

BLOCK- III
EDUCATION IN JAPAN

Unit 1 : National Education System of Japan

**Unit 2 : Pattern of Administration: Primary and
Secondary Education**

**Unit 3 : Pattern of Administration: Higher and Teacher
Education**

Unit 4 : A Comparative Analysis with India

UNIT-1

NATIONAL EDUCATION SYSTEM OF JAPAN

Unit Structure:

- 1.0 Introduction
- 1.1 Objectives
- 1.2 National Educational System of Japan
 - 1.2.1 National Educational Administration
 - 1.2.2 Prefectural Educational Administration
 - 1.2.3 Municipal Educational Administration
- 1.3 Summing Up
- 1.4 Questions and Exercises
- 1.5 References and Suggested Readings

1.0 Introduction:

The education system of any nation is the mirror of its culture, political ideology, literature, socio-economic condition, geography and demography. Since ancient days in Japan, the older family members used to impart religious, moral and cultural education to the youngsters of the family. But when Japan came into contact with China, many changes occurred in its educational system. The Japanese system of education is characterized by the decentralization of its administration and the emphasis on the development of national, moral, religious and cultural character among the Japanese people. Many Japanese people received higher education in China. When they returned to Japan they established the formal education system. But the schools and the University started in the 6th century admitted only people from higher classes. It was during 8th century that a new Japanese system education called “*Tiahoccade*” was established. It was in A.D. 1828 that a Buddhist monk opened a new school for public education. Buddhist monks established Tera-Koya schools attached to monasteries and temples for the children of lower classes of society in the age group of 6 to 15 which were taken up by the government later on.

1.1 Objectives:

After going through this unit, you will be able to—

- *explain* the National Educational System of Japan,
- *interpret* the administrative system of Japan.

1.2 National Educational System of Japan:

The national system of any country largely depends on a host of factors, such as geographical location, cultural heritage, social and economic condition, religion, customs and tradition, language of the people etc. Japan, a land of sunrise, has peculiar geographical condition. Japan is constituted by several islands namely Honshu, Shikoku, Kyushu and Hokkaido and more than 3000 smaller islands. Both summer and winter are extreme in Japan. Temperature and rainfall vary greatly between the northern and southern areas of Japan.

Japan is situated in a volcanic zone. Frequent low intensity earth traumas and occasional volcanic activity are felt throughout the islands. Destructive earthquakes, often resulting in tsunamis, occur several times in a year. From 2006 to 2016 there are total 22 earthquakes in Japan. But in spite of these natural obstacles, the land of Japan is rich and fertile. The Japanese people are very patriotic, industrious, energetic and ambitious. They love their country more than anything else. Their self-sacrifice is considered as a national character and they also possess many aesthetic qualities.

In Japan, forests are full of valuable wood and timber. The mineral resources like coal and copper are found in abundance, but oil and iron are not sufficiently available.

The total population of Japan is 127,120,165 as on September, 2018. The population of Japan shrank by almost a million over the period of 2010-2015.

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The land of Japan is distributed under the following way

Areas	% of area
Agriculture	16%
Woods and Forest	69.5%
Urban and waste land	11.5%
Residential	3.0%

Japan is a developed country of the world and is at par with the industrially advanced countries of the west. Fishing is an important occupation of the people of Japan. All the above mentioned factors, such as geographical, economic, social and cultural factors have greatly contributed to the growth and development of education in Japan.

Japan came into existence in 600 B.C. In the 6th century Japan came into contact with its neighboring country China and influenced mostly by its religion, culture, arts, handicrafts and literature. In the 8th century, a new Japanese system named 'Tiahocode' was evolved. Schools for music, art, medicine, painting etc. were also established.

Buddhist monks brought a revolutionary change in the Japanese education system by establishing 'Tera-Koya" Schools attached to the Buddhist temples and monasteries. Education was universalized for the first time in Japan through these schools though it was made for the children of the lower classes of the society. In 1868, a new era began with the Restoration of Meiji in Japan in all the fields of national life.

A modern system of education was introduced in Japan following the Meiji Restoration with the promulgation of the Fundamental Code of Education in 1872. As a consequence, the feudal society of Japan was transformed into a modern industrial society, which helped her to bring about sweeping educational changes. Under the new system, education was organized into three progressive stages- primary school, middle school and university. The elementary education was made compulsory for both boys and girls in 1872.

The modern educational system in Japan was further consolidated during the period 1899-1916. Through the govt. orders girls' high schools and vocational schools were organized, compulsory attendance was extended to four years and the tuition fee for public primary schools was abolished.

The University Ordinance and a new High school Ordinance and Youth school order were promulgated during the period of 1917-1939. In 1939 attendance at youth school was made compulsory for boys aged 12-19 years.

The elementary schools were renamed as "National Schools" through the National School order in 1941. In 1943, normal school system was recognized and since then the elementary teachers training courses have been introduced at college level.

The present democratic educational system and the 6-3-3-4 educational structure came into being in 1947. The period of elementary education and the lower secondary education was made compulsory. In 1948 special education for the blind and the deaf was made compulsory and the new upper secondary school system was started. In 1950 the Junior College system was inaugurated.

