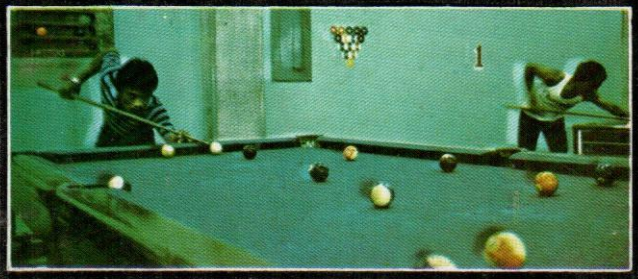
MOVING TOWARDS
EXCELLENCE
IN INSTRUCTION,
RESEARCH, AND EXTENSION
FOR AGRICULTURAL
AND RURAL DEVELOPMENT

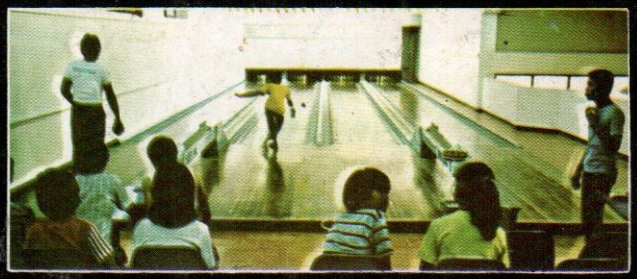
1982 ANNUAL REPORT

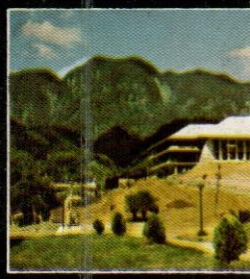
VISCA VISAYAS STATE COLLEGE OF AGRICULTURE
Baybay, Leyte Republic of the Philippines

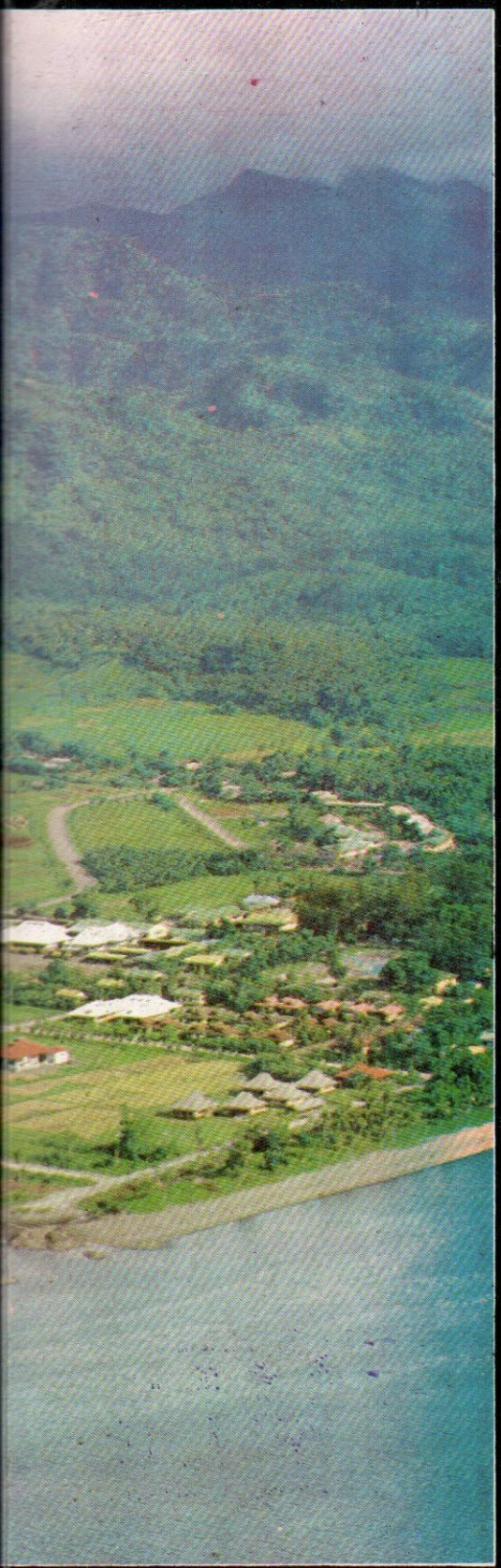
"The ultimate test of science is not the amount of knowledge, comfort and power it generates, but the freedom and human dignity it fosters. After all, what is comfort if it is enjoyed by only a small fraction of the people? What are knowledge and power if the majority remain illiterate and poor, and many go to bed with the gnawing pains of hunger? Of what use is science if it is not the source of hope and dignity of man? "

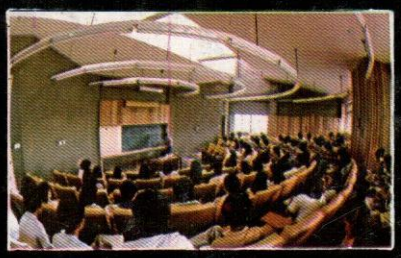
– President F. A. Bernardo

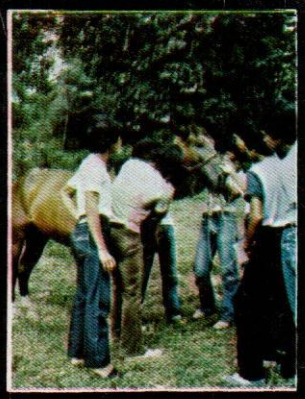


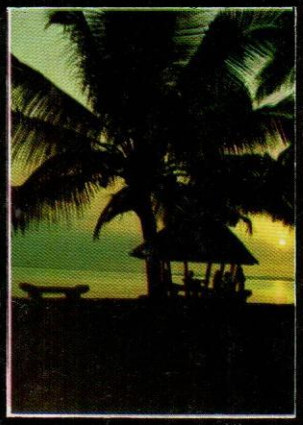


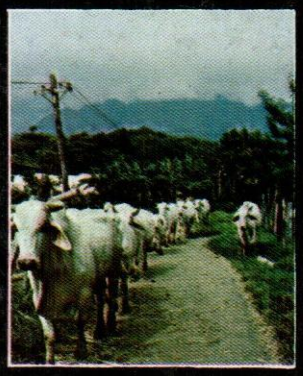












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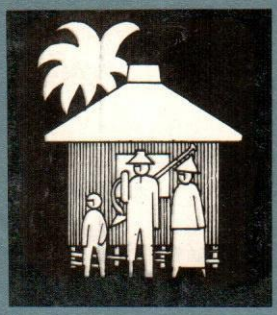


1982 ANNUAL REPORT

VISAYAS STATE COLLEGE OF AGRICULTURE

Baybay, Leyte 7127
Philippines

OFFICE OF THE PRESIDENT

July 1, 1983

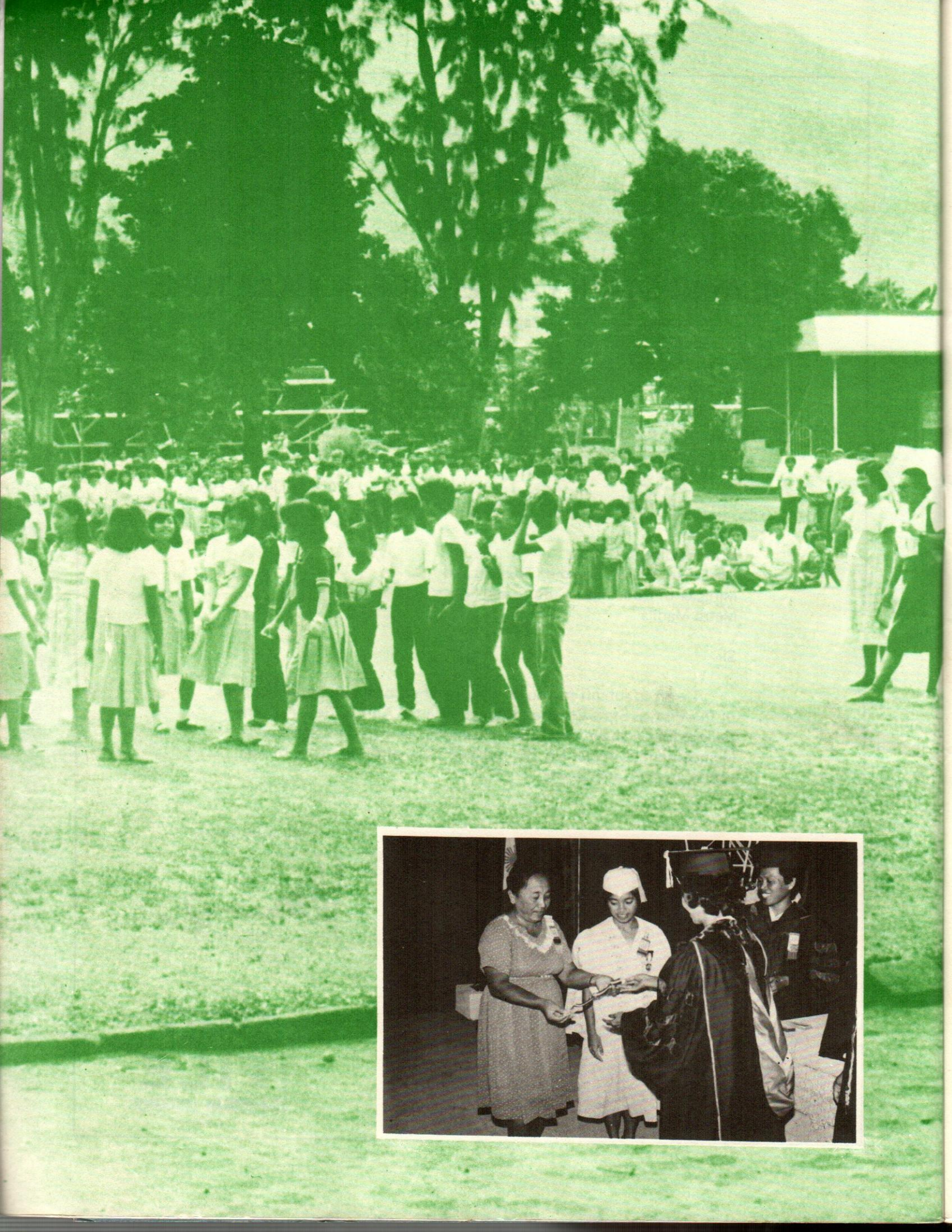
Hon. Onofre D. Corpuz
Chairman, ViSCA Board of Trustees and
Minister of Education, Culture and Sports
Metro Manila

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 1982 in compliance with the Department Memorandum Circular No. 55, series of 1978 of the Ministry of Education, Culture and Sports.

Very truly yours,

F. A. BERNARDO
President



Instruction

ViSCA's major concern is to provide highly trained manpower in the region in priority areas that are critical to national and regional development, particularly in the fields of human resource development, agricultural engineering, development communication, agricultural production and processing, agribusiness, socioeconomics, food technology, and forest development.

Eliseo R. Ponce, Ph.D.
Director of Instruction

To uphold the quality of education that it offers as a center of academic excellence in the Visayas, ViSCA, with the 1982 Annual Development Plan as its guide, continues to implement the policies and strategies it has been enforcing in the previous years. Through multi-level educational programs, instructional activities are focused on areas considered vital to agricultural and rural development of the region where ViSCA is mandated to serve.

For Calendar Year 1982, ViSCA's specific objectives in the field of instruction are the following:

- **To continue offering the two masteral programs with 4 major fields, seven undergraduate degree programs with 18 major fields, and two 2-year technician courses.**
- **To strengthen and expand the curricula through prudent revision of courses and introduction of new programs at the graduate and tertiary levels in answer to the manpower needs of the region.**
- **To evaluate critically the relevance of the existing degree and non-degree programs to the manpower needs of the region.**
- **To continue the semestral evaluation of the teaching performance of the academic staff to pinpoint areas for improvement in methodology and subject matter coverage.**
- **To continue its staff development program through grants for advanced studies in and observation-study tours to leading agricultural schools and research institutions and attendance in short-term trainings in specific areas of specialization.**
- **To hire additional staff members and substitutes to take the workload of those on study leave, and consultants to strengthen instructional programs, development planning, and institution building.**
- **To administer pre-board examination review to its agricultural engineering graduates.**

ADVANCED EDUCATION

ViSCA's first masteral graduates pledge loyalty to their alma mater during the 30th commencement exercises of the College.

In trying to achieve its tasks, ViSCA adheres to the principles and guidelines stipulated in the 1982 Annual Development Plan.

In expanding its graduate program, ViSCA gives due consideration to regional demand and relevance as well as the availability of laboratory facilities and library materials. Measures were taken to strictly implement the criteria for the admission of graduate students and the selection of qualified graduate faculty members from among the academic staff with advanced degrees.

Specifically, the accomplishments of ViSCA in the implementation of its graduate programs are as follows:

Curriculum Development

Although for 1982 ViSCA had planned to offer only one additional masteral program (M.S. in Agronomy), various fields of specialization were developed to provide graduate students specialized training and broader knowledge on current advances in agriculture. Among these are the Master of Science in Horticulture to be offered by the newly established Department of Horticulture; Master of Science in Animal Production of the Department of Animal Science and Veterinary Medicine; and Master of Science in Weed Science, a joint offering of the Department of Plant Breeding and Agricultural Botany and the Department of Plant Protection. Other proposals for program development were withheld until the completion of the academic structures, the acquisition of additional instructional equipment, and the arrival of more academic staff members from their advanced studies to effectively carry out the initial implementation of the programs.

Student Development

•*Enrolment* – ViSCA's enrolment in the masteral program has been increasing since its initial offering in 1979 (Table 1). Seventy-two students enrolled in the first semester of SY 1982-83. Although this number marks a 60 percent increase over the 1981 enrolment of 45, it is 20.9 percent short of the expected 91 students perhaps because of the stricter implementation of the criteria for admission of graduate students.

The Master of Science in Agricultural Development Education registered the highest enrolment. This is an indication of an increasing popularity and relevance of the social sciences in the Visayas. It is also interesting to note that the MS in Agronomy which was projected to have only 5 students, showed impressive gains as indicated by its initial enrolment of 16 students in the second semester of SY 1981-82 and 24 students in the first semester of SY 1982-83.

Table 1. Breakdown of Enrolment in the Graduate Program of ViSCA

Graduate Program	Second Sem. (1981-82)	Summer 1982	First Sem. (1982-83)
MADE	1	1	3
MSADE	32	44	31
M.S. in Entomology	5	4	8
M.S. in Plant Pathology	4	2	3
M.S. in Plant Protection	–	2	3
M.S. in Agronomy	16	–	24
Total	58	53	72

• *Graduates* – The year 1982 marks ViSCA's first conferment of graduate degrees. During the first semester of SY 1982-83, three graduate students completed the requirements for the Master of Science in Agricultural Development Education major in Agricultural Extension. It is worthwhile mentioning that the achievement of these graduates is significant because data show that the average duration for completing a masteral degree in some other schools is four years, but they were able to complete the course in ViSCA in three years time.

Staff Profile

The graduate faculty of ViSCA is made up of experienced faculty members from the various academic departments of the College. All of them are holders of advanced degrees from well-known universities in the country and abroad. In 1982, there were 37 competent graduate faculty, including the qualified staff members from the three research and training centers of ViSCA who help the academic departments implement the masteral programs. More than half of the graduate faculty are doctorate degree holders (Table 2).

Above, Pres. Bernardo introduces to the student body members of the faculty (both graduate and undergraduate) during the annual academic convocation program. Below, graduate students derive direct assistance from instructors especially when conducting delicate laboratory techniques.

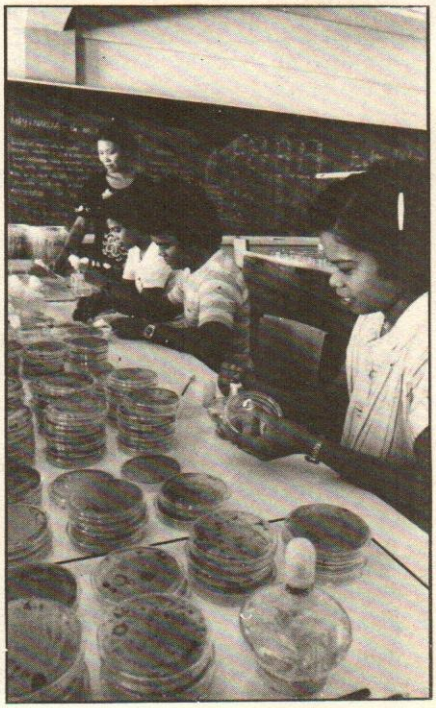


Table 2. Profile of the ViSCA Graduate Faculty as of 1982

Discipline	Ph.D.	M.S.	Total
Agricultural Education	7	1	8
Agricultural Extension	4	3	7
Plant Protection	1	3	4
Plant Pathology	1	3	4
Agronomy	5	4	9
Entomology	2	3	5
Total	20	17	37

HIGHER EDUCATION

Pres. Bernardo discusses with agricultural school administrators common problems and issues relevant to their roles in agricultural development during a conference-workshop.

As embodied in the 1982 Annual Development Plan, activities at the undergraduate level were directed towards professional growth of the faculty, strengthening of curricular offerings, and improvement of instructional facilities. Semestral evaluation of the teaching performance of the academic staff was likewise undertaken to improve teaching methodologies and subject matter coverage. All these endeavors have turned out excellent results as gleaned from the performance of students in board examinations and in some other competitive efforts where the College is represented. The incorporation of research results into the instructional coverage has also greatly contributed to the academic advancement of the students.

Curriculum Development

All of the academic departments were involved in curricular planning which resulted in the introduction of new undergraduate courses and enrichment of the existing curricula for a more realistic and relevant training program for students.

Among the newly approved degree programs are the Bachelor of Science in Development Communication, Bachelor of Science in Food Science, and the Bachelor of Science in Agricultural Chemistry. However, implementation of these programs are withheld pending the arrival of staff members who are on study leave, and the acquisition of the necessary instructional equipment. There were also other proposals made during the year but were subjected to further study to prevent overlap with the offerings of other colleges and universities in the region. Although the Bachelor of Science in Experimental Statistics was approved three years ago by the Board of Trustees, the implementation of the program was only made in the summer of 1982 when qualified instructors to handle the course were available.

Aside from making proposals for new courses, continuous evaluation and revision of existing degree and non-degree programs were also done to make these programs responsive to the dynamic change in the environment, and to effect a more feasible and practical training of the students. Among these changes were the offering of a "Field Practice" as an option under the Bachelor of Animal Science (BAS) and the phasing out of the "Livestock Enterprise Management" major under the Bachelor of Science in Agribusiness (BSAB) because the BAS program has been enriched with agribusiness courses. The Home Economics Technician Course was also improved by giving greater emphasis on the development of skills in handicraft and other expertise needed in the establishment of viable cottage industries. Proposals to revise the existing Bachelor of Science in Agricultural Development Education and the Forest Ranger Course were likewise approved in principle, de-

tails of which are still under study.

The only item not materialized under the curriculum development of the Annual Development Plan was the proposal to fuse the Bachelor of Science in Home Economics and the Bachelor of Science in Agricultural Development Education. Such proposal still awaits completion.

Student Development

- ***Enrolment*** – Table 3 presents the enrolment data in the undergraduate courses for the second semester of SY 1981-82, summer 1982 and the first semester of SY 1982-83 to reflect the overall enrolment for Calendar Year 1982. In spite of the vigorous information drive conducted by the College, the 1982 enrolment is 16.5 percent lower than the projected 1,609 students. However, when compared to the previous year's record, the enrolment made an increase of 6.9 percent.

The Bachelor of Science in Agriculture had the highest enrolment among the eight BS degree programs, followed by the Bachelor of Science in Agricultural Engineering. The high enrolment data in the BSA may be attributed to the eight majors attached to it which have continuously attracted a considerable number of students.

- ***Scholastic Performance of Students*** – Every year, ViSCA gives recognition to university scholars (with grade point averages of and between 1.0 and 1.45), and college scholars (with GPA of and between 1.46 and 1.75).

Consistent college and university scholars for 3 to 7 semesters are also given special citations and awarded certificates.

In CY 1982, ViSCA had 125 scholars, which is a 92.3 percent increase over the 65 scholars in 1981. Sixty-four were financially supported by the COCOFED, 49 by ViSCA and 5 by the Philippine Developmental Scholarship Program (PDSP). The rest were sponsored by other government agencies and private institutions. Of the 125 scholars, three were cited as consistent college scholars for 3 semesters, 2 for five semesters and 3 for seven semesters. Only one was given the recognition for being a consistent university scholar for 5 consecutive semesters.

Table 3. College enrolment in the undergraduate programs

Program/Course	Second Sem. (1981-82)	Summer 1982	First Sem. (1982-83)
Degree Programs			
BSA	369	162	338
BSADE	171	104	171
BSHE	48	30	79
BSAE	266	110	303
BSAB	178	108	177
BAS	97	46	103
BSF	82	53	115
BSES	–	12	18
Sub-Total	1,211	625	1,304
Non-Degree Programs			
FRC	6	6	16
HETC	26	12	23
Sub-Total	32	18	39
Grand Total	1,243	643	1,343

Certificates of recognition are awarded to consistent ViSCA scholars during the annual honors convocation. There were 125 awardees in 1982.

