

Higher Education in India and Japan: A Comparative Study

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Abstract:

This study will focus on "Higher Education in India and Japan: A Comparative Study." Education is the most important and potential tool in our society to build a sustainable and educated community where it provides equal opportunity and human rights to all regardless of their caste, region, religion, creed, race, etc. Through education, the human mind is aware of the truth and the scientific reason behind the fact surrounding nature. It is an essential tool in our society that gives light to our dark minds and raises our human knowledge to live in this society and around the globe. Higher education is the highest degree or level where humans can utilize their skills and knowledge to know their specific expertise. Using that knowledge and skills gives the better human resource in our society to regulate, control, and uphold the nation and the globe. India and Japan are two Asian nations enriched with their culture, tradition, arts, science, technology, and education system. Though the nations differ in various aspects, in the field of their higher education, the nation's enrollment rate in higher education is meager or not satisfactory compared to the other advanced country or the school education of their nation. This study will attempt to focus on the reason behind the lack of interest in higher education and the overall educational status of both India and Japan.

Keywords: Higher Education, India, Japan

Introduction: "Education" is such a term and process which is very much familiar to all of us. The word "Education" is Latin derived from "Educated," which has the meaning "To bring out the inside to the outside." Education " generally means "learning or teaching" systematically or suitably. Without education, we can not imagine individual development as well as the development of our society. It can make our community better to live in. According to the Constitution of India and Japan, education is the fundamental right of all regardless of caste, religion, region, gender, age, and creed. Education is the essential tool of human civilization to nurture a human being. This tool plays a vital role in our society to give brightness to the darkness of our minds and promote our community towards a better way. Education enlightens human nature, individual thinking, personality, and a healthy mind. But it also helps achieve a nation's social, cultural, economic, and political development. Due to this, no single country can be imagined as a healthy and prosperous nation without a sustainable education system.

All the nations of the world have their unique and fundamental educational system. India and Japan also have their traditional and popular culture, arts, music, technology, and the education system. Currently, India's education system mainly follows the "National Policy On Education-1986," where children ages under 14 years can gain free and compulsory education with satisfactory quality across the nation. By this policy, the government highlighted some crucial targets that are "(1) Universal enrollment and universal retention of children up to 14 years of age And (2) a substantial improvement in the quality of education."¹ Besides that, it also promotes the children-centric framework, flexible programs for all, quality education and structure improvement, and a typical school structure for all (10+2+3), ensuring free and compulsory education.

A new education policy was introduced on 29th July of 2020 that was approved and considered by the union cabinet of India called "National Education Policy of India 2020 (NEP 2020)". This new policy will be implemented soon across India, focusing on the framework of elementary to higher education covering rural and urban areas across the nation. Due to the covid pandemic, it was delayed to enact practices over the country. However, the NEP 2020 has been passed in two states of India. At first NEP 2020 policy was introduced in Karnataka, and then it was welcomed in Madhya Pradesh. This educational policy replaced the previous education policy of "National Policy On Education 1986," and this new education policy (NEP 2020) will follow a 5-3-3-4 structure. As per the NEP 2020, many important facts are introduced to get a better education. With this new education policy, the government will increase the GDP for each state of their sustainable development of education to help promote a nation's growth. In this unique educational policy, the government and policymakers emphasized that the mother tongue or the regional language will be the medium of instruction for learning or acquiring the knowledge up to the class of five. There will be no pressure on the student to choose the language besides the government also focuses on the foreign language as a path to a better carrier. As a medium of instruction, the state, UT, institute, or school has the right to decide the language to fulfill the educational quality.

Respecting this new educational structure of 5-3-3-4, the first five years cover the preschool or Anganwadi and primary under the ages of 3-8 years. The following three years cover the preparatory stages of classes three to five between the ages of 8 and 10. After completing class five, students ages between 11-13 years promote to the middle class, that is, six to eight. In their second stage, nine to twelve students between the ages of 14-18 years have multiple subjects for completing their secondary education. A four-year multidisciplinary degree is set up in higher education for the Bachelor's courses. After one year in a specific topic, students will be rewarded with a degree or certificate course from that reputed institute. A two years completion course offers the diploma certificate, and the students who completed their three years course in any relevant field from a recognized institute or university are considered for a Bachelor's degree. However, in some cases, the four years technical and vocational courses are also available. In addition, the new policy wants to set up a commission called "A Higher Education Commission of India" (HECI) to regulate higher education along with the increment in gross enrollment ratio in education over the nation.

Japan has witnessed that it's never been ruled or controlled by the western countries, so we can say Japan was never colonized by the supreme powers like many other countries. In ancient Japan, they always tried to adopt and learn new cultures and traditions from the surrounding nation. After the Meiji restoration

¹ National Policy on Education-1986 (NPE) Is a policy introduced by India's government to promote and regulate the standard of education quality for all.