• Educational Administration System in Japan

The success of the educational system of a nation is largely depends its administration. The sound educational administration can be materialized the dream of national educational system into reality. Japan is one of the second world's largest and developed economies in the world. Therefore, it is very imperative to discuss its educational administration.

The educational administration system of Japan is based on a democratic set-up. All individuals of the country are given equal respect. Democracy implies freedom, fraternity; equality etc. in democracy, each individual's role receives significant importance. The educational administration system of Japan is considered as general political

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administration because the democratic concept has profoundly influenced the entire educational system of Japan. Being a democratic country, the entire educational system of Japan is decentralized and democratized. The people of the country play a pivotal role in the delegation of power in the educational system.

Japan has a three tier educational machinery system namely (A) National (B) Prefectural (C) Municipal.

1.2.1 National Educational Administration:

The educational administrative system of Japan is highly democratic. The people of the nation are the main source of authority in the educational administration. The National Diet is the popularly elected and the representative body of the people. House of Representatives- Lower house and House of Councilors- Upper House are the two chambers of this National Diet. Prime Minister of the state is designated by this National Diet. A body of the Minister of Education, Science and Culture and other ministers of the cabinet is formed with the consent of the Prime Minister. The Minister of Education, science and culture appoints the personnel of this body. A permanent Vice Minister of Education is also appointed by the minister of education to look after the national educational administration and the organizations under the jurisdiction of the Ministry.

The principal national agency is the Ministry of Education, Science and Culture (Mombusho) which is responsible for the administration, promotion and development of different types of education such as school education, technical education, higher education, teacher education, culture and international education. The Ministry of Education, Science and Culture also shares responsibility with the cabinet and the National Diet for preparing budget estimates and for drafting educational legislation. The Ministry of Education, Science and Culture is also authorized for most of the national educational and cultural activities. Moreover, all national universities, national museums, national art galleries and some other national research institutes are under the jurisdiction of the Ministry of Education, Science and Culture.

The Ministry of Science and Culture also supervises and assists the activities of many quasi-governmental organizations such as- Japan Scholarship Foundation, Japan Private School Promotion Foundation, National Stadium, Japan School Lunch Association etc. which are involved in educational activities. It also supervises the educational activities to local boards of education and allocates financial assistance to them. The Ministry also approves the establishment of public and private higher educational institutions and offers them and offers them necessary advices.

➤ **Functions and Organization of the Ministry of Education:**

The Ministry of Education, Science and Culture is subdivided internally into the Minister's Secretariat and six bureaus. The Cultural Affairs agencies have responsibility for promoting cultural interest and activities which are under the jurisdiction of the Ministry.

1. Minister's Secretariat :

It takes charge of personal affairs, general affairs by preparing draft legislation, preparing budgets; accounting and auditing, disseminating information; formulating educational planning and evaluating policies; conducting nation- wide surveys on the important aspects of education; compiling nation –wide statistics of education and annual report etc.

2. Elementary and Secondary Education Bureau:

The promotion of elementary education, secondary education and special education is on the charge of Elementary and Secondary Education Bureau. To reach the objectives it suggests advice and provides guidance to the local education agencies. It also assists and advices boards of education and teachers on all matters in relation to elementary and secondary education. Moreover, the functions like guidance and advice on school management, teaching methods, students -guidance are performed by this bureau. It also manages the free distribution of school text books. The Elementary and Secondary Education Bureau determines the national subsidies for elementary and lower -secondary education.

3. Higher Education Bureau :

The Higher education Bureau is formed to formulate the basic plans for the development of higher education. It also approves the establishment or abolition of universities, junior colleges and the technical colleges. It arranges the in-service training for teachers and provides the certificates after successful completion.

4. Science and International Affairs Bureau :

All the international and science affairs and the affairs of Japanese National Commission for UNESCO are in charge of this bureau. It plans, assists and even advises on the promotion of science and education and training of research workers. Promotion of condition for scientific research and collection of scientific information is its another responsibility. Organization and promotion of international exchange programmes in education is also an important function of this bureau.

5. Social Education Bureau :

The Social Education Bureau is primarily responsible for the promotion of social education (All forms of out- of school education) designed for adults and young people. The social education leaders is trained through this bureau and to achieve its maximum objectives it provides the facilities such as citizen's public hall, museums, libraries, youth centers and women's education centers. It assists and advises on the promotion of social correspondence education and also promotes audio-visual education.

6. Physical Education Bureau :

The sole objective of this bureau is to promote health and physical strength among pupils. Therefore making plane, giving advice and assisting to promote physical education is the main function of this bureau.

7. Administrative Bureau :

It takes charge of the chartering of the establishment of school juridical persons and determines the subsidies for construction and rehabilitation of the facilities, for national and local educational institutions.

It also promotes in one hand the welfare of the employed educational personnel and on the other hand promotes sound educational activities and atmosphere for private educational institutions.

