

## **A Study On An Interest & Attitude Of The Student Of Khargone Taluka's Urban & Rural Higher Secondary Schools In English Curriculum**

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### **ABSTRACT**

The main aim of the present research paper to do a study on an interest and attitude of the students of Khargone taluka's urban and rural high secondary schools in English curriculum. In the present research paper the investigator tried the compare the attitude of rural and urban students toward English curriculum. But this results are not the last truth. I hoped that in the suggestions and the results will be helpful for the development of the situation of the English curriculum in the schools in present time.

**Key words:** Interest & attitude of the student, A study on an interest & attitude, A study of Urban & Rural.

### **INTRODUCTION-**

Education takes the personality of person on great height. In 1964-66 education management told "In present time India's future is developing in the classrooms. For the development of the students we must give proper training to the trainee so with help of it they can do welfare for their country and also for their society. Because the development of the society is depended on the education. And this type of education can be given in the schools. So it is rightly said that, in the schools undeveloped live person is turned in to the well developed in the right personality.

The best tool of the completing the objectives of education is curriculum. Which the student get from the school. In the Indian constitution to get the expected objectives the curriculum is constructed according to the need and interest of the student. According to STANG, "if we have interest towards it, we appreciate it. If have no interest towards it we run away from it. Now we focused on the relation of language with the education. Man is a social animal, he always exhibit his heart's thoughts to others and always ready to know about other's thoughts of the hearts. Language is the medium by which the person do conversation of his thoughts and emotions with his speech. Language is the symbol by it we can do exchange. When we come in the contact with any thing there immerses lots of rays and touches to our senses, we fill some thing extra. Then it reach to the mind by muscles, then it comes to the our tongue as speech. This is the proper present sound symbol is the language, and the education of the proper use of the language is the right education. Through this type of language there is the development of education.

So we can say that education & language are two sides of the coin. If the language is the principal, the education is the invention. If the language is the knowledge, the education is the art. If the language is the permanent, the education is changeable. If the language is the word, the education is the sentence. In this way both are interrelated with each other. So it is important for us to give the proper knowledge of the language.

But today we can see that students & teachers are underestimate the English language. But the English is the one language which connect all the nations of the world.

### **Place of the English language in India as a foreign language.**

There are different nations in the world which have their own cultures. They have their own languages. In ancient time there is no any specific language for communication between two or more nations. Many peoples went to different countries for business they use some common languages for exchange. After long time English language become one largely used language. English language is used in our country from the time of the Britishers, they already go back in their country but left the English language for us. Effect of the foreign countries now our Indian people use it as a status symbol.

In our nation English is accepted as the foreign language. But the public used it as a fashion. Speaking English is the new trend for the people. They think that speaking English is the impression of good personality. English language possesses one of the great place in the India. It is not the mother tongue but it is the language of communication for foreigners. Now English language become the main useful language for us. We can see lots of use of the English around us, we can see big hording, news papers, notice boards etc in English. Now it become local language for us.

### Justification of the problem.

There are some points for justification of the problem.

- According to managements :- Curriculum is not stoppable thing, it always changing matter according to social need.
- According to publishers – they can selecting the subject matter it become useful. So the attitude of the students can get adjustment towards the curriculum.
- According to the teachers :- to find out which type of the students attitude towards the English curriculum there can be proper arrangement of the methods and techniques.
- According to the students :- On the basis of the English student’s attitude, importance and usefulness in the subject matter of the English curriculum can be developed.
- According to the investigators :- Because of this the investigators can easily make tools for measurement of attitude.

Keeping all these points in the mind we can say there are some mistakes in the English curriculum. Which is in the method of the teacher or in the students? But it Cannot be shown by any logic. For this the investigator must do proper and complete Study.

### Statement of the problem

‘A study on an interest & attitude of the students of Khargone taluka’s urban & rural high secondary schools in English Curriculum’

### Intentions of the Research

Before researching on any problem it is needed to determine the objectives of the problem. Because without this determination we cannot achieve the goal. Thus, there are some objectives.

- To identify the interest of the students in the English language.
- To find out the attitude of the students towards the English language.
- To compare the attitudes of male & female students towards English curriculum.
- To compare the attitudes of rural & urban students towards English curriculum.
- To find out the learning difficulties of students.
- To give suggestions for improvement of the English curriculum.

### Criteria of the Research

Because of the time limitation & available sources we limit our study to one small part of the taluka.

