



# Comparative Study between Swedish and Indian Education System

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## Abstract

**Purpose:** The purpose of the study is to do a comparative analysis between Swedish and Indian Educational system, here specifically between the two universities i.e. Linnaeus University, Vaxjo, Sweden and Bharati Vidyapeeth (Deemed to be University), Pune, India, as the data collected is from these university students and teachers.

**Methodology:** Qualitative research methodology was chosen for the study based on the data collected through observational method.

**Conclusion:** Indian and Swedish education systems can be concluded that both the education systems are capable enough to develop skilled students but both are different in respective ways.

**Keywords - Education system, Indian education system, Swedish Education system, students.**

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## I. INTRODUCTION

### 1.1 Background

The word 'Education' is derived from the Latin word 'educare' which means to draw out or to call forth what is already present as a possibility (api, no year). The rise of education can be dated back to centuries old. Fundamentally, education revolves around the ability to read, write. Reading and writing is considered the first step in education. (toppr, no year) The concept of education is erstwhile and has been considered a powerful tool in the process of human evolution. Alternatively, education also means acquiring various skills in diverse fields that are vital to life and very existence. These skills can be acquired by classroom training and during the course of life. Classroom education is generally deemed as formal education (Nagrle, no year). Education is reckoned as a part of the society and helps in propagating knowledge. This is one among the noteworthy characteristics of the concept of education.

Education has enormous advantages for people. For instance, it illuminates a person's mind and thinking. Having an education in an area helps people think, feel, and behave in a way that contributes to their success, and improves not only their personal satisfaction but also their community. In addition, education develops human personality, thoughts, dealing with others and prepares people for life experiences (Abdulghani Al-Shuaibi, Jan, 2014). Furthermore, it plays a major role in equipping individuals with various skills and making people employable.

### 1.2(i) REVIEW OF PREVIOUS STUDIES (Literature Review)

Fredriksson, Ulf & others in 2009 studied Strengths and weaknesses in the Swedish and Swiss education systems: A comparative analysis based on PISA data. Sweden and Switzerland are among the wealthiest countries in the world, but also two countries with different approaches to how to provide welfare. Sweden has followed a social democratic welfare model and Switzerland a liberal model. This has implications for how the education systems have been organised. The Programme for International Student Assessment (PISA) study makes it possible to compare the achievements of students in reading and mathematics. Students in Switzerland are significantly better than Swedish students in mathematics. In reading, Swedish students are significantly better than Swiss students. In both countries, girls are better readers than boys. The gender difference in reading is larger in Sweden than in Switzerland. Boys are better than girls in mathematics. The gender difference in mathematics is smaller in Sweden than in Switzerland. The difference in reading between natives and non-natives is considerably lower in Sweden than in Switzerland. Sweden is among those countries where the variance between schools is very low. In Switzerland the variation in student performance among schools is higher than the average in the Organisation for Economic Cooperation and Development. Both education systems may be regarded to be of high quality in an international perspective. The Swedish system has, with the exception of the gender

gap in reading, produced a system that seems to have a higher degree of equity than the Swiss system. (Fredriksson, Ulf, Holzer, Thomas, McCluskey-Cavin, Huguette, Taube, Karin 2009).

Wermke, Wieland in 2011 studied Continuing professional development in context: Teachers' continuing professional development culture in Germany and Sweden. The study has a longitudinal and comparative design, drawing on discourse analysis of qualitative interviews conducted with language learners in 2001/2002 and 2015/2016. This period was characterized by important societal shifts, defined by increased migration, growing tension between discourses on rights and obligations of adult migrants living in Sweden, and an intensified marketisation of the Swedish education system derived from neoliberal principles. The study describes how these changes affected SFI as well as the conceivable impact that restructuring the language programme had on the learners. Ultimately, the study highlights tensions between various state initiatives that impacted the language programme and the SFI participants' experiences of being adult language learners. (Wemke W 2011)

