because I had a lot of opportunities to explore and be exposed to the future that I am thinking of – as a teacher.

During the first week of my deployment, as usual, I introduced myself to each and every class that my CT is handling. Some of the classes were like so familiar, since, most of them were like my friends during the face to face and my orgmates. Which also helped me and adopt easily. During that week I observe and thought a lot, like *“how will I be able to handle this section”* since, there are sections that the students are older to me, and for me seems smart and empowered. But, then, here I am was able to write this; meaning I was able to finish my student teaching internship.

Moreover, finishing this internship started in the middle of my personal crisis, I am at the edge of my lowest point, I even visited counseling room while doing this internship. During the early week of my class, before opening the session, I will practice how to smile before opening my camera, so, I will look well in front of my students. And as time goes by, I was be able to get back on track, which I can say that the students have a nice contrition to it. Most especially my CT, Prof. Michelle for teaching me how to be tough and brave.

It is a kind of bumpy start, yet a beautiful journey indeed. Handling eight sections might be tough, but it teaches me valuable things which I know for sure will help me in the future career that I am thinking of.

Furthermore, I am astonished on how my CT handles me, and assisted me during the days I am having hard time with the subject she entrusted me – Electrical. This is what I learned from her, perseverance and determination. That everything can be studied, for the sake of the students. Which is a powerful note to me – that every single thing I am doing at my best is not just for me but also for my students in the future.

Consequently, during the middle days of my internship, it was like smooth road up until the end of the last week of my internship. I may have a lot of things to do, but I am doing it out of heart. Which I can say I want to develop more, a teacher with a heart and soul.

In general, this internship is truly a training ground, I became more equipped to enter the battlefield. Equipped with the learnings and abilities for me to be able to survive and to do well in my future mission – being a teacher.

Being a good teacher then is the “somethingness” that I am still striving to walk into. Wish me luck!

PICTURES FROM ONLINE CLASS

BSIE-IA-2A (IAEL)



BSME 1A (GEC 7)

BT PPT (GEC 7)



BT MT (GE C7)

BTTE (PROFED 13)





BSIE-ICT-2A (PROFED 7)



**BTTE EL/CP & BSIE IA
(PROFED 7)**



BSIE-ICT-3A (PROFED 13)

CLASS LIST

BSIE-IA-2A (IAEL)	
LAST NAME	FIRST NAME
Abrillo	Leila
Combalicer	Nica
Corrido	Irish
Cuerbo	Maryivonne
Datlag	Larajane
Marias	Edielyn
Puso	Janineerika
Estrada	Jasmine
Gabriel	Junemae
Lontabo	Jennifer
Maglines	Lenie
Revilla	Loyd
Tagle	Ariane
Tumalon	Lyka
Vasquez	Lovely
Vigilla	Joaquin

BSME 1A (GEC 7)	
LAST NAME	FIRST NAME
Austin	Abergido
Rainel	Allid
Rhea	Aluciman
Williana	Aviles
Hazel	Baris
Riza M	Biligan
Christ	Binghay
Sheila	Carmen
James	Catapang
Lorenz	Cortez
Malcol	Daluz
Royce	Cruz
Alzech	Cuesta
John	Encarnacion
Jerson	Estrada
Rica	Estrada
Joel	Florendo

Boslec	Gapit
Mhay	Garcia
Marc	Gregorio
Aian	Hernandez
Johnrey	Hipe
Kian	Infante
Nathaniel	Jamero
MichaelL	Manalo
Justin	Manela
Marlon	Marano
Lauren	Matienzo
Samuel	Padre
Janily	Paiton
Ricky	Palacios
Charig	Piedad
Erinne	Piol
JustinE	Quiton
Marklord	Reyes
Patrick	Sambalod
Mark	Santamena
Jefferson	Santiago
Aira	Semacio
Reinallee	Taganas
Rhod	Tolentino
Matthew	Verecio

BT PPT 2A (GEC 7)	
LAST NAME	FIRST NAME
Ado-An	Joechellelej
Ayala	Joemark
Colonia	Jayvee
Guzman	Allysajones
Guzman	Lester
Cruz	Kenaeron
Delgado	Jhoniel
Santos	Ramyr
Despi	Kylevincent
Edgar	Christianpaul
Grabador	Micko
Lazaro	Jhonrhazzel
Magbanua	James
Manansala	Milenanicole

Montaril	Vincent
Naval	Joshua
Nicart	Markzeus
Pallera	Conashly
Pamplona	Mikael
Pascual	Marianne
Pedroso	Redgie
Peyuan	Kylenathan
Romasanta	Matt
Romero	John
Rosaldo	Hazenkeith
Sacriz	Joseph
Taguba	Maikoalen
Ursolino	Maynardjay
Valdez	Abrahampaul

BT MT 3A (GEC 7)	
LAST NAME	FIRST NAME
Alico	John
Arat	Christian
Arimado	Kenneth
Bongcayao	Keille
Cabrera	Darryken
Cas	Jasher
Cayas	Andrei
Corpuz	Herold
Corpuz	Winston
Cuevas	Ma. Nikki
Custorio	James
Dacer	Jan
Dalagan	Dexter
Decal	Joemari
Reyes	Jamira
Derapa	Welmer
Digamon	Franklin
Divosion	Neil
Dominguez	Benjamin
Durana	Zyron
Estigoy	Harveylance
Eusebio	Daniel
Fajardo	Mark
Felix	Kevin
Felosopo	Rinoa
Flores	Haylie

Go	Rosela
Guillebe	Christian
Imbo	Nigel
Laconsay	Ezekiel
Lopez	Glenn
Madula	Kyle
Mayo	Dan
Mendoza	Bheatriz
Miranda	Kim
Padilla	Vienjamar
Panal	Mary
Parreño	Kimberly
Penales	Jose
Poserio	Joshua
Quines	Mark
Roblo	Christian
Rotugal	Ken
Saavedra	John
Samson	Mac
Sansolis	Jay
Sialsa	Inder
Sioson	Joshua
Sison	Christian
Tojon	Veejay
Turla	John
Vega	Jason
Victoriano	Dever
Villagen	Jenica
Villamor	Eunice
Villania	John

BTTE CP/EL & BSIE IA 2A (PROFED 7)	
LAST NAME	FIRST NAME
Abrillo	Leila
Alleno	Merbert
Angeles	Jasperrallen
Arbol	Ellamay
Calub	Edmert
Cantuba	Dave
Castillo	Perpito
Combalicer	Nica
Corrido	Irish
Cuerbo	Maryivonne

Datlag	Larajane
De Guzman	Zaldreiaugustus
Delas Marias	Edielyn
Del Puso	Janineerika
Despi	Annie
Estrada	Jasmine
Gabriel	Junemae
Galve	Lenueljohn
Guzan	Gavina
Ignacio	Jayrome
King	Ma
Lontabo	Jennifer
Maglines	Lenie
Majadas	Jessamae
Olata	Glynisnicole
Pastor	Jonathan
Revilla	Loyd
Reyes	Francisdominick
Saraza	Markjoshua
Soriano	Gerald
Tadlas	Gilfelix
Tagle	Ariane
Tumalon	Lyka
Vallestero	Jhona
Vasquez	Lovely
Vigilla	Joaquin
Villarino	Raymond
Diaz	John Flecher
Lagasca	Gleoneil
Alvaran	Ralph Lawrence

BSIE-ICT-2A (PROFED 7)	
LAST NAME	FIRST NAME
Abarquez	Angel charlene
Ablaza	Bryandale
Joyce Banado	Jasmin
Batuigas	Jhonnerick
Bustonera	Germaineayra
Canuel	Charlsmith
Castanares	Kayrolyne

Castro	Andrea
Catubao	Jaquelyn
Claveria	Gabriel paul
Coles	Allendave
Cruz	Jhannyn
Dapitan	Janelle
Dela Cruz	Camille
Dela Pena	Elizabeth
Evangelista	Katlyn
Frani	Abigael
Gacute	Roy
Gutierrez	Ma. Franchesca
Lagnas	Reandramae
Lumaban	Christinejade
Mabute	Crystalvonne
Macaya	Ma
Malinab	Jo-anne
Mangapot	Millesangel
Mantele	Evinazergrace
Manuel	Ashley
Mejia	Minniekate
Nace	Angelamae
Nermal	Charlesjourdan
Noriel	Hannalei
Paredes	Neilcristopher
Pe	Eilron Louise
Perino	Marry
Ramos	Lealyn
Dylan Reyes	Jorg
Reyes	Nerissa
Roda	Jc
Sagahay	Ayessadarla
Sampaga	Alreenjohn
San Juan	Arnolddominic
Sandro	Lizelle
Sanosa	Roan
Silvan	Ma
Tabernilla	Louie
Taborlupa	Shielamae
Topacio	Marychristine
Torres	Allysonlimes
Trecepona	Loveleah

