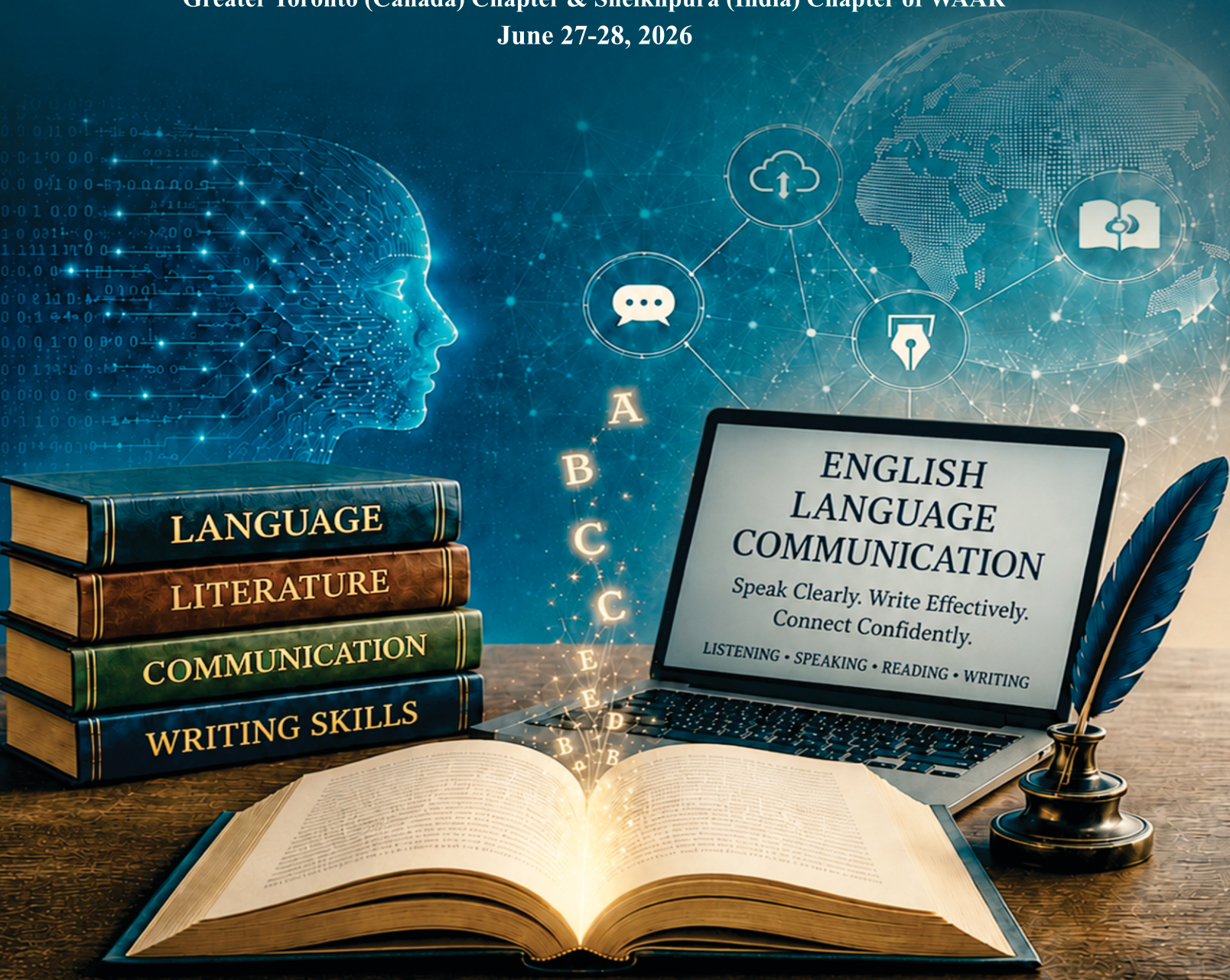
The 2nd International Conference of the
World Association of Authors and Researchers (WAAR)

Technological Advances and English Studies: Interdisciplinary Approaches

Organised by
SKR College, Barbigha, Sheikhpura
(A Constituent Unit of Munger University, Bihar)
in collaboration with
Greater Toronto (Canada) Chapter & Sheikhpura (India) Chapter of WAAR
June 27-28, 2026



Book of Abstracts

The 2nd International Conference of the
World Association of Authors and Researchers
(WAAR)
on

Technological Advances and English Studies: Interdisciplinary Approaches

Organised by
SKR College, Barbigha, Sheikhpura
(A Constituent Unit of Munger University, Bihar)
in collaboration with
Greater Toronto Chapter & Sheikhpura Chapter of WAAR

June 27-28, 2026



Book of Abstracts

Technological Advances and English Studies: Interdisciplinary Approaches

© Applied Education and Welfare Foundation® and contributors (2026)

Published by
Paragon International Publishers
on behalf of the World Association of Authors and Researchers,
a wing of Applied Education and Welfare Foundation®, a not-for-profit organisation.

5, Ansari Road, Daryaganj, New Delhi-110002

Website: https://www.waoar.org/
Email: authorsandresearchers@gmail.com
Mobile No.: +91-8826632968

ISBN: 978-93-94964-11-2

Disclaimer
The views expressed in the Book of Abstracts are those of the authors only. Authors, editors, publishers and printers disclaim all responsibilities for any errors, omissions, liabilities, correctness of facts or whatever may arise in future with respect to the matter published in the book.

Publication of abstract in this book does not certify that the author of the particular abstract has presented paper in the 2nd International Conference of the World Association of Authors and Researchers (WAAR) on "Technological Advances and English Studies: Interdisciplinary Approaches".

Copyright
Applied Education and Welfare Foundation® retains copyright of the book.
Contributor retains copyright of their published work under the
Creative Commons Attribution 4.0 International Licence (CC BY 4.0).

Printed in India

EDITORS

Manish Kumar
SKR College, Barbigha, Sheikhpura

Vijay Kumar Roy
University of Allahabad

Ruchira Chaturvedi
Dharmashastra National Law University, Jabalpur

Sunny Anand
Munger University

CHIEF PATRON

Prof. Sanjoy Kumar
Vice Chancellor,
Munger University

PATRONS

Prof. Sanjay Kumar
Principal,
SKR College Barbigha, Sheikhpura

Prof. Vijay Kumar Roy
Professor of English,
University of Allahabad, &
President, World Association of Authors and Researchers

CONFERENCE CHAIR

Prof. Prabha Jerrybandan
Professor of English,
Centennial College, Scarborough, Ontario, Canada, &
Director, Greater Toronto Chapter of WAAR

ORGANISING COMMITTEE

Conveners

Prof. Bhavesh Chandra Pandey
Head, University Department of English &
Dean, Faculty of Humanities, Munger University

Dr. Tauseef Mohsin
Associate Professor,
University Department of English, Munger University

Organizing Secretary

Dr. Manish Kumar
Assistant Professor & Head,
Department of English, SKR College, Barbigha
Secretary of WAAR & Director, Sheikhpura Chapter of WAAR

Coordinators

Dr. Kumar Swasti Priye
Assistant Professor of English, SKR College, Barbigha

Mr. Atanu Kumar Paul
Assistant Professor of English, JMS College, Munger

Mr. Priya Ranjan Tiwari
Assistant Professor of English, RD & DJ College, Munger

Dr. Anindya Sundar Polley
Assistant Professor of English, KKM College, Jamui

Dr. Mrityunjay Kumar
Assistant Professor of English, RS College, Tarapur

Dr. Lisha Sinha
Assistant Professor of English, KKM College, Jamui

Mr. Sunny Anand
Research Scholar, Munger University

Ms. Swati Priya
Research Scholar, Munger University

Contents

1. Message from the Hon'ble Governor of Bihar 7
2. Message from the Hon'ble Vice Chancellor, Munger University 8
3. Message from the Principal, SKR College, Barbigha 9
4. Message from the Dean, Humanities, Munger University 10
5. Message from the President of WAAR 11
6. Message from the Secretary of WAAR 12
7. About the Applied Education and Welfare Foundation® 13
8. About WAAR 14
9. Executive Committee of WAAR 15
10. International Chapters of WAAR 16
11. Chapters of WAAR in India 18
12. Membership of WAAR 27
13. About the Conference 27
14. About the Host Institution 29
15. Invited Speakers 31
16. Programme Schedule 32
17. Abstracts 50
18. Journals of WAAR: *Akshara* & *Ars Artium* 169
19. Events, Gallery, Press Release, YouTube, Facebook Pages 170

ले ज सय्यद अता हसनैन
पी.वी.एस.एम., यू.वाई.एस.एम., ए.वी.एस.एम.,
एस.एम., वी.एस.एम.** (सेवानिवृत्त)
Lt Gen Syed Ata Hasnain
PVSM, UYSM, AVSM, SM, VSM** (Retd)

सत्यमेव जयते

राज्यपाल, बिहार
GOVERNOR OF BIHAR

बिहार लोक भवन
पटना-800022
BIHAR LOK BHAVAN
PATNA-800022

Message

It gives me great pleasure to extend my greetings and felicitations to the World Association of Authors and Researchers (WAAR) and SKR College, Barbigha, on the occasion of the 2nd International Conference on *Technological Advances and English Studies: Interdisciplinary Approaches*, to be held on June 27–28, 2026.

The theme chosen for this conference is both timely and significant. We live in an era of unprecedented technological transformation, one that is reshaping not only the sciences and industries, but also the humanities — the very disciplines through which we make sense of our world, our histories, and ourselves. English Studies, with its deep roots in literary inquiry, linguistic analysis, and cultural interpretation, stands at a particularly compelling crossroads with the forces of artificial intelligence, digital media, and computational research.

I am heartened to learn that scholars, researchers, and students from across India and the world will come together on this platform to engage in rigorous and interdisciplinary dialogue. Such exchanges are vital for nurturing a generation of thinkers who are not only technologically informed but also humanistically grounded — who understand that innovation must be guided by ethics, empathy, and a commitment to the common good.

Bihar has a proud tradition of learning and intellectual excellence, and I am pleased that institutions of this state are playing host to a forum of such international stature. I commend the organisers for their vision and dedication in bringing together diverse voices from literature, linguistics, media studies, and computational sciences under one academic roof.

I convey my best wishes to all the participants, keynote speakers, and organisers for the success of this conference, and trust that the deliberations will yield insights of lasting scholarly and social value.

Jai Hind.

(Syed Ata Hasnain)

Prof. (Dr.) Sanjoy Kumar
Vice- Chancellor
Mob. : 9546391380
Munger University, Munger
Shastrinagar, R.D.& D.J. College
Campus, Munger, Bihar - 811201

MUNGER UNIVERSITY मुंगेर विश्वविद्यालय

Email : vc@mungeruniversity.ac.in
sanjoyscope.kumar@gmail.com
Resi. Address :
Flat No. 401, Basudham Apartment
Kadamkuan, Main Road, Rajendra Path,
Patna - 800003

Ref. No. Mgr.U/VC/17/2026 Date 08.06.2026



MESSAGE

It gives me immense pleasure to learn that SKR College, Barbigha, in collaboration with the World Association of Authors and Researchers (WAAR), is organizing the 2nd International Conference on "Technological Advances and English Studies: Interdisciplinary Approaches" on 27–28 June 2026.

We are living in an era of rapid technological transformation that is profoundly reshaping the ways knowledge is created, disseminated, and interpreted. In this evolving intellectual landscape, English Studies has emerged as a dynamic interdisciplinary domain, engaging productively with digital technologies, artificial intelligence, media studies, cultural inquiry, and the broader humanities. Such intersections offer new possibilities for research, innovation, and critical reflection.

The theme of this conference is both timely and significant. By bringing together scholars, researchers, and academicians from diverse disciplines and regions, it provides a valuable platform for meaningful dialogue on the evolving relationship between technology and the humanities. I am confident that the deliberations and scholarly contributions presented here will enrich contemporary academic discourse and inspire new avenues of interdisciplinary research.

I congratulate the Organising Committee, SKR College, and WAAR for their commendable initiative and extend my best wishes for the success of the conference. May this academic gathering foster intellectual exchange, scholarly excellence, and enduring collaborations in the pursuit of knowledge.

Sanjoy Kumar

Prof. (Dr.) Sanjoy Kumar
Vice-Chancellor

Sri Krishna Ramruchi College

Barbigha, **Sheikhpura (Bihar) – 811101**

(A Constituent Unit of Munger University, Munger)

Prof. (Dr.) Sanjay Kumar
Principal

Mobile: +91 99318 86904
Email: skrcollegebarbigha@gmail.com

Ref. No.: SKRC/154/26

Date: 23.06.2026



It gives me great pleasure to welcome scholars, researchers, academicians, students, and professionals from across the world to the 2nd International Conference on "Technological Advances and English Studies: Interdisciplinary Approaches," organized by SKR College, Barbigha, in collaboration with the World Association of Authors and Researchers (WAAR), Greater Toronto (Canada) Chapter and Sheikhpura (India) Chapter.

In an era marked by rapid technological advancement, the disciplines of language, literature, and culture are undergoing significant transformation. Emerging fields such as Digital Humanities, Artificial Intelligence, and Digital Pedagogy are creating new possibilities for research, teaching, and knowledge production while encouraging interdisciplinary engagement.

This conference provides a valuable platform for scholarly dialogue on these evolving intersections between technology and English Studies. The abstracts collected in this volume reflect innovative research, critical inquiry, and diverse perspectives that contribute to contemporary academic discourse.

I congratulate the organizers and contributors for their dedicated efforts in making this conference a reality. I am confident that the deliberations will foster meaningful exchange, inspire future collaborations, and enrich research in the field.

I wish the conference every success and all participants a rewarding academic experience.

Sanjay Kumar.

Prof. Sanjay Kumar
Principal

Prof. B. C. Pandey
Head, Univ. Department of English,
Cum
Dean, Faculty of Humanities,
Munger University, Munger



15 June 2026

Message

It is a matter of immense pleasure that the Department of English, SKR College, Barbigha, a Constituent Unit of Munger University, is organizing the 2nd International Conference of the World Association of Authors and Researchers (WAAR) on "Technological Advances and English Studies: Interdisciplinary Approaches." Organizing an International Conference at this scale is definitely a matter of pride, pressing us to acknowledge the sincerity and enthusiasm of the Principal and the Organizing Secretary. It will surely prove to be a new feather in the cap of an infant University.

The term and scope of the Online Conference is so relevant and so wide that it will open vistas of new research to the students, teachers and research scholars.

I wish the WAAR, SKR College, Munger University and all the participants of the conference, a very grand success.

Thanking all,

Prof. B. C. Pandey

Vijay Kumar Roy

PhD, LLB, MBA

Professor of English

Department of English & MEL
University of Allahabad
Prayagraj – 211002, UP
https://www.allduniv.ac.in
drvkroy@allduniv.ac.in

Office of the President
World Association of Authors and Researchers
G-64, Govindpuram, Ghaziabad-201013, UP
https://www.waoar.org; president@waoar.org
+91-8826632968

30 May 2026

Message

The rapid advancement of technology has influenced every field of human endeavour, reshaping how we communicate, work, learn, and live. This continuous evolution demands a balance between innovative progress and ethical responsibility to ensure these tools enhance our quality of life. This advancement compels us to introspect on our core responsibilities as a teacher that whether we use our newfound power to reshape our world of teaching, learning and research; whether we are committed to develop new skills, including research skills, and knowledge in ourselves and in our students that meet future demands; whether we are devoted to impart rigorous training to PhD students to enable them to work independently. The greatest challenge in academia is to keep balance between traditional knowledge and modern technology because digital culture has reshaped the evolving landscape of language, literature and interdisciplinary studies.

All these issues necessitate to create a space for serious discussions and deliberations that can enlighten the participants with new methods, tools, narrative forms, and pedagogical approaches essential in advancing innovative teaching, learning, and research practices in this competitive world. With this vision, the World Association of Authors and Researchers has decided to organise a conference on the topic "Technological Advances and English Studies: Interdisciplinary Approaches." I am sure the conference will prove to be a memorable one for all of us.

I am grateful to the Hon'ble Vice-Chancellor of Munger University and the Principal of SKR College for their willingness in hosting the 2nd International Conference of WAAR in collaboration with Greater Toronto Chapter and Sheikhpura Chapter on June 27-28, 2026. I extend my sincere gratitude to everyone involved, both directly and indirectly, for making this conference highly productive.

Best wishes to all!



Prof. Vijay Kumar Roy

- Founder of Progressive Students' Association (2002)
- Founder of Applied Education and Welfare Foundation® (2014)
- Founder of the World Association of Authors and Researchers (2014) (https://www.waoar.org/)
- Co-founder and Editor-in-chief of *Akshara* (2007) (https://www.aksharajournal.org/)
- Founder and Editor-in-chief of *Ars Artium* (2012) (https://www.arsartiumjournal.org/)

Dr. Manish Kumar

Assistant Professor and Head
Department of English
Sri Krishna Ramruchi College, Barbigha
(A Constituent Unit of Munger University) &
Secretary, World Association of Authors and Researchers

11 June 2026

Message

It is a matter of great pleasure to welcome you to the 2nd International Conference of the World Association of Authors and Researchers on "Technological Advances and English Studies: Interdisciplinary Approaches." On behalf of the Association and the Organising Committee, I extend my warm greetings to all scholars, researchers, educators, students, and distinguished guests participating in this global academic gathering.

We live in a time when technological innovation is reshaping the ways knowledge is created, shared, and interpreted. As English Studies increasingly engages with Artificial Intelligence, Digital Humanities, data-driven research, and digital pedagogy, new possibilities emerge alongside important questions concerning ethics, creativity, authorship, and inclusivity. This conference seeks to explore these evolving intersections through informed dialogue and interdisciplinary collaboration.

The enthusiastic participation of scholars from diverse institutions and countries reflects both the relevance of the theme and the growing need for conversations that bridge the humanities and technology. The abstracts collected in this volume embody intellectual curiosity, methodological innovation, and critical engagement with contemporary issues.

I sincerely thank our patrons, conference chair, conveners, coordinators, speakers, reviewers, and all contributors whose commitment has made this event possible. Above all, I acknowledge the participating researchers whose scholarly work forms the foundation of this conference.

I hope the deliberations over the course of the conference inspire fresh perspectives, meaningful collaborations, and new directions for research and teaching.

Wishing you a stimulating, enriching, and memorable conference experience.



Dr. Manish Kumar

Mobile:	Emails:	Websites:	Address:
+91-8979033956	secretary@waoar.org manishkumar@skrcollege.ac.in	https://waoar.org/ https://skrcollege.ac.in	SKR College, Barbigha – 811101 Sheikhpura, Bihar, India

Applied Education and Welfare Foundation® is a not-for-profit organisation, founded by Prof. Vijay Kumar Roy in 2014 for the cause of quality education, advanced research, and social welfare. It was originally conceived by him in 1997 and formed on January 30, 2002, with the name Progressive Students' Association (PSA). The organisation was renamed in 2014 as Applied Education & Welfare Foundation® (shortened as AEW Foundation and AEWF) and is registered in India.

General Objectives

1. To conduct academic study and research in literary, linguistic, scientific, artistic, psychological, social, economic, political, international relations, peace studies, value education, inter-cultural, interdisciplinary, media, medical, religious, moral, spiritual, and all other areas of study.
2. To perform charitable and welfare activities: educational, social, moral and spiritual; and to respond to the needs concerning the welfare, rights, equality, sanctity, and dignity of human life; and affirm values of truth, beauty and goodness in society.
3. To join other institutions, organizations, publishers, and individuals in partnerships and collaborations within India and abroad to meet the objectives of the Trust.
4. To form, run and promote a number of Educational, Literary, Scientific, Philosophical, and Value Education Associations, Societies and Clubs.

Vision

To create an equitable and self-reliant society by bridging educational divides where every individual has universal access to high-quality applied education, essential resources and holistic social support. To empower marginalized communities to achieve their highest potential and contribute meaningfully to the nation and the world at large.

Mission

- To cultivate a global culture of mutual respect and trust to drive the collective well-being of humanity.
- To be a leading centre for global voices in academic research.
- To empower underprivileged and rural communities by providing practical, skill-oriented educational programmes and essential social welfare services.
- To bridge the educational divide and foster holistic growth through sustainable empowerment and community development.
- To transform traditional education into applied and practical learning experience.
- To equip students and youth with critical thinking and life building opportunities, preparing them to seamlessly adapt and thrive in a dynamic, competitive world.



The World Association of Authors and Researchers (WAAR) is a wing of Applied Education and Welfare Foundation®. Founded in 2014 by Prof. Vijay Kumar Roy and envisioned by him in 1997, the Association is dedicated to promoting quality education, advanced research, and social welfare. It actively fosters scholarly knowledge and creativity, primarily through its flagship academic journals, *Akshara* and *Ars Artium*, and various other scholarly initiatives.

The Association also helps members publish written, edited, and translated books across the humanities, sciences, and social sciences. It supports them in organising conferences, seminars, webinars, faculty development programmes, workshops, and invited lectures. Currently, WAAR operates multiple chapters across India and abroad to drive its academic and social initiatives. For more information about WAAR, please log in to **www.waoar.org**.

Vision

The World Association of Authors and Researchers will strengthen exchange of scientific and scholarly knowledge for academic, social and cultural welfare and will work for establishing global peace and harmony.

Mission

The World Association of Authors and Researchers will strive to promote research and creativity and reflect them to the world readers to create a community of intellectuals for global cooperation and goodwill.

Executive Committee of WAAR



President
Prof. Vijay Kumar Roy
University of Allahabad



Secretary
Dr. Manish Kumar
Munger University



Joint Secretary
Dr. Pradeep Kumar
University of Allahabad



Treasurer
Dr. Yugeshwar Sah
L. N. Mithila University

International Chapters

CANADA

Greater Toronto Chapter



Director
Prof. Prabha Jerrybandan
Professor of English and ESL,
Centennial College, Scarborough,
Ontario, Toronto, Canada
Email: Email: prabhajerrybandan@gmail.com

ETHIOPIA

Bahir Dar Chapter



Director
Dr. Dawit Dibekulu Alem
Assistant Professor,
Department of English,
Bahir Dar University, Ethiopia
Email: dawitdibekulu7@gmail.com

IRAN

Tehran Chapter



Director
Dr. Kamran Janfeshan
Associate Professor,
English Language Department,
Kermanshah Branch,
Islamic Azad University, Kermanshah, Iran
Email: dr.kjanfeshan@iau.ac.ir

NEPAL

Janakpur Chapter



Director
Dr. Ram Sebak Thakur
Assistant Professor,
Department of English,
Tribhuvan University,
Ramswarup Ramsagar Multiple Campus,
Janakpur – 12, Madhesh Province, Nepal
Email: thakurrs033@gmail.com

NIGERIA

Benin City Chapter



Director
Dr. Clement Eloghosa Odia
Senior Lecturer,
Department of English and Literature,
Faculty of Arts, University of Benin,
Benin City, Ugbowo Campus, Nigeria
Email: clement.odia20@gmail.com

SENEGAL

Senegal Chapter



Director
Dr. Alassane Abdoulaye Dia
Assistant Professor & Chair,
Department of English,
Université Numérique Cheikh Hamidou Kane,
Dakar Senegal, Sénégal
Email: alassaneabdoulaye.dia@unchk.edu.sn

Chapters in India

Andhra Pradesh

Guntur Chapter



Director
Dr. Madhu Sudhan Rao Munagala
Associate Professor,
Department of English,
KL Deemed to be University,
Vaddeswaram, Guntur-522502, Andhra Pradesh
Email: dr.madhumunagala@gmail.com

Visakhapatnam Chapter



Director
Dr. MD. Sabirunnisa Gouse
Assistant Professor,
Department of English,
Anil Neerukonda Institute of Technology & Sciences,
Sanghivalasa (V), Bheemunipatnam,
Visakhapatnam-531162, Andhra Pradesh
Email: sabirunnisa.english@anits.edu.in

Bihar

Aurangabad Chapter



Director
Dr. Santosh Suman
Assistant Professor,
Department of English,
Sachchidanand Sinha College,
Aurangabad – 824102, Bihar
Email: sssantoshsuman3@gmail.com

Darbhanga Chapter



Director
Dr. Yugeshwar Sah
Assistant Professor,
Department of English,
C. M. Science College,
Darbhanga-846001, Bihar
Email: kumaryug2017@gmail.com



Joint Director
Dr. Krishna Nand Mishra
Assistant Professor,
Department of English,
P.R.P.S. College, Baigani,
Darbhanga-847201, Bihar
Email: krishnabhu321@gmail.com



Joint Director
Dr. Richa Kumari
Assistant Professor of English,
C. M. Science College,
Darbhanga- 846001, Bihar
Email: richa.pandey210@gmail.com

Forbesganj Chapter



Director
Dr. Lalan Kumar
Assistant Professor,
Department of English,
Forbesganj College,
Forbesganj-854318, Bihar
Email: kumarlalan2k9@gmail.com

Gaya Chapter



Director
Dr. Sanjay Kumar
Assistant Professor,
PG Department of English,
Magadh University,
Bodh Gaya-824234, Bihar
Email: skpmubg@gmail.com

Gopalganj Chapter



Director
Dr. Manoj Kumar
Assistant Professor,
Department of English,
Gopeshwar College, Hathwa,
Gopalganj-841436, Bihar
Email: manojliterature@gmail.com

Jamui Chapter



Director
Dr. Anindya Sundar Polley
Assistant Professor,
Department of English,
Kumar Kalika Memorial College,
Jamui-811307, Bihar
Email: anindyapolley@gmail.com

Madhepura Chapter



Director
Dr. Binay Kumar Vishwakarma
Assistant Professor,
University P. G. Department of English,
North Campus, B. N. Mandal University,
Madhepura-852128, Bihar
Email: drbkv1978@gmail.com



Joint Director
Dr. Mintu Kumar Menan
Assistant Professor,
Department of English,
T. P. College, Madhepura,
Madhepura-852113, Bihar
Email: mintukumarmenan7@gmail.com

