



GEC 009 – THE LIFE AND WORKS OF RIZAL/ ANG BUHAY AT MGA AKDA NI RIZAL

UNIVERSITY VISION

A leading University in advancing scholarly innovation, multi-cultural convergence, and responsive public service in a borderless Region.

UNIVERSITY MISSION

The University shall primarily provide advanced instruction and professional training in science and technology, agriculture, fisheries, education and other related fields of study. It shall also undertake research and extension services, and provide progressive leadership in its areas of specialization.

UNIVERSITY STRATEGIC GOALS

- a. Deliver quality service to stakeholders to address current and future needs in instruction, research, extension, and production
- b. Observe strict implementation of the laws as well as the policies and regulations of the University
- c. Acquire with urgency state-of-the-art resources for its service areas
- d. Bolster the relationship of the University with its local and international customers and partners
- e. Leverage the qualifications and competences in personnel action and staffing
- f. Evaluate the efficiency and responsiveness of the University systems and processes

INSTITUTIONAL OUTCOMES (IO)

- a. Enhance competency development, commitment, professionalism, unity and true spirit of service for public accountability, transparency and delivery of quality services
- b. Provide relevant programs and professional trainings that will respond to the development needs of the region
- c. Strengthen local and international collaborations and partnerships for borderless programs
- d. Develop a research culture among faculty and students
- e. Develop and promote environmentally-sound and market-driven knowledge and technologies at par with international standards
- f. Promote research-based information and technologies for sustainable development
- g. Enhance resource generation and mobilization to sustain financial viability of the university

PROGRAM OUTCOMES (PO) COMMON TO ALL PROGRAMS AND ITS RELATIONSHIPS TO INSTITUTIONAL OUTCOMES (CMO 46 s. 2012)

A graduate of Sultan Kudarat State University can:

- a. discuss the current developments and advancements in the specific field of practice;
- b. demonstrate independently the 21st century competencies and skills;
- c. work collaboratively in multi-disciplinary and multi-cultural groups;
- d. exhibit professional, social and ethical accountability;
- e. preserve Filipino historical and cultural heritage;
- f. generate new knowledge through data-driven research and development projects; and

INSTITUTIONAL OUTCOMES (IO)

a	b	c	d	e	f	g
✓	✓					✓
✓	✓		✓			✓
✓		✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓	
✓	✓	✓	✓	✓	✓	
			✓	✓	✓	✓

- g. participate actively in the national, regional and local development plans.



1	COURSE CODE	GEC 009
2	COURSE TITLE	The Life and Works of Rizal/ Ang Buhay at mga Akda ni Rizal)
3	PREREQUISITE	None
4	CREDITS	3 units

5 COURSE DESCRIPTION

As mandated by Republic Act 1425, this course covers the life and works of the country's national hero, Dr. Jose P. Rizal. Among the topics covered are Rizal's biography and his writings, particularly the novels *Noli Me Tangere* and *El Filibusterismo*, some of his essays, and various correspondences.

6 COURSE LEARNING OUTCOMES (CLO) AND ITS RELATIONSHIPS TO PROGRAM OUTCOMES

Course Learning Outcomes (CLO)

At the end of the course, a student can:

Knowledge

- a. identify and describe the life, characteristics, and qualities of Rizal as a model Filipino to children, adolescence and to all Filipinos of all walks of life;
- b. characterize Rizal proudly as a Filipino who symbolizes nationalism and patriotism;

Skills

- c. apply the Filipino attitudes and traits of Jose Rizal to real life situations;
- d. demonstrate a critical reading of primary sources;
- e. make critical analysis on the literary works of Rizal;
- f. produce literary works as inspired by the life and works of Rizal.

Values

- g. assess the importance and values of Rizal's works/ accomplishments and relate them to the program of the government towards cultural revival and values renewal; and
- h. appreciate the value of nationalism and patriotism by embracing the values embodied in the life and works of Rizal.

