

A Study of Awareness among Secondary School Teachers towards Right to Education Act 2009

Karishma¹, Kusum Khatkar^{2*}

¹ Assistant Professor in Pandit Sitaram Sashtri B Ed Training Collrge, Bhiwani-127021, Haryana

² Ph.D. Student BPS Mahila Vishwavidyalaya Khanpur, Sonapat- 131305, Haryana

ABSTRACT

The present study was undertaken to investigate the awareness among secondary school teachers towards RTE (Right to education), Act 2009. For this study a sample of 120 teachers from different government (60 teachers) and private schools (60 teachers) of Bhiwani district of Haryana were selected on the basis of convenient sampling method. Self designed questionnaire prepared by investigator with the help of supervisor was used for data collection and analysis. The research findings revealed that there was no significant difference between level of awareness of male and female teachers towards RTE Act, 2009. The result also indicated that experienced and inexperienced teachers did not have any significant difference in level of awareness towards RTE Act 2009. In this study significant differenced was observed in the levels of awareness of private school teachers and government school teachers towards RTE, Act, 2009. The main reason for the awareness of the government schools teachers towards the Act is the correspondence of the government with such schools at regular interval and the act is taken more seriously in government schools.

Keywords: Right to Education, awareness, School, Teachers.

INTRODUCTION

Education is always considered as a means of development, prosperity, power, respect, authority, Salvation, freedom from all worries and problems of life. It is a lifelong process and eternal values in human life. Education not only helps in the development of an individual but also removes the desert of ignorance from the society and fills the society with ocean of knowledge and wisdom. According to Pestalozzi, the Swiss Pedagogue and educational formers, education acts as Integrative forces in society by communicating value that unites different sections of society.

The future prospect of every nation lies in the hands of children. The Kothari Commission (1964-66) has rightly stated ‘the destiny of the nation is being shaped in her classroom.’ The children of today will be the future citizen of the nation. Therefore it is the duty and responsibility of the teachers, parents, community and government to ensure education for each and every child of the country education has multi-fold role which convert a biological man into a complete man.

Education is the basic human right which must be granted to all for the proper development of the nation because it increases the productivity of the citizens of that country and thus is directly proportional to the welfare of the people. Realizing the significance of education, the government of India took a historical step by implementing ‘The Right of Children to Free and Compulsory Education Act, 2009’ on April 1, 2010. The new law provides a justifiable legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. It provides for children’s right to an education of equitable quality, based on principles of equity and non-discrimination. Most importantly, it provides for children’s right to an education that is free from fear, stress and anxiety.

RIGHT TO EDUCATION

In consonance with its international commitments and national objectives the Parliament enacted the 86th Constitutional Amendment Act, 2002, adding Article 21-A to the Indian Constitution which provides that every child between the age of 6 and 14 years has the right to free and compulsory education. The Right of Children to Free and Compulsory Education Act, 2009 seeks to give effect to this amendment. It received Presidential assent, was notified as a law on 3rd September, 2009 and was enforced on April 1, 2010. The Act applies to schools fully or partially owned by the Central or State Governments or schools receiving any kind of grant from the central or State Governments. The expenses for

carrying out the provisions of the Act have to be borne by both the Central and state Governments. The Right of Children to free and Compulsory Education Act or Right to Education Act (RTE), describes the modalities of the provision of free and compulsory education for children between 6 and 14 in India under Article 21-A of the Indian Constitution. India became one of 135 countries to make education a fundamental right of each and every child.

The Salient features of the Right of Children for Free and Compulsory Education act are –

- Free and compulsory education to all children of India in the 6 to 14 age groups;
- No child shall be held back, expelled, or required to pass a board examination until completion of elementary education;
- A child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then he or she shall be admitted in a class appropriate to his or her age;
- Proof of age of the child is required for the purposes of admission to elementary education. The age of a child shall be determined on the basis of the birth certificate issued in accordance with the provisions of the Births. In case the child fails to produce the birth certificate, he shall not be denied admission in a school for lack of age proof.
- No donation and capitation fee is allowed.
- No admission test or interview either for child or parents.
- A fixed student and teacher ratio is to be maintained.
- A child who completes elementary education shall be awarded a certificate;
- The Act is applied to all of India except Jammu and Kashmir;
- School teachers will need adequate professional degree within five years or else will lose the job;
- School infrastructure (where there is problem) to be improved in three years, else recognition cancelled;
- Financial burden will be shared between state and central government.

