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DEVELOPMENT OF WORLDVIEW OF EDUCATION BY FOUR INDIAN WOMEN
TEACHERS WHO HAVE ATTAINED GRADUATE DEGREES IN EDUCATION
FROM AMERICAN UNIVERSITIES

A Dissertation by
WILLIAM SAWYER PEACOCK

Submitted to the Graduate School

Appalachian State University

In partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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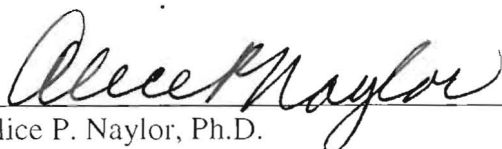
May 2006
Doctoral Program in Educational Leadership
Reich College of Education

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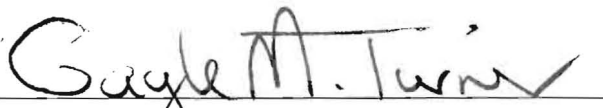
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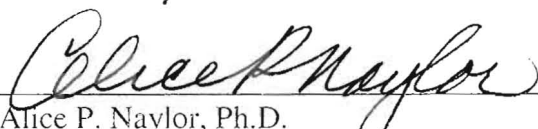
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ABSTRACT

DEVELOPMENT OF WORLDVIEW OF EDUCATION BY FOUR INDIAN WOMEN TEACHERS WHO HAVE ATTAINED GRADUATE DEGREES IN EDUCATION FROM AMERICAN UNIVERSITIES. (May, 2006)

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This dissertation used ethnographic case study research methodology to determine the influences on the development of a world view of education by four Indian women teachers who grew up in India, attained post secondary degrees from Indian universities and then completed graduate degree work in education at American universities. All of the participants were employed as teachers at the American International School of Chennai, India, where the American researcher was a former principal.

The personal histories of each participant were obtained through interviews that focused on the participants' educational experiences in both Indian and American contexts. In addition, the researcher observed the participants' family and school life and gathered pertinent artifacts.

Analysis of the interviews showed that repeated references by the participants to the most powerful influences on the formation of their view of education were: attitudes of family toward education; cultural beliefs and practices particularly about women; Indian educational philosophy which included regimentation, memorization, and expected perfection from students; the focus on the learner in their American graduate

educational experience; and implementing an American curriculum in an American International school. All participants acknowledged that a blending of Indian and American perspectives on education had led to what one participant characterized as the beginnings of a globalist view of education.

The participants did not refer to negative influences resulting from their American educational involvement. A follow up study could pursue what may be negative influences. Also, an additional study could examine how a globalist view influenced the pedagogy of the participants.