Original Article

Humanities Development Policy in Iran during 1984-1989

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Abstract

After the Islamic Revolution in Iran, there are significant changes in various areas of society. The arena of science has also undergone many changes due to this revolution. In the meantime, the humanities in Iran after the revolution have undergone more changes in comparison with basic science and technology. In this study, the policy of humanities development in Iran is evaluated between 1986 and 1984. This period was chosen because it was set up in December 1984 at the same time as the establishment of the Supreme Council of the Cultural Revolution has a significant impact on humanities policy in Iran and the end of the period will coincide with the end of the imposed Iraq war against Iran. This article seeks to answer the following question: How was the policy of developing humanities since the establishment of the Supreme Council of the Cultural Revolution in the period from December 1984 to the end of the term of Prime Minister Mir Hossein Mousavi? In order to answer this question, documents related to the period are discussed, so that a picture of the policy situation in this period can be drawn. This study, by qualitative content analysis method shows that during the time period considered, the development of humanities policy designate toward the elimination of university autonomy in student admission, faculty and determine curriculum, on the other hand, because of the historical context described, policy-making is centered on an institution other than the university.

Key words: Policy-making, Development, Humanities, Cultural revolution

PROBLEM STATEMENT

The Islamic revolution was born with specific slogans and ideals. Part of these ideals was related to the field of science and the university. These ideals in slogans, the words of the Leader of the Revolution and his relatives manifested. In the thought of the leader of the revolution, "the university is the center of prosperity and, on the contrary, is the cruelty of a nation. The university should determine the destiny of a nation. Good university prospers a nation and a non-Islamic university retard bad university in a nation" (Sahife, Vol. 8, p. 61). The main goal of the Islamic Revolution was to meet goals of the Islamic Revolution.

Independence, freedom, the Islamic Republic is the most important slogans of the people at the same time as the Islamic Revolution meant that people demanded

independence and freedom in the shadow of Islam. The higher education system was one of the most important areas for independence from the West. Curriculum such as politics, economics, sociology, and psychology were virtually empty of Islamic content. The general demand about Islamic science did not reflect on the contents of the lessons. The vast majority of humanities textbooks form Western theories. Some university institutions at that time had been modeled on American universities. Educational system, curriculum, recruitment and. were influenced by Western universities (Rahman Seresht, 1998: 146)

What was happening in Iranian universities during the years 1313-1357 was not consistent with the slogans of the revolution and the ideals of its leader and the situation of Iranian universities simultaneously with the revolution, the ideals and expectations of the leader of the revolution and other revolutionaries were very different. Universities in Iran were formed based on western patterns, and even the outline of the courses at universities was in line with American and European universities. This was especially true in the humanities. The reaction of the revolutionaries to this situation was to put forward the idea of the Islamic humanities. There should be major changes in the curriculum, university administration, and student and teacher selection.

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A: Policy makers
According to the existing documents, various institutions during the course of the policy were responsible for: 1) The Supreme Council of the Cultural Revolution, 2) government 3) The Islamic Consultative Assembly 4) Ministry of Culture and Higher Education.

In this research, only the decisions of the Islamic Consultative Assembly, the Council of Ministers and the Cultural Revolutionary Command will be reviewed.

Policy documents in the Islamic Republic of Iran	Permanent rules	Temporary rules
	Legitimate	Non-legislative
Constitution	*	
Document of future perspective		*
General policy		*
Overall program policies		*
Program law	*	
Ordinary law (approved by Parliament, approved by the ministers and the Supreme Council of the Cultural Revolution)	*	
Budget Law	*	

B. Policy-making methods
The policy-method in this period,
1. The bill was presented by the government and passed by the Islamic Consultative Assembly.
2. The Supreme Council of the Cultural Revolution independently ratified the law.
3. Approval of laws by the Cabinet of Ministers

APPROVED POLICIES AND ITS EFFECTS AND CONSEQUENCES ON THE DEVELOPMENT OF THE HUMANITIES

Policies adapted from December 1984 to August 1988, on the one hand broad implications for all academic disciplines and on the other hand, these policies had particular implications for the humanities.

