

Attitude of B.Ed. College Students about the Triple Talaq Bill in Murshidabad

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Abstract

Divorce is a bifurcation or ending the family relation through legal process. It is a process of ending all relation between husband and wife. Here the researcher measured the attitude of B.Ed. college students about the Triple Talaq Bill in Murshidabad. The researcher has to examine the attitude about the Triple Talaq Bill based on gender and community variations. And also study the impact of Triple Talaq Bill on Muslim students in B.Ed. College in Murshidabad. Researcher has selected two B.Ed. Colleges in Murshidabad district. The study was restricted for 120 students of 1st semester at B.Ed. Colleges. For this study, researcher has selected Descriptive Survey Method. For this study, researcher has constructed a self-made 3 point Likert's scale on Triple Talaq Bill containing gender equality, human rights and secularism dimensions. There are different attitude about Triple Talaq Bill due to communities variations in B.Ed. College.

Keywords: Triple Talaq Bill, Survey Method, Human Rights and Secularism.

Introduction

Triple talaq, also known as talaq-e-biddat, instant divorce^[1] and talaq-e-mughallazah (irrevocable divorce),^[2] was a form of Islamic divorce which has been used by Muslims in India, especially adherents of Hanafi Sunni Islamic schools of jurisprudence.^{[3][4]} It allowed any Muslim man to legally divorce his wife by uttering the word talaq (the Arabic word for "divorce") three times in oral, written or, more recently, electronic form.

The use and status of triple talaq in India has been a subject of controversy and debate. Those questioning the practice have raised issues of justice, gender equality, human rights and secularism. The debate has involved the Government of India and the Supreme Court of India, and is connected to the debate about a uniform civil code (Article 44) in India.^[5] On 22 August 2017, the Indian Supreme Court deemed instant triple talaq (talaq-e-biddah) unconstitutional.^{[6][7][8]} Three of the five judges in the panel concurred that the practice of triple talaq is unconstitutional.^[9] The remaining two declared the practice to be constitutional while simultaneously asking the government to ban the practice by enacting a law.^[10] India's Muslim neighbours are among 23 countries that have banned triple talaq already.^[11] The Quran established means to avoid hasty divorces.^[12] It prescribes two waiting periods of three months before the divorce is final in order to

give the husband time to reconsider his decision.^[12] On 30 July 2019, Parliament of India declared the practice of Triple Talaq as illegal, unconstitutional and made it punishable act from 1 August 2019 which is deemed to be in effect from 19 September 2018.

Statement of the problem

Attitude of B.Ed. College students about the Triple Talaq Bill in Murshidabad.

Objectives of the study:

- i) To study the attitude about the Triple Talaq Bill due to gender variation in Murshidabad.
- ii) To compare the attitude about Triple Talaq Bill due to community variation in Murshidabad.
- iii) To examine the impact of Triple Talaq Bill on Muslim students in B.Ed. College in Murshidabad.

Hypotheses of the study

H₀₁: There will be no significant difference between boys and girls students attitude in B.Ed. College about Triple Talaq Bill.

H₀₂: There will be no significant difference between Hindu and Muslim students attitude in B.Ed. College about Triple Talaq Bill.

H₀₃: There will be no significant impact of Triple Talaq Bill on Muslim students in B.Ed. College.

