

A comparison of education in India and Japan with particular emphasis on how financial means can affect access to education and an examination of the disparity between rural and urban schools.

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Key Words

- Achievement Gap
- Public School
- Private School
- Income Difference
- Equality of Education
- Global Education
- Urban
- Rural
- India
- Japan

I . Introduction

Nowadays, there are differences in opportunities among students across the globe, whose chances differ not only because of their abilities or capabilities, but also from their background such as parent's income, educational curriculum, and other sociocultural factors. For example, some students have to give up their dream of going to university or attending private school due to their unfortunate circumstances while there are other students who are able to learn what they really wish to. The reason I have selected this topic is because I have come to realize that the right to education is not enjoyed equally by everyone around the world and there still exist deep inequalities that I wish to address through this paper.

I was fortunate to have a family that allowed me to choose my own path. They motivated me to work hard towards my passion for which I am grateful. My experience studying in India helped me recognize that not everyone has this opportunity.

In this essay I will make a comparative study between India and Japan, the status of education in these countries and what they can learn from each other. I have included these two countries not only because they are familiar to me but also because I want to show how much a country's background or policy can influence education quality and fortunately I have seen some aspect of the Indian situation firsthand when I had the

opportunity to study there.

India has been growing rapidly in the past few years in terms of both its population and its economy. This has created, in some ways, a young English-educated population along with a focus on the sciences has provided a conducive environment for the growth of software and IT skills in the post-globalized world. However, not all have benefited in this way. This rapid development has led the country towards a 'dual economy'- characterized by a bullock cart and an expensive car treading along the same road.

Similarly, education in the country too suffers from this contradiction. Upon landing in India, I witnessed children lying on the streets in tattered clothes begging for food. They were visibly malnourished and unclean. Even though the number of people living below the poverty line has been declining compare in the past few years, there is no doubt that many continue to experience severe financial hardship on a daily basis. It saddened me to see these children trying to make a living instead of being able to go to school. They don't have their own house to stay in, so they have to make a shelter of their own, with a railing mat and many have no choice but to beg for money and food. This was my first exposure to the vast differences between education in India and Japan which I will explore further in this essay.

For those without money the cycle of poverty is very hard to stop. In Japan, there are people who don't have enough money to live, but mostly they have a roof over their heads and children are not forced to work instead of going to school. It is true to say that the definition of poverty is different between these two countries but how do these differences affect the quality of education in each country? What aspect can each country learn in order to provide better education facilities for each and every child? I will try to explore those questions in this essay.

II. How does India's society influence today's education?

It is important to understand the factors that affect education in India and how they can widen the differences in society between the haves and the have nots. Class, caste and gender continue to affect everything such as what Indians eat, what they wear, or the way that they see the world.

(1) Class

One of the major exports of the British to India was their class system. The society was divided into lower, middle and upper classes according to their financial status. The upper classes comprised of the well-off families who could afford to get educated in English or go to study abroad. The lower classes consisted of the poor and downtrodden who lacked

basic amenities such as food, clothes and shelter. With the spread of industrialization and later globalization, a middle class arose that managed to make a decent living. This system still exists in India today and the class you are born can set the tone for the rest of your life.

(2) Caste

The caste system is unique to India and divides the society based on the hierarchy of occupation since ancient times. Put simply, the son or daughter of a teacher will become a teacher and that of a trader will become a trader. Education was considered the domain of the upper most caste, the Brahmins who were well versed with historical texts and epics. The second higher caste, are the Kshatriyas or the warrior class. The third are the Viashyas or merchants and traders. The lowest caste are the Shudras or untouchables who did menial jobs and were often exploited and treated as less than humans. Because this system survived generations, the lack of access to education for the lower castes continued into the modern era.

It is perhaps illuminating to look at two states, Bihar in northern India and southern state of Kerala. Bihar is known as one of the poorest states since it is populated mostly Dalits which means people belonging to the lowest caste. The literacy rate in Bihar is approximately 50% because of lack of wealth. On the other hand, Kerala is much richer

and literacy rates is about 90% since it is populated by higher castes. Therefore it can be seen that, to a certain extent, caste continues to influence the educational opportunities for children, especially Dalit children.

