

**A
REPORT
ON
PROJECT WORK**

**A COMPARATIVE STUDY OF EDUCATIONAL SYSTEM OF
JAPAN AND INDIA**



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PREPARED BY

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REPORT

Project on " A comparative study of Educational system of Japan and India " was Prepared by students of Department of Education during the month of July 2021. Fifteen numbers of students Participated in the Project work. They collected several materials on the topic from different Libraries and other Studious places. The departmental Faculties Co-operated them in all those works and this Project is original.

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A COMPARATIVE STUDY OF EDUCATIONAL SYSTEM OF JAPAN AND INDIA

1. Introduction:

Comparative Education as a discipline, the study of educational systems in which one seeks to understand the similarities and differences among educational systems. ... The field of comparative education is best defined as an intersection of the social sciences, education and cross-national study. Comparative education provides reference for reforms. The study helps students to improve the education in their home country. Comparative education helps students to acquire better understanding of education system of other countries and borrow some aspects for better improvement of education at home. After a brief overview of comparative education, we will conduct a comparative study between the Japanese and Indian education system below, with the following objectives-

1.1 Objectives-

- To understand the educational system of Japan in relation to its elementary, secondary and higher education.
- To comprehend the educational system of Indian educational system in relation to its elementary, secondary and higher education.
- To compare the educational system of Japan and India in relation to its elementary, secondary and higher education.

1.2 The Educational System of Japan

Introduction: Japan is an island country in east Asia, located in the northwest Pacific Ocean. It is bordered on the west by the Sea of Japan, and extends from the sea of Okhotsk in the north toward the east china sea and Taiwan in the south.

During second world war, two major cities, Hiroshima and Nagasaki, were destroyed. After that, in 1952, japan become a sovereign state. Since then, Japanese residents

have not looked back. Japan is a constitutional monarchy with a parliamentary government.

Japanese society:Japanese often think of themselves as a homogeneous society, with a strong sense of group and national identity and little or no ethnic or racial diversity. ... Rather, what is perhaps most unique about Japanese society is its highly structured approach to managing and resolving these differences.

Japanese Culture:Japan's indigenous culture originates primarily from the Yayoi people who settled in Japan between 1000 BCE and 300 CE. Yayoi culture spread to the main island of Honshu, mixing with the native Jomon culture. Modern Japanese have an estimated 80% Yayoi and 20% Jomon ancestry.

Literacy Rate:Between 2008 and 2014, Japan adult literacy rate remained stable at around 99 %.

1.2.1 Characteristics of Education System of Japan:

- **Compulsory Education:** The basic school system in Japan is composed of elementary school (lasting 6 years), middle school (3 years) and university (4 years). Education is compulsory only for the 9 years of elementary and middle school, but 98.8% of students go on to high school.
- **Free Education:**Japanese boys and girls are compulsory and unpaid for everyone under the age of 15. With the help of the national government and the local government, everyone is provided with unpaid education. They are provided free school meals, textbook, medical facilities and etc.
- **Important on Mother-tongue:**The people of Japan have a lot of respect for their mother tongue. so, the mother tongue is given considerable prominence in the Japanese Education system.
- **Love of Nation:**The Japanese are very patriotic. They never hesitate to sacrifice for their nation. Therefore, it is one of the main characteristics of the Japanese education system to create a sense of nationalism among students in the country.

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- **Manners first before knowledge:** Japanese students don't get any exams until they're in grade four. Japanese schools just give them small tests. Their main goal is not to judge the child's knowledge or learning, but to establish good manners and character development. Kids are taught to respect people, be gentle to animals and nature, as well as qualities like justice, self-control, and grit.
- **Japan's academic year starts on 1st of April:** April 1 often coincides with the beautiful natural phenomena in the country: the time of cherry blossom. There are 3 trimesters in Japan's academic year: April 1 — July 20, September 1 — December 26, and January 7 — March 25. Students enjoy 6 weeks of holidays during the summer. They also have 2-week breaks in winter and spring.
- **Students clean their school themselves, as most Japanese schools don't employ janitors:** Students clean their own classrooms, cafeterias, and even toilets. The Japanese education system believes that this activity will teach student to work as a team and respect the environments.
- **During school lunch, students eat healthy and balanced meals provided on a standardized menu and is eaten together in the classroom:** In public elementary and junior high schools, the lunch for students is cooked by qualified chefs and health care professionals. They all eat together in their classroom with the teacher.
- **Nearly all students have to wear a school uniform:** Some schools have their own attire. But traditional Japanese school uniforms are military style for boys and sailor outfit for girls. The purpose of their uniform policy is to remove social barriers among students.
- **School attendance rate in Japan is 99.99%:** Can you name another country that can boast such statistics? Probably a few. In Japan, students don't skip classes, nor do they arrive late for school. Around 91% of pupils in Japan reported that they never ignored the lessons of their teacher.

1.2.2. Constitutional provision for education in Japan:

The Article 26 of Japanese constitution reads as follows: All people shall have the right to receive an equal education correspondent to their ability, as provided by law. ... Such compulsory education shall be free. For the first time in its history, the Japanese people acquired constitutional rights to an education.

- **Systems of Education of Japan:**The Japanese school system primarily consists of six-year elementary schools, three-year junior high schools and three-year high schools, followed by two-or-three-year junior colleges or a four-year college. Compulsory education lasts for 9 years through elementary and junior high school.
- **Primary Education in Japan:**Elementary education marks the beginning of free and compulsory education for all Japanese children, lasting six years and spanning grades one to six. Children enter elementary education provided they reach age six as of April 1. The elementary curriculum emphasizes both intellectual and moral development.

1.2.3. Structure of Primary Education(Elementary Education)

Japanese primary school lasts for six years. In Japan, the school system is generally called the —6-3-3-4-year system, which expressly places primary school education as the foundational stage of the entire school system. Although there are kindergartens for preschool education, these kindergartens do not form a part of the compulsory education system. Compared to the kindergarten enrollment rate of 60%, the primary school enrollment rate exceeds 99%, proving primary schools to be the essential institutions responsible for the fundamental education of all Japanese citizens.

