

Muhammad Saeed Khan *
Saddaf Ayub **
Shaista Irshad Khan ***

A Comparative Analysis Of Educational Policies Of Pakistan & India For Higher Education Development

Abstract

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There is worldwide recognition as stated by Virk and Isani (2003) that institute of higher learning for knowledge generation, knowledge distribution and knowledge utilization are the essential elements of the higher learning. Objectives of the study would be to comparison higher learning through Policies of Pakistan & India related to education in time period i.e from 1947-1957 and 1958-1968. Documentary analysis was done for the study. Qualitative data was used for the study. Findings were based on the data collected. Conclusion and recommendations were formulated on the study findings.

Keywords: Policy, Higher Education, University Grant Commission (UCC), Educational Conference.

Introduction:

Higher education is viewed by Dr. Hassan (unpublished) as surrounding where the junior students scholars are promoted to connect any medium e.g videoconferencing with senior teachers. Seniors sharing their understandings, guidance and direction to the juniors to construct their foundation of inquiry (thesis & antithesis). Barnett (1992), has related higher learning with four conceptions: highly professional manpower producing in the universities. It is seen as a procedure in which account is the product and utility is the output value in the labor market. Research career training for academician which play active role in research process. University is responsible for providing effective management and teaching learning process. Tertiary education provides circumstances for life feasibility.

Higher education provide best opportunities for batter life it also considered as passport to avail the comfort of current society. University education

* Dr. Saddaf Ayub ,Assistant Professor ,Department of Education, The University of Haripur

** Dr. Muhammad Saeed Khan, Assistant Professor, Department of Education The University of Haripur

*** Shaista Irshad Khan, Department of Education The University of Haripur

plays an important role in the success of an individual and nation. Tertiary education provides excellent opportunity to an individual for lifelong learning which basically facilitate an individual with best quality life. In these circumstances higher level of learning is a source to meet the risk of change in the entire society.

Review of related Literature:

Rehman and Sewani (2013) said that after the separation of subcontinent there is no educational policy as at that time Pakistan was a new born country. The essential factor for the betterment of the country is education so an educational conference is held on November 1947 (3 months after the separation). Educational policies and plan will be put forward since then, but results are not remarkable. There are some educational issues needed to be highlighted to understand about the educational system of Pakistan.

Siraj and Sultana (2010) stated that three types of university education provided in Pakistan that constitutes degree collages, institute with degree awarding status and public and private sector universities. Ravitch (2006) stated that in institutes of higher learning participation rate of students is 3% as compared to 50-75% in developed countries.

Ibad (2017) mentioned that efforts were made at different intervals to give direction to educational policies and plans. Thus, initially educational plans were made on a five year basis. After the independence, first conference on education was held in 1947. The basic aim of the conference was to upgrade the standard of education and empowering youth with scientific and technical skills. The main purpose of the policy was to develop the content according to the intellectual level of students and to promote the democracy through higher education. The suggestion could not be implemented so that another committee reviewed the reasons why the suggestions are not implemented. Financial planning was done on yearly basis but there was no strategy to implement the conference.

Raiz (1998) mentioned that implementation of national policy of 1959 Government of Pakistan welcome all the proposition but most of them were withdrawn with public pretest .the commission proposition committee for the enactment but it is quit pointless. Time require to change in the structure of the education system.

Ibad (2017) argued that in order to get a holistic view of policy it is necessary to view the five year plans of 1960 to 1965. The second plan focused the vocational and technical education. The plan suggests the establishment of 3 engineering collages upgrade 2 engineering collages to university, post graduate programs in engineering, construction of 3 universities and enhancement of the seats of higher learning. Also plan to offer the merit scholarships for the students of higher education.

Irfan (1998) stated that the circumstances at the time of enactment of the policy of 1970 were not pleasant at that time Government of Yahyaa khan was dismiss and nation was divided in to two new countries Pakistan and Bangladesh. Financial disaster created serious hurdle in the way of policy achievement.

