



FHEN FFS report of Ratnanagar 11, Chitwan, Nepal

**Nepal Public Health Foundation (NPHF)
Farming, Health and Environment Project (FHEN)
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1 INTRODUCTION

Farming Health and Environment Project (FHEN Phase III) is a project whose overall objective is to improve the health of farmers and consumers by promoting a healthy and sustainable food production in Nepal with a focus on integrated Pest Management. The project is built around the core spirit of 'Pesticide Minimization Movement'. It aims to engage, empower and mobilize diverse groups and sectors to create a mass movement to advocate ensuring our right to pesticide free foods. To realize this vision, it encourages local farmers to adopt alternative and safe approaches to chemical pesticides through skill based training, onsite coaching and equipment support under the concept of Farmers' Field School.

Farmers Field School, defined as school without walls, is a participatory approach of learning by doing in which farmer's finds an opportunity of gaining knowledge about their crops, share problems, experiences and learn from each other. FFS is a non-formal education where farmers with similar crop problems gather together to get basic understanding about their crop problems, its identification, share experiences and gathers solutions by themselves. Participatory discussions, group decisions and agro-ecosystem analysis (AESA) are the fundamentals of IPM-FFS. FFS integrate the basic agro-ecological knowledge and crop management skills that provides platform to farming communities for improvement of their existing practices through experimental learning process.

Farmer field schools not only provide specific technical skills but also organizational skills and practice, analytical skills and practice, and basic group assets such as trust and confidence required for joint enterprises. An IPM FFS was conducted in Ratnanagar 11 of Chitwan district, Nepal and was named as Dharmadham IPM FFS School. Through FFS farmers were able up to the point of being good agriculturist in close interaction with experienced farmer field school facilitators and the agriculture technician of government bodies.

2 Objectives of the training

- Introduce suitable agricultural farming practices bitter gourd to the farmers.
- Improve knowledge and skills of farmers regarding bitter gourd cultivation based on concept of IPM.
- Help farmers to help themselves in finding solutions to their problems by enhancing their ability to make decision.

- To enable farmer to diagnose real pest and disease problems.
- To sharpen farmers ability to make critical and informed decisions.
- To provide skill and knowledge on IPM including their basic methods, principles and using techniques IPM tools
- To motivate the farmers to use the PPE and prevent other hazards of pesticides

3 Selection and number of the participants

Meetings were conducted in the ward 11 of Ratnanagar municipality in coordination with Dirghayau Jadibuti Cooperative in order to inform, introduce and collect information for successful implementation and completion of Farmers Field School. The meetings were useful to take the commitment and assign the role and responsibilities of the different agencies as well as from the participants. Participants were selected by the Dirghayau Jadibuti Cooperative based on following specific criteria.

- Area of land size holding
- Farmers especially involved in vegetable production
- Number of participation on trainings
- Those participants who have not previously participated on IPM training

In general there were two meetings before start up the farmer's field school.

- First preparatory meeting
- Second preparatory meeting

The main objectives of the meetings were to identify and explain their need, select crops based on problems, profitability and market demand, selection of proper site and appropriate venue, make cropping calendar based on their own existing practices, analyze their problems that are useful for selecting experiments, trials, treatments, plot size, soil sampling for testing, socio-economic analysis, sub-group division and selection of leader, norms Setting, date and time setting, expectation matching.



Supporting trials

Fertilizer Trial	Pesticide Trial	Pollination Trial
<p>Cowpea: 50cm (RR) *30cm (PP)</p> <ul style="list-style-type: none"> • control • Vermicompost • Farm Yard Manure • Recommended dose of inorganic fertilizer (4:6:2 kg Urea, DAP, MOP) 	<p>Cucumber: 2m (RR)*1m (PP)</p> <ul style="list-style-type: none"> • Control • Inorganic Pesticide • Biopesticides • Neem based Pesticide 	<p>Pumpkin: 2m (RR)*1m (PP)</p> <ul style="list-style-type: none"> • Control • Artificial Pollination • Closed

6 Spatial Design for FFS

a. AESA (Agroecosystem Analysis)



It is the core activity of the IPM FFS School to monitor field and to facilitate management decisions. It helps to build awareness of relationships that exists between organisms in the environment and improves decision making skills.