Elementary education in Japan begins at the age of 6 and is mandatory for children to attend school for this period. Lower secondary education is the final

stage of mandatory education and caters to students from 12 to 15 years of age.

Education in elementary school consisting grades one to six. Elementary teachers are usually responsible for all subjects, and classes remain in a single room for maximum activities. All the teachers and professors are very well prepared.

There are both private and public schools for elementary level of education. Almost 100% students from pre-primary schools go for elementary education.

- **Curriculum of Primary Education:**

Japan's primary school curriculum is divided into three main categories: compulsory subjects, moral education and special activities. Compulsory subjects are Japanese language, Japanese literature, arithmetic, social studies, science, music, arts and handicrafts, programming and PE.

- **Methods of Teaching of Primary Education:**

- Teach the Vocabulary.
- Explicit Instruction.
- Play Way Methods.
- Effective Questioning Techniques.
- Deliberate Practice.
- Laboratory Methods.
- Differentiation.
- Project Methods.
- Lecture Methods

- **Present Status of Primary Schools Numbers of Schools,**

Pupils, and Teachers As of 2010,

there was a total of 22,000 primary schools (including 21,730 main schools and 270 branch schools). Among these, 74 schools were nationally run, 21,713 were public, and 213 schools were privately owned. Compared to last year, there are 258 less schools in total. Number of nationally run schools remains the same, whereas public schools decreased by 261 and private ones increased by 3 from last year. Number of enrolled pupils is 6,993,376 (3,579,418 boys and 3,413,958 girls), approximately a 70,000-person decrease from last year. Number of classrooms is 277,503,700 decrease from last year. Number of pupils per classroom is 25.2, 0.2 pupils less than last year. Number of pupils per teacher is 16.7, a 0.1 decrease from last year. As a result of the dwindling birth rate in recent years, the number of schools in 2010 was approximately 20% less than the highest record of 26,988 in 1957. Similarly, the number of pupils was almost a half of 13,492,087, the highest record achieved in 1958. Number of teachers is 419,776 (including 156,030 males and 263,746 females), with female teachers accounting for 62.8% of the total. Compared to last year, number of teachers has increased by 258. Figure 1 shows the transition of headcounts of pupils and teachers from 1948 to 2010 (Source: MEXT, School Basic Survey 2010 and School Basic Survey 2011).

- **Examination System:**

Evolution of primary education | Japan, the education administration, school authorities and teachers make a concerted effort to assess primary education. The assessment system includes both written examination and oral examination. In addition, some subjects are subject to practical examination as required. Emphasis is placed on pupil's product for the evolution of arts and crafts. Teachers also oversee students group activities. Everyone has a role to play in assessing primary education in Japan.

1.2.4. Secondary Education in Japan:

Secondary education in Japan is really like a bridge between primary and higher education. Secondary education in Japan is split into junior high schools (Chugakko), which cover the seventh through ninth grade, and senior high schools (kotogakko, abbreviated to koko), which mostly cover grades ten through twelve. Secondary education in Japan consists mainly of lower secondary education and higher secondary education.

- **Lower secondary school (Chugakko):** Lower-secondary schools cover grades seven, eight, and nine. Ages are roughly 12-15 with increased focus on academic studies. ... Unlike elementary students, junior high school students have different teachers for different subjects. The subject teachers usually move to a new room for each 50-minute period.
- **Upper Secondary School (Kotagakko):** The role of upper secondary education in Japan is to "provide higher general education and specialized education according to students' mental and physical development on the foundation of the lower secondary education.

1.2.5 Structure of Secondary Education

- **Lower-Secondary Education:** Lower-Secondary Education covers grades seven, eight, and nine- children from the ages of roughly twelve to fifteen--with special focus on academic studies. Lower Secondary level of education is not compulsory in Japan, but almost 96% of students from primary level do go for secondary level. The public schools for secondary education are more, as compared to private schools in Japan. Also, the private schools are more expensive than public schools.

At the lower secondary school, a teacher is assigned to teach one specific

subject. Subjects covered in secondary level of education are mathematics, science, social studies, art and crafts, English, health, fine arts, physical education, music and other foreign languages too. Since 2011, English has been made compulsory in the school curriculum. So, many native English speakers are being hired to improve the standard of English Education in schools in Japan.

Some teachers are allotted to take the responsibilities for the classroom along with teaching a specific subject. Generally, the class-assigned teacher is responsible for providing students' academic and career guidance. Also, it is her responsibility to prepare documents and academic records of students such as report cards, teaching-learning record (Shido-Yoroku), dossiers, etc. Of late, however, in maximum cases experts take over the task of providing career guidance. In addition, school also covers the extra-curricular activities like sports, moral studies and industrial arts.

- **Upper-Secondary Education:**

Even though upper-secondary education is not compulsory in Japan, but almost 94-96% of students passed from junior high school go for senior high school education. It is again three years of education. More than 50% schools providing senior high school level of education are of private funding.

The curriculum includes basic subjects like Mathematics, Science, English and Japanese. In the later years of high school education some vocational and technical courses are also included in the curriculum. Courses like business, fish farming, information processing, accounting and computers are quite popular among students.

Upper-Secondary schools are structured into departments, and teachers specialize in their fields arena although they teach diverse courses within their disciplines. They are generally University Graduates. They work with the goal of covering all the aspects of the subject elected by a student within the academic year. Special training of technical courses is given to students with disability, thereby making them independent enough to survive on their own means.

- **Curriculum:**

Traditionally Japanese students attended class on Saturdays; although education reforms from 2002 have made them no longer mandatory,^[7] many schools have begun to bring them back. Schools have limited autonomy in developing their curriculum or choosing their textbooks. Instead, although the latter are written and produced in the private sector,^[7] the Ministry of Education has the final say over any and all content and materials. Typically students take three years each of mathematics, social studies, Japanese, science, and English, with additional courses including physical education, music, art, and moral studies.^[7] In particular social studies in Japan is broken down into civics, geography, Japanese history, world history, sociology, and politics/economics.^[7] There are the large number of mandatory courses, and a few number of electives.

