



A STUDY ON ATTITUDE OF COLLEGE STUDENTS TOWARDS RTI ACT

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Abstract

The Right to Information (RTI) Act of 2005 stands as a fundamental instrument empowerig citizen to access information, confirming transparency, and fostering accountability in governance. In the contemporary landscape, understanding the attitudes of college students toward this significant legislation hold paramount importance. Attitude is a mental and emotional state that shapes a person's behavior, thoughts, and feelings towards something or someone. It's a predisposition to respond positively, negatively, or neutrally to a certain idea, person, situation, or object. Attitudes can be influenced by experiences, beliefs, values and social factors, impacting how individual perceive and how it interact with (atmosphere or society) around him. My Research's aim is to check out the attitude of towards college students toward RTI act. College students often (exhibit) a mixed attitude toward it , some view it as a potent tool for transparency, others may perceive it as complex or bureaucratic. The consciousness of the students toward society can also influence his or her opinion on the RTI. The research is survey based. The sample of the study was collected 100 randomly from the population of college students of the Charkhi Dadri district. Self-prepared questionnaire was used to assess the attitude of college students towards RTI Act. The study revealed that there is no significant mean difference found on attitude of college students with respect to gender and type of institution and also will give some suggestions and implication of the study.

Keyword: Attitude, College Students, RTI Act.

INTRODUCATION

The Right to Information (RTI) Act 2005 is a crucial piece of legislation which aims to transform governance by making institutions more open and accountable. The RTI Act seeks to empower citizens by enabling them to access relevant information controlled by state agencies over various nondiscriminatory parameters making it a really democratic framework. The passage of the act has helped discover corruption, bring about accountability, and enhance transparency in the public sector.

Young college students are tomorrow's leaders of society and they are responsible for using the RTI to demand justice and accountability from their leaders. However, there are studies that have shown that the college students are not aware or rather do not have the full understanding of the RTI law. Such some information to the absent class makes effective application of the act, in Enhancing of transparency and accountability, impossible.



The RTI Act would be centre as long as the students of college possess requisite attitude towards this act. Favorable attitude towards the act may inspire people's increased use of it and in turn provide people with even greater levels of transparency and accountability. On the other hand, negative attitude towards the act may create impact of the level of ignorance as well as apathy and this would in turn counter the objectives of the whole act.

CONCEPT OF RTI

The Right to Information (RTI) is a constellation of relative power that accentuates a citizen's ability to petition for information from the state, thereby fostering an environment of transparency, accountability and citizen participation in governance. It empowers the citizen to seek and procure information, thereby providing for look and feel of transparency in the system. The RTI process requires the presentation of a request to a Public Information Officer (PIO), who has thirty days to provide a response which is subject to the right of appeal to Appellate Authorities and Information Commissions. RTI, through its principles of access to information and citizen's participation, provides a mechanism for addressing the challenges of corruption and improved governance as well as engagement of citizens in matters regarding the running of the state. Also recognized by other international instruments such as the Universal Declaration of Human Rights and the Declaration of Principles on Freedom of Expression drawn up by UNESCO, RTI is governed in India by the Right to Information Act, 2005, permitting citizens to govern and be governed with equity.

CONCEPT OF ATTITUDE

When we talk about attitude, it is an evaluative feeling that we have developed over time towards a person, object, idea or situation including its cognitive, emotions and actions components. It has three distinct types three distinct types: positive (favorable), negative (unfavorable), and neutral (no strong feelings). Attitudes are shaped by experience and social, cultural, educational and media influences, and fulfill different roles, such as categorizing knowledge, communicating beliefs, and adjusting to the surroundings. It is important to know attitudes since they determine a person's behavior, decision making, relationships and even his/her emotional balance. Attitudes can evolve, or give way to new formation through cognitive dissonance, social learning, and persuasion theories. There are four major methods that researchers use in order to study and measure the attitudes: surveys, interviews, focus group discussions and observational studies. Management of attitudes is one of the crucial components within numerous domains, namely: education, work place, and interpersonal attraction and affinity.

As in the text cited, **Bogardus (1931)**. was more frank and defined "Attitude as a tendency to do something towards or against something in the environment which becomes a value that is positive or negative".



As **Kruger and Reckless (1931)** explain "An attitude may be thought of in terms of acquired structured tendencies in particular orientation toward the objects".

Allports says, "Attitude is a mental construct and a neutral condition of preparedness, which is shaped through experience, and exerts directing and energetic action on the individual's reaction towards all objects and situations related to it.

JUSTIFICATION OF THE STUDY

The major purpose of the study is to investigate the attitude of the college students towards RTI Act, 2005. An additional purpose is to compare the attitude of the male and female students of Private and government colleges.

College students are the future leaders and citizens of India. Understanding their attitudes towards RTI Act can help empower them to effectively utilize the Act and promote transparency and accountability in governance. Limited research has explored college students' knowledge and attitudes towards RTI Act. This study aims to bridge this gap and provide insights into their perspectives. The findings of this study can inform policy interventions aimed at promoting awareness and utilization of RTI Act among college students.