Madhubani Chapter



Director
Dr. Kumar Baibhav
Assistant Professor,
Department of English,
B. M. College, Rahika
Madhubani-847238, Bihar
Email: k.baibhav24@gmail.com

Joint Director
Dr. Chhotu Paswan
Assistant Professor,
Department of English,
Vishweshwar Singh Janta College,
Rajnagar, Madhubani-847235, Bihar
Email: vsjc.eng25@gmail.com



Joint Director
Dr. Ram Munnee Paswan
Assistant Professor,
Department of English,
M. L. S. College, Sarisab-Pahi,
Madhubani-847424, Bihar
Email: maniram1590@gmail.com



Munger Chapter

Director
Dr. Mrityunjay Kumar
Assistant Professor,
Department of English,
R. S. College, Tarapur, Munger-813221, Bihar
Email: mrityunjaycalling@gmail.com



Muzaffarpur Chapter

Director
Dr. Upendra Gami
Assistant Professor,
Department of English,
Rameshwar College,
Muzaffarpur-842001, Bihar
Email: upendra.gami@brabu.ac.in



Joint Director
Dr. Soumya Sarkar
Assistant Professor,
Department of English,
L. S. College, Muzaffarpur-842001, Bihar
Email: sarkar@brabu.ac.in



Joint Director
Dr. Tarun Kumar Yadav
Assistant Professor,
Department of English,
SRPS College, Jaintpur,
Muzaffarpur- 843123, Bihar
Email: drtarunkumaryadav3@gmail.com



Saharsa Chapter

Director
Dr. Rabindra Kumar Sahu
Assistant Professor,
Department of English,
S. N. S. R. K. S. College,
Saharsa-852202, Bihar
Email: rabindrakumarsahu050@gmail.com



Samastipur Chapter

Director
Dr. Laxman Yadav
Assistant Professor,
Department of English,
G. M. R. D. College, Mohanpur,
Samastipur – 848506, Bihar
Email: laxman.psgc12@gmail.com



Sheikhpura Chapter

Director
Dr. Manish Kumar
Assistant Professor,
Department of English,
S. K. R. College, Barbigha,
Sheikhpura – 811101, Bihar
Email: man1982ish@gmail.com



Chandigarh (UT)

Chandigarh Chapter

Director
Dr. Sumati
Associate Professor,
Department of English,
PG Govt. College for Girls,
Sector 11, Chandigarh-160011
Email: sumati05@gmail.com



Madhya Pradesh

Jabalpur Chapter



Director
Dr. Vimal Kumar Vishwakarma
Assistant Professor of English,
Dharmashastra National Law University,
BRBRAITT Campus, South Civil Lines,
Ridge Road, Jabalpur-482001, MP
Email: vimalciefl@gmail.com



Joint Director
Dr. Ruchira Chaturvedi
Assistant Professor,
Dharmashastra National Law University,
BRBRAITT Campus, South Civil Lines,
Ridge Road, Jabalpur- 482001, MP
Email: ruchira@mpdnlu.ac.in

Rewa Chapter



Director
Dr. Shivnath Kumar Sharma
Assistant Professor,
Department of English,
Govt. Model Science College,
Rewa- 486001, MP
Email: shivnathyorku@gmail.com

Puducherry (UT)

Mahe Chapter



Director
Dr. Arijit Ghosh
Assistant Professor,
Department of English,
Mahatma Gandhi Government Arts College,
Mount Vera, Chalakkara, New Mahe – 673311, Puducherry
Email: arijit2net@gmail.com

Telangana

Medchal-Malkajgiri (Hyderabad) Chapter



Director
Prof. Vemula Murali
Professor of English & Head,
Department of Humanities & Sciences,
St. Peter's Engineering College,
Secunderabad- 500100, Telangana
Email: drmuraliku@gmail.com

Uttar Pradesh

Agra Chapter



Director
Dr. Abdul Majeed
Assistant Professor,
Department of English,
R.B.S. College, Agra-282002, UP
Email: khanabdulmajeed5@gmail.com

Firozabad Chapter



Director
Dr. Sarita Rani
Assistant Professor,
Department of English,
Dau Dayal Mahila P. G. College,
Firozabad-283203, UP
Email: saritagzb26@gmail.com

Ghaziabad Chapter



Director
Dr. Arvind Kumar Sharma
Assistant Professor,
Department of Applied Sciences & Humanities,
Ajay Kumar Garg Engineering College,
Ghaziabad- 201015, UP
Email: arvind.8872@gmail.com

Greater Noida Chapter



Director
Dr. Krishna Kumar
Assistant Professor,
Department of Languages,
Noida Institute of Engineering and Technology,
Greater Noida-201310, UP
Email: krishna.mgcu@gmail.com



Joint Director
Dr. Sonika Kumari
Assistant Professor,
Department of Languages,
Noida Institute of Engineering & Technology,
Greater Noida-201310, UP
Email: sharmasonicaa26@gmail.com

Kanpur Chapter



Director
Dr. Mohd Shamim
Professor, Department of English,
Halim Muslim PG College,
Kanpur- 208001, UP
Email: shamimmohd2009@gmail.com

Lucknow Chapter



Director
Dr. Akhilesh Kumar Sharma
Assistant Professor of English,
Department of Humanities & Social Sciences,
Shri Ramswaroop Memorial University,
Deva Road, Lucknow-225003, UP
Email: akhileshsharmakone1985@gmail.com

Prayagraj Chapter



Director
Dr. Ram Prakash Gupt
Assistant Professor of English
CMP College, George Town,
Prayagraj-211002, UP
Email: ramprakashgupt@gmail.com

Joint Director
Dr. Ashish Kumar Gupta
Assistant Professor of English,
ADC College, Kydganj,
Prayagraj- 211003, UP
Email: keyts2020@gmail.com



Joint Director
Dr. Janardan
Assistant Professor,
Department of Hindi and Modern Indian Languages,
University of Allahabad,
Prayagraj- 211002, UP
Email: janardan@allduniv.ac.in



Joint Director (Technical)
Dr. Sudhanshu Kumar Jha
Assistant Professor of Computer Science & Engineering,
Department of Electronics and Communication,
Faculty of Science, University of Allahabad,
Prayagraj – 211002, UP
Email: skjha@allduniv.ac.in



West Bengal

Bankura Chapter

Director
Dr. Nikhilesh Dhar
Assistant Professor,
Department of English,
Onda Thana Mahavidyalaya,
PO: Murakata, District: Bankura -722144, West Bengal
Email: dharnikhilesh2012@gmail.com



Cooch Behar Chapter

Director
Dr. Pinak Sankar Bhattacharya
Assistant Professor,
Department of English,
Baneswar Sarathibala Mahavidyalaya,
Baneswar, Cooch Behar-736133, West Bengal
Email: pinaksankar@gmail.com



Membership of WAAR

All teachers, writers, poets, editors, critics, translators, reviewers, research scholars and students of all nationalities interested in disseminating creative, critical, scholarly and scientific knowledge through their writing, research and innovation with professional integrity are welcome to become Life Members of the World Association of Authors and Researchers. For information about membership, please visit the membership page: https://www.waoar.org/become-a-member/, and for details regarding the membership fee, please visit https://www.waoar.org/become-a-member/membership-fee/.

About the Conference

The rapid proliferation of digital technologies has ushered in a paradigm shift in the ways knowledge is produced, circulated, and interpreted across disciplines. English Studies, traditionally anchored in literary criticism, linguistics, and cultural analysis, now finds itself in a dynamic and transformative dialogue with computational systems, artificial intelligence, and digital media environments. This evolving interface has not only expanded the methodological horizons of the discipline but has also raised fundamental questions about textuality, authorship, interpretation, and pedagogy.

The emergence of Digital Humanities, corpus linguistics, computational stylistics, and multimodal discourse analysis exemplifies the increasing convergence of the humanities with technological sciences. These interdisciplinary engagements enable scholars to move beyond conventional modes of close reading towards data-driven and algorithmically assisted forms of analysis, while still retaining critical sensitivity to context, ideology, and aesthetics. At the same time, the rise of generative AI and machine learning compels a re-examination of creative agency, originality, and intellectual property within literary and linguistic production.

Technological advances have also reconfigured pedagogical practices in English Studies. Virtual learning environments, AI-assisted writing tools, and digital collaboration platforms are reshaping classroom dynamics, assessment strategies, and learner engagement. However, these developments are accompanied by critical concerns related to digital accessibility, ethical use of technology, and the persistence of global inequities in technological access.

This conference seeks to explore these multifaceted intersections by fostering interdisciplinary dialogue among scholars from literature, linguistics, media studies, cultural studies, computational fields, and other allied disciplines. It aims to critically examine how technological innovations can be meaningfully integrated into English Studies while preserving its humanistic core. By foregrounding both innovation and critical inquiry, the conference aspires to chart new directions that are intellectually rigorous, ethically grounded, and globally relevant.

Objectives

- To examine the transformative impact of technological advancements on the theories and practices of English Studies.
- To foster interdisciplinary collaboration between scholars of literature, linguistics, media studies, and computational sciences.
- To explore innovative research methodologies enabled by digital tools and data-driven analysis.
- To critically assess issues of authorship, originality, and ethics in the age of artificial intelligence.
- To evaluate the role of technology in reshaping pedagogy, curriculum design, and assessment practices.
- To address concerns related to digital accessibility, inclusivity, and global inequities.
- To identify emerging trends and future directions in English Studies within technologically evolving landscapes.

Suggested Conference Tracks & Sub-themes

Track 1. Digital Humanities, Data Analytics, and Computational Methods

- Distant Reading, Text Mining, and Cultural Analytics
- Stylometry, Authorship Attribution, and Algorithmic Criticism
- Corpus Linguistics and NLP in Literary and Cultural Studies
- Network Theory, Narrative Mapping, and Data Visualization
- Digital Scholarly Editing and Critical Textuality
- Big Data and Cultural Analytics in Humanities Research
- Digital Tools for Interdisciplinary Research Methodologies

Track 2. Artificial Intelligence, Creativity, and Posthuman Thought

- Generative AI and Literary Production
- Human–AI Co-authorship and Machine Creativity
- Posthumanism, Technoculture, and Cyborg Subjectivity
- Algorithmic Agency, Consciousness, and Theories of Mind
- Intellectual Property and Ethics of AI-Generated Texts
- AI and the Transformation of Aesthetics and Interpretation
- Philosophical Implications of Machine Learning in Humanities

Track 3. Media, Digital Cultures, and Emerging Narrative Forms

- Hypertext, Interactive Fiction, and Electronic Literature
- Transmedia Storytelling and Convergence Culture
- Social Media Discourse and Networked Publics
- Platform Studies, Attention Economies, and Digital Rhetoric
- Gaming, VR/AR, and Immersive Narrative Environments
- Digital Poetics and Multimodal Storytelling
- Online Communities and Participatory Culture

Track 4. Technology, Pedagogy, and Knowledge Practices

- AI-Assisted Writing, Assessment, and Research
- Adaptive Learning Systems and Educational Analytics
- Virtual Classrooms and Immersive Learning Environments
- Digital Literacy, Critical AI Literacy, and Pedagogical Ethics
- Scholarly Publishing and Digital Knowledge Production
- Teaching Literature in Technology-Mediated Classrooms
- Blended Learning and Curriculum Innovation in English Studies

Track 5. Ethics, Governance, Archives, and Global Digital Futures

- Plagiarism in the Age of AI: Efficacy, Limitations, and Biases
- Surveillance, Data Ethics, and Digital Citizenship
- Digital Divide in Teaching and Learning English Language and Literature
- Global South Perspectives and Decolonizing Digital Humanities
- Linguistic Diversity in AI and Cross-Cultural Communication
- Digital Archiving, Cultural Preservation, and Memory Studies
- Metadata, Knowledge Systems, and Ethics of Digital Permanence
- Technical Communication, Cybersecurity, and Digital Professional Identity

Track 6. Literary Studies in the Digital Age

- Literature in the age of social media
- Blended Approaches to Teaching Classical and Modern Literature
- Integrating Close Reading with Digital Annotation Platforms
- Teaching Poetry, Drama, and Fiction in Technology-Mediated Classrooms
- Preserving Humanistic Inquiry in an AI-Supported Learning Environment
- Digital Resources and Archives for Teaching Traditional Literature
- Comparative Pedagogy: Print Culture vs Digital Culture
- Challenges and Opportunities in Teaching Canonical Texts to Digital Natives

About the Host Institution



Shri Krishna Ramruchi College was established in 1955 as a memorial to the great freedom fighter and architect of the new Bihar in independent India, Bihar Kesari Dr. Shri Krishna Singh. The college was founded by the renowned freedom fighter and enthusiast educationist Shri Krishna Mohan Pyare Singh, also known as 'Lala Babu',

and was named after Dr. Shri Krishna Singh and his wife, Shrimati Ramruchi Devi. The college was inaugurated at a ceremony held at the local high school in Barbigha, presided over by the renowned literary figure Dr. Hazari Prasad Dwivedi. Nine out of the eleven ministers of the then Bihar cabinet attended the inauguration ceremony.

Since its inception, this college has been among the leading colleges of the university due to its academic and administrative excellence. The college was registered under sections 2(f) and 12(B) by the UGC (University Grants Commission). On April 2, 1975, the college became a constituent unit of Bhagalpur University, while on March 18, 2018, it became a part of Munger University.



Munger University, located in Munger, Bihar, is a state university established in 2018 to cater to the higher educational needs of the region. It was created by bifurcating Tilka Manjhi Bhagalpur University and serves several constituent and affiliated colleges across Munger and neighboring districts. The university offers undergraduate, postgraduate, and research programmes in diverse disciplines, including Arts, Science, Commerce, and Social Sciences. Committed to academic excellence, innovation, and holistic development, Munger University aims to provide quality education, promote research activities, and contribute to the intellectual and socio-economic advancement of society.

Invited Speakers



Prof. Robert Stroud
Hosei University, Tokyo, Japan



Prof. Hassan Abuhassna
Universitas Negeri Malang, Indonesia



Prof. Shirin Shafiei Ebrahimi
United States University, USA



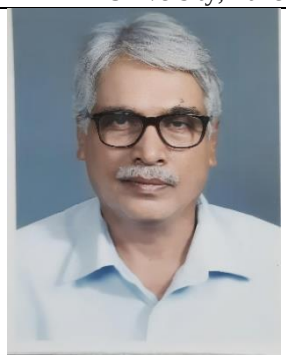
Dr. Maya Dodd
FLAME University, Pune



Dr. Kshema Jose
EFL University, Hyderabad



Dr. Abirlal Mukherjee
Chair, UDEI, New Delhi



Prof. U. K. Mishra
TMBU Bhagalpur, Bihar



Dr. Garima Dalal
Jawaharlal Nehru University, Delhi



Prof. Nirmala Menon
IIT Indore



Prof. Prabha Jerrybandan
Centennial College, Toronto, Canada

PROGRAMME SCHEDULE

(Indian Standard Time)

Plenary Sessions

Inaugural Session **Day 1, 27 June 2026 (Saturday) Time: 09:30 a.m. – 11:30 a.m.** **Moderator: Dr. Lisha Sinha**, Assistant Professor of English, KKM College, Jamui (Munger University)		
Time (IST)	**Event**	**Speakers**
09:30 a.m. – 09:40 a.m.	The Invocation, followed by University Anthem	
09:40 a.m. – 09:50 a.m.	Welcome address	**Prof. Bhavesh Chandra Pandey** Convenor, Professor & Head, University Department of English, and Dean, Humanities, Munger University
09:50 a.m. – 10:00 a.m.	Introduction to the World Association of Authors and Researchers (WAAR)	**Prof. Vijay Kumar Roy** President, World Association of Authors and Researchers & Professor of English, University of Allahabad
10:00 a.m. – 10:15 a.m.	Inaugural address by the Guest of Honour	**Prof. Sanjay Kumar** Principal, SKR College, Barbigha (Munger University)
10:15 a.m. – 10:30 a.m.	Inaugural address by the Chief Guest	**Prof. Sanjoy Kumar** Vice Chancellor, Munger University
10:30 a.m. – 11:15 a.m.	Keynote address	**Dr. Kshema Jose** The English and Foreign Languages University, Hyderabad
11:15 a.m. – 11:30 a.m.	Vote of thanks	**Dr. Manish Kumar** Organising Secretary, Assistant Professor, Department of English, SKR College Barbigha, Sheikhpura (Munger University)
BREAK: 11:30 a.m. – 12:00 noon		

Day 1, PLENARY SESSION 1
27 June 2026 (Saturday) Time: 12:00 noon – 02:00 p.m.
Chairperson: Prof. Hassan Abuhassan, UCSI University, Kuala Lumpur, Malaysia
Moderator: Dr. Lisha Sinha, Assistant Professor of English, KKM College, Jamui, Bihar

Time (IST)	Names of Speakers	Topics
12:00 noon – 12:40 p.m.	**Prof. Robert Stroud** Hosei University, Tokyo, Japan	The Wake Behind Us, the Deep Ahead: Charting AI's Expanding Role in English Studies
12: 40 p.m. – 01:20 p.m.	**Prof. Shirin Shafiei Ebrahimi** United States University, USA	Mastering English on the Go: The Ultimate Guide to Mobile Apps for Language Instruction
01:20 p.m. – 02:00 p.m.	**Prof. Hassan Abuhassan** UCSI University, Kuala Lumpur, Malaysia	AI-Enhanced English Studies Education: Rethinking Writing, Assessment, Academic Integrity, and Human-Centred Pedagogy
BREAK: 02:00 p.m. – 02:30 p.m.		

Day 1, PARALLEL SESSIONS 1 to 7
27 June 2026 (Saturday) Time: 02:30 p.m. – 05:00 p.m.

Day 2, PLENARY SESSION 2
28 June 2026 (Sunday) Time: 10:00 a.m.– 12:00 noon
Chairperson: Prof. Maya Dodd, Associate Professor, FLAME University, Pune
Moderator: Dr. Saikat Banerjee, Assistant Professor, Jamalpur College, Jamalpur, Munger

Time (IST)	Names of Speakers	Topics
10:00 a.m. – 11:00 a.m.	**Dr. Abirlal Mukherjee** UDEI, New Delhi	Our Classes Are Online: Digital Andragogy, New Media, and the Future of Access, Equity, and Education
11:00 a.m. – 12:00 noon	**Dr. Maya Dodd** FLAME University, Pune	Digital Archives for All
BREAK: 12:00 noon – 12:30 p.m.		

Day 2, PARALLEL SESSIONS 8 to 14
28 June 2026 (Sunday) Time: 12:30 p.m. – 02:30 p.m.

BREAK: 02:30 p.m. – 03:00 p.m.

Day 2, PLENARY SESSION 3
28 June 2026 (Sunday) Time: 03:00 p.m. – 05:00 p.m.
Chairperson: Prof. Uday Kumar Mishra, Professor (Retired), TM Bhagalpur University
Moderator: Mr. Priya Ranjan Tiwari, Assistant Professor, University Department of English, Munger University, Bihar

Time (IST)	Names of Speakers	Topics
03:00 p.m. – 03:40 p.m.	**Dr. Garima Dalal** Jawaharlal Nehru University, Delhi	Beyond Copy-Paste: A Taxonomy of Thinking as an Antidote to Plagiarism
03:40 p.m. – 04:20 p.m.	**Prof. Nirmala Menon** IIT Indore	Digital Knowledge Infrastructures and Digital Humanities Projects: Intersections and Challenges
04:20 p.m.– 05:00 p.m.	**Prof. Uday Kumar Mishra** TM Bhagalpur University	Changing Ethical Dimensions in Literary Writing and the Emerging Challenges of AI and Digitalization
BREAK: 05:00 p.m. – 05:30 p.m.		

Day 2, Valedictory Session
28 June 2026 (Sunday) Time: 05:30 p.m. – 06:30 p.m.
Moderator: Dr. Anindya Sundar Polley, Assistant Professor, K.K.M. College, Jamui, Bihar

Time (IST)	Names of Speakers	Event
05:30 p.m. – 06:15 p.m.	**Prof. Prabha Jerrybandan** Director, Greater Toronto Chapter of WAAR; Centennial College, Toronto, Canada	Valedictory Address
06:15 p.m. 06:30 p.m.	**Dr. Manish Kumar** Secretary of WAAR, & Organizing Secretary of the Conference; Assistant Professor and Head, Department of English, SKR College, Barbigha, Sheikhpura (Munger University)	Vote of Thanks

Parallel Sessions

Parallel Session 1
Day 1, 27 June 2026 (Saturday) Time: 02:30 p.m. – 05:00 p.m.
Session Chair: Dr. Monalisa Mishra, Associate Professor, Regional College of Management, Bhubaneswar, Odisha
Moderator: Kshitij Pandey, PhD Research Scholar, University of Allahabad, Prayagraj, UP

Track 1. Digital Humanities, Data Analytics, and Computational Methods

S. No.	Name	Designation	Affiliation	Topic
1	Prof. Nirmal Sharma	Professor	Meerut Institute of Engineering and Technology, Meerut, UP	Green Consciousness and Human-Nature Conflict in Amitav Ghosh's *The Hungry Tide*: An Interdisciplinary AI Approach
2	Dr. Bhagwati Prasad Pande	Assistant Professor	Soban Singh Jeena University, LSM Campus, Pithoragarh, Uttarakhand	Reading Between the Data: Transformer NLP and Corpus Linguistics for Literary Analysis
3	Dr. Balkrishna Prasad	Assistant Professor	B.R.M. College, Munger, Bihar	Literature in the Age of Social media
4	Sunny Anand	PhD Research Scholar	Munger University, Munger, Bihar	Rethinking Authorship Attribution: Saussure, Foucault and the Crisis of the Author
5	Dr. Chhotu Paswan	Assistant Professor	Rajkiye Degree Mahavidyalay, Khajauli, Madhubani, Bihar	Global South Interventions in Digital Humanities: Towards a De-colonial Digital Future
6	Dr. Sunil Kumar	Assistant Professor	G.B. College, Naugachia, Bhagalpur, Bihar	Reading, Writing and Scrolling: Literature's New Digital Ecosystem
7	Dr. Usha	Assistant Professor	Maharani Maheshwar Lata Sanskrit Vidyapeeth, Lohana, Madhubani, Bihar	Text Mining and Computational Analysis in Literature
8	Dr. Asif Abrar	Assistant Professor	J.R.S. College Jamalpur, Bihar	Archiving the Collective "We": Digital Humanities and the Reading of Baby Kamble's *The Prisons We Broke*

Parallel Session 2
Day 1, 27 June 2026 (Saturday) Time: 02:30 p.m. – 05:00 p.m.
Session Chair: Dr. Poonam Nigam Sahay, Associate Professor (Retd.), Ranchi University, Jharkhand
Moderator: Tanu Astha, PhD Research Scholar, Central University of South Bihar, Gaya, Bihar

Track 1. Digital Humanities, Data Analytics, and Computational Methods

S. No.	Name	Designation	Affiliation	Topic
9	Dr. Mrityunjay Kumar	Assistant Professor	R. S. College, Tarapur, Munger, Bihar	The Integration of Artificial Intelligence into Literary Creativity: Avenues for Collaborative Authorship
10	Dr. Shambhunath Suman	Assistant Professor	K.S.M. College, Aurangabad, Bihar	Sylvia Plath in the Tech-Mediated Classroom: New Perspectives on Teaching Poetry and Fiction.
11	Arpana Sinha	Assistant Professor	R.M.W. College, Nawada, Bihar	Raja Rao and the Global South: Decolonizing Digital Humanities through His Major Works
12	Deepa Arya	PhD Research Scholar	Govt. PG College Bazpur, Udham Singh Nagar, Uttarakhand	Generative AI and the Postcolonial Question: Posthuman Authorship in the Age of Machine Creativity
13	Gurbindar Kumar	PhD Research Scholar	Dayanand Girls' (PG) College, Kanpur, UP	Beyond the Human: Posthuman Landscapes and Nonhuman Agency in Vandana Singh's Climate Fiction
14	Harshit Kumar Upadhyay Epshita Dey	PG Student	University of Allahabad, Prayagraj, UP	From Mechanical Reproduction to Algorithmic Desire: Posthuman Love in 'The Invention of Morel' and 'Her'
15	Dr. Piyush Kumar	Assistant Professor	Amity University, Lucknow Campus, UP	Posthuman Identity: Creation of Consciousness through Algorithmic Agency
16	Huma Datt	PhD Research Scholar	IGNOU, New Delhi	Born of No Woman: AI Creation and the Politics of Postpartum Erasure
17	Anchal Singh	Independent Researcher	NA	Reading the Machine: Close Reading as Resistance in the Age of AI-Generated Literature

Parallel Session 3

Day 1, 27 June 2026 (Saturday) Time: 02:30 p.m. – 05:00 p.m.