Upper-secondary teachers are university graduates. Upper-secondary schools are organized into departments, and teachers specialize in their field of study although they teach a variety of courses sharing a more general discipline. Teaching depends largely on the lecture system, with the main goal of covering the curriculum. Approach and subject coverage tend to be uniform, at least in the public schools.

Present Status of Secondary Schools:As of May 2020, almost 4.9 thousand upper **secondary** high schools were in operation in Japan, with the majority being public schools established by the local government. Senior high school education runs for three years and is not included in the compulsory education in Japan

Methods of Teaching of Secondary Education;

- Demonstration Method.
- Question-Answer Method.
- Observation Method.
- Analytic and Synthetic Method.

- Experimental Methods.
- Effective Questioning Techniques.
- Deliberate Practice.
- Laboratory Methods.
- Inductive and Deductive Method.
- Project Methods.

Examination System:The education in Japan, secondary schools have both a written and oral examination. In addition, practical examinations are provided to meet the need of some subjects. In Japan, students in the professional and industrial fields perform practical tests, as well as work on pupil's product. In Japan, the credits system has been adopted for the academic success of students. This honors system paves.

Higher Education in Japan:Higher Education is actually considered the best education. Higher education usually refers to university education. Many colleges and universities, have been established for the development of higher education in Japan. They have to complete secondary education to enroll in these colleges and universities. Students take the entrance examination to enroll in colleges and universities affiliated to higher education. University entrance exams are administered by the national center for university entrance examination. The exams are then conducted through national, local government and private universities.

1.2.6 Structure of Higher Education:

In Japan, higher education starts upon completion of a total of 12 years of primary education (6 years in elementary school) and secondary education (three years respectively in both lower and upper secondary schools). Japanese higher education institutions include universities awarding bachelor's, master's, doctors.

The Structure of the higher education is discussed as below.

Universities(undergraduate courses) (Daigaku): There are about 700 universities in Japan, including national, public and private ones. The length of study in an

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undergraduate university is four years with the exception of medicine, dentistry and veterinary science department, which require six years of study.

Graduate schools: The length of study in a graduate school depends on whether you are matriculated in a master's program or doctor's program. Master's program: lasts for two years. Doctor's program: lasts for five years. For information regarding specific graduate schools, please refer to the Asian Students Cultural Association web site.

Junior Colleges (Tanki-Daigaku): The length of study is two years or three years depending on the department. The majority of department are those related to home economics, humanities, education and sociology.

Special training colleges (post-secondary courses):- Special training schools that offer post-secondary courses are called special training colleges. Such schools are positioned as higher educational institutions in Japan. They provide vocational education as well as education in the skills, technology and knowledge needed in life. The length of study is one year or more, but most courses are two years in length.

Colleges of technology (Koto – Senmon – Gakko): Colleges of technology provide junior high school graduates with five years (five and a half years for merchant shipping courses) of education. There are about 60 colleges of technology in Japan. They offer courses related to engineering, merchant shipping as well as other fields.

Curriculum of Higher Education:

In particular, courses such as academic courses and professional courses are taught in Japan. Graduate colleges teach arts, science and commerce. Courses in the arts department include Japanese language, English, history, geography, economics, political science, logic, sociology and psychology. The department of science also offers courses in physics, chemistry, mathematics, botany and zoology. The commerce

department offers course in accounting, statistics, business law and business management.

In addition, graduate education is a professional subject, courses in mechanical engineering, industrial sciences, information and communication technology, computer science, commercial ship science, herbal science are included in the curriculum. Students are then taught about themselves for postgraduate education. Students who are involved in research have to submit a thesis on their own subject. After evaluating this research work, they completed their Ph.D. he holds a Ph.D.

Methods of teaching of higher Education:

- Lecture method
- Question – Answer Method
- Inductive and Deductive Method
- Analytic and Synthetic Method
- Laboratory Method
- Experimental Method
- Observation Method
- Project Method

Present Status of Higher Education: Number of Colleges AND Universities in Japan

In 2017, more than 2.89 million students were enrolled in Japan's 780 universities. At the top of the higher education structure are research institutions that provide four-year training leading to a bachelor's degree, and some offer six-year programs leading to a professional degree.

Examination System:

In both the undergraduate and graduate degrees in the higher education assessment system in Japan, student take both written examination and oral examination views. So, in some cases they have to take practical examination. If they pass the examination, they will get a certificate. In addition, those who have a Ph.D., considered eligible, will

first submit their thesis at the university. It is then awarded a Doctoral Degree after it has been recognized and evaluated by an external inspector.

The problems in Japanese Education:

- Free time lost by examination wars.
- The risk of the nationally unified education.
- The lack of competition among educational suppliers.
- Japanese education rejects individual differences.
- The contradiction that any educational efforts not approved by the Ministry of Education are essentially useless.
- Educational system disturbing freedom of thought and education.
- The Japanese system does not develop unconventionality nor creativity.
- New social discrimination in the educational field.

1.2.7 Influence of COVID-19 on Japanese education:

Covid-19 has highlighted is student access to financial support for higher education. In 2017, about 39 percent of current university students had taken out loans and the number of student loans has tripled over the past 15 years. Many students pursuing higher education have been hit hard financially due to either their own loss of income or family members' loss of income as a result of pandemic-related job losses. Over 100 universities in Japan have taken measures to financially support students impacted by Covid-19 through scholarships, grants, or loans, and some are providing financial assistance to students that need education-related items for online learning. As for the government, MEXT is currently providing cash hand-outs of 200,000 yen to "those who face difficulties continuing their studies at their university or other educational institutions so that they do not abandon their studies." The recession in Japan could damage the economic outlook for the less than one fifth of low-income students that make it to university. The affordability of higher education in Japan merits continued attention.

Kovid-19 has also shown the world that online learning can be more important in the future.

2. The Educational System of India

India, officially the Republic of India is a country in South Asia. It is the second-most populous country, the seventh-largest country by land area, and the most populous democracy in the world. Bounded by the Indian Ocean on the south, the Arabian Sea on the southwest, and the Bay of Bengal on the southeast, it shares land borders with Pakistan to the west;^[7] China, Nepal, and Bhutan to the north; and Bangladesh and Myanmar to the east. In the Indian Ocean, India is in the vicinity of Sri Lanka and the Maldives; its Andaman and Nicobar Islands share a maritime border with Thailand and Indonesia.