This study contributes to the academic discourse on RTI Act and its impact on governance, transparency, and accountability.

The study's findings can be used by educational institutions, policymakers, and civil society organizations to design effective programs and initiatives promoting RTI Act awareness and utilization among college students.

REVIEW OF RELATED LITERATURE

Jain and Khurana (2006) explains the constraint faced by RTI applicant as well as the difficulties faced by the authorities.

Angela (2006) explained the functions, duties and the powers of RTI regulatory authorities as well as the procedure for requesting of Information.

Mishra S. (2009) tried to look out on brief record of RTI Act. By using both primary data as well secondary data this book portrays the various aspects of RTI Act.

Chitra and Neelambar (2013) explain that how newspaper being awareness about Right to Information Act .

Thote (2013)inspect the awareness level about RTI act among senior secondary school teachers. Using survey method. Researcher collected information from 200 Sr. Sec. school teachers from different schools. The study found that the secondary school teachers are very much aware about RTI and they are less concerned with its right use.

Thomas, Conoyer& Lembke (2020) suggested that staff in secondary buildings rated low success of RTI implementation than staff in elementary buildings. They will provide them hindrance in meeting their needs and there is not additional difference found in overall



secondary & elementary staff knowledge difficulty in RTI implementation. However difference in elements were considered more or less difficult.

STATEMENT OF THE PROBLEM

In view of the above discussion the problem of the present study is stated as under: "**A Study of Attitude of College Students towards RTI Act, 2005**"

OPERATIONAL DEFINITION OF THE KEY TERMS USED

Attitude towards RTI

It refers to the cognitive, affective, and behavioral evaluations of college students regarding the Right to Information Act.

College Students: It refers to individuals:

1. Enrolled in undergraduate or postgraduate programs.
2. Aged 18-25 years.
3. Studying in Indian colleges/universities.

RESEARCH OBJECTIVES

1. To compare boys and girls college students on attitude towards RTI Act, 2005.
2. To compare students belonging to Govt. and Private colleges on attitude towards RTI Act, 2005.

RESEARCH HYPOTHESES

1. There is no significant difference between boys and girls college students on attitude towards RTI Act, 2005.
2. There is no significant difference between the students of Govt. and Private colleges on attitude towards RTI Act, 2005.

THE POPULATION OF THE STUDY

In present study, population refers to all colleges of district Charkhi Dadri.

SAMPLE OF THE STUDY

Researcher took the sample of 100 college students by random sampling techniques from Charkhi Dadri district.

TOOL OF THE STUDY

Self made questionnaire is used to collect the data for this purpose.

DELIMITATION OF THE STUDY

1. It is delimited to B.A. III year students only.
2. It is delimited to a sample of 100 students only.
3. It is delimited to a single variable attitude only.
4. It is delimited to Charkhi Dadri district only.

STATISTICAL TECHNIQUES

The following statistical techniques were used for analysis of data:

1. Percentage analysis
2. Differential analysis

Table No. 1

Gender	Frequency	Percent
Boys	50	50%
Girls	50	50%
Total	100	100%

Figure 1. Bar diagram represent of Frequency Distribution of Gender

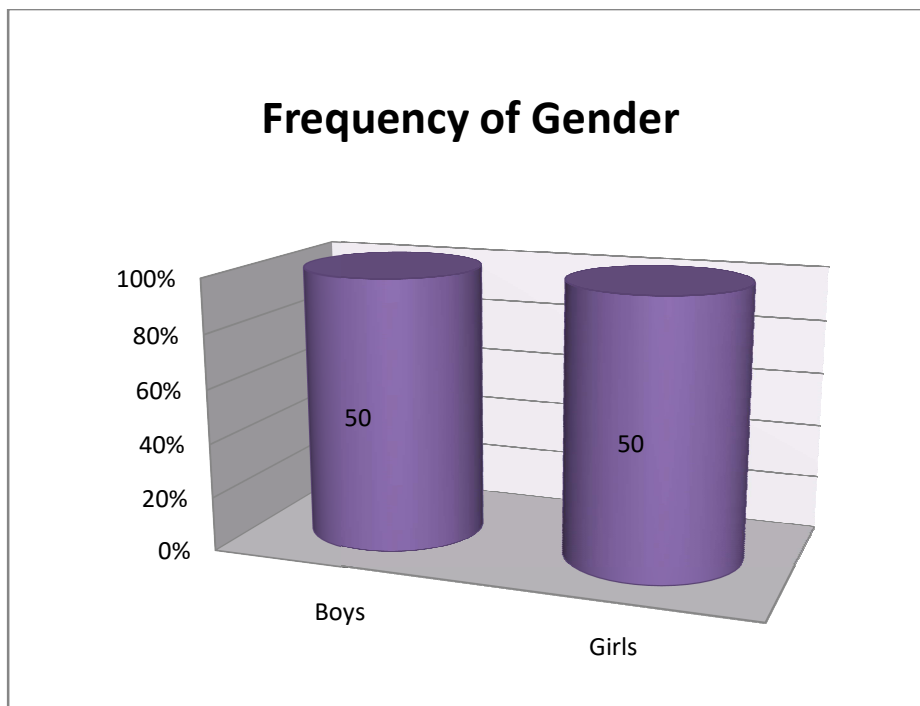


Table No. 2

Institutes	Frequency	Percent
Govt.	50	50%
Private	50	50%
Total	100	100%

Figure 2. Bar diagram represent of Frequency Distribution of Institutes

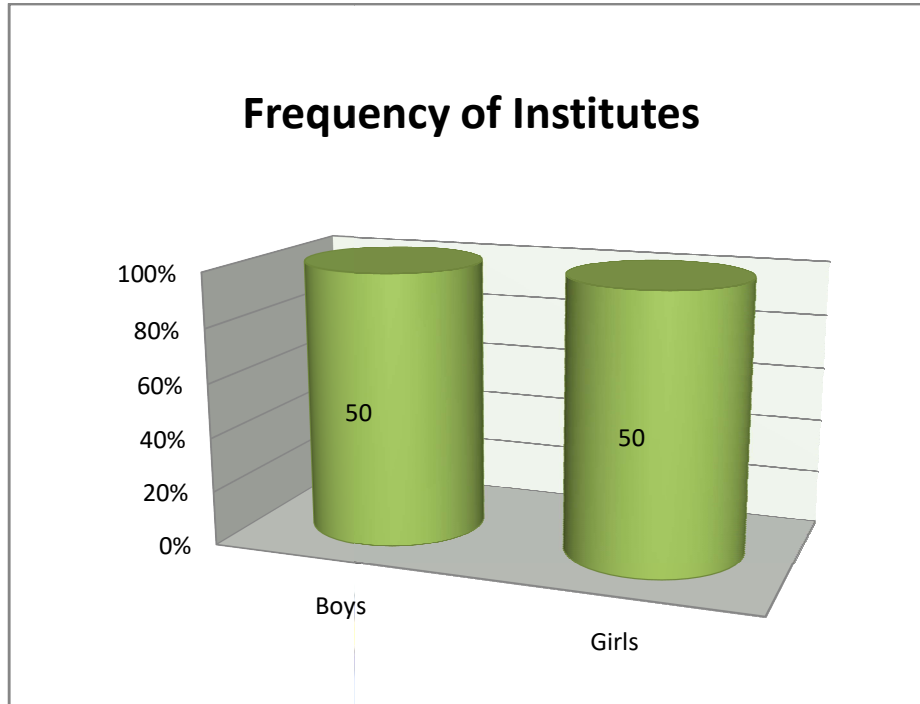


Table No. 3

Mean , S.D. and t value of attitude of boys and girls college students towards RTI Act, 2005

Students	N	Mean	S.D.	t value
Boys	50	21	2.24	1.69
Girls	50	17.5	3.90	

As per the table 3 the 't'test value is 1.69 which is found no significant at .05 level of significance. Hence the hypothesis is accepted that "There is no significant difference between boys and girls college students on attitude towards RTI Act, 2005"

Table No. 4

Mean, S.D. and t value of attitude of Govt. and Private college students towards RTI Act, 2005

Students	N	Mean	S.D.	t value
Govt. College	50	27.5	8.51	1.67
Private Colleg	50	17	3.65	



As per the table 4 the 't'test value is 1.67 which is found no significant at .05 level of significance. Hence the hypothesis is accepted that "There is no significant difference between the students of Govt. and Private colleges on attitude towards RTI Act, 2005".

CONCLUSION

1. There is no significant difference between boys and girls college students on Attitude towards RTI Act, 2005.
2. There is no significant difference between the students of Govt. and Private Colleges on Attitude towards RTI Act, 2005.

EDUCATIONAL IMPLICATIONS

- I. Willing to make alterations in the procedures by which students are identified for support, the processes of intervention selection, intervention development and application, as well the criteria for evaluating student performance and outcomes, their assessments and related decision making.
- II. Members of the observation team when the child's learning problems involve reading.
- III. Service providers in the RTI process.
- IV. Suggesting interventions that are seamlessly integrated low-level strategies of the most important reading program which are taught in the classroom.
- V. Extending the willingness to more global approach in serving the schools such as the volume of work that is less conventional in the form of service provision but comes in as a way of engaging and collaborating in the general education classroom.

SUGGESTIONS FOR FURTHER RESEARCH

1. A study of attitude of teacher trainees towards RTI Act, 2005.
2. A study of attitude of Professional college students towards RTI Act, 2005.
3. A comparative study of co-curricular activities and attitude towards RTI Act, 2005 among adolescents of different level of intelligence.
4. A study of attitude of pupil teachers of govt. and private college towards RTI Act, 2005.

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