# ANNUAL REPORT

"TOWARDS EXCELLENCE IN MULTI-LEVEL INSTRUCTION, RESEARCH, AND EXTENSION FOR AGRICULTURAL AND RURAL DEVELOPMENT"

VISAYAS STATE COLLEGE OF AGRICULTURE
WORK · 1974 · TRUTH
KNOWLEDGE (1924) RELEVANCE

*January 1 – December 31, 1981*

**VISAYAS STATE COLLEGE OF AGRICULTURE**
Baybay, Leyte
Philippines

The Visayas State College of Agriculture (ViSCA) is a state educational institution created by the government in 1974 through Presidential Decree No. 470 to serve as an effective national instrument for regional growth and development through multi-level instruction, research, and extension in agriculture and rural development.

ViSCA is financed by the government, however, the exercise of its general powers is vested exclusively in the Board of Trustees and the President of the College insofar as authorized by the Board.

The College campus is located at Baybay, Leyte. Sub-offices are stationed at BPI Building, Arellano Boulevard, Cebu City and at 8 Lourdes Street, Pasay City, Metro Manila.

# 1981 ANNUAL REPORT



VISCA VISAYAS STATE COLLEGE OF AGRICULTURE
Baybay, Leyte Republic of the Philippines

# VISAYAS STATE COLLEGE OF AGRICULTURE

Baybay, Leyte 7127
Philippines

***OFFICE OF THE PRESIDENT***

July 1, 1982

Hon. Onofre D. Corpuz
Chairman, ViSCA Board of Trustees and
Minister of Education and Culture
Metro Manila

Sir:

I wish to submit to you and the members of the Board of Trustees of the Visayas State College of Agriculture the Annual Report of the College for Calendar Year 1981 in compliance with the Department Memorandum Circular No. 55, series of 1978 of the Ministry of Education and Culture.

Very truly yours,

F. A. BERNARDO
President

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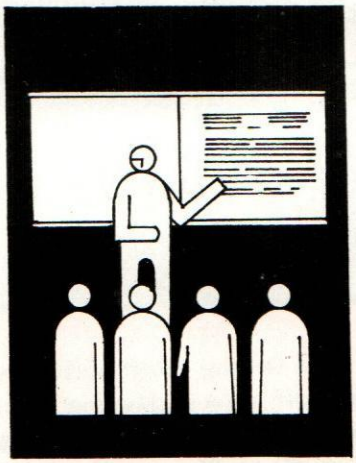
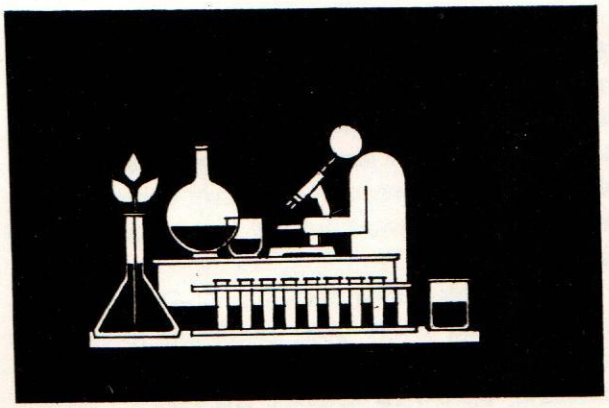
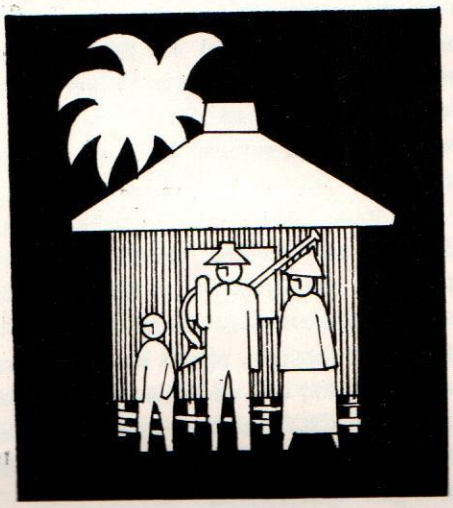






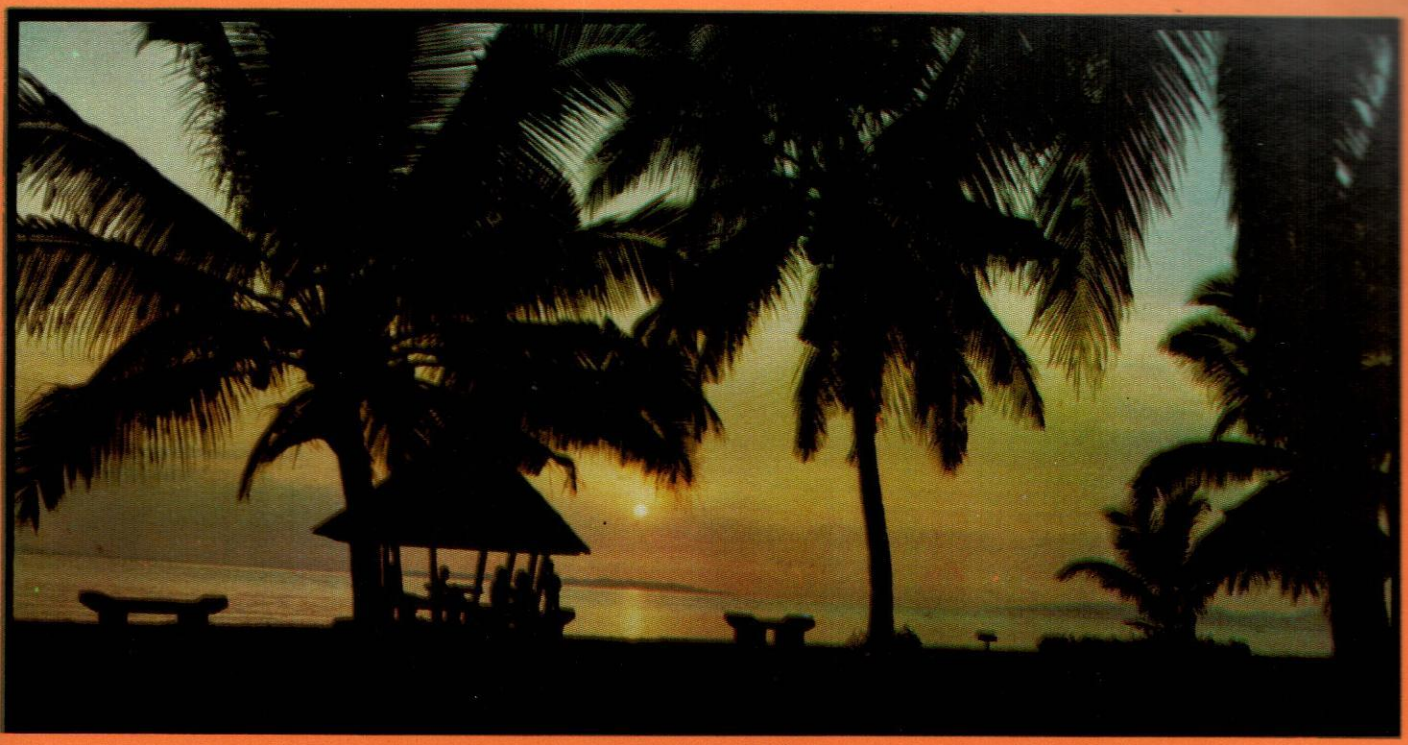
# FOREWORD

F. A. BERNARDO, Ph.D.
President

In the past decade, spillover of worldwide economic crisis and natural calamities had brought about major socioeconomic and political changes in national government efforts. The necessity for adjustments had to be given due course because of the massive costs of national program implementation which run up to billions of pesos and which keep on increasing year after year. Although the intensive efforts made by the economic planners may have helped push through the desired economic activities and developments, very few would dispute the fact that the economic downtrend had been carried over the year 1981.

Despite this adverse condition, ViSCA has still continued to exhibit steady gains, manifesting its ability to respond to various adversities. Like other educational institutions, agricultural agencies, and even big business corporations that underwent a series of reforms and innovations, ViSCA, too, has done its part through the implementation of high priority development programs and projects in the hope that these will contribute significantly to the agricultural and rural development of the country.

In its seventh year of operation as a state college, ViSCA has continued to pursue its commitment of enhancing the quality of life of the small Visayan farmers and promoting excellence in agricultural education. In its instructional function, efforts have been directed towards providing quality and well-balanced educational system in areas where ViSCA has been mandated to serve. Regional needs and relevance of its curricular offerings were the central guiding principles.



The mandate of the government for ViSCA to conduct research of regional and national concern had made it imperative for the College to conduct research and development work on high priority problem areas. Painstakingly, research programs have been focused on improving, developing, and verifying appropriate technologies through basic and applied research. ViSCA has also explored means by which it can effectively work together with other entities and line agencies in the region in adapting, transferring, and coordinating science and technology activities.

In line with the activities of other educational institutions and agricultural agencies, ViSCA poured some of its manpower resources to support rural development programs. Taking into account ViSCA's limited human, financial, and physical resources, rural development projects have been prioritized in order to concentrate efforts toward the welfare of the small Visayan farmers. Its interest in rural development work has been focused on the training of manpower needs of rural communities, developing new technologies to increase productivity and accelerate socioeconomic development in the countryside, and providing enlightenment and guidance for the people through valuable information, critical analysis of social problems, and innovative approaches to rural development.

In summary, ViSCA's 1981 operational activities have been anchored on a bolder and more accelerated service for the welfare of the common man in the Visayas region. College efforts during the year may not have achieved an immediate visible socioeconomic impact, but they are earnest, steady efforts that should soon pay off.

This annual report of ViSCA is its seventh since its conversion into a state college in May 1974. It gives a comprehensive treatment on the meaningful achievements of the College's three-fold functions – instruction, research and development, and extension or rural development work – covering the period from January 1 to December 31, 1981. It also provides essential details of the support and administrative services necessary for the successful implementation of the College development program. Other equally important projects such as staff development and physical facilities development programs are likewise highlighted. The report concludes with a statement of the financial resources that sustained ViSCA's activities during the year.

The attainment of ViSCA's goals and objectives and the success in the implementation of its plans and programs have greatly depended on the managerial effectiveness and the work force of the individual departments, centers and offices of the College. It is therefore worthwhile mentioning that what has been accounted for in this report may not have been accomplished without the support of ViSCA's constitutents – the faculty, the students, the alumni, and the administrative staff. Our benefactors had likewise contributed to ViSCA's achievements during the year. Thus, it is our high hope that this presentation of ViSCA's annual highlights will convey our recognition of their significance and give them due credit, and act as an encouraging stimulus for future endeavors.

# Instruction

*ViSCA's major concern is to produce leaders and professionals in areas of technical agriculture, extension, rural development education, marketing and agricultural business management and food technology to meet the manpower needs in the Visayas.*

E. N. BERNARDO, Ph.D.
Director of Instruction

**ViSCA's significant accomplishments in instructional programs can certainly be written about in both qualitative and quantitative terms. Among its qualitative accomplishments was the attainment of the goal to become an effective instrument in the pursuit of academic excellence for national development. On the other hand, among its quantitative accomplishments were in the expansion of outreach educational services and facilities and in the strengthening of its role as a supplier of professionals and leaders in the Visayas.**

**During the period under review, ViSCA's efforts had been directed towards providing quality education through improved instructional programs. The major emphasis was on the expansion of the existing masteral degree courses to cover various fields of specializations that the College had already been prepared to offer, and in which regional demand for well-trained manpower is great. In higher education, the focus was on the upgrading of the existing curricula and the implementation of some programs and policies so that children of the rural poor can acquire college education in ViSCA. In secondary education, efforts were directed towards improving classroom instruction and facilitating adjustment programs for incoming freshmen with inadequate backgound for high school level of instruction.**

**In support of the current programs and in the preparation of other related activities envisioned for implementation, the College had continued its massive staff development program by allowing qualified staff members to pursue graduate degrees or participate in training courses, seminar-workshops, and conferences. Also, local and foreign scientists of varied specializations were hired as consultants to help formulate some of ViSCA's programs particularly those related to curriculum improvement and instruction. Acquisition of additional equipment and construction of more infrastructures to support various college activities were likewise undertaken.**

## Curriculum Development

During the period in review, there has been a gradual unfolding of the curricular offerings of the College. In the graduate level, a new major field in Agronomy was added to the existing 5 major areas under the Master of Science degree program. This move was in response to the desire of a number of College instructors, researchers, and extension workers of the Visayas region to take graduate studies at ViSCA for upgrading professional and technical competencies.

Although the Bachelor of Science in Experimental Statistics (BSES) was approved long before by the Board of Trustees of ViSCA, the implementation of the program was only made during the second semester of SY 1981-82. This brought to a total of 8 degree programs with 21 major fields offered in the undergraduate level.

Other developments in the curricular offerings of the College include the following:

*Agronomy and Soil Science*

The inclusion of Agronomy as one of the major fields of specialization in the masteral program necessitates reprogramming of some undergraduate courses in Agronomy and Soils subjects to avoid duplication or overlapping in subject matter coverage of the major courses both at the graduate and undergraduate levels. This included revision of course number and course description of Agronomy and Soils subjects, the replacement of major course in Soils, and the addition of prerequisite subject in Soil Science.

*Theories learned in classrooms are tried in actual field experiments such as this vegetable production project of the Agronomy and Soil Science department.*

*Agricultural Botany and Plant Breeding*

Since Plant Breeding has been recognized as a distinct field of Agricultural Botany, the offering of Agricultural Botany and Plant Breeding as one major field of study under the BSA curriculum was split into two: 1) Agricultural Botany and 2) Plant Breeding. This revision provided the students the option to choose between Plant Breeding and Agricultural Botany as their major field of specialization.

Other improvements made were the changes of course title, course description, and prerequisities of 6 undergraduate Agricultural Botany subjects. With the separation of the two major fields of study, 3 new courses in Agricultural Botany and another 3 new courses in Plant Breeding were instituted.

*A sweet potato polycross nursery has been introduced to tap all desirable and compatible genes and come up with a very outstanding sweet potato variety.*

*Animal Science and Veterinary Medicine*

To intensify the training in the specialized program of producing animals and their products, Animal Husbandry as a major field in the Bachelor of Animal Science (BAS) curriculum was changed to Animal Production.

Instead of conducting research as a requirement for completion, a field practice was also offered as an option under the BAS curriculum to meet the demands of the operators of livestock farms and the Directors of the Ministry of Agriculture in Regions VII and VIII. It was claimed that graduates need to have practical experience in animal production because activities in the field deal primarily with production and extension.

*Animal Science students examining the internal anatomy of a farm animal.*

To better prepare the graduates for business challenges and problems in managing livestocks and poultry farms, 3 agribusiness courses were also introduced in the BAS curriculum. The revision of one Animal Science course was also made with emphasis on animal production and animal health.

*Agribusiness*

With the enrichment of the Bachelor of Animal Science program major in animal production through inclusion of agribusiness courses, the offering of Animal Enterprise Management as a major field under the Bachelor of Science in Agribusiness was abolished.

*Plant Protection*

To further improve the academic preparation of the students in disciplines dealing with various groups of pests, all undergraduate major students were required to take an introductory course in weed science which in previous years had been taken only by plant protection majors specializing on weeds. Industrial Entomology was also offered for the first time during the first semester of SY 1981-82.

## Enrolment

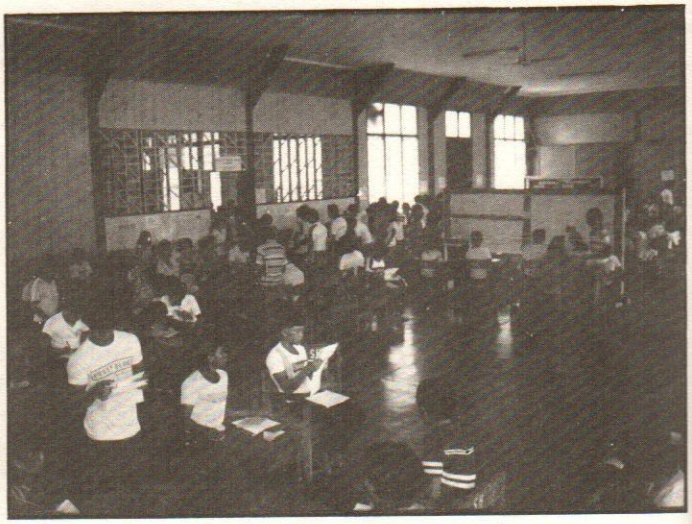
Table 1 shows the College enrolment for the past three terms: the second semester 1980-81, summer 1981 and the first semester 1981-82. This covers the College student population for Calendar Year 1981. While increase of the enrolment in the graduate level and in some of the undergraduate degree programs has been significant, there has been a decreasing trend in the overall College enrolment when compared to the previous year. This was primarily due to the low enrolment of freshmen in 1980 which was not fully complemented by the increase of freshmen students in 1981. The relatively tight economic conditions resulting from low price of copra could be the other factor

why farmers in the region may have failed to send their children to higher education.

In order to correct the deficiency, the College has implemented a more aggressive recruitment program and offered more assistantships to students. With this scheme the College expects to enlarge the base from which to draw new freshmen.

**Table 1. Summary of College Enrolment By Programs.**

| Program | Second Sem. SY 1980-81 | Summer 1981 | First Sem. SY 1981-82 |
|---|---|---|---|
| **Graduate** | | | |
| MS | 24 | 43 | 45 |
| MA | – | – | – |
| Sub-Total | 24 | 43 | 45 |
| **Undergraduate** | | | |
| BSA | 403 | 195 | 403 |
| BSADE | 187 | 122 | 191 |
| BSHE | 37 | 31 | 44 |
| BSAE | 248 | 116 | 284 |
| BSAB | 150 | 114 | 176 |
| BAS | 117 | 59 | 102 |
| BSF | 30 | 18 | 78 |
| BSES | – | – | – |
| Sub-Total | 1,171 | 655 | 1,278 |
| **Non-Degree** | | | |
| FRC | 35 | 33 | 18 |
| HET | 30 | 13 | 28 |
| Sub-Total | 65 | 46 | 46 |
| Grand Total | 1,260 | 744 | 1,369 |



## Transferees and Dropouts

It is normal for an educational institution to have students transferring to other schools and even dropping out from the roll for a number of reasons. At ViSCA, the number of students who transferred to other institutions did not significantly affect the College enrolment status. In fact, the transferees during the year was 19 percent less than the transferees in 1980.

The percentage of students dropping out from the College has been continuously decreasing from 7.7 percent in 1978 to 0.72 percent in 1980 and to only 0.58 percent in 1981. This improvement could be attributed to the more rigid but democratic process of admitting students through the ViSCA Admission Test which has been started in 1978, and the implementation of the "Catch On" program for incoming freshmen with inadequate high school preparation.

## Graduates

Table 2 shows the total number of College graduates in 1981. Compared to the 1980 graduates, a considerable decrease can be seen in the BSA and BSAB programs. This can be explained by the fact that a number of students had not completed thesis work on time.

*The barong-inspired graduation cassock has been adopted by ViSCA to utilize local materials and recognize Filipino ingenuity.*

**Table 2. Summary of the 1981 ViSCA Graduates.**

| Program/Course | Second Sem. 1980-81 | Summer 1981 | First Sem. 1981-82 | Total |
|---|---|---|---|---|
| Degree Programs | | | | |
| BSA | 45 | 3 | 13 | 61 |
| BSADE | 47 | 2 | 6 | 55 |
| BSHE | 4 | – | – | 4 |
| BSAE | 21 | – | – | 21 |
| BSAB | 23 | 1 | 2 | 26 |
| BAS | 30 | 5 | 7 | 42 |
| BSF | 5 | 1 | 2 | 8 |
| Sub-Total | 175 | 12 | 30 | 217 |
| Non-Degree Programs | | | | |
| FRC | 3 | 2 | – | 5 |
| HET | 15 | – | – | 15 |
| Sub-Total | 18 | 2 | – | 20 |
| Grand Total | 193 | 14 | 30 | 237 |

The distinction that the College received in the previous year was again duplicated this year when three of the eleven agricultural engineering graduates who took the board examination copped second, fourth and sixth places. Also, 66.7 percent of the 1981 ViSCA forestry graduates passed the licensure examination, a passing percentage way above the 26.3 percent national passing average (Table 3).

**Table 3. List of Successful Examinees in the Professional Board Examination for Agricultural Engineering and Forestry.**

| Name | | Degree Finished |
|---|---|---|
| 1. Remberto Patindol | (2nd Placer) | B.S. Agricultural Eng'g |
| 2. Joseph Lacea | (4th Placer) | B.S. Agricultural Eng'g |
| 3. Roberto Guarte | (6th Placer) | B.S. Agricultural Eng'g |
| 4. Diodoro Armachuelo | | B.S. Agricultural Eng'g |
| 5. Roselita Coloma | | B.S. Agricultural Eng'g |
| 6. Venerando Dadios | | B.S. Agricultural Eng'g |
| 7. Jecela Demegillo | | B.S. Agricultural Eng'g |
| 8. Conrado Escobal | | B.S. Agricultural Eng'g |
| 9. Daniel Estareja | | B.S. Agricultural Eng'g |
| 10. Buenaventura Pitao | | B.S. Agricultural Eng'g |
| 11. Renato Padayao | | B.S. Agricultural Eng'g |
| 12. Roman Amable | | B.S. Forestry |
| 13. Dionesio Cotejo | | B.S. Forestry |
| 14. Roldan Cotejo | | B.S. Forestry |
| 15. Saturnino Fernandez, Jr. | | B.S. Forestry |

## Personnel Development

Table 4 summarizes the strength of the academic staff implementing the various instructional programs of the College. Since the members of the graduate faculty also help in the implementation of the undergraduate programs, they are also covered by the figures reflected in the table. Staff members in the 3 research and extension centers of the College who also teach formal classes were likewise included.

As shown in the table, a remarkable increase can be seen in the number of doctorate holders from 21 in 1979 to 37 in 1981. The number of staff members with master's degree also increased from 97 in 1980 to 110 in 1981. The growth of the academic staff in terms of academic degree preparations can be attributed to the massive staff development program implemented by the College since 1975.