- It is limited only for the 9<sup>th</sup> standard.
- It is limited in the Khargone taluka’s four higher secondary schools.
- It is limited in the two schools of the rural and two school of urban area.
- There were only 16 male & 16 female students are covered under the research.

### Research Hypothesis.

Investigator is used zero hypothesis in the present research.

- The identification of the interest of the students in the English language will be taken care of .....
- The positive attitude of the students towards the English language will be useful.
- The comparison of the attitudes of male & female students towards English curriculum will be helpful for encouragement.
- The comparison of the attitudes of rural & urban students towards English curriculum will be useful for encouragement.
- The identification of the learning difficulties of students will be useful.
- The suggestions for improvement of the English curriculum will be useful to improvement of attitude of the students towards the English curriculum.

### Researches done in India.

In the India there are many research were done during fifty years.

- (A) **H.L. SHRIVASTRA** – (1950) :- He had done a study on attitude of the teachers towards their profession, he had found that attitude of the teachers towards their profession is important.
- (B) **NARAYAN SINGH** – (1986) :- He had done a study of the teacher towards History education. He had found that the teacher of history thought that their place in the society is title.

**Researches done in abroad.**

Present section indicates some researches were done in the abroad there are as under.

- (A) **HARPER MAHODAY** – (1927) :- He had done a study on attitude of the U.S. teachers. He had found that teachers were never clear on the problems of the society. They always followed their old methods of teaching. They heisted to accept the new methods.
- (B) **NANDAN TARESA** – (1994) :- He had done a study on the attitude of the teachers of the science. He used questioner for the research, than he had found that most of the schoolyard teachers attitudes are positive.

**Figure of the sample**

The area of the present research paper is limited because of the time limitation & available sources. We limited our study to one small block of the khargone taluka.

- It is limited only for the 9<sup>th</sup> standard.
- It is limited in the khargone taluka’s four higher secondary school.
- It is limited in the two schools of the rural and two school of urban area.
- There were only 16 male & 16 female students are covered under the research.

Keeping all the points in the mind there were 32 male & 32 female students selected as the sample.

S.No.	Name of the school	STD.	Total
<b>URBAN</b>			
1	Shri Krishna Colony Khargone	9	16
2	Vidya Vijay Mandir, Khargone	9	16
<b>RURAL</b>			
1	Govt. Boys High School Khargone	9	16
2	Govt. Girls High School Khargone	9	16
<b>Total Students.</b>		-	<b>64</b>

**Collection of figures of the research paper**

The research paper is moving ached towards it’s target from the completing its steps and stages. So, the investigator have starting the collection of the data after selecting of the sample.

This work has been completed with the investigators valuation. After completing the test all the test all the data are collected.

**Data collection**

After collecting the data the main work his to do the data analysis. Afte data collection the investigator had done the data analysis with the help of the attitude of the students towards the English curriculum. After data analysis the investigator got the proper way towards the solution of the problem.

**Use of the numerical technique.**

In the present research paper the investigator had used some numerical techniques, which are shown as under.

**Mean – Data collection.**

“Sum of a set of data divided by the number of subjects in the set is called mean”.

Mean is helpful to decide that which type of the mean so any group is and what kind of its result. To get the mean that is the formulas,

$$X = A.M. + \frac{\sum E F d}{N} \times i$$

Where A.M. = assumed mean

D = deviation from the assumed mean

I=class interval

N=total frequencies

standard deviation.

“Standard deviation is the square root of sum total of square of the deviation divided by the sum total.”

Percentage.

Formation of the percentages.,

$$\text{Percentage} = \frac{\text{Integer} \times 100}{\text{Total number}}$$

**Statistical analysis of data collection :-**

After completing the work of the data collection the investigator concentrated on the data analysis. The objectives of the result of the problems. For the data analysis he used the nominal technique. In it he used the mean, standard deviation.

Percentage and 't' value. The use of the percentage for the measurement of the Attitude of the students towards English curriculum and learning difficulties. According to this 40% to 60% were average, above than 60% were positive and less than 40% negative attitude. Than the use of the mean, standard deviation and 't' value for the comparisons of the attitude of the students towards English curriculum.

1 Attitude of the students towards English curriculum. This is shown in the table no. 1

Table No. – 1  
Attitude of the students towards English curriculum.