Program Outcomes

a	b	c	d	e	f	g
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7 COURSE CONTENTS

WEEK	CONTENT	INTENDED LEARNING OUTCOMES (ILOs)	TEACHING AND LEARNING ACTIVITIES (TLA)	OUTCOMES-BASED ASSESSMENT (OBA)	COURSE LEARNING OUTCOMES (CLOs)
1	Course Orientation SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System	<p>At the end of the lesson, a student can</p> <ul style="list-style-type: none"> a. discuss the University VMGO, classroom policies, course overview, requirements and grading system b. familiarize the class policies, course requirements and grading system 	<p>Activity</p> <ul style="list-style-type: none"> ▪ Group Activity <p>Each group will name successful SKSU graduates and their present affiliations. They will then decide how they are going to introduce their identified graduate.</p>	<ul style="list-style-type: none"> ▪ Written Output of the Group Activity 	

		<p>Analysis</p> <ul style="list-style-type: none"> Presentation of Output Each group will select their manner of presentation i.e. it could either be by role playing, poem recitation, song rendition, etc. <p>Abstraction</p> <ul style="list-style-type: none"> Class Discussion Presentation of the VMGO and course syllabus <p>Application</p> <ul style="list-style-type: none"> Road Mapping Students will interview a successful graduate and make a road map of success 	<ul style="list-style-type: none"> Actual Performance (Presentation)
2-3	<p>Chapter 1: Rizal's Life: family, Childhood, and Early Education</p> <p>Lesson 1.1 The Advent of a National Hero</p> <p>Lesson 1.2 Childhood Years in Calamba</p> <p>Lesson 1.3 Early Education in Calamba and Biñan</p>	<p>a. identify significant events in Rizal's childhood,</p> <p>b. articulate the importance of studying the life of Rizal,</p> <p>c. express appreciation for the study of the life of Rizal.</p> <p>Activity</p> <ul style="list-style-type: none"> Video-watching Students will watch videos about Rizal's Childhood and the story of the moth. Students will write a reflection paper and answer the guide questions given below. <ol style="list-style-type: none"> What new ideas about Rizal did you learn? What is it about the study of the Life of Rizal that might have changed your thoughts about him? What is the most useful about the study of the Life of Rizal? <p>Analysis</p> <ul style="list-style-type: none"> Pair-Sharing By pair, students will share with each other their reflection about the videos they watched as well as their answers on the guide questions. <p>Abstraction</p> <ul style="list-style-type: none"> Guided Discussion <p>Application</p> <ul style="list-style-type: none"> Essay on the importance of family and its relation to building a society Family Tree Making 	<ul style="list-style-type: none"> Graded Recitation <ul style="list-style-type: none"> Road Map of Success The students will interview successful SKSU graduates and trace the graduate's journey from being a student up to present. <ul style="list-style-type: none"> Reflection Paper Output on the answer guide <p>a,h,i</p> <ul style="list-style-type: none"> Quiz Graded Recitation <ul style="list-style-type: none"> Essay

