TLE
Quarter 2 – Module 1: Cookery 10
PREPARE VEGETABLE DISHES
LO1. Perform Mise ‘en Place
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TLE
Quarter 2 – Module 1:
PREPARE VEGETABLE DISHES
LO1. Perform Mise 'en Place
**Introductory Message**

For the facilitator:

Welcome to the TLE Grade 10 Self-Learning Module (SLM) on Cookery!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:

```
Focus on what the learners can do rather than what he/she cannot do and build on his/her strengths.
```

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the TLE Grade 10 Self-Learning Module (SLM) on Cookery!

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.
This module has the following parts and corresponding icons:

**What I Need to Know**
This will give you an idea of the skills or competencies you are expected to learn in the module.

**What I Know**
This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.

**What’s In**
This is a brief drill or review to help you link the current lesson with the previous one.

**What’s New**
In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.

**What is It**
This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.

**What’s More**
This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.

**What I Have Learned**
This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.

**What I Can Do**
This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.

**Assessment**
This is a task which aims to evaluate your level of mastery in achieving the learning competency.

**Additional Activities**
In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.

**Answer Key**
This contains answers to all activities in the module.
At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don’t forget to answer What I Know before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!

What I Need to Know

This module was designed and written with you in mind. It is here to help you master the Perform Mise ‘en Place. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module covers the lesson namely:

- Learning Outcome 1: Perform Mise ‘en Place (Vegetable Dishes)

After going through this module, you are expected to:

1. Identify tools and equipment needed in vegetables preparation.
2. Discuss the factors to consider in choosing good quality vegetables.
3. Explain the flavor and color components and nutritional value of vegetables
4. Follow the methods of washing, thawing and cutting raw vegetables.

**What I Know**

As part of your initial activity by answering the activities below, let us see how much you know about mise ‘en place for vegetables. Are you ready? Take this pre-test!

**A. Directions:** Choose the correct answer from the given choices and write the letter of your answer in your activity notebook

___1. Which tool is used to drain excess water after washing vegetables?
   - a. Bowls
   - b. Colander
   - c. Steamer
   - d. Utility tray

___2. Chef Miles Jero will cook chopsuey. He is about to remove the hard-core of the cabbage. Which of the following knives will he use?
   - a. Butcher knife
   - b. Channel knife
   - c. Cutting Knife
   - d. Paring Knife

___3. What flavor component of vegetables gives strong flavour and odor to some vegetables like onions, cabbage, broccoli and garlic?
   - a. Flavonoids
   - b. Sugar
   - c. Glutamic Acid
   - d. Sulfur Compound

___4. Which fat soluble compound is responsible for the green coloring of plants?
   - a. Anthocyanins
   - b. Caroteniods
   - c. Chlorophyll
   - d. Lycopene
5. Mrs. Catangay needs more supply of Vitamin A. Which of the following will she eat to give her the nutrient she needs?
   a. Alugbati  
   b. Potatoes  
   c. Saluyot  
   d. Lettuce

B. Directions: Write C if the statement is correct and W if it is wrong. Write your answer in your activity notebook.
   1. Do not soak vegetables from a long period to prevent flavour and nutrient loss.  
   2. Wash all vegetables before cooking.  
   3. Vegetables are cut a day before cooking.  
   4. Vegetables with bruises and decay are considered good buys.  
   5. Most vegetables can be cooked without thawing.

Lesson 1

Cookery: Perform Mise ‘en Place

What’s In

This lesson will provide you the essential knowledge and opportunities to develop your skills and gained understanding in the preparation, selection and cooking vegetable dishes. You will able to know the needed tools and equipment in the preparation of vegetables, selection of good quality, components and nutritive value and methods of washing, thawing and cutting vegetables.

Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.
What’s New

A vegetable is a plant or a part of a plant that is used as food, typically as accompaniment to meat or fish. It is an edible plant or plant part, intended for cooking or eating raw. In particular, vegetables are considerably cheap rich source of healthy foods containing nutrients which have a great impact on the nutritional condition of Filipinos.

