Research Article

A Study on the Attitude of the IX Standard Students towards Bengali Language in West Bengal

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ABSTRACT

In West Bengal Bengali is the official language. The basic from of Bengali has been taught in West Bengal. The school in West Bengal will continue to teach Bengali as a compulsory language. It occupies a substantial position is the Educational field of India. Bengali such a language which has a wider communicative value. But here the researcher saw completely different side of Bengali language. Bengali language is originated in the Indo-European language family. "Language Movement" redirects here. For other uses, see Language movement (disambiguation). Procession march held on 21 February 1952 in Dhaka. The Bengali Language Movement, also known as the Language Movement (Bengali: ভাষা আন্দোলন Bhasha Andolôn), was a political movement in former East Bengal (today Bangladesh) advocating the recognition of the Bengali language as an official language of the then-Dominion of Pakistan in order to allow its use in government affairs, the continuation of its use as a medium of education, its use in media, currency and stamps, and to maintain its writing in the Bengali script. The Language Movement catalyst the assertion of Bengali national identity in East Bengal and later East Pakistan, and became a forerunner to Bengali nationalist movements, including the 6-Point Movement and subsequently the Bangladesh Liberation War and Indo-Pakistani War of 1971 in 1971. In Bangladesh, 21 February is observed as Language Movement Day, a national holiday. The Shaheed Minar monument was constructed near Dhaka Medical College in memory of the movement and its victims. Attitudes are the mental and neutral state of readiness organized through experience. Attitudes play important role in the life of language as; healthy attitudes restore language and unhealthy attitudes decay a language. Our attitudes are shaped or reshaped in a society and in society each and every language has its own status and due to change of status attitudes changes (Mian, 1998).

Keywords: attitude, bengali language, west Bengal, IX standard students

INTRODUCTION

GIVING PURPOSE OF RESEARCH

Bengali is the most spoken language in West Bengal. With about 250 million native and about 300 million total speakers worldwide. It is the 7th most spoken language in the world by total number of native speakers and the 11th most spoken language by total number of speakers. The importance of this language to the South Asia can by the noted by the fact that the National Anthem of Bangladesh, National Anthem of India, National Anthem of Sri Lanka and the National song of India were all first composed in the Bengali Language. "Mother language is what a baby child communicates for the first time with mother and father. It is a language a person never forgets, wherever that person lives. The mother language is a prism that determines the first notions of the world to a baby child. The umbilical cord between mother tongue and thought is inseparable. It is the mother tongue that represents thought, culture and heritage of an individual."-Barrister Harun ul Rashid, Former Bangladesh Ambassador to the UN

When the Dominion of Pakistan was formed by the partition of India in 1947, it was composed of various ethnic and linguistic groups, with the geographically non-contiguous East Bengal province (that was renamed in 1956 as East Pakistan) having a mainly Bengali population. In 1948, the Government of the Dominion of Pakistan ordained Urdu as the sole national language, sparking extensive protests among the Bengali-speaking majority of East Bengal. Facing rising sectarian tensions and mass discontent with the new law, the government outlawed public meetings and rallies. The students of the University of Dhaka and other political activists defied the law and organized a protest on 21 February 1952. The movement reached its climax when police killed student demonstrators on that day. The deaths provoked widespread civil unrest. After years of conflict, the central government relented and granted official status to the Bengali language in 1956. In 1999, UNESCO declared 21 February as International Mother Language Day in tribute to the Language Movement and the ethno-linguistic rights of people around the world.

The use of English language is as per the requirement of being a part of globalization and there is nothing wrong in it. English is one such language that is understood by people from different castes and states, and therefore deserves to be the official language of India. English is perceived as a useful language to know mostly because of job opportunities and for education. People favor a particular language when they find that the language is a tool to achieve high status, economic advantage, basic security and survival and matters related to self-orientation. Integrative attitude, on the other hand, concerns someone's attachment with a particular speech community. People show such attitude in order to be identified as a member of the desired community. Hogan-Brun & Ramoniene (2005) found that the state's inclusive language and citizenship policies in Lithuania have led to the consolidation of society which has positively affected attitudes amongst the minority communities to learn the state language and to integrate. However, instrumental and integrative orientation to language attitudes are not necessarily opposite and alternatives, rather complementary to each other. A person may be motivated in different strengths by both orientations (Baker, 1992).

Attitude in general is a hypothetical psychological construct which defines or promotes certain behaviors and explains their direction and persistence. Allport (1935) defines, "attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (cited in Baker, 1992:11). Attitude is a convenient and efficient way of explaining consistent patterns in behavior. It often manages to summarize, explain and predict behavior (Baker, 1992). Attitudes, according to Crystal (1997: 215), are the feelings people have about their own language or the languages of others. Thus, attitude to

language is a construct that explains linguistic behavior in particular.