			<ul style="list-style-type: none"> ▪ Family Tree Output Assessment
4	<p>Chapter 2: Rizal's Life: Ateneo Municipal and University of Santo Tomas</p> <p>Lesson II. 1 Scholastic Triumphs at Ateneo de Manila</p> <p>Lesson II.2 Medical Studies at the University of Santo Tomas</p>	<p>a. discuss the scholastic triumph of Rizal at the Ateneo and his academic life in University of Santo Tomas,</p> <p>b. explain the underlying issues surrounding Rizal's life in Ateneo and University of Santo Tomas</p> <p>c. assess one's academic performance vis-a-vis Rizal's,</p> <p>d. acknowledge one's academic shortcomings, struggles, and success.</p>	<p>Activity</p> <ul style="list-style-type: none"> • Think, Pair, and Share <p>The class will be divided into dyad and will share their academic shortcomings, struggles, and success</p> <p>Analysis</p> <ul style="list-style-type: none"> • True or False Game <p>The teacher will give sentences relative to the life of scholastic triumph of Rizal at the Ateneo and his academic life in University of Santo Tomas in and students will identify whether it is whether it is true or false.</p> <p>Abstraction</p> <ul style="list-style-type: none"> ▪ Guided Discussion <p>Application</p> <ul style="list-style-type: none"> ▪ Essay on the importance of education and how to overcome educational challenges <ul style="list-style-type: none"> • Presentation of output
5-8	<p>Chapter 3: Rizal's Life: Voyage, Higher Education and Life Abroad</p> <p>Lesson III. 1 In Sunny Spain</p> <p>Lesson III.2 Paris to Berlin</p> <p>Lesson III. 3 <i>Noli Me Tangere</i> published in Berlin</p> <p>Lesson III. 4 Rizal's Grand Tour in Europe with Viola</p> <p>Lesson III.5 First Homecoming</p>	<p>a. describe the voyage and sojourn of Rizal in different countries</p> <p>b. discuss the medical studies of Rizal in Universidad Central de Madrid</p> <p>c. evaluate the significance of Rizal's Travels in his heroic development.</p> <p>d. relate Rizal's education and voyage to one's personal growth and development.</p>	<p>Activity</p> <ul style="list-style-type: none"> • Group Creative Reporting <p>The class will be divided into 5 groups and will be tasked to creatively present the voyage, higher education, and life of Rizal abroad. Students will be given the choice to select the method of reporting (video, ppt, role play, etc.)</p> <p>Analysis</p> <ul style="list-style-type: none"> ▪ Pair-Sharing <ul style="list-style-type: none"> • Assessment of Presentation using Rubric • Recitation • Quiz

Lesson III.6 In Hong Kong and Macao
 Lesson III. 7 Romantic interlude in Japan
 Lesson III. 8 Rizal's Visit to the United States
 Lesson III.9 Rizal in London
 Lesson III.10 Rizal's Second Sojourn in Paris and the Second Exposition of 1889

By pair, students will share with each other their reflection about the group presentations

Abstraction

- Guided Discussion

Application

- Essay on how one can acquire new learning through experiencing the world through travel

- Essay

9

MIDTERM EXAMINATION

10-11 Chapter 4: Rizal's Life: Voyage and Life Abroad
 Lesson IV.1 In Belgian Brussels
 Lesson IV.2 Misfortunes in Madrid
 Lesson IV.3 Biarritz Vacations and Romance with Nelly Bousted
 Lesson IV. 4 El Filibusterismo published in Ghent
 Lesson IV.5 Ophthalmic surgeon in Hong Kong
 Lesson IV. Second Homecoming and the La Liga Filipina

- a. describe the voyage and sojourn of Rizal in different countries
- b. evaluate the significance of Rizal's voyage and struggles in his heroic development.
- c. relate Rizal's voyage and struggles to one's personal growth and development.

Activity

- Group Creative Reporting
The class will be divided into 5 groups and will be tasked to creatively present the voyage, higher education, and life of Rizal abroad. Students will be given the choice to select the method of reporting (video, ppt, role play, etc.)

Analysis

- Small Group Discussion
With a small group they will share their reflection about the group presentations.

Abstraction

- Guided Discussion

Application

- Reflection paper on the struggles and triumphs of Rizal relative to his voyages

