CHAPTER NO. III

DESIGN OF RESEARCH
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Need and Significance of the problem:

Malegaon city is the cradle of religious culture and the fragrance of pious religious education spread over each and every house. It is one of the most important centres of Urdu speaking people. There are fourteen (14) Muslim Traditional Educational institutions in Malegaon. There is one training college namely Sardar College of Education with Urdu as one of the methods. The researcher, being a lecturer in the said college, felt the need of the study of Muslim Traditional Educational institutions in Malegaon, because of his interest for further study and for the improvement of educational conditions in these institutions. The researcher was also interested in this study because he had close contacts and relations with the Maulvis and Maulanas and other religious persons, that could prove to be fruitful in his research work. Researcher's family background is also religious, his brother has obtained a degree of 'Aalim' from Mahad-e-Millat.

These institutions are important because they fulfil the educational needs of Muslims from the towns and villages and develop capable persons in relation to the religious education. These institution furnish education of Arabic language and literature and the education of religious knowledge like Tafseer, Hadees and Fiqah through Urdu and Arabic medium of instructions. These institutions prepare Aalims, Hafiz or Qaris, who can fulfil the religious and national requirements of his own locality. They also provide worldly knowledge in addition to the Islamic knowledge. English language is taught in these institutions. They also imbibe distinguishing moral characteristics in students through training and
guidance. While going through this importance, the researcher had the following questions in his mind:

1) What are the objectives of running such educational institutions?
2) What is the functioning of such institutions like?
3) What is the utility of such educational systems in the present socio-economic context?

The researcher thought it necessary to find out the answers to the above questions and consequently he wished to take up this research project for an objective study.

Statement of the Problem:

"Muslim Traditional Educational Institutions in Malegaon: A Critical Study."

Definition: Muslim Traditional Educational Institutions may be defined as, "Those institutions which are run by Muslims on traditional lines and impart religious and secular education, but emphasis is given on religious education."

Objectives of the Study:

Principal Aims: To study Muslim Traditional Educational Systems and history of Traditional Educational Institutions in Malegaon.

Minor Aims:

1) To study aims of these institutions
2) To study curriculum of these institutions.
3) To study method of teaching in these institutions.
4) To study concept of discipline in such institutions.
5) To study examination system in these institutions.
6) To find out the difficulties in getting religious education in these institutions.
7) To collect data from these institutions in Malegaon.
8) To analyse and compare the collected data.
9) To draw conclusions and suggestions.
10) To suggest the remedies to overcome these difficulties.
11) To suggest changes in the pattern of education in these institutions so as to make education meaningful, interesting, relevant and effective from Islamic and modern point of view that promote higher education.

Methods of Research:

History is a meaningful record of human achievement. It is not merely a list of chronological events but a truthful integrated account of the relationships between persons, events, themes and places. We use history to understand the past and to try to understand the present in the light of past events and developments.¹

Historical approach to the study of any subject denotes an effort to recount some aspects of past life.²

Value of Historical Research:

To profit by the experiences of the past in the solution of the present day problems justifies the worthwhileness of historical research. The educational historian is not so much interested in the purely unique aspects of past experiences as in the elements which may serve as a basis for tentative generalizations in analysing current issues and problems. The value of historical research in education are enumerated as below.³
1) A knowledge of the history of school and other educational agencies is an important part of the professional training of the teachers or the school administrators.

2) Much of the work of school is traditional. The nature of the work of the teacher and the school administrator is restrictive and to foster prejudices in favour of familiar methods. The history of education is the 'Sovereign Solvent' of educational prejudices.

3) The history of education enables the educational worker to detect fads and frills.

4) The history of education enables the educational worker to view present educational problems in the light of their origin and growth.

5) The history of education shows how the functions of social institutions shift and how the support and control of education have changed from very simple local arrangements to those that are now somewhat centralized and complex.

6) The history of education is an ally in the scientific study of education rather than a competitor. It serves to present the educational ideals and standards of other times, and it enables social workers to avoid the mistakes of the past.

7) It 'inspires' respect for sound scholarship and reverence for great teachers.