A BRIEF REVIEW OF THE WORK ALREADY DONE IN THE FIELD

Anuradha, V., & Rengaraj, M. (2017). Students' Attitude towards English Language Learning and their Academic Achievement among First Year Engineering Graduates. The current research paper focuses on the attitude of the first year engineering students towards English Language in order to implement some innovative technique in teaching English language. It is an exploration in investigating the fresher's of first year B.Tech students' attitude towards English Language Learning and their association with their academic achievement. To meet the objectives of the study the primary data was collected from the first year B.Tech students. As samples for the case study, the researcher contacted one section of first year B.Tech of about 40 students from Dr. M.G.R. Educational and Research institute, University, Maduravoyal, Chennai. The students of 30 girls and 10 boys were taken into consideration. A closed ended Attitude questionnaire, developed by Samar Rukh - 2014 is used for the present study. The inventory consists of 10 statements. The findings suggest that girls and boys from English medium, private-aided school, exclusively girls school students have more Positive Attitude towards English Language learning and their association with their academic achievement than the regional medium students. [3]

Bobkina, J. & Fernandez de, M.C.D. (2012). Motivation and Attitudes towards Learning English: A Study of Engineering Undergraduates at the Technical University of Madrid. The present study aimed at investigating the relationship among EFL learners' speaking strategies use, attitude, and English language oral output. The data was collected from 150 EFL language institute students regarding the relationship among their speaking strategies use, attitude, and English language oral output. To this end, three instruments of the Oral Communication Strategy Questionnaire (Nakatani, 2006), Attitude Scale (Rastegar, 2003), and Cambridge Preliminary English Test (PET), placement tool for language proficiency, were used. The results showed that there was a significant relationship between different subscales of communication strategies use and attitude of the intermediate Iranian EFL learners. Moreover, relationship between communication strategy use of EFL learners and their English language oral output was statistically significant. As a major conclusion, the importance of speaking strategy training in learner education with a regard to the learners' attitude towards language learning and their oral language output should not be ignored. [4]

Colak, A. (2008). Attitudes, Motivation and Study Habits of English Language Learners. The study was carried out with 82 second-year students at Ba"kent University using a survey designed on a five-point Likert-scale. The data collected were analyzed through descriptive statistics, a one-way ANOVA and Pearson correlation procedures. The participants were also asked to describe their general and vocabulary study habits. These descriptions were analyzed by means of categorization and illustrated using Excel. [5]

Dua, Hans.R. 1986. Language Use, Attitude and Identity Among Linguistic Minorities. The aim of this paper is to study the Finnish spoken in the Swedish Torne Valley, its use and development during the s and the s, and how it differs now from the Finnish spoken in the same area in the early s. The study also examines which people speak Finnish in this valley today and in what contexts, as well as how the Finnish language has changed and how linguistic attitudes. Linguistic Identity and Attitudes towards Spanish UNIVERSITY OF BERGEN, NORWAY September December SUMMARY Linguistic attitudes result from a complex interplay of social forces and express how language serves individual and

collective interests. The LIAS-project aims to study how. [6]

Getie, Addisu. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. This study aimed at investigating on factors affecting the attitudes of grade 10 students towards learning EFL in Debremarkos Comprehensive Secondary School in Debre Markos town, Ethiopia. The researcher randomly selected 103 sample students (10%) out of the total population (1030) for the study. In order to gather data, a questionnaire was carefully and systematically adapted and designed. Nine sample students were also selected purposely for focus group discussion, and Grade 10 English teachers were selected for the interview. Then, the data were analyzed quantitatively and qualitatively. The findings of the study mainly showed that the attitudes of grade 10 students towards learning EFL is positive. There are social factors (e.g., English native speakers, peer groups and learners' parents) affecting students' attitudes positively. On the other hand, educational context factors like English language teachers, the English language learning situations (e.g., the classrooms, arrangements of seats and the physical learning environment) had negative impacts on students' attitude. However, the findings showed that target language learners have positive attitudes towards the other educational context factor that is the English textbook of grade 10 which means English as a foreign language teaching material in the study's context affect students' attitudes positively. By lowering the psychological variables (i.e. affective filters) for the target language learners, it is possible to aid the language learning process. Thus, as the implication of this study considers, the physical learning environment should be improved, and to achieve this, the government should work in conjunction with the school principals, teachers and societies. [8]

Ghazali, S, N. (2008). Learner background and their attitudes towards studying literature. This study aims to gather information on students' background, such as gender, socioeconomic status, the location of schools, and find out which variables influence students' attitudes towards the Literature in English Component of the English Language Syllabus. Participants were students in arts and science classes from two schools, one located in a rural area and the other in a town. The instruments used were student questionnaires, interviews and their previous examination results. Data analyzed suggest that students' attitudes correlate with their proficiency level (indicated by previous examination results), which is also linked to the location of their school and their classes. [9]

