

Digital Pedagogy Under NEP-2020: Examining The Role Of Social Media In Student Engagement

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ABSTRACT

This paper delves how digital pedagogy is reshaping education in today's technology-driven world, especially in light of the National Education Policy (NEP) 2020. Rather than simply adding digital tools to classrooms, digital pedagogy focuses on creating meaningful, interactive, and student-centred learning experiences. The paper highlights how NEP 2020 encourages the use of technology through initiatives like e-learning platforms, blended learning, and improved digital infrastructure to make education more accessible and inclusive. It also looks at student engagement in the digital era, emphasizing how active participation behavioral, emotional, and cognitive plays a key role in academic success. Social media is discussed as a powerful educational tool that promotes collaboration, communication, and peer learning while allowing students to learn beyond the classroom. At the same time, the paper acknowledges challenges such as distractions, privacy concerns, and unequal access to technology. The study further reflects on the changing role of teachers, who must adapt to become facilitators and guides in digital learning environments. It suggests practical strategies for using social media effectively and responsibly in education. Overall, the paper concludes that when used thoughtfully, digital pedagogy and social media can make learning more engaging, flexible, and relevant to students' lives, while supporting both academic growth and essential digital skills for the future. The study concludes by emphasizing that with proper planning, clear guidelines, and thoughtful use, digital pedagogy and social media can significantly enhance the quality of education and make learning more meaningful, flexible, and relevant in the 21st century.

Keywords: Digital Pedagogy, NEP 2020, Social Media in Education, Student Engagement, Technology Integration, Digital skills.

INTRODUCTION

Digital pedagogy is not just about using gadgets or online tools in teaching; it is about rethinking how learning happens in a digital world. It involves the thoughtful use of technology to make education more interactive, engaging, and relevant to students' lives. Rather than simply adding digital tools to traditional methods, digital pedagogy focuses on how these tools can enhance understanding, critical thinking, and participation. It promotes flexible and student-centred learning environments where students actively explore, collaborate, and create knowledge, while teachers act as facilitators and designers of meaningful learning experiences. With features such as interactive content, collaborative platforms, and personalized learning opportunities, digital pedagogy connects education to students' everyday digital

experiences. It also aligns with the vision of the National Education Policy 2020, which emphasizes the integration of technology in education. Overall, digital pedagogy represents a shift from passive learning to active, participatory, and technologically enriched learning.

Objectives of the Study

- To understand the concept and scope of digital pedagogy in the modern educational context.
- To examine the role of the National Education Policy (NEP) 2020 in promoting technology integration in education.

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- To analyze the use of social media as an educational tool in enhancing teaching and learning processes.
- To explore the impact of social media on student engagement in the digital era.
- To identify the advantages and challenges associated with the use of social media in education.
- To suggest effective strategies for integrating social media into teaching-learning practices.

2. Overview of NEP 2020 with respect to technology integration

The National Education Policy 2020 places strong emphasis on the integration of technology to transform education into a more accessible, inclusive, and engaging process. It promotes digital learning through the use of e-learning platforms, virtual classrooms, and online resources, while also advocating for the development of robust digital infrastructure such as internet connectivity and access to devices. The policy proposes the establishment of the National Educational Technology Forum (NETF) to facilitate the exchange of ideas and best practices in educational technology. It encourages blended learning approaches that combine online and offline methods, making education more flexible and student-centred. Additionally, NEP 2020 highlights the role of technology in supporting inclusive education, especially for disadvantaged and differently-abled learners. It calls for the integration of digital tools like simulations and virtual labs into the teaching-learning process, along with proper training for teachers to build digital competencies. The policy also supports the use of technology in assessment and evaluation through adaptive testing and data analytics, expands opportunities for open and distance learning, and recognizes the importance of emerging technologies such as artificial intelligence and virtual reality in shaping the future of education.

3. Digital Pedagogy: Meaning and Scope

Digital pedagogy can be understood as the thoughtful and purposeful use of digital technologies to design meaningful learning experiences. It goes beyond simply using tools and focuses on how technology can

support interaction, critical thinking, creativity, and student engagement. According to Sean Michael Morris, digital pedagogy is not about the tools themselves but about the pedagogical approaches that shape learning in digital environments. Similarly, Jesse Stommel emphasizes that digital pedagogy involves critical engagement with technology, encouraging learners to question, collaborate, and actively construct knowledge.