Characteristic of Historical Research:

1) It is based on reports of observations which can not be repeated although similar events may recur.
2) Historical research work has to pass through similar preliminary stages of selecting, stating, defining and delimiting his problem as a research using any other method of investigation.

3) Historical research worker's main attack of the problem must differ from that of other investigators, because it is not based upon experimentation or direct observation, but upon reports of observations which can not be repeated.\(^4\) However, keeping the values and characteristics of historical method, it was decided to adopt the historical method for research.

The term survey suggests the gathering of evidence related to current conditions. The term survey is generally used for the type of research that we intend to consider here, the research which proposes to ascertain what is the normal or typical condition or practice at the present time.

The survey type of research is not peculiar to education or to other social sciences. It is a significant mode of attack in any field of knowledge where geographical distribution is involved or where the object of any class vary among themselves; e.g. in studying the climatic conditions of various parts of the world, or the distribution of natural resources.\(^5\)

The survey approach to educational problems is one of the most commonly used approaches. It is followed in studying local, state, national and similarly international aspects of education. It goes beyond mere gathering and tabulation of data. It involves interpretation, comparison,
measurement, classification, evaluation and generalization, all directed towards a proper understanding and solution significant educational problems.

The survey method gathers data from relatively large number of cases at a particular time. It is not concerned with characteristic of individual or individuals. It is concerned with the generalized statistics that result into when data are abstracted from a number of individual cases. It is essentially cross sectional.\(^6\)

The survey is an important type of study. It must not be confused with mere clerical routine of gathering and tabulating figures. It involves a clearly defined problem and defined objectives. It requires expert and imaginative planning, careful analysis and interpretations of the data gathered and logical and skilful reporting of the findings.\(^7\)

Worthwhile, survey studies collect three types of informations.

i) of what exists by studying and analysing important aspects of present situation.

ii) of what we want by clarifying goals and objectives possibly through a study of the conditions existing elsewhere or what experts consider to be desirable, and

iii) of how to get there through discovering the possible means of achieving the goals on the basis of the experiences of others of the opinions of experts.\(^8\)

**Characteristics of Survey Method:**

Some characteristics of the Normative Survey Research may be listed as below.\(^9\)

1) It gathers data from a relatively large number of cases.
2) It is essentially cross-sectional, most of the what exists type. 
3) It is concerned not with the characteristics of individuals but with generalized statistics of the whole population or a sample thereof. 
4) It is an important type of research involving clearly defined problems and definite objectives. 
5) It requires an imaginative planning, a careful analysis and interpretation of the data a logical and skilful reporting of the findings. 
6) It does not aspires to develop an organized body of scientific laws but provides information useful to the solution of local problems. It may, however, provides data to form the basis of research of a more fundamental nature. 
7) Surveys vary greatly in complexity, some concerning themselves only with the frequency count of events, while other seek to establish relationship among events. 
8) Surveys may be qualitative or quantitative. At one level survey or status studies may consist of naming and defining constituent elements of various phenomena. 
9) Description may be either verbal or expressed in mathematical symbols. 
10) It fits appropriately into the total research scheme or the stages in exploring a large field of investigation. It may (a) serve as a reconnaissance or getting acquainted stages of research in entering a new area. or (b) represent a specific interest in current conditions within a field that has long since been
explored and developed by research.

Keeping all these important points of historical and survey method in mind, the researcher decided that these would be suitable methods for the purpose of this research work.

Therefore he decided to adopt the historical and survey methods for the research.

**Selection of population and sample:**

In ordinary usage population is usually thought of as consisting of human beings. In the statistical sense, population may consist of any kind of members whatever.

A population is any group of individuals that have one or more characteristics in common which are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group. All public school teachers, all male secondary school teachers, all elementary school teachers may be population.

Population may be finite or infinite, either real or hypothetical. A finite population is one, all members of which may be counted. An infinite population is one which is of unlimited size, for example all possible weights of eight years old children in the country would constitute an infinite population. While the actual weights of the eight years old children now living in this country would constitute a finite population.

A real population is one that actually exists. A hypothetical population is one that exists only in the imagination. Many of the populations involved in educational research are hypothetical that is why in some
instances we may wish to select a sample from a real population but find it impracticable to secure an unbiased sample from that population. In that case we may use the sample that is available to us to "construct" a hypothetical population, from which the given sample might have been drawn at random and restrict our generalization to the hypothetical population.

