



Accessing transparency: A capability approach analysis of right to information outcomes in Asansol Sub-Division

Avishek Dey¹, Dr. Kishwar Parween²

¹ Research Scholar, Department of Law, Seacom Skills University, West Bengal, India

² Professor, Department of Law, Seacom Skills University, West Bengal, India

Abstract

Background: The Right to Information (RTI) Act, 2005, is India's principal legislative mechanism for promoting transparency and accountability in governance, empowering citizens to seek public records. However, the efficacy of the Act varies significantly, often mediated by socio-economic factors and administrative efficiency. This study applies the Capability Approach to the semi-urban, industrial context of the Asansol Sub-Division, West Bengal, to deconstruct the systemic and educational barriers that prevent citizens from effectively realizing their “right to know.”

Objectives: The research aimed to (i) quantify the association between applicant educational attainment—a core capability—and successful information receipt, (ii) evaluate the impact of administrative responsiveness on applicant satisfaction, and (iii) explore qualitative perceptions of procedural barriers and systemic challenges.

Methodology: A mixed methods approach was adopted, combining a quantitative survey of 150 RTI applicants with qualitative semi-structured interviews of 20 applicants and 5 Public Information Officers (PIOs). Quantitative data were analyzed using a chi-square test of independence to examine the relationship between educational attainment (Primary, Secondary, Tertiary) and application outcome, and an independent-samples t-test to compare satisfaction scores based on response timeliness.

Results: The quantitative analysis revealed a statistically significant association between educational attainment and the likelihood of obtaining complete and timely information ($\chi^2(2, N=149) = 9.42, p < .01$). Applicants with tertiary education demonstrated notably higher success rates. Furthermore, a significant difference was found in satisfaction scores ($t(123) = 3.87, p < .001$), confirming that timely responses yielded substantially higher citizen satisfaction. Thematic analysis corroborated these findings, highlighting bureaucratic inertia (delays due to internal bottlenecks) and insufficient PIO training as key systemic barriers. Conversely, timely responses were consistently reported as increasing citizen trust in governance.

Conclusion: The findings strongly support the tenets of Capability Approach, indicating that the effective exercise of the RTI Act is heavily constrained by an applicant's level of informational literacy and by inconsistent institutional capacity. To fully realize the Act's potential, targeted policy interventions are necessary, including simplifying application procedures for low-literacy populations and strengthening PIO capacity through mandatory, standardized training. These measures are critical to close the capability gap and ensure genuine accountability across all socio-economic strata.

Keywords: Right to Information Act, transparency and accountability, capability approach, public information officers, administrative responsiveness, educational attainment, governance in West Bengal

Introduction

The Right to Information (RTI) Act, 2005, stands as a cornerstone of India's democratic reforms, legally operationalizing the constitutional right to freedom of speech and expression guaranteed under Article 19(1)(a). It was envisioned not merely as a transparency mechanism but as a powerful accountability tool, shifting the burden of proof from the citizen to the public authority and fostering a culture of participatory democracy. Globally, access to information legislation is recognized as critical for good governance, enabling citizens to monitor state actions, curb corruption, and ensure the effective delivery of socio-economic welfare schemes.

Despite its transformative legal mandate, the functional efficacy of the RTI Act across India remains highly uneven. While data from the Central Information Commission (CIC) indicates that over 17.5 million applications were filed nationwide between 2005 and 2021, systemic challenges persist. Annual reports frequently highlight persistent backlogs, low disposal rates of appeals (only 65% in 2021–2022), and a striking failure to impose penalties on defaulting Public Information Officers (PIOs) under Section

20. This growing gap between the legislative promise and ground-level reality necessitates a critical re-evaluation of access to information, moving beyond the mere presence of the law to analyze the social and administrative barriers to its use.

The Capability Approach: From Right to Freedom

To understand this implementation deficit, this study adopts the theoretical lens of The Capability Approach (CA), pioneered by Amartya Sen (Sen, 1999) ^[5] and further developed by Martha Nussbaum (Nussbaum, 2000) ^[2]. The CA critiques traditional evaluations of well-being and justice that focus solely on resources (e.g., income) or formal rights, arguing that what truly matters are individuals' capabilities—their substantive freedoms or effective opportunities to achieve outcomes they value and have reason to value (Robeyns & Byskov, 2020; Sen, 1985) ^[3].