• ***Dropouts*** — Previous records revealed that the average percentage of dropouts in the undergraduate programs was decreasing in 4 consecutive years. However, during CY 1982, the average student dropout was 0.91 percent as compared to 0.58 percent in 1981. High frequency of dropouts was usually experienced with freshmen during the first semester of the school year. This could be due to the combined effects of the slight relaxation of admission requirements and economic recession. To offset the effects of the former, the "Catch On" program shall be improved and offered so that incoming freshmen will have stronger foundation in the basic subjects.

• ***Graduates*** — Paralleling the increase of student enrolment, the graduates grew not only in number but also in quality considering that 23 Agricultural Engineering and 4 Forestry graduates passed the 1982 licensure board examination given by the Professional Regulations Commission in Manila with two getting the fifth and sixth places in the Agricultural Engineering Board Exam.

In April 1982, three of the graduates were given awards (cum laude) in recognition of their high scholastic records. Also, Mr. Edilberto A. Hinay, manager of the coconut farms at ViSCA, was unanimously granted the Bachelor of Agricultural Technology (honoris causa) degree on the basis of his notable achievements that include the oven complex and the "bahalina" (toddy) produced from coconut water.

The number of College graduates in 1982 is summarized in Table 4. The total of 289 graduates indicates a 21.9 percent increase over the 1981 figure of 237.

Table 4. Number of graduates in the undergraduate programs

Program/Course	Second Sem. (1981-82)	Summer 1982	First Sem. (1982-83)	Total
Degree Programs				
BSA	70	3	7	80
BSADE	45	5	10	60
BSHE	8	—	5	13
BSAE	32	—	1	33
BSAB	42	3	5	50
BAS	24	1	3	28
BSF	13	—	1	14
Sub-Total	234	12	32	278
Non-Degree Programs				
FRC	—	—	—	—
HETC	11	—	—	11
Sub-Total	11	—	—	11
Grand Total	245	12	32	289

Personnel Development

• ***Professional Strength*** — The target of attaining a critical mass of 40 faculty members with Ph.D. and 100 with M.S. degree with various areas of specialization was exceeded in 1982. Toward the end of the year, ViSCA had already a total of 333 academic staff, 44 of which are holders of doctorate degrees and 104 have masteral degrees. However, they include professors who are teaching graduate courses, and staff members affiliated with the national and regional research and training centers in the campus but are handling academic classes.

Mr. Edilberto A. Hinay receives the degree of Bachelor of Agricultural Technology (honoris causa) from ViSCA on the basis of his outstanding accomplishments in coconut research and development.

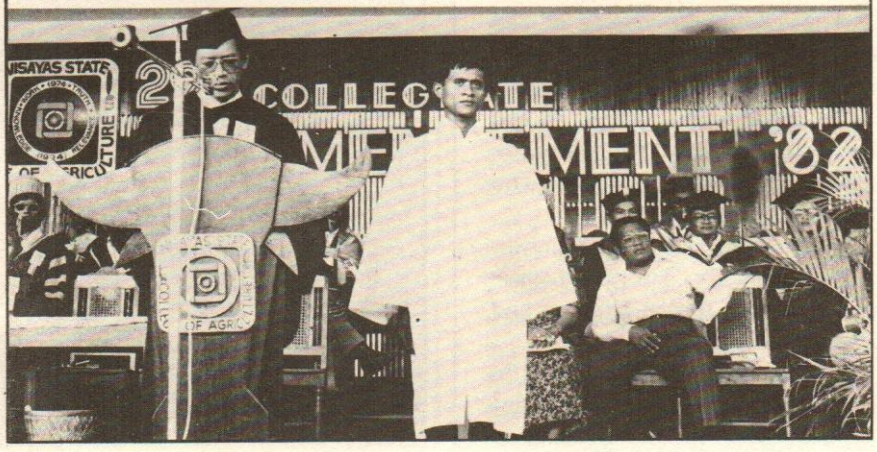


Table 5. Summary of workload units of the academic staff of each Department for CY 1982

Academic Department	2nd Sem. SY 1981-82		1st Sem. SY 1982-83	
	TWU	AWU	TWU	AWU
Agronomy and Soil Science	379.9	25.3	329.8	23.6
Plant Protection	352.5	22.0	305.9	25.5
Plant Breeding & Ag. Botany	95.8	19.2	68.8	17.2
Ag. Economics & Agbibusiness	133.7	19.1	174.5	19.4
Ag. Chemistry & Food Science	125.4	17.9	123.6	17.6
Animal Science & Vet. Med.	243.2	18.7	242.1	20.2
Ag. Engineering & Applied Math	371.5	20.6	346.6	21.7
Ag. Development Education	206.9	18.8	225.6	20.5
Home Science	169.9	17.0	185.8	23.2
Arts and Letters	224.7	18.7	236.8	18.2
Physical Education	94.9	19.0	108.5	18.1
Total	2,513.0	235.4	2,475.1	243.4
Average	209.4	19.6	206.3	20.3

• ***Academic Staff Workload*** – The most common method of computing the workload of teachers is the so-called teacher-student ratio which is done by dividing the total student population by the number of teachers. This system is perhaps applicable only in institutions where all a teacher does is teach. However, this does not hold true in ViSCA where members of the staff usually carry out the functions of instruction, research, and extension and even administrative work. For this reason, ViSCA devised a formula for computing the workload of an instructor taking into consideration all aspects of his job which include the number of class hours; number of preparations; number of students; research, extension, and administrative assignments; and other co-curricular activities. With this, the administration can tell exactly how many staff members are needed every year.

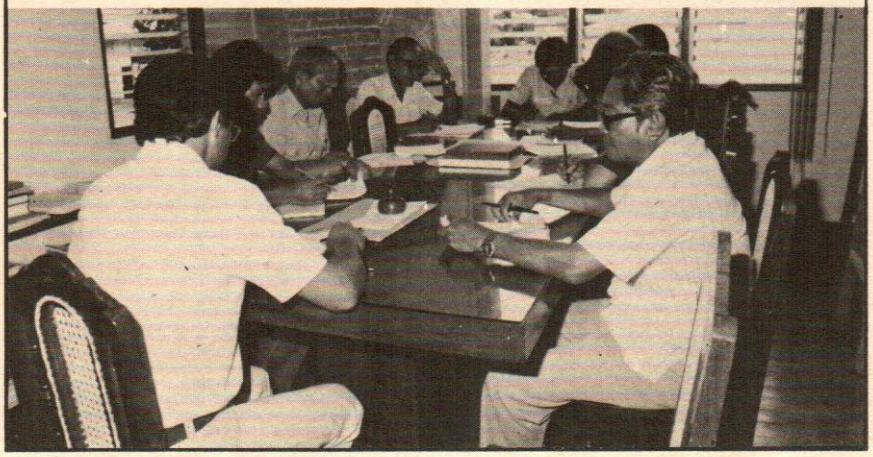
Although it seemed that in 1982 ViSCA had too many staff members with only few students, the average workload units of each faculty member ranged from 17.2 to 25.5 in the first semester of SY 1982-83, which are actually way above the minimum and maximum requirements of 15 and 23 workload units, respectively (Table 5).

• ***Faculty Awards***– Academic staff members are also given awards in recognition of their exemplary teaching performance (Table 6). In 1982, four faculty members received certificates of merit and nine got certificates of recognition. Awardees were chosen through a process that starts from the department and ends with a college-wide selection by a committee.

• ***Graduate Studies*** – The faculty development program of ViSCA was continuously pursued in 1982 in order to achieve the plan of having a pool of technical experts. The program was based on the staffing pattern of each department to balance the distribution of the staff in the various fields of specialization.

As of the end of December 1982, only sixty-nine out of the projected 87 faculy members were on study leave pursuing either doctoral or masteral degrees (Table 7). This number, however, is 38.0 percent more than the 50 scholars in 1981. Majority of them are studying at the University of the Philippines at Los Banos with financial assistance from PCARRD,

Members of the President's Advisory Council regularly meet to discuss relevant issues towards the improvement of ViSCA's instructional program.



SEARCA, NSDB and ViSCA. Those studying abroad derive funding from the World Bank, Colombo Plan, IDRC, and USAID.

• ***Returning Scholars***– While a number of faculty members left ViSCA in 1982 for their advanced studies, 19 staff members also returned after completion of their graduate studies (Table 8). However, this number is far below the expected number of 26 faculty members who should have reported back during the year to their respective departments for teaching and research assignments after earning advanced degrees. Unfinished thesis work was the main reason why they were not able to complete their degrees on time.

• ***In-Service Training*** – With the aim of broadening knowledge and improving competencies, the academic staff members were exposed to a total of 59 in-service trainings in 1982 in line with their respective areas of specialization. Some were sent for observation/study trips to leading agricultural colleges and research institutions in Asia and in other countries to establish linkages and learn strategies for development planning/institution building, and acquire new laboratory techniques in research work and improved methods of training.

Among the short-term trainings and observation-study tours attended by the faculty members in foreign countries are the following:

* Training in microbial N-fixation studies. Tsukuba University, Japan. Sponsored by the Japan Society for the Promotion of Science (JSPS).
* Laboratory training on food processing. Tokyo University, Japan. Sponsored by the JSPS.
* Training on alcoholic fermentation microbiology. Tokyo University. Sponsored by the National Science and Technology Authority (NSTA) and JSPS.
* Observation tour to Hokkaido University, Japan and other Japanese institutions. Sponsored by the JSPS and the NSTA.

Table 6. ViSCA faculty members given certificates of merit and recognition in 1982

Name	Department
Certificate of Merit	
1. Prof. Corazon B. Batoy	Plant Protection
2. Dr. Nelson M. Esguerra	Plant Protection
3. Dr. Dely P. Gapasin	Plant Protection
4. Dr. Vicente A. Quiton	Agric'l Development Education
Certificate of Recognition	
1. Ms. Ma. Flerida A. Cariño	Plant Protection
2. Dr. Manuel K. Palomar	Plant Protection
3. Dr. Dolores L. Alcober	Agric'l Development Education
4. Prof. Monina M. Escalada	Agric'l Development Education
5. Ms. Rosela I. Gementiza	Arts and Letters
6. Dr. Alice S. Go	Arts and Letters
7. Ms. Norma B. Mesorado	Agricultural Economics
8. Mr. Leonardo P. Canono	Agricultural Engineering and Applied Math
9. Mr. Gaudencio U. Cerna	Experimental Rural High School

Table 7. Number of ViSCA staff members on study leave as of December 1982

Department	Degree Pursued		Total
	PhD	MS	
Agronomy and Soil Science	3	6	9
Plant Protection	6	5	11
Horticulture	2	2	4
Plant Breeding and Agricultural Botany	4	3	7
Agricultural Economics	2	3	5
Agricultural Chemistry	3	5	8
Agricultural Engineering and Applied Math	3	5	8
Animal Science and Veterinary Medicine	1	2	3
Agricultural Development Education	6	1	7
Forestry	–	4	4
Physical Education	–	3	3
Total	30	39	69

* Specialized radio course on dramatization of information. The Netherlands. Sponsored by the Dutch government.
* Training on farming systems methodology. Cornell University, Ithaca, New York. Sponsored by the USAID.
* International congress on pesticide chemistry. Osaka and Kyoto, Japan. Sponsored by the JSPS.
* Agricultural trainor development training at some selected US universities. Sponsored by the US Department of Agriculture and the USAID.
* International seminar on agroforestry education. Nairobi, Kenya.
* Taro germplasm training. University of Hawaii. Sponsored by the Food and Agriculture Organization.
* Seminar-Workshop on seed technology. Universiti Pertanian Malaysia, Kuala Lumpur, Malaysia. Sponsored by the New Zealand Tehnical Assistance Program and the Colombo Plan.
* Seminar-training on the operation and maintenance of laboratory instruments. Tropical Products Institute, London. Sponsored by the Colombo Plan.
* Training course on microbiology research on cassava. Tokyo University of Agriculture, Tokyo, Japan. Sponsored by the JSPS and the NSTA.
* Scientific observation tour on root crops. Tokyo, Japan. Sponsored by the JSPS and the NSTA.
* Scientific observation tour of livestock research activities and facilities at the NODAI Research Institute, Tokyo University, Japan. Sponsored by the JSPS and the NSDB.
* Educational tour for observation of innovative programs in instruction, research, extension, and administration at the Massey University, New Zealand and at some selected Australian universities. Sponsored by the World Bank.
* Study tour-training to the Asian Vegetable Research and Development Center (AVRDC), Tainan, Taiwan.

Table 8. Number of staff members who have completed their advanced studies in 1982

Department/Center	Degree Completed		Total
	PhD	MS	
Agricultural Development Education	3	–	3
Arts and Letters	1	–	1
Agricultural Economics and Agribusiness	1	2	3
Agronomy and Soil Science	–	2	2
Plant Breeding and Agricultural Botany	–	2	2
Horticulture	–	1	1
Agricultural Engineering and Applied Math	–	2	2
Forestry	–	1	1
Physical Education	–	1	1
Philippine Root Crop Research & Training Center	–	2	2
Regional Coconut Research Center	–	1	1
Total	5	14	19

• ***Recruitment*** – To strengthen the instructional programs of ViSCA, additional academic staff members and substitutes were hired to take over the loads of those on study leave and those who terminated their services. In 1982, four Ph.D., four M.S., and seventeen B.S. degree holders were added to the total strength of the undergraduate faculty. In line with the policy of the administration to give priority to ViSCA graduates in hiring academic staff, 52.0 percent of the 26 recruits were ViSCA graduates.

• ***Technical Consultancy*** – In order to learn the experiences of other educational institutions, ViSCA pursued its plan of hiring technical consultants. In 1982, five Filipino and foreign scientists were hired as short-term consultants to help formulate and improve some of the academic programs of ViSCA, particularly those related to curriculum development. All of them are Ph.D. degree holders separately assigned in the Department of Agricultural Chemistry and Food Science, Department of Plant Protection, and Department of Animal Science and Veterinary Medicine. This number of consultants, however, does not include those hired in previous years and were still in service in 1982.

SECONDARY EDUCATION

High School students are exposed to actual training to equip them with vocational knowledge and skills for productive self-employment after graduation.

For the ViSCA Experimental Rural High School, school year 1982-83 was marked by considerable improvements in both curricular and extra-curricular programs which provided the students with the basic skills and knowledge essential in pursuing higher education, career or vocation.

Specific accomplishments made during the year were the improvement of learning facilities, and the introduction of innovative methods to minimize dropouts and academic failures and to adequately prepare the graduates for college education or vocational opportunities.

Enrolment

• ***Regular School Year*** – Since the implementation of the Experimental Rural High School at ViSCA, it has always practiced selective but democratic admission and maintained its enrolment population at the 450-500 level. During SY 1982-83, sixteen class sections were opened having a total of 470 students with the females slightly outnumbered by the males (Table 9). When compared to last year's figure, a considerable increase of 3.1 percent can be seen with the freshmen constituting the highest enrolment.

• ***Summer Classes*** – Summer classes in the high school were offered for the third time in 1982 to give an opportunity for students who failed in some academic subjects to catch up and move into the next year level without back subjects. Sixty students enrolled in summer with the freshmen topping the list of enrolees. Subjects offered were mathematics, science, and agriculture.

• ***Summer Practicum*** – With the aim of reinforcing the knowledge and skills on vocational subjects in preparation for possible employment upon graduation, a summer practicum is also offered. In the summer of 1982, a total of 66 agricultural science students underwent the required practicum. Food processing, with 21 enrolees, was the most preferred subject. Other subjects offered were plant propagation, poultry management, carpentry, and meat processing.

Dropouts

The number of dropouts during the school year 1982-83 was slightly lower (29) than the yearly average of 30.4 recorded for the last 5 years. Although it achieved a little of its target of minimizing student dropouts, staff members had to work out for more strategies such as improving the study habits of the students through closer monitoring of their academic performance, giving of remedial classes, and involving the parents in threashing out problems of students.

Financial Assistance

• ***Scholarship Program*** – In order to give educational opportunities to economically poor but deserving students, the ViSCA ERHS granted

scholarships to 97 students, 2.0 percent less than the total number of scholars (99) granted in SY 1981-82 (Table 10). First year scholars took the greatest share of the scholarships because valedictorians and salutatorians were granted automatic partial scholarships.

• ***Grants-in-Aid Program*** – Students who do not qualify for the scholarship are granted financial assistance by giving them work outside classroom activities with a compensation of ₱1.50 per hour of work. In spite of the availability of working opportunities, in 1982, only forty high school students applied for work to help finance their schooling. The total amount paid to them during the year reached ₱17,724.00 with a monthly average earning of ₱126.50 per student. In 1981, it can be recalled that there were 96 students granted assistance with an average compensation of ₱75.00 per student per month.

• ***Student Loan Fund Program*** – Aside from scholarships and grant-in-aid programs, ViSCA also pro-

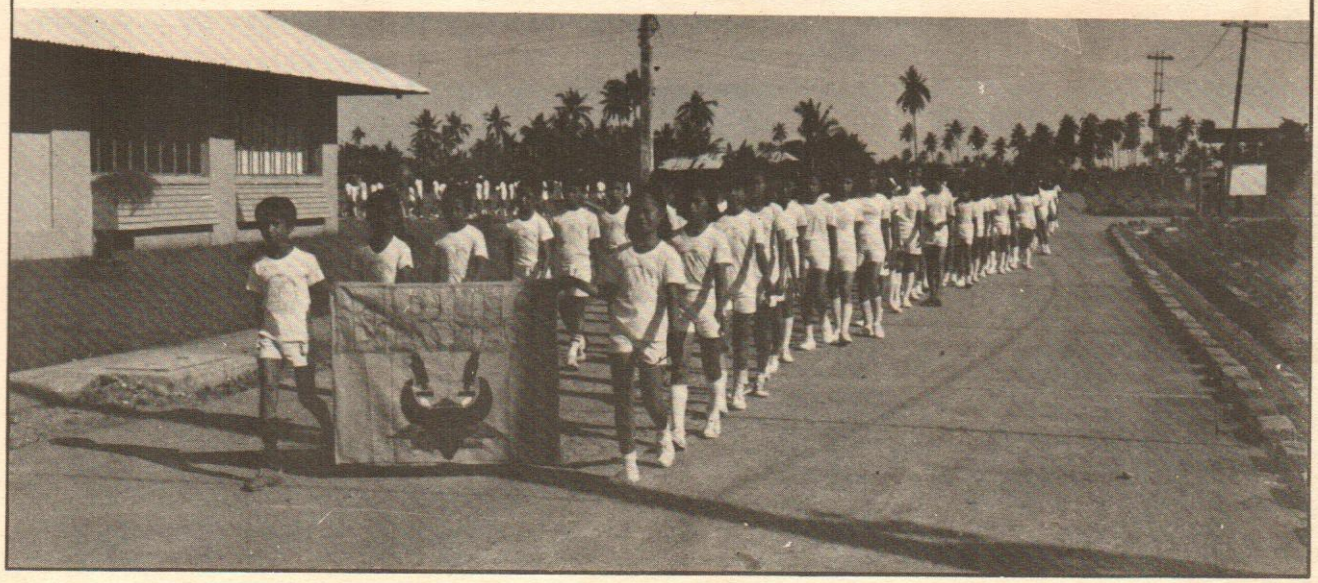
Table 9. Summary of ERHS enrolment for SY 1982-83

Year Level	Male	Female	Total	Percent
First Year	94	95	189	40.21
Second Year	64	66	130	27.66
Third Year	42	48	90	19.15
Fourth Year	26	35	61	12.98
Total	226	244	470	100.00
Percent	51.91	48.09	100.00	

Table 10. Summary of ERHS students granted scholarships

Year Level	Full Scholar	Partial Scholar	Total	Percent to Total Enrolment
First Year	9	35	44	9.36
Second Year	3	13	16	3.40
Third Year	1	22	23	4.89
Fourth Year	1	13	14	2.98
Total	14	83	97	20.63
Percent to Total Enrolment	2.97	17.66	20.63	

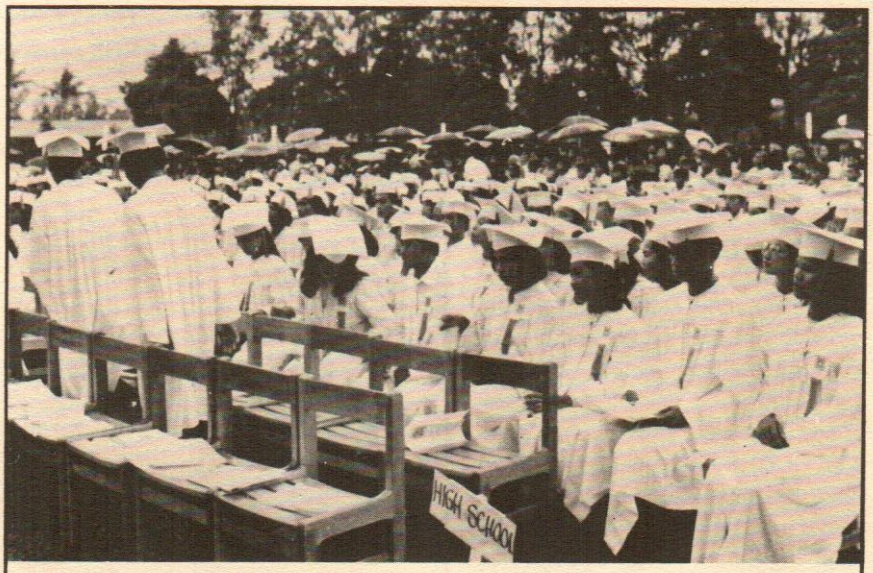
Various athletic activities are provided as diversions from the usual academic and vocational works.



vides loan assistance to high school students in need of cash on emergencies. One-hundred nineteen students availed of this program in 1982 with a total loan of ₱5,946.00 with a minimal interest of one percent within the 30-day period.