(1868), Japan walked on a new path of modernization or westernization, and many reformations were introduced in their political, social, cultural, and educational sectors from that time. Such as “Civilization and Enlightenment” (文明開化) and "Enrich the Country, Strengthen the Military" (富国強兵). In Japan, the Ministry of Education was established in 1871, and the school education system was run as per the model of the American educational system. Besides that, the Japanese school administration followed the French education structure where the school system was divided into three parts elementary school, middle school, and university. During those days, the school education system was successfully run through the Ministry of Education And the System of School District. At the beginning of the Meiji Era, the government invited many foreign professors and experts to Japan, and many Japanese students were sent abroad to study. After completing their studies, foreign professors were replaced by those students.

After being defeated in World War II with massive destruction in 1945, Japan was occupied till 1951 by the Allied forces. During that time, the General Headquarters (GHQ) had the sovereign power to regulate and govern Japan. After being occupied by the Allied troops, the General Headquarters (GHQ) demolished many policies, such as Demilitarization, Democratization, etc., and reconstructed many policies to regulate them properly. In 1946 the General Headquarters (GHQ) requested the U.S to consign a United States Education Mission to Japan because GHQ wanted to reform the educational system. That Education Mission examined the post-war academic structure of Japan and submitted a report with several recommendations to GHQ regarding the reform of the post-war Japanese education system. With those recommendations, GHQ reconstructed the post-war education system in Japan.

Based on the recommendations of the School Education Law (1947), The Board Education Law (1948), the Social Education Law (1949), and the Private School Law (1949) were built, and the present school education structure of 6-3-3-4 was introduced across the nation. Besides that, the compulsory school education system extended to nine years, including primary and lower secondary school. In prefecture and municipal areas, a new board of education was established, etc.

At present, Japan follows the 6-3-3-4 respective education structure in terms of the education system, which was enacted and established by The Fundamental Law of Education and The School Education Law in the year 1947 (MEXT)². In this structure, the first two figures (6-3) of Japan are the compulsory education for the age group from six to fifteen years. After completing compulsory education, Japanese students go for their three years of high school education, where they face the entrance examination to choose their appropriate school from which they continue their studies. In upper secondary school, the course content is classified into three categories that are general, specialization, and integrated courses. In Japan, the higher education institute consists of various types of nature according to their profession, such as universities (大学), junior colleges (短期大学), college of technology (専門学校), professional and vocational universities (専門職大学).

² Ministry of Education, Sports, Science, and Technology is known as MEXT 「文部科学省」 - (monbu Kagaku sho) that one of the ministries of the government of Japan.

Higher Education Status in India

YEAR	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
No of Universities	667	723	757	799	864	903	993	1043
No of Colleges	35525	36634	38056	39,071	40,026	39,050	39,931	42,343
No of Stand Alone Institutions	11565	11664	11922	11,923	11,669	10,011	10,725	11,779
Enrollment in Higher Education(In million)	30.1	32.3	34.2	34.6	35.7	36.6	37.4	38.5
Male(in a million)	16.7	17.5	17.9	18.6	19.0	19.2	19.2	19.6
Female(in a million)	13.5	14.8	15.4	16.0	16.7	17.4	18.2	18.9

[SOURCE: AISHE FROM THE YEAR 2012 TO 2020]

Enrollment rate (%) in school and university of India

Year	Compulsory Education (I-VI)	Compulsory (V-VIII)	Secondary Education (IX-X)	Upper Secondary Education (XI-XII)	Higher Education (Universities)
2000-01	113.7	42.8	19	9.9	–
2005-06	132.1	52.2	25	13.4	14.3
2010-11	134.8	61.9	31.9	19.5	27.5
2011-12	139.9	63	34.1	21	29.2

[Source: statistic of school education 2011-12 and Handbook on Social Welfare Statistics 2018]
https://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/SES-school-2011-12.pdf,
<https://socialjustice.gov.in/common/76786>

Higher Education status in Japan (as of 1st May 2020)

Type of institute	National	Public	Private	Male (in 1000)	Female(in 1000)
Universities	86	94	615	1,621	1,294
College of Technology	51	3	3	45	
Junior Colleges	---	17	306	13	95
Graduate School	86	84	473	172	83
Specialized Training Colleges	9	187	2,919	293	368

[Source: Statistical Handbook of Japan 2021]

Enrollment rate (%) in school and university of Japan.