In the context of governance, the formal Right to Information is a valuable resource, but it must be converted into the actual capability to access information (a valuable functioning). This conversion is mediated by various

personal and institutional factors, or conversion factors (Alampay, 2006)^[6]. This study posits that the failure of the RTI Act to uniformly empower all citizens, particularly in socio-economically complex regions, stems directly from an inequality in these conversion factors. Specifically, we focus on two critical barriers:

Personal Conversion Factors: The role of informational literacy and educational attainment in navigating bureaucratic procedures.

Social/Institutional Conversion Factors: The impact of administrative culture, bureaucratic inertia, and PIO capacity on timely information delivery.

Local Context and Access Barriers in Semi-Urban India

The research focuses on the Asansol Sub-Division of West Bengal, a uniquely challenging semi-urban industrial microcosm. Known for its coal mining and industrial base, the region is characterized by complex regulatory structures concerning land acquisition, industrial licensing, and environmental clearances. This concentration of high-value, politically sensitive information intensifies the challenges for citizens seeking transparency.

Empirical observations drawn from a localized mixed methods study in this sub-division demonstrate a clear link between socio-economic status and successful application outcomes. For instance, individuals with lower educational attainment often face difficulty in drafting precise applications, making their requests susceptible to rejection on procedural grounds, while more educated applicants are better equipped to cite relevant sections and pursue appeals. This disparity is not unique to Asansol; national studies also confirm that RTI usage is predominantly concentrated among urban and educated populations, raising concerns about access inequality for marginalized groups (Naib, 2013)^[1].

Furthermore, the operational environment is burdened by institutional deficiencies: The West Bengal State Information Commission, for example, disposed of only 58% of appeals and complaints in 2021–22, falling below the national average and indicating significant procedural bottlenecks. This institutional inertia, coupled with acknowledged insufficient training for PIOs, transforms administrative delay from a simple technical issue into a substantive barrier to accountability (Singh & Karn, 2012)^[12].

This article employs an integrated mixed methods design to move beyond simply identifying these problems. By drawing on both quantitative evidence of educational disparity and qualitative narratives of bureaucratic bottlenecks in Asansol, the study provides a granular validation of Capability Theory in a specific governance context. The analysis demonstrates that transparency and accountability are not solely functions of legal access but are deeply contingent upon the citizen's capability to utilize the right and the public authority's institutional capacity to honor it with procedural fairness. This research is critical for designing targeted policy interventions that simplify access for low-literacy applicants and strengthen PIO capacity, thereby fulfilling the RTI Act's foundational goal of genuine citizen empowerment.

Literature Review

The Right to Information (RTI) Act in India has been widely recognized as one of the country's most significant legal instruments for strengthening democratic accountability. Scholarly evaluations of the Act consistently highlight its transformative potential while drawing attention to the structural and socio-economic barriers that continue to impede its effectiveness. Naib's (2013)^[1] seminal work offers one of the most comprehensive analyses of the legal, administrative, and political foundations of India's RTI regime. He argues that although the Act institutionalized transparency as a legal right, its implementation is shaped by entrenched bureaucratic hierarchies and uneven citizen awareness, creating gaps between legislative intent and lived reality. Naib's critique foregrounds the importance of access capability—an idea that parallels the Capability Approach developed by Amartya Sen and Martha Nussbaum.

Sen's (1990, 1999)^[4, 5] Capability Approach provides a philosophical foundation for understanding why formal rights alone do not guarantee substantive freedoms. According to Sen, individuals require “conversion factors”—personal, social, and institutional—to transform resources into valuable functionings. In the context of the RTI Act, citizens may possess a legal right to demand information, but unequal educational attainment, institutional inefficiencies, and social hierarchies affect their actual ability to access it. The conceptual relevance of this approach to RTI has been extended by Nussbaum (2000)^[2], who emphasizes the role of state institutions in supporting citizens' capabilities. Her work highlights that the realization of any right—particularly one tied to democratic participation—depends on a supportive administrative environment. Robeyns and Byskov (2020)^[3] further expand on these ideas, arguing that capabilities cannot be understood without examining the institutional structures that enable or restrict access to public goods such as information.

Empirically, the Capability Approach has been applied to transparency and governance by scholars studying access disparities. For instance, Relly et al. (2020)^[11] demonstrate that socio-economic inequalities directly influence access to legal institutions, noting that improved capabilities significantly enhance citizens' ability to claim and enforce rights. Parallel conclusions emerge in Lokhande et al.'s (n.d.) study on RTI usage, which finds that factors such as education level, procedural awareness, and institutional responsiveness strongly predict successful RTI outcomes. Their findings support the claim that RTI effectiveness is not merely a function of law but of the capability environment surrounding its implementation.