Latorre, Felisa & others studies in 2013, Predicting the binding mode of flexible polypeptides to proteins is an important task that falls outside the domain of applicability of most small molecule and protein-protein docking tools. Here, we test the small molecule flexible ligand docking program Glide on a set of 19 non- $\alpha$ -helical peptides and systematically improve pose prediction accuracy by enhancing Glide sampling for flexible polypeptides. In addition, scoring of the poses was improved by post-processing with physics-based implicit solvent MM-GBSA calculations. Using the best RMSD among the top 10 scoring poses as a metric, the success rate (RMSD  $\leq$  2.0 Å for the interface backbone atoms) increased from 21% with default Glide SP settings to 58% with the enhanced peptide sampling and scoring protocol in the case of redocking to the native protein structure. This approaches the accuracy of the recently developed Rosetta FlexPepDock method (63% success for these 19 peptides) while being over 100 times faster. Cross-docking was performed for a subset of cases where an unbound receptor structure was available, and in that case, 40% of peptides were docked successfully. We analyze the results and find that the optimized polypeptide protocol is most accurate for extended peptides of limited size and number of formal charges, defining a domain of applicability for this approach. (Latorre, Felisa & others 2013)

Roso, Calvin G. in 2017 studies Religious Education in a Global-Local World. "Many, though not all, of the chapters in this book originated as papers presented at the "RE21 Religious Education in a Global-Local World" international conference hosted by the Study of Religions Department at University College Cork, Ireland, in August 2013. page 6. "This book examines Religious Education (RE) in over ten countries, including Australia, Indonesia, Mali, Russia, UK, Ireland, USA, and Canada. Investigating RE from a global and multi-interdisciplinary perspective, it presents research on the diverse past, present, and possible future forms of RE. In doing so, it enhances public and professional understanding of the complex issues and debates surrounding (Roso C 2017).

The book "The Communist Successor Parties of Central and Eastern Europe," edited by Andras Bozoki and John Ishiyama. (Book Review, Rommele A Schnose V, Ishiyama J.M. 2014).

Teachers' and Student Teachers' Attitudes Towards Nature and the Environment—A Comparative Study Between Sweden and France. Throughout the world, the educational system is expected to deal with issues regarding sustainability and to promote pro-environmental behaviours and attitudes. This study investigates attitudes towards nature and the environment among 1,109 teachers and student teachers in Sweden and France, using the 2 factor Model of Environmental Values (2-MEV). The results imply that in both Sweden and France, teachers and student teachers hold a prevalently ecocentric attitude, as opposed to an anthropocentric attitude, which possibly indicates a predominantly positive approach towards the environment and environmental education. Comparisons between the countries show, however, that the Swedish teachers and student teachers hold a more anthropocentric attitude than the teachers and student teachers in the French sample. (Nyberg, EvaCastéra, JérémyEwen, BirgittaMc, Gericke, Niklas, Clément, Pierre 2020)

### 1.2(ii) Problem Discussion

Evolution of education in the nineteenth and early twentieth century in India is often framed as the evolution of new opportunities, along with the competition between two opposing cultural influences: the European, secular and modern versus the Indian, religious and traditional (Hoda, 2014). Colonial rule in India contributed to the legacy of modern education system in India, but after the independence the evolution and modification of the education system in India took a downward mobility, as the approaches followed after independence were not cohesive with the time, they were firmly stagnant (Cheney, Ruzzi

and Muralidharan, 2005). Therefore, the comparative study between India and the countries having higher educational index such as Scandinavian countries seems significant, for this research, Sweden, is the chosen country for the comparative analysis as it comes under the top 5 countries having higher educational index (UNDP, 2019). Another reason for choosing Sweden as the country for comparative study is the "Student exchange agreement" between India and Sweden, precisely between the universities i.e. BharatiVidyapeeth (Deemed to be University) and Linnaeus University (ASEM-DUO SWEDEN, 2017). The comparative study between countries educational systems helps in developing meaningful terminology and standards for education worldwide, improving educational systems and creating a framework for assessing the success of education programs and initiatives, as comparative study provides educators with ideas for revitalizing one system by incorporating elements of others, and it can allow people to track progress over time (Altbach and Kelly, 1986). The data collected for this research is an 'Observational data' collected from the students and teachers migrated to Linnaeus University, Sweden from BharatiVidyapeeth (Deemed to be University), India, and this observational data will be analyzed to find out the revitalizing policies to improve the quality of education in India and generalize it with the Swedish education style.

### 1.3 Purpose & Research Question

The purpose of the study is to do a comparative analysis between Swedish and Indian Educational system, specifically between the two universities i.e. Linnaeus University, Sweden and BharatiVidyapeeth (Deemed to be University), India, as the data collected is from these university students and teachers.