A sample is a small proportion of a population selected for analysis. By observing the sample certain inferences may be made about the population, contrary to popular opinion, samples are not selected haphazardly, but deliberately, so that the influence of chance or probability can be eliminated.

During recent years sampling has been increasingly used in education to ascertain information necessary in answering certain questions about a specific population. William G. Cochran, while discussing the advantages of the sampling method in surveys, writes:

"In every branch of science we lack the resources to study more than a fragment of the phenomena that might advance our knowledge." ¹²

Several types of sampling procedures are there. To obtain a sample representative of its population four main techniques have been devised: random, stratified quota, incidental and purposive.

1. Random Sampling: This form of device is one in which every single unit of the population has an equal chance of being selected. A random sample is drawn unit by unit. The population is numbered from 1 to N and a series of random numbers is drawn either by means of a table of random numbers. A random sample is one selected in such a fashion that every member of the population has an equal chance to be selected. This means
that each member must be selected independently of all others. It is useful also to think of a random sample as one so drawn that all other possible combinations of an equal number of members from the population has an equal chance to constitute the sample drawn.

2. **Stratified or Quota Sampling**: A modified form of random sampling, stratified or quota sampling, sometimes called controlled sampling, is a device which ensures representativeness in selecting a sample from a population composed of sub-groups or strata of different sizes. A good sample from such a population needs to contain individuals drawn from each category in accordance with the size of the sub-groups. Within each sub-group the sampling is random.

   In stratified sampling, the population of N units is first divided, into different strata —— N₁, N₂, .................. units respectively and then a sample is drawn from such stratum. The sample sizes within the strata are denoted by n₁, n₂, .................. respectively.¹³

3. **Incidental Sampling**: Incidental, or sometimes called accidental sampling is a term which is applied when such groups are used as samples as are easily available, e.g. children in a school, an orphanage or a reformatory, students enrolled in particular classes etc. The number and conditions of these groups are not chosen specifically for the purpose.

   Such groups are poor samples of any definable population and adequate generalizations can hardly be based upon such data.

4. **Purposive Sampling**: As different from incidental sampling, purposive sample is the device which selects a particular group or category from the population to constitute the sample because this category is considered to be mirror of the whole with reference to the characteristic in question. For
example, purposive sampling is used when the selected sample is constituted of all the newspaper editors of an area to represent the public opinion of the area. In this type of selection the sample is restricted to units considered by some one to be specially typical population.

**Stratified Random Sample:**

At times, it is advisable to subdivide the population into smaller homogeneous groups to get more accurate representation. This method results in the stratified random sample. For example, in an income study of wage earners in a community, a true sample would approximate the same relative numbers from each socio-economic level of the whole community. If, in the community, the proportion were 15 percent professional workers, 10 percent managers, 20 percent skilled workers and 55 percent unskilled workers, the sample should include approximately the same proportion in order to be considered representative. Within each subgroup a random selection should be used. Thus, for a sample of 100, the researcher would randomly select 15 professional workers from the sub population of all professional workers in the community, 10 managers from that sub-population and so on. This process gives the researcher a more representative sample than one selected from the entire community, which might be unduly weighed by a preponderance of unskilled workers.\(^{14}\)

**Steps in Sample Survey:**

The steps that are usually involved in the execution of a survey of any type are\(^ {15}\):

i) Statement of the objectives of the survey.

ii) Definition of the population to be sampled.
iii) Determination of the data to be collected.
iv) Selection of the methods of data collection.
v) Choice of sampling unit.
vi) Selection of the sample.
vii) Organization of the field work.
viii) Summary and analysis of data.
ix) Preparation of sampling survey report.

A good sample of a population is the one which, within restrictions imposed by its size, will reproduce the characteristics of the population with the greatest possible accuracy. That is to say, a good sample should be free from

i) error due to bias, and
ii) random sampling error.

To select a good sample for any purpose, therefore, one should avoid faulty methods.

However, it is found that even if the procedure of selection follows the canons of random sampling process, the sample can not be exactly representative of the whole population.

