

Islamic Teacher Job Description Al Noor

James Toth traces the life and thought of Sayyid Qutb, the Egyptian thinker and Islamist martyr branded by The New York Times Magazine as "The Philosopher of Islamic Terror." By returning to Qutb's writings, Toth draws a complex portrait of Qutb, one that moves beyond the cartoonish descriptions of him as the evil genius lurking behind today's terrorists.

Reveals the inroads of radical Islam in the West since the 1960s.

First published in 2003, Medieval Iberia: An Encyclopedia, is the first comprehensive reference to the vital world of medieval Spain. This unique volume focuses on the Iberian kingdoms from the fall of the Roman Empire to the aftermath of the Reconquista and encompass topics of key relevance to medieval Iberia, including people, events, works, and institutions, as well as interdisciplinary coverage of literature, language, history, arts, folklore, religion, and science. It also provides in-depth discussions of the rich contributions of Muslim and Jewish cultures, and offers useful insights into their interactions with Catholic Spain. With nearly 1,000 signed A-Z entries and written by renowned specialists in the field, this comprehensive work is an invaluable tool for students, scholars, and general readers alike.

Christian and Muslim schools have become important target points in families and pupils' quests for new study opportunities and securing a 'good life' in Tanzania. These schools combine secular education with the moral (self-)formation of young people, triggering new realignments of the fields of education with interreligious co-existence and class formation in the country's urban centres. Hansjörg Dilger explores the emerging entanglements of faith, morality, and the educational market in Dar es Salaam, thereby shedding light on processes of religious institutionalisation and their individual and collective embodiment. By contextualising these dynamics through analysis of the politics of Christian-Muslim relations in postcolonial Tanzania, this book shows how the field of education has shaped the positions of these highly diverse religious communities in diverging ways. In doing so, Dilger suggests that students and teachers' religious experience and practice in faith-oriented schools are shaped by the search for socio-moral belonging as well as by the power relations and inequalities of an interconnected world.

Philosophies of Islamic Education

The Transmission of Knowledge in Medieval Cairo

Voice of the Muslim Brotherhood

Elementary Education and Motivation in Islam

A Roadmap for Engaging Muslim Consumers

Christian and Muslim Schools in Tanzania

Encyclopaedia of Islam

Islamic schools, especially madrasahs, have been viewed as sites of indoctrination for Muslim students and militants. Some educators and parents in the United States have also regarded introductory courses on Islam in some public schools as indoctrinatory. But what do we mean by "indoctrination"? And is Islamic education indoctrinatory? This book critically discusses the concept of indoctrination in the context of Islamic education. It explains that indoctrination occurs when a person holds to a type of beliefs known as control beliefs that result in ideological totalism. Using Indonesia as an illustrative case study, the book expounds on the conditions for an indoctrinatory tradition to exist and thrive. Examples include the Islamic school co-founded by Abu Bakar Ba'asyir and the militant organisation Jemaah Islamiyah. The book further proposes ways to counter and avoid indoctrination through formal, non-formal, and informal education. It argues for the creation and promotion of educative traditions that are underpinned by religious pluralism, strong rationality, and strong autonomy. Examples of such educative Muslim traditions in Indonesia will be highlighted. Combining philosophical inquiry with empirical research, this book is a timely contribution to the study of contemporary and often controversial issues in Islamic education.

Can the contemporary Islamic finance movement be shown to meet the requirements of modern commerce? In the wake of the terrorist attacks on America the UN Security Council passed a resolution targeting transnational sources of terrorist funds. The United States and the International Monetary Fund are encouraging the governments of the Middle East to adopt policies of economic liberalism and a new type of capitalism, based on Islamic values and beliefs, is emerging.The aims of the book are:* to explore the political implications of the slow but steady accumulation of Islamic capital* to analyse the connections between Islamic finance and Islamic political movements in Middle Eastern and North African countries* to show that the commonly-perceived connection between Islamic finance and money laundering and terrorism is by no means the complete picture. Readers will learn to appreciate the various political contexts in which Islamic finance operates in the Middle East and North Africa and will acquire some understanding of its political as well as economic constraints. Hopefully possible misunderstandings about Islamic banking and finance will be corrected.The book is divided into two parts - part one is thematic and lays the ground for the country-specific case studies in part two (covering the Sudan, Kuwait, Jordan, Turkey, Tunisia and Egypt). The contributors include political scientists, economists and historians.Key Features:* A major topical issue* Written by the world's leading experts on Islamic Political Economy* Explores the connections between Islamic finance and Islamic political movements* Includes country-specific case studies