Tuhao	Shanen
Velo	Joven

BTTE-CP&EL (PROFED 13)	
LAST NAME	FIRST NAME
Agdippa	Mikhaella
Belamide	Jahnnea
Caletisen	Sharilyn
Casas	Arlene
Cruzat	Martin
Dasas	Joemarie
Dela Cruz	Angelic
Filezelda	Ella
Flores	Jolybelle
Geverola	Myrelle
Gomez	Rhanelo
Honor	Ranzel
Huldong	Kim
Interino	Dan
Jacoba	Margie
Laroya	Alvino
Lola	Jenny
Lopez	Rhealyn
Marasigan	Berlinda
Marquez	Rica
Mendoza	Petemie
Mundala	Rovie
Ocampo	Karen
Parohinog	Almer
Prado	Mark
Pring	Angela
Riel	Ronalyn
Sagonlay	Ranzie
Santos	Earl
Semira	Pauline
Serna	John
Sojon	John
Tactay	Jouie
Ursal	Jonard
Vasquez	Joriesha
Verino	Danica
Verula	Michelle
Villanueva	Leif

BSIE-ICT-3A (PROFED 13)

LAST NAME	FIRST NAME
Adorable	Jennifer
Basijan	John Christian
Camarinta	Stephanie
Canoy	Mark Ledif
Ciano	John Paul
Danal	Matt Julian
Dela Roca	Jim Ryan
Diaday	Angel
Dinapo	Maria Linda
Encluna	Jeremiah
Escorial	Oliva
Estropigan	Gabrielle
Ganadores	Silver Adore
Hembrador	Janielle
Ilano	Symon
Labad Labad	Kathleen Mae
Madriaga	Rosenda
Majid	Rashina
Mendiola	Renzo
Mendoza	Vanessa
Nasam	Ma. Cecilia
Nepomuceno	Sandra
Oneza	Aron Dale De
Ranario	John Dale
Rascal	Jalalodin
Saballa	Jay-Ar
Sacriz	Joselle
Sta. Maria	Justin Clyde Dela
Suson	Sharmiel
Tabuzo	Johna Luisa
Tacorda	Rose Annah
Tejerero	Aprilyn
Velasco	Angela Frances
Villasor	Jonnelyn

CLASS SCHEDULE

Schedule for 2nd Semester

TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES							
CAVITE CAMPUS							
Carlos Q. Trinidad Avenue, Silwang, Dasmariñas City, Cavite, Philippines							
Telefax: (046) 416-4920							
Email: cavite@tup.edu.ph Website: www.tup.edu.ph							
OAA	OFFICIAL CLASS SCHEDULE						Page 1/1
OFFICIAL CLASS SCHEDULE OF PROF. MICHELLE M. MAG-ISA			DEPARTMENT	INDUSTRIAL EDUCATION	SCHOOL YEAR	2021-2022	2 ND SEMESTER
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7:00-8:00		IA 3 BSIE IA 2A	IA 3 BSIE IA 2A				
8:00-9:00	GEC 7-MT3A	IA 3L BSIE IA 2A	IA 3L BSIE IA 2A	PROF ED 13	GEC 7-PPT2A		
9:00-10:00	GEC 7-MT3A	IA 3L BSIE IA 2A	IA 3L BSIE IA 2A	PROF ED 13	GEC 7-PPT2A		
10:00-11:00	GEC 7-MT3A	IA 3L BSIE IA 2A	IA 3L BSIE IA 2A	BSIE ICT 3A	GEC 7-PPT2A		
11:00-12:00			CAMPUS				
12:00-1:00	GEC 7 BSME 1st year	GEC 7 BSME 1st year	BREAK	GEC 7 BSME 1st year	PROF ED 7		
1:00-2:00		PROF ED 7	PROF ED 13	IA 3 BSIE IA 2A	PROF ED 7		
2:00-3:00		PROF ED 7	PROF ED 13	IA 3L BSIE IA 2A	BSIE ICT 2A		
3:00-4:00		IA/CP/EL 2A	BTTE CP & EL 3A	IA 3L BSIE IA 2A			
4:00-5:00				IA 3L BSIE IA 2A			



PART IV
PROFESSIONAL
READING

Teaching and Learning Continuity Amid and Beyond the Pandemic

*Filomena T. Dayagbil, Daisy R. Palompon, Laurence L. Garcia and Michelle Mae J. Olvido **

Office of the University President, Palompon - Office of the Vice-President for Academic Affairs, Garcia-Center for Research and Development, Olvido - Office of the Board and University Secretary, Cebu, Philippines

The study explored the challenges and issues in teaching and learning continuity of public higher education in the Philippines as a result of the COVID-19 pandemic. The study employed the exploratory mixed-method triangulation design and analyzed the data gathered from 3, 989 respondents composed of students and faculty members. It was found out that during school lockdowns, the teachers made adjustments in teaching and learning designs guided by the policies implemented by the institution. Most of the students had difficulty complying with the learning activities and requirements due to limited or no internet connectivity. Emerging themes were identified from the qualitative responses to include the trajectory for flexible learning delivery, the role of technology, the teaching and learning environment, and the prioritization of safety and security. Scenario analysis provided the contextual basis for strategic actions amid and beyond the pandemic. To ensure teaching and learning continuity, it is concluded that higher education institutions have to migrate to flexible teaching and learning modality recalibrate the curriculum, capacitate the faculty, upgrade the infrastructure, implement a strategic plan and assess all aspects of the plan.

Keywords: teaching and learning continuity, flexible learning, pandemic, higher education, scenario-analysis

It has been two years since Covid-19 hit the Philippines and started to do lockdowns and quarantine. Due to the poor covid response of the administration, it is not surprising that after two years, the Philippines is still in the state of quarantine. Which affected every unit of the society not just in the lens of economy but also socially, politically, medically and most especially in the aspect of education. Education is one of the most affected during the hit of the pandemic. Given that, schools were closed in order to mitigate the face-to-face interaction which might be a way to spread the virus even more. Then, education sector took a pause. Thought of the ways on how teaching and learning will be

continued even amidst pandemic. And forced them to fastened the action and create alternatives in order to make sure that there is still a teaching and learning continuity amid and beyond the pandemic.

As a student-teacher, it is pivotal that there is a teaching and learning continuity to make sure that students will understand and internalize the value of education and help them to be equipped for their future, most especially in the higher education sector. The article above emphasizes problems experienced in the education during pandemic and pointed themes which summarize the dilemmas and created some strategic plans on how to ensure teaching and learning continuity in higher education like the TUPC. All of those things stated are still applicable today, since, even limited f to f classes in some colleges are still prohibited to some restrictions.

In the article, it is emphasized that the most challenging problem during and beyond pandemic is the difficulty of the students to comply with their learning activities and requirements due to limited or no internet connectivity. Which threatens the education system, in a sense that, due to the implementation of online learning, they are widening the gap between students who have connectivity to those who does not have. That's why flexible learning was implemented. However, due to the independence of the students, assurance that the students are really learning has been tough, assessing students became a more difficult thing to do. Moreover, activities, drills, and practices will be limited thus, lowers the quality of learning which will make the student have a

hard time in their future careers since, expected competencies might not be fully covered. All of these are all applicable to the situation of the TUP Cavite, and understanding this difficulty becomes a challenge for me a student-teacher to create more ways that are fair to all and will be able to cover learning outcomes and expected competencies.

Furthermore, following are the summarized dilemmas during the pandemic in the lens of the higher education sector; the trajectory for flexible learning delivery, the role of technology, the teaching and learning environment, and the prioritization of safety and security.

Trajectory for learning flexibility elucidates that curriculum must be calibrated. In a sense that, it should not just focus on the content rather even to the delivery, assessing and teaching design must be taken to account.

The role of technology, due to the connectivity limitation, it has been and still becoming a huge problem in the class setting up until today.

The teaching and learning environment perse discuss that not every place is conducive for learning which is a factor to lower the student motivation in learning.

Safety and security become the priority rather than focusing on the value of the education. Thus, limits the students, teacher to go to school and go back to the traditional learning

All of these dilemmas are all present in the case of TUPC. That is why, teachers are trying hard to ensure that learning and expected competencies are met. As a student teacher, I saw it in my own eyes and experienced student who are having a hard time to comply and even attend session. Being lenient sometimes also helps.

Moreover, along with the problems stipulated, strategic plan that can be a great help to overcome education slump are also presented. Such as; migration to flexible teaching and learning modality, recalibrate the curriculum, capacitate the faculty, upgrade the infrastructure, implement a strategic plan and assess all aspects of the plan. These things were also currently done in TUPC. In which I think is a vital thing to do in order to help both teachers and learner to be at their best and ensure the continuity in learning in teaching.

Migration to flexible learning: although TUPC have not yet been fully migrating to flexible learning, there are already courses that were having a face-to-face session. Which is a great help to internalize the value of education in higher education. Hence, help them to build motivation intrinsically. Moreover, the article stipulated that, flexible learning should be very flexible enough that no teacher and learner will be left behind.