Keeping all these factors in mind, the researcher selected all Sadr Mudarreseen all Mudarreseen, students and their parents of Muslim Traditional Educational Institutions in Malegaon.

In Malegaon there were fourteen (14) Muslim Traditional Educational Institutions out of these twelve (12) Muslim Traditional Educational Institutions are followers of Hanfi Maslak and re-
maining two are followers of Shafai Maslak. Thus there were fourteen (14) Muslim Traditional Educational Institutions at the time of admin-
istration of questionnaires in 1997. It was assumed that on an aver-
age in each Muslim Traditional Educational Institution, there were 20 Mudarreseen. Thus the population of Mudarreseen teaching in these institutions were 280. It was also assumed that on an average in each Muslim Traditional Educational Institution, there were 300 students and thus population of students were 4200. It was also assumed that on an average in each Muslim Traditional Educational Institution there were 20 students of Malegaon city studying in these institutions and thus the population of their parents was 280.

Table No. A
Table Showing Number of Questionnaires Distributed, Responded And Their Percentage of Response.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Category</th>
<th>No. of questionnaires distributed</th>
<th>No. of questionnaires responded</th>
<th>Percentage (%) of questionnaires responded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sadr Mudarreseen</td>
<td>14</td>
<td>14</td>
<td>100.00</td>
</tr>
<tr>
<td>2</td>
<td>Mudarreseen</td>
<td>280</td>
<td>204</td>
<td>72.85</td>
</tr>
<tr>
<td>3</td>
<td>Students</td>
<td>570</td>
<td>501</td>
<td>87.89</td>
</tr>
<tr>
<td>4</td>
<td>Parents</td>
<td>280</td>
<td>212</td>
<td>77.14</td>
</tr>
</tbody>
</table>

The survey was conducted in all Muslim Traditional Educational Institutions by providing the questionnaire to all the Sadr Mudarreseen (14),
all the Mudarreseen (280), Students (570) and Parents (280).

The above mentioned table shows that out of 14 Sadr Mudarreseen, 14 (100%) Sadra Mudarreseen responded the questionnaire. The researcher selected all the (14) Sadr Mudarreseen as the sample on which his findings are based. Out of 280 Mudarreseen, 204 (72.85%) Mudarreseen responded the questionnaire. Thus the researcher had 204 Mudarreseen as the sample on which his findings are based. The data was collected from all the 280 Mudarreseen teaching in Muslim Traditional Educational Institutions of Malegaon city. Out of total 570 students, 501 (87.89%) students responded the questionnaire. The researcher had 501 students as the sample on which his findings are also based. Out of 280 parents of the students, 212 (77.14%) parents responded the questionnaire. The researcher had 216 parents as the sample on which his findings are also based.

**Tool for data collection:**

Books, Booklets, Annual reports, magazines and newspapers of the Muslim Traditional Educational Institutions (Deeni Madaris) were very much helpful in collecting historical information of these institutions.

The tool selected to gather data through survey method were questionnaires, observation and interview schedules.

**Questionnaire:**

"In general, the word 'questionnaire' refers to a device for securing answers to questions by using a form which the respondent fill in himself" ——— Good and Hatt.\(^{15}\)

Barr, Davis and Johnson define questionnaire as "a
systematic compilation of questions that are submitted to a sampling of population from which information is desired. ¹⁷

Questionnaire technique is used because it is supposed to be the most flexible technique and much better and effective tool in comparison with other traditional tools in collecting both qualitative and quantitative information.

A questionnaire generally contains two types of items, closed form and open-ended or unrestricted form. The closed form contains short statements. The teachers here are expected to choose from the given responses or just mark 'Yes' or 'No' or just tick a list of suggested responses. These items are deliberately used because they are easy to respond to and bring out the desired results with more clarity and substance. These items are also employed because they are relatively more objective in nature and effective in the data collection.

The other type, the open ended, provides the respondent enough freedom to exercise his own choice. The items are, all the while more important because they reveal the unobstructed views and opinion of the respondents. Interestingly they also betray the inner core of their experience and approaches to the teaching of it. These items unfold the actions and reactions of the respondents without any interception, intervention or interference of the researcher. It should however be noted that the responses collected through these items are so varied and at times radically different, yet they are objective rendered in this survey.