The study of Islamic education has hitherto remained a tangential inquiry in the broader focus of Islamic Studies. In the wake of this neglect, a renaissance of sorts has occurred in recent years, reconfiguring the importance of Islam's attitudes to knowledge, learning and education as paramount in the study and appreciation of Islamic civilization. Philosophies of Islamic Education, stands in tandem to this call and takes a pioneering step in establishing the importance of its study for the educationalist, academic and student alike. Broken into four sections, it deals with theological, pedagogic, institutional and contemporary issues reflecting the diverse and often competing notions and practices of Islamic education. As a unique international collaboration bringing into conversation theologians, historians, philosophers, teachers and sociologists of education Philosophies of Islamic Education intends to provide fresh means for conversing with contemporary debates in ethics, secularization theory, child psychology, multiculturalism, interfaith dialogue and moral education. In doing so, it hopes to offer an important and timely contribution to educational studies as well as give new insight for academia in terms of conceiving learning and education.

The relation between Islam and the West is the topic of an ongoing debate. The debate often leaves us with a choice between two mutually exclusive worlds: the modern West with its enlightenment and science and accompanying secular education, or else Islam and Islamic education, characterised by orthodoxy and tradition. In the hope of promoting dialogue instead of polarisation, the author, a philosopher of education trained in the West, searches for the ideas and ideals of education, schooling and learning within Islam. Wherever knowledge and learning have blossomed, education, schooling and teaching must have flourished, too. Which educational culture was part of the highly developed intellectual culture of classical Islam? Current-day modernist Muslim intellectuals take inspiration from this rich intellectual tradition of Islam. The perspective on the future of Islamic education in the modern context, in which the book results, utilizes their ideas. Hermeneutics, the theory of interpretation, is applied to the rereading and reinterpretation of the source texts of Islam. Hermeneutics also offers an inspiring perspective on an education that strikes the balance between tradition and enlightenment.

Salafism's Journey from Arabia to the West

Education, Politics, and Religious Transformation in Egypt

The Life and Legacy of a Radical Islamic Intellectual

Islamic Knowledge and the Making of Modern Egypt

Routledge Revivals: Medieval Iberia (2003)

Higher Education: Handbook of Theory and Research

Reforms in Islamic Education

An observatory and a lighthouse form the nexus of this major new investigation of science, religion, and the state in late Ottoman Egypt. Astronomy, imperial bureaucrats, traditionally educated Muslim scholars, and reformist Islamic publications, such as The Lighthouse, are linked to examine the making of knowledge, the performance of piety, and the operation of political power through scientific practice. Contrary to ideas of Islamic scientific decline, Muslim scholars in the nineteenth century used a dynamic tradition of knowledge to measure time, compute calendars, and predict planetary positions. The rise of a 'new astronomy' is revealed to owe much to projects of political and religious reform: from the strengthening of the multiple empires that exercised power over the Nile Valley; to the 'modernization' of Islamic centers of learning; to the dream of a global Islamic community that would rely on scientific institutions to coordinate the timing of major religious duties.

Published annually since 1985, the Handbook series provides an authoritative compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities.

Teaching, Responsibility, and the Corruption of Youth explores the notion of responsibility in a complex world focusing on practices of truth-telling, interculturalism and ethnocentrism, the sources of anti-Westernism, the end of multi-culturalism, the refugee crisis and the demands of global citizenship.