Vegetables need to be prepared before they are ready to serve or used as an ingredient in a cooked dish. Prior to preparation, you need to identify the various kinds of vegetables and different tools and equipment needed in preparation of vegetables. It is an important factor to consider in the preparation of vegetables.

Were you able to answer most of the questions above? If yes, congratulations! Be ready to do this activity below.

Activity 1: Look and Tell

Direction: Analyze the picture below and answer the guide questions in your activity notebook.

Guide Questions

1. What kind of dish is shown in the picture? How will you describe the vegetable dish?

2. What vegetables have you seen in the picture? How about the colors? Do you think it is nutritious? What nutrients can we get from those vegetables?
Name of Vegetables | Color | Nutrients
--- | --- | ---

3. Have you tried cooking pinakbet? What are things to consider in preparing a dish or menu before cooking?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Marvelous! You it did great. Let’s continue your learning..

What is It

TOOLS AND EQUIPMENT NEEDED IN PREPARING VEGETABLES

Paring knife - used in paring

Chef knife - used in cutting

Chopping board - used to hold item while chopping.

Colander - used to drain excess water after washing.

Oven - for cooking vegetables oven steam or bake.
**FACTORS TO CONSIDER IN CHOOSING GOOD QUALITY VEGETABLES**

- **Freshness**: Fresh vegetables should be crisp and bright in colors.

- **Absence of decay or insect infestation**

- **No mechanical damage or injury**.

- **Right degree of maturity**

- **Variety**: Different varieties differ in color, shape, texture and sometimes flavor.
COMPONENTS OF VEGETABLES

A. Flavor Components

1. Sugar – Fructose – the natural sugar that provides the sweetness in vegetables.

2. Glutamic Acid – This forms a product called monosodium glutamate when combined with salt. It is found in large amount from young and fresh vegetables.

3. Sulfur compounds – Give the characteristic strong flavor and odor of some vegetables like onions, leeks, garlic, chives, cabbage and broccoli.

B. Color Components

1. Chlorophyll – a fat soluble compound responsible for the green color of plants. When combined with acid, it forms pheophytin which produces an olive green color.

   When combine with alkali, it forms chlorophyllin’s which produces a more intense green color. The addition of baking soda when cooking that results to brighter green color, is an example.

2. Carotenoids – the yellow, orange to red soluble pigments found in plants such as Beta carotene from carrots and squash, lycopene, from tomatoes.

3. Flavonoids has Anthoxanthin which is responsible for the yellow pigments. It has also Anthocyanins which is responsible for red and blue to violet pigments (beets) Tube, eggplants.

NUTRITIONAL VALUE OF VEGETABLES

1. **Vitamin A** - helps form and maintain healthy teeth, skeletal and soft tissue, mucus membranes, and skin. It is also known as retinol because it produces the pigments in the retina of the eye.

   Green leafy vegetables are sources of vitamin A.

   Example: alugbati, ampalaya leaves, kalabasa leaves ,malunggay, petchay, sili leaves

2. **Vitamin C** - promotes a healthy immune system, helps wounds heal, maintains blood vessels and connective tissue and aids in absorption of iron.

   Example: cabbage – type vegetables bell peppers lettuce potatoes dark green and yellow vegetables.
3. **Vitamin B Complex**-helps prevent infections and helps support or promote: cell health. growth of red blood cells.

Example: ampalaya tops, kulitis, pepper leaves, saluyot, dried beans

4. **Complex Carbohydrates** -they provide energy for the body more slowly than simple carbs, but they also provide energy for a longer period of time.

Example: wheat bran, whole grain breads and cereals, cabbage, carrots, Brussels sprouts

**PREPARING FRESH VEGETABLES**

**A. Washing**

*Wash all vegetables thoroughly
*Scrub well unpeeled vegetables, like potatoes for baking
*Wash green leafy vegetables in several changes of cold water
*After washing, drain well and refrigerate lightly covered to prevent drying.