Table 4. Profile of Academic Staff as of December 1981. 1/

| Field of Specialization | Ph.D. | MS/MA | BS | Total |
|---|---|---|---|---|
| Agronomy and Soil Science | 6 | 22 | 29 | 57 |
| Plant Protection | 5 | 16 | 5 | 26 |
| Plant Breeding and Agric'l Bot. | 1 | 4 | 9 | 14 |
| Agricultural Economics | 1 | 11 | 6 | 18 |
| Agricultural Chemistry | 1 | 3 | 11 | 15 |
| Animal Science and Vet. Med. | 5 | 7 | 7 | 19 |
| Agricultural Eng'g and App. Math | 1 | 13 | 14 | 28 |
| Agricultural Development Educ. | 10 | 17 | 8 | 35 |
| Home Science | 1 | 5 | 4 | 10 |
| Arts and Letters | 3 | 6 | 7 | 14 |
| Physical Education | – | – | 6 | 6 |
| Forestry | – | 3 | 7 | 10 |
| Administrative Offices | 3 | 3 | 2 | 8 |
| Total | 37 | 110 | 115 | 262 |

1/ Including faculty members on study leave

*Recruitment*

It is worthwhile reporting that the College adopted a policy of giving priority to ViSCA graduates in the hiring of academic staff because they are likely to stay longer in the institution. Of the 23 staff members hired in 1981, 10 of them were graduates of ViSCA. Twelve were recruited from other schools in the country and one from the University of Georgia, USA.

*Graduate Studies*

Table 5 presents the number of faculty members from the 12 academic departments of the College who were on graduate studies in 1981. Of the 50 staff members on study leave, 21 were under the doctoral program and 29 were on the masteral program. Most of those taking Ph.D. degrees were recipients of the ViSCA-World Bank fellowship while those pursuing M.S. degrees were supported by PCARR, SEARCA, NSDB, PDSP and ViSCA. A little more than 50 percent of them are expected to complete their studies before the end of 1982.

This number of staff on study leave does not include the 18 faculty members who finished their Ph.D. and M.S. degrees in 1981.

*In-Service Program*

Within the limits of the available financial resources of the College, some faculty members were allowed to attend seminars, workshops, conferences and meetings to broaden their knowledge, improve competencies, and to establish linkages with staff members of other institutions.

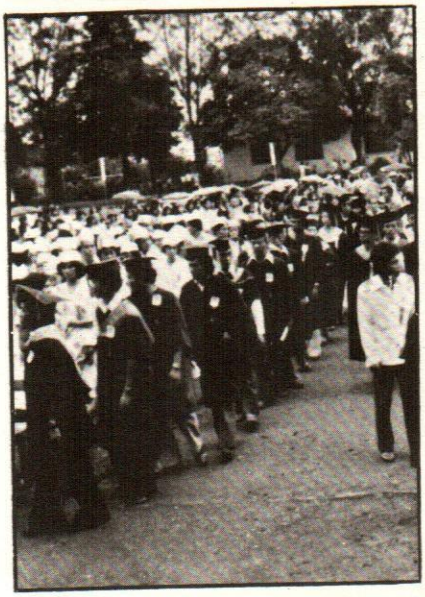


Table 5. Profile of the Staff Development Program of ViSCA in 1981.

| Department | Degree Pursued | | |
|---|---|---|---|
| | Ph.D. | M.S. | Total |
| Agronomy and Soil Science | 3 | 3 | 6 |
| Plant Protection | 3 | 3 | 6 |
| Plant Breeding and Agric'l Botany | 2 | 5 | 7 |
| Agricultural Economics | 3 | 3 | 6 |
| Agricultural Eng'g and Applied Math | 2 | 4 | 6 |
| Animal Science and Vet. Med. | 1 | 2 | 3 |
| Agricultural Chemistry | – | 4 | 4 |
| Agricultural Development Education | 5 | – | 5 |
| Home Science | 1 | – | 1 |
| Arts and Letters | 1 | – | 1 |
| Forestry | – | 4 | 4 |
| Physical Education | – | 1 | 1 |
| Total | 21 | 29 | 50 |

Other equally important component of ViSCA's staff development program was the sending of 7 senior staff for observation-study tour and short training abroad under the sponsorship of the NSDB-JSPS program, ViSCA-World Bank Technical Assistance program, and the Colombo plan. The types of the training/tour attended were the following:

- Observation tour to the People's Republic of China (ViSCA-World Bank Technical Assistance program)
- Training methodology for trainers of instructors in the operation, maintenance and repair of agricultural machinery in Southeast Asia held in Turin, Italy (Colombo Plan)
- Study tour to the different academic and research laboratories in Japan (NSDB-JSPS program)
- Symposium on the new frontiers and future perspectives of plant biochemistry in Nagoya City, Japan (NSDB-JSPS program)
- Cooperative research on the potential of microorganisms for food and industrial use in Japan (NSDB-JSPS program)
- Conference with the Land Tenure Center on family resources and consumer sciences, University of Wisconsin, Madison (ViSCA-World Bank Technical Assistance)
  Conference with the key staff of the Institute for Social Research, Michigan University, Ann Arbor MI. (ViSCA-World Bank Technical Assistance)
- Conference with the key staff of the institute for social research, Michigan University, Ann Arbor M.I. (Under the ViSCA-World Bank Technical Assistance program)

*A local root crop scientist gets advise from an expert sent by the Japan Society for the Promotion of Science.*

## Technical Consultants

A number of factors necessitated the postponement of hiring the services of consultants. Some of these were the suspension of the construction of the Animal Science and Veterinary Medicine building, the delay in the arrival of the equipment, and the holding off of the installations of the power and water lines in most of the new buildings. The only consultant hired during the year was Mr. Pedro Bueno, a specialist on radio station management who worked for the installation of the equipment and the initial test broadcast of the ViSCA radio station.

The activities of the Experimental Rural High School were centered towards achieving the goals for effective and relevant secondary education in the region. Special focus was given on the implementation of the "Catch On" program in mathematics and communication arts because it was found out that incoming high school freshmen encounter difficulty in these two subject matter areas.

## Enrolment

High school enrolment for school year 1981-82 is shown in Table 6. As in the previous years, freshmen students had the highest enrolment, constituting 39.9 percent of the total high school student population. Although there were 10 percent increase in freshmen and 20 percent increase in sophomores, the growth of the high school enrolment was negligible because of the gradual phasing out of the vocational agriculture and vocational homemaking curricula starting in the SY 1978-79. Like the College enrolment, the number of high school female students was slightly higher than males, although this trend was not consistent in all levels.

A good proportion of the students came from various places in the Municipality of Baybay and about one-fourth of the total population came from places where urban high schools are known to exist.

*The Agricultural Science curriculum of the ERHS has been intensified to better prepare high school graduates for courses on science and technology.*

**Table 6. ERHS Enrolment for SY 1981-82 By Year and Sex.**

| Year Level | Male | Female | Total | Percent |
|---|---|---|---|---|
| First Year | 93 | 89 | 182 | 39.91 |
| Second Year | 49 | 65 | 114 | 25.00 |
| Third Year | 41 | 45 | 86 | 18.86 |
| Fourth Year | 41 | 33 | 74 | 16.23 |
| Total | 224 | 232 | 456 | 100.00 |
| Percent | 49.2 | 50.8 | 100.0 | |

## Dropouts

Majority of the students who quit schooling as of December 1981 were freshmen. This was largely due to poor academic performance and financial difficulties. The ViSCA experimental rural high school had revitalized the "Catch On" program as well as the student financial assistance through work-study grants to help solve this problem.

The dropout rate in 1981 was the same in number as that of the preceding year. For the past five years, a yearly average of 30.4 dropouts had been recorded.

## Financial Assistance *Scholarships*

Ninety-nine high schoolers were granted scholarships during the SY 1981-82 with most of them coming from the freshman level. Seven were granted full scholarships with ₱80.00 monthly stipend and 92 were awarded partial scholarships with ₱40.00 monthly stipend. These scholars equally enjoyed free comprehensive fee (Table 7).

The increase in the number of partial scholars was due to the automatic granting of partial scholarship to those who graduated valedictorians and salutatorians in the elementary grades. In 1980, entrance scholars were only given free comperehensive fee.

*High School students are trained to conduct investigative projects to fully exploit their potentials towards scientific inquiry.*

**Table 7. ERHS Scholarship Grantees by Year Level.**

| Year Level | Full | Partial | Total |
|---|---|---|---|
| Freshman | 4 | 42 | 46 |
| Sophomore | 3 | 22 | 25 |
| Junior | – | 20 | 20 |
| Senior | – | 8 | 8 |
| Total | 7 | 92 | 99 |

*Student Labor*

To help defray school expenses, students were given the opportunity to work in the different projects of the high school and as janitors of classrooms and offices with a compensation of ₱1.50 per hour. During the year, 96 students were granted assistance with an average earning of ₱75.00 per student per month. This program, aside from helping solve financial problem, would provide students varied experiences for work-oriented tasks.

## Graduates

Table 9 summarizes the number of high school graduates by curriculum and sex. Although the 1981 graduates were 5 less than the 1980 graduates, there were more honor students this year than in the previous year. One qualified for "With Highest Honors," 1 for "With High Honors," and 4 for "With Honors."



**Table 9. ERHS Graduates By Curriculum and Sex.**

| Curriculum | Male | Female | Total |
|---|---|---|---|
| Agricultural Science | 7 | 15 | 22 |
| Vocational Agriculture | 41 | – | 41 |
| Vocational Homemaking | – | 26 | 26 |
| Total | 48 | 41 | 89 |

*Performance in the NCEE*

Out of the 89 graduates who took the National College Entrance Examination (NCEE), 80 or 89.9 percent of them passed. All the agricultural science curriculum graduates passed in the NCEE with no percentile score lower than 50. The failure of the 9 graduates in the vocational curricula points out the need to strengthen the academic components of the vocational courses because graduates also aspire to pursue college edcuation.

Nevertheless, the graduates of 1981 did much better when compared to the graduates of 1980 as gauged from the mean passing score of 77.4 this year as against 60.0 in the previous year.

*Performance in the ViSCAAT*

The overall performance of the 1981 ERHS graduates in the ViSCA Admission Test (ViSCAAT) was better than that of the 1980 graduates. Out of the 89 graduates who took the examination, 71 or 79.8 percent passed, a quite impressive improvement from the 57.2 percent in 1980. Four qualified for full scholarships and 7 for partial scholarships offered in the College.

*Performance in the ACES Examination*

Three of the 18 ERHS graduates who took the Advanced Credit for Exceptional Students (ACES) earned advanced units in their respective degree programs. The most impressive accomplishment was achieved by one of the three who passed in 17 subjects, allowing him to enter College with 51 advanced units. The other two accredited only 3 and 9 units, respectively, commensurate to the subjects they passed in the validating examination.

## Personnel Development

*Staff Profile*

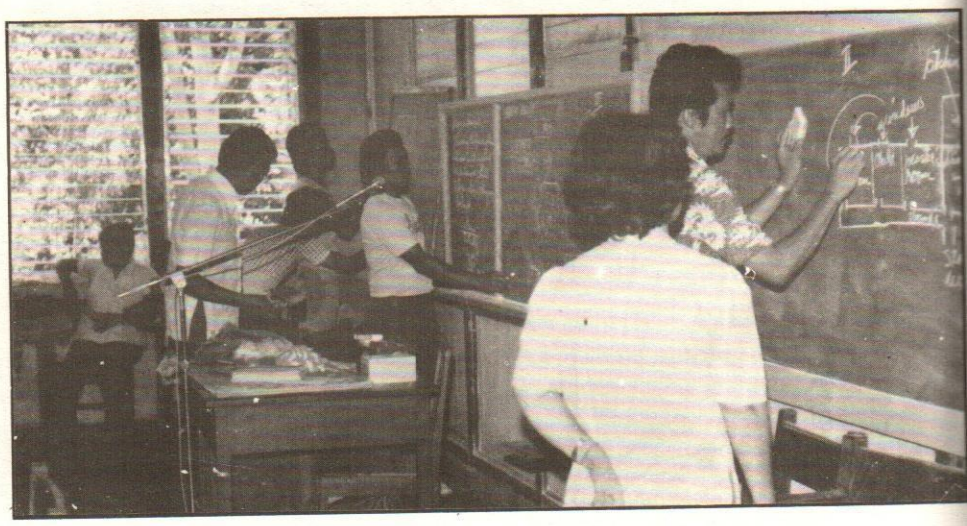
It is worthwhile mentioning that the teaching staff of the ViSCA Experimental Rural High School is one of the strongest in the country today. As shown in Table 10, 16 of the 36 academic staff members are master's degree holders. Majority of the high school faculty with advanced degrees are handling communication arts and vocational agriculture.

**Table 10. Profile of ERHS Academic Staff.**

| Section | B.S. | MS/MA | Total |
|---|---|---|---|
| Science and Mathematics | 8 | 2 | 10 |
| Communication Arts | 3 | 5 | 8 |
| Home Science and Homemaking | 4 | 1 | 5 |
| Vocational Agriculture | 3 | 5 | 8 |
| YDT, CAT and Social Science | 2 | 2 | 4 |
| Administrative | — | 1 | 1 |
| Total | 20 | 16 | 36 |

*Graduate Studies*

Three more staff members of the ERHS were still pursuing graduate studies in 1981. Two of them were in the field of science and the other was in homemaking. It is expected that the two would complete their studies in 1982 and the other by 1983.



*Exchanging of new ideas and classroom experiences through regular meetings and work conferences is one way of upgrading the professional competencies of the ERHS Faculty.*

*In-Service Program*

Aside from sending faculty members to graduate studies, other members of the faculty were allowed to attend seminars, workshops and conferences to update their competencies in their respective areas of specialization. During the year in review, 7 staff members were given the opportunity to attend activities such as in Designing Effective Instruction, Teaching Strategies in Physical Education, and Information and Records Management.

## Curriculum Development

As part of the agricultural science curriculum implemented in SY 1976-77 and revised in SY 1979-80, a summer practicum was offered for the first time in 1981. This program was aimed at reinforcing the knowledge and skills learned in the vocational subjects taken during the first to the third year of their secondary education as a preparation for possible employment upon graduation. Based on the choice of the students concerned, the 3 areas offered were agriculture, home science, and carpentry. In agriculture, students had their practice in plant propagation, vegetable production, rice production, swine raising and poultry production while the home science practicum covered food preparation and clothing construction. The practicum was limited to the high school projects to enable close supervision of the students by the project-in-charge.

*Summer Practicum*

The number of meeting hours in mathematics and communication arts was increased as part of the "Catch On" program of the ERHS. This was further supplemented with the use of workbooks in mathematics classes of first and second year students. In communication arts, the use of visual aids in classroom instruction was intensified and more textbooks were acquired. Light reading materials were also made available to encourage the students to read more and develop their communication skills.

*"Catch On" Program*

*The ERHS summer practicum in areas of agriculture (above) and home science (right) has been intensified to implement classroom theories and instill in the youth the value of work.*

# Research

*ViSCA's research program has been formulated to develop, improve, and verify appropriate farming and socio-economic technologies for the country, with emphasis on the Visayas region.*

F. A. BERNARDO, Ph.D.
Research Coordinator

Research has been playing a major role in agricultural development through increased productivity in terms of farm yield and maximum utilization of available resources.

As a regional agricultural college, ViSCA was selected by the Philippine Council for Agriculture and Resources Research (PCARR) as the national multicommodity research center in Central and Eastern Visayas with national responsibility for rootcrops and fiber crops (abaca) and regional responsibility for coconut, corn and sorghum, vegetable crops, beef/chevon, forage, pasture and grassland, poultry, agricultural engineering, farming systems, soil and water resources, applied rural sociology, and macroeconomics.

Because of its recognized leadership in undertaking agricultural research, ViSCA has been chosen as the lead agency of the Visayas Coordinated Agricultural Research Program (VICARP) which operates under a national network of centers of excellence for the various agricultural research programs of the country.

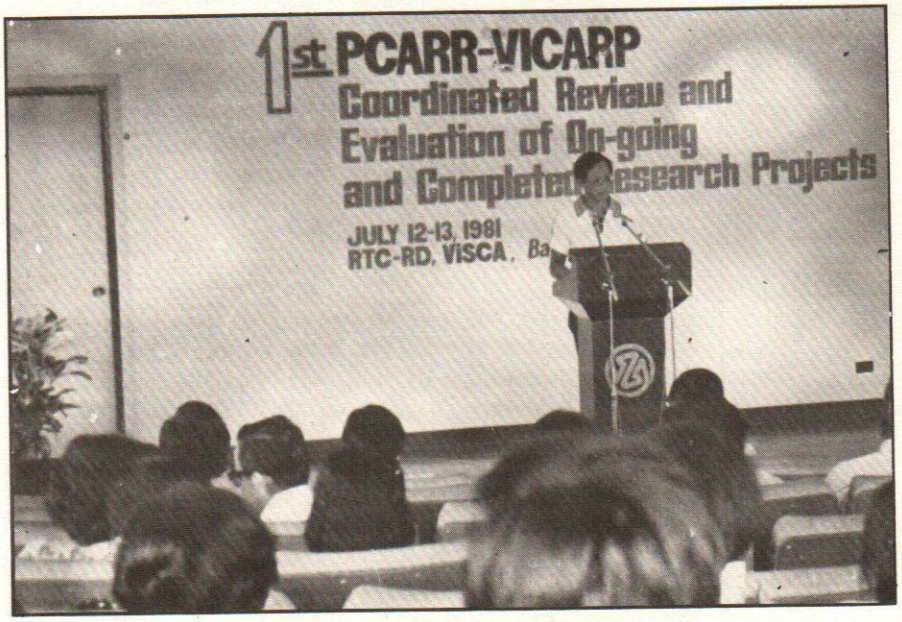
The research program of the College has been formulated to develop, improve, and verify appropriate farming and socioeconomic technologies for the country, with emphasis on the Visayas region; and to support and strengthen the instructional and extension programs of the institution.

Within ViSCA are two national commodity research centers. The Philippine Root Crop Research and Training Center (PRCRTC) takes the frontline in root crop research to support the root crop industry which currently gives emphasis on the production of food, feed and energy substitutes. The Regional Coconut Research Center (RCRC) has been doing research which will ultimately help the small Visayan coconut farmers derive more income from their coconut lands.

In addition to the researches done in these two centers, supplementary but essential researches are also undertaken by the various departments of ViSCA in line with its interdisciplinary, interdepartmental and interagency approaches to research.

In 1981, research activities in ViSCA soared to greater heights. This has been made possible with the acquisition of more research equipment, the completion of additional laboratory facilities, and the services of several staff members who had completed their advanced studies.

# The Visayas Coordinated Agricultural Research Program (VICARP)




The Visayas Coordinated Agricultural Research Program or VICARP forms part of the research network created by the Philippine Council for Agriculture and Resources Research (PCARR) to set up a mechanism for coordination and management of agricultural research in Central and Eastern Visayas in the areas of production, processing and socioeconomics and communications, particularly in commodities of major importance in the Visayas.

In 1981, VICARP focused its activities on cooperative research programs involving the different agencies of the government and other agricultural sectors including colleges and universities in Regions VII and VIII. These activities also included coordination, implementation, and monitoring and review of completed and ongoing research projects, dissemination of research information through the Applied Communication Unit, maintenance and acquisition of research facilities, and development and hiring of additional research manpower.

## Research Coordinating Committee

The Research Coordinating Committee (RCC) which is the policy-determining body of VICARP held its regular meetings. In 1981, the regional directors of the Ministry of Agriculture and the National Economic and Development Authority (NEDA) in Regions VII and VIII were appointed members of the RCC.

The Pedro Rebadulla Memorial Agricultural School in Catubig, Northern Samar was approved for inclusion among VICARP's research cooperating stations.

## Research Management Staff

Research proposals for CY 1983 were

solicited from the different cooperating stations and centers, and from the technical departments of ViSCA. These proposals were subjected to scrutiny by review teams created by VICARP for specific commodities. Proposals found to be technically feasible were forwarded to PCARR, while others were revised.

Audited financial reports of the different research projects of VICARP were prepared and consolidated and then submitted to PCARR.

In the middle of the year, PCARR conducted a review of all ongoing and completed research projects in the country (Table II). Researches in Region VII were reviewed in Cebu City while researches in Region VIII were reviewed at ViSCA through the coordination of the research management staff of VICARP.

## Applied Communication Unit (ACU)

Some of the activities of the VICARP-ACU in 1981 were:

1. *Print Outreach to Coconut and Root Crop Farmers*

This completed research project which highlighted the activities of the Applied Communication Unit was fully implemented by the research staff of the Department of Arts and Letters of ViSCA under the leadership of Dr. Alicia S. Go with the following objectives:

- To construct and pretest prototype bulletins for coconut and rootcrop growers;
- To make an inquiry on the specific activities of major concern to coconut and rootcrop growers;
- To duplicate materials that have undergone revisions and have been found useful for distribution to pilot barangays;
- To encourage reading among farmers by distributing posters that sell the

**Table II. Research program of VICARP.**

| Implementing Agency | Source of Funds | Number of researches: Completed | Ongoing [a] | New Proposed [b] | |
|---|---|---|---|---|---|
| ViSCA [c] | ViSCA | 4 | 25 | 17 | |
| | PCARR | 2 | 55 | 11 | 96 |
| | PCRDF | | 1 | | |
| | JSPS-NSDB | | | | 2 |
| | NFAC | | 2 | | |
| | IDRC | | 1 | | |
| | WHO | | 1 | | |
| | MA | 1 | | | |
| | IFS | | 4 | | 1 |
| Ministry of Agriculture (Region VII) | PCARR | | 6 | | 10 |
| | BPI-MA | | 25 | | |
| | BAI-MA | 1 | 2 | | 6 |
| Ministry of Agriculture (Region VIII) | BPI-MA | | 17 | | |
| | BAI-MA | 1 | 2 | | 1 |
| | RADOS/BPI-MA | | 8 | | |
| | PCARR | 6 | 5 | | |
| | NFAC | | 4 | | |
| | NFAC/RADIP | | 2 | | |
| Forest Research Institute (Babatngon, Leyte) | PCARR | | 1 | | |
| Bureau of Fisheries and Aquatic Resources (Region VIII) | PCARR | 1 | 4 | | |
| Abaca Industries Development Authority | PCARR | | 1 | | |
| TOTAL | | 16 | 166 | 28 | 116 |

[a] Ongoing researches started before 1981.

[b] Researches started in 1981.

[c] Includes the technical departments, PRCRTC and RCRC.

idea of reading;

- To answer questions of farmers through print; and
- To determine the impact of farmer bulletins in terms of increased intensiveness of rootcrop and coconut production practices, income of farmers, and acceptance of print as supplementary medium to improve farming practices.

