Survey about affection of devotion on the educational spaces forming in Iran in the Islamic period

Jamal aldin Mahdinejad1, Mahin Moghimi2

1- Associate professor, Shahid Rajaee university, PhD of architecture, Tehran, Iran, Email: Mehdinejad@srttu.edu
2- Master of art, architecture, Shahid Rajaee university, Tehran, Iran, Email: mahninmoghimi26@gmail.com

Abstract:
Increasing level of education and culture is one aim of benefactors for god sake and improvement of the society. This head is available with construction and devoting the educational centers with specifying sacred for supporting its building and human costs and steady activity of educational and cultural activity. The sacred has affected so much on foundation and continuous life of the institutions and economic, cultural and social centers and could have been caused effective movement in establishing schools and scientific and researching centers. It is natural that study and researching in this field could be appropriate guide for expanding the devoting culture and leading the facilities of the society toward preparing appropriate beds for education, research and the other similar ones.

You can observe with one glance at the appearance and skeletal texture of Iranian cities that donation element have had an important role in most of the urban components and elements which had a major role in the performance and life of urban life. Many of infrastructure and superstructure in complex biological have been built by people without the government’s duty to make them feel. However, in cases the governors had also a venerable role in the construction of such devoted collections throughout Islamic history of Iran. In addition that the devotion had many important social and economic functions in everyday life and urban activities was so important in organization and production of public urban spaces from the social and economic points of view. It can be viewed and tracked that the skeleton role of devotion was to create and construct from the smallest structural elements such as mosques, schools, public bathrooms, Cisterns, Saqakhaneh, lighting and little bazaars to forming and producing the biggest urban spaces like Bazaars and devotion collections. Most of the buildings with the function of public which also belong to cultural and historical heritage of an Islamic society were devoted. The survival of devotions in bed time should been searched in the great role of devotion.

Mostly the mosques were the teaching places in the first centuries and actually there was no other place for religious education until the late third centuries of immigration. Gradually by increasing the number of students who were come from far away to meet the professor in the first of fourth centuries and their need to residence, made many problems with interference between two educational and religious functions in the same building so it made obvious the need of constructing an independent building in this case some schools were constructed by the kings and benefactors in some cities such as Bokhara, Balkh, Neyshabur, Ghazne and some other. The Beyhaghiyeh School and Sadie school in Neyshabur were in this category which in addition to have teaching place had Chambers for habitation of students and devoted for supplying the costs of school. At first this personal schools were the professor’s house as a teaching place to his students. In this situation care and school administration was probably to someone who was also the establisher and also the teacher and it inherited a family tradition from generation to next generation.

Following the establishment of schools in fourth century, a turning Point was created in the life of students and in fact a kind of social insurance was prepared and it was because of the certain rights and once pension that devotion had made for them. In the fifth century when the Nezamiyeh Schools had Foundation, Nezam Almok stated that education is all free and even the students have regular fellowship to study. In Nezamiyeh Schools the teachers were paid a fee for their job and it was based on their information and Scientific grades. After establishing the schools and free education, devote tradition and extensive reformation of Ghazan Khan Period that resuscitate the economics of the country, construction of building that were for the use of generic and their benefits used for other construction of mosques and schools. In the will of these devotions for schools, every detail was determined such as educational program, the method of education and even the content of the lessons. In the wills of devoted buildings different functions had been determined. In addition of educational function and generic aspects and social functions, they specified a place for praying hall which sometimes it was not for generic use and the entrance of these spaces should have been separated for people and students access. And people could not get inside the school. In this way the student remained comfortable.

This tradition also followed in Tymuryan period but culminated in Safavid period. By Safavid ruling, the growth and development of Schools had new Motivation. One of the indexes of safavid Series that marked prodigious
social - political and religious developments in Iran was recognition of religion of Shi’a. Another development in safaavid era was the relative independence of Schools. The old tradition of devotion was a method for Schools to save their relative independence from court. The tipping competition between benefactors was too much in Isfahan in the latest of safaavid era that they had to look for lands in other provinces for devoting Schools and mosques.

Education in Ghajar period was mostly in school at the primary level and in scientific schools at excellent level that both of these two none governmental organizations were influenced by religious atmosphere to teach the religious sciences before constructing the schools in new style by the foreigners.

This research which has been studied in historical- descriptive format does explain about devoting and its effects on the educational and skeletal program of schools in the past. This study shows that most of the educational centers have been created by construction and devoting scientific schools and supplying the financial sources for their human and building costs and in Iran in Islamic period, extension of devotions led to lots and lots of efflorescence and most part of these devotions had a great income and this happening caused the efflorescence of educational and scientific religious structure of that era.

**Keywords:** devote; educational spaces; mosque-school; scientific schools.