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1.2.2 Prefectural Educational Administration:

The Prefectural Administration system is just below the national level. Japan is constituted of 47 prefectures and each prefecture there is a Prefectural Governor elected by the people of Japan. Governor is the head of the Prefectural Governor's office. Each prefecture has its own board of education, comprising of five members who are appointed by the Governor with the consent of the Assembly of the prefecture for a term of four years. The selected members elect a chairman of the Board of Education among themselves. The Prefectural Superintendent of Education and the Prefectural Secretariat are also appointed by the board. The Board also appoints the authorities of the prefectural educational institutions excluding the Prefectural Universities personnel who are appointed only by the Governor.

The Prefectural Board of Education performs the following functions

- (i) Establishment, maintenance and abolition of schools.
- (ii) Responsible for curriculum making and revision.
- (iii) Adoption of text-books to be used in the schools.
- (iv) Teacher's appointment and their dismissal.
- (v) Purchasing instructional materials.
- (vi) Providing in-service training of teachers.
- (vii) Offering administrative and professional advice and assistance to the municipal boards.

1.2.3 Municipal Educational Administration:

The entire Japan is divided into more than 5000 municipalities. The municipalities are classified into cities, towns, villages and special wards. They are the local self-governing bodies. The Mayor and the members of

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the local assembly are elected by the local residents. The municipal board of education exists in the town, cities and villages. The Mayor with the consent of the municipal assembly appoints three or five members to this municipal board of education for a period of four years. The members of the board elect a chairman of the board from among themselves. The board of education controls education in their own municipality areas.

Municipal board of education performs the following functions —

- (i) Establishment, maintenance and abolition of schools.
- (ii) Curriculum making and revision.
- (iii) Teacher’s appointment and their dismissal.
- (iv) Providing in-service training of teachers.

STOP TO CONSIDER

Pre-school education is offered in the kindergarten stage with a view to helping the pre-school children attain harmonious development of mind and body. Kindergartens are of two types- private and municipal. Most of the kindergartens provide a one year course and admit children at the age of 5.

CHECK YOUR PROGRESS

Que. 1: What is Tera –Koya schools?

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Que. 2: How many tiers are there in the educational machinery system of Japan?

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Que. 3: Who is responsible for the administration, promotion and development of different types of education in Japan?

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1.3 Summing Up:

Japan, a land of sunrise, has peculiar geographical condition and constituted by several islands. Japan came into existence in 600 B.C. Since ancient days in Japan, the older family members used to impart religious, moral and cultural education to the youngsters of the family. But when Japan came into contact with China, many changes occurred in its educational system. In the 6th century Japan came into contact with its neighboring country China and influenced mostly by its religion, culture, arts, handicrafts and literature. In the 8th century, a new Japanese system named 'Tiahocode' was evolved. Buddhist monks brought a revolutionary change in the Japanese education system by establishing 'Tera-Koya" Schools attached to the Buddhist temples and monasteries. Education was universalized for the first time in Japan through these public schools.

A modern system of education was introduced in Japan following the Meiji Restoration with the promulgation of the Fundamental Code of Education in 1872. The present democratic educational system and the 6+3+-3+4 educational structure came into being in 1947. The educational administration system of Japan is based on a democratic set-up. She has a three tier educational machinery system namely (A) National (B) Prefectural (C) Municipal.

1.4 Questions and Exercises:

Short Answer Questions:-

1. Write the characteristics Features of the Japanese people.
2. Write short notes on Temple schools of Japan.
3. What is Mombusho?
4. Write any two salient features of Tera Koya schools.

Long Answer Question:-

1. Describe the systems of educational administration of Japan.

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1.5 References and Suggested Readings:

- Purkait, B.R., *Modern Education in Japan*, the Associated publishers, Ambala Cantt.
- Chaube, S.P., *Features of Comparative Education*, Vinod Pustak Mandir, Agra-2.1985.
- Sharma, R.A., *Comparative Education*, R.Lall Book Depot, Near Govt. Inter College. 2009.
- Nemoto, Y. *The Japanese Education System*, Universal Publisher, Parkland, Florida USA. 1999.
- Yamasaki, H., *Teachers and Teacher Education in Japan*, Bull Grad, School Educ. Pat-III. Vol-66. 2016.
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- <https://educationinjapan.wordpress.com>
- [https://en.wikipedia.org/wiki/Meiji Restoration](https://en.wikipedia.org/wiki/Meiji_Restoration).