The project was able to put out farmer bulletins on rootcrops and coconut in both English and Cebuano, and posters in Cebuano.

2. *VICARP News*

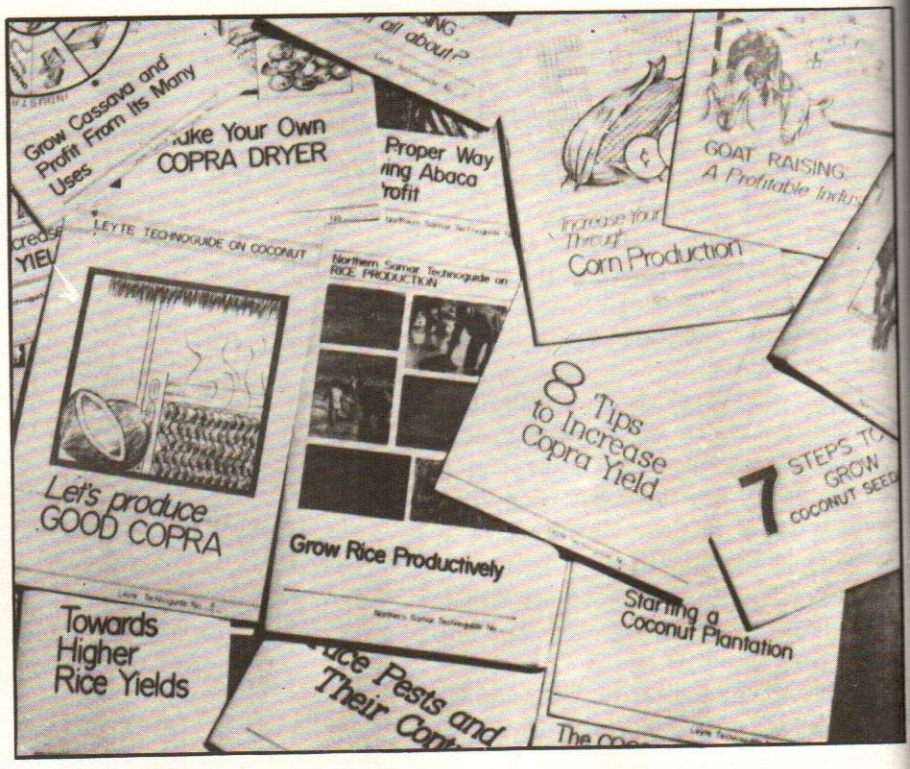
The VICARP News was published quarterly as the official publication of VICARP. Copies were distributed to cooperating stations and different agencies, institutions and individuals. Included herein were research activities of VICARP as well as information on research highlights.

3. *Technology Packaging for Countryside Development*

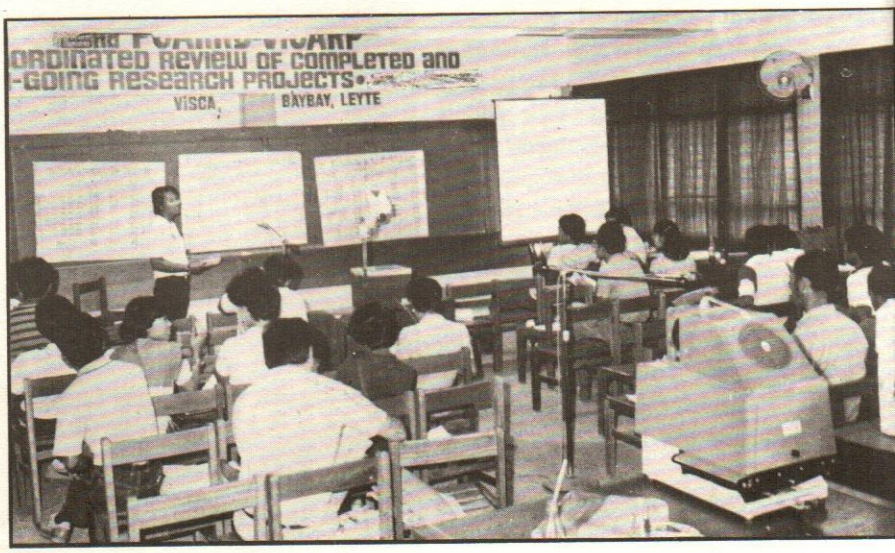
The Applied Communication Unit produced 22 technoguide drafts in English on rootcrops, coconut, cattle, goat, rice, abaca and corn after a vigorous technology monitoring scheme initiated by commodity teams. A team of communication specialists translated the technoguides into their vernacular versions and pretested them to farmers and technicians to elicit feedbacks necessary to determine preferences and make revisions.

4. *First PCARR-VICARP Coordinated Review and Evaluation of Completed and Ongoing Research Projects*

A total of about 100 research projects were monitored and programmed for the review and evaluation. Mature




*Top, Technoguides produced by the Applied Communication Unit of VICARP for dissemination to small farmers in the Visayas. Below, completed and ongoing researches have been reviewed by PCARR with the coordination of VICARP.*



technologies were identified for dissemination while others were identified as ready for field verification.

5. *Department/Center-based Seminars*

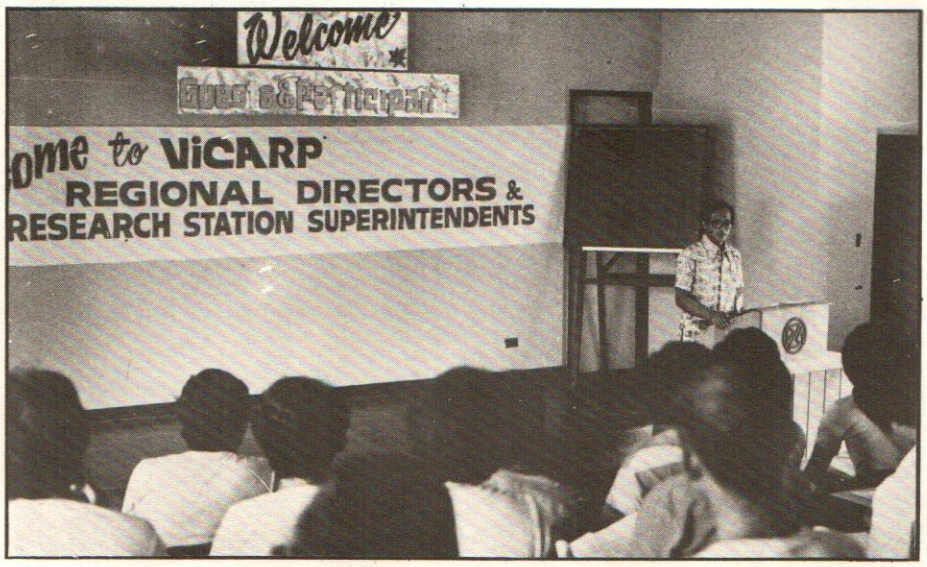
The ACU coordinated with the different technical departments and centers of ViSCA regarding the holding of regular seminars on plant and animal sciences, soil and water resources, socio-economics, etc. The seminars were on results of researches conducted by both the staff of the department/center and undergraduate students. There were also seminars or lectures conducted by visiting scientists.

6. *Scientific Literature Service*

Although indicated as a separate unit of VICARP, the SLS was incorporated with the ACU because of the latter's function in the retrieval of relevant technology information which could be used in the programs of ACU. Publications in research including annual reports of cooperating stations in Regions VII and VIII were collected. The ViSCA Library has kept some of these SLS materials while the VICARP office has maintained a minilibrary open to researchers, students and visitors.

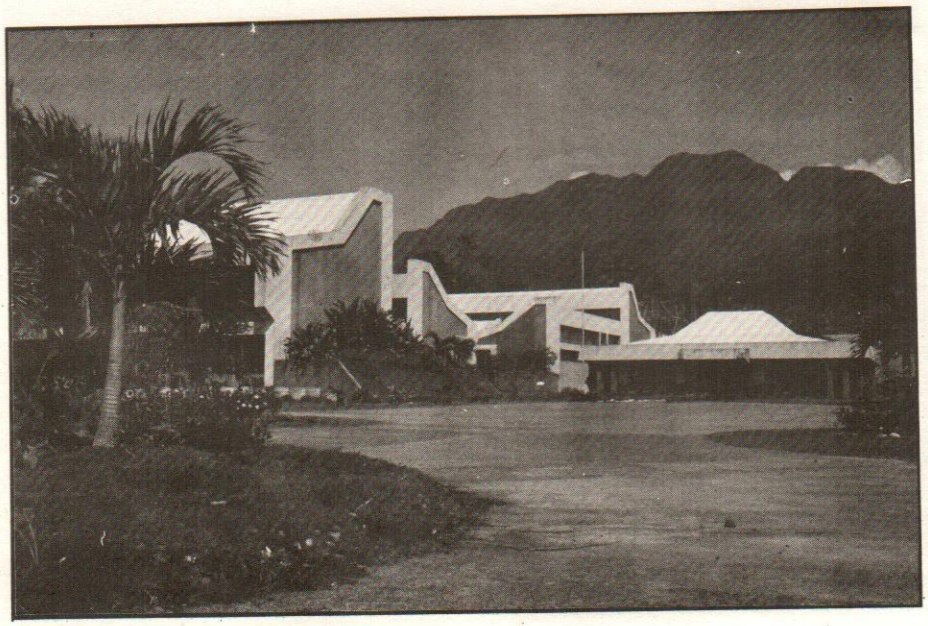
7. *Technical Assistance*

The VICARP-ACU provided technical assistance to various groups, including private individuals. Various technical information were provided to the Technopack Project, the Rural Enterprise Development Project, the Institute of Small Scale Industries, undergraduate thesis students, and others.


*Top left, the VICARP minilibrary which keeps some scientific literature materials is open to researchers, students, and visitors. Top right, the VICARP News is the official quarterly publication of VICARP distributed to cooperating research stations and other agricultural agencies. Right, a VICARP-sponsored work conference held at the school campus to build a strong linkage between ViSCA and the different ministries and research stations of the region.*

# The Philippine Root Crop Research and Training Center (PRCRTC)



As a national rootcrop research center, the Philippine Root Crop Research and Training Center (PRCRTC) conducts several researches following the established national research priorities. Research activities are on areas of varietal improvement, cultural management systems, processing and utilization, harvesting and postharvest handling, development of tools and equipment, farming systems, crop protection, and socioeconomics and marketing.

All these researches are geared towards the improvement of the root crop industry through the development of high yielding, pest-resistant and early maturing root crop varieties; the development of improved production and harvesting techniques and effective cropping systems; undertaking investigations on pest control; conducting studies on processing, marketing and utilization of root crops and their products; and providing training to farmers, students and others on root crop production and postharvest technologies.

PRCRTC's approach to research is interdisciplinary and interdepartmental. Thus, the different technical departments of ViSCA conduct several researches of which they have expertise.

In 1981, PRCRTC funded 20 research projects comprising of several studies, and 25 individual studies.

## Varietal Improvement

After the official release of several local rootcrop varieties in 1980, the Center concentrated on the production and evaluation of hybrids from both local and exotic accessions which were indentified as having high yield potentials.

Sweet potato hybrids used by PRCRTC in regional yield trials at the University of Southern Mindanao

and ViSCA showed outstanding performance. Without fertilizer, these varieties gave yields ranging from 17 to 30 tons per hectare. The tubers were high in Beta carotene, a precursor of Vitamin A.

A number of cassava, sweet potato, yam and aroid accessions were collected from different parts of the country. In addition, the Center received exotic hybrids from Puerto Rico and China.

Characterization of the different root crop accessions was completed and most of the duplicates were eliminated. A new project to further increase the collection of root crop germplasm was started. This activity is funded by the International Board for Plant Genetic Resources (IBPGR) under the Food and Agriculture Organization (FAO) of the United Nations.

## Crop Production and Management

In the past, all researches on these aspects were conducted in good upland soils. In 1981, the center started two projects whose objectives are to develop technologies suitable for hillside and marginal areas where most small root crop farmers plant.

Some important highlights in this area of root crop research are:

- Fertilizers are not necessary for sweet potato for six continuous cropping provided that the plant residues are returned to the soil after harvest.
- It is possible to produce three times more planting materials of cassava in a given area through high density planting without affecting the performance of the cuttings.
- Missing hills of up to 30 percent in the field is still tolerable without affecting the potential yield of sweet potato and cassava.
- It is possible to top sweet potato


either 6 to 10 weeks or 12 to 16 weeks after planting without adversely affecting tuber yield.

- One plowing and one harrowing is as good as two plowings and two harrowings for sweet potato and cassava production.

## Processing and Utilization

Researches on this area were done in the Department of Home Science and the Department of Animal Science and Veterinary Medicine. The Center also started a few studies on alcohol production from root crops and utilization of wastes from alcohol production.

Significant findings include the following:

- Root crop flour can substitute for wheat flour at 50 to 100 percent in some snack items.
- Cassava, sweet potato and gabi can be profitably used in feed rations of pigs and ducks.
- Alcohol can be produced from sweet potato and cassava using developed technologies appropriate for small farmers.
- The Center was successful in developing techniques on drying and reconstitution of some root crop products.
- Cassava and sweet potato flour can substitute for wheat flour at 50 to 100 percent in soy sauce making.

## Crop Protection

The Department of Plant Protection did most of its researches on crop protection. Two of the most important accomplishments were the development of techniques for screening varieties of sweet potato and cassava resistant to weevil and spider mite, respectively, and the identification of some varieties of cassava and sweet potato resistant to the aforementioned pests. The biology and efficiency of some natural enemies of the major root crop pests were also being studied.

## Harvesting and Postharvest Technology

Cassava roots could be buried under the ground of different soil types for at least 90 days without vascular streaking. Based on sensory evaluation, cassava roots stored this way would taste as good as the freshly harvested ones.

Cassava roots would be best transported using wooden boxes to minimize loss due to transport damage. Storage structures using sawali as walling material could minimize decay and weight loss in sweet potato. Stored tubers also would taste as good as the freshly harvested ones.

Basic studies on primary deterioration or vascular streaking in cassava were started by the Postharvest Technology Section of PRCRTC in cooperation with some Japanese scientists working under the JSPS-NSDB Program. Work on the modification of HCN determination in cassava was also started.

## Development of Tools and Equipment

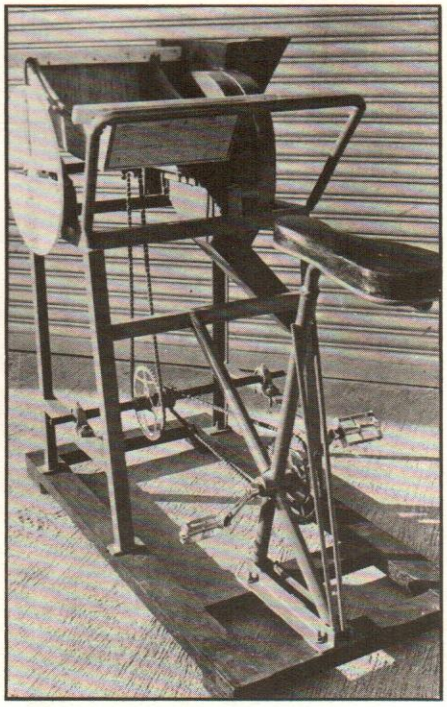
A survey on existing tools and equipment used in root crop production was done and it was found out that little work was done on the improvement of such farm implements.

Farm implements like the multipurpose plow had been field-tested and modifications were made especially for the shares used in harvesting sweet potato. Other farm equipment developed were lever-type lifters for harvesting cassava, a manually operated fertilizer applicator, and some processing machines which are being modified to increase efficiency.

## Farming Systems

The Department of Agronomy and Soil Science did most of its researches on intercropping and crop rotation using legumes. In one study, it was found out that mungo can be planted in a vacant row between double rows of cassava without affecting the yeild of the latter.

Further, the Center also studied the mixed cropping of gabi and tilapia. The

fish were fed with grated and dried cassava or sweet potato, and preliminary results were promising.

## Socioeconomics

It was discovered that 90 to 95 percent of root crop farmers did not use fertilizers nor any pest control technique. Root crop farmers willingly adopt farm practices without involving money. The main root crop industry was the cassava starch factory. A number of these factories operated much below capacity. The sources of these information were studies conducted by the Department of Agricultural Economics.

The Department of Arts and Letters conducted studies on farmers' reading levels and interests and constructed several root crop technoguides or bulletins appropriate for farmers.

## Research Information

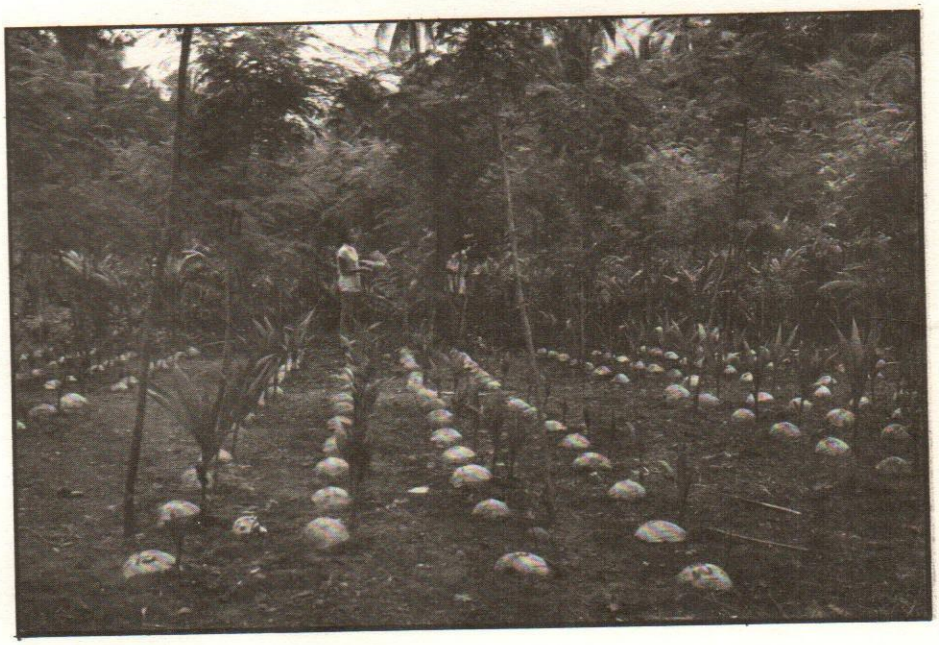
PRCRTC maintained a minilibrary to house information on root crop technology. Its official publication is the RADIX which is put out twice a year. The Center also published the PRCRTC Annual Report and several technoguides on root crops which can be adopted at the farmers level.

## Personnel Development

In line with its thrust of maintaining competent research personnel, PRCRTC sent its research staff to different degree and non-degree programs. In addition, several staff members were allowed to enrol in graduate courses to better equip them with necessary research information and methodology. Some also attended national and international training courses, seminar-workshops and conventions to upgrade competence in their respective fields.

*Top left, exotic varieties of cassava are subjected to adaptation studies. Likewise, sweet potato varieties of different origin (top right) are continuously tested to select high yielding, pest-resistant, and early maturing varieties for recommendation to farmers. Below, researchers and aides are evaluating the yield of a sweet potato variety cultivated under a certain cultural management technique. Far left, a pedal-operated machine developed by ViSCA researcher for root crop processing.*

# The Regional Coconut Research Center (RCRC)



The primary role of the Regional Coconut Research Center (RCRC) at ViSCA is to conduct researches aimed at overcoming the constraints facing the coconut industry, thus increasing the productivity of coconut lands and ultimately improving the socioeconomic status of the small coconut farmers.

The Center has the following specific objectives:

- To develop new hybrids that are productive, early bearing, and resistant to arthropod pests and diseases;
- To develop suitable cultural management practices including pest control;
- To screen crop species of intercrops and develop suitable cropping systems for the optimum utilization of areas under coconut;
- To develop copra processing techniques that are low-cost and efficient;
- To develop procedures for processing and utilization of coconut and its by-products for food, feed, and industrial purposes;
- To develop coconut-based industries at the village level; and
- To study the socioeconomic factors affecting the coconut industry as a whole.

Most researches of the RCRC were still ongoing in 1981. These studies dealt mostly on crop protection, crop improvement and yield performance evaluation.

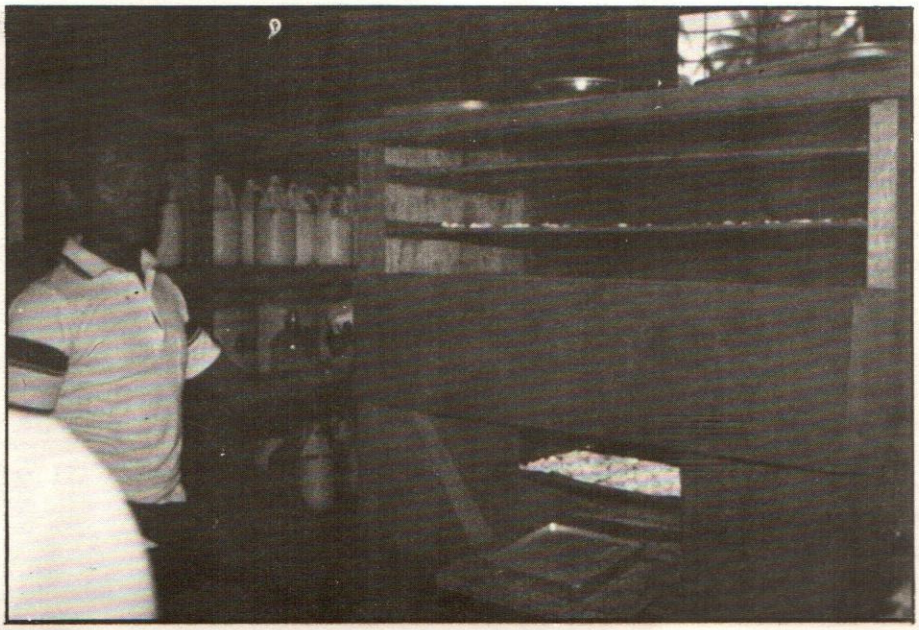
The ViSCA Copra Dryer developed by the Center using locally available materials has been used to dry high quality and pest-free copra. All copra drying activities were done using this revolutionary dryer.