Components of Digital Pedagogy

- **Digital Tools and Technologies:** This includes platforms such as learning management systems, social media, virtual classrooms, and multimedia tools that support teaching and learning.
- **Pedagogical Design:** Focuses on how lessons are structured using technology to promote active learning, collaboration, and critical thinking.
- **Learner Engagement:** Encourages participation through discussions, interactive content, peer collaboration, and feedback mechanisms.
- **Digital Literacy:** Refers to the ability of both teachers and students to effectively, ethically, and critically use digital tools and information.
- **Assessment and Feedback:** Involves the use of digital methods such as online quizzes, e-portfolios, and analytics for continuous and formative assessment.
- **Accessibility and Inclusion:** Ensures that digital learning is accessible to all learners, including those from diverse backgrounds and with different abilities.
- **Critical Perspective on Technology:** Encourages questioning the impact of technology on society, power structures, and learning processes rather than accepting it uncritically.

The shift from traditional to digital learning environments represents a transformation from teacher-centred, lecture-based instruction to more

flexible, interactive, and learner-centered approaches supported by technology. In traditional classrooms, learning was often confined to physical spaces, fixed schedules, and one-way communication, whereas digital environments enable continuous access to information, collaborative learning, and personalized experiences through online platforms and multimedia tools. As noted by Neil Selwyn, digital technologies are reshaping not only how students learn but also how knowledge is produced and shared in education. Similarly, Mishra Punya and Matthew J. Koehler, through the TPACK framework, emphasize that effective integration of technology requires a meaningful blend of content, pedagogy, and technological knowledge. This shift encourages greater student engagement, autonomy, and collaboration, while also redefining the role of the teacher as a facilitator rather than a sole source of knowledge. Overall, the movement toward digital learning environments reflects the growing need to align education with the demands of a technologically driven and knowledge-based society.

4. Social Media as an Educational Tool

Social media has increasingly emerged as a powerful educational tool, transforming how students interact, collaborate, and construct knowledge in the digital age. Platforms such as discussion forums, video-sharing sites, and networking spaces enable learners to move beyond passive consumption of information toward active participation, content creation, and peer learning. Unlike traditional classroom settings, social media supports real-time communication, collaborative problem-solving, and the sharing of diverse perspectives, thereby fostering deeper engagement and meaningful learning experiences. Social media tools can enhance student engagement by promoting interaction, creativity, and informal learning opportunities that extend beyond the classroom (Greenhow. & Lewin, 2016). Social media support collaborative learning communities where students can exchange ideas, provide feedback, and co-construct knowledge. These platforms also reshape educational practices by blurring the boundaries between formal and informal learning spaces, allowing students to learn anytime and anywhere (Selwyn, 2016).

Moreover, social media encourages the development of critical digital skills, including communication, information evaluation, and digital literacy. However, its educational use requires careful guidance, as issues such as distraction, misinformation, and privacy concerns can affect learning outcomes. When used thoughtfully and strategically, social media can serve as an effective pedagogical tool that aligns with modern educational goals of participation, collaboration, and lifelong learning.

5. Student Engagement in the Digital Era

Student engagement is widely understood as a multidimensional construct that includes behavioral, emotional, and cognitive dimensions, reflecting students' active involvement in learning activities. Behavioral engagement refers to participation in academic and social activities, emotional engagement relates to students' interest and sense of belonging, and cognitive engagement involves investment in learning and use of deep learning strategies.

Furthermore, student engagement has been identified as a strong predictor of academic success and institutional effectiveness, with engaged students more likely to achieve better learning outcomes and persist in their studies (George D. Kuh, 2009). In digital learning environments, engagement becomes even more significant as learners are required to take greater responsibility for their learning, making active participation and interaction essential for meaningful educational experiences.

6. Role of Social Media in Enhancing Student Engagement

In the digital era, social media has become a significant medium for enhancing student engagement by creating dynamic, interactive, and collaborative learning environments. Unlike traditional classrooms, social media platforms enable continuous interaction and participation, allowing students to connect, share, and learn beyond the boundaries of time and space. These platforms support a more participatory culture of learning, where students are not just consumers of information but active contributors to knowledge construction.

One of the key ways social media enhances engagement is through collaborative learning. It

allows students to work together on tasks, share ideas, and co-create knowledge through group discussions, online communities, and shared digital spaces. According to Christine Greenhow and Cathy Lewin (2016), social media facilitates collaborative learning by enabling learners to engage in meaningful interactions and build knowledge collectively in both formal and informal settings. Another important aspect is interactive communication, where social media provides real-time and asynchronous communication channels between students and teachers. This includes commenting, messaging, live discussions, and feedback, which help maintain continuous academic interaction. Neil Selwyn (2016) highlights that such digital interactions reshape traditional communication patterns in education, making learning more dialogic, immediate, and participatory.

