

DIGITAL PEDAGOGIES: INTEGRATING ARTIFICIAL INTELLIGENCE AND POPULAR CULTURE FOR SUSTAINABLE DEVELOPMENT GOALS-ALIGNED EDUCATIONAL REFORM

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Abstract. This research explores the potential of digital pedagogy to synergize popular culture and artificial intelligence (AI) into cultivating inclusive learning ecosystems, examining how such applications can address the targets of Sustainable Development Goals (SDG) 4 (Quality Education) and 17 (Partnerships for the Goals). It posits how by strategically integrating elements of popular culture such as gaming, social media narratives, and interactive digital media into AI-driven educational platforms, more relatable, accessible, and personalized learning experiences can be created. This paper examines how AI-powered platforms are emerging as new, informal and influential spaces in developing countries like India, through digital pedagogies, microlearning, storytelling, and algorithmic personalization to deliver current, culturally relevant content that resonates with diverse youth identities. Drawing on interdisciplinary frameworks and qualitative case studies, this research evaluates how AI integration (e.g., real-time translation tools, personalized learning, assistive technologies for students with disabilities) reduces language, disability, and geographic barriers. This approach can be utilized to achieve development through sustainability (SDG 4) by democratizing access to education among disadvantaged youth. Further, the paper investigates the importance of collaborative efforts between technology firms, educators, and NGOs, aligning with SDG 17, which can be used to bridge digital divides and enable equitable resource distribution (Memon & Memon, 2024). Furthermore, it provides policy recommendations and collaborative strategies to mitigate these issues and align pedagogic practices with sustainable development goals.

Keywords: digital pedagogy; popular culture; sustainable development goals; AI; educational platforms; inclusive learning

1. Introduction

Innovations in digital pedagogy have impacted education on multiple levels. India, having the world's second-largest school system, roughly transitioned 320 million learners from traditional learning models to e-learning during the Covid-19 pandemic (Modi & Postaria, 2020). In this evolving paradigm, artificial intelligence (AI) and popular culture present opportunities to reform educational practices, particularly in developing countries where traditional educational approaches sometimes fail to engage diverse youth populations (Almeida & Morais, 2024). The integration of digital pedagogies that leverage both AI capabilities and popular culture elements could help in achieving some of the United Nations' Sustainable Development Goals (SDGs), specifically SDG 4 (Quality Education) and SDG 17 (Partnerships for the Goals). These concepts are further explained in Table 1, elaborating on their educational relevance.

Table 1. Core Concepts and their Educational Implications

Concept	Meaning	Key Characteristics
Digital Pedagogy	The study, design, implementation, and evaluation in education system with a significant digital technology component	Learner-centered, multi-directional communication, teacher as learning experience designer, rooted in constructivism
Artificial Intelligence in Education (AIED)	Technology enabling computers to simulate human learning, problem-solving, and decision-making for educational purposes	Personalized learning, adaptive content, intelligent tutoring systems, automated administrative tasks, data-driven insights
Popular Culture in Education	Cultural expressions (gaming, social media, film, music) used as pedagogical tools	Enhances relatability, accessibility, engagement, identity construction, critical thinking, cognitive scaffolding, bridges academic knowledge with real-life experiences

Sustainable Development Goals consist of 17 interlinked goals that form a framework whose aim is to address pressing social, economic, and environmental challenges by 2030. Central to this agenda is SDG 4 'Quality Education', which emphasizes inclusive, equitable, and quality education alongside lifelong learning opportunities for all, recognizing education as a foundational driver of sustainable development. Complementing this goal is SDG 17 'Partnerships for the Goals', which underscores the importance of multi-stakeholder partnerships, advocating collaboration among governments, private sector actors, civil society, and technological innovators to mobilize knowledge, resources, and expertise. Within the educational domain, the SDGs collectively highlight the need for systemic reforms that leverage digital innovation, technological equity, and culturally responsive pedagogies to reduce structural inequalities and ensure that no learner is

left behind. SDGs 4 and 17 are mutually reinforcing, educational access and quality depend not only on pedagogical innovation but also on collaborative mechanisms that mobilize funding, technical capacity, and governance structures. Situating pedagogical studies, especially digital pedagogy, within the SDG framework therefore positions the present work within internationally recognized targets and highlights both the normative end-goals (equity, learning outcomes) and the practical means (partnerships, technology transfer) necessary for systemic reform.

AI and digital tools “have the potential to address some of the biggest challenges in education today, innovate teaching and learning practices, and accelerate towards SDG 4” (UNESCO, n.d.). At the same time popular culture, ranging from video games and films to social media and music, plays a dominant role in youths’ lives. Integrating some of these elements from mainstream media into pedagogy has shown an increase in engagement and satisfaction of the learners and improved relevance of the educational content (Smiderle et al., 2020). In developing countries like India, there is potential for intersection among these trends, which could prove beneficial in alleviating some problems faced in the education sector. Even before the pandemic, learning opportunities were limited and dropout rates were high in select communities (Modi & Postaria, 2020). Schools in rural or marginalized areas may sometimes lack sufficiently trained teachers, current materials, and basic infrastructure. Conventional schooling, often teacher-centered and examination-focused, is not suitable for diverse learners such as the disabled and other marginalized groups. New and innovative digital pedagogies have the potential to provide current, culturally relevant content that resonates with diverse youth identities, enabling greater access for the underprivileged. This model can be used by the Indian education system, leveraging technology and youth culture to reconstruct learning as accessible, relevant, and equitable.

There is an engagement crisis occurring in some sections in regard to traditional education. Conventional schooling sometimes fails to capture young people’s attention. Rote learning and outdated curriculum disengage students’ attentive span and dropout rates remain high in some regions (Ramya, 2012). Educators are starting to take notice of their students largely consisting of digital natives¹ for whom learning must connect to contemporary culture. Studies show that integrating popular media into lessons increases student motivation and satisfaction (Smiderle et al., 2020). 40% of the global population is receiving education in a language they do not speak or fully understand (PTI, 2025). In a multilingual country like India, language barriers are an ever-present issue with curriculum materials often neglecting regional dialects and mother tongues, alienating large segments of student groups. 75% of pre-school aged children with disabilities and 25% of school-aged disabled children are excluded from the mainstream education systems (UNESCO, 2019). Those that do attend school often lack assistive aids and adaptive instructions. Geographic isolation

also compounds these issues. Remote schools may lack roads, power or internet due to lacking necessary infrastructure. For example, nearly half of Indian households have unreliable electricity, and many rural schools have to operate off-grid (Phadke et al., 2019).

This paper adopts an interdisciplinary, mixed-methods approach. Literature from education, technology, media studies, and development studies is analysed. The approach results in a comprehensive method to ensure both breadth (global best practices and SDG metrics) and depth (local case insights) to address existing problems. SDG targets are used as a guideline to ensure that digital pedagogy meets the needs of the problems present in the current educational landscape. Policy recommendations are given, based on the needs of both the students and the educators that can augment the positive effects of digital pedagogy while minimizing issues that plague the current educational landscape.

2. Methodology

This research employs a qualitative approach that utilizes case studies as illustrative examples for theoretical ideas. It also uses secondary data as a basis to explore the integration of AI and popular culture in educational contexts. The research design incorporates usage of data sourced from various resources like policy documents, technical reports, academic publications like literature on education, AI/technology, media studies, and development studies to identify trends, practices, and challenges in the field. Recent scholarship like peer-reviewed articles, UNESCO/UN reports, NGO case studies on ‘AI in education and cultural pedagogy’ were reviewed. Existing secondary data (e.g., user surveys, enrolment stats) were also incorporated in the discussion. Further, practical data related to NGO projects and government programs were used as examples to support arguments and as basis for recommendations.

3. Discussion

The use of artificial intelligence in learning is a shift from the traditional “one-size-fits-all” education model to a more personalized learning model. A personalized learning experience supported by AI enhances the alignment of teaching strategy, content, and pacing to the unique needs, learning styles, and preferences of the students (Zou et al., 2025). This incorporation of AI into learning has the potential to personalize learning experiences, provide instant feedback, and access to various resources (Bognár et al., 2024). Effectiveness of this AI-driven personalization could be enhanced with a strategic integration of popular culture elements. Incorporating aspects such as gaming, social media narratives, and interactive digital media into AI platforms makes the content more relatable and engaging for learners. This synergistic approach in the digital pedagogy encourages students to actively utilize AI creatively and strategically, rather than just consuming knowledge passively (Gill-Simmen, 2025).

3.1.Integration of AI in Digital Pedagogy

AI integration in educational settings demonstrates potential for addressing persistent barriers to quality education, particularly in developing countries, which has been a target of SDG 4. Secondary data analysis offers evidence of its effectiveness in reducing barriers of geography, disability, and language through adaptive learning experiences and customized content delivery (Phua et al., 2025; U.S. Department of Education, 2023). Studies show that AI-based adaptive systems, like AI-driven assistive apps (voice assistants, object detection, emotion recognition), can improve academic performance and social performance of students with disabilities.

Language barriers represent a significant challenge in educational contexts, particularly in linguistically diverse countries like India where a significant portion of the population does not receive education in a language they speak or understand – PTI, 2025. AI-powered real-time translation tools have shown effectiveness in breaching this barrier, enabling students access to educational content in their native languages while simultaneously developing proficiency in other languages (Yuxiu, 2024). For example, real-time captioning and multilingual chatbots can enable a teacher to communicate with students in dozens of mother tongues. This integration of AI-driven translation services into educational platforms has resulted in measurable improvements in comprehension as well as engagement rates among non-native speakers (Muawanah et al., 2024).

Digital pedagogies make learning opportunities accessible to disabled students. Speech recognition software can be used to transcribe spoken language into written texts for students with hearing impairments or reading difficulties (Bäck et al., 2024). Research indicates that AI-powered assistive technologies can help disabled students' independence, allowing them better access to education (Fitas, 2025). The personalization capability of AI systems enables real time adaptation for specific accessibility needs, making learning environments more inclusive.

Geographic constraints have traditionally limited access to quality education in rural and remote areas. Digital platforms offer a solution, providing access to high quality educational content regardless of location²). Its effectiveness is particularly evident in India's educational landscape, where AI driven platforms have enabled students in remote areas to access educational resources that were previously unreachable. The scalability of these solutions offer education at a fraction of the cost of traditional tutoring, making quality education more accessible to economically disadvantaged sections of India Report (2021).

3.2. Pop-culture and Digital Pedagogy

Strategic integration of popular cultural elements like gaming, social media, etc. into educational contexts shows promise for enhancing learner engagement and motivation. Research demonstrated that gamification in education can increase student engagement, changing learning activities from mundane to dynamic

(Smiderle et al., 2020). The effectiveness of gamification can be attributed to its ability to naturally engage students through the provision of goals, instant feedback, and recognition for their academic achievements. When gaming features are properly integrated, they create an immersive learning atmosphere capable of engaging students on different levels. Game-based learning, where actual games are used as a medium for teaching, showcases the effectiveness of using gaming elements for the purpose of education. While this differs from gamification, where game-like elements such as points and badges are applied to existing, non-gaming activities, it is further proof of the effectiveness of gamification when applied to a pedagogical setting for educational purpose. An international study surveyed 27 experts in the field and found out that satisfaction with game-based learning was overwhelmingly positive (Meadows, 2018). The narrative structure found in such games provide learners with a sense of pride and accomplishment, giving them a purpose and direction that makes the learning experience meaningful (Smiderle et al., 2020).

Research on educational gaming indicates that this approach has the capacity to reinforce knowledge retention through the development of an emotional bond with the content (Smiderle et al., 2020). Early evaluations suggest that when used well, such systems boost engagement, keeping students on tasks longer and provide instant rewards or hints, which has shown to improve motivation (Tao & Yang, 2025). In addition, the interactive nature of gaming also promotes active learning, giving students a safe environment to experiment, make mistakes, and learn from their experiences.

Social media and digital narrative have, in modern society, emerged as a powerful means of promoting educational engagement, particularly among those who belong to the digital natives category (Samala et al., 2024). Social media websites provide a platform for peer-to-peer learning and community building, thus forming an educational ecosystem that extends beyond the confines of the traditional classroom. This digital narrative-based information democratization gives learners the power to not only passively receive learning but to actively produce educational content, thus intensifying their engagement with learning resources. When educational content incorporates elements from learners' cultural backgrounds and interests, this generates greater connections to learning objectives and improves motivation (Panwar & Nayak, 2024). A study by Naz et al. (2024) indicates that culturally responsive educational approaches can improve learning outcomes particularly of students from marginalized communities. This integration of pop culture elements allows educators to bridge the gap between the student's personal and academic lives, making learning more relevant and approachable.

Practically, popular culture integration can take many forms. Educational apps now use gamification (points, badges, leaderboards) to mirror video game incentives. Interactive video lessons on YouTube engage learners with animation

and humor. Mobile storytelling devices, like India’s *Sampark Didi*, use songs and audio narratives in English and Hindi to teach literacy in a playful way (Kumari, 2025). NGOs such as the Sampark Foundation have pioneered “smart classrooms” where TV or tablets deliver animated lessons aligned with cultural content. Even social platforms (WhatsApp study groups, TikTok science explainers) are being piloted as informal learning channels.

3.3. SDG Alignment of Education through Digital Pedagogy

This approach of integration of AI and popular culture in educational contexts can provide pathways of alignment with the targets of SDG 4 (quality education) and SDG 17 (partnership for the goals). SDG 4’s aim of inclusive and equitable quality education is addressed directly through AI’s ability of personalization of learning experiences and providing accessibility. This use of AI in education shows promise in achieving SDG target 4.1, which aims to ensure free and equitable education (Nahar, 2024). Its impact is evident in its ability to provide educational experiences to underserved populations. Research demonstrates that AI powered pedagogy tools can deliver personalized learning experiences that adapt to individual student needs, regardless of their geographic or socio-economic circumstances (Halkiopoulous & Gkintoni, 2024). By personalizing instruction and engaging marginalized youth, AI and cultural tools advance SDG 4 targets, for example, by improving literacy (target 4.6), reducing gender gaps (target 4.5), and equipping youths with 21st-century skills (target 4.4) as shown in Table 2. Thus, harnessing AI and innovation can “accelerate progress towards SDG 4” if done inclusively (UNESCO, n.d.). The integration of popular cultural elements can enhance the cultural relevance and accessibility and thereby address SDG 4’s emphasis on promoting learning opportunities for all. By incorporating these elements, educational programs could create greater engagement and experiences that resonate with diverse populations. This approach is particularly important for reaching marginalized communities who may feel disconnected from traditional approaches (Johnson & Davis, 2024).

Table 2. Alignment of Digital Pedagogies and AI with SDG 4 Targets

SDG 4 Target	Digital Pedagogy/AI Contribution
Target 4.1: Free Primary and Secondary Education	Democratizing access for disadvantaged youth by overcoming economic and geographical barriers
Target 4.3: Equal Access to Affordable Technical, Vocational and Higher Education	Providing affordable and scalable learning opportunities through digital platforms and virtual labs
Target 4.5: Eliminate All Discrimination in Education	Mitigating disability barriers with personalized learning and assistive technologies. Reducing language barriers via real-time translation

SDG 4 Target	Digital Pedagogy/AI Contribution
Target 4.6: Universal Literacy and Numeracy	Enhancing learning outcomes through personalized and adaptive content, fostering critical thinking and creativity
Target 4.a: Build and Upgrade Inclusive and Safe Schools	Overcoming geographic barriers through remote/virtual platforms, creating accessible and engaging learning environments

SDG 17's focus on partnerships for sustainable development is utilized by collaborative approaches necessary for successful implementation of AI integrated initiatives. The integration of AI and popular culture elements in digital pedagogy necessitates collaboration between technological sectors, educational institutions, the government, and NGOs. The study finds that successful digital pedagogy initiatives often involve multiple stakeholders working together to address the various aspects of implementation, ranging from technical development to community engagement (Zhou et al., 2024). Working with state education departments, Sampark³ has developed *Smartshala* – a frugal digital platform providing offline interactive lessons and gamified assessments to rural schools³). It reports reaching 15 million students and 600,000 teachers across 8 states via 100,000+ smart classes. The partnership model between Pratham⁴ and Google, which has resulted in the creation of innovative applications such as the 'Bolo' app, an English learning application for primary grade children, demonstrate the potential for meaningful collaboration among NGO's and technology companies⁵). This collaboration leverages Google's technical expertise by utilizing Pratham's understanding of the educational needs in rural India. Other examples include partnerships where mobile operators deliver educational SMS content to far-flung villages, or where tech start-ups provide AI-driven math tutors in government schools. Internationally, UNESCO and UNICEF are fostering dialogues between educators and AI experts (e.g. India's 2024 multi-stakeholder AI education summit). Such partnerships represent effective models that can assist in the fulfilment of the objectives outlined under Sustainable Development Goal 17, as evident in Table 3.

Table 3. Multi-Stakeholder Partnerships for Digital Inclusion: Models and Impact

Partnership Model	Key Stakeholders	Contribution to Digital Inclusion	Considerations
Public-Private Partnerships (PPPs) in EdTech	Governments, private companies (EdTech firms, tech giants)	Increased funding, infrastructure improvement, large-scale implementation of EdTech solutions	Risk of misaligned incentives, harming educational equity, long-term liabilities

Partnership Model	Key Stakeholders	Contribution to Digital Inclusion	Considerations
Inter-governmental Organizations & NGOs	UN agencies (e.g., UNICEF, ITU), NGOs, national governments	Expanding internet access for schools (Giga initiative), mapping digital infrastructure (Project Connect)	Ensuring equitable access and addressing the 'AI divide'
Technology Firms & Local Community/ Education Bodies	Tech companies, local schools, community organizations, charities	Extending technology access to remote communities (Solar Community Hubs), digital literacy programs, providing resources and expertise	Need for localized solutions and addressing lack of digital literacy

4. Policy Recommendations

The exponential growth of artificial intelligence in education calls for the development of robust policy frameworks for maximizing its benefits and preventing its negative impacts (Folorunso et al., 2024). As UNESCO cautions, without equity safeguards, AI risks widening divides – UNESCO. The existing policy frameworks could be made more effective by bringing into play fundamental ethical principles, such as beneficence (ensuring AI is used for good), justice (promoting fairness across all user groups), respect for autonomy, transparency, accountability, privacy, and non-discrimination (Georgieva et al., 2024).

Digital and cultural literacy could be promoted with a shift in the curricula and training for the educators. It could encompass instructions and training in AI tools and multimedia pedagogy, enabling educators to integrate games and social narratives into lessons, and localize the material by creating content in vernacular languages and incorporating regional trends. Incentives (grants, awards) could encourage schools to adopt open educational resources and AI platforms that align with SDG 4. Policies could mandate inclusive pedagogy such as requiring accessibility features (captioned videos, dyslexia-friendly fonts) in all publicly funded materials, in accordance with UNESCO's emphasis on inclusion. Policymakers could also develop guidelines for ethical use of AI in education with a focus on prioritizing student privacy, data protection, and algorithmic fairness, to be developed in consultation with educators, technologists, and civil society organizations to ensure they are both practical and protective of student interests.

Regular tracking of student progress (through AI-based analytics) can guide targeted interventions to avoid leaving any group behind and address their particular needs. Governments must invest in digital infrastructure to bridge digital divides. Subsidies or tax incentives must be used to promote development of educational AI applications and content in local languages. Establishing a national educational data platform (modelled after India's DIKSHA portal⁶ would facilitate consolidation

of AI-based learning modules accessible to all schools. This integration would necessitate data privacy, ethical guidelines and regulations to enforce that AI in schools remains transparent, fair, and secure, reflecting UNESCO’s call for “ethical and inclusive implementation”. Public funds or awards may be offered for low-cost assistive AI innovations (such as affordable Braille e-readers or language tutors) to assist students with disabilities.

Governance frameworks to connect education and tech sectors would be effective. This would mean establishing cross-ministerial committees (education, IT, social welfare) tasked with implementing new education policies and SDG targets. NGO, academic, and private sector partnerships may be institutionalized through joint ventures and partnerships. For example, an SDG 4 monitoring division to track indicators like learning outcomes, internet access rates, and inclusion indices (based on UNESCO/GEM data) would assist in guiding policy formulation and implementation. Governance reforms would also strengthen public–private partnerships, targeted frameworks (e.g. PPP guidelines) could motivate tech companies into donating devices or expertise to schools, while NGOs could coordinate community outreach. Further specific recommendations and their expected outcomes are provided in Table 4.

Table 4. Key Policy Recommendations for Responsible AI Integration in Education

Policy Area	Specific Recommendation	Rationale/Expected Outcome
Ethical Governance & Data Privacy	Establish comprehensive data protection rules and ethical guidelines. Mandate transparent data sourcing and usage in AI systems	Safeguard sensitive information, build trust in AI technologies, ensure responsible AI deployment
Curriculum & Pedagogy	Integrate AI literacy and skills into national curricula across all levels. Prioritize comprehensive and ongoing teacher training on AI tools and ethical use	Prepare students for an AI-driven world, enhance critical thinking and adaptability, empower educators to effectively leverage AI
Equity & Bias Mitigation	Ensure diverse and representative datasets for AI training to prevent bias. Implement regular bias audits and maintain human oversight for AI decisions	Prevent discriminatory outcomes, ensure fair and inclusive learning opportunities for all students, especially marginalized groups
Partnerships & Resource Mobilization	Foster public-private-civil society partnerships for funding, technology transfer, and capacity building. Promote localized and culturally relevant AI solutions.	Bridge digital divides, ensure equitable resource distribution, drive sustainable educational reform tailored to local contexts

The study proposes an original, integrative digital pedagogy model that seeks to combine artificial intelligence, popular culture, and multi-stakeholder partnerships to mitigate structural educational barriers in the Indian context. The model operates on three major layers, namely access, pedagogy, and capacity-building (teacher training). At access layer, technologies such as AI-driven real-time translation and speech-to-text tools enable multilingual delivery of instructional content, addressing linguistic diversity and mother-tongue exclusion common in Indian classrooms. Assistive technologies such as screen readers, adaptive interfaces, captioning systems, etc. are recommended to support students with visual, auditory, cognitive, and motor disabilities, thereby reducing physical and sensory barriers to participation. At the pedagogical layer, personalized learning systems and adaptive algorithms could help in analysing learner progress and engagement patterns to deliver culturally relevant, popular-culture-inflected microlearning modules tailored to individual pace, ability, and context. At the capacity-building layer, AI-supported teacher dashboards, automated feedback systems, and digital training modules helps train teacher, strengthens preparedness and community digital literacy, particularly in geographically remote and under-resourced regions. Together, these layers form a scalable, context-responsive model in which AI functions not as a replacement for educators but as an enabling infrastructure that supports inclusive, equitable, and locally grounded learning ecosystems aligned with SDG 4 and operationalized through SDG 17-oriented partnerships. This proposed model is shown in tabular form in Table 5.

Table 5. The authors' AI-enabled Digital Pedagogy model

Model Layer	Core Components	AI Technologies Used	Barriers Addressed	SDG Alignment
Access Layer	Multilingual content delivery	Real-time translation, speech-to-text, text-to-speech	Linguistic barriers	SDG 4.1, 4.5
	Assistive learning support	Screen readers, captioning tools, voice assistants, adaptive interfaces	Physical and sensory disabilities	SDG 4.5, 4.a
	Rural and remote accessibility	Low-bandwidth platforms, offline AI modules, mobile-first systems	Geographic isolation, infrastructure gaps	SDG 4.a

Model Layer	Core Components	AI Technologies Used	Barriers Addressed	SDG Alignment
Pedagogical Layer	Personalized learning pathways	Adaptive algorithms, learner analytics, AI tutors	One-size-fits-all pedagogy	SDG 4.4
	Culturally relevant engagement	Game-based learning, popular culture narratives, interactive media	Low motivation, cultural disconnect	SDG 4.6
	Learning assessment and feedback	AI-driven diagnostics, engagement tracking	Poor learning outcomes	SDG 4.1
Capacity-Building Layer	Teacher empowerment	AI-supported dashboards, automated feedback systems	Teacher training gaps	SDG 4.c
	Community digital literacy	AI-guided training modules, peer-learning platforms	Digital illiteracy	SDG 4.7
Multi-Stakeholder Partnership	Multi-stakeholder partnerships	Public-private platforms, NGO-tech collaboration	Resource and governance constraints	SDG 17.6, 17.16, 17.17
Outcomes	Inclusive and equitable education	Data-informed policy feedback loops	Educational inequality	SDG 4

5. Conclusion

This research has systematically explored the potential of Artificial Intelligence and popular culture's integration into digital pedagogy to cultivate an inclusive learning ecosystem and drive educational reforms aligned with Sustainable Development Goals 4 and 17. The analysis underscores that this integration offers a pathway to foster personalized, relatable, and accessible learning, particularly for developing countries. It highlights ways in which AI and digital pedagogies directly address critical barriers to quality education, including language, disability, and geography. These innovations aim to contribute to the democratization of access to education for disadvantaged youth, a core tenet of SDG 4. Furthermore, multi-stakeholder partnership's role for bridging digital divides and enabling equitable resource distribution, aligning directly with SDG 17, has been analysed.

Integrating AI-driven tools with popular-media-inspired pedagogy offers a way towards revitalized, equitable learning. This analysis has shown that AI can greatly expand accessibility and personalization, while culturally relevant content can dramatically boost engagement. When implemented through multi-stakeholder partnerships and guided by SDG targets, these innovations advance the goals of inclusive quality education and cooperation. Policymakers, educators,

and communities must embrace these reforms, as UNESCO affirms that only by providing “equitable opportunities for quality learning” to all can we truly leave no child behind (UNESCO, 2019). By aligning digital pedagogies with youth culture and sustainable development imperatives, India and other developing nations can reshape schooling to empower learners, providing a more inclusive, resilient educational future.

NOTES

1. Digital natives refer to people born during the age of technology, thus being familiar with digital technologies since an early age.
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