The in-charge of the coconut project of RCRC had come up with an accessory to the copra dryer. This consists of a second layer to dry palay,

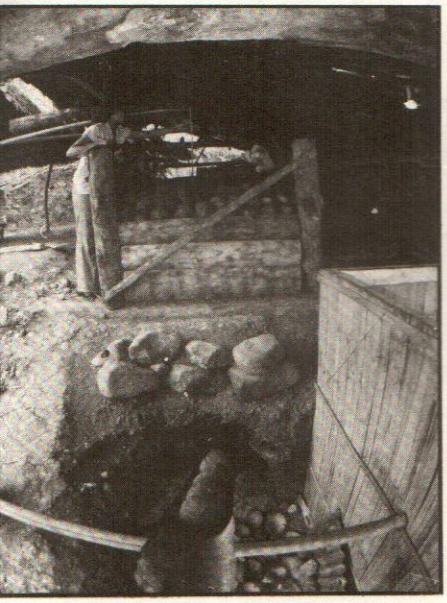
corn, mungo, root crop chips, etc. simultaneous with copra.

An oven, called the Hinay Oven Complex after its inventor, was developed in the Center and has been continually evaluated to determine its efficiency. This multipurpose oven which uses coconut husk charcoal as fuel is composed of three compartments, one on top of the other, each having different temperature range. The bottom compartment can bake cakes and other pastries; the middle compartment can sterilize glasswares and dry rasped or chipped root crop tubers; and the topmost layer can dry pollen grains for the coconut hybridization project, and kitchen utensils.

Mr. Edilberto Hinay, the coconut farm manager has also utilized coconut



*The Hinay Oven (above) which boasts of three compartments having different temperature ranges has been continually evaluated to determine its efficiency. Below right, coconut intercropped with corn and mongo are tested at the RCRC experimental field aimed at increasing farmer's income and soil fertility. Below left, the ViSCA copra dryer (note the arrangement of the split nuts and the placement of the coco shells use as fuel on the inclined metal sheet).*



water from mature nuts in toddy making. With this new discovery, tuba gatherers are encouraged to minimize the cutting of young coconut inflorescence and allow such to develop and mature to produce more fruits and thus augment not only copra production but also the utilization of other coconut by-products as well.

During the year, one RCRC staff was pursuing her Ph.D. and another one was pursuing his M.S. In addition to the degree programs pursued by the staff, various seminar-workshops, non-degree trainings, conventions and conferences were also attended by the RCRC staff to upgrade their competence and gain information on new advances in agricultural systems (See Table 12).

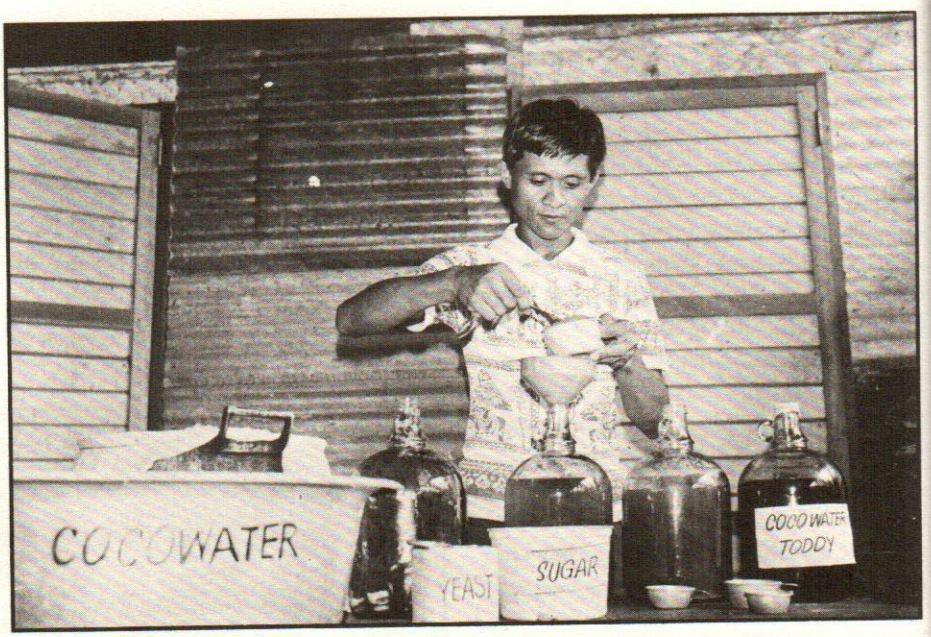
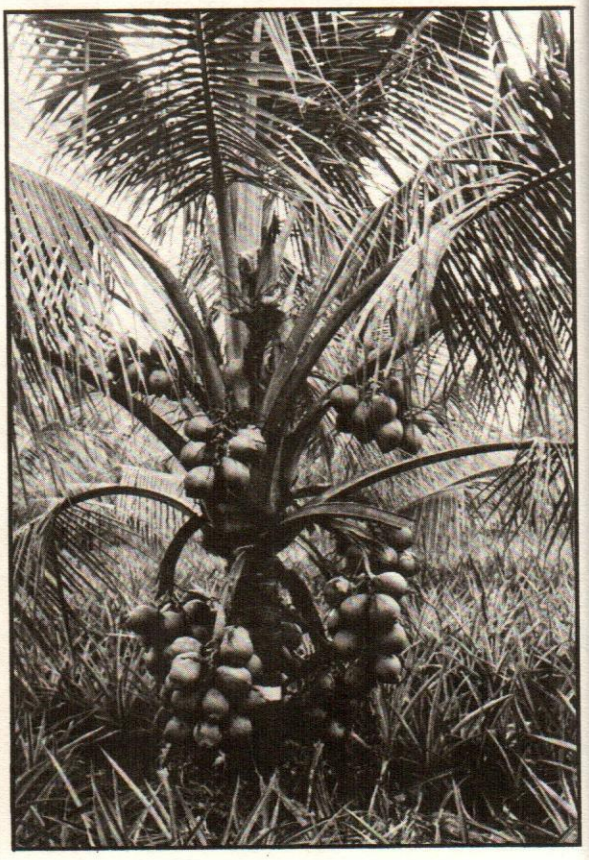
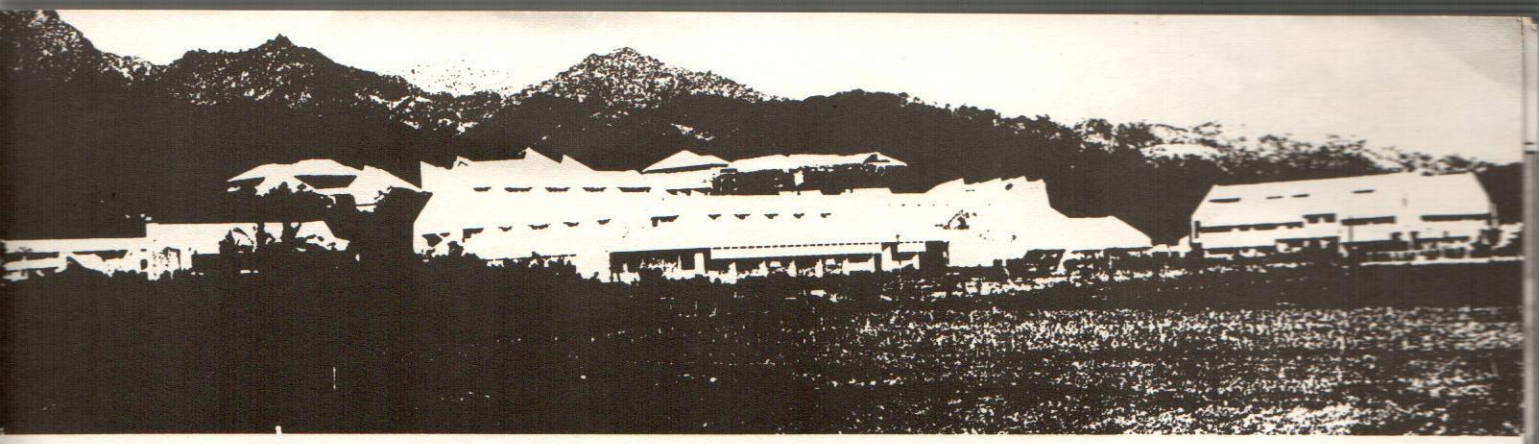


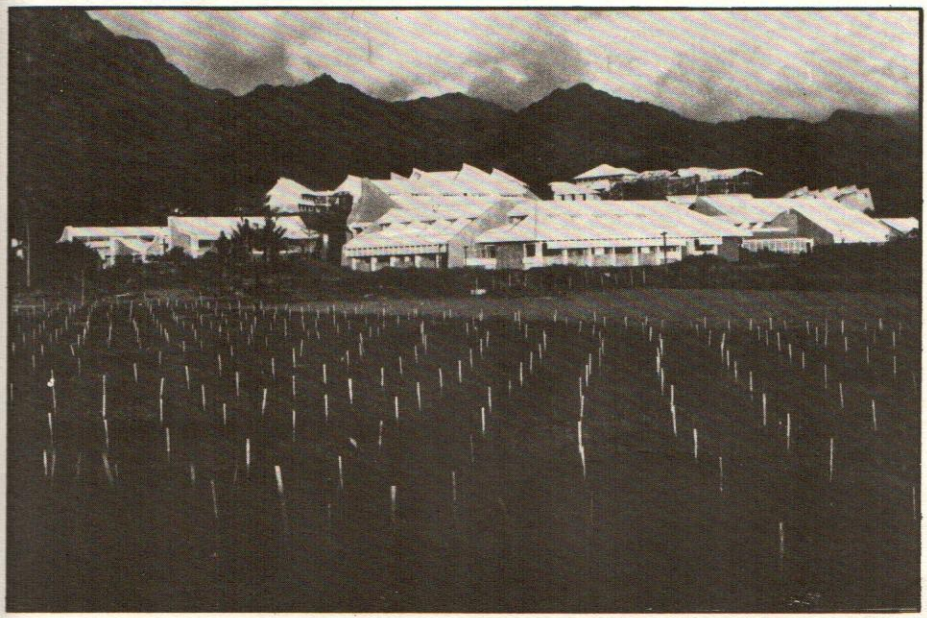

Table 12. Non-degree trainings, seminar-workshops, study tours, conventions, and conferences attended by RCRC staff in 1981.

| Title/Description | Date | Venue | Sponsor | Number of RCRC staff attending |
|---|---|---|---|---|
| Study Tour to Observe Rural Development Experiences of PNAC | February 4-15 | PNAC, Aborlan, Palawan | | 1 |
| Regional Consultation on Agricultural Research Program | March 31-April 2 | Alang-alang, Leyte and Tacloban City | PCARR, MA | 1 |
| 12th Annual Scientific Meeting of the Crop Science Society of the Philippines | April 22-24 | DMMMSU, Bacnotan, La Union | CSSP RCRC | 2 |
| National Symposium on Multiple Cropping | May 2-7 | Iloilo | | 1 |
| First PCARR-VICARP Coordinated Review of Completed and On-going Research Projects | July 12-13 | ViSCA | PCARR VICARP | 5 |
| Observation Trip to the Philippine Coconut Authority-Davao Research Center | September 16-20 | Bago-Oshiro Davao | RCRC | 1 |
| Basic Course on Radio Broadcasting | October 25-31 November 3-6 | Cebu City UPLB | ViSCA and BPTC | 1 |
| Study Tour to Observe Various Research Activities at the Philippine Coconut Authority – Zamboanga Research Center | December 16-31 | PCA Research Center, San Ramon, Zamboanga | RCRC | 3 |
| Seminar-Workshop on the Articulation of the Extension Functions of the Departments/ Centers of ViSCA | December 21-22 | ViSCA | ViSCA | 2 |





# The ViSCA Technical Departments



To further broaden the scope of research areas undertaken as well as increase the number of crops being studied, the various technical departments of the College were likewise engaged in the conduct of researches in addition to the two existing commodity research centers in the campus.

These departments conducted different researches on rice, vegetables, plantation crops and legumes besides root crops and coconut which are considered major commodities. Also, some socio-economic studies had been undertaken and barangay-based programs were established to hasten rural development.

The number of completed and ongoing researches conducted by the ViSCA technical departments in 1981 are listed in Table 13.

## Department of Agricultural Engineering and Applied Mathematics

There were 3 completed and 12 ongoing staff researches in 1981 involving various production and management techniques on root crops, all of which were funded by PCARR.

On the other hand, 26 student researches were completed, and 7 were considered in progress. Most of them dealt on the production and manufacture of small-scale farming tools, implements and machines as well as some researches on soil and water resources.

## Department of Plant Breeding and Agricultural Botany

The 5 ongoing staff researches involved studies on the ecology of grass community in coconut farms, physiology of two major root crops (cassava and sweet potato) and cytogenetics of sweet potato.

One proposal on "Breeding for the Improvement of Sweet Potato" was approved for funding by the International

Development Research Center (IDRC) and PCARR. This research will be undertaken not only by the DPBAB but also with the cooperation of staff members from other departments in a multidisciplinary and interdepartmental research approach.

Further, there were 7 student researches completed and 1 ongoing which focused generally on root crops while the rest were on abaca, coconut and winged bean.

Some researches of staff members were included in the technical journal, Annals of Tropical Research, and one was presented at the Crop Science Society of the Philippines (CSSP) annual scientific meeting.

**Table 13. Number of completed and ongoing staff and student researches in the technical departments.**

| Department | Completed | | Ongoing | |
|---|---|---|---|---|
| | Staff | Student | Staff | Student |
| Agricultural Engineering and Applied Mathematics | 3 | 26 | 12 | 7 |
| Plant Breeding and Agricultural Botany | – | 7 | 5 | 1 |
| Agricultural Economics | 1 | 16 | 1 | 22 |
| Agricultural Development Education | 7 | 6 | 7 | – |
| Animal Science and Veterinary Medicine | 2 | 3 | 6 | 8 |
| Agronomy and Soil Science | 5 | 18 | 19 | 48 |
| Plant Protection | – | 17 | 9 | 20 |
| Arts and Letters | 2 | – | 3 | – |
| Total | 20 | 93 | 62 | 106 |

## Department of Agricultural Economics

The staff completed only one research dealing with the socioeconomic aspects of root crops and had one ongoing research on cropping patterns in Eastern Visayas.

Six staff research proposals for 1982 had been submitted to research institutions for possible funding.

For the student researches, 16 were completed and 22 were ongoing in various fields as socioeconomics, credit and finance, production and management, marketing and cooperatives, case studies/analyses, and income and expenditure patterns.

## Department of Agricultural Development Education

Research output of the department considerably increased with 7 studies completed and another 7 in progress during the year.

The completed researches were on communication profile and training needs, strategies for development-oriented communication materials, status report on rural-based organizations in Regions VI and VII (Phase I), benchmark survey of small coconut farmers, and the skills and job opportunities of Agricultural Development Education graduates.

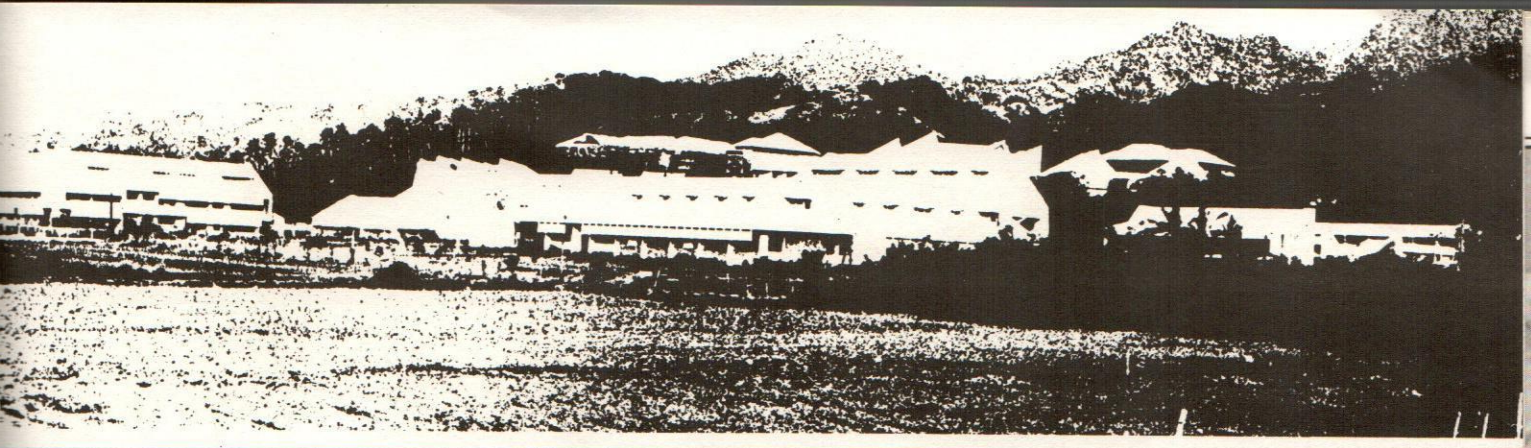
For the ongoing ones, studies varied from recommended cultural practices for sweet potato and performance trials of rice varieties from Thailand to socioeconomic profile of small fishermen and barangay-based rural development programs for small coconut farmers in Leyte. Operating resources of ViSCA students were also surveyed and a follow-up study about College dropouts had been conducted.

## Department of Animal Science and Veterinary Medicine

Researches undertaken by the department sought to develop technologies in Animal Production and Animal Health for adaptation at the barangay level and to verify results of tests in other places which can be adapted in the locality. Completed and ongoing staff researches involved root crops not only as an alternative energy source but also as a basal ingredient in feeds and a supplement food for animals grazed in native vegetation. A performance evaluation of goats under two feeding methods and a study on pasture management under coconut were also conducted.

Student researches dealt on some common animal infections, their causes, prevalence and prevention; and others were on the growth and performance of animals relative to the varied alternate feeds given them.

There were 6 completed and 2 ongoing staff researches and 8 ongoing student researches.



## Department of Agronomy and Soil Science

Of all technical departments in the College, the Department of Agronomy and Soil Science had turned over a significant bulk of contribution both in staff and student researches. The year 1981 saw the completion of 19 staff and 49 student researches while some 23 others were still ongoing with 5 of them handled by staff members and 18 by students.

One of the main objectives of the department is to perform research studies relevant to the development of production techniques on identified priority crops in the region. These vary from root crops, and field and plantation crops to cereals, legumes and vegetables.

Already there were 3 newly approved projects with 11 studies to be implemented in 1982 and consequently 8 individual studies and 12 projects had been endorsed to research agencies for possible funding.

Some staff members had published articles in scientific journals here and abroad.

## Department of Plant Protection

The department staff conducted a total of 9 projects with emphasis on identifying and controlling pests and diseases attacking root crops, coconuts, rice and vegetables. These projects were funded by PCARR, ViSCA, NFAC and PRCRTC.

Students completed 16 research studies and 20 others were ongoing. About 13 project proposals consisting of 48 studies had been submitted to PCARR by the department for possible funding.

Twelve scientific articles reporting the results of researches conducted by staff members had been published in scientific journals such as the Annals of Tropical Research and the Philippine Entomologists.

## Department of Agricultural Chemistry

The department had 8 research proposals consisting of 29 studies prepared in the later part of the year. These had been submitted to research agencies for possible funding.

## Department of Arts and Letters

The research section of the department completed 2 researches and had 3 ongoing studies on social science.

Studies on the formulation and testing of technoguides for the construction of agricultural reading materials, and determination of leadership and communication tasks of selected farmers in Eastern Visayas were worked out. The aspirations of the rural poor in Leyte as affected by their living conditions were intensively investigated.

## SUMMARY OF 1981 RESEARCH PROJECTS

As presented in Table 14, a total of 119 researches in different commodities were completed in 1981 consisting of 21.8% staff and 78.2% student researches.

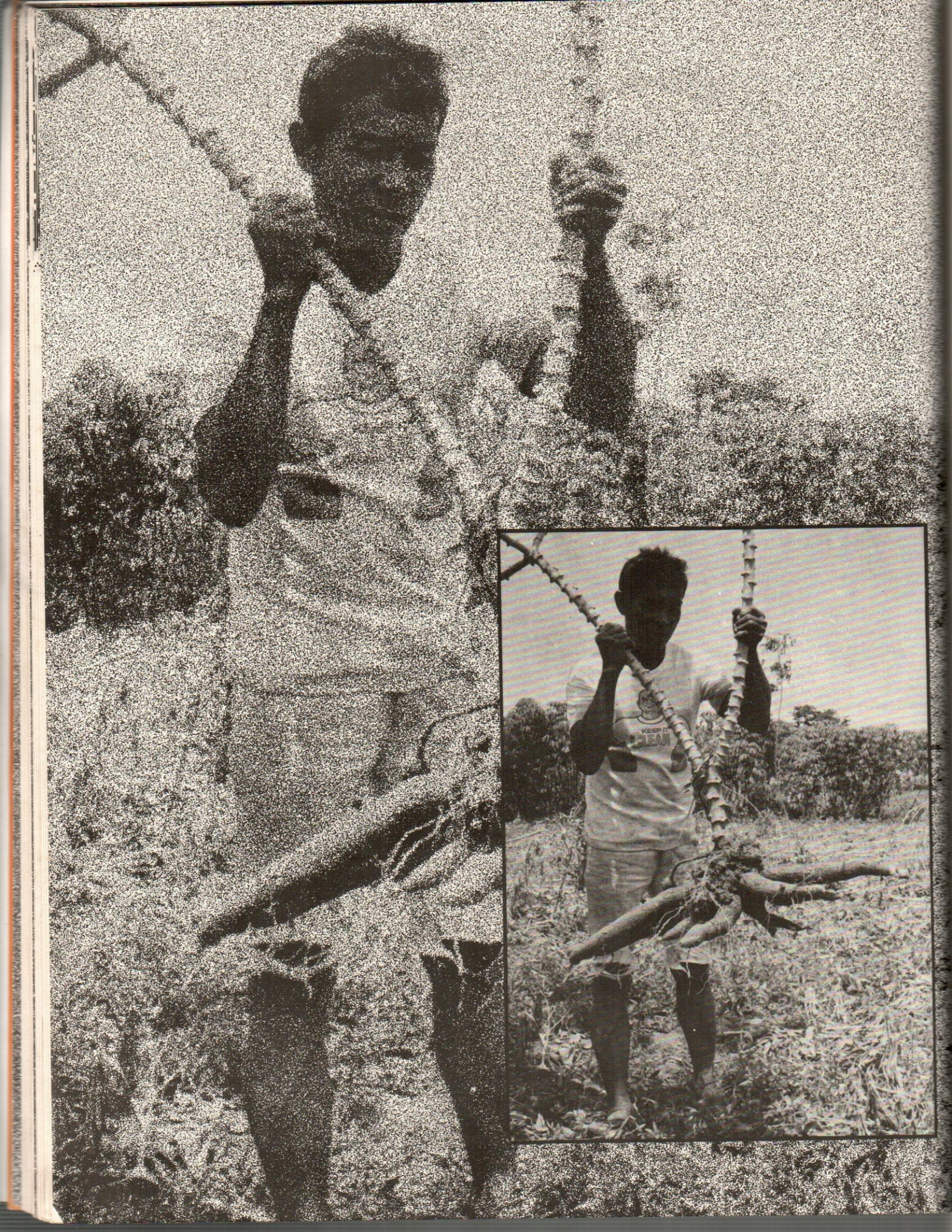
Ongoing researches reached a total of 224 with the bulk of the studies concentrated on root crops.