Challenges to RTE Act

There are various challenges before the right to education such as awareness, implementation, monitoring, social participation, indifference teachers and different problems.

Financial Constraints: The Right to Education Act is already plagued with various financial hurdles and challenges.

Dearth of Qualified Teachers: The dearth of good and qualified teachers is going to be one of the most crucial challenges faced in implementing the act.

Problem Related to Infrastructure: In a survey on ‘Elementary Education in India’, conducted by the National University of Educational Planning and Administration (NUEPA), it has been found that almost half of the recognized elementary schools in the country do not have separate toilet for girls. It is going to be a challenge to provide the requisite infrastructure that the Act expects. The Act demands that the building of all the schools should be weather proof.

Basic facilities like access to drinking water is also lacking in many school. The Act stipulates a playground for every school. There are no clear demarcations between the responsibilities of the centre and state and it would be a challenge to work out the details.

Challenge to provide Equality and Quality in Education :

Problem of 25% Quota for Weaker Sections :

Challenge to Bring Child Labourer's to Schools :

In spite of various obstacle at also in a landmark judgment on April 12, 2012, the Supreme Court upheld the constitutional validity of the provision in the Right to Education Act, 2009 that makes it mandatory for all schools (government and private) except minority unaided schools to reserve 25% of their seats for children belonging to “weaker section and disadvantaged group.” Later on it was reduced to 10%. So many confusions are over in the way of Right to Education.

Position of Teachers in Indian Education System

The teacher is the supreme authority and the most respectable person. Besides mother and father next to them is the teacher who is god and the Taittiriya Upanishad instructs to worship the teacher as a god (Acharya Devobhava). Teacher is a very important person in a student's. The teacher perfects him and leads him to his goal. Before providing education, he/she should know the child and understand him properly. He/she should not only be a philosopher but a psychologist, a good teacher is a good psychologist.

An ordinary teacher teaches, an average teacher instructs, a good teacher demonstrates and the best teacher inspires. The teacher sometimes has to do pinning work so that the congestions of doubts, disbeliefs, and dejections will be clear and the child will make high jumps and progress very fast.

RTE AND ROLE OF TEACHER

The quality education cannot be ensured without the availability of adequate numbers of well-qualified and trained. Education Commission has rightly stated – “The destiny of India is now being shaped in her classroom.”

The National Curriculum Framework (NCF) 2005 states that “No system of education can rise above the above the quality of its teachers, and the quality teachers greatly depends on the means deployed for selection, procedure used for training, and the strategies adopted for ensuring accountability.”

The RTE Act has specified certain duties for the teacher such maintaining regularity and punctuality, completing curriculum within the stipulated time, assessing the learning ability of the students, holding regular meetings with parents and guardian; etc., failing which he or she shall be liable to disciplinary action under the service rules applicable to him or her.

In order to provide education to all the children between the ages of 6 to 14 years, there is an urgent need to focus on increasing the quantity and quality of teachers in the country.

Shortage of teachers and neighborhood schools are the major challenges for implementation of the Act, a ministry source said. The Act says there should be one teacher for every 30 students at elementary level. As per the Act the adequate teachers are to be recruited in the schools. In case of schools not having trained teachers, they will have to comply with the provision within five years. The Act has given multi-fold responsibility to the teachers to improve the quality of teaching and learning.

Justification of the Study

Since independence, India has invested huge resources into the expansion and improvement of education in the country. The first priority for the country has been the struggle to achieve education for all at the elementary level. The people of India celebrated with bliss and joy as it has become one of the countries with free and compulsory education on April 1, 2010 when Right of Children to free and Compulsory Education Act (2009) became effective though Article 21-A was inserted in the constitution of India through 86th Amendment in 2002. After the implementation of the RTE Act 2009 it has become the responsibility of the government to provide funds, infrastructure, recruit teachers and facilitate everything that is required for the universalization of elementary education.