Hohenthal, A. (2003). English in India: Loyalty and attitudes. Language in India .The purpose of this study will be to study language attitudes in India (especially attitudes towards English) and to analyze the use of languages in different domains (family, friendship, neighborhood, transactions, education, government, employment). Additionally, the aim is also to find out about the informants' preference for the model of the variety of English in India. [10]

Kitchakarn, O.. (2015). EFL learners' attitudes towards using computers as a learning tool in language learning. The study was conducted to investigate attitudes toward using computers as a learning tool among undergraduate students in a private university. In this regard, some variables which might be potential antecedents of attitudes toward computer including gender, experience of using computers and perceived abilities in using programs were examined. Data was collected from 192 undergraduate students enrolled in two fundamental English courses. The instrument in this study was a questionnaire. The findings revealed that students had positive attitudes towards using computers as a learning tool. The factors of gender and experience of using computers were not found to affect students' attitudes while the factor of perceived abilities in using programs had an effect on their attitudes. [11]

Kar, D,. Saha, B,. Mondal, B. (2014). Attitude of University Students towards E-learning in West Bengal. The present study was conducted for measuring the attitude of university students towards e-learning in West Bengal by taking 308 University level students from four Universities namely Sidho-Kanho-Birsha University, Jadavpur University, Visva-Bharati and Gourbanga University. The survey method has been adopted for the present study and stratified random sampling technique has been used in selecting the samples. A well-designed questionnaire, developed by the Investigators has used to collect primary data. The result revealed that students' have high attitude towards e-learning and their attitude scores did not differ significantly with their personal variables such as, gender, stream of study and residence. [12]

Kara, A. (2010). The Development Of The Scale of Attitudes Towards Learning. t Employers lament that science graduates, particularly engineering students, lack professional skills, despite increasing emphasis on teaching professional skills in their curriculum. Using the Theory of Planned Behavior as an overarching framework, one explanation for skill development gaps may be students' attitude towards learning professional skills. Our study purpose was to create a scale that accurately and consistently measures engineering students' attitudes towards learning professional skills. To create the scale, we used a rigorous measurement development methodology, beginning with survey item generation and critical review by subject matter experts. Data from a sample of 534 engineering college students were split into two sets to provide (1) a development sample upon which exploratory factor analyses and parallel analyses were conducted to form the initial scale, and (2) a confirmatory sample whereby we verified the scale structure and obtained initial validity evidence for distinct dimensions. A five-factor scale of 25 items for assessing engineering students' attitudes towards learning professional skills (ATLPS) obtained high-reliability estimates. Validity

evidence supported five distinct dimensions in leadership in teams, communication, civic and public engagement, cultural adaptability, and innovation. The ATLPS can be used to facilitate improvements in engineering education and research by understanding students' attitudes towards learning professional skills. Furthermore, researchers can expand the scale to include additional dimensions of professionalism and modify items to fit STEM disciplines where professional skill training is essential. [13]

Sharma, C. (2016). A study of attitude of Govt. secondary level student towards tuition. The present research deals with the study of attitude of students of secondary level of Govt. school towards tuition in respect of Mandsaur. For the research 100 students of Mandsaur city will be taken by random sampling. In the research analysis was done by self made questionnaire. In the questionnaire there were 19 questions and the given options are agree/disagree/not decided. In the questionnaire questions were based on the situation of teacher and school, Â Social situation and higher achievement of the students. Â Through annalasis We fond positive attitude towards tuition [20]

PROPOSED METHODOLOGY DURING THE TENURE OF THE RESEARCH WORK

Objectives of the study:
- To find out the attitudes towards mother-tongue instruction.
- To find out the attitude towards Bengali language of male and female students.
- To find out different attitude studies state that attitudes vary from favorably to unfavorably or vice-versa in language learning and acquisition, choice and use of language in different domains and thus, surveys of attitudes provide social indicators of changing beliefs about language and the

chances of success in language policy implementation.

Hypotheses of the study:
The investigator has framed the following essential null hypotheses for the study. These are-

OH1: The rural students would not show more favorable attitude towards Bengali language than the urban students.

OH2: The boys would not show more favorable attitude towards Bengali language than the girls.

OH3: The urban boys would not show more favorable attitude towards Bengali language than the urban girls.

OH4: The rural boys would not show more favorable attitude towards Bengali language than the rural girls.

OH5: The rural boys would not show more favorable attitude towards Bengali language than the urban boys.

OH6: The rural girls would not show more favorable attitude towards Bengali language than the urban girls.

Research Design:
Researcher considered a quantitative descriptive research design to carry out the present study. In this regard, researcher considered judgmental sampling technique for this study and also considered three types of subsequent strata (i.e. gender, locality and gender plus locality) for current study.