![Vegetables being washed](image1)

**B. Soaking**

*Do not soak vegetables for long periods to prevent flavor and nutrient loss.
*Cabbage, broccoli, cauliflower may be soaked for 30 minutes in cold salted water to eliminate insects.

*Limp vegetables can be soaked briefly in cold water to restore crispness.

![Vegetables soaking](image2)
C. Peeling and Cutting

*Peel vegetables as thinly as possible.
*Cut vegetables into uniform pieces for even cooking
*Treat vegetables that brown easily with acid (potatoes, eggplants, sweet potato) or hold under water until ready to use.
*Save edible trim for soups, stocks and purees.

Basic Knife Cuts

Chopping – done with a straight, downward cutting motion.

Chiffonade (shredding) – making very fine parallel cuts.

Dicing – producing cube shapes

Diamond (lozenge) – thinly slicing and cutting into strips of appropriate width.
Foods remain safe while frozen but danger sets between 4°C to 60°C when bacteria multiplies rapidly. Thaw foods in the refrigerator in cold water less than 70% or in the microwave if cooking take place immediately.

3 Ways of thawing Vegetables

1. Thawing in the refrigerator
   a. It takes longer time. Set the frozen vegetables in the refrigerator for slow, safe thawing, which takes several hours or overnight.

**Mincing** – producing very fine cut usually for onions and garlic

**Julienne**-knife cut in which the food item is cut into long thin strips, similar to matchsticks.

**Pays Anne (Fermi ere)** – making curved or uneven cuts of the same thickness.

**Rondelle**– making cylindrical cut

**Bias**–making diagonal cut.

**Oblique, or roll cuts** – making diagonal cut by rolling the long cylindrical vegetables.

**THAWING FROZEN VEGETABLES**

Foods remain safe while frozen but danger sets between 4°C to 60°C when bacteria multiplies rapidly. Thaw foods in the refrigerator in cold water less than 70% or in the microwave if cooking take place immediately.
2. Thawing in cold water
   a. It requires less time but requires more attention to ensure that the water is kept cold (less than 21°C) and changed every 30 minutes.
   b. Vegetables encased in plastic or glass container immersed in water should be changed every 30 minutes.
3. Thawing in the microwave oven
   a. Microwave the vegetables which have been removed from their packaging set process on defrost at 30% power according to weight.
   b. Use the microwave when the food is to be cooked immediately.

What’s More

Job well done! You are about to finish this module. Let’s check what you’ve learned in our lesson by answering the activities.

Activity 2: GETTING TO KNOW ME BETTER!

**Direction:** Identify the tools and equipment in preparing vegetable dishes. Try to know and name each tool and equipment. Write your answer inside the box

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><img src="image1.png" alt="Pan" /></td>
</tr>
<tr>
<td>2.</td>
<td><img src="image2.png" alt="Cutting Board" /></td>
</tr>
</tbody>
</table>
Terrific! You did well. Let's check if you learned more on the lesson of choosing good quality of vegetables.

**Activity 3: TRUE OR FALSE**

**Direction:** Write letter **T** if the statement is correct and **F** if it is incorrect.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>![Image of a toaster oven]</td>
</tr>
<tr>
<td>4.</td>
<td>![Image of a knife]</td>
</tr>
<tr>
<td>5.</td>
<td>![Image of a strainer]</td>
</tr>
</tbody>
</table>
Choose the vegetables of the right degree of maturity.
Select vegetables that are crisp, and light-colored.
Choose vegetables that are free from insect infestation.
Choose the variety that is needed for the dish or menu.
Choose vegetables that are free from bruises, blemishes, or molds.

You’re the amazing! Now another activity is waiving at you.
Let’s us hunt and do the activity. Wow! Nice Job! Let’s proceed to our next activity. Let’s do this!

Activity 4: MAKE ME COMPLETE!

Direction: Fill the missing letter of the word on components of vegetables. Write your answer in the activity sheet.