Students	N	No. of statements	Total Marks	Average marks	Per (%)
Male	32	41	205	146.50	71.46
Female	32	41	205	141.91	69.22
<b>Total</b>	<b>64</b>	<b>41</b>	<b>205</b>	<b>144.20</b>	<b>70.34</b>

Percentage of attitude of the students towards the English curriculum

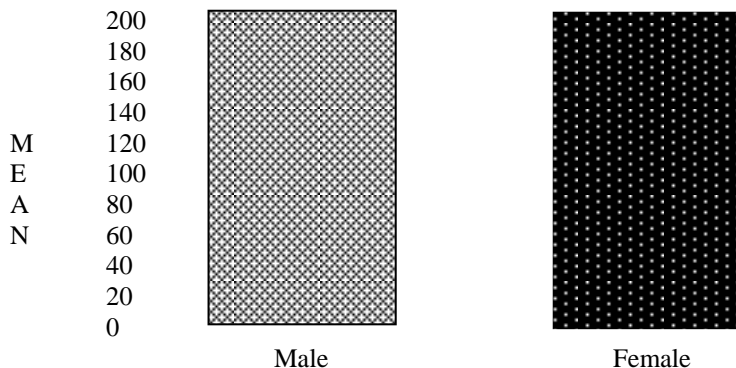
There was taken a test of the attitude towards English curriculum of all the students. We can see from the table no. 1 that the attitude towards English curriculum was 70.34% which is above 60%. So, the attitude of the rural male and female student towards English curriculum was positive. The attitude of the rural male and female students towards English curriculum were in sequency 71.46% and 69.22% which is above 60%. So, the attitude towards English curriculum was positive. We can see from the table no. 1 that the attitude of male students was more than the female students towards English curriculum. For the proof of it the investigator had calculated the Mean, S.D. 't' value which was shown in the table no. 1

2 comparison of attitude of male & female students towards English curriculum.

Table No. – 2  
The mean, standard deviation, 't' value of the attitude of male & female

Sex	N	Mean	S.D.	't' value
Male	32	146.50	6.91	2.32
Female	32	141.91	8.16	

**Df = 32, 0.05 base 't' value 2.04**



Picture no. – 2

Comparison of mode of attitude of male & female students

The investigator had done the comparison of attitude of male & female students towards English curriculum. The investigator found the distance in the both 't' values. The investigator found 2.32 't' value of the attitude which was above the base value. We can see that the attitude of male students was more than the female students towards English curriculum. This was shown in the table no. 2

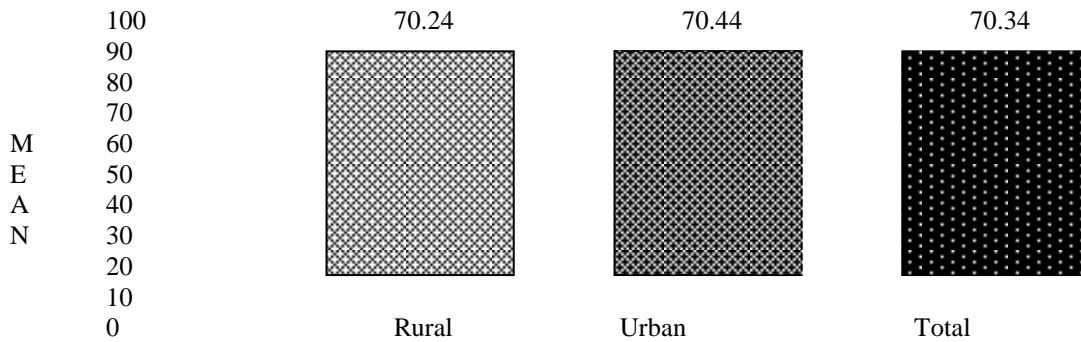
3, Attitude of rural & urban students towards English curriculum.

To get above objective the investigator had collected the figures from the attitude valuation. Than he founded the percentages of the figures, which was shown in the table no. 3.

Table No. – 3

Attitude of rural & urban students towards English curriculum

Area	N	No. of statements	Total marks	Average marks	Per (%)
Rural	32	41	205	144.00	70.24
Urban	32	41	205	144.41	70.44
Total	64	41	205	142.20	70.34



Picture no. – 3

Percentages of attitude of rural & urban students towards English curriculum.

