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Classroom-Oriented Higher Education System or Workshop-Oriented Higher Education System (Based on Cost & Economic Approach)

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Abstract

The most important goal of each society, is to reach economic development. As the goal and agent of development, man has got an important responsibility, which responsibility is realized by way of education, specially higher education, because the universities are the main factors for progress, production of knowledge and education of specialized human forces and they play a significant role in management of knowledge production. Taking into consideration the scientific and economic status and the international situation, today, the universities face big challenges, and in this paper we are going to address the issue of pathology of higher education in Iran and consider the failure of paying attention to the style and quality of holding classes, i.e. mere attention paid to those educations that are carried out in the classes in a cliché form (classroom-oriented method) instead of managing the workshop-based classes, as a serious damage in shaking the higher education structure. In this essay, we will address the issue that the training method in the previous decades has been in the form of discussion, workshop-based, and with the goal of development of thought and skills. But today, teaching is based on the professors speaking alone and lacks a discussion environment and challenging the pure theories. So, the ability to develop skills and the opportunity for thinking have been negated and this means the science is not turned into skills, and the existing gap between science and technique and more fading of the industry-university relation. At the end of this paper, I have to mention that, by modernization of the educational approaches of the previous centuries, that were accompanied with emphasis on development of thought, skills and workshop-based classes, we can find the proper position of the know-how in industry and then establish a reciprocal relation between industry and university and turn the knowledge into technique and technique into wealth and expect the improvement of relation between industry and university and increasing the efficiency and effectiveness of education at the universities and even answer the conventional question that "which one is better, knowledge or wealth"

Keywords: Higher Education System, university-industry, Classroom-oriented, workshop-oriented, development of thought and skills.

1- Introduction

Development is defined as the interaction between new thoughts, ideas and ideals and the older structures that lead to the formation of newstructures and institutions. According to this definition, the pushing force behind the development of new sciences consists of new ideas and thoughts. Therefore, universities play a key role in developing countries, since they have now changed into important institutions which are capable of developing the countries by investing in human resources as the most significant factor of the economic growth through production and scientific achievements. This is why most developed countries and, with little delay, developing ones have given priority to higher education in order to respond to their social demands and make suitable adjustments. Most of the problems faced by the higher education system in the past were intrinsic, but today, universities are more in contact with the outside world due to the advances made in information technology, and thus are more exposed to the worldwide risks. It is, therefore, necessary to look at the higher education in a challenging approach, as it is essential to carefully consider the contents and quality of instruction to replace the habit of memorizing, which is among the several threatening factors that challenge the higher education system, with skills and a workshop-oriented system, and this constitutes one of the greatest challenges of higher education today. This is because our system of education is class-oriented which encourages memorization and only improves the student's general, and at times, professional knowledge without taking the skills and expertise into account. This method of instruction, therefore, which is class-oriented and ignores the workshop skills, only transfers the teacher's knowledge in time and disregards the encouragement of skills and the improvement of the student's personal capabilities in fields related to knowledge, skill and approach. In this article, we try to prove this theory by referring to the flourishing eras of the Islamic civilisation in the past to show that workshop-oriented higher education (skill-oriented) could be more effective at higher levels than the class-oriented one, and it could as well lead to improvements in industry-university relations by training the skills of the students, and therefore, removing some of the obstacles in the job market. Also there is a significant principle in medicine that says "Proper diagnosis is the start and the basis of treatment", and as the social scientists also say "Correct definition of the problem solves half of it"; of course, one must consider the importance of treatment in addition to the proper diagnosis and the definition of the problem. Our society is faced with many problems indeed since in a developing country like Iran, we should not forget the fact that development starts with scientific development. When science is improved, economics, politics and management follow suit as well. In fact, we may define the goal of instruction in a higher education system into four groups:

1. Increasing the general knowledge of the student.

2.Increasing his/her professional knowledge.
3. Increasing his/her general skills.
4. Increasing his/her expertise.

It is most unfortunate that in developing countries like Iran, as well as in some developed countries, the main objective of the higher education system is concentrating on the general or expert knowledge and ignoring the student's skills. This is to say that they mainly stress the marginal points and forget about the main topic. This, Of course, leads to a system that functions like empty nut shells; that is to say they mostly stress the class-oriented aspect of the higher education system rather than its skill and workshop-oriented significance. This indulgence creates the lost chain in industry-university relation because of which we are held back from economic development and creating a proper relation between our college graduates and the job market. The existing trainings do not provide the necessary grounds for the students and they graduate without acquiring the required skills. In addition, the existing trainings are not in line with employment and life, and they lack collective insight and cooperation. Therefore, the existing vacuum between the status quo and the ideal situation indicate the symptoms of disorders in teaching and learning processes. The point that I, as a researcher, notice most is the challenges facing a higher education system which ignores the student's skills and creativity by not holding workshops courses (skill-oriented) and instead merely emphasizing his/her increased general and professional knowledge by teaching the theoretical aspects and stressing memorization. This problem must therefore be paid attention to in universities, and considering the remarkable activities of the Islamic Open University and their accomplishments so far, they must take this challenge more seriously and become more aware of the applied aspects and the effectiveness of their activities in order to direct the educational system towards the workshop-oriented method which was prevalent in religious centres and in the past (at the time of flourishing Islamic civilisation), in line with their own objectives of increasing knowledge (general and professional), in order to improve their effectiveinstruction by containing this way of teaching in their university courses.