Population of the study:
Researcher considered IX class students under WBBSE as the population for this study. For carrying out the study, researcher considered judgmental sampling process to select the actual area for study; in this case secondary schools had been chosen for this study in the periphery of Uttar Dinajpur district in West Bengal.

The Researcher also considered one hundred of class IX students, among one hundred students' fifty boys

and fifty girls from four schools, two schools from urban and two schools from rural area in Islampur sub-division of Uttar Dinajpur in West Bengal.

Table: 1

Urban Male Students	Urban Female Students	Rural Male Students	Rural Female Students
25	25	25	25

Sample Distribution

Tools and Technique:
The investigator will prepare one questionnaire for measuring of the Attitude towards Bengali language. This questionnaire will be eight dimensions. He will develop thirty-two items. These items were distributed over eight dimensions. Among of these items Sl. No (1-4), (5-8), (9-12), (13-16), (17-20), (21-24), (25-28) and (29-32) were selected for measuring the dimensions: (A1), (A2), (A3), (A4), (A5), (A6), (A7) and (A8). Several items measuring different objectives would find under each dimensions of attitude towards Bengali language. The language of each question would not complex. This questionnaire will be validity and reliability measurement.

Data collection:
By direct administration of the questionnaire survey data will collect from the students of four schools by the investigator.

PRESENTATION AND ANALYSIS OF DATA

The present researcher was interested in constructing and standardizing a tool measuring Attitude towards Bengali language for a depth study of attitude for the student of class IX. For the set of information and for the administration of the survey the researcher selected four schools. The four schools were high schools and co-educational schools. Among these four schools, two co-educational schools were located in

the city areas and the other two co-educational schools were situated in the rustic areas. There were total one hundred students on which the researcher administrated his test. Out of these one hundred students fifty were girls and rest fifty were boys. Out of these fifty boys' students, fifty-five were city boys and the rest fifty-five were rustic boys. Out of these fifty girls' students, fifty-five were city girls and the rest fifty-five were rustic girls.

PRESENTATION OF THE FREQUENCY DISTRIBUTION OF THE SCORES OBTAINED BY THE STUDENTS IN THE ATTITUDE TOWARDS BENGALI LANGUAGE QUESTIONNAIRE (GENDER WISE AND STRATA WISE).

The collected data has little meaning to the investigator until they are arranged or classified in some systematic way. Therefore, it was the first to organize the collected data. For proper acquaintance with the scores obtained by the students if different sexes and strata and to fulfil the preliminary purpose of computing the different statistics separately (Gender-wise and Strata-wise). The investigator presented the frequency division of the scores in the Attitude Towards Bengali Language Questionnaire of the student's sex-wise and strata-wise.

STATEMENT OF STATISTIC OF THE SCORES OF THE STUDENTS IN THE ATTITUDE TOWARDS BENGALI LANGUAGE QUESTIONNAIRE (GENDER WISE AND STRATA WISE)

The present researcher administered the Attitude towards Bengali Language Questionnaire upon one hundred students. The sample was chosen sex and strata-wise. After scoring the responses the investigator computed the statistics of the scores in the Attitude towards Bengali Language Questionnaire of the students. The particulars showing mean, median, standard division skewness and kurtosis had been shown in Table-2.

Table 2

Measures	Urban	Rural	Boys	Girls
N	50	50	50	50
Mean	122.42	122.2	125.04	119.58
Median	124.5	123	125.5	120.5
Mode	130	123	117	112
S.D	13.72037067	14.51670396	15.09285545	12.49014305
S.K	-0.630050914	-0.742831104	-0.931716865	-0.675726577
KU	0.652075296	0.887060974	1.062575451	0.907624084
Q.D	9.5	9.5	10	8

STATEMENT OF THE GRAPHICAL REPRESENTATION OF THE SCORES OF THE STUDENTS IN THE ATTITUDE TOWARDS BENGALI LANGUAGE QUESTIONNAIRE BY OGIVES.

