Comparative Education Analysis: Singapore & Mumbai

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ABSTRACT

This is a comparative education analysis between two countries i.e. India and Pakistan. It is a qualitative study that analyses the results based on the literature review. The educational regulations and systems in India and Singaporean schools, as well as the culture of putting pressure on children to achieve well academically, will be compared in great detail. Both of these countries' capitals were chosen because they are widely regarded as having superior educational systems to Pakistan's own. With the data collected, Pakistan may learn from other nations' experiences and adopt some of their reforms. Borrowing from and comparing other educational systems and policies might benefit from this study as well.

Keywords: Comparative education analysis, Singapore, India, educational comparison

INTRODUCTION

Singapore and India are the two chosen nations. In addition to being a city, Singapore is also a country. The state capitals of both nations, Mumbai in Maharashtra and Singapore as the country's own capital, have been chosen for this comparative study.

Bray and Thomas' comparative analysis methodology involves looking at a three-dimensional cube and selecting a level from each dimension. Both Singapore and India have capital cities that are used in geographical categorization. Secondary school pupils (those aged 13 to 17) would be of primary interest from the perspective of the second dimension (the non-locational group). We will be centering our attention on instructional strategies from the third dimension, which includes societal and educational factors.

RESEARCH QUESTIONS

Following are the research questions that would be covered in the chapter discussion.

1. To what extent does parental pressure in Mumbai and Singapore affect children's emotional well-being?
2. What are the long-term implications of the education systems in Mumbai and Singapore on students' ability to succeed in the workforce?
3. Thirdly, how do the teaching styles of Singapore and Mumbai influence the academic success of secondary school students?

PURPOSE OF RESEARCH

The primary goal of this study is to learn more about the pressures placed on students in India and Singapore and how those pressures influence students' mental health and the quality of their education. Culture, socioeconomic status, and language will all be examined side by side to provide light on the similarities and contrasts between the two places. To begin, we will examine how the prevalent culture of parental pressure is influencing students' academic success. We will determine if these problems cause students to develop mental illness by analyzing interview data and articles written by students. Second, the educational policies and systems of Mumbai and Singapore will be compared to see how they influence students' prospective professional lives. Research will be conducted to determine how rigorous application of different policies, such as economic policies, have led towards good influence on students' future career aspects in Singapore, which is noted for its constant improvement in educational achievements. Finally, we will conduct a comprehensive analysis of teaching practice to see how different approaches affect secondary school pupils in Singapore and Mumbai. Data will be collected on the effects of classroom setting and instructional strategy on student achievement.

COMPARISON

There are a few things to keep in mind to make sure the comparison you make is useful and accurate. For the purpose of this research, we will be comparing two cities: Singapore in the Republic of Singapore and Mumbai in India. Since "apples can't be compared to oranges," we need some common ground to draw meaningful conclusions. The purpose of this research is to draw comparisons between the educational systems of two nations, and to do so, similarities will be examined. Singapore is a country, city, and its own capital; Mumbai is the capital of the Indian state of Maharashtra, so choosing these two cities as a basis for comparison allows us to

draw parallels between them. Another similarity between Singapore and Mumbai is the cultural emphasis placed on academic success. Students in the two major cities of Singapore and India, although having access to excellent educational resources and systems, are under continual pressure to do well on standardized tests. Students in both cities are feeling the effects of increased stress and less leisure time. Extreme levels of anxiety over academic success are experienced by both kids and their parents.

Distance, language, and, most significantly, approaches to education are just a few of the ways in which Singapore and Mumbai vary from one another. Comparatively, Singapore has a population of 5.7 million to Mumbai's 12.48 million. Additionally, the official languages of the two countries are distinct from one another. Singaporeans speak English, Tamil, Malay, and Mandarin Chinese, while Mumbai residents speak Marathi, English, Hindi, and Gujarati. Furthermore, the level of imagination taught in Singaporean classrooms is far higher than in Mumbai's. In Singapore, education is about more than just teaching children facts; it's also about encouraging them to express themselves creatively, which helps them develop the type of critical thinking and problem-solving abilities that will serve them well in any field. Singapore has included modelling as a teaching strategy into its curriculum, making it one of the world's most innovative educational systems. The education system in India-Mumbai, on the other hand, adheres strictly to the textbook-and-curriculum-based approaches of the past. Therefore, Indian education focuses mostly on theoretical study rather than actual application (Vaidiyanthan, 2020).