The little-known history of public school teachers across the Arab world—and how they wielded an unlikely influence over the modern Middle East Today, it is hard to imagine a time and place when public school teachers were considered among the elite strata of society. But in the lands controlled by the Ottomans, and then by the British in the early and mid-twentieth century, teachers were key players in government and leading formulators of ideologies. Drawing on archival research and oral histories, Teachers as State-Builders brings to light educators' outsized role in shaping the politics of the modern Middle East. Hilary Falb Kalisman tells the story of the few young Arab men—and fewer young Arab women—who were lucky enough to teach public school in the territories that became Iraq, Jordan, and Palestine/Israel. Crossing Ottoman provincial and, later, Mandate and national borders for work and study, these educators were advantageously positioned to assume mid- and even high-level administrative positions in multiple government bureaucracies. All told, over one-third of the prime ministers who served in Iraq from the 1950s through the 1960s, and in Jordan from the 1940s through the early 1970s, were former public school teachers—a trend that changed only when independence, occupation, and mass education degraded the status of teaching. The first history of education across Britain’s Middle Eastern Mandates, this transnational study reframes our understanding of the profession of teaching, the connections between public education and nationalism, and the fluid politics of the interwar Middle East.

Muslim Education Quarterly

Medieval Iberia

Strategic Islamic Marketing

Curriculum Renewal for Islamic Education

Islamic Education in Africa

An Encyclopedia

Da'wa, Discourse, and Political Communication

One of the most contentious topics in modern Islam is whether one should adhere to an Islamic legal school or follow scripture directly. For centuries, Sunni Muslims have practiced Islam through the framework of the four legal schools. The 20th century, however, witnessed the rise of individuals who denounced the legal schools, highlighting cases where they contradict texts from the Qurʾn or Sunna. These differences are exemplified in the heated debates between the Salafi ʿadʿth scholar Muʿammad Nʿʿir al-Dʿn al-Abʿnʿ and his Traditionalist critics. This book examines the tensions between Salafis and Traditionalists concerning scholarly authority in Islam. Emad Hamdeh offers an insider’s view of the debates between Salafis and Traditiionalists and their differences regarding the correct method of interpreting Islam. He provides a detailed analysis of the rise of Salafism, the impact of the printing press, the role of scholars in textual interpretation, and the divergent approaches to Islamic law.

In the wake of the 25 January revolution and the coup that followed in 2013, Egyptian bookstores recorded a significant increase in demand for books by and about the Muslim Brotherhood. However, despite the burgeoning literature on the Brotherhood, knowledge about the movement is still rather limited, particularly with regard to its most strategic tool – media and communications. This book offers a fresh and close look into the communication strategy of the group, focusing on published periodicals, biographies, and websites that represent the voice of the Brotherhood. The book analyses the core mission of the Brotherhood, namely its dawwa (call, invitation to faith) – how it is articulated and how it is defined by the movement as an ideology and a process. Have the media represented a coherent voice of the Brotherhood over the past decades? What can they communicate regarding the Brothers’ perception of the needs of their audiences? How have the media served to sustain, preserve, and distinguish the movement for nine decades? The book argues that the Brotherhood media speak with an intermittent voice and deliver an incoherent message whose tone is changeable and fluctuating and cannot be claimed to truly represent the heterogeneity of the group. Adopting an interdisciplinary approach that integrates Media Studies and Social Movement Theory, the book provides a fresh analysis of the Brotherhood movement as an interpretive community and will be a valuable resource for anyone studying Egypt or the Muslim Brotherhood.