It for computing and showing the difference in performance in the Attitude Towards Bengali Language Questionnaire between the gender and between different strata through geographical (ogives) representation, the investigator presented the distribution of scores of the students (Gender-wise and strata-wise).
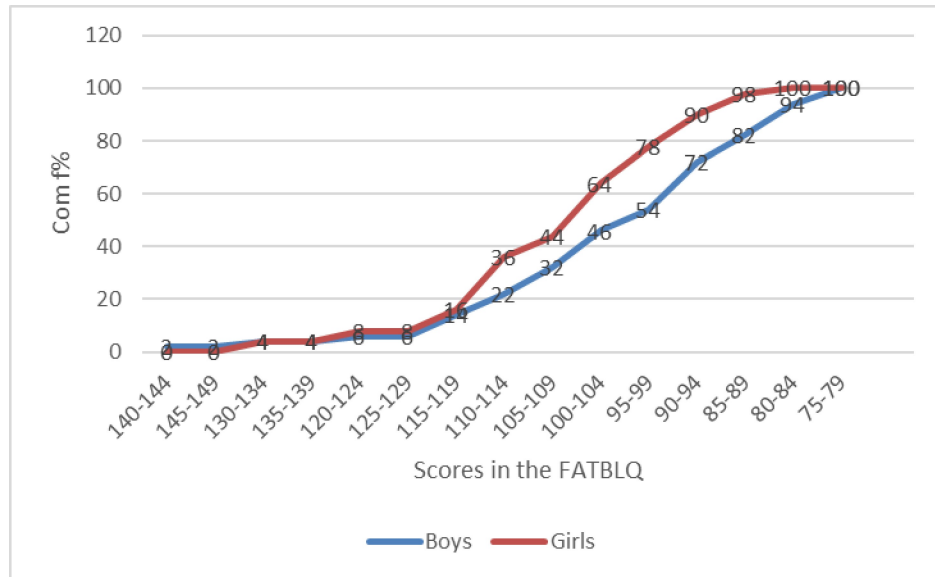
Fig-1: Graphical representation of the distribution of scores obtained by the boys and the girls' students in the Attitude Towards Bengali language Questionnaire.
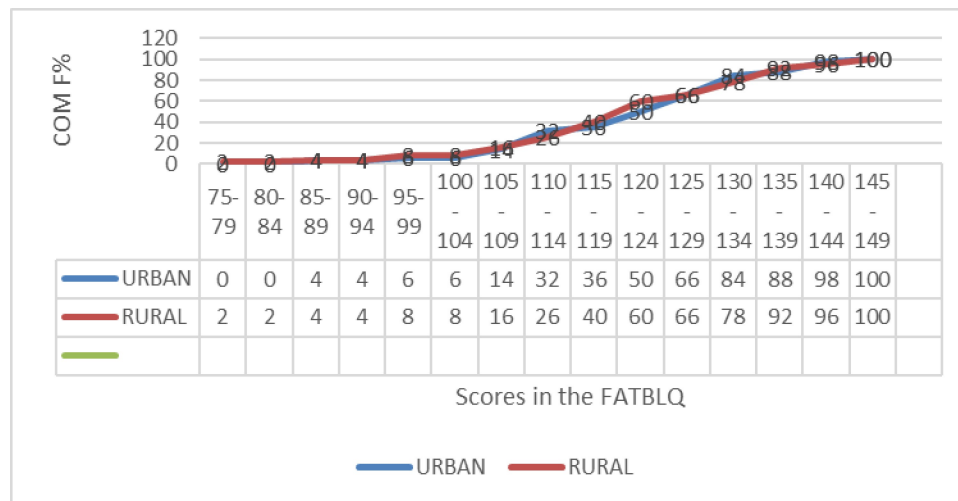

Fig-2: Graphical representation of the distribution of scores obtained by the city and rustic students in the Attitude Towards Bengali language Questionnaire.

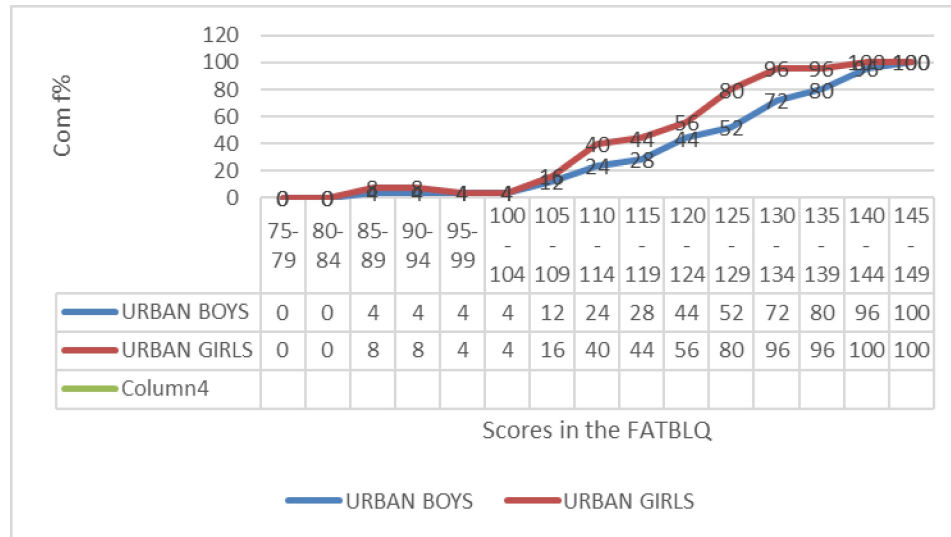|	75-79	80-84	85-89	90-94	95-99	100-104	105-109	110-114	115-119	120-124	125-129	130-134	135-139	140-144	145-149
URBAN BOYS	0	0	4	4	4	4	12	24	28	44	52	72	80	96	100
URBAN GIRLS	0	0	8	8	4	4	16	40	44	56	80	96	96	100	100
Column4															

Fig-3: Graphical representation of the distribution of scores obtained by the city boys and city girls' students in the Attitude Towards Bengali language Questionnaire.