Social media also promotes peer learning and knowledge sharing, where students learn from one another by exchanging ideas, resources, and feedback. This peer-to-peer interaction enhances understanding and encourages critical thinking. Research by Paul A. Tess (2013) suggests that social media supports knowledge sharing and collaborative engagement, leading to improved learning experiences in higher education contexts.

Overall, social media plays a crucial role in fostering student engagement by supporting collaboration, enhancing communication, and encouraging shared learning experiences. When used effectively, it transforms the learning process into a more interactive, inclusive, and student-centred activity.

7. Advantages of Using Social Media in Education

The integration of social media in education offers several advantages that enhance teaching and learning processes, particularly in terms of accessibility, participation, and feedback. By extending learning beyond the physical classroom, social media creates opportunities for students to engage with content and peers in more flexible and meaningful ways.

One of the major advantages is accessibility and flexibility. Social media platforms allow students to access learning materials anytime and from anywhere, making education more inclusive and adaptable to diverse learning needs. This flexibility is especially

beneficial for learners who may face geographical or time constraints. As noted by Christine Greenhow and Cathy Lewin (2016), social media extends learning opportunities beyond formal settings by enabling continuous access to information and interaction across different contexts.

Another important benefit is increased participation. Social media encourages students to actively engage in discussions, share ideas, and contribute to collaborative learning activities. It provides a more inclusive space where even less confident students can express their views. Research by Paul A. Tess (2013) indicates that social media platforms can enhance student participation by fostering interactive and collaborative learning environments that support active involvement.

Additionally, real-time feedback is a key advantage of social media in education. Through instant messaging, comments, and online discussions, students can receive immediate responses from teachers and peers, which helps clarify doubts and improve learning outcomes. According to Neil Selwyn (2016), digital communication tools facilitate timely feedback and ongoing interaction, thereby supporting continuous learning and improvement.

Overall, the use of social media in education enhances accessibility, promotes active participation, and enables timely feedback, making the learning process more dynamic,

8. Challenges and Concerns of Using Social Media in Education

While social media offers significant benefits for learning, it also presents several challenges that can affect the quality and effectiveness of education. Issues such as distractions, privacy risks, and unequal access highlight the need for careful and responsible use of these platforms in academic settings.

One major concern is distractions and overuse. Social media platforms are designed to capture attention, which can divert students from academic tasks to non-educational content. Excessive use may lead to reduced concentration, lower academic performance, and even digital fatigue. As noted by Neil Selwyn (2016), the integration of digital technologies in education must be approached critically, as they can

both support and disrupt learning processes depending on how they are used.

Another critical issue is privacy and data security. The use of social media in education often involves sharing personal information, which raises concerns about data protection, misuse, and online safety. Students may be exposed to risks such as identity theft, cyberbullying, and unauthorized data access. Sonia Livingstone (2014) emphasizes that young users in digital environments are particularly vulnerable to privacy risks, highlighting the importance of digital awareness and protective measures in educational contexts.

The digital divide is also a significant challenge. Not all students have equal access to digital devices, reliable internet connectivity, or technological skills, leading to disparities in learning opportunities. This gap can widen existing educational inequalities, especially in developing regions. According to Mark Warschauer (2004), unequal access to technology and digital literacy creates barriers to meaningful participation in digital learning environments.

Overall, while social media can enhance learning, these challenges underline the importance of balanced usage, digital literacy, and inclusive policies to ensure that technology supports rather than hinders education. inclusive, and effective.

9. NEP 2020 and Digital Initiatives

The National Education Policy 2020 places strong emphasis on leveraging digital technologies to transform the Indian education system into a more accessible, inclusive, and learner-centered model. A key aspect of this transformation is the development of government-led digital platforms and policies that support online learning and the integration of technology into pedagogy. Initiatives such as DIKSHA, SWAYAM, and e-Pathshala provide digital content, teacher training modules, and interactive learning resources, enabling both teachers and students to access quality education beyond traditional classrooms. These platforms, while formal in structure, often intersect with social media by encouraging sharing of resources, collaborative discussions, and wider dissemination of educational content across digital networks.

NEP 2020 also strongly promotes e-learning and blended learning approaches, combining face-to-face instruction with online and digital interactions. In this context, social media can play a complementary role by enhancing engagement, communication, and collaboration. For instance, teachers and students can use social media platforms to extend classroom discussions, share learning materials, and engage in peer learning activities, thereby reinforcing concepts introduced through formal e-learning platforms. Scholars like Neil Selwyn (2016) highlight that digital technologies, including social media, blur the boundaries between formal and informal learning, making education more continuous and participatory.