Writing boards and blackboards are emblematic of two radically different styles of education in Islam. The essays in this lively volume address various aspects of the expanding and evolving range of educational choices available to Muslims in sub-Saharan Africa. Contributors from the United States, Europe, and Africa evaluate classical Islamic education in Africa from colonial times to the present, including changes in pedagogical methods--from sitting to standing, from individual to collective learning, from recitation to analysis. Also discussed are the differences between British, French, Belgian, and Portuguese education in Africa and between mission schools and Qurʿanic schools; changes to the classical Islamic curriculum; the changing intent of Islamic education; the modernization of pedagogical styles and tools; hybrid forms of religious and secular education; the inclusion of women in Qurʿanic schools; and the changing notion of what it means to be an educated person in Africa. A new view of the role of Islamic education, especially its politics and controversies in today’s age of terrorism, emerges from this broadly comparative volume.

This historical study transforms our understanding of modern Egyptian national culture by applying social theory to the history of Egypt’s first teacher-training school. It focuses on Dar al-Ulum, which trained students from religious schools to teach in Egypt’s new civil schools from 1872. During the first four decades of British occupation (1882-1922), Egyptian nationalists strove to emulate Europe yet insisted that Arabic and Islamic knowledge be reformed and integrated into Egyptian national culture despite opposition from British officials. This reinforced the authority of the alumni of the Dar al-Ulum, the daramiyya, as arbiters of how to be modern and authentic, a position that graduates Hasan al-Banna and Sayyid Qutb of the Muslim Brotherhood would use to resist westernisation and create new modes of Islamic leadership in the 1930s, 40s and 50s. Establishing a 130-year history for tensions over the place of Islamic ideas and practices within modernized public spaces, tensions which became central to the outcomes of the 2011 Arab Uprisings, Hilary Kalmbach demonstrates the importance of Arabic and Islamic knowledge to notions of authority, belonging, and authenticity within a modernising Muslim-majority community.

Global Perspectives on Teaching and Learning Paths in Islamic Education

The Lighthouse and the Observatory

Universities as Transformative Spaces for Sustainable Futures

Legacies for Social Change

Women, Education, and Science within the Arab-Islamic Socio-Cultural History

Shaping Global Islamic Discourses

The North American Muslim Resource Guide

This useful resource provides basic information about Islamic life in the United States. Coverage includes population statistics and analysis, as well as immigration information that tracks the settlement of Islamic people in the America. The guide contains contact information for organizations, schools, women’s groups, media, and student groups. Recent Islamic-American events over the past five years are also reviewed. To see the Introduction, the table of contents, a generous selection of sample pages, and more, visit the The North American Muslim Resource Guide website.

From a rationale of multiculturalism and a based on systemic approach grounded in the Arab-Islamic tradition, this book integrates history, education, science, and feminism to understand the implications of culture in social change, cultural identity, and cultural exchange. This Encyclopedia covers the full range of Islamic thought. It takes substantial note of contemporary trends across the Muslim world, and the material on historical Islam has contemporary reference.

In rich detail Jonathan Berkey interprets the social and cultural consequences of Islam’s regard for knowledge, showing how education in the Middle Ages played a central part in the religious experience of nearly all Muslims. Focusing on Cairo, which under Mamluk rule (1250-1517) was an intellectual center with a complex social system, the author describes the transmission of religious knowledge there as a highly personal process, one dependent on the relationships between individual scholars and students. The great variety of institutional structures, he argues, reflected educational efforts without ever becoming essential to them. By not being locked into formal channels, religious education was never exclusively for the elite but was open to all. Berkey explores the varying educational opportunities offered to the full run of the Muslim population, women, and the "common people." Drawing on medieval chronicles, biographical dictionaries, and treatises on education, as well as the deeds of endowment that established many of Cairo’s schools, he explains how education drew groups of outsiders into the cultural center and created a Muslim cultural identity. Originally published in 1992. The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts, but with new introductions and other important books while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1897.