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UNIT-2

PATTERN OF ADMINISTRATION: PRIMARY AND SECONDARY EDUCATION

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Unit Structure:

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Lower Secondary Education
 - 2.2.1 Curriculum for Lower Secondary School
- 2.3 Upper Secondary Education
 - 2.3.1 Curriculum for Upper Secondary School
- 2.4 Summing Up
- 2.5 Questions and Exercises
- 2.6 References and Suggested Readings

2.0 Introduction:

The National, Prefectural and Municipal Educational agencies are largely independent of each other. The Minister of Education offers guidance, advice and assistance to local boards of education. The local bodies also send report to the Ministry of Education. Prefectural boards of education also offer guidance, advice and assistance to municipal boards of education. One of the prominent bureaus of Ministry of Education, Science and Culture is the Elementary and Secondary Education Bureau which is primarily responsible for the administration of elementary and secondary education. The local educational agencies receive advices and guidance on school management, teaching methods, and pupil guidance from this bureau. The Prefecture Boards of Education looks after the elementary and secondary educational matters in their prefectures. It also employs supervisors, school education officers and other administrative and technical staff to look after the functioning of the prefectural educational institutions. The municipal boards of education administer all the educational institutions, except Municipal compulsory schools and part time Upper Secondary Schools, under its jurisdiction. The appointment and control of the administrative

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personnel of the municipal educational institutions are in the hand of municipal board of education. The Mayor, elected by the local residents, is the head of the municipal office. He appoints the members of the municipal boards of education. The municipal boards of education administer the elementary and lower secondary schools. The supervisors of the Ministry are responsible for elementary and secondary education in general. In 1948, the Board of Education Law was enacted, identifying democratization, devolution, and the preservation of local autonomy as central ideas. The board of education is an independent administrative organ of a local public entity. These were set-up in prefectures and municipalities and the members of the boards were appointed by the head of each local public body with the consent of the assembly. These boards of education are in charge of administration and implementation of matters concerned with education and science and culture. The parent-teacher associations are formed by almost all elementary, lower and upper secondary schools in Japan to meet the objectives of education.

2.1 Objectives:

After going through this unit, you will be able to—

- *elaborate* the primary education of Japan,
- *discuss* in detail the Secondary Education System of Japan.

❖ **Primary Education of Japan:**

The primary education in Japan starts immediately after the completion of pre-school education (Kindergarten). All children between the ages of six (6) and fifteen (15) are required to attend the 6 years elementary schools and 3 years lower secondary schools. This compulsory education is free of charge for all. This education emphasizes the development of the child's physical and mental aspects. No tuition fees are

charged from the students. The students who come from the poor families receive free uniform, school lunch, transportation, medical care and educational travel. The national and local governments provide the special financial grants to every elementary school to meet the expenditure.

Classes in elementary schools are composed of students of the same grade with very few exceptions. The prefectural board of education determines the actual number of students per class in each elementary school. However, according to law, the prescribed maximum number of pupils per class is 45. But the average number of pupils per class in elementary school is 33.3. The prefectural boards of education determine that the number of teacher per class in public elementary schools is 1:33.

The courses which are given in elementary stage stated in the Course of Study issued and decided by the Ministry of Education, Science and Culture on the basis of the recommendations from the Curriculum Council. The curriculum council is composed of teachers, researchers and other persons of learning and experiences. In primary schools, education is imparted in Japanese language, social sciences, nature study, health and physical education. These subjects are taught by adopting Japanese languages. Although Japanese is the dominant language of instruction, there is no law declaring it the official language of the country. A few number of schools use English as medium of instruction in the subjects of mathematics and science. Decoration with flowers and celebrations of festivals are considered as good mediums of cultural education. Proper attention is paid to the issues like physical, mental and moral development.

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STOP TO CONSIDER

The primary education in Japan starts immediately after the completion of pre-school education (Kindergarten). All children between the ages of six (6) and fifteen (15) are required to attend the 6 years elementary schools and 3 years lower secondary schools.

CHECK YOUR PROGRESS

Que. 1: Who determines the actual no. of students per class in each elementary school?

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❖ **Secondary Education of Japan:**

Secondary education plays a very important role in any educational system of a country. This is the stage where a child can make their life foundation to do better something in future for him and for the society.

The secondary education of Japan is divided into two halves- namely lower secondary education and upper secondary education.

2.2 Lower Secondary Education:

The lower secondary education starts immediately after the successful completion of six years of elementary education. The main aim of lower secondary education is to develop physical and mental aspects of the children by providing education. All the children who have attained the age of 12 years are eligible to go for 3 years lower secondary education. The lower secondary education in Japan is free and compulsory and so the enrollment in this stage of education is almost 100%. In addition to free education, text books and school supplies are provided to students free of cost. Students of poor families receive special financial assistance from the National and local governments. The prefectural board of education determines the actual number of pupils per class in a lower secondary school. The average teacher-pupil ratio in a lower secondary school is 37.3. In the year of 2012, a total 3.5 million students were enrolled at primary school.

The one unit school hour for lower secondary school is 45-50 minutes and working days are 6 per week. Lessons for regular or required subjects and for moral education are given for 35 weeks.

2.2.1 Curriculum for Lower Secondary School:

The Ministry of Education, Science and Culture decides the “Course of Study” for lower secondary education on the basis of the recommendations from the “Curriculum Council” which is composed of teachers, researchers and people of experience and knowledge. Each lower secondary schools organizes its own curricula on the basis of the –”Course of Study”. The conditions of the local community and the school and the developmental characteristics of the learner are also brought into consideration while selecting the curricula. The curriculum covers the following area-

- (i) **Regular subjects:** Japanese language, social studies, mathematics, science, music, fine –arts, health and physical education, industrial arts of homemaking.
- (ii) **Special subjects:** It covers pupil activities such as school assemblies, class assemblies, club activities, school events such as ceremonies, cultural performances etc.