The other type of items aimed at assessing the quality although it is practically very difficult to measure the quality objectively. A respondent here, is supposed to bring out by marking any one of the
available possible responses are presented horizontally in a line irrespective of equidistances, because it involves subjectivity and ultimately it is a matter of degree.

**Interview:**

Interview as a research tool is in a sense, an oral type of questionnaire or schedule whereby the subjects supplies needed information in a face to face relationship. "The dynamics of interviewing, however, involve much more than an oral questionnaire." 18

In the words of John. W. Best, " The interview is an oral questionnaire. Instead of writing the response the interviewee gives the information verbally in a face to face relationship. Interview is often superior to other data gathering devices, one reason is that people are usually more willing to talk than to write certain types of confidential information may be obtained by the interview, which sometimes are refused by the person giving in writing." 19

Interview is based on a process of communication or interaction between the Interviewer and the Interviewee or respondent. A good interview is based on proper motivation provided by the Interviewer to the respondent in the form of achieving some practical ends. Interview is relatively more flexible a tool than any written inquiry form. Interview as a research tool is very useful because:

-- Interview is a superior data-gathering device as people are usually more responsive to talk than to write specially on intimate and confidential topics.

-- It enables the investigator to explain the purpose and meaning
of questions to get valid responses.

It is very helpful in revealing the reasons for actions, feelings and attitudes of the subject under reference.

It judges the sincerity and in light of the Interviewee through cross-questioning.

It assumes more significance when dealing with young children, illiterates and those with limited intelligence or an abnormal state of mind.

It is frequently used as a research tool in historical, experimental, normative survey or clinical type studies.

Research interview is one of the types of interview. For purpose of research, interview may be used as a tool for gathering data as required by the investigator to test his hypothesis or solve his problems of historical, experimental survey or clinical type.

Observation:

In education, observation is the most commonly employed of all measurement techniques. Observation as a tool of research deals with the external behaviour of persons in appropriate situations controlled or uncontrolled. As a research technique it must always be expert, purposive, systematic, carefully focused and thoroughly recorded. It should be accurate, valid and reliable. For accuracy in measuring and recording tools such as check-list, rating scale and score-card or some other inquiry form are utilized.

It can be used to study unique aspect of personality. It can also be used to observe the physical aspects of school buildings or students
and teachers. It can be used in each situation such as physical activities in games 
and athletics, workshop and class room situations as well.

Observation may be of two types i.e. participant and non-participant.

Participant observation is the observation in which the observer becomes more or less one of the group under observation and shares the situation as a visiting stranger, an attentive listener, an eager learner, or as a complete participant-observer, registering, recording and interpreting behaviour of the group. Thus here observer plays a double role.

Non-participant observation is used with such groups as in facts, children or abnormal persons. The observer takes such a position as he is able to observe in detail the behaviour of the individual under observation. The position of the observer is least disturbing to the subject under study. It permits the use of recording instruments and the gathering of large qualities of data.

Preparation of tools:

Three types of tools were prepared. One was questionnaire, two was interview and third was observation schedule.

Preparation of questionnaires:

A comprehensive questionnaire was in fact inevitable to collect the necessary data with all subjective and objective elements, to arrive at certain logical and objective elements, to arrive at certain logical and possible conclusion with regard to management and administration, library, building and campus, curriculum, method of teaching, examination and discipline of Muslim Traditional Educational Institutions in Malegaon. A very exhaustive questionnaire, therefore, was carefully prepared to analyse the prevailing educational systems in Muslim Traditional Educational Institutions in Malegaon (Deeni Madrasa).
Four questionnaires were prepared. One was for Sadr Mudarreseen which contained items related to the following heads.