<table>
<thead>
<tr>
<th>1. CA__OT__NO__DS</th>
<th>- the yellow, orange to red soluble pigments found in plants.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. G__U__AM__C A__ __D</td>
<td>--This forms a product called monosodium glutamate when combined with salt.</td>
</tr>
<tr>
<td>3. C__LOR__P__Y__L</td>
<td>- a fat soluble compound responsible for the green color of plants.</td>
</tr>
<tr>
<td>4. FRU__T__ __E</td>
<td>- the natural sugar that provides the sweetness in vegetables.</td>
</tr>
<tr>
<td>5. AN__H__CYA__IN__</td>
<td>- responsible for red and blue to violet pigments (beets) Tube, eggplant</td>
</tr>
</tbody>
</table>

Activity 5: FINDING NUTRI!

Direction: Draw a line for nutritive value of vegetables from the word list in the letter grid below. To find them all you will have to in every directions including backward and diagonal.

```
  C  V  B  B  C  E  R  H  V  A
A  I  E  D  A  A  L  O  I  P
C  T  O  M  R  G  A  M  S  P
C  A  P  L  B  B  M  E  N  I
O  M  Y  C  O  M  P  L  E  X
F  I  G  H  H  A  O  E  M  L
```
CARBOHYDRATES       VITAMIN B       VITAMIN C
VITAMIN A       COMPLEX

Activity 6:  CORRECT MY MISTAKES!

**Direction:**  Modified True or False. Write TRUE if the statement is correct but if it is FALSE, change the underlined word or group of word to make the statement true. Write your answer on the space provided for.

1. Scrub well **peeled** vegetables, like potatoes for baking
2. Wash green leafy vegetables in several changes of **tap** water
3. After washing, **drain well** and refrigerate lightly covered to prevent drying.
4. Do not soak vegetables for **long** periods to prevent flavor and nutrient loss.
5. Cabbage, broccoli, cauliflower may be soaked for **10** minutes in cold salted water to eliminate insects.
6. Limp vegetables can be **soaked** briefly in cold water to restore crispness.
7. Peel vegetables as ** thinly** as possible.
Cut vegetables into uniform pieces for uneven cooking.

Vegetables encased in plastic or glass container immersed in water should be changed every 20 minutes.

Thaw foods in the refrigerator in cold water less than 40% or in the microwave if cooking take place immediately.

What I Have Learned

You did a great job in the previous activities! Now, it is time to process what you have learned from the lesson. Now that you are about to complete this module, I’m sure you may now able to answer the questions.

Activity 7: REMEMBER ME THIS WAY!

Direction: Fill each blank with word/words to complete its thought. Write your answers on the space before the number. Choose your answer from the given word pool.

1. Colander used to drain excess water after washing.
2. A fat soluble compound responsible for the green color of plants. When combined with acid, it forms which produces an olive green color.
3. – responsible for red and blue to violet pigments (beets) tube, eggplants.
4. Choose vegetables of the right degree of . They taste better.
5. Glutamic Acid – This forms a product called when combined with salt.
6. Complex Carbohydrates–they provide for the body more slowly than simple carbs, but they also provide energy for a longer time.
7. Wash all vegetables before cooking.
8. Do not soak vegetables for long periods to prevent flavor and .
9. Treat vegetables that brown easily with (potatoes, eggplants, sweet potato) or hold under water until ready to use.
10. In thawing use the when the food is to be cooked immediately.
What I Can Do

How was doing the activities? It seems that all the concepts presented from previous activities completed. Great job! At this time, you will do the activity and apply what you have learned in real-life situation.

Activity 8: BE A CHEF!

Direction:
You will perform the following basic cuts of vegetables at home. You will be rated using the scoring rubrics below. Good luck and enjoy learning!

