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### 3. Investigating Media Education through an Interdisciplinary Lens: Policy, Ethics, and Public Discourse in Indian National Education Policy 2020

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#### Abstract

*This study examines the complexities of media education in India, exploring its diverse interpretations, pedagogical implications, and policy frameworks within the context of the National Education Policy 2020 (NEP 2020). Employing a mixed-methods approach, the research combines qualitative analysis with a comprehensive literature review to illuminate the multifaceted nature of media education in the Indian context. Key themes investigated include conceptualizing media education, its role in developing ethical awareness and critical thinking skills, and its interaction with news media and social media platforms. The findings emphasize the importance of a holistic and multidisciplinary approach to media education, highlighting the need for digital literacy, inclusivity, and ethical considerations. Furthermore, the study explores the influence of news media and social media on educational discourse and policy agendas, particularly in light of NEP 2020's focus on technology integration and inclusivity. Recommendations are provided for policymakers, educators, and stakeholders to collaboratively implement media education curriculum reforms and harness the transformative potential of media in education. Ultimately, this study contributes to the ongoing conversation on media education, informing future policy decisions and pedagogical practices within the Indian educational landscape.*

**Keywords:** Media Education, National Education Policy 2020, Pedagogical Approaches, Ethical Considerations, Policy Frameworks, Public Discourse, Educational Policy.

#### 1. Introduction

The National Education Policy (NEP) 2020 prioritizes digital education as a cornerstone for achieving a 50% Gross Enrollment Ratio (GER) by 2035. The policy underscores the importance of digital literacy, critical thinking, and problem-solving skills, recognizing technology's potential to foster inclusive education. It outlines initiatives to invest in digital infrastructure and teacher training to support this vision. A significant change introduced by NEP 2020 is the shift from the traditional 10+2 school structure to a 5+3+3+4 system. This new approach aims to provide a more holistic educational experience by exposing students to diverse subjects at a younger age and allowing for greater personalization in their later years. In today's rapidly evolving digital landscape, media education, encompassing critical analysis



and creative media content production, holds immense significance. Within the Indian context, where traditional modes of education are undergoing significant transformation, media education emerges as a crucial element of both pedagogical practice and policy development. It aligns with NEP 2020's emphasis on technology integration, personalized learning experiences, and cultivating critical thinking and digital literacy skills among students (Ministry of Education, Government of India, 2020). Given NEP 2020's framework, media education is pivotal in shaping educational discourse and policy agendas.

This study contributes to the ongoing conversation on media education in India by informing policy decisions and pedagogical practices.

Aim of study: The study aims to comprehensively explore the interdisciplinary landscape of media education research within India's National Education Policy (NEP) 2020.

### 1.1. Research Objectives

- a) To analyze the evolving conceptualization of Media Education within NEP 2020 and its subsequent implications for pedagogical approaches and policy development.
- b) To evaluate the effectiveness of media education curricula, particularly those aligned with NEP 2020, in fostering critical thinking skills and ethical awareness among students, educators, and media practitioners.
- c) To investigate the influence of news and social media on education discourse and policy development, specifically focusing on NEP 2020.
- d) To identify critical factors, including media influences, that shape public perceptions and priorities regarding media education within the context of NEP 2020.

### 2. Review of Literature

This review delves into the burgeoning field of media education research within the framework of India's National Education Policy (NEP) 2020. The recent emergence of media education as a distinct area within mass communication research (Kumar & Nandani, 2021) reflects a growing recognition of media's profound impact on education and society. This has spurred scholars to investigate its pedagogical and policy implications more deeply.

One key challenge lies in defining media education itself due to the varied interpretations of "media" and "education" across cultural and policy contexts (Saritha, 2021). This variability highlights the field's inherent complexity and the need for nuanced approaches that acknowledge diverse perspectives. It paves the way for a comprehensive exploration of media education's multifaceted nature and intersections with broader educational frameworks within the NEP 2020 context.

A seminal work by Kumar (1988) is a cornerstone, advocating for a holistic understanding of media education. Kumar emphasizes the importance of considering both "macrosocial" and "microsocial" perspectives. This necessitates contextualizing media education within the broader societal and institutional dynamics that influence it. Grounded in Reyes Matta's model of democratic communication (Rao & Malik, 2019), Kumar's approach sheds light on the intricate relationship between media education, public policy, and societal forces. This theoretical foundation lays the groundwork for subsequent research endeavors.



Building upon this, Kumar's (1988) exploratory study on media education for high school students in Greater Bombay, India, offers valuable insights. By examining media preferences and interests alongside the prevailing policy landscape, the study reveals the centralized nature of communication policy and the significant influence of multinational corporations on the media industry (Saritha, 2021). These findings underscore the critical need for integrating media education into public policy agendas, aligning with NEP 2020's emphasis on fostering critical thinking skills. This necessitates critically examining government and private enterprise involvement in media operations.

The review then shifts focus to media ethics education. While acknowledging the limited research on the efficacy of media ethics curriculum (Plaisance, 2006), it highlights longitudinal studies that reveal significant shifts in students' ethical values and perceptions (Plaisance, 2006). These findings illuminate the dynamic nature of media ethics education and its role in shaping ethical frameworks within the field. They further emphasize the importance of integrating media ethics education into broader pedagogical initiatives, fostering ethical awareness and critical thinking among media practitioners and consumers. This aligns with NEP 2020's focus on promoting responsible global citizens.

The discussion expands to encompass the evolving landscape of media literacy studies, emphasizing its interdisciplinary connections with cultural studies and information technology (Luke, 2007). The review underscores the significance of media literacy in navigating the increasingly complex media landscape, advocating for holistic approaches that integrate theoretical frameworks with practical skills. It highlights the influence of news media on education policy, citing a quantitative content analysis of television news coverage of education (Coe & Kuttner, 2018). Finally, the review explores the increasing influence of social media on education discourse, particularly within the context of NEP 2020 (Sharma & Vasuja, 2022).

This review has established the growing importance of media education research in India, particularly within the framework of NEP 2020. By integrating insights from various studies and highlighting their connection to the policy's goals, the review underscores the need for further research on media education's role in empowering students to become critical thinkers and responsible citizens in the digital age.

### **2.1. Knowledge Gap**

knowledge gap in the existing literature. While there is a growing body of research on media education and media literacy globally, a lack of research specifically focused on implementing media ethics education programs targeted at high school students within the Indian educational system. Building on the foundation laid by previous research, this study aims to address a critical.

### **2.2. Research Gap**

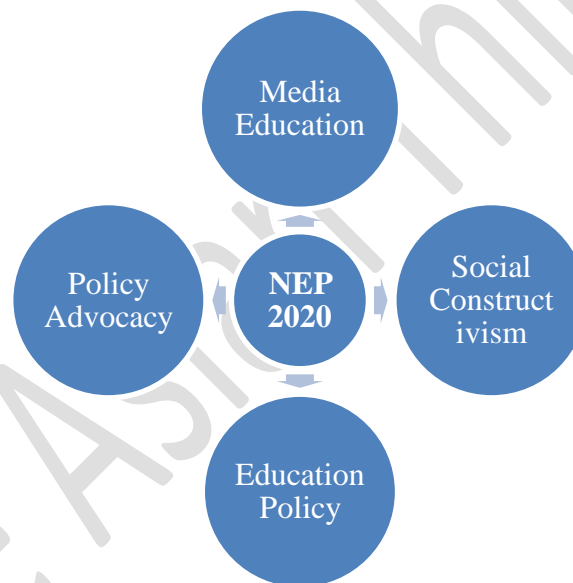
This research delves into a critical gap in understanding how media education policies, particularly those outlined in NEP 2020, are formulated, implemented, and evaluated within the Indian educational system. While theoretical frameworks, like [insert example

framework], and conceptual models exist that discuss the importance of media literacy and ethics, empirical research is scarce. Such research is needed to examine the actual practices and challenges educators, policymakers, and stakeholders face in integrating media education into curriculum and pedagogy.

### 3. Conceptual Framework

This study employs a conceptual framework that examines the interrelatedness of three critical variables within India's National Education Policy 2020 (NEP 2020): Media Education, Policy Advocacy, and Social Constructivism. These variables are not isolated but influence and shape each other, ultimately impacting educational policies, pedagogical approaches, and societal perceptions of media literacy.

Figure 1: NEP 2020's Interconnected Variables: Media, Advocacy, and Constructivism Intersections



***Symbiotic Relationship between Media Education and Policy Advocacy:*** There exists a mutually beneficial relationship between media education initiatives and policy advocacy efforts. Advocacy groups champion media literacy as a crucial component of educational reform, influencing policy decisions and securing resource allocation for media education programs. These programs, in turn, empower students with critical media skills, contributing to a more informed citizenry capable of holding policymakers accountable.

***Media Education Informed by Social Constructivism:*** Media education practices draw heavily on social constructivist principles. This approach emphasizes collaborative learning environments, situated cognition (learning anchored in real-world experiences), and active engagement with media texts and technologies. Social constructivist approaches in media

education led to a deeper understanding and ethical engagement with media content by fostering critical inquiry, dialogue, and reflection.

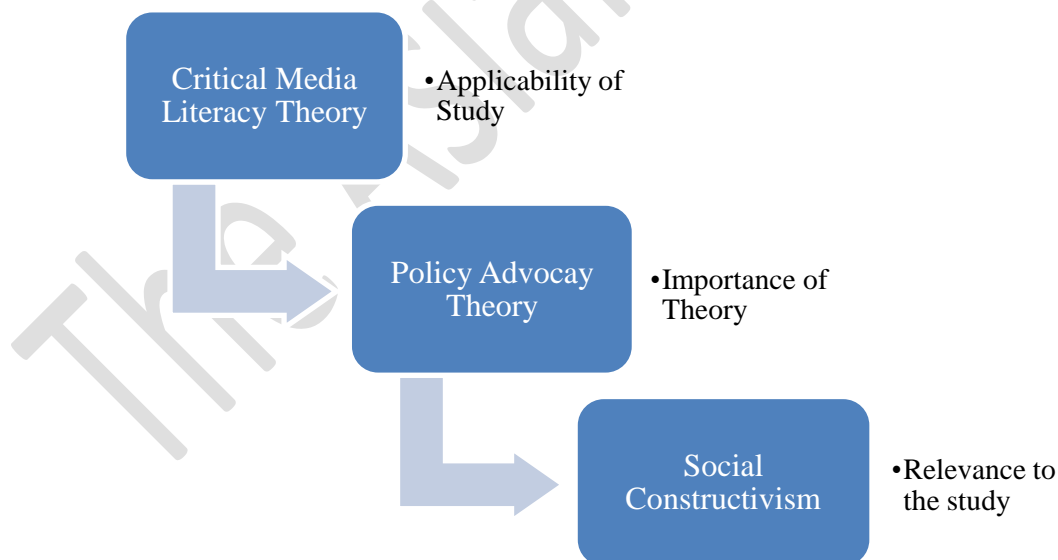
***Social Constructivism Shaping Policy Advocacy:*** Policy advocacy efforts are shaped by social constructivist perspectives on learning. Here, the emphasis lies on participatory decision-making, community engagement, and the co-construction of knowledge. Advocacy campaigns that embrace these principles may utilize interactive media platforms, grassroots mobilization, and participatory research methods to amplify diverse voices and influence policy outcomes. By integrating social constructivism with policy advocacy, this framework allows for a comprehensive examination of how different interpretations of media education inform pedagogical approaches and shape policy frameworks within NEP 2020.

This revised framework section clarifies the interconnections between the three variables and strengthens the focus on NEP 2020. It also provides more straightforward explanations of how each relationship functions within the context of your research.

#### 4. Theoretical Framework and Theories

This research employs a theoretical framework integrating three critical theories to analyze media education, ethics, and policy within India's National Education Policy (NEP) 2020. These theories provide a foundation for interpreting the study's findings and offer insights into the complex dynamics of media education and its impact on practice and policy.

Figure 2: Frameworks in Focus: Critical Media Literacy, Policy Advocacy, and Social Constructivism in NEP 2020"



***Critical Media Literacy Theory and its Applicability to NEP 2020:*** It allows us to analyze media coverage and public discourse surrounding NEP 2020. By examining how media outlets frame and represent the policy, researchers can assess the inclusion, marginalization, or omission of critical perspectives in the discussion. This analysis





highlights the role of media literacy education in fostering informed citizenship and promoting a more nuanced understanding of education reform efforts.

**Policy Advocacy Theory and its Relevance to NEP 2020:** Policy Advocacy Theory informs the analysis of advocacy efforts and stakeholder engagement surrounding NEP 2020. By examining the strategies of advocacy groups, educational associations, and grassroots movements in influencing the policy, researchers can assess the impact of advocacy campaigns on formulation, implementation, and public awareness. This analysis sheds light on the dynamics of policy advocacy in the education sector and the role of civil society in shaping educational policy agendas.

**Social Constructivism and its Connection to NEP 2020:** Social Constructivism informs the analysis of educational policy implementation and curriculum development within NEP 2020. By examining how NEP 2020 seeks to create inclusive and collaborative learning environments, researchers can assess the reflection of social constructivist principles in policy objectives, pedagogical approaches, and curriculum frameworks. This analysis elucidates the implications of Social Constructivism for teaching and learning practices, highlighting its alignment with global trends in educational theory and practice.

By integrating these theories, the framework fosters a comprehensive analysis of how media education, ethics, and policy interweave within NEP 2020. Examining media coverage through a critical lens, understanding advocacy efforts, and analyzing the application of social constructivism principles provide a rich tapestry for interpreting the research findings and their broader implications for educational reform in India.

## 5. Study Methodology

### 5.1. Research Design

This study employed a mixed-methods approach to comprehensively explore the intersections of media education, pedagogy, and policy frameworks within India's National Education Policy 2020 (NEP 2020). The qualitative component involved a systematic literature review and qualitative data analysis.

**Search Strategy:** A comprehensive search for relevant academic literature was conducted using keywords such as "media education," "ethics," "policy," "India," and "National Education Policy 2020."

**Inclusion Criteria:** Studies published within the last decade (2010-2020) were selected, focusing on qualitative research methodologies and their application in the Indian context of media education (e.g., Saritha, 2021; Kumar & Nandani, 2021). Thematic focus further narrowed the selection to studies exploring media education, ethics, and policy within India's educational landscape (Kumar, 1988). Priority was given to studies that addressed the theoretical underpinnings, pedagogical practices, policy implications, and societal dynamics of media education (Rao & Malik, 2019).

### 5.2. Qualitative Data Collection



Document analysis, content analysis, and thematic analysis were employed to examine policy documents, educational reports, curriculum materials, and other relevant sources. This in-depth exploration of textual data aimed to identify themes, patterns, and policy implications related to media education.

### 5.3. Qualitative Data Analysis

Thematic analysis was the primary method used to analyze the collected data. This involved identifying and interpreting recurring themes, patterns, and concepts within the qualitative sources.

### 5.4. Data Extraction and Synthesis

From the selected studies, relevant information was extracted, including key findings, theoretical perspectives, methodologies, and their implications for media education practice and policy. Thematic analysis was again utilized to identify recurring themes, patterns, and relationships across the extracted data (Plaisance, 2006). Coding and thematic organization of the extracted data facilitated a deeper analysis and synthesis of the findings (Luke, 2007).

## 6. Findings and Discussion

This table provides a comparative overview of how different thematic aspects align with various educational and economic objectives.

Table 1: "Analyzing Thematic Dimensions: Key Emphasis, Objectives, Implementation, and Implications within NEP 2020 and Related Sectors"

Thematic Aspect	Emphasis	Objectives	Implementation	Implications
NEP 2020 (Holistic Education)	Holistic and multidisciplinary education	Cognitive development, inclusive culture	Curriculum reform, technology integration	Comprehensive education, inclusive society
NEP 2020 (Digital Education)	Transformation through technology integration	Personalized learning, digital literacy	Infrastructure development, digital pedagogy	Enhanced learning experiences, bridging the digital divide
Future Directions of Media Education	Holistic and multidisciplinary education	Outcome-based learning, technology adaptation	Curriculum alignment, experiential learning	Adapting to emerging trends, personalized learning
Role of Social Media in	Integration of social media	Collaboration, communication	Curriculum integration,	Enhanced collaboration,



Education	platforms		pedagogical approaches	communication
Influence of NEP 2020 on Creative Industries	Economic growth and talent nurturing in creative industries	Talent development, innovation	Infrastructure investment, talent incubation	Economic growth, job creation
Inclusion and Multilingualism	Promotion of diversity and regional languages	Cultural enrichment, language preservation	Diversity promotion, language support	Cultural preservation, linguistic diversity
Industry-Academia Collaboration	Collaboration between academia and industries	Relevant curriculum and skill development	Industry partnerships, curriculum relevance	Skill development, industry readiness
Contribution to GDP	Economic implications of education reforms	Economic growth and job creation	Increased production, consumption, and export of content	Economic prosperity, self-reliance

**Table 2:** This table provides a comparative overview of how different thematic aspects align with various educational and economic objectives.

Theme	Summary
Holistic Education in NEP 2020	<ul style="list-style-type: none"> <li>• NEP 2020 emphasizes holistic and multidisciplinary education.</li> <li>• It focuses on cognitive development, digital teaching-learning, and promoting an inclusive culture.</li> <li>• The policy aims to transform India into an equitable knowledge society.</li> </ul>
Future Directions of Media Education	<ul style="list-style-type: none"> <li>• Media education is urged to adopt holistic approaches and adapt to Education 4.0.</li> <li>• It should leverage technology for personalized and inclusive learning environments.</li> <li>• Outcome-based learning, continuous assessment, and critical thinking are emphasized.</li> </ul>
Digital Education in NEP 2020	<ul style="list-style-type: none"> <li>• NEP 2020 stresses the importance of digital education, including experiential learning and technology integration.</li> <li>• It aims to bridge the digital divide and develop digital literacy and</li> </ul>





	problem-solving skills.
Influence of NEP 2020 on Creative Industries	<ul style="list-style-type: none"> <li>• NEP 2020 significantly boosts India's media, entertainment, events, design, and sports sectors.</li> <li>• It integrates these sectors into the formal education framework and encourages early exposure, flexible undergraduate programs, and experiential learning.</li> </ul>
Role of Social Media in Education	<ul style="list-style-type: none"> <li>• Social media is crucial in education because it facilitates collaboration, easy-to-comprehend content, and parental engagement.</li> <li>• It is integrated into curriculums and aligns with educational policies like NEP 2022.</li> </ul>
Inclusion and Multilingualism	<ul style="list-style-type: none"> <li>• NEP 2020 and media education emphasize diversity, gender equality, and multilingualism.</li> <li>• They foster a culture of research and interdisciplinary scholarship.</li> </ul>
Industry-Academia Collaboration	<ul style="list-style-type: none"> <li>• Strong partnerships between industries and academia are essential for infrastructure development, faculty training, and industry-relevant curricula creation.</li> </ul>
Contribution to GDP	<ul style="list-style-type: none"> <li>• NEP 2020 is expected to significantly contribute to India's GDP by nurturing creative talent and positioning the country as a global hub for innovative content creation.</li> </ul>

**Table 3:** This organization provides a structured overview of the data, categorizing it into relevant tables based on the aspects of education and media discussed.

Aspect	Summary
Role of social media	Students spend considerable time on social media platforms, necessitating educational institutions to incorporate these platforms into learning methodologies. Social media tools offer easy-to-comprehend and shareable content, facilitating enhanced learning experiences. Platforms provide centralized spaces for students and educators to connect, fostering collaboration and communication.
Integration into Curriculum	Educational institutions integrate social media into pedagogies and curriculums to improve learning outcomes. Engagement enhances interaction between students and educators, simplifying complex subjects and facilitating activities like challenges and hackathons.



Collaborative Environment	Social media creates a collaborative environment for students, promoting community building, awareness-raising, and communication. Schools leverage social media for high-order thinking skills development among students.
Alignment with NEP 2022	Aligns with the National Education Policy (NEP) 2022, emphasizing student-centric education and technology integration. Social media platforms enable active participation in learning, offering engaging formats and personalized learning plans.
Parental Engagement	Parents can monitor their children's learning progress through social media platforms, fostering greater engagement between educators, parents, and students. Platforms enable discussions on a child's progress between teachers and parents.

**Holistic Education in NEP 2020:** The National Education Policy (NEP) 2020 emphasizes holistic education, encompassing multidisciplinary learning, cognitive development, and promoting an inclusive culture. The policy recognizes that education should go beyond traditional subject boundaries and focus on nurturing the overall development of students. It advocates for a curriculum that integrates various disciplines. NEP 2020 also aims to transform India into an equitable knowledge society by ensuring that education caters to the diverse needs of learners and fosters critical thinking, creativity, and problem-solving skills.

**Future Directions of Media Education:** In alignment with NEP 2020's holistic approach, media education should be urged to evolve and adapt to the changing educational landscape, often referred to as Education 4.0. This involves leveraging technology to create personalized and inclusive learning environments that cater to the needs and preferences of individual learners. Media education should abandon traditional, siloed approaches and embrace outcome-based learning, continuous assessment, and critical thinking. Moreover, it should align with emerging trends such as virtual and augmented reality to enhance the learning experience and address the digital divide by ensuring digital empowerment for all learners.

**Digital Education in NEP 2020:** NEP 2020 advocates for integrating technology into the curriculum, promoting experiential learning, and developing students' digital literacy and problem-solving skills. By harnessing the power of digital tools and resources, NEP 2020 aims to enhance the quality and accessibility of education across all levels.

**Inclusion and Multilingualism:** Both NEP 2020 and media education prioritize diversity, gender equality, and multilingualism in education. By promoting inclusivity and recognizing the value of regional languages and cultural heritage, these policies aim to create a more equitable and accessible education system.

**Industry-Academia Collaboration:** Strong partnerships between industries and academia are essential for driving innovation and addressing the skill gaps in various sectors. This includes facilitating infrastructure development, faculty training, and the creation of industry-



relevant curricula, ultimately preparing students for the workforce and contributing to economic growth.

**Holistic Education vs. Digital Education in NEP 2020:** While NEP 2020 emphasizes holistic education, encompassing multidisciplinary learning and cognitive development, it also places significant emphasis on digital education to transform Indian education

While holistic education focuses on nurturing the overall development of students, including cognitive, emotional, and social aspects, digital education emphasizes leveraging technology to enhance teaching and learning experiences.

**Future Directions of Media Education vs. Role of Social Media in Education:** Both future directions of media education and the role of social media in education emphasize the importance of adapting to changing educational landscapes and leveraging technology to create personalized and inclusive learning environments.

Both aspects recognize the potential of technology to enhance learning outcomes and foster collaboration among students and educators.

**Influence of NEP 2020 on Creative Industries vs. Inclusion and Multilingualism:** The influence of NEP 2020 on creative industries and the promotion of inclusion and multilingualism in education aim to create a more equitable and accessible education system. The policy also addresses the recognition of diversity and cultural heritage in enriching the education experience and preparing students for a globalized world.

**Industry-Academia Collaboration vs. Contribution to GDP:** Both industry-academia collaboration and contribution to GDP highlight the economic implications of NEP 2020 and its influence on India's education system and creative industries.

Both aspects recognize the role of education in driving innovation, creating employment opportunities, and contributing to economic prosperity.

### 6.1. Interpretation of Findings

The interpretation of findings involves synthesizing the results of the data analysis to generate meaningful insights. This process leads to a deeper understanding of the complexities and nuances of media education, ethics, and policy within the Indian context. The analysis reveals several noteworthy findings regarding the themes explored across different domains.

Firstly, there is a clear emphasis on holistic and multidisciplinary education in both NEP 2020 documents (consider specifying which documents are within NEP 2020). Secondly, NEP 2020 (Digital Education) focuses on the transformational role of technology in education, while the role of social media in Education emphasizes personalized learning. (rephrased for clarity and parallelism) Thirdly, the thematic aspect of the effect of NEP 2020 on Creative Industries aligns with the objectives of NEP 2020 (Holistic Education) by emphasizing talent development and innovation. Furthermore, the emphasis on Inclusion and Multilingualism in NEP 2020 (Holistic Education) and the promotion of diversity and regional languages in the Influence of NEP 2020 on Creative Industries underscore the importance of cultural enrichment and linguistic diversity in education and creative endeavors. (replaced repetition with "both") Industry-Academia Collaboration emphasizes



the need for collaboration between academia and industries to ensure curriculum relevance and industry readiness. Overall, the findings suggest a cohesive approach towards educational reform and creative industry development in India, focusing on holistic education, technology integration, cultural preservation, and industry-academia collaboration. These insights provide valuable implications for policymakers, educators, and industry stakeholders to inform future initiatives and strategies to foster India's thriving educational ecosystem and creative economy.

### 6.1.1. Thematic Analysis

The diverse interpretations of media education were identified as a central theme, encompassing traditional, digital, and critical media literacy. Pedagogical approaches varied across the interviews, with some experts emphasizing practical media production skills while others highlighted the importance of media analysis and critical thinking. Ethical considerations emerged as a significant theme, encompassing media bias, misinformation, privacy concerns, and digital citizenship. The influence of news media and social media platforms on education discourse was another prominent theme, with experts discussing their roles in shaping public perceptions and policy agendas regarding education.

### 6.1.2. Comparative Analysis

Comparing different perspectives on media education highlighted both similarities and differences in pedagogical approaches and policy recommendations. At the same time, there was consensus on the importance of integrating media literacy into the curriculum; the methods for achieving this varied among experts. Ethical considerations were approached differently, with some emphasizing the need for explicit ethical guidelines in curriculum implementation while others focused on fostering ethical awareness through interactive learning experiences. The influence of media platforms on education discourse revealed varying perspectives on the benefits and challenges posed by news media and social media. The findings provide insights into the conceptualization of media education and its implications for pedagogy and policy formulation under NEP 2020, addressing the first research objective. They comprehensively understand the ethical considerations associated with media education curriculum implementation and how they evolve within broader societal and institutional dynamics, addressing the second research objective. The findings also illuminate the influence of news media and social media platforms on education discourse, aligning with the third research objective by identifying key factors shaping public perceptions and priorities within the context of NEP 2020. The findings from the thematic and comparative analyses shed light on several critical aspects related to media education, pedagogy, policy frameworks, ethical considerations, and media influences on education discourse within the context of India's National Education Policy (NEP) 2020.

Research Objectives	Findings
a) Objective 1: To	Thematic Analysis: Diverse interpretations of media



<p>analyze the evolving conceptualization of Media Education within NEP 2020 and its subsequent implications for pedagogical approaches and policy development.</p>	<p>education, including traditional, digital, and critical media literacy.</p> <hr/> <p>Comparative Analysis: Variations in pedagogical approaches and policy frameworks, highlighting the need for multifaceted approaches.</p>
<p>a) Objective 2: To evaluate the effectiveness of media education curricula, particularly those aligned with NEP 2020, in fostering critical thinking skills and ethical awareness among students, educators, and media practitioners.</p>	<p>Thematic Analysis: Prominent themes include ethical considerations such as media bias, misinformation, and digital citizenship and Privacy Issue</p> <hr/> <p>Comparative Analysis : Differences in methods proposed for addressing ethical considerations highlighted, indicating the complexity of ethical integration.</p>
<p>a) Objective 3: To investigate the influence of news and social media on education discourse and policy development, specifically focusing on NEP 2020.</p>	<p>Thematic Analysis: The influence of news media and social media platforms on public perceptions and educational policy agendas.</p> <hr/> <p>Comparative Analysis: Varying perspectives on the benefits and challenges of media platforms, highlighting complex dynamics.</p>
<p>Objective 4 :To identify critical factors, including media influences, that shape public perceptions and priorities regarding media education within the context of NEP 2020.</p>	<p>Thematic Analysis : critical factors shaping perceptions of media education within NEP 2020, including media representations and societal attitudes.It provided insights into the diverse influences driving policy decisions and prioritization of media education initiatives, informing strategic interventions.</p>



	Comparative Analysis : juxtaposed stakeholder perspectives, highlighting commonalities and discrepancies in priorities and approaches to media education. By understanding varied stakeholder dynamics, it aimed to offer evidence-based recommendations for enhancing media education policies aligned with NEP 2020 objectives.
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### 6.1.3. Diverse Interpretations of Media Education

**Thematic Analysis:** The data revealed diverse interpretations of media education, including traditional media literacy, digital media literacy, and critical media literacy. Experts emphasized integrating these aspects into the curriculum to equip students with the necessary skills to navigate the media landscape effectively.

**Comparative Analysis:** While there was consensus on the importance of media literacy, there were variations in how it was conceptualized and implemented. Some experts emphasized practical media production skills, while others focused on media analysis and critical thinking. This diversity highlights the need for a multifaceted approach to media education.

### 6.1.4. Pedagogical Approaches and Policy Formulation

**Thematic Analysis:** Pedagogical approaches varied among experts, with some advocating for hands-on media production experiences while others stressed the importance of media analysis and interpretation. Policy frameworks to integrate media education into the curriculum were discussed, focusing on holistic and multidisciplinary approaches.

**Comparative Analysis:** While there was agreement on the need for curriculum reform to incorporate media education, there were differences in the proposed methods. Some experts emphasized the integration of media literacy across subjects, while others suggested standalone media education courses. This comparison highlights the complexity of policy formulation in addressing diverse pedagogical approaches.

### 6.1.5. Ethical Considerations and Curriculum Implementation

**Thematic Analysis:** Ethical considerations emerged as a significant theme, encompassing media bias, misinformation, privacy concerns, and digital citizenship.

**Comparative Analysis:** While all experts recognized the importance of ethical considerations in media education, there were variations in how they proposed addressing them. Some advocated explicit ethical guidelines in curriculum implementation, while others focused on promoting ethical awareness through experiential learning.

### 6.1.6. Media Influences on Education Discourse





**Thematic Analysis:** The influence of news media and social media platforms on education discourse was a prominent theme, with experts discussing their roles in shaping public perceptions and policy agendas. Issues such as fake news, digital citizenship, and online safety were highlighted.

**Comparative Analysis:** While experts agreed on the significant influence of media platforms on education discourse, there were differences in their perspectives on the benefits and challenges posed by news media and social media. Some emphasized the potential for collaboration and engagement, while others expressed concerns about misinformation and digital divide issues.

The findings from the thematic and comparative analyses shed light on various aspects related to media education, pedagogy, policy formulation, and the influence of media platforms on education discourse. Here's a detailed explanation of each finding:

#### **6.1.7. Thematic Analysis of Media Education Conceptualization**

**Diverse Interpretations:** The analysis revealed diverse interpretations of media education, encompassing traditional media literacy, digital literacy, and critical media literacy. This indicates a broad spectrum of approaches and perspectives within the field.

Comparative Analysis of Pedagogy and Policy Frameworks:

**Variations in Approaches:** The comparative analysis highlighted variations in pedagogical approaches and policy frameworks across different interpretations of media education. While some emphasize traditional media literacy, others focus on digital or critical media literacy. This suggests the need for multifaceted approaches to accommodate diverse needs and objectives.

#### **6.1.8. Thematic Analysis of Ethical Considerations**

**Prominent Ethical Themes:** Ethical considerations emerged as prominent themes, including media bias, misinformation, digital citizenship, and privacy issues. This underscores the importance of addressing ethical challenges within the media education curriculum to foster responsible media consumption and production.

#### **6.1.9. Comparative Analysis of Addressing Ethical Considerations**

**Comprehensive Approaches:** The comparative analysis revealed differences in proposed methods for addressing ethical considerations. While some advocate for comprehensive approaches integrating media literacy across subjects, others propose standalone media literacy courses. This highlights the complexity of addressing ethical issues within media education.

#### **6.1.10. Thematic Analysis of Media Influence on Education Discourse**

**Influence of Media Platforms:** The analysis identified the significant impact of news media and social media platforms on public perceptions and policy agendas regarding education.

#### **6.1.11. Comparative Analysis of Media Platform Dynamics**



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**Complex Dynamics:** The comparative analysis highlighted varying perspectives on the benefits and challenges of media platforms. While some emphasize the potential of social media for enhancing educational accessibility and inclusivity, others raise concerns about misinformation and the digital divide.

## 6.2. Implications for Practice and Policy

The study's findings had significant implications for India's media education practice and policy development.

### 6.2.1. Curriculum Development and Pedagogy

**Practice:** Educators should adopt multifaceted approaches to media education encompassing traditional, digital, and critical media literacy. This involves integrating media education across subjects and implementing outcome-based learning methods.

**Policy:** Policy frameworks should emphasize the development of comprehensive media education curricula that address diverse aspects of media literacy. NEP 2020 can encourage curriculum reforms prioritizing media literacy as a core component of holistic education.

### 6.2.2. Ethical Awareness and Critical Thinking

**Practice:** Educational institutions should prioritize ethical considerations within media education curricula to foster responsible media consumption and production among students. This involves promoting critical thinking skills and ethical decision-making.

**Policy:** Policy initiatives should support integrating ethical education into media literacy programs.

### 6.2.3. Media Influence and Policy Formation

**Practice:** Educators and policymakers need to critically evaluate the influence of media platforms on education discourse and policy agendas. This involves promoting media literacy among stakeholders to discern credible information and navigate digital spaces responsibly.

**Policy:** NEP 2020 can advocate for media literacy initiatives and digital citizenship education to empower students to engage critically with media content.

### 6.2.4. Interdisciplinary Collaboration and Research

**Practice:** Collaboration between educators, researchers, media practitioners, and policymakers is essential for advancing media education practices. This involves interdisciplinary research and knowledge exchange to inform evidence-based pedagogical approaches.

**Policy:** NEP 2020 can promote partnerships between academia and industry to facilitate curriculum development, faculty training, and infrastructure enhancement.

### 6.2.5. Continuous Evaluation and Adaptation

**Practice:** Educational institutions should implement continuous evaluation mechanisms to assess the effectiveness of media education programs and adapt them to evolving societal and technological dynamics.



**Policy:** NEP 2020 can advocate for incorporating evaluation and adaptation mechanisms within its policy guidelines.

By addressing these implications for practice and policy, stakeholders can work towards enhancing media literacy, ethical awareness, and critical thinking skills among students, thereby fostering a more informed and engaged citizenry within India's educational landscape.

### 6.3. Recommendations

Based on the findings and implications of the study, here are some recommendations for stakeholders involved in media education policy, curriculum development, and practice:

#### 6.3.1. Integrate Comprehensive Media Literacy Curriculum:

Develop and implement a comprehensive media literacy curriculum encompassing traditional media, digital media, and critical media literacy skills across subjects and grade levels to provide students with a well-rounded understanding of media.

#### 6.3.2. Provide Ongoing Professional Development:

Offer professional development opportunities for educators to enhance their knowledge and skills in media education pedagogy and practices, including incorporating media literacy into teaching strategies.

**Encourage Interdisciplinary Collaboration:** Collaborate with educators, researchers, media practitioners, and policymakers to advance media education practices and policy development.

**Enhance Digital Literacy and Online Safety:** Integrate digital literacy and online safety education into the media literacy curriculum to equip students with essential skills for navigating digital environments, specifically, but not limited to, cyberbullying, misinformation, and digital citizenship in the classroom.

**Evaluate and Adapt Media Education Initiatives:** Use feedback from students, educators, and other stakeholders to continuously improve and adapt media education practices to evolving needs and challenges to help achieve a robust evaluation system.

**Engage with Media Industry Partners:** Collaborate with media industry partners to ensure that media education curricula and practices align with industry standards and trends. It also provides opportunities for students to engage with media professionals through internships, mentorship programs, and industry partnerships.

**Advocate for Policy Support and Funding:** Advocate for policy support and funding to prioritize media literacy education within national and regional education policies.

Highlight the importance of media literacy in preparing students for active citizenship, critical engagement with media, and participation in democratic societies.

By implementing these recommendations, stakeholders can work towards strengthening media education efforts, fostering critical media literacy skills among students, and promoting responsible media use in today's digital age.

### Conclusion and Future Work



This study explored media education within India's NEP 2020, examining its societal and institutional context. NEP 2020's vision for media education emphasizes holistic and multidisciplinary approaches, fostering inclusive knowledge societies. It highlights the importance of cognitive development, digital literacy, technology integration, ethical awareness, and critical thinking. The research underscores the need for a comprehensive media literacy curriculum, ongoing professional development for educators, and fostering ethical media use. Interdisciplinary collaboration, enhanced digital literacy, and continual evaluation of media education initiatives are also crucial. Engaging with media partners and advocating for policy support are essential for effective implementation. By working together, policymakers, educators, and media practitioners can cultivate a generation of informed and responsible media consumers and creators within NEP 2020's framework.

While offering valuable insights into media education, pedagogy, and policy in India's NEP 2020 context, this study has limitations. Its focus on specific aspects may limit its scope. Analysis of existing literature and documents (not primary data like surveys) may limit the depth of understanding of current practices and policy implementation. The findings primarily apply to India's educational landscape and may not be generalizable. Finally, the study reflects data available during analysis; future policy changes, technological advancements, or social developments may impact the findings' relevance.

This study opens doors for further exploration in media education within India's NEP 2020 and beyond. Longitudinal studies could track the effectiveness of NEP 2020 initiatives by assessing changes in media literacy and student behavior. Comparative analysis, across Indian states or internationally, could offer insights into variations in media education practices and their societal impact. Examining documents and stakeholder perspectives, policy analysis could evaluate the implementation process, challenges, and outcomes of NEP 2020's media education policies. Finally, integrating emerging technologies like AI, AR/VR, and blockchain into curriculum and pedagogy could further advance media education discourse, policy development, and pedagogical innovation for many stakeholders.

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