Governing System:

India is the world's most populous democracy. A parliamentary republic with a multi-party system, it has eight recognized national parties, including the Indian National Congress and the Bhartiya Janata Party (BJP), and more than 40 regional parties.

Administrative divisions

India is a federal union comprising 28 states and 8 union territories , All states, as well as the union territories of Jammu and Kashmir, Puducherry and the National Capital Territory of Delhi, have elected legislatures and governments following the Westminster system of governance. The remaining five union territories are directly ruled by the central government through appointed administrators. In 1956, under the States Reorganization Act, states were reorganized on a linguistic basis. There are over a quarter of a million local government bodies at city, town, block, district and village levels.

Economic Condition: According to the International Monetary Fund (IMF), the Indian economy in 2019 was nominally worth \$2.9 trillion; it is the fifth-largest economy by market exchange rates, and is around \$11 trillion, the third-largest by purchasing power parity (PPP). With its average annual GDP growth rate of 5.8% over the past two decades, and reaching 6.1% during 2011–2012, India is one of the world's fastest-growing economies

Indian society: India is a hierarchical society. Societal hierarchy is evident in caste groups, amongst individuals, and in family and kinship groups. Castes are primarily associated with Hinduism, but caste-like groups also exist among Muslims, Indian, Christians, and other religious communities.

Indian Culture: Indian culture is the heritage of social norms, ethical values, traditional customs, political systems, artifacts and technologies that originated in or are associated with the Indian subcontinent. The term also applies beyond India to countries and cultures whose histories are strongly connected to India by immigration, colonization, or influence, particularly in South Asia and Southeast Asia. India's languages, religions, dance, music, architecture, food and customs differ from place to place within the country.

Literacy Rate: The literacy rate in the country is 74.04 per cent, 82.14 for males and 65.46 for females. Kerala retained its position by being on top with a 93.91 per cent literacy rate, closely followed by Lakshadweep (92.28 per cent) and Mizoram (91.58 per cent).

2.1 Characteristics of Indian Education:

- A system of obligatory education to all or any children up to the year of fourteen. Under this age, all children must be given education in any government or private school.
- If any child is forced to do any other job excluding from being educated the person concerned in such activities will be treated as per law.
- After gaining primary education, a child can be given secondary education.

- For providing this level of education each, the central and state governments are involved through their boards, which are created for this purpose.
- There are also private boards who conduct a high school or intermediate exams.
- After their 10+2 (secondary schooling), a person can pursue bachelor, master and an alternative specialization degree in several fields of their selection.

Constitutional provision for education in India:

The following are some of the Articles on Education related to the Indian Constitution,

- **Article 45:** Free and Compulsory Education.
- **Article-30:** Education of Minorities.
- **Article-29(1):** Language Safeguards.
- **Article-15/Article-17/Article-46:** Education for Weaker Sections.
- **Article-25(1)/ Article-28(1)/Article-28(2)/ Article-30:** Secular Education.
- **Article 29(1):** Equality of Opportunity in Educational Institutions.
- **Article-26(1)/Article 350A:** Instruction in Mother -Tongue.
- **Article-351:** Promotion of Hindi.

2.2 Systems of Education of India: The school system in India has four levels: lower primary (age 6 to 10), upper primary (11 and 12), high (13 to 15) and higher secondary (17 and 18). The lower primary school is divided into five "standards", upper primary school into two, high school into three and higher secondary into two.

School Education:

The central board and most of the state boards uniformly follow the "10+2" pattern of education. In this pattern, study of 10 years is done in schools and 2 years in Junior colleges (Mumbai, Maharashtra), and then 3 years of study for a bachelor's degree for college. The first 10 years is further subdivided into 4 years of primary education, 6

years of High School followed by 2 years of Junior colleges. This pattern originated from the recommendation of the Education Commission of 1964–66.

Policy:

Education policy is prepared by the Central Government and State Governments at national and state levels respectively. The National Policy on Education (NPE), 1986, has provided for environment awareness, science and technology education, and introduction of traditional elements such as Yoga into the Indian secondary school system. A significant feature of India's secondary school system is the emphasis on inclusion of the disadvantaged sections of the society.

Curriculum and School Education Boards:

School boards set the curriculum, conduct board level exams mostly at 10th and 12th level to award the school diplomas. Exams at the remaining levels (also called standard, grade or class, denoting the years of schooling) are conducted by the schools.

- **National Council of Educational Research and Training (NCERT):** The NCERT is the apex body located at New Delhi, Capital City of India. It makes the curriculum related matters for school education across India. The NCERT provides support, guidance and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies. There are other curriculum bodies governing school education system specially at state level.
- **State government boards of education:** Most of the state governments have at least one "State board of secondary school education". However, some states like Andhra Pradesh have more than one. Also, the union territories do not have a board. Chandigarh, Dadra and Nagar Haveli, Daman and Diu, and Lakshadweep and Puducherry Lakshadweep share the services with a larger state. The boards set curriculum from Grades 1 to 12 and the

curriculum varies from state to state and has more local appeal with examinations conducted in regional languages in addition to English - often considered less rigorous than central curriculums such as CBSE or ICSE/ISC. Most of these conduct exams at 10th and 12th level, but some even at the 5th, 6th and 8th level.

