

Chapter-5

Conclusions and Observations

Right to Information is very important right to citizens in twenty first century. Most of the democracies in the world have recognized this right. Right to Information is essential component of democracy. As stated by Lincoln that democracy is such a form of government which is for the people, of the people and by the people, this right is recognized all over the world in national and international level. Without this right, people of any democracy are handicapped. They cannot make sound decisions which are the brace of any democracy and this right is the key to bring transparency and accountability in the administration.

But, only to give this right is not enough. People should be aware about this right and its benefits. If people do not have knowledge about the right then the existence of the right has hardly any value. The researcher conducted a survey to know the level of awareness of college students of Rewari town. Youth are the future of any country and if they are aware about this right then they can make positive use of this right and can contribute to bring quality in services which government provides.

On the basis of analysis of primary data in the previous chapter, following conclusions may be drawn:

1. Half of all the selected students have medium level of awareness about provisions of RTI Act. Only 1.24 per cent of the selected students – all of whom are male and all of whom belong to the rural areas – possess high level of awareness about provisions of RTI Act (Table-4.1).
2. Majority of the selected male students possess medium level of awareness whereas majority of the selected female students possess low level of awareness about provisions of RTI Act (Table-4.1).
3. Majority of selected students belonging to rural areas have medium level of awareness about provisions of RTI Act while majority of the selected students from urban areas have low level of awareness (Table-4.1).
4. Only 3.13 per cent and 3.23 per cent students belonging to the Commerce and Science streams possess high level of awareness about provisions of RTI Act; the number of such students in Arts stream is only 0.52 per cent. No

student from Professional Courses and Teacher Education streams possess high level of awareness about provisions of RTI Act (Table-4.2).

5. More than two-thirds majority of students from Science stream have medium level of awareness while more than half of the students from Professional Courses streams have medium level of awareness (Table-4.2).
6. A little less than half of the students from Arts and Teacher Education streams have medium level of awareness awhile even less than one-third of the students belonging to the Commerce stream have medium level of awareness about provisions of RTI Act (Table-4.2).
7. There exists a significant difference between the levels of awareness of male students about provisions of RTI Act. Further, the male students are comparatively more aware than female students about the provision of RTI Act as the mean value (11.015) of male students about provisions of RTI is greater than the mean value (9.075) of their female counterparts (Table-4.3).

Thus the first hypothesis of the study “There exists a significant difference between the levels of awareness of male students about provisions of RTI Act” stands proved.

8. There exists a significant difference between the level of awareness of students from rural and urban areas about provisions of RTI Act. Even though the level of awareness of the students from both rural and urban areas is *below average*, the former area more aware as the mean value (10.25) of the level of their awareness is greater than the mean value (8.81) of their urban counterparts (Table-4.4).

Thus the second hypothesis of the study “There exists a significant difference between the level of awareness of students from rural and urban areas about provisions of RTI Act” also stands proved.

9. There exists a significant difference between the level of awareness of students from Arts and Science streams about provisions of RTI Act. Since the mean value of the level of awareness about provisions of RTI Act of students from Arts stream (9.43) is lower than those from Science stream (11.66), the latter are more aware about the provisions of RTI Act (Table-4.5).

Thus the third hypothesis of the study “There exists a significant difference between the level of awareness of students from Arts and Science streams about provisions of RTI Act” is also upheld.

10. There exists no significant difference between the level of awareness of students from Arts and Commerce streams about provisions of RTI Act. Since the mean value of the level of awareness about provisions of RTI Act of students from Arts stream (9.43) is greater than those from Commerce stream (8.625), the former are more aware about the provisions of RTI Act (Table-4.6).

Thus the fourth hypothesis of the study “There exists a significant difference between the level of awareness of students from Arts and Commerce streams about provisions of RTI Act” cannot be proved.

11. There exists no significant difference between the level of awareness of students from Arts and Professional Courses about provisions of RTI Act. Since the mean value of the level of awareness about provisions of RTI Act of students from Arts stream (9.43) is lower than those from Professional Courses (9.66), the latter are more aware about the provisions of RTI Act (Table-4.7).

Thus the fifth hypothesis of the study “There exists a significant difference between the level of awareness of students from Arts and Professional Courses streams about provisions of RTI Act” cannot be proved.

12. There exists no significant difference between the level of awareness of students from Arts and Teacher Education stream about provisions of RTI Act. Since the mean value of the level of awareness about provisions of RTI Act of students from Arts stream (9.43) is lower than those from Teacher Education stream (9.48), the latter are more aware about the provisions of RTI Act (Table-4.8).

Thus the sixth hypothesis of the study “There exists a significant difference between the level of awareness of students from Arts and Teacher Education streams about provisions of RTI Act” also could not be upheld.

13. There exists a significant difference between the level of awareness of students from Science and Commerce stream about provisions of RTI Act.

Since the mean value of the level of awareness about provisions of RTI Act of students from Science stream (11.66) is greater than those from Commerce stream (8.625), the former are more aware about the provisions of RTI Act (Table-4.9).

Thus the seventh hypothesis of the study “There exists a significant difference between the level of awareness of students from Science and Commerce streams about provisions of RTI Act” stands proved.

14. There exists a significant difference between the level of awareness of students from Science and Professional Courses about provisions of RTI Act. Since the mean value of the level of awareness about provisions of RTI Act of students from Science stream (11.66) is greater than those from Professional Courses (9.66), the former are more aware about the provisions of RTI Act (Table-4.10).

Thus the eighth hypothesis of the study “There exists a significant difference between the level of awareness of students from Science and Professional Courses streams about provisions of RTI Act” stands proved.

15. There exists a significant difference between the level of awareness of students from Science and Teacher Education stream about provisions of RTI Act. Since the mean value of the level of awareness about provisions of RTI Act of students from Science stream (11.66) is greater than those from Teacher Education stream (9.48), the former are more aware about the provisions of RTI Act (Table-4.11).

Thus the ninth hypothesis of the study “There exists a significant difference between the level of awareness of students from Science and Teacher Education streams about provisions of RTI Act” also stands proved.

16. There exists no significant difference between the level of awareness of students from Commerce and Professional Courses about provisions of RTI Act. Since the mean value of the level of awareness about provisions of RTI Act of students from Commerce stream (8.625) is lower than those from Professional Courses (9.66), the latter are more aware about the provisions of RTI Act (Table-4.12).

Thus the tenth hypothesis of the study “There exists a significant difference between the level of awareness of students from Commerce and Professional Courses streams about provisions of RTI Act” could not be proved.

17. There exists no significant difference between the level of awareness of students from Commerce and Teacher Education Stream about provisions of RTI Act. Since the mean value of the level of awareness about provisions of RTI Act of students from Commerce stream (8.625) is lower than those from Teacher Education (9.48), the latter are more aware about the provisions of RTI Act (Table-4.13).

Thus the eleventh hypothesis of the study “There exists a significant difference between the level of awareness of students from Commerce and Teacher Education streams about provisions of RTI Act” could not be proved.

18. There exists no significant difference between the level of awareness of students from Professional Courses and Teacher Education Stream about provisions of RTI Act. Since the mean value of the level of awareness about provisions of RTI Act of students from Professional Courses (9.66) is greater than those from Teacher Education (9.48), the former are more aware about the provisions of RTI Act (Table-4.14).

Thus the twelfth hypothesis of the study “There exists a significant difference between the level of awareness of students from Professional Courses and Teacher Education streams about provisions of RTI Act” could not be upheld.