UNIT 11 : EDUCATION SYSYEM IN JAPAN

UNIT STRUCTURE

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11.1 LEARNING OBJECTIVES

After going through this unit the learners will be able to-

- understand the historical background of the Educational system of Japan
- get a clear idea on administrative structure of the educational administration of Japan
- analyse the various stages of Japan education system
- evaluate the teacher education system of Japan.

11.2 INTRODUCTION

Educational administration in Japan is based on democratic foundation. The foundation of democracy is the way of paying respect to people, to all people. After the World War II, the organization of the various Japanese public institutions and system shifted to a democratic basis. Equal educational opportunity was provided to all people, in keeping with their abilities.

The educational administrative machinery in Japan is a three tier set up and highly decentralized. These are National prefectural, and Municipal. Delegation of power the people is remarkable. This is undoubtedly a clear sign of democratic administration.

11.3 HISTORICAL BACKGROUND

The Ancient Period: Formal education in Japan started when the Chinese language system was introduced into Japan in about 500 A.D. At that time only the aristocracy had access to education through schools that primarily taught Confucianism and Buddhist thought and practice. The first real school, the *Daigakuryo* (the university), was started by Emperor Tenji during this period. The Daigakuryo focused mainly on providing prospective government officials with a background in Confucian practice that would relate to their future jobs. Later the school became an official institution.

During the Heian Period (794-1185 A.D.), the height of Japan's aristocratic age, educational institutions continued to be focused on the nobility and were located in the capital of Kyoto. The special characterstics of this period was that the education and religion were intertwined.

Medieval Period: During the Kamakura Period (1185-1333) and the Muromachi Period (1333-1573), Japanese education paralleled the militarism of the times. With the rise to power of the *bushi* (warrior class, made up of samurai) and the *shogun* (chief lord and military dictator), education in the cities and countryside added skills for warfare to the religious training. A departure from the aesthetics of the Heian Period, the medieval education for warriors included training in weaponry and horseback riding—

while still teaching young samurai the importance of good manners and knowledge of their culture. Schooling revolved around the warrior's home, the estate of his lord, and the local temples. As for the *shogun ate* and the ruling families, there continued to be educational opportunities unavailable to commoners.

Toward the end of the medieval period, Japan's educational system was subjected to a new influence—Jesuit Catholic missionaries, beginning with the arrival of Francis Xavier in 1549. These missionaries established schools and churches that emphasized general education, vocational training, Western technology, and—of course—Christianity. Although Christianity was banned less than a century after Xavier came to Japan, and wasn't permitted back into the country for more than two centuries, it did help in shaping the education in Japan.

Early Modern Period: The early modern period in Japan comprises the years of the Tokugawa Period (1600-1868), during most of which Japan remained isolated from the rest of the world. One positive by product of this isolation was that the country could focus on the development of its own culture, including the educational system. Although the very best education remained open only to the upper classes, the period did witness the spread of education among the commoners in a way that had not occurred previously in Japan. By the end of the period, about 40 percent of the boys and 10 percent of the girls were provided education outside the home.

Modern Period: The modern period in Japan began with the restoration of the emperor in 1868, about 15 years after the country had been "opened" to the outside world by the expeditionary tour of U.S. Admiral Matthew Perry. This period saw a tremendous amount of educational reform as the country sought to catch up to the West after more than 200 years of virtual isolation.

11.4 EDUCATIONAL ADMINISTRATIVE AGENCIES IN JAPAN

11.4.1 National Educational Administration

The principal national agency is the Ministry of Education, Science and Culture. It is responsible for the administration, promotion, as well as development of the different types of education such as school education, technical education, higher education, teacher education, women education, social education, science, culture and international education. As an administrative organ it shares responsibility with the Cabinet and the National Diet for preparing budget estimates and for drafting educational legislation.

Most national educational and cultural activities are under the authority of the Ministry of Education, Science and Culture. All national universities, national museums, national art galleries and some of the national research institutes are under the jurisdiction of the Ministry of Education, Science and Culture. Some junior colleges and almost all technical colleges are directly maintained and supervised by the Ministry.

The Ministry of Education, Science and Culture supervises and assists the activities of many quasi- governmental organization relating to education such as Japan Scholarship Foundation, Japan Private school Promotion Foundation, National Stadium, Japan School Lunch Association, Science Promotion Association, Private School Personal Mutual aid association, National Education, National theatre etc.

The Ministry of Education, Science and Culture supervises and allocates financial aid to local boards of education and may require reports on the educational activities of the local board of education. The ministry also approves the establishment of public and private higher educational institutions and offers them administrative supervision and advice. It also performs direct services

in the fields of social education and international exchange and gives assistance and advice to voluntary private bodies who conduct activities in these fields.

11.5 MINISTER'S SECRETARIATE AND SIX BUREAUS

The Ministry is subdivided internally into the Minister's Secretariat and six bureaus. In addition, the Agency for Cultural affairs under the jurisdiction of the Ministry has responsibility for promoting cultural interests and activities in Japan.

1. **Minister's Secretariat:** It takes charge of personal affairs, general affairs, maintenances of liaison on behalf of the Minister; preparing draft legislation; preparing budgets; accounting and auditing disseminating information; formulation of educational planning and evaluating policies; conducting studies of education abroad; compiling nationwide statistics of education and annual reports etc.
2. **Elementary and Secondary Education Bureau:** The bureau takes charge of promotion of elementary education and special education. To achieve this it (a) provides advice and guidance to local education agencies; (b) regulates the status of educational personnel ; (c) assists and advices boards of education and teachers on all matters concerning elementary and secondary education ; (d) provides guidance and advice on schools management, teaching methods, pupil guidance; (e) authorizes text- books ; (f) manages the free distribution of school text books; (h) promotes vocational education ; (i) determines the national subsidies for elementary and lower secondary education etc.
3. **Higher Education Bureau:** This bureau is responsible for (a) the formulation of basic plans for the development of higher education; (b) approves the establishment or abolition of universities, junior colleges; (C) determines national standards for higher education; (e) plans, assists and advises on the teacher training; (f) makes arrangements for in service training and certification of teachers; (g) plans and advices on the welfare programmes including financial

assistance for students.

4. **Science and International Affairs Bureau:** This bureau takes charge of science and international affairs and conducts the affairs of Japanese National Commission for UNESCO, etc. It plans, assists and advices on the promotion of science education and training of research workers. It tries to improve research institutes and aids research programmes and activities. It promotes the conditions for scientific research and collects scientific information to use. It makes grant-in- aid for research institutions and workers. In order to promote international exchange in education, science and culture and to deepen relationships exchange and cooperation with other countries, the Bureau sends and receives students and researchers.
5. **Social education Bureau:** This is responsible for social education which involves all forms of out of school education for adults and young people. It trains social education leaders and provides social education facilities such as citizens' public halls, museums, libraries, youth centres and women's education centres. It plans, assists and advises on the development of social education; provides national subsidies for social education. It assists and advises on the promotion of social correspondence education and promotes audio– visual education, etc.
6. **Physical Education Bureau:** This bureau primarily aims to promote health and physical strength among students. It is chiefly responsible for planning, advising and assisting in promotion of physical education; advancing school health progress and extending school lunch programme. It determines subsidies and establishes standards for physical education, school health programmes and school lunch programmes. It trains physical education leaders and formulates better measures for improving athletic standards in the country and outside.
7. **Administrative Bureau:** It takes charge of the (a) promotes the welfare of educational personnel employed there in; (b) promotes sound educational activities of private educational institutions.

11.6 PREFACTURAL

Japan is composed of 47 prefectures. Every prefecture has a board of education that coordinates education in that geographic unit. Each board comprises five members who are appointed by that prefecture's governor, approved by the legislative assembly, and serve for a four-year term. Some of the main responsibilities of the board are as follows:

1. Manage the wide variety of educational units in the prefecture, from secondary schools and schools for the handicapped to museums and public libraries
2. Promote events and activities related to physical education and the social education of youth
3. Provide advice and financial assistance to the mayors and municipal boards within the prefecture
4. Establish or close down kindergartens, upper secondary schools, special education schools, special training schools, and miscellaneous schools
5. Issue certificates to teachers

In addition to the board having a wide range of responsibilities, the governors of the prefectures are charged with the following tasks: managing universities and junior colleges in the prefecture, approving the establishment of a variety of schools, and overseeing the drafting of budgets for a variety of educational activities.

11.7 MUNICIPAL

Education administration at the municipal level is handled by a municipal board of education. Each board includes five members selected by the mayor of the municipality with the agreement of the elected assembly. Holding office for four years, these board members have the following responsibilities: selecting a municipal superintendent of education from among its own membership, managing a variety of educational institutions in the municipality, promoting cultural activities, and selecting textbooks for elementary and middle schools. Then the municipal mayor has the

responsibility to oversee the municipal universities and junior colleges and the process of preparing educational budgets.



CHECK YOUR PROGRESS

Q 1: Japan's education system is based on democracy. (True/False)

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Q 2: When did formal education start in Japan?

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Q 3: What is the main responsibility of Ministry of Education, Science, and culture?

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Q 4: Mention the prime duty of Elementary and Secondary Education Bureau, Japan?

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Q 5: Mention any three main responsibilities of prefectural?

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11.8 PRIMARY EDUCATION IN JAPAN

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.

Generally, primary schools are public schools run by different municipalities. Most of the national primary schools are affiliated with the faculties of education in national universities. A classroom teacher is in charge of each classroom and, in principle, teaches all subjects. Team

teaching, however, has been increasingly introduced these days in an attempt to lessen the teachers' workload and to improve teaching. Also, specific subjects for upper grades, such as science, music, and home economics, are often led by specific subject-based teachers. All subject classifications, themes to be taught under each subject, numbers of school hours per subjects, etc., are provided. The Course of Study has been updated approximately once a decade. The present Course of Study, the eighth version since the Second World War, was initially introduced in primary schools in 2009 on a gradual basis and has been fully implemented since 2011 (details of the guideline will be described later in this paper).

Pupils' performances on subjects and record of day-to-day life are kept in the teaching-learning record (Shido-Yoroku) for each term. Most schools compile a grade report card for each pupil including their academic performance, record of special activities and integrated studies, attendance record, observations of daily life, classroom teacher remarks, etc., and send it to their guardians once every term.

Textbooks for all subjects used at primary schools are provided free of charge. This policy has been in practice since 1963. Textbooks are prepared by private publishers and go through the Minister of Education, Culture, Sports, Science and Technology's screening. The ones successfully authorized are then made available for schools.

Courses of Study

The existing Course of Study was first announced in 2008, implemented in advance in 2009 with the commencement of a transitional period, and has been fully put into action since 2011. The latest revision was envisaged in response to the argument that the previous revision and consequential drastic reduction of learning content, the full implementation of 5-day school week, and the introduction of the period for integrated studies, all in an attempt to reinforce the more relaxed education policy, have contributed to the decline of academic standards.

Purposes of Subjects are:

Japanese Language: To develop in pupils the ability to properly express and accurately comprehend the Japanese language, to increase

the ability to communicate, to develop the ability to think and imagine and have a sense of language, to deepen interest in the Japanese language, and to develop an attitude of respect for the Japanese language.

Social Studies: To facilitate pupils' understanding on social life; to nurture an understanding of, and affection toward, our land and history; and to nurture the fundamental capacity as a responsible member of the community who is capable of forming a peaceful and democratic nation/ society that thrives in the international community.

Arithmetic : Through mathematical activities, to help pupils acquire basic and fundamental knowledge and skills regarding numbers, quantities, and geometrical figures; to foster their ability to think and express with good perspectives and logically on matters of everyday life; to help pupils find pleasure in mathematical activities and appreciate the value of mathematical approaches; and to foster an attitude to willingly make use of arithmetic in their daily lives as well as in their learning.

Science: To enable pupils to become familiar with nature and to carry out observations and experiments with their own prospectus, as well as to develop their problem-solving abilities and nurture hearts and minds that are filled with an affection for the natural world; at the same time, to develop a realistic understanding of natural phenomena, and to foster scientific perspectives and ideas.

Living Environment Studies: To help pupils become interested in the relationship between themselves and people around them, society and nature through concrete activities and experiences, and to have them contemplate themselves and their own lives and in the process; to help them acquire basic habits and skills essential for life and develop the foundation for independence.

Music: To encourage pupils to cultivate their sentiments and fundamental abilities for musical activities, as well as a love and sensitivity toward music through music-making and appraising.

Arts and Handicrafts: To enable children, by means of activities involving expression and appreciation, to savor the joy of creating while bringing their sensitivity into play. Also, at the same time, to foster the

fundamental abilities underlying the creative activities that take the form of shaping and molding, thereby nurturing a rich fund of aesthetic sensitivity.

Home Economics: To enable pupils to acquire basic and fundamental knowledge and skills necessary for everyday life through practical and hands-on activities relating to food, clothing, and housing; to foster a sense of cherishing family life; and to develop a positive attitude towards a better family life as a member of the family.

Physical Education: To help pupils — through proper exercise experience and an understanding of health and safety, and by considering physical and mental aspects in an integrated manner — develop basic qualities and the abilities to participate in enjoyable physical activity throughout their lives, maintain and improve their health and fitness and cultivate an appropriate attitude towards leading a pleasant and happy life.

Moral Education: Through the entire educational activities at school, to nurture morals in pupils' mentality, judgment, willingness to practice, and behavior. Moral education classes should stand on the basis of the above moral education purposes to closely connect moral lessons learned through each subject, foreign language activities, integrated studies, and special activities, to supplement, deepen, and integrate these lessons through well-planned and constructive instruction, and to deepen their consciousness on moralistic values and ideas on how one should live, and nurture the ability to practice one's morals.

Special Activities: To enable pupils to think in their own way about life through cross-synthetic studies and inquiry studies, while fostering the qualities and abilities needed to find their own tasks, to learn and think on their own, to make proactive decisions, and to solve problems better. At the same time they acquire the habits of studying and thinking, and cultivating their commitment to problem solving and inquiry activities in a proactive, creative, and cooperative manner. Period for Integrated Studies To enable pupils to think in their own way about life through cross-synthetic studies and inquiry studies, while fostering the qualities and abilities needed to find their own tasks, to learn and think on their own, to make proactive decisions, and to solve problems better. At the same time have them acquire the habits

of studying and thinking, and cultivating their commitment to problem solving and inquiry activities in a proactive, creative, and cooperative manner.

Foreign Language: Activities To build the foundation of pupils' communication abilities through foreign languages while deepening their understanding on languages and cultures through actual experiences, fostering a positive attitude toward communication, and familiarizing them with the sounds and basic expressions of foreign languages.

11.7 SECONDARY EDUCATION IN JAPAN

Secondary education in Japan comprises two main divisions: lower secondary (also called middle school or junior high school) and upper secondary (also called high school or senior high school).

Junior High School: After completing their six years of elementary school, students shift to the last three years of compulsory education—called variously junior high school, middle school, or lower secondary school—usually when they are between the ages of 12 and 15.

The curriculum of middle school includes four main groupings: required subjects, elective subjects, moral education, and extracurricular activities. The eight required subjects are as follows: Japanese language, social studies, mathematics, science, music, fine arts, health and physical education, and industrial arts or homemaking. Students are exposed to courses that provide vocational and technical classes as well as academic subjects. This feature is especially important because classes at this level include a broad range of students, not just those who are likely to attend college or even high school.

Elective subjects include a foreign language or another special subject such as music or art. But almost all students in middle school choose to take English. Like primary school, the middle school schedule includes one hour of moral education each week, but there is no specific religious education in public schools. The final category of the curriculum—extracurricular activities—includes sports, clubs, assemblies, ceremonies, plays, musical events, field trips away from school, and educational guidance, such as instruction for using the library and safety advice for walking in

traffic-congested streets. Such activities may take place on or off the school campus.

Senior High School: The term upper secondary school, also called high school or senior high school, is used to indicate the noncompulsory education beyond middle school. High school provides general or specialized education in three main formats: full-time, part-time, or correspondence. Although the full-time option generally lasts three years, part-time or correspondence school usually takes additional time for completion.

The curriculum of academic high schools commonly includes courses in the following subjects:

Japanese language: The focus in high school is on classical Japanese. Students are expected to enter high school having learned the 1,945 kanji characters known as the *joyo kanji.*

Social Studies: Geography and history are taught as one course in high school, along with a civics course. Students at this level have gone beyond local and regional issues to study Japan and East Asia in an international context.

Mathematics: High school math courses include general math, algebra, geometry, basic analysis, differentiation and integration, and probability and statistics.

Science: High school students are required to take two from the following list of courses: comprehensive science, basic science, physics, chemistry, biology, or earth science.

Health and Physical Education: Options in physical education classes include gymnastics, track and field, and swimming, ball games of different types, kendo, sumo, judo, and dancing. Health classes focus on the prevention of disease and on the cultivation of healthy habits as a young adult.

The Arts: High school students generally select two of the following courses: music, art, calligraphy, or crafts. Art course offerings may include painting, drawing, sculpture, or graphic design.

Home Economics: As in lower schools, high school home economics comprises courses for both boys and girls that stress skills such as cooking,

sewing, consumer skills, and computer use. Courses for boys tend to be called “Industrial Arts.”

11.10 HIGHER EDUCATION SYSTEM IN JAPAN

The Japanese higher education system is a very powerful tool for their national politics and culture. The Academic accomplishments of the students studying in Japan are higher and befitted the international criteria and standards. Its general policy, management and administration are under the authority of the Ministry of Education.

The Japanese Government has the authority to sanction the formation of all new higher education institutions, both private and public. The finances of Universities, Junior Colleges, Specialized Colleges, Graduate Schools and College of Technology come under the jurisdiction of the Ministry of Education or Monbusho. It also lays down the minimum standards for universities with regard to curriculum, facilities, qualification and number of teachers. Many institutions can exercise autonomy in many issues, but the Ministry of Education (Monbusho) keeps hold of the main influence over the growth and development of higher education in Japan.
In Japan, there are five types of higher education institutions. These higher educational institutions are classified as- national, local, public and private.

- **Universities (Undergraduate):** There are national, public and private universities in Japan. The duration of studies in an undergraduate university is 4 years with the exception of medical specialty, dental medicine, pharmacy, and veterinary science department, which needs six years of study.
- **Junior Colleges:** The duration of studies at a Junior College is two years or three years depending on the department. The Junior Colleges mainly focus on the following departments- home economics, education, nursing, humanities and sociology.
- **Specialized/Professional Training Colleges:** Specialized training colleges provide vocational and technology-related education as well as education in the enhancement of skills and knowledge required in life. These colleges mainly provide specialized training in a particular

industry or career. The duration of studies is 1 year or more, but most courses lasts for two years.

- **Colleges of Technology:** Colleges of technology provide courses in engineering field, merchant shipping and other related areas of study, which lasts for 5 years (five and half for the mercantile marine course). Students who have passed junior high school are eligible for courses/ programs offered by Colleges of Technology.
- **Graduate Schools:** The duration of studies in graduate schools in Japan depends on whether you are enrolled in a master's or a doctoral course of study. A Master's program lasts for two years and the doctoral course of study lasts for five years.

  Following are the higher education qualifications awarded by Japan Higher Education Institutions-

  Associate Degree: The Associate degree is awarded upon successful completion of junior college and colleges of technology.
- **Junior colleges:** To get an associate degree, students must complete at least two years of study in Junior College and obtain 62 credits (for 3 years, acquire 93 credits)
- **Colleges of technology:** A Student must complete at least 5 years of study and receive at least 167 credits.
- **Technical Associate Degree:** Students who have completed the post secondary courses of special training colleges, accredited by the Minister of Education, Culture, Sports, Science and Technology are awarded 'Technical Associate Degree'.
- **Bachelor Degree:** A bachelor's degree is awarded to pupils who have finished their undergraduate studies. A student must complete 4 years of study at a University (and 6 years in the cases of medicine, dental medicine and veterinary science) and obtain at least 124 credits.
- **Master Degree:** Students who have finished their postgraduate studies in a master's programme/course are awarded a 'Master's degree'. A student must complete at least two years with a Graduate School and obtain 30 credits in their specialty area of study.
- **Doctorate Degree**: Students who have finished their postgraduate

studies in a doctor's programme/course are awarded a 'Doctorate degree'. A student must complete at least five years with a Graduate School and obtain 30 credits in their field of study.

11.11 TEACHER EDUCATION SYSTEM IN JAPAN

In 1949, a teacher certification law was established. There were three types of certification: a normal certificate (Class 1 and Class 2), a provisional certificate, and a temporary certificate. Class 1 certificates were awarded to those who graduated from four-year institutions, while Class 2 certificates were awarded to junior college graduates. There were five types of normal and provisional certificates: elementary school teacher, junior high school teacher, high school teacher, kindergarten and special need school teacher certificate as well as certificates for principals, superintendents, and supervisors. Certificates for teaching in junior high and high schools were further classified by each subject. 3) Graduates who completed the coursework required by the law were awarded a teaching license from a prefectural board of education, regardless of his or her university or field of study. This was referred to as an "open system" of teacher education. Many teachers were supplied by national, public and private colleges and universities. However, among them, national colleges of teacher education have been the key providers of compulsory school teachers.

The Educational Personnel Certification Law promulgated in 1949 allowed anyone who had earned the required academic degree and earned the required credits to be certified as a teacher, regardless of their university or field of study. This was called an "open system" of teacher training. Teacher certificates were awarded by prefectural boards of education in every prefecture of Japan. Major changes to the Educational Personnel Certification Law occurred in 1954, 1988, 1999. In 1953, an accreditation system for teacher education programs was introduced in order to improve the quality of new teachers. Teacher candidates had to earn the credits in professional and academic subjects at institutions accredited by the Educational Personnel Training Council which operated under the purview

of the Ministry of Education. All teacher education programs needed approval from MEXT's Educational Personnel Training Council. Any changes to the programs or instructors required council approval.

There are several types of teacher education institutions in Japan: Schools of teacher education in national universities, "semi" schools of teacher education, graduate schools of education, professional schools (departments) of education, other schools/colleges than education schools, junior colleges, advanced programs to be completed after a bachelor's or junior college program, and teacher education programs of specialized training colleges recognized by MEXT.

These schools educate future compulsory school teachers at a comprehensive university or as an independent university for teacher education. As of 2016, there are 44 schools of teacher education among the 47 prefectures of Japan. These schools are the major providers of compulsory school teachers in each prefecture. Students of teacher education program are required to fulfill courses and credits to get teaching certificates. Graduates of these schools are leaders and major players in every prefecture. They also contribute to staff development in prefectural boards of education. These graduates suffered from lower employment during the 1990s and early 2000s, however the size of teacher educations programs is expanding again slowly due to increased demand for teachers. Larger independent schools often have several teacher education programs and as many as 150 or more faculty. Ordinal education schools have a single and comprehensive teacher education program with less than one hundred faculty. "Semi" Schools of Teacher Education Teachers are educated in a department of teacher education. Four schools were reformed from "full" schools of teacher education at national universities several years ago. The size of teacher education programs at these schools is now smaller than that of "full" schools of teacher education. Along with the teacher education departments, there are several non-education departments. Sometimes these schools or colleges do not have the name of "education". In addition, many schools of education, child education, and human development and so on have been established at private universities since

2004, due to a possible increase in demand for elementary school teachers in the next decade. These schools may be accredited as elementary school teacher education programs, but students are not required to earn teaching certificates. Schools of Education at Research Universities Schools of education at research universities teach and conduct research in areas like educational studies and educational psychology, and such universities deliver academic doctoral programs. A few of schools of education, such as Hiroshima University and the University of Tsukuba, are comprehensive schools which incorporate large teacher education programs. Graduate Schools of Education Graduate school divisions of teacher education schools at national universities have traditionally been composed of academic master's degree programs of education. However they have recently been adding professional teacher education programs. Professional Schools (departments) of Education New professional master's programs are under development at national teacher education schools. They have two objectives: Educating new teachers with practical abilities and developing staff or "school leaders" with both theoretical and practical abilities. The basic idea of these programs is to integrate theory and practice, explore innovative teaching methods (like case studies, role play and fieldwork), the provision of practical education and advice by the faculty. The educational program is composed of five common cores and specialized subjects as follows; design of school curriculum, practical teaching of subjects, student advising and counseling, school/ classroom management, and contemporary school and teachers issues. A master's thesis is not required, but students must complete more than ten credits of student teaching or clinical experiences in public schools or related institutions. The universities make agreements with boards of education and public schools on student teaching. Mentor teachers and faculty jointly supervise student teachers at the public school. At least 40% of faculty of professional schools or department should be experienced teachers or professionals at schools or related institutions. Students who complete 45 or more credits for two years are awarded a "Masters of Education (Professional)" degree. In 2008, 19 professional schools (departments) of education were newly established. In 2017,

professional teacher education programs will be established at all teacher education schools in national universities. Other Schools/Colleges than Education school Accredited teacher education programs also exist at most colleges/schools of literature, science, law, economics agricultures and so on. Students must complete the required teacher education courses in addition to the academic and professional courses offered in their department. This is true in master' s programs in graduate school as well. Junior Colleges Junior college departments of childhood education may be accredited as a elementary school teacher education programs. Also, departments of literature are accredited as a junior high school teacher education programs. In the 1960s and 1970s graduates of junior colleges found teacher jobs in the school. Now, however, many of them find work as nursery teachers in day care centers.



CHECK YOUR PROGRESS

Q 6: Fill in the blank

Japanese Primary School lasts for .....

Q 7: What are the main divisions of Secondary school in Japan?

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Q 8: Mention two higher educational institutions in Japan.

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11.12 LET US SUM UP

In this unit we have already discussed about:

- Educational administration in Japan is based on democratic foundation. The educational administrative machinery in Japan is a three tier set up and highly decentralized. These are National prefectural, and

Municipal. Delegation of power the people is remarkable. This is undoubtedly a clear sign of democratic administration.

- Formal education in Japan started when the Chinese language system was introduced into Japan in about 500 A.D. At that time only the aristocracy had access to education through schools that primarily taught Confucianism and Buddhist thought and practice.
- During the Kamakura Period (1185-1333) and the Muromachi Period (1333-1573), Japanese education paralleled the militarism of the times. With the rise to power of the *bushi* (warrior class, made up of samurai) and the *shogun* (chief lord and military dictator), education in the cities and countryside added skills for warfare to the religious training.
- The early modern period in Japan comprises the years of the Tokugawa Period (1600-1868), during most of which Japan remained isolated from the rest of the world. One positive byproduct of this isolation was that the country could focus on the development of its own culture, including the educational system.
- 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.
- Secondary education in Japan comprises two main divisions: lower secondary (also called middle school or junior high school) and upper secondary (also called high school or senior high school).
- The Japanese higher education system is a very powerful tool for their national politics and culture. The Academic accomplishments of the students studying in Japan are higher and befitted the international criteria and standards. The general policy, management and administration are under the authority of the Ministry of Education.
- There are several types of teacher education institutions in Japan: Schools of teacher education in national universities, “semi” schools of teacher education, graduate schools of education, professional

schools (departments) of education, other schools/colleges than education schools, junior colleges, advanced programs to be completed after a bachelor's or junior college program, and teacher education programs of specialized training colleges recognized by MEXT.



11.13 FURTHER READING

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2) Sharma R.A. (2011), Comparative Education, E. Lall Book Depot, Meerut.
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4) Srivastava S.K. (2015), Comparative Education, Anmol Publications PVT. LTD., New Delhi.



11.14 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No. 1: True.

Ans to Q No 2: Formal education in Japan started when the Chinese language system was introduced into Japan in about 500 A.D.

Ans to Q No 3: The main responsibility of Ministry of Education, Science and Culture are administration, promotion, as well as development of the different types of education such as school education, technical education, higher education, teacher education, women education, social education, science, culture and international education.

Ans to Q No 4: The prime duty of Elementary and Secondary Education Bureau is to promotion of elementary education and special education.

Ans to Q No. 5: Any three Responsibilities of Prefectural are –

1. Manage the wide variety of educational units in the prefecture, from secondary schools and schools for the handicapped to museums and public libraries
2. Promote events and activities related to physical education and the social education of youth
3. Provide advice and financial assistance to the mayors and municipal boards within the prefecture.

Ans to Q No 6: Six Years.

Ans to Q No 7: Secondary education in Japan comprises two main divisions: lower secondary (also called middle school or junior high school) and upper secondary (also called high school or senior high school).

Ans to Q no 8: Universities (Undergraduate): There are national, public and private universities in Japan. The duration of studies in an undergraduate university is 4 years with the exception of medical specialty, dental medicine, pharmacy, and veterinary science department, which needs six years of study.

Junior Colleges: The duration of studies at a Junior College is two years or three years depending on the department. The Junior Colleges mainly focus on the following departments- home economics, education, nursing, humanities and sociology.



11.15 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: What are the educational machineries in Japan?

Q 2: What is meant by “Daigakuryo”?

Q 3: What is the main responsibility of Ministry of Education, Science and Culture?

Q 4: What are the activities of Higher Education Bureau in Japan?

Q 5: What is Physical Education Bureau in Japan?

Q 6: How many prefectures are there in Japan?

Q 7: What are the four main groupings of Junior High School Curriculum?

Q 8: Mention five types of higher educational institutions in Japan.

Q 9: When did a Teacher Certification Law was established in Japan?

Q 10: Mention two types of teacher education institution in Japan.

B. Long Questions (Answer each question in about 300-500 words)

Q 1: Discuss the Educational Administrative System in Japan.

Q 2: Explain the curriculum of Primary Education in Japan.

Q 3: Discuss the structure of Secondary Education in Japan.

Q 4: What are different types of higher education degree awarding institutions? Explain.

Q 5: Write a detail note on Teacher Education in Japan.

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