- **Central Board of Secondary Education (CBSE):** The CBSE sets curriculum from Grades 1 to 12 and conducts examinations at the 10th and 12th standards that are called board exams. Students studying the CBSE Curriculum take the All-India Secondary School Examination (AISSE) at the end of grade 10 and All India Senior School Certificate Examination (AISSCE) at the end of grade 12. Examinations are offered in Hindi and English.
- **Council for the Indian School Certificate Examinations (CISCE):** CISCE sets curriculum from Grades 1 to 12 and conducts three examinations, namely, the Indian Certificate of Secondary Education (ICSE - Class/Grade 10); The Indian School Certificate (ISC - Class/Grade 12) and the Certificate in Vocational Education (CVE - Class/Grade 12). CISCE English level has been compared to UK's A-Levels; this board offers more choices of subjects. CBSE exams at grade 10 and 12 have often been compared with ICSE and ISC examinations. ICSE is generally considered to be more rigorous than the CBSE AISSE (grade 10) but the CBSE AISSCE and ISC examinations are almost on par with each other in most subjects with ISC including a slightly more rigorous English examination than the CBSE 12th grade examination. The CBSE and ISC are recognized internationally and most universities abroad accept the final results of CBSE and ISC exams for admissions purposes and as proof of completion of secondary school.
- **National Institute of Open Schooling (NIOS):** The NIOS conducts two examinations, namely, Secondary Examination and Senior Secondary Examination (All India) and also some courses in Vocational Education. National Board of education is run by Government of India's HRD Ministry to provide education in rural areas and challenged groups in open and distance

education mode. A pilot project started by CBSE to provide high class affordable education, provides education up to 12th standard. Choice of subjects is highly customizable and equivalent to CBSE. Home-schooled students usually take NIOS or international curriculum examinations as they are ineligible to write CBSE or ISC exams.

- **Islamic madrasah:** Their boards are controlled by local state governments, or autonomous, or affiliated with Darul Uloom Deoband or Darul Uloom Nadwtul Ulama.
- **Autonomous schools:** Such as Woodstock School, Sri Aurobindo International Centre of Education Puducherry, Patha Bhavan and Ananda Marga Gurukula.
- **International Baccalaureate (IB) and Cambridge International Examinations (CIB):** These are generally private schools that have dual affiliation with one of the school education board of India as well as affiliated to the International Baccalaureate (IB) Programmed and/or the Cambridge International Examinations (CIB).
- **International schools,** which offer 10th and 12th standard examinations under the International Baccalaureate, Cambridge Senior Secondary Examination systems or under their home nations school boards (such as run by foreign embassies or the expat communities).
- **Special education:** A special Integrated Education for Disabled Children (IEDC) programmed was started in 1974 with a focus on primary education, but which was converted into Inclusive Education at Secondary Stage

The Midday Meal Scheme :

The Midday Meal Scheme is a school meal programme of the Government of India designed to improve the nutritional status of school-age children nationwide, by supplying free lunches on working days for children in primary and upper primary classes in government, government aided, local body, Education Guarantee Scheme, and alternative innovative education centres, *Madarsa* and *Maqtab*s supported

under Sarva Shiksha Abhiyan, and National Child Labour Project schools run by the ministry of labour. Serving 120,000,000 children in over 1,265,000 schools and Education Guarantee Scheme centres, it is the largest such programme in the world.

2.3 Levels of schooling in India

2.3.1 Pre-primary education:

The pre-primary stage is the foundation of children's knowledge, skills and behavior. On completion of pre-primary education, the children are sent to the primary stage but pre-primary education in India is not a fundamental right. In rural India, pre-primary schools are rarely available in small villages. But in cities and big towns, there are many established players in the pre-primary education sector. The demand for the preschools is growing considerably in the smaller towns and cities but still, only 1% of the population under age 6 is enrolled in preschool education.

- **Play group (pre-nursery):**At playschools, children are exposed to a lot of basic learning activities that help them to get independent faster and develop their self-help qualities like eating food themselves, dressing up, and maintaining cleanliness. The age limit for admission into pre-nursery is 2 to 3 years. Anganwadi is government-funded free rural childcare & Mother care nutrition and learning program also incorporating the free Midday Meal Scheme.
- **Nursery:** Nursery level activities help children unfold their talents, thus enabling them to sharpen their mental and physical abilities. The age limit for admission in nursery is 3 to 4 years.
- **LKG:** It is also called the junior kindergarten (Jr. kg) stage. The age limit for admission in LKG is 4 to 5 years.
- **UKG:**It is also called the senior kindergarten (Sr. kg) stage. The age limit for admission in UKG is 5 to 6 years.

LKG and UKG stages prepare and help children emotionally, mentally, socially and physically to grasp knowledge easily in the later stages of school and college life. A systematic process of preschool education is followed in India to impart knowledge in the best possible way for a better understanding of the young children. By following an easy and interesting curriculum, teachers strive hard to make the entire learning process enjoyable for the children.

2.3.2. Primary Education:

The primary education in India is divided into two parts, namely Lower Primary (Class I-IV) and Upper Primary (Middle school, Class V-VIII). The Indian government lays emphasis on primary education (Class I-VIII) also referred to as elementary education, to children aged 6 to 14 years old. Because education laws are given by the states, duration of primary school visit alters between the Indian states. The Indian government has also banned child labor in order to ensure that the children do not enter unsafe working conditions. However, both free education and the ban on child labor are difficult to enforce due to economic disparity and social conditions. 80% of all recognized schools at the elementary stage are government run or supported, making it the largest provider of education in the country.

However, due to a shortage of resources and lack of political will, this system suffers from massive gaps including high pupil to teacher ratios, shortage of infrastructure and poor levels of teacher training. Figures released by the Indian government in 2011 show that there were 5,816,673 elementary school teachers in India. As of March 2012 there were 2,127,000 secondary school teachers in India. Education has also been made free for children for 6 to 14 years of age or up to class VIII under the Right of Children to Free and Compulsory Education Act 2009.

There have been several efforts to enhance quality made by the government. The District Education Revitalization Programmed (DERP) was launched in 1994 with an aim to universalize primary education in India by reforming and vitalizing the existing primary education system. 85% of the DERP was funded by the central government and the remaining 15% was funded by the states. The DERP, which had opened 160,000 new schools including 84,000 alternative education schools delivering alternative education

to approximately 3.5 million children, was also supported by UNICEF and other international programmers. In January 2016, Kerala became the 1st Indian state to achieve 100% primary education through its literacy programmed Athulyam.

This primary education scheme has also not shown a high gross enrollment ratio of 93–95% for the last three years in some states. Significant improvement in staffing and enrolment of girls has also been made as a part of this scheme. The current scheme for universalization of Education for All is the Sarva Shiksha Abhiyan which is one of the largest education initiatives in the world. Enrollment has been enhanced, but the levels of quality remain low.