Aziz (1986) mentioned that many recommendations contained in the policy of 1972 for university education in Pakistan. The recommendation specific to higher education is establishing many universities in the different areas of Pakistan, establishing new area study centers, establishing of university grant commission. Less the enrollment in arts is 5 % and increasing enrollment in science is 10% per annum.

Government of Pakistan (1979) the main highlights of the policy of 1979 was radical Islamisation in Pakistani education system. Recommendation made regarding higher education was establishing the new universities, , up-gradation of libraries , laboratories and students hostels, convert well proficient departments in to center of advance studies, well qualified staff, facilities for the science subjects in collages is also the demand of the 1979 policy.

Majoka (2017) emphasized that the improvement in higher education and give structure too full fill the objective of the policy. Access to higher education was expanded 5% of the same age group, special fund for the research, improvement in quality of libraries and laboratories, modernization of curricula for higher education, upgrade the department which showing best performance, upgrade the effectiveness of teaching and increase the scholarships for teachers and students

National Educational policy (2017) stated that the educational policy of 2017 was followed by educational policy of 2010. This policy emphasizes on the character building of an individual. It also emphasizes on the technical education needed for the era, fulfilling the demands of the country. It has the objective of developing patriotism and enhancing quality education by the integration of science and technology.

Agerwal (2009) mentioned that India has an excellent center of learning. India has the best educational system and research shows that India take interest in higher education policy since independence. Many papers and books, which have in their discussion, touched upon the policies.

Schenkman (1954) has made an enlightening on the prevailing higher education system of India. Mathur (1992) described that Indian education system was functioning since the ancient age. Sen (2016) mentioned that the time period was divided into two sections, one from 1947 till 1986 and second one from 1986 till 2016. The period from 1947 till 1986 discussed that after the independence the government of the India hand over all educational powers to provincial government, which laid more stress on the objective of increasing access than quality. Sarkar committee in 1945 higher technical education institute was formed in the 4 regions of India.

Sen (2016) stated that India step up university education commission in 1948, university grant commissions were step up in 1953. In India the first five year plan starts from 1951 to 1956 the UGC step up in 1953 for the better quality best funding. Five technical institutes of higher education were started in India. Second five year plan starts from 1956 till 1961, 11 educational institutes were established in rural areas to educate the ruler youth, institutes for fundamental research were establish at that time. The main purpose of the plan was towards the agriculture universities and also setting up technical and professional institutes to produce

skilled man power. Third five year plan starts from 1961 till 1966. UGC also reform the universities through improving teacher student relation by the introduction of postgraduate courses, betterment in the libraries, laboratories and infrastructure, many facilities provided for the diverting students to vocational and technological education were the main objectives of the policy. The policy of 1969 till 1974 the main objective was to improve the universities through strengthening the faculty, lab and library facilities.

Kuppusamy (2019) mentioned that the five main goals of higher education in 1986 includes great, equal, quality and excellence based education. Vart and Prem (2016), mention that the action plan of 1992 include girls education, physically challenged peoples, and access of education in backward areas, give excellence to education infrastructure and best quality curriculum. Sharma (2006) stated that higher education 2013 focused on mobilization of financial resources for education C.N Rao committee 2005 imposed tough norms in foreign universities trying to open educational institutes in India .

Objectives of the Study:

The objectives of the research study were to critically analyze the policies related to higher education sector from 1947 to 2009.

Findings and Discussions:

1947-1957:

1947-1957 time frame, Pakistan organized Conference on Education in 1947 while India assembles the report on Radhakrishan Commission.

The agenda of Pakistan Educational Conference were setting up an advisory board of education; desirability of establishing an inter university board; ways and means of promoting scientific research, oversees scholarship scheme; policy. Nunn (1949) stated that the development of higher learning in India through teaching staff by reducing the overcrowding at the university, the number of working days, the curricula research in postgraduate training, finance and constitutional parallel lists were the main features of the policy. It has been suggested to establish the separate scholarship commissions in university for the award of grants.