The RTE Act 2009 has given prominent place to teachers because it is the teachers who can play a vital role by providing quality and need-based education at elementary school level. So, it is the duty and responsibility of the teachers of the entire country to understand their role properly and do as good as for the school and the society as a whole. The teachers of the country must be aware of the RTE Act 2009 and utilize their experience and efficiency for transforming the cemented school building into the school of knowledge.

As this is a latest and significant achievement in Indian education, everyone is enthusiastic to know the post-implementation consequences. The investigators themselves are also curious to know about the level of awareness of the teachers teaching at senior secondary level. All these factors reinforced the investigator to undertake the present study.

Statement of the Problem

“A STUDY OF AWARENESS AMONG SECONDARY SCHOOL TEACHERS TOWARDS RTE ACT 2009.”

OBJECTIVES OF THE STUDY

1. To study the level of awareness among secondary school teachers towards RTE, Act 2009.
2. To study the difference between the level of awareness of male and female teachers towards RTE, Act 2009.
3. To study the difference between the level of awareness of private school teachers and Government school teachers towards RTE, Act 2009.
4. To study the level of awareness of secondary school teachers towards RTE, Act 2009 vis-à-vis their teaching experience.

Hypotheses of the Study

1. There exists no significant difference between the levels of awareness of male and female teacher towards RTE, Act 2009.
2. There exists no significant difference between the levels of awareness of private school teachers and government school teachers towards RTE, Act 2009.
3. There exists no significant difference among the levels of awareness of secondary school teachers towards RTE, Act 2009 vis-à-vis their teaching experience.

Delimitations of the Study

The present study will be delimited to

1. The teachers of Bhiwani District only.
2. Teachers of secondary school only.
3. A sample of 120 teachers from both govt. & private school.

Plan and Procedure

This chapter deals with the plan and procedure highlighting the work carried out by the investigator. Plan and procedure employed in an investigation determine its destiny. It is the character of the technique of research on which the degrees of precision, objectivity, reliability and validity of results depends. The selection of the techniques and devices of the problem depends on time, function, availability of subjects and other resources at the dispose of the steps of the procedure adopted of the conduct of the study.

Planning broadly includes methods of research to be adopted, sample to be selected, tools to considered for use, procedure and cautions to be followed for collection of data and statistical treatment to be given to data for its conversion into meaningful information. In this chapter above mentioned dimensions of the research are discussed in details under the following heads:

- Research Method
- Population
- Sample
- Sample design
- Tools used
- Procedures and Administration
- Scoring Procedure
- Statistical Techniques used

Method Used

There are many methods of collecting, analyzing and reporting, research data. The decision about the method depends upon the nature of the problem and objectives to be achieved. For the present study, the investigator decided to adopt descriptive survey method. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusions from the, facts discovered.

Population

The entire group from which the sample has been selected is called as the population. In the present study, the elementary school teachers of Bhiwani District have been considered as population.