2.3.3 Secondary Education:

Secondary education covers children aged 14 to 18, a group comprising 88.5 million children according to the 2001 Census of India. The final two years of secondary is often called Higher Secondary (HS), Senior Secondary, or simply the "+2" stage. The two-halves of secondary education are each an important stage for which a pass certificate is needed, and thus are affiliated by central boards of education under HRD ministry, before one can pursue higher education, including college or professional courses.

UGC, NCERT, CBSE and ICSE directives state qualifying ages for candidates who wish to take board exams. Those at least 15 years old by 30 May for a given academic year are eligible to appear for Secondary board exams, and those 17 by the same date are eligible to appear for Higher Secondary certificate board exams. It further states that upon successful completion of Higher Secondary, one can apply to higher education under UGC control such as Engineering, Medical, and Business administration.

Secondary education in India is examination-oriented and not course-based: students register for and take classes primarily to prepare for one of the centrally-administered examinations. Senior school or high school is split into 2 parts (grades 9-10 and grades 11–12) with a standardized nationwide examination at the end of grade 10 and grade 12 (usually informally referred to as "board exams"). Grade 10 examination results can be used for admission into grades 11–12 at a secondary school, pre-university program, or

a vocational or technical school. Passing a grade 12 board examination leads to the granting of a secondary school completion diploma, which may be used for admission into vocational schools or universities in the country or the world. Most reputable universities in India require students to pass college-administered admissions tests in addition to passing a final secondary school examination for entry into a college or university. School grades are usually not sufficient for college admissions in India.

Most schools in India do not offer subject and scheduling flexibility due to budgeting constraints (for e.g.: most students in India are not allowed to take Chemistry and History in grades 11-12 because they are part of different "streams"). Private candidates (i.e., not studying in a school) are generally not allowed to register for and take board examinations but there are some exceptions such as NIOS.

10th (Matriculation or Secondary) Exam:

Students taking the grade 10 examination usually take six subjects: English, mathematics, social studies, science, one language, and one optional subject depending on the availability of teachers. Elective or optional subjects often include computer applications, economics, physical education, commerce, and environmental science.

12th (senior secondary or higher secondary) exam:

Students taking the grade 12 examination usually take four or five subjects with English or the local language being compulsory. Students re-enrolling in most secondary schools after grade 10 have to make the choice of choosing a "core stream" in addition to English or the local language: science (mathematics/biology, chemistry, and physics), commerce (accounts, business studies, and economics), or humanities (any three of history, political science, sociology, psychology, geography depending on school). Students study mathematics up to single-variable calculus in grade 12.

2.3.4 Higher Education of India

Students may opt for vocational education or university education.

Vocational Education:

India's All India Council of Technical Education (AICTE) reported, in 2013, that there are more than 4,599 vocational institutions that offer degrees, diploma and post-diploma in architecture, engineering, hotel management, infrastructure, pharmacy, technology, town services and others. There were 1740,000 students enrolled in these schools. Total annual intake capacity for technical diplomas and degrees exceeded 3.4 million in 2012.

According to the University Grants Commission (UGC) total enrolment in Science, Medicine, Agriculture and Engineering crossed 65 lakhs in 2010. The number of women choosing engineering has more than doubled since 2001.

Tertiary education:

After passing the Higher Secondary Examination (the Standard 12 examination), students may enroll in general degree programmed such as bachelor's degree (graduation) in arts, commerce or science, or professional degree programmed such as engineering, medicine, nursing, pharmacy, and law graduates. India's higher education system is the third largest in the world, after China and the United States. The main governing body at the tertiary level is the University Grants Commission (India) (UGC), which enforces its standards, advises the government, and helps coordinate between the center and the state up to Post graduation and Doctorate (PhD). Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission.

Technical education:

From the first Five-year Plan onwards, India's emphasis was to develop a pool of scientifically inclined manpower. India's National Policy on Education (NPE) provisioned for an apex body for regulation and development of higher technical education, which came into being as the All India Council for Technical Education (AICTE) in 1987 through an act of the Indian parliament.

The UGC has inter-university centers at a number of locations throughout India to promote common research, e.g. the Nuclear Science Centre at the Jawaharlal Nehru University, New Delhi. Besides there are some British established colleges such as

Harcourt Butler Technological Institute situated in Kanpur and King George Medical University situated in Lucknow which are important center of higher education.

In addition to above institutes, efforts towards the enhancement of technical education are supplemented by a number of recognized Professional Engineering Societies such as:

1. Institution of Engineers (India)
2. Institution of Civil Engineers (India)
3. Institution of Mechanical Engineers (India)
4. Institution of Chemical Engineering (India)
5. Institution of Electronics and Tele-Communication Engineers (India)

that conduct Engineering/Technical Examinations at different levels (Degree and diploma) for working professionals desirous of improving their technical qualifications.

The number of graduates coming out of technical colleges increased to over 700,000 in 2011 from 550,000 in FY 2010. However, according to one study, 75% of technical graduates and more than 85% of general graduates lack the skills needed in India's most demanding and high-growth global industries such as Information Technology. These high-tech global information technologies companies directly or indirectly employ about 2.3 million people, less than 1% of India's labor pool. India offers one of the largest pools of technically skilled graduates in the world. Given the sheer numbers of students seeking education in engineering, science and mathematics, India faces daunting challenges in scaling up capacity while maintaining quality.

3. Indian New Education Policy 2020 (NEP-20):

The new National Education Policy 2020 (NEP 2020) introduced by the central government is expected to bring profound changes to education in India. The policy approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the 1986 National Policy on Education.

The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021.

Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language. The language policy in NEP is a broad *guideline* and *advisory* in nature; and it is up to the states, institutions, and schools to decide on the implementation. Education in India is a Concurrent List subject.

The major change envisaged by the policy will be in early education where 10+2 format will be replaced by 5+3+3+4 (or 5+3+3+2+2 or 3+2+3+3+2+2). 5+3+3+4 refers to 5 foundational years, whether in *Ananganwadi*, pre-school or *balvatika*. This is followed by 3 years of preparatory learning from classes 3 to 5. This is followed by a middle stage that is of 3 years length and finally a 4-year secondary stage until class 12 or 18 years of age. This model will be implemented as follows:

1. Foundational Stage

Pre-primary schooling (5+)

It divides the foundational stage into two parts (age of 3–8), 3 years of preschool (Anganwadi) and two years of primary classes 1–2. Now students can start their education at age of 3. The focus of studies will be in activity-based learning.

