Preface

In contemporary social science, the term 'postmodernisation' has become a buzzing word. The entry of postmodernity in common usage is very recent, nearly 1990. During this short period, it has developed a kit of its own concepts namely, discourse, mega and grand narratives, simulacra, deconstruction, cyber people, poststructuralism, truth, reality, etc. Some of the postmodern thinkers have also become popular figures in our day to day discourse in academic circle. The names most often associated with postmodernism are those of Jean-Francois Lyotard, Jacques Derrida, Michel Foucault, and Richard Rorty. Theoretical approaches most commonly seen among the postmodernists are deconstruction(ism), poststructuralism, and neopragmatism. Postmodernism is not just a philosophical movement: it is found also, for example, in architecture, the graphic arts, dance, music, literature, and literary theory. In this age of globalization, therefore educational philosophy should suit the needs and aspirations of the students. The educational philosophies are theories of learning that focuses on how learning occurs, the psychological orientation etc.

The present thesis deals with the educational philosophy of Michel Foucault and Jacques Derrida; their differences, contribution to Indian Education system. The contents of the thesis have been compiled into six chapters. Chapter 1 deals with the emergence of the study. Chapter 2 deals with theoretical framework of the study. In this chapter, the researcher examines from Dark Age to postmodern age and to evolution of educational theories, how these changes have occurred. Chapter 3 deals with the review of related literature. In this chapter the investigator arranges the reviews into different headings, for example- review of the books of western philosophies, review of the contribution of Autobiography of Indian Philosophy etc. Chapter 4 deals with methodology of the study. Chapter 5 deals with analysis and interpretation. In this chapter there are eight sections, namely section i- modern philosophical theories in education: brief review, section ii- postmodern philosophical theories in education: brief review, section iii- relationship between educational philosophy and its practices, section iv- Michel Foucault and his contribution to philosophy and education, section v- Jacques Derrida and his contribution to philosophy and education, section vi- comparison between Michel Foucault and Jacques Derrida, section vii- contribution of modern Indian thinkers to the field of education philosophy- Rabindranath Tagore, Mahatma Gandhi, Aurobindo Gosh and J. Krishnamurti, section viii- pedagogical implication of educational philosophy of Foucault and Derrida in Indian context. Chapter 6, the last chapter of the thesis deals with the conclusion and future scope of the thesis.

We hope that this study contributes a little knowledge to the rapidly changing society and also opened up the possibilities of future research on the subject.

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