Recalibration of the curriculum; recalibrating it means that, curriculum should not just be focused on the content or subject matter. But also, delivery, design, and assessment should be taken into account. For that reason, equality

will attain. And ensure that everyone learns and be able to achieve their expected competencies.

Capacitate the faculty; as a student-teacher of the former UITC coordinator. I've seen that TUPC has been and still capacitating their faculty to be equipped in the new modality. Series of trainings and seminars are given to the teacher so, teachers will be equipped enough to teach in this time. Hence, teaching continuity will be certain.

Upgrading infrastructure; the article explains it as prioritization of technology in school to offer help to the student who are having a hard time to continue learning due to connectivity limitation. In which ICT personnel must be the focal person in initiating this kind of action. In the case of TUP, it has been a thing that the school always upgrades technological equipment as a technological school. Which I think is a helpful way to overcome the education problems.

Lastly, implementation of this strategic plan and continuous assessment of ways with the different stakeholders who are the important personnel in the education system.

All the problems and solution do make sense, since as a student-teacher I've experience them. Then, I understand how it should be solved and this article is a helpful reference on how to redress the situation. Hence, teaching and learning continuity during and beyond pandemic will be ensured.

Reference:

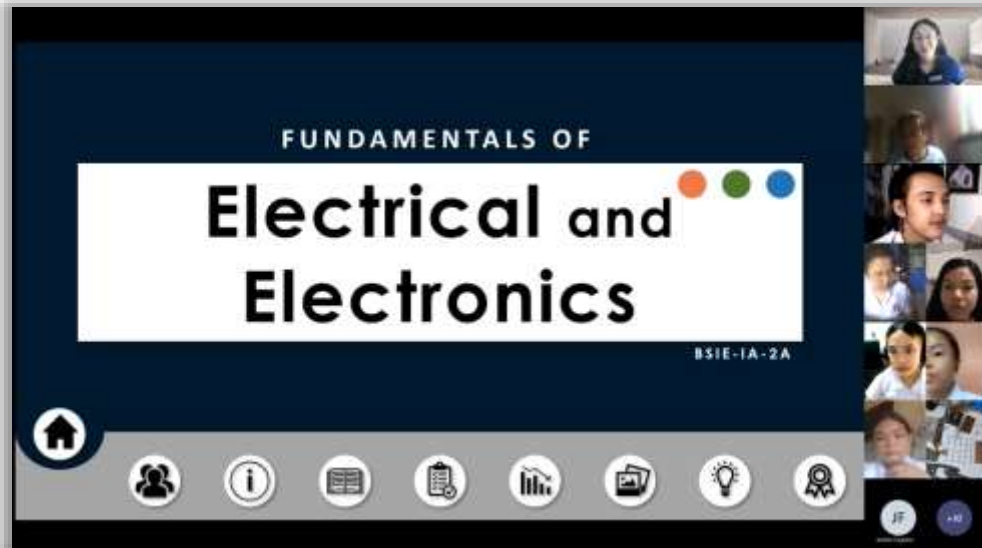
Dayagbil, F., Palompon, D., Garcia, L., & Olvido, M. (2021). Teaching and Learning Continuity Amid and Beyond the Pandemic. *Frontiers in Education* Retrieved from <https://www.frontiersin.org/articles/10.3389/feduc.2021.678692/full>

PART V

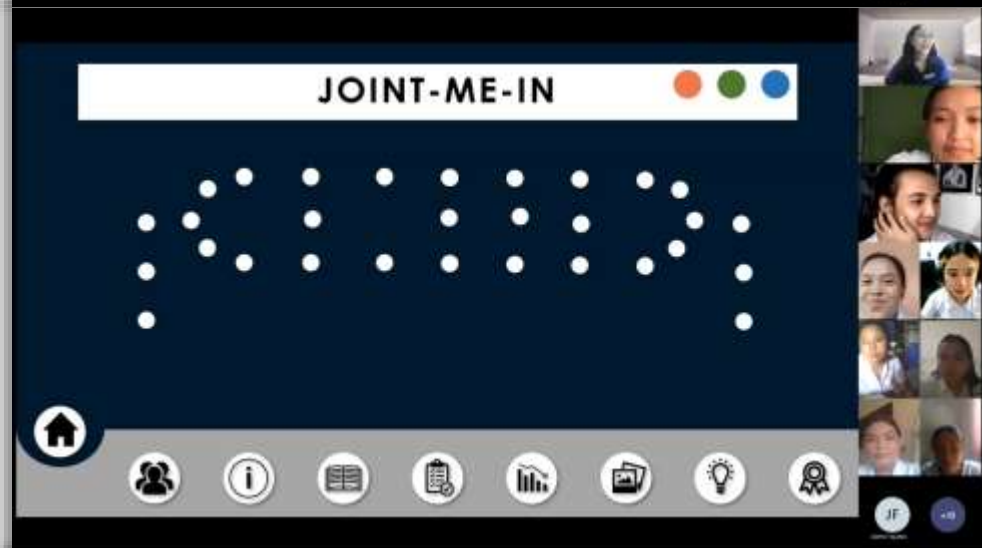
APPENDICES

APPENDIX A
FINAL DEMONSTRATION TEACHING PHOTOS

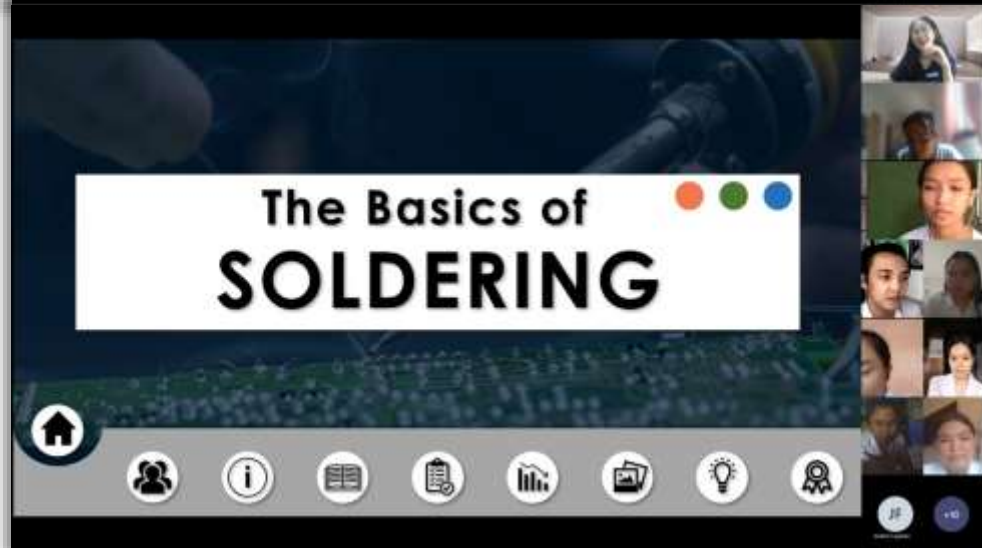
Greetings



Statement of the Topic







Motivation



Learning Outcomes

At the end of the lesson, you should be able to:

-  1. define soldering;
-  2. identify the basic equipment/tools and materials in soldering;
-  3. describe some safety precautions before soldering;
-  4. demonstrate the process of soldering; and
-  5. construct a connected conductors by soldering the connections



THE DIGITAL ERA



SOLDERING

is a joining process used to join different metals mechanically and electrically using solder.



Lesson Proper

TYPES OF SOLDERING



Hand Soldering Automated Soldering Reflow Soldering

Navigation icons: Home, Profile, Info, Document, Clipboard, Bar Chart, Printer, Lightbulb, Award.



Lesson Proper

BASIC EQUIPMENT FOR SOLDERING



SOLDERING STAND SPONGE PCB SANDPAPER WIRE STRIPPER

Navigation icons: Home, Profile, Info, Document, Clipboard, Bar Chart, Printer, Lightbulb, Award.



Lesson Proper

SOLDERING OUTPUT



Perfect! Too Much Solder Not Enough Solder Cold Joint Too Much Heat Short

GOOD SOLDER BAD SOLDER

Navigation icons: Home, Profile, Info, Document, Clipboard, Bar Chart, Printer, Lightbulb, Award.



Demonstration

SAFETY PRECAUTIONS !

- Never touch the element of the soldering iron
- Hold wires to be heated with tweezers or clamps.
- Keep the cleaning sponge wet during use.
- Always return the soldering iron to its stand when not in use.
- Be careful in handling solder.

Lesson Proper

HOW TO SOLDER? Preparation

HOW TO SOLDER? Soldering

Demonstration

Demonstration

HOW TO SOLDER?

Soldering

The slide features a large video window showing a soldering process. Below the video is a navigation bar with eight circular icons: a house, two people, an information 'i' icon, a chat bubble, a bar chart, a gallery icon, a lightbulb, and an award ribbon. The 'i' icon is highlighted with a white circle. On the right side of the slide, there are two smaller video thumbnails: the top one shows a person's hands working on a circuit board, and the bottom one shows a group of people in a classroom setting.