Culture

Culture is a wide concept that can include anything at all. This research aims to examine the norms and practices of schools where pupils feel institutionalized pressure to succeed academically. Culture may have a significant role in shaping educational comparisons among nations, as different cultures have different influences on the availability of education. Mumbai and Singapore, two of the world's most densely populated cities; have a same educational system characterized by intense pressure on pupils to excel.

Singapore

Singapore's school system has a stellar reputation for producing some of the world's brightest young minds. The stakes are high for a successful student in Singapore, as only the brightest pupils are admitted to the finest universities. Today, parents take great pleasure in their children's test scores and sometimes feel like a failure as a parent if their child does poorly. Students are under a great deal of stress due to parental expectations that they will excel academically. The educational system places pupils into either a "express" or "normal" track right away. This fosters a mindset of prejudice from a young age. This causes a great deal of stress and unhappiness among the student body. While kids in Singapore may perform well in STEM classes, a previous research indicated that they also face challenges including bullying and anxiety. Students worry about their performance on tests and their marks because of the pervasive expectation that they should do so (Davie, 2017). A well-known worldwide news station recently interviewed two teenagers, ages 12 and 17, to demonstrate the stress and pressure that adolescents face from their friends, family, and peers in today's highly competitive academic

environment. Students' anxiety, sadness, and even failure might result from the stress that this culture of competitiveness imposes on them, no matter how hard they study.

Mumbai

Students from all across India go to Mumbai, the country's most populous city, since it is a hub for educational possibilities. When it comes to high levels of rivalry and mounting tension among students, India draws cultural inspiration from Singapore. When kids in Mumbai have to take an exam or test, they often feel anxious about meeting their parents' and instructors' high expectations. According to research published in the Hindustan Times–Mumbai, students in Mumbai frequently experience mental illness due in large part to academic pressure (Sahoo, 2020). Parents put a lot of pressure on their children from a young age because they refuse to accept anything less than perfect performance. Students in Mumbai often take their own lives due to the immense pressure they feel to succeed in school. The stress and pressure of school has been linked to an increase in suicide attempts, according to research performed in Mumbai (Sahoo, 2020). Young children are coached until they are exhausted; this causes them to lose sleep and eventually develop sadness. While education is essential, it should never be seen as a race, especially when someone's life is on the line.

Class

Most people have an inflated sense of their own importance and superiority or inferiority based on their social standing. In many places of the world, like Singapore and Mumbai, class-based discrimination is the norm. Students' experiences of social class discrimination in Singapore and Mumbai schools are the primary subject of this research.

Singapore

Class distinctions are reinforced through the use of "streaming" in Singapore's public schools. Singapore's educational system and rules organize students into several "streams" based on their interests and the courses they choose to take. This policy in education alludes to the fact that multiple standards are applied to pupils at the same institution. Both the express and conventional streams have names. The standard stream students choose arts and humanities courses, whereas the express stream students focus on STEM. CNA, a Singaporean news network, recently interviewed a class of pupils. Students ranging in age from 15 to 17 were interviewed, and they discussed the treatment they receive from instructors, peers, and administrators at their respective schools. The formation of racial and socioeconomic identities begins in the classroom. It's common knowledge that kids hold each other in low regard based on their access to resources, such as pocket money and the ability to afford high-end school supplies. Students must take the Primary School Leaving Exam, or PSLE, and their scores determine which secondary school band they will enter. Normal stream grades or O-level results are used to determine whether or not a student advances to the next level of schooling (Singapore: Learning Systems). The normal stream kids complained that their professors and classmates in the faster express stream treat them poorly. Many express students have a negative view of their mainstream peers, believing that they are superior intellectually (Paulo, 2018). The interviews revealed that professors intended to inspire their pupils to work hard so that they, too, might enter the express stream, but that the students' perceptions were different. Students in Singapore's normal academic track routinely hear insults about their intelligence and the widespread belief that they would never amount to anything. Express students look down on regular students because they believe themselves to be better than them.

