

Awareness of Right to Information ACT (2005) Among B.Ed. Pupil -Teachers In Kangra District

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Abstract - The study examined the awareness of RTI Act (2005) among the B.Ed. Pupil –Teachers of District Kangra ,Himachal Pradesh .the sample for study considered of 400 B.Ed. Pupil-Teacher choose from three B.Ed. colleges in around Kangra. The result indicated that the awareness level of RTI Act (2005) is very low among the B.Ed. Pupil – Teachers.

Keywords: *TRI, Awareness, Pupil –Teachers.*

I. INTRODUCTION

The right to information (RTI) Act (2005) is supposed as the 2nd freedom of India. RTI Act allows Indian citizens to access public information and gives rights to raise questions about the government and bureaucracy in many ways. the RTI Act helps Indian citizens in moving towards the knowledgeable society The RTI Act puts pressure on government to ensure transparency. Access to information not only promotes openness, transparency and accountability in administration, but also facilitates active participation of people in democratic governance. The implementation of this Act decreases the gap between the government and citizens leads to true democracy.

II. JOURNEY OF RTI ACT

Worldwide, every citizen has rights to get information about government policies, principles, procedures etc from the government. That is the symbol of good democracy .Because of that only more than 102 nation implements the right to information Act to sustain of democracy today. Sweden is the birth place of the RTI Act.Right to Information Act. There are so many countries that have enacted RTI Act already.The RTI Act came into force from 2005 in India. But the birth of RTI Act faced many difficulties in our nation. Disclosure of information held by public authorities in India was governed by the Official Secrets Act (1923) enacted during the British Rule. But in 1982, the Supreme Court ruled that the right to information is a fundamentals right.In1989, an election promise was made by the new coalition Govt. to bring in a transparency law. But within one year, the Govt. fell before the transparency law can be introduced. In starting 1990's revolutionary **Mazdoor Kishan Shakti Sangathan** formed in Rajsthan and lunched a movement demanding village level information.

Mazdoor Kishan Sthanaghn took bold initiative to arouse the people in a Kangra district of Himachal Pradesh Block Shahpur Tehshil Shahpur to assert their right to information by asking copies of bill and vouchers and names of persons who have paid wages in the construction of school ,Dispensaries ,Small Check -Dams and Community Centers. After getting information, the villagers came to know that most of the public funds were misused as most of the school buildings were roofless, dispensaries were without wall, check dams were left incomplete and community centers had no doors and windows. Mazdoor Kishan Sagnthan raised famous salogons lik “Hamare Paisa, Hamara Hisha” and “Hum janege ,Hum Jiyenge ”.The movement spread to various parts of Himachal Pradesh, leading to a nationwide movement for the RTI Act and related state Legislations. This is the important movement which helped to implement the RTI Act in India . Tamil Nadu was the first state to introduce the right to information Act bill in 1997 in the legislative assembly. In 2000, due to the efficient and mass campaign of Mazdoor Kishan Sagnthan, Himachal Pradesh Govt. enforced the RTI Act.2005on dated 12th October 2005. After that many states like Karnataka (2000), Delhi (2001), Maharashtra (2002) ,Madhya Pradesh (2003),and Assam(2002) implemented the RTI Act. During that time, the government of India Took necessary steps to enforced this Act by forming committees, discussing with social parties and activities, and gathering public opinion etc. Finally in December 2004, the RTI bill was introduced in the parliament and was immediately referred to a parliamentary Committee. Later in May 2005 . The RTI bill was passed by both houses of parliament and in June 2005 RTI bill got the assent of the President of India .At last, the RTI Act came into force on 12th October 2005.

III. IMPORTANT FOR THE STUDY

Information is very important to human beings. It is wealth to a person. We need information to think, talk, write, do and communicate .Without adequate information, we feel it very difficult to survive in the current situation .Modern technological world simplifies our lifestyle and shortens the world into our palm .Inventions in science and technology have brought information at the doors of people across the world .In our country, before 2005, we could not collect proper information regarding different aspects of the

government functions. We could not get necessary information from the right persons. Because of this we suffered a lot. This is one of the biggest reasons for corruption and the bribe in India.

Transparency is the basic characteristics of good governance. Transparency of information is the real boon for the citizens. To attain this state, our government introduced Right to Information Act in 2005. This Act ensures that all government information is the property of people. Though we are in a modern era, we find it difficult to get necessary information from the government. For example, we cannot get the information of the status of ration cards, passport, scholarship, pension, beneficiary schemes etc. easily. We are the social animals and depend on others and government for our needs.

