Awareness of Secondary School Students about Right to information Act in relation to Certain Variables

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1. Introduction

Right to Information (RTI) is act of the Parliament of India to provide for setting out the practical regime of the right to information for citizens and replaces the erstwhile Freedom of information Act, 2002. Under the provisions of the Act, any citizen of India may request information from a "public authority" (a body of Government or "instrumentality of State") which is required to reply expeditiously or within thirty days. The Act also requires every public authority to computerise their records for wide dissemination and to proactively certain categories of information so that the citizens need minimum recourse to request for information formally.

2. Statement of the problems

A study of the awareness of secondary school students of Ahmedabad city about Right to information Act in relation to certain variables

3. Objectives of the study

1. To study the effect of gender on Right to information Act of the secondary school students.
2. To study the effect of types of schools on Right to information Act of the secondary school students.
3. To study the effect of standard on Right to information Act of the secondary school students.

4. Null Hypothesis

For the present study the following are the null hypothesis

1. There will not be any significant difference between the mean scores of Right to information Act of male and female students of secondary school students.
2. There will not be any significant difference between the mean scores of Right to information Act of urban and rural areas secondary school students.
3. There will not be any significant difference between the mean scores of Right to information Act of standard IXth and Xth students of secondary school.

5. Limitations of the study

Limitations are those conditions which are beyond the control of researcher, which may place restrictions on the conclusions of the study and their applications to other situations in other words; we can say that they set the boundaries o our study.

1. This study is limited to Gujarati medium students only.
2. The study is limited to secondary school students of Godhra city.

6. Tools of the study

The present study is conducted with the objective of studying and investing the moral value of secondary school students. The researcher has used self made test for that. There are 40 items in the tools. The reliability of the test is 0.89(test-retest method) and validity is 0.77.

7. Research Methodology

The present study was a survey

8. Population and Sample

All the students of standard IXth and Xth of Ahmedabad city is population of this study. The researcher has used stratified random sampling

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technique to select the sample from population. There are 200 total students are there in the sample, out of which 100 students are of standard IXth and 100 areof Xth.

9. Analysis and Interpretation of data
After the completion of data collection researcher is doing the analysis and interpretation of the data. Researcher is using mean, S.D.and t-test.

The obtained data we are analyzed and interpreted in the same order in which the various hypothesis of the study have been formulated.

Table-1

Hypothesis	't' value	Significant level	Accepted\rejected
Ho1	1.09	NS	Accepted
Ho2	3.21	0.01	Rejected
Ho3	1.65	NS	Accepted

From the above table we can see that the t value of first hypothesis is 1.09 which is less than 0.05 level table value so the Ho1 is accepted. The t value of Ho2 is 3.21 which is more than 0.05 level table values so it is rejected and significant at 0.01 level. The t value of Ho3 is 1.65 which is less than 0.05 level table values so the Ho3 is accepted.

10. Findings
1. The Right to information Act of male and female students is the same. There is no any significant difference between them.
2. The Right to information Act of the students of rural area is higher than the urban area.
3. The Right to information Act of students of standard IXth and Xth are the same means there is no any significant difference between them.

11. Educational Implications
The school plays a very important role in the moral development of the child.
1. Organizing daily
2. Organizing group projects, panchayat and daily festivals

3. Celebrating festivals
4. Staging dramas, celebrating national days, school camps.
5. Visiting backward and slum areas
6. Arranging community and school get together.

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