There was the research on the attitude of rural & urban students towards English curriculum. The attitude of the rural & urban students towards English curriculum were in sequently 70.24% and 70.44% which was above 60%. The attitude of the rural urban and rural students towards English curriculum were positive. There no difference between the attitude of the rural urban and rural students towards English curriculum

4. comparison of attitudes of rural & urban students towards English curriculum

To get above objective the investigator had collected the figures of attitude of rural & urban students towards English curriculum on the basis of them he counted the mean, S.D., and 't' value, which was shown in the table no. 4

The investigator had done the comparison of attitude of rural & urban students towards English curriculum. The investigator did not get distance between 't' value of attitudes of rural & urban students towards English curriculum. That matter was shown in the picture no. 4 so, we can say that the attitudes of rural & urban students towards English curriculum were same.

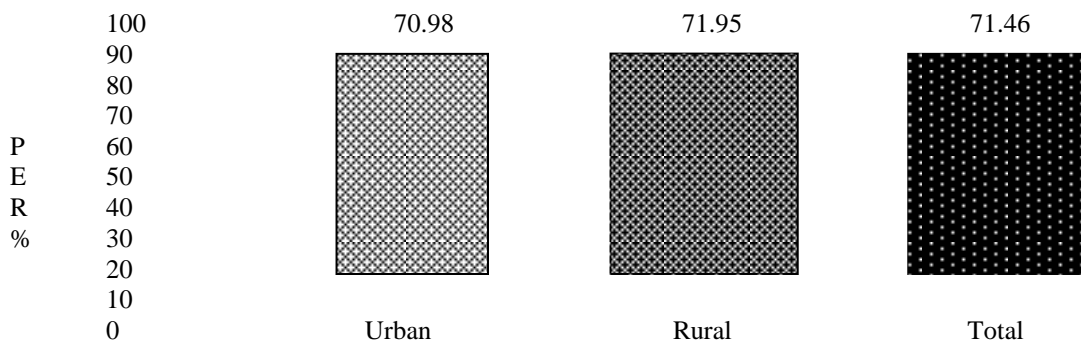
5 attitudes of rural & urban male students towards English curriculum.

To achieve above goal the investigator gave the questioner to the rural & urban students, he got the data than he found the percentages of them. Which was shown in the table no. 5.

Table No. – 5

Attitude of rural & urban male students towards English curriculum

Area	N	No. of statements	Total marks	Average marks	Per (%)
Urban statements	16	41	205	145.50	70.98
Rural statements	16	41	205	147.50	71.95
Total	30	41	205	146.5	71.46



**Picture no. – 5**

Percentage of rural & urban male students.

There was the test of rural & urban male students attitudes English curriculum.

The attitudes of the rural urban and rural students attitudes English curriculum were in

Sequently 70.24% and 70.44% which was above 60%. Were in sequently 71.95% and 70.98% which was above 60%. So the attitude of the rural and urban students attitudes English curriculum were positive. There is nothing distance between the attitude of the rural and urban students attitudes English curriculum.

6. comparison of attitudes of rural & urban male students towards English curriculum.

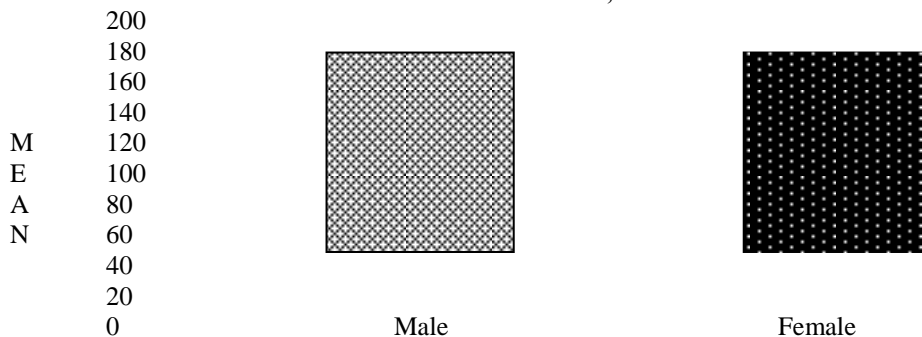
There was the test of rural & urban male students towards English curriculum for the calculation of the mean, S.D. and 't' value. Which was shown in the table no. 6.