(3) Gender

Gender also plays a pivotal role in the life chances of children in India. Put simply, it can be a very difficult situation for some girls to go and study in school. First of all, in Indian culture, like in some other Asian cultures, the male child is the preferred child. A lot of people in India think that spending money on educating a girl child is a waste since they are expected to get married. The male child is therefore sent to the better school since his job prospects are higher. Women are expected to learn household chores and know how to take care of a family. In other words, in many respects, education is not a priority for the girl. As a result, they often have no choice but to learn how to be a good housewife by doing housework. This can be seen even in urban areas but mostly in poorer families. Secondly, there is a traditional system called dowry which required the female side's family to pay money or give some luxury items for marriage to the male side. This can be a serious financial burden for a family which has several daughters. It is even the case that some girl babies are killed since families don't want to pay a dowry. There have also been cases where disagreements have led to the male side attacking or even murdering

the girl side. Although dowry is illegal and no longer as prevalent as it used to be, this practice still exists. One of the ways that education can impact dowry is that, if a girl is well educated, it is indicative of a higher wealth in the family which leads to the boy's family asking for a higher dowry. This might serve as another reason why parents don't want to spend much on educating daughters.

Thirdly, there is a tendency, based mostly on traditional practices, of the bride going to live with the groom and his family after marriage. Because of that, parents of daughters don't spend money on raising and educating daughters since they will go on to live with their husband's family anyway and will therefore be unable to take care of her own parents when they get old. On the other hand, male children are expected to have a job and to take care of parents in their old age so education becomes an even larger imperative for males.

Short Summary

These three factors fundamentally alter the chances of someone getting educated - an upper caste, upper class, male is sure to receive a good education while those who are disadvantaged may find it very difficult to experience the same. The government has been trying hard to reduce this inequality in recent years. For example, all institutions have to have special scholarships or policies in place to provide opportunities for those belonging

to lower castes. However, despite the impact that these policies have had, there is still a lot of inequality stemming from the caste system in Indian education today.

(4) Child labor and its Impact on Education

ILO (International Labor Organization) estimates show around 250 to 300 million children, mostly 5 to 14 years old, are working all over the world and 65% of these children belong to Asian countries. The definition of 'child labor' in this case is a job that can prevent a child from receiving a full education. This work carried out by children is often both physically and mentally hard and working conditions are often dangerous.

According to Census 2011, there are 10.1 million children between the ages of 5-14 out of a population of 259.6 million working in India. That means 3.9% of the total child population is forced to work in India. This number has been decreasing slowly in rural areas, but increasing in urban areas.

(5) Effect on Income

In India people who are from rural and urban areas tend to have different jobs. One of the main reasons for this is that most urban schools teach classes in English so urban students may be able to get a job with a high salary, which typically requires English ability. On the other hand, in rural schools students are often taking classes in local language so even if they move on to urban areas in search of well-paid jobs, they may still find themselves

limited to lower salary jobs like drivers which do not have English-language requirements. For example, someone who is working in the city as an auto rickshaw driver (like a tricycle taxi) earns 14,000 rupees (JPY 21,000) per month even though he works almost every day from morning to evening. Despite this heavy toil, this is little more than the minimum wage of 13,350 rupees per month for unskilled workers in the non-farm sector in New Delhi. Other opportunities for non-English speakers in urban areas offer similarly low pay with factor workers earning approximately 20,000 rupees a month and shop assistants earning 20,000-40,000 rupees a month.

(6) Poverty Cycle

It is worth mentioning first of all that any policies that governments or institutions may establish in order to help people escape from poverty can take a very long time to create real change in a country such as India with such a big and growing population. Because of this and numerous other factors, the poverty cycle can be very difficult to break.

The poverty cycle is perhaps best explained like this. If a poor family has children, they may not be able to give them a proper education. In addition some children have to work instead of studying because of low income. After they grow up, because they didn't get a good education, there is no prospect of a high salary job and they have to work in a low salary job. They often then get married and give birth to children even if they don't have

enough money. Their children can't get an education and again, it is impossible to get a high salary job. This is how the cycle continues.

In India, there are many organizations or projects which try to fix this problem, but it's tough because of the big population especially for the young generation. In particular, because of not having enough money children can't go to English medium schools. Only the upper and middle classes can go study there, so it's very difficult to study English for lower class people. As I mentioned earlier, to get a high salary job, English is compulsory in India so, without English ability, it is almost impossible to break out of the poverty cycle. In other words, the quality of education is directly connected to future life chances. According to PopulationPyramid.net (2019), India has a big young population. Almost half of the total population consists of people aged 0-25. This illustrates the importance of India investing heavily in its schools.