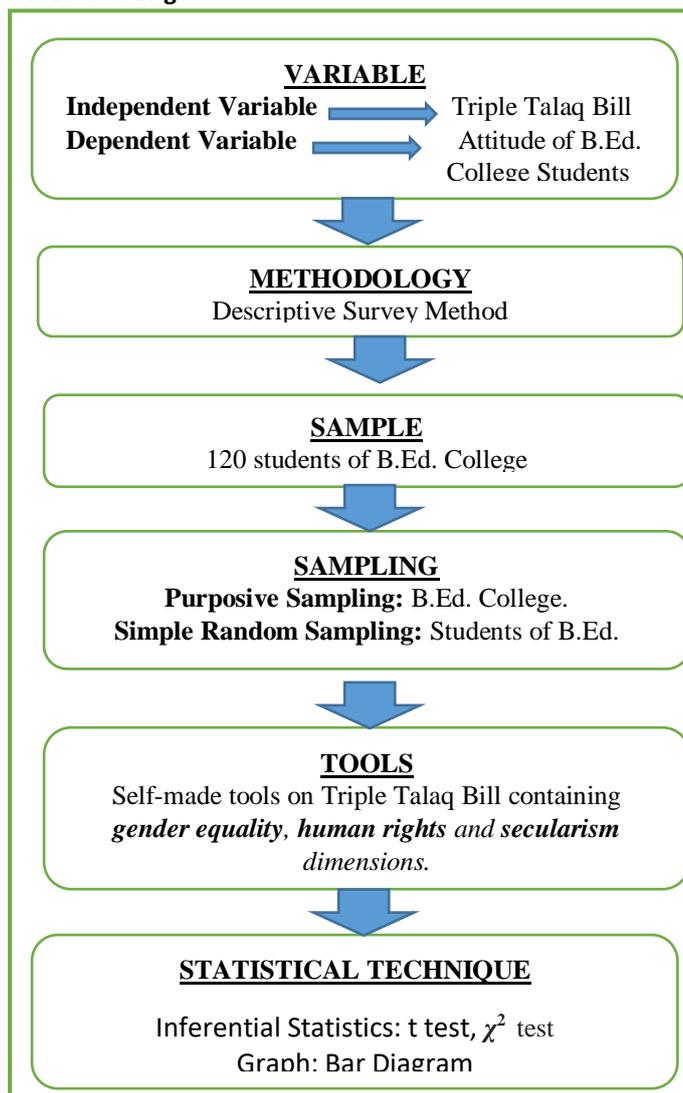
Delimitations of the Study

Researcher has selected two B.Ed. Colleges in Murshidabad district. Two blocks were selected by the researcher for this study. Out of two B.Ed. Colleges, one was in urban area and other in rural area. The study was restricted for 120 students of 1st semester at B.Ed. Colleges. Out of 120 students, 60 were boys and rest girls. The number of Muslim students was 60 and rest Hindu students. 60 students were selected from Education College in Domkal block and the rest students were selected from Aurangabad B.Ed. College in Suti-II block.

Methodology

Researcher has selected descriptive survey method for his study. Here Historical method was not adopted because the characteristic of the above study was not match with the Historical method. This is a present situation problem and the data are selected from two B.Ed. Colleges for this study by survey method. Also Experimental method is not allowed for this study because the nature of Experimental method is not matched with the above study.

Research Design



selected from two B.Ed. Colleges by simple random sampling. 60 students belong to Education College and 60 students belong to Aurangabad B.Ed. College. Out of 60 students from Education College, 30 were boys and rest girls. And out of 30 boys students, 15 students belong to Hindu and rest belong to Muslim Community and out of 30 girls students, 15 students belong to Hindu and rest belong to Muslim Community. The division of 60 students of Aurangabad B.Ed. College are same as 60 students from Education College.

Tools

For this study, researcher has constructed a self-made 3 point Likert's scale on Triple Talaq Bill containing **gender equality, human rights** and **secularism** dimensions. The above likert's scale has about 30 statements. Each dimensions contains 10 items. Out of 30 items, 15 items are positive and 15 are negative. The language, spelling and sentences of 36 items are showed to the research persons and experience teachers. Out of 36 items, 30 items are retained by the opinion of the research persons and experience teachers. The reliability of this tools are 0.83 using split-half method. The value of reliability is highly significant at 0.01 levels.

Data Analysis

H₀₁: There will be no significant difference between boys and girls students attitude in B.Ed. College about Triple Talaq Bill.

Table-1

Significant difference between boys and girls students attitude in B.Ed. College about Triple Talaq Bill

Variable	N	Mean	SD	df	$M_1 \sim M_2$	σ_D	t	Remarks
Boys B.Ed.	71	56.3	3.23	117	0.55	0.478	1.150	NS
Girls B.Ed. Students	49	56.85	1.99					

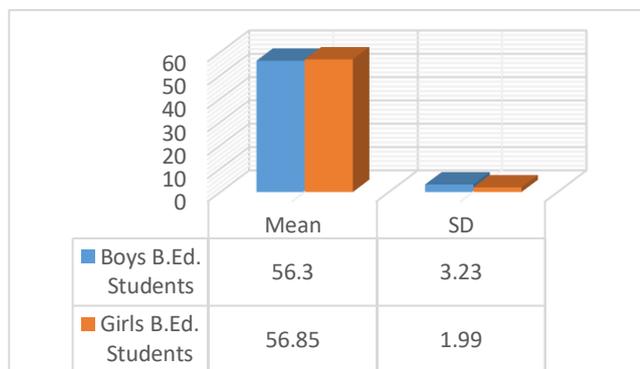
Interpretation

From the above table our calculate t value is 1.150. For df =117 the table value are 1.98, 2.63 at 0.05, 0.01 levels respectively. The calculate t value is

less than the table value at 0.05 levels. So, our test is not significant at 0.05 levels.