- Law of the Board of Trustees: In March 1968, according to the unilateral article approved by the Revolutionary Council, the boards of trustees of all universities and institutes of higher education and research, both non-profit and non-governmental were dissolved and the duties of the Central Council of Universities and Institutions of Higher Education of the country and its secretary general, until the approval of the law of independence of universities and institutes of higher education and research temporarily to a trilogy of ministers of science, culture and art and advisory ministers in the organization of revolutionary plans and projects. The organization was replaced by the trilateral trustee board. From March 1977 to the end of 1990, after

39 meetings, the Board approved regulations on addressing all issues related to the recruitment, administrative, financial and organizational issues of universities and higher education institutions. The Law on the Establishment of Trusteeships of Universities and Institutes of Higher Education and Research was approved by the Supreme Council of the Cultural Revolution on 23/12/1367.

Article 11 of this law stipulates that until the trustees are formed in accordance with this law, they shall act in accordance with the former regulations. Despite the passage of this law in 1988, by the end of the year 1990, the trilateral trilogy continued to function. After the revolution, because of special circumstances of the revolution, about 13 years of law enforcement were stopped, and universities were concentrated and directly supervised by the Ministry of Culture and Education. This law after its implementation in 1990 was able to maintain and increase basic salaries and benefits of the faculty, attract and retain faculty members, the development of educational tasks, financial, administrative, and independent regulation of the universities, the centralization of the mandate and the transfer of further powers to the universities may play a role (Houshang Talebi and Mina Behian, Encyclopedia of Higher Education, pp. 1303-1306)

Some members are busy and lacking the opportunity and motivation to conduct and pursue affairs related to the university administration, regular meetings not to be held, failure to enforce parts of the rules of trusteeship committees, the transparency and uncertainty of the responsibilities of trustees, the similarity of the regulations and the organization of the universities, and the lack of designing the organization to follow the decisions of the trustees, it is a violation of the current law of the board of trustees of universities, which is intended to amend the existing law to amend them.

The Ministry of Science and Technology Research and Technology has conducted an interview with members of the board of trustees of universities. In this research, the problems of the board of trustees of the universities are as follows:
1. There are several independent and inconsistently effective references for the approval of the laws and regulations of universities and institutes of higher education and research. Their typical example is the existence of two legislative bodies, the Supreme Council of the Cultural Revolution and the Islamic Consultative Assembly in the higher education system. In addition, universities and higher education institutions should considered in their decision-making, delegate the government, ministries and other organizations such as the Ministry of Economic

Affairs and Finance, Ministry of Science, Research and Technology, the Ministry of Culture and Islamic Guidance, and the Organization for Management and Planning of the country.

These problems have made the responsibilities and powers of the trustees more limited in relation to the previous law, in some cases to the relevant ministries (science, research, technology and health, medical treatment, and medical education). On this basis, some say that the oversight and interference of these ministries in the internal affairs of universities has left no independence for the board of trustees.

2. There is not enough coordination between the law on the formation of trustees and other laws and base regulations and the executive bodies of the trustee. In other words, the relationship between the laws on the affairs of universities and other laws is not clear and explicit in some cases.

3. Some members of trustees do not consider the composition of these institutions to be suitable and they demanded a reassessment of the way in which these institutions are selected and revised.

4. Trustees do not have strategic roles and responsibilities. In other words, comprehensive planning and development of universities and higher education institutions as well as educational policies, their research, cultural and social issues are reviewed and approved by external organizations and higher education institutions do not have much authority over these issues.

5. The efforts of the relevant ministries to coordinate the approvals of trustees are among the problems. Because some members of the board of trustees believe that this does not take into account the nature and types of universities and prolongation of the approval procedures, as well as the lack of coordination of the approvals with the real needs. So, they consider trustees to be formalities and say that their decisions do not have the necessary administrative impact and as a result, members cannot use the available capacities and forces to improve the quantitative system of education and research.

6. The board of trustees of universities in determining their organizational structure and their specific organization in terms of restrictions imposed by external organizations, it cannot play their main role, and consequently, it is not possible to realize their intended goals and plans at the appointed time; and even at some times, the structure and rules of the universities are not approved according to their needs.

7. Due to the inclusion of general public hiring laws and regulations in universities, they cannot make the necessary plans to attract and employ expert staff.

Because these regulations create restrictions on the supervision and administrative capacity of universities and they cannot play an effective role in these cases. This inability will slow down or stop the executive operation.