Session Chair: Dr. Latha S., Associate Professor, Mount Carmel College, (Autonomous) Bengaluru, Karnataka

Moderator: Eram Ansari, PhD Research Scholar, Aligarh Muslim University, Aligarh, UP

Track 2. Artificial Intelligence, Creativity, and Posthuman Thought

S. No.	Name	Designation	Affiliation	Topic
18	Priya Ranjan Tiwari	Assistant Professor	Munger University, Muger, Bihar	English Studies in the Age of Artificial Intelligence: Transforming Research, Pedagogy, and Literary Scholarship
19	Shubham Patwari	PhD Research Scholar	Centurion University of Technology and Management, Odisha	From Code to Cognition: The Synergy of AI and Neuro-Linguistic Programming in Elevating Hinterland
20	Tridandi Swami	PG Student	Guru Ghasidas Vishwavidyalaya, Chhattisgarh	Generative AI and the Crisis of Human Subjectivity
21	Abdul Majeed	Assistant Professor	Raja Balwant Singh College, Agra, UP	Artificial Intelligence and Poetry: A Comparative Study of Selected Urdu Poems in Translation
22	Amisha Patro Dr. Prajna Pani	PhD Research Scholar Professor	Centurion University of Technology and Management, Odisha	Communication in the Era of Agentic AI
23	Jyoti kumari	PhD Research Scholar	Munger University, Munger, Bihar	Artificial Intelligence and the Future of Human Creativity
24	Ankita Kumari	PhD Research Scholar	Lalit Narayan Mithila University, Darbhanga, Bihar	Rethinking Authorship and Creative Expression in the Age of Artificial Intelligence
25	Camellia Dasgupta	UG Student	Hooghly Women's College, Hooghly, West Bengal	The Pen and the Algorithm: Rethinking Authorship in the Age of AI

Parallel Session 4
Day 1, 27 June 2026 (Saturday) Time: 02:30 p.m. – 05:00 p.m.
Session Chair: Dr. Bharati Chandrayan, Associate Professor, SRM-IST Delhi-NCR Campus, Modinagar, Ghaziabad, UP
Moderator: Monalisa, PhD Research Scholar, GLA University, Mathura, UP

Track 3. Media, Digital Cultures, and Emerging Narrative Forms

S. No.	Name	Designation	Affiliation	Topic
26	Vaibhav Shukla	PG Student	University of Allahabad, Prayagraj, UP	Exploring Subaltern Expression in Postcolonial Context: Voice, Identity and Struggles for Agency
27	Dr. Arati Sinha	Professor	TM Bhagalpur University, Bhagalpur, Bihar	Digital Literature and The Emergence of The New Indian Author
28	Swatipriya	PhD Research Scholar	Munger University, Munger, Bihar	Podcast and the Rise of Digital Media in Contemporary Culture
29	Lavanaya Singh	PG Student	University of Delhi, Delhi	Performing Resistance Online: Digital Counterpublics and Participatory Culture in Performance Poetry
30	Shweta Kumari	PhD Research Scholar	Jawaharlal Nehru University, New Delhi	From Page to Platform: Attention Economy and the Transformation of Narrative in Digital Culture
31	Urvi Yadav	PG Student	University of Allahabad, Prayagraj, UP	A Study of Asian Multimodal Narratives and Ghosh's *The Great Derangement*
32	Alka Lakhera	PhD Research Scholar	Jamia Millia Islamia, New Delhi	The Hyperreal Colony: Algorithm and Necropolitics in South Asian Dystopia
33	Tiya Ganguli	PG Student	University of Allahabad, Prayagraj, UP	An Archetypal Study of Selected Bengali and Japanese Folktales and Their Reimagining in Contemporary Media

Parallel Session 5

Day 1, 27 June 2026 (Saturday) Time: 02:30 p.m. – 05:00 p.m.

Session Chair: Dr. Arpana Jha, Assistant Professor, Central University of South Bihar, Gaya, Bihar

Moderator: Nivedita Chauhan, PhD Research Scholar, University of Allahabad, Prayagraj, UP

Track 3. Media, Digital Cultures, and Emerging Narrative Forms

S. No.	Name	Designation	Affiliation	Topic
34	Sunny Kumari	PhD Research Scholar	SRM Institute of Science and Technology, Delhi NCR Campus, Modinagar, Ghaziabad, UP	Reading Stories Through Choices: Interactive Fiction in the Digital Age
35	Dr. Anindya Sundar Polley	Assistant Professor	K.K.M. College, Jamui, Bihar	Digital Culture and Fragmented Narratives in House of Leaves, The Raw Shark Texts, and Cloud Atlas
36	Piyush Narnoli	PhD Research Scholar	University of Delhi, Delhi	Haunted by Notifications: Spectrality in Digital Narrative Environments
37	Saurav Suman	PhD Research Scholar	University of Delhi, Delhi	Virtual Darśana and Digital Pilgrimage: Technology, Sacred Experience, and the Reconfiguration of Hindu Ritual Culture
38	Himadri Arya	Assistant Professor	H.S.B. Govt. P.G. College, Someshwar, Almora, Uttarakhand	Memes, Popular Culture, and Literary Interpretation
39	Pritilogna S. Mahakud	PhD Research Scholar	Fakir Mohan University, Balasore, Odisha	Courtroom Narratives and Convergence Culture in India
40	Dr. Upama Behera	Assistant Professor	S.C.S. Autonomous College, Puri, Odisha	Language Variation and Digital Interaction: A Sociolinguistic Study of WhatsApp and Social Media Communication

Parallel Session 6

Day 1, 27 June 2026 (Saturday) Time: 02:30 p.m. – 05:00 p.m.

Session Chair: Prof. S. Somasundari Latha, Professor, Takshashila University, Tindivanam, Tamil Nadu

Moderator: Dr. Wajiha Fatima, Assistant Professor, Munger University, Munger, Bihar

Track 3. Media, Digital Cultures, and Emerging Narrative Forms

S. No.	Name	Designation	Affiliation	Topic
41	Sneha Rathore	PG Student	KKM College, Jamui, Bihar	Preservation of Human Emotions in Digital Culture and Future of AI through literature and how?
42	Shruti Rupam	PhD Research Scholar	Jai Prakash University, Chapra. Bihar	Objectification and the Representation of Women in Bhojpuri Social Media
43	Ishwar Kumar Paswan	Assistant Professor	D.S.M. College, Jhajha, Munger, Bihar	Literature in the Age of Social Media: Transformation, Democratization and Digital Literary Ecosystems.
44	Dr. Kumar Baibhav	Assistant Professor	B.M. College, Madhubani, Bihar	Digital Poetics and Multimodal Storytelling: Reimagining Narrative Expression in the Digital Age
45	Aparna Karthik	Assistant Professor	St. Joseph's College (Autonomous), Devagiri, Calicut, Kerala	Streaming Ecologies: OTT Platforms and the Digital Reception of Eco-Conscious Malayalam Cinema
46	Rania Abdul Gafoor E.K.	Assistant Professor	St. Joseph's College, Devagiri (Autonomous), Medical College, Calicut, Kerala	The Importance of Being Visible: Spectral Earnestness, Bunburying, and Algorithmic Selfhood in Platform Culture
47	Dr. Bhavesh Chandra Pandey	Professor	Munger University, Munger, Bihar	Technology, Literature and Bibliotherapy with Reference to Shakespeare's Tragedies
48	Dr. Krishna Kumar	Assistant Professor	Noida Institute of Engineering and Technology, Greater Noida, UP	Revisiting Language Pedagogy: An Insight into Print versus Digital Contexts

Parallel Session 7
Day 1, 27 June 2026 (Saturday) Time: 02:30 p.m. – 05:00 p.m.
Session Chair: Dr. Neelima Choudaraju, Associate Professor, KL University, Guntur, AP
Moderator: Anjali Smriti Tirkey, PhD Research Scholar, Sarla Birla University Ranchi, Jh.

Track 4. Technology, Pedagogy, and Knowledge Practices

S. No.	Name	Designation	Affiliation	Topic
49	Balendu Singh	PhD Research Scholar	R.B.S. College, (Dr. Bhimrao Ambedkar University), Agra, UP	Language, Power, and English in the Age of Global Technology
50	Sania Zahra	PhD Research Scholar	Veer Kunwar Singh University, Ara, Bihar	Between Environmental Consciousness and Technological Change: A Comparative Study of Amitav Ghosh and Neelum Saran Gaur
51	Shraddha Suman Mishra	PhD Research Scholar	Centurion University of Technology and Management, AP	Embodied Pedagogy in Virtual Spaces: An Exploratory Study of Communicative Competence in L2 Learners
52	Gaurab Sengupta	Assistant Professor	Duliajan College, Duliajan, Assam	Digitature: Doing English Literature Pedagogy in the Digital Era
53	Rishav Sahu Dr. Ria Mukherjee	PhD Research Scholar Assistant Professor	Sarala Birla University, Ranchi, Jharkhand	A Critical Study of Language Assessment Tools in Contemporary English Language Education
54	Lopamudra Mohapatra Khushboo Kuddus	PhD Research Scholar PhD Research Scholar	KIIT (Deemed to be) University, Bhubaneswar, Odisha	AI-Assisted Writing in Higher Secondary Classroom: Opportunities and Challenges in English Language Teaching
55	Sweta Rani	PhD Research Scholar	Munger University, Munger, Bihar	Adaptive Learning Systems and Educational Analytics
56	Shaiqua Aman Faizi	PhD Research Scholar	YBN University, Ranchi, Jharkhand	Neoliberal Urbanism and the Politics of Precarity: Technology and Knowledge Practices in the Fiction of Jeet Thayil and Aravind Adiga
57	Bimki Mondal	PhD Research Scholar	YBN University, Ranchi, Jharkhand	Technology, Pedagogy, and Mythic Knowledge: Reinterpreting Indian Mythology in the Works of Amish Tripathi and Devdutt Pattanaik

Parallel Session 8
Day 2, 28 June 2026 (Sunday) Time: 12:30 p.m. – 02:30 p.m.
Session Chair: Prof. Nirmal Sharma, Professor, MIET, Meerut, UP
Moderator: Sunny Anand, PhD Research Scholar, Munger University, Munger, Bihar

Track 4. Technology, Pedagogy, and Knowledge Practices

S. No.	Name	Designation	Affiliation	Topic
58	Dr. Amit Yograj Kapoor	Head	Shri Jayendrapuri Arts and Science College, Bharuch, Gujarat	Teaching Literature in Technology -Mediated Classrooms
59	Nanhi Priya	PG Teacher	Tulsi Public School, Madhepura, Bihar	From Chalkboards to Chatbots: Ethics and Digital Learning in English Studies
60	Dr. Saikat Banerjee	Assistant Professor	Jamalpur College, Jamalpur, Munger, Bihar	AI-Powered Literary Pedagogy: Rethinking the Teaching of English Literature
61	Dr. Laxman Yadav	Assistant Professor	GMRD College, Mohanpur, Samastipur, Bihar	Reimagining Literature Classroom in the Digital Age
62	M. Sudeepthi	Assistant Professor	Visakha Institute of Engineering and Technology, Visakhapatnam, AP	Evolution of Pedagogical Practice: From "Chalk and Talk" to Technology-Enhanced Learning Ecosystems in Engineering colleges
63	Dr. Poonam Nigam Sahay Kaushik Kumar Bera	Associate Professor (Retired) PhD Research Scholar	Ranchi University, Ranchi, Jharkhand	Efficacy of Projecting Digital Tools in Nurturing Literature in Secondary Education
64	Sruti	Assistant Professor	RS College, Tarapur, Munger, Bihar	Blended Learning and Curriculum Innovation in Higher Education English Studies: A Pedagogical Framework
65	Pottam Mukesh	PhD Scholar Assistant	Centurion University of Technology and Management, AP	Digital Pathways to Decolonization: Teaching Literature through Technology-Mediated, Culturally Sustaining Pedagogies for Tribal Learners
66	Prof. Sherry Hejazi	Professor	Centennial College, Scarborough, Canada	Rethinking College English: AI, Essay Writing, and Innovative Pedagogy

Parallel Session 9

Day 2, 28 June 2026 (Sunday) Time: 12:30 p.m. – 02:30 p.m.

Session Chair: Prof. Prajna Pani, Professor, Centurion University of Technology & Management, Odisha

Moderator: Bimki Mondal, PhD Research Scholar, YBN University, Ranchi, Jharkhand

Track 4. Technology, Pedagogy, and Knowledge Practices

S. No.	Name	Designation	Affiliation	Topic
67	Paritosh Kumar	Assistant Professor	SKR College, Barbigha, Sheikhpura, Bihar	Artificial intelligence and Educational Research in India: Emerging Policies and Institutional Practices
68	Dr. Arijit Ghosh	Assistant Professor	Mahatma Gandhi Government Arts College, Mahe, Puducherry	Student Perspectives on AI Tools in Literary Interpretation
69	Eram Ansari	PhD Research Scholar	Aligarh Muslim University, Aligarh, UP	Redesigning Higher Education Curriculum in the Age of AI-Assisted Writing Tools
70	Sharda Kumari	PG Student	IGNOU, Delhi	Virtual classrooms and immersive learning environments
71	Dr. Latha S.	Associate Professor	Mount Carmel College (Autonomous), Bengaluru, Karnataka	Integrating Language Learning through Digital Games and Immersive Technologies
72	Dr. Ram Munnee Paswan	Assistant Professor	MLS College, Madhubani, Bihar	English and Technology: A Child's Approach
73	Dr. Versha Singh	Head	Dr. PDBH Govt. PG College Kotdwar, Uttarakhand	Importance of Blended Teaching in Academic World
74	Tapan Mahto	PhD Research Scholar	YBN University, Ranchi, Jharkhand	Tribal Knowledge Systems and Cultural Pedagogy in Mahasweta Devi's *Chotti Munda* and *His Arrow*
75	Dr. Monalisa Mishra Dr. Bishwa Ranjan Das	Associate Professor	RCM, Bhubaneswar, Odisha IIMT, Bhubaneswar, Odisha	Reimagining Higher Education Paradigm Through Adaptive Learning Systems and Educational Analytics

Parallel Session 10
Day 2, 28 June 2026 (Sunday) Time: 12:30 p.m. – 02:30 p.m.
Session Chair: Prof. Arati Sinha, Professor, University Department of English, Tilka Manjhi Bhagalpur University, Bhagalpur, Bihar
Moderator: Vaibhav Shukla, Postgraduate Student, University of Allahabad, Prayagraj, UP

Track 5. Ethics, Governance, Archives, and Global Digital Futures

S. No.	Name	Designation	Affiliation	Topic
76	Kusum Chouhan	PhD Research Scholar	Banasthali Vidyapith, Rajasthan	Seeing the Unseen: Fantasy, Algorithms, and Survival under Surveillance in *The City* & *The City*
77	Monalisa	PhD Research Scholar	GLA University, Mathura, UP	The Invisible Landscape AI-Generated Content and Linguistic Erasure in Bihar's Multilingual Ecology
78	Sudesh Pathania Dr. Bharati Chandrayan	PhD Research Scholar Associate Professor	SRM-IST, Delhi-NCR Campus, Modinagar, Ghaziabad, UP	Orwell Revisited: Power, Surveillance, and Artificial Intelligence
79	Kshitij Pandey	PhD Research Scholar	University of Allahabad, Prayagraj, UP	Authorship, Originality, and Academic Integrity in the Age of Generative AI: Challenges in Ethical and Governance Frameworks in English Studies
80	Dr. S. Somasundari Latha	Professor	Takshashila University, Tindivanam, Tamil Nadu	AI Assisted Writing and Ethical Dilemma
81	Tanu Aastha Dr. Arpana Jha	PhD Research Scholar Assistant Professor	Central University of South Bihar, Gaya, Bihar	Exploring Cyborg Subjectivity in Priya Sarukkai Chabria's *Clone* (2018)
82	Dr. Krishna Nand Mishra	Assistant Professor	PRPS College, Baigani, Darbhanga, Bihar	Artificial Intelligence and Digital Colonisation
83	Dr. Bantalem Derseh Wale	Associate Professor	Injibara University, Ethiopia	Enhancing Respectful Maternal Care: Impacts of AI-Driven Virtual Patient Simulation on Students' Clinical Communication Competence

Parallel Session 11
Day 2, 28 June 2026 (Sunday) Time: 12:30 p.m. – 02:30 p.m.
Session Chair: Prof. Bhavesh Chandra Pandey, Professor, Munger University, Munger, Bihar
Moderator: Swatipriya, PhD Research Scholar, Munger University, Munger, Bihar

Track 6. Traditional Literature Pedagogy in the Digital Age

S. No.	Name	Designation	Affiliation	Topic
84	Dr. Yesha Bhatt	Assistant Professor	Dr. Babasaheb Ambedkar Open University, Ahmedabad, Gujarat	From Print Culture to Digital Culture: A Comparative Framework for Contemporary Pedagogy
85	Dr. Rakesh Kumar Natrajan	Assistant Professor	Department of English, Jamalpur College, Jamalpur, Munger	The Impact of AI on Literature
86	Ms. Mansi Ratnakar Kulkarni	Assistant Professor	JSPM University, Pune, Wagholi, Maharashtra	Scrolling Readers and the Crisis of Humanistic Inquiry: A Classroom Study of Gen Z's Digital Reading Practices
87	Dr. Ashok Kumar Priydarshi	Assistant Professor	GDM College, Harnaut, Nalanda, Bihar	Jane Austen and the Digital Native: Challenges and Opportunities in Teaching Canonical Texts
88	Dr. Bhawesh Kumar Bhargav	Assistant Professor	MJK College, Bettiah, Muzaffarpur	Literature in the Age of Social Media
89	Dr. Axansh Rameshchandra Parmar	Assistant Professor	Dr. Babasaheb Ambedkar Open University, Ahmedabad, Gujarat	The Text Fics and Social Media Fics in the Fan Community of BTS
90	Dr. Komal Verma	Independent Researcher	NA	Click, Comment, Critique: Literature in the Age of Social Media
91	Leela	PhD Research Scholar	Kumaun University, Nainital, Uttarakhand	Teaching Dalit and Afro-American Narratives in the Digital Age

Parallel Session 12
Day 2, 28 June 2026 (Sunday) Time: 12:30 p.m. – 02:30 p.m.
Session Chair: Dr. Krishna Kumar, Assistant Professor, NIET, Greater Noida, UP
Moderator: Urvi Yadav, Postgraduate Student, University of Allahabad, Prayagraj, UP

Track 6. Traditional Literature Pedagogy in the Digital Age

S. No.	Name	Designation	Affiliation	Topic
92	Anjali Smriti Tirkey	PhD Research Scholar	Sarala Birla University, Ranchi, Jharkhand	From Manuscript to Metadata: Teaching Traditional Literature through Digital Archives
93	Ankita Mishra	PhD Research Scholar	Jai Prakash University, Chapra, Bihar	The Literature of Swami Vivekanand in the Age of Social Media: A Critical Exploration.
94	Shyamli Kumari	PhD Research Scholar	Usha Martin University, Ranchi, Jharkhand	Teaching Trauma Narratives in Contemporary Fiction: Student-Centred Psychological Approach in Digital Classroom
95	Dr. Yugeshwar Sah	Assistant Professor	CM Science College, Darbhanga, Bihar	Maithili Literature and Culture in the Age of Social Media: Challenges and Opportunities
96	Pooja	Assistant professor	Vivekananda Global University, Jaipur, Rajasthan	A Journey from Ritual to Reel: Re-mediating Mithila's Folk Songs as Moral Archives in the Age of Gen "Z" Rationality
97	Dr. Sandeep Kaur Brar	Assistant Professor	Guru Nanak College, Sri Muktsar Sahib, Punjab	Beyond the Printed Page: Social Media as a New Frontier for Literary Creativity
98	Dr. Chhabi	Assistant Professor	Koshi College, Khagaria, Bihar	Literature in the Social Media Era: Challenges, Opportunities and Transformation
99	Konda Swarupa Rani Dr. Neelima Choudaraju	PhD Research Scholar Associate Professor	KL University, Vaddeswaram, Guntur, AP	Digital Resources and Archives for Teaching Traditional African Literature

Parallel Session 13
Day 2, 28 June 2026 (Sunday) Time: 12:30 p.m. – 02:30 p.m.
Session Chair: Dr. Bantalem Derseh Wale, Associate Professor, Injibara University, Ethiopia
Moderator: Tiya Ganguli, Postgraduate Student, University of Allahabad, Prayagraj, UP

Track 6. Traditional Literature Pedagogy in the Digital Age

S. No.	Name	Designation	Affiliation	Topic
100	Dr. Ashish Kumar Gupta	Assistant Professor	Allahabad Degree College, Prayagraj, UP	The Canonical Texts in a Digital World: Evidence-Based Challenges and Classroom Strategies
101	Ruchi Verma	PhD Research Scholar	Tilka Manjhi Bhagalpur University, Bhagalpur, Bihar	Reader–Writer Interaction in the Age of Social Media
102	Dr. Lisha Sinha	Assistant Professor	KKM College, Jamui, Bihar	Connecting Canonical Literature with Intertextual Dialogue: A Digital Integration of *Pride and Prejudice* in *Lizzie Bennet Diaries*
103	Md. Tabarak Ansari	Assistant Professor	JMS College, Munger, Bihar	Anita Desai's *In Custody* and the Digital Age: Tracing the Death of Language
104	Vishal Mishra	PhD Research Scholar	Deen Dayal Upadhyaya Gorakhpur University. Gorakhpur, UP	Orwell in the Age of Instagram: Dystopia and Digital Control in Postcolonial Spaces
105	Nivedita Chauhan	PhD Research Scholar	University of Allahabad, Prayagraj, UP	Social media and Contemporary Literature: Changing Modes of Authorship and Readership
106	Wajiha Fatima	Assistant Professor	KDS College, Gogri, Khagaria, Bihar	Literature in the Age of Social media: Transformation, Accessibility, and Reader Engagement
107	Atanu Kumar Paul	Assistant Professor	RD & DJ College (Munger University), Munger	Nation, Culture and Transnationalism: Representation in the Digital Age

Parallel Session 14
Day 2, 28 June 2026 (Sunday) Time: 12:30 p.m. – 02:30 p.m.
Session Chair: Dr. Khushboo Kuddus, Associate Professor, KIIT (Deemed to be University), Bhubaneswar, Odisha
Moderator: Balendu Singh, PhD Research Scholar, Dr. BR Ambedkar University, Agra, UP

Track 6. Traditional Literature Pedagogy in the Digital Age

S. No.	Name	Designation	Affiliation	Topic
108	Dr. Pradeep Kumar	Assistant Professor	University of Allahabad, Prayagraj, UP	Print Culture vs. Digital Culture in English Studies: An Analysis of the Transformation in Pedagogy
109	Apoorv Anand	PG Student	Central University of South Bihar, Gaya, Bihar	Teaching the *Mahabharata* in the age of Artificial Intelligence
110	Dr. Gopal Kumar	Hindi Officer	Visva-Bharati Central University, Santiniketan, West Bengal	Opportunities in Teaching Canonical Texts with Technology in Higher Education Institutions in India
111	Namrata Singh	Assistant Professor	Sarala Birla University, Ranchi, Jharkhand	Bridging Tradition and Technology: Pedagogical Engagements with Magic Realism in Geetanjali Shree's and Elizabeth Acevedo's Narratives
112	Dr. Ram Sebak Thakur	Assistant Professor	Ramswarup Ramsagar Multiple Campus (Tribhuvan University), Janakpur, Nepal	Adapting Traditional Literary Pedagogy for Generation Z Learners
113	Sreeranjini Umesh	PhD Research Scholar	Karnataka Bharatagama Pratishtana, Bengaluru Karnataka	Teaching Literature in the Digital Era
114	Ramesh Chandra Pradhani	Assistant Professor	PS Degree College, Deogaon, Balangir, Odisha	Challenges and Opportunities in Teaching Canonical Texts to Digital Natives
115	Dr. Kanchan Yadav	Assistant Professor	University of Allahabad, Prayagraj, UP	From Ink to Intelligence: Redefining Literature in the Age of Artificial Intelligence

***

Abstracts

Abstracts of Plenary Speeches

Teaching, Learning, and Knowing in the Age of AI: Connecting Human and Artificial Intelligence Across Learning Spaces

Dr. Kshema Jose
The English and Foreign Languages University, Hyderabad

The rapid emergence of generative artificial intelligence has prompted widespread discussion about its implications for education. Much of this discussion has focused on specific tools and applications. This keynote argues that the more significant challenge lies elsewhere: AI is transforming the conditions under which teaching, learning, knowing, and knowledge production take place. Drawing on historical parallels such as the printing press, the internet, and the classroom calculator, the keynote examines how AI differs from earlier technologies by actively participating in language-based knowledge work through explanation, summarisation, generation, and feedback.

The address is organised around four interconnected propositions. First, AI is changing the nature of knowledge by transforming how information is produced, accessed, validated, and interpreted. Second, AI is changing the nature of learning by shifting educational emphasis from information acquisition toward critical judgement, participation in knowledge ecologies, and distributed cognition, while also raising concerns about cognitive offloading and metacognitive dependence. Third, AI is changing the nature of teaching by encouraging a move from content delivery to the design and orchestration of learning experiences across diverse learning spaces, highlighting the importance of AI literacy, multilingual pedagogies, and teacher agency. Finally, AI is reshaping educational institutions and disciplines, prompting universities and fields such as English Studies to reconsider their roles in an era increasingly characterised by machine-generated discourse.

Grounded in humanistic and rights-based perspectives on education, the keynote argues that AI should not be viewed as either a threat or a solution, but as a catalyst for reimagining education. It concludes by advocating authentic assessment, critical AI literacy, and educational practices that place human flourishing, dignity, and meaningful participation at their centre.

AI-Enhanced English Studies Education: Rethinking Writing, Assessment, Academic Integrity, and Human-Centred Pedagogy

Dr. Hassan Abuhassna
UCSI University, Malaysia

Artificial intelligence is rapidly reshaping English Studies by transforming how students write, how teachers assess learning, and how academic communities understand originality, authorship, and integrity. This plenary talk examines the growing influence of AI-assisted writing tools, generative AI, and digital learning environments on English Studies education. It argues that AI should not be viewed only as a threat to writing, creativity, or academic honesty, but as a turning point that requires educators to redesign pedagogy, assessment, and scholarly practices in more transparent and human-centred ways. The talk focuses on five key areas: AI-assisted writing as a learning process, assessment redesign in the age of generative AI, academic integrity beyond AI detection, critical AI literacy, and the preservation of human voice in technology-mediated classrooms. It also highlights the need for ethical, inclusive, and culturally sensitive approaches to AI use, particularly in multilingual and Global South contexts. Ultimately, the talk calls for English Studies to lead the conversation on AI by foregrounding language, meaning, ethics, interpretation, and human agency.