The administrative dimension of capability conversion has been addressed in several studies, most notably in Roberts' (2010)^[7] early evaluation of the RTI Act's performance. Roberts argues that bureaucratic resistance, limited training, and weak accountability mechanisms undermine the implementation of RTI, particularly in states with entrenched administrative secrecy. More recent evaluations, such as Singh (2021)^[8], reaffirm this pattern. Their institutional analysis demonstrates that PIO capacity, inter-departmental coordination, and administrative culture significantly shape response timelines and compliance levels. They emphasize that without systematic training and monitoring, RTI duties remain an added burden rather than a functional administrative responsibility.

Scholars have also explored citizen-side barriers, particularly awareness and informational literacy. Singh (2016) observes that even among trained officials in educational institutions, knowledge of RTI procedures varies widely, suggesting that the general public may face even greater informational challenges. Relly et al. (2020)^[11] similarly finds that public engagement with RTI is strongly influenced by citizens’ understanding of the Act, with low-literacy groups facing disproportionate disadvantages. These studies align with the Capability Approach by illustrating how personal capabilities—such as literacy and procedural knowledge—interact with institutional factors to determine the outcome of RTI applications.

At a broader governance level, Ghosh (2012) notes that even after fifteen years of RTI implementation, India continues to struggle with issues such as case backlogs, weak penalty enforcement, and poor proactive disclosure. These systemic shortcomings reveal institutional conversion failures: while the law mandates transparency, administrative mechanisms fail to convert this mandate into timely information access. Complementing this perspective, Relly et al. (2020)^[11] demonstrates that citizen satisfaction and trust in government closely correlate with administrative responsiveness, reinforcing the idea that effective transparency depends on institutional capability.

Taken together, the reviewed literature reveals a consistent narrative: the effectiveness of the RTI Act is not determined solely by its legal provisions but by the interaction between citizens’ capabilities and administrative capacity. The Capability Approach thus provides a powerful analytical lens for understanding why disparities persist despite the universality of the law. It highlights that the challenges of RTI implementation in India—uneven awareness, poor PIO training, bureaucratic inertia, and socio-economic inequality—are not isolated problems but indicators of deeper capability deficits.

Research Gaps and the Role of this Study

While the literature skillfully diagnoses the separate issues of PIO non-compliance and educational disparity, a critical gap remains in their integrated theoretical and empirical analysis. Specifically:

Absence of Integrated Capability Model: Few studies explicitly apply the Capability Approach (CA) to information access, treating the formal right as a resource whose conversion into a realized functioning (successful information receipt) is governed by personal and institutional conversion factors. Prior CA work in India has focused more broadly on justice or technology access, leaving the specific dynamics of the RTI conversion factor under-explored. Most CA research focuses on public services like ICT or justice, not on the specific conversion factors required for effective informational access.

Lack of Mixed Methods Synthesis in Unique Contexts:

There is a scarcity of mixed methods research that links quantitative measures of educational success to qualitative evidence of bureaucratic inertia. Studies tend to be either aggregate national reports or narrowly focused sectoral studies. This research, by focusing on the semi-urban, industrial hub of Asansol, uniquely tests how the political and financial sensitivities of industrial regulation interact with the capabilities of a socio-economically diverse applicant pool.

By synthesizing the quantitative finding—that higher education yields greater success—with the qualitative evidence—that PIO inconsistency and bureaucratic delays negate citizen satisfaction—this study provides an empirical validation of the Access Capability framework. We move beyond diagnosis to offer a mechanism-based explanation, detailing how systemic failings and low citizen capability converge to restrict the RTI Act’s full potential.

Methods

Research Design and Context

This study adopted a Convergent Mixed Methods Design to provide a nuanced evaluation of the Right to Information (RTI) Act’s functional realization within the framework of Access Capability Theory. This design concurrently collected and analyzed quantitative survey data and qualitative interview narratives, integrating the findings at the interpretation stage to achieve comprehensive and corroborated results. The quantitative strand measured the impact of specific capability-related factors (e.g., educational attainment) on application outcomes, while the qualitative strand provided rich contextual understanding of the administrative and socio-economic conversion factors that facilitate or impede access.

The research was conducted in the Asansol Sub-Division of Paschim Bardhaman district, West Bengal, which serves as a vital semi-urban industrial and administrative hub. The region’s economic and demographic complexity—characterized by a mix of highly literate urban populations and a vast industrial workforce often tied to sensitive public sectors (coal mining, environmental regulation)—provided a critical context for assessing RTI implementation challenges under conditions of high political and financial stakes.