2. Literature of Review

2.1. History of Science and Culture in Iran

Iranian civilisation is one of the oldest civilisations in the world. Due to historical, musical, astronomical, literary sciences and advice and examples as well as the lifestyle of their great men, Iranians were considered among the most important people, and what caused this remarkable change in this old civilisation was the advent of Islam. Most Islamic and religious works as well as those carried out in other fields were created by Muslim, Iranian scientists. Literature, religious jurisprudence, Hadith, interpretation, speech, philosophy and mysticism were all formed in the early Islamic centuries. The Islamic laws and principles were founded by thousands of religious jurisprudents,

clergymen, interpreters, Hadith narrators and politicians. In the book "the history of Literature", "Edward brown" writes: "If you remove what the Iranians have written on these topics about the sciences which are generally known by Arab names, the best part of the related science disappears."[1]

1-"Bonyad-e-Hekmat-e-Islami ye Sadra" (1382) "Mullah Sadravafalsafeh ye Mo`aser-e-Jahan" (Mullah Sadra and the Contemporary Philosophy of the World"; The collection of Articles related to the Regional Seminar "SadraAmtalehin".

2.2. The Ancient Iran

A school was established in "JondiShapur" during the reign of the "Sassanid" where the philosophers and scientists studied and taught. This city was the scientific cradle of the State and collected books from the remotest corners of the world upon the establishment of "JondiShapur" Library. Other crafts and technologies like textile industry, pottery, and the advanced architecture of the "Sassanid" era were well-known along with the sciences of the time. Being situated on the crossroads of the old world, Iran made the presence of different religions, sciences and industries possible, and this fact points to the significance of Iranian sciences and civilisation in the ancient times.[1]

2.3. Scientific Changes in the Iranian Culture in the Past Centuries

The first and second centuries A.H. were the eras which marked the Renaissance and the flourishing of the scientific and spiritual achievements of the Iranians.[2] The second century A.H. was in fact the beginning era of compiling sciences and the opening of the doors of the Islamic world to the strong civilisations, and the presence of Imam Reza (Peace be upon him) in Khorassan enhanced this era in the Iranian society.[3]In the third century A.H., reputable libraries such as "Nuh Ibn Mansur Samani" were established in Iran and the clergymen enjoyed a high socio-political status in this era. The territories of "Neishabur", Bokhara", "Ray" and "Isfahan" were the cradle of the development of the Islamic sciences during the third and fourth centuries A.H., and great libraries of high importance were also established in the fourth century. The unique library of "Sâhabb. `Ebâd", which had an index consisting of ten volumes, is one of these examples. Providing a suitable ground for science in the fourth century A.H., and the existence of great men like "Mohammad b. Es'hâq", "Sheikh Saduq" and "Sheikh Tusi" turned the fourth century A.H. into a unique one. Different sciences like Hadith, astronomy, medicine, philosophy, speech, religious jurisprudence and the Koranic sciences developed in the fourth century A.H. Therefore, this century may be considered as one of the most notable ones in the Islamic civilisation. In that era when the entire world was surrounded by ignorance, there lived scientists like "KhâjehNasir al Din Tusi", "Rashid al Din Fazl Allah Hamadâni", "`Atâ al Molk Joveini", "Qotb al Din Râzi", "Kamâl al Din Hussein Behzâd"[4], and"Ibn Sina", who is remembered as the Prince of the

Physicians and whose books "Shafâ" and "Qânun" were used as references by European doctors and physicians.[5]The Golden Age of the Islamic sciences gradually started from the middle of the 8th century A.H. and reached its peak by the end of the 9th and early 10th centuries A.H.[6] Although in the following eras a shadow of decline was cast at times, but generally speaking Muslims achieved remarkable accomplishments in all fields of science The greatest and most hidden progress they made in the Middle-Ages

