

Characteristics and Educational Policies of Teymourid Educational Complexes in Greater Khorasan; with the Approach of Inscriptional Readings

Abstract

The purpose of this article is to study the position and function of schools and teachers in Greater Khorasan in the Timurid period and to assess the various information values of Timurid inscriptions. The importance of this article is due to the fact that less attention has been paid to the issue of schools, teachers and educational values of the inscription in the Timurid period in Greater Khorasan. The research method is library and documentary archives; moreover, an attempt has been made to increase the richness of the content by using documents, manuscripts and first-hand historical sources. The most significant questions of this article are how Timurid schools functioned what were the appointments and duties of teachers? What are the values of Timurid inscriptions? Research shows that the Timurids' attention to school construction, especially in Herat, led to the fact that "teachers" became one of the elite and efficient social classes. The presence of teachers in various social, political, religious and scientific fields had provided the basis for their empowerment and influence in various developments. The schools of this period are divided into four main categories according to the type of administration and their function. The conditions for appointing teachers and receiving their salaries depend on the type of school. Living conditions and receiving teachers' salaries were determined according to the type of schools, their function and orders issued by the court. In addition, the living conditions of teachers and how they received their salaries were a function of the type of schools; in addition, orders were issued by the court. This period also has a variety of religious and historical inscriptions and the content of the inscriptions of this period are significant in documenting the economic, social and religious performance of the Timurid kings.

Research objectives:

- 1- Investigating the function of educational complexes in the Timurid period
- 2- A comparative study of the differences and similarities between the educational complexes of the Ilkhanid and Timurid periods

Research questions:

1. What were the characteristics of the educational complexes between the Ilkhanid and Timurid eras?
2. What were the functions and characteristics of educational complexes during the Timurid period?

Keywords: Greater Khorasan; Herat; Teachers; Timurid Period; Timurid Inscriptions

Introduction

Greater Khorasan experienced one of its most brilliant cultural and artistic periods during the Timurid period. The adherence of the Timurid sultans, including Shah Rukh, to Islam and their interest in culture and art, as well as their devotion to scholars and elders, led them to strive for the flourishing of culture and art, especially in the city of Herat (Rahmokhoda, 2016: 100). One of the important cultural symbols of this period is school building. In Herat, especially in the era of Shahrokh (807-850 AH / 1404-1446 AD) and the period of Sultan Hussein Bayqara (861-911 AH), a large number of schools were established and provided the ground for the presence of teachers in various fields. The position and function of these schools and the manner of selection and appointment of their teachers, along with measuring the informational values of the inscriptions left in the buildings belonging to the Timurid period in Greater Khorasan are among the necessities of this research. The research method in this research is descriptive and analytical. The method of this research is archival and library and it seeks to provide additional information in the form of statistical tables while using the content of documents and manuscripts to further explain the subject.

Studies on the research background show that articles, books and dissertations have been written on the generalities of this subject. Among these articles is a research paper that Khazaei (2009) on the structure and role of Timurid schools while identifying schools and comparing them, recognizing the evolution of the structure and architectural decorations of Timurid schools in the Khorasan region (Khazaei, 2009). Tadayon and Ahangari (2016) in the article "Rethinking the quality of school-city relationship based on the socialization analysis of Timurid schools until the beginning of the fourteenth century" have pointed to the various functions of schools using the analysis of their architectural status. This article contains new points about the effectiveness of schools, the way of thinking of their creators and the social and religious function of teachers (Ahangari and Motadin, 2016). Among the studied books, Soltanzadeh (1985) in a book entitled "History of Iranian schools from ancient times to the establishment of the Academy of Arts" has described the history and some historical features of schools (Soltanzadeh, 1985). The books that have been written about the culture of the Timurid period have referred to schools and teachers in a way that can be referred to the book "The connection between politics and culture in the era of the decline of the Timurids and the rise of the Safavids" (Farahani's single, 2003), "History of political, social and economic developments and Iranian culture in the Timurid and Turkmen periods" (Mirjafari, 1996), "Herat in the Timurid era" (Mojtaba, 2010) and "Power, politics and religion in the Timurid era" (Forbesmans, 2013).

Several dissertations have been written about the educational system in the Timurid period. Zarnokhi (2011) in his dissertation entitled "Education in Iran in the ninth century AH (Timurids and Turkmens)" deals with the generalities of the educational system in the Timurid period and some opinions of teachers (Zarnokhi, 2011). Goodarzi Boroujerdi's Thesis (2011) "The educational system in the Timurid period" despite useful introduction to the status of education, has useful information about the content of the education system, school financing and some teachers (Goodarzi Boroujerdi, 2011). Ebrahimi Hafshjani in "Study of the endowments of the educational institution in the Timurid period" deals with the issue of the endowments of the educational institution and its effect on the growth and decline of education in the Timurid era (Ebrahimi-Hafshjani, 2014). In the final evaluation of the research background, it can be said that scattered information about schools and educational structure has been provided, but no written

information has been written about teachers, livelihood and teaching methods of teachers and related documents.

Conclusion

Studies of the cultural situation of the Timurid period show that in this period the construction of schools and educational complexes had a significant impact on scientific prosperity. The position of teachers in the Timurid period, especially in the era of Shahrokh and Sultan Hossein Bayqara, is one of the most brilliant historical periods in Iran due to the expansion of schools and their cultural policies. This presence has emerged in the context of various political, religious and cultural functions. Findings show that types of Timurid schools such as private endowed schools, royal endowed schools and non-endowed schools have a direct impact on the performance of teachers due to the variety of administration and endowment conditions. In addition, the living conditions of the teachers and the manner of receiving their salaries were also a function of the type of ancillary schools and their communications, which were usually carried out in accordance with the terms of the endowment letter and orders issued by the court. The types of functions of teachers have depended on the type of job and the nature of teaching. Teaching in religious schools, especially at high levels, requires religious knowledge at the level of a mujtahid, and in addition, it has strengthened ancillary tasks such as preaching and religious positions, such as accounting and judging the religious approach. The inscriptions of the Timurid period have historical, religious and mixed information values. This inscription, which is considered as the identity card of the building, also indicates religious and aesthetic thoughts, views, and tendencies. Reading these inscriptions helps to find the function of schools and their builders.

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