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## **Model Minority Imaging in New York: The Situation with Second Generation Asian Indian Learners in Middle and Secondary Schools**

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**ABSTRACT** This minority-performance dissertation examines the effect of positive stereotyping on patterns of educational achievements and key educational issues of Asian Indian students in New York City schools. Asian Indians migrated from India to the United States in search of a better life. Their economic and professional successes have earned them the status of a “model minority.” This positive stereotyping of Indian immigrants, although celebratory, has been instrumental in promoting hegemony, masking their needs and educational issues, promoting rivalry among other ethnic minorities and Indian community, and instigating antagonistic social relationships. Using the cross generational design this study explores the catalytic role of cultural capital, social capital and the achievement ideology of first generation Asian Indians in their children’s school performance. Contextualized within the constructivist paradigm and the phenomenological hermeneutic framework, this study examines the enactment of Asian Indian students’ agency and cultural capital in earning social capital, educational attainments, and coping with contradictions that appear in goal attainment. Implications of this study will serve schools students, parents and the Indian community by helping them recognize the academic, emotional, and social needs of Indian students