- Presentation of group creative report / ppt/ video. Rubric for role play
- Assessment of Presentation using Rubric
- Recitation
- Quiz
- Reflection Paper

e, h, i

5

12-13	Chapter 5: Exile and Martyrdom Lesson V. 1 Exile in Dapitan Lesson V.2. Last Homecoming and Trial Lesson V.3 Martyrdom at Bagumbayan	a. discuss Rizal's life in exile and his martyrdom in Bagumbayan b. critic reasons for Rizal's exile and martyrdom c. identify significant individuals responsible for Rizal's exile and martyrdom d. appraise the relevance of Rizal's exile and martyrdom to the realization of the country's liberalization and independence	Activity i. Role Playing/ re-enactment Students will re-enact the events that took place during Rizal's Exile and Martyrdom. • "My Dapitan" Students will write an essay regarding "that one thing" they want to change or achieve in life (a person, self, a community, family) just like the social transformation imitated by Rizal in Dapitan	l. Rubric Assessment m. Recitation n. Quiz o. Essay p. Reflection Paper	g, h, i
14-17	Chapter 6: Noli Me Tangere and El Filibusterismo Lesson VI.1 Noli Me Tangere Lesson VI. 2 El Filibusterismo	a. criticize Rizal's Noli Me Tangere and El Filibusterismo b. portray characters in Rizal's Noli Me Tangere and El Filibusterismo c. relate Rizal's Noli Me Tangere and El Filibusterismo to modern day setting and society.	Activity • Video-watching d. Students will watch videos about Rizal's Noli Me Tangere and El Filibusterismo. Students will write a reflection paper and answer the guide questions given below. a. What is the context of Rizal's Noli Me Tangere and El Filibusterismo? b. Are Rizal's Noli Me Tangere and El Filibusterismo effective in the awakening of Filipino Nationalism? c. What is the relevance of Rizal's Noli Me Tangere and El Filibusterismo in our modern society? q. Role Playing/video making	s. Rubric Assessment t. Recitation u. Quiz v. Reflection paper w. Video	g, h, i

		r. Students will create a video with Rizal's Noli Me Tangere and El Filibusterismo in context and play the characters in the novels.	
		<p>Analysis</p> <ul style="list-style-type: none"> ▪ Pair-Sharing By pair, students will share with each other their reflection about the videos they watched as well as their answers on the guide questions. ▪ Lecture Discussion <p>Abstraction</p> <ul style="list-style-type: none"> ▪ Guided Discussion <p>Application</p> <p>Reflection paper on the relevance of Noli Me tangere and El Filibusterismo in the present Philippine Society</p>	
18	FINAL EXAMINATION		

Total No. of Hours : 54

8 COURSE REQUIREMENTS AND COURSE POLICIES

Each student is required to:

COURSE REQUIREMENTS

1. attend at least 80% of the class hours;
2. submit accomplished assignments, problem sets and a mini-research project;
3. prepare a comprehensive lecture notebook;
4. make a PowerPoint presentation, and a written summary of the assigned report;
5. discuss an assigned topic to report and participate in class discussions; and
6. pass the major exams (midterm and final)

COURSE POLICIES

Attendance: A student will be marked late if he/she enters the class 5 minutes after start of class period. Any student who comes to class 15 minutes after the scheduled time or always late for three consecutive meetings shall be marked absent.

Missed work or exam: Any student who missed to submit a work assignment or to take a test should consult the concerned instructor for immediate compliance

Cheating and Plagiarism: Any student who committed any form of academic dishonesty (e.g., copy-paste plagiarism) shall be given disciplinary action provided in the SKSU

Student's Handbook

Use of Technology: Cell phones should be turned off while the session is in progress. Using laptops, notebook PCs, smart phones, and tablets shall be allowed only when needed.

9 GRADING SYSTEM AND RUBRICS FOR GRADING

GRADING SYSTEM

Midterm Grade

Midterm Examination	50%
Attendance/ Class Participation	10%
Quizzes	15%
Project (E-Portfolio/ Lesson Plan)	15%
Assignment/Problem Sets	10%
TOTAL	100%

Final Term Grade

Final Term Examination	50%
Attendance/Class Participation	10%
Quizzes	15%
Project (E-Portfolio/ Lesson Plan)	15%
Assignment/Problem Sets	10%
TOTAL	100%