Sampling

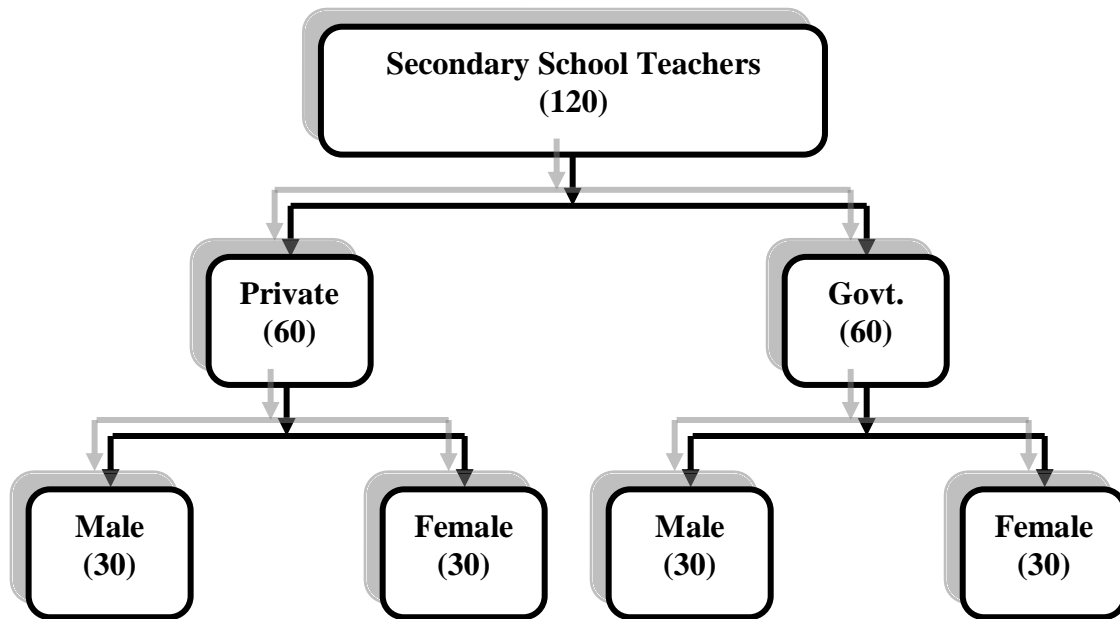
Sampling is the process by which a relatively small number of individual's or measures of individuals, objects, or events is selected and analyzed in order to find out something about the entire population from which it was selected. A sample is a miniature picture of the entire group or aggregate from which it has been taken. A sample, in other words, is a smaller representation of a large whole i.e. a population. A sample survey involves the selection of a subset of the population.

The present study aims to study the level of awareness of the secondary teachers on RTE Act 2009. For this purpose a sample of 120 teachers from the schools of Bhiwani District of Haryana were selected on the bases of convenient

sampling method. Out of 120 the investigator selected 60 teachers from private schools and 60 teachers from the schools of govt. area. Out of 60 teachers 30 male and 30 female teachers were selected from both Govt. and private area.

Sample Design

In the present study the investigator has designed the sample design as given follows :



Tools Used

Any type of data concerning the study of surveys type research can be collected by using different type of tools, it is very necessary the right type of tools should be used for this purpose. The tools must be so devised that the data obtained are reliable, valid and sufficient. The purpose of the present study was to know the “Awareness among Secondary School Teachers towards Right to Education Act, 2009.”

Preparation of Questionnaire

The investigator planned efficiently before constructing the questionnaires. Investigator had specified the objectives to be achieved. He considered the content and area of study beforehand. All the technical aspects of the questions; size of the letters, printing aspect etc. were planned appropriately.

After planning the investigator prepared the questions. The questions were prepared according to the objectives of the study and content area. The investigator put his own efforts with the experience of the supervisor for preparing the questionnaire. Investigator had followed proper guidelines and rules for constructing different type of questions.

Statistical Technique Used

In any descriptive study, it is important for the researcher to use the statistical techniques in proper way to get a true result. In the present study, the researcher used measures of central tendency for the selection of subjects. In order to find out the significant difference between the mean scores of both the groups, t-tests were employed by the investigator.

Analysis and Interpretation

The collected data is of no meaning, if it is not put on the process of analysis and interpretation. Simply, from the raw data it is not possible to bring any kind of inference. Keeping in view the objectives of the study and their corresponding hypotheses, the data was statistically processed using appropriate design and technique. hence, after the data has been collected this must be processed and analysed to draw proper inference.

The data was analysed with the help of mean, S.D. and ‘t’ ratio as to find out the significance of difference between two means of two groups taken at a time.

Comparison of Awareness Level of Male and Female Teachers towards Rte Act 2009.

Hypothesis -1: There exists no significant difference between the levels of awareness of male and female teacher towards RTE, Act 2009.