Graduates

In April 1982, the ERHS turned out 70 graduates with 7 of them receiving academic honors. Also, six graduates received awards for being outstanding in their curricular and extra-curricular activities. These awards include the Gerry Roxas Gold Medal Award, the DYDCAT Leadership Award, the Outstanding Science Club Member Award, the FFP and FAHP Leadership Awards and the Most Proficient Practicumer Award.

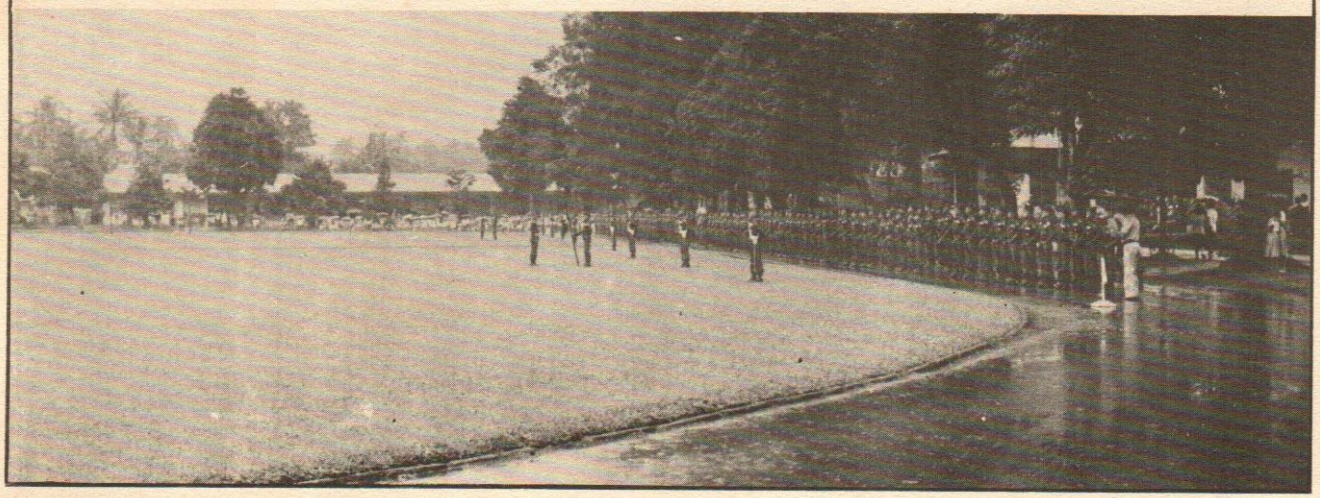


Although high school graduates in 1982 are 17 less than the 1981 graduates, their academic performance are continually improving. In the NCEE, 98.6 percent of them passed, an improvement of 8.7 percent over the 1981 record.

• ***Performance in Scholarship and Entrance Examination*** – The performance of the graduates in the 1982 scholarship examination did not surpass that of the previous year's batch. Only 7 qualified for the ViSCA scholarship in 1982 as compared to 11 in 1981. However, the performance of the 1982 graduates in the NCEE is quite impressive in the sense that 98.6 percent passed the examination as against the 89.9 percent in 1981. The mean passing score of the graduates in NCEE has increased in three consecutive years, from 60.0 in 1980, 77.4 in 1981, and 79.8 in 1982.

• ***Performance in CAT Tactical Inspection*** – The Citizen Army Training (CAT) unit of the ERHS repeated the feat it received last year when it maintained the top rank in the 1982 annual tactical inspection of all CAT units in the towns streatching from Baybay to Matalom. This achievement has been

The ViSCA ERHS CAT-I unit cops the best unit award during the annual Citizen Army Training tactical inspection. The ERHS has been the CAT top placer for six consecutive years already.



held by the ERHS CAT unit for six consecutive years already.

Personnel Development

• ***Faculty Profile*** – The teaching staff of the ERHS was reduced from 36 in 1981 to 34 in 1982 because one was assigned in the income-generating projects of the College and the other transferred to the academic department of the College. This development, however, did not affect the teaching performance of the ERHS faculty because vacant workloads were well taken care of by other faculty members without any overload. Table 11 shows the distribution of the academic staff according to the subjects assigned to them.

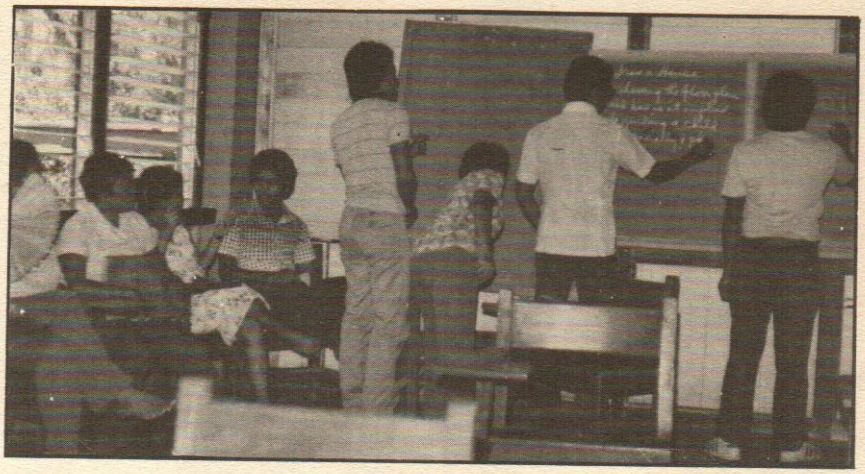
• ***Graduate Studies*** – In 1982, two of the mathematics and physical science teaching staff completed their masteral degrees while one from the homemaking section was still working on her thesis to complete her graduate studies. Some faculty members also earned masteral units by taking Saturday and summer classes while teaching during the regular school year.

• ***In-Service Training*** – To widen the scope of the teaching capability of the ERHS faculty members, in-service trainings are also provided. Some staff members attended seminar-workshops, lecture forums, consultative meetings, observation tours, and other activities that could enrich knowledge and skills in teaching and in curriculum development.

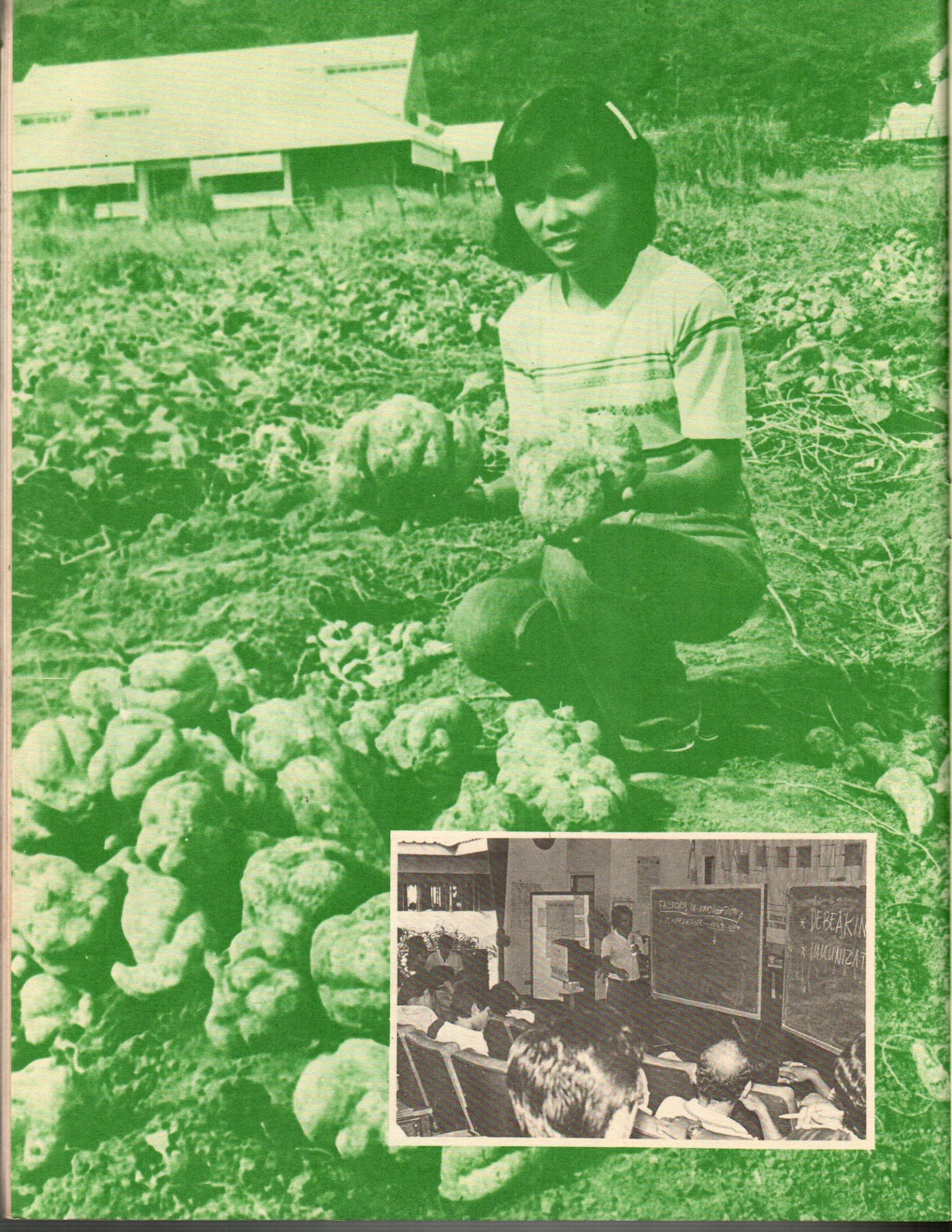
Among the short-term trainings attended by the staff members were seminar-workshop on seed technology, lecture forum on science teaching, observation study tour to science high schools, and seminar-workshop on extra-curricular activities.

Table 11. Profile of the ERHS academic staff

Subject Taught	MA/MS	BS	Total
Science and Mathematics	5	4	9
Communication Arts	5	6	11
Home Science and Homemaking	4	1	5
Agriculture	3	2	5
YDT, CAT and Social Science	2	2	4
Total	19	15	34



Regular meetings and conferences among the high school faculty are part of ViSCA's strategy in improving students' scholastic performance. As a result, students receive various awards during special programs, conventions, and seminars.


FACTORS IN MIGRATION
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Research and Extension

ViSCA's research and extension program has been formulated to develop, improve, and verify appropriate production and processing technologies adoptable at small-farm level in the country, with emphasis in the Visayan region and to provide the small farmers with opportunities to acquire knowledge and skills for the improvement of their productivity, efficiency, and well-being.

E. N. Bernardo, Ph.D.
Director of Research and Extension

Because of the rapid expansion of ViSCA's research program as well as the increasing number of extension activities of the different units of the College, a closer and more organized system of coordination has become necessary.

Thus, in 1982, the Office of the Director of Extension was abolished and in its stead the Office of the Director of Research and Extension was created to take the leadership role in planning, coordination, monitoring, and evaluation of the research and extension programs of the College. Through this new organizational set-up, ViSCA hopes to improve the dissemination of useful information, methods, and procedures emanating from researches so that it would help the rural development policymakers and implementors improve their capability and effectiveness as agents of change and the rural people to encourage them to apply scientific information in improving their standard of living.

Specifically, in 1982, ViSCA's research and extension efforts were focused towards accomplishing the following objectives:

Research

- To develop high yielding, pest resistant, and early maturing varieties of root crops and coconut.
- To develop appropriate technologies on processing and utilization of rootcrops and coconut and their by-products for food, feed, and industrial purposes.
- To develop suitable farming systems for root crops, coconut, corn, and other rainfed crops.
- To improve research projects on livestock, particularly on goats, ducks and cattle under coconut.
- To organize a Center for Social Research in Small-Farmer Development.
- To start the implementation of the Eastern Visayas Farming Systems Development Project in cooperation with the Ministry of Agriculture, Cornell University and the USAID.
- To strengthen linkages with other research centers and to continue the cooperative research projects with PCARRD, IDRC, UPLB, IRRI, PCA, NSTA, IFS, and PCRDF.
- To continue implementing the coordinated agricultural research and technology-packaging programs for Regions VII and VIII.

Extension

- To intensify the extension programs of the different departments and research and training centers and integrate them under the Office of the Director of Research and Extension.
- To supply rural development agencies with the necessary specialist support.
- To disseminate useful research findings of the College through lectures and publications.
- To operate the ViSCA radio station as a mass media channel in disseminating relevant and useful information to farming communities.
- To continue developing innovative extension strategies, methods and techniques relevant to rural development.
- To conduct training programs for change agents, students, farmers, rural women and out-of-school youth.

RESEARCH

The search for solutions to the global need for food, feed, and energy substitutes has been supported by ViSCA through its research on root crops. One of such researches is shown here.

True to its commitment of serving the small Visayan farmers, the college has been conducting agriculture and resources research to find rational solutions to problems that beset these tillers of the land and, in general, to contribute to national efforts in counteracting the inadequacy of food, feed, and energy.

The Philippine Root Crop Research and Training Center (PRCRTC)

The PRCRTC which joins the structural jungle of the Visayas State College of Agriculture is given the herculean task of spearheading rootcrop research following the national priorities set by the Philippine Council for Agriculture and Resources Research and Development (PCARRD). Its research activities are geared towards the improvement of the rootcrop industry through the development of high yielding, pest-resistant and early maturing varieties, and the generation and development of technologies on production, pest control, farming systems, harvesting, post-harvest handling, and processing and utilization.

Research approaches adopted by the PRCRTC are interdepartmental and interdisciplinary, i.e. involving the experts of the different technical departments of ViSCA in coming up with a research breakthrough resulting from complementary efforts; and interagency, i.e. in terms of tapping other research stations in the country for location- and situation-specific testing of technologies developed at the PRCRTC.

In 1982, the Center funded 33 research projects in addition to several researches conducted by the Center that are supported by other research and development agencies.

To date, the PRCRTC can boast of a number of significant contributions to the research community as well as to the small farmers and industrialists who are the ultimate beneficiaries of these generated technologies. These are in the following areas:

Varietal Improvement

With the Departments of Plant Protection and Plant Breeding and Agricultural Botany, the PRCRTC was able to produce thousands of hybrid seeds and several hybrids/accessions which were evaluated for yield and other characteristics in preliminary, general, regional, and advanced trials.

In 1982, the Philippine Seedboard through its rootcrop working group involved the PRCRTC in the national cooperative yield trials of rootcrops. These cooperative trials have resulted in the identification of three sweet potato hybrids which outyielded BNAS-51 in the first season of the regional trials. BNAS-51, which was already considered high yielding in previous experiments, gave a yield of only 16 tons/ha while ViSCA 2-1, 2-30,

and 2-3 produced 20-23 tons/ha in the same trial using no fertilizer.

The PRCRTC has also established a research and outreach system for germplasm collection in the country and abroad. It has already collected the largest pool of root-crop germplasm in Asia.

Through the Center's varietal improvement program, superior varieties of cassava, sweet potato, taro, and yam have been identified resistant to arthropod pests while some others have been released for mass production.

Crop Production and Management

Researches on these areas are conducted by the PRCRTC and the Department of Agronomy and Soil Science of ViSCA. Some important research highlights, a few of which are confirmation of results of previous experiments, are the following:

- The optimum sett size for yam planting is that which is about 250 g.
- Using two-meter long trellises increases yam yield to two times the yield of untrellised yam.
- One plowing and harrowing is enough land preparation for cassava, sweet potato, and gabi.
- Optimum planting distances for gabi, cassava, ubi, and sweet potato are 75 cm x 50 cm, 100 cm x 75 cm, 100 cm x 50 cm, and 100 cm x 25 cm, respectively.
- Optimum weed control measures for both cassava and sweet potato are off-baring plus handweeding within rows two weeks after planting followed by hilling-up two weeks after off-baring.
- In newly opened areas on hillsides, manual weeding and intensive tillage are not necessary to obtain high yield.
- When planting on hillsides, the hole rather than the flat method is preferred for gabi; optimum planting distance is 50 cm x 40 cm. The optimum length of cassava seedpiece is 20 cm.
- Single-pole trellising is better than other methods of trellising yam. Cassava stalks can be used for this purpose.
- Kinampay ubi planted in Bohol and in ViSCA do not differ in flavor and aroma. This disproves the common contention that Kinampay planted in Bohol tastes better than those planted elsewhere.
- Varying levels of N, P, and K do not have significant effect on ubi yield but "apali" gives higher yield at high NPK levels especially at 120-80-120 kg NPK/ha.
- Topping cassava at a length of 9 cm at least once four months after planting does not have adverse effect on yield.

Crop Protection

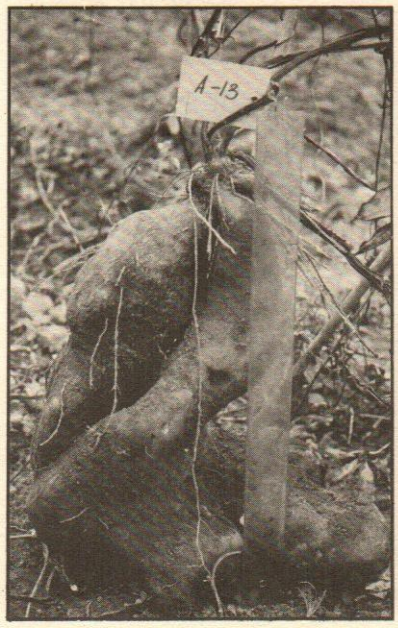
The Department of Plant Protection of ViSCA conducts studies on this area with supplementary efforts from the PRCRTC and the Department of Agronomy and Soil Science.

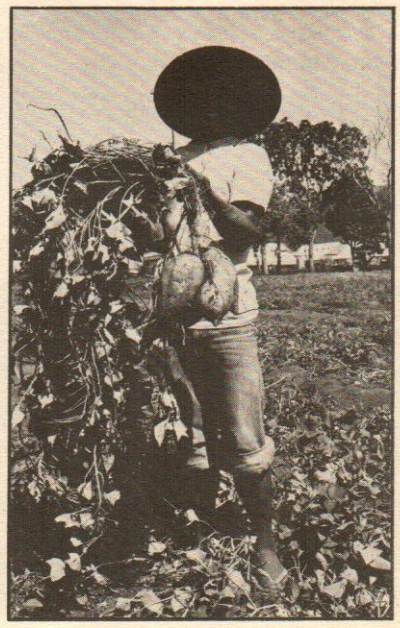
Among the promising technologies on the aspect of plant protection are the identification of 13 sweet potato accessions resistant to the weevil ***Cylas formicarius elegantulus,*** and 50 cassava accessions with varying levels of tolerance to spider mite.

Preplant application of carbofuran at 2 kg a.i./ha reduces weevil infestation on succeptible accessions.

Critical weed control for cassava and sweet potato are between 2 to 8 and 2 to 4 weeks, respectively.

Some research highlights: Kinampay ubi planted in Bohol and in ViSCA do not differ in flavor and aroma. Optimum sweet potato yield is attained at a planting distance of 100 cm x 25 cm.





Development of Tools and Equipment

The Center has developed five rootcrop production tools and evaluated their performance in three pilot areas in Leyte. It has also constructed village-level processing machines, namely, pedal chipper/grater which can process 300 kg of tubers per hour, pedal grater (500 kg/hr), hand chipper (400 kg/ha), hand grater (150 kg/hr), motor-driven grater/chipper (800 kg/hr), and hand chipper/grater (200 kg/hr).

Farming Systems

The low price of rootcrops calls for the integration of root crops in farming systems. The Department of Agronomy and Soil Science of ViSCA and the PRCRTC have developed rootcrop-based cropping systems that will increase farm productivity and profit.

Legumes such as peanut, mungbean, soybean, or bushbean can be rotated or intercropped with root crops. However, market demand of any of these legumes must influence the choice of rotation crop or intercrop.

Under ViSCA conditions, intercropping sweet potato, cassava or gabi with bushbean is most profitable. The yields of both rootcrop and intercrop are further increased if the latter is inoculated with nitrogen-fixing bacteria.

In marginal hilly areas, sweet potato and cassava grow better in plots with 2.5 meters wide ipil-ipil buffer strips.

Harvest and Postharvest Handling

The Postharvest Technology Section of the PRCRTC has developed a soil storage technique for cassava and storage structures for sweet potato. Indigenous materials like cogon, sawali, nipa and bamboo are utilized in the latter storage technique. Awaiting verification trials in farmers' fields, these two storage techniques had been found effective in extending shelf life and maintaining quality of rootcrops.

The rootcrop program of the Japan Society for the Promotion of Science and the National Science and Technology Authority has tapped the expertise of some Japanese scientists and the PRCRTC research staff in the conduct of basic studies on postharvest deterioration of cassava.

