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

A Dissertation by
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ABSTRACT

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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.