PROCEDURE

- Farmers carefully observed whole sample plant, observed flowers and fruits, soil dwelling pests, observed insects and pests in the leaves and stem and recorded all the information in the data sheet provided and translated into a big brown paper.



- Comparisons are made between the number and type of pests, the number of natural enemies and the growing stage of the plant. Thus, conclusions are drawn and the field status was built up.
- Then participants presented their findings and made common conclusions based on their observations.

b. Group dynamics exercise

Group dynamics exercises are to develop group cohesiveness and problem-solving skills, and encourage collaboration, creativity and self-discovery.

c. Special topics

Special topics based on local agricultural problems and conditions help support the agro-ecosystem analysis by delving more deeply into specific issues relating to agro-ecology, crop development, IPM principles etc.

d. Evaluation of the day and planning for the following week:

Through group discussion all the participants, analyze the performance and condition of the plants and made a common decision on activities to be performed on the next week.

e. Farmers Tour

A Farmer's tour to Madi Organic Farm and Research Centre Private Limited was organized and farmers were able to visualize various technology used in farm such as hydroponics, drip irrigation. The farm visit was guided by the Mr. Sanjaya Baral, Manager of the farm and provided much more information regarding it. The farm was owned by Dr. Bhanishwor Pokhrel. They are working under eight different sectors, i.e.

Goat

Cattle

Duck and chickens

Cereals

Vegetable

Fish

Farm stay

They are cultivating cereals only for their consumption and other sectors in a commercial way. They have done trial on development of alternatives to coco-pit and peat moss by using wood dust and were successful and are in the way to produce in the commercial way. They were performing organic production on 1 bigha only as it will take longer time for organic cultivation due to lower soil fertility of farm and were in the way to make organic production in the remaining land sooner in the few years. They have sown coriander seeds and Mustard greens for organic production.

f. Pre and post –intervention Evaluation and Certification:

Pre and post-training tests were organized for the participants. Farmers with high attendance rates, their participation on the field, presentation and who mastered the field skill tests were awarded graduation certificates.

g. Farmers day

It is the closing day of FFS where farmer celebrate by organizing the closing program by themselves. Certificates, awards and PPE sets were distributed in this day. The chief guest of closing program was Shyam Kumar Shrestha, ward chairperson of Ratnanagar-11 and chairperson of the program was Kumar Prasad Subedi, chairperson of the Dharma dham IPM FFS. Farmers presented stall by keeping the materials and plant parts used for preparing bio pesticides and AESA prepared by them in each week. Finally 20 week FFS was completed and formally closed by the chairperson of the Dharma dham IPM FFS who was the chairperson of the closing program.

7 Special Theoretical Class covered in Dharmadham IPM FFS

a. General concept of Farmers field school

General background information, history, principles and methods were discussed by Agriculture officer, Srijana Bhattarai and IPM facilitator, Lekhnath Pokharel.



b. IPM concept and methods



Special class on the topic of Insect pest and diseases of Cucurbitaceous crops including beans and about beneficial insects and harmful insects of crops was given concentrated on various harmful and beneficial insects of crops through presentation and pictorial demonstration.

c. Pesticides, history and alternatives

Various information to the farmers under following headings was delivered as:

- Pesticide
- Types of pesticides
- Labels of pesticide
- History of Pesticide Use
- Alternatives to Pesticide
- Negative effect of Pesticides in Health
- Mode of entry of pesticides
- Safe Handling of pesticides



d. Biopesticide preparation



Plants having bitter, acidic, pungent, and hot taste such as asuro, neem, dhaturu, titepati, Godavari, sayapatri, simali, bakaino, leaves of papaya, lemon etc. were collected useful for the preparation of botanical pesticide. Other ingredients such as bulb of onion, clove of garlic, rhizome of

ginger, timur, turmeric, and cattle urine were mixed thoroughly. Cattle dung and ash was kept in muslin

cloth and kept hang inside the drum. And bio pesticide will be ready within 10 days in summer and 20 days in winter. The liquid part is filtered from the mixture. Muslin cloth are used for filtration and the mixture with mixing water is sprayed at the ratio of 1:10 or 1:6 or 1:5 depending on the plant stage and pest population. A special theoretical class regarding Bio pesticides and waste decomposer preparation was delivered by Mr. Mohan Singh Gurung, an organic activist.