Such studies had found that physiological deterioration and wounding increase activities of enzymes such as phenylalanine ammonia-lyase, peroxidase, and acid invertase. Tubers of cassava plants pruned prior to harvest deteriorate slower than those of pruned ones when stored at ambient conditions.

Processing and Utilization

Researches on rootcrop processing and utilization are carried out by the Center with the Departments of Home Science and Animal Science and Veterinary Medicine.

For increased profit, the Center has recommended sweet potato vines for growing-finishing hogs to attain good carcass quality, i.e. with less backfat thickness, at less feed cost.

Solid by-products of cassava and sweet potato from alcohol production can be used to as much as 20 percent in broiler rations without significant effect on the meat quality of broilers. On the other hand, processed cassava tubers are better feeds for tilapia.

Other promising technologies along this line are the substitution of wheat flour with cassava and sweet potato flour in soy sauce manufacturing and the development of dehydrated rootcrops cubes as instant ingredient in food and snack items.

Indigenous materials like cogon, sawali, nipa, and bamboo are utilized by the PRCRTC in storing sweet potato. This storage technique has been found effective in extending shelf life and maintaining quality of sweet potato.

The Regional Coconut Research Center (RCRC)

One of the consistent dollar earners of the Philippines is the coconut industry. However, both the country's total earning and the individual coconut farmer's income have been largely affected by various problems that beset the industry.

The Visayas region has roughly 18 percent of the total 3.3 million hectares of coconut lands in the country. Eastern Visayas, in particular, devotes 42 percent of its agricultural lands to coconut, but it is currently facing major constraints that are location and situation specific.

Easing off these constraints through the generation and dissemination of appropriate technologies for the improvement of the coconut industry is the major task of the Regional Coconut Research Center.

Specifically, the RCRC aims to achieve the following: to develop high yielding, early maturing and pest resistant varieties; to develop suitable cultural management practices; to screen crop species of intercrops and develop suitable cropping systems for optimum utilization of areas under coconut; to develop low-cost and efficient copra processing techniques; to study and develop processing and utilization techniques for coconut and its by-products for food, feed and other industrial purposes; to develop coconut-based industries at the village level; and to investigate the socio-economic factors affecting the coconut industry as a whole.

The RCRC has produced hybrid crosses between several native dwarf varieties and a native tall coconut variety. These are presently being evaluated in the field for yield performance and other important characteristics.

Several species and varieties of intercrops are screened for shade tolerance. A multistorey cropping system is tried at the experimental area of the RCRC. All these efforts are geared towards maximum land utilization and generation of additional income from coconut lands.

Technologies on coconut nursery management which emphasize on the use of proper kind and amount of fertilizer are already established and are ready for dissemination.

Several technologies developed by the RCRC in previous years are the less-laborious and fuel-saving copra processing procedure that produces good quality copra, the three-layered wooden oven fueled by coconut husk charcoal, and the utilization of the water from mature nuts in the manufacture of tuba or toddy.

Just very recently, the Center made its first of a series of proposals for a tissue culture study on coconut which hopefully could be started as soon as the tissue culture laboratory is finished. This feasibility study would be an important contribution to enhance the mass propagation in less time of coconuts selected for their promising characteristics.

Despite limited staff, inadequate funds, scanty equipment, small experimental areas and even amidst hesitant and doubtful coconut farmers, the Regional Coconut Research Center will continue to struggle and fulfill its lead role in the advancement of the coconut industry in the Visayas and eventually elevate the quality of life of its target clientele – the small coconut farmers.

Studies on suitable cropping systems are continually undertaken by the RCRC in order to generate additional income from coconut lands and maximize land utilization.

The CSR-SFD takes active role in the implementation of the San Isidro (Leyte) Rural Systems Development Project. Here Pres. Bernardo inducts to office the members of the Municipal Advisory Committee of the project.

The Center for Social Research in Small-Farmer Development (CSR-SFD)

In 1982, the Center for Social Research in Small-Farmer Development or CSR-SFD was established at ViSCA to bridge the gap between technical and social science research, and to help advance the knowledge in small-farmer development.

The establishment of the CSR-SFD is viewed as a mechanism towards streamlining and increasing the relevance of all social science researches of ViSCA. The Center assumes a coordinative and integrative function in maximizing the efficacy of the social research activities of the different departments of the College.

Cognizant of the prevailing socioeconomic problems and situations, the Center envisions to fulfill these missions:

- To generate knowledge through social research in small-farmer and rural development with specific focus on the Visayas region.
- To disseminate information generated through the Center's research efforts.
- To help install programs and services in small-farmer development among different requesting government and private agencies in the region.
- To provide technical assistance to different private and public agencies and conduct trainings in areas of social research, social program planning and evaluation, policy studies, social dynamics, and role of women in development.

Basically, the CSR-SFD functions as one of the research units of ViSCA and is directly responsible to the Office of the Director of Research and Extension. It is headed by a Center Director who is at the helm of the Social Research Advisory Board.

Researches of the Center are distributed to five units or teams that conduct researches on economics and evaluation, knowledge dissemination and utilization, social dynamics, rural home development, and research methodology development.

The Center's research activities are meant to realize, among other things, the following thrusts: increase in the rural people's access to resources and services; increase in their efficiency in using available resources to maximize production and profit; and development and improvement of their capacity in controlling the means of production.

In 1982, the CSR-SFD started to implement a major project in the field of social dynamics research. The project "Social Dynamics of Planned Change: An Ethnographic Study of Selected Villages in Leyte, Philippines" is being conducted in six lowland and upland villages in Leyte. Field staff in the already-established social laboratory barangays are absorbed into this project.

The study "Decision-Making Patterns of Rural Women in Eastern Visayas" reveals that rural women are likely to make joint decisions with their husbands on agricultural production, use of modern inputs, employment of outside labor, joining cooperatives, obtaining credit, and selling crops and livestock products.

Three researches were started by the CSR-SFD in 1982. One study aims to describe the demographic characteristics of corn producers in Cebu and Bohol who finance their production through credit, and to determine the technical, political, socioeconomic and other factors influencing adoption level for and repayment of credit.

Socioeconomic analysis of rural-based organizations in Leyte and Samar is also undertaken to provide information to help policymakers design appropriate strategies to mobilize rural people's participation in institution building.

The third study seeks to appraise the in-service training needs of rural development workers in the Visayas and to know the clientele's perception of their effectiveness. Results of this study will serve as one of the bases for designing relevant training programs.

Some staff members of the Center participated in the rapid appraisal surveys of the sites selected for three major projects, namely: Farming Systems Development Project in Eastern Visayas (FSDP-EV); Local Resource Management Project in Tomas Oppus and Padre Burgos, Southern Leyte; and the San Isidro Estates Rural Systems Development Project.

Towards the end of 1982, several research proposals were approved for funding and implementation in 1983. These research projects are on the following areas: social dynamics (3); economics and program evaluation (3); knowledge dissemination and utilization (1); and social program evaluation (2).

A museum for indigenous farm technology is put up at the Center. This project is supported by research involving collection of indigenous farm tools and implements for production, processing and utilization; archeological diggings in old farm sites; and annotating and cataloguing museum collections. A synthesis of the knowledge regarding these cultural elements will direct social program planners on how to introduce and incorporate the most appropriate technology into the mainstream of the Visayan farmer's lifestyle.

Pres. Basilio Estanislao of the Land Bank of the Philippines and Pres. Bernardo sign the memorandum of agreement between LBP and ViSCA for the implementation of the San Isidro Rural Systems Development Project.

The growing responsibility of the CSR-SFD has created a problem of lack of competent senior staff to work on specific research fields such as economic studies, social program evaluation, qualitative research or ethnography, and survey research techniques and quantitative methods. To solve this constraint, staff members from the Departments of Agricultural Development Education, Home Science, Agricultural Economics and Agribusiness, and Arts and Letters are tapped for research work with the CSR-SFD in line with ViSCA's interdepartmental research approach.

The ViSCA Technical and Social Science Departments

The bulk of ViSCA's researches are based at its technical and social science departments. Several staff members of these departments also support the research activities conducted by the ViSCA commodity research centers.

The following are the list of completed and ongoing researches of the ViSCA technical and social science departments in 1982:

Agricultural Development Education

Completed:

- Profile and performance of the agricultural extension system in Region VIII
- Socioeconomic and training needs survey of Guadalupe, Baybay, Leyte
- ViSCA students' resources utilization and their academic performance
- Attitudes of agricultural education senior students toward the manipulative skills development program
- Characteristics of small coconut farmers in Baybay, Leyte

Ongoing:

- Socioeconomic analysis of rural-

based organizations in Regions VII and VIII

Agricultural Chemistry and Food Science

Ongoing:

- Development of products from some selected rootcrops
- Acceptability of baked products and snack items
- Development of chips from cassava
- Development of new snack and dessert products from rootcrops
- Processing and acceptance studies of coconut-based food products

Agricultural Economics and Agribusiness

Completed:

- Agroeconomic survey of cropping patterns in Eastern Visayas

Plant Breeding and Agricultural Botany

Ongoing:

- Program for varietal improvement of sweet potato in the Philippines.

The DPBAB is the lead department of this national program which involves varietal collection, hybridization, and evaluation and screening for various characters such as dry matter content, storage life, resistance to pests, and acceptability as human food and animal feed.

In 1982, the program was able to gather 80,000 sexual seeds. It was also able to select 832 breeding lines for further evaluation, 236 advanced breeding lines, and 6 elite breeding lines for entry into the regional yield trials of the Philippine Seedboard Root Crop Working Group. Three ViSCA-produced breeding lines – ViSCA 2-1, 2-3 and 2-30 – are among the top yielding entries.

Visitors observe the sweet potato varietal improvement trials spearheaded by the Department of Plant Breeding and Agricultural Botany. ViSCA is the lead institution in this national program.

- Physiology of cassava and sweet potato
- Improvement of white corn
- Collection and maintenance of ornamental plants
- Cytogenetics of sweet potato and its relatives

Animal Science and Veterinary Medicine

Ongoing:

- Pasture management under coconut
- Grazing vs. cut-and-carry trials for goats under coconut
- Goat-muscovy duck-based farming system
- Sweet potato as major feed for hogs in pilot farms
- Contract growing of pigs fed with sweet potato as basal ingredient in selected farms in Baybay, Leyte
- Sweet potato as basal ingredient of feed for pregnant sows
- Effects of varying levels of cassava and sweet potato solid fermentation by-products on the performance of broilers
- Performance of pregnant does grazed on native vegetation under coconut supplemented with dried cassava chips
- Feeding and management of kids
- Improving the production of hybrid ducklings (***Cairiña moschata*** x ***Anas platyrynchos***) and their reciprocal cross
- Utilization of banana foliage for cattle feed

The department is also in the process of conducting research on the feasibility of using nonconventional sources of feeds. Another study will utilize indigenous plants as antihelminthics for goats. The department will also survey and identify common diseases and parasites of ducks in Eastern Visayas.

Department of Agronomy and Soil Science

Ongoing:

- Effects of ipil-ipil as organic fertilizer on rootcrops
- An agronomic approach to re-

The Department of Animal Science and Veterinary Medicine endlessly seeks to discover better methods of poultry and livestock production. Management of goats under coconut is one of its research projects.

conditioning marginal hilly areas for rootcrop production
- The use and economic consideration of foliar fertilizer on rootcrops
- A comparative study on the effects of animal manures on the growth and yield of cassava and on the bulk density of the soil
- Utilization of three industrial waste products as fertilizer and soil conditioner for corn production
- Weed control for corn and sorghum in the Visayas
- Advanced trial of lowland irrigated rice
- Verification of selected farming systems technology
- Application of zinc fertilizer on rice grown on waterlogged-by-peat soils of the Sab-a Basin
- NPK requirements of DMR-2 in three soil types of Sab-a Basin
- Weed control of vegetables in the Visayas

Home Science

Completed:
- Factors affecting quality of boiled sweet potato
- The role of women in rural development in Eastern Visayas

Ongoing:
- Fresh miki noodles from composite cassava-soybean-wheat flour
- Identification, development and standardization of food products from coconut and its by-products in Regions VII and VIII
- Varietal assessment of sweet potato for quality chippy
- Development and improvement of some selected rootcrop products

The Department also proposes to research on the utilization of dehydrated rootcrops in main dishes and on developing a technique for clarifying coconut water vinegar

Plant Protection

Researches related to pest management are continually conducted by the Department of Plant Protection. Some of these researches are on the survey and identification of arthropod pests and diseases of major crops in the Visayas and screening of crop varieties resistance to different pests. Sweet potato varieties resistant to the sweet potato weevil ***Cylas formicarius elegantulus,*** are already identified and readied for regional testing.

The Department launched in 1982 its researches on fisheries and marine resources. Research on this commodity started with two studies namely, the biology of the blue crab, and survey and identification of marine invertebrates in the Visayas.

The Visayas Coordinated Agricultural Research Program

The Visayas Coordinated Agricultural Research Program or VICARP functions within the national research system for agriculture and natural resources established by PCARRD. It is mandated to set up a mechanism to coordinate and manage research on priority commodities in Central and Eastern Visayas in areas of production, processing, and socio-economics and communications.

Research Network

With ViSCA as its lead research institution, VICARP has involved the participation of commodity research centers, research stations of the Ministry of Agriculture and the Ministry of Natural Resources, agricultural colleges and universities and the private sector in its desire to regionalize the scope of its research activities and come up with interagency and interdisciplinary research efforts. The institutions/agencies involved are as follows:

a. Visayas State College of Agriculture
   - Technical and Social Science Departments

- Philippine Root Crop Research and Training Center
- Regional Coconut Research Center
- Center for Social Research in Small-Farmer Development

b. Ministry of Agriculture (Regions VII and VIII)
- Bureau of Plant Industry Experiment Stations in Gandara, Samar; Ubay, Bohol; Mandaue City; and in Babatngon and Abuyog, Leyte
- Bureau of Animal Industry Stock Farms in Gandara, Samar and Ubay, Bohol; Dairy Farm in Tacloban City; Breeding Station in Cebu City; and Dairy Goat Farm in Malitbog, Southern Leyte
- Regional Crop Protection Center
- Fiber Development Authority

c. National Economic and Development Authority (Regions VII and VIII)

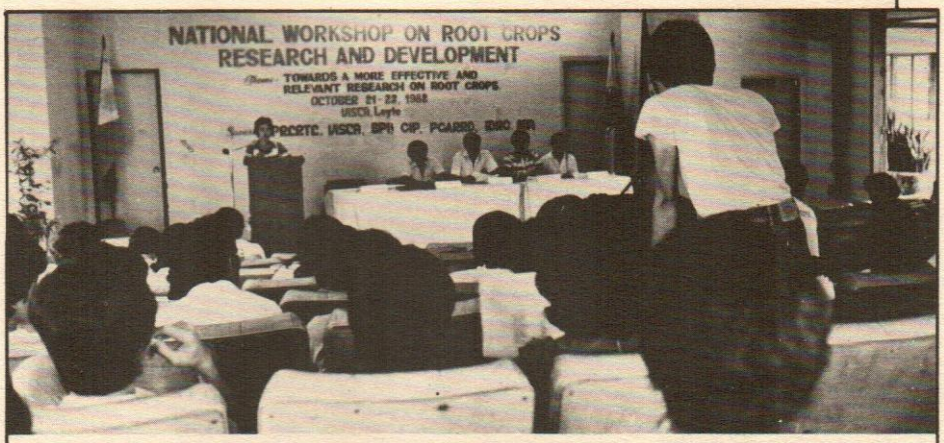
d. Ministry of Natural Resources (Regions VII and VIII)
- Forest Research Institute

e. Agricultural Colleges and Universities
- University of Eastern Philippines
- Southern Samar Agricultural College
- Eastern Samar Agricultural College
- Don Pedro Rebadulla Memorial Agricultural College

f. Private Sector

Management and Operations

The ViSCA-based office of VICARP is headed by the Research Coordinator and supported by the Research Management Unit (RMU) and Applied Communication Unit (ACU).



Dr. E. N. Bernardo, Director of Research and Extension of ViSCA and Research Coordinator of VICARP, answers an inquiry from one of the participants in the national workshop on root-crops research and development.

1. ***Research Management Unit***

The RMU monitors the research activities of VICARP as well as the status of research infrastructure. It also facilitates meetings and conferences including seminar-workshops.

In 1982, over a hundred researches conducted within VICARP were reviewed and evaluated to orient research to the right direction and to identify mature technologies with perceived impact on national and regional needs. Generated technologies requiring further testing and verification in farmers' fields were also identified.

Held annually, the research review and evaluation is also aimed at monitoring how research resources are utilized by proponents, and designing dissemination strategies for mature technologies. Among the promising technologies identified by PCARRD and VICARP were the substitution of wheat

Agriculture Deputy Min. Manuel Lim (second from right) discusses with some members of the ViSCA research a sound research program that would underscore ViSCA's efforts to evolve technology packages helpful to the small farmers.

flour with cassava and sweet potato flour in soy sauce manufacturing and the development of dehydrated root crops cubes as instant ingredient in food and snack items.

Rootcrop-legume cropping systems were found to be economically feasible for large scale testing. Sweet potato varieties resistant to the weevil ***Cylas formicarius elegantulus*** were already identified and readied for regional testing. Modified clump storage had been found effective for cassava tubers.

Most researches evaluated in 1982 still ongoing but nevertheless preliminary findings indicated their significance in achieving VICARP's research and development goals. New research areas needing further attention, studies or development were also identified.

2. ***Applied Communication Unit***

The ACU takes care of documenting and disseminating research activities of VICARP through exhibits, slide tape presentations, and publications such as the VICARP News which comes out four times a year. It also acts as a linker of VICARP to station DYAC, the ViSCA radio. As a DYAC linker, the ACU helps prepare broadcast materials specifically those in line with research.

3. ***Technology Packaging for Countryside Development Project***

The Technology Packaging for Countryside Development Project derives facilitative and editing support from the ACU. Research staff from VICARP are also tapped by this project especially in drafting commodity-based technoguides for Leyte, Samar, Bohol and Cebu.

4. ***Scientific Literature Service***

With the initiative of the Applied Communication Division of PCARRD, a sub-center of the Scientific Literature Service was established at VICARP to serve the information needs of researchers from colleges of agriculture and research stations and centers in the Visayas, and to promote the building of scientific literature collection in agricultural libraries at the PCARRD network of research centers, consortia or programs.

VICARP's Scientific Literature Service is based at the main library of ViSCA, its lead agency, while a minilibrary is maintained at the VICARP Office. Both units provide assistance in the form of technical information to various groups, including private individuals.

Awards

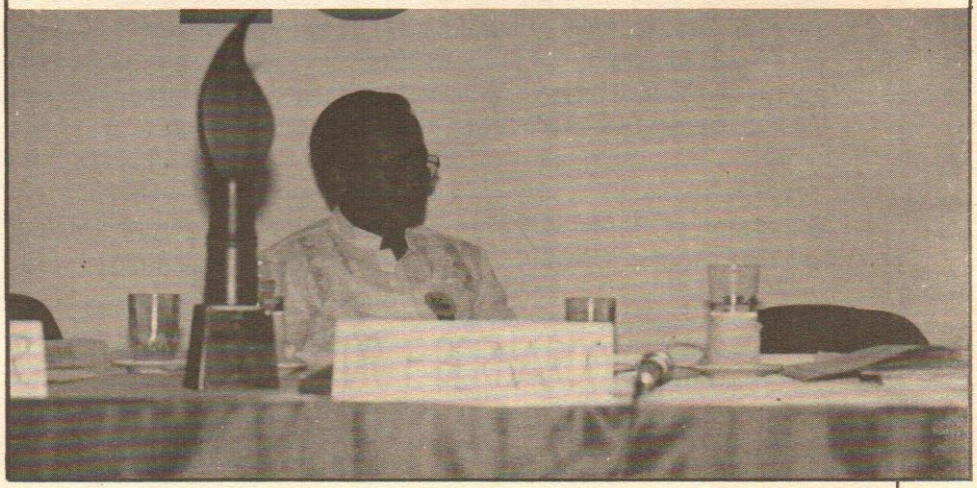
The research and development efforts of VICARP were not left unrewarded. Its lead agency, ViSCA, and the PRCRTC were conferred the Tanglaw awards in 1977 and 1980, respectively. The Tanglaw award is granted by PCARRD to agencies and institutions whose dedications has resulted in outstanding achievements in the form of significant contribution for the well-being of the people and their communities and the Philippines in general, as well as for the advancement of agriculture and resources research.

ViSCA was cited for its efforts in pursuing relevant researches that will ultimately benefit the small Visayan farmers. PRCRTC was recognized for spearheading the national research and development efforts on root crops and for generating a massive local and exotic root crop germplasm collection.

In 1982, ViSCA President F. A. Bernardo received the Pantas Award from PCARRD "for the managerial prowess he applied toward the development of agricultural research and education."

He was cited particularly for developing ViSCA into the strongest agricultural complex outside of Los Banos and for initiating the establishment of the PRCRTC, RCRC, and VICARP.

Pres. Bernardo receives the Pantas Award from the Philippine Council for Agriculture and Resources Research and Development in recognition of his contribution to agriculture and natural resources research as a topflight research administrator.



EXTENSION

Farmers, farmer leaders, and extensionists are brought to the various experimental fields of the College to keep them abreast of the improved production technologies.