Application

Let's Try it!

APPLICATION:
Create a mesh-like shaped wire by soldering the solid wires together using the discussed process of soldering. Produce a good solder. Turn-in the photo of the output in gclassroom .

Wires: 3x3 Duration: 10 mins

The slide has a teal background. On the left is a circular inset image of a 3x3 grid of soldered wires. To the right is a white text box with the heading 'APPLICATION:' and the instructions: 'Create a mesh-like shaped wire by soldering the solid wires together using the discussed process of soldering. Produce a good solder. Turn-in the photo of the output in gclassroom .'. Below this is a white bar with 'Wires: 3x3' and 'Duration: 10 mins'. At the bottom is a navigation bar with eight circular icons, where the 'i' icon is highlighted with a white circle. On the right side, there are two video thumbnails: the top one shows a person's face, and the bottom one shows a group of people.

Application

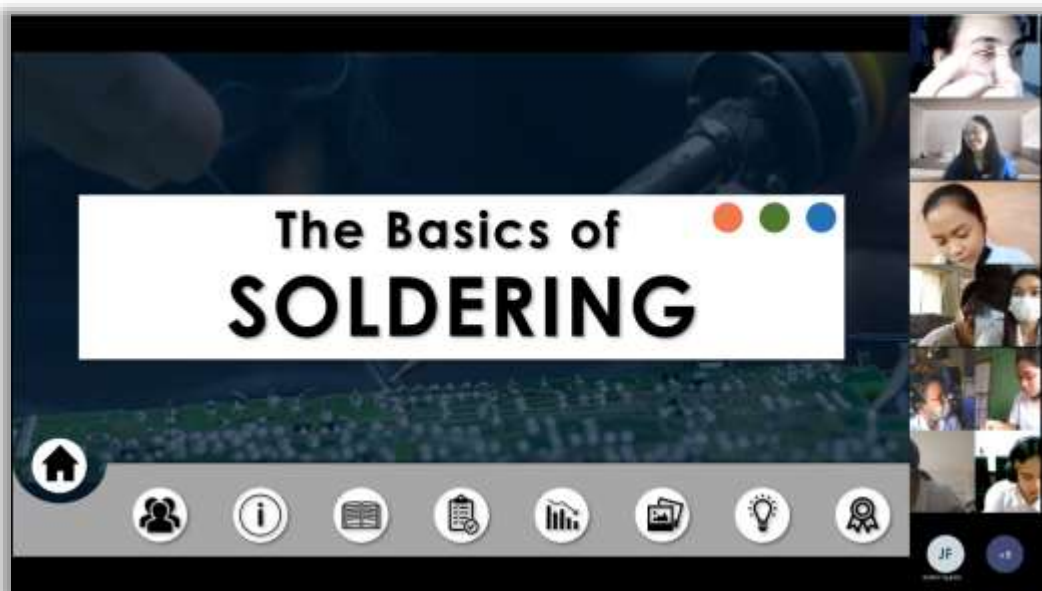
Let's Try it!

APPLICATION:
Create a mesh-like shaped wire by soldering the solid wires together using the discussed process of soldering. Produce a good solder. Turn-in the photo of the output in gclassroom .

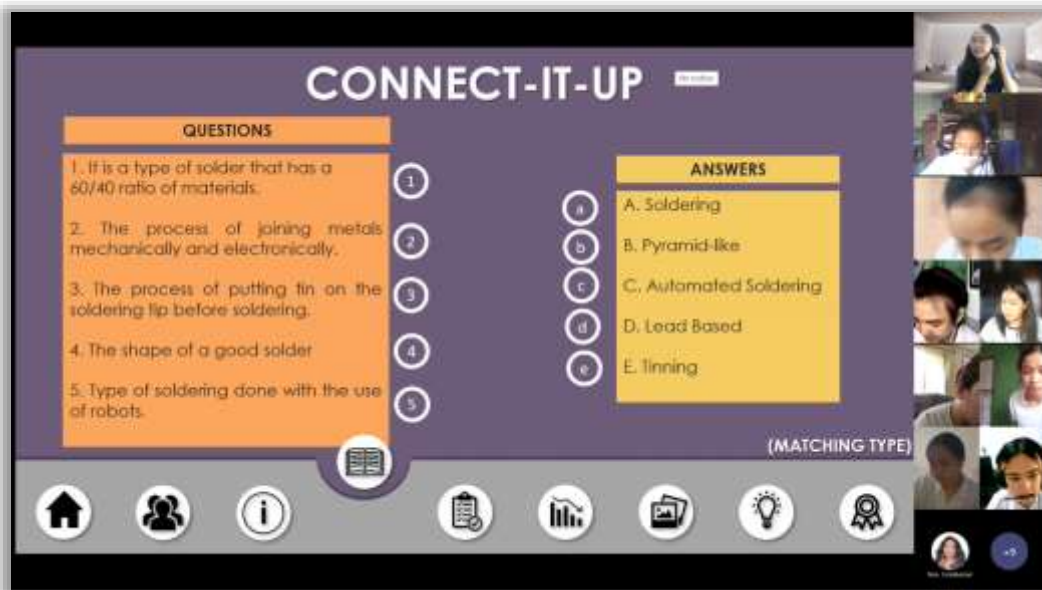
Wires: 3x3 Duration: 10 mins

The slide has a teal background. On the left is a circular inset image of a 3x3 grid of soldered wires. To the right is a white text box with the heading 'APPLICATION:' and the instructions: 'Create a mesh-like shaped wire by soldering the solid wires together using the discussed process of soldering. Produce a good solder. Turn-in the photo of the output in gclassroom .'. Below this is a white bar with 'Wires: 3x3' and 'Duration: 10 mins'. At the bottom is a navigation bar with eight circular icons, where the 'i' icon is highlighted with a white circle. On the right side, there are two video thumbnails: the top one shows a person working at a desk, and the bottom one shows a person working on a project.

Presentation of
Output / Checking



Assessment




Checking




Assignment

Assignment

Follow up





Using the equipment that the students used during the activity, solder wires in three (3) different shapes - triangle, square and star. Capture the shapes separately and while the student is holding it. Attached and turn it in to the google classwork along with the video that shows how they soldered the shapes.






Checking of Objectives

Assignment

Advance




Watch this video <https://www.youtube.com/watch?v=oqV2xU1fee8> and try to execute soldering a component (resistors, led, capacitors etc.) to a PCB and soldering some stranded wires together. Upload a photo of the output to the respective google classwork.




Learning Outcomes


At the end of the lesson, you should be able to:




1. define soldering;




2. identify the basic equipment/tools and materials in soldering;




3. describe some safety precautions before soldering;



4. demonstrate the process of soldering; and

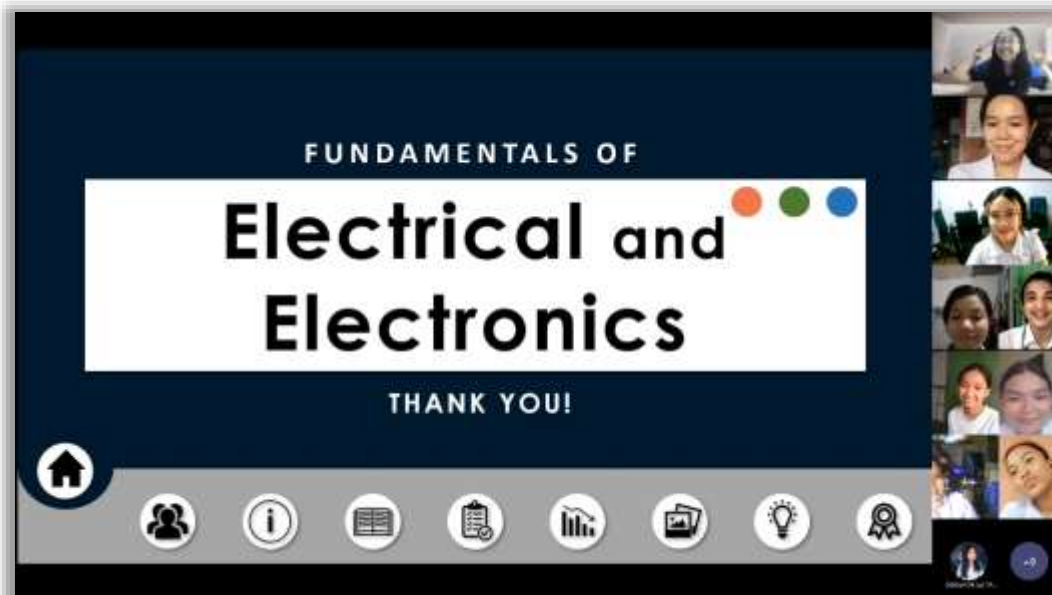
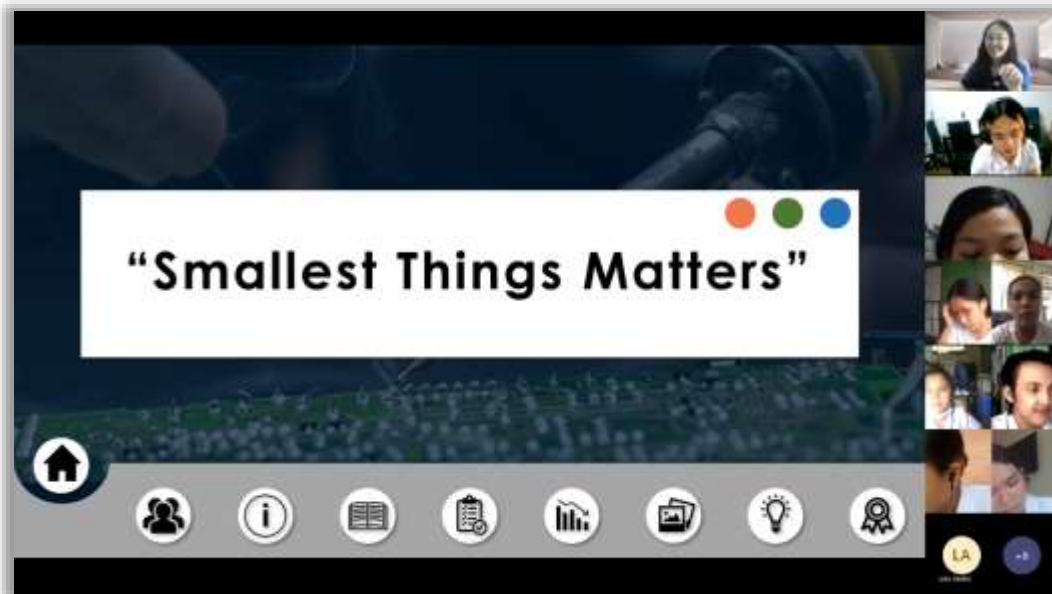