1. PirNiya, H,EqbalAshtiyani, A, &Aqeli, B (1384). "Tarikh-e-Iran" (The History of Iran).
2. Motahari, A "Khedmat-e-Moteqabel-e-Iran va Islam" (Mutual Service between Iran and Islam), P. 603.
3. Ja`farina, R, (1376) "Tarikh-e-Tashayo` dar Iran, Qom: Ansariyan Publications.
4. Ja`farina, R (1377) "Tarikh-e-IslamiAzPeydayesh-e-Islam ta Iran-e-Islami" (The History of Islam Beginning from the Advent of Islam Until the Islamic Iran), Tehran: "Andisheh ye Mo`aser" Cultural Institution.
5. Cohlman,w.e.The life of ibn sina. Albany : suny press.1974.
6. Ja`farina, R (1377) "Tarikh-e-IslamiAzPeydayesh-e-Islam ta Iran-e-Islami" (The History of Islam Beginning from the Advent of Islam Until the Islamic Iran), Tehran: "Andisheh ye Mo`aser" Cultural Institution.

was the soul of experiment blown into the body of the 12th century A.H. by the Muslims and whence the European dark ages experienced an amazing awakening. The spirit of research and studies grew among the scientists and gave rise to the formation of sciences and new professions and attracted the interested youth.[1]Following this era, in the 19th century, the first core of the modern higher education formed in Iran with the objective of learning the sciences, technologies and industries, with the establishment of "Dar al Fonun" School by "Amir Kabir". Thereafter, other schools like the School of the Political Science, the School of Agriculture, the School of Medicine and "Dâr al Mo`alemin-e-`Âli" were established.[2]

2.4. The Secret of Shining and Flourishing Islamic Civilisation in the Past Centuries

Considering the flourishing era of the Islamic civilisation and the existence of great men who are still remembered after hundreds of years, one might ask about the secret of this great accomplishment, and about the ways of teaching and learning in that time, etc. The answer to these questions is that it is not accidental that the Iranian nation inherits a scientific history and has raised brilliant scientists in this country, and possesses a rich Islamic culture This is because the ways of teaching in the past centuries and in the flourishing era of the Islamic civilisation was the same as it was at religious centres, and such reputation remained because of the remarkable qualities attributed to this way of teaching. There is no doubt that such brilliant scientific history is the consequence of practicing this type of

education which I am due to explain below.

2.5. Formation of Scientific Centres

The first step in establishing the scientific centres in Islam, which are named "Hozeh ye `Elmieh", was taken in "Medina" at the time of the prophet. The "Koran", which is sent by God, is the source of the knowledge which was founded at the times of "Imam Baqer" and "Imam Sadeq" (Peace be upon them). The students of the School of these two Imams benefitted from their presence and founded the other religious centres. The trend was progressing in different cities until the "Abbasids" era when great schools such as "Nezâmieh", "Dâr al Tarjomeh", "Mostanserieh", etc., were established in Baghdad and other cities.[3]The gradual trend of progress of the religious centres continued until "Najaf" Centre was established by "Sheikh Tusi", and other centres like "Jabal `Âmeh","Helleh" and "Shâm" were at work beside it and trained great scientists like "`AllâmehHelli" and "MohaqeqKaraki" who advanced the Islamic culture. Upon the coming into power of the "Safavids" kings, the great and unique centre of Isfahan is considered a true heritage of "Najaf" Centre which in itself is a landmark in the evolution of the Shiite scientific centres. In fact, the Iranian scientific centres expanded

1. Ghezzi,G.Education and culture .V.2.9,Fall and winter,1974.
2. RoshanNahad, N (1383) Enqelab-e-farhangidarJomhuri ye Islami ye Iran" (Cultural Revolution in the Islamic Republic of Iran), Tehran: "Centre for the Islamic Revolution Documents".
3. Kasa`ee (1364) Amir Kabir Publications, Second Edition, Vernan, K. (1371), Cambridge History of Science, Translated by Hassan Afshar.

from this time on. Despite the obstacles on its way of evolution, the most significant event in establishing the Iranian centres was the establishment and completion of "Qom" Religious Centre which played the same role as the "Najaf" Centre and marked the most significant spot of the expansion of the Shiite culture.[1]

2.6. Training Method of the Religious Centres

Religious centres have their own special system of education and possess remarkable qualities as they base their objectives on teaching the Holy Koran, prophetic Hadiths and narrations from the Imams and their ways. One of these qualities which constitute the basic method of teaching is learning with insight, pondering and logic. Sessions are conducted through debates and discussions in religious centres.[2]Debate is a special way of learning which has been used by the scholars since the old times. This method is carried out by asking questions as well as through debates and discussions to prove the rights and wrongs and remove doubts. Then, the scholars' mistakes are pointed out as the discussions further progress and the conversation goes on until they reach the truth. These discussions are valuable in learning and teaching and make learning easier as they remind, transfer and expand on what is already learnt and

