PREFACE

This study is about the social impact of French education on the three *Maghreb* countries, namely Algeria, Morocco and Tunisia. The French education was introduced in the region during the colonial era, in the 19th and 20th centuries. There have been lots of repercussions of colonial rule. In spite of repressive colonial rule, the education system that was introduced by the French had a great impact on the social structure of the *Maghrebian* society. The French education not only made the region familiar with the outside world, it also guided them towards modernisation.

This study has adopted historical and analytical approach and is based on both primary and secondary sources. However, due to the historical nature of the topic, major source of consultation and perusal has been the secondary sources. In the primary sources, the study has relied mainly on biographies, speeches and official statements published by the governments and UN Agencies. The resources available in various libraries in Delhi and concerned embassies alongwith the relevant material from numerous Internet sites have been used during the course of this study.

The thesis is divided into six chapters. The first chapter, titled 'Introduction' provides an introduction to the topic. Besides briefly highlighting the history and geography of the region, the administrative, political and educational advancement of French colonisation have also been discussed. It broadly covers the nature of the French colonialism in the three *Maghreb* countries.

The second chapter, titled 'Development of Educational System in Maghreb: Colonial and Post-Colonial Phases', mainly focuses on the education system in the *Maghreb* region. The impact of French colonial era on the basic framework of the educational structure in independent *Maghreb* has been highlighted. Various reforms in education reflecting the French influence on it and in turn contributing to the social transformation process in the region have also been discussed in this chapter.

The third chapter, titled 'French Education and Its Impact on Social Structure', has as its focal point the structural changes in the *Maghreb* society due to the introduction of
French education. The impact of the French on the family structure, status of women and religion have also been discussed and analysed here.

The fourth chapter, titled ‘French Education, Migration Dynamics and their Impact on the Society’, concentrates on the population and migration dynamics of the region. It presents an analysis of the impact of French education on the migration to France and return-migration from France and its impact on the Maghreb region. In this chapter various reasons for migration such as socio-political and economic have been looked into keeping in view the impact of French education on them.

With the introduction of new language and modern culture in the region the people came face to face with the new and modern ideas. The fifth chapter, titled ‘Impact on Maghrebi Literature and Journalism’, focuses on the reflection of these ideas on the society by analysing the literary works of the Maghreb writers. In the sixth and last chapter, titled ‘Conclusion’, a brief summary of the study has been presented and comparative analyses of the findings of the study have been carried out.

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