5. construct a connected conductors by soldering the connections



Assignment

Closing



APPENDIX B

FINAL DEMONSTRATION TEACHING LESSON PLAN

REPUBLIC OF THE PHILIPPINES

TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES- CAVITE CAMPUS

Carlos Q. Trinidad Avenue, Salawag, Dasmariñas City, Cavite, Philippines

Telefax: (046) 416-4920

Email: cavite@tup.edu.ph | Website: www.tup.edu.ph

THE BASICS OF

S O L D E R I N G

FUNDAMENTALS OF ELECTRONICS AND ELECTRICAL (IA3L)

BSIE-IA-2A

JUNE 16, 2022

2:00 – 3:00 p.m

Prepared by:


Rica Marie S. Paming,

BSIE-ICT-4A

Checked by:


Prof. Michelle M. Mag-isa

Cooperating Teacher

I. OBJECTIVES

At the end of the lesson, the students should be able to:

1. define soldering;
2. identify the basic equipment in soldering;
3. describe some safety precautions before soldering;
4. demonstrate the process of soldering; and
5. construct a connected conductors by soldering the connections.

II. SUBJECT MATTER

Main Topic	: Soldering
Sub-Topic	: Basic Soldering Equipment and Soldering
Values Integrated	: Attentiveness, Logical Thinking and Technical Skills
Instructional Materials	: PowerPoint Presentation, Actual Demonstration, Actual Soldering Equipment, MS Teams, and Pen and Paper
References	: https://www.twi-global.com/technical-knowledge/faqs/what-is-soldering#:~:text=Soldering%20is%20a%20joining%20process,create%20a%20strong%20electrical%20bond . https://www.myemssolutions.com/importance-soldering-electronics-industry/ https://www.techspray.com/ultimate-guide-to-electronic-soldering https://www.electronicb2b.com/headlines/soldering-having-the-right-tools-matters/ https://www.sciencebuddies.org/science-fair-projects/references/how-to-solder https://safety.eng.cam.ac.uk/safe-working/copy_of_soldering-safety

III. LEARNING ACTIVITIES

A. Preparatory Activities

1. Daily Routine
 - a. Greetings
 - b. Classroom Management
 - c. Prayer
 - d. Attendance
 - e. Energizer

2. Review
 - a. What is capacitance?
 - b. What is a capacitor?
 - c. Factors that affect capacitance.

3. Motivation

The teacher will present some dotted figure. The students must connect all those dots and tell the correct figure in front of the class. Then, the teacher will relate this motivational approach to the topic.

Instruction:

1. Observe the dotted figure and construct the correct figure mentally.
2. The first student to raise their hand will have the chance to share their answer.
3. Students who got the correct answers will get an incentive.

B. Presentation of the Lesson

1. Introduction

In the digital era, most of the things around us from equipment, materials, to devices were electronically made and controlled. Which is also known as electronic devices. In fact, according to article of independent.co, the world is a home of 7.26 billion of gadgets, garnering 91.54 % of the world's population. Each of these devices

were electronically made using different electric circuit systems. And those circuits are composed of electronic components which are soldered to a printed circuit board or PCB. Solder is the life and blood of any PCB assembly. The quality of solder used during soldering and PCB assembly decides the life and performance of an electronic circuit.

2. Lesson Proper

Definition:

Soldering - is a joining process used to join different metals mechanically and electrically to form a mechanical or electrical bond. It typically uses a low melting point metal alloy - called solder.

Main purpose of Soldering

- Soldering makes effective and reliable electrical connections.
- Build different kinds of electronic devices.

Types of Soldering

- Hand soldering - solder is melted by the application of heat.
- Automated soldering – soldering with the use of robots
- Reflow soldering – process of soldering with the using of soldering paste.

Basic Equipment for Soldering

- Soldering Iron: A soldering iron is used to heat the connections to be soldered.

- Types of Soldering Iron Tips:

- Pointed/ Conical
- Blade/Knife
- Chisel/Screwdriver
- Bevel
- Flow



Figure 1: Tips of Soldering Iron

- Solder: “*soudur*”, which derives from the latin word “*solidare*”, meaning “to make solid.” It’s a fusible alloy to bond metal workpieces together.

- Types of Solder
 - Lead based solder:
 - 60/40 (tin/lead) blend with a melting point around 180-190°C
 - Lead free solder:
 - higher melting point than conventional solder.
 - Flux Core
 - In electronics, flux is usually rosin. (Rosin Core Solder)
- Soldering stands: keep soldering iron in a safe place to avoid any fire mishaps.
- Prototype Board: used to assemble the circuit.
- Sponge, Sandpaper: for cleaning purposes
- Wire Strippers: to remove insulators that covers the wires.

Safety Precautions before Soldering

- Never touch the element of the soldering iron
- Hold wires to be heated with tweezers or clamps.
- Keep the cleaning sponge wet during use.
- Always return the soldering iron to its stand when not in use
- Turn unit off and unplug when not in use.
- Be careful in handling solder.

Soldering Output

A well-soldered joint should produce a good solder.



Figure 2: Solder Outputs

Soldering Process

- Preparation
 - Place the soldering iron in its stand and plug it in.
 - Wait for the soldering iron to heat up.
 - Moisten the sponge.
 - Wipe the tip of the iron on the damp sponge. This will clean the tip.
 - Melt a little solder on the tip of the iron - tinning
 - The tip of the soldering iron should be a shiny silver color. If it is black and pitted, replace it with a new one.

- Soldering
 - Solder needs a clean surface on which to adhere.
 - Heat the connection with the tip of the soldering iron for a few seconds, then apply the solder.
 - Keep the soldering tip on the connection as the solder is applied.
 - Remove the tip from the connection as soon as the solder has flowed where you want it to be. Remove the solder, then the iron.
 - Don't move the connection while the solder is cooling.
 - Don't overheat the connection, as this might damage the electrical component you are soldering.
 - Soldering a connection should take just a few seconds.
 - Inspect the joint closely. It should look shiny. If it is a thru-hole lead, the hole should be filled and the solder joint forms a slight pyramid-like shape. If it is joining 2 points from solid wire it should look like a slight diamond-like shape,
 - If necessary, trim the lead with a shear lead cutter
 - Wipe the tip of the iron on a damp sponge to clean it. The tip should now be shiny.
 - Unplug the soldering iron when it is not in use.

3. Application

Individual Output: The teacher will ask the students to create a mesh-like shaped wire by soldering the solid wires together using the discussed process of soldering. Produce a good solder.