Completed researches of both staff and students were consolidated and some were published in technical journals and popular publications.

Research in its every aspect, therefore, had been consistently worked out and maintained as one vital function of the College.

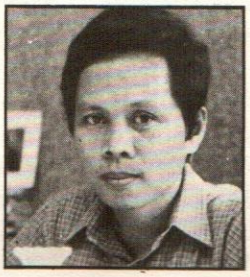
Table 14. Total Number of Completed and Ongoing Researches of the Staff and Students of ViSCA in 1981.

| Commodity | Completed | | Ongoing | |
|---|---|---|---|---|
| | Staff | Student | Staff | Student |
| Rootcrops | 14 | 23 | 67 | 24 |
| Coconut | 2 | 7 | 14 | 9 |
| Abaca | 1 | 1 | 3 | 2 |
| Sorghum | – | – | 1 | 2 |
| Corn | – | 1 | – | 14 |
| Legumes | – | 6 | 1 | 6 |
| Vegetables | – | 1 | 3 | 4 |
| Pepper | – | 1 | – | – |
| Rice | – | 1 | 2 | 2 |
| Cacao | – | 1 | 3 | – |
| Poultry/Swine | – | – | 1 | 6 |
| Beef/Chevon | – | 3 | – | 2 |
| Agroforestry | – | – | 1 | – |
| Forage and Pasture | – | – | 4 | – |
| Weed Science | – | – | – | 1 |
| Sugarcane | – | – | – | 3 |
| Coffee | – | – | – | 1 |
| Fruit | – | – | – | 1 |
| Socioeconomics | 8 | 16 | 15 | 22 |
| Farming Systems | 1 | – | 3 | – |
| Applied Rural Sociology | – | 6 | – | – |
| Agricultural Engineering | – | 26 | – | 7 |
| Total | 26 | 93 | 118 | 106 |



# Extension

*ViSCA takes the leadership and initiative in developing and testing innovative approaches in extension for the dissemination of technology that are best suited to the conditions, needs, and aspirations of the people in rural areas especially the small Visayan farmer and his family.*



ELISEO R. PONCE, Ph.D.
Director of Extension



As in the past, ViSCA's extension activities in 1981 focused not only on the upliftment of the socioeconomic condition of the rural poor but also on the improvement of the total rural community.

The prime consideration of the extension program of ViSCA is to provide an opportunity for the faculty and staff of the College to work directly with its target clientele — — government policymakers, development workers, and the rural people — — in testing novel ideas as in the conduct of manpower trainings, knowledge dissemination and utilization, technical assistance, and action-cum-research programs to demonstrate exciting innovative approaches in rural development, i.e., those that suit the needs and aspirations of the people in rural areas. In launching its extension programs and projects, ViSCA has taken into account interdisciplinary and interagency approaches.

Administratively, ViSCA's extension program is not entrusted to one single office. Rather, it is a cooperative effort of the academic departments and research and training centers of the College under the direction and guidance of the Office of the Director of Extension.

ViSCA has continuously moved towards serving adequately the cause of the rural poor in the Visayas. The rationale, the operational guidelines, and the individual performance of its extension activities are always subjected to review in order to assess the strengths and weaknesses and determine the areas for improvement.

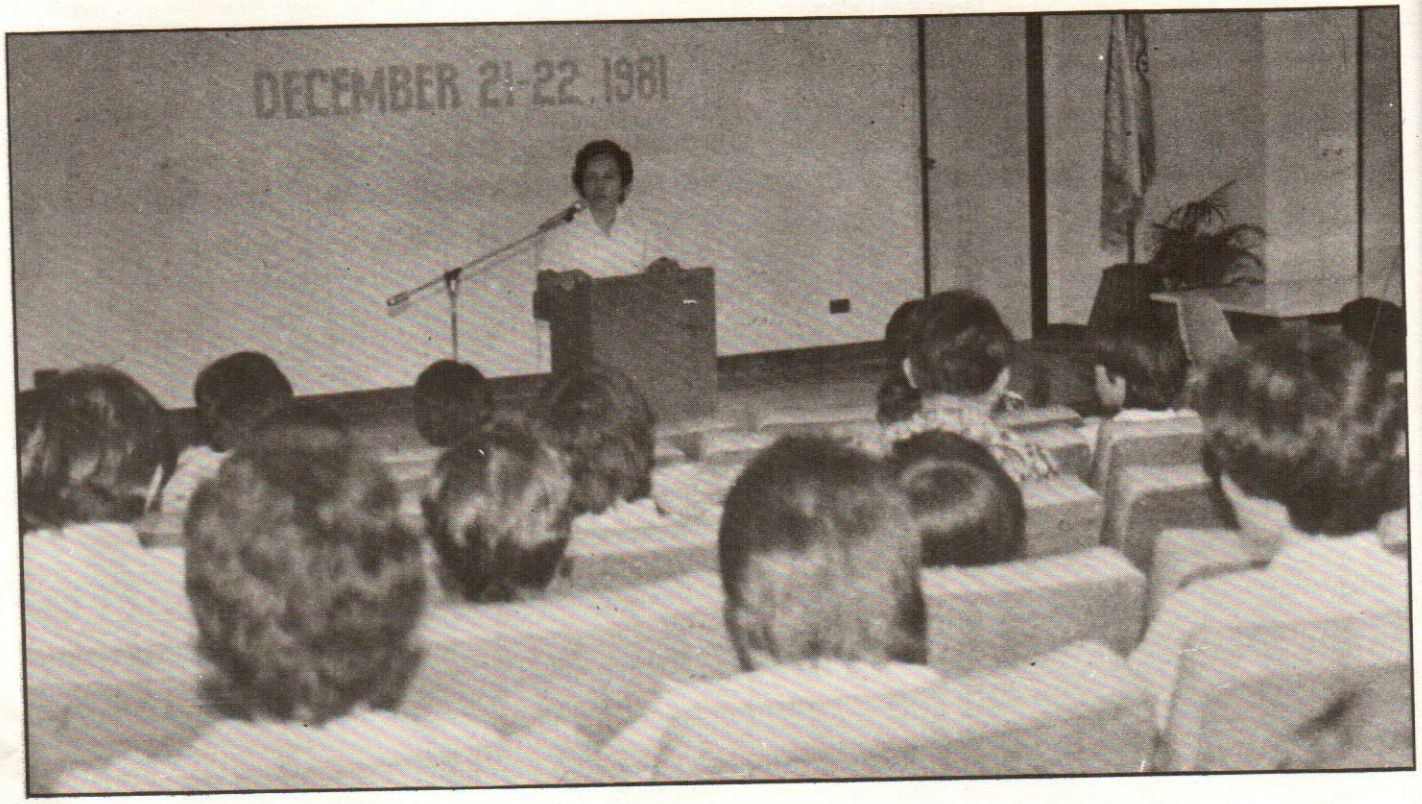
## OFFICE OF THE DIRECTOR OF EXTENSION

The Office of the Director of Extension (ODEx), aside from providing overall administration and supervision of all extension programs and extension-related activities of the different units of the College, conducted a seminar-workshop on June 2-5 on Evaluation and Planning for Cooperative Development Program in Region VIII to determine the status of the cooperative movement of the region, to assess the problems of cooperatives, to promote better understanding of the role of the different government agencies and the private sector in cooperative development, and to evolve a unified cooperative development program.

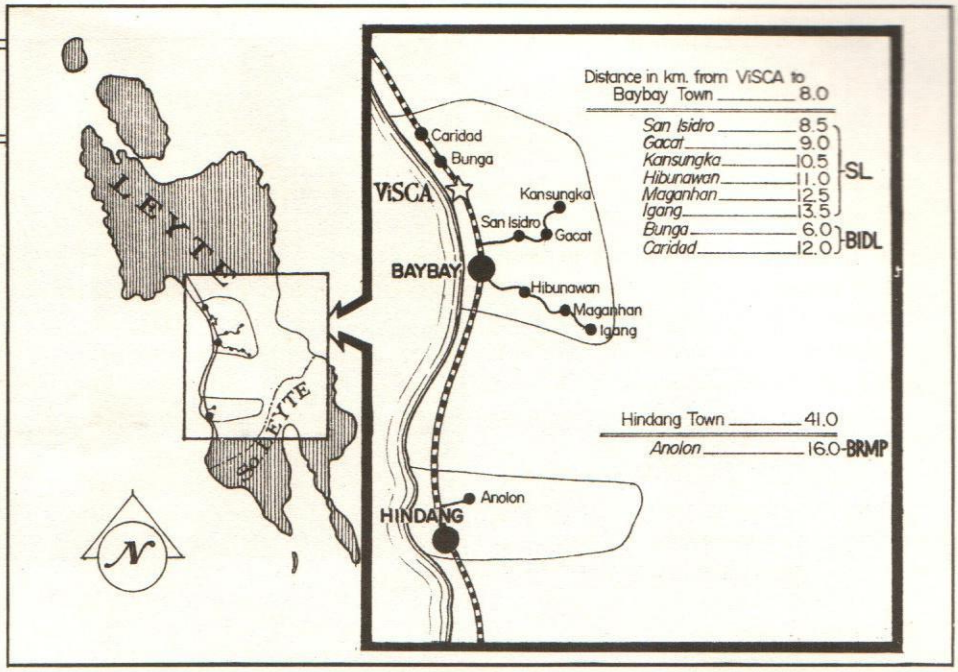
To clarify the extension function of the College, the ODEx initiated a seminar-workshop on the "Articulate of the Extension Function of the Departments/Centers in ViSCA" on December 21-22. Its general objectives were: to determine the research and extension thrust of the College for the 80's, to examine the existing extension programs and projects of the departments/centers in ViSCA, to identify problems in the implementation of these extension programs/projects, to determine the functional relationship between extension and the other functions of instruction and research of the College, and to develop guidelines for the effective implementation of ViSCA's extension program.

In preparation for the extension budget and program proposals, the office had likewise undertaken a program and budget review among the departments/centers to streamline extension responsibilities, programs and projects, and financial requirements for all extension activities.

Through the assistance of the German Foundation for International Development (DSE), the Office was also instrumental in the conduct of the evaluation of the Social Laboratory project and its related extension activities. With the plan to establish a Center for Social Research in Small-Farmer Development (CSR-SFD) at ViSCA, the Social Laboratory, by 1982, will be made into an action-research study area for ethnographic studies on the social dynamics of planned change at selected lowland villages in Leyte.



## EXTENSION RESEARCH AND DEVELOPMENT DIVISION




*ERDD Service Areas*

The Extension Research and Development Division (ERDD), which formulates, conducts and evaluates rural development strategies that are suited to the needs and conditions of the rural areas, had continued the services of the three rural development models, namely: the Social Laboratory (SL), the Barangay Industries Development Laboratory (BIDL), and the Barangay Resources Mobilization Program (BRMP).

All of these three pilot projects were designed to increase the people's participation in decision-making and in the development process. The support of the ViSCA staff members working directly under these pilot projects has played an important role on ViSCA as it relates to its aim of developing the poorer sector of the region. Meetings with the barangay residents were conducted to inculcate the spirit of cooperation and social consciousness. In addition, varied assistance to barangay associations, organizations, and cooperatives were provided.

The areas of concern and the specific assistance extended by the ViSCA extensionists towards the residents of the aforementioned development models were the following:

1. *Leadership Development and Institution Building*

- Extended advisory and consultancy services to thirty-five associations in the barangays. Some of these groups included the Rural Advisory Council, Rural Consultative Board, Rural Women Association, Home Industries Association, Rural Youth Club, Consumers' Cooperative and Credit Clubs.
- Conducted a seminar-workshop on program planning to forty-two farmers, thirty-six rural women and thirty-six rural youths.
- Assisted selected barangay leaders to attend the "Second General Rural Workers Organization Course" at Tacloban City under the sponsorship of the Ministry of Labor and Employment.
- Organized one additional Rural Women Association in barangay Bunga to foster closer relationship and understanding among the rural women in the barangay.
- Revitalized one Samahang Nayon Association by conducting seminars among the members.

2. *Agricultural Production*

- Assisted 666 farmers on crop technology and 59 animal raisers on animal technology through consultation and field/home visits.
- Facilitated the release of rice and corn production loans of 57 farmers with a total loan amount of ₱29,550.02 from the Leyte Cooperative Rural Bank. It also assisted three barangay residents in releasing loans for duck raising in the amount of ₱1,825.00.
- Trained 51 farmers on animal health and castration of piglets.
- Established two demonstration farms at barangays Maganhan and Hibunawan on Masagana 99 production. A sabog tanim yield trial was also established to verify its feasibility on rainfed lowland rice fields. Additionally, a corn demonstration yield trial on population density using Mexican hybrid flint corn variety was also conducted.
- Introduced some technology on increasing crop productivity through agro-reforestation, contour farming, strip planting and covercropping techniques.
- Distributed 450 ipil-ipil and 250 cacao seedlings and one-fourth kilo covercrop seeds such as kudzu, centrocema and colopogenium to twenty farmers.
- Conducted short training courses on the 16 steps of Masagana 99 production including postharvest handling technology to thirty eight farmers of Anolon, Hindang, Leyte.

3. *Family Living Education*

- Trained 70 rural women of barangay San Isidro on the preparation and processing of locally produced vegetables, and on proper nutrition and backyard vegetable gardening.
- Conducted skills training to twenty-five members of the Rural Women Association at Barangay Bunga on food preparation and preservation with emphasis on native delicacies from root crops and coconuts, and on garment selection and construction.
- Extended advisory and consultancy services to seventy-six rural women on child care, nutrition, family relations, and financial management.

4. *Youth Development*

- Supervised four youths engaged in duckery (egg-type).
- Assisted eighty barangay youths in their income-generating projects, sociocultural activities and community development projects.

5. *Cottage Industry Development*

- Assisted 57 rural women engaged in macrame and "butay" bag-making, 3 women in egg salting and 5 men in bamboo craft for skill acquisition and product quality improvement.
- Assisted one barangay association in training its fifteen members on sanika weaving and waste basket and tray making using coco-midribs and bamboo materials.
- Assisted two barangay associations in finding marketing outlets for macrame products.
- Constructed innovative time-saving and low cost devices useful for cottage industry such as nito splitter, rattan wicker machine, wood lathe machine, modified drill press and charcoal stove.

6. *Community Facilities Development*

- Assisted residents of the six Social Laboratory barangays in improving barangay sports facilities, repairing community newsboard, consumer's outlet building and purok centers, and constructing incubator house, Botica sa Barangay building, community health center, display and training center and a multipurpose pavement.
- Assisted residents of one Social Laboratory barangay in making waterways and concrete culverts to minimize road destruction during heavy rains.
- Assisted in making a waterpump and a conventional bridge through cooperative efforts of the barangay residents.


7. *Sociocultural and Sports Development*

- Awarded eight outstanding Social Laboratory residents in the field of leadership, agriculture, and savings.
- Held a harvest thanksgiving presentation called "UBAG 81" participated in by residents of the Social Laboratory barangays.
- Assisted residents of the six barangays in their fiesta celebration especially in the conduct of sports competition.

8. *Inland Fishery Development*

- Dispersed 300 carp fingerlings to barangay Gacat inland fishery cooperators.
- Conducted a seminar on fish culture to nine farmers of Barangay Igang.

## ACADEMIC DEPARTMENTS AND RESEARCH CENTERS

The teachers and researchers of the different academic departments and research centers of ViSCA were also involved in various rural development works. The facilities of ViSCA were used for communicating extension activities as evidenced by the nonformal trainings, seminar-workshops and conferences held within the College campus. Specialist support and information dissemination activities were extended directly to various barangay organizations, private institutions and government agencies whose tasks were also related to extension.

The following were the accomplishments of the academic departments and research centers of the College related to extension activities:

1. *Nonformal Education*

- Conducted a nonformal education on improved livelihood in Barangay San Paglaum, Sab-a Basin. Some 28 farm families were involved in this program. A Rural Development School was organized in the aforementioned barangay.
- Sponsored local and international training courses on rootcrops. A total of 45 participants composed of agronomists, technicians, extensionists and researchers were trained in this area at the ViSCA campus.
- Accommodated a number of excursionists, visitors, and College guests and treated them to campus guided tours through the assistance of selected staff members from the different academic departments, research and training centers of ViSCA. Lectures on the different projects of the College were conducted during these tours.

2. *Technical Assistance and Related Services*

- Involved in the development of technoguides for use by extension workers and farmers in the dissemination of selected agricultural technologies.
- Maintained a community newsboard in the College campus where newspaper clippings of current events were posted to keep the ViSCA residents abreast with significant local, national and international happenings.
- College experts and scientists served as resource persons/speakers in various seminars, workshops, and conferences on various topics such as root and tuber crop germplasm evaluation and utilization, communication, rural development, cooperatives, farm management and marketing, and agricultural education conducted either within or outside ViSCA campus. Some staff members of the College also served as consultants on hillside grazing and erosion control projects of a neighboring town.
- Maintained a Plant Pest Clinic in the campus with a core staff of subject matter specialists in various fields of plant protection. Farmers from neighboring barangays, researchers from the different centers and departments of the College, students conducting their theses, and extension workers from the different line agencies of the government were the regular clientele of this clinic.
- Distributed vegetable seeds and forage planting materials to rural development workers, cattle farmers, teachers and other workers of private and government agencies.
- Established demonstration field trials in farmers' fields related to cultural management and cropping practices.

3. *Knowledge Utilization and Dissemination*

- Maintained a display center in the campus to show College accomplishments in the field of instruction, research and extension. An exhibit was also put up during the agro-industrial fair in the municipality of Baybay.
- Conducted an information drive to various schools and colleges throughout the Visayas and Mindanao about ViSCA's curricular offerings and the scholarship grants to deserving students
- Disseminated semi-technical publications to interested individuals, visitors, excursionists, guests, trainees and farmers publicizing research results and recipes utilizing root crops and by-products.

## REGIONAL TRAINING CENTER FOR RURAL DEVELOPMENT

The achievements carried out by the ViSCA-based Regional Training Center for Rural Development (RTC-RD) had made the task of unifying rural development efforts of ViSCA into a more expressive and meaningful package.

In retrospect, 1981 was a very productive year for the Center. Among several things, it conducted 13 training seminars on four levels of participants in Regions VII and VIII. This accounted for 698 individuals coming from the private sector and various government line agencies, with an equivalent output of 2,350 participant man-weeks. More than these figures, however, the participants reported in a study that the training conducted by the Center had positive effects on their professional growth and on the communities they serve.

Other activities of the Center were likewise aimed at improving the state of the rural poor. Staff competencies, broadened and honed through meetings, consultations, in-service trainings and exposure to novel experiences were ultimately aimed at understanding the clientele and the conditions around which they live. The utilization of the Center's facilities by other entities was also programmed so that only activities designed to engender rural development were given priority accommodation.

1. *Training Course Operations*

The central focus of RTC-RD's operation was the design, conduct and evaluation of training courses. A total of 13 training courses were conducted by the Center, covering 698 participants coming from the different sectors of the Visayas identified as contiguous areas where critical development potentials and services are ecologically interlinked. Participants of the training were the farmer-leaders, extension workers, subject matter specialists, and field supervisors of government agencies in Regions VII and VIII involved in agricultural and rural development.

Aside from the aforementioned trainings, the Center was also instrumental in the implementation of five other trainings conducted by its partner center, the Farmers' Training Center for Rural Development based at the Sab-a Basin.

2. *Training Curriculum Development*

In the context of PTC-RD operation, the training curriculum development involves the formulation of situation-oriented training course designs. Thirteen (13) course designs were developed for the trainings conducted of which four major concerns were given prominence. These were: setting the atmosphere; establishing unifying frameworks; understanding program and technology packages; and adopting action programs for area development.

The training course designs developed offered a variety of subject matter areas which could be broadly categorized into production and social technology.

3. *Training Research Operations*

The documented output along this line included area profiles, participants' profiles, entry and post behavior indices of training participants, resource persons's evaluation reports, training management evaluation reports and an area development action program review. A set of monitoring instruments was also devised as an additional feedback mechanism. To date, the unit has received a number of feedbacks using these instruments. These feedbacks will be later synthesized into a documented report.

Another major accomplishment of the Training Research Operations was the conduct of an impact evaluation of RTC-funded integrated trainings held in 1980 for Leyte island. Though limited in scope, the findings of this initial undertaking had been found useful to the Center activities.

4. *Training Aids Development*

The general thrust of training aids development is the translation of abstract concepts and operational processes involved in learning activities into comprehensive graphics and instructional materials. This is a major concern of the Media Facility Services of the Center.

In response to this concern, several aids to support modular presentation during training were developed. These included briefing charts, slides, and graphical presentations in transparencies.