Universities also do not have a meaningful role in the recruitment of their most important inputs, ie faculty members. Given that their scientific efficiency will have a decisive role in improving the quality and promotion of universities, higher choice can have direct and incremental effects on the realization of goals or on the delay of macro policies of higher education. There are also many problems in financial and trading matters. The lack of full allocation of the proposed budget, lack of funding in the form of aid, timely non-payment of credits, failure to fully implement regulations on financial affairs and transactional supervision of universities and, consequently, how the cost of credits allocated from the organization of management and planning of the country as well as special incomes, property sales and the maintenance of property accounts has also aggravated the problems of university administrators. They do not have sufficient authority to determine the level of receipts and payments of the relevant institutions in relation to the current economic conditions of the community. (Ministry of Science, Research and Technology website)

Trustees began their activities gradually since the beginning of the year 1370. Nowadays, about 70 universities, research institutes, colleges, research institutes and institutes of higher education and affiliated with the Ministry of Science, Research and Technology are covered by trustees. The head of all these trustees is the Minister of Science, Research and Technology, whose decisions are approved after the signature of the head of trustees which is the Minister. On the other hand, the Ministry of Science, Research and Technology with regard to its role in policy making, planning, prioritization, support, coordination, monitoring and evaluation, and in order to create unity of procedures and consistency of approvals, the Board has established the Coordination Council of Trustees. The council which is based in the ministry serves as the coordinating and expert arm of all of the trustees mentioned.

• Hold training courses on fronts: During the war, there was a chance that the university courses at the front were designed and implemented. At the same time, due to the impossibility of using training spaces in war zones, the amount of utilization of educational spaces decreased. Secondly, the duration of the implementation of the construction projects was longer. Third, the average length of students› education, both in terms of their presence on the

battlefields and in terms of the difficulties involved in the implementation of training courses, became more and more evident (Sayari, 1990: 54)

- Development of higher education in different parts of the country: This policy was applied to generalize and facilitate higher education, especially covering deprived areas of the country. It provides equal educational opportunities through the application of quotas policy in the student admission test. In the March 1984 resolution, the Supreme Council of the Cultural Revolution called for a quota for students in deprived areas. Although this policy led to the attraction of a large number of deprived people, due to the lack of medium-term education, these categories of admissions have led to inadequacies in academic education.
- Planning to provide and train faculty members through the establishment of a teacher selection system and the application of scientific and ethical criteria for the selection of faculty members.
- Development of graduate courses (MSc and Ph.D.)
- Concentration of educational planning in order to equalize the indicators of skill and effectiveness of planning focus in the event that the development of indicators is kept to a minimum, it could have been more effective. Because in the latter case, while paying attention to the minimum quality, centralized educational planning could be the basis for the growth of universities.
 Legal bill for the integration of some universities and higher education institutions, on the other hand, it provided the desired use of dispersed academic facilities, on the other hand, led to the removal of some disciplines.
- Improving the distribution of higher education units through the integration of smaller institutions and the creation of university complexes in order to maximize the use of existing facilities.
- The law on the use of service out of office-time of membership of faculty members and non-academic members who compensated for lack of faculty deputies on the other hand, due to an increase in teaching hours, faculty members dropped from teaching to 16 to 20 hours per week 4. During the period under review, the higher education expenditure index has fluctuated from 0.4 to 0.49% relative to GDP which was at the decreeing level in comparison with other countries. During the same period, the funds allocated to the higher education sector increased from 55 billion rials in 1362 to 108 billion rials in 1367, indicating an average annual growth rate of 14.5 per cent. In the field of civil engineering activities, during the survey period, between 21% and 24% of the total amount of credits allocated for civilian development has been consumed.

ESTABLISHING TARBIAT MODARES UNIVERSITY

Tarbiat University was founded with the aim of scientific independence from the West, the training of the professor in the interior and the need for the sending of students abroad. The statute of this university was written in 1360 under the name of Tarbiat Modarres School, and in 1364 the Cultural Revolutionary Council approved the establishment of Tarbiat Modarres University.

According to the article of a university statute, the goal is to train specialist staff to teach at universities and higher education institutions.

