



Comparative Analysis on the Digital Realm to Initiate e-Learning in Japan and India

Sourav Sen

Graduate Instructor, BTC, Kaliganj, SCERT Assam

Abstract:

The recent digital amalgamation has driven a transition in digital infrastructure, ICT use, and digitally equipped classrooms. The concept of e-Learning has been increasingly adopted globally at the urging of higher authorities such as UNESCO, the World Bank, and many other organizations, due to the need for the digital realm. Therefore, the study focuses on a comparative analysis of e-Learning procurement, access, and implementation in Japan and India. The utility of this study is to understand the process, initiation, and access of e-Learning in the education system. To provide a comprehensive overview of the practices implemented, the study used a range of secondary sources, including reports, government policies, research papers, published articles, and books. The study

found that the difference between the two countries is significant and consistent across educational structure, practices, pedagogical knowledge, assessment procedures, the use of digital equipment and tools, etc. The study found challenges in propagating e-Learning across both nations; however, Japan is technically well-equipped worldwide and consistently works to build a technologically enabled education society, yet it faces issues with cybersecurity, data privacy, and data protection; India faces issues with network connectivity, digital device availability, and digital literacy.

Keywords:

Comparative education, e-Learning, Japan, India.