Keywords: Artificial Intelligence in Education, English Studies, AI-Assisted Writing, Academic Integrity, Critical AI Literacy, Human-Centred Pedagogy

The Wake Behind Us, the Deep Ahead: Charting AI's Expanding Role in English Studies

Prof. Robert Stroud
Hosei University, Tokyo, Japan

As generative AI becomes woven into the everyday practices of reading, writing, and meaning-making, English Studies is entering deeper waters that challenge long-held assumptions about authorship, interpretation, and learning. While AI offers unprecedented access, efficiency, and creative possibility, it also risks diminishing productive struggle, flattening curiosity, and distancing learners from cultural and intellectual engagement. This plenary draws on classroom narratives and emerging research to examine how AI is reshaping cognitive habits, critical inquiry, and human connection in technology-mediated environments. It argues for a principled approach to critical AI literacy—one that cultivates agency, ethical awareness, and reflective thinking. By re-centering humanistic values, the session offers a framework for helping learners think with AI in ways that deepen understanding, strengthen community, and preserve the interpretive heart of English Studies.

Mastering English on the Go: The Ultimate Guide to Mobile Apps for Language Instruction

Prof. Shirin Shafiei Ebrahimi
College of Education, United States University, United States

This presentation reports on a recent scholarly monograph that investigates the pedagogically principled integration of mobile applications in English language teaching and learning. Situated within the theoretical and empirical traditions of computer-assisted language learning (CALL), mobile-assisted language learning (MALL), and educational technology, the book critically examines a range of contemporary mobile applications selected on the basis of pedagogical relevance, instructional affordances, and empirical support. Rather than adopting a tool-centered perspective, the work employs a skills-based and learner-centered framework to demonstrate how mobile applications can be systematically aligned with the development of listening, speaking, reading, writing, vocabulary, and pronunciation. Each chapter synthesizes relevant theory, research findings, and classroom-oriented practices, offering concrete pedagogical models for both instructional and autonomous learning contexts. The presentation highlights the book's analytical framework, key pedagogical insights, and implications for English language teachers, teacher educators, and researchers seeking evidence-informed, scalable, and technology-enhanced approaches to language instruction, including emerging intersections with AI-supported learning environments.

Keywords: Mobile-Assisted Language Learning (MALL), Computer-Assisted Language Learning (CALL), Educational Technology in Language Education, English Language Teaching (ELT)

Digital Archives for All

Dr. Maya Dodd
FLAME University, Pune

In today's knowledge economy, a focus on creating open access is much needed. This is easily possible with digital archives. Such archives are especially being created by narratives of community knowledge, and proliferate in the digital. New archives allow new types of storytelling and are inspiring different questions in research today. These new digital sources further open access, much beyond official registers and enable a multiplication of viewpoints and languages for a new form of public history.

Our Classes Are Online: Digital Andragogy, New Media, and the Future of Access, Equity, and Education

Dr. Abirlal Mukherjee
UDEI, New Delhi

As classrooms migrate across screens, the question is no longer whether education can be delivered online, but how learning, participation, and belonging are reconfigured within digital environments. This plenary speech examines the intersections of digital andragogy, new media cultures, and educational access in an era marked by platformization, algorithmic mediation, and persistent inequalities. Drawing attention to the promises and contradictions of online learning, the talk explores how digital spaces simultaneously expand opportunities and reproduce exclusions. By engaging with emerging pedagogical practices, learner agency, and questions of equity, it reflects on the future of education beyond physical classrooms and considers what meaningful, inclusive, and accessible learning might look like in increasingly networked societies.

Digital Knowledge Infrastructures and Digital Humanities Projects: Intersections and Challenges

Prof. Nirmala Menon
IIT Indore

This talk will examine the emerging areas of research in Digital Humanities in India by an examination of the term "Digital Humanities" and its uneven and uncertain trajectory in the Indian research ecosystem. As with other systems around the world, DH in India is complex and contextual and each of us involved in the disciplinary practice encounter resistance and skepticism. Resistance to what is perceived as a deliberate distancing from the larger Humanities queries, scepticism about appropriating the rhetoric of STEM disciplines merely as a tool for greater legitimacy and validation. But of course DH is far more than a sum of its criticisms and scepticisms. I will address why it is imperative that the digital be harnessed, critiqued, deconstructed and dissected precisely so that the issues that Humanities scholars have been invested in continue to be at the centre of the development, deployment and dissemination of technology. Using the example of Decolonizing Knowledge Systems through Scholarly Publishing, I underscore the need to make knowledge productions multilingual and accessible to students and researchers in different parts of the country and the role of Open Access India in making education access a little less unequal than it is now. I will discuss IIT Indore's Project KSHIP, the DH journal, the DST Sponsored SINDHU project and the Electronic Litt from India anthology- and some of the continuing challenges in Humanities research infrastructures.

Changing Ethical Dimensions in Literary writing and the Emerging Challenges of AI and Digitalization

Prof. Uday Kumar Mishra
Former Professor and Head
University Department of English
TM Bhagalpur University, Bhagalpur, Bihar

In the present era of Artificial Intelligence (AI) and digitalization, literary writing is facing multiple ethical challenges like absence of authorship, cultural erasure, plagiarism, algorithmic bias, loss of existential authenticity or lived human experiences and many more which can be seen as real challenges in the world of literature. The use of AI in literary writing has developed to an extent where human-generated texts and their authorships tend to lose their existence. AI-generated texts normally develop with the integration of a large number of modules (LLMs) threatening copyrights/ intellectual property rights as they steal facts from original authors' writings without acknowledging the sources and, hence, fall into the range of plagiarism. They also possess algorithmic bias and depend highly on programs and available datasets for writing a text.

Lacking genuine emotional depth, AI-generated literary texts like poems or novels show cultural erasure as they take only main stream culture by leaving the localized social traditions and conventions. With no ability to go deeper into human psyche and intricate sensibilities, AI texts fall into unethical extractions from available sources and hence many such ethical dimensions emerge in course of machine writing which has transferred some familiar paradigms of reasoning texts and creating a language of its own different from human-generated texts. Ross Goodwin, the programmer of AI-written novel *1 the Road* (2018) has rightly warned about the future of such a text when it becomes more sophisticated. He says, "If you see pattern like this, it may not have been written by a human." The real challenge is to treat AI as an assisting tool rather a replacement of human writer with intuition, feeling and unique way of thinking.

Key words: Artificial Intelligence (AI), AI-generated texts, cultural erasure, ethical dimension, plagiarism, authorship

Beyond Copy-Paste:
A Taxonomy of Thinking as an Antidote to Plagiarism

Dr. Garima Dalal
Jawaharlal Nehru University, New Delhi

The talk argues that plagiarism in Indian higher education is best understood not as a moral failing but as a cognitive one, a symptom of pedagogy that trains students to reproduce rather than to think. The scale is consequential across India's 1,100-plus universities and 45,000 colleges. A 2024 survey found that 31.1 per cent of research students did not recognise content similarity as plagiarism (Awasthi et al.). Yet the UGC's 2018 framework remains one of detection and penalty, now straining as AI triggers thesis rejections.

The talk locates the explanation in Bloom's Taxonomy, set out by Bloom and revised by Anderson and Krathwohl, whose six levels rise from remembering to creating. Its diagnostic claim is that plagiarism is a lower-order failure: copying is mere retrieval, while AI-assisted paraphrase only simulates comprehension. Integrity, therefore, cannot be legislated but must be scaffolded cognitively, and English for Academic Purposes (EAP) is the natural site for this work, since the stages of academic writing map onto Bloom's ascending levels. Evidence from Toker and Akgun, Vosen, and classroom practice at Linguistic Empowerment Cell, JNU, where a writing-ethics workshop cut plagiarism from 80 to 15 per cent, supports the approach. The author closes with recommendations that shift the task from policing plagiarism to teaching the thinking that makes it unnecessary.

Keywords*:* Academic integrity, Bloom's Taxonomy, plagiarism, generative AI, English for Academic Purposes, Indian higher education

Works Cited

Anderson, Lorin W., and David R. Krathwohl, editors. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Longman, 2001.

Awasthi, S., et al. "Plagiarism and Text-Matching Software: Awareness, Attitude and Knowledge of Research Students in India." *International Journal for Educational Integrity*, vol. 20, no. 1, 2024, article 23, https://doi.org/10.1007/s40979-024-00168-1.

Bloom, Benjamin S., editor. *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain*. Longman, Green, 1956.

India, Ministry of Education. *National Education Policy 2020*. Government of India, 2020.

PlagiarismCheck.org. *Plagiarism and AI Misuse in Academia: 2025 Statistics Report*. PlagiarismCheck.org, 2025.

Toker, Sacip, and Mahir Akgun. "The Role of Task Complexity in Reducing AI Plagiarism: A Study of Generative AI Tools." *arXiv*, 2024, arxiv.org/abs/2412.13412.

University Grants Commission. *UGC (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018*. Government of India, 2018.

Vosen, Melissa A. "Using Bloom's Taxonomy to Teach Students about Plagiarism." *The English Journal*, vol. 97, no. 6, 2008, pp. 43-46.

Conversations in English with Venezuelan Migrant Children in Trinidad and Tobago

Prof. Prabha Jerrybandan
Centennial College, Toronto, Canada

This study captures the voices of 11 migrant children in an urban area in Trinidad and Tobago. Within the global context of migration where many populations are at risk socially and politically, children are further marginalized by their lack of access to education. There are similarities in the relationship between social mobility and education in early postcolonial Trinidad and Tobago. The study draws on a project that delivers support to migrant families. Within this context, a fellow educator and I engage with the group of children in a classroom setting. Drawing on a methodology using ethnography, autoethnography, creative writing and oral conversations with migrant children, I showcase the language produced by the participants as authentic self-representation. I analyze emerging themes of relationships, struggles, and hopes and dreams that are both universal and unique to the cultural group of people. This study aims to bring visibility to the grim situation of migrant children in Trinidad and Tobago in the hope that there will be political changes that offer opportunities for education and specifically, English language education that offers currency for social mobility.

Keywords: English language, Trinidad and Tobago, education, migrant children, , ethnography, autoethnography

Track 1

Digital Humanities, Data Analytics, and Computational Methods

Text Mining and Computational Analysis in Literature

Dr Usha
Assistant Professor
Department of English
Maharani Maheshwar Lata Sanskrit Vidyapeeth, Lohana, Madhubani, Bihar

Text mining and computational analysis have become important tools in modern literary studies. These methods use digital technologies to examine large collections of literary texts and identify patterns that may not be visible through traditional reading. By analyzing words, themes, and stylistic features, scholars can gain new insights into literature.

Text mining involves extracting useful information from texts using computer programs. Computational analysis applies algorithms and statistical methods to interpret literary data. These approaches allow researchers to study thousands of books, poems, and documents efficiently. As a result, literary scholars can explore genre development, thematic trends, and authorial styles on a large scale.

One significant concept associated with computational analysis is "distant reading," which focuses on studying broad literary patterns rather than individual texts. Digital tools such as Natural Language Processing (NLP), sentiment analysis, and topic modeling help researchers understand language use and thematic structures in literature.

However, computational methods do not replace traditional literary interpretation. Human analysis remains essential for understanding cultural context, symbolism, and deeper meanings. Instead, digital techniques complement conventional approaches and enrich literary research.

Keywords: Text mining, Computational analysis, Digital humanities, Distant reading, Literary studies

Reading Between the Data:
Transformer NLP and Corpus Linguistics for Literary Analysis

Dr Bhagwati Prasad Pande
Assistant Professor
Department of Computer Applications
Soban Singh Jeena University
LSM Campus, Pithoragarh, Uttarakhand

Understanding how meaning, emotion, and ideology shift across centuries of literary writing requires methods that are both sensitive to language and scalable across large text collections. Close reading is interpretively rich but limited in scale; corpus methods are fast but shallow. Here, a hybrid pipeline pairing fine-tuned BERT and RoBERTa with corpus techniques is presented, including keyword analysis, collocational profiling, and concordance, applied to a diachronic corpus spanning the nineteenth and twentieth centuries. It is shown that transformer-generated sentiment arcs and contextual semantic profiles, read alongside corpus-level frequency data, surface patterns of ideological shift and affective coding that neither method detects alone. Transformer models prove especially effective at capturing subtle emotional states, with intensity rising at moments of narrative conflict and psychological crisis. It has been found that the internal complexity of a text's sentiment arc, rather than its average emotional tone, best predicts perceived literary quality as measured through structured reader evaluation scores. The present work contributes a practical pipeline and critical methodology for computational literary studies, with implications for stylometry, authorship attribution, and cross-cultural analysis.

Keywords: Corpus linguistics, Transformer models, BERT, Sentiment arc analysis, Digital humanities, Culturally-aware-NLP

Rethinking Authorship Attribution: Saussure, Foucault and the Crisis of the Author

Sunny Anand
PhD Research Scholar
University Department of English
Munger University, Bihar

The authorship attribution is revisited here in the framework of Ferdinand de Saussure and Michel Foucault, to place the modern conception of the author in crisis in the Structuralist and Post Structuralist discourse. It argues that the attribution of a Course in General Linguistics to Saussure, for instance, cannot simply be seen as the retrieval of an original voice but must be considered as the result of a process of editorial mediation, institutional authority and discursive production. The Course was compiled after his death by Charles Bally and Albert Sechehaye, from students' notes and scraps of manuscript, meaning that the usual picture of the author as the source of meaning is thrown out of balance. The article shows how the author is also a principle of classification, institutionalization, of circulation and of the legitimacy of interpretation, which are at work in Foucault's concept of the "author function". Although Saussure's structural linguistics had already superseded the intentions of the individual with the autonomous system of language, Foucault takes it a step further by questioning the ideologies and cultures invested in the name of the author. The study eventually moves away from philological questions of authorship and towards the field of discourse, subjectivity, power, and institutional practice, demonstrating that meaning is constructed on networks of readers, editors, and institutions, and not from an individual authorial consciousness.

Keywords: Textual authority, Subjectivity, Institutional power, Authorship, Discourse

Reading, Writing, and Scrolling: Literature's New Digital Ecosystem

Dr Sunil Kumar
Assistant Professor
Department of English
GB College Naugachia (TM Bhagalpur University), Bihar

In the digital age, social media platforms have fundamentally transformed the creation, distribution, and consumption of literature. This article explores literature's evolving digital ecosystem, where traditional gatekeepers have been supplemented — and in some cases replaced — by algorithms, viral trends, and participatory audiences.

From Instapoetry's visually driven emotional resonance on Instagram to micro-fiction threads on X and community-shaped storytelling on Wattpad, new "social" genres are emerging that prioritize accessibility, brevity, and shareability. Platforms like BookTok and Bookstagram have created powerful new pathways to discovery, dramatically boosting book sales while simultaneously reshaping reader preferences and literary tastes.

The article examines the opportunities presented by this democratization — greater diversity of voices, faster global reach, and the rise of reader-driven narratives — alongside its challenges: the tension between virality and depth, the erosion of sustained attention in an era of endless scrolling, and the increasing pressure on authors to become content creators.

Ultimately, it argues that literature is not declining but mutating. In the age of reading, writing, and scrolling, the future of storytelling lies in finding a sustainable balance between algorithmic visibility and artistic integrity, between fleeting digital engagement and enduring human connection.

Keywords: Social media and literature, Digital literature, Instapoetry, BookTok, Wattpad, Literary democratization, Social genres, Virality in publishing, Author as content creator

Global South Interventions in Digital Humanities: Towards a De-colonial Digital

Dr Chhotu Paswan
Assistant Professor & Head
Department of English
Rajkiye Degree Mahavidyalay, Khajauli, Madhubani, Bihar

Higher education operates in a quickly changing, progressively more globalized, cosmopolitan, and interconnected world. Digital Humanities (DH) has emerged as a dynamic interdisciplinary field that integrates computational technologies with the humanities to transform the production, preservation, interpretation, and dissemination of knowledge. However, dominant DH frameworks have largely been shaped by Euro-American epistemologies, often marginalizing the intellectual traditions, cultural archives, and technological realities of the Global South. This paper examines Global South interventions in Digital Humanities through a decolonial lens, arguing for more inclusive, pluralistic, and socially grounded digital futures. It explores how scholars, activists, and communities across Africa, Asia, Latin America, and other historically marginalized regions are challenging epistemic inequalities embedded in digital infrastructures, data governance, language hierarchies, and archival practices. By foregrounding indigenous knowledge systems, multilingual digital practices, community-centred archives, and technological sovereignty, Global South perspectives redefine Digital Humanities beyond Western-centric paradigms. The study further highlights the role of digital resistance, open-access initiatives, and collaborative knowledge production in fostering equitable participation in the global digital sphere. Ultimately, the paper advocates for a decolonial digital future that prioritizes cultural diversity, epistemic justice, ethical technology, and democratized access to knowledge. Such interventions not only expand the theoretical boundaries of Digital Humanities but also contribute to reimagining digital modernity through the experiences and aspirations of the Global South.

Keywords: Digital humanities, Digital archives, Indigenous knowledge, Cultural diversity, Postcolonial studies, De-colonial digital future

Literature in the Age of Social Media

Dr. Balkrishna Prasad
Assistant Professor
Department of English
BRM College (Munger University), Bihar

Literature in the age of social media changed due to digital platforms such as Facebook, Youtube and X. These platforms have made writing, publishing and reading easier and faster than before. Now writers can share poems, stories, blogs and opinions instantly with global audiences without depending entirely on traditional publishers. New forms of literature such as micro- poetry, flash fiction and digital storytelling have become popular because people prefer short and engaging content online. Social media also allows direct interaction between writers and readers through likes, comments, reviews and discussions, making literature more interactive and democratic. Many young authors gain fame through online platforms and self-publishing opportunities. However, social media also has negative effects on literature, as many readers prefer quick entertainment over serious and thoughtful reading, which may reduce attention span and critical thinking. Despite these challenges, social media has expended the reach of literature and made literary expression accessible to people worldwide.

Keywords: Literature, Social media, Self-publishing, Quick entertainment, Critical thinking

Green Consciousness and Human-Nature Conflict in Amitav Ghosh's The Hungry Tide: An Interdisciplinary AI Approach

Dr Nirmal Sharma
Professor, Department of English
Meerut Institute of Engineering and Technology, Meerut, UP

The Hungry Tide as the title itself reveals the theme of the novel that it symbolically portraits the issues related to the nature which personify the need of love and care from human being as it has plethora of resources for the existence of all living organisms. It has the capacity to satisfy the needs of human life if it would be taken and treated with love and care but it has the capacity of destruction also if it would be used with temptation and greed.

Nature is savior as well as destructor depending on the intention of the users. This wonderful concept is dealt by Amitav Ghosh very beautifully in the Novel 'The Hungry Tide.' The word hungry symbolizes that nature needs proper strategically use of unlimited and unconditional resources of nature to make human life prosperous. At the same time this word also indicates that it can destroy everything as revenge from those people who try to exploit its resources with selfishness. The aim of the present study is to discuss green consciousness and human- nature conflict through interdisciplinary AI assisted NLP model to bring more accuracy to the analysis.

Keywords: Ecocriticism, Rational destruction, Green study, Interdisciplinarity, AI- NLP model

Archiving the Collective "We": Digital Humanities and the Reading of Baby Kamble's *The Prisons We Broke*

Dr Asif Abrar
Guest Faculty, Department of English
JRS College, Jamalpur (Munger University), Bihar

Technological advancements in the twenty-first century – specifically semantic indexing and digital text-mining – have profoundly altered the circulation and institutional reception of subaltern narratives. This article examines the epistemic and methodological implications of reading Baby Kamble's foundational Marathi Dalit autobiography, The Prisons We Broke (Jina Amucha, 1986), through contemporary digital humanities frameworks and open-access infrastructures. While Kamble's text explicitly subverts the individualist, bourgeois conventions of the Western autobiographical genre by substituting a singular "I" with a communal, Mahar feminist "We," standard digital text-processing models and semantic search systems are historically optimized for linear, individualistic narrative structures.

Integrating Critical Digital Humanities (CDH) with Dalit Feminist Standpoint theory, this paper analyzes the structural friction generated when computational reading interfaces encounter a collective testimonio. First, we investigate how topic-modeling algorithms categorize the texts extensive, non-linear digressions on communal memory, systemic starvation, and localized caste pollution, arguing that standard natural language processing (NLP) architectures risk miscoding these collective expressions as narrative background "noise." Second, we critique the algorithmic curation governing digital repositories, tracing how Search Engine Optimization (SEO) metadata pairs Kamble's work with Western theoretical paradigms like intersectionality and human rights.

While this automated cross-referencing expands global discoverability and accelerates the text's transnational academic canonization, it simultaneously risks flattening the hyper-local realities of Brahminical patriarchy. Finally, this paper addresses the "digital archival paradox": the material reality that the marginalized communities whose trauma and resistance form the core of Kamble's archive remain structurally excluded from the digital capital required to access it, advocating for a culturally situated, "caste-conscious" digital humanities methodology capable of preserving the radical, collective defiance of subaltern speech within automated spaces.

K**eywords:** Digital humanities, Technological advancements, Subaltern narratives, Western autobiography, Dalit feminism, Trauma and resistance

Track 2

Artificial Intelligence, Creativity, and Posthuman Thought

The Integration of Artificial Intelligence into Literary Creativity: Avenues for Collaborative Authorship

Dr Mrityunjay Kumar
Assistant Professor
Department of English
RS College, Tarapur (Munger University), Bihar

The rapid advancement of artificial intelligence (AI) has significantly reshaped the landscape of literary production, challenging traditional notions of creativity and authorship. With the emergence of the Generative AI tools such as ChatGPT, machines are increasingly capable of producing sophisticated forms of written content, including poetry, fiction, and analytical prose, with a level of fluency and coherence that closely resembles human authorship. Despite these technological advancements, the integration of AI into creative writing raises profound critical questions regarding the nature of creativity, originality, and the role of human author in the digital age. The purpose of this study is to examine the integration of AI into literary creativity with particular emphasis on how authorship is being redefined and how it enhances efficiency and opens new avenues for collaborative authorship. The study argues that AI is not replacing the human author but is reshaping the concept of authorship into a more collaborative and hybrid model.

Keywords: Artificial intelligence, Literary creativity, Human authorship, Collaborative authorship, Generative AI

Sylvia Plath in the Tech-Mediated Classroom: New Perspectives on Teaching Poetry and Fiction

Dr Shambhunath Suman
Assistant Professor
Department of English
KSM College, Aurangabad (Magadh University, Bodh Gaya), Bihar

Teaching the works of Sylvia Plath in a technology-mediated classroom requires both sensitivity and innovation. Her poetry and fiction explore identity, emotional struggle, and inner conflict, themes that resonate strongly with students navigating their own lives. Digital tools—such as audio readings, visual representations, and collaborative discussions—offer new pathways for engagement, transforming reading into an interactive experience. However, technology must support rather than overshadow the emotional depth of her writing. Educators need to create safe and thoughtful spaces where students can reflect, interpret, and respond without fear. When used responsibly, digital platforms can deepen understanding and foster empathy. In this context, Plath's work becomes more than a literary study; it becomes a means of self-exploration and emotional awareness. By blending technological innovation with human-centred teaching, the classroom can become a place where literature speaks directly to lived experience.

Keywords: Emotional engagement, Poetry teaching, Digital tools, identity, Student voice, Empathy

Decolonizing the English Novel: Analyzing Rao's Use of Indian Rhythms as a Framework for Linguistic Unity

Dr Arpana Sinha
Assistant Professor
Department of English
RMW College, Nawada, Bihar

Raja Rao's Kanthapura stands as a seminal text in the effort to "decolonize linguistics" by transforming the colonial language into a vehicle for Indian sensibility. This paper examines Rao's deliberate infusion of English with the rhythms of Kannada and the philosophical depth of the Upanishads, creating what he termed a "bilingual consciousness". Aligning with the goals of NEP 2020, the study analyzes Rao's work as a precursor to "mother-tongue-based" literary expression, where the English language is adapted to reflect the cadence of local oral traditions and Puranic storytelling. The research explores how Rao's stylistic innovations—such as long, breath-like sentences and the use of Indian idioms—act as a "Bharatiya Bhasha Pariwar" framework, fostering a sense of national integration and linguistic unity across a diverse landscape. By situating Rao's poetics within the "Indian Knowledge Systems (IKS)," the paper argues that his work is not a mere mimicry of Western forms but a profound assertion of "civilizational identity". The study concludes that Rao's linguistic project offers a vital model for contemporary "multilingual pedagogy," demonstrating how language can be reclaimed to serve as a repository of cultural memory and a foundation for a decolonized, integrated Indian consciousness.

Keywords: Decolonizing linguistics, Indian Knowledge Systems (IKS), National integration, Multilingualism

Generative AI and the Postcolonial Question: Posthuman Authorship in the Age of Machine Creativity

Deepa Arya
PhD Research Scholar
Government PG College
Bazpur, Udham Singh Nagar, Uttarakhand

Generative AI and the Postcolonial question match at a delicate point: posthuman authorship in the age of machine creativity. Human AI co-authorship is now common, but it forces erudite product to reevaluate introductory ideas of voice, originality, and power. Machine creativity enables fast storytelling, Stories can be generated in seconds, and more people have access publishing tools. Old problems return. Most AI models learn from Western books and archives. When they write about other cultures, the risk is that stereotypes get repeated. This is resembles of digital form of Orientalism the 'other' get described by machine that does not belong to that culture. Hybridity explains the new author then. The posthuman author is part algorithm. It is a cyborg subjectivity in which intention and low blend together. That's a blend breaks aged rules about who owns a textbook or who can claim originality. Intellectual property and ethics come messy once the machine enters the room. The subaltern question makes this more serious. Corporate AI platform can drown out lower voices, reproducing global gaps in who gets to speak. Technology alone will not make literature inclusive. Machine creativity needs postcolonial ethics for posthuman authorship to stay alert to power representation.