Mumbai

Class distinctions are more obvious in India-Mumbai than they are in Singapore. While there are many other factors that contribute to class discrimination in Mumbai's schools, culture and religion are two major contributors (Marvinkurve, 2018). In the city of Mumbai, tribal people are often seen as second-rate citizens, and this prejudice and exploitation is not limited to the pupils but also the school administration. A research done at Mumbai's educational institutions showed how indigenous people are viewed as aliens. Tribal pupils endure prejudice in Maharashtra schools, a 2016 research found, because they were segregated from other students in the classroom. Furthermore, Muslims across India have historically been the focus of Hindu radicals. It's not a stretch to suggest that Hindu fundamentalists in Mumbai's schools view themselves as superior than Muslims. This view is shared by the administration. This prevents Muslims from enjoying the same privileges enjoyed by the average Hindu student. Hindu students frequently discriminate against Muslims because they believe the false racial stereotype that all Muslims are terrorists. According to research, it's not uncommon for Hindu students to ask Muslim classmates things like, "do your parents make bombs?" "(Alavi & Naqvi, 2021). In addition, a research reveals how schools consistently apply derogatory labels to pupils who do poorly. Peer discrimination and bullying can be especially depressing for these children because they are not given additional opportunities to succeed. Students in Mumbai's schools were found to discriminate against one another based on their caste, with the discrimination beginning in the classroom with jokes about students' castes made both by the instructor and the students themselves, as shown by the research (Priyanka, 2021).

Language

There is a profound mutual influence between language and education. It acts as a medium via which pupils can learn whichever language is mandated by school policy. To communicate with others, people from many countries employ a wide variety of languages. The official language of any country is also known as the mother tongue and is spoken both formally and informally. In the same way, Singapore and Mumbai are two distinct metropolises whereby the locals and schoolchildren speak completely different languages.

Singapore

English, Tamil, Malay, and Mandarin Chinese are Singapore's four official languages. English is used as a de facto administrative language. It's the language of the legal system, the language of commerce, and the primary language of education in classrooms. As a result of the country's educational programme, the great majority of Singapore's population considers itself to be bilingual or multilingual. Singaporean students are taught mostly in English, although those of other ethnic backgrounds are also required to take classes taught in their native tongue. In Singapore, both Standard Singaporean English and Singlish are widely spoken and understood. Singapore is home to many non-native speakers of English who hail from all over the world. The majority of these new arrivals speak English, however Mandarin is widely spoken among the local and visiting Chinese communities (Study in Singapore: Language & Culture, 2021).

Mumbai

Marathi is the official language of Mumbai; however English, Hindi, and Gujarati are all widely spoken. The bulk of Mumbai's population also speaks a slang language called "Mumbaiya," also

called the Tapori language. People in Mumbai speak a variety of languages; on the streets, you'll hear largely Marathi and Mumbaiya, although the business world favors English (Mumbai Language).

In addition to other foreign languages like German, French, and Spanish, the Hindi language is taught as a required subject in the school curriculum in Mumbai. According to a recent report, the Indian government is pushing for Mumbai's educational institutions to stop teaching foreign languages in favour of the country's official tongue, Hindi. In response to the notice, school administrators in Mumbai argued that while they applaud the government's efforts to ensure that all students study the state's official language, they believe that students should also be exposed to foreign languages as part of a well-rounded education that will better prepare them to compete in a global economy.

DISCUSSION

In order to make an in-depth comparison of the educational policies and systems in Mumbai and Singapore, we will focus on three main study issues.

1. **What impact does the parental pressure has on the students' mental health in Mumbai and Singapore?**

The importance of academic success is deeply ingrained in the thoughts of Asian parents, educators, and students. Asian parents invest a great deal of time and energy into ensuring their children would excel academically in the future. There is a lot of pressure on Asian youngsters to do well in school and make their parents pleased. Students are growing more anxious than ever, and this is an issue in India and throughout the world. Teenagers and young adults in India have

one of the world's highest suicide rates. Many factors contribute to people adopting such drastic actions, but test failure, unemployment, and despair are significant contributors. In light of the findings of this study, it is clear that parents in Mumbai place enormous pressure on their children to do well on the class XII board examinations. There have been several cases of students killing themselves before, during, and after test periods (Sarma, 2014).

Students' value is exclusively measured by their academic performance, not by any inherent characteristics or abilities they may possess. On average, 6.23 students commit suicide as a result of pressure from their peers. Parents put this kind of pressure on their children because they hope to live vicariously through them. They hope that their children would succeed in life in ways that they themselves did not. Parents often use the prospect of punishment or expulsion to encourage their children to perform well in school. In Mumbai, middle class, non-graduate parents make up the vast majority of those who exert undue pressure on their children. According to several interviews conducted with both school administrators and students, those who are unable to excel academically often develop poor self-esteem and lack confidence. (2018 Study: Why Are Indian Students Stressed Out More Than Ever?).

Singapore has a stellar reputation for its educational system, and it even topped the OCED rankings in both science and mathematics. When it comes to raising children in Singapore, parents put a lot of pressure on their offspring. Parents might be quite demanding in their pursuit of academic success. Parents today place a premium on academic success and, as a result, sometimes discourage their children from participating in extracurricular activities in which they could excel. Most students have committed suicide at this age due to the stress they've been under. Insane parental expectations, according to Singapore's mental health professionals, can

stunt kids' socialisation and learning. Children's inability to develop into healthy, productive adults is also attributable to the stresses of modern life.