Rao (1964) stated that Indian education primarily focused on consolidating and expanding provision in the present day institutions. Coordination and forethought of higher learning at federal was done by the boards of higher education. More assistance would be given to ensure exploration of new ideas and methodology on current situations in universities. Within the university system appropriate forms of independent management system will be provided to promote national research facilities for the researchers.

From 1958-1968:

During this period India published its first national educational policy of 1968, but Pakistan prepared a report in 1959 on the recommendations of the National Education Commission.

In length Pakistan's report discussed higher education in general, professional education including engineering, agriculture, legal, commercial and medical

education. Considering that a National Policy on Education of India was published on the basis of the report 1964-1966. Education commission concerning higher education, enrolled number of students in college or university was decided on the facilities provided in laboratory and library provision.

It was recognized that the creation of departments for research in universities required efficient and knowledgeable personnel's with new and innovative ideas. It has been suggested that the individuals with sufficient research qualifications would be the master trainer of masters and doctorate students. For the recruitment of faculty and reader's steps would be taken to recruit the individuals with high qualification and several years of experience and publication of research. This would help in the sustainability of quality research. In particular, the higher degrees of research or doctorate degrees would be accompanied by a condition of eminent work, according to international standards. (Government of Pakistan 1959).

It was also suggested that it is necessary for starting Ph. D program in the department to satisfy the board of advanced studies in terms of mandatory facilities including efficacious supervision. It was also recommended that it is the duty of the board of advanced studies to review the situation to ensure quality and provision of equipment with respect to existing Ph. D work. Universities pay special attention to the areas that affect national development (1959). Senior fellowship is granted to the talented Ph. D holders without the restriction of age. It was also suggested to youth who had demonstrated outstanding skills at masters or doctoral level and are granted with National Scholarship, Fellowship, Senior Professorship or persons of recognized eminence to limited numbers. Govt of Pakistan (1959).

Indian's National Education Policy pays special attention on research in higher education. It is suggested that the research institute may function within the universities or any research organization associated with same objectives (Govt of India, 1968). It is stated that the curricula is divided into two types of courses such as part time and the correspondence courses. Correspondence courses may be developed on large scale for the higher education. Education through these courses will be given the status as to the regular studies. These facilities will facilitate the adjustment of school and work (Govt of India 1968).

From 1960-1980:

Three national education policies of Pakistan were published in the years 1970, 1972-1980 and 1979, while India did not formulate new education policy only revision of the existing policy was done by the Government officials.

The new Policy on Education of Pakistan (1970) was adapted by the cabinet. The policy proposed to establish a national research grant program to create a pool of promising young scientist, and researchers in several other important dimensions. The one of the important suggestions is to establish a system of National Professorship to use the expertise of renowned specialist. Federal government would help in terms of financial assistance is for accomplishment of these plans. Statutory bodies such as University Grant Commissions were established for the resolution of the problems faced during planning and coordination without

compromising the autonomy of the university (1970). Ph. D and Postgraduate research programs would greatly enhance the institutes. It was also suggested to establish a UGC which would serve as a moderator amongst the University administration and government bureaucracy, for ensuring sufficient funds by objectively assessing the needs of the institutes. The Interuniversity council of Pakistan may serve as the focal point of the University Grant Commission. Mohatny (1993) argued that in the 1970's, the Indian Education system was evaluated and the UGC was invited to prepare the statement on research, philosophy and strategies for the development of universities and colleges in the country.

In the Policy related to Education of Pakistan (1972-80) it was suggested to establish University Grant Commission (UGC) which may serve as the moderator between the government bureaucracy and the university administration. It was proposed to create professional's councils to establish minimum standards in professional fields. It was recommended that the National Professorship program would be established to enable researchers for the quality improvement of research and teaching. Furthermore, it is the responsibility of the university to assign teaching to the research fellows of the institute. It has been proposed to establish national research fellowships at the universities and other appropriate institutions receiving financial support to enable them to provide material and other facilities for the work of high level specialist.