Year	Compulsory Education	Upper Secondary	University & Junior Colleges
2000	99.98	97.0	45.1
2005	99.97	97.6	47.3
2010	99.96	98.0	54.3
2012	99.95	98.3	53.6
2013	99.96	98.4	53.2

[SOURCE: MEXT.<https://www.mext.go.jp/en/publication/statistics/title01/detail01/1373636.htm>]

India and Japan, both Asian nations, have been implementing and reforming many educational policies from time to time to ensure the quality of education and to improve the enrollment rate in school and higher education. As per the data from the Ministry of Social Justice and Empowerment (2015-16), at present, the Gross enrollment rate at the Elementary level of classes I to VIII is 96.9 percent, Secondary school of classes IX to X is 80.0 percent, Senior Secondary school is XI to XII is 56.2 percent. However, in higher education, the gross enrollment is nearby fifty percent of the gross enrollment in high school, that is 24.5 percent in India (26.3 as per 2019-19) (Social and Welfare Statistics 2015-16, page 295), on the other hand in Japan, the

enrollment in elementary level is 99.96 percent, high school is 96.6 percent (Report 2013, MEXT). However, in higher education, the present enrollment rate in Japan is 53.2 percent (Report 2013, MEXT). This data and graphs show us that the school enrollment rate of both nations is above 90 percent, whereas the enrollment rate of Higher Education in both countries is nearly 50 percent. We can say the school enrollment in both nations is satisfactory. Still, in terms of higher education, it is not that satisfactory or considerable from the aspects of a country. By this figure, it is also of concern to all that both Asian nations have their educational policies, infrastructure, and educational administration board to manage their higher education system. Still, these two nations' higher education rate is very much lower than their compulsory and school education rates.

Though the Constitutional Provisions have been made to ensure the quality of education for all and the Governments of both nations have been reforming and implementing various policies from time to time, however in both countries still, there are some hurdles in the way of development in higher education. This study will attempt to make a comparative study of the overall status of higher education in India and Japan with some fundamental questions like- what are the reasons or problems still present in higher education in both nations? Are the students not interested in higher education? What obstacles are there in the way of higher education? Are students not conscious of the need for higher education? How do both nations help each other to develop their higher education path and so on?

Kour. K(2020), in the doctoral thesis entitled "Higher Education and Human Development: A Critical Analysis," explored the growth and development of higher education in India since 1990. This study discussed the relation of human development from the viewpoint of education, health, and the standard of living. In addition, the study depicted the connection between human development and higher education as dependable and relevant.

Nozaki. Y, Aranha. R, Dominguez. R, Nakajima. Y (2009), in this study, "Gender Gap and Women's Participation in Higher Education: Views From Japan, Mongolia, and India," described the gender gap of women in enrollment in higher education levels focusing on three industrial countries- Japan, Mongolia, and India. This article discusses the rapid increase of women in higher education over the past decades and calls the reverse enrollment rate in higher education.

Badhei.S (2003), in the doctoral thesis entitled "Managing Higher Education in Japan: Problems and Issues," mentioned the problems and issues of higher education in Japan. The significant problems that affect higher education are globalization, internationalization, technology, new market forces, and pressure for democracy and peace. The researcher also mentioned some fundamental issues such as the method of teaching, the way to conduct research, the management process, etc.

Kitamura. Y, Omomo.T, Katsuno.M (2019), in the book "Education in Japan: A Comprehensive Analysis of Education Reforms and Practices," concerned about the Japanese education system, its overall structure, and the socio-economic condition surrounding education in contemporary Japanese society. It explored the basic educational structure of each level of education in Japan. In addition, this book deals with the problems that are faced by the student like- educational disparities, multiculturalism, lesson studies, misfit jobs, educational reformation, policies, globalization and education, English as a mode of instruction and examination, and so on.

Snowden. P (2021), in the book entitled "Handbook of Higher Education of Japan," observed how the Japanese education system developed and its present form and gave a short description of the 21st century's

education system. Here is a discussion regarding government dissimulation toward Japan's private, national, and public higher educational institutions. The author also depicted women's participation in higher education to promote higher education, faculty mobility, globalization, etc.

Conclusion: Higher Education exists in various ways according to the need of the subjects, curriculum, work desire, prestigious, social status, capital sources, and the requirement of the institution. Asia's two most culturally and traditionally popular nations India and Japan, have sustainable school education systems and well-designed administrations to look at the governance and control of education. Higher education has always played a significant and remarkable role in our society to govern a nation. Though both the governments of India and Japan implement and practice many policies from time to time, it is also acknowledged that the school education rate of both nations has risen since independence. However, the path of higher education is still under consideration for improvement. Beasouse, only higher education can build the roof of the nation from the view of economics, technology, as well as the cultural development of a country.

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