Politics of Islamic Finance

Radical Islam in America

Sayyid Qutb

Islamic Education and Indoctrination

The Development of Policy Toward Islamic Institutions in Israel

Islamic Reform in Twentieth-Century Africa

Learning Morality, Inequalities, and Faith

Focusing on HRM developments in thirteen developing countries across Asia, Africa and the Middle East, this book explores the contextual functions of HR in these countries. In addition, it analyzes the more general issues of HRM in cross-national settings to give readers an understanding of HR that is both comparative and contextual. Covering the policies and practices of China, South Korea, Taiwan, India, Nepal, Pakistan, Iran, Saudi Arabia, Algeria, Nigeria, Ghana, Kenya and South Africa, each chapter follows a framework that draws out all of the unique and diverse configurations of HRM. This important text is an invaluable resource for all HRM practitioners, students and scholars of HRM, international HRM and international business.

Covers Israel’s policy toward Islamic institutions within its borders, 1948-2000.

Brought into sharp focus by the events of 11 September 2001 in New York, this study examines the regrouping of the religious community and the reinvention of group identity in first and second-generation immigrants. By transplanting many of their institutions to the US (particularly in New York), Muslim immigrants succeeded in establishing their presence in the American landscape without arousing significant concern in the host community.

In recent times, there has been intense global interest on and scrutiny of Islamic education. In reforming Islamic schools, what are the key actions initiated and are they contested or negotiated by and among Muslims? This edited collection brings together leading scholars to explore current reforms in Islamic schools. Drawing together international case studies, Reforms in Islamic Education critically discusses the reforms, considering the motivations for them, nature of them and perceptions and experiences of people affected by them. The contributors also explore the tensions, resistance, contestations and negotiations between Muslims and non-Muslims, and among Muslims, in relation to the reforms. Highlighting the need to understand and critique reforms in Islamic schools within broad historical, political and socio-cultural contexts, this book is a valuable resource for academics, policymakers and educators.

Historical Perspectives and Emerging Discourses

South Asian Muslims in New York
Putting Islam to Work
Teachers as State-Builders
Islamic Education, Diversity and National Identity
Teaching and Research Methods for Islamic Economics and Finance
Teaching, Responsibility, and the Corruption of Youth

This edited volume analyzes cases of higher education programs engaging with sustainable development. Offering cases from across the globe that focus on the role of universities in promoting societal transformations and building sustainable futures, the volume specifically discusses how higher education institutions can educate for the Sustainable Development Goals (SDGs). As critical spaces for research, development, and innovation, higher education institutions are fundamental change agents for societal transformations. Their role in disseminating sustainability through different paths is undeniable, and it is worth discussing the dimensions that surround the concept of sustainability within universities. Considering the role of policy, curriculum, practice, teaching, research, and development paths in universities, this book looks at the contributions of higher education sector to our vision of sustainable development. This publication offers readers a chance to look at different higher education institutions' engagement with sustainable development through political, managerial, curricular and practical steps.

This book demonstrates why and how it is necessary to redesign Islamic Education curriculum in the K-12 sector globally. From Western public schools that integrate Muslim perspectives to be culturally responsive, to public and private schools in Muslim minority and majority contexts that teach Islamic studies as a core subject or teach from an Islamic perspective, the volume highlights the unique global and sociocultural contexts that support the disparate trajectories of Islamic Education curricula. Divided into three distinct parts, the text discusses current Islamic education curricula and considers new areas for inclusion as part of a general renewal effort that includes developing curricula from an Islamic worldview, and the current aspirations of Islamic education globally. By providing insights on key concepts related to teaching Islam, case studies of curriculum achievements and pitfalls, and suggested processes and pillars for curriculum development, contributors present possibilities for researchers and educators to think about teaching Islam differently. This text will benefit researchers, doctoral students, and academics in the fields of secondary education, Islamic education, and curriculum studies. Those interested in religious education as well as the sociology and theory of religion more broadly will also enjoy this volume.

This collection of essays considers the position of Madrasa education in a post 9/11 world. The authors question whether the Dini Madaris - Muslim educational institutions - are linked to terrorism and explore both the transparency of funding and patronage and whether there are political implications to this educational system.