FINAL GRADE

Midterm Grade	50%
Final Term Grade	50%
TOTAL	100%

RUBRIC FOR THE INDIVIDUAL/ GROUP ESSAY AND REFLECTION PAPER

CRITERION	UNSATISFACTORY 1	FAIR 2	GOOD 3	EXCELLENT 4
CONTENT	<ul style="list-style-type: none"> ▪ Content is incomplete. ▪ Major points are not clear and /or persuasive. ▪ Questions were not adequately answered 	<p>Fair</p> <ul style="list-style-type: none"> ▪ Content is not comprehensive and /or persuasive. ▪ Major points are addressed, but not well supported. ▪ Responses are inadequate or do not address assignment. ▪ Content is inconsistent with regard to purpose and clarity of thought. 	<ul style="list-style-type: none"> ▪ Content is accurate and persuasive. ▪ Major points are stated. ▪ Responses are adequate and address assignment. ▪ Content and purpose of the writing are clear. 	<p>Excellent</p> <ul style="list-style-type: none"> ▪ Content is comprehensive, accurate, and persuasive. ▪ Major points are stated clearly and are well supported. ▪ Responses are excellent, timely and address assignment including course concepts. ▪ Content and purpose of the writing are clear.
ORGANIZATION AND STRUCTURE	<ul style="list-style-type: none"> ▪ Organization and structure detract from the message of the writer. ▪ Paragraphs are disjointed and lack transition of thoughts. 	<ul style="list-style-type: none"> ▪ Structure of the paper is not easy to follow. ▪ Paragraph transitions need improvement. ▪ Conclusion is missing, or if provided, does not flow from the body of the paper. 	<ul style="list-style-type: none"> ▪ Structure is mostly clear and easy to follow. ▪ Paragraph transitions are present. ▪ Conclusion is logical. 	<ul style="list-style-type: none"> ▪ Structure of the paper is clear and easy to follow. ▪ Paragraph transitions are logical and maintain the flow of thought throughout the paper. ▪ Conclusion is logical and flows from the body of the paper..
ELEMENTS AND FORMATTING	<ul style="list-style-type: none"> ▪ Paper lacks many elements of correct formatting. ▪ Paper is inadequate/excessive in length. ▪ Paper is not double spaced 	<ul style="list-style-type: none"> ▪ Paper follows most guidelines. ▪ Paper is over/ under word length. 	<ul style="list-style-type: none"> ▪ Paper follows designated guidelines. ▪ Paper is the appropriate length as described for the assignment. ▪ Format is good. 	<ul style="list-style-type: none"> ▪ Paper follows all designated guidelines. ▪ Paper is the appropriate length as described for the assignment. ▪ Format enhances readability of paper.

CORRECT USE OF LANGUAGE AND GRAMMAR	<ul style="list-style-type: none"> Paper contains numerous grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone. 	<ul style="list-style-type: none"> Paper contains few grammatical, punctuation and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone. 	<ul style="list-style-type: none"> Rules of grammar, usage, and punctuation are followed with minor errors. Spelling is correct. 	<ul style="list-style-type: none"> Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure.
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RUBRIC FOR THE INDIVIDUAL/ GROUP SHORT LESSON VIDEO PRESENTATION OF THE TOPIC