Therefore H_{01} is accepted.

Our final hypothesis is there is no significant difference between boys and girls students attitude in B.Ed. College about Triple Talaq Bill.



Graph-1: Bar diagram showing the mean, SD of boys and girls student attitude in B.Ed. College about Triple Talaq Bill.

H₀₂: There will be no significant difference between Hindu and Muslim students attitude in B.Ed. College about Triple Talaq Bill.

Table-2

Significant difference between Hindu and Muslim students attitude in B.Ed. College about Triple Talaq Bill.

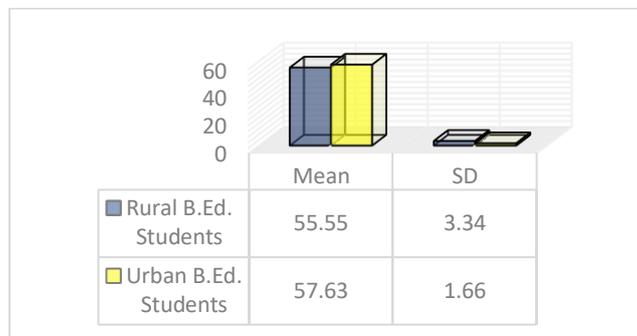
Variable	N	Mean	SD	df	$M_1 \sim M_2$	σ_D	t	Remarks
Hindu Students	60	55.55	3.34	117	2.08	0.481	4.324	S
Muslim Students	60	57.63	1.66					

Interpretation

From the above table our calculate t value is 4.324. For df=117 the table value are 1.98, 2.63 at 0.05, 0.01 levels respectively. The calculate t value is greater than the table value at 0.01 levels. So, our test is highly significant at 0.01 levels.

Therefore H_{02} is rejected.

Our final hypothesis is there is significant difference between Hindu and Muslim students attitude in B.Ed. College about Triple Talaq Bill.



Graph-2: Bar diagram showing the mean, SD of Hindu and Muslim student attitude in B.Ed. College about Triple Talaq Bill.

H₀₃: There will be no significant impact of Triple Talaq Bill on Muslim students in B.Ed. College.

Table-3

Significant impact of Triple Talaq Bill on Muslim students in B.Ed. College.

	Agree	Neutral	Disagree
f_0	630	120	30
f_e	260	260	260

$$\chi^2 = 666.91$$

Interpretation

From the above table the value of χ^2 is 666.91. For df = 4, the table value are 5.991, 9.210 at 0.05, 0.01 levels respectively. Our calculate χ^2 value is greater than the table value at 0.01 levels. So the test is highly significant at 0.01 levels.

Therefore the hypothesis is rejected.

The final hypothesis is

There is significant impact of Triple Talaq Bill on Muslim students in B.Ed. College.

Discussion

From Table – 1 our calculate t value is 1.150. For df =117 the table value are 1.98, 2.63 at 0.05, 0.01 levels respectively. The calculate t value is less than the table value at 0.05 levels. So, our test is not significant at 0.05 levels. From Table – 2, our calculate t value is 4.324. For df =117 the table value are 1.98, 2.63 at 0.05, 0.01 levels respectively. The calculate t value is greater than the table value at 0.01 levels. So, our test is highly significant at 0.01 levels. From Table-3, the value of χ^2 is 666.91. For df = 4, the table value are 5.991, 9.210 at 0.05, 0.01 levels respectively. Our calculate χ^2 value is greater than the table value at 0.01 levels. So the test is highly significant at 0.01 levels.

Finding

- There is no significant difference between boys and girls students attitude in B.Ed. College about Triple Talaq Bill.

- There is significant difference between Hindu and Muslim students attitude in B.Ed. College about Triple Talaq Bill.
- There is significant impact of Triple Talaq Bill on Muslim students in B.Ed. College.
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Conclusion

The purpose of this article is to shed some light on the basic rights of women in Islam in the context of marriage and divorce. This article is only to be viewed as a basic outline of women's rights in Islam regarding marriage and divorce. Muslim divorcees women were faced many problems in comparison to other community women in society. After divorced there life is unsafe and would be the puppet of male. From the above discussion, there are different attitude about Triple Talaq Bill based on Communities variations in B.Ed. College.

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