Extension has always been one of the major concerns of the technical and social science departments of ViSCA and the College-based commodity research centers. In the conduct of the various extension activities, ViSCA utilized interdisciplinary and interagency approaches to tap the expertise of the staff members from various departments and research centers. This approach was adopted by ViSCA in its efforts to adequately provide the rural poor in the Visayas region with opportunities for acquiring knowledge and skills to improve their productivity, efficiency and well-being.

Department of Agricultural Development Education (DADE)

On March 10 to 12, the DADE sponsored a three-day regional conference-workshop for agricultural school administrators in the Visayas on the theme "Strengthening Agricultural Education for Regional Development." It was participated in by 27 school administrators in Regions VII and VIII and by the heads and directors of ViSCA's academic units and research centers.

The conference provided an opportunity for agricultural school administrators to discuss common problems and issues relevant to their roles for agricultural development. It identified possible cooperative programs in instruction, research, extension and staff development among participating institutions. Closer ties and improved relationship between ViSCA and the agricultural schools and colleges in the region were also attained and resulted to a decision to organize the Visayas Agro-Technical Schools Association or VATSA.

The Visayas Farm News Service (VFNS), an extension service paper of the Department, was also started in 1982. During the year, the service paper which released three bimonthly issues with about 500 copies per issue, publishes in easy language popularized versions of agricultural research results and other information useful to farmers and farm families especially in Eastern and Central Visayas. Information sources of VFNS include ViSCA and its research centers, MA, PCARRD, VICARP NFA, IRRI, SEARCA, and other agricultural research and development agencies and institutions. Copies are sent free of charge to farm leaders, extension workers, MA personnel, agricultural teachers, agricultural journalists, and radio broadcasters.

In 1982, the Department also started a project of developing teaching manuals for agriculture teachers in the elementary and high schools. An assessment survey was made to determine the priority subject matter areas. The first draft of the Teaching Manual on Rice Production was completed and referred to reviewers coming from the departments and centers of the College for further refinement. It shall then be field tested in different cooperating schools in the Visa-

yas and then revised before final reproduction.

Another extension project organized during the year was the Barangay Integrated Rural Development (BIRD). Coordinated by the department in cooperation with other technical departments of ViSCA, the BIRD intends to provide opportunities and extension service assistance to the residents of barangays surrounding ViSCA, and to generate livelihood projects to improve their socioeconomic conditions.

Community newsboard is one of the mass media channels initiated by the ViSCA field workers to disseminate information relevant to farming and rural living.

Starting with barangay Guadalupe, the project extends to neighboring barangays so that the development influence of ViSCA could be felt in its immediate environs. The activities of the project during the year include: socioeconomic and training needs survey; pre-training activities or motivational phase; and post-training follow-up activities which include home and farm visits, barangay communal plant nursery project, and barangay garden club.

Department of Agricultural Economics and Agribusiness (DAEAB)

The extension activities of the DAEAB during the year consisted primarily of disseminating economic and business information in coordination with other departments and offices.

Two staff members were detailed at the Farming Systems Development Project for Eastern Visayas. Two other staff members were actively involved as consultants for the San Isidro Estates Rural Systems Development Project. A number of staff members were also requested to act as resource speakers in seminars and workshops on topics related to agricultural economics and agribusiness management conducted within and outside the school campus.

Department of Agricultural Engineering and Applied Mathematics (DAEAM)

The Department's extension effort has been focused toward the development and improvement of small farm tools and machines. It also conducted actual demonstration to farmers in nearby barangays on how to operate these implements particularly a pedal rice thresher and natural convection rice dryer. It also assisted the residents of Baybay barangays in acquiring water rights and in making plans for infrastructure projects.

Department of Agronomy and Soil Science (DASS)

Some Staff members of the DASS acted as resource persons in five trainings conducted by the RTC-RD which were participated in by farmers, extensionists, and supervisors from different ministries and line agencies.

Farmers and private agencies who came to the Department for consultation were served. Information materials on field crop production were distributed to 62 farmers from Eastern Samar.

The Department in cooperation with the Department of Horticulture also distributed vegetable seeds to 62 farmers and 4 extensionists.

Department of Arts and Letters (DAL)

The DAL launched with pride the mobile theater which is its major extension project. This project aims to stage plays with developmental themes in selected barangays; orient prospective members of the cast to the project; and tap the talents of the ViSCA students and staff members and their managerial abilities for theater production. An operetta entitled "Polished Pebbles" was presented during the 58th ViSCA Anniversary celebration for the ViSCA populace, guests, alumni and people from nearby barangays.

Department of Home Science (DHS)

During the year, the staff members of the DHS conducted handicraft skills training and acted as resource persons in similar trainings.

The handicraft skills training was conducted during weekends from October 2 to November 27. It was participated in by 123 trainees composed of home economics and practical arts teachers, lay leaders and barangay officials, and some representatives from the Ministry of Education, Culture and Sports. Locally abundant materials such as "nito", wood, and abaca fiber were used in making handicrafts.

Department of Horticulture (DH)

Faculty members of the Department served as resource persons in five seminar-workshops conducted by the RTC-RD. Topics discussed by the resource persons in these seminar-workshops were on multiple cropping.

Department of Animal Science and Veterinary Medicine (DASVM)

In 1982, the DASVM undertook 5 extension/information services. These include post-mortem and diagnostic examination service for the Carabao Improvement Program, consultancy service of faculty members to cattle raisers in the region, assistance in the production of the Bohol technoguides on animal production, assistance to the RTC-RD in trainings related to the animal industry, and swine and goat dispersal program.

Department of Plant Breeding and Agricultural Botany (DPBAB)

Extension activities of the DPBAB were focused on the collection and maintenance of medicinal and ornamental plants. These plants were propagated at the botanical garden for exhibit and for distribution to selected clientele. Requests of various groups for sweet potato planting materials were also granted.

Rural women also benefit from technical assistance such as handicraft skills training which aims to augment family income.

Department of Plant Protection (DPP)

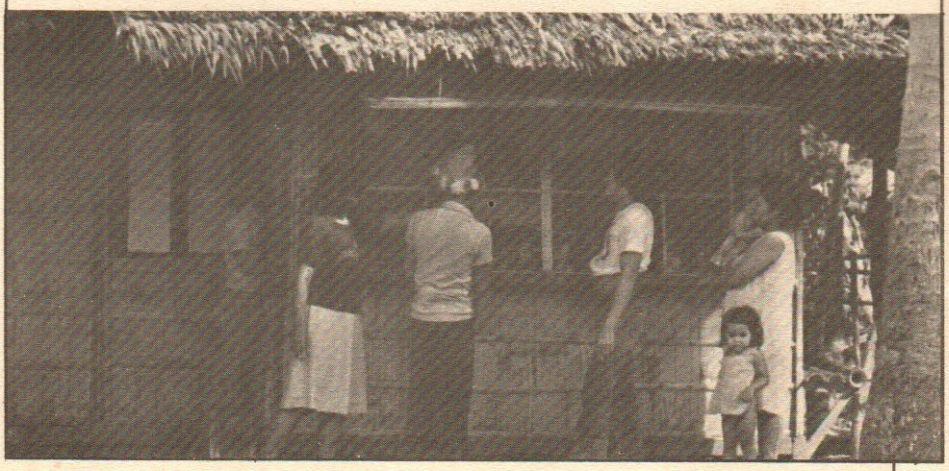
The DPP distributed 80 plant protection pamphlets tc farmers from the different barangays of Baybay, Leyte.

The Plant Pest Clinic served 206 extension workers, researchers, and farmers on the identification and control of crop pests. Technical research reports are published by the Annals of Tropical Research based at the Department.

Center For Social Research In Small-Farmer Development (CSR-SFD)

The Social Laboratory (SL) and the Barangay Resources Mobilization (BRM) Project are action-research projects of the CSR-SFD. Al-

Barangay cooperative stores are put up to provide barangay residents with reasonably-priced primed commodities and other household needs.



though redirections of the Center's thrusts were made, extension remains a vital component in the Center's operations.

In 1982, the major extension activities undertaken were the conceptualization and organization of planned change and at the same time maintaining some extension activities which were already existing. Among them are as follows:

1. ***Assistance to Organizations***

Advisory and consultancy services were rendered to 4 Barangay Consumers' Cooperatives, 2 Macrame Cooperators Associations, 1 Barangay Credit Club, 1 Housing Club, 7 Barangay Councils, 7 Rural Youth Associations, 2 Barangay Advisory Boards, 1 "Purok", and 1 Irrigators Service Association.

2. ***Assistance for Agricultural Productivity***

The field staff facilitated the release of 8 loans for duck raising, 43 for rice production, and 3 for corn production. Follow-up services were also rendered to the farmer-borrowers.

The marginal hillside farmers of the BRM Project received 1,400 ipil-ipil seedlings for the agroreforestation program.

3. ***Assistance for Infrastructure Development***

The field staff members assisted the residents and organizations of service barangays in the establishment, construction, maintenance and improvement of essential infrastructure projects. The projects undertaken were the renovation of the roof of the Kansungka Barangay Newsboard, renovation of the Kansungka Barangay Center, construction of concrete benches on the sides of the Kansungka multipurpose pavement, renovation of the school nursery of Anolon, fencing of the school site of the Anolon Elementary School, renovation of the basketball court of Anolon, and construction of a water pump at Anolon.

4. ***Trainings Facilitated/Conducted***

In cooperation with the Regional Training Center for Rural Development and the Departments of Agricultural Development Education and Animal Science and Veterinary Medicine, the Center conducted trainings to 46 backyard swine raisers and 23 backyard duck raisers of barangays San Isidro, Gacat and Kansungka in Baybay, Leyte.

A seminar-workshop on Macrame Products Quality Improvement and Control was conducted to 20 members of the San Isidro Macrame Cooperators Association. Likewise a lecture-forum on bookkeeping, accounting and auditing procedures was conducted for the new set of officers of the Botica sa Barangay.

5. ***Information Dissemination***

The field staff members oriented visitors and training participants on the operation of the Social Laboratory projects. The clientele include a group of RTC-RD training participants, two consultants from the University of Wisconsin, one group from Massey University, one group from the People's Republic of China, two visitors from the Agricultural Development Council, Inc., and one group from the Technical Panel for Agricultural Education.

Through farm and home visits the field staff members also rendered technical assistance to 41 rice farmers on fertilization and pest control, 14 backyard swine raisers on castration, 1 rice farmers on "sabog-tanim", 4 hillside farmers on multiple cropping, 2 hillside farmers on rootcrop production, 6 farmers on compost making and utilization of organic waste products, 3 barangay loan processors on agricultural loan processing, 5 rice farmers on herbicide application, 1 rice farmer on seed treatment, 7 corn farmers on pest control, and 3 carabao raisers on animal health.

Philippine Root Crop Research and Training Center (PRCRTC)

Research findings of the PRCRTC are disseminated through its annual report, its official publication (The Radix), and through seminar-workshops and scientific conventions. Research results in highly technical form are also published in the Annals of Tropical Research. While popularized versions and abstracts are published in the VICARP News.

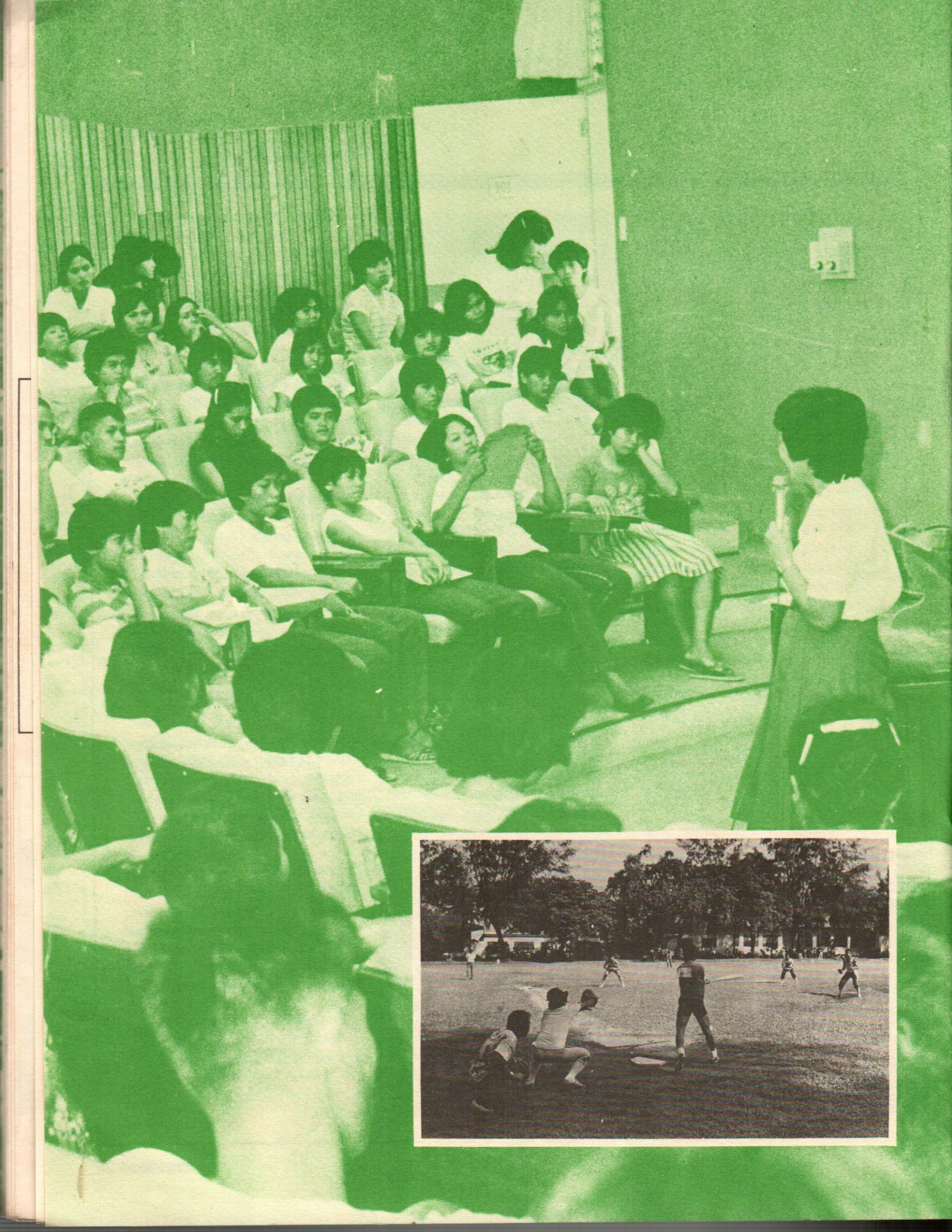
The PRCRTC maintains a library to cater to the needs of those working on or interested in root crops.

Highlighting PRCRTC's extension and information dissemination activities are the series of seminar-workshop and training on rootcrop research for researchers and government extensionists, and on rootcrop production and utilization for farmers and technicians.

Regional Coconut Research Center (RCRC)

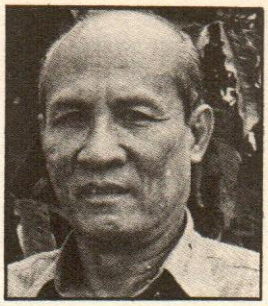
In line with its extension thrust, the Center trained coconut farmers from Eastern Visayas on hybridization, replanting, general cultural practices, and processing and utilization.

The center also disseminated to various groups improved practices on coconut production and processing through visits of project sites and through lectures and demonstrations.



Auxiliary Services

The Auxiliary units provide support for the instruction, research, and extension functions of the College through adequate library materials, efficient health care delivery systems, and effective student services.



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

L. K. Miranda, M.S.
Chief Librarian

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

The auxiliary services component of the College is composed of the Library, the Infirmary, and the Office of Student Affairs. Although they are regarded as auxiliary units of ViSCA, the services they have been rendering contributed greatly to the attainment of ViSCA's major programs in instruction, research, and extension.

For CY 1982, the activities of each unit were guided by the following objectives:

Library

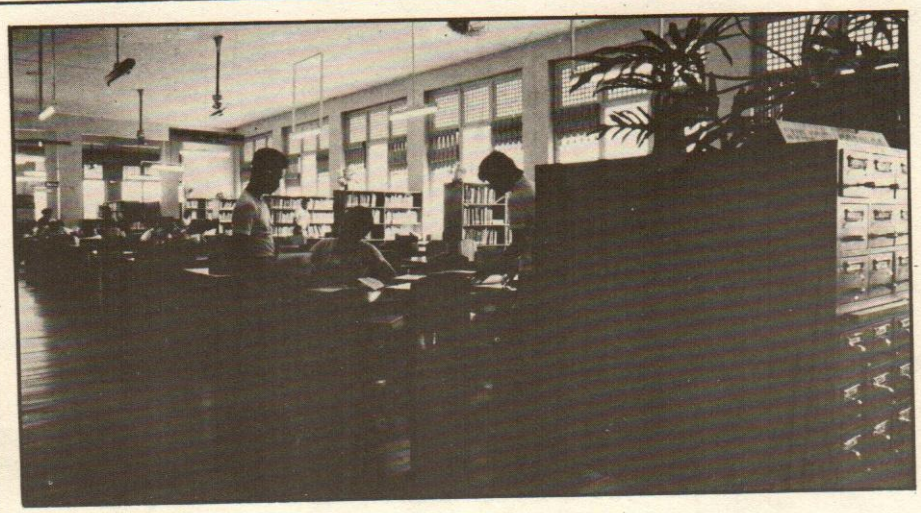
- **To accelerate the acquisition of library materials in order to adequately support the curricular, research and extension needs of ViSCA.**
- **To continue operating the high school library with its own collection, information file and serial sections apart from the College library materials.**
- **To improve serial acquisition procedure through increased subscriptions of professional and technical journals, and materials and exchanges with local and foreign agencies.**
- **To provide current awareness services through the use of audio-visual equipment and printed materials for selective dissemination of library information.**
- **To improve library services through increased use of library facilities and efficient staff services.**
- **To preserve old issues of books, journals, pamphlets and other general references through improved ways of handling library materials and the use of bindery equipment.**

Infirmary

- **To provide health care service to the ViSCA populace, including the people living in nearby barangays.**
- **To prevent and control the spread and occurence of communicable diseases.**
- **To maintain an effective environmental sanitation program, particularly on the water supply and waste disposal system.**
- **To promote health of mothers as well as normal growth and development of infants and children with emphasis on nutrition.**
- **To assist the school administration in disseminating information to the populace with regards to health matters.**

Office of Student Affairs

- **To render guidance and counseling services in order to assist students adjust to the new environment and help solve educational, psychological, emotional and social problems.**
- **To develop students to become responsible leaders and good followers and to help them use their extra time to worthwhile or productive activities/projects.**
- **To provide adequate student housing accommodation and to give wholesome dormitory activities to enable them to live with others harmoniously and cooperatively.**
- **To assist the administration in providing more financial aid to poor but deserving students by soliciting more scholarship grants and putting in the College annual budget more funds for student assistants.**



While waiting for the completion of the new ViSCA library, the College library is housed temporarily in one of the old buildings in the high school campus. It can now readily accommodate 300 people.

THE LIBRARY

The Library continues to serve as the most important intellectual resource of the College and remains as indispensable unit to the staff members and students alike in their quest for knowledge for professional and technological advancement.

Major concerns of the Library in 1982 were the collection of library materials, particularly on subject areas that are most needed by its clientele; increasing the number of books for loaning out and lengthening the loan period; extensive information drive on the use of card catalog and other library facilities; and physical expansion in response to the maturing interest of the ViSCA staff members and students.

Staff Services Development

• *Orientation Program* – As a continuing service of the library staff, the annual orientation program was conducted in the beginning of the school year for newcomers, particularly the freshman high school and College students, to acquaint them with the different sections, arrangements and acquisitions of the library. A film show on the Dewey Decimal and Library of Congress Classification Systems, card cataloguing, and the proper way of handling library materials is a regular feature of the orientation activity.

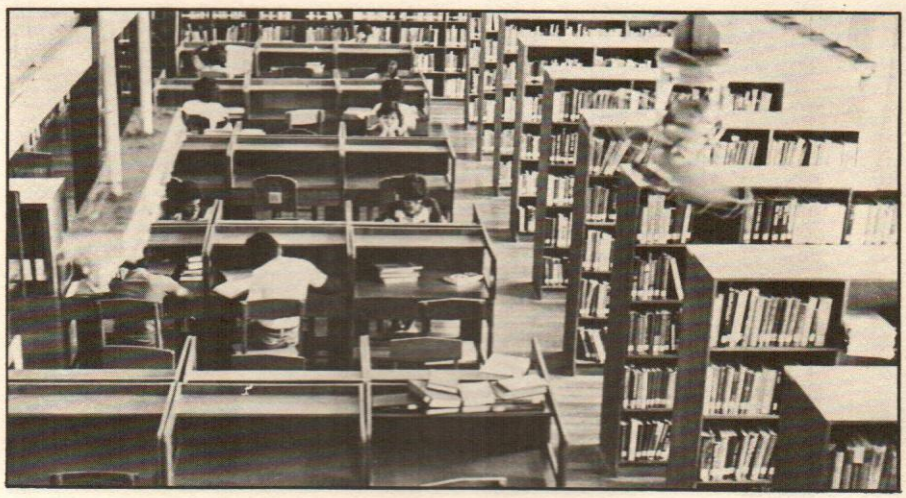
The bindery section of the library preserves old issues of periodicals and other general references. Binding of student thesis is also facilitated.