**Table No. – 6**

The mean, standard deviation, 't' value of the rural & urban male students

Area	N	Mean	S.D.	't' value
Urban	16	145.50	7.05	0.82
Rural	16	147.50	6.76	

**Df = 32, 0.05 base 't' value 2.04**



**Picture no. – 6.**

Comparison of mode of rural & urban male students

There was the comparison of attitude of the rural & urban male students towards English curriculum. The investigator done the comparison of attitudes of rural & urban male students towards English curriculum. The 't' value was 0.82 which was above the base of the value 0.05. There was no distance of attitude of the rural & urban male students towards English curriculum. This shown in the picture no. 3. The comparison of mode of the rural & urban male students toward English curriculum was done by the investigator. So, we can say that the attitude of the rural & urban male students towards English curriculum were same.

7. Attitudes of rural & urban female students towards English curriculum.

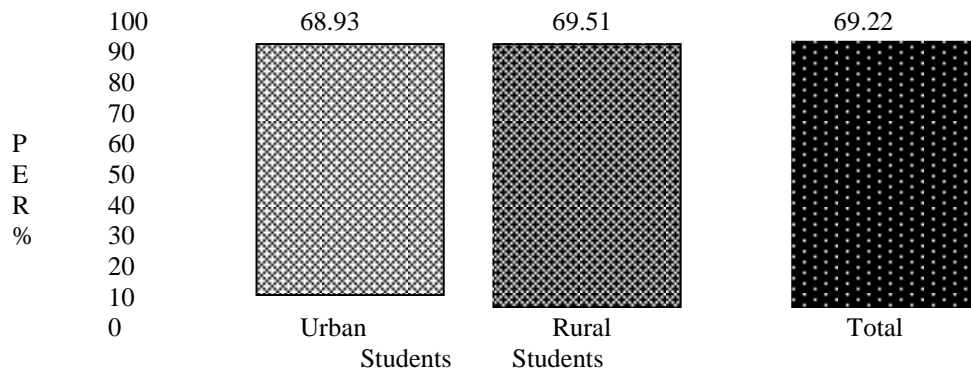
To achieve above goal the investigator gave the questioner to the rural & urban students, he got the data than he found the percentages of them. Which was shown in table no. 7.

**Table No. – 7**

Attitude of rural & urban female students towards English curriculum

Area	N	No. of statements	Total marks	Average marks	Per (%)
Urban students	16	41	205	141.31	68.93
Rural students	16	41	205	142.50	69.51
Total	32	41	205	141.91	69.22





**Picture no. – 7**  
Percentage of rural & urban female students.

There was the chaking of the attitudes of rural & urban female students towards English curriculum. The investigator found that the attitude of the rural & urban female students towards English curriculum. Sequency 69.51% and 68.93% which was above 60%. So. The investigator found that the attitude of the rural & urban female students towards English curriculum were positive.

On the base of the percentage the investigator found that the attitude of the rural & urban female students towards English curriculum were same which was shown in table no. 7.

8 comparison of attitude of rural & urban female students towards English curriculum.

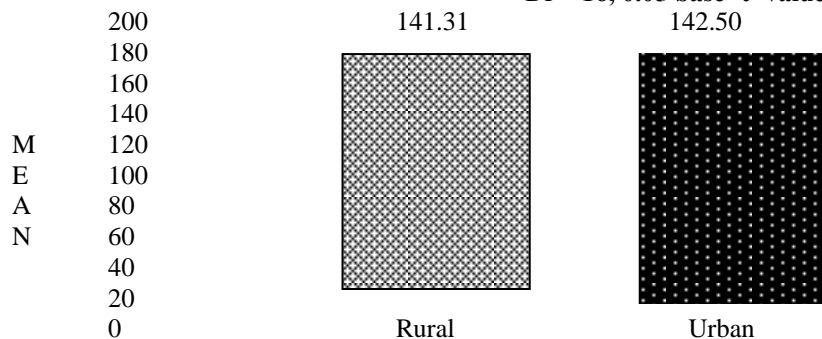
The investigator found the mean, S.D. and 't' value of the attitude of the rural & urban female students towards English curriculum.