Explores the influence of centres of Islamic learning using 3 case studies: Al-Azhar University in Egypt, International Islamic University of Medina in Saudi Arabia, and Al-Mustafa University in Iran
Muslim Community Life in the United States and Canada

Human Resource Management in Developing Countries
Between Social Skills and Marketable Skills
The Politics of Islamic Education in 20th century Zanzibar
International Perspectives

American Journal of Islamic Social Sciences 14:2

The American Journal of Islamic Social Sciences (AJISS), established in 1984, is a quarterly, double blind peer-reviewed and interdisciplinary journal, published by the International Institute of Islamic Thought (IIIT), and distributed worldwide. The journal showcases a wide variety of scholarly research on all facets of Islam and the Muslim world including subjects such as anthropology, history, philosophy and metaphysics, politics, psychology, religious law, and traditional Islam.

The first comprehensive analysis of Muslim movements of reform in modern sub-Saharan AfricaBased on twelve case studies (Senegal, Mali, Nigeria, Niger, Chad, Sudan, Ethiopia, Somalia, Kenya, Tanzania, Zanzibar and the Comoros), this book looks at patterns and peculiarities of different traditions of Islamic reform. Considering both Sufi- and Salafi-oriented movements in their respective historical contexts, it stresses the importance of the local context to explain the different trajectories of development.The book studies the social, religious and political impact of these reform movements in both historical and contemporary times and asks why some have become successful as popular mass movements, while others failed to attract substantial audiences. It also considers jihad-minded movements in contemporary Mali, northern Nigeria and Somalia and looks at modes of transnational entanglement of movements of reform. Against the background of a general inquiry into what constitutes areform, the text responds to the question of what areform actually means for Muslims in contemporary Africa.Key featuresBiographies of reformist scholars complement the textCase studies are placed in the context of the dynamics of areform in the larger world of IslamAddresses the importance of trans-national entanglements and their formative powerFocuses on the dynamics of social and religious development, the political dynamics of Islamic areform and issues of youth, generational change and gender

Methods and techniques adopted in teaching, training, learning, research, professional development, or capacity building are generally standardized across most traditional disciplines, particularly within developing countries. This is not the case, however, when it comes to the Islamic disciplines, and, in particular, in relation to the study of Islamic economics and finance, which is influenced by conventional standards and techniques. This is primarily due to the lack of availability of the requisite standards and mechanisms designed within the spirit of Maqsid al-Shari'ah. This book offers a unique resource and a comprehensive overview of the contemporary methods and smart techniques available for teaching, learning, and researching Islamic eco-finance, and it presents solutions to the challenges in implementing them. Further, the book gives deep insight into the most appropriate methodologies that could be employed empirically to explore, model, analyze, and evaluate Islamic finance theories and models, respectively. It also gives recommendations for improving learning, teaching, and research outcomes in Islamic eco-finance. The book also addresses how, in this advanced technological era, smart tools like artificial intelligence, machine learning, big data, Zoom, and the internet of things can be adapted to help equip students, researchers, and scholars with smart skills. The book will enable those studying Islamic economics and finance to grasp the appropriate tools for research and learning. Additionally, the Islamic economics and finance sector is growing at a significant rate and therefore requires the upskilling and capacity building of its human resources; thus, the book will also be highly beneficial for practitioners involved in the industry.

This expansive four-volume encyclopedia presents a broad introduction to Islam that enables learning about the fundamental role of Islam in world history and promotes greater respect for cultural diversity. • Comprises concise, jargon-free entries written by experts in their fields, providing readers with accurate viewpoints that cut through the bias and controversies regarding most Islamic concepts • Supplies an authoritative introduction of Islam to Western readers that addresses the subject from historical, geographical, conceptual, and personal perspectives • Provides students with a current bibliography • Features color inserts with 16 pages of compelling images from Islam around the world in each volume

Salafism and Traditionalism

Salaam America

Scholarly Authority in Modern Islam

Islamic Education in the Soviet Union and Its Successor States

Engagement with Sustainable Development in Higher Education

Critical Perspectives on Teaching Islam in Primary and Secondary Schools

Debating Islam in the Jewish State

"A sound contribution to our knowledge of the uses of tradition and modernity by states, of the social life of Islamic texts, and of the historical roles of schooling in social change."—John Bowen, author of Muslims through Discourse

The present volume examines the development of Muslim traditions of reform in pre-colonial and colonial Zanzibar, focussing on patterns of cooperation between religious scholars and the British colonial state and highlights the effects of the Zanzibar revolution of 1964 on the development of Islamic education and Islamic traditions of learning in Zanzibar until today.