Most of the school hours are allotted for teaching regular subjects and specific school hours are allotted for special activities in each grade of lower secondary schools. A major part of these school hours is spent for teaching foreign languages, particularly English.

2.3 Upper Secondary Education:

It is the second part of secondary education. Students, who successfully complete the lower secondary course and qualify in the selection test conducted by the secondary schools, can enter into the upper secondary schools at the normal age of 15. Upper secondary school is not compulsory but almost universalized and the enrollment rate is over 90 percent. In 2005, 94% of all junior high school graduates enrolled at upper secondary school.

In Japan, there are three types of upper secondary schools, offering three types of courses. These are as follows–

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- (i) **Full time School:** The classes in full time secondary schools are held in day time and have duration of 3 years. These schools are established and maintained by prefectural board of education. Majority of the upper secondary schools are full-time schools and offer general courses.
- (ii) **Part-time course of Upper Secondary Schools:** This type of course is designed and provided in the morning or evening for those students who fail to qualify the selection test and are engaged or working in different areas.
- (iii) **Correspondence Course:** The municipal board of education provides this course mainly for wage earners either in the morning or evening through correspondence method. This is commonly known as postal coaching. Both the part time and correspondence courses are of 4 years duration.

2.3.1 Curriculum for Upper Secondary School:

The curriculum of upper secondary schools are divided into two types–

- (i) Academic or general curricula for ordinary education.
- (ii) Specialized curricula including agricultural, technical, commercial and domestic arts.

The upper secondary schools give children general or specialized vocational education adopted to the level of their mental and physical development and on the basis of education given in the lower secondary schools. Most of the upper secondary schools offer only general courses and some of them offer both the types of courses- general and vocational. Subjects offered in the upper secondary schools are classified into required (compulsory) and selective (optional). The below mentioned subjects area are required to be studied by all students.

- (i) Japanese language.
- (ii) Social Studies.

- (iii) Mathematics.
- (iv) Science.
- (v) Health and Physical Education.
- (vi) Arts.
- (vii) Foreign language
- (viii) Domestic arts.

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STOP TO CONSIDER

- The secondary education of Japan is divided into two parts– **Lower Secondary Education** and **Upper Secondary Education**.
- The curriculum of upper secondary schools are divided into two types- **Academic or General Curricula** and **Specialized Curricula**.

CHECK YOUR PROGRESS

Que. 2: In what way is secondary school education given to the working children in Japan?

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Que. 3: How many subjects are there in the curriculum for upper secondary schools?

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2.4 Summing Up:

The primary education starts at the age of six and continue up-to the age of 12. This education is free and compulsory for all. The Elementary and Secondary Education Bureau, Prefectural educational administration and the Municipal boards of Education are in the charge of primary education.

The secondary education is divided into two categories- Lower Secondary and Upper Secondary. The lower secondary education is for three years and is made free and compulsory for all. The main aim of lower secondary education is to develop physical and mental aspects. The upper secondary education starts at the age of 15. The Full-time school, Part time school and Correspondence Course are there to offer 3 years upper secondary education.

2.5 Questions and Exercises:

Short Answer Questions:-

1. What are the main features of secondary education in Japan?
2. Find out the characteristics of primary education of Japan?

Long answer questions:-

1. Discuss the main features of secondary education in Japan. What are the subjects incorporated in the curriculum at the secondary stage?
2. Outline the main objectives of primary education in Japan. What differences can you observe with that of your own country? Explain elaborately.

2.6 References and Suggested Readings:

- Purkait, B.R., *Modern Education in Japan*, The Associated publishers, Ambala Cantt.

- Chaube, S.P., *Features of Comparative Education*, Vinod Pustak Mandir, Agra-2.1985.
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UNIT- 3

PATTERN OF ADMINISTRATION: HIGHER AND TEACHER EDUCATION

Unit Structure:

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Higher Education in Japan
 - 3.2.1 Universities
 - 3.2.2 Junior Colleges
 - 3.2.3 Technical Colleges
- 3.3 Teacher Education in Japan
 - 3.3.1 Ordinary Normal Schools
 - 3.3.2 Higher Normal Schools
 - 3.3.3 In-service Training of Teachers in Japan
- 3.4 Summing Up
- 3.5 Questions and Exercises
- 3.6 References and Suggested Readings