- Chopping
- Chiffonade (shredding)
- Dicing
- Diamond (lozenge)
- Mincing
- Julienne
- Batonnet
- Pays Anne (Fermi ere)
- Bias
- Oblique, or roll cuts

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Very Satisfactorily follow the procedures correctly in cutting vegetables and performs 10 basic cuts.</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactorily follow the procedures correctly in cutting vegetables and perform at least 7 basic cuts.</td>
</tr>
<tr>
<td>2</td>
<td>Follow correctly the procedures in cutting vegetables with minor errors and performs at least 5 basic cuts.</td>
</tr>
<tr>
<td>1</td>
<td>Was not able to follow procedures in cutting vegetables and performs 2 basic cuts.</td>
</tr>
</tbody>
</table>
Activity 9: LET’S DO THIS!

**Direction:** Identify the tools and equipment by arranging the scramble letters. Write your answer in the activity sheet.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>LOWB</td>
</tr>
<tr>
<td>2.</td>
<td>AYRT</td>
</tr>
<tr>
<td>3.</td>
<td>TUESA APN</td>
</tr>
<tr>
<td>4.</td>
<td>PPNHClOOG ARODB</td>
</tr>
<tr>
<td>5.</td>
<td>MEESTAR</td>
</tr>
</tbody>
</table>

Activity 10: BE MY MATCH!

**Direction:** Match Column A with Column B. Choose the letter of the correct and write your answer in your activity notebook.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The natural sugar that provides the sweetness in vegetables.</td>
<td>a. Vitamin C</td>
</tr>
<tr>
<td>2. Vegetables differ in color, shape, texture and some flavor.</td>
<td>b. Washing</td>
</tr>
<tr>
<td>3. Promotes a healthy immune system, helps wounds heal, maintains blood vessels and connective tissue and aids in absorption of iron.</td>
<td>c. Variety</td>
</tr>
<tr>
<td>4. It is the melting of an object or bringing a device’s temperature above the freezing point to remove ice.</td>
<td>d. Cutting</td>
</tr>
<tr>
<td>5. The act or action of one that cleanses with water.</td>
<td>e. Fructose</td>
</tr>
<tr>
<td></td>
<td>f. Thawing</td>
</tr>
</tbody>
</table>
**Additional Activities**

**Directions:** Make a Portfolio/Compilation of pictures with illustration showing vegetable dishes. Your output will be rated using the scoring rubric below:

<table>
<thead>
<tr>
<th>SCORE</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Compiled pictures properly and illustrate vegetables dishes in a very attractive manner.</td>
</tr>
<tr>
<td>3</td>
<td>Compiled pictures properly and illustrate vegetables dishes in an attractive manner.</td>
</tr>
<tr>
<td>2</td>
<td>Compiled pictures properly and illustrate vegetables dishes in a less attractive manner.</td>
</tr>
<tr>
<td>1</td>
<td>Improperly compiled pictures but were not able to illustrate vegetables dishes in disorderly manner.</td>
</tr>
</tbody>
</table>
Answer Key

Activity # 1

A. 1. b   B. 1.
C 2. b         2.
C 3. d
4. W
5. C

Activity # 2

1. Saute Pan
to know me better.

Activity # 3:

1. False or False
2. T
Activity #6 Correct Me

MISTAKES!

Activity #7 Remember me this

Activity #10 Remember me this

Activity #4 Be my match

- Steamer
- Chopsticks board
- Square pan
- Tray
- Bowls

Activity #9 Let's do this!

ASSESSMENT
References

K-12 Basic Education Curriculum Technology and Livelihood Education

Cookery

Cookery Learning Module

www.culinarylore.com


https://www.merriam-webster.com/dictionary/washing
Disclaimer

This Self-learning Module (SLM) was developed by DepEd SOCCSKSARGEN with the primary objective of preparing for and addressing the new normal. Contents of this module were based on DepEd’s Most Essential Learning Competencies (MELC). This is a supplementary material to be used by all learners of Region XII in all public schools beginning SY 2020-2021. The process of LR development was observed in the production of this module. This is version 1.0. We highly encourage feedback, comments, and recommendations.

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