e. Soil exercise to determine moisture absorbing capacity of soil

A practical demonstration was done to show the moisture absorbing capacity of the soil. Three mineral bottles were cut from middle and cotton plug was inserted tightly in the lid position after removing the lid. Then soil from same field was divided into three parts. Then one part is mixed with FYM, second with urea and DAP and in third only soil was kept. Then the soil mixture was kept with same way in three bottles part with cotton plug and were hanged in same position kept upside down and glass was kept just below cotton plug. Remaining half portion of bottle was kept full with water and used for pouring water in three different types of soil and time was noted to see the flow of water and collection in the glass. Rapid flow and more collection of water was in soil only followed by chemical fertilizer and lastly in FYM mixed soil. Farmers were able to know about the moisture absorbing capacity of organic manure leading to least flow in organic soil and Organic manure keep soil moist for longer period of time and no need of frequent irrigation.

f. Soil Fertility and pH balance

Special class regarding Soil Fertility and pH balance was given with emphasis on the importance of fertile soil for enhanced production and some measures for enhancing it i.e. green manuring, legume incorporation, FYM, organic fertilizers. Information regarding liming of acidic soil and addition of gypsum in basic soil for soil pH balance was also provided. It is important to maintain soil pH according to crop requirement and neutral soil pH is suitable for most of the crops and microorganisms to grow.

g. Importance of Pollination and Pollinating agents.

Detailed knowledge regarding Importance of pollination and pollinating agent in crop production was delivered. Different pollinating agents were demonstrated through pictorial demonstration and stressed on the importance of pollination for quality seed production, fruit quality and higher yield. Farmers were able to recognize various pollinating agents and gained understanding regarding harmful impact of pesticides is also on pollinating agents thus need to minimize its use.

h. Disease cycle and Disease triangle.

Special class about Disease cycle and Disease triangle was given. Different causative agents and favorable environment for the disease to occur and management required for its prevention was presented.

8 Field technology and practices disseminated in Dharmadham IPM FFS.

Table 1: Field technology and practices disseminated in Dharmadham IPM FFS.

S.N	Practices	
1	Varieties	
	Bitter Gourd	Genelia F1 Hybrid
	Cow pea	Pariposa Yardlong Stick out
	Pumpkin	F1 Hybrid Pumpkin
	Cucumber	Garima
2	Land preparation	Disc Ploughing twice and gentle hand hoe twice.
3	Planting Plot	Flat
4	Number of plants per pit or in hill	2 seed per pit
5	Planting spacing	
	Bitter Gourd	1.5*1 m (RR *PP)
	Cow pea	30*30 cm (RR *PP)
	Pumpkin	2*2 m (RR *PP)
	Cucumber	2*1 m (RR *PP)

6	Application Of Fertilizers	FYM, Bhumigold, Poshandana, Urea, DAP, MOP, Vermicompost.
7	Refilling/ re-transplanting	Need of Re-transplanting of bitter gourd seedlings.
8	Staking	Bamboo stakes were used for staking bitter gourd plants.
9	Irrigation	Field was irrigated before sowing and according to the requirements and field conditions.
10	Jholmol Botanical bio-pesticides	Botanical bio-pesticide was applied on the field. The bio-pesticide were applied 25DAS/DAT, and it was sprayed on weekly basis.

9 Total production in Dharmadham IPM FFS

Table 2: Total production from the different crops in Dharmadham IPM FFS

Crop	Production
Bitter gourd	IPM plot : 35.35kg Farmers Plot : 23.106 kg
Cucumber	25 kg (No any occurrence of disease in each plot, so actual effect of pesticides trial couldn't be accessed and due to heavy rainfall there was more loss of yield)
Cowpea	Control plot: 1.92kg Vermi compost plot: 2.48 kg FYM plot: 2.54 kg Chemical fertilizer plot: 1.340 kg
Pumpkin	Pollination trial could not be accessed due to

	heavy rainfall during IPM FFS period, and special classes regarding it was provided.
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10 Conclusion

As the main crop was Bitter gourd, we were successful in disseminating the importance of IPM FFS as production of Bitter gourd was more in IPM plot as compared to Farmers plot without use of any chemical pesticides. Farmers were able to analyze by themselves about the possibilities of production without the use of chemical pesticides. Chemical Pesticide is not only the ultimate way to get fruitful yield. They were able to prepare bio-pesticides by themselves and some them have already started its preparation and used it in their crops. As cowpea was the one of the trial crop, they were able to visualize the nodules in the root and learn about atmospheric Nitrogen fixation by the leguminous crop so no need of adding Nitrogenous fertilizers while cultivating legumes. They understood importance of adding legumes in crop rotations. They also build their leadership and speaking ability by being leader of sub group and actively participating in presenting agriculture news, report writing, entertainment, evaluating, organizing and managing their FFS by themselves.