CRITERION	UNSATISFACTORY 1	FAIR 2	GOOD 3	EXCELLENT 4
THE LIFE OF RIZAL IN CONTEXT	<ul style="list-style-type: none"> Displays errors in knowledge of Rizal's life contexts and events. 	<ul style="list-style-type: none"> Explains Rizal's life concepts without difficulty, but expresses ideas in rudimentary form 	<ul style="list-style-type: none"> Clearly articulates Rizal's life contexts and events 	<ul style="list-style-type: none"> Fully and eloquently articulates Rizal's life contexts and events Develops connections among Rizal's life contexts and events Well-chosen and well-sequenced examples.
EXAMPLES	<ul style="list-style-type: none"> No examples or inappropriate examples are given. 	<ul style="list-style-type: none"> Adequate choice of examples; may contain minor flaws 	<ul style="list-style-type: none"> Appropriate choice of examples 	<ul style="list-style-type: none"> The presentation has a clearly defined structure with some clear transitions and a logical introduction and conclusions.
PRESENTATION STRUCTURE	<ul style="list-style-type: none"> The presentation has no clearly defined structure; or the structure is chaotic 	<ul style="list-style-type: none"> The presentation has a recognizable structure with an introduction and conclusion 	<ul style="list-style-type: none"> Speaks clearly and effectively 	<ul style="list-style-type: none"> The presentation has a clearly defined structure with elegant transitions and an effective introduction and conclusion.
ORAL PRESENTATION	<ul style="list-style-type: none"> Does not speak clearly or demonstrated consistent grammatical errors 	<ul style="list-style-type: none"> Speaks clearly with no grammatical errors 	<ul style="list-style-type: none"> Speaks clearly and effectively 	<ul style="list-style-type: none"> Speaks clearly and effectively in a sophisticated manner.
WRITTEN COMMUNICATION	<ul style="list-style-type: none"> Writing is illegible or not adequately used to record information 	<ul style="list-style-type: none"> Writing is legible and grammatically correct 	<ul style="list-style-type: none"> Writing is legible and well-organized. 	<ul style="list-style-type: none"> Communicates clearly and effectively. Legible and grammatically correct.

RUBRIC FOR ROLEPLAYING

CRITERION	UNSATISFACTORY 1	FAIR 2	GOOD 3	EXCELLENT 4
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> Demonstrates little understanding of the character or historical context. 	<ul style="list-style-type: none"> Shows basic understanding with some inaccuracies or gaps. 	<ul style="list-style-type: none"> Demonstrates good understanding with minor inaccuracies. 	<ul style="list-style-type: none"> Shows thorough and accurate understanding of the character and historical context.

CHARACTERIZATION AND AUTHENTICITY	Character portrayal is unconvincing and lacks authenticity.	<ul style="list-style-type: none"> ▪ Character portrayal is somewhat convincing but lacks depth or consistency. 	<ul style="list-style-type: none"> ▪ Character portrayal is convincing and shows good depth and consistency. 	<ul style="list-style-type: none"> ▪ Character portrayal is highly convincing, with deep understanding and consistency.
ENGAGEMENT AND INTERACTION	<ul style="list-style-type: none"> ▪ Shows minimal engagement; interactions are awkward or disconnected. 	<ul style="list-style-type: none"> ▪ Shows some engagement; interactions are occasionally engaging but may lack depth. 	<ul style="list-style-type: none"> ▪ Shows good engagement; interactions are generally engaging and relevant. 	<ul style="list-style-type: none"> ▪ Shows excellent engagement; interactions are dynamic, engaging, and enhance the role-play.
CREATIVITY AND INNOVATION	<ul style="list-style-type: none"> ▪ Lacks creativity and originality; relies on clichés or standard responses. 	<ul style="list-style-type: none"> ▪ Demonstrates some creativity and originality; uses some unique elements. 	<ul style="list-style-type: none"> ▪ Shows good creativity and originality; incorporates unique and thoughtful elements. 	<ul style="list-style-type: none"> ▪ Demonstrates exceptional creativity and innovation; presents unique, original ideas and approaches.
COMMUNICATION SKILLS	<ul style="list-style-type: none"> ▪ Communication is unclear, difficult to understand, or inappropriate for the role. 	<ul style="list-style-type: none"> ▪ Communication is somewhat clear but may be inconsistent or lacking in impact. 	<ul style="list-style-type: none"> ▪ Communication is clear, articulate, and appropriate for the role. 	<ul style="list-style-type: none"> ▪ Communication is exceptionally clear, articulate, and impactful, enhancing the role-play.

10 REFERENCES

Textbooks

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Journals

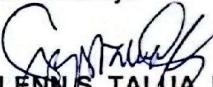
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