Keywords: Generative AI, Posthuman authorship, Postcolonial ethics, Machine creativity, Subaltern voice

Beyond the Human: Posthuman Landscapes and Nonhuman Agency in Vandana Singh's Climate Fiction

Gurbindar Kumar
PhD Research Scholar
Department of English
Dayanand Girls' (P.G) College, Kanpur, UP

This paper explores how Vandana Singh's climate fiction reconfigures the relationship between humans and the environment by foregrounding posthuman landscapes and nonhuman agency. Moving away from anthropocentric storytelling, Singh imagines worlds where oceans, storms, quantum weather patterns, and ecological systems possess their own forms of intelligence, memory, and affect. Through close readings of stories such as "Delhi," "Ambiguity Machines," and "We Who Live in the Flood," the paper argues that Singh creates a narrative ecology in which nonhuman entities act as active participants rather than passive settings. These landscapes document histories of colonial extraction, climate disruption, and technological excess, thereby serving as counter-archives to human-centered historiographies. Drawing on posthuman theory, environmental humanities, and new materialism, the study examines how Singh blurs boundaries between organism and environment, subject and object, human and more-than-human. Her fiction suggests that survival in the Anthropocene demands new modes of relationality, humility, and interdependence. Ultimately, the paper argues that Singh's work disrupts dominant climate narratives by repositioning the nonhuman world not as a victim of human actions but as a powerful agent shaping futures, ethics, and planetary imaginaries.

Keywords: Posthumanism, Nonhuman agency, Climate fiction, Anthropocene, Environmental humanities

From Mechanical Reproduction to Algorithmic Desire: Posthuman Love in *The Invention of Morel* and *Her*

Harshit Kumar Upadhyay[1] &
Epshita Dey[2]
Postgraduate Students
Department of English & MEL
University of Allahabad, Prayagraj, UP

Contemporary era, characterized by the inextricable 'entanglement' of human existence with technological apparatuses, has freed human subjectivity from the confinement of physical contours of the biological body. In this posthuman setting, where technological advancement has profoundly reshaped every existing ideal, it also has altered the way 'love' is imagined and experienced. This paper aims to explore how technological mediation has fundamentally transformed the nature of love from mechanical reproduction to algorithmic desire through Adolfo Bioy Casares' novella, *The Invention of Morel* (1940) and Spike Jonze's film, *Her* (2013). The study further facilitates a posthumanist reading of certain section of the chosen texts, while critically analysing the transition of the notion of love, drawing on Jean Baudrillard's concepts of simulation, simulacra, and hyperreality, alongside N. Katherine Hayle's theories on disembodiment and the posthuman subject, and Donna Haraway and Pramod K. Nayar's critical insights to conceptualize posthuman subjectivity as a networked assemblage. It ponders upon Benjamin's idea of 'aura' and Plato's philosophies on art and images. To the end, the study examines and seeks to answer whether these advanced technological and AI-based intimacies constitute a truly 'real' posthuman reciprocity, or if it ultimately remains a highly sophisticated, hyperreal simulation.

Keywords: Posthumanism, Technological advancement, AI, Love, Hyperreality, Simulation, Simulacra, Illusion

Posthuman Identity:
Creation of Consciousness through Algorithmic Agency

Dr Piyush Kumar
Assistant Professor
Amity School of Languages
Amity University, Lucknow Campus, UP

The rise of algorithm-driven digital environments has fundamentally transformed the nature of human consciousness, identity formation, and social interaction in contemporary society. Algorithms embedded within social media platforms, search engines, streaming services, and artificial intelligence systems increasingly mediate human perception, behaviour, and emotional response. Rather than functioning merely as technological tools, algorithms actively shape the ways individuals think, desire, communicate, and construct their sense of self. This paper examines how algorithmic systems contribute to the emergence of a new form of consciousness characterized by continuous connectivity, accelerated attention, data-driven selfhood, and platform-dependent identity formation. Drawing upon theories from media studies, posthumanism, digital sociology, and cognitive philosophy, the study investigates how algorithmic infrastructures influence everyday human experiences and produce new modes of subjectivity. The paper argues that identity in the digital age is no longer formed solely through personal reflection or social institutions but increasingly through predictive technologies, recommendation systems, and data surveillance mechanisms. Social media algorithms curate reality according to patterns of engagement, thereby shaping individual beliefs, political opinions, emotional states, and cultural preferences. As a result, human consciousness becomes technologically mediated, fragmented, and continuously reconstructed through interactions with digital platforms. The research further explores the implications of algorithmic consciousness for autonomy, authenticity, and human agency. By analysing the intersection of technology and identity, the paper seeks to contribute to broader discussions on digital culture, surveillance capitalism, and the posthuman condition. Ultimately, the study highlights the urgent need to critically understand how algorithms are redefining the boundaries between the human mind, technological systems, and contemporary social existence.

Keywords: Algorithmic consciousness, Digital identity, Posthumanism, Surveillance capitalism, Human–technology interaction

Reading the Machine:
Close Reading as Resistance in the Age of AI-Generated Literature

Anchal Singh
Independent Researcher

The increasing presence of generative artificial intelligence has transformed the ways in which literary texts are produced, circulated, and consumed within contemporary digital culture. AI-generated poetry, fiction, and interpretative content encourage rapid reading practices that often privilege speed and accessibility over reflection and critical engagement. Within such a technological environment, the practice of close reading gains renewed significance in literary studies. This paper examines how attentive textual interpretation functions as a form of resistance against the growing culture of algorithmic reading and automated literary production. Drawing upon literary criticism and digital humanities, the study explores the distinction between machine processing and human interpretation. Although artificial intelligence can imitate linguistic patterns and stylistic structures, literary meaning continues to emerge through emotional depth, cultural memory, and subjective engagement. The paper ultimately argues that close reading remains essential for preserving interpretative complexity and meaningful engagement with literature in an increasingly automated age.

Keywords: Close reading, AI-generated literature, Digital humanities, Literary interpretation, Reader engagement, Algorithmic culture

Born of No Woman: AI Creation and the Politics of Postpartum Erasure

Huma Datt
PhD Research Scholar (English), School of Humanities
Indira Gandhi National Open University, New Delhi

Postpartum Depression affects nearly fifteen percent of women after childbirth, yet it continues to remain culturally underrepresented. As artificial intelligence increasingly penetrates the intimate domains of human care, communication and emotional support, present-day technology has begun to redefine the cultural experiences of motherhood and postpartum depression. AI driven systems often make use of reproductive metaphors such as “birth,” “generation,” and “creation” to describe machine intelligence, transforming technological production into a metaphorically maternal process. The study attempts to understand how AI discourse borrows the symbolic ideas associated with motherhood, birth, and care, while majorly overlooking the real physical and emotional experiences associated with maternal postpartum recovery. The paper aims to attempt a critical analysis of two literary texts namely *Frankenstein* (1818) by Mary Shelley and *Klara and the Sun* (2021) by Kazuo Ishiguro to explore how narratives of artificial creation detach creativity from embodied and real-life experiences of motherhood and postpartum distress. The study derives its insights from Donna Haraway’s concept of feminist technoscience and Silvia Federici’s idea of reproductive labour in order to argue that while AI discourse celebrates artificial creation as a work of innovation, it also frequently sidelines maternal subjectivity and postpartum vulnerability. The paper contributes to contemporary debates in Motherhood studies, feminist technoscience, and AI humanities.

Keywords: Postpartum depression, Generative AI, Reproductive labour, Motherhood studies, Feminist technoscience

From Code to Cognition: The Synergy of AI and Neuro-Linguistic Programming in Elevating Hinterland

Shubham Patwari
PhD Research Scholar
School of Management,
Centurion University of Technology and Management, Odisha

Most global education issues are systemic, and rural education is continuously plagued by resource scarcity, teacher shortages, and low engagement of students. Relating to track two of the conference, this paper aims to provide a powerful solution for overcoming this educational gap, with the integration of AI with the principles of Neuro-Linguistic Programming (NLP). The amalgamation of Artificial Intelligence (AI) and the principles of Neuro-Linguistic Programming (NLP) has created a powerful solution to bridge this educational gap. AI has offered scalable learning platforms, robot personalization, user data, and cognition tracking; NLP has worked to tackle the psychological aspects of learning. Incorporating NLP methods (including matching sensory learning preferences – visual, auditory, kinesthetics) and using positive cognitive reinforcement into AI-driven interfaces means educational tools are able to adapt in real-time to a student's emotional and psychological needs. This synergic way transcends mere content delivery. AI is like having a subject-matter expert who's always there, and NLP techniques create an atmosphere of building resilience, self-efficacy, and motivation in students who may not have access to conventional learning assistance programs. An AI-NLP-fuelled system delivers a personalized, emotional learning environment for the students. Moreover, this framework has the potential to adapt instruction and provide a better learning experience for students living in rural areas, while reducing socio-economic barriers, thereby enabling truly equitable educational outcomes.

Keywords: Neuro-linguistic programming, AI, Emotional learning, Socio-economic, Motivation

Generative AI and the Crisis of Human Subjectivity in Literature

Tridandi Swami
Postgraduate Student
Department of English and Foreign Language
Guru Ghasidas Vishwavidyalaya, Chhattisgarh

Generative AI directly challenges the long-standing assumptions of human that literature must originate from conscious human experience. For centuries, literary texts have been understood as expressions of lived experiences, memory, emotional depth, and psychological interiority. While AI systems in today's world can produce narratives, poetry, and symbolic writing that convincingly mimic these qualities without any genuine consciousness, personal history, or inner life. This paper contends that the crisis is not confined to authorship alone. Through the concepts of Roland Barthes' "Death of the Author" and Marshall McLuhan's theory of technologically mediated consciousness, it explores how algorithmic systems are reshaping human cognition, reading practices, and the production of literary meaning itself. While doing so, the study asks whether literary meaning can retain authentic human value when both textual creation and critical interpretation become increasingly machine-mediated. Lastly, the study tries to offer a predictive cultural analysis of how AI may transform the future of literary creativity, interpretations and human subjectivity in the age of post humanism.

Keywords: Generative AI, Human subjectivity, Posthumanism, Literary theory, Authorship, Digital consciousness

Communication in the Era of Agentic AI

Amisha Patro[1] & Prajna Pani[2]
PhD Research Scholar[1], Professor[2]
School of Management,
Centurion University of Technology and Management, Odisha

This paper deals with the research on how English language learning communication is being redefined in the era of agentic artificial intelligence. The current research on AI in English language learning focuses on personalisation, automatic feedback and skill acquisition. In such investigations, AI is largely viewed as a responsive technology, learning from inputs rather than initiating communication. In this literature review, the focus is on agentic conversational AI systems that actively engage the interactive process and facilitate identity realisation, speaking fluency and learner self-efficacy. The research is based on the synthesis of studies in the field of AI-mediated communication, human-AI interaction and English linguistic education. The review identifies the possibility of agentic AI to support genuine oral communication in English, especially at digitally mediated learning environments. The paper says that agentic AI can no longer be seen as just a technological support system, but rather it should be treated as an interactive communicative partner that can help to advance English language learning beyond controlled practice into more purposeful and reflective communication.

Keywords: Agentic AI, English communication, Self-identity, Speaking fluency, Self-efficacy, Learner autonomy

English Studies in the Age of Artificial Intelligence: Transforming Research, Pedagogy, and Literary Scholarship

Priya Ranjan Tiwari
Assistant Professor
University Department of English
Munger University, Bihar

The rapid emergence of Artificial Intelligence (AI) is reshaping the intellectual landscape of contemporary academia, opening new possibilities for knowledge production, dissemination, and engagement. In English Studies, AI has become a significant force shaping literary research, language studies, and pedagogical practices. As digital technologies increasingly shape scholarly and cultural environments, the discipline is witnessing a profound shift in how texts are interpreted, languages are analysed, and learning experiences are designed.

The integration of AI into literary scholarship has enabled researchers to analyse extensive bodies of text using computational methods, revealing patterns, themes, and relationships that might otherwise go unnoticed with conventional approaches. In linguistics, advances in machine learning and natural language processing have enhanced the study of language behaviour, translation, discourse, and communication across diverse contexts. At the same time, AI-supported educational technologies are fostering flexible, learner-centred environments that promote accessibility, engagement, and individualised instruction.

This paper seeks to investigate the evolving relationship between Artificial Intelligence and English Studies, highlighting the opportunities and complexities of this technological transformation. Such a balanced approach can enable English Studies to remain adaptive, intellectually rigorous, and socially meaningful in an increasingly technology-driven world.

Keywords: Artificial intelligence, English studies, Digital humanities, Literary scholarship, Language pedagogy, Computational analysis, Academic integrity, Humanistic inquiry

Artificial Intelligence and the Future of Human Creativity

Jyoti Kumari
PhD Research Scholar
Department of English
Munger University, Munger, Bihar

The rapid development of Artificial Intelligence has changed the way literature and creative writing are produced in the modern age. AI tools are now capable of generating poems, stories, essays, and even research content with human-like language. This paper explores the idea of human–AI co-authorship and examines whether machines can truly be considered creative. It studies the relationship between human imagination and machine-generated content in literary production. While AI can assist writers by providing ideas, improving grammar, and generating text quickly, human emotions, experiences, and cultural understanding still remain important in meaningful creative expression. The paper also discusses ethical concerns related to originality, authorship, and intellectual property in AI-generated texts. In addition, it highlights how AI is transforming traditional concepts of creativity and changing the future of literature and humanities research. Using simple examples from contemporary digital culture, the paper argues that AI should be viewed as a collaborative tool rather than a replacement for human writers. The study concludes that the future of creativity may depend on cooperation between human intelligence and artificial intelligence.

Keywords: Originality, Intellectual property, Humanity, Human intelligence, Artificial intelligence, Machine generated

Exploring Cyborg Subjectivity in Priya Sarukkai Chabria's *Clone* (2018)

Tanu Aastha[1], Dr Arpana Jha[2]
PhD Research Scholar[1], Assistant Professor[2],
Department of English and Foreign Languages
Central University of South Bihar, Gaya, Bihar

Priya Sarukkai Chabria's Clone is not just a definitive portrayal of a dystopian world with cyborgs but a work that discusses how memory is not merely anthropocentric but a relational cartography in which clones, animals, and the environment participate as active agents of history. In the novel, Generation 14/54/G remembers through several animal and other non-human presences, making her memory fundamentally interspecies and more than human. Time generally is human-centred progress where history is curated as a museum of human achievement, shutting out non-human temporalities, but Generation 14/54/G's memory de-centres human as the sole temporal subject. This paper views Generation 14/54/G's character as a nomadic subject whose identity is not fixed but is always in becoming because of "visitations" into her pasts, which defies Braidotti's zone of anthropocentrism, making memory a map of interspecies. The paper employs Rosi Braidotti's Nomadic subjectivity and Posthumanism to critique Generation 14/54/G's transformation from a docile clone to an independent being who owns her subjectivity, allowing memory to play a vital role in moulding her identity, which is not some flashbacks but real experiences of her human ancestors.

Keywords: Nomadic subjectivity, Posthumanism, Cyborg subjectivity, Inter-species memory, Anthropocentricism

Rethinking Authorship and Creative Expression in the Age of Artificial Intelligence

Ankita Kumari
PhD Research scholar
University Department of English
Lalit Narayan Mithila University, Darbhanga, Bihar

The Term “Artificial intelligence” was coined by John Mc Carthy in 1956. That time, it was used basically for solving logical problems, simple calculations, Government Projects and so on. But, 21st century onwards AI is being used by ordinary people through Smart phones, voice assistants, social media platforms and in many more ways. Later on, Generative Ai Tools like ChatGPT, Scribe, Gemini, GPT 4 became worldwide popular for writing, coding, studying, and creating images. The paper discusses the evolution of Artificial Intelligence from its early use in specific applications to its widespread integration into daily life through smartphones, voice assistants, and social media. It highlights the emergence of Generative AI tools and their impact on writing, coding, studying, and image creation. The concept of "Human-AI co-authorship" is introduced, describing the collaboration between human ideas and machine-generated content, particularly in the field of literature. The text notes that AI can help overcome challenges like "writer's block" by completing human-generated ideas. It raises the question of authorship in co-authored works and presents *The Road* by Ross Goodwin, *The Tokyo Tower of Sympathy* by Rie Kudan, and *Pharmako-AI* by K Allado-McDowell and GPT-3 as examples of human-AI co-authorship in literature. This paper explores the evolving landscape of authorship and creative expression in the era of artificial intelligence.

Keywords: Artificial intelligence, Authorship, Human–AI co-authorship, Machine creativity, Creative expression

The Pen and the Algorithm: Rethinking Authorship in the Age of AI

Camellia Dasgupta
Undergraduate Student (Sem II),
Department of English
Hooghly, Chinsurah, West Bengal

When Roland Barthes declared "the death of the author", he could scarcely have foreseen its resurrection as a machine. Today, generative AI composes sonnets, news articles, and literary criticism, compelling English studies to revisit foundational questions of creativity and agency. As The Guardian recently observed, "AI does not dream of electric sheep, but it learns to count them" (Browning, 2024). This paper argues that human-AI co-authorship does not diminish literary expression but rather extends what John Keats called "negative capability"- the capacity to dwell in uncertainties- into the realm of algorithm collaboration.

Drawing upon post-humanist thought and digital stylometry, the study analyses how large language models imitate and unintentionally subvert literary conventions. Virginia Woolf's famous assertion that "A woman must have money and a room of her own if she is to write fiction" is reimagined here for the twenty-first century: a writer now requires data, computational literacy, and critical distance from automated text generation. By examining hybrid compositions- where human intention meets statistical prediction- the paper reveals that originality survives not despite algorithms but through conscious, ironic engagement with them. Ultimately, this paper advocates for pedagogy of critical AI literacy, ensuring that literary humanism remains, in Mathew Arnold's phrase, "the best that has been thought and said."

Keywords: AI authorship, Post-humanism, Negative capability, Digital literacy, Algorithm creativity

Artificial Intelligence and Poetry: A Comparative Study of Selected Urdu Poems in Translation

Abdul Majeed
Assistant Professor
Department of English
Raja Balwant Singh College
(Dr Bhimrao University) Agra, UP

Artificial intelligence has significantly impacted all types of translation. It has had a deep impact on poetry translation. AI translation technology has provided a variety of tools for translations. To name a few: Copy.ai, ChatGPT, Google Translate, Bing Microsoft Translator, DeepL, Smartling, Wordly, Unbabel, and Amazon Translate. Thus, this study aims to examine the similarities and differences between human- and AI-translated poetry. It will also examine which approach retains the artistic and emotional depth of poetry and which approach possesses which strengths and weaknesses.

The study methodologically uses a comparative analysis of AI-generated and human-translated poetry. It will select a few poems, consisting of Ghazals and Nazms, from Urdu that experts have already translated, and these selected poems will be translated using Google Translate, ChatGPT, and DeepL tools to evaluate linguistic accuracy, poetic aesthetics, and cultural sensitivity. The study`s findings shall help translators, scholars of art and literature and AI developers who want to enhance AI translation tools for art and literature.

Keywords: Artificial intelligence, Translation, Poetic aesthetics, Ghazal and Nazm

Track 3

Media, Digital Cultures, and Emerging Narrative Forms

Digital Literature and the Emergence of the New Indian Author

Dr Arati Sinha
Professor & Head
University Department of English
TM Bhagalpur University, Bhagalpur, Bihar

The dawn of the 21st century has ushered in what scholars call the 'digital turn.' This transition is not merely a change in the medium of delivery-moving from paper to screen– but a fundamental transformation in how literature is produced, distributed and consumed. From "Gutenberg Galaxy" to "Digital Constellation", the shift is particularly striking in the field of English literature and consequently the emergence of the New Indian Author who is both imaginative and tech-savvy, makes a unique and compelling study.

While traditional Indian English Literature (IEL) has been historically controlled by elite publishing houses and institutional gatekeepers, the oncoming of Web 2.0 technologies–Instagram, blogs, hashtags– has paved the way for democratization of creative expressions. The paper aims to critically analyze the 'New Indian Writers' who express themselves through new digital spaces, sidelining conventional mediation to engage directly with a global audience.

The digital platforms– like Instagram grid, hashtags, and algorithmic feedback loops– has reconfigured the formal aesthetics and themes of contemporary Indian writing. The rise of "Instapoetry" and "Micro-fiction" characterized by their brevity, visual simplicity and emotional immediacy has fundamentally altered the literary landscape. The New Indian Writers like Rupi Kaur, Karuna Ezara Parikh and Harnidh Kaur have utilized the visual architecture of Instagram to create a new literary aesthetics. Platforms like Terribly Tiny Tales (TTT) have popularized micro-narratives denoting the shrinking attention spans and fast-paced nature of digital life. The times have gone when 'literary authority' was bestowed by critics, academic institutions and prestigious awards like the Booker or the Sahitya Akademi. The 'Authority' of the New Indian Writer is now built on metrics: the number of followers, the frequency of 'shares' and the 'virality' of a post. The number of 'likes' and 'comments' now determine the popularity and prestige of the writer. Thus, the article proposes to analyze and study the formal dad aesthetic changes in Indian Writing in English due to digital mediation and the future of the printed books in an era of hyper-digitality.

Keywords: Digital humanities, Indian English literature, Instapoetry, Blogging, Literary authority

A Study of Asian Multimodal Narratives and Ghosh's *The Great Derangement*

Urvi Yadav
Postgraduate Student
Department of English and MEL
University of Allahabad, Prayagraj, UP

The 21st century world is dealing with climate crisis and large section of the population are either unaware of or neglecting the presence of the crisis despite of their awareness. Amitav Ghosh's non-fiction work- *The Great Derangement: Climate Change and the Unthinkable* (2016)- discusses the same denial by literary fiction. This paper aims to examine Ghosh's concerns on the failure of traditional contemporary fiction to address the issue by exploring how multimodal storytelling forms are responding to crisis. This paper also aims to address Ghosh's arguments by specifically focusing on Asia. The works taken are the Studio Ghibli *Princess Mononoke* (1997) and *Nausicaa of the Valley of the Wind* (1984), Indian animated short film Wade (2020), graphic narratives works *River of Stories* (1994) by Orjit Sen and *Aranyaka: Book of the Forest* by Amruta Patil (2019). The paper utilizes Gunther Kress's framework of social semiotics to analyze these works and to understand how they solve Ghosh's "Unthinkable".

Keywords: Multimodal narrative, *The Great Derangement*, Climate change, Social semiotics, Unthinkable

Podcast and the Rise of Digital Media in Contemporary Culture

Swatipriya
PhD Research Scholar
Department of English
Munger University, Munger, Bihar

Podcast has become a significant medium within the broader field of digital literature that attracts a larger audience in the contemporary world. In an era shaped by shifting modes of content consumption, evolution of narration, rapid technological advancement, podcasts have redefined storytelling by reviving oral traditions within a digital framework. It goes further when combined with digital media when a podcast is entwined with a series. This paper explores one such web series namely *Only Murders in The Building* wherein three seemingly unrelated individuals, united by their fascination with true crime, form a community through the act of listening, interpreting and eventually producing a podcast. In doing so, the show foregrounds podcasting not merely as a technological tool but as a participatory medium that enables collective meaning-making. Furthermore, the paper would dive into how podcasts shape perception, influence narrative authority, and blur the boundaries between storyteller and audience having the said web series as background. In a culture where digital media, platforms, and literature are entwined, this paper explores how podcasts have emerged as a dominant form of digital engagement that unites audiences through shared curiosity, interpretation, and participation.

Keywords: Digital Literature, Digital Media, Podcast, Technology, Web series

Virtual Darśana and Digital Pilgrimage: Technology, Sacred Experience, and the Reconfiguration of Hindu Ritual Culture

Saurav Suman
PhD Research Scholar
Centre for Hindu Studies
University of Delhi, New Delhi

The rapid proliferation of livestreamed temple rituals, online darśana platforms, virtual yatras, and digitally mediated devotional communities has significantly transformed the landscape of contemporary Hindu religious practice. Emerging forms of digital participation have redefined traditional relationships between sacred space, ritual embodiment, and devotional experience, particularly in the context of pilgrimage and temple-centred worship. This paper examines how digital technologies are reshaping the meanings of darśana and pilgrimage within contemporary Hindu ritual culture by bringing theories of digital religion, ritual studies, media theory, and phenomenology into dialogue with Indic conceptual understandings of sacred presence.

Drawing upon Heidi Campbell's framework of digital religion, Victor Turner's theories of pilgrimage and liminality, Walter Benjamin's reflections on aura and technological reproducibility, and phenomenological discussions of mediated presence, the paper argues that digital technologies do not merely reproduce ritual practices in virtual spaces but fundamentally reconfigure the experience of sacred participation itself. In Hindu traditions, darśana extends beyond visual perception and constitutes an embodied and reciprocal encounter between devotee, deity, sacred space, and ritual presence. However, contemporary digital environments increasingly relocate these encounters into technologically mediated and networked spaces, thereby transforming conventional understandings of immediacy, embodiment, ritual efficacy, and sacred accessibility.

The paper further explores the paradoxical implications of digital pilgrimage, wherein technology simultaneously democratizes devotional participation for geographically dispersed communities while also contributing to the commodification and platformisation of sacred practices. Situating the discussion within Indic categories such as darśana, tīrtha, bhakti, and mūrti-based worship, the study argues that virtual pilgrimage represents an evolving reconfiguration of Hindu ritual culture rather than a rupture from traditional forms of sacred engagement. By examining the intersection of ritual, technology, and mediated presence, the paper seeks to contribute to broader conversations within digital humanities concerning religion, embodiment, virtuality, and the transformation of sacred experience in the digital age.

Keywords: Digital pilgrimage, Digital humanities, Digital religion, Sacred presence, Hindu Ritual culture, Mediated devotion

From Page to Platform:
Attention Economy and the Transformation of Narrative in Digital Culture

Shweta Kumari
PhD Research Scholar
Centre for English Studies
School of Language, Literature and Culture Studies,
Jawaharlal Nehru University, New Delhi

This paper is concerned with what happens to narrative when the primary context for encountering stories shifts from the printed page to the digital screen. That shift is not simply technological. Platforms like Netflix and Instagram are built around the logic of the attention economy, and that logic leaves its mark on the kinds of stories that get told, the pace at which they unfold, and the expectations audiences bring to them.

The paper focuses on what occurs when literary fiction moves into streaming formats, using *Sacred Games* as a central case study. Novels written to reward slow, sustained reading get broken into episodic units, paced for binge-watching, and stripped of the interiority and temporal complexity that made them interesting in the first place. Alongside adaptation, the paper examines the meme as a distinct form of digital storytelling, one that communicates through compression, shared cultural knowledge, and the pleasure of recognition rather than sustained engagement.