evaluate them. Debates pave the way for better understanding of the concepts and improve the talents and capabilities of the scholars. They also increase the speed and precision in transferring data, instant assessment and the formation of talents and inclinations. They are also very effective in forming and strengthening group relations. [3]Therefore, the presented views are analyzed in this approach which not only improves the knowledge of the student but the required skills for reasoning are also encouraged. On the remarkable quality of the instruction method at the religious centres, "ShahidMotahari" writes: "The advantage of the scholars education in comparison with the other methods of teaching is that upon instructions, the scholars carefully study the lesson and then they discuss it with each other, write about it and simultaneously teach other lessons which leads to better understanding of the scholars themselves. The scholars at religious centres do not simply memorize the topics by rote, but they play an active role in the process of learning. They study before the lesson starts and try to distinguish the basic issues and preparefor taking part in discussions. By teaching the topics they have studied, they further deepen their own knowledge, and the difference between them and the university students lies in the same point. Scholars at religious centres learn deeply due to the special way of instruction, but the method of instruction at universities does not have the same quality. Scholars at religious centres study in depth and have the chance to think about what they have learnt and challenge the debates taught in class. So they remove the shortcomings of what they learn through discussions.[4] In addition, in line with teaching and learning at the centres, where the religious issues, alimony, and the statement of topics related to practical laws, etc. are involved, the scholars do research. Benefitting from deductive methods, reasoning, discussions, questions and answers, debates, disputes and at higher

1. Ghanimeh, A (1372) "Tarikh-e-Daneshgahha yeIslami" Translated by Nour Allah Saha`ee, Tehran; Tehran University Publications.
2. Raveshe amozesh dar hozeye elmie.magale hoze,shomare 51,safheye 38
3. Zavabeti, M (1387) "PazhuheshdarNezam-e-Talabegi" (Research in the Scholarly System), P. 182 – 186
4. Shiveye amoozeshe hozavy,Majale noore elm,shomare 5,dore 4

levels, jurisprudence and qualification for religious leadership are among the applicability of research at religious centres. Therefore, it might be said that the style of teaching at religious centres have been based on teacher-student relations since the old times and the active presence of the scholar is required. Classes are not held passively, and the scholars' presence creates a better ground for the better understanding of the topics as their participation assists to learn the lessons in a deeper manner. When students take part in the process of instruction, questions are asked which may provide a ground for better thinking.[1] Therefore, with such a

style of teaching which is used at many scientific centres and universities in the world, the points of ambiguity in textbooks are removed and creativity is encouraged and this serves as an example for facing new challenges. This method of instruction is what has been used for many centuries and at the summit of the Islamic civilisation. Today, such system of education which is workshop-oriented (skill-oriented or two-way) is being carried out in contrast with the class-oriented education (stereotype and one-way).

2.7. Class-oriented Method of Teaching (Stereotype or One Way)

Despite the fact that universities are considered among the important organizations through which culture, knowledge, skill, etc., are transferred and the method of conducting classes matter, but in recent decades we are witnessing lessons conducted in the class-oriented manner; a teaching in which the teacher is the sole talker presenting the information and data, and the student, who is the subject of training, is a passive listener memorizing the subjects.[2] In this method, teachers transfer pure theories to the students by explaining the topics, with the students taking no part in the process of learning and teaching, or at the most, playing a very minor role in it. In these traditional, stereotype classes, there is no incentive to challenge the instructed materials nor is there room for criticism, and the student only suffices to learn them by heart with no practical use, and thus thestudent remains detached from research and studies and his/her creativity is not encouraged and he/she loses his/her interest in independent thinking and skillful creativity as the teacher is thinking instead and presenting the complete topics (solutions and answers).[3] In this respect, "OstâdMotahari" states that the student's brain should not be mistaken with a store room, as the goal is improving thinking.[4] In this method of instruction, the instructor seems to have forgotten that transferring knowledge is just one of his/her missions and that of the university, while he/she is supposed to make room for discussions and debates as well as analysis and considering the different aspects of the topic following the instructions. The instructor must not deny the students the chance for thinking along with creativity, and he/she muststop teaching mere theories and encourage the students' skills together with their knowledge. At the same

1. Kabari, A. Pishineh ye Dabeshha ye IslamidarHozehha ye `Elmieh (History of Islamic Sciences at the Seminaries", P. 13.
2. Ahmadian, M and AqaZadeh, M (1380) "Rahnamayeraveshha ye Novin-e-Tadris", "Ayish" Publications
3. Silver, j. G.et al (1372), "BarnamehRizi ye DarsiBarayeTadrisvaYadgiri ye behtar" (Planning for Better Teaching and Learning), Translated by Gholam Reza KhubiNejad, Mashhad: "Asta-e-Qods-e-Razavi".
4. "Khakban", Soleiman, "Asibshenasi ye Nezamha ye `ElmiTarbiyati" (Disorders of the Scientific-Educational Systems), P. 34.