2. Preparatory Stage

Primary school Primary schooling (3+)

After pre-primary education, students will enter primary education in the age group of 8–11 years, where they will study in classes 3–5. Teachers will put more emphasis on the students; health, analytical skills, mathematical approach, reasoning, logical thinking and creative thinking. Classes will be more engaging and pedantic than book-based learning. It will gradually introduce subjects like speaking, reading, writing, physical education, languages, art, science and mathematics.

3. Middle Stage

Secondary schooling (3+)

From class 6th (age of 11–14 years) onward additional vocational programs will be added. That will provide deeper and practical knowledge in subjects like sciences, mathematics, arts, social sciences, and humanities, etc.

4. Senior secondary education

Senior secondary schooling (4)

After completing class 8th, the students will join senior secondary school between 14 and 18 years. It is again subdivided into two parts: classes 9 and 10 covering the first phase while classes 11 and 12 covering the second phase. These 4 years of study are intended to inculcate multidisciplinary study, coupled with depth and critical thinking. Multiple options of subjects will be provided.

As we know, education plays a vital role in building the nation as well an individual. No nation can survive without providing quality education to its citizens. This is because education helps an individual grow mentally and emotionally, which in return helps turning a nation to become a "super power".

Examination systems of India:

"Examinations are necessary to bring out what lies in our minds and hearts and our skill in answering all kinds of questions."

Students are afraid of examinations for different reasons. First of all, they think that examinations are very difficult. They fear they may not be able to answer most of the questions in their examinations and might fail. But it often happens that a student in the examination hall finds his papers to be unexpectedly easy. Examinations are quite easy for a student who studies his books at least for some time every day. Examinations are a good means to test the ability of the student. It is through the answers he gives in his examination that we learn about his real ability. The preparation for an examination makes him able and efficient.

There are two systems of examinations. In one system, we have an annual examination. Students take this examination after reading the courses for one or two years. Students find this to be quite difficult. But it helps them in having a full understanding of their books or courses the other examination system or the semester system is that of sessional tests. There are tests in classes after every month or every second or third month. The marks that a student gets in these tests are added up. There is, then, no need for the "total" annual examination so much. This system is easy for students. But often they cannot have a good understanding of their whole courses. It is said that teachers can practice favoritism in this system. This system does not work well in developing or corrupt societies.

The use of unfair means in examinations is quite common these days. Most students cannot study their courses regularly all through the year. When the examination gets near, some of them find that they can pass it by copying in the examination hall. Some members of the staff working in examination halls also accept bribes and provide facilities for copying. All this should be stopped forthwith for the sake of genuine (real) educational progress. Luckily, in some main parts of the country, we find more stringent (strict or severe) controls in examination centers than ever before. Examinations become easy if students work and study regularly. Then they will like to take exams and tests oftener.

4. The problems of Indian Education:

- **Lack of funds:**The lack of sufficient funds is the main problem in the development of education. Outlay for education in Five Year Plans has been decreasing. Due to insufficient funds most educational institutions lack infrastructure, science equipment and libraries etc. Due to this reason, desired results cannot be achieved.
- **Expensive higher education:**University, professional and technical education has become costly in India. Fee structure of technical and professional institutes

like IIM's is quite high IIM's charge Rs. 2 lakh per semester for MBA classes. It is beyond the reach of common man. Privatization of higher education has led to the growth of profit hungry entrepreneurs. Now a day's higher education is much costly affair.

- **Neglect of Indian languages:**The medium of instruction particularly in science subjects is English. So rural students who are not well versed in English, cannot study science properly in English. They suffer a lot; Indian languages are still under developed. Standard publications are not available in Indian language.
- **Problem of Brain drain:**When intelligent, talented and deserving candidates do not get suitable jobs in the country, they prefer to go abroad for seeking jobs. So, our country is deprived of good talent. This phenomenon is called 'Brain drain'.
- **Mass illiteracy:** Despite constitutional directives and economic planning, we are not able to achieve cent percent literacy. -Even now 35 percent people remain illiterate. In India, the number of illiterates is almost one-third of the total illiterates in the world. Advanced countries are 100% literate; the position in India is quite dismal.
- **Wastage of resources:**Our education system is based on General Education. The dropout rate is very high in primary and secondary level. Most of the students in 6-14 age groups leave the school before completing their education. It leads to wastage of financial and human resources.
- **General education oriented:**Our educational system is of General Education in nature. Development of technical and vocational education is quite unsatisfactory. So, our education is unproductive. Hence number of educated unemployed persons is increasing day by day. This has become a great concern for Govt.
- **Problems of primary education:**Our primary education is ridden with too many problems. Large number of primary schools has no buildings what to talk of basic facilities like drinking water, urinals and electricity, furniture and study materials etc. Large numbers of primary schools are single teacher schools and many schools are even without teachers. So, the drop rate is very high and a cause of

concern. Concluding, we can say that there is quantitative expansion of education but in qualitative development we are still lagging behind.

5. Influence of COVID-19 on Indian education:

COVID-19 and its Impact on Education System in India. The petrifying and the extreme impact of COVID-19 has shaken the world to its core. Additional, the higher a part of the Governments across the globe have quickly closed academic establishments making an attempt to comprise the unfold of the COVID-19 pandemic. In India as effectively, the federal government as a facet of the nationwide lockdown has closed each academic institution, as a consequence of which, learners going from school-going kids to postgraduate college students, are affected

These nationwide closures are affecting over 91% of the universes' pupil populace. A number of different international locations have applied localized closures affecting an enormous variety of further learners. UNESCO is supporting international locations of their efforts to mitigate the quick impact of faculty closures, particularly for extra weak and deprived communities, and to facilitate the coherence of training for all via distant studying. The UNESCO report estimates that the COVID-19 pandemic will adversely have an effect on over 290 million college students throughout 22 international locations. The UNESCO estimates that round 32 crores college students are affected in India, incorporating these in faculties and faculties.