Marshall McLuhan's argument that the medium shapes the message provides the theoretical backbone. What the digital environment makes visible is how thoroughly platform architecture determines not just how content is delivered but how it is understood. The paper also draws on Maryanne Wolf's research to consider what these shifts do to reading practices and the cognitive habits that serious engagement with narrative requires. Taken together, these transformations call for a genuine re-evaluation of what reading means in the digital age.

Keywords: Attention economy, Digital narratives, Transmedia adaptation, Reading practices, Meme culture, Streaming platforms

Exploring Subaltern Expression in Postcolonial Context: Voice, Identity and Struggles for Agency

Vaibhav Shukla
Postgraduate Student
Department of English & MEL
University of Allahabad, Prayagraj, UP

This paper examines subaltern expression in the postcolonial context, focusing on how marginalized communities struggle to claim voice, identity, and agency within social orders shaped by colonial history and its continuing effects. The purpose of the study is to understand how subaltern lives are represented in literature and how these representations can be extended to newer forms of communication, including digital spaces, where people now narrate their own experiences more directly. The objective of the research is to trace the movement from silence to speech, from imposed identity to self-definition, and from dependence to resistance. By reading literary texts alongside selected digital expressions such as social media posts, blogs, and online storytelling, the study highlights how language, memory, and lived experience shape subaltern selfhood. It also shows that digital media, while not replacing literature, has opened another site for articulation, visibility, and collective support. The paper argues that voice is not only about speaking, but about being heard and recognized, and that agency often appears through small acts of narration, protest, and survival. In doing so, the study offers a wider view of subaltern expression in the postcolonial world.

Keywords: Subaltern, Resistance, Voice, Struggle, Survival, Social media, Digital platforms

The Hyperreal Colony:
Algorithms and Necropolitics in South Asian Dystopia

Alka Lakhera
PhD Research Scholar
Department of English
Jamia Millia Islamia, New Delhi

The world today is driven by data, the algorithmic governance has introduced new ways of control and surveillance that classify, rank, and render individual disposable in the form of data. The paper attempts to interrogate these systems as hyperreal colonies where digital infrastructures do not produce new inequalities but are handed down a system of classification and exclusion which is rooted in the colonial regime.

Drawing upon Jean Baudrillard's theory of hyperreality and Foucault's concept of biopolitical governance as its primary framework, the paper posits that the algorithmic scoring systems substitute quantified representation of identity for lived experience while rearranging populations into hierarchies of disposability. Achille Mbembe's necropolitics would be used as a supplementary lens to interrogate the limits beyond bio political governance. Analysing select episodes from Charlie Brooker's Black Mirror alongside Yudhanjaya Wijeratne's Numbercaste and the Indian streaming series Paatal lok, the paper argues that while Black mirror frames algorithmic control as dystopic future, South Asian dystopian narratives experience it as postcolonial continuity. The speculative Western anxiety is an everyday reality in South Asian dystopian imagination; it doesn't fear the algorithm's arrival. Instead, it accepts the omnipresence of algorithm as part of their existence and navigates its way through it

Keywords: Algorithmic governance, Hyperreality, Biopolitics, Necropolitics, South Asian dystopia, Postcolonial digital culture

An Archetypal Study of Selected Bengali and Japanese Folktales and their Reimagining in Contemporary Media

Tiya Ganguli
Postgraduate Student
Department of English and MEL
University of Allahabad, Prayagraj, UP

The paper will delve into the analysis of archetypes in Bengali and Japanese folktales, understanding how these folktales are not mere entertainment but a cultural transmission that transcends the country's boundary through media like animation. Folktales are the cultural memory that is passed down from generation to generation, preserving the cultural integrity. Archetypes are the recurring images and patterns appearing in all forms of literature across the globe. This paper will explore the archetypes like Hero, Mother, Trickster, Shapeshifter, and Wise Man through the theoretical framework of George Frazer, Carl Jung, and Joseph Campbell in famous works like Folktales of Bengal by Lal Behari Dey; Thakurmar Jhuli by Dakshinaranjan Mitra Majumdar; and The Japanese Fairy Book by Yei Theodora Ozaki. The paper will analyse the similarities across the different cultures. The paper will further discuss how these folktales are reimagined in modern media of animation like Doraemon and digital platforms like YouTube, discussing how these folktales were adapted in the evolution of the digital age.

Keywords: Bengali, Japanese, Animation, Archetypes, Folktales

Reading Stories through Choices: Interactive Fiction in the Digital Age

Sunny Kumari
PhD Research Scholar
Department of Language, Culture & Society
SRM-IST Delhi-NCR Campus, Modinagar, Ghaziabad, UP

Digital technology has changed the way stories are written, read, and experienced in contemporary literary culture. Interactive fiction and hypertext narratives allow readers to participate in storytelling by making choices that influence the direction and outcome of a narrative. Unlike traditional printed fiction, these digital forms do not follow a single fixed storyline; instead, they offer multiple paths, endings, and perspectives. This paper explores how electronic literature creates a more personal and immersive reading experience through reader interaction and non-linear narration. It examines how digital storytelling challenges the conventional role of the author by giving readers greater narrative control. The study also analyses how hyperlinks, multimedia elements, and branching narratives reshape the understanding of fiction in the digital era. By focusing on interactive storytelling as a growing literary form, the paper argues that electronic literature reflects the changing relationship between technology and human creativity. The paper ultimately highlights how digital narratives transform readers from passive observers into active participants within fictional worlds.

Keywords: Interactive Fiction, Hypertext, Electronic Literature, Digital Storytelling, Reader Interaction, Non-linear Narrative

Digital Culture and Fragmented Narratives in *House of Leaves*, *The Raw Shark Texts*, and *Cloud Atlas*

Dr Anindya Sundar Polley
Assistant Professor
Department of English
KKM College, Jamui (Munger University), Bihar

This paper explores how digital media culture has changed the way we tell and experience stories in contemporary literature. In today's world of social media, online platforms, and constant connectivity, storytelling is no longer strictly linear or fixed. Instead, narratives often appear fragmented, layered, and open to multiple interpretations, much like the way we move through information online.

The study draws on ideas from media convergence, participatory culture, and digital narratology to understand how literature reflects these changes. It focuses on three novels: *House of Leaves, The Raw Shark Texts,* and *Cloud Atlas*. These works challenge traditional storytelling by using unusual structures, shifting voices, and nonlinear narratives. Rather than presenting meaning in a straight line, they require readers to actively piece together the story, similar to navigating links and fragments in digital spaces.

The paper also considers how modern reading habits, shaped by digital platforms, encourage more active participation in meaning-making. It argues that these experimental narrative forms are not just stylistic innovations but responses to broader cultural changes in communication and media use. Ultimately, the study shows that storytelling today is becoming more interactive, flexible, and shared between authors and readers.

Keywords: Digital media culture, Narrative fragmentation, Participatory culture, Digital narratology, Contemporary literature

Haunted by Notifications:
Spectrality in Digital Narrative Environments

Piyush Narnoli
PhD Research Scholar (JRF)
Department of English
University of Delhi, New Delhi

This paper explores how contemporary digital platforms produce experiences of haunting through everyday interface mechanisms such as notifications, memory prompts, typing indicators, and resurfaced content. Moving beyond the traditional association of spectrality with the Gothic or the supernatural, the study argues that digital environments generate new forms of presence and absence through algorithmic retention and continuous connectivity. Notifications, in this context, function as what the paper terms "spectral prompts": recurring digital signals that revive dormant conversations, archived memories, and emotionally charged traces of interaction.

Drawing on Jacques Derrida's concept of hauntology, alongside Mark Fisher's work on recursive temporality and Wendy Hui Kyong Chun's theorisation of habitual media, the paper examines how interfaces increasingly shape affective and temporal experience. To complement the theoretical framework, the study incorporates a qualitative survey conducted via Google Forms, gathering responses about users' emotional and psychological encounters with digital notifications and resurfaced memories. Reading digital media as narrative environments structured by repetition, interruption, and deferred presence, the paper situates notifications as a defining spectral form of contemporary platform culture.

Keywords: Hauntology, digital spectrality, notifications, platform culture, algorithmic memory, interface studies, digital affect, recursive temporality

Memes, Popular Culture, and Literary Interpretation

Himadri Arya
Assistant Professor
Department of English
HSB Govt. PG College Someshwar, Almora, Uttarakhand

In the digital age, memes and popular culture have emerged as influential forms of communication that shape the way literature is read, interpreted, and discussed. This paper explores the relationship between memes, social media culture, and literary interpretation, focusing on how digital platforms transform traditional literary engagement. Memes simplify complex literary themes, characters, and narratives into humorous, relatable, and visually engaging content, making literature more accessible to younger audiences. Through satire, parody, and intertextual references, memes create new meanings and reinterpret classical as well as contemporary literary works within modern cultural contexts.

The study further examines how popular culture influences readers' understanding of literature by connecting literary texts with current social, political, and cultural trends. Social media platforms encourage participatory reading practices where audiences actively reinterpret texts through creative digital expressions. While memes can sometimes reduce the depth of literary analysis, they also encourage wider public engagement with literature and promote critical discussions in informal spaces. This paper argues that memes and popular culture have become important tools of literary interpretation in the twenty-first century, bridging the gap between traditional literary studies and digital culture while redefining the relationship between readers, texts, and media.

Keywords: Memes, Popular Culture, Literary Interpretation, Social Media, Digital Literature

Courtroom Narratives and Convergence Culture in India

Pritilogna S. Mahakud
PhD Research Scholar
Department of English
Fakir Mohan University, Balasore, Odisha

This paper examines transmedia storytelling and convergence culture through the evolution of Indian courtroom drama in literature, cinema, television, and digital media. Courtroom narratives in India have emerged as powerful mediums for representing justice, morality, corruption, gender issues, and social conflict. From dramatic literary representations to contemporary films and web series, courtroom stories increasingly move across multiple media platforms, creating interconnected narrative experiences for modern audiences.

Using the framework of convergence culture proposed by Henry Jenkins, the study explores how Indian courtroom dramas expand beyond a single text or screen into social media discussions, streaming platforms, online reviews, and audience interpretations. This transmedia approach allows viewers and readers to participate actively in debates surrounding law, ethics, truth, and social justice. The paper also investigates how digital platforms have transformed courtroom storytelling into an interactive cultural phenomenon that combines entertainment with public discourse.

Through selected examples from Indian literature and visual media, the research highlights how courtroom drama reflects contemporary social realities while adapting to changing technologies and audience expectations. The study argues that transmedia storytelling strengthens the cultural impact of courtroom narratives by making them more immersive, accessible, and participatory. Ultimately, Indian courtroom drama demonstrates the growing convergence of literature, performance, cinema, and digital culture in the twenty-first century.

Keywords: Transmedia Storytelling, Convergence Culture, Indian Courtroom Drama, Digital Media, English Literature

Language Variation and Digital Interaction: A Sociolinguistic Study of WhatsApp and Social Media Communication

Dr Upama Behera
Assistant Professor
Department of English
SCS Autonomous College, Puri, Odisha

This paper explores the transformative impact of digital mediation on contemporary linguistic structures, focusing specifically on the sociolinguistic evolution within WhatsApp and broader social media platforms. As digital communication transcends traditional boundaries of "speech" and "writing," it gives rise to Netspeak, a hybrid linguistic form characterised by economy, expressiveness, and a departure from standard orthography. The study employs a qualitative, descriptive framework to analyse how linguistic features serve as more than mere shortcuts; they function as vital markers of social identity and interpersonal rapport. By examining the tension between formal grammatical norms and the pragmatic needs of instant messaging, the study investigates how digital discourse reflects and reshapes the user's sociocultural reality. The study focuses on democratisation of language, the "orthographic rebellion" among youth, and the role of multimodal elements in compensating for the absence of paralinguistic cues. Ultimately, this paper argues that rather than "corrupting" the English language, digital communication represents a sophisticated adaptation of linguistic resources to meet the demands of a high-speed, hyper-connected global society. The research provides insight into the fluid nature of modern English and suggests a need for updated pedagogical approaches to literacy in the digital era.

Keywords: Sociolinguistics, Netspeak, Code-switching, Multimodal, Paralinguistic

Preservation of human emotions in digital culture and future of AI through Literature: How?

Sneha Rathore
Postgraduate Student
Department of English
KKM College, Jamui (Munger University), Bihar

The research examines the role of literature in preserving human consciousness and intellectual thinking in AI mediated environment. The study of psychology, philosophy, spiritualism, religion and morality covered in single literature shapes all other education & building of a person. Psychological pain in hamlet is been a result of mental isolation rather than error of judgement. Psychology gives treatment & cure but Literature gives experience. Student who socializes & connect spiritually tend to understand literature and society more. Same in Paradise lost, spiritualism can't be understood digitally instead by student's consciousness. Root cause is human themselves. Connection of mine spiritually led to understand & analyse hamlet, it's not about medical terms only. The role of teachers and mysticism can be run along with AI; single technology can't educate youth. The rate of suicide and mental health issues are as a result of digital isolation. People nowadays being isolated and develop tendency to anxiety, stress & sudden murder because of reduced humanism caused by internet itself. It's necessary to teach students to socialize, connect mystically and with teachers for living in AI growing environment. Without morality there's no literature, no research & a threat to future learning.

Keywords: Psychological analysis, Post humanism, AI, New pedagogy in literature, human consciousness

Objectification and the Representation of Women in Bhojpuri Social Media

Shruti Rupam
PhD Research Scholar
Department of English
Jai Prakash University, Chapra, Bihar

Bhojpuri folk traditions have long given women a voice. Genres like Kajri, Sohar, and Vivah Geet allowed them to express emotions, desires, experiences, and social concerns. These traditions made women active creators of cultural knowledge. However, digital platforms such as YouTube, Instagram, Facebook, and short-video apps have changed how women are represented in Bhojpuri culture.

This paper examines the shift from women's active role in folk traditions to their objectified image in Bhojpuri social media content. It uses feminist theories of representation and objectification, especially the concept of the male gaze. The study analyses Bhojpuri music videos, reels, and other digital content. It explores how women's bodies are often used to attract views and generate profit. The paper argues that while digital media has expanded the reach of Bhojpuri culture, it has also reinforced patriarchal representations. These often focus on appearance, sexualization, and market value rather than women's agency and identity.

The paper compares women's roles in folk traditions with their portrayal in digital media. It highlights issues of cultural preservation, commercialisation, and gender politics. The study shows that changes in Bhojpuri social media reflect broader concerns about the commodification of women in popular culture. It also calls for more responsible and empowering digital representations. The paper contributes to discussions on gender, regional media, digital culture, and feminist criticism in contemporary South Asian studies.

Keywords: Bhojpuri Culture, Social Media, Women's Representation, Objectification, Digital Narratives, Feminist Criticism, Male Gaze

Literature in the Age of Social Media: Transformation, Democratization, and Digital Literary Ecosystems

Ishwar Kumar Paswan
Assistant Professor
Department of English
DSM College, Jhajha (Munger University), Bihar

Social media's rise has had a profound impact on how literature is created, shared, and consumed. Through the creation of interactive, democratic, and participatory digital spaces, platforms like Twitter (X), Instagram, TikTok, and Facebook have transformed literary production, form, and readership in the 21st century. This paper examines the evolving relationship between literature and social media, exploring how digital platforms have given rise to Instapoetry, Twitter fiction, BookTok communities, and fan-fiction platforms. It argues that social media functions as both a literary space and a participatory medium where authorship is democratized and reader engagement is heightened. The paper highlights how brevity, interactivity, and visuality have redefined literary aesthetics while also raising concerns about commodification, algorithm-driven creativity, and the dilution of depth. Drawing upon case studies including Rupi Kaur's Instapoetry, the BookTok phenomenon with 370 billion views, Wattpad's participatory fiction culture, and Twitter's 280-character constraint storytelling, it positions social media as neither the decline of literature nor a mere supplement, but as an emergent literary ecosystem that reconfigures traditional notions of authorship, readership, and form. Ultimately, the paper suggests that the shift from page to post signifies not a rupture but a continuity of literature's adaptive resilience in the digital age, where the essence of literature—its capacity to narrate, imagine, and connect human experience—remains intact even as the medium transforms.

Keywords: Social media, Literature, Instapoetry, Twitter fiction, BookTok, Digital narratives, Participatory culture, Democratization of authorship, Digital reading habits

Digital Poetics and Multimodal Storytelling: Reimagining Narrative Expression in the Digital Age

Dr Kumar Baibhav
Assistant Professor
Department of English
BM College, Rahika, Madhubani, Bihar

The rapid growth of digital technologies has transformed the ways stories are created, shared, and experienced. Digital poetics explores the intersection of literature, technology, and artistic innovation, where traditional textual forms are enhanced through multimedia elements such as images, audio, video, animation, and interactive design. Multimodal storytelling extends narrative possibilities by combining multiple modes of communication, enabling audiences to engage with stories in dynamic and participatory ways. This paper examines how digital platforms have reshaped contemporary narrative practices and expanded the boundaries of creative expression. It explores how digital poetics creates fresh, immersive experiences and how blending text, images, sound, and interaction blurs the old lines between writer, story, and reader, the study highlights the emergence of hybrid narrative forms that reflect the complexities of the digital era. The paper argues that digital poetics and multimodal storytelling not only redefine literary production but also democratise creative participation by allowing diverse voices to contribute to evolving narrative landscapes. Ultimately, these developments signal a significant shift in the understanding of storytelling, emphasizing interactivity, visuality, and technological mediation as central features of contemporary culture.

Keywords: Digital Poetics, Multimodal Storytelling, Interactive Narratives, New Media, Visual Culture, Hypertext, Digital Humanities, Creative Expression.

Streaming Ecologies: Ecofeminist Spaces and Gendered Vulnerability in Contemporary Malayalam Cinema on OTT Platforms

Aparna Karthik
Assistant Professor
Department of Language and Literature
St Joseph's College, Devagiri, Calicut, Kerala

The proliferation of Over-the-Top (OTT) platforms such as Netflix, Amazon Prime Video, and Hotstar has engendered a paradigmatic reconfiguration in the circulation, reception, and transnational mediation of regional cinema in India. This paper critically examines the digital afterlife of eco-conscious Malayalam films produced between 2018 and 2024 — cinematic texts that interrogate environmental degradation, anthropocentric exploitation, and ecofeminist subjectivities — within the technologically mediated environments of streaming platforms. Deploying a digital ecocritical framework informed by platform studies, postcolonial ecocriticism, and cultural analytics, the paper investigates how algorithmic curation, metadata structuring, multilingual subtitling, and transnational viewership patterns collectively reconfigure the ecological and ideological semantics of these films.

It further interrogates the paradoxical function of OTT platforms as simultaneous sites of amplification and commodification of environmental discourse, foregrounding the emergent contradictions between digital accessibility and the depoliticization of ecological narratives. By situating selected Malayalam films within the convergent theoretical matrices of ecocriticism, platform studies, and postcolonial theory, this paper contends that digital streaming infrastructures both democratize and ideologically neutralize eco-conscious regional filmmaking, thereby producing a critical tension between representational visibility and political efficacy.

Keywords: Digital ecocriticism, Malayalam cinema, OTT platforms, Platform studies, Ecofeminism, Postcolonial ecocriticism

Technology, Literature and Bibliotherapy with reference to the Tragedies of William Shakespeare

Prof. Bhavesh Chandra Pandey
Professor
University Department of English
Munger University, Munger, Bihar

Ideas are like pills; they can cure our ills and heal our wounds. Much of our trauma, stress and anxiety is connected to our thinking rather than our material condition. Our thinking controls our response to the situations. Books are the storehouses of wisdom and thought. They like medicine for the soul. Libraries are like hospitals; they have been regarded as the House of Healing for the soul. The idea that books can be used therapeutically has been in the minds of people since long. This led to the development of Bibliotherapy which uses guided book reading to help address emotional, psychological and behavioral issues. It helps in emotional release, cognitive restructuring and personal growth. Through tailored reading counseling is done to cure specific psychological problems.

Books of literature are of great help to the patients in hospitals, mental asylum and prison inmates. In most cases the books of literature help cure some ailments through the production of cathartic effect. The literary texts help through the process of identification, catharsis and insight.

The paper attempts to study the suitability of the use of the audio books of Shakespeare's tragedies in curing stress, trauma and anxiety. In these tragedies the protagonists suffer their fall due their tragic flaws. Moreover, most of the characters in these tragedies suffer psychological turmoil. The audio book can be used for biblio-counseling of persons suffering psychological disorders caused due to their tragic flaws or hamartia.

Keywords: Bibliotherapy, Psychology, Guided reading, Hamartia, Catharsis, Anxiety, Audiobook

The Importance of Being Visible: Spectral Earnestness, Bunburying, and Algorithmic Selfhood in Platform Culture

Rania Abdul Gafoor E. K.
Assistant Professor
Department of Language and Literature
St. Joseph's College, Devagiri, Kozhikode, Kerala

Oscar Wilde's *The Importance of Being Earnest* satirizes a society obsessed with "earnestness" while revealing that social legitimacy depends less on authenticity than on the successful performance of it. This paper argues that Wilde's concept of Bunburying offers a remarkably prescient frame for understanding identity formation in contemporary platform culture. Reimagining Wilde's social masquerade within digital environments, the study contends that social media platforms transform performative identity into a persistent technological condition. Through curated profiles, algorithmically amplified personas, and networked performances of authenticity, users increasingly inhabit what this study terms "spectral earnestness," a mode of selfhood in which the appearance of sincerity acquires greater social value than sincerity itself.

Drawing upon *The Importance of Being Earnest* and *The Picture of Dorian Gray*, alongside Freud's theory of the uncanny, Derrida's hauntology, and Byung-Chul Han's critique of digital visibility, the paper examines how platforms produce "spectral selves" digital doubles that circulate beyond the immediacy of lived experience through archives, memories, reposts, and algorithmic recirculation. It argues that contemporary users do not seek authenticity itself but the visibility of authenticity validated through metrics of recognition and engagement. In this condition, earnestness becomes algorithmic, a socially desirable aesthetic repeatedly performed for circulation, approval, and platform legitimacy. The study ultimately proposes that platform culture institutionalizes Bunburying as a dominant mode of selfhood, producing subjects increasingly haunted by digital identities that persist, multiply, and perform in their absence.

Keywords: Digital Identity, Bunburying, Spectral earnestness, Algorithmic selfhood, Digital doubles, Platform culture, Hauntology

Performing Resistance Online:
Digital Counter publics and Participatory Culture in Performance Poetry

Lavanaya Singh
Postgraduate Student
Department of English
University of Delhi, New Delhi

The public sphere operates as a discursive space rigidly regulated by dominant social groups wielding power and influence over the general public, thereby filtering out discourse that enters it based on legitimacy, ideology, and conformity. The homogeneity, exclusivity, and standardised ideology circulated within the public sphere warrants the establishment of an alternate sphere that resists this hegemonic imposition of a dominant narratives and ideologies. Therefore, drawing upon the idea of "alternative publics" or "subaltern counter publics," as conceptualized by Nancy Fraser in Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy, this paper examines the formulation of digital counter publics and their role in the emergence of a participatory culture pertaining to political dissent and resistance. By incorporating critical analysis of selected works by Black British poets such as John Agard, Benjamin Zephaniah, and Palestinian poet-activist Rafeef Ziadah, this paper seeks to delineate the notion of performance poetry as staged protest along with the role of participatory culture in extending this performance of resistance beyond physical to digital spaces. Additionally, by positioning performance poetry in digital cultures, this paper maps an alternative historiography of resistance in the counter public sphere.

Keywords: Digital Counter publics, Performance Poetry, Participatory Culture, Rafeef Ziadah, Black British Poetry

Track 4

Technology, Pedagogy, and Knowledge Practices

Language, Power, and English in the Age of Global Technology

Balendu Singh
PhD Research Scholar
Department of English
RBS College (Dr. Bhim Rao Ambedkar University), Agra, UP

The present study inquiries into a quiet yet pervasive triad—language, power, and English—within the restless condition of the global technological age. It proceeds from a simple insight: that language is not merely spoken, but lived; not merely used, but inhabited. In tracing the nature of language, the study reveals it as a maker of thought, a subtle frame through which reality is both seen and shaped. In examining power, it discovers not a fixed authority, but a diffused presence—less declared, more enacted; less imposed, more internalized. In turning to English, it finds not a singular tongue, but a plural medium, at once unifying and dividing, enabling and regulating. The digital age, far from being a neutral ground, emerges as a transforming force: it hastens language, refines power, and disperses English across varied contexts, even as it silently orders their relations. What appears as expansion often carries the seed of control; what promises access may also prescribe form. The study, therefore, does not rest in praise or censure, but in discernment. It suggests that to understand language in this age is to recognize its entanglement with power, and to study English is to witness this entanglement in motion. Thus, the paper affirms that awareness, rather than resistance or acceptance alone, remains the first condition of intellectual freedom in a world where words travel swiftly, and authority often speaks in silence.

Keywords: Language, Power, English, Global Technology, Digital Discourse

Between Environmental Consciousness and Technological Change: A Comparative Study of the Selected Works of Amitav Ghosh and Neelum Saran Gaur

Sania Zahra
PhD Research Scholar
University Department of English
Veer Kunwar Singh University, Arrah, Bihar

This paper presents a comparative study of environmental consciousness and technological change in the selected literary works of Amitav Ghosh and Neelam Saran Gaur. Situated within the frameworks of ecocriticism and postcolonial theory, it explores how both writers interrogate dominant narratives of modernization and development, highlighting their ecological and socio-cultural consequences in postcolonial settings. The study argues that their fiction problematizes the celebratory discourse of technological progress by exposing its uneven impact on nature and marginalized communities. Ghosh's narratives critique Western techno-centric modernity and emphasize ecological interconnectedness, non-human agency, and climate crisis awareness, thereby framing environmental consciousness as a global ethical concern. In contrast, Gaur's writings foreground localized experiences, showing how technological interventions disrupt traditional ecological systems and intensify social equalities. The paper further highlights technology as a dual force that enables progress while simultaneously accelerating environmental degradation and cultural displacement. Both authors advocate alternative perspectives rooted in sustainability, indigenous knowledge systems, and ecological responsibility. By integrating ecocritical and postcolonial approaches, this research contributes to environmental humanities and calls for a re-evaluation of technological change through environmentally just and culturally sensitive frameworks.