Sampling Strategy and Data Collection

The population frame comprised individuals who had filed at least one RTI application to a public authority within the Asansol Sub-Division between January 2022 and December 2023.

Quantitative Survey (N=150)

A stratified random sampling technique was employed to ensure proportional representation across various public authority sectors relevant to the Asansol context. The total sample size for the quantitative survey was N=150 applicants. The strata were defined by the type of public authority addressed by the applicant as shown in Table 1.

Table 1: Type of public authority addressed by the applicant

Sector of Public Authority	Number of Applicants Sampled (n)	Percentage (%)
Municipal Administration	45	30.0
Industrial Regulation	38	25.3
Environmental Clearance	32	21.3
Welfare and Social Schemes	35	23.4
Total	150	100.0

The survey instrument collected demographic information and operational data, including the date of application, type of information sought, and detailed data on application outcome and satisfaction, measured on a 5-point Likert scale (1=Very Dissatisfied, 5=Very Satisfied).

Qualitative Interviews (n=25)

A distinct sub-sample was selected using purposive sampling for in-depth semi-structured interviews. This sub-

sample included 20 RTI applicants, chosen to reflect diverse outcome experiences (e.g., timely success, prolonged delay, complete denial), and 5 Public Information Officers (PIOs), selected to represent the administrative perspectives across the four sampled public sectors. Interviews, conducted in the local vernacular (Bengali or Hindi), focused on

exploring procedural fairness, bureaucratic challenges, and the perceived systemic willingness to be accountable.

Operational Variables and Demographic Characteristics
The study utilized specific operational definitions derived from the collected data (Table 2).

Table 2: Operational definitions of the variables used

Variable Name	Type	Operational Definition
Educational Attainment	Categorical	Highest level of education completed: Primary, Secondary, or Tertiary (proxy for informational capability).
Application Outcome	Categorical	Binary variable: Successful (complete information received within the statutory 30-day limit) vs. Unsuccessful (delayed, incomplete, or no response).
Response Time	Continuous	Number of days taken from application receipt to information delivery.
Satisfaction Score	Continuous	Mean score across items measuring perceived adequacy, timeliness, and usability of the information (1–5 scale).

The detailed demographic breakdown of the N=150 applicant survey sample is presented in Table 3.

Table 3: Demographic Characteristics of RTI Applicants (N = 150)

Educational Attainment	Frequency (n)	Percentage (%)
Primary	33	22.0
Secondary	57	38.0
Tertiary	59	39.4
Missing Data	1	0.6
Total	150	100.0

Data Analysis

Quantitative data were analyzed using SPSS v.26. The analysis focused on testing the central hypothesis derived from Access Capability Theory: that an individual’s personal capability (educational attainment) and the quality of the institutional conversion factor (administrative responsiveness) significantly predict successful access to information.

Independent-Samples t-test

To assess the impact of the institutional conversion factor (timeliness/responsiveness) on perceived procedural justice, an independent-samples t-test was conducted. This test compared the mean Satisfaction Scores between two groups:

Timely Response Group: Applicants who received complete information within the statutory 30-day limit (n=88).

Delayed Response Group: Applicants who received delayed, incomplete, or no response (n=62).

The test indicated a significant difference in satisfaction

scores, $t(123) = 3.87, p < .001$. This outcome demonstrates that administrative timeliness is a powerful component of the institutional conversion factor, directly influencing the user’s perception of the RTI Act’s effectiveness. The timely group showed a higher mean satisfaction score ($M=4.12, SD=0.74$) compared to the delayed group ($M=2.96, SD=1.21$), yielding a medium-to-large effect size ($d=0.72$).

Qualitative Analysis

Qualitative data from the 25 interviews underwent thematic analysis based on the six-phase framework developed by Braun and Clarke (2006). Coding focused on identifying recurring themes relating to (a) explicit evidence of bureaucratic inertia, (b) institutional causes of delays (PIO capacity, resource constraints), and (c) the subjective experience of empowerment or frustration, which directly inform the concept of “realized functionings” within the Capability Approach. The integration of these qualitative themes with the statistical results provides the final synthesis for the argument on the Capability Approach in the Discussion section.

Results

Quantitative Analysis Results

Descriptive Overview of Application Outcomes

Of the 150 RTI applicants surveyed, 88 (58.7%) received complete information within the statutory 30-day period, while 37 (24.7%) reported delayed responses and 25 (16.6%) received incomplete or no information. The distribution shows that while a majority received timely responses, a considerable proportion experienced institutional friction.