Table No. – 8

The mean, standard deviation, 't' value of rural & urban female students

Area	M	Mean	S.D.	't' value
Rural students	16	141.31	9.02	0.36
Urban students	16	142.50	9.87	

**Df = 16, 0.05 base 't' value 2.04**



**Picture no. – 8**  
Comparison of mode of rural & urban female students.

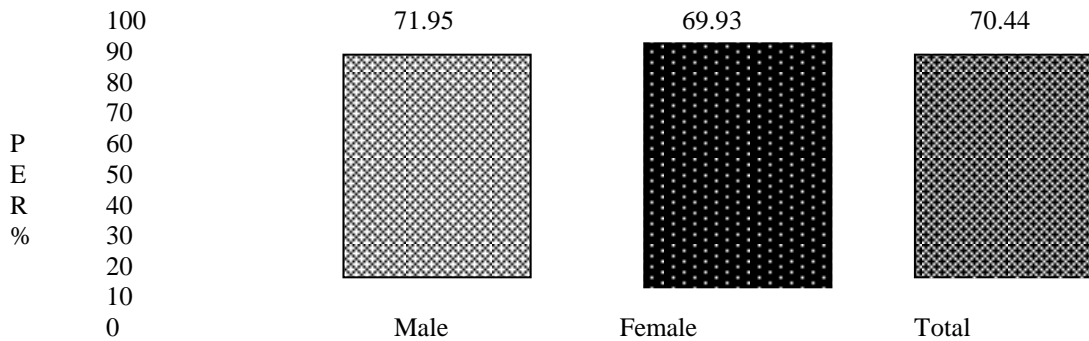
The investigator had done the comparison of attitude of rural & urban female students. With the help of that figures he got the 't' value. The investigator had found 't' value 0.36 which was lower than the base value. So, there was no difference between attitudes of rural & urban female students towards English curriculum. Which was shown in the picture no. 6 so, we can say that the attitudes of rural & urban female students towards English curriculum were same.

9 attitudes of rural male female students towards English curriculum.

To achieve above goal the investigator gave the questioner to the rural & urban female students, he got the data than he found the percentages of them. Which was shown in the table no. 9.

Table No. – 9  
Attitude of rural male female students towards English curriculum

Students	N	No. of statements	Total marks	Average marks	Per (%)
Male	16	41	205	147.50	71.95
Female	16	41	205	141.31	68.93
Total	32	41	205	144.41	70.44



Picture no. – 9

Percentages of rural male & female students.

The investigator had check the attitudes of rural male & female students towards English curriculum. The investigator found that the attitudes of the rural male female students towards English curriculum were in sequently 71.95% and 69.93% which was above 60%. So, the investigator found that the attitudes of the rural male female students towards English curriculum were positive. On the base of the percentage the investigator found that the Attitudes of the rural male female students towards English curriculum were same. Which was shown as under.

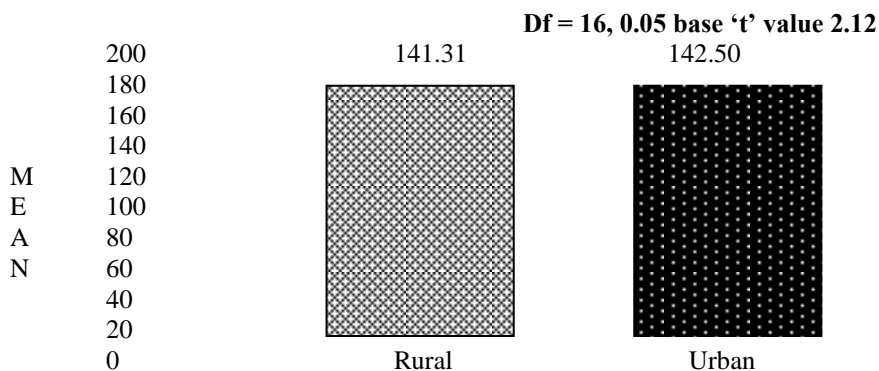
3 comparison of attitudes of rural male female students towards English curriculum

To achieve above goal the investigator gave the questioner to the rural male and female students, he got the data than he found the mean, S.D., and 't' value of rural male & female students. Which was shown in table no. 10

Table No. – 10

The mean, S.D., 't' value of rural male & female students

Students	N	Mean	S.D.	't' value
Male	16	147.50	7.05	2.17
Female	16	141.31	9.02	





Picture no. – 10

Comparison of mode of Attitudes of rural & urban female students.