Finally farmers were aware of negative impact of chemical pesticides and were motivated towards its minimal use and will play an important roles in motivating others.

11 Annexes

Annex 11.1: Pre and post-test Questionnaire



आई.पि.एम (एकीकृत शत्रुजीव व्यवस्थापन कृषक पाठशाला तालिम पूर्वको परिक्षा फारम



आयोजना : नेपाल जनस्वास्थ्य प्रतिष्ठान, चितवन

समन्वय : रत्ननगर नगरपालिका वार्ड ११

नोट : आफुलाई ठीक लागेको उत्तरमा ठीक चिन्ह लगाउनुहोस् ।

विषादीको सुरक्षित प्रयोग र स्वास्थ्यमा पार्ने असरबारे कृषकहरुमा ज्ञान

सहभागीको पूरा नाम :

विषादीको लेबलबारे प्रश्नहरु

क्र.सं	प्रश्नहरु	उत्तरहरु	कोड
१	विषादीको लेबल कति प्रकारका हुन्छन् ?	१. एक प्रकार २. दुई प्रकार ३. तीन प्रकार ४. चार प्रकार	१ २ ३ ४

२	विषादीको नीलो लेबलले कुन तहको खतरा जनाउँछ ?	१. कम खतरनाक (पहिलो तह) २. खतरनाक (दोस्रो तह) ३. धेरै खतरनाक (तेस्रो तह) ४. अत्यन्तै खतरनाक (चौथो तह)	१ २ ३ ४
३	नेपालमा हालसम्म कतिवटा विषादीमा प्रतिबन्ध लगाइएका छन् ?		
४	प्रतिबन्ध लगाइएका विषादी कुन रङ्गका हुन्छन् ?		
५	विषादी किन प्रतिबन्धित गरिन्छ ?		
	विषादी खरिद एवं ढुवानी गर्दा		
६	विषादी खरिद एवं ढुवानी गर्दा तालिकामा दिइएकोमध्ये कुन उत्तर गलत हो ?	१ परिवारका वयस्क पुरुष, महिलाले मात्र विषादी ढुवानी गर्ने । २ छुट्टै भोलामा खाद्यन्नसँगै विषादी ढुवानी गर्ने ३ विषादी खरिद गर्दा लेबलबारे हेर्ने ४ विषादीको बट्टामा सिल खोलिए नखोलिएको हेरेर मात्र खरिद गरी ढुवानी गर्ने	१ २ ३ ४
	विषादी छर्कदा		

७	विषादी कुन समयमा छर्कँदा उपयुक्त हुन्छ ?	१. दिउँसो २. विहान शित ओभाएपछि र साँझ घाम ढलेपछि ३. राति	१ २ ३
८	विषादी छर्कँदा नोजल र आफ्नो शरीर बिचको दुरी कति हुनुपर्दछ ?	१. कम्तिमा १ मिटर २. आधा मिटर ३. २ मिटर	१ २ ३
९	विषादी छर्कँदा कुन दिशातिर फर्केर छर्कनुपर्दछ ?	१. हावा बेगेको दिशातिर २. हावा बेगेकोभन्दा उल्टो दिशातिर ३. हावाको बहावले फरक पाईने	१ २ ३
१०	विषादी छर्कँदा तालिकामा दिइएकोमध्ये कुन उत्तर गलत हो ?	१. विषादी छर्कँदा बेलाबेलामा पानी खाइरहने २. सबै शरीर ढाक्ने लुगा, जुता लगाएर विषादी छर्कने ३. साँझपख विषादी छर्कने ४. प्राविधिकको सल्लाहअनुसार मात्र विषादी छर्कने	१ २ ३ ४
	विषादीको ट्याङ्की सफा गर्दा		
११	ट्रीपल रिन्जिङ्ग तरिका भनेको के हो ? लेख्नुहोस् ।		