Figure 3: Reference photo for mesh-like shape

Materials Needed:

1. Soldering Iron (Any type and any tip available)
2. Lead Based Solder
3. Solid Wire (Gauge 20-18)
4. Sponge or Steel wool
5. Soldering Stand

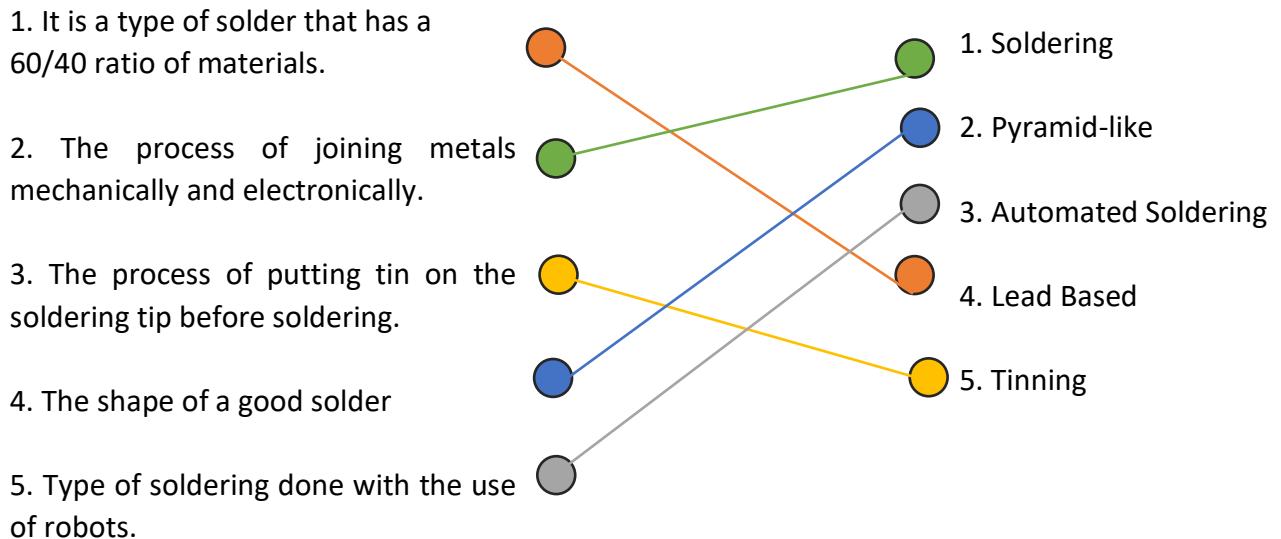
- 6. Wire Strippers
- 7. Metal Weights (Pliers or etc.)

4. Generalization

- 1. What is Soldering?
- 2. What are the basic equipment in soldering?
- 3. What are some safety precautions to remember before soldering?
- 4. How does a good solder looks like?

IV. EVALUATION

Connect-it-up (Matching type)
with answer key



V. ASSIGNMENT

Follow Up:

Instructions: Using the equipment that the students used during the activity, solder wires in three (3) different shapes - triangle, square and star. Capture the shapes separately and while the student is holding it. Attached and turn it in to the google classwork along with the video that shows how they soldered the shapes.

Materials needed:

1. Soldering Iron (Any type and any tip available)
2. Lead Based Solder
3. Solid Wire (Gauge 20-18)
4. Sponge or Steel wool
5. Soldering Stand
6. Wire Strippers
7. Metal Weights (Pliers or etc.)

Instructions:

1. Prepare the materials.
2. Take a video of yourself while you are soldering the shaped metals.
3. Take a picture of yourself while holding the three (3) shapes and take a photo of the outputs separately.
4. Turn-in the video and your photo on the assigned google class work.
5. Deadline of the laboratory output is on Monday, June 20, 2022 at 5:00 pm.

Advance:

Watch this video <https://www.youtube.com/watch?v=oqV2xU1fee8> and try to execute soldering a component (resistors, led, capacitors etc.) to a PCB and soldering some stranded wires together. Upload a photo of the output to the respective google classwork.

Materials needed:

1. Soldering Iron (Any type and any tip available)
2. Lead Based Solder
3. Two (2) Stranded wires
4. Sponge or Steel wool
5. Soldering Stand
6. Wire Strippers
7. Metal Weights (Pliers or etc.)
8. Printed Circuit board (PCB)

Instructions:

1. Prepare the materials.
2. Solder two (2) stranded wires together and attached at least 3 different electrical components to your PCB.

3. Take a picture of yourself while holding the output, and take a photo of the outputs separately.
4. Turn in the three (3) photos on the assigned google class work.
5. Deadline of the laboratory output is on Wednesday, June 22, 2022 at 5:00 pm.

References:

: <https://www.youtube.com/watch?v=t7Of37vt470&t=612s>

: <https://www.youtube.com/watch?v=oqV2xU1fee8>

APPENDIX C


PERSONAL PROFILE



Rica Marie S. Paming

Applicant

 Dasmariñas City, Cavite

 ricamariedelacruz@gmail.com

 09066809205

OBJECTIVES

- To secure a teacher position that will allow me to utilize my strong dedication in fostering quality education by understanding individual differences which ensures student development.
- To utilize my skills and knowledge in computer and technology in an effort to employ it as an aid for quality teaching.
- To be able to have a challenging career opportunities with the use of my academic background, interpersonal skills, leadership skills and organizational skills that assist me to widen the scope of my expertise, and enable me to create a positive contribution.

PERSONAL INFO

Birthdate:	January 25, 2000
Civil Status:	Single
Religion:	Born Again

EDUCATION

PRESENT Tertiary

**Bachelor of
Science in
Industrial
Education**

TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES – CAVITE

- Major in Information and Communication Technology
- Consistent Dean's Lister
- Consistent Academic, Provincial and Municipal Scholar

2016-2018

**Senior High
School**

DASMARIÑAS INTEGRATED HIGH SCHOOL

- Humanities and Social Sciences, Strand - Academic Track
- Graduated With High Honor
- Consistent Honor Student
- Consistent Perfect Attendance Awardee
- Writer and Actress in various Films and Plays
- Representative in various Dance Competition

EDUCATION

2012-2016

Junior High School

DASMARIÑAS NATIONAL HIGH SCHOOL

- Consistent Top Student
- Huwaring Mag-aaral (S.Y. 2014-2015)
- Representative in various Dance Competition
- Yaman ng Lahi Cultural Dance Member
- Ang Silayan Member - Campus Journalism (Broadcaster)

2006-2012

Elementary School

DR. JOSE P. RIZAL ELEMENTARY SCHOOL

- Graduated 3rd Honor
- Consistent Honor Student
- Representative in various Dance Presentations

WORK EXPERIENCE

STUDENT TEACHER

IN-CAMPUS PRACTICE TEACHING

Technological University of the Philippines - Cavite (November 2021 - February 2022)

OUT - CAMPUS PRACTICE TEACHING

Technological University of the Philippines - Cavite (March 2022 - Present)

ORGANIZATIONS

FUTURE EDUCATORS' ORGANIZATION

Best Accredited Student Organization (A.Y. 2020-2021)
President

President of Future Educators' Organization for two consecutive years (A.Y. 2019-2021)

Presenter in the Online Presentation of Accomplishment Reports of the Different Recognized Groups of TUP Cavite (A.Y. 2020-2021)
President

Presenter in ACSO Online Presentation of Accomplishment Reports (A.Y. 2019-2020)
President

Public Information Officer of Future Educators' Organization (A.Y. 2018 - 2019)

ASSOCIATION OF ACCREDITED STUDENT ORGANIZATION

Association of Accredited Student Organization Representative for two consecutive years (A.Y. 2019-2021)

EDUCATION

2012-2016

Junior High School

DASMARIÑAS NATIONAL HIGH SCHOOL

- Consistent Top Student
- Huwaring Mag-aaral (S.Y. 2014-2015)
- Representative in various Dance Competition
- Yaman ng Lahi Cultural Dance Member
- Ang Silayan Member - Campus Journalism (Broadcaster)

2006-2012

Elementary School

DR. JOSE P. RIZAL ELEMENTARY SCHOOL

- Graduated 3rd Honor
- Consistent Honor Student
- Representative in various Dance Presentations

WORK EXPERIENCE

STUDENT
TEACHER

IN-CAMPUS PRACTICE TEACHING

Technological University of the Philippines - Cavite (November 2021 - February 2022)

OUT - CAMPUS PRACTICE TEACHING

Technological University of the Philippines - Cavite (March 2022 - Present)

ORGANIZATIONS

FUTURE EDUCATORS' ORGANIZATION

Best Accredited Student Organization (A.Y. 2020-2021)
President

President of Future Educators' Organization for two consecutive years (A.Y. 2019-2021)

Presenter in the Online Presentation of Accomplishment Reports of the Different Recognized Groups of TUP Cavite (A.Y. 2020-2021)
President

Presenter in ACSO Online Presentation of Accomplishment Reports (A.Y. 2019-2020)
President

Public Information Officer of Future Educators' Organization (A.Y. 2018 - 2019)

ASSOCIATION OF ACCREDITED STUDENT ORGANIZATION

Association of Accredited Student Organization Representative for two consecutive years (A.Y. 2019-2021)

TRAININGS & SEMINAR

2021

SIT BACK RELAX AND ENJOY THE REST

Future Educators' Organization

NEARPOD: INTERACTIVE TOOL FOR ONLINE TEACHING

Future Educators' Organization
Facilitator - President

2020

DEVELOPING LEARNING MATERIALS FOR SHS: HUMANITIES AND SOCIAL SCIENCES TRACK COURSES

VIBAL Group, Inc.

