

Integrating Multidisciplinary Pedagogies in Media Education: A NEP 2020 Framework for Fostering Critical Thinking and Digital Ethics

Dr. Roselin Linitta George

Principal

Oriental Education Society's, Sanpada College of Commerce and Technology, Mumbai, India

Abstract: *The National Education Policy (NEP) 2020 symbols a significant change in India's higher education setting by encouraging all-inclusive, multidisciplinary, and flexible learning frameworks. Media education takes on crucial importance in this perspective since it directly influences how upcoming journalists, communicators, and content producers perceive and impact society. This study explores how diverse pedagogies that are in line with NEP 2020 might change media education to promote digital ethics and critical thinking, two crucial skills. Based on international research, constructivist and interdisciplinary learning theoretical frameworks, and policy analyses, the study investigates how media curricula might be improved by integrating knowledge from sociology, psychology, law, political science, and technology.*

The study also identifies implementation-related issues such student flexibility, infrastructure limitations, and teacher readiness. Practical foundation is provided by case studies of Indian universities implementing NEP-inspired changes. The results imply that interdisciplinary integration fosters ethical responsibility in negotiating the difficulties of disinformation, digital manipulation, and algorithmic media in addition to giving students more acute analytical skills. In the end, the study makes the case that adopting NEP 2020's transdisciplinary ethos in media education is crucial to producing socially conscious media workers who can help create an informed and democratic digital society.

Keywords: NEP 2020, Media Education, Multidisciplinary Pedagogy, Critical Thinking, Digital Ethics, Higher Education