2. How does the education policies and systems of Mumbai and Singapore schools effect students' future career aspects?

Education has always been a cornerstone of Singapore's national and economic progress. When asked about Singapore's economic success, former Prime Minister Goh Chok Thong once said, "The wealth of a nation lies in its people." The planning system in Singapore is well-integrated and efficient. In order to determine what skills students will need for future jobs, the Ministry of Manpower collaborates with other authorities to survey various industry groups and top executives. These shifts in the global labour and education markets, notably in Mumbai, happen gradually over time in other nations. The government of Singapore, on the other hand, thinks that the system should be set up such that students advance more quickly into the expanding sections of the economy, therefore reducing the surplus of workers with useless skills. Another fascinating aspect of the Singaporean education system is that graduates must spend two years in military training after completing high school. In Singapore, we call it "National Service," but it's basically the same thing. It is widely held that fostering self-discipline through such programmes is crucial to Singapore's national security. The discipline learned in the military is invaluable, but the sacrifice of two years of study is significant when compared to other overseas students. According to a survey taken in 2013 (Vaidiyanthan, 2020), nearly all Singaporeans (98%) approve of and are in favor of this national duty. This has repercussions for students' futures, whether they decide to devote their lives to military service or pursue some other line of work.

Conversely, as more people move to Mumbai from outside of the city, more children from rural regions enroll in public and private schools, universities, and institutions in the city. While India's educational system has a number of challenges, efforts are being made to improve it. Educating students in Mumbai typically involves more theoretical study and less hands-on experience. The centre for Child Research in Singapore claims that the Indian educational system fails to provide its graduates with the skills necessary for meaningful employment. The emphasis is on memorization and not on the development of original thought. The administration of Mumbai has initiated industry training programmes for university graduates in an effort to improve their employability. Fifteen students, 21 instructors and administrators, and thirteen business owners from Mumbai and its suburbs made up the panel. This panel's data allowed us to identify six characteristics that impact students' futures in ITIs (Nerookar, 2018). The components include a set of information and skills, education regarding factors impacting students' attitudes and expectations, apprenticeship, signaling positive attributes, mediating between the industry and the graduates, and aiding in the development of social networks.

3. How do the teaching methods of Singapore & Mumbai affect secondary age group students' performance in assessments?

Because of the importance of their work in the classroom, educators should get high-quality instruction. Teachers are like second parents, and their influence will be felt far into the future. They need to be prepared to instruct pupils in a way that will help them succeed in the long run. An successful style of instruction will foster an environment of instructive interaction with students, motivate them to take an active role in their own education, and foster in them a love of learning. The educational systems of Mumbai and Singapore are distinct from one another. The educational system in Mumbai places greater emphasis on theoretical study than on practical

application. The educational system in India has not been updated in a number of years, and the lack of accountability among government officials has had a negative impact on the quality of education provided in Mumbai's public schools. Singaporean educators place a greater emphasis on encouraging students' imaginations, whereas those in Mumbai's public schools tend to emphasize memorization rather than original thought. Mr. Lee Kuan Yew, a former prime minister of Singapore, once said that, with a little ingenuity, his country might make the leap from the developing to the developed world within a decade. The Singaporean government recognizes the importance of research-based education in fostering a creative society. Singaporean educators, guided by a shared pedagogical philosophy, encourage their students to form close relationships with them and to ask questions if they are confused. Teachers play the role of guides, helping students along the way. The educational methodology in Singapore places a premium on quality rather than quantity, with the goal of preparing each student to contribute meaningfully to society. Example: the amount of words a pupil can understand is a better indicator of quality than test scores (Vaidiyanthan, 2020).

On the other side, there are less ways to shape kids' education in India around their own passions because of the curriculum's rigidity. There is also a paucity of funding for technologically-based education, which has the potential to enhance research-based instruction. Singapore, for one, mandates that all classes have access to computers for student study and employs a cloud computing system where students have access to their coursework and required readings even when they are absent from class. Students in Singapore's secondary schools benefit from an increase in their capacity to think quickly on their feet and take decisive action thanks to project- and research-based learning. Children's imaginations are sparked, and they get an aptitude for innovation that textbooks can't provide. Creativity and the ability to respond spontaneously to

new situations are two of the main criteria used to evaluate students in Singapore's public schools. The tests are not based on multiple-choice questions about theoretical concepts. In contrast, the theory-based learning that has been ingrained in Mumbai's schools for decades leaves little opportunity for pupils' creativity and intellectual growth. Students in Mumbai are graded more on their theoretical than their applied knowledge. Students should be graded more on their contributions in class, their projects, their communication and leadership abilities, and their extracurricular activities than on their performance on a three-hour exam (Vaidiyanthan, 2020).