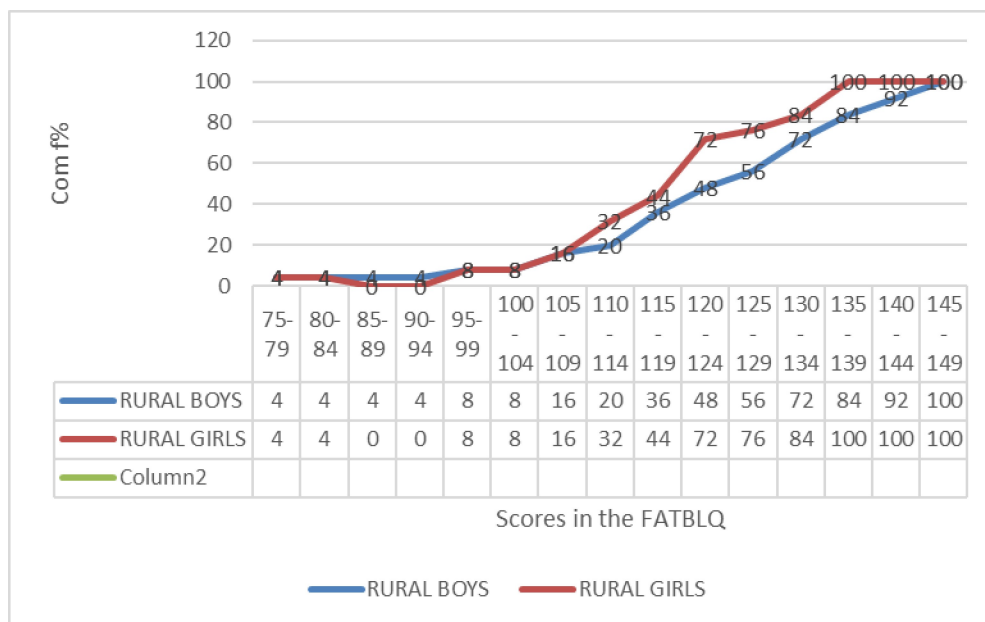|	75-79	80-84	85-89	90-94	95-99	100-104	105-109	110-114	115-119	120-124	125-129	130-134	135-139	140-144	145-149
RURAL BOYS	4	4	4	4	8	8	16	20	36	48	56	72	84	92	100
RURAL GIRLS	4	4	0	0	8	8	16	32	44	72	76	84	100	100	100
Column2															

Fig-4 : Graphical representation of the distribution of scores obtained by the rustic boys and rustic girls students in the Attitude Towards Bengali language Questionnaire.

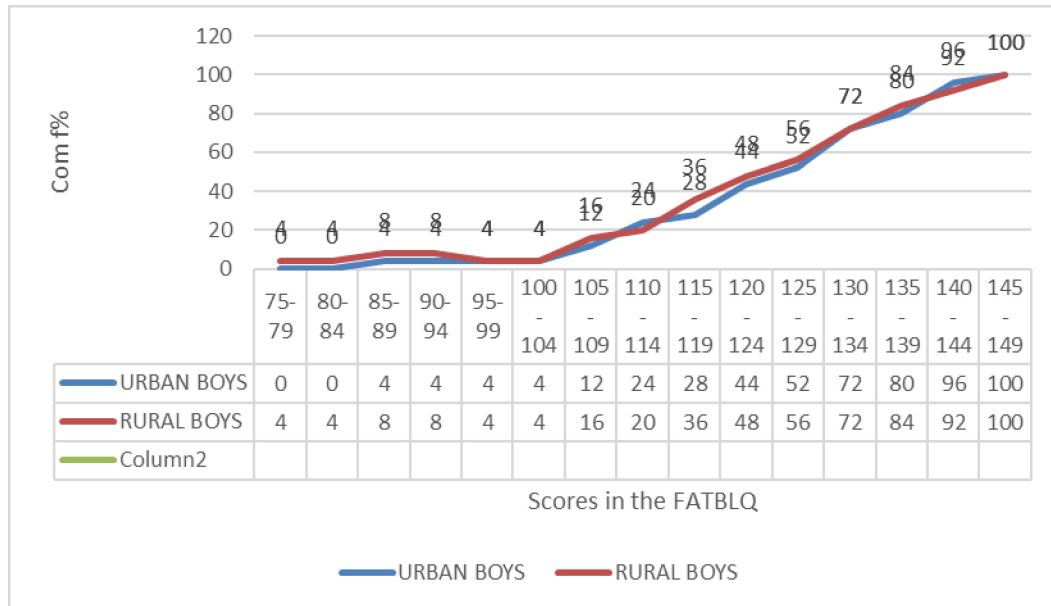|	75-79	80-84	85-89	90-94	95-99	100-104	105-109	110-114	115-119	120-124	125-129	130-134	135-139	140-144	145-149
URBAN BOYS	0	0	4	4	4	4	12	24	28	44	52	72	80	96	100
RURAL BOYS	4	4	8	8	4	4	16	20	36	48	56	72	84	92	100
Column2															