Keywords: Ecocriticism, Postcolonialism, Environmental Consciousness, Technological Change, Sustainability

Embodied Pedagogy in Virtual Spaces: An Exploratory Study of Communicative Competence in L2 Learners

Shraddha Suman Mishra
PhD Research Scholar
School of Engineering & Technology
Centurion University of Technology and Management, Andhra Pradesh

A new high era of the use of technology in education has brought a new learning of experience out of passive use of the digital aspect. Though traditional Computer-Assisted Language Learning (CALL) has provided a point of departure, it is not as situated as in real-life language interactions. This paper will present a new pedagogical framework that employs the Virtual Reality (VR) to instruct Second Language (L2) acquisition in the light of embodied cognition among undergraduate students. In this framework, there is the support of language learning by using chatbots, which helps to establish the safe psychological environment of reducing the affective filter. By using customized instructions to different L2 learners, the system avoids the one size fits all problem, which facilitates a VR language immersion that naturally accommodates self-directed learning. This study relies on the HCI concepts to guide the creation of AR/VR-based digital game-based language learning (DGBLL) experiences. The measures are standardized language performance, perceived presence and pre- post intervention anxiety. The paper ends with suggestions on how DGBLL using AR/VR technologies can be utilized in future learning projects, and urges a move towards immersive learning as a primary focus to inclusive, technology-enhanced learning in technical higher education.

Keywords: Virtual Reality, ELT, STEM Education, Embodied Cognition, L2 Acquisition, HCI Principles, DGBLL, Self-directed learning, Personalized learning

Digitature:
Doing English Literature Pedagogy in the Digital Era

Gaurab Sengupta
Assistant Professor
Department of English
Duliajan College, Duliajan, Assam

In the era of digitization, the post-COVID Era in particular, digital platforms are altering traditional classroom. The integration of ICT tools offers new avenues for fostering critical engagement, literary interpretation and student engagement. The chief objective of this paper is to study how Learning Management Systems (LMS) such as Google Classrooms and gamified learning apps such as Kahoot! and Quizizz can influence the pedagogical process in a literature classroom. The research question guiding this study is- How does ICT tools influence the teaching and learning of English Literature in terms of enhancing critical thinking, interpretive skills and student engagement? The study will use quantitative methodology; analyze participants' responses based on Richard Mayer's 'Multimedia Learning Theory' and Mihaly Csikszentmihalyi's 'Flow Theory'. This study shall contribute to ongoing debates about the future of English literature pedagogy by offering both theoretical insights and practical frameworks for integrating ICT tools in English literature classrooms.

Keywords: Digital engagement, ICT tools, Literature, Pedagogy

Enhancing Respectful Maternal Care: Impacts of AI-Driven Virtual Patient Simulation on Students' Clinical Communication Competence

Bantalem Derseh Wale
Associate Professor
Department of English
Injibara University, Ethiopia

In Ethiopia, maternal health outcomes are often hindered by gaps in clinical communication, exacerbated by language barriers and a lack of structured training in empathetic engagement. This study evaluated the impact of an AI-driven virtual patient simulation (VPS) platform, SimChat, on the clinical communication competence of midwifery students using the Calgary-Cambridge Guide (CCG) framework. A quasi-experimental, single-group time-series design was employed with 27 midwifery students. To ensure internal validity, a baseline was established through three consecutive pre-tests. The three-month intervention involved repeated AI-simulated cycles that integrated English clinical protocols with nuances of Amharic patient interactions. Data were analyzed using Repeated Measures ANOVA to track longitudinal skill acquisition across the baseline and intervention phases. Qualitative data were collected via focus group discussions and reflective journals. Statistical analysis revealed a significant improvement ($p < .05$) in communication scores following the introduction of the AI-driven VPS compared to the stable baseline. Students demonstrated the greatest gains in building rapport, navigating linguistic barriers in Amharic, and providing structured explanations. Qualitative findings indicated that the AI environment provided a "psychologically safe" space that reduced clinical anxiety and fostered an empathetic, patient-centered mindset. Integrating AI-driven virtual simulation into midwifery curricula effectively bridges the theory-practice gap. This model offers a scalable, high-tech strategy for promoting Respectful Maternal Care (RMC) in linguistically diverse and resource-constrained healthcare systems.

Keywords: AI-Driven Simulation, Amharic, Calgary-Cambridge Guide, Clinical Communication Competence, Ethiopia, Midwifery Education, Respectful Maternal Care, Time-Series Analysis

A Critical Study of Language Assessment Tools in Contemporary English Language Education

Rishav Sahu[1], Dr Ria Mukherjee[2]
PhD Research Scholar[1], Assistant Professor[2]
Department of English, Sarala Birla University, Ranchi, Jharkhand

Language assessment has become an important and integral component of contemporary ESL teaching as a result of its direct link to pedagogy, curriculum implementation, student achievement, and communication skills. The present study closely examines the effectiveness of both the historic and contemporary ways to measure student achievement in English language learning classes. The main areas of study are language proficiency tests, on-line quizzes, portfolio review, project evaluation, and exams (with a focus on grammar). Hypothetical student and instructor data were used to assess the strengths and weaknesses of the different evaluation instruments. Conventional tests requiring memorism do not measure the communicative and learning-centred language competence, as compared to the other assessment types. The study indicates that new assessment methods which are communicative, valid and can reflect students' real usage of language and proficiency level should be applied in schools.

Keywords: Evaluation of language skills, Proficiency in communicating in English, Online tests, Evaluation with the student at the centre, Evaluation based on performance

AI-Assisted Writing in Higher Secondary Classroom: Opportunities and Challenges in English Language Teaching

Lopamudra Mohapatra[1], Khushboo Kuddus[2]
PhD Research Scholar[1], Associate Professor[2]
Department of Humanities, School of Liberal Studies,
KIIT (Deemed to be) University, Bhubaneswar, Odisha

The integration of Artificial Intelligence (AI) into higher education has significantly transformed English Language Teaching (ELT) in recent times. This study systematically examines the opportunities, challenges, and pedagogical implications while using AI-assisted writing tools, specifically in higher secondary classrooms. The research gives emphasis to free and opensource technologies and tools available and explores the effectiveness of AI assisted writing in improving academic writing proficiency, personalized learning, and learner engagement. The study finds that AI tools can enhance grammatical accuracy, learner autonomy, teacher efficacy, but concerns like academic integrity, hallucinated content, data privacy and AI over dependence need to be in check for responsible adoption. The study suggests for a balanced pedagogical framework that can integrate AI tools with ethical governance mechanism to be inducted into higher secondary classrooms. It has been clearly concluded that AI should function as a collaborative education aid along with the teachers and students to improve student's overall efficacy.

Keywords: Artificial Intelligence, English Language Teaching, Generative AI, Higher Education, AI Literacy

Adaptive Learning Systems and Educational Analytics

Sweta Rani
PhD Research Scholar
Department of English
Munger University, Bihar

Online higher education increasingly uses adaptive learning systems and educational analytics to tailor the learning route, detect academic risk, and intervene in a timely manner. But many current systems are still dependent on surface indicators like number of logins, tasks completed, time-on-task, assessment results and traces of involvement. These indicators are valuable for prediction, but often fail to describe the mechanisms of self-regulated learning which make kids vulnerable to academic failure. In this paper, we provide and validate SRL-XAI Adaptive Analytics, an explainable self-regulated-learning aware framework for forecasting intervention requirements and student persistence in online higher education. The approach incorporates learning management system traces, assessment data, and proven self-regulated learning indicators to detect patterns of decline in planning, monitoring, persistence, help-seeking and reflection. The study uses a longitudinal quantitative educational analytics design to apply predictive modeling, SHAP-based explainability, mediation analysis, moderation analysis, calibration testing, and subgroup robustness checks. The results suggest that the proposed SRL-XAI model outperforms the existing baseline models and provides more transparent teacher-actionable explanations of academic risk. Theoretically, this work extends the self-regulated learning theory into adaptive analytics; methodologically, it integrates explainable machine learning with longitudinal structural analysis; practically, it supports more precise academic intervention. The study argues that adaptive learning systems need to go beyond black-box performance prediction to transparent, ethical and pedagogically grounded analytics that provide insights not only into who is at risk, but also why learners are at risk and what kind of support they need

Keywords: Adaptive learning systems; Learning analytics; Self-regulated learning; Explainable artificial intelligence; Academic persistence; Online higher education; Educational data mining; Intervention analytics

Teaching Literature in Technology-Mediated Classrooms

Dr Amit Yograj Kapoor
Head, Department of English
Shri Jayendrapuri Arts and Science College, Bharuch, Gujarat

The pedagogical implications of teaching literature in technology-mediated classrooms are examined in this research study, with a focus on digital learning platforms, multimodal texts, and online student involvement. The study investigates how virtual and hybrid learning settings alter reading practices, classroom interaction, interpretation, and evaluation by drawing on modern ideas of literary pedagogy and educational technology. The article examines qualitative information gathered from undergraduate students and literary teachers via classroom observations, interviews, and reflective replies in courses with digital support. Results show that through discussion boards, multimedia annotations, and interactive assignments, technology improves access to literary resources, fosters collaborative interpretation, and supports student autonomy. However, the study also highlights important issues, such as diminished close reading depth, digital distraction, unequal access to technology, and limitations in maintaining meaningful conversation in virtual environments. The article makes the case that a balanced integration of digital tools with critical, reflective, and student-centered pedagogical approaches is necessary for effective literature instruction in technology-mediated classrooms. The study adds to the current debates over how humanities education will develop in increasingly digitalized educational settings. In order to maximize the pedagogical potential of technology while maintaining the interpretive and humanistic elements essential to literary studies in higher education, it also suggests focused teacher training, the development of digital literacy, and inclusive institutional policies.

Keywords: Digital pedagogy; Literature teaching; Online learning; Technology-mediated classrooms; Literary studies; Student engagement

From Chalkboards to Chatbots: Ethics and Digital Learning in English Studies

Nanhi Priya
School Teacher (English)
Tulsi Public School, Madhepura, Bihar

Technology and artificial intelligence (AI) are changing the way teachers teach and students learn Oin English Studies. Today, students use online classes, digital platforms, Al writing tools, and social media for learning and communication. Because of this, digital literacy and Al literacy have become important parts of modern education. Students need to learn not only how to use technology but also how to use it responsibly and ethically.

This paper discusses the role of digital literacy, critical Al literacy, and pedagogical ethics in English Studies. It explains how digital tools help students improve learning, writing, research, and communication skills. At the same time, it highlights challenges such as plagiarism, misinformation, overdependence on Al, and lack of critical thinking.

The paper emphasizes the need for teachers to guide students in using digital technologies carefully and responsibly. It also suggests that English education should combine technological innovation with meaningful human interaction and ethical awareness. By developing responsible digital learners, English Studies can create a learning environment that is both modern and intellectually enriching

Keywords: Digital literacy. AI literacy, Pedagogical ethics, English studies, Critical thinking

AI-Powered Literary Pedagogy: Rethinking the Teaching of English Literature

Dr Saikat Banerjee
Assistant Professor
Department of English
Jamalpur College, Jamalpur (Munger University), Bihar

This article examines the role of Artificial Intelligence (AI) in the teaching of English literature, with particular emphasis on its pedagogical advantages and inherent limitations. In the contemporary digital era, technological innovations are increasingly transforming educational methodologies and practices. Within the domain of English literary studies, AI has emerged as a significant pedagogical tool that enhances both teaching and learning processes. The study of literature extends beyond the conventional activities of reading and writing; it encompasses linguistic analysis, thematic interpretation, symbolic understanding, and the cultivation of critical and creative thinking. AI-driven technologies and digital tools facilitate these processes by assisting teachers and students in interpreting literary texts more effectively and creatively. Such tools enable learners to comprehend themes, symbolism, narrative perspectives, and authorial intentions with greater clarity. Furthermore, AI contributes to academic efficiency by aiding in the preparation of summaries, discussion questions, and theme-oriented classroom activities. Consequently, the integration of Artificial Intelligence into the teaching of English literature has opened new avenues for innovation, accessibility, and interactive learning within literary education. However, despite its numerous benefits, the application of AI in literary studies also presents several challenges and limitations, including concerns regarding overdependence on technology, the reduction of interpretative originality, and ethical implications in academic practice. This article, therefore, seeks to critically analyse both the possibilities and the constraints associated with the incorporation of Artificial Intelligence in the teaching of English literature.

Keywords: Artificial intelligence, English literature, Literary pedagogy, Digital pedagogy, English language teaching (ELT)

A Critical Study of Language Assessment Tools in Contemporary English Language Education

Rishav Sahu[1], Dr Ria Mukherjee[2]
PhD Research Scholar[1], Assistant Professor[2]
Department of English, Sarala Birla University, Ranchi, Jharkhand

Language assessment has become an important and integral component of contemporary ESL teaching as a result of its direct link to pedagogy, curriculum implementation, student achievement, and communication skills. The present study closely examines the effectiveness of both the historic and contemporary ways to measure student achievement in English language learning classes. The main areas of study are language proficiency tests, on-line quizzes, portfolio review, project evaluation, and exams (with a focus on grammar). Hypothetical student and instructor data were used to assess the strengths and weaknesses of the different evaluation instruments. Conventional tests requiring memorisation do not measure the communicative and learning-centred language competence, as compared to the other assessment types. The study indicates that new assessment methods which are communicative, valid and can reflect students' real usage of language and proficiency level should be applied in schools.

Keywords: Evaluation of language skills, Proficiency in communicating in English, Online tests, Evaluation with the student at the centre, Evaluation based on performance

Reimagining Literature Classroom in the Digital Age

Dr Laxman Yadav
Assistant Professor
Department of English
GMRD College, Samastipur (LNMU, Darbhanga), Bihar

The old way of teaching literature used only books, blackboards, and lectures. But today, technology is changing this completely. This paper looks at how we can teach literature in a new way using digital tools. Now we have many new tools to help us. We can use Moodle for online classes, Google Docs to write together, AI tools to understand poems better, and even virtual reality to "visit" places from stories. Students can listen to podcasts, read stories on websites, and use digital libraries. These tools make learning more fun and active. Students can see Shakespeare's stage in 3D, make notes together online, and find connections between different books easily. The classroom is no longer one-way. Now students and teachers talk and learn together. Students help create meaning instead of just listening.

Digital tools also help solve big problems. Earlier, only big colleges had rare books and good material. Now, anyone with internet can read books from around the world. But there are challenges too. Not all students have computers or internet. Too much screen time can make students tired. Some students read less deeply on screens. Also, many teachers need training to use these new tools. We also miss the special feeling of holding a real book.

This paper gives examples from Indian colleges. Teachers used technology to teach The Mahabharata through videos, games, and stories. They also taught modern stories using online timelines. This helped students understand and enjoy the texts more.

In the end, technology is not replacing literature. It is making it better. Digital tools help students feel the emotions in stories, think more deeply, and learn important skills. A digital literature classroom teaches students how to read, think, and talk well. It also prepares them for jobs and life in today's world. So, the literature classroom in the digital age is new, open to all, and more useful than ever.

Keywords: Learning, Teaching, Literature, Classroom, Technology, Education, Digital

Efficacy of Projecting Digital Tools in Nurturing Literature in Secondary Education

Dr Poonam Nigam Sahay[1], Kaushik Kumar Bera[2]
Associate Professor[1] (Retited), PhD Research Scholar[2]
University Department of English,
Ranchi University, Ranchi, Jharkhand

The genesis and development of a piece of literature lies in its receptiveness. It involves a reader's intellectual and emotional retention to initiate with process, and imbibe literary texts. Implementing technologies into literature classroom goes far beyond paperbacks for e-book readers or digital readers. Fundamentally, it shifts how students analyze texts, decode alongside, and interconnect with literary history. The potentiality of technology-enhanced literature instruction relies solely on intentional pedagogical integration, rather than simply recapitulating conventional lectures on a screen. Lack of technical training sometimes becomes a hindrance to achieve the goal. However, secondary institutions utilize digital tools primarily for mapping out students' propensity to learning and fabricating rudimentary analytical competency.

This research article aims to focus on how multimedia resources assist to boost the reader's receptive quality, participation, deepen understanding capacity, along with canonical texts and modern learning strategies to inculcate literature in secondary education. This scholarly article also attempts to navigate some structural bottlenecks, faced by the institutions in imparting literary texts.

Keywords: Secondary education, Literature, Digital tools, Instruction

Blended Learning and Curriculum Innovation in Higher Education English Studies: A Pedagogical Framework

Sruti
Assistant Professor, Department of English
RS College, Tarapur, Munger University, Bihar

This study investigates the integration of blended learning frameworks to know curriculum innovation in higher education English studies. Traditional English pedagogy struggles to balance foundational textual analysis so that digital literacy skills are demanded by modern teaching. By combining asynchronous digital modules with synchronous, discussion-driven classroom sessions, this mixed-methods research redesigns undergraduate literary and linguistic curricula. Quantitative data from student assessments alongside qualitative thematic analysis of instructor journals reveal a blended approach. It enhances critical thinking and literary interpretive skills, by this blended learning method we can increase student engagement metrics higher than traditional lecture-only formats. The findings suggest that hybrid instructional models ameliorate institutional resource constraints while fostering autonomous, student-centred learning environments. Ultimately, this paper provides a scalable framework for language departments aiming to modernize humanities curricula without sacrificing core academic rigor.

Keywords: Blended learning, Curriculum innovation, English pedagogy, Higher education, Digital literacy

Evolution of Pedagogical Practice: From "Chalk and Talk" to Technology-Enhanced Learning Ecosystems in Engineering colleges

M. Sudeepthi
Assistant Professor
Department of English
VIET, Visakhapatnam, Andhra Pradesh

The transition of engineering education has moved from traditional "chalk and talk" approach to dynamic learning environments that are enhanced by technology. This restructured review combines literature and case studies to explore the path of this transformation, and categorizes it into the following four stages: traditional instructor-centred lecture teaching, introduction of multimedia and simulation teaching, blended and flipped teaching, and comprehensive integration of learning management system (LMS), virtual lab, analysis, and collaborative technologies. This is driven by massification of higher education, accreditation requirement, globalization and rapid advances in ICT. Though significant strides have been made, faculty resistance, lack of infrastructure, digital inequities, and incongruities between innovative instruction and traditional assessment persist. The paper stresses the need to build institutional policies and leadership that will enable a sustainable transformation to pedagogical innovation. A conceptual framework is suggested and future research on measurable student learning outcomes/graduate competencies/ employability in digitally-rich places are advocated. This evolution is not additive; the change is a complete rethinking of the nature of engineering knowledge building, application and evaluation.

Keywords: Engineering pedagogy, Technology enhanced learning, Blended learning, Learning ecosystems, Faculty development, Educational transformation

Revisiting Language Pedagogy: An Insight into Print versus Digital Contexts

Dr Krishna Kumar
Assistant Professor
Department of Languages
Noida Institute of Engineering and Technology, Greater Noida, UP

This paper aims to show the paradigm shift in teaching English Language, and its evolving new trends in the 21st century along with Print versus Digital Culture. The new trends has not only altered the Language Pedagogy but also the teaching and learning methods, due to which traditional methods of teaching has been affected much. However, the new practices of teaching are challenging for the traditional teachers and a cake walk, at the same time, for the new generation teachers because of the previous one being technologically challenged and the other one being skilled in the same. The paper showcases the influence of digital technologies, online platforms, multimedia resources, and interactive tools on language acquisition, literacy practices, classroom engagement, and learner autonomy. The print culture has always been about critical reading and reflection in a certain structure, on the other hand, digital culture has always been associated with accessibility, multimodality, collaboration, and instant communication. The study puts forth the benefits of both the teaching methods and their consequences on students' cognitive, social, and communicative proficiency. Moreover, it also clarifies that how the stakeholders respond towards both the print and the digital course materials in this post-modern era, along with that, it also represents the alteration of notions of literacy and textual engagement. Looking at contemporary theories of Language education, such as Generative and Constructive Grammar, Cognitive linguistics, and functional approaches, and digital awareness, this paper communicates that underlining language teaching method requires a firm amalgamation of print and digital practices instead of focusing on anyone method. By revisiting both the methods and their cultural impacts and thought process, this study seeks to bring inclusivity and adaptability in teaching and learning English language.

Keywords: Pedagogy, Print method, Digital learning, Class-engagement, Online education

Student Perspectives on AI Tools in Literary Interpretation

Dr Arijit Ghosh
Assistant Professor
Department of English
Mahatma Gandhi Government Arts College, Mahe, Puducherry

This exploratory study investigates how undergraduate English literature students in the Indian context use AI tools for reading, summarising, analysing, and interpreting literary works. The study is based on the semi-structured interview method with students across classrooms in the southern part of India. The paper examines students' practices, perceived benefits, ethical concerns, over-reliance, loss of interpretive capability, and originality of analysis. The study argues that meaningful AI ethics in English Studies must be grounded in students' lived experiences. It proposes a student-informed framework for developing critical AI literacy in literature classrooms. The paper contributes to ongoing debates on decolonising AI ethics and offers practical recommendations for pedagogy in multilingual, postcolonial educational settings in India.

Keywords: AI ethics, Literary interpretation, Student agency, Critical AI literacy, Indian classrooms

Digital Pathways to Decolonization: Teaching Literature through Technology-Mediated, Culturally Sustaining Pedagogies for Tribal Learners

Pottam Mukesh
PhD Scholar in English (Basic Sciences & Humanities)
CUTM, Andhra Pradesh

This paper evaluates the role of technology in English Language teaching and its importance in prioritizing native knowledge and tribal ways of learning. It posits that English teaching should not focus on only grammar, vocabulary and literature, but also on culture, language, and traditions of tribal students. The study is totally based on the research conducted in local tribal schools, where it is examined how the digital tools can be used in proper and supportive ways to engage better English learning. The paper mainly discusses on how new technical resources, E-books, bilingual materials help to merge tribal knowledge into classroom teaching. It also highlights the traditional ways of learning like storytelling, word games etc…through which students learn poetry and languages, and encourage themselves to express their ideas confidently. In addition, the study even talks about the initial challenges that students might face due to adoption of new technologies and methods, due to lack of these facilities in their regions. Overall, the paper highlights the importance and need to make English language classrooms more innovative and accessible to all the students through technology and cultural knowledge.

Keywords: English language teaching, Educational Technology, Tribal education, Bilingual learning, Prioritizing native knowledge, Digital learning resources

Artificial Intelligence and Educational Research in India: Emerging Policies and Institutional Practices

Paritosh Kumar
Assistant Professor
Department of Economics
SKR College, Barbigha, Sheikhpura (Munger University), Bihar

Artificial Intelligence (AI) is rapidly changing the field of education across the world, including India. The use of AI in educational research has increased in recent years due to advancements in digital technology, online learning platforms, and data analysis tools. This paper examines the emerging role of AI in educational research in India with special focus on government policies and institutional practices. It highlights how AI helps researchers in data collection, analysis, personalized learning, academic assessment, and educational planning.

The study also discusses important policy initiatives such as the National Education Policy (NEP) 2020, Digital India, and other government programs that encourage the integration of technology and AI in education. At the institutional level, universities and research organizations are gradually adopting AI-based tools for improving teaching, learning, and research quality.

At the same time, the paper identifies several challenges such as lack of digital infrastructure, shortage of trained teachers and researchers, ethical concerns, and unequal access to technology in rural and urban areas. The study concludes that AI has great potential to improve educational research in India if proper policies, training, and technological support are provided. The paper suggests that balanced and responsible use of AI can strengthen educational research and contribute to the development of an inclusive and modern education system in India.

Keywords: Artificial intelligence (AI), Educational research, NEP 2020, Digital education, Higher education, Technology in education, Research innovation

Integrating Language Learning through Digital Games and Immersive Technologies

Dr. Latha S.
Associate Professor
Department of English
Mount Carmel College, Bengaluru, Karnataka

Storytelling has traditionally fostered cultural values, ethical awareness, and linguistic competence. In the digital era, narratives are reimagined through digital games, virtual reality (VR), and augmented reality (AR), creating immersive learning environments that support language acquisition. This paper explores how narrative-based digital platforms enhance language learning by promoting creativity, collaboration, contextual communication, and active participation.

Drawing on an analysis of digital learning environments, including game-based learning, digital storytelling, and immersive technologies, the study examines the pedagogical potential of games, animated narratives, VR, and AR in language education. It investigates how role-playing, world-building, and interactive storytelling foster vocabulary acquisition, communicative competence, creative expression, and meaningful language use through authentic learning experiences.

Narrative-driven digital environments promote learner-centred and experiential approaches to language education. By highlighting the pedagogical value of digital games and immersive technologies, it advocates interactive learning practices that prepare learners for effective communication in an increasingly digital and globalized world.

Keywords: Language learning, Digital games, Immersive technologies, Virtual reality (VR), Augmented reality (AR)

Redesigning Higher Education Curriculum in the Age of AI-Assisted Writing Tools

Eram Ansari
PhD Research Scholar
Department of English
Faculty of Arts, Aligarh Muslim University, UP

In the era of Artificial Intelligence (AI), higher education institutions are experiencing significant changes in curriculum design, course content, pedagogy, assessment, and evaluation practices. This study examines the effectiveness of Generative Artificial Intelligence (Gen AI) tools in supporting curriculum development and enhancing teaching and learning processes. It explores how AI-assisted writing tools contribute to the development of academic writing skills and AI literacy through courses that introduce foundational concepts, practical applications, and advanced techniques. The study also examines the impact of AI-generated content on critical thinking, academic integrity, and writing proficiency. Furthermore, it discusses the challenges and opportunities associated with the ethical integration of Gen AI, including faculty training, resource allocation, assessment reform, and curriculum innovation. A review of relevant literature is conducted to determine whether existing curricula adequately address the growing demand for industry-relevant skills in an AI-driven world. The study further highlights the potential of Gen AI to promote inclusive and equitable curricula by addressing regional diversity and promoting diverse learning needs through technological integration. The findings suggest that Gen AI tools can effectively enhance teaching and learning while fostering interdisciplinary collaboration in curriculum development. This study is valuable for educators, policymakers, and academic communities seeking to integrate Gen AI into curriculum planning, pedagogical practices, and higher education reform.