time, the students are not instructed to encourage their skills to become skilful personnel. This is because we are constantly trying to increase the students' knowledge instead of improving their skills. Class-oriented method of teaching is mostly following the principle of "certainty" which is based on the idea that for each question, there is only one possible answer and the rest are wrong. Therefore, education becomes prescribed and imposed and becomes limited to a restricted space and so discourages the possibility of making new moves and attempts.[1] On the other hand, it seems that the stereotype response of the students causes discouragement. They regard the outcomes of research as fixed and unchangeable, whereas the research outcomes are constantly changing and being modified, and such a picture of science leaves no room for studies and research and kills the love and incentive for studying, in the student. [2] It may therefore be said that the main objective of this way of teaching is the transfer of knowledge from the centres that produce science to the students, and of course, this way of teaching takes away their ability to understand the new problems and solve them. This happens while the societies are constantly changing and we are faced with new problems every day and need new solutions, and the students who have been raised with this method lack practice in confronting with challenges and problems and their creativity, thinking and skills are not encouraged and no doubt, they will not be able to solve the new problems.[3] This system of education with these qualities is the least effective and has little chance of producing and improving science as well as the general and professional knowledge.

2.8. The Method of Workshop-Oriented Instruction (Skill-Oriented or Two Way)

In contrast with the class-oriented system of training, there is the workshop-oriented system in which the instructor is not the sole talker and plays the role of a guide and facilitates the learning process by trying to make the students take part in discussions and make them act up to their potentials.[4]Learning, in fact, is here aimed at developing the skills. In this method, the student is not just a passive listener and is being given a chance to develop his/her skills by personal initiative.[5]Participation in the process of teaching and learning gives the student the chance to practice exactness in his/her learning and provides an opportunity for the student to challenge his/her learning and improves his/her creativity through which he/she becomes capable of thinking of new ideas, theories, anticipations as well as production of new things and revisions in sciences and other fields.[6] Teaching in such an atmosphere can make theories and

1.Hesabi, M, Roshd Magazine, Primary Education. No. 2.
2.Ravan, A, "Roshd-e-Amuzesh" Magazine, P. 11.
3. "Khakban", Soleiman, "Asibshenasi ye Nezamha ye `ElmiTarbiyati" (Disorders of the Scientific-Educational Systems), P. 34.

4. GolGavand, F (1386) "Moqayeseh ye Ta`thir-e-Ravesh-e-Tadris-e-Fe`libaRavesh-e-TadrisMobtani bar Ekteshaf (Comparison made between the Present Method of Teaching and the Method based on Research and Discovery), P. 8.
5. Torence, P., (1375) "Este`dadhava Maharatha ye KhalaqiyatvaRahha ye AzmunvaParvaresh-e-An" (Creative Talents and Skills and How to rain them), Translated by Hassan QassemZadeh.
6. Doris, C (1378) "Amuzesh-e-Raftar-e-KhallaqvaEste`dadha ye DerakhshandarDaneshAmuzan" (Teaching Creative Behaviour and Talent in Students), Translated by MojtabaJavadian.

concepts realize in the frame of action. This is the most important goal of teaching, that is to say "concept teaching skill".[1] Acting without thinking is corruptive and pushes one away from his/her goals. At the same time, science without action only piles up theories and views in brain and does not improve the quality of instructions at higher education level.[2] Students must put into practice whatever they learn and know theoretically; that is to say, they must turn the subject science into a practical one in order to make a link between what they know and the expected action.[3]The instructors, in fact, must try to teach with regard to the application of the subjects in the real world, so that the students may use them on different occasions in life and at work. The class atmosphere makes it possible for the student to look at things in a critical manner and think and ask questions in accordance, because knowledge comes with asking questions. The chance to ask questions and challenging the topics and analyzing them and thinking about them teaches them the correct way of thinking.[4]In fact, one of the major objectives is teaching how to think critically. It is expected from the students to have their own views on different subjects and be able to criticize and analyze topics in different fields, and the prerequisite to get to this point is the start given by the university so they practically learn how to express their opposite views, and how to communicate and take part in discussions. In a statement from the prophet, Dr. Sahriati writes: "The most needed element in a revolution is a revolutionized mind, insight and way of thinking." Shariatmadari writes: "In the process of education, basic skills of thinking, observation, experimentation, discussion and dialogue as well as collecting data are all acquired in the process of solving the problemand this happens in a teacher-student relation.[5]Therefore, the instructors must find a way to divert the students' thinking and direct it towards a more productive path.[6] By encouraging group work and a mutual relation between the teacher and the student, a chance will be provided for the teachers to encourage the students' talents in this approach, so the field most related to the students' talent is identified and the ground for extra studies and activities provided. On the other hand, one might face the student with a challenging situation. Studying policies in this

approach must be programmed in a manner to let the students be encountered with a new and uncertain situation and then direct them towards solving a problem. In this case, through practice and solving problems,the student gets experienced and his/her creativity and skills are encouraged and so he/she gets ready to face the next challenges and practical situations. This is because the student has practised how to apply his/her learning in class. In other words, the basic reward for learning is acquiring the ability to use our knowledge and go beyond the process of learning and move towards thinking. [7]Assisted by the workshop-oriented learning system (skill-oriented), we can get rid of the vicious circle formed at the universities,since as we know , our instructors teach the