3.0 Introduction:

The Higher Education in Japan starts immediately after the completion of upper secondary schools and when a student enters the age of 18. The decentralized and democratic educational administrative pattern has pushed Japan to universal access in higher education. The Principal national agency of education in Japan is the Ministry of Education, Science and Culture. This agency prescribes and regulates the duration, courses, admission, credit requirements, administration and finance of higher education. It is also responsible for the administration, promotion and development of teacher education as well as for carrying out an integrated administration of affairs concerning school education, social education, technical education, women education, higher education, teacher education, culture and international

education. The 'Budget Estimates' and 'Draft Bills' needed for all education have been prepared by the Ministry of Education Science and Culture. All national universities are maintained and supervised by the Ministry. The Higher Education Bureau is one of the major bureaus of the Ministry. The entire basic plans for development of higher education are formulated by this bureau. It is also in charge of approval as well as dismissal of universities, maintaining standard of higher education, aids and advices on the promotion of higher education, plans, assists and advices on the teacher training, makes arrangement for in-service training and certificates of teachers and plans and advises on the welfare programmes including financial support for the students who have enrolled in higher education. The Ministry also directly maintains and supervises some junior colleges and almost all technical colleges. The universities of the municipal areas are controlled and maintain by the Mayor and the Prefectural Board of Education direct, supervise and advise him. The prefectural and the municipal board of education too organize in-service training for teachers and certify teachers for public and private schools.

3.1 Objectives:

After going through this unit, you will be able to—

- *explain* the Higher Education System of Japan,
- *explain* the Teacher Education System of Japan.

3.2 Higher Education in Japan:

Normally the crowning experience in the life of young adults, higher education plays a pivotal role in the shaping of professionals, social and personal life of young people. All the three basic functions- knowledge, creation and evaluation, of higher education have been smoothly and successfully performed by the Japanese higher education. There were 33 Japanese Universities in the top 100 Asian University rankings in 2011 and in 2021 a total of five Japanese Universities have placed in the top 100 World University rankings.

There are mainly three types of higher educational institutions in Japan which are cited below–

3.2.1 Universities:

The universities of Japan serve as an academic centre with a view to disseminating knowledge, undertaking teaching and research activities in the fields of arts and sciences, and developing intellectual, moral and practical ability. The duration of regular undergraduate course and correspondence course is of 4 years. The entrants have to appear in the selection test. In 1979 a new university entrance system has been introduced where an entrant has to appear in the three tier entrance test to enter the gateway of higher education. Private universities and junior colleges normally follow their own selection systems.

Subjects taught at universities consist of general education subjects, foreign language subjects, health and physical education subjects and specialized subjects, as required according to the respective specialization.

As of 2010, more than 2.8 million students were enrolled in 778 universities. Some Universities offer four–year bachelor’s degree and some offer six year programme leading to a professional degree. There are two types of public four year colleges; the 86 national universities and the 95 local public universities founded by the prefectures and municipalities. The 597 remaining four-year colleges in 2010 were private. A university consists of more than one faculty. A faculty consists of several specialized departments and students generally opt for those according to their field of specialization. The duration of university education in most faculties is 4 years. In the universities there are post graduate courses along with 4 years graduate course. The credit system has also been introduced for university education in Japan. In universities a students must secure 124 or more credits for graduation.

In 2021 there were approximately 2.93 million students enrolled at Japanese universities, up from about 2.87 million students 2013 of the total nearly 45 percent were female students in 2022. As of May 2022, 807

universities were in operation in Japan, with private institutions accounting for the largest share of facilities.

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3.2.2 Junior Colleges:

The Junior college system was provided in Japan from the year of 1950 with an aim of developing both academic learning and the practical skills and techniques which are required in different fields of the society. The students who have attained the age of 18 and have qualified the upper secondary school education may go to a junior college for higher education. The entrants have to qualify the Joint First State Achievement Test and the special entrance examinations arranged by the junior colleges. The junior colleges are classified into two categories on the basis of the duration of courses i.e. 2 years course and 3 years course. For graduation 62 credits are required in 2 years courses and 93 credits are required in 3 years courses. A grand total of 519 Junior colleges are in Japan, consisting of 438 private junior colleges and 33 national colleges.

3.2.3 Technical Colleges:

The success of Japan as one of the technologically advanced countries of the world lies in Technical colleges. Technical colleges in Japan started from 1962 with a view to offering 5 years professional courses and general courses for those students who have completed lower secondary school courses or equivalent education and have attained the age of 15. Students who have completed the technical college courses may opt for undergraduate courses in technical subjects at university level. Technical colleges are classified into national, local and private.

For graduation from a technical college a student must score 187 credits. Out of 187 credits, 104 credits are allotted for professional subjects. The total number of technical colleges in Japan is 65, of which 56 are national, 4 are local and 4 are private.

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STOP TO CONSIDER

There were 33 Japanese Universities in the top 100 Asian University rankings in 2011 and in 2021 a total of five Japanese Universities have placed in the top 100 World University rankings.

There are mainly three types of higher educational institutions in Japan which are Universities, Junior colleges and Technical colleges.

CHECK YOUR PROGRESS

Que. 1: In which year junior college system was developed in Japan?

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Que. 2: How many technical colleges are there in Japan?

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3.3 Teacher Education in Japan:

Teaching has always been considered all over the world as a noble profession and the society is indebted immensely to the teachers for the responsibility that they carry for shaping the destiny of the nation by the educating the young generation. The development of any democratic country depends on the status and performances of teachers. From ancient time teachers have been enjoying special status and position in the Japanese society as well as in the field of education. The status of a teacher in Japan is higher than that of many countries, including some of the advanced countries in the west.