	विषादी भण्डारण सम्बन्धी		
१२	विषादी भण्डारण गर्दा तालिकामा दिइएकोमध्ये कुन उत्तर गलत हो ?	१. बालबालिका र जनावर नपुग्ने गरी अग्लो ठाउँमा भण्डारण गर्नुपर्दछ २. विषादी ताल्चा लाउन मिल्ने बाकस भित्र भण्डारण गर्नुपर्दछ ३. नचुहिने गरी सोही विषादीको सक्कल बट्टामा भण्डारण गर्नुपर्दछ ४. व्यक्तिगत सुरक्षित पहिरनका सामग्रीसँग भान्छाकोठामा जतनसाथ भण्डारण गर्नुपर्दछ	१ २ ३ ४
	विषादीको प्रयोगपछि बट्टाको व्यवस्थापन		
१३	विषादीको बट्टा व्यवस्थापन गर्दा तालिकामा दिइएकोमध्ये कुन उत्तर गलत हो ?	१. विषादीको बट्टा खानेपानीको धारामा राम्रोसँग पखाल्ने २. विषादीको बट्टा सफा गरेर खानेकुरा नहाल्ने ३. विषादीको बट्टालाई प्रयोग पछि कुच्याउने ४. विषादीको बट्टालाई एकैठाउँमा जम्मा गर्ने	१ २ ३ ४
	विषादीको पर्खिनुपर्ने समयको बारेमा ज्ञान		
१४	विषादीको पर्खिनुपर्ने समय भनेको के हो ?		

	विषादीले स्वास्थ्यमा पार्ने नकारात्मक असरका बारेमा ज्ञान		
१५	विषादी सबैभन्दा बढी/धेरै कुन अङ्गबाट मानव शरीरमा प्रवेश गर्दछ ?	१. छालाबाट २. आँखाबाट ३. मुखबाट ४. सास फेँदा	१ २ ३ ४
१६	विषादी सबैभन्दा छिटो कुन अङ्गबाट मानव शरीरमा प्रवेश गर्दछ ?	१. छालाबाट २. आँखाबाट ३. मुखबाट ४. सास फेँदा	१ २ ३ ४
१७	विषादीको असरले शरीरमा के कस्ता लक्षणहरु देखिन्छन् ?		
१८	विषादीको असरका आकस्मिक उपचारहरु के के हुन सक्दछन् ?		
	आई.पि.एम का विषयवस्तुसँग सम्बन्धित		
१९	माटो परिक्षण मुख्यतः के का लागि गरिन्छ ?	१. माटोको आकार प्रकार थाहा पाउन २. माटोमा चिस्यानको मात्रा थाहा	१

		पाउन ३. माटोको अम्लियपन तथा क्षारियपन थाहा पाउन ४. माटोको रङ्ग थाहा पाउन	२ ३ ४
२०	माटो परिक्षण गर्नु किन जरुरी छ ?		
२१	गुणस्तरिय बिउको प्रयोग किन आवश्यक छ ?		
२२	कृषि चुनको प्रयोगबाट के फाइदा हुन्छ ?	१. माटोको अम्लियपना घट्छ २. माटोको अम्लियपना बढ्छ ३. माटोको क्षारियपना बढाउँछ ४. माटोको क्षारियपना घटाउँछ	१ २ ३ ४
२३	तपाईंको खेतबारीमा देखिएका कीराहरु के हुन् ?	१. सबै हानिकारक २. बढि हानिकारक केहि फाइदाजनक ३. केहि हानिकारक बढि फाइदाजनक	१ २ ३
२४	तपाईंको खेतबारीमा देखिएका कीराहरु मध्य कति प्रतिसत फाइदाजनक किराहरु हुन्छन् ?	१. २ % २. ९०% ३. ९५% ४. ५%	१ २ ३