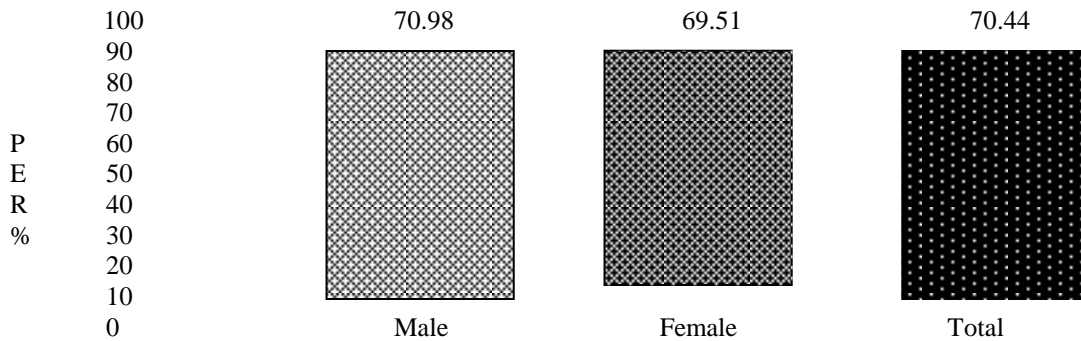
The investigator had compare the attitude of rural male female students towards English curriculum. The investigator found that the attitude of the rural male & female students towards English curriculum were quite differ. So, the investigator found that the Attitudes of rural male female students towards English curriculum were positive. On the base of the percentage the investigator found that the Attitudes of rural male female students towards English curriculum were more. Which was shown as under.

11. attitudes of urban students towards English curriculum.

To achieve above goal the investigator gave the questioner to the urban male and female students, he got the data than he found the mean, S.D., and ‘t’ value of rural male & female students. Which was shown in table no.11 **Table No. – 11**

Attitude of urban students towards English curriculum

Students	N	No. of statements	Total marks	Average marks	Per (%)
Male	16	41	205	142.50	70.98
Female	16	41	205	142.50	69.51
Total	32	41	205	144.0	70.24



Picture no. – 11

Attitudes of urban students towards in percentage.

The investigator had check the attitudes of rural male & female students towards English curriculum. The investigator found that the attitudes of urban male & female students towards English curriculum were in sequently 70.98% and 69.51% which was above 60%. So, the investigator found that the attitudes of the urban male & female students towards English curriculum were positive. On the base of the percentage the investigator found that the Attitudes of urban male & female students towards English curriculum were same. Which was shown as under.

12 comparison of attitudes of urban male female students towards English curriculum

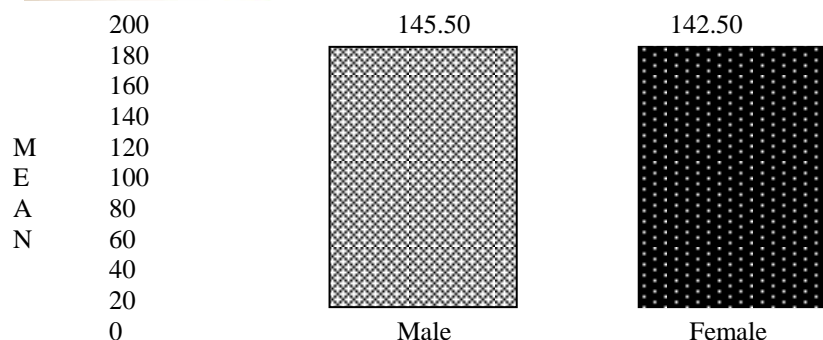
To achieve above goal the investigator gave the questionnaire to the urban male and female the students, he got the data than he found the Mean, S.D., and ‘t’ value of rural male & female students. Which was shown in table no. 12.

Table No. – 12

Comparison of mode, S.D. and value of students

Students	N	Mean	S.D.	‘t’ value
Male	16	145.50	6.76	1.01
Female	16	142.50	9.87	

Df = 16, 0.05 base ‘t’ value 2.12



Picture no. – 12

Comparison of mode of urban Male & female students.

The investigator had compare the attitude of urban male & female students towards English curriculum. The investigator found that the attitudes of urban male & female students towards English curriculum were no difference. So, the investigator found that the Attitudes of rural male & female students towards English curriculum were positive On the base of the percentage the investigator found that the Attitudes of urban male & female students towards.

13 Find out the learning difficulties of students.

To find out the learning difficulties of students the investigator used the questioner. He gave it to the students and asked them to answer properly. Than he collected all the data calculated the percentages of the data. Which was shown in table no. 13.