The government of Japan takes special care to prepare teachers for their profession. Proper and adequate arrangements are made for teachers training programme. The teachers training programme for primary and

secondary school teachers have been made as 2 and 4 years of duration respectively. The following are the main two types of teachers' training institutions in Japan –

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3.3.1 Ordinary Normal Schools:

Ordinary Normal schools train teachers for elementary schools. Each local government must have at least one such school and attach one elementary school with this training school for practicing. Ordinary Normal Schools have three types of courses- (I) Preparatory (ii) Regular and (iii) Special. Duration of preparatory and special course is of one year, while it is 4 years in the regular courses. The age of 14 years and 15 years is required to get admission in the preparatory and special short course.

The curriculum that is designed for the elementary school teacher covers both teaching and professional subjects such as Japanese language and classics, English, History, Geography, Mathematics, Physics, Chemistry, Law, Economics, Drawing, Music, Agriculture, Morals etc.

3.3.2 Higher Normal Schools:

Higher Normal School provides training for secondary school teachers. It is divided into two categories

- (i) **Higher Normal Schools for Men:** It offers courses of varied duration. It provides the three years training programme for arts and crafts while it is four years training programme for literature, science and physical training.
- (ii) **Higher Normal Schools for Women:** A varied duration of courses is offered by this training institution. For literature, for science and domestic science, it is of four years duration and special course in drawing covers one year.

3.3.3 In-Service Training of Teachers in Japan:

In Japan, with a view to recruiting qualified teachers, equipped with a broad cultural outlook and a high degree of specialization the teachers' training system was adopted. The in-service training systems got topmost priority to improve the academic proficiency and professional abilities of teachers for effective teaching. In Japan, all teacher basically elementary, secondary and kindergartens must have a relevant teaching certificate granted by a professional board of education. The teachers' training is provided both at teachers' training colleges and in other universities, which is called open system. The Ministry of Education, Science and Culture offers the "Course Authorization" to the universities and junior colleges to impart training to teachers.

There are the various agencies in Japan such as The Ministry of Education, Science and Culture, National Educational Centre, prefectural board of education and prefectural educational centre provide in-service training for public school teachers, teacher-consultants, principals, vice-principal and supervisors. The National Education Centre makes programme for in-service training on workshops, seminars and talks related to school administration, curriculum theory, instructional method etc. which are similar to prefectural boards of education. The Ministry of Education, Science and Culture gives grants to prefectural boards of education and educational study groups for in-service training.

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- Teachers enjoy a special status and position in both Japanese society and in the field of education. All the categories of teachers get almost same salaries and other allowances.
- The teachers training programme for primary and secondary school teachers have been made as 2 and 4 years of duration respectively. The main two types of teachers' training institutions in Japan are Ordinary Normal schools and Higher Normal Schools.

CHECK YOUR PROGRESS

Que. 3: “The success of Japan as one of the technologically advanced countries of the world lies in the technical colleges.”- (True/False)

Que. 4: What are the agencies in Japan that offer in-service training to teachers?

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3.4 Summing Up:

In Japan, higher education starts immediately after the completion of upper secondary school at the age of 18. The higher educational institutions are classified into- Universities, Junior Colleges and Technical Colleges.

The government of Japan takes special care to prepare teachers for their profession. Proper and adequate arrangements are made for teachers training programme. The teachers training programme for primary and secondary school teachers have been made as 2 and 4 years of duration respectively. There are two types of teachers training institutions in Japan- Ordinary normal schools and Higher Normal schools for men and women. In Japan, all teacher basically elementary, secondary and kindergartens must have a relevant teaching certificate granted by a professional board of education.

3.5 Questions and Exercises:

Short Answer Questions:-

1. Mention the two categories of higher normal schools.
2. What are the different types of ordinary normal schools?
3. How many technical colleges are there in Japan?

Long Answer Questions:-

1. Discuss the teacher training programmes prevalent in Japan.
2. Discuss the main features of higher education in Japan. What are the different types of higher education in Japan?

3.6 References and Suggested Readings:

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UNIT-4

A COMPARATIVE ANALYSIS WITH INDIA

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Unit Structure:

- 4.0 Introduction
- 4.1 Objective
- 4.2 A Comparative Analysis with India.
- 4.3 Summing Up
- 4.4 Questions and Exercises
- 4.5 References and Suggested Readings

4.0 Introduction:

India's education system covers a wider range of disciplines, including the arts and humanities. Japan's curriculum places a strong emphasis on math, science and language. The main area where a Japanese system differs from the other systems is the emphasis they place on ethics and morals. Their system includes six years of elementary schools followed by 3 years of junior high school and 3 years of high school and then 4 years of university.

The teaching style of Japan includes holistic education approach with solid academic ability, rich humanity and a healthy body through the entire school life including not only lessons but also extracurricular activities.

4.1 Objective:

After going through this unit, you will be able to—

- *compare* Japanese Education system with India,
- *analyze* Japanese Education system with India.