Therefore, the government has provide you with e-learning program. Quite a few ed-tech companies have tried to leverage the occasion by providing free on-line lessons or engaging limits on e-learning modules. These measures have been met with

overwhelming response by college students with some new companies witnessing as excessive as 25% uptick in e-learning. Distant studying appears a viable reply for college kids throughout this time as they provide handy, on – the-go and reasonably priced entry to classes. E-learning additionally comes as an attention-grabbing and interactive various as in comparison with classroom educating.

However, Covid-19 has prompted specialists to rethink the traditional mode of training. Digital training seems to be a viable reply for make up for within the shortfall for classroom training for a interval of three to 4 months whereas limiting the probabilities of any an infection to college students until courses resume. Extra considerably, it has additionally introduced the hitherto peripheral problem of digital training in India to the middle stage. Going forward, digital training is more likely to be built-in into mainstream training. This may allow inclusive training by encouraging studying throughout various geographies in India. Furthermore, it's going to present an open door for educators to provide you with custom-made studying solutions for each pupil.

After discussing the Education System of India and japan, we will now try to compare these two Education Systems with each other below:

5.2 The comparision between Indian and Japanese Education System

INDIA	JAPAN
<p>1.we talk about our Indian education system, then we must be knowing that due to the influence of the British, we adopted English education system.</p> <p>2. Secondly, on the recommendation of the Education Commission of 1964-66, we</p>	<p>1.Japanese education system, they adopted French education system.</p> <p>2. Secondly, Japan follows "6+3+3+4" pattern of education. This means, 6 years of elementary school, 3 years of junior high school, then again 3 years of senior</p>

adopted 10+2+3 pattern of education. This means, study of 10 years school, then 2 years of junior school and then 3 years of graduation.

3. Thirdly, to promote education, various articles from the Indian Constitution state that free and compulsory education must be given to children till 14 years of age as it is their fundamental right.

4. Another important feature of the Indian education system is that along with academics, equal focus is given on extracurricular activities which includes, sports, art, dance, music, National Service Scheme, National Cadet Corps etc.

high school and in the end, 4 years of graduation. In fact, 9 years of education is compulsory in Japan which includes, 6 years of elementary school and 3 years of junior high school. After this, a student is free to decide whether he/she wants to continue studying or not.

3. Just like in India, Japan too focuses on extracurricular activities. In fact, extracurricular activities do not only include dance, art, music etc. but also, cleaning the classroom, gardening etc. which is done by the students itself. The main motive behind this is that the Japanese focus on the importance of "Group Consciousness" as it is the core of the Japanese society.

4. One of the most significant features of the Japanese education system is that, they not only impart knowledge in the students but also make them loyal to their culture and tradition. This is the reason why Japanese calligraphy and poetry is taught to the students after the school hours to keep them in touch with their art, culture and tradition. Apart from this, you will also find that only some percent of the population in Japan can speak English. This is because, the Japanese speak

<p>5. There are many education boards in the Indian education. Almost all states have separate education board. For example, Odisha has the board of secondary Education (BSE), Odisha and Maharashtra have MSBSHSE. Etc.</p> <p>6. India spends 3.6% of its GDP on Education.</p> <p>7. The literacy rate in India is 74.04 %.</p> <p>8. Number of Schools: 1.5M + Colleges: 40,000 + Universities: 1,000 +</p> <p>9. In India, there are a maximum of 45 students per teacher.</p>	<p>their own language and they feel proud of it. But, as this act has its own disadvantage, therefore, in April 2011, a rule was passed which said that English language must be taught to the students and it should be the mode of instruction as well.</p> <p>5. Japan has just one Education board for their education system. that is MEXT (The Ministry of Education, Culture, Sport, Science and Technology).</p> <p>6. On the other hand Japan spends 4.1% GDP on education.</p> <p>7. The literacy rate in Japan is 99.99%</p> <p>8. Number of Schools: 19,000 + Colleges: 15,00 + Universities: 1,000 +</p> <p>9. in japan, there are a maximum of 22 students per teacher.</p> <p>10. the child is 1st given 3 years of</p>
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DEPARTMENT OF EDUCATION
PATTAMUNDAI COLLEGE, PATTAMUNDAI

10.No.	behavioral education before the start of education.
11. Students' attendance: Avg.55%.	11. students' attendance: Avg.99%.
12. Primary languages in Indian education system is English, Hindi and Other Regional languages.	12. Primary languages in Japanese education system is only Japanese's language.
13. Free and Compulsory Education for children aged between 6 year to 14 years in India.	13. For Japanese students, 6 years at elementary school and 3 years at junior high school. Total 9 years are compulsory education in Japan.
14. In India, after graduation the student can read any course of his choice.	14. but, in Japan. After graduation college leadership course compulsory for all students.
15. In India, there are certain people who clean classrooms, school and surrounding of the school.	15. the funniest thing is that in Japanese schools, students themselves clean classrooms, the school and surrounding of the schools on the weekends.

Signature of the students

01	Lopamudra Dash	BA19-01	Lopamudra Dash
02	Anil kumar Rana	BA19-02	Anil Kumar Rana
03	soniprava Barala	BA19-05	Soniprava Barala
04	sulekha sethi	BA19-06	Sulekha Sethi
05	Prityambada Dash	BA-19-09	Prityambada Dash
06	Laila Malik	BA19-10	Laila Malik
07	Gitanjali Lenka	BA19-12	Gitanjali Lenka
08	Dipanjali sethi	BA19-15	Dipanjali Sethi
09	Upasana Barik	BA19-18	Upasana Barik
10	Smriti Rekha Nayak	BA19-19	Smriti Rekha Nayak
11	Lipsa Rani Khatua	BA19-21	Lipsa Rani Khatua
12	Swarupa Prava Nath	BA19-23	Swarupa Prava Nath
13	Subhalaxmi Nayak	BA19-24	Subhalaxmi Nayak
14	Ruthsmita Sethi	BA19-26	Ruthsmita Sethi
15	priti sha panda	BA19-27	Pritysha Panda
16	Arachana bal	BA19-33	Arachana bal