Table No. – 13

**The learning difficulties of students**

Question No.	Answer in Yes		Answer in No	
	Figure	Per%	Figure	Per%
1	54	84.38	10	15.63
2	57	89.06	07	10.94
3	38	59.38	26	40.63
4	50	78.13	14	21.88
5	47	73.44	17	26.56
6	55	85.94	09	14.06
7	44	68.75	20	31.25
8	43	67.19	21	32.81
9	46	71.88	18	28.13

- We can see that from the above table no. 13. that 54 students from the 64 students answers were 'yes' in the question about hardness of language. It means 84.38% faced difficulties the language.
- 57 students give 'yes' answer to the question about the clarity of the curriculum. It means 89.06% students faced the difficulties because of it.
- There were 38 students agree that the teacher could not teach properly. Means there was 59.38% difficulties during English language learning because of the teachers.
- There were 50 students knowledge weak in the English language. So, 78.13% difficulties came from it.
- There were 47 students who were not agree with the use of the teaching aids, during the teaching. There are 73.10% difficulties from the avidness of the proper use of the teaching aids.
- There were 55 students who think that they could not get opportunity to speak in English. Means 85.94% difficulties come from it.
- 68.75% difficulties of he learning of the English language come from the no encouragement of the teachers.
- There are 43 students agree to get difficulties in the learning English.
- 69% difficulties come because of the hardness of the English language.

### Findings-

- (a) The attitude of the students towards English curriculum.  
The attitude of the students towards English curriculum was suitable.  
The attitude of the all students was 70.34%. So, the attitude of the students towards English curriculum positive.
- (b) Comparison of the attitude of the male and female students towards English curriculum.  
The attitude of the male students towards English curriculum was 71.46% and the attitude of the female students towards English curriculum was 69.22%. After the comparison, we can see that the attitude of the male students was more than the female students attitude towards English curriculum.
- (c) Result of the male and female students on the bases of the mean, S.D. and 't' value.  
The mode of the attitude of the male students towards English curriculum was 146.50 and the mode of the attitude of the female students towards English curriculum is 141.91. There was the remarkable distance between the mode of both.  
While the 't' value of the attitude of the male and female students towards English curriculum was 2.32 which was up from the base of the value 0.05.
- (d) The attitude of the rural and urban students towards English curriculum.  
The attitude of the rural and urban students towards English curriculum were in sequentially 70.44% and 70.24%. There were no difference between the attitude of the rural and urban students towards English curriculum.
- (e) Results of the rural and urban students towards English curriculum on the bases of the mean, S.D. and 't' value.  
The mode of the rural and urban students towards English curriculum were in sequentially 147.50 and 145.50. There was no difference between them on the bases of the mean.  
There was no difference between them on the bases of the 't' value. Because the 't' value was 0.21 which is low from the value base 0.05.
- (f) Results of attitude of the rural students on the bases of the mean S.D. and 't' value.  
The mode of the rural male and female students towards English curriculum were in sequentially 147.50 and 141.31.  
The comparison of the 't' value of the rural male and female students towards English curriculum showed that there was different in the attitude. Because 't' value was 2.17 was more than value base 0.05.
- (g) Results of attitude of the urban students on the bases of the Mean, S.D. and 't' value.  
The mode of the urban male and female students towards English curriculum were in sequentially 145.50 and 142.50.  
The comparison of the 't' value of the urban male and female students towards English curriculum showed that there was no different in the attitude. Because 't' value was 1.01 was less than value base 0.05.
- (H) difficulties in the way of the students during the learning of the English curriculum.  
There are six types of difficulties faced by the students. More than 89.06% students face difficulty in reading of the text book.  
More than 59.38% students face difficulty because of the teaching methods of the teachers.

### SUGGESTION :-

#### Suggestions for the teachers

- (A) The teacher should use more and more new educational techniques and methods during teaching.  
(B) The teacher should use more and more helping tools to clear the subject matter.  
(c) The teacher should use teach the hard words very easily to the students during the classroom teaching.  
(D) The behavior of the teacher should be equal toward the all students.

#### Suggestions for the students.

The students should take more and more interest in the learning of the English language.

#### Suggestions for the administrators

- (A) The administrators the curriculum should do the evaluation on the curriculum time to time. Than send their suggestions to the curriculum committee.  
(B) They should the research on according to need and attitude of the students.  
(C) They should Do the remedial work on the problems of the curriculum.

### **Conclusion. -**

The main aim of the present research paper to do a study on an interest and attitude of the students of Khargone taluka's urban and rural high secondary schools in English curriculum.

In the present research paper the investigator tried to compare the attitude of rural and urban students toward English curriculum. But this result is not the last truth.

I hoped that in the suggestions and the results will be helpful for the development of the situation of the English curriculum in the schools in present time.

### **References**

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