TRANSFORMING EDUCATIONAL CHALLENGES INTO OPPORTUNITIES AMIDST PANDEMIC

VIBAL Group, Inc.

PLAYGROUND TO BATTLEGROUND: PREPARATION FOR TEACHING LIFE

Future Educators' Organization
Facilitator - President

2019

SUSTAINABLE LIVELIHOOD PROGRAM 3R AWARENESS (REDUCE, REUSE, AND RECYCLE)

NSTP Student Participant
Facilitator

ENHANCING PRESENTATION SKILLS THROUGH ADVANCED MICROSOFT POWERPOINT

Technological University of the Philippines
Workshop

PHOTOSHOP WORKSHOP

Future Educators' Organization
Facilitator - President

IT PROJECTS

2021

PROJECT PAHIRAM: BOOK BORROWING AND DONATION SYSTEM

A Web Database Management System to record and monitor book borrowing and donation transactions. [HTML, CSS, Python Django Web Framework & Basic JS]

Link: <https://pamingwedev2.pythonanywhere.com/>
<https://youtu.be/DTqxtQxpli>

2021

CHRIST OF GLORY CHRISTIAN FELLOWSHIP WEBSITE

A Front-End Website Design for a church background, information, and sharing of Gospel. [HTML, CSS & Basic JS]

IT PROJECTS

Link for website Preview: <https://bit.ly/3xa4NV1>

Downloadable Link for Website full preview:
<https://bit.ly/3teLNgL>

2020

2D ANIMATION: LEARNING STYLE

A 1 minute animated project to discuss learning style by Dunn and Dunn in comparison to a growing flower. [Blender Studio]

Link: <https://www.youtube.com/watch?v=o03a8HuXet0>

2019

ILLUSTRATION OUTPUTS

Vector Illustrations. [Inkscape]

Link: <https://bit.ly/3Q43tM7>

2019

I SAVE PENNIES

A Computer-Aided program for money tracking and saving, and an educational program [Code Blocks (IDE), C++, Notepad(DB) & Microsoft PowerPoint]

Link for Summary of Project: <https://bit.ly/3mfqG0l>

Link for User Interface: <https://bit.ly/3G0lYn8>

Link for Project Documentation and Research:
<https://bit.ly/3GMqr1W>

SKILLS

TECHNICAL SKILLS

- Microsoft Office Literate
- Google Suite Literate
- Video Editing
- Website Designing and Management
- Basic Database Management System
- Software Installation
- Computer Formatting
- Layouting
- Encoding

PERSONAL SKILLS

- Fast Learner
- Responsible
- Leadership
- Good Communication Skills
- Interpersonal Skills
- Can work with team or alone
- Detail Oriented
- Can work under pressure
- Critical and Creative Thinker

CHARACTER REFERENCES

MICHELLE M. MAGISA

Professor, Technological University of the Philippines - Cavite

ARNOLD DEVEGA

Professor and UITC Coordinator, Technological University of the Philippines - Cavite

MA. GEMMA R. HUFANA

Professor & OSA Head, Technological University of the Philippines - Cavite

I hereby certify that the above information is true and accurate to the best of my knowledge.

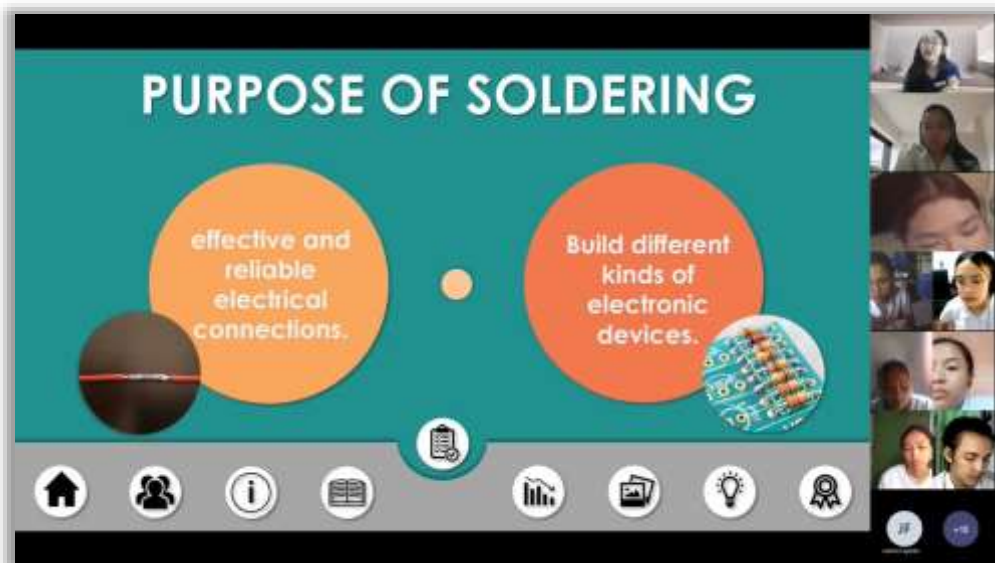
I would be most willing and available to be interviewed according to your most convenient time. Thank you very much.


RICA MAME S. PAMING
Applicant

APPENDIX D

Photo Documentation

*all of the photos/screenshot are for compliance purposes only.



PowerPoint Slide Show - [week 9 human flourishing] - Pow... - [minimize] [maximize] [close]

*“every living creature
is meant to become
what is meant to be”*



Slide 4 of 56 [navigation icons]


[Participant icons: GA, AC, CG, MC, RF, JS, GL, NI, ND, DO, DC, MQ, -IT]

PowerPoint Slide Show - [4_Electrical-Circuit-Ohms-law] - Powe... - [minimize] [maximize] [close]

NSIE-1A Electric Circuits

Electric Circuits

The **electric circuits** are closed-loop or path which forms a network of electrical components, where electrons are able to flow.

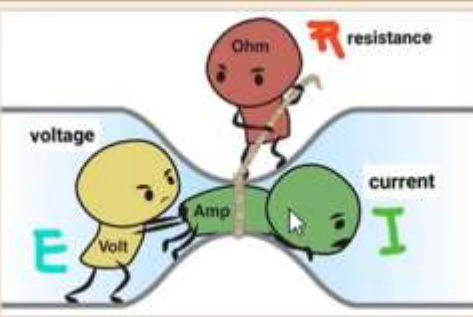


Slide 4 of 27 [navigation icons]

[Participant icons: UT, JJ, LA, IC, JP, JG]

PowerPoint Slide Show - [4_Electrical-Circuit-Ohms-law] - Powe... - [minimize] [maximize] [close]

NSIE-1A Electric Circuits



voltage E Amp I resistance R

Slide 16 of 27 [navigation icons]

[Participant icons: LM, AT, JP]

BASIC EQUIPMENT FOR SOLDERING



SOLDERING IRON

Types of Soldering Iron



Screwdriver or Chisel



Pointed or Conical



Flow



Bevel



Blade or Knife










Typical Problem Encountered When Writing Objectives

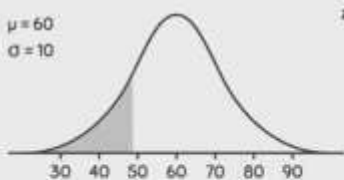
C - cognitive
A - affective
P - psychomotor

Hollistic
Identify -

Problems	Error Types	Solutions
Too broad or complex	The objective is too broad in scope or is actually more than one objective	Simplify or break apart
False or missing behavior, or degree	The objective does not list the correct behavior, condition and or degree, or it is missing	Be more specific; make sure the behavior, condition, and degree are included
False given	Describes instruction, not conditions	Simplify; include only ABCDs
False performance	No true overt, observable performance listed	Describe what behavior you must observe

EXAMPLE Suppose that we gathered data from last year's final chemistry exam and found that it followed a normal distribution with a mean of 60 and a standard deviation of 10. What proportion of students scored less than 49 on the exam?

$P(X < 49) = 0.1357$

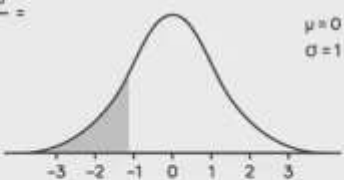


$\mu = 60$
 $\sigma = 10$

$z = \frac{x - \mu}{\sigma} = \frac{49 - 60}{10} = -1.1$

→

$P(Z < -1.1) = 0.1357$



$\mu = 0$
 $\sigma = 1$

STANDARD NORMAL DISTRIBUTION

PowerPoint Slide Show - [week2_Science-Education] - PowerPoint ...

Science Education

Includes work in science content, science process (scientific method), some social science, and some teaching pedagogy.

Slide 6 of 24

PowerPoint Slide Show - [week2_Science-Education] - Pow...

Special Science Elementary Schools (SSES) Project

This project started in June 2007 with 57 (or 60 since its inception) identified elementary schools that participated or were identified as science elementary schools in the country.