Ramaro and Sudarshanam (1996) mentioned that the Indian National Education Policy (1979) stated that an ideal education system allow people to develop their Intellectual and physical potentials. It enhances their awareness of social values and norms, so that they can acquire the strong character and function as responsible members of society. Higher education is gaining importance because it opens the doors of national development. (Govt of India, 1985).

In addition to these major recommendations, it also covered agriculture, medicine and physical education. Three language formulas, exam reforms, role of teachers and teacher training. While recognizing the importance of financial contributors it placed great emphasis on the human intellectual contribution and suggested a revision every five years, to be modified in the light of previous experience. The document on the education development 'Challenge of Education' policy perspective addresses the challenges ahead of education and formulates new policy that addresses these challenges. The university system has the principal charge in the preservation of traditional values, dissemination and extension of knowledge to the society as a whole in addition, to it preserves the traditional values of the society and culture and promotes balanced education of individuals and training of high level personnel in all areas.

In the Pakistani Education Policy of (1979) it was felt an urge of autonomous department of higher education or University Grant Commission/Committee which take over the higher education. The recommendations concerning the higher education were as follows: The University Grant Commission will organize a program of pre-service and in-service training of college and university faculty members at the National Academy of Higher Education. (Govt of Pakistan, 1979).

Mohatny (1993) argued that scholarships must be granted to faculty members for higher education and advance research at home and in abroad as well. An integral system of evaluation and accountability of teachers must be implemented. Practical programs based on the guidance and charge of supervisors should be established to enable universities to generate their own funds. The good will of the students and the teachers should be motivated to promote the national homogenization. Several other functions were envisaged for modern Indian universities to choose between the alternative system and to inculcate and promote basic human values; association and promotion of our great culture with the essential elements of other cultures; Promote a scientific genius and a pragmatic perspective , act as a critical objective and assist in the development of national goals and programs for its realization of the society; special emphasis on national issues is addressed by the development of science and technology and promote commitment to excellence.

From 1981-2009:

In Pakistan three education policies were published in 1992, 1998, and 2009, while India revised the policy in 1986 and amended it in 1992. So far, its policy did not change till now.

The National Education Policy of India (1986) was adapted after careful consideration and deliberation at the national level, which put sufficient emphasis on higher education. Higher education reflects on the critical, social, economic, cultural, moral and spiritual issues faced by mankind. Therefore, it helps in the contribution of national development through specialized knowledge and technical skills. For the education system it plays vital role in producing the teachers being at the apex of the educational pyramid. Whereas, the National Education Policy of Pakistan (1992) also pointed to allocate special fund for research. Further support is given by the additional funds for the participation in international conferences for the university researchers. For seminars and research liberal funds may be allocated. The Research Fund of the National Council for scientific research and development (NSRDB) is assigned a promotion associated to the economic stability of the nation (Govt of Pakistan, 1992).

Research has been conducted in universities to strengthen support and measures have been taken to ensure the quality of higher education in India. The UGC has established an appropriate procedure to coordinate research in institutions, including science and technology. Independent management system is developed to encourage the establishment of national research facilities within the university system. Research in various disciplines of ideology (Govt of India, 1986), while in Pakistan professional associations of different disciplines have been encouraged and have received significant amount for the publication of research journals and the organization of professional conferences (Govt of Pakistan, 1992).

Special training is designed for the director of all universities in higher education management. University professors who conduct research masters and doctorate students in philosophy have received a research grant (Govt of Pakistan, 1992). With the collaboration of universities and UGC a ten-year program of higher education was developed, taking into account manpower requirements to build for the growing industries in the fields of science and technology (Govt of Pakistan,

1992) while, the 1986 National Education Policy of India was modified in 1992 accordingly.