• *Binding Services* – With the acquisition of a hot stamping machine and a heavy duty paper cutter, the bindery section of the Library turned over 3,055 volumes of bound books, journals, pamphlets, theses, terminal reports and other general references. This output indicates a 34.8 percent increase over the number of volumes bound in 1981 which was 2,266.

The acquisition of such equipment also enabled the library to bind theses of students, preserve old issues of periodicals, and indicate titles of various library compilations.

• *Use of Library Facilities* – In 1982, the number of times that reserve and circulation books loaned to students and staff members had an increase of 160.9 percent over the 1981 statistics. Likewise, users of the library facilities increased to 37.7 percent over those of the previous year. These gains are attributed to the week-round schedule adopted by the library which devotes 78 hours of operation per week. When examination comes, weekend services are extended. Even if the school term is over, the library still opens its facilities to serve the needs of the faculty and students, especially those conducting research.

• *Publication Services* – For its library awareness program, lists of new acquisitions, including the available journals in the Scientific Literature Service are sent regularly to the different departments and offices for easy reference of appropriate materials for various assignments. With the Annals of Tropical Research, a technical publication of ViSCA, the library established exchange relations with 125 educational institutions, media centers



The library collections are arranged according to the Library of Congress Classification System and are readily available to students, faculty members, and other employees of the College.

and experiment stations in the country and abroad, thus strengthening the library serial collection and saving funds for serial subscriptions.

Library Facilities Development

• *Collection of Reference Materials* – At the end of 1982, the ViSCA library had a total of 33, 179 volumes of library materials which shows a 6.49 increase over the previous year's collection of 31,157 volumes. From January to December, it acquired 589 books, 876 journals, 344 periodicals, and 213 theses and dissertations. Most of these materials were acquired through subscriptions. Others were donations from the Food and Agriculture Organization (FAO), International Rice Research Institute (IRRI), National Economic and Development Authority (NEDA) and the United States Information Service (USIS). Some were acquired through exchange agreement with educational institutions, media centers and research agencies.

• *Acquisition of Audio-Visual Equipment* – With the intention of enriching learning facilities and providing valuable experience to students, an Audio-Visual Section was put up in the library to house the overhead, slide and 16 mm film projectors, the film loop player, the cassette tape recorder-player, and film strip adaptor.

These pieces of A-V equipment were used during the orientation for new students and during the national convention of the Philippine Society of Youth Science Clubs held at ViSCA. During the year, the ViSCA library became a member of the British Council A-V Centre based in Manila and was given the privilege of borrowing documentary films, among which were "The Wedding of Prince Charles and Lady Diana" and "Everything in the Garden is Lovelier". Reservation has been done for Shakesperean films for educational and entertainment purposes.

• *Expansion of Library Space* – While waiting for the completion of the new ViSCA Library, the entire building which used to be the classrooms for high school students was fully converted into the College and High School library. The structure has an equivalent floor space of 10 standard classrooms with technical, bindery, serial, reference, circulation and reserve sections. The serial section has enough space for readers with serial collection and an airconditioned room for the microfilms. The library can now readily accommodate 300 people at a time.

Personnel Development

One library staff finished in 1982 her master's degree at the Institute of Library Science of the University of the Philippines. She joined two others in the library with masteral degrees. Also, some staff members participated in in-service trainings for upgrading library information. Among the short-term trainings attended were the two-week Asian Regional Seminar on Information User Orientation, and a one day lecture forum on Post-Graduate Training for Information Science Specialist, both held at the University of the Philippines at Diliman, Quezon City.

The audio-visual section of the library whose facilities include instructional films, extends services to enrich learning and provide valuable experiences to students.

A portion of the ViSCA Infirmary interiors. The infirmary maintains medical and dental clinics to provide the best possible care for students and the whole academic community.

THE INFIRMARY

In 1982, the Infirmary continued to provide its mandated function of providing optimum health care to residents of ViSCA as well as the nearby barangays. It maintains various health programs to promote, preserve, and protect the health of the campus population whose afflictions are within the capabilities of the personnel and its facilities.

Medical and Dental Services Development

The specific accomplishments of the Infirmary along the areas of medical and dental services are summarized in Table 12. In 1982, a total of 14,097 services were rendered by the Infirmary staff. This number is 24.8 percent short of the number of services supposed to be rendered in 1982. The reason behind this is perhaps the lack of additional nursing staff to serve the 24-hour operation and the needed facilities, particularly laboratory and emergency room equipment that are important in the immediate management of emergency cases. Unavailability of vaccines and other medicines requested from the Regional Health Office was also considered to be the relevant factor influencing the low services rendered by the staff. On the other hand, the decline may also indicate a significant improvement in the health status of the community.

Among the health programs implemented during the period under review are the following:

1. *Health Appraisal Program*

- Annual medical and dental examination of students, faculty and other staff members, including casual laborers.
- Follow-up and referral of those with physical and/or medical findings.

2. *Health Care Program*

- Outpatient medical and dental consultation and treatment for students and staff members and their immediate family as well as those living in nearby barangays.
- Hospitalization at the Infirmary for patients needing bedside care, and referring patients to other hospitals when more sophisticated health care facilities are needed.

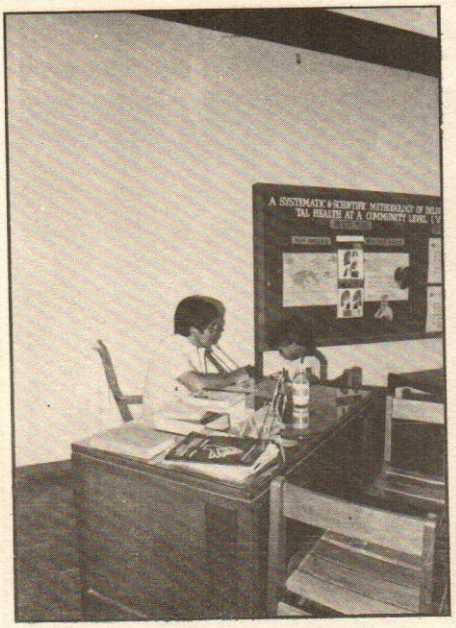
3. *Health Education Program*

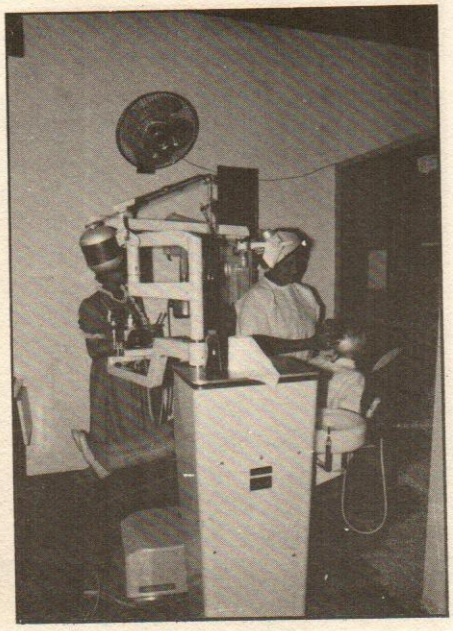
- Promoting health improvement through information dissemination activities such as small group discussion, individual counseling, lectures to student organizations and during staff meetings, and publication.

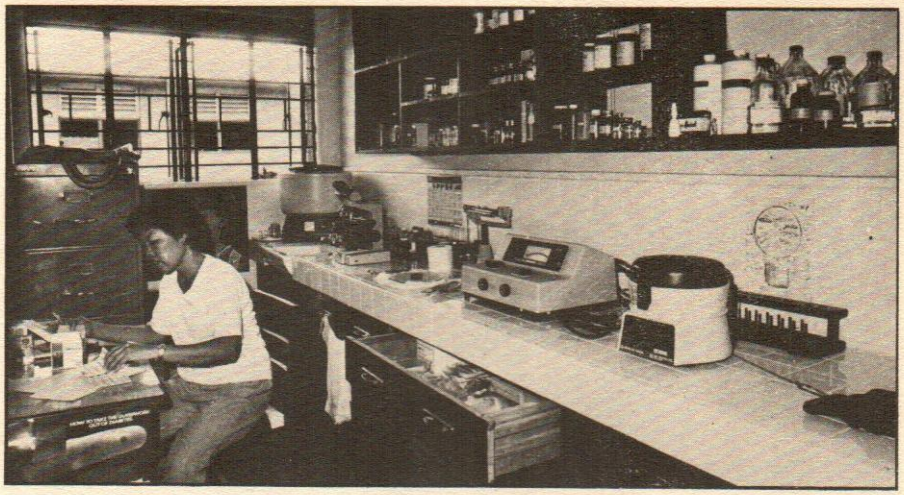
4. *Prevention and Control of Communicable Diseases*

- Periodic immunization of the school populace and residents of neigh-

Preventive and curative functions are performed by the ViSCA Infirmary. Yearly medical and dental examination of the students and College personnel is undertaken.







The infirmary has just acquired some basic laboratory instruments and equipment purchased through World Bank funds.

boring barangays against cholera-typhoid and other communicable diseases.

- Environmental and food sanitation campaigns and periodic inspection of student dormitories, staff cottages, school canteens and other food establishments on campus with emphasis on sewage and garbage disposal.
- Preventive dentistry such as flouridation, dental prophylaxis and gum treatment.

Physical Facilities Development

Completed in 1980, the ViSCA Infirmary is a one-storey structure located in the campus within easy reach of all students and faculty members. Its facilities include the following: consultation offices, medical and dental examination rooms, wards and isolation rooms for each sex, emergency room, pharmacy, preparation room, laboratory, and treatment room. It has also a kitchen, a dining room, a linen room and storage chambers.

Although it has been serving the ViSCA populace for quite a time already, the ViSCA Infirmary still needs certain equipment as well as additional personnel before it could fully operationalize its total resources. Meanwhile, some basic instruments and equipment were purchased in 1982 through World Bank funds.

Personnel Development

As of 1982, the staff of the Infirmary consisted of two resident physicians, two nurses, one dentist, one midwife, one medical and dental attendant and one administrative staff.

With the aim of providing the ViSCA community with a quality health care, and updating knowledge and information on the medical practice, one of its resident physicians was sent to a one-year training on pediatrics. The knowledge earned from such training has been of great help in promoting health of mothers and growth and development of infants and children.

Table 12. Medical and dental services of the ViSCA Infirmary in 1982

Services	FREQUENCY	
	Target	Actual
Medical		
Annual physical examination of students	2,200	2,069
Annual physical examination of faculty and staff members, including new applicants	1,800	2,168
Outpatient consultation and treatment of students	3,800	3,073
Outpatient consultation and treatment of faculty and staff members	2,200	1,688
Outpatient consultation and treatment of staff dependents and outsiders	2,638	1,703
Immunization of students, staff members and other dependents against cholera-typhoid, diphtheria, pertussis and typhoid (DPT) and polio	4,100	975
Inpatient services	150	54
Sub-total	16,888	11,730
Dental		
Annual dental examination of students	400	654
Outpatient consultations and treatment	1,270	1,466
Flouridation of elementary pupils	200	247
Sub-total	1,870	2,367
GRAND TOTAL	18,758	14,097

The freshmen orientation program takes place at the start of the school year. It includes a series of lectures and other activities to help freshman students get oriented with their new environment.

THE OFFICE OF STUDENT AFFAIRS

Firm in its belief that education is not just the development of the students' mental faculty, the Office of Student Affairs (OSA) played its primary role of looking after the students' welfare and interests with emphasis on social, psychological, cultural, physical and even economic needs.

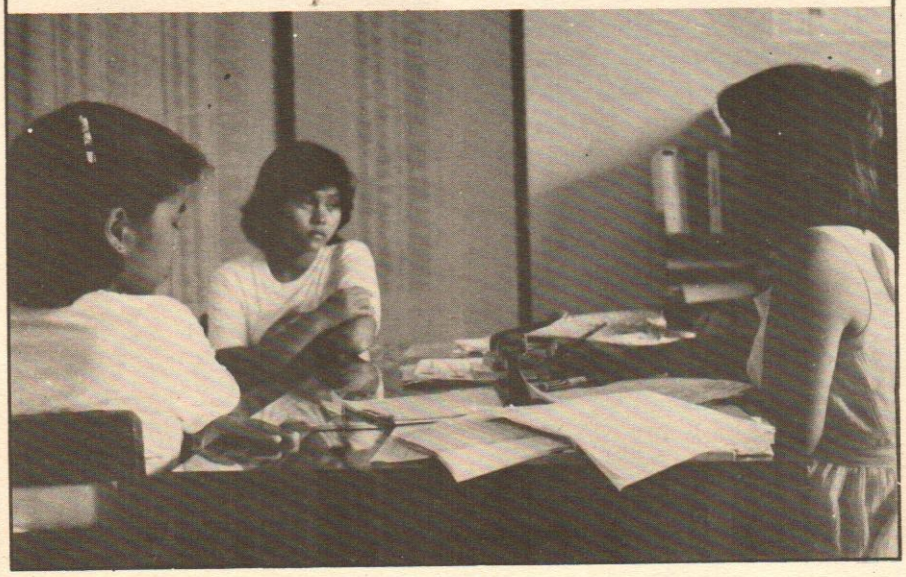
In 1982, the OSA intensified its major services, namely, guidance and counseling, testing, student housing, coordinating extra-curricular activities, and monitoring financial assistance to economically deprived but deserving students. Staff services were programmed in such a way that freshman students are given extra assistance to get adjusted to the new environment.

Guidance and Counseling

The guidance staff of the OSA continuously rendered services to students to enable them to fully develop their talents and abilities and help them solve problems encountered while studying at ViSCA. Psychological tests and special tests were administered to acquire reliable information for advising students in the choice of suitable curriculum or confirming a choice already made. The orientation program was conducted at the opening of the school year and was carried on until the middle part of the semester to help acquaint new students with the College traditions and standards, the rules and regulations, the curricular offerings, and the use of the physical facilities.

Upperclassmen were not left out but were exposed from time to time to seminars, lectures and convocations to develop an understanding of themselves in relation to College expectations. Graduating students were likewise assisted in finding job opportunities by keeping them informed of employment vacancies in leading agricultural and business agencies with which the College maintains close contact and cooperation.

Personal counseling is conducted to help each student develop an understanding of himself in relation to ViSCA's expectations.



Co-curricular and Extracurricular Activities

The College recognizes the significance of co-curricular and extra-curricular activities as effective means of promoting student welfare, developing leadership traits and skills, and enhancing cultural growth and physical health.

In 1982, a total of 37 student organizations were recognized and 216 student activities were coordinated. Some of these activities were dramatics, open forums, debates, oratorical contests, symposia, seminars, and musical and sports festivals. Special cultural opportunities such as professional concerts and operas, and convocations featuring well-known personalities were also made availabe to students, faculty and other staff members. Dances, open houses, parties and various services were among the usual activities of student organizations on campus. All of these functions were regulated by the OSA.

Extracurricular activities and various organizations of varied interests are open to all students as part of ViSCA's program in developing students' talents and abilities.

Scholarships and Other Financial Assistance

With the plan of ViSCA to expand its financial assistance, promising and deserving but poor students are provided greater access to educational opportunities through scholarships and grants-in-aid programs.

In 1982, a total of 970 students were given financial assistance, 471 of whom were awarded scholarships and 499 were recipients of the grants-in-aid programs. This number shows a 57.5 percent increase over the number of students granted financial assistance in 1981 which was 616. This increase may be attributed to the new policy of the College which allows work-study grants not only to upperclassmen but also to freshman students. An honorific scholar who used to enjoy a scholarship in the first semester is given one whole year of scholarship provided that he gets a grade point average of 2.75 or better in the first semester. Free comprehensive fees is also given to students who belong to families with annual income of less than ₱ 7,000.00 and reduced comprehensive fees with annual income of ₱ 7,000.00 but not more than ₱ 12,000.00. Furthermore, in 1982, ViSCA varsity athletes and College dance troupe members were given financial aids in the form of free tuition and athletic uniforms for the former and free tuition, clothing allowance and exemption from P.E. classes for the latter.

Aside from the aforementioned scholarships and grants-in-aid programs, ViSCA, through the OSA, also assisted its students through an emergency loan fund program. During the year, a total of 1,139 loans amounting to ₱ 132,285.00 was extended to college and high school students.

Housing and Accommodation

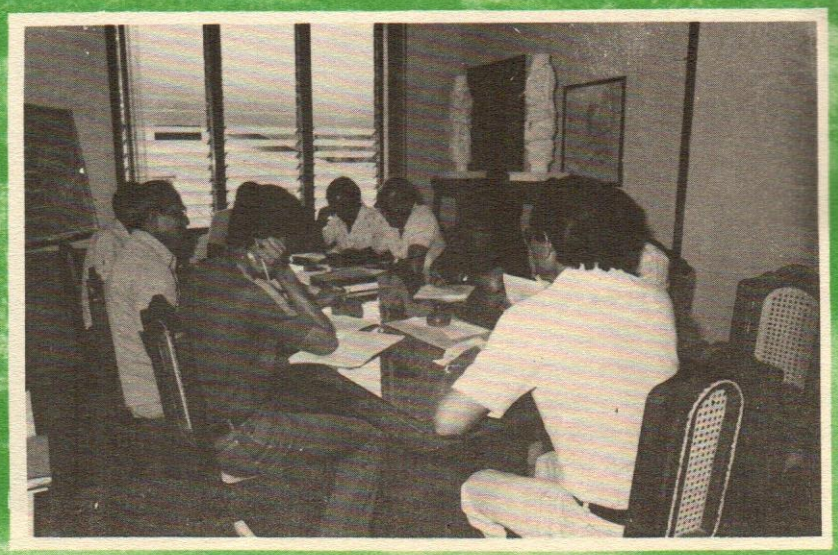
In an effort to provide comfortable living conditions for study and relaxation, major repairs were done in some dormitories. These include painting, screening, room renovation, and putting up of cooking facilities in some dorms. House visits were also conducted in one of the nearby barangays where many students live to find out whether the facilities are adequate for healthful living.

In 1982, a semestral average of 912 College students or 63.9 percent of the total College student population were accommodated in 17 dormitories, cottages and residence halls in the school campus. Because of the delay in the completion of the two big cooking dormitories, the College was not able to accomplish its target of accommodating at least 75 percent of the total student population.

Information Dissemination and Testing

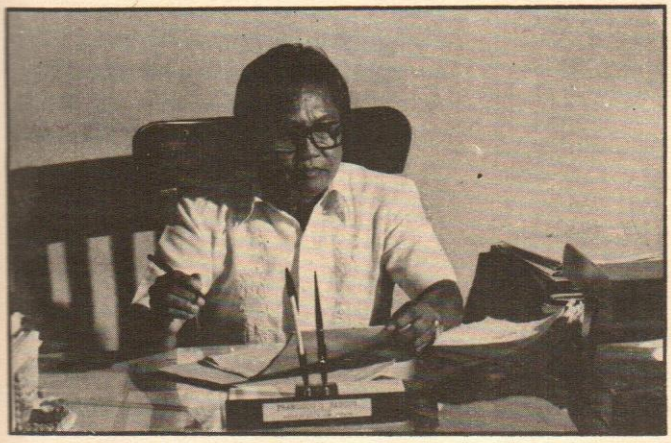
In an effort to serve more students at ViSCA, seven groups of faculty members were organized to conduct an information drive throughout Eastern and Central Visayas, and in Northern Mindanao provinces. Also to meet the clamor of indigent students who want to avail themselves of scholarships, two additional testing centers were opened in Leyte. As a result, a 23 percent increase in freshman enrolment was recorded in SY 1982-83 over the enrolment figure in SY 1981-82. The number of ViSCA-funded scholars during the year was also 69.2 percent higher than in the previous year.

Students living in dormitories are also provided with social opportunities such as open houses, parties, and dances sponsored by various student organizations.



General Administration

The major thrust of the general administration is to provide support, direction, and coordination in planning and implementing the programs and projects of the different units of the College for balanced growth and development.



Francisco G. Bascug, M.S.
Vice Pres. for Development and Finance

In the midst of expansion and development, the administration of the Visayas State College of Agriculture has steadily geared itself towards efficiency and effectiveness. Resources have been utilized by ViSCA to the maximum to maintain the level of production output it achieved in previous years.

For Calendar Year 1982, the major accomplishments of the ViSCA administration were all in line with the objectives set by the college planners in the 1982 Annual Development Plan. These objectives are the following:

- **To strengthen the planning, budgeting, and internal audit and control system as well as the improvement of the monitoring programs and projects of the college.**
- **To improve the management of building construction and repair and maintenance of grounds, buildings and other related facilities.**
- **To expand water delivery system and electrical services.**
- **To improve the security of the college by constructing fences around the old and new campuses with only one entrance and exit gate.**
- **To strengthen and improve the research and extension program of the college by appointing a Director of Research and Extension.**
- **To identify promising administrative staff and to provide them with training opportunities in management and leadership.**

The rapid growth and development of ViSCA has been attributed to managerial expertise. In 1977, Pres. Bernardo received from His Excellency Pres. Ferdinand Marcos the Tanglaw Award for ViSCA in recognition of its significant contribution for the well-being of the small Visayan farmer. Similar awards were received by ViSCA in the years that followed.