4.2 A Comparative Analysis with India:

- The Japanese education system was developed by following French and China education system. But Indian education system followed British education system.
- The educational structure in Japan is 6+3+3+4. The first six years for elementary school, the second three years for junior secondary education, the next three years for high school and the last four years for university education.

The educational structure of India is 10+2+3, recommended by Kothari Commission. The first 10 years is for school education, next 2 years for higher secondary education and the last three years for the first degree course.

- All children between the ages of 6-15 are required to attend 6 years elementary schools and 3 years lower secondary schools in Japan. But in India, all children between the ages of 6-14, irrespective of caste and sex, is compulsory to attend in the primary schools.
- Article 26 of Japan Constitution states -"All people shall have the right to receive an equal education correspondent to their abilities, as provided by law. The people shall be obligated to have all boys and girls under their protection receive general education and provided for by law. Such compulsory education shall be free."

Article 45 of the Indian Constitution states-"The state shall endeavor within a period of ten years from the commencement of the constitution for free and compulsory primary education for all children belonging to the age of 6-14 irrespective of cast, creed and sex".

- The municipal boards of education take the responsibilities of compulsory education in Japan. But, It is a joint efforts of Central and State Government in India.

- The principal supervisors of the prefectural boards of education supervise the elementary and secondary schools in their jurisdiction. They act like Inspectors of schools in India.
- The parent-teachers associations are working in both the country to reach the goals of education.
- The basic aim of primary education in Japan is to provide a worry free environment in each school which help students to acquire basic and fundamental skills and to ability to learn and think on their own. In India emphasis is given on physical, mental, social and spiritual development. And accordingly knowledge of 3R's is imparted through the training of 3H's.
- In Japan, the curriculum for elementary education covers three areas-regular or required subjects, moral education and special activities. The Regular subjects cover Japanese language, social studies, arithmetic, science, music, arts and handicrafts and physical education. Special activities include school assemblies, club activities, school events, health education etc. which is almost resemble to our curriculum of primary education.
- The lower secondary education starts immediately after the successful completion of six years of elementary education. But In India, the lower secondary education starts after eight years of elementary education.
- The educational system of both the country is democratic and decentralized.
- The mother tongue gets utmost priority at elementary level of education in both the country.
- In Japan, the Central Council for Education, an advisory council of the Ministry, determines fundamental policies of education with regard to those matters which are referred to it by the Minister. It can be compared with Central Advisory Board of Education in India.
- The citizens have enjoyed the academic freedom in both the countries.

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- Pre-school education is offered in the kindergarten stage with a view to helping the pre-school children attain harmonious development of mind and body. Kindergartens are of two types- private and municipal. Most of the kindergarten provide a one year course and admit children at the age of 5.
- School teachers enjoy a special status and position in both Japanese society and in the field of education. All the categories of teachers are getting almost same salaries and other allowances.

CHECK YOUR PROGRESS

Que. 1: Why is the Japanese education system called decentralizes and democratized?

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Que. 2: What are the functions that are performed by the second administrative level of education in Japan?

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Que. 3: In what way is secondary school education given to the working children in Japan?

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4.3 Summing Up:

Japan, a land of sunrise, has peculiar geographical condition and constituted by several islands. Japan came into existence in 600 B.C. Since

ancient days in Japan, the older family members used to impart religious, moral and cultural education to the youngsters of the family. But when Japan came into contact with China, many changes occurred in its educational system.

The educational set up of the country was divided into eight regions, with independent administrative machineries. Each region was under the charge of an administrator to look after the whole system of education from primary to the university level. The major focus was on inducing self respect, sense of morality, strong character and feeling of brotherhood. The primary education was influenced by the French system whereas the university education was influenced by the American system.

Japan is progressing very rapidly in the field of education. Private agencies play a vital role and contribute a lot to Japanese education. Religious agencies and religious communities have run a number of schools since 1949, which are under the control of prefectures. Most of these schools are much better than the state controlled ones.

The education system of Japan and India differ in many ways, reflecting their unique cultural values, social structures and economic conditions. While each system has its strength and weaknesses, there is an opportunity to learn from each other and to collaborate to create a better future for all students. By embracing innovation, diversity and a commitment to excellence, both countries can build education system that prepares students for success in the 21st century.

4.4 Questions and Exercises:

Short Answer Questions-

1. Write the characteristic features of the Japanese people.
2. Write short notes on Temple schools of Japan.
3. What is Mombusho?
4. Write any two salient features of Tera Koya schools.
5. Prepare a brief report on the contribution of Buddhist monks in the field of Japanese elementary education.

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Long Answer Questions:-

1. Describe the systems of educational administration of Japan and compare with India.
2. Outline the main objectives of primary education in Japan. What differences can you observe with that of your own country? Explain elaborately.
3. Make a comparative analysis of the National Educational system of Japan with that of England.

4.5 References and Suggested Readings:

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- Nemoto, Y. *The Japanese Education System*, Universal Publisher, Parkland, Florida USA. 1999.
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