Table 1: Difference between the levels of awareness of male and female teacher towards RTE, Act 2000

Group	N	M	S.D.	S. Ed.	't'	Significance Level
Male	60	26.42	8.12	1.79	1.68	Not Significant
Female	60	28.21	11.08			

Table value of df 118 at.05 level = 1.96

And at .01 level = 2.58

It is evident from table 1 that the calculated t-ratio for the scores of male and female teachers towards RTE is 1.68 which is smaller than the table value at both 0.05 and 0.01 level of confidence. It reveals that there exists no significant difference between the levels of awareness of male and female teacher towards RTE, Act 2009. Hence, the H_0 framed earlier cannot be rejected. The mean score of male teachers is 26.42 it is lower than the mean score of their female counterpart, i.e. 28.21. In light of these mean scores, it can be said that the level of awareness among male teachers towards RTE Act is slightly lower than the female teachers.

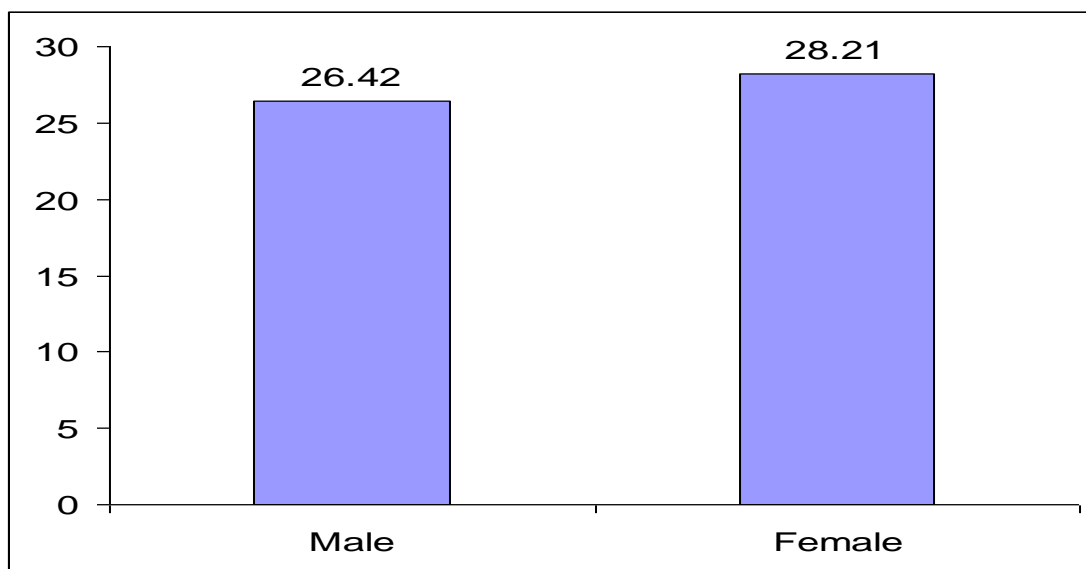


Figure 1: Bar Graph showing means scores of male and female teachers towards RTE, Act 2009

Comparison of Awareness Level of Government and Private School Teachers towards Rte Act 2009.

Hypothesis -2: There exists no significant difference between the levels of awareness of private school teachers and Government school teachers towards RTE, Act 2009.

Table 2: Difference between the levels of awareness of government teachers towards RTE, Act 2009

Group	N	M	S.D.	S.Ed.	't'	Significance Level
Govt. School Teacher	60	30.52	5.94	1.61	5.27	Significant
Pvt. School Teacher	60	22.02	8.28			

Table value of df 118 at.05 level = 1.96

And at .01 level = 2.58

The table 2 envisages that the calculated t-ratio for the scores of government and private school teachers towards RTE is 5.27, which is greater than the table value 1.96 and 2.58 at both 0.05 and 0.01 level of confidence. Hence the H_0 framed earlier is rejected. It reveals that there exists a significant difference between the levels of awareness of government and private school teachers towards, RTE, Act 2009. The mean score of government school teachers is 30.52 and it is higher than the mean score of the private schools, i.e. 22.02. In light of the mean scores, it can be said that the level of awareness among government school teachers towards RTE Act is comparatively higher than the private school teachers.