1) Details about Deeni Madrasa.
2) About Sadr Mudarris- his academic and professional qualification, total service as a Mudarris and Sadr Mudarris, his salary, pension and age of retirement.
3) Teaching and non teaching staff.
4) Management and administration of Deeni Madrasa.
5) Sources of income and annual income of Madrasa.
6) Curriculum and job oriented courses.
7) Methods of teaching.
8) Examination.
9) Discipline (punishment and reward)
10) Library, building and campus.
11) Difficulties in imparting religious education and their remedies.
12) Changes in the pattern of religious education or reform re-organisation of the present system of religious education (Aims, Administration, Curriculum, Methodology, Examination)
13) Total number of classes, Mudarreseen and students.
14) Percentage of Aalim, Hafiz, Quari, results from the academic year 1987 to 1997.
15) Percentage of result in Deeniyat, Calligraphy and any other examinations from the academic year 1987 to 1997.
17) Total number of students from the academic year 1987 to 1997.

The questionnaire for the Mudarreseeen contained items related to the personal details, their proficiency in the subject, their educational and professional qualifications, and teaching experience. The items were classified as under:

1) Personal information
2) Academic qualification
3) Professional qualification
4) Teaching experience
5) Subject teaching at present
6) Imparting modern education like science and technology in your Deeni Madrasa
7) Provision of any job oriented course in the Deeni Madrasa
8) Madrasa preparing students from Islamic point of view
9) Relationship of curriculum of education with day to day life of students.
10) Change(s) in the subject(s)
11) Uniform curriculum of education
12) Methods of teaching followed
13) Use of teaching aids.
14) Difficulties faced while teaching in the class room and their remedies.
15) Attitude of students
16) Job satisfaction
17) Changes in the pattern of education or reorganisation or reform of the present system of religious education (Aims, Administration, Curriculum, Methodology, Examination)
18) Suggestions for further development of the religious institutions in Malegaon city.

The questionnaire for students contained items related to following heads.

1) Personal information
2) Subjects of interest
3) Subjects found difficult in the curriculum
4) Attendance in Madrasa
5) Changes in the subjects
6) Difficulties faced in getting religious education and their suggestions
7) Satisfaction with the present system of religious education
8) Information about job oriented courses in Madrasa
9) Games played
10) Library facilities and reading of books in addition to religious books
11) Job after completing religious education
12) Changes in the present system of education or re-organisation or reform of the present system of
religious education (Aims, Administration, Curriculum, Methodology, Examination)

The questionnaire for parents of students of Deeni Madrasa contained the items as under:

1) Personal information
2) Qualification
3) Details of Madrasa going children
4) Reason for selection of Madrasa for child/children
5) Problem faced when children attend the Madrasa and their remedies
6) Job oriented courses
7) Plan for future of children after completing the course in Deeni Madrasa
8) Satisfaction with the present system of religious education
9) Changes in the curriculum of religious educational system (Aims, Administration, Curriculum, Methodology, Examination)

Preparation of observation Schedule:

Observation schedule was prepared. The researcher used check-list for observation. Observation contained the items related to physical conditions of Deeni Madaris' building and external behaviour of Teachers and Students while working in the Deeni Madaris.

The items of observation were classified as under:

1) Physical conditions of Deeni Madrasa's building:
   i) Building attached to mosque
ii) Educational environment
iii) Suitable location
iv) Administrative office
v) Staff room
vi) Play ground
vii) Garden
viii) Hostel
ix) Girls common room
x) Toilet and lavatory
xi) Guest room
xii) Drainage facility
xiii) Water facility
xiv) Electric facility
xv) Rooms for games and sports
xvi) Science room (Laboratory)
xvii) Geography room
xviii) Auditorium (Assembly Hall)
xix) Library
xx) Reading room

2) External behaviour of Mudarris:
   i) Possesses democratic attitude or not
   ii) Punctuality in Deeni Madrasa or class
   iii) Paying attention to students in class
   iv) Confidence in teaching
   v) Interest in teaching
   vi) Correction of home work
   vii) Ability to prepare each lesson
Procedure of Administration of Questionnaire, Observation and Interview:

First three types of Questionnaires were given personally to all (14) Muslim Traditional Educational Institutions (Deeni Madaris) of Malegaon.

The Questionnaires for the parents were sent to them through their children or wards.

The Questionnaires were given and collected during the academic year 1996-97. It took long time to collect the Questionnaires.

The researcher took face to face interview of the ex-students of the Deeni Madaris of Malegaon.

The researcher personally observed the physical conditions of the Deeni Madrasa buildings and external behaviour of Mudarreseen and students.
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