As the first comprehensive reference to the vital world of medieval Spain, this unique volume focuses on the Iberian kingdoms from the fall of the Roman Empire to the aftermath of the Reconquista. The nearly 1,000 signed A-Z entries, written by renowned specialists in the field, encompass topics of key relevance to medieval Iberia, including people, events, works, and institutions, as well as interdisciplinary coverage of literature, language, history, arts, folklore, religion, and science. Also providing in-depth discussions of the rich contributions of Muslim and Jewish cultures, and offering useful insights into their interactions with Catholic Spain, this comprehensive work is an invaluable tool for students, scholars, and general readers alike. For a full list of entries and contributors, a generous selection of sample entries, and more, visit the Medieval Iberia: An Encyclopedia website.

Marketing in the emerging Islamic markets is a challenging business function since international companies must contend with unfamiliar customs, cultural differences, and legal challenges. This book provides marketers who want to reach this emerging and very lucrative consumer base with essential, research-based insights on these aspects and how to deal with them. This book redefines marketing practice and conduct and challenges conventional marketing wisdom by introducing a religious-based ethical framework to the practice of marketing. The framework opens a whole new array of marketing opportunities and describes the behavior of the consumer, community, and companies using a different approach than conventional marketing thought.

Writing Boards and Blackboards

The Case in Indonesia

Dini Madaris in India Post 9/11

Islam, Science, and Empire in Late Ottoman Egypt

A Social History of Islamic Education

Tradition and Future of Islamic Education

Islam: A Worldwide Encyclopedia [4 volumes]

The process of curriculum enhancement through various educational approaches aims to enhance quality assurance in the educational process itself. In Islamic education, traditional educational trends are enhanced by expanding the embodiment process on experiential learning to evaluate the achievement in creating outcomes that balance not only spirituality and morality but also quality of cognitive analytical performances. Global Perspectives on Teaching and Learning Paths in Islamic Education is a comprehensive scholarly book that provides broad coverage on integrating emerging trends and technologies for developing learning paths within Islamic education. Highlighting a wide range of topics such as digital ethics, psychology, and vocational education, this book is ideal for instructors, administrators, principals, curriculum designers, professionals, researchers, academicians, and students.

This book provides a comparative history of Islamic education in the Soviet Union and the post-Soviet countries. Case studies on Ukraine, Azerbaijan, Kazakhstan, Uzbekistan, and Tajikistan and on two regions of the Russian Federation, Tatarstan and Daghestan, highlight the importance which Muslim communities in all parts of the Soviet Union attached to their formal and informal institutions of Islamic instruction. New light is shed on the continuity of pre-revolutionary educational traditions – including Jadidist ethics and teaching methods – throughout the New Economic Policy period (1921-1928), on Muslim efforts to maintain their religious schools under Stalinist repression, and on the complete institutional breakdown of the Islamic educational sector by the late 1930s. A second focus of the book is on the remarkable boom of Islamic education in the post-Soviet republics after 1991. Contrary to general assumptions on the overwhelming influence of foreign missionary activities on this revival, this study stresses the primary role of the Soviet Islamic institutions which were developed during and after the Second World War, and of the persisting regional and even international networks of Islamic teachers and muftis. Throughout the book, special attention is paid to the specific regional traditions of Islamic learning and to the teachers' affiliations with Islamic legal schools and Sufi brotherhoods. The book thus testifies to the astounding dynamics of Islamic education under rapidly changing and oftentimes extremely harsh political conditions.

Education and the Making of the Modern Middle East