Pakistan's National Education Policy (1998) focused on preparing students for professional and specialized education and improving the quality of higher education through the research in accordance with international standards and by improving the teaching and learning process. The India on program of action (1986) was ready to implement the 1986 National Education Policy to improve research funding in universities and collaborative research facilities would be established in universities would have an appropriate independent management mechanism (Govt of India, 1986).

It was suggested to establish a Foundation of National Research of India for the quality control and coordination. The Foundation of National Research was an institute created by several organizations. It was also identified that research was not just about securing the degree, but about being a way to improve things, to discover a new understanding of the facts. It is about discovering the unknown by the formulation of an objective followed by an analysis and conclusion in research (Govt of India, 1986) while, in Pakistan, the center of excellence and other academic departments were introduced nationwide for the development of the teachers for local programs of masters and doctorates. Appropriate contributions have been made to strengthen the laboratories and libraries. The split doctorate programs were initiated in alliance with renowned overseas universities, as the faculty members completed their studies abroad (Govt of Pakistan, 1998).

Liaison programs with overseas universities have been developing to promote intercontinental alliance and educational adaptability. Through these links, projects have been developed such as collaboration in research, short and long term teacher visits and interchange of data. In universities the balance between teaching and research has been shifted to the benefit of the research (Govt of Pakistan, 1998). Funding for education has increased from 2.2% to 4% of GNP with an increase in the allocation for universities. Universities and higher education institutions have been revitalized to admit students as part of the self-financing program (Govt of Pakistan, 1998).

In the Indian Action Program (1986) it was proposed to start research studies, surveys, field works, projects and other task related to the scientific and technical knowledge of social problems of national economy. Measures have been implemented in the areas of teaching methodology, curriculum, including reforms in the assessments procedure. It was determined that the research grants would receive at least 80% of the general benefits that an breadwinner with the same initial aptitude would benefit from the fact that the researcher could focus more on his or her research. The Junior Research Fellows (JRF) would have access to residence and health facilities (Govt of India, 1986).

Scholarships programs have been initiated at the master and doctorate level, preferably in the scientific and technological fields. Immediately 200 doctoral scholarships for prospective and emerging technologies and selected fields after being launched for university professors. At the end of their studies, their services will be used by the universities and educational institutions (Govt of Pakistan, 1998). A national research fund called "Prime Minister's Research Fund" has

been created with Rs. One Billion endowment fund. Each Ph. D product received an additional grant for facility expansion and institutional strengthening. Research degrees were encouraged in the disciplines of socio-economic development in Pakistan (Govt of Pakistan, 1998). Efforts have been made in the areas of control and assessment of Indian university research. The doctoral Examiners' reports should be available at the UGC or partner organizations (Govt of India, 1986).

In this Educational Policy of Pakistan (2009), it was mentioned that accreditation mechanism had been established for programs and universities in the line with the best practices in international countries and to improve the availability of quality education. The main political actions have been described below (2009). Opportunities would be offered to students and teachers from the global scientific community. The universities will collaborate to improve the quality of their teaching in areas of specialization. Quality assurance Programs would be developed in the universities, including the evaluation of foreign experts (2009). Scholarship programs based on needs may be started to provide access to higher education.

To undertake postdoctoral work with insurance diplomas related to the research career, it was proposed in the Action Program of India (1986) to create special frameworks for research. Admission to research must be based on merit, which must include the ability to investigate as an element. Measures have been taken for quality of research and strengthen the interaction between supervisors and academics to allow efficient use of time. A National Research Council may be established to cover all higher education institutions and coordinate the general vision of research, monitor, progress, define policies and priorities and suggest ways to more funds important for the education sector.

Conclusion and the Recommendation of the Study:

From the above review of higher education of Pakistan and India it was reflected that in Pakistan higher education policy 1992, 1998 and 2009 had emphasized on scholarship and research in higher education whereas Indian Program of Action (1986) which was based on the implementation of policy had emphasized on all aspects of research for improvement of higher education including quality in research such as supervision and evaluation mechanism.

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