5. *Publication Development and Production*

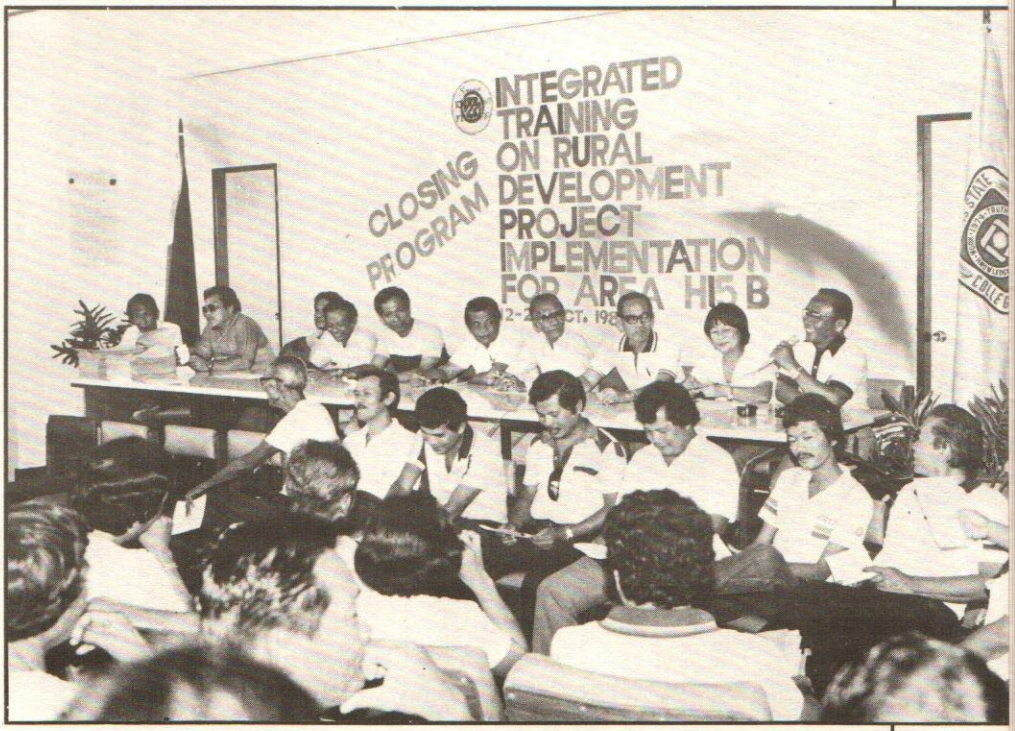
To provide useful references for the training staff, its clientele, resource persons and other entities, the Center produced a number of publications which were as follows: a technical paper in abbreviated form on various subject matters involving production technology and social economics; area profiles; participants' profiles; terminal reports on training course operations; and press releases and articles in newspapers and magazines.

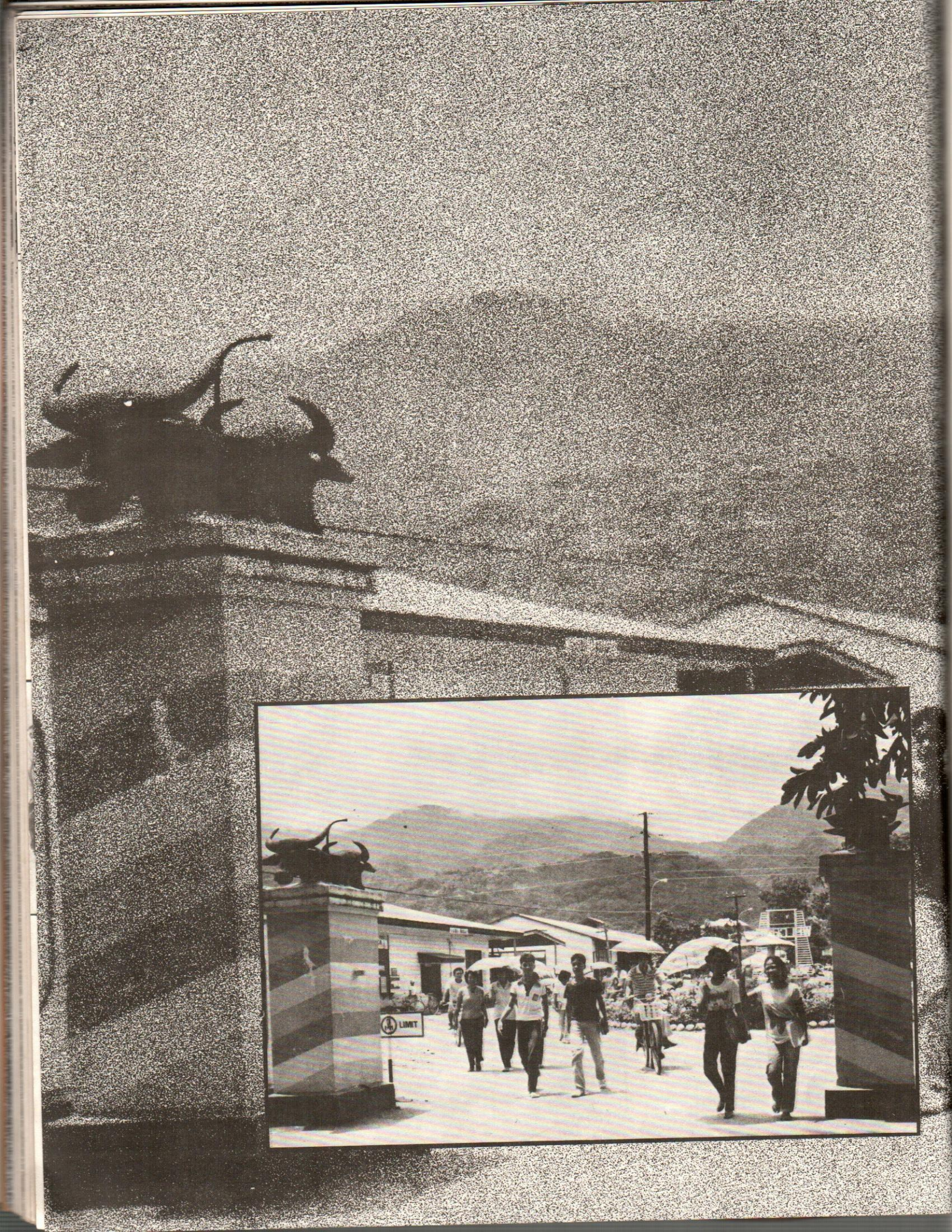
6. *Institutional Capability Development*

The Center has continued to manage training courses by task force, responsible for planning, implementing, monitoring and evaluating a particular training course operation. Closer coordination with the FTC-RD in Sab-a Basin was also worked out through regular consultations spearheaded by its director and RTC-RD's director to thresh out operational problems or to implement new procedures and standards.

With the main purpose of obtaining common work orientation to training and its related activities, some staff were sent to work conferences sponsored by the network and other entities. These were the Curriculum Development and Delivery Course held at the University of Southern Mindanao, Cotabato in August; the Records Management Seminar sponsored by the Ministry of Education and Culture at Tacloban City in February; the National Training Center (NTC) sponsored training attended by a staff as a task force member of UPLB in September; the Rural Development Training Review and Improvement Program at ViSCA in May; and the Effecting People Centered Development Resource and Institutional Planning Review Programs consecutively held at Los Baños, Laguna in November and December.

In addition to sending the staff to work conferences, it was also made a point for the staff to meet regularly through meetings. Such meetings served as forums for meaningful exchange of new ideas and experiences that will reinforce staff competencies. Furthermore, the Center Executive Board was constituted to assist the director in making decisions regarding personnel and budgetary performance. Strong linkage between the Center and its cooperating ministries had been forged in order to have a strong and unified efforts in the implementation of rural development programs and projects.

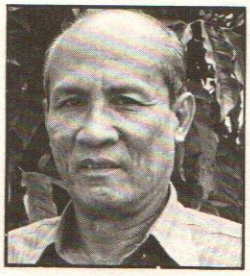



LIMIT

# Auxiliary Services

*The auxiliary units serve the ViSCA populace through sound library collections, efficient and effective primary health care delivery system, and help students maximize potentials in classroom and in social-psychological environment.*

L. K. MIRANDA M.S.
Chief Librarian



M. A. ANCHETA, M.A.
Director of Student Affairs

I. P. BERTULFO, M.D.
Head of Infirmary



**Complementing the efforts of the departments, centers and offices of ViSCA in the implementation of its programs and projects are the auxiliary units, namely: the Library, the Infirmary, and the Office of Student Affairs. The expansion and intensification of the individual services of these units have been undertaken to keep pace with the growing ViSCA academic community.**

**The Library as the intellectual resource center of the College had continuously acquired reading materials in various aspects of human interest supportive of the instruction, research, and extension activities of the College. Technical services of the staff have been boosted as its physical facilities were expanded and improved.**

**The delivery of the health services to the ViSCA community hinges on the capability of the infirmary unit. Thus, the full operation of its facilities and equipment had gained significant headway in providing medical and dental care for the ViSCA populace.**

**The Office of the Student Affairs had satisfactorily achieved its objectives relative to the welfare of the students. With the spacious place at the College Union, the venues for guidance and counseling services had been much improved. Likewise, the place enhances the capability of the staff to help the students maximize their potentials in classrooms and in their sociopsychological environment.**

## THE LIBRARY

*The most significant development of the ViSCA library was the putting up of a sound library collection necessary to support the different programs and projects of the College. Realizing the importance of its role in the ViSCA academic community, its physical facilities have been improved.*

### Collection Development

- Acquired additional 2,007 volumes of library materials, thus increasing the number of accessions from 29,150 in 1980 to 31,157 in 1981. 1981.
- Received 122 serial titles from local and foreign sources, making a total of 665 titles.
- Compiled and bound old issues of periodicals.
- Acquired numerous library equipment, such as microfilm readers, slides, filmstrips, and overhead projectors. Also received electric typewriter, floor polisher, and other library equipment necessary for the improvement of its daily operations.

### Facilities Improvement

- Expanded the library building to accommodate a seating capacity for 300 people.
- Established a serial reading room and a microfilm collection section.

### Staff Services

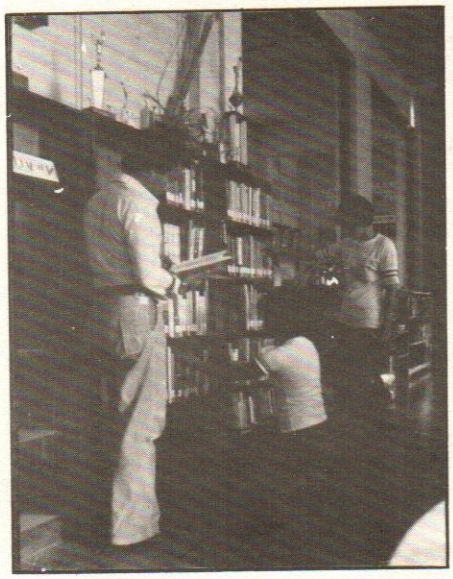
- Operated on a 77-hour-per-week service to students and staff.
- Furnished the ViSCA community with a regular list of new acquisitions for information and easy references.

Conducted the regular orientation program to freshmen students on the proper use of library materials.

- Published volumes of indices to local magazines and prepared a bibliography of undergraduate and graduate theses, dissertations and case studies. Also produced a library handbook for dissemination to freshmen students.
- Maintained the operation of the bindery section to service the needs of the students and staff.

### Personnel Development

- Conducted regular staff meetings to monitor the implementation of new procedures and standards and to thresh out operational problems.
- Sent some staff members to training courses and seminar-workshops. These included the attendance of the Chief Librarian to a two-week international training course in Oxford, London on September 7-19 and of a library assistant to a two-day seminar-workshop on "Developing Resources for Academic Libraries" held in Cebu City on May 14-15.



## THE INFIRMARY

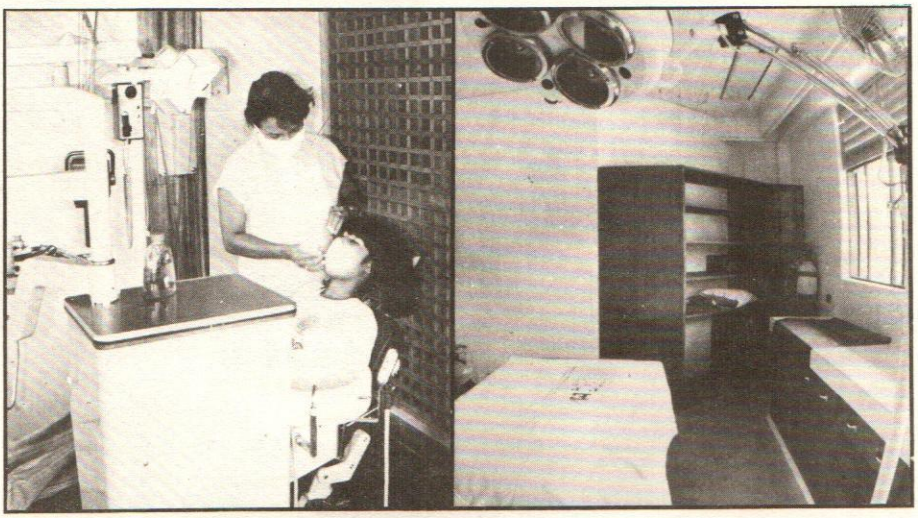
*Manned by two resident physicians, a dentist, two nurses, a medical/dental attendant, and a clerk, the ViSCA Infirmary had efficiently and effectively provided medical and dental services not only to the ViSCA residents but also to the people in nearby barangays. The number of treatments and consultations during the year rose considerably to a total of 13,567 medical services and 3,776 dental services.*

### Medical and Dental Services

The specific accomplishments of the ViSCA Infirmary along these areas are as follows:

| *1. Medical Services* | *Number of Consultation /Treatment* |
|---|---|
| Consultation and treatment of students | 3,047 |
| Consultation & treatment of faculty and staff members | 1,644 |
| Consultation & treatment of staff dependents & outsiders | 2,042 |
| Physical examination of faculty members, staff and new applicants | 1,765 |
| Annual physical examination of students for enrolment | 1,996 |
| Immunization of students, staff and their dependents and outsiders for prevention of cholera, thyphoid, DPT and polio | 3,073 |
| Total | 13,567 |

| *2. Dental Services* | *Number of Consultation /Treatments* |
|---|---|
| Dental examination of students & staff members | 1,552 |
| Dental prophylaxia | 662 |
| Gum treatment | 349 |
| Tooth extraction and filling | 1,243 |
| Total | 3,776 |



### Preventive Measures for Communicative Diseases

In addition to medical and dental consultations and treatments, preventive measures to control communicable diseases were likewise undertaken through periodic immunization of ViSCA residents and routine inspection of student dormitories, staff cottages, apartments, cafeterias, and canteens with emphasis on garbage and sewage disposal. Preventive dentistry through floridation among students and staff were also conducted during the year.

### Health Education Program

The Infirmary staff had continued to respond to the health needs of the community through the Health Education Program. Various topics related to family planning, drug addiction, nutrition, sanitation and other related health care services were conducted through lectures, informal group discussions, staff meetings, and publication to school magazines.

### Staff Development

With the purpose of improving the competencies of the staff members of the Infirmary, the College sent some of its personnel to training and seminars. These included the attendance of one resident physician to a six-month training in general medicine at Cebu City from February 9 to August 9, and of the school dentist to a scientific seminar for dentists at Tacloban City.

## THE OFFICE OF STUDENT AFFAIRS

*Services extended by the Office of Student Affairs were in the areas of guidance and counseling, scholarship and diagnostic examinations, student accommodation, financial assistance, job placement, and coordinating academic and co-curricular activities.*

### Financial Assistance

To help lighten the financial problem of the students, the College with the coordination of the Office of Student Affairs continued to offer three forms of financial assistance, namely: a) awarding of academic scholarships, b) work-study grants, and c) extending emergency loan to students.

*1. Scholarship Program*

Of the total student population of 1,369 and 1,260 in the first and second semesters, 616 or 45.0 percent and 584 or 46.4 percent, respectively, were granted academic scholarship (Table 15) by ViSCA and by other government agencies and some private entities.

Aside from the entrance scholarships, the honorific scholarships, and the full/partial scholarships which are regularly awarded by the College, an Advanced Credit for Exceptional Students (ACES) program had been implemented during the year. Likewise the stipend for ViSCA scholars had been increased from ₱ 150.00 to ₱ 200.00 per month for partial scholars and from ₱ 200.00 to ₱ 300.00 per month for full scholars. Each honorific scholar was given a monthly stipend of ₱50.00.

**Table 15. Scholarship and Other Forms of Assistance to Students and Number of Recipients**

| Category | Number of Recipients 1st Semester (SY 1981-82) | 2nd Semester (SY 1980-81) |
|---|---|---|
| **ViSCA Scholars** | | |
| Entrance (Freshmen) | 24 | – |
| Honorific (Valedictorian and Salutatorian | 32 | – |
| ACES (Freshmen) | 1 | – |
| Full (Upperclassmen) | 18 | 45 |
| Partial (Upper classmen) | 42 | 65 |
| Sub-total | 117 | 110 |
| Percent to total enrolment | 8.6 | 8.7 |
| **Scholars of Other Government Agencies/Programs** | | |
| State | 8 | 6 |
| NISGP | 1 | 1 |
| PHILSUCOM | 5 | 5 |
| NSDB | 1 | 1 |
| NFAC | 3 | 3 |
| PDSP | 8 | 8 |
| FORI | 2 | 2 |
| SNPL | 28 | 20 |
| Sub-total | 56 | 46 |
| Percent to total enrolment | 4.1 | 3.6 |
| **Scholars/Grantees of Private Agencies** | | |
| COCOFED | 429 | 413 |
| Bayanihan Foundation | 4 | 4 |
| Rotary Club of Ormoc | 6 | 6 |
| SSFRC | 4 | 5 |
| Sub-total | 443 | 428 |
| Percent to total enrolment | 32.4 | 34.0 |
| GRAND-TOTAL | 616 | 584 |
| Percent to total enrolment | 45.0 | 46.4 |

2. *Work-Study Grants*

This program allows students to work part-time during off-class hours. It entitles them to receive ₱2.00 for every hour of work but not to exceed 100 hours per month if done during the regular semester. For the year under review, a total of 790 students were granted assistantships, enabling them to receive a total amount of ₱ 93,389.70 (Table 16).

3. *ViSCA Student Emergency Loan Fund (ViSCASELF)*

This provides monetary assistance to students for urgent purposes. The Office of Student Affairs had initiated the raising of the ceiling loan from ₱120.00 to ₱150.00 per applicant which prompted the College to disburse a total amount of ₱ 81,525.00 to 727 applicants (Table 17).

**Table 16. Number of Students on Part-Time Work and Amount Paid.**

| Category | Number of Student Assistants | Total Amount Released |
|---|---|---|
| College Students | 599 | ₱ 70,633.95 |
| High School Students | 191 | 22,755.75 |
| Total | 790 | ₱ 93,389.70 |

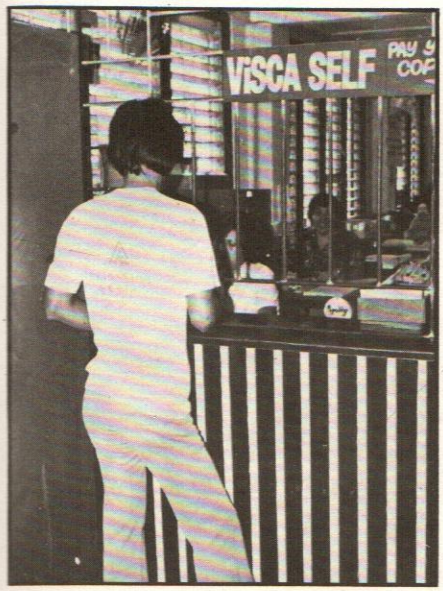



**Table 17. Number of Student Borrowers and Amount Released.**

| Month | Number of Applicants | | Total | Total Amount Released |
|---|---|---|---|---|
| | College | High School | | |
| January | 127 | – | 127 | ₱ 13,330.00 |
| February | 35 | – | 35 | 3,380.00 |
| March | – | – | – | – |
| April | 12 | – | 12 | 1,500.00 |
| May | 12 | – | 12 | 1,155.00 |
| June | – | – | – | – |
| July | 125 | – | 125 | 13,190.00 |
| August | 96 | 1 | 97 | 11,090.00 |
| September | 86 | 4 | 90 | 9,895.00 |
| October | 1 | 5 | 6 | 695.00 |
| November | 1 | 5 | 6 | 720.00 |
| December | 215 | 2 | 217 | 26,570.00 |
| Total | 710 | 17 | 727 | ₱ 81,525.00 |

*The opening ceremony of the ViSCA students' sports festival.*

## Student Accommodation

ViSCA is primarily a live-in institution, hence, housing is one of the major services undertaken by the Office of Student Affairs. An average of 903 students or 64.9 percent of the total student population have been accommodated in 17 College student dormitories, cottages, and residence halls (Table 18).

In an effort to accommodate more occupants and to provide comfortable residences, five dormitories were repaired during the year and one staff cottage was converted into a women's dormitory. Eighteen fire extinguishers, five sala sets, and four 10,000-watt variable transformers were acquired and distributed to the different dormitories. A cooking shed also had been added in one of the men's cooking dormitories.

Likewise, the management of campus dormitories had been strengthened through better policies and procedures and improved facilities.

Moreover, the Office of Student Affairs had been instrumental in the improvement of some catering houses that serve the students. Like the dormitories, canteens and cafeterias have been subjected to regular evaluation to improve its services.

*A typical student dormitory at the ViSCA campus.*

**Table 18. Number of Students Accommodated in Student Dormitories, Cottages and Residence Halls.**

| Category | Number of Dormitories | Number of Residents |
|---|---|---|
| Men's Dormitories | | |
| Cooking Dorm | 2 | 150 |
| Non-cooking Dorm | 3 | 226 |
| Sub-total | 5 | 376 |
| Women's Dormitories | | |
| Cooking Dorm | 8 | 327 |
| Non-cooking Dorm | 4 | 200 |
| Sub-total | 12 | 527 |
| Grand Total | 17 | 903 |

## Student Organizations

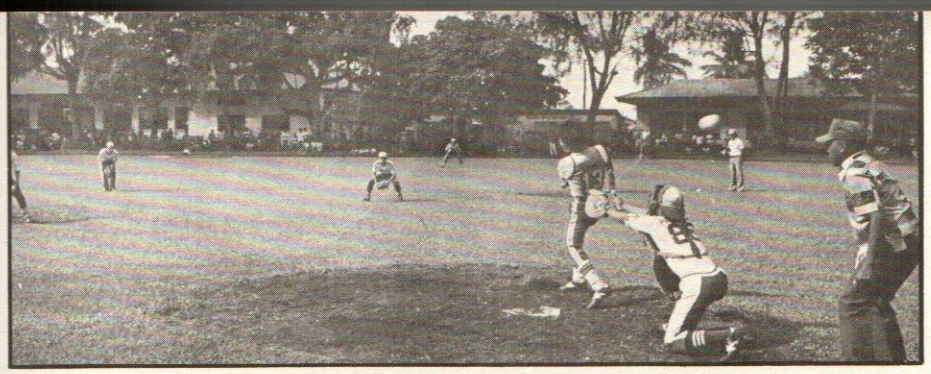
With the restoration of the students' right to form into associations/organizations in the campus whose aims and purposes are not inimical to the interest of the school, 31 student groups were recognized during the year, ten of which were fraternities and sororities and the rest were cultural and course-related organizations.

With the coordination of the Office, the Supreme College Student Council initiated a number of laudable activities and projects during the year and had been instrumental in building closer relationships between the administration and the student body through joint sponsoring of a series of sociocultural presentations, sport activities, and student-faculty dialogues.