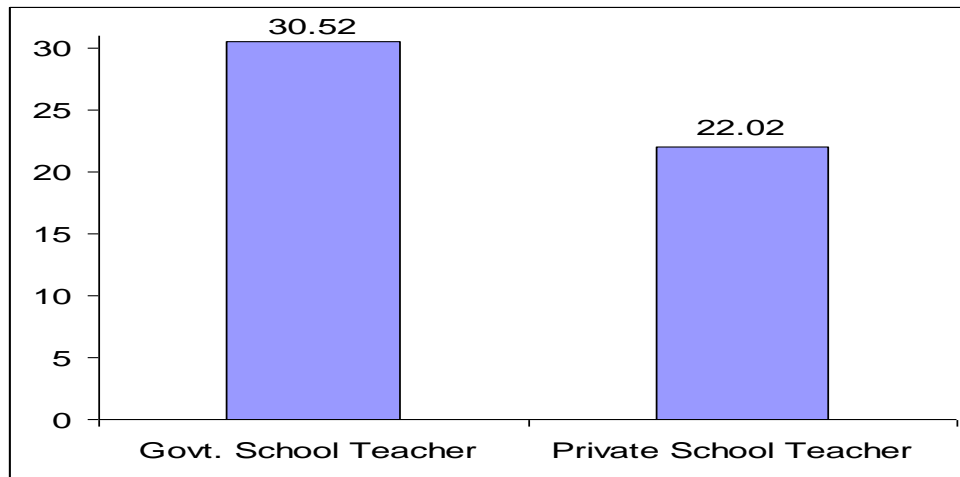


Figure 2: Bar Graph showing means scores of Government and Private School teachers towards RTE, Act 2009

Comparison of Awareness Level of Experiences and Less Experienced Teachers towards Rte Act 2009.

Hypothesis -3: There exists no significant difference between the levels of awareness of secondary school teachers towards RTE, Act 2009 vis-à-vis their teaching experienced.

Table 3: Difference in levels of awareness of school teachers towards RTE Act 2009 vis-à-vis their teaching experience

Group	N	M	S.D.	S.Ed.	't'	Significance Level
Experienced Teachers (6and Above)	60	28.89	8.04	1.78	1.37	Not Significant
Less experienced Teachers (0-5)	60	26.44	11.22			

Table value of df 118 at.05 level = 1.96
 And at .01 level = 2.58

It is evident from table 3 that the calculated t-ratio for the scores of experienced and less experienced teachers towards RTE is 1.37 which is smaller than the table value at both 0.05 and 0.01 level of confidence, It reveals that there exists no significant difference between the levels of awareness of experienced and less experienced teachers towards RTE. Hence, the H_0 framed earlier cannot be rejected. The mean score of experienced teachers is 28.89 and it is higher than the mean score of the teachers having less experience, i.e. 26.44. In light of the mean scores, it can be said that the level of awareness among experienced teachers towards RTE Act is marginally higher than the teachers who have the experience of less than 5 years.