Our Govt. launched many schemes for the welfare of the public. But we are not aware of them. In case anyone wants to know those schemes from the Govt. departments one is disappointed. Without being aware of the RTI Act, we can't get necessary information from the government departments. A teacher is the most responsible person who can create social awareness, next to government. So it is very important to know about the awareness of RTI Act among youngsters especially those who will enter the teaching profession. Being a member of the teacher community, the researchers decided to study the awareness about RTI Act 2005 among B.Ed. college pupil-teachers with respect to different demographical variables.

IV. STATEMENT OF THE PROBLEM

The problem under investigation is stated as: "A study on the awareness of Right to Information Act (2005) among B.Ed. pupil-teachers in Kangra District" Himachal Pradesh.

Objective of the Study:

1. To study the awareness levels of RTI Act (2005) among the B.Ed. pupil-teachers.
2. To study analysis the significance difference, if any, in the awareness of RTI Act (2005) among B.Ed. pupil-teachers based on some demographical variables.

Hypotheses:

On the basis of the objective of the study, the following hypotheses have been formulated.

1. The awareness of the level of RTI Act (2005) among the B. Ed. pupil-teachers in Kangra Distt. is above the average.
2. There is no significance in difference in pupil-teachers with respect to the awareness of the RTI Act (2005) on the basis of genders.

3. There is no significance in difference in pupil-teachers with respect to the awareness of the RTI Act (2005) on the basis of locality.
4. There is no significance in difference in pupil-teachers with respect to the awareness of the RTI Act (2005) on the basis of education status of the pupil-teachers.
5. There is no significance in difference in pupil-teachers with respect to the awareness of the RTI Act (2005) on the basis of type of family of pupil-teachers.
6. There is no significance in difference in pupil-teachers with respect to the awareness of the RTI Act (2005) on the basis of marital status of pupil-teachers.
7. There is no significance in difference in pupil-teachers with respect to the awareness of the RTI Act (2005) on the basis of residential status of pupil-teachers.
8. There is no significance in difference in pupil-teachers with respect to the awareness of the RTI Act (2005) on the basis of medium of instruction of pupil-teachers.
9. There is no significance in difference in pupil-teachers with respect to the awareness of the RTI Act (2005) on the basis of educational status of the parents.
10. There is no significance in difference in pupil-teachers with respect to the awareness of the RTI Act (2005) on the basis of socioeconomic status.

V. METHODOLOGY

The investigators adopted survey method for studying the problem of this study.

Sample:

A total of 300 pupil-teachers from Dronecharya Post Graduate College of Education Rait, and 100 pupil-teachers from Gyan Jyoti College of Education Rajol Kangra affiliated to H.P. University Shimla were selected by using simple random sampling technique for this study.

Tool Used:

The present study was carried out with the help of a questionnaire based on multiple choice items developed by the investigators. The tool consists of 30 items covering the different aspects of RTI Act (2005). The investigators established the reliability and validity of the tool. The tool was administered and subsequently data was gathered from the sample.

Statistical Technique Used:

The collected data has been analyzed both descriptively and inferentially. The following specific statistical techniques had been used for analysis of data.

- 1 Mean and Standard Deviation.
- 2 T-test.

The collected data have been analyzed using appropriate statistical techniques and the results are presented in the following sections.

VI. RESULTS AND INTERPRETATIONS

Table No. 1: Awareness level of RTI Act among the B.Ed. pupil –Teachers .

| Variable | N | Average |
|-------------------|-----|---------|
| RTI Act awareness | 400 | 8.465 |

Table No 2:

| Variable | N | Low | | Average | | High | |
|-------------------|-----|-----|-------|---------|-------|------|-----|
| | | N | % | N | % | N | % |
| RTI Act awareness | 400 | 275 | 68.75 | 125 | 31.25 | Nil | Nil |

In the table 1 the average of 400 Pupil –Teachers is 8.465 which is very less than the real average 50% .From table 2 : it is noted that 31.25% of B.Ed. pupil –teachers falls under the average category and 68.75% B.Ed. pupil-teachers falls under the category of low level RTI act awareness. No one is in the high level of awareness .

From the table 1 and table 2 the hypothesis 1 is rejected.