## Guidance and Counseling

As a continuing service of the OSA, a total of 112 students were given a battery of psychological tests aimed at assisting them to cope with their personal-psychological and social problems. Seventeen counseling groups have been formed for regular group counseling sessions. Discussions of problems, launching of valuable projects, and group dynamic exercises were among the activities.

To guide students in their choice of major courses, individual counseling,



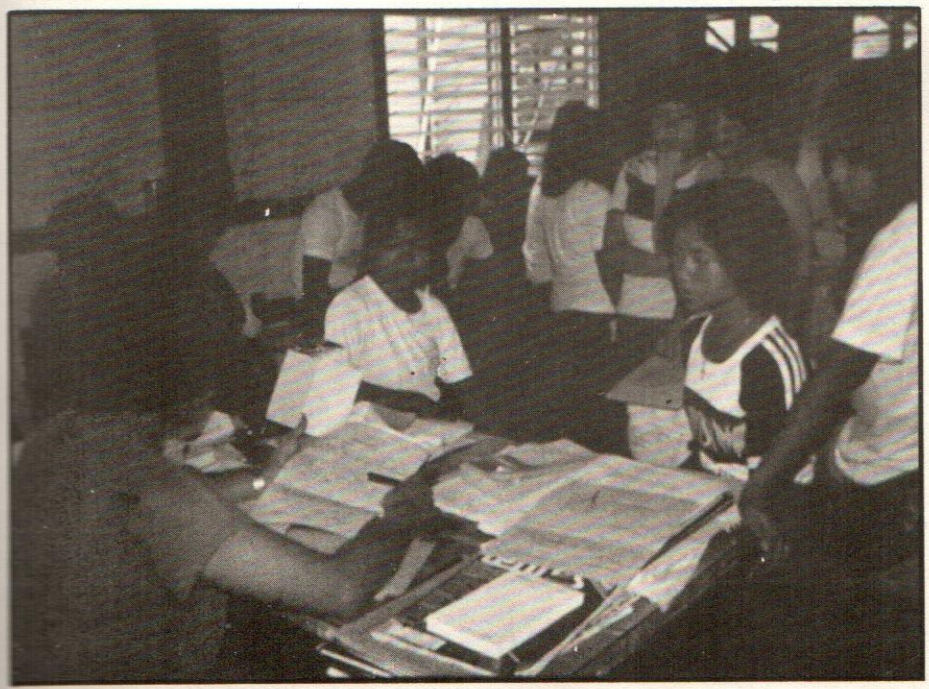
*A dual meet between ViSCA and UP-Tacloban students held at the ViSCA campus in November 1981.*

freshmen orientation, and a career seminar for sophomore students were also conducted.

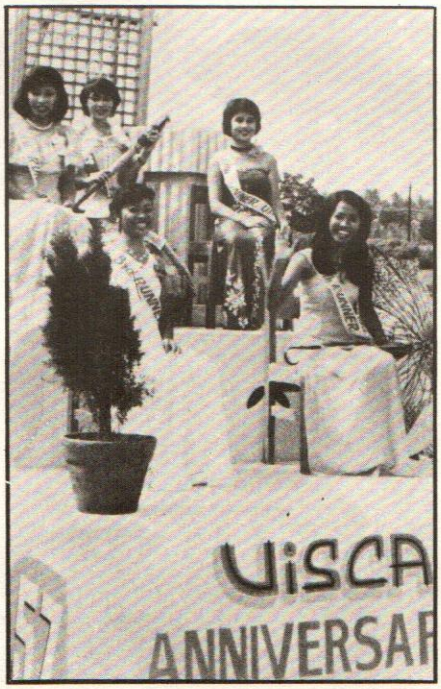
As part of the guidance program and the extension services, the Office of Student Affairs administered psychological, promotional, and clerical tests to 220 job applicants and promotion aspirants of the College.

## Freshmen Admission

The administration of the 1981 ViSCA Admission Test (ViSCAAT) for freshmen students had been entrusted to the Office of Student Affairs. The test was conducted in January in thirteen designated testing centers strategically located in Eastern and Central Visayas and in Northern Mindanao.

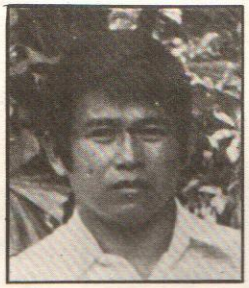


*Left, a dialogue between students and faculty to build a closer relationships and to have a strong and unified efforts in the implementation of new programs and projects. Below left, counseling groups have been formed to help students cope with their personal-psychological and social problems.*



# Administrative and Supportive Services

*The massive development of ViSCA's resources in terms of functionality as well as the grandness of its conception has dramatically transformed the College into a more dynamic and progressive agricultural complex in the Visayas.*



SAMUEL S. GO, Ph.D.
Vice President
for Administration

The increasing share of the school's budget for the general administrative and supportive services as well as the amount alloted for capital operations has been both a challenge and a privilege. It is a challenge in that it involves more functions and greater responsibilities, and it is a privilege because it gives an opportunity for the College to invest on more programs and projects to help achieve its mission as an effective national instrument in agricultural and rural development.

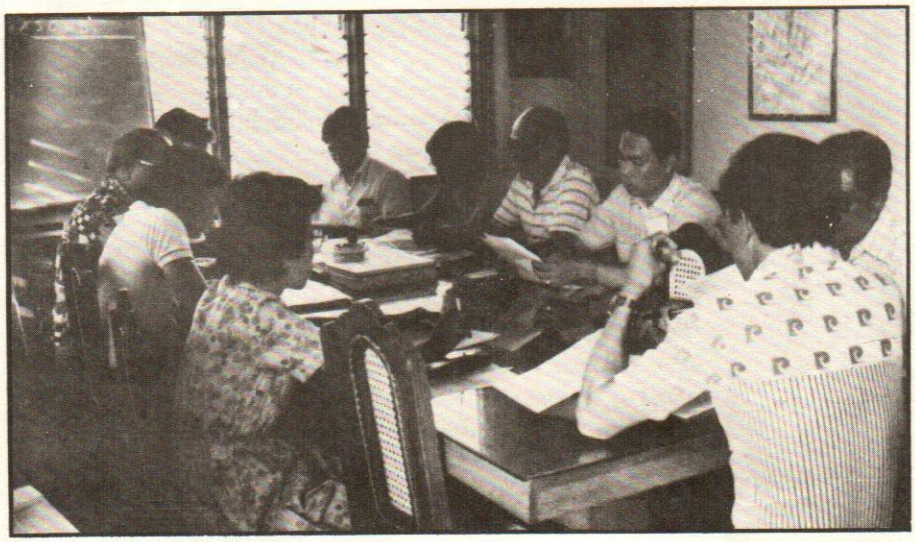
The year 1981 was again a time of fulfillment for the offices under the general administration as they continued to provide needed services in the implementation of the instructional, research, and extension functions of the different units of the College.

Though the physical evidences of their untiring services were not tangible, the better proof could be seen in the physical changes that ViSCA underwent in the last seven years since its conversion into a state college in May 1974. The massive development of resources in terms of functionality as well as grandness of its conception has dramtically transformed the College into a more dynamic and progressive agricultural complex in the Visayas.

The efforts undertaken primarily strengthened the development programs of every unit of the College. Since this report has reflected the highlights of its accomplishments, ViSCA hopes to emerge from the experience more knowledgeable, stronger, and better equipped with innovative methodologies in program formulations and policy implementations to accelerate more vigorous development in the years to come.

## ORGANIZATION AND ADMINISTRATION

In order to expedite and effectively control the operation of the administrative functions of the College,ViSCA has kept on realigning its manpower to effect an organization that would keep it abreast with the changing times.



Some basic functional units were established and essential reorganization was undertaken.

**Reorganization of Administrative Offices**

*1. Development Planning Office and Budget Office*

The Development Planning Office was fused with the Budget Office, and now named as the Planning and Budgeting Office under the direct supervision of the College President. The merging was necessary to enable the staff of both offices to coordinate and perform the keyrole in the development planning and the budgeting functions of the College.

*2. Internal Control Unit and Office of Business Affairs*

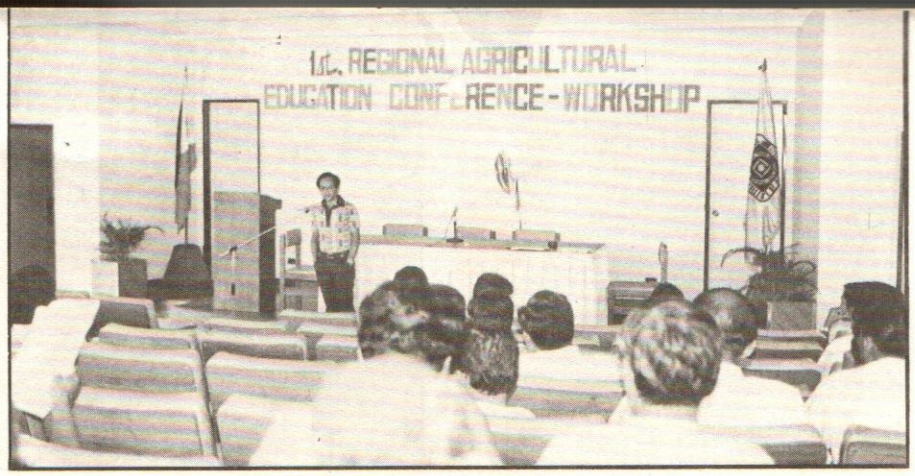
To streamline the flow of business operations, the Internal Control Unit (ICU) which was formerly headed by the Budget Officer was transferred and placed under the control of the Director of Business Affairs. The ICU was established in April 1981 whose main responsibility is to pre-audit all business and financial transactions of the College. The putting up of the unit was in line with the circular of the Commission on Audit (COA) to partially transfer the pre-audit function of the COA to the management.

*3. Personnel Office and Vice President for Administration*

The Personnel Office which was directly responsible to the College President in the previous years was placed under the direct supervision of the Vice President for Administration. However, the Offices of the Director of Instruction, Director of Research, and the Director of Extension, and the Personnel Office have maintained a direct channel of communication as far as academic personnel matters are concerned. All matters therefore pertaining to administrative personnel shall be coursed through to the Office of the Vice President for Administration.

*4. Office of Business Affairs and Office of Administrative Affairs*

To improve work distribution and delineate the jurisdictional areas of supervision, the administrative functions of the Office of Business Affairs (OBA) were relega-




ted to the new office, called Office of Administrative Affairs (OAA) headed by an Administrative Officer. Under this setup, all offices involved in financial transactions were placed under the supervision of the Office of Business Affairs, while those performing administrative functions were put under the control of the Office of Administrative Affairs. The Director of Business Affairs and the Administrative Officer are under the general supervision of the Vice President for Administration.

*5. Office of the Director of Extension*

The duties and responsibilities of the Office of the Director of Extension was realigned in such a way that its main function will purely be on monitoring and coordinating all extension programs and other extension-related activities of the different units of the College. The Nonformal Education Division which used to handle nonformal activities was abolished but the activity itself was confided to every unit of the College involved in rural development work. The Social Laboratory project was also abolished and transformed into an action-research study area for the Center for Social Research in Small Farmer Development (CSR-SFD). Likewise, the Barangay Industries Development Laboratory was made to be a project under the supervision of the Department of Home Science.

**Establishment of New Functional Units**

*1. Management Review and Improvement Program (MARIP)*

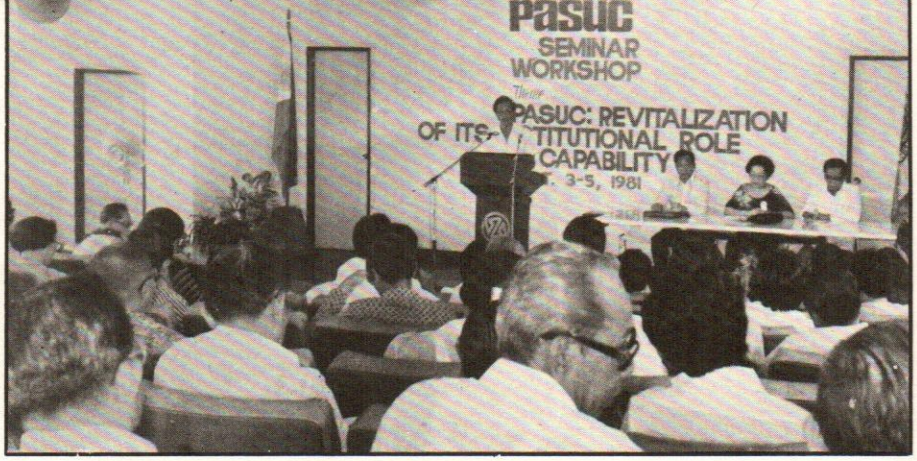
In consonance with the mandate of the national government to implement a more organized management evaluation and to upgrade management effectiveness and efficiency in various government agencies as prescribed in LOI 802, the ViSCA Management Review and Improvement Program (MARIP) was instituted in December 1981. The overall goal of the program is to promote effectiveness and efficiency in the implementation of ViSCA's programs and projects in instruction, research, and extension and to foster the performance capability of the administrative and supportive services of the College.

*2. Board of Athletic Affairs*

In order to lay down athletic board policies and to administer the financial aspects of the College student athletic activities, the Board of Athletic Affairs was created in December 1981. To further bolster closer relationship between the students and the administration, two student representatives were appointed members of the Board.

*3. Selection and Promotion Board*

To establish sound policies and procedures in the selection of job applicants for administrative positions as well as in the promotion of office personnel, the Selection and Promotion Board was formulated. The main function of this board is to undertake the second stage of the screening of job appli-




cants and/or promotion aspirants recommended by the personnel committee of the academic departments, offices, and/or centers of the College before it is submitted to the College President for final approval.

*4. Other Committees*

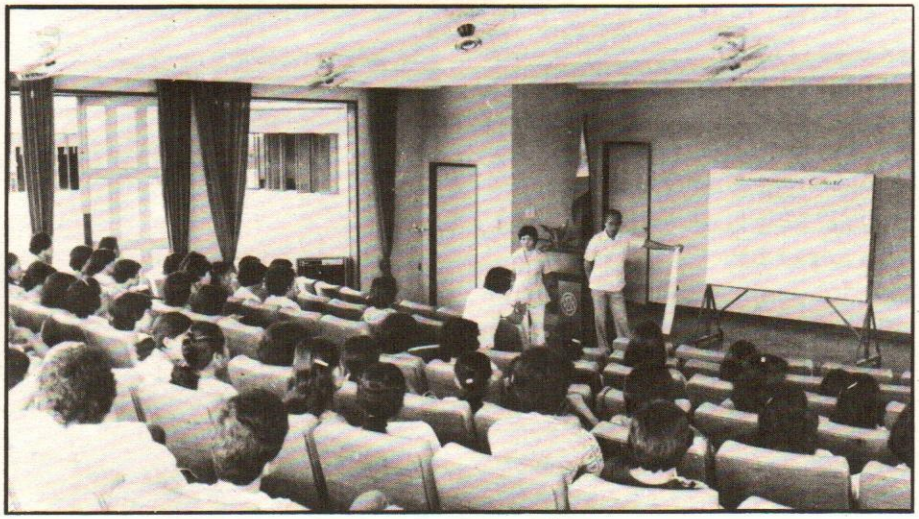
In addition to various standing committees of the College whose primary function is to assist key administrative officials in the formulation and the implementation of policies and procedures, the Sanitation and Campus Cleaning Committee was instituted to enforce sanitation and cleanliness within the school campus. Likewise, a group of personnel was organized into a committee to review yearly the designations, duties and responsibilities, and wages of casual employees in ViSCA. After each review, the committee is expected to formulate general policies and guidelines in the employment of casuals, their rate of wages, positions, and wage adjustments, if necessary.

**Development of Administrative Staff**

Staff members of the administrative officers were given opportunities to attend workshops, seminars, conferences and trainings to ensure operational efficiency, improve competencies, and keep them informed of latest developments that can be applied in their work.

The in-service programs participated in by the staff were as follows:

- Management Audit and Improvement (Manila, October 19-November 11)
- Institute for University and College Presidents (Batangas, September 28-30)
- Office Management and Productivity (Manila)
- Procedures of the Merit System Board
- Personnel Management (Cebu City)
- 1983 Budget Preparation (Quezon City)
- Budget Workshops (Tacloban City)
- Supply and Property Management (Tacloban City)
- National Government Accounting (Tacloban City and Quezon City)
- Audit of Disbursement (Tacloban City)
- Treasury Interagency Conference Dialogue on New Coding System and Disbursement (Tacloban City)
- Implementation of the Revised Auditing Manual for Research Operations (Los Baños, Laguna and Cebu City)
- Junior Executive Organization Convention on Administrative Management (Tacloban City)
- Implementation of PD 1146, Medicare, Employees Compensation, and LOI 1102 (Tacloban City)
- Flow of Financial Papers (ViSCA, Baybay, Leyte)
- Basic and Advanced Courses in Radio Broadcasting (Los Banos, Laguna and Cebu City)
- Information and Records Management (Tacloban City)
- Preventive Maintenance of Scientific Laboratory Equipment (San Pablo City)



## PHYSICAL FACILITIES DEVELOPMENT

*The Department of Plant Breeding and Agricultural Botany (above) and the Department of Agricultural Chemistry (below) were completed and became functional last year.*

The College saw in 1981 new challenges as it completed ongoing projects and initiated new ones. Among the major achievements that took place during the year was the completion of most of the academic buildings that signalled the transfer of all the technical departments to their respective places in the new College campus. It also marked the mass start of classes in the new area leaving behind the reminiscence of the old campus to high school staff and students and some of the administrative functions of the College.

### Completed World Bank Funded Buildings

At the close of the year 1981, although faced with the worsening oil crisis and inflation problems, the building structures being constructed under the Fourth Education Project were completed, except two – the Animal Science and Veterinary Medicine and the Home Science buildings which will be completed in 1982 (Table 19).

### Completed Government Funded Buildings

The College had completed the construction of buildings funded by the Philippine government and COCOFED, a private organization committed to help the College in every which way it could. Before the year ended, 4 units of four-door apartments and a bachelors'

**Table 19. List of Completed World Bank Funded Buildings and Their Descriptions**

| Building | Function/ Use | No. of Storey | Floor Area ($m^2$) | Contract Amount |
|---|---|---|---|---|
| 1. Agricultural Development Education/Agricultural Economics | Office and Classroom | 2 | 3,225.5 | ₱3,397,289 |
| 2. Rural Development Center | Office, Training and Conference | 1 | 1,120.0 | 950,127 |
| 3. Regional Training Center for Rural Development Complex | Office, Training, and Conference | 1 | 1,914.7 | 3,365,809 |
| 4. Physical Plant | Office and Shop | 1 | 2,240.0 | 1,353,862 |
| 5. Infirmary | Office and Clinic | 1 | 670.1 | 986,994 |
| 6. Department of Plant Protection | Office, Laboratory, and Classroom | 2 | 2,803.0 | 3,000,000 |
| 7. Department of Agronomy and Soil Science | Office, Laboratory, and Classroom | 2 | 2,196.0 | 2,350,000 |
| 8. Department of Agricultural Botany and Plant Breeding | Office, Laboratory, and Classroom | 2 | 1,982.0 | 2,120,000 |
| 9. Department of Agric'l Eng'g. and Applied Math | Office, Laboratory, and Classroom | 2 | 3,700.3 | 3,960,000 |
| 10. Agricultural Engineering Workshop | Office, Laboratory, and Classroom | 1 | 1,376.0 | 1,823,750 |
| 11. Department of Agricultural Chemistry | Office, Laboratory, and Classroom | 2 | 2,005.0 | 2,146,250 |
| 12. College Union | Office and Recreation | 1-1/2 | | 2,566,000 |

quarters were added to the list of completed edifices on the campus to provide additional shelter for the faculty and staff of the College.

As of December 1981, nine structures (Table 20) were completed through financial assistance from national funds.

*An interior view of the newly completed Department of Plant Protection building.*

**Table 20. List of Completed Government Funded Buildings and Their Descriptions**

| Building | Function/ Use | No. of Storey | Floor Area ($m^2$) | Contract Amount |
|---|---|---|---|---|
| 1. Department of Arts and Letters | Office and Classrooms | 2-1/2 | 3,235.0 | ₱2,619,543 |
| 2. Philippine Root Crop Research and Training Center | Office and Laboratories | 2 | 2,355.0 | 2,320,289 |
| 3. College Cafeteria | Eatery | 1 | 576.0 | 675,000 |
| 4. Men's Dormitory | Student Housing | 2 | 1,449.0 | 1,551,000 |
| 5. COCOFED Dorm (Men-2 units) | Student Housing | 3 | 1,110.0 | 690,000 |
| 6. COCOFED Dorm (Women 2 units) | Student Housing | 3 | 1,110.0 | 640,000 |
| 7. Staff Apartment (18 units) | Staff Housing | 2 | 4,962.0 | 2,150,000 |
| 8. Duplex Houses (10 units) | Staff Housing | 1 | 2,160.0 | 1,604,000 |
| 9. Bachelors Quarters | Staff Housing | 2 | 1,000.0 | 820,000 |

## Ongoing Building Projects

Buildings under construction towards the end of the year were the administration building, student dormitories, executive house, bachelorettes' quarters, a research staff house, and the crops research complex. With the funds now available, all of these will be completed in 1982. The construction of other structures, such as the Library and the Agro-reforestation complex which had been started in 1979 was stopped temporarily in 1980 and 1981 due to the unavailability of funds. The Construction of the Department of Home Science and the Department of Animal Science and Veterinary Medicine as well as its auxiliary unit were also shutdown in the same years because of inflation and price escalation demanded of by the building contractors.

There were eleven ongoing infrastructure projects in 1981 Table 21.

*The Administration building undergoing construction.*

*Another student dormitory constructed at the ViSCA campus in addition to the existing seventeen dormitories.*

*The ViSCA-owned rock crusher to help speed up infrastructure projects.*

## Other Projects

The physical facilities development projects of the College are all-encompassing and these include not only academic buildings and housing units but also cover the basic services of water, electricity, playgrounds, drainage, transportation, and roads that connect the housing clusters and buildings to the center of the College.