1. (1384 – 1386), "Shiveh ye Amuzesh-e-Novin" (Modern Method of Teaching),"Ta`lim O Tarbiat" Seasonal Periodical, Research Centre of the Ministry of Education, No. 2.
2. Ya`qubi, A (1386), Roshd Magazine.
3. Hesabi, M, Roshd Magazine, Primary Education. No. 2.
4. Mazaya, E (1374) "AmuzeshvaParvaresh-e-tafakor-e-Enteqadi", Tehran: Samt Publications.
5. ShariatMadari, A (1374) "Resalat-e-Tarbiyativa `Elmi ye Marakez-e-Amuzeshi" (Educational and Scientific Mission of the Training Centres), Tehran: Samt Publications.
6. Ra`uf, A (1378) "YadDadanBarayeYadGiri" (Teaching to Learn). Tehran: Amir Kabir Publications.
7. Mohseni, A. "Vizhegiha ye Tadris-e-Fa`al" (Characteristics of Active Teaching), "Negah" Monthly Magazine, P. 5.

students and when the students graduate and become lecturers, the trend repeats itself. This is as if the instructors have forgotten their most significant duties which include the ever increasing strengthening of the relation between the industry and the university, and the only mission they consider for themselves is the mere teaching, instructing and transferring their knowledge. This is how one can practice thinking, reflecting and criticizing while learning as well as memorizing and comprehending the topics through class discussions and extra practice,and so improve his/her skills along with the general and professional knowledge. It must be pointed out that a scientific society has greater needs for the elite than for those who have merely memorized the theories and lessons.

2.9. Approaching the Workshop-Oriented System through the Link between the Religious Centre's and Universities

One of the reasons that we could not fulfill our goals in the higher education system in the past decades might be the gap between our way of teaching and that applied at the religious centres, during the flourishing Islamic era. Therefore, strengthening the relation between the religious centres and the universities and the union between these two institutions could certainly decrease some of the problems existing in

our higher education system and revive the teaching approaches of the past eras. Policies to unite the religious centres and the universities are stated by "Ayat Allah Khamenei" as follows: "Science and religion must move uniformly in the Islamic system".The unity between the religious centres and the universities does not imply that professional religious courses must be followed at the universities and college expertise at religious centres. On the condition that the religious centres and universities are linked and unbiased, they will assist each other and cooperate with one another. Science and religion constitute the two branches of one institution; one of these two is the religious centres and the other one, the universities. [1] In fact, one of the most tangible grounds for the closeness and cooperation of these two institutions is using the same methods for study and research;exchanging information, forming shared networks in research, giving data, exchanging students and instructors as well as greater correlations which can play a major role in the cooperation between the religious centers and universities. [2]Therefore, one of the policies which can rid us from a theory-oriented (class-oriented) system of education and push us towards a workshop-oriented (skill-oriented) system is greater relation between the religious centres and the universities, and the return to the ways of teaching in times of the flourishing Islamic culture and civilisation. By modernizing those methods in today's world, we can improve skills and increase the knowledge of the students and gain access to economic development and consequently strengthen the links between the industries and the universities. We must not, therefore, forget that the relation between the religious centres and universities is not the same as interfering in each other's realm of expertise, but the purpose is directing them towards a certain goal.

1. Khamenee,A.(1389)Resalat Magazine,p.2.
2. Delavar Pour Aqdam, M. "Chaleshha ye Vahdat" (Challenges of Unity), P.

2.10. The necessity for cooperation between the universities and the industries

In today's world, there are direct links between technological development and progress in different social, economic and political dimensions in every country, to the extent that one might say that technology is the basic factor for creating wealth, insight and capabilities in different countries and is considered a powerful tool in the national development. According to the definition given by Scop, technology consists of four basic elements: manpower, machinery, organization and information, and the interaction between these four elements makes growth and economic development possible. Among the four basic elements of technology, manpower plays a basic and central role. Using the best and the most modern machinery will not be possible without employing an expert and skilled manpower. This is where the important role of the universities is noticed, and the reason is that universities are in charge of training skilled

and expert manpower which in turn makes progress possible by applying its knowledge and skill in the arenas of production and industry. [1]