			४
२५	एकीकृत शत्रुजीव व्यवस्थापनका सिद्धान्तहरु के हुन् ?	१. स्वस्थ बाली उत्पादन २. खेतवारीको नियमित अवलोकन ३. मीत्रजीवको संरक्षण ४. माथिका सबै	१ २ ३ ४
२६	बिरुवालाई कति प्रकारका खाद्य तत्व चाहिन्छ ?	१. ३ २. ५ ३. १२ ४. १६	१ २ ३ ४
२७	तलिकामा दिइएको मध्ये कुन मित्र जिव हो ?	१. धमिरा २. माकुरा ३. लाहि ४. पतेरो	१ २ ३ ४
२८	बिरुवामा रोग ल्याउन कुन कुन कुराहरु मिल्नु पर्दछ ?	१. रोगको जिवाणु २. वातावरण ३. आश्रय स्थल ४. माथिका सबै	१ २ ३ ४
२९	क्यु ल्युरको पासो कुन कीरा नियन्त्रणको लागि प्रयोग गरिन्छ ?	१. गोलभेडामा लाग्ने गवारो कीरा २. भेण्टामा लाग्ने गवारो कीरा ३. आलुमा लाग्ने पुतली	१ २

		४. काँक्रा फर्सीमा लाग्ने फल कुहाउने औँसा कीरा	३ ४
३०	कीराको कुन अवस्था सबै भन्दा हानिकारक अवस्था हो ?	१. फूल अवस्था २. प्युपा अवस्था ३. बयस्क अवस्था ४. लार्भा अवस्था ५. माथिका सबै	१ २ ३ ४ ५
३१	बजारमा पाइने डि.ए.पी.गोडे मल) मा कुन कुन खाद्य तत्व पाईन्छ ?	१. नाइट्रोजन २. नाइट्रोजन र फस्फोरस ३. फस्फोरस ४. पोटास	१ २ ३ ४
३२	तपाईंको बिचारमा चितवनमा तोरीको उत्पादन घटनुको मुख्य कारण के होला ?	१. खेती गर्न छोडेकाले २.मौरीपालक कृषक घटेकाले ३.बिषादीको बढ्दो प्रयोगका कारण मौरी मरेकाले ४. तोरीमा कीराको नियन्त्रण गर्न रासायनिक बिषादी प्रयोग गर्ने चलन घटेकाले	१ २ ३ ४
३३	सिकाईको तरिकाहरु मध्ये सबैभन्दा उत्तम तरिका कुन हो ?	१. सुनेर सिकने २. देखेर सिकने ३. सुनेर र देखेर सिकने	१ २

		४. सुनेर, देखेर र गरेर सिक्ने	३ ४
३४	जैविक विधिमा कुन विधि अपनाइदैन ?	१. सुनेर, देखेर र गरेर सिक्ने २. सिकारी कीराको प्रयोग ३. रासायनिक विषादीको प्रयोग ४. ब्याक्टेरिया, हुसीको प्रयोग	१ २ ३ ४
३५	आई.पी.एम. विधिमा रासायनिक विषादीको प्रयोग कस्तो हुन्छ ?	१. गर्दै गरिदैन २. सबैभन्दा धेरै गरिन्छ ३. समुचित मात्रामा गरिन्छ	१ २ ३

तपाईंले यस कृषक पाठशालाबाट कस्तो अपेक्षा राख्नुभएको छ ? के कस्ता विषयवस्तु सिक्ने चाहना गर्नुहुन्छ ?

11.2 Annex 2: Result of pre-test and post-test questionnaire

S.N	Name	Pretest	Post Test
1.	Syam sundar Bastola	28	25
2.	Amar Basnet	25	28
3.	Hari Prasad sanjel	22	23
4.	Sushila Sedai	20	27
5.	Deepa Bastola	20	28
6.	Saru parajuli	19	21
7.	Binu Gajurel	19	
8.	Santosi B.K	18	17
9.	Sumitra B.K	18	
10.	Gyan Pradan	17	19
11.	Mathura Gajurel	16	25
12.	Sabita B.k	15	17
13.	Mina B.k	15	16
14.	Bhabani Gajurel	15	19
15.	Laxmi Khatiwada	14	22
16.	Sarswoti Pokhrel	14	
17.	Karuna Poudel	14	26
18.	Krishna Prasad Khanal	13	22

19.	Maiya Devi Gajurel	12	22
20.	Saraswoti Tiwari	11	
21.	Krishna Kala B.k	11	10
22.	Duti Maya Lochan	10	19
23.	Gita Bastola	9	18
24.	Kumar Prasad Subedi	9	22
25.	Sila Devi B.k	8	20
26.	Bimala Aryal	7	16
27.	Nanu Gajurel	6	19
28.	Indira Ojha	5	18
29.	Ambika Bajgain	4	19