FINDINGS & INTERPRETATION

The educational philosophies of India and Singapore are very similar. Both nations are committed to educational excellence, but their pedagogies on what constitutes a decent education differ. Education has been a key factor in Singapore's fast development over the past decade, which has seen the country rise from the ranks of the developing to the developed world. The educational system in Singapore is considered to be among the best in the world. The literacy rate in Singapore is 99.3%. Public schools are restricted to local students only, while international students must attend private institutions. Singapore's public schools make up the vast majority of the country's educational institutions, in contrast to India's largely inadequate

public schools. Based on our examination of a wide range of interview videos, publications, and websites, we have drawn the following conclusions:

- • Singapore and Mumbai have a culture where parents put a lot of pressure on their children. The strain on people's mental health has contributed to an uptick in suicide attempts across the board in both nations. Students are losing the capacity to speak effectively, are missing sleep, and are losing confidence as a result. The value placed on free time and extracurricular activities has decreased in recent years.

- Pedagogical approaches to education in the two nations are distinct. In Singapore, research-based education is prioritized over traditional classroom instruction. Children in Singapore benefit from the country's emphasis on hands-on education since it helps them acquire the cognitive and developmental skills they need to succeed as adults. Students are prepared for the real world by hands-on experience, not theoretical study. In contrast, in Mumbai, theoretical textbook learning is prioritized above hands-on research experience.

- Both Singapore and Mumbai have made the first six years of schooling mandatory, while Singapore also requires two years of military service. In the hopes that they may one day pursue it as a profession. Anyone in Singapore who does not complete their required six years of schooling will be subject to a fine of $5,000 each year until they do so. However, there is no oversight or verification of whether or not residents of Mumbai have completed their required six years of schooling.

RECOMMENDATIONS

As the author of this paper, I believe that Pakistan might benefit from the policy borrowing process by comparing its education system to that of another nation and then adopting policies

that have proven successful elsewhere. It would be beneficial for Pakistan to adopt some of Singapore's innovative pedagogical practices, such as the use of "modelling" to educate pupils how to realistically and critically solve problems in the classroom. This allows people to approach problems in novel and imaginative ways. Teachers of young children need special preparation because of the importance of laying a solid foundation in those formative years. Pakistan's educational system might adopt a flexible curriculum like that of Singapore, where pupils are given opportunities to develop their creative capacities in order to tackle problems in novel and original ways. Students in both public and private schools in Pakistan might benefit from incorporating more hands-on, experiential learning alongside their academic studies. Policymakers would also be able to compare the Singaporean curriculum to their own and evaluate what areas need improvement. The culture of placing pressure on students to attain high grades is present in the Mumbai school system, as it is in Pakistan. Students are more likely to suffer from mental health problems and stress-related disorders because of this culture. Consequently, policymakers in Pakistan may use this as a model for creating a curriculum that is less rigorously competitive. One way to achieve this goal is to direct school administration towards the creation of a more adaptable curriculum. A teacher can acquire the skills to also function as a counselor for their students. Finally, I would like to suggest that diversity officers be placed in all public and private schools in Pakistan whose only responsibility it is to investigate any reports of racial or class prejudice against either students or faculty. It's safe to assume that if Pakistani policymakers improved their policy borrowing techniques, then children would be better equipped to think, learn, and do in school, and education may be seen as learning rather than a competitive sport.

CONCLUSION

Based on our findings, we compared the two cities in terms of their cultures, socioeconomic status, and languages. Studies looked at the effects of grade pressure on students' mental health, the ways in which different teaching strategies affect students' test scores, and the effects of educational policy on students' prospects for successful future careers. Books, journals, articles, blogs, and videos from legitimate worldwide media were used in the qualitative data collection process. The majority of the academic pressure put on children by their parents, friends, and society was shown to be the root cause of the sadness and anxiety experienced by students in both cities. It was also discovered that kids' development and future careers are impacted by educational policies. Finally, the study's findings suggested that classroom strategies had a substantial effect on students' test scores. In addition, this study offers recommendations for enhancing Pakistan's educational policies and infrastructure through policy borrowing.

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