FORMATION OF SAMT ORGANIZATION

The goal was to make the organization in the field of humanities, especially in terms of linking them to Islamic issues, to develop appropriate textbooks for universities. At the time of the closure of universities, one of the major discussions of the Cultural Revolutionary Committee of that day, it was based on four major pillars:

1) program, 2) professor, 3) student, 4) book, and for each of these four pillars was put into action. It was founded on the development and publication of academic books at the University Publishing Center and, as we know, it has been a significant activity so far has filled up many gaps. But since our Islamic revolution is in the cultural revolutionary foundation and in the cultural revolution, the major contribution is to the humanities, on 1984/12/7 at the thirteenth session of the Supreme Council of the Cultural Revolution which replaced the headquarters of the Cultural Revolution and the issue of establishing an independent organization called the Organization for the Study and Compilation of the Humanities Books of Universities (the position) was adopted in importance, for this purpose, in the field of humanities, especially in terms of their association with Islamic issues to compile basic books such as the basics of Islamic economics, the foundations of Islamic law, Islamic politics, the philosophy of politics and.as well as textbooks for universities.

The organization, called the "Organization for the Study and Compilation of the Humanities Books of Universities", which is termed "Samt" after obtaining legal permissions, since the middle of 1984, as one of the organizations affiliated to the Ministry of Science, Research and Technology, he began his activities only

with a million Tomans donated all through the blessings of Imam Khomeini.

From the beginning, Dr. Ahmad Ahmadi has been the chairman of the organization. The budget of the organization is provided by government, public funds, books and specialized activities.

TAKE LOOK AT THE MOST IMPORTANT ACTIVITIES OF SAMT ORGANIZATION

- The formation of 36 specialized departments since the beginning of the establishment to manage the production of scientific academic content in various fields of humanities and Islamic sciences;
- Production of scientific content over 2020 as the basic textbook, syllabus and academic comic book based on the specific process of producing scientific content;
- Editing and preparing 2030 book titles with the specific purpose of editing content, literary and technical;
- Compilation of 176 titles of ESP in all academic disciplines (both human and non-human sciences) in accordance with Islamic and indigenous values;
- Evaluation and assessment of more than 4,400 original designs including compilation, compilation and translation in the field of human and Islamic sciences;
- Concluding more than 2310 contracts of book writing, compilation and translation in the field of human and Islamic sciences;
- Reprinting more than 500 book titles per year with an overview and at least 15% of it;
- Supply more than 38 million copies of the book to the academic community at a price of one to two thirds and three-fifths of the market price to the academic community;
- Scientific communication with more than 2,500 educated, professor of university and field in various fields of Islamic and human sciences;
- Establishment and formation of the "Research & Development center" in order to research in the field of production and standardization of the academic resources of the humanities in three research groups that have been upgraded to the Research Center on 8 November 2016,
- In accordance with the missions assigned to the "Samt" in international affairs, the 28 JI agreements were signed with the universities and scientific centers of Afghanistan, Tajikistan, Azerbaijan, Germany, Russia, Iraq, Lebanon, Syria, Turkey and China;
- Writing and translating 36 titles of academic books and basic humanities within the framework of cooperation with academic and research centers of other countries (17 titles in Russian, 8 titles in English, 16 titles in Arabic, 3 titles in Azeri, 3 titles in Chinese and 1 in Urdu);
- Preparation, compilation and printing of 18 titles of educational books and teaching aids for Persian, Iran studies, Islamic studies, and Oriental studies in other countries;
- Printing 59 books and donating tens of thousands of copies of its books to libraries and universities of Afghanistan. To date, in line with scientific and cultural cooperation with Afghanistan through providing academic resources and supporting the works of Afghan professors, given the common language and language with Afghanistan;
- Active presence of the "Samt" organization with the goal of informing, culture and marketing its works and products, on average annually in two international book exhibitions including participation in international exhibitions of books of Afghanistan, Turkmenistan, Russia, Lebanon, Britain, Turkey, Germany (the "Samt" in its long-term program is determined to make its presence more important in international exhibitions);
- Investing and providing physical facilities, hardware and software, and equipment for work development whose costs were allocated from the organization's revenue and had the lowest reliance on the state budget;
- Training tens of expert and specialist in editing, preparing and producing a university book; (site for Samt organization)
- Revision of the Academic Jihad Constitution: After the conversion of the headquarters of the Cultural Revolution to the Supreme Council of the Cultural Revolution, the constitution of the University Jihad was revised on 11/9/1365 and by deleting the task of participating in the management of university administrations and emphasizing the pursuit of cultural and research activities to Islamize the universities. (Zakir Saleh, 2009: 83)
- Establishment of the Statute of Semi-Higher Education Institutions and Distance Education: Distance Education was suspended in Iran between 1996 and 2009. The statute of the university was approved by the Supreme Council of the Cultural Revolution in December 1365, and in 1366, after a long interruption, Payam Noor University started its activity as a representative of distance education. In this university, textbooks are self-study books (Kazemi, 2004: 23). These types of universities can be promising to offer equal educational opportunities. There is a great opportunity for people who do not have the facilities and the ability to take advantage of in-class training.

