

# A Thorough Examination of the Contributions of Schooling, Teaching-Learning and Curriculum to Social Equality

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**Abstract:** *This article provides a comprehensive analysis of the intricate interplay between schooling, teaching-learning process, curriculum design and their impact on fostering social equality. Through a critical lens, it scrutinises the various ways in which education systems either reinforce existing social inequalities or serve as powerful tools for social mobility and inclusivity. Drawing upon theoretical frameworks and empirical evidence, the article examines the structural and systemic factors that shape educational outcomes, exploring issues such as access, quality, equity, more specifically social equality. Furthermore, it delves into the role of educators in facilitating equitable learning environments and the significance of curriculum in promoting diverse perspectives and critical thinking skills. By unpacking these complexities, the article aims to deepen our understanding of the challenges and opportunities inherent in leveraging education as a force for social transformation.*

**Keywords:** Schooling, Teaching-learning process, Curriculum, Social equality

## 1. Introduction

Equality is the situation or state where all the members of a society or group have the same status, rights and opportunities. There are three dimensions of equality: economic equality, social equality and political equality. Economic equality is the state of affairs in an economy when it is thought that individuals have fairly divided resources or things among themselves. Political equality pertains to the degree to which individuals possess an equitable influence over decisions made by the government. Within a democratic framework, one fundamental tenet is the fair acknowledgment of the desires and concerns of every citizen. Social equality denotes a condition where all members of a particular society enjoy identical rights, freedoms, potentially encompassing civil liberties, freedom of speech, self-governance, and equitable availability of particular public resources and societal amenities. In simple words social equality means each individual or member is given the same resources or opportunities to live in the society with due respect and rights. Achieving social equality necessitates the elimination of legally imposed social distinctions or caste systems, along with the eradication of discrimination stemming from intrinsic aspects of an individual's identity. It is promoted to ensure equal educational opportunity which is a basic need for a third world country like India. Educational opportunity refers to the accessibility and presence of educational resources and opportunities for individuals. It encapsulates the notion of ensuring that all individuals have equitable access to education, irrespective of their social or economic circumstances. Social equality and educational opportunity are inseparably connected. However, a country should be in continuous search for better educational policies to serve equality on academic opportunity (Lin, 2018). This exploration delves into the multifaceted roles played by the agencies of social equality, shedding light on their contributions, challenges and potential for effecting transformative change. By examining their collective efforts,

the researcher endeavours to discern the pathways towards a more equitable and harmonious society.

## 2. Components of Social Equality

Comparative theories of social equality focus on the relationships between people and their relative situations. The key elements of social equality are:

- Equal Access
- Equal Participation
- Equal Treatment

'Equal access' denotes that everyone should have access to the basic needs of life that are food, shelter, healthcare and education. 'Equal participation' means all individuals should have the right to contribute to societal activities. According to the concept of 'equal treatment', every person should be treated with respect and dignity irrespective of caste, socioeconomic background or any kind of disability.

## 3. Types of Social Equality

Social equality can be reviewed as a lot of types such as racial equality, gender equality, equality for disabled people, equal employment access and most importantly equal access to education. Social equality collaborating to universal access to education can be executed through schooling, teaching-learning process and curriculum.

## 4. Agencies of Social Equality

In the dynamic landscape of society, the pursuit of social equality stands as a cornerstone of progress and justice. Across the globe, various agencies emerge as catalysts for this noble endeavor, striving to dismantle barriers, bridge divides, and

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cultivate a more inclusive world. From grassroots movements to governmental policies, educational initiatives to economic reforms, the agents of social equality encompass a diverse array of actors and mechanisms. The supreme agencies of social equality are:

- Schools
- Teaching-learning
- Curriculum

## 5. The Relationship among Schooling, Teaching-learning Process and Curriculum

The relationship among schooling, teaching-learning process and curriculum design is intricate and interdependent, each element influencing and shaping the others within the educational ecosystem. Schooling refers to the formal education system, including institutions such as schools, colleges and universities. It provides the structure and framework within which teaching-learning processes occur and curriculum is implemented. The organisation and administration of schooling systems impact how teaching and learning take place, as well as the content and methods used in the curriculum. Teaching-learning process encompasses the interactions between educators and learners within the educational setting. These processes involve the transmission of knowledge, skills and values from teachers to students, as well as the active engagement and participation of learners in the learning process. Teaching methods, pedagogical approaches, classroom dynamics and assessment practices all play a role in shaping how learning occurs. Curriculum design involves the planning, development and implementation of educational programs and content. It encompasses decisions about what knowledge, skills and values should be taught, how they should be sequenced and organised and what instructional methods and resources should be used. Curriculum design reflects societal values, educational goals and pedagogical principles and it guides teaching and learning activities within the schooling system.

The relationship among these elements is cyclical and iterative. Curriculum design informs teaching-learning processes by providing the content and structure for instruction. Teaching and learning experiences, in turn, inform curriculum design by highlighting areas of effectiveness, relevance, or improvement. Schooling systems, as the overarching framework, influence both curriculum design and teaching-learning processes through policies, regulations, and resource allocation. Ultimately, the effective integration and alignment of schooling, teaching-learning processes, and curriculum design are essential for creating meaningful educational experiences that promote student learning, engagement, and social equity.

## 6. Schools in Promoting Social Equality

The imbalance in educational development, a significant part of social inequality, has led to non-harmonious development of a

learner's personality. A school can execute social equality in a number of ways:

- **For tribal community:** Schools can provide free uniform, textbooks, school-bags and abolish tuition fees, arrange special coaching and talent search programmes for tribal students.
- **Promoting gender equality in classroom:** All students irrespective of being male or female should have same priority to express their words.
- **A perfect learning environment:** Schools should be a place to nurture critical thinking, civic participation, free expression and collaborative practices that nourish the learner to learn better.
- **Breaking down barriers:** School environment fosters broader understanding that reduces prejudices, biases, and stereotypes in students.
- **Creating inclusive societies:** School ensures inclusive education where all students irrespective of their socio-economic background have equal access to quality education.

Besides, the quality of teacher, problematic and insufficient infrastructure of school and lack of willingness to provide quality education create barrier to social equality in school.

## 7. Contribution of Teaching-learning Process to Social Equality

Teaching-learning process is given upper hand in shaping social equality. It should focus on equal quality of 'education for all', a greater emphasis on removal of disparities in education system and child-centered education. This can be done in various ways:

- **Equal participation of students:** All students should participate in learning activities and problem-solving methods for their all-round development.
- **Mix-grouping:** Sitting arrangements of the pupils in the schools and all activities related to learning should be executed in mix-group so that healthy relationship among the students can flourish.
- **Equality in classroom duties:** Allocation of classroom duties should reflect gender-neutrality. It should be done with an eye on inclusion of tribal students as well.
- **Equality through different subjects:** The examples at the time of transaction of subjects like mathematics, social science and language should include both boys and girls. This activity is essential for highlighting the message of equality. It also provides critical language awareness (Harman, 2018).
- **Interdisciplinary approach:** Linking various subjects for greater understanding can be a promising way for equivalence. Environmental science is an example of an interdisciplinary field; it integrates concepts and techniques from geology, biology, chemistry, physics, and other disciplines to investigate the natural world and discover answers to environmental issues.

Besides, role of a teacher, students' flexible mindset to respond to the multidisciplinary approach of teaching-learning and multiplicity of numerous educational circumstances contribute to social equality as well. The teachers also are in need to know how to overcome opposition to social reconstructionist, multicultural education and increase support for it to spread social equality (McCall & Andringa, 1997).

## 8. Role of Curriculum to Social Equality

Curriculum development is defined as a planned, purposeful and systematic process to create positive changes in an education system. Not only in India, but also in South Africa, curriculum represents equal distribution of race and gender (Chisholm, 2003). Gay (1990) pointed out some changes that should be made to the school curriculum in order to provide pupils from diverse cultural backgrounds with equal educational opportunities. However, curriculum can promote social equality in numbers of ways:

- **Role of National Curriculum Framework (2005):** National Curriculum Framework (NCF) 2005, being an organising body regarding curriculum, includes various examples of **both men and women in textbooks** so that all types of students regardless of caste, gender and socio-economic strata feel respected.
- **Curriculum content:** Gender bias in the curriculum becomes deeper by the use of texts that downplay the contributions of women, register their experiences or perpetuate stereotypes about gender roles. Curriculum content should avoid gender-biased notions and highlight social equality.
- **Learning Methods:** Promoting gender-specific learning methods might contribute to negative stereotype reinforcement. It may impede the growth of respect and understanding between boys and girls by implying that they should receive separate education since they are so unlike from one another. While selecting textbooks for students, attention should be given to portray images from all genders, classes and races to avoid such a scenario.
- **Language of instruction:** Children who are geographically or culturally marginalised from mainstream education should not find themselves unfamiliar to the language of instruction in classroom.
- **Evaluation and assessment:** Evaluation and assessment for educational development should be objective and unbiased for promoting social equality among students.

Besides, hidden curriculum including dress codes, routine and rituals in everyday school life plays a magnificent role in social equality.

## 9. Role of Teacher to Promote Social Equality

Teachers play a crucial role in promoting social equality within educational settings and beyond. Here's how:

- 1) **Equitable Education Access:** Teachers can ensure that all students, regardless of their background or socio-economic status, have equal access to quality education. This may involve providing additional resources, support or accommodations to students who face barriers to learning.
- 2) **Creating Inclusive Classrooms:** Teachers can foster inclusive environments where every student feels valued and respected regardless of their race, gender, religion, ability, or socio-economic background. This can be achieved through inclusive teaching practices, diverse curriculum materials, and promoting empathy and understanding among students.
- 3) **Addressing Bias and Discrimination:** Teachers can challenge stereotypes, prejudices, and discriminatory attitudes among students by promoting critical thinking, empathy, and respect for diversity. They can facilitate discussions on social justice issues and encourage students to question injustice and inequality in society.
- 4) **Promoting Critical Consciousness:** Teachers can empower students to critically analyze social structures, systems of power, and inequalities in society. By encouraging students to understand the root causes of social inequality, teachers can inspire them to become agents of change and advocate for social justice.
- 5) **Advocating for Equity:** Teachers can advocate for equitable policies and practices within their schools and communities. This may involve advocating for adequate resources for schools serving marginalized communities, promoting inclusive hiring practices, and working to dismantle systemic barriers to education and opportunity.
- 6) **Supporting Marginalized Students:** Teachers can provide additional support and resources to marginalized students who may face challenges such as poverty, homelessness, or discrimination. This may involve offering mentoring, counseling, or connecting students with community resources to address their needs.
- 7) **Promoting Cultural Competence:** Teachers can develop their own cultural competence and understanding of diverse backgrounds to better support students from different cultural, linguistic, and ethnic backgrounds. This includes recognizing and valuing students' cultural identities and incorporating culturally relevant teaching practices into the curriculum.

By fulfilling these roles, teachers, being an agent of change, can contribute to creating more equitable educational opportunities and fostering a more just and inclusive society.

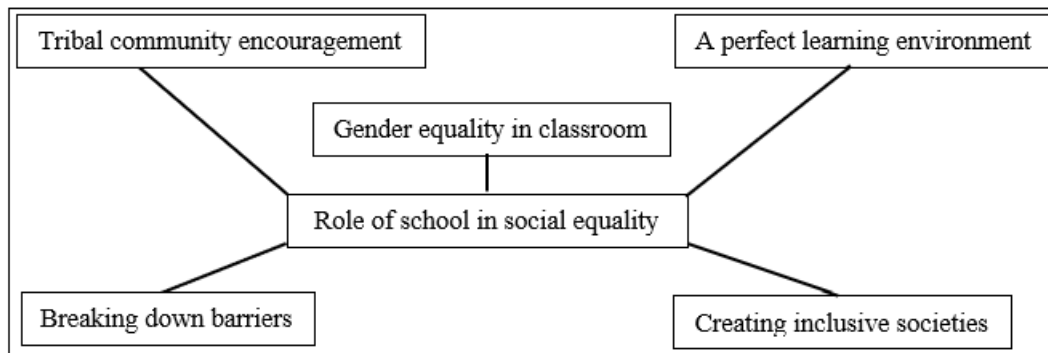


Figure 1: Factors of school community for encouraging social equality

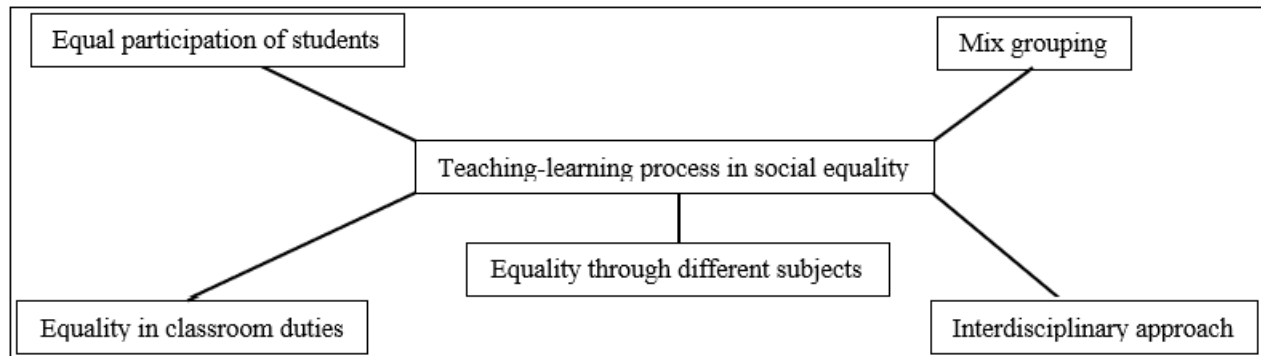


Figure 2: Contribution of teaching-learning process in social equality

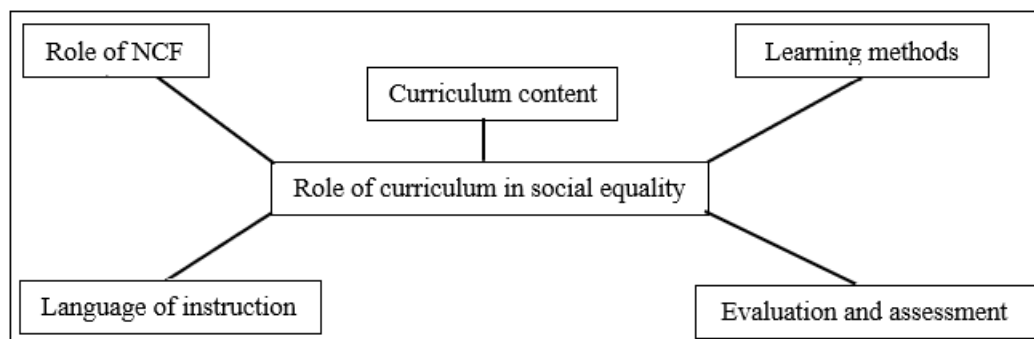


Figure 3: Parameters of curriculum related to social equality

## 10. Conclusion

Perfect social equality in educational opportunity is unattainable like other ideal things. In a good system of education, a continuous attempt should be made to adopt measures to attain social equality in education. The main agencies like school, methods like teaching-learning process and procedures like curriculum should contribute to special managements for the deprived ones so that the idea of social equality gets embodied in real life to make a better society.

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