Furthermore, NEP 2020 envisions the creation of a digitally empowered learning ecosystem where students are not only consumers of information but also active contributors. Social media supports this vision by enabling learners to create, share, and discuss content, fostering critical thinking and collaborative knowledge construction. Thus, the integration of government digital initiatives with the interactive and participatory nature of social media strengthens student engagement and aligns with the broader goals of NEP 2020 to modernize education through technology.

10. Pedagogical Implications for Teachers

The integration of social media into education has significant pedagogical implications for teachers, requiring a shift from traditional teaching roles to more dynamic, facilitative, and digitally competent practices. In the context of digital pedagogy, teachers are no longer the sole transmitters of knowledge; instead, they act as guides, facilitators, and co-learners, helping students navigate, evaluate, and construct knowledge in digitally connected environments.

One key implication is the need for pedagogical redesign. Teachers must thoughtfully integrate social media into their instructional strategies to promote collaboration, interaction, and critical thinking rather than mere information sharing. According to Punya Mishra and Matthew J. Koehler (2009), effective teaching with technology requires the integration of content, pedagogy, and technological knowledge (TPACK), highlighting the importance of aligning social media use with learning objectives.

Another important aspect is fostering interactive and participatory learning environments. Social media enables teachers to create spaces for discussion, peer feedback, and collaborative learning beyond the classroom. Christine Greenhow and Cathy Lewin (2016) note that digital platforms, including social media, support new forms of participation and engagement, allowing learners to actively contribute to knowledge construction.

Teachers also need to develop and promote digital literacy and ethical awareness among students. This includes guiding learners on responsible use of social media, evaluating online information critically, and maintaining privacy and digital well-being. As emphasized by Neil Selwyn (2016), educators must adopt a critical perspective toward technology, ensuring that its use enhances rather than hinders meaningful learning.

Furthermore, social media requires teachers to adopt continuous assessment and feedback practices, as these platforms allow for real-time interaction and monitoring of student progress. This shifts assessment from being solely summative to more formative and ongoing.

Overall, the pedagogical implications of social media call for teachers to become adaptive, reflective, and digitally skilled professionals who can design engaging, inclusive, and critically informed learning experiences.

11. Strategies for Effective Use of Social Media in Education

The effective use of social media in education requires thoughtful planning, clear guidelines, and a balanced approach that aligns technological tools with pedagogical goals. When used strategically, social media can enhance student engagement, collaboration, and learning outcomes while minimizing potential risks.

One important strategy is adopting best practices in integrating social media into teaching and learning. Teachers should select platforms that are relevant to their learning objectives and design activities that promote meaningful interaction rather than passive consumption. Structured tasks such as guided discussions, collaborative projects, and content

creation can help students engage more deeply with the subject matter. According to Christine Greenhow and Cathy Lewin (2016), purposeful use of social media can extend learning beyond the classroom and foster collaborative knowledge construction. Additionally, maintaining a balance between academic and non-academic use is essential to prevent distractions and ensure productive engagement.

Another key aspect involves establishing clear guidelines for educators and students. Teachers need to set expectations regarding appropriate online behavior, participation, and communication. This includes promoting respectful interactions, academic integrity, and responsible sharing of information. Students should be guided to critically evaluate online content, protect their privacy, and use social media ethically. Neil Selwyn (2016) emphasizes the importance of a critical approach to digital technologies, encouraging both educators and learners to reflect on how these tools influence learning and social interactions.

Furthermore, educators should encourage digital literacy and self-regulation, helping students develop the skills needed to manage their time, avoid distractions, and engage constructively in online environments. Continuous monitoring and feedback can also support effective learning by ensuring that social media activities remain aligned with educational goals.

Overall, the strategic use of social media requires a combination of well-designed practices and clear guidelines, enabling it to function as a powerful tool for enhancing learning while maintaining a safe, focused, and inclusive educational environment.

CONCLUSION

In conclusion, the integration of digital pedagogy under the National Education Policy 2020 highlights a transformative shift in education, where technology and social media play a crucial role in enhancing student engagement and learning outcomes. The discussion has shown that digital pedagogy moves beyond traditional teaching by promoting interactive, collaborative, and learner-centred approaches. Social media, in particular, serves as a powerful tool for fostering collaborative learning, interactive communication, and peer knowledge sharing, while

also offering advantages such as accessibility, increased participation, and real-time feedback. At the same time, challenges such as distractions, privacy concerns, and the digital divide emphasize the need for careful and responsible use.

Overall, the success of integrating social media into education depends on thoughtful pedagogical practices, clear guidelines, and the development of digital competencies among both teachers and students. When used effectively, social media aligns with the vision of NEP 2020 by creating inclusive, flexible, and engaging learning environments. Thus, it is essential to strike a balance between innovation and responsibility, ensuring that technology not only supports academic achievement but also contributes to the holistic development of learners.

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