During these years, a high percentage of all students in the country studied in a semi-face study, and a high

percentage of these students also studied in the humanities. Distance education is a kind of response to the needs of the community and in pursuit of social development and de-marginalization, can be promised. But it should also be noted that the expansion of distance education in Iran is also due to soft preconditions (such as communication patterns and legal environment, etc.) and hard conditions (such as equipment for modern technology, computers, the Internet and telecommunications) have problems. Since the inception of the universe, these universities have undergone a growing trend, but are still far from international standards and have not been able to adapt themselves to the third and third generation standards in the global environment and in terms of qualitative indicators such as student-to-faculty ratio, faculty pyramid, and the balance of development of major groups, it is difficult (Frostkhah, 2009: 309 and 308)

- Establishment of the Supreme Planning Council: After the creation of the Council of the Supreme Council of the Cultural Revolution, the Supreme Council of Planning was formed. In accordance with the resolution of the Extraordinary Council of the Supreme Council of the Cultural Revolution of 28/11/1984 for the planning and teaching of curriculum and editing and the adoption of educational regulations and regulations was made up of experts from the experience of universities for the following purposes:
- Creating unity and integrity in the higher education system
- Observe all rules and principles of educational planning, curriculum and research
- Establishing coordination in curricula, training regulations and training of human resources
- Establishing a relationship between decision-making bodies and executive agencies
- Updating curricula and adapting to the social and economic needs of the country (Noruzadeh et al, 2006: 74)
- Adoption of the General Regulations of the Establishment of Higher Non-Governmental and Governmental Institutions by the Cultural Revolutionary Council in 1985: The headquarters of the Cultural Revolution between 60 and 63 did not establish the establishment of higher education nongovernmental institutions as their priorities and policies and, just in case it was created for the establishment of Islamic sciences, with special circumstances, it allowed the establishment of nongovernmental organizations (Akrami, 2004: 50). But in subsequent years, in order to meet the community's demand for higher education, the Code of Institution for the establishment of non-profit

non-governmental higher education institutions was approved by the Supreme Council of the Cultural Revolution. After the approval, several non-governmental non-profit universities in the country established. In the meantime, Islamic Azad University with its own grant of 99 percent of non-state students found unique conditions. This university has been able to compete with state universities by expanding its units in different parts of the country and increasing the number of students. It should be noted that the Islamic Azad University, literally, was not a non-governmental university because it was heavily supported by high ranking officials, and this university was able to reach this stage using the facilities of the public sector and the public sector.

In the 60's, in addition to Islamic Azad University, Imam Sadiq University (AS), Shahid Motahari High School, Fatemiyeh Medical University Qom, Mofid University of Qom and Islamic University of Razavi, Mashhad, six non-governmental and nonprofit universities also obtained approval from relevant authorities. The most important reason for the non-profit universities is not generalized is found in the regulations establishing these types of universities.

Articles 2 and 14 of the Code lay down restrictions on the establishment of these universities. According to Article 2, one of the prominent clerics and one of the faculty members of the university are required to be assistant professors and higher in the Founding Board. Article 14 of the Regulation obliges the Ministry of Culture and Higher Education to consider financially all the facilities before establishing an institution and applicants must establish evidence of their ability to run an institution (Payandeh, 1372: 205 and 207)

THE CHALLENGES OF HUMANITIES DEVELOPMENT POLICY-MAKING IN THIS COURSE

This course coincides with the Iraqi imposed war on Iran. It is clear that some of the challenges were inevitable due to the economic, political and social situation. All the forces of the community were mobilized to win fronts. The first priority was victory in the war and the supply of basic human needs.

The economic sanctions, university politics, the migration of a group of faculty members abroad and hundreds of other issues have reduced the efficiency of the country's higher education system. In summary, the challenges of this course can be summarized as follows:

The number of decision-making authorities in higher education and their differences: the policy-making system of the modern university relies on the academic and collegial activities of the university based on the academic and institutional principles of the university.