Scores in the FATBLQ

Fig-5 : Graphical representation of the distribution of scores obtained by the city boys and rustic boys students in the Attitude Towards Bengali language Questionnaire.

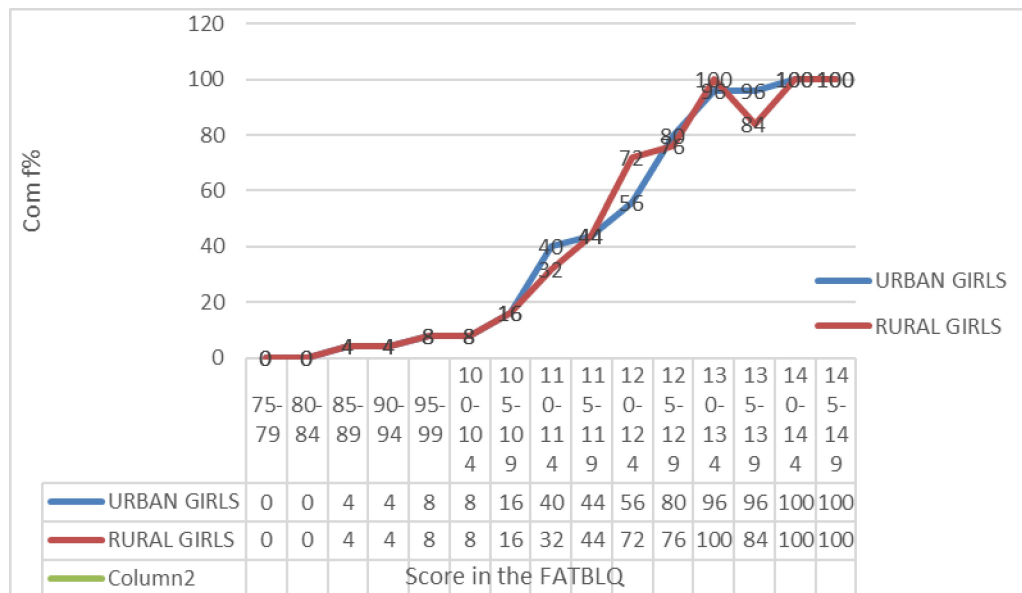|	75-79	80-84	85-89	90-94	95-99	100-104	105-109	110-114	115-119	120-124	125-129	130-134	135-139	140-144	145-149
URBAN GIRLS	0	0	4	4	8	8	16	40	44	56	80	96	96	100	100
RURAL GIRLS	0	0	4	4	8	8	16	32	44	72	76	100	84	100	100
Column2															

Score in the FATBLQ

Fig-6 : Graphical representation of the distribution of scores obtained by the city girls and rustic girls students in the Attitude Towards Bengali language Questionnaire.

FINDING OUT THE SIGNIFICANCE OF DIFFERENCE IN THE MEAN SCORES OF THE ATTITUDE TOWARDS BENGALI LANGUAGE QUESTIONNAIRE.

It is used to find out the significance of difference in the mean scores in the Attitude towards Work Education Questionnaire of the students (Gender-wise and strata-wise) by the t-test for specifying the mean difference of the scores of the students in the Attitude towards Work Education Questionnaire between two genders and between two strata, the investigator applied t-test. All results of these test were shown inTable-4.11: Statement of the significance of difference in the mean scores in the Attitude Towards Work Education Questionnaire of the students (Gender-wise and strata-wise) by t-test.

Table 3

GROUPS	t Values
BOYS-GIRLS	1.826
URBAN-RURAL	0.557
URBAN-BOYS URBAN- GIRLS	1.51
RURAL-BOYS RURAL- GIRLS	1.671
URBAN-BOYS RURAL- BOYS	0.031
URBAN-GIRLS RURAL-GIRLS	0.132

SUMMARY OF THE STUDY

The current lessons highlighted the Attitude towards Bengali Language. The present researcher discusses the importance of the Bengali Language in human life, society and country. He also discussed its relation with general education. Then he passed on to the crisis of the study, and clearly delineated the process of study. The researcher took the opportunity of presenting his acquaintance with various prose connected to the present study. The examiner formed some null hypothesis to proceed towards his problem. The important and relevant terms of this study were also defined. In the process of the study was narrated chronologically by the investigator. The researcher described the procedure of the construction of the Attitude towards Bengali Language Questionnaire.