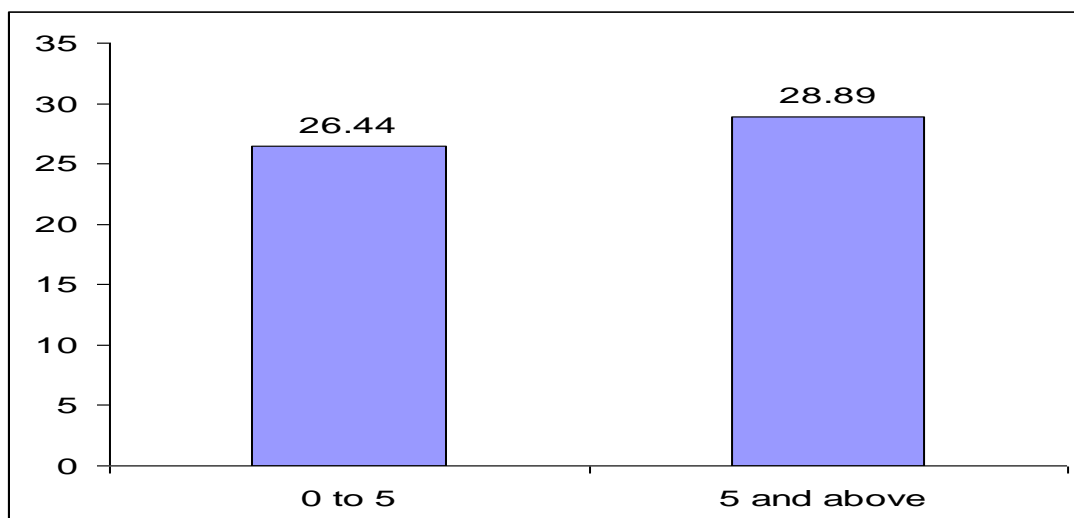


Figure 3: Bar Graph showing means scores of experience and less experienced teachers towards RTE, Act 2009

From the above data it can be inferred that the level of awareness among male teachers towards RTE Act is slightly lower than the female teachers. The reason of this minor difference may be due to the chance factor as the male teachers try to update themselves in different matters except education. In an indicator of types of school, it was found that the level of awareness of government school teachers towards RTE Act 2009 is comparatively higher than the private school teachers. The main reason for the awareness of the government schools teachers towards the Act is the correspondence of the government with such schools at regular interval. Studying the awareness level vis-à-vis the teaching experience, it was found that the teachers having teaching experiences more than five years are more concerned, aware about the Act.

Main Findings, Educational, Implications and Suggestions

Main Findings

- There exists no significant difference between the levels of awareness of male and female teacher towards RTE, Act 2009.
- There exists significant difference between the levels of awareness of private school teachers and government school teachers towards RTE, Act, 2009.
- There exists no significant difference among the levels of awareness of teachers towards RTE, Act 2009 vis-à-vis their teaching experience.

CONCLUSION

From the above analysis and interpretation it was found that the teachers, teaching in secondary level do not have indepth knowledge on the RTE Act and they are less aware about the significance of RTE Act in providing quality education to the children between the age group of 6-14 years. From the above data it can be inferred that there is no significant difference between level of awareness between male and teachers towards RTE Act . In an indicator of types of school, it was found that the level of awareness of government school teachers towards RTE Act 2009 is comparatively higher than the private school teachers. The main reason for the awareness of the government schools teachers towards the Act is the correspondence of the government with such schools at regular interval and the act is taken more seriously in government schools. It may be because; government schools teachers take number of responsibilities given by the leader of school starting from corresponding government letters to involvement in school development. The result also indicated that experienced and inexperienced teachers did not have any significant difference in level of awareness towards RTE Act 2009.

Educational Implications

The present study has its significance for today as the RTE Act is a revolutionary step taken by the Government which will benefit to the children between the age group of 6 to 14 years. Once the children will get proper education, it will serve the multi-fold purposes. The study has great implications not only for the teaching community but also for the parents, policy makers and other stakeholders who can contribute for the improvement of education.

The study has its implication for the teachers because the teachers are the backbone of the schools. The entire purpose of the implementation of RTE Act will be defeated if the teachers will not perform their duties with full commitment and dedication. Realizing the significance of the teachers, the Act has given special place to them.

They can help themselves and other to become more aware towards Right to Education in the context of all round development of children : It is the duty of the parents to cooperate the school teachers by sending their children to school regularly. The present study has it implications for the policy makers. The challenges which have emerged after the implementation of the RTE Act should be met properly so that all the children of the country between the age group of 6 to 14 years will get quality education till the completion of elementary schools.

Suggestions

Any research work cannot say the final word of a problem because it is very difficult for a researcher to touch all aspects of a problem. So the suggestions for further research in this direction cannot be kept out of place here. Following suggestions can be considered for further research:

- The present study was confined to Bhiwani district only. Similar study can be undertaken in other districts of the country.
- The study was confined to Secondary school teaches only, the same type study can be taken by taking the sample of parents, the members of school management committee, education of them.
- A similar type of study can be conducted on a larger sample for more comprehensive results and better generalization.

- Study can be undertaken including other aspects of education such as awareness about facilities in school, Effectiveness of RTE and levels of parents satisfaction regarding performance of education by their wards etc.
- The present study is confined to normal senior secondary school teachers only. Similar study can be undertaken on special teachers.

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