Administration and Management

In 1982, efforts were focused towards enhancing ViSCA's organizational efficiency and effectiveness through the improvement of internal management processes and procedures. Major activities undertaken towards this end include the reorganization of key administrative offices, establishment of new functional units, information management, staff development, development planning, and physical facilities development.

Reorganization of Administrative Offices

- The *Office of Business Affairs (OBA)* was abolished and in its place, the *Office of Vice President for Development and Finance (OVDF)* was created. Consequently, the responsibilities of the *Vice President for Administration* were incorporated with those of the Vice President for Development and Finance to give more time to the former who serves as the Officer-in-Charge of the Palompon Institute of Technology. Among the Vice President's functions are directing the implementation of most infrastructure projects, managing ViSCA's business affairs, and supervising most support services.

- Because of a great need to closely coordinate and relate research and extension, the *Office of the Director of Extension* was abolished and in its stead the *Office of the Director of Research and Extension* was created. The establishment of this office is necessary due to the rapid expansion of ViSCA's research and extension activities with the emergence of programs on farming systems, agroforestry, fisheries, socioeconomics and food science and technology. Likewise, the duties and responsibilities of the Office of the Director of Instruction were redefined to ensure that research, extension and instruction are mutually reinforcing each other.

- The *College Registrar*, who was directly responsible to the *College Secretary* in previous years, is now given the full responsibility over the functions pertaining to the Registrar's Office. Because its main function is closely related to the academic programs of the college, the Registrar's Office is now under the direct supervision of the Director of Instruction.

- In response to the need for an effective mechanism that will ensure proper check and balance in auditing business and other financial transactions of ViSCA, the *Internal Control Unit (ICU)*, formerly under the Office of the Director of Business Affairs, was attached to the *Planning and Budget Office* which works under the President's Office. This development is in line with the regulation of the Commission on Audit (COA) which requires all preauditing functions to be under the direct supervision of the agency head.

- With the appointment of the former Information Officer as head of the Development Communication Section of the Department of Agricultural Development Education and as station manager of the ViSCA radio, the duties and responsibilities of the *Information Officer* were integrated with those of the *College Secretary*. Greater access of the Information Office to the Office of the President will facilitate official and up-to-date documentation of all important college events for information dissemination.

- The Department of Agricultural Economics was renamed *Department of Agricultural Economics and Agribusiness.* The change was made to reflect the actual functions of the Department which is offering four-year degree courses not only in the field of agricultural economics but also in agribusiness. Likewise, the Department of Agricultural Chemistry was changed into the *Department of Agricultural Chemistry and Food Science.* The Department is offering the B.S. in Agriculture, major in Agri-

cultural Chemistry and the B.S. in Food Science.

Establishment of New Functional Units

• The *Center for Social Research in Small-Farmer Development (CSR-SFD)* was established at the ViSCA campus for the intensive investigation of social problems. The center's specific objectives are: to generate knowledge in small-farmer and rural development with emphasis on the Visayas region; to extend information generated through research; to help establish programs in small-farmer development; and to provide technical assistance and conduct trainings in areas of social research, social program evaluation, planning, policy studies, social dynamics and role of women in development.

• The *Farming Systems Development Project for Eastern Visayas (FSDP-EV)*, a joint undertaking of ViSCA and the Ministry of Agriculture (MA) with financial assistance from the United States Agency for International Development and technical support from Cornell University was formally organized in 1982 to establish a mechanism for adopting rainfed agricultural technologies to the resource conditions in Eastern Visayas and to disseminate such technologies for the improvement of the livelihood of small farmers in selected rainfed areas of the region. The MA and ViSCA are the implementing agencies of this project. ViSCA, however, takes the lead role in the implementation of multidisciplinary training and in the formulation of research projects.

• After a week-long survey of the forests in Leyte by a team from the Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA) and the International Council for Research in Agroforestry (ICRAF), *ViSCA was selected to lead a pilot project on agro-forestry.* Initial activities involved brainstorming sessions on the concerns affecting marginal farmers of degraded hillylands in the region, and crystalizing ViSCA's short- and long-term development goals in agro-forestry education, research and extension. The project is jointly supported by ViSCA, SEARCA and ICRAF.

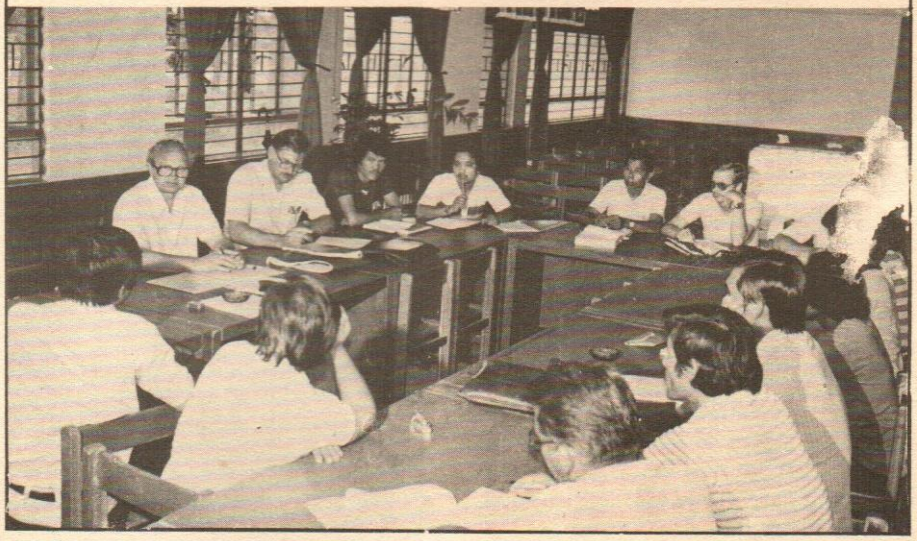
Prof. Francisco G. Bascug, the newly designated Vice President for Development and Finance, discusses with the staff members on how the College could improve its general and support services.

• With the acquisition of adequate instructional and research facilities and the presence of qualified faculty members, the *Department of Horticulture* was established apart from the Department of Agronomy and Soil Science. The department is now offering the BSA major in Horticulture and is in the process of formulating a masteral program in Horticulture.

Information Development

In line with its efforts to disseminate information and generate participation

Staff members of the Farming Systems Development Project exchange experiences and ideas on how to implement mechanisms and technologies for the improvement of the livelihood of small Visayan farmers.



and involvement in research and development activities, ViSCA intensified its information services.

- The *ViSCA radio station, DYAC,* formally started operating during the 58th anniversary of ViSCA in August 1982. With a power of five thousand watts, the ViSCA radio station is heard in Leyte, Southern Leyte, part of Eastern and Northern Samar, Surigao, Bohol, Cebu and Negros provinces. The conceptual framework of the radio station is to serve as medium for disseminating agricultural and rural development-oriented information and as a laboratory for training in radio broadcasting. The current approach of programming is a magazine-type format with developmental information for pre-selected audience as the main program material.

- To actively involve the students in the programs of the College, offices for ***student publications*** and for the ***Supreme College Student Council*** were established. Two publications were regularly put out by ViSCA students: the "Amaranth" and the "Student Times" which publish articles of general interest as well as technical and creative writing by students.

- The *Annals of Tropical Research (ATR)* is a technical publication published four times a year. In 1982, a total of 34 articles, covering crop, animal, social and physical sciences were published.

- Closer linkage with media, research agencies and educational institutions was enhanced through the periodic issuance of official press releases and publications such as the *VICARP News, ViSCA Newsletter, The Radix, ViSCA ViSTA* and the *Visayas Farm News Service.* Several college departments also published information materials such as the *Active Agent* of the Department of Plant Protection and the *ADE Quarterly* of the Department of Agricultural Development Education.

The ViSCA radio station DYAC, which started operation in August, serves as the medium for disseminating agricultural and rural development-oriented information.

Staff Development

To enable the administration to effectively discharge its functions and maintain its distinctive competence as the central planning and coordinating body, staff development program has been continuously instituted. Under this program, the level of skills and technical competence of the personnel have been upgraded through attendance in meetings, seminar-workshops and conferences, to wit:

- Workshop on Systematic Problem Analysis and Decision Making. Indang, Cavite.

- Seminar-Workshop on Peace and Order and Disaster Preparedness. ViSCA.

- National Workshop on Finance and Administration of Foreign-Assisted Projects. Metro Manila.

- Integrated Seminar on Fiscal and Property Management. Metro Manila.

- Seminar-Workshops on Supply and Property Inspection, Fiscal and Property Management and Preauditing. Commission on Audit Regional Training Center, Tacloban City.

- Seminar-Workshop on Fiscal and Property Management. Quezon City.

- Seminar-Workshop on Budgeting Procedures and Techniques. Metro Manila.

- Operational Planning and the Setting-up of Sectoral Budget Levels. Tacloban City.

- Workshop on the Development of a Budget Manual for Research Operations. Metro Manila.

In its effort to further expand its staff development program, the ViSCA administration tapped new sources of scholarships for the academic staff. One of these is the scholarship granted by the USAID under the Farming Systems Development Project for Eastern Visayas (FSDP-EV). A linkage was also established with the New Zealand and Australian governments to support observation visits to their country by selected key personnel of ViSCA. The College also avails itself of scholarships/training grants from the Japan Society for the Promotion of Science (JSPS), the Agricultural Development Council (ADC) and the Colombo Plan.

Development Planning

In 1982, the administration achieved substantial gains in areas of development planning and policy formulation and implementation. Major planning activities included the drafting of the five-

Experiences learned from other institutions are included in development planning of ViSCA. Here, Pres. Bernardo discusses with representatives from UPLB and FAO on ViSCA's animal science program.

year development plans of the different departments, centers and offices of ViSCA for the period 1984-88, as well as the integration of these plans into a unified development framework. Included in this framework are planning guidelines for the five major programs and projects of the College, namely, instruction, research, extension, auxiliary services, and general administration and support services.

To improve its general and support services, ViSCA also focused its attention on the formulation and implementation of policies. The procedures in facilitating fiscal transactions and financial control was strengthened and unified into a system. Processes involved in payroll and payment of obligations, travel requests, liquidation of cash advances, and other accounting activities were simplified to cut on effort and time. To further enhance its general services, ViSCA developed and implemented a functional system for procurement and distribution of supplies and materials. Physical inventory of properties is done yearly.

To ensure that ViSCA applicants meet the established qualification standards, the administration adopted and implemented a more aggressive recruitment and selection program. A Selection and Promotion Committee was organized in every department, center and office to screen job applicants before recommending them to the college-wide academic or non-academic personnel board. This committee also recommends staff members for promotion following existing guidelines.

The increasing infrastructure activities within the ViSCA campus necessitated the establishment of a committee on bids and awards which conducts biddings both for construction of infrastructure and purchase of equipment, supplies, and materials. The committee recommends to the President awards to bidders offering the bids most advantageous to the College.

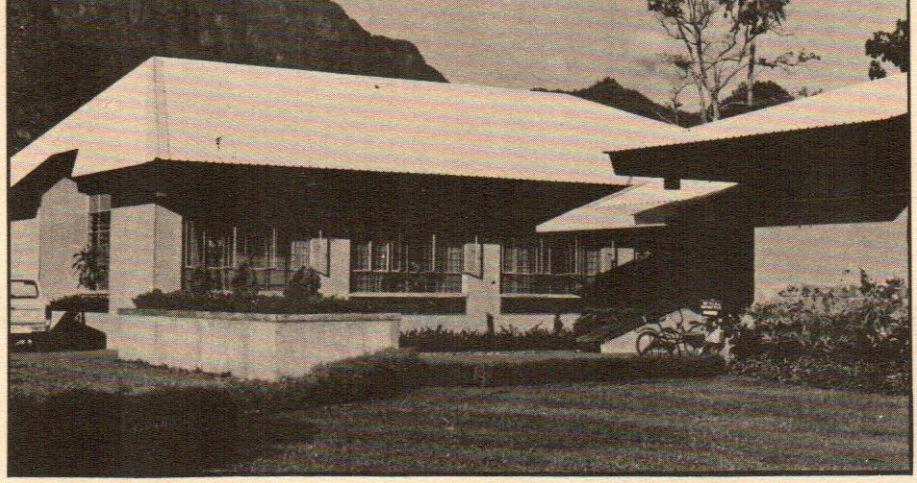
Other committees that continued to perform their functions are the Curriculum Committee, Scholarship/Fellowship Committee, Cultural Affairs Committee and the Sanitation and Campus Cleaning Committee.

Five units of a two-bedroom duplex are the latest addition to the ViSCA staff housing facilities.

Physical Facilities Development

In 1982, support services were extended by the ViSCA administration to various departments, centers and offices to enhance the development of the three-fold functions of the College, namely, instruction, research and extension. Guidelines on project identification and selection, project proposals evaluation and project implementation and monitoring were provided.

Tangible accomplishments in the area of infrastructure development include the completion of a Crops Research Complex, 6 units of greenhouses and screenhouses, and 5 units of two-bedroom staff houses. Although some of



The newly completed Crops Research Building is now occupied by the Department of Horticulture and the Regional Coconut Research Center.

the World Bank-funded buildings were not yet fully completed in 1982 as planned, ongoing works were already done for the finishing touches which included the installation of electrical fixtures, air conditioners, electric fans, transformers, voltage regulators, vinyl and cement tiles, and pebble washout finish for corridors. All of these buildings are reset to be completed in July 1983 (Table 13).

After the construction of some important buildings on the new College campus, the ViSCA administration turned its attention to site development. Activities along this line were on campus fencing, river control, water and drainage systems, building perimeter landscaping, fire protection system, housing area development and completion of the circumferential road, bicycle lanes, concrete street curbs and gutters, concrete footbridge, and the mall. All of these projects are still part of the 5-year physical facilities development of the College and are expected to be completed in 1983.

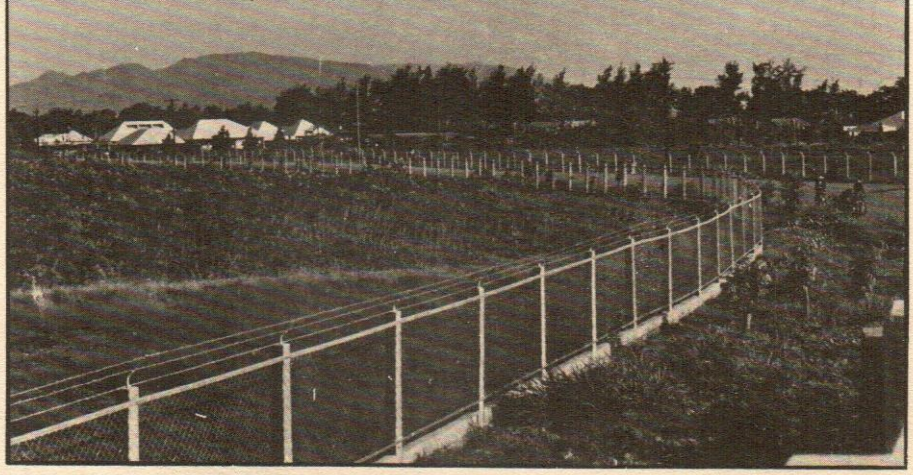
New infrastructure projects were also started in 1982. These included the gymnatorium, duplex house, farm products outlet, chemical storage house, 27-door bachelorette quarters, 24-bedroom training dorm, waiting sheds and guard posts. A house and lot in Cebu City for ViSCA's branch office was also purchased during the year. Meanwhile the ongoing construction of the College library (Phase II), student cooking dormitory and the administration building are also expected to be finished in 1983 (Table 14).

Other accomplishments of the Col-

Table 13. World Bank-funded buildings constructed under ViSCA management and whose finishing touches are expected to be completed in July 1983.

Building	Amount Released for 1982
Department of Home Science	₱1,389.000
Department of Animal Science and Veterinary Medicine (academic building)	983,000
Department of Animal Science and Veterinary Medicine (auxiliary building)	441,000
College Union	202,000
Infirmary	93,000
Rural Development Center	134,000
Departments of Agricultural Development Education and Agricultural Economics and Agribusiness	263,000
Department of Agronomy and Soil Science	283,000
Department of Agricultural Botany and Plant Breeding	161,000
Department of Plant Protection	297,000
Department of Agricultural Engineering and Applied Math	136,000
Department of Agricultural Chemistry and Food Science	101,000
Field Houses	279,000

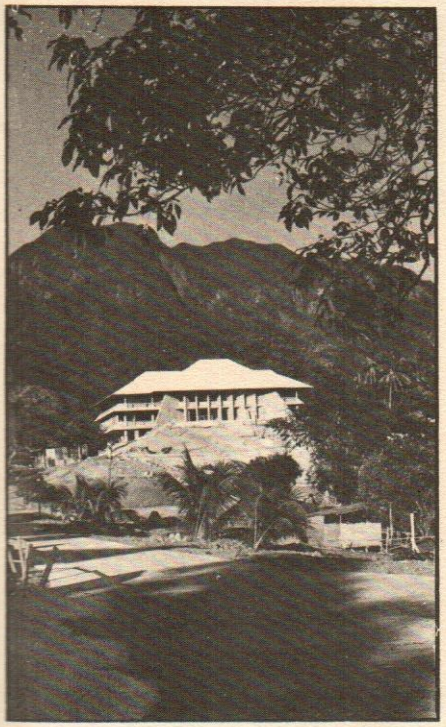
Establishment of river control and water and drainage systems is part of ViSCA's infrastructure projects.



Infrastructure development does not only include building structures but also site development. Campus fencing will have a full control of visitors coming in and out of the school campus.

lege in the area of physical facilities development were on the improvement and expansion of the water delivery system which include connection of new water lines and tapping new sources of water. The two new generating sets were installed in the old College campus while the old generating sets were transferred to the new College campus. Electrical connections were made to expand the electrical services of the College. The areas along the beach were developed and expanded to serve as picnic places and playgrounds for the staff members, students and even visitors. Also, dormitories, staff cottages, offices and other related projects were repaired and improved. The transportation facilities and equipment were put into running condition.

A panoramic view of the new Administration Building constructed at the highest point of the new College campus.



Equipment

In the area of equipment procurement, the total cost acquired in 1982 amounted to about ₱ 6.7 million. Also included here is the amount used in purchasing animals for breeding. Most of them were purchased through World Bank funds while others were acquired through the general fund and donations.

Table 14. Ongoing infrastructure projects in ViSCA funded by the Philippine government.

Project	Amount Released for 1982	Expected Date of Completion (1983)
Library	₱2,850,000	August
Gymnatorium	3,233,000	September
Duplex house	460,000	May
Farm products outlet	453,000	August
Chemical storage house	68,000	May
Bachelorette quarters	432,000	October
Training dorm	1,642,000	September
Waiting sheds and guard posts	225,000	July
Student cooking dorm	3,010,000	March
Administration building	3,798,000	June
Circumferential road	919,000	July
Street curbs and gutters	556,000	July
Bicycle lanes and fire hydrants	922,000	April
Campus fences and gates	400,000	May
Concrete footbridge	75,000	April
River control and water and drainage system	400,000	June
Mall (Phases I & II)	800,000	June


PESOS CENT
REPORT OF DISBURSEMENTS
(SPECIAL DISBURSING OFFICER)
CASH DIVISION
NO SMOKING

Financial Operation

The College budget is directed squarely to the basic principle of the government to focus its efforts towards countryside development. It is designed to ensure continued support and development of existing and new programs of the College relevant to the rising needs of the region.

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

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

The 1982 ViSCA budget is a manifestation of the government's commitment to support the varying programs and projects of the college for agricultural and rural development.

In its desire to maintain if not accelerate the momentum of development, ViSCA translated its budgetary program into efforts to achieve academic excellence and countryside development. Emphasis is given to high-priority problem areas, development and testing of new technologies, and innovative approaches in extension for the socioeconomic upliftment of the rural poor. Capital spending is also assigned high priority to complete the infrastructure build-up in support of ongoing programs. Likewise, the development of human resources is sustained to improve the competence of the faculty members and administrative staff.

In the area of financial management, ViSCA continues to improve its system because it believes that the attainment of its objectives depends to a great extent on efficient management of available resources. The promotion of efficiency and effectiveness and the imposition of cost-reduction measures were the two major areas of concern undertaken to optimize the use of funds and to achieve increased productivity at least cost.

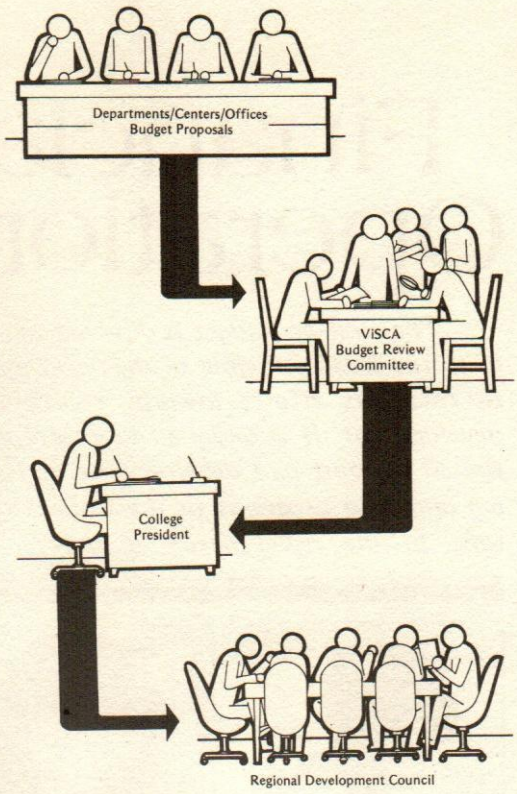
Budget Preparation

Based on the guidelines provided for in the Budget Call of the Office of Budget and Management (OBM), the initial step in the formulation of the ViSCA budget is done at the department or office level. The office of the President through the Planning and Budget Office requires all the departments, centers and offices of the college to identify the projects and activities with the corresponding budgetary requirements which include personal services, maintenance and operating expenses, and equipment and capital outlays.