2.11. Improvement of the Industry-University Link through Workshop-Oriented (Skill-Oriented) Method of Teaching

Failing relations between the different industries and the universities was the constant subject of talking in the past decades. However, what we are witnessing today is their inability to make an effective relation between these two sections. There are certainly numerous reasons for this weak relation of which, one may be the inability of the universities to train an expert, skilled and creative manpower suited to the needs of the industry. Industry-university link is very important in making projects operational, and to accomplish this goal, improving and increasing the quality of college trainings is required. Universities must provide the grounds for splitting the science boundaries and put the training of capable, scientific manpower on top of their agenda to increase innovations and make the transfer between knowledge and technology possible.[2] In universities, the right way of doing research must be taught to the student, and he/she must be instructed to identify the challenges and worries of the industry in the shortest time and with the least cost, and solve them. Then, by applying the acquired knowledge in industry, he/she must make an attempt to improve this weak link. [3] The words of great men conclude the whole point in this respect: "Where there is no science, there is nothing, and the existing technology is borrowed from others."[4] Therefore, for a deep interaction between the university and industry and making the best of their mutual relation, we must definitely change the way the classes are conducted and consider the

1. Ghodrati,A.(1376)Zarorate Taamole Daneshgah Va Sanat,Paygahe Etela Resani Ye No Andishane Sanate Iran.
2. Shiri, M.&ZolfiGoli,M, "Pol-e-MovafaqBein-e-DaneshgahvaSan`at"(Bridge of Success between the University and Industry).
3. Saburi, A. (1385) "Tolid-e-`Elm dar Iran" (Producing Science in Iran), Seasonal Periodical "Siyasat-e-`ElmivaPazhuheshi ye Rahyaft", No. 38.
4. Maskun, Reza &HaqTalab, Ali. (1377) "Barnameh ye Melli ye Tahqiqat-e-Keshvar" (National Planning on Research in the Country), Seasonal Periodical of "Siyasat-e-`ElmiPazhuheshi ye Rahyaft", No. 18.

instruction method and the quality of the materials to be learnt in order to identify and train the individuals with an industrial outlook. This is to say that as long as the lessons, projects and theses are theory-oriented and disregard the needs and worries of the industry, and the instructors believe their duty is merely accomplished by teaching at the university with no regards for the thinking, skills and creativity of the students, by means of holding stereotype classes (class-oriented)

as before, we should not expect a strong bond formed between the industry and the university. In case we manage to direct the teaching towards the workshop-oriented method, and train skilled and expert manpower and follow the in-demand projects from the industry, and through scientific research at the university find the real source of the production problems to present suitable offers to the industry, then, on the basis of the newly acquired knowledge at the university we can benefit from the comparative advantages and at the same time, the university may take advantage of the financial resources and the industrial equipment in return and even acquaint the students with the industrial atmosphere by passing a training course in industry and face the existing daily challenges. [1] Under these conditions, economic development through stronger relation between the university and the industry becomes possible and the university will be assisted to take a real share of its own from the global science production market. In other words, when science and technology are intertwined in a country, the university and the industry join automatically. To realize this goal, it is necessary to adjust the contents of the offered courses and the method of teaching at the universities with the basic needs of the society, so the graduated student may learn a few notable skills to be useful in case he/she is employed in the industrial section. In addition, if the universities include industrial counseling in their courses, they will assist this process.

2.12. The Added Value of the Higher Education System

The criterion used to assess the education systems in the recent years is the added value. According to this assessment, the purpose of the added value in the higher education system is the value added to the education system. [2] Therefore, the quality in higher education may be defined by each of the elements of the system. When all the elements that constitute a system are considered in the assessment, the overall quality must be taken into account as well. The writer believes that one of the factors that could guarantee the better quality of the higher education system and its resulted added value is paying attention to the quality and the method of instruction and the manner of holding classes at the higher education level. If we manage to improve the knowledge and skill of the students in the frame of the workshop-oriented method of instruction, we may also claim a share in improving the quality of education, and because of this quality, notice a high added value in the higher education system.

1. Khaze`ee, Ali &Tahabi, Ali (1389), "ArzyabivaOlaviatBandi ye Mavane`-e-Ertebat-e-DaneshgahvaSan`at" (Evaluation and Prioritizing the Obstacles in Relations between the University and Industry), Seasonal Periodical of "RahbarivaModiriyat-e-Amuzeshi" (Leadership and Instructional management) The Open University, Garmsar Unit, Year 4, No. 2.

2. Mc Ginn,N.F.and Borden,A.M(1995).Franming Questions,Onstructing Answers:Linking Research With Education Poliy For Developing Countries,Cambridge.

So, through careful compilation of the instructional programmes and a different approach to the teaching methods, we shall eventually realize our educational objectives and speed up our success in reaching our economic goals.