Slide 16 of 24

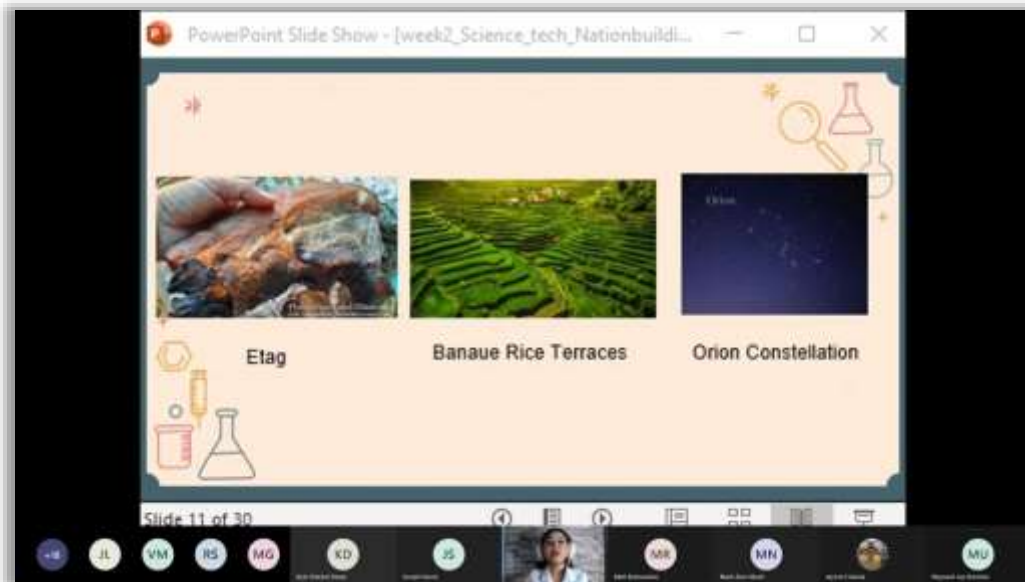
PowerPoint Slide Show - [week2_Science_tech_Nationbuil...

Definition of Concepts

SCIENCE TECHNOLOGY NATION-BUILDING

A body of Knowledge and a way of thinking

Slide 5 of 30



APPENDIX E

DAILY TIME RECORD

No. _____ Pay Ending 20 22
 Name Rica Marie S. Paming Position PT
 Dept. Industrial Education Age 22

Reg.	Hours	Rate	Amount	DEDUCTIONS	ABSENCES	
					Fines	Withholding Tax
Over.				S.S.S.		
Total Earnings						
Less Deductions						
NET PAY						

Days	MORNING		AFTERNOON		OVERTIME	
	IN	OUT	IN	OUT	IN	OUT
2-16	8:00			5:00		
2-17					12:00	4:00
2-18	7:00			4:00		
2-19	7:00			4:00	5:00	8:01
2-20	8:00			5:00		
2-21	8:00			5:00	7:32	9:21
2-22	7:00			4:00		
2-23	7:00			4:00	4:00	5:00
2-24	8:00			5:00	5:00	6:00
2-25	8:00			5:00	5:00	9:00
2-26	7:00			4:00		
2-27	7:00			4:00		
2-28	7:00			4:00		
2-29	8:00			5:00	7:00	9:00
2-30	8:00			5:00		
2-31	8:00			5:00	6:00	7:00

I hereby certify that the above records are true and correct.

EMPLOYEE'S SIGNATURE

No. _____ Pay Ending 20 22
 Name Rica Marie S. Paming Position PT
 Dept. Industrial Education Age 22

Reg.	Hours	Rate	Amount	DEDUCTIONS	ABSENCES	
					Fines	Withholding Tax
Over.				S.S.S.		
Total Earnings						
Less Deductions						
NET PAY						

Days	MORNING		AFTERNOON		OVERTIME	
	IN	OUT	IN	OUT	IN	OUT
2-16	8:00			5:00		
2-17	7:00			4:00		
2-18	7:00			4:06		
2-19					12:32	4:05
2-20					11:00	1:05
2-21	8:00			5:00		
2-22	7:00			4:00	5:00	8:00
2-23	7:00			4:00		
2-24	8:00			5:00		
2-25	7:00			5:00	5:00	6:31
2-26	8:00			5:00		
2-27	7:00			4:00		
2-28	7:00			4:00		
2-29	8:00			5:00	7:00	9:00
2-30	8:00			5:00		
2-31	8:00			5:00		

I hereby certify that the above records are true and correct.

EMPLOYEE'S SIGNATURE

No. _____ Pay Ending 20 22
 Name Rica Marie S. Paming Position PT
 Dept. Industrial Education Age 22

Reg.	Hours	Rate	Amount	DEDUCTIONS	ABSENCES	
					Fines	Withholding Tax
Over.				S.S.S.		
Total Earnings						
Less Deductions						
NET PAY						

Days	MORNING		AFTERNOON		OVERTIME	
	IN	OUT	IN	OUT	IN	OUT
2-16						
2-17	7:00			5:00	7:00	9:05
2-18	7:00			5:00		
2-19	8:00			5:00		
2-20	8:00			5:00		
2-21					3:00	5:00
2-22	7:00			5:00		
2-23	7:00			5:00	6:00	9:31
2-24	8:00			5:00		
2-25	8:00			5:00		
2-26	8:00			5:00	5:00	5:30
2-27	7:00			4:00		
2-28	7:00			4:00	4:00	6:13
2-29	8:00			5:00		
2-30	8:00			5:00	6:00	7:00
2-31	8:00			5:00		

I hereby certify that the above records are true and correct.

EMPLOYEE'S SIGNATURE

No. _____ Pay Ending _____ 20 22
 Name Rica Famingo Position PT
 Dept. IE Age 22

Hours	Rate	Amount	DEDUCTIONS	ABSENCES		
Reg.				Fines		
Over.				Withhold- ing Tax		
				S.S.S.		
Total Earnings						
Less Deductions						
NET PAY			TOTAL			

Days	MORNING		AFTERNOON		OVERTIME	
	IN	OUT	IN	OUT	IN	OUT
26	7:00		4:00	5:30	8:35	
27	7:00		4:00			
28	8:00		5:00	7:00	10:30	
29	8:00		5:00			
30	7:00		4:00			
31	7:00		4:00	4:00	5:30	
1	8:00		5:00	6:09	8:49	
2	8:00		5:00			
3	8:00		5:00	7:00	11:22	
4	8:00		5:00			
5	7:00		4:00	4:00	5:13	
6	7:00		4:00	6:00	7:03	
7	8:00		8:00			
8	8:00		8:00			
9	8:00		8:00	6:00	7:00	
10	7:00		8:00	11:03	12:30	

I hereby certify that the above records are true and correct.



 EMPLOYEE'S SIGNATURE

No. _____ Pay Ending _____ 20 22
 Name Rica Famingo Position PT
 Dept. IE Age 22

Hours	Rate	Amount	DEDUCTIONS	ABSENCES		
Reg.				Fines		
Over.				Withhold- ing Tax		
				S.S.S.		
Total Earnings						
Less Deductions						
NET PAY			TOTAL			

Days	MORNING		AFTERNOON		OVERTIME	
	IN	OUT	IN	OUT	IN	OUT
1	7:00		5:00	6:00	7:30	
2	8:00		5:00			
3	8:00		5:00			
4	8:00		5:00	7:00	10:00	
5	7:00		4:00	6:00	11:32	
6	7:00		4:00	7:30	10:21	
7	8:00		5:00	8:01	9:53	
8	8:00		5:00			
9						
10						
11						
12						
13						
14						
15						

I hereby certify that the above records are true and correct.


 EMPLOYEE'S SIGNATURE

ON-SITE ACTIVITY

2 Air Condition and Exhaust Fan
given floor plan
AutoCAD software
will be done by batch
minutes.

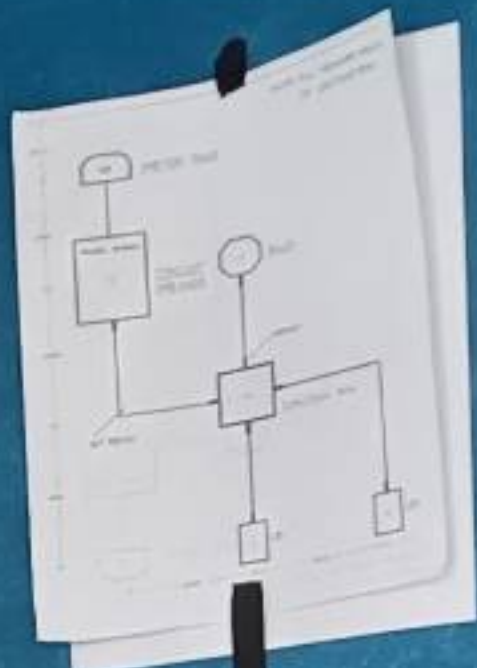




DANGER
ELECTRICITY



DANGER
ELECTRICITY



4