One of the problems of higher education in this period is ambiguity in the institution of policy making in the field of science. Because the Supreme Council of the Cultural Revolution, based on its goals and duties, has a decision-making authority and policy in the field of educational, scientific and research, and, on the other hand, the Ministry of Culture and Higher Education, the Parliament and the Cabinet of Ministers have similar allegations (Research project on barriers to scientific development of the country, Zaker Saleh, 2009: 96-95).

There is an inconsistency between some of the resolutions of the Supreme Council of the Cultural Revolution and the Islamic Consultative Assembly and it is clear that the duties of each of them on higher education issues are the result of the multiplicity of decision-making centers.

- Immigration of a group of faculty overseas: For various reasons, including revolutionary conditions, the selection of some of the university's elite abroad has been immigrated.

On the other hand, there is a shortage of applicants for membership in specific fields, disproportionate distribution of faculty members at university level, reducing the proportion of faculty members in both the faculty, which all led to the over-teaching of the faculty, reduced the quality of education.

The difficulty of maintaining the training staff and motivating them to study and attract them to the new faculty due to the lack of financial needs and the problems caused by the multiplicity of the payroll system in the public sector and the inappropriateness of the specialist staff in the public sector and nongovernmental education was another part of the faculty problems of universities in these years.

- Transfer of curriculum, educational, higher education management out of universities: (Research Project on Barriers to Scientific Development of the Country, Zaker Salih, 2009: 84)
- The lack of a country's employment profile based on medium and long-term planning: the lack of clarity of employment policies on the one hand and the lack of readiness of most graduates for productive and useful employment have led to an unnecessary influx of alumni to enter universities and higher education institutions and creating social pressure for a small amount of higher education development without providing sufficient facilities.
- Lack of attention to human resource development programs as the basis for development programs at policy, planning and allocation levels
- The inadequacy of the investment made for higher education development
- Reducing the per capita cost of higher education (at current and constant prices) in the final years of the desired period
- Excessive build-up and educational facilities
- Longer implementation time of construction projects and timely non-operation of physical facilities

Out-of-monitor and non-coordinated activities of the Office of Administration and Recruitment of the country and Islamic Azad University in the field of higher education

- Adoption of a student over the capacity of the faculty and the ability of the faculty in the higher education system
- The proportion of the recruitment, administrative and organizational regulations of the department to the requirements and specific requirements of higher education and academic research
- The lack of planning, budgeting, evaluating and developing development plans in most universities and institutes of higher education and headquarters
- Lack of proportion between the number of native and non-native students, as a result of the intensification of student immigration and the severe shortage of student dormitories and other amenities
- The proportion of the development of higher education institutions and institutions with the requirements and facilities available. (Sayari, 1990: 54 to 56)

CONCLUSION

In general, Iranian universities lacked two basic features of modern universities, namely organizational independence in policy and management, and academic freedom in education and learning. Granting autonomy to universities is a principled policy to increase accountability, accountability and stability. Protecting university autonomy and not turning it into a focused organization is not easy. On the one hand, universities and the scientific community insist on independence, and on the other hand due to economic problems and centralized structure, the need for universities to receive state funding is increasing every day in this period due to the social and political situation and the Iranian economy did not have any practical freedom to choose the staff and students, determine the content of the curriculum, the freedom to allocate funds, and so on.

Concentration: In these years, the Ministry of Culture and Higher Education needed strong power to carry out extensive responsibilities. From 1360 to 1368, universities were centrally governed by governments. In the early years of the revolution, the intention of the country's higher education policymakers was to concentrate on making decisions on major processes of higher education institutions such as student and faculty recruiting, resource allocation and educational planning at the center of power. (Rahman Seresht, 1998: 145)

Attention to the issue of educational justice: supporting and supporting the poor and resistance to aristocracy was an important intellectual element of the course. Government interference in various social fields, including university, emphasis on social justice, the explicit opposition to privatization and the removal of subsidies was one of the plans of Mir Hossein Mousavi's government.

Lack of paying attention to the issue of internationalization: In this period, use of study opportunities, attending seminars abroad and. for faculty and students, there was a lot of ceremonies that limited the presence in international meeting.

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