Research Question:

Q. Comparative study between the Swedish and Indian Education System to estimate generalization?

## II. RESEARCH METHODOLOGY

The research method used for the study is qualitative method wherein through observation the data has been collected. Qualitative research method is an empirical research where the collected data is non-numerical. The major motive of a qualitative research is to understand the social reality of the individuals, groups and various cultures. (McLeod, 2019)

Observation method, as the name suggests, refers to a technique of data collection by observing. Depending on the type of observation research and the goal of the study, the market researcher will have varying levels of participation in the study. Sometimes the researcher will insert themselves into the environment, and other times, the researcher will not intervene in the setting and observe from a distance or in a laboratory setting. (fuel cycle, 2019) The purpose of this type of research is to gather more reliable insights. In other words, researchers can capture data on what participants do as opposed to what they say they do. (fuel cycle, 2019)

Observation data collection methods include direct access to research phenomena (research methodology, no year). Observational research is a social research technique that involves the direct observation of phenomena in their natural setting (atlasti, 2019) Observational research can be useful in a number of settings.

### 2.1 Data Collection

Data can be divided into two categories, that is, primary and secondary. Primary data is information collected through original or first-hand research. For example, surveys, interviews, etc. (channelplay, no year) Secondary data is the second hand data which has been previously recorded. For example, articles, books, reports.

### 2.2 (i) Sampling

In order to collect relevant data, observation method has been used. To collect primary data convenience sampling has been carried out. Convenience sampling is a particular type of non-probability sampling method that relies on data collection from population members who are conveniently available to participate in study. Convenience sampling is a type of sampling where the first available primary data source will be used for research without additional requirements. (John Dudovskiy, no year) This sampling method involves getting participants wherever you can find them and typically wherever is

convenient. Application of convenience sampling is comparatively easier than other sampling methods. (John Dudovskiy, no year). The usage of convenient sampling provides with simplicity and ease of research.

For the purpose of the study, the two specific organizations have been chosen for the comparative evaluation. Bharati Vidyapeeth University in Pune (India) and Linnaeus University in Vaxjo (Sweden) has been selected. The particular departments chosen from the universities are Institute of Management and Entrepreneurship Development (IMED) and School of Business and Economics have been opted respectively for the study.

## 2.2 (ii) Data Analysis

Excel will be used for analyzing the data collected through questionnaire for measuring opinions of respondents towards Sweden and Indian Education system. Voyant Tools will be used for analyzing data collected from Annual reports, magazine, reports. As qualitative data from reports are in the form of text, text analytics will be done using text mining resorted to for deriving high quality information from the reports.

### III. OBSERVATION AND INTERPRETATION:

The study on this paper still continues. Some of the analysis of this paper are as follows:-

#### 1. Faculty

##### **School of Business and Economics**

It is observed over time that the teachers in School of Business and Economics have practical experience and always try to utilize this experience to provide better knowledge to its students. It can also be seen that they are always ready to help you, mostly in their working hours and with a prior appointment. They are also seen to have a good knowledge of the subject and are seen to be very experienced.

##### **Institute of Management and Entrepreneurship Development**

It is observed that the faculty in the Institute of management and entrepreneurship Development are also very experienced and supportive. They are also very much helpful. Most of the instances it is even easy to seek them easily through mail and even by applications such as whatsapp. They, similar to faculty in School of Business and Economics are also seen to have a good knowledge of the subject.

#### Comparison -

It can thus be said that faculty in both School of Business and Economics and Institute of management and entrepreneurship development are very much experienced and helpful. Both the faculty are seen to be supportive and very cooperative. Only difference which was noted was that the faculty in the Institute of management and entrepreneurship development was easily reachable and contactable even in non working hours in case of emergency.

#### 2. Time Management-

##### **School of Business and Economics**

It could be seen that everything in School of Business and Economics is well timed and tends to occur in the exact time. The time table for the whole semester is displayed at the start of the semester and is thoroughly followed. It is seen that School of Business and Economics very much respects time and carries out all the activities in the given time.

##### **Institute of Management and Entrepreneurship Development**

Similar to School of Business and Economics, Institute of management and entrepreneurship development also has a time table displayed at the beginning of the semester. Institute of management and entrepreneurship development is also seen to thoroughly follow the timetable but at some instances do some forceful changes tend to occur but are informed in prior hand.

#### Comparative interpretation -

It can be said that both the institutes are very much particular about time. They always thrive to have least changes in their designed timetables.

### 3. StudyPattern

#### **School of Business and Economics**

In School of Business and Economics, it is seen that one module is focused at a particular time. In the course of approximately 4 months each month is assigned for a single topic or a single subject in it. Thus, School of Business and Economics has in all four modules per semester. Each module has a separate exam which is conducted every month and accordingly graded every month. Exams are conducted in different manner such as writing a thesis and also a written exam and take home exam depending upon the module. Each module may have the same or different way of exam or even a combination of two exams. For each module about four lectures take place every week and in total ten lectures are assigned for every module. Each lecture is of 2 hour which approximately makes 24 hours of teaching per module or per subject.