Some of the most important accomplishments in this area are the following:

- Construction of new parks and playgrounds and improvement of facilities.
- Improvement and expansion of the water delivery system through additional water connections, removal of unused water lines, installation of new ones, and tapping of new water sources.
- Expansion of electrical services by installing two new generators.
- Establishment and expansion of campus flood control and drainage systems.
- Improvement of existing grounds, roads, buildings and other related facilities of the College.
- Repair and maintenance of existing transportation facilities and equipment.

Table 21. List of Buildings Under Construction in 1981

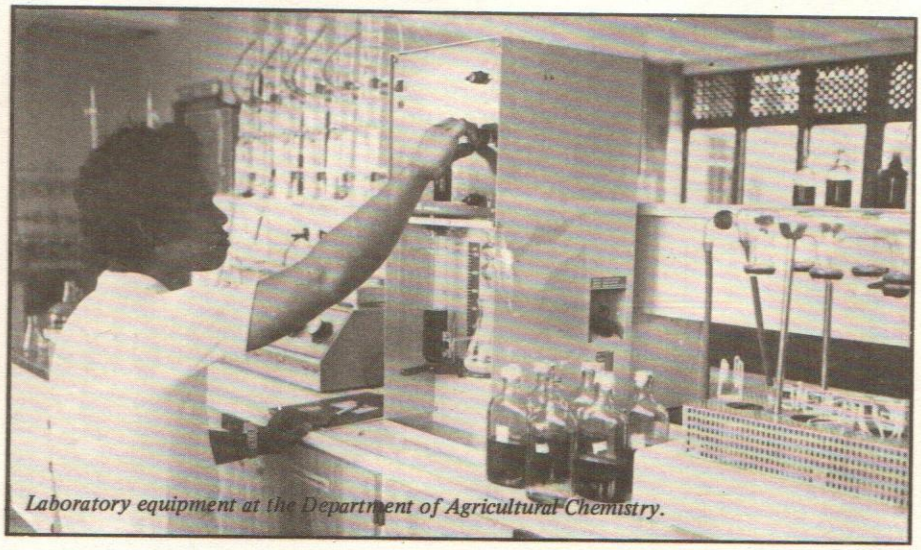
| Buildings | Function/ Use | No. of Storey | Floor Area ($m^2$) | Total Appropriation | Total Amount Spent | Percent of Completion | Expected Date of Completion |
|---|---|---|---|---|---|---|---|
| 1. Administation | Office | 2 | 1,100.5 | ₱4,740 | ₱2,900 | 60 | 1982 |
| 2. Student Dorm | Student housing | 3 | 3,696.0 | 4,700 | 2,500 | 28 | 1982 |
| 3. Library | Office/Library | 2 | 3,741.0 | 5,250 | 700 | 13 | 1983 |
| 4. Animal Science & Vet. Med. | Office/Classroom | 2 | 1,087.0 | 3,530 | 2,572 | 96 | 1982 |
| 5. Home Science | Office/Classroom | 2 | 3,854.0 | 3,155 | 1,807 | 74 | 1982 |
| 6. DASVM Auxiliary Unit | Office/Laboratory | 1 | 803.0 | 1,602 | 1,147 | 98 | 1982 |
| 7. Agro-reforestation complex | Office/Classroom | 1 | 3,759.5 | 5,685 | 874 | 18 | 1984 |
| 8. Executive House | Staff Housing | 1-1/2 | 436.0 | 500 | 176 | 44 | 1982 |
| 9. Bachelorettes Quarters | Staff Housing | 2 | 1,200.0 | 900 | 20 | 5 | 1982 |
| 10. Research Staff House | Staff Housing | 1 | 500.0 | 839 | 770 | 91 | 1982 |
| 11. Crops Research Complex | Office/Laboratory | 1 | 2,0310 | 2,861 | 2,225 | 77 | 1982 |

## Equipment Acquisition

The equipment purchased through World Bank funds started pouring in during the year 1980. In 1981, the expenditures of this kind reached ₱4.479 million. However, the total value of the equipment received by the College at the end of the year amounted to ₱ 11.256 million because most of the equipment that arrived were part of the 1980 purchases.

The list of equipment received in 1981 and their corresponding costs are categorized into the following:

| Category | Cost |
|---|---|
| Science Laboratory Equipment | ₱7,469,843.58 |
| Metal Working Equipment | 348,842.25 |
| Surveying Equipment | 13,830.15 |
| Agricultural Equipment | 296,348.48 |
| Civil Technology Equipment | 330,614.33 |
| Animal Science Equipment | 27,767.00 |
| Sports and Recreation Equipment | 912,643.41 |
| Kitchen Utensils and Household Wares | 547,374.34 |
| Maintenance Tools and Equipment | 611,596.15 |
| Office Equipment | 18,662.30 |
| Journals, Abstracts, Filmloops, Slides and Filmstrips | 105,285.08 |
| Acquisition of Animals | 500,000.00 |
| Total | ₱11,256,203.00 |

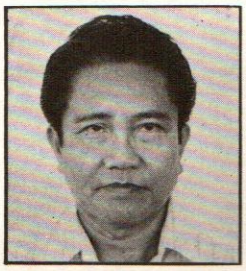


*Laboratory equipment at the Department of Agricultural Chemistry.*


RECORD Section
Accounting Division
PAYROLL SECTION
BOOKKEEPING Section
Strictly NO Admittance
for UNAUTHORIZED Persons

# Financial Statement

*ViSCA's budget program is designed to ensure continued support and development of existing and new programs relevant to the rising needs of the region and the speeding up of ongoing and future physical facility development projects.*



F. G. BASCUG, M.S.
Director of Business Affairs

N. V. CALA, C.P.A.
Budget Officer

B. P. MODINA, C.P.A.
Chief Accountant

**This summary document seeks to present in brief the highlights of ViSCA's financial operations, identified by functions and by nature of expense for the year 1981.**

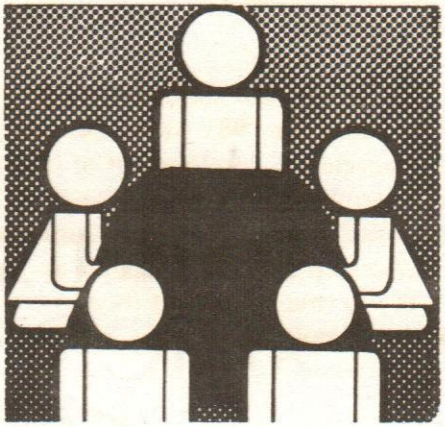
**The goals, plans, and requirements of every unit of the College were explicitly considered in the design of the 1981 budget so that the budget program may exactly match with the priority needs of the different departments, centers, and offices of the College in particular, and with the development plans and strategies of the region in general.**

**Thus, the major thrust of the College's 1981 budget was directed squarely to the basic principle of the government to focus its efforts towards countryside development. Among the leading areas of emphasis considered in the budget process of ViSCA were the a) improvement of its resident instructional programs to bring to the region an educational system with strong science and social dimensions, b) acceleration of research efficiency to upgrade the quality of life of the masses, and c) promotion of rural development work to harness the productive energies of the poor and help them attain self-sufficiency and self-reliance.**

**The 1981 budget program was also designed to ensure continued development of new programs relevant to the rising needs of the region and the speeding up of new and existing physical facility development projects. It reflected the concern for professional growth and development of its faculty and staff for better contribution to the attainment of goals and objectives of the College.**

**In essence, the budget of ViSCA for calendar year 1981 reflected the quantitative summary of government action and decision to support ViSCA's current varying developments that need to assume and undertake greater functions and responsibilities. It also indicated the government's desire and concern for the welfare and development of ViSCA's service area.**

*The principal offices of the College involved in the budget process were the following: the various academic and technical departments as the implementors of ViSCA's programs and projects; the Offices of the Director of Instruction; Director of Research, Director of Extension, and the Vice President for Administration as the bodies which ensure proper utilization of funds in the implementation; the Office of Business Affairs as the manager of the College financial resources; and the Planning and Budgeting Office as the unit which takes charge of budget preparation, execution, and accountability. Coordination was done with a developmental planning context under the overall direction of the College President.*

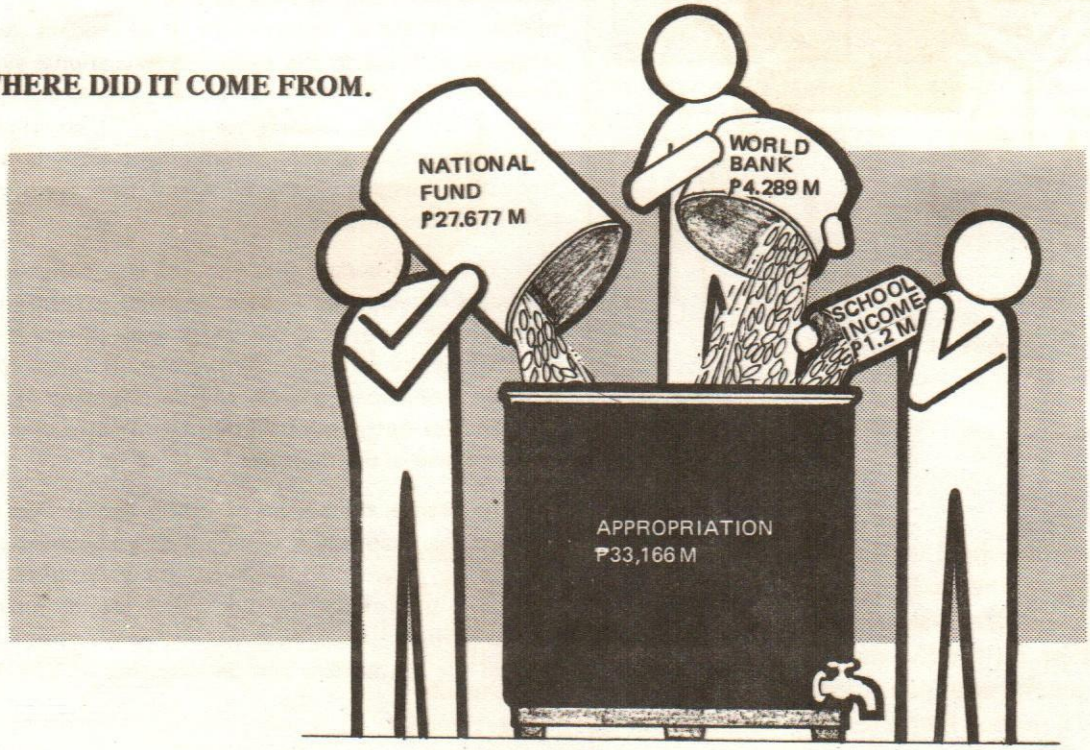


**Appropriation**

A closer look at the record of ViSCA's budget would reveal a total appropriation of ₱33.166 million for CY 1981 as approved by the national government. Of this, ₱ 23.2 million was programmed for current operating expenditures and ₱ 9.966 million for capital outlays.

ViSCA's budget comes from three major sources, namely: the regular appropriation from the national funds; proceeds of the IBRD Loan for the development and expansion of agricultural education; and the projected school receipts generated from fees, rentals, and from revenues of various income generating projects of the College. Of the three sources, the regular appropriation from the national funds has the biggest share (₱27.677 million) which is equivalent to 83.45 percent of the total budget (Fig.2)..

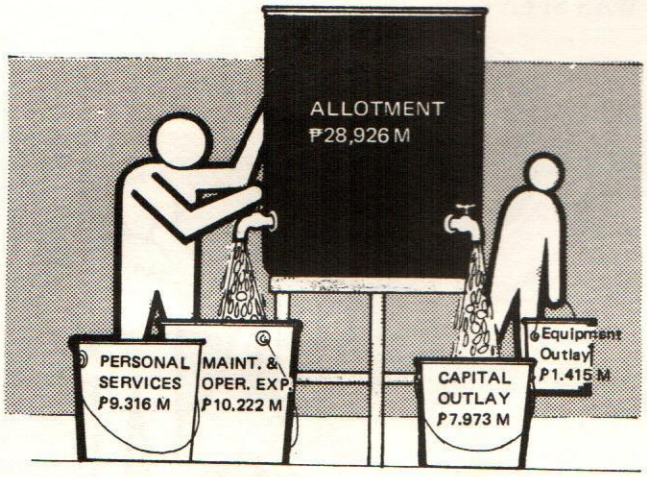
**Fig. 2. WHERE DID IT COME FROM.**



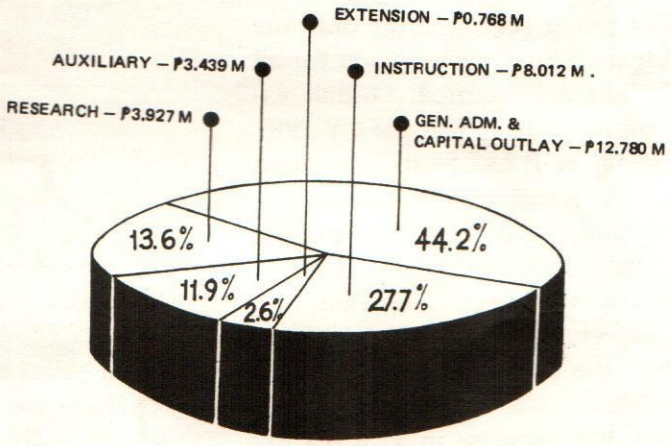
**Allotment**

The amount set by the national government to support ViSCA's operations for 1981 would have enabled the College to strengthen and accelerate development of its major programs and projects if the total appropriations mentioned had been released. But because of the usual mandatory reserve imposed by the Ministry of the Budget to cover up unrealized income and unexpected revenue deficit, ViSCA's total allotment for the year only amounted to ₱28.926 million, which is 12.78 percent less than expected (Fig. 3).

**Fig. 3. WHERE DID THE BUDGET GO.**




Object of Expenditures




Programs and Projects

Based on the schedule of the object of expenditures authorized by the Ministry of the Budget to incur obligations, maintenance and operating expenditures was given the biggest allocation reaching ₱10.222 million. Of the five major programs and projects of the College, the general administration got the highest share of the allocation (₱12.78 million) representing 44.2 percent of the total operating expenditures, including the amount allocated for capital operations.

## Expenditures

Because of the yearly mandatory reserve effected by the Ministry of the Budget, ViSCA, at the onset of the fiscal period, conducted a review of its target level of expenses in such a way that it would conform to the amount made available. To meet the needs of the various programs and projects of the College, spending was limited only to the most urgent and essential activities. Cost-saving measures, improved work efficiency, and recycling of supplies and materials were some of the strategies imposed to achieve closely the objectives set by the College during the year.

ViSCA's expenditures for the year under review cover only the actual disbursements made for all the charges incurred. Overall expenditures of ViSCA for CY 1981 was up at ₱ 23.254 million based on the actual amount released by the Ministry of the Budget and the income realized by the College during the year. This amount, however, was 60.18 percent higher than the expenditures incurred in 1980.

The increase in ViSCA's expenditures was the result of an interplay of various factors, the most important of which was the release by the government of ₱ 7.973 million for the continuation of the capital operations, such as the resumption of the construction of the administration building, student dormitories and staff houses, which were not funded in 1980.

Hiring of additional contractual personnel to work under the infrastructure projects, the payment of salary adjustments of all ViSCA employees implemented under National Compensation Circular Number 16, and the upgrading of salary ranges of faculty members who returned from study leave with advanced degrees were also considered to be the relevant factors influencing the rapid rise of ViSCA's expenditures. The expansion and creation of new offices, not to mention the impact of soaring costs of goods and services, also had contributed to the change in the level of expenditures during the year.

Table 22. Details of ViSCA's Expenditures by Programs and Projects Covering the Period January to December 1981.

| Project/Program | Personal Services | Maintenance and Operating Expenses | Equipment Outlay | Capital Outlay | Total |
|---|---|---|---|---|---|
| Advanced Education | ₱ 192,000 | ₱ 189,269 | ₱ 20,000 | – | ₱ 401,269 |
| Higher Education | 3,775,162 | 612,578 | 234,325 | – | 4,622,065 |
| Secondary Education | 777,000 | 197,634 | 15,000 | – | 989,634 |
| Research | 791,998 | 1,528,402 | 6,000 | – | 2,326,400 |
| Extension Services | 505,000 | 113,388 | 15,000 | – | 633,388 |
| Auxiliary Services | 419,142 | 193,362 | – | ₱ 2,000,000 | 2,612,504 |
| General Administration | 2,330,638 | 3,345,367 | 20,000 | 5,973,000 | 11,669,005 |
| Total | ₱ 8,790,940 | ₱ 6,180,000 | ₱ 310,325 | ₱ 7,973,000 | ₱ 23,254,265 |

Fig. 4. HOW IT WAS SPENT.

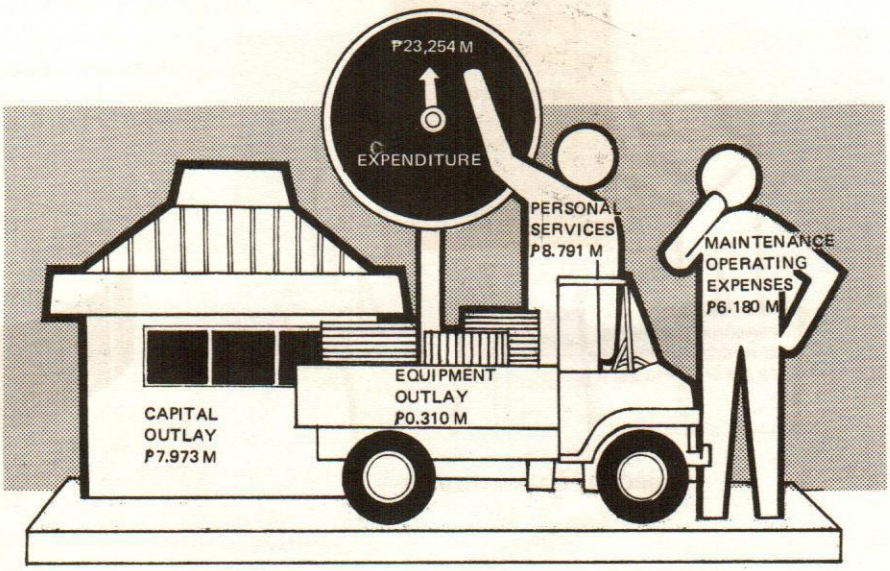


Table 23. Details of ViSCA's Expenditures by Object Covering the Period January to December 1981.

| Item | Cost | Total Cost |
|---|---|---|
| **PERSONAL SERVICES** | | |
| Regular | ₱ 5,733,747.09 | |
| Casual | 1,246,157.01 | |
| Substitute | 215,713.07 | |
| Student Labor | 93,086.72 | |
| Contractual Technical Personnel | 133,203.04 | |
| Terminal Fee | 5,429.85 | |
| GSIS | 2,832.00 | |
| Overtime Pay | 278,812.85 | |
| Commutable Allowance | 21,110.40 | |
| Training & Personnel Development | 192,877.70 | |
| Consultants' Fees and Allowances | 318,622.16 | |
| Bonuses and Incentives | 81,461.82 | |
| Representation | 43,643.42 | |
| Other Benefits | 424,242.87 | ₱ 8,790,940.00 |
| **MAINTENANCE & OTHER OPERATING EXPENSES** | | |
| Communication | ₱ 27,351.70 | |
| Repairs and Maintenance | 970,256.48 | |
| Transportation | 18,834.85 | |
| Other Services | 1,101,428.34 | |
| Supplies and Materials | 940,457.75 | |
| Grants, Subsidies and Contribution | 251,518.28 | |
| Water, Illumination and Power | 2,000,000.00 | |
| Maintenance of Motor Vehicles | 460,458.93 | |
| Traveling | 301,693.67 | |
| Staff Development | 108,000.00 | ₱ 6,180,000.00 |
| **EQUIPMENT** | | ₱310,325.00 |
| **CAPITAL OUTLAY** | | |
| Administration Building | ₱2,000,000.00 | |
| Student Dormitory | 2,500,000.00 | |
| Staff Housing | 3,473,000.00 | ₱7,973,000.00 |
| **TOTAL** | | ₱23,254,265.00 |

"The attainment of ViSCA's goals and objectives and the success in the implementation of its plans and programs have greatly depended on the managerial effectiveness and the work force of the individual units of the College. It is therefore worthwhile mentioning that what has been accounted for in this report may not have been accomplished without the support of ViSCA's constituents . . ."

— F. A. BERNARDO

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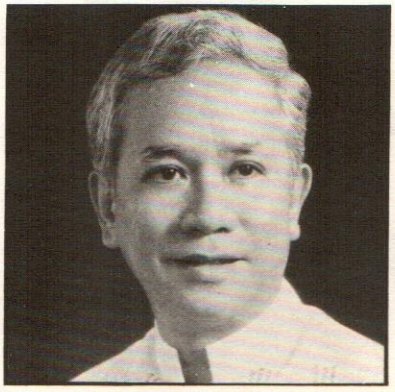

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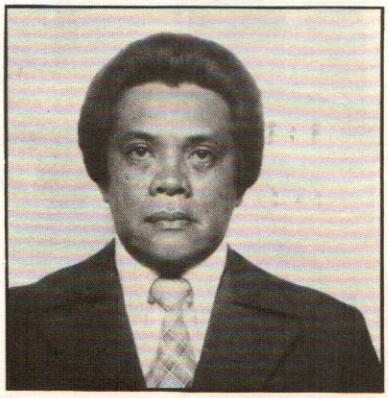

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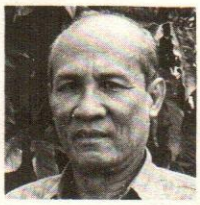

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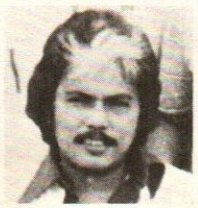

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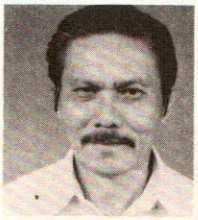

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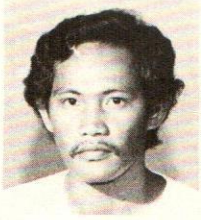

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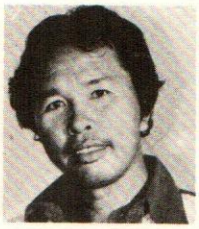

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The ViSCA Annual Report is published in English and is intended for many purposes. One, and perhaps the more important of these, is to inform the members of the ViSCA Board of Trustees, donors, collaborators, and the interested public of the highlights of our work. Results reported herein are those achieved through the end of the Calendar Year 1981.

This report is published by the Office of the President of the Visayas State College of Agriculture at Baybay, Leyte. The staff members contributing to its production are:

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