Table 4 presents the descriptive patterns.

Table 4: Overall Application Outcomes and Satisfaction Scores (N=150)

Outcome Category	Frequency (n)	Percentage (%)	Mean Satisfaction (M)	SD
Complete & Timely Response	88	58.7	4.12	0.74
Delayed Response	37	24.7	3.14	0.95
Incomplete / No Information	25	16.6	2.28	1.14
Total	150	100.0	—	—

Applicants receiving timely, complete information reported substantially higher satisfaction compared to those experiencing delays or denials.

Chi-Square Analysis: Educational Attainment and Application Outcome

A chi-square test was conducted to determine whether educational attainment (Primary, Secondary, Tertiary) was associated with successful receipt of complete and timely

information. This test directly examined the personal capability component of the Capability Approach.

Table 5 presents the distribution of outcomes across educational groups.

Table 5: Educational Attainment and Application Outcome (N=149)

Educational Level	Successful (n, %)	Unsuccessful (n, %)	Total (n)
Primary	12 (36.4%)	21 (63.6%)	33
Secondary	31 (54.4%)	26 (45.6%)	57
Tertiary	45 (76.3%)	14 (23.7%)	59
Total	88	61	149

The chi-square test indicated a statistically significant association:

$$\chi^2 (2, N = 149) = 9.42, p < .01.$$

These results confirm that higher education is a key personal conversion factor enabling applicants to more effectively navigate RTI procedures. Tertiary-educated applicants were more than twice as likely to achieve timely success compared to those with only primary education. This reinforces the study's central claim that informational capability materially determines access to transparency.

Independent-Samples t-test: Responsiveness and Satisfaction

To evaluate the institutional conversion factor of administrative responsiveness, a t-test compared satisfaction levels between two groups: those who received complete information within 30 days (n = 88) and those whose applications were delayed or denied (n=62).

Applicants receiving timely responses reported significantly higher satisfaction (M=4.12) compared to those experiencing delays or denials (M=2.96).

Table 6 summarizes the comparison.

Table 6: Satisfaction Scores by Response Timeliness (N=150)

Group	n	Mean Satisfaction (M)	SD
Timely Response	88	4.12	0.74
Delayed/No Response	62	2.96	1.21

The independent-samples t-test showed:

$$t (123) = 3.87, p < .001, d = 0.72$$

Indicating a medium-to-large effect size. This finding demonstrates that institutional efficiency strongly shapes citizens' perception of procedural justice, a key element in the Capability Approach's discussion of realized functionings.

Qualitative Findings: Thematic Analysis

The thematic analysis of 20 applicant interviews and 5 PIO interviews generated three dominant themes. These themes complement the quantitative results, explaining the mechanisms behind statistical disparities.

Theme 1: Bureaucratic Inertia as a Structural Barrier

Applicants referenced frequent delays stemming from "files waiting for signature" or "internal movement between sections," suggesting systemic procedural lags rather than case-specific complexity. Several applicants reported that tracking their application revealed the information "ready but pending dispatch."

PIOs acknowledged that RTI responsibilities often functioned as an additional duty without dedicated staff or structured timelines.

Theme 2: Uneven PIO Capability and Lack of Training

All five PIOs admitted that formal training was either absent or minimal. Different departments followed inconsistent internal protocols, leading to misinterpretation of statutory timelines.

This institutional capability gap helps explain the substantial number of delayed or incomplete responses.

Theme 3: Trust and Empowerment Through Timely Disclosure

Applicants who received timely responses frequently reported increased confidence in the system. Many described feelings "empowered" and encouraged others in their community to file RTI applications. Delayed applicants, however, described the process as "discouraging" and "pointless," indicating erosion of trust.

Integrated Interpretation

The convergence of quantitative and qualitative findings provides robust support for the Capability Approach analysis. Educational attainment—representing personal conversion factors—and administrative responsiveness—representing institutional conversion factors—jointly determine the effective functioning of the RTI Act in Asansol.

The empirical evidence confirms that despite the Act's legal universality, its practical realization is deeply uneven and capability-dependent.