Before the budget estimates of each unit of the college are consolidated, the ViSCA Budget Review Committee conducts a budget hearing to deliberate on the necessity of the budget to the overall program of the college and to the development plan of the region as a whole. This approach helps avoid duplication and overlapping of functions and leads to a more effective program implementation.

After the approval at the department level, the budget estimates are consolidated and submitted to the Regional Development Council (RDC) which again conducts a review as to their consistency with the program priorities embodied in the Regional Plan and Investment program. The relevance of the requested budget to the solution of regional problems and in developing the potentials of the region are closely examined to ensure that the investments or expenditures will promote regional growth.

Fig. 1 Flow Process of ViSCA's Budget Preparation.



Appropriation

A closer look at ViSCA's financial operation reveals that the unexpended amount from the World Bank loan was still one of the three major sources in its 1982 budget. Other sources were the annual appropriation from the National government and the college Special Account generated from school fees, rentals, interests, sales and other earnings from the investments of various income-generating projects of the college.

The 1982 General Appropriations Act has indicated a total appropriation of ₱ 42.855 million for ViSCA's overall expenditures in 1982. However, this amount increased later to ₱ 57.591 million with the inclusion of an additional IBRD loan amounting to ₱ 12.873 million and a national government grant of ₱ 1.863 million for capital projects.

Allotment

Because of the usual mandatory budgetary reserve imposed by the national government to cover up unrealized income and unexpected revenue deficit, the allotment issued by the Office of Budget and Management for ViSCA was only ₱ 49.442 million or 11.1 percent short of the approved appropriation of ₱57.591 million.

The amount allotted for current operating expenditures was released a month before the budget year while that for equipment and capital outlay was released later upon compliance with the existing policies and procedures.

To operate within limited funds, the college instituted a cost-reduction program. It adopted internal economy measures to ensure maximum service with minimum use of the college financial resources. Among these are the review of office procedures to eliminate overlapping and duplication of functions, decentralization of operations, adoption of work simplification techniques, vigorous implementation of administrative reorganization to ensure efficient delivery of services, and the imposition of budgetary restrictions on the use and purchase of supplies and materials and equipment.

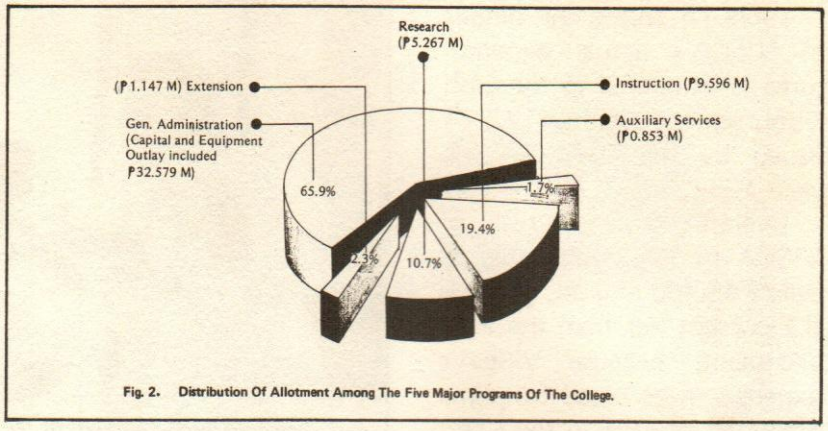
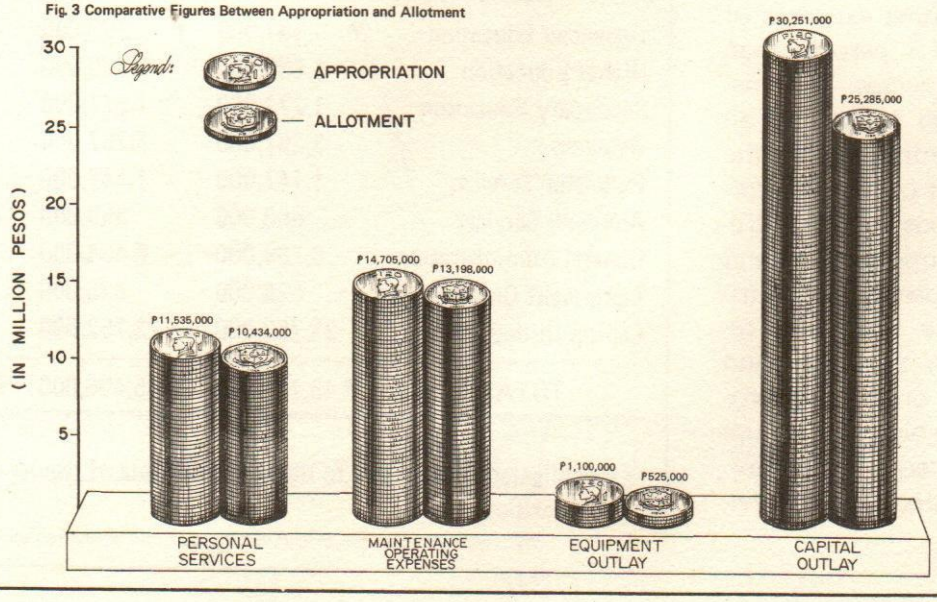


Fig. 2. Distribution Of Allotment Among The Five Major Programs Of The College.

Figure 2 presents how the overall budget was divided among the five major programs and projects of the college. The largest slice of the budget went to general administration because of the growing repair and maintenance requirements as well as the continued development of physical facilities and the acquisition of equipment.

Fig. 3 Comparative Figures Between Appropriation and Allotment

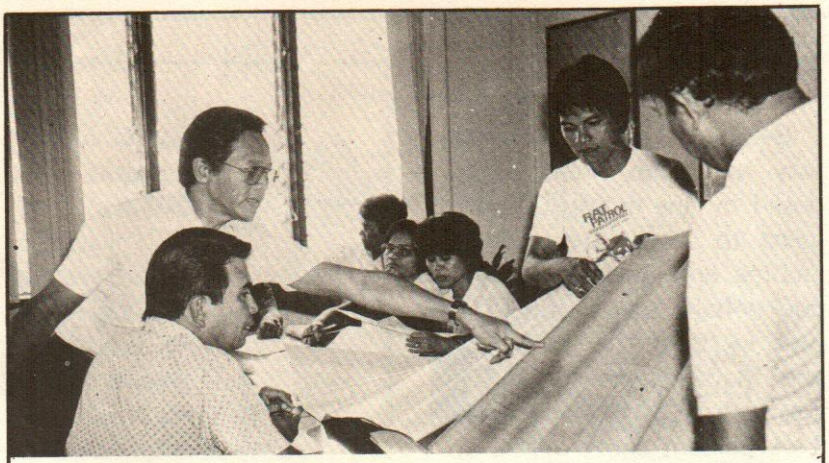


Expenditures

Table 15 shows the details of ViSCA's actual expenditures as compared to the Cash Disbursement Ceilings (CDC) issued by the OBM for the year 1982.

Overall expenditures of ViSCA in 1982 amounted to only ₱45.406 million, which is 8.2 percent less than the total allotment, because ViSCA's expenses were based from the amount reflected in the CDC. This amount is divided into current operating expenses amounting to ₱21.129 million and equipment and capital outlay which required ₱24.277 million. About 98.0 percent of the total expenditures was charged against the General Fund while the remaining 2.0 percent was disbursed from the Special Accounts.

The rapid growth of ViSCA's academic and research programs increased the current operating expenses of ViSCA to 41.1 percent than last year's expenses. The one-week year-end bonus for all personnel contributed to the increased cost of personal services while most of the increment in the maintenance and operating expenses was attributed to the additional requirements in the repair and maintenance of existing projects, and the high cost of supplies and materials and water, illumination and power services.



Pres. Bernardo briefs Dir. Solis of the Office of the Budget and Management on the status of the ongoing infrastructure projects of ViSCA.

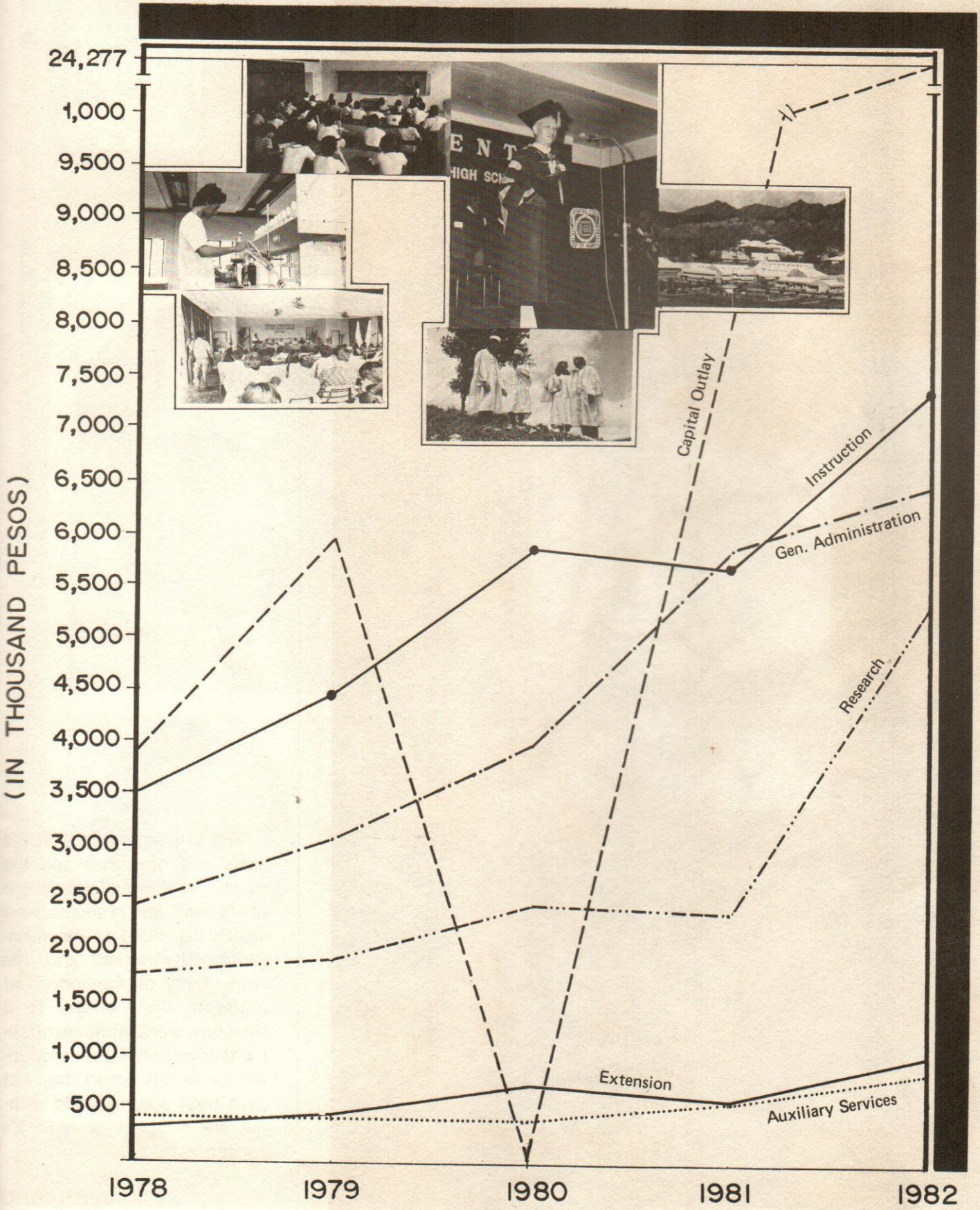
On the other hand, capital expenditures in 1982 reflected a 193.1 percent increase over the 1981 figure. The increase was due to additional financial requirement for ongoing and new capital projects which covered land improvements, building and structure constructions and purchase of equipment.

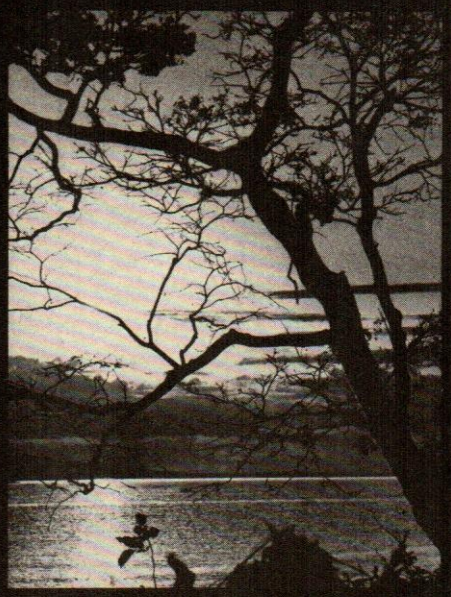
Table15. Summary of ViSCA's expenditures compared with the Cash Disbursement Ceilings (CDC) released by the Office of the Budget and Management

Program/Project	CDC Releases	Actual Expenditure	Difference
Advanced Education	₱ 501,000	₱ 501,000	–
Higher Education	5,630,000	5,630,000	–
Secondary Education	1,277,000	1,277,000	–
Research	5,267,000	5,267,000	–
Extension Services	1,147,000	1,147,000	–
Auxiliary Services	853,000	853,000	–
General Administration	6,769,000	6,454,000	315,000 1/
Equipment Outlay	525,000	525,000	–
Capital Outlay	23,752,000	23,752,000	–
TOTAL	₱ 45,721,000	₱ 45,406,000	₱ 315,000

1/ Unobligated amount due to the low hiring rate of regular administrative positions.

Fig. 4 Summary of ViSCA's Expenditure for the last Five Years.





"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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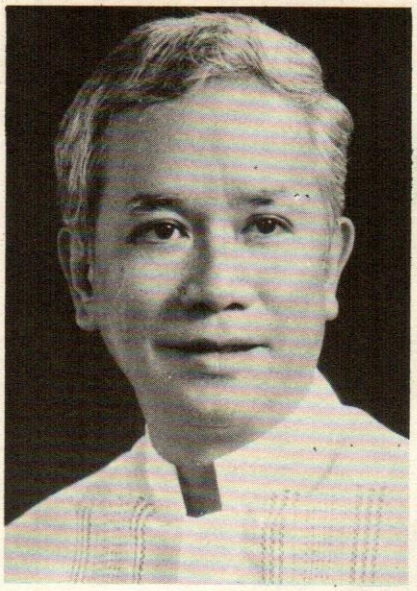

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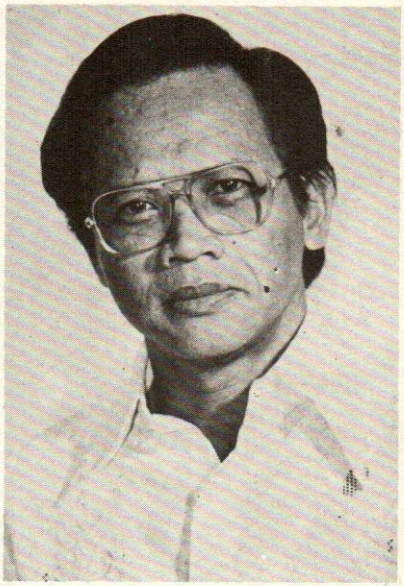

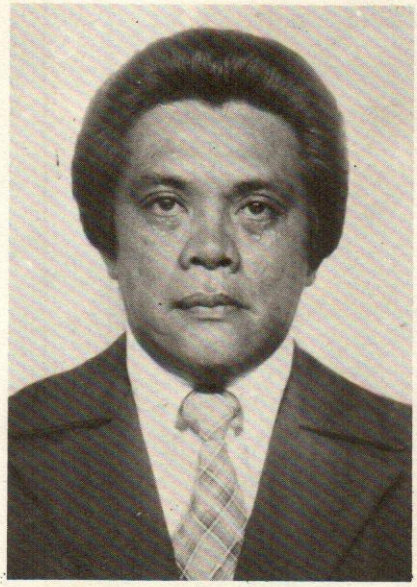

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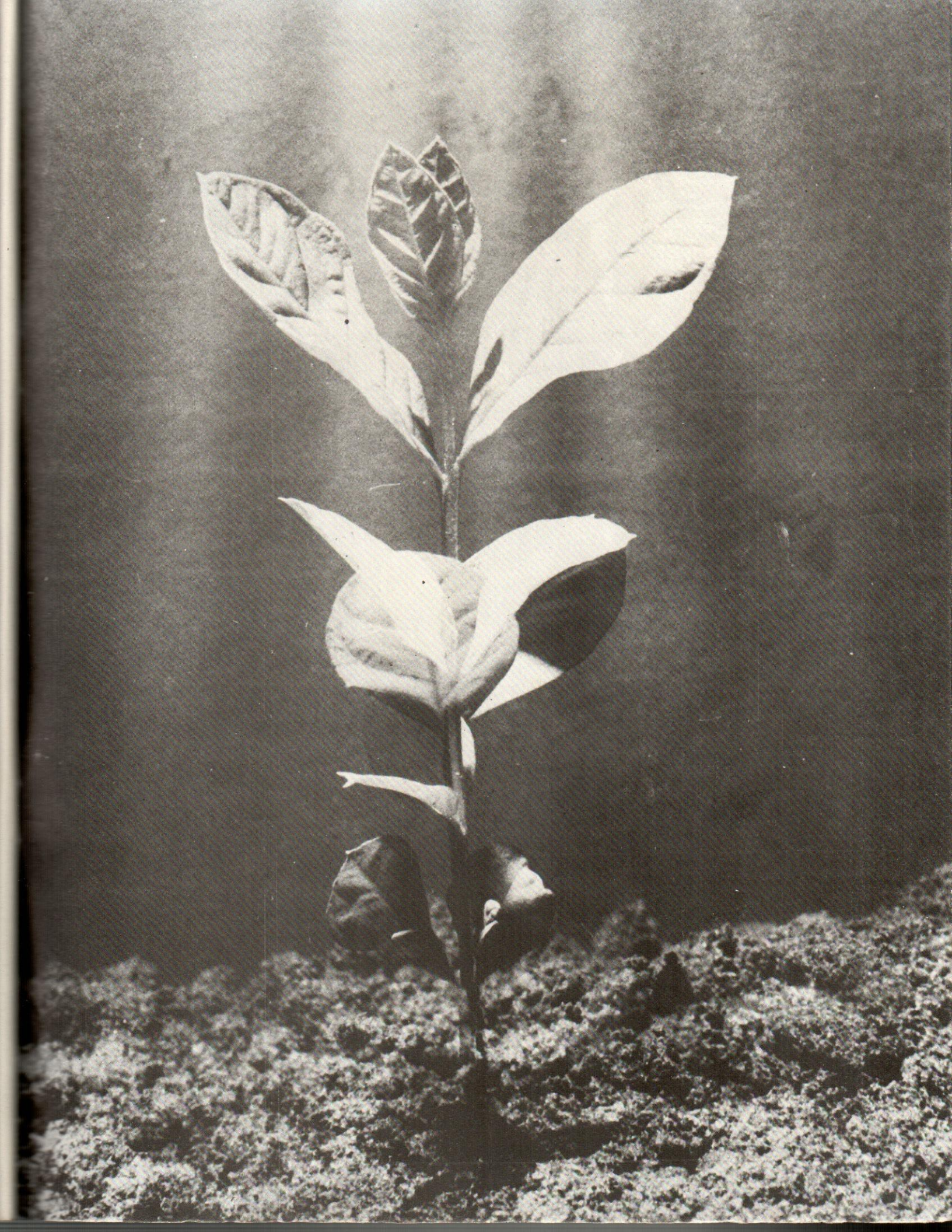

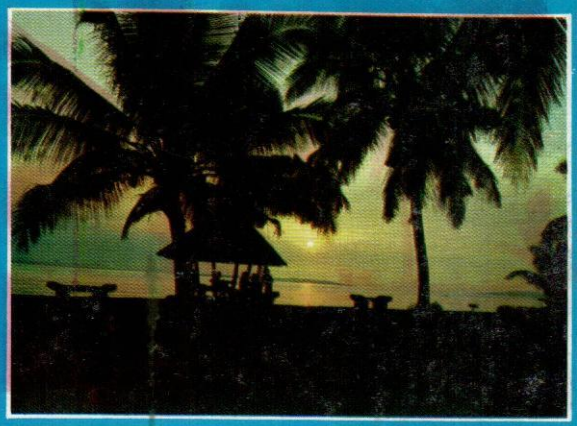

The ViSCA Annual Report is published in English and is intended for many purposes. One, and perhaps the more important of these, is to inform the members of the ViSCA Board of Trustees, donors, collaborators, and the interested public of the highlights of our work. Results reported herein are those achieved through the end of the Calendar Year 1982.

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

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