2.13. The High Cost of Higher Education System Due to the Maintenance of Class-Oriented Instruction Method

Higher education as a consumptive and investment goods is demanded by people in all societies. The consumptive aspect of the higher education is manifested by using the teachings and instructions and having a real incentive to learn.On the other hand, postponing employment in the hope of getting a better job in future through studying is the investment aspect of the higher education. Due to creating a ground for consumption and investment, the higher education like any other item imposes some cost on the individual and the society. The obvious cost for the students is the university fees, and the hidden costs include spending energy, time and preventing one from earning income in case of being employed, and definitely the costs impact the society as well on a greater scale. In fact, in case our method of education is class-oriented with the above-mentioned characteristics, that is the payment of great sums of money with the objective of investing in the training of skilled manpower without paying attention to the improvement of skills, productivity and the quality of trainings, and without assigning the key social roles to the elite to achieve the developmental goals of the country, we merely incur high costs by damaging the national economy. Therefore, if we do not change our views with regard to our system of higher education, we will not only fail to fulfill our scientific objectives, but by wasting our resources, we will also get further away from economic development. This is to say that we have merely cared for the quantitative number of the students and wasted a great opportunity by training people with little capabilities and have wasted our time and that of the society by theorizing.

2.14. Which is better; Science or Wealth

Todaywith the speedy changes of science and technology in the world, the remarkable role played by the universities and the faculty as well as the students in the present social, economic and cultural structure of the countriespoint to the valuable scientific followed by productive activities which are the outcomes of knowledge and scientific research. With this introduction, we want to pose a very common question: Which is better; Science or Wealth? Then, with the assistance of the two formerly-mentioned systems of education (workshop-oriented or class-oriented)we begin to answer this question. In case of class-oriented education system (stereotype and one-way)

which failed to improve any skills in students and only made them memorize and theorize, the goal is mainly directed towards improving the level of knowledge and withholding the student from seeing the manifestations of these theories in the real world. This kind of science definitely cannot provide the ground for insight and one cannot gain insight by applying this kind of science at such level of insight and no doubt we will not succeed in changing technology into wealth either. What one can say here is that such science is of no use for any one and most probably under such conditions wealth is better than science. Ironically, if we could change our insight and change the present method and structure of education with instructional way of the past centuries and returned to the workshop-oriented system of education, then we could turn science into technology and again change the technology with wealth and benefit from it. As quoted, in comparison, from the prophet (Peace be upon him): "Al `Elm Kheir men al Mâl, al `Elm YahrSekva Anta TahrSâlemân." Science is better than wealth, science safeguards you, but it is you who safeguard the money."[1] Therefore, the science which is the outcome of the workshop-oriented teaching method is definitely better than wealth since by learning more science and the possibility of changing it with technology we might even gather more wealth, and today, not just in slogans but in the real outlooks of the world, they talk about changing power with science and insight; that is to say the replacement of science with brute force and capital, and focusing on "Science" in the national, regional and global relations and accrediting the science and technology in determining the global status and power of each country, and of course by science we mean the one which is the outcome of such training.

3. Conclusion & Disscusion

Improving productivity and economic, political and cultural advancements depend on the means of flow of science and information, and using information depends on the individual's quality of learning. Therefore, paying attention to the method of teaching and the higher education is very significant. Nowadays, actually, the era of the stagnant university with a class-oriented method of stereotype teaching which trains the manpower holding a certificate in hand looking for jobs has ended, and the universities must stop raising students who are not professionals and are impotent and lack creativity, with the class-oriented method of instruction which merely focuses on the augmentation of knowledge without encouraging the skills. Therefore, the higher education system needs a basic change in its curriculum and particularly in its way of teaching to solve such problems. This is because the universities can only solve the problems under the conditions of good quality education and research. One of the ways which may be used by the universities to improve their quality is the pattern we have already introduced which was the workshop-oriented method. This indeed is the modernized method of training at the religious centres and at the

time of the flourishing Islamic civilisation, which provides the ground for the encouragement of skills together with increasing the knowledge (general and professional) in line with today's needs, and it also attends to strengthening the industry-university relation and reminds us that the most important duty of the university is producing new science through education and ultimately applying the learned materials to the real world. Therefore, the universities which are the main index of a country's progress may provide the ground for the positive competition between the other

1. "TasnifGhara al Hekam", P. 48.

countries by moving towards the workshop-oriented system of education and direct the student towards thinking and acting and let the instructor guide the student'sway of thinking. This means that the higher education needs to get out of its memory-oriented state and must be pushed towards workshop-oriented (skill-oriented) direction to be able to solve the problems of the education system and succeed in this way as the custodian of training the skilled and professional manpower at a high level to improve their knowledge (general and professional) and skill (general and professional).It must be considered that the universities which disregard the quality of education and let memorization overcome creativity and innovation are regarded as obstacles for the growth of the higher education in countries.

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