Table 3:

| Variable | Specifics | N | Mean | SD | t-value | Result |
|-----------------------|-------------|-----|-------|-------|---------|----------------------|
| Gender | Boys | 100 | 6.756 | 4.012 | 0.356 | Not significant |
| | Girls | 300 | 7.263 | 3.206 | | |
| Locality | Rural | 350 | 7.123 | 4.023 | 0.265 | Not significant |
| | Urban | 50 | 7.356 | 3.251 | | |
| Educational Status | UG | 275 | 7.653 | 2.986 | 2.456 | Significant 0.0level |
| | PG | 125 | 6.531 | 3.465 | | |
| Family Types | Nuclear | 360 | 7.103 | 4.230 | 0.356 | Not significant |
| | Joint | 40 | 6.546 | 3.562 | | |
| Residence | Hostel | 60 | 6.849 | 4.236 | 0.561 | Not significant |
| | Day Scholar | 340 | 7.553 | 3.204 | | |
| Marital Status | Married | 70 | 6.564 | 3.561 | 0.246 | Not significant |
| | Unmarried | 330 | 7.256 | 3.542 | | |
| Medium of instruction | Hindi | 285 | 7.230 | 3.684 | 0.423 | Not significant |
| | English | 115 | 7.532 | 2.986 | | |

Table 3: Show that calculated t-value among the pupil-teachers with respect to educational status is 2.456 a statistically significance difference at 0.01 level could be noticed between pupil –teachers with respect to educational status . Therefore the hypothesis 4 is rejected.

On the other hand ,the calculated t-values among the pupil –teacher with respect to the variables gender, locality, family type, residence, marital status and medium of instruction are 0.356, 0.265, 0.356, 0.561, 0.246 and 0.423 respectively. The values are less than the table value and no significant difference could be noticed between the pupil-teachers with respect to the variables gender, locality, family type, residence marital status and medium of instruction. Therefore the hypothesis 2,3,5,7 and 8 are accepted .

Table 4: RTI Act Awareness based on Education and socioeconomic status of parents

| Variable | Specification | Source of variance | SS | df | MS | F-value | Result |
|-------------------------------|-------------------|--------------------|----------|-----|--------|---------|--------------------------|
| Educational status of Parents | Illiterate | Between group | 13.236 | 2 | 6.128 | 0.569 | Not significant |
| | School Education | | | | | | |
| | College Education | Within group | 1536.231 | 397 | 3.869 | | |
| Socio Economic Status | >10000 | Between group | 48.231 | 2 | 24.115 | 3.956 | Significantat 0.05 level |
| | 10000 to25000 | Within group | 1623.564 | 397 | 4.089 | | |
| | 25000< | | | | | | |

As per Table No. 4 the calculated F –value among the pupil-teachers with respect to educational status 0.569. No statistically significant difference could be noticed among the pupil- teachers with respect to educational status of parents. Therefore the hypothesis 9 is accepted.

On the other side, the calculated F-value among the pupil – teachers with respect to socio economic status of parents is 3.956 .A statistically significant difference at 0.05 level could be noticed among the pupil-teachers with respect to the socioeconomic status of parents. Therefore the hypothesis 10 is rejected.

Major Finding of the study:

1. A majority of B.Ed. pupil –teachers 68% are highly aware about RTI (2005).
2. PG qualified pupil- teachers had better awareness than UG qualified pupil-teachers.
3. It was found that pupil-teachers whose parents income is above 25000 had more aware about RTI act than other.

Suggestion for the further research

Finding of the present study influenced the researcher to suggest the main piontsfor the further research:

- The present study find out the RTI Act awareness of B.Ed. pupil- teachers of Dronacharya College of Education and Gyan Jyoti College of Education only. A Study may be conducted all district of the Himachal Pradesh District and India .
- The present study was only pupil-teacher only .This may be extended to the Teachers, Principals, and Management authorities.
- The present study was only pupil-teacher only .This may be extended to the Engineering students ,Teachers, Principals, and College students .
- A study may be conducted to explore the problems encountered by the people while using the RTI Act.

- A study may be conducted to find out the effects of RTI Act in different States of India.

VII. RECOMMENDATIONS

The recommendations based on the results of the study are as follows:

- The study reveled that the RTI Act awareness of pupil-teachers in Kangra district is very low. Hence it is recommended that the institutions may provide proper motivation and orientations to the pupil- teachers to enhance their knowledge of contemporary affairs and also may bring some experts in the field of RTI Act for pupils knowledge enhancement.
- The study relevant to the PG qualified pupil –teachers had better awareness as comparison to UG qualified pupil-teacher .Hence this recommended that the institution may motivate the UG qualified pupil- teachers to create interest to social issues and activities with learning .
- Here we study that pupil teacher whose parents income is above Rs 25000 had better RTI awareness than other pupil-teachers. Hence it is recommended that the institution may provide proper motivation, library facility and internet facility to the people-teachers to enhance their knowledge to update and improve their current knowledge .

VIII. CONCLUSION

The study has find out pupil –teachers awareness of the RTI Act. in Kangra District of Himachal Pradesh .The study revealed that the RTI Act awareness among the pupil-teachers is very low . It is primary duties of Education. So it is duty of the Professor ,Management and the Government to disseminate the awareness about the RTI act in the society and try to make a corruption free India .

IX. REFERENCES

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