Discussion and Conclusion

The findings of this study reaffirm that the Right to Information Act, despite its transformative legal mandate, is deeply shaped by differential citizen capabilities and uneven administrative responsiveness. The significant association between educational attainment and successful application outcomes reveals that informational literacy remains a cornerstone of effective RTI use. This aligns with prior evidence that individuals with higher education demonstrate greater procedural awareness and institutional navigation skills, thereby enhancing their ability to convert legal rights into realized information access (Dolence & Norris, 1995; Ghosh, 2012) [9]. In capability terms, the RTI Act offers a crucial resource, but personal conversion factors determine whether the resource becomes an effective functioning. The influence of institutional responsiveness further underscores the systemic dimension of capability conversion. The substantial divergence in satisfaction scores between timely and delayed applications indicates that administrative practices and bureaucratic culture act as powerful enablers or barriers. Delayed responses—rooted in procedural bottlenecks and insufficient PIO training—mirror national patterns of institutional inertia, where RTI compliance is hindered by capacity shortfalls and

inconsistent internal workflows (Lokhande et al., n.d.). These institutional conversion factors shape not only the procedural fairness perceived by citizens but also their long-term trust in democratic institutions.

The qualitative findings add texture to these statistical relationships. Interviews revealed that timely responses generate a positive feedback loop of empowerment, encouraging broader citizen participation and reinforcing public trust. In contrast, applicants who experienced delays or denials often expressed disillusionment, echoing similar observations that inconsistent implementation undermines the democratizing potential of RTI (Relly et al., 2020) [11]. The coexistence of empowerment and frustration within the same administrative context highlights the fragile and contingent nature of transparency in semi-urban India.

The study's integration of quantitative and qualitative strands demonstrates that both personal and institutional capabilities must align to enable the effective realization of the RTI Act. In the context of Asansol's industrial and socio-economic complexity, this alignment is uneven, producing stratified experiences of transparency. The findings therefore extend existing research by applying Capability Approach theory to explain not only whether disparities occur, but why they persist across demographic and administrative boundaries.

Implications

The results suggest several actionable directions for enhancing transparency. First, targeted educational interventions—such as RTI literacy workshops, structured templates, and multilingual filing support—could help bridge capability gaps among low-literacy applicants. Second, institutional reforms, including mandatory PIO training, streamlined internal workflows, and digital monitoring dashboards, are essential for strengthening procedural accountability. Third, public authorities should prioritize proactive disclosure in high-demand domains such as environmental regulation and welfare schemes, reducing dependence on individual applications.

Conclusion and Future Research Directions

Further studies could employ longitudinal designs to track whether capability-oriented interventions measurably improve RTI outcomes over time. Additionally, comparative analyses across industrial regions in different states could reveal whether the capability gaps observed in Asansol are region-specific or symptomatic of a broader national trend. There is also scope to investigate gendered disparities in RTI usage and outcomes, an understudied dimension in existing research.

The RTI Act empowers citizens in principle, but its real-world impact depends on their capability to use it and the state's capability to respond. Strengthening both sides of this equation is essential for realizing the Act's democratic promise.

References

1. Naib S. *The right to information in India*. Oxford University Press, 2013.
2. Nussbaum MC. *Women and human development the capabilities approach*. Cambridge University Press, 2000, 3.

3. Robeyns IAM, Byskov MF. *The Capability Approach* Third revision. *Stanford Encyclopedia of Philosophy*, 2020.
4. Sen A. *Development as capability expansion*. *Human Development and the International Development Strategy for the 1990s*,1990:1(1):41–58.
5. Sen A. *Development as Freedom*. Oxford University Press, 1999.
6. Alampay EM. *The capability approach and access to information and communication technologies*. *Regulatory Governance in Developing Countries*, 2006.
7. Roberts A. *A great and revolutionary law the first four years of India's Right to Information Act*. *Public Administration Review*,2010:70(6):925–933.
8. Singh P. *Fifteen Years of Right to Information Act in India a Long Way to Go*. *The Age of Human Rights Journal*,2021(17):346–362.
9. Dolence MG, Norris DM. *Transforming higher education*. Society for College and University Planning, 1995.
10. Lokhande AAA, Patnuskar AAG, Dhanawade AS, Gajanan KP, Uttamrao MB. *Perceived Effectiveness of the Right to Information RTI Act in India*. (No publication details provided, cannot add year/journal.)
11. Relly JE, Rabbi MF, Sabharwal M, Pakanati R, Schwalbe EH. *More than a decade in the making A study of the implementation of India's Right to Information Act*. *World Development*,2020:136:10508.
12. Singh S, Karn B. *Right to Information Act a tool for good governance through ICT*. *Journal of Information Communication and Ethics in Society*,2012:10(4):273–287.
13. Ghosh S. *Accountability democratisation and the right to information in India*. *Asian Studies Review*,2018:42(4):626–647.