#### **Institute of Management and Entrepreneurship Development**

In the Institute of management and entrepreneurship development it is seen that six subjects are studied at time for continuous four months. Amongst the six subjects, four are more theory based and two are more practical based. All the six subjects are studied and taught at the same time. There are two midterm exams carried out. The score of those exams is then added in the final University exam. Along with the midterm exam students are also graded for the in between class tests and assignments. University exam takes place at the end of the semester which is approximately after four months from the start of the course. Each subject has almost 48 lectures and each of 1 hour which makes 48 hours of teaching per subject.

Comparison - Thus, it can be said that both the Universities have a different pattern and different way of study. In the Institute of management and entrepreneurship development it can be said that more teaching takes place as compared to the School of Business and Economics Further, School of Business and Economics has one subject at a time and Institute of management and entrepreneurship development all subjects simultaneously. Both the patterns are competitive enough but totally different.

### 4. Focus

#### **School of Business and Economics**

Over the time it was seen that in School of Business and Economics the teaching hours are less and self study hours are more. Also to get the practical knowledge the students could join the various students unions and carry out different event organisations. This participation is voluntary and nor compulsory. Also this participation is not graded.

#### **Institute of Management and Entrepreneurship Development**

It could be seen that in Institute of Management and Entrepreneurship Development the teaching hours are more than the study hours. Also to give students the practical knowledge they are made to participate in various events. They are also made to organise various events. Also their participation is graded. Failing to participate can result in failure of the particular subject.

Comparison -

It can be compared in LNU more self study is preferred whereas in IMED more practical knowledge an overall development is preferred.

### 5. Grading

#### **School of Business and Economics**

In School of Business and Economics students are graded from A to F. To pass the exam with A being the highest and E being the lowest passing grade. Failing grade is a grade F. A grade is granted for scoring more than 90 marks in an exam whereas F is for scoring below 60 marks. Grades are displayed on the website in a time of 10 days after the exam.

#### **Institute of Management and Entrepreneurship Development**

In the Institute of management and entrepreneurship development students are graded from 10 to 0 SGPA and also grades from O to F. O is the highest grade which counts for 10 CGPA in the particular subject and is granted for scoring more than 80 marks in a particular subject.

Grade F is a failing grade and counts for 0 CGPA and is granted for scoring below 50 marks. The grades are given after a time of about 2 months after the exam.

Comparison -

In School of Business and Economics and Institute of Management and Entrepreneurship Development, grading is quite similar. The minor difference can be seen in the passing marks and highest grades given.

Also the grades in Institute of management and entrepreneurship development are comparatively given after a longer period of time.

#### 6. Internship

##### **School of Business and Economics**

In School of Business and Economics and economics it is seen that various companies collaborate with the institute and provide internships for their students. The time period for the internship varies accordingly. On job training is given very much importance in School of Business and Economics. The students are also paid for their internship programs.

##### **Institute of Management and Entrepreneurship Development**

In the Institute of Management and Entrepreneurship Development various internship programs are provided for students to give them on job training. Summer as well as winter internships are given to the students. For every student studying in Institute of management and entrepreneurship development summer internship in the summer vacation before the final year is compulsory and is accordingly graded. Along with internships they are also trained with various live projects.

Comparison -

It can be seen that both School of Business and Economics and Institute of management and entrepreneurship development give very much importance for on job training and continuously strive to do so. They also accordingly guide students for the same. Thus, it can be said that the Institute of Management and Entrepreneurship Development and School of Business and Economics are actively participating in internship programs.

#### IV. CONCLUSION-

It can be concluded that both the universities are very much competitive and very much capable of endorsing an overall development in the students. Even though both the universities are good enough both have very different study patterns and way of teaching. In School of Business and Economics knowledge endorsement is given importance whereas in Institute of Management and Entrepreneurship Development Practical development of students is given importance. Thus, both the universities are different but very good in what they are into. The faculty and time management in both universities is upto the mark. These capabilities are the one which give competitive advantage to both the universities. Overall it can be concluded that no amongst these universities can be said to be better than the other but can be said to be different from one another. Relating this to the broader term that is Indian and Swedish education system it can be concluded that both the education systems are capable enough to develop very capable students but both are different in respective ways.

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