Keywords: Generative artificial intelligence tools, Curriculum design, Academic writing skills, Inclusive education, Equitable education

Neoliberal Urbanism and the Politics of Precarity: Technology and Knowledge Practices in the Fiction of Jeet Thayil and Aravind Adiga

Shaiqua Aman Faizi
PhD Research Scholar
Department of English
YBN University, Ranchi, Jharkhand

This paper explores the intersections of neoliberal urbanism, technology, and knowledge practices through a comparative reading of the works of Jeet Thayil and Aravind Adiga. Situated within the broader context of contemporary Indian English fiction, the study examines how accelerated urbanization, globalization, and market-oriented reforms have transformed metropolitan spaces into sites of aspiration as well as exclusion. Drawing upon insights from postcolonial studies, urban theory, and digital humanities, the paper investigates how technological infrastructures and emerging forms of knowledge production shape the experiences of individuals negotiating social and economic precarity.

The narratives of Thayil and Adiga reveal the uneven consequences of neoliberal development, exposing widening class divisions, fragmented identities, and the vulnerabilities of marginalized communities. Particular attention is given to the ways in which technology mediates everyday life and generates alternative knowledge practices that challenge dominant discourses of governance and progress. These literary texts foreground the lived realities of informal labour, displacement, and urban marginality while simultaneously questioning the promises of modernization and digital advancement. By examining the politics of precarity through the lens of technology and knowledge practices, the study argues that contemporary Indian fiction serves as a critical archive of urban transformation and offers valuable insights into the ethical and socio-cultural complexities of twenty-first-century global modernity.

Keywords: Neoliberal urbanism, Precarity, Technology, Knowledge practices, Contemporary Indian fiction

Importance of Blended Teaching in Academic World

Dr Versha Singh
Assistant Professor and Head
Department of English
Dr PDBH Government PG College Kotdwar, Uttarakhand

Traditional, passive teaching techniques frequently fail to meet the dynamic needs of modern, technologically savvy student demographics. This paper introduces an innovative, experiential curriculum built upon hybrid instructional models to bridge theory and practical application. The program blends physical laboratory experiments with online simulations, algorithmic feedback loops, and peer-to-peer virtual forums. By shifts the teacher's role from a primary lecturer to a learning facilitator, this model gives students greater autonomy over their academic timeline. Quantitative data collected across trial cohorts indicates that a technology-enhanced curriculum improves problem-solving capabilities and sparks deeper curiosity. The findings outline a scalable strategy for institutions trying to implement systemic changes under modern digital education standard lines.

Keywords: Hybrid learning, Experiential curriculum, Facilitated teaching, STEM innovation, Academic performance

English and Technology: A Child's Approach

Dr Ram Munnee Paswan
Assistant Professor
Department of English
MLS College, Sarisab-Pahi, Madhubani (LNMU, Darbhanga), Bihar

The present paper reevaluates the study of English language in the age of technology. With the advancement of technology, the perspective of studies in any field changes. No doubt the core concept is the same but the approach changes with the passage of time. The aim of the present paper is to reevaluate the approaches taken to study English language in general and the subsection vocabulary in particular. To tell the theory is one thing and to elucidate the theory keeping the context in mind is another thing. How to teach a new word in a classroom in this technological age is the core concept of the paper. The target reader is a child in her initial age. To sum up it is said to teach a child in the initial stage a new word, for instance, a pen, in this technological advancement, keeping the child’s interest updated is the study point here.

Keywords: English language, Technology, Vocabulary, Context, Child

Technology, Pedagogy, and Mythic Knowledge: Reinterpreting Indian Mythology in the Works of Amish Tripathi and Devdutt Pattanaik

Bimki Mondal
PhD Research Scholar
University Department of English
YBN University, Ranchi, Jharkhand

This paper examines the intersection of technology, pedagogy, and mythic knowledge in the works of Amish Tripathi and Devdutt Pattanaik, focusing on how contemporary reinterpretations of Indian mythology contribute to new forms of cultural learning and knowledge dissemination. In an age shaped by digital media, technological advancement, and changing educational practices, mythology has emerged as a dynamic medium through which traditional narratives are reimagined for modern audiences. Both Tripathi and Pattanaik employ innovative narrative strategies to make mythological knowledge accessible, relevant, and engaging, while simultaneously addressing contemporary social, cultural, and ethical concerns.

Through a comparative analysis of selected texts, this study explores how mythology functions as a pedagogical tool that facilitates cultural transmission and intellectual engagement. Tripathi's fictional retellings reconstruct mythological figures within modern frameworks of heroism, leadership, and social change, whereas Pattanaik's interpretative narratives emphasize symbolic meanings, philosophical insights, and cultural contexts. The paper investigates how these authors transform mythological narratives into repositories of knowledge that encourage critical reflection and intercultural understanding. Furthermore, it examines the role of technology and digital platforms in expanding the reach of mythological discourse and reshaping audience interaction with traditional stories.

The study argues that the works of Tripathi and Pattanaik bridge the gap between tradition and modernity by presenting mythology as a living knowledge system capable of informing contemporary thought, education, and cultural identity in a rapidly evolving world.

Keywords: Technology, Pedagogy, Mythic knowledge, Indian mythology, Cultural transmission

Virtual classrooms and Immersive learning environments

Sharda Kumari
PG Student
Department of English
IGNOU, Delhi

The increasing use of digital technology in education has brought significant changes in the teaching-learning process. Virtual classrooms and immersive learning environments have emerged as important tools that make learning more interactive, flexible, and student-friendly. This paper attempts to explore how technologies such as Virtual Reality (VR), Augmented Reality (AR), and Artificial Intelligence (AI) are gradually changing the traditional classroom system and creating new possibilities for learners and teachers. The study discusses how virtual classrooms help students participate in learning beyond geographical boundaries and provide opportunities for collaborative and self-paced learning. It also examines how immersive learning environments improve students' understanding through visual and practical experiences rather than only theoretical methods. Drawing ideas from thinkers like John Dewey and Lev Vygotsky, it highlights the importance of interaction, participation, and experiential learning in modern education.

At the same time, the paper also focuses on certain challenges related to digital education, including lack of technological resources, internet accessibility, and the need for proper teacher training. While technology offers many advantages, meaningful learning still depends on the balanced role of teachers, students, and educational values.

The paper concludes that virtual classrooms and immersive learning environments are shaping the future of education by making learning more inclusive, engaging, and adaptable to the needs of contemporary learners. However, effective implementation requires equal access to technology and thoughtful integration of digital tools with human-centred teaching practices.

Keywords: Digital technology, Virtual classrooms, Self-paced learning, Immersive learning, Digital education

Tribal Knowledge Systems and Cultural Pedagogy in Mahasweta Devi's *Chotti Munda and His Arrow*

Tapan Mahato
PhD Research Scholar
Department of English
YBN University, Ranchi, Jharkhand

This paper explores the representation of tribal knowledge systems and cultural pedagogy in Chotti Munda and His Arrow by Mahasweta Devi. The novel serves as a significant literary text that foregrounds the lived experiences, cultural practices, and epistemological traditions of India's tribal communities. Through its portrayal of the Munda tribe, the narrative highlights how indigenous knowledge is preserved and transmitted across generations through oral traditions, folklore, rituals, collective memory, and everyday social practices. These forms of knowledge function as alternative pedagogical systems that challenge dominant structures of education and cultural authority.

The study examines how Mahasweta Devi presents tribal communities not as passive victims of marginalization but as active custodians of cultural wisdom and historical consciousness. The figure of Chotti Munda symbolizes the continuity of indigenous identity and resistance against social, economic, and political oppression. The novel reveals how tribal pedagogical practices foster communal solidarity, environmental awareness, ethical values, and cultural resilience in the face of modernization, state intervention, and capitalist exploitation. By foregrounding indigenous modes of learning and knowledge transmission, Mahasweta Devi critiques mainstream narratives that often dismiss tribal cultures as backward or insignificant.

Drawing upon postcolonial and subaltern perspectives, this paper argues that Chotti Munda and His Arrow reclaims tribal epistemologies as valuable knowledge systems and emphasizes their role in preserving cultural identity, empowering marginalized communities, and resisting hegemonic structures of power and exclusion.

Keywords: Tribal knowledge systems, Cultural pedagogy, Indigenous epistemologies, Tribal resistance, Cultural identity

Rethinking College English: AI, Essay Writing, and Innovative Pedagogy

Prof. Sherry Hejazi
Professor
Centennial College, Scarborough, Canada

This literature review examines recent scholarship from approximately the last two to five years on the role of generative artificial intelligence (AI) in college English, academic writing, and essay-writing pedagogy. Since the public release of ChatGPT in 2022, research has increasingly shifted from asking whether AI should be allowed in writing classrooms to asking how instructors can integrate AI critically, ethically, and pedagogically. Recent reviews suggest that AI-assisted writing tools can support brainstorming, idea generation, grammar development, organization, feedback, revision, and academic fluency, particularly when their use is guided by clear instructional goals rather than treated as a replacement for student writing (AlAfnan et al., 2023; Shabir, 2025; Urzúa et al., 2025). At the same time, the literature identifies significant concerns related to plagiarism, authorship, overreliance, accuracy, academic integrity, and unequal student understanding of institutional AI policies (Jarrah et al., 2023; Lund et al., 2025). Recent higher education policy research also shows that many universities are moving toward structured AI integration through syllabus guidance, classroom activities, disclosure expectations, and ethical-use frameworks, with writing instruction receiving particular attention (McDonald et al., 2025). Across the literature, a common theme is that college English courses must move beyond detection-based or prohibition-only approaches and instead teach AI literacy as part of writing literacy. This review argues that innovative pedagogy should include AI-supported drafting workshops, prompt analysis, reflective writing logs, peer-AI comparison tasks, and explicit discussion of originality, authorship, and responsible use. By synthesizing recent research, the review highlights the need to redesign essay-writing instruction so that students learn not only how to use AI tools, but also how to question, evaluate, revise, and ethically account for AI-supported writing decisions.

Keywords: AI-assisted writing, College English, Essay writing, Generative AI, Pedagogy, AI literacy, Academic integrity

Reimagining Higher Education Paradigm Through Adaptive Learning Systems and Educational Analytics

[1]Dr. Monalisa Mishra, [2]Dr. Bishwa Ranjan Das

[1]Associate Professor, Department of English, RCM, Bhubaneswar, Odisha

[2]Associate Professor, Department of English, IIMT, Bhubaneswar, Odisha

This paper critically examines the role of adaptive learning technologies in facilitating personalized instruction through the continuous analysis of learner behaviour, engagement patterns, and academic performance. Drawing upon contemporary scholarship in digital pedagogy and learning analytics, the study investigates how adaptive systems enhance learner autonomy, improve instructional efficiency, and support evidence-based educational interventions. The paper further analyses the pedagogical and institutional implications of educational analytics in predicting student outcomes, identifying learning gaps, and optimizing curriculum delivery within technology-mediated learning environments. While adaptive learning systems contribute to improved academic engagement and individualized learning pathways, the study also addresses emerging concerns regarding algorithmic bias, data ethics, surveillance, and digital inequality. Through a critical interdisciplinary approach, the paper argues that the effective implementation of adaptive learning requires a balance between technological innovation and ethical educational practice. The study contributes to ongoing academic discourse on intelligent learning environments by positioning educational analytics as a central mechanism in the evolution of responsive, inclusive, and learner-centered higher education systems. Artificial Intelligence (AI) and Machine Learning (ML) are transforming higher education by enabling adaptive learning systems that personalize instructional content based on individual learner performance, preferences, and engagement patterns. Advanced ML algorithms analyze large-scale educational data to identify learning gaps, predict academic outcomes, and recommend targeted interventions in real time.

Educational analytics powered by AI facilitates data-driven decision-making for educators and institutions, enhancing curriculum design, student retention, and learning effectiveness. These intelligent technologies support a learner-centric educational paradigm that improves accessibility, scalability, and the overall quality of higher education.

Keywords: Adaptive Learning Systems, Educational, Personalized Learning, Higher Education, Digital Pedagogy, Data Ethics

Track 5

Ethics, Governance, Archives, and Global Digital Futures

Seeing the Unseen: Fantasy, Algorithms, and Survival under Surveillance in *The City & The City*

Kusum Chouhan
PhD Research Scholar
Department of English and MEL
Banasthali Vidyapith, Rajasthan

China Mieville's *The City* & *The City* portrays a unique intersection of fantasy and surveillance within the framework of digital governance, making it a compelling lens through which to consider the relationship between literature and algorithmic agency persistently present in the 21st century. The novel's staging of a socially enforced practice of "unseeing" the other city throughout the story can be more productively interpreted as a cognitively controlled reality which anticipates a close analysis of the sprawling narrative to understand contemporary regimes of data-driven governance that affects the human consciousness and pretence socially, politically, and culturally.

While often regarded as an extensively rich narrative of weird fiction or detective novel, *The City* & *The City* also proposes fantastical inventions merged with monitoring mechanisms. Building upon this, the paper aims at reading and revealing the hidden networks of power that operate within the broader structure of the novel, through the invisible yet omnipresent figure of "Breach" that mirrors the citizen's perceptions of boundaries, bureaucracy, and bipolarity. This paper will explore key episodes and motifs in the novel that illuminate the ethical dilemmas, surveillance systems, and their implications on the netizens, offering a framework for contemporary literary-speculative analysis.

Keywords: Surveillance systems, Algorithmic agency, Fantasy, Mechanisms

AI Assisted Writing and Ethical Dilemma

Dr S. Somasundari Latha
Professor
Department of English
Takshashila University, Tindivanam, TamilNadu

Writing about anything can be done without effort quickly with the help of AI. No place for human thought in such a writing. AI will give us all information without much original thought. Here comes the question: Who is the author of the text? No doubt we have to use AI but how far we have to depend upon AI. This paper is going to study the ethical dilemma in using AI and also insist on the use of usage.

Keywords: AI, Ethical dilemma, Authorship

The Invisible Landscape: AI-Generated Content and Linguistic Erasure in Bihar's Multilingual Ecology

Monalisa
PhD Research Scholar
Department of English
GLA University, Mathura, UP

The study of linguistic landscapes explores how language is presented in public spaces to reflect power dynamics - which languages are visible and which are invisible. This paper builds on this work to suggest that AI-generated content is a new type of digital linguistic landscape, in which English is the default language against which all other languages are implicitly ranked and compared. This paper draws inspiration from the linguistic landscape theory (Landry & Bourhis, 1997; Gorter, 2006) and extends it from the physical world to the digital realm, understanding AI-generated text as an algorithmic linguistic landscape. Using Bihar's multilingual environment as a case study, the paper examines four languages spoken by millions of people - Bhojpuri, Maithili, Magahi and Awadhi. Through a comparative study of AI-generated content in these languages, it shows that large language models are not just complicit with sociolinguistic inequality - they reproduce and normalise it, obviating social disadvantage through technological imperfection. The paper suggests that in a Digital India, algorithmic invisibility is a form of epistemic injustice, for which there needs to be community-led corpus building and policy development that extends language rights enshrined in the Constitution into the digital sphere.

Keywords: Linguistic landscape, Language erasure, Digital sociolinguistics, Epistemic injustice, Multilingualism

Orwell Revisited: Power, Surveillance, and Artificial Intelligence

Sudesh Pathania[1], Dr Bharati Chandrayan[2]
PhD Research Scholar[1], Associate Professor[2],
Department of EFL, SRM-IST, Delhi-NCR Campus, Modinagar, UP

Orwell's novels, *Animal Farm* and *1984*, continue to spark concern about how power operates and how easily it can be misused, even today. Although these books responded to twentieth-century regimes, many of the issues they raised - surveillance, truth manipulation, and control over language - still show up in today's technology, especially AI.

This paper explores how themes from Orwell's work can help us think about ethical problems in today's AI systems, including how decisions are made and how power is used. Using a qualitative approach, the study combines close reading of Orwell's novels with recent literature on AI ethics. It draws connections between Orwell's imagined mechanisms of control—such as Big Brother, Newspeak, and the rewriting of principles in Animal Farm—and current AI practices like facial recognition, biased algorithms, and automated decision-making. Insights are also drawn from public scholarship, including AI for Social Good's work on surveillance and data use.

The study found that Orwell's warnings about power still apply to many of today's technologies. Modern AI systems bring up real concerns, especially when there are not clear rules to guide their use or protect users. Orwell's writing can still help us think through how to use AI more responsibly, especially as these systems become a bigger part of everyday life.

Keywords: Orwellian ethics, Artificial intelligence, Surveillance, Algorithmic bias, Environmental impact

Authorship, Originality, and Academic Integrity in the Age of Generative AI: Challenges in Ethical and Governance Frameworks in English Studies

Kshitij Pandey
PhD Research Scholar
Department of English & Modern European Languages
University of Allahabad, Prayagraj, UP

The recent rapid development that has taken place in the Generative Artificial Intelligence (AI) tools such as ChatGPT, Gemini, and Copilot has changed the way in which academic content is produced, reviewed, and disseminated. On one hand, these technologies offer significant opportunities for enhancing research, writing, and learning, on the other hand they also raise critical ethical concerns regarding authorship, originality, plagiarism, and academic integrity. In the field of English Studies, where creativity and individual expression are core values, the use of AI-generated content challenges traditional understandings of authorship and intellectual ownership.

This paper examines the ethical implications of Generative AI in academic as well as literary contexts, focusing on issues of transparency, accountability, and responsible use. It discusses how AI-assisted writing complicates existing definitions of plagiarism and questions the boundaries between human creativity and machine-generated text. The study also analyses emerging institutional policies and governance frameworks designed to regulate AI use in higher education and research. The research contributes to ongoing debates on the future of knowledge production and the ethical governance of artificial intelligence in academia.

Keywords: Generative AI, Academic integrity, Authorship, Originality, Ethics, Governance, English studies, Digital humanities

Artificial Intelligence and Digital Colonisation

Dr. Krishna Nand Mishra
Assistant Professor of English
P.R.P.S. College, Baigani, Darbhanga, Bihar

Artificial Intelligence has revolutionised the creation, acquisition, preservation and dissemination of knowledge. AI has also worsened the divide between the rich and the poor, the haves and the have-nots. The superpowers like China and the USA recognise AI as the most prized summit to conquer in their race for leadership in economic, political, educational and religious affairs. The nations which lag behind in AI offer themselves for the re-colonisation i.e. as digital colonies. India lacks the education that is vital to survive a technological tsunami. There is a risk that India is on its way toward digital colonisation. The Indian academia has been complacent in addressing the issue with enough seriousness. Indians are addicted to the foreign digital ecosystem. Foreign social media platforms choose which individuals and messages will go viral. The paper is an attempt to examine the risk or potential threats of digital colonisation and the ways to digital decolonisation.

Keywords: Artificial Intelligence, Digital Colonisation, Re-colonisation, Digital Decolonisation

Track 6

Traditional Literature Pedagogy in the Digital Age

From Print Culture to Digital Culture: A Comparative Framework for Contemporary Pedagogy

Dr Yesha Bhatt
Assistant Professor
Department of English, School of Humanities and Social Science
Dr Babasaheb Ambedkar Open University, Ahmedabad, Gujarat

The shift from print-based learning to digital learning marks one of the most significant changes in modern education, yet it remains insufficiently examined. In the post-pandemic context, the rapid adoption of digital technologies has transformed educational practices. However, research presents a mixed picture: reading on paper and reading on screens produce different effects on memory, concentration, and comprehension. In print environments, distractions are largely external, whereas in digital environments, they are internal and often simultaneous. A comprehensive comparative framework remains lacking—one that addresses not only cognitive outcomes but also the cultural and pedagogical structures shaped by each medium. Drawing on the work of Maryanne Wolf, Marshall McLuhan, and Lev Vygotsky, a comparative pedagogical model is outlined across six dimensions: depth of understanding, cognitive load, student agency, the evolving role of the teacher, access and equity, and the transmission of cultural memory.

The common binary framing of print versus digital obscures a more fundamental concern: the need for intentional design in educational practices. Digital technologies cannot be treated as neutral or automatically superior; rather, pedagogical choices must be made with attention to their cognitive and cultural effects. A hybrid model of learning emerges as a balanced approach, integrating the strengths of both print and digital environments without privileging one over the other.

Keywords: Print culture, Digital pedagogy, Comparative education, Reading and cognition, Hybrid learning, Media ecology

The Impact of Al on Literature

Dr Rakesh Kumar Natrajan
Assistant professor
Department of English
Jamalpur College, Jamalpur (Munger University), Bihar

Literature is a form of expression, and the impact of AI (Artificial Intelligence) on literature is also enhancing the knowledge of the readers in different ways. The influence of Artificial intelligence on literature is a multifaceted and dynamic phenomenon that has sparked intense debate and exploration in recent years. It is expanding the traditional boundaries of art and culture. In these days artificial intelligence has started to play a very important role in all spheres of life. The use of Artificial Intelligence is a reality so its impact is a matter of serious discussion. The tools of AI are like ChatGPT, Claude, and Jasper which are being used to enhance the creative process of literature and new innovative ideas. The tools of AI help to overcome author's block by generating ideas, suggesting plot developments and improving stylistic choices. The use of AI can be understood not only as an instrument- a responsive sophisticated tool that requires human skill to master but a representative of substitute for the same. It helps to transform literature into a more cooperative, fruitful and investigational field. The impact of technological advancements on literature will be prolific enough with the preservation of authentic human emotion and creativity.

Keywords: Literature, Artificial intelligence, Knowledge, Impact, Technology

Scrolling Readers and the Crisis of Humanistic Inquiry: A Classroom Study of Gen Z's Digital Reading Practices

Mansi Ratnakar Kulkarni
Assistant Professor
Department of English
JSPM University, Pune, Maharashtra

This paper examines the shifting nature of reading practices among Gen Z students and their implications for humanistic inquiry in AI-supported learning environments. Based on a classroom study conducted with undergraduate forensic science students enrolled in an Ability Enhancement Course (AEC) in literature, the research investigates whether students engage in close reading and interpretive analysis while completing a book review assignment. A mixed-method approach was employed, combining a Likert-scale questionnaire with qualitative evaluation of student responses.

Findings reveal a significant disparity between self-reported engagement and actual reading practices. While students indicated high levels of comprehension and interpretive confidence, classroom observations showed that nearly 70% relied on skimming, partial reading and AI-generated summaries, with many unable to complete the assigned text. This suggests the emergence of an "illusion of understanding," where AI-mediated reading practices substitute sustained textual engagement.

The paper argues that such shifts reflect a broader transformation in reader-text relationships shaped by digital attention economies and algorithmic mediation. It highlights the declining emphasis on close reading, a foundational element of humanistic inquiry. It proposes targeted pedagogical strategies to preserve interpretive depth, critical engagement, and the art of close reading in contemporary classrooms.

Keywords: Gen Z reading practices, Humanistic inquiry, Interpretive engagement, AI-mediated learning, Reader response theory, Attention economy

Jane Austen and the Digital Native: Challenges and Opportunities in Teaching Canonical Texts

Dr Ashok Kumar Priydarshi
Assistant Professor
Department of English
GDM College, Harnaut, Nalanda (Patliputra University, Patna), Bihar

The teaching of canonical literature in the digital age presents both tension and possibility, especially when engaging young readers shaped by rapid, image-driven communication. The works of Jane Austen, grounded in subtle irony and social nuance, often seem distant to learners accustomed to immediacy. Yet this distance can become a space for meaningful connection when her themes—relationships, social expectations, and personal growth—are linked to contemporary experiences. Digital platforms such as discussion boards, multimedia adaptations, and collaborative annotations encourage active interpretation rather than passive reading. At the same time, there remains a need to preserve slow, reflective engagement with the text. The challenge for educators lies in balancing technological tools with intellectual depth. When thoughtfully approached, teaching Austen becomes not just preservation of tradition but renewal of relevance, enabling students to recognize that human emotions and social dilemmas remain constant across time.

Keywords: Digital pedagogy, Canonical literature, Student engagement, Interpretation, Relevance, Reflective reading

Literature in the Age of Social Media

Dr Bhawesh Kumar Bhargav
Assistant Professor
PG Department of English
MJK College, Bettiah (BRABU, Muzaffarpur), Bihar

In the era of social media, literature has gone by a significant transformation in its production, circulation, and reception. Digital platforms such as Twitter, Instagram, and Wattpad have democratized literary expression, enabling writers to sidestep traditional publishing gatekeepers and engage directly with global audiences. It has given rise to new literary forms—microfiction, instapoetry, and serialized storytelling—that prioritize brevity, immediacy, and visual appeal.

Simultaneously, social media fosters participatory culture, where readers become co-creators through comments, shares, and adaptations. Notwithstanding, this environment also raises concerns about the commodification of literature, reduced attention spans, and the privileging of popularity over aesthetic depth. The algorithm-driven visibility of content often influences literary value and canon formation.

In summation, literature in the social media age exists in a dynamic tension between accessibility and quality, innovation and ephemerality, redefining the boundaries of authorship, readership, and textuality in contemporary digital culture.

Keywords: Transformation, Microfiction, Instapoetry, Algorithm

Analysis of the Text Fics and Social Media Fics in the Fan Community of BTS

Dr Axansh Rameshchandra Parmar
Assistant Professor
Department of English
School of Humanities and Social Sciences
Dr Babasaheb Ambedkar Open University, Ahmedabad, Gujarat

The proliferation of fan fiction across digital platforms has opened novel avenues for scholarly inquiry into participatory culture, creative identity, and community formation. This paper examines two emergent subgenres of fan fiction associated with the globