A SYSTEMATIC REVIEW ON EDUCATION 4.0 USING SOCIAL MEDIA PLATFORM

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ABSTRACT

Education plays a pivotal role in acquiring knowledge and developing skills. The knowledge acquired and skills developed helps in building better careers. This also supports our personal life by making us better informed about social, cultural and political contexts. With the popularity and ubiquitous nature of the internet, online education has become the preferred way of teaching- learning process. Technological advancements have made this possible. Learning management systems have been used for a long time, it provides better organization of content and smooth evaluations. The MOOC has taken this online pattern to a next level of quality education. However, this approach of blended learning involves less interaction as it mainly depends on asynchronous mode of learning. The use of social media tools supports in overcoming this problem and provides a platform to build highly interactive student centric online courses. Using such disruptive technology in education has been termed as Education 4.0. The level of learner engagement with the content and the tutor enhances through the use of social media learning tools. This creates a need to understand the various aspects of social media based education. The current study is an attempt to understand the trends in online education and tries to identify the factors related to usage of social media in education. further, based on factors related to social media usage, the study also identifies the themes.

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Keywords: Education 4.0; Technology; Social Media; Blended Learning; Learner Engagement

1. INTRODUCTION

Education has taken a new shape of e-Learning through the use of the internet. No one can deny the importance of education in life. SDG 2030 also emphasises and targets for quality education and has been documented as goal number four. According to it sustainable development can be achieved through high quality education. The report of the United Nations has highlighted that around 260 million children are still not able to be part of the formal education process. There are many reasons for the same but technological interventions can not only enhance the reach of education but also quality education.

The Internet has become the way of life, with the world's current population at 7.7 billion total and internet users being 4.4 billion. Education field has gained a lot from this and a new approach to teaching learning has emerged, which is termed as blended learning. The technology based asynchronous mode of education and training focuses on student centric learning. The flexibility to take up the course and study the content removes the unnecessary burden from the student.

Social media is a step ahead in the area of blended learning. Social media has proven its benefit in the field of business despite initially being launched for personal community interaction. Currently there are 3.5 billion social media users. With this potential social media has become the driving force for Education 4.0. The new pedagogy has fully implemented the internet based disruptive technology.

Across the globe a lot of importance has been given to higher education. The use of social media helps in breaking the monotony of the asynchronous lectures and brings in interactive sessions through social media based discussion forums. The present study is an attempt to understand the trends in online education and tries to identify the factors related to usage of social media in education.

2. LITERATURE REVIEW

2.1. Blended Learning

Blended learning is a hybrid approach, involving both online and face to face integration. It is also referred to as flipped classes where technology based multiple pedagogies are implemented for better results. The popularity of the internet and widespread network infrastructure has helped in evolving strong structure of self-paced learning. Lots of research

in western universities have indicated that use of a blended learning approach have improved retention and corresponding attainment of academic goals.

Satisfaction due to better learning and understanding is also the outcome of technology based pedagogy Stockwell, Stockwell. The number of activities and the extent to which it involves the student gives an upper hand to the traditional classroom. Activity based and problem based pedagogy are student centric rather than teacher centric and hence enhancing the focus of the students.

As argued by Pérez and Riveros (2014) and Chen and DeBoer (2015) courses based on blended learning offer autonomy to the students and hence there is a greater sense of responsibility to achieve better. The learning is good when the teacher –student relationship and the relationship with peers is strong Thangiah (2018).

Social media platforms facilitate such relationship building and provide connectivity with people working in their area of interest. The easy accessibility anywhere, anytime makes it one of the obvious choices for the education sector. Apart from the teaching learning process social media helps in getting better employment through online profile creation on platforms like LinkedIn. Working on these platforms through early days of education makes the student conversant with various technology skills.

2.1.1. Role of Blended learning in higher education

Although application of social media is effective for all levels of education, a lot of research indicates that higher education institutes are exhibiting higher inclination for its implementation Moussa-Inaty (2017).

The blended learning approach, combining both face to face and online teaching is professed for the better learning and outcome of the students. Through the use of social media, the students get an extra edge as compared to the traditional teaching methods. The researcher has mentioned the cognitive overload problem in context of face to face teaching. Since online platforms provide the flexibility of maintaining the pace of study according to the need of the student this complexity could be minimised.

There is a high level of engagement in social media based learning environments due to multiple pedagogies used. Experiential and student centric learning is the appropriate teaching methodology for the quality education and blended learning is an apt way of achieving this Carman (2005). The synchronous mode in the traditional teaching versus asynchronous

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methodology in the online/ blended makes a lot of difference in the learning experience. There are various aspects of blended learning like virtual classrooms, online content, collaborative learning, online feedback and assessment (Silva et al., 2020). The E-learning approach is a very versatile approach for education where most of the facilities are available 24x7.

Information and communication technology along with the disruptive technology offer a stimulating environment for both the teachers and students López-Pérez, Pérez-López and Rodríguez-Ariza (2010). The number of dropouts from a course and the quality of education are major areas of concern. The role of blended learning specially when the technology tool is based on social media is remarkable in addressing these concerns.

The practical based courses like chemistry also get benefitted by the approach of blended learning sometimes also known as flipped classes. Baepler, Walker and Driessen (2014) have highlighted that blended learning is a very good solution for educational institutions where there is a lack of physical infrastructure in terms of class rooms and laboratories. There is also a debate regarding the number of contact hours and quality learning. Social media based education fulfils both the needs and results into better outcomes for the students.

Bliuc, Goodyear and Ellis (2007) have pointed out another factor in blended learning; the success of blended learning depends upon the research done in this area. The research must address the mythology being adopted while implementing social media based learning (José & Ibarra,2016). Three approaches have been highlighted, one is case based approach, second deals with survey based models and third includes comparative studies.

The result of the studies indicates a mix of all approaches since the web based learning is an assortment of multiple pedagogies. Most of the global universities have transformed their traditional education system to the blended approach Carbonell, Dailey-Hebert & Gijselaers (2013). The benefit of internet based learning is not only for the learners but also for the teachers.

The combination of face to face and social media based learning have many advantages but sometimes there is resistance for the adoption to new technology ways. In case the educational institute chooses to make technology based teaching learning mandatory, there may be a lack of willingness to accept the shift. Thus before adapting to social media platforms there should be proper training on these tools and a culture of flipped classes must be promoted.

2.1.2. *Role of Blended learning at K-12 level*

The benefit of social media based blended learning is not only for higher education but also for K-12 students and teachers, Staker and Horn (2012). In most of the developed nations platforms like Facebook are being used to make learning more enjoyable and effective for the school students. The models of blended learning used at these levels are rotation model, flex model, self-blend model and virtual classrooms.

The standardization of the process and terminologies for blended learning must be done for its success in a wider context. The participative mode of social media based learning process builds a strong foundation for the school students and also gives solutions for their inquisitiveness. There however, a challenge to design the course content and the methodology of its delivery for the best outcome. The internet based education system also fosters innovative thought processes among students through better communication and skill based learning.

The study done by Powell et.al (2008) in K-12 level focuses on the hybrid models for blended learning. The station rotation, lab rotation and flipped classrooms are termed as the hybrid models. The concept of A La Carte takes the student at altogether a different level of flexibility, by allowing him to choose the assortment of courses as per his area of interest.

The importance of massive online classes and flipped classrooms have been also highlighted by Horn (2013). The school students are introduced to blended learning by delivering some part of course content by traditional process and some through online platforms like social media tools. The students have the facility to revisit online content while doing their homework or in the practice classes, thus supporting better learning. Some of the challenges in shifting to flipped classes are also being discussed.

Gonzales and Vodicka (2012) have also emphasised the importance of blended learning at K-12 level education. They have further recommended the four models of blended learning suggested by Staker and Horn (2012). While challenges associated with the implementation needs to be kept in mind the author argued that implementing blended learning using social media platforms is a one-time investment and cost effective. Lot of open and freeware can be included while planning for the technological aspect of blended learning.

Most of the curriculum both at K-12 and college level have second language, which improves the knowledge of the students. The study done by Boateng and Amankwaa (2016) have emphasised that the social media act as a source of information available 24x7. It is recommended by them that learning skills get improved through social media based education.

Since the student is connected to his peers, teachers and parents as well, the learning becomes easier and faster.

This is possible due to instant sharing of their experience and culture. The social media also aids better documentation both personal and group based. Facebook came out as a best medium for specially learning second language and email based learning is less effective. The mixed approach of blended learning is beneficial for learners and teachers. Apart from making the course interesting and engaging for the students giving better outcomes there are other indirect advantages of the social media based learning process. It is a wonderful medium to impart hands on training and also let the students develop leadership skills and learn team dynamics while working in a collaborative environment Hilliard (2015).

2.1.3. Issues related to blended learning model

Garrison and Vaughan (2014) in their study have taken the discussion regarding blended learning to a broader perspective by discussing leadership and change management by the head of the institute opting for blended learning. Organizational change is an important aspect while transforming any process; even in the education sector. Adaptation for new processes and technology should be made smooth through the effort of top management.

Graham, Woodfield and Harrison (2013) have also taken up the issues to be considered in the blended learning approach. The institute must clearly set up a strategy for implementing blended learning. The technological tool to be used must be part of the initial strategy, in fact strategy should be formulated keeping in mind the social media tool. There must be clear guidelines for the seat time and evaluation process too.

Porter et.al. (2014) also focuses on blended learning adoption issues at institute level. There is a lot of research on the benefits of blended learning but only a few talks about the implementation issues at various levels. The management must plan for the smooth implementation and should facilitate training for adapting to new technology based learning. Strategy, structure and support are the three important pillars for a seamless transition to a new way.

2.2. Education 4.0 through Social media: upgrading blended learning

Social media has emerged as a disruptive technology not only utilized for creating online communities for personal groups but also for business purposes. The opportunity to directly reach a large audience and build a brand is available through it. Social media is a successful web 2.0 medium to share and communicate in the communities.

This benefit of social media has been leveraged in higher education to promote collaborative learning. This also the most engaging and real time platform to create content and make it viral. With the implementation of social media in imparting education the learning process has become efficient. Learning through collaboration and networking has taken the teaching learning process to the next level.

The internet based medium is also advantageous in providing global exposure and better employment opportunities. This is applicable for both school level education and higher education. The author has highlighted the support of social media in terms of creative work and peer support in imparting knowledge of Quran and Hadith Al-Rahmi and Zeki (2016). The technology adoption method is also being highlighted in the study as there is a shift in the process of imparting lessons through technology. This empirical study conducted research on perception based on usefulness, enjoyment, ease of use, social media usage, learning, satisfaction and performance.

Abdillah (2017) have strongly recommended internet based learning for global exposure. Social media like Facebook and WordPress have been focused in this study, while also discussing learning management systems. The importance of the online attendance process, storing and distributing course material, time table and assessment have been highlighted as an online learning system based on social media.

The major benefit highlighted for such platforms was asynchronous mode of communication which gives the learner flexibility of time and pace at which he can learn. The smart phones have played an important role in enhancing popularity of such applications since they are compatible with social media platforms through app based connectivity leveraging the power of distributed platforms. Such kind of learning also provides skill development for better employment opportunities.

Faizi, Afia and Chiheb (2013) argued that the learning is better when teacher and student communication is strong. The use of social media based blended learning helps in achieving this. The level of learner engagement with the content and the tutor enhances through the use of social media learning tools. The creativity of the students gets enhanced and this platform gives an opportunity to the student to go through the course content at his pace and then come up with discussion or doubts (Tonis & Manea, 2019).

Thus social media acts as the best medium for better communication, engagement and collaboration. The importance and popularity of social media platforms in personal and

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academic context have been emphasised by the research of Al-Mukhaini, Al-Qayoudhi, & Al-Badi (2014). Learning while interacting socially is the way of the current generation. The online platform complements the traditional classroom teaching and hence blended learning the need of the era.

The term classroom 2.0 has been discussed in their study for higher education, which is based on web 2.0 technology. The author recommends the use of Facebook, wikis, YouTube and blogs for imparting education. A need for training students and teachers for such platforms is recommended so that while shifting from traditional to blended format there is less resistance to change. Some of the factors making social media platforms more popular as compared to traditional teaching methods are quality & availability of teaching material, a natural inclination of youth to use social media, better communication, opportunity to be creative & more expressive and flexibility.

Social media facilitates creation and sharing of information which forms a strong foundation to use it in imparting education Rajesh and Michael (2015). The exchange of ideas on social communities leads to creativity. The user generated content has given a way to create a knowledge base in the education field. The internet and internet based mobile have become the enabler of blended learning. The education through social media platforms also helps the students to become a better professional.

Another benefit pointed out by the authors talks about perspectives of students and colleges; both students can select and filter the college of their choice in a better way. Also it becomes easy for colleges to reach to the students and present its facilities through social networking platforms. Communication with friends and classmates is an important aspect of the learning process. Social media's community based structure supports collaborative learning and peer discussions Talaue et al. (2018).

The internet based mobile phones and tablets are making it more comfortable for students to access information and study at their pace. The study highlights the use of Facebook and educational YouTube for education and learning. However, the distraction due to social media should also be factored into the decision for implementing social media based education.

The exponential growth of social media and its application in various areas is remarkable. Social media platforms have been strongly recommended for imparting education Abraham and Saini (2015). The immediate feedback obtained while conducting courses though this platform makes it a very robust system. The real time feedback also supports in

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understanding the needs of the learner and improvising the content and delivery accordingly. The collaborative nature of social media enriches communication and fosters engagement levels of the learner.

These mediums also go with the theory of social constructivism, where sharing and social discussions lead to knowledge gathering. Since student centric learning in the need of the hour project based learning is seamlessly facilitated through social media platforms. Nevertheless, it is important to care for distraction and cyber bullying while working and learning through social networks.

Apart from Facebook and WordPress, Pinterest has also emerged as a tool to impart learning and training. The study done by Delello, Mcwhorter and Camp (2015) endorses Pinterest as the social media platform for pre-service students for creative ways of learning. It was stressed upon that use of social media platforms develop community based learning which is highly engaging in nature.

Use of Skype, a video conferencing platform is also recommended which reduces the gap due to low face to face interaction in most of the distance learning mode. The author has also mentioned the use of Second Life for imparting leadership based courses. The discussion forums and meetings are conducted using it by choosing avatars and understanding the intricacies of team dynamics and leadership.

Web 2.0 based online technology tools have made dynamic communication very smooth in both personal and professional front. The education sector is no exception in harnessing the benefits of disruptive technology; social media Dafoulas and Shokri (2014). For the current techno savvy generation, it comes naturally to learn and get trained online. Both student centric and constructivist pedagogies are well supported through social media based teaching learning processes.

There is a lot of learning through peer sharing and feedback. The diverse and participatory peer gives an extra edge to the learner. Both creation and sharing of knowledge is facilitated through tools like Facebook, twitter, blogs and YouTube. The participative learning and the flexibility for the student to learn at his own schedule makes social media based learning very effective and popular.

Social media and its application in various areas including education system is currently an area of interest for research (Kane et al., 2014; Kapoor et al., 2017; Wolf, Sims & Yang,

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2018). All the tools ranging from public to private platforms like Facebook, LinkedIn, Twitter, Yammer and skype are quite popular for the delivery of content.

The combination of text, audio and video makes these platforms very engaging and deep impact learning tools. Kolan, and Dzandza (2018) have emphasized that in this global era education also needs global exposure. Online based social networking sites serve as a disruptive medium to create, share and integrate content. Merely relying on traditional modes of imparting education cannot be successful for the current students.

The adoption of social media based teaching learning processes is based on its flexibility and convenience. A lot of social media platforms are available to be implemented in the education sector depending upon the need of learning needs the platforms can be selected. Wikipedia, an open encyclopaedia is very apt for collaborative projects whereas broadcasting and microblogging can be done through twitter.

YouTube serves as a video content creation and sharing platform. Facebook and BB chat supports community based constructive learning. Technology and social media based learning supports flexibility for a teacher to address the need of the student by offering different learning styles. The low cost, flexible and ubiquitous nature of social media makes it a perfect choice to implement blended learning.

The facility to create, share and edit the community based content is very engaging and supports collective learning Raut & Patil (2016). The common interest brings the learners together as a community and enables them to develop skills like, content development, organizing events, planning and leadership.

Mccarroll and Curran (2015) have also emphasised the role of Web 2.0 in enhancing online and social media based learning, a popular choice among students and teachers. The author has mentioned the importance of collective learning with active participation of the students. Several other properties of social media based learning are being highlighted; multitasking, multimedia format of content, interactive two way learning and comfort of millennials for technology based gadgets and tools.

These kinds of tools are also beneficial for the students who because of some reason cannot attend school and adult education. In today's world where internet is breaking all the global boundaries needed to ensure quality in higher education is critical Gangwar, Deshbhratar and Garg (2013). The reasons for this are diversity, globalization and economics in nature. The

author has suggested the use of social media platforms as educational tools for building better relationships between students and the teacher.

The improved relationship and better communication automatically leads to quality education. The low cost and speedy nature of internet based social media platforms makes it a popular choice for imparting education not only in urban areas but also in rural areas where there is less resource in terms of teachers. The project based learning also gives hands on learning opportunity and hence better output.

Devi, Gouthami and Lakshmi (2019) have also argued that both researchers and educators are focusing on the implementation of social media in education delivery. The collaborative nature of these social media platforms facilitates knowledge creation and enhancing thinking abilities. The multimedia content supported by the social media platforms makes it the best tool for imparting knowledge and skill.

These web based tools bring disruptive innovation in the process of learning and feedback. Not only the institution based learning becomes more learning the students can even collaborate outside the institute for enhancing and enriching learning experience.

There are some interesting studies related to the use of WhatsApp in delivering education. In a study done in the Middle East, perception of students and staff related to use of WhatsApp for coordination among students and information sharing on a daily basis (Khatun & Al-Dhlan, 2017). The study concludes the seamless support of this tool in formal education (Reeves, Alkhalaf & Amasha, 2019).

Another study done by Coleman and O'Connor (2019) is about medical education and use of WhatsApp. The study has related it to the leaning model. In a research specifically done for undergraduate medical student's case study approach was used to show strong association between problem solving skills through self-study using this tool (Kapoor, Tiwari & Kapoor,2019).

There is also research work related to the use of Facebook, this tool was used as a learning management system (LMS). In traditional LMS the community based interaction is not possible whereas Facebook provides an opportunity to bring a high level of interaction and engagement (Wanget al 2012).

There are other social media platforms apart from these two mediums which are being researched for their potential in online education. Chawinga (2017) in his study have shown that use of twitter and blogs in teaching undergraduate students brings in a learner centric

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approach. The traditional asynchronous mode of online education if supplemented with social media platforms leads to a better learning experience.

Thus it is clear from the above discussed previous work that online education is the preferred mode of education. The quality education can be achieved through blended learning and use of social media further enhances the engagement and interaction in this mode of learner centric approach.

3. RESEARCH QUESTION

- RQ1 What are the current trends associated in online education?
- RQ 2 What are the factors contributing to social media usage in education?
- RQ3 What are major themes identified (based on the factors contributing to social media usage) in education?

4. METHODOLOGY

The current study used a systematic approach to filter research papers and articles for the review. The key words used to search the papers were education, blended learning, higher education, K-12 education, social media & education and the benefit of social media in education. The duration of the search was 15 years; 2005 onwards. The databases used were Scopus, Elsevier, Publons, Research Gate and open access. Total 70 paper were downloaded and finally 42 papers were used to do the theme identification.

The papers were reviewed in three stages; in the first stage blended learning was the main theme, in the second stage drawbacks of asynchronous blended learning platforms like traditional MOOC was done. The final stage focused on the usage of social media and how it supplemented traditional online education systems.

5. FINDINGS AND DISCUSSION

Information and communication technology along with the disruptive technology offer a stimulating environment for both the teachers and students. The mixed approach of blended learning is beneficial for learners and teachers. Apart from making the course interesting and engaging for the students giving better outcomes there are other indirect advantages of the social media based learning process.

The use of social media based blended learning helps in achieving this. The level of learner engagement with the content and the tutor enhances through the use of social media

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learning tools. The creativity of the students gets enhanced and this platform gives an opportunity to the student to go through the course content at his pace and then come up with discussion or doubts. Table 1 helps in understanding the highlights of previous work in order to clearly understand the important factors related to Social media usage in education.

Table 1: Important factors related to Social media usage in education

Author	Factors
Al-Rahmi & Zeki (2016)	Perceived usefulness, enjoyment & ease of use, collaborative learning, student satisfaction, learners performance , social media
Boateng & Amankwaa (2016)	Social media for second language, Facebook
Abdillah (2017)	Blended learning thorough SM, Facebook, WordPress, distributed, collaborative
Faizi, Afia and Chiheb (2013)	better communication, engagement and collaboration.
Al-Mukhaini, Al-Qayoudhi, & Al-Badi (2014)	Classroom 2.0, SM , blended, Training
Rajesh & Michael (2015)	Creation and sharing of information
Talaue et.al. (2018)	internet based mobile phones and tablets makes SM popular tool
Abraham & Saini (2015)	Communication, collaboration, social constructivism, project based learning
Delello, Mcwhorter & Camp (2015)	Engagement, community based learning, personal learning, pre-service students, Pinterest
Dafoulas and Shokri (2014)	Constructivist education, SM is social fabric of learning, communicative competence, socio-cultural appropriation
Wolf, Sims & Yang, (2018)	Private & public SM, engagement
Kolan, and Dzandza (2018)	Highlights benefits of different SM platforms , SM as medium of learning in developing country Ghana
Raut & Patil (2016)	Common interest, variety of SM to cater individual needs, engagement
Mccarroll & Curran (2015)	Collective learning, mobile based technology
Gangwar, Deshbhratar & Garg (2013)	Quality assurance in education, content creation, collaboration
Devi, Gouthami, Lakshmi (2019)	The collaborative nature of these social media platforms facilitates knowledge creation and enhancing thinking abilities
Thangiah (2018)	Peer and student teacher relationship, easy accessibility
Moussa-Inaty (2017)	Blended learning and student experience
Carman (2005)	Blended learning
López-Pérez, Pérez-López & Rodríguez-Ariza (2010)	Blended learning in higher education
Baepler, Walker, Driessen (2014)	Blending, flipping, and efficiency in active learning classrooms
Bliuc, Goodyear, Ellis (2007)	Blended learning in higher education
Carbonell, Dailey-Hebert & Gijselaers (2013)	Blended learning
Staker & Horn (2012)	K-12 blended
Powell (2008)	Blending Learning, school
Christensen, Horn, and Staker (2013)	K-12 blended
Horn (2013)	Flipped
Gonzales& Vodicka (2012)	Blended , disruptive
Hilliard (2015)	Blended global perspective, issue for adoption and implementation
Garrison & Vaughan (2014)	leadership associated with blended learning innovation, issue for adoption and implementation
Graham, Woodfield & Harrison (2013)	Internet and higher education, issue for adoption and implementation
Porter et.al. (2014)	Higher education & blended, adoption
Reeves, Alkhalaf & Amasha (2019)	WhatsApp, information sharing, community learning
Kapoor, Tiwari & Kapoor (2019)	WhatsApp, learning model, peer to peer interaction
Coleman, E., & O'Connor, E. (2019)	WhatsApp, information sharing
Khatun, A., & Al-Dhlan, K. A. (2017)	WhatsApp, community learning
Chawinga (2017)	Twitter & blogs, learner centric
Wang et. al. (2012)	Facebook, community based interaction

Social media based blended learning has been suggested and recommended by all the studies. Some focus on higher education while others highlight the importance of social media at school level. Apart from discussing the benefits, some of the challenges and drawbacks of using social media have also been captured in the above discussion.

The main themes (based on the factors) that emerge as the result of the above studies are (refer figure1):
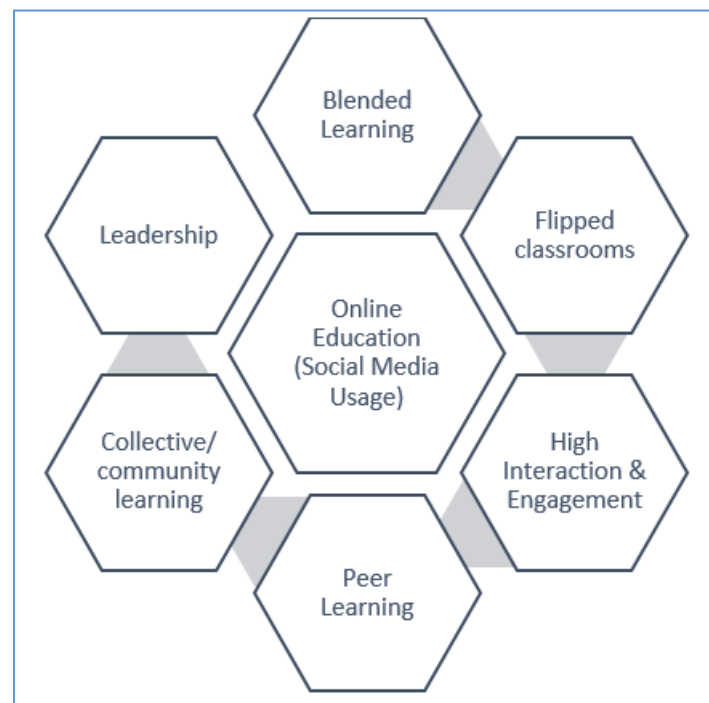

Figure 1: Theme (based on the factors related to social media usage)
Source: Based on Literature

In summary, the study discussed in detail about the current trends associated in online education (RQ1) including blended learning both in higher education and in K-12 level. further the usage of social media in blended learning was extensively reviewed, which is summarized in Table 1. (RQ 2). On the basis of the above, major themes have been identified (refer fig.1). (RQ3) which highlights that social media usage in online education leads to better engagement and high level interaction. it also provides peer learning through community based learning and results in enhancing leadership capabilities.

6. CONCLUSION

Education 4.0 has picked up pace and both at higher education level and school level. The mixed approach of blended learning is beneficial for learners and teachers. Apart from making the course interesting and engaging for the students giving better outcomes there are

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other indirect advantages of the social media based learning process. It is a wonderful medium to impart hands on training and also let the students develop leadership skills and learn team dynamics while working in a collaborative environment.

Technology has been driving most of the aspects of life. In the 21st century the education has taken a different shape emphasizing on student centric, experiential and skill based learning. With the ever increasing use of internet teaching, learning has taken a new dimension. Web 2.0 has changed the dynamism of information exchange and led to disruptive innovation in the education arena.

The importance and benefit of social media in education cannot be denied, however there are certain issues to be taken care of for its humongous success. This approach is equally beneficial for school level education and higher education.

7. IMPLICATION

In the age of the internet the way education is conducted and the pedagogy used has changed a lot as compared to the traditional method. Blended learning has emerged as a new paradigm in the teaching learning process. The current study contributes in highlighting the importance of social media in enhancing the engagement level of the student in the blended learning approach.

It also brings forward the benefit in terms of learner centric approach of teaching. The social media platforms provide a highly interactive discussion forum, an add on to the asynchronous lectures in the online courses. Thus many institutes and faculty can decide upon the usage of social media while teaching through online platforms.

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