He had analyzed the content areas of the Attitude towards Bengali Language Questionnaire. The researcher selected eight dimensions for the Attitude towards Bengali Language Questionnaire. He has given the proper weight age to each dimension by surveying the option of the experts on these areas. In this part he also describes the detailed procedure of constructing the questionnaire along with its "scoring key". Then he followed the required procedure to standardize the questionnaire. The test- retest method was followed to determine the consistency and content legitimacy for determining validity of the questionnaire. To understand the characteristics of the distribution of the scores obtained by the students (Gender-wise and strata-wise) in the Attitude towards Bengali Language Questionnaire, the scores were presented in frequency distributions. The Mean, QD, Median, SD, S.K, K.U, Mode of the distribution have been found out. Different ogives were drawn on the same axes showing a comparison between the Attitudes towards Bengali Language Questionnaire of the different groups (Gender-wise and strata-wise). Next, the researcher proceeded to find outs" in order to know the differences inn mean of different categories of students. Hence, comparative study on the mean scores between different groups (Gender-wise and strata-wise) was computed by the researcher. The 't' values found were not significant at .01 level.

INTERPRETATION AND CONCLUSION OF THE STUDY

In the current lessons the researcher attempted to make critical study of the results obtained. For this purpose, the scores of the Attitude towards Bengali Language Questionnaire were grouped into frequency distributions and the statistics (Mean, QD, Median, SD, S.K, K.U, and Mode) were made for each frequency distribution. From these statistics it was concluded that-

1. (a) The frequency distribution for the total scores in the attitude towards education was not a normal one; it was negative skewed.

(b) The frequency distribution for the boys, girls, and urban, rural was also negative skewed.

(c) The frequency distribution for the urban boys, urban girls, rural boys, rural girls were negative skewed.

2. The Attitude towards Bengali Language Questionnaire was administered upon one hundred students. The sample was chosen Gender-wise and strata-wise. The statistics of the students in the Attitude Towards Bengali Language Questionnaire showing Mean, QD, Median, SD, S.K, K.U, Mode, were as follows-

	MEAN	MEDIAN	MODE	SD	SK	KU	QD
URBAN	122.42	124.5	130	13.72	-0.63	0.65	9.5
RURAL	122.2	123	123	14.51	-0.74	0.88	9.5
BOYS	125.04	125.5	117	15.09	-0.93	1.06	10
GIRLS	119.58	120.5	112	12.49	-0.67	0.90	8
URBAN BOYS	125.64	128	144	14.48	-0.86	0.99	11
URBAN GIRLS	119.2	121	128	12.36	-0.75	1.34	8
RURAL BOYS	124.44	125	137	15.95	-1.01	1.41	10
RURAL GIRLS	119.96	120	123	12.85	-0.65	0.97	13.75

3. The following conclusion was drawn from the ogives-

(a) From the ogives of the distribution of scores obtained by the boys and girls in the Attitude towards Bengali Language Questionnaire, was evident that the performance of boys and girls were almost same.

(b) The ogives of the distribution of scores obtain by the urban and rural students in the Attitude towards Bengali Language Questionnaire; it was evident that the urban student's performance was a bit lower than the rural pupils.

(c) The ogives of the distribution of scores obtained by the urban boys and urban girls in the Attitude towards Bengali Language Questionnaire, was evident that the performance of urban boys performance was a bit improved than the urban girls.

(d) The ogives of the distribution of scores obtained by the rural boys and rural girls in the Attitude towards Bengali Language Questionnaire, it was evident that the performance of rural boys' performance was higher than the rural girls.

(e) The ogives of the distribution of scores obtained by the urban boys and rural boys in the Attitude

Towards Bengali Language Questionnaire, it was evident that the presentation of ruural boys performance was bit improved than urban boys.

(f) The ogives of the distribution of scores obtained by the urban girls and rural girls in the Attitude Towards Bengali Language Questionnaire, it was evident that the both graphs overlapping throughout the end.

4. In order to find out the mean difference of various group (Group-wise and strata-wise) the 't' test was followed as the following results were obtained.

GROUPS	t Values
BOYS-GIRLS	1.826
URBAN-RURAL	0.557
URBAN BOYS-URBAN GIRLS	1.51
RURAL BOYS-RURAL GIRLS	1.671
URBAN BOYS-RURAL BOYS	0.031
URBAN GIRLS-RURAL GIRLS	0.132

Through no 't' value were found significant. So, all the null hypotheses retained.

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