III. A comparison of the situation between public schools and private schools in India

Below is a comparison between public schools, which are mostly located in rural areas, and private schools, which are mostly located in urban areas. It is hoped that the information outlined below can go some way to illustrating why rural India still has poor access to quality education. It should be noted that not all schools in rural areas suffer

from all or even any of the problems listed. Equally, there are poor schools that do not offer students adequate education or opportunity despite being located in urban areas.

(1) Public schools (predominantly found in rural areas)

Basically, I would argue that there are 3 main reasons why village schools are inferior to urban schools. We can categorize these loosely as facilities, quality of teaching, and the convenience of physically going to school.

- Facilities

Firstly, for some rural schools there is a distinct lack of infrastructure such as desks, boundary walls, windows, and also drinking water and clean toilets. In many cases, students have to sit on the floor while they are studying. Because there are often no windows, animals can get in the classroom easily and it can ruin classes. Simply, there are not enough funds to improve or even provide basic amenities. Some schools have no funds even for buying blackboards.

Moreover, other aspects of education are also lacking. Physical education in particular can be difficult and many schools cannot offer sports activities due to a lack of facilities (40% of schools do not have a playground). For proper growth, sports activities are important so students can stay healthy.

Another issue is telecommunications. Only 4% of government schools have an internet

connection and some do not have computer facilities at all. Because of this, many students can't take computer lessons and many will feel that there is no point in going to school at all. This is due to a growing awareness of the importance of IT education and English education as well. As a result of this, there has been a considerable push to provide IT facilities, even in the most deprived rural schools. Although many schools are still very underequipped, more and more schools now have an internet connection and computers. It might not be one computer for one student but at least more facilities are starting to become available in rural schools.

- The quality of teaching

The second problem is the quality of teachers. 18% of teachers don't have a professional qualification in teaching and absenteeism is 42%. The situation is especially bad in low-income areas. Because of low salary, teachers sometimes don't give proper attention to the students. Teachers are even absent from classes, because of which ultimately students have to suffer. Moreover, since most teachers studied in rural schools themselves when they were students, they can't teach classes using English. In India, if one wants to get high salary job, the ability of speaking English is all but compulsory. Hence it follows that rural students struggle to get high salary jobs.

These are not the only reasons why teacher's quality is sometimes not good (and it is of

course the case that there are excellent teachers who do work in rural schools). Teachers in rural areas have other challenges which may impact their ability to teach. In rural areas, access to maintenance is difficult as well, so teachers have to spend time maintaining school infrastructure rather than teaching classes. That is why they don't have enough time to teach and contributes to the high levels of teacher absenteeism. In other words, not everything is their fault.

- Convenience of going to school

The third problem is the number of schools. There are fewer schools in rural areas, so students are forced to travel miles every single day just to reach a school because of a lack of transportation facilities like buses, trains and rickshaws. Parents have to give them money for transportation to school itself but families can't always afford it.

In addition, some families are not happy for their children to go to school because teachers don't teach agricultural skills which are connected directly to the families' income and life. One reason for this is that all schools are supposed to follow the same basic curriculum throughout India and agricultural skills are not taught. Therefore, some families don't tend to education because most of them didn't go to school so it is difficult for them to understand how education is important. Many think that making money today makes more sense than studying. In many cases their current family finances do not allow

for investment in the distant future when making money in the short term can be the difference between life and death.

(2) Private schools (predominantly found in urban areas)

Urban education is different altogether and most (but by no means all) urban schools offer vastly better opportunities for students. In this section I will examine facilities, teacher quality, and the number of schools.

- Facilities

As we know, computer training is really important in modern society, especially for high salary jobs so computer education is given high importance in urban areas and so they tend to have more ICT facilities. These comprise not only computers for students but also computers and printers for teaching and office purposes. Moreover in urban schools, there are many other things which are not available in rural areas, for example, separate teachers for primary and secondary level students, availability of drinking water facility, pre-vocational laboratory facilities, playground facilities, toilets and sanitary facilities. Students have opportunities to learn mathematics, science, and social science because they have enough facilities to do so.

- The quality of teaching

There are no teachers without qualifications in teaching in urban areas. Teacher are

required to have a Bachelor of education degree and they also need to take competitive exams and undergo teacher training.

- Convenience of going to school

Students can choose which school they want to go (their enrolment depends on their degree of ability in recognized schools). Even if they decide to go to a school that is far from their home, they can do so because there are better transportation facilities such as buses, subways, auto rickshaws and so on.

The attitude of parents is also very different. Many parents force their children to study because they generally know how difficult it is to get high salary job. Due to a large population, there are more people looking for jobs than the number of vacancies available. For example, even after graduation, students find it hard to get a good job. In such a competitive environment, parents want their children to focus on studying and develop their career.

Short Summary

To avoid generalization, I am highlighting contrasts, but they are not always true. Some rural schools are very good and some urban schools less so.

The Urban and Rural Divide

1. Developed cities and towns have a higher number of schools and colleges. This

increases access to education. Most private schools are located in urban areas, and government schools are in rural areas.

2. The quality of teachers in urban areas surpasses those in villages. This affects the level of basic education to a great extent.

3. Gender differences are felt more strongly in rural areas. For example, in villages that do not have electricity, as soon as it gets dark in the evening, children are supposed to return home. If the school is far from home, it is difficult to come back alone. This leads to many children, especially girls, dropping out as going to school can be dangerous.

4. In urban areas, people are not as traditional as rural areas. Hence caste and gender gaps can be overcome more easily.

5. Private schools require more money than government schools and not everyone can afford to go there.

The Private and Public Divide

Private schools in India, most of which lie in urban areas have a far better quality of infrastructure and faculty than public schools which are poorly funded. However public schools play an important role in villages and towns where people are too poor to pay for school. Most private schools in India have English as their main medium of instruction along with the regional language as the secondary medium. On the other hand, in public

schools the regional language is usually given priority.

Tendencies in Urban and Rural schools

	Facility	Quality of education	Convenience of going to school	Contents of classes	Parents attitude toward education
Urban	<ul style="list-style-type: none"> ● Computers ● Experience rooms ● Sports grounds 	<ul style="list-style-type: none"> ● Trained teachers ● English speakers 	<ul style="list-style-type: none"> ● School bus ● Auto rickshaw ● Subway 	<ul style="list-style-type: none"> ● Basically, Classes taken in English ● ICT subjects 	<ul style="list-style-type: none"> ● Strict for studying ● Hire a tutor
Rural	<ul style="list-style-type: none"> ● No desks ● No boundary walls (although this is actually a feature of <i>Anganwadi</i> schools*) ● No clean washrooms ● No internet connections ➤ (96%) 	<ul style="list-style-type: none"> ● No qualification s in teaching ● 42% teacher absenteeism ● Local language instruction 	<ul style="list-style-type: none"> ● Walk 	<ul style="list-style-type: none"> ● Classes taken in local language ● Largely, no computer classes 	<ul style="list-style-type: none"> ● Mostly, no cooperation for school ➤ (academic subjects are not needed for their lifestyle)

* GOVERNMENT OF MAHARASHTRA, Anganwadi Functions : Women and Child development
<https://womenchild.maharashtra.gov.in/content/innerpage/anganwadi-functions.php> (accessed 2021-01-12)

IV. Some actions for improving education access in India

To eradicate such structural deformities, the government of India has taken up several legal and policy measures.

(1) Legal Measures

-Right to Education: The Constitution of India provides free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right.

-Reservation: Reservation is a form of quota-based affirmative action that sets aside a certain percentage of seats for members of lower castes, classes and tribes. This allows them guaranteed access to education.

(2) NGOs

There are many NGO (Non-Governmental Organizations) and NPO (Non-Profit Organizations) for not only education but also for water supply, woman's issues, human rights and more. My experience suggests that these types of organizations are working well in India society. As a result, I will highlight four Case Studies below.

Case Study I — NGO 'Rainbow'

NGO Rainbow is a Japanese NGO based in Kolkata, India which takes care of children who are from poor families. These children used to live with their parents in small house but now live onsite at the NGO. When they were first welcomed to live at the NGO, signatures were needed but most parents didn't know how to write even the alphabet so their children had to sign on their parents' behalf. NGO Rainbow gave them the place to live, provided proper food and paid all educational charges.

Without NGO Rainbow, there would have been no opportunity for these children to get

job or even to be educated. However, many NGO Rainbow students have gone on to be successful accountants, lawyers, teachers and into many other good jobs. As we can see from this case, if children have proper chances to study, they can chase their own purpose of life and break the cycle of poverty they often find themselves in.

Case Study II – Loretto Day School

I visited Loretto Day School in Kolkata, a school for 5-15 years old, and taught English to students there. When I heard about this school, I was so impressed. Loretto used to be a school for rich and smart children. One day, a student noticed that children the same age as them were begging for money and food on the street while they were studying, and thought this is not fair. After that, they created society in the school aimed at doing something about this.

They picked street children up and gave them educational opportunities inside the school. After several years, that became no longer a society activity, but officially part of school program called Rainbow (NB: Different from the Rainbow in case study 1). They pick up these children and give them food. The children live inside the school and they are educated. As a result, children learn English by taking classes and their future opportunities are greatly increased. The poorer children who study here are called ‘Rainbows’. In addition, Rainbows learn not only subjects such as English and Math, but

also they are taught how to eat, use washrooms properly, and stay with others.

Rainbows are able to study in this way since rich families with children at the school have to pay twice the school fees, essentially acting as a sponsor to the street children. Because Loretto is such a famous and high-achieving school. Parents from rich families are happy to pay that much because they want their children to go to the school.

Rainbow teaching is an activity where each child in the regular school helps a Rainbow child in their studies. This activity helps build a deeper connection between regular school children and Rainbows. Once a week, a student is involved in teaching the Rainbows. Every student maintains a file on a Rainbow child which contains what he/she is currently learning. After school, each House of the school takes turns to help the Rainbows with their studies which makes it possible for Rainbow children to acclimatize to life in a normal school.

Case Study III— Midday Meal Scheme

In rural areas, many students' parents disagree with sending children to school. However, there is a successful program called the Midday Meal Scheme which aims to change their minds. This scheme provides one meal to children free of charge in public schools. The aim of the scheme is to provide a balanced and nutritional diet to children and ensure their enrollment, retention and attendance. This also helps reduce the financial burden on

parents.

Case Study IV —Jadavpur University

Jadavpur University, where I studied last year, actively recruits and has places for students from lower castes. Some of these students have only studied in local language-medium schools so they do not know English. To accommodate these students, the university provides classes in local language to help them understand the contents of the English-delivered classes more easily. Even though they attend these classes which are given in English, they also attend these classes. Other students who know English don't actually attend the local-language classes. Additionally, some professors give lectures both in English and local languages simultaneously.

Short Summary

As I mentioned above, there are several policy measures, NGOs and other organizations for education which make give children more opportunities to study and even get a high salary job in the future. From that, I would say the situation is getting better than before. Even though students from rural areas are much more likely to be disadvantaged, it is also true that these activities might help to stop the poverty cycle in India in future.

V. The Situation in Japan

(1) Achievement gap because of income in Japan

There is an academic gap among students and it is influenced by parents' income in Japan.

That gap in urban areas seems bigger than in rural areas. There are some families in Japan which are on welfare, as well as single-parent families or children living in orphanages.

Some of these families have no choice but to prioritize working and earning money rather than spending on their children's education. Although public education is universal in Japan, school itself can be expensive, with parents required to spend money on buying school bags, uniforms, sports kit, musical instruments, school trips and so on. For example, school bag for elementary students costs around 40,000 yen. That is just for school bag and there is more to pay.

How income affects academic chances most in Japan is that it limits how much students can take advantage of educational opportunities outside the school such as a cram school or additional tutoring. This extra training is necessary enables students to learn how to pass entrance exams to get into a good university, which is important in securing a good job in future. This income inequality can be seen in the data which is based on Ministry of education (2016) that more children who belong to high income families go to university than children from lower income families.

rates of university students according to family income

Family annual income(yen)	Less than 4,620,000	4,870,000 to 6,500,000	6,620,000 to 8,120,000	8,250,000 to 10,370,000	More than 10,620,000
Students who go to university (%)	43.4	54.3	68.2	72.0	82.6

(2) How Japan has tried to overcome the academic gap caused by poverty

Japanese government made a law in June 2013 in the hopes of ensuring a good education for everyone even if they are from a low-income family. In June 2019, they added that we should support not for children's future, but also their current situation. To do that, schools and regions worked together, or employed social workers to find out who needed help and they also reduced education charges. They gave free education to early age students. Additionally, in private high schools, students whose family annual income is less than 5,900,000 yen do not have to pay educational charges (although, as the data above shows, this still may not be enough to help students in the poorest families go to university.) There is also financial support for single parent families and, for students from families on welfare, study support, practical coaching and food assistance.

VI. What India can learn from Japan?

In opinion there are 3 aspects that India can learn from Japan to provide a better education for all.

(1) Qualification Requirement for All Teachers

For becoming a teacher, we need degrees and teachers must be trained if they are to provide good education. India should require this, especially for public-school teachers.

If it's difficult, they can gather in the same place and take training from one big screen.

Another solution would be for the government in India to subsidize teacher training and education in order to make it easier for Indian teachers to gain useful qualifications.

(2) High Educational Performance in Rural Areas

According to the graphic below which shows the rank of national achievement test, the top performing prefectures are all in rural areas. Ishikawa, Akita, Fukui, and Toyama prefectures are all located in the countryside of Japan. Tokyo was ranked 5th and Aomori in 6th place is also in the countryside. In Japan the curriculum is highly standardized and almost all schools have the facilities to teach it so, to a certain extent, it doesn't matter where students study. Clearly students in the countryside are not at any disadvantage in

Japan (they may even be said to be in a privileged position). Replicating this in India would do well to reduce the academic gap between urban schools and rural schools.

Result of National Achievement Test 2019

Rank	Prefecture	National Achievement Test	Standard Score
1	Ishikawa	69.3%	79.21
1	Akita	69.3%	79.21
3	Fukui	68.9%	76.94
4	Toyama	67.3%	67.88
5	Tokyo	66.3%	62.21
6	Aomori	65.8%	59.38

(3) Government Support

In Japan, there are various scholarships such as loan-based scholarships and grant-type scholarships for both outside and inside the school. In addition, some people get scholarships from the place where they live, from some companies, and so on. The most common scholarship today in Japan is the ‘Gakuseishienkikou’ scholarship. This allows students who go to a private university who live with their family the opportunity to borrow up to 174,000 yen per month. Medical students and those living alone can borrow more money. Students have to pay these scholarships back after graduation from their monthly earnings. This loan system makes it possible for most students to choose their path according to their wishes rather than making decisions for financial reasons.

VII. What Japan can learn from India?

(1) Global Education – English

English is an important factor to getting a good job in India and the same may well be true in Japan in the near future. English is the world language in modern society, and we are increasingly required not only to use English for daily conversation, but also for business. We can expect that the number of immigrants will be increasing in Japan because of depopulation, so the current and future generations will face difficulties in getting a job that requires them to work together with foreigners if they have no ability to understand English. If Japan is to be a truly global nation, we must accept that we cannot simply expect all foreign workers to learn Japanese.

10% of Indians can speak English and it is the second biggest number around the world. Most people who graduate from university can speak English, and half of people who finished secondary education can do that.

Why is English common in India? There are several reasons. Firstly, India is a multiethnic country and it is also multi-linguistic so when Hindi was accepted as a national language officially, there were some conflicts with other parts of India. Areas such as South India and North –East India including West Bengal are not familiar with Hindi in their daily

life. It was also influenced by social unrest, as well as literature, art, journalism, education.

As a result, some Indians think that it's fairer to use English while communicating with others, rather than giving up one's own mother tongue.

Secondly, India used to be colonized by Britain, so Indian people were forced to use English. Moreover, trade extended based on imperialism, so they used English when they traded. That is why many Indians are familiar with English today. When I went to university in India, most students could speak in English even though their major was not English. According to the historical background, especially higher class families, they are familiar with English since their ancestors spoke English. They have more opportunities to speak English from childhood so they don't have any problem with going to an English-medium school.

Even though there is still a gap between rural areas and urban areas, the education opportunities are increasing in rural areas. Many organizations are supporting rural areas to overcome the academic gap due to region. For instance, WHO provides learning materials and even sends guides on teaching English. In addition, private institutions and companies are organizing many projects. Most importantly, they are spreading the importance of the English language there by sending teachers. NGOs are important for rural areas as they hold classes on essay writing, elocution competitions and some literacy

clubs that can give children awareness about the importance of English.

Historically, one significant reason why Japanese students didn't study English from an earlier age is because there was the perception that Japanese language needs proper education and English classes would compromise it. Non-English specialized teachers and an emphasis on grammar and translation resulted in classes being perceived of as boring. Before 2020, students started studying from 5th grade, but from 2020, they began to learn English from the 3rd grade once a week. The purpose of this change is to be familiar with English (except writing skill). According to this change, students are required to memorize 600 to 700 pieces of vocabulary during elementary school.

I would argue that students should study English from an even earlier age. This change seems still to be a bit late to start learning, and time will tell whether students will develop much of an ability to speak English.

(2) Global Education – Technology

Similarly, IT skill is crucial. Countries are becoming more and more connected with each other and there is less and less reason for this connection to be physical, since technology can bring people together more quickly and more cheaply.

There are many people from India who have become CEOs of major companies. One example is Sundar Pichai who is the CEO of Google. Others include Adobe Systems,

Microsoft and more. These cases illustrate the growth of IT education in India and this is reflected in the attitude of much of Indian society towards the value of IT.

The IT industry in India, and software companies in particular, is explosively growing. In 2014 the Indian IT industry made 132 billion dollars and it continues to rise dramatically.

IT service and BPO (business process outsourcing) has increased its contribution to India's GDP from 1.2% in 1998 to 7.7% in 2017. It is predicted that it will make a profit of 225 billion dollars by 2020, and 350 billion dollars by 2025.

In India, ICT is taught as a part of Math which is considered a core subject of education.

As a result, the importance of ICT in the Indian curriculum cannot be understated. This might illustrate the attitude of Indians towards ICT education and also it indicates a big difference between India and Japan. Students in India from 3rd to 12th grade study ICT (Information and Communication Technology) and CS (Computer Science) as a mathematic subject, and learning how to use programming software apps. In addition to using Microsoft Windows and MSOffice, students are also taught drawing using LOGO. At 5th grade, they learn algorithms and flowcharts.

Computer literacy is being developed in India both urban areas and rural areas, though some rural schools might not be able to provide high quality IT education due to resource constraints. Still, large number of students are familiar with IT skill, even students who

are living in rural areas. This is indicative of the value placed on IT education in India.

From 2020, the Japanese government changed the curriculum. Before this, elementary school students didn't take programming classes at all. From junior high school, they learned information skills related programming but mostly this was less than 10 hours of study in 3 years. In high school, they used to learn how to use a computer for solving problems and so on but it was mostly an elective subject.

However, in modern society we can't work without PCs so the government realized that we need to have people who can lead the next global society in Japan and decided to let children take programming education from elementary school. In elementary schools, they learn how to type, basic computer operations and develop a way of thinking programmatically. In junior high schools, they learn about programming generally, and learn networking including security, and basic databases in high schools.

Even though Japanese government changed the curriculum to catch up with other countries, it seems not enough. As we saw above, while 5th grade students in India (approximately 10 years old) are learning algorithms and flowcharts, the same age students are learning how to type in Japan.

VIII. Conclusion

Even though India has become a richer country today, still many children can't get an opportunity to be educated and get a good job. Some of them are studying under good situations while the others are facing the worst. To make it more equal, the government should standardize like Japan do, not only on paper but in practice. However, it's also true that India focuses on producing global citizens through its education, especially in private schools and some public schools. Japan should do that otherwise it will face serious issues due to globalization in the future.

One possible reason why English is not so common in Japan is because people can get a good job even if they don't have English. In addition, we have just one language so we can collaborate everywhere in Japan. However, India has 22 languages which are completely different from each other, so if one works outside one's state, or some company is trying to collaborate, they need to use English for communication. As I mentioned, while English is like a passport for Indian students to get good stable job (and increasingly is recognized as such), the same is not true for Japanese students. Most jobs in Japan do not require English skill.

However, it is becoming less likely that people can make money or get a good job without English in Japan, since Japan is predicted to have more immigrants so language and other

skills like IT are definitely required. To avoid getting left behind, we should learn from India's early education. It is predicted all universities will require students to have English ability, or they can't get in the university. Some universities already require high English ability for entrance, especially international departments and some universities now offer courses delivered in English. Today's education is very different than even 5 years ago, although not enough to compete in a global field.

In addition, Japanese attitude towards English is changing due to the upcoming Olympics in Tokyo. For example, taxi drivers started learning English to deal with various new customers. If they can do that, they can get higher salary than those who cannot speak English. As I mentioned, English is the key to getting a high income in India, and that idea is starting to appear in Japan as well. It seems like Japanese education system will be changing finally to reflect the new social situation.

A good aspect of Japanese education is that there is equal education available to almost all students, but its curriculum does not develop enough skills for students to survive in a global society. In the case of India, they can see a way to survive in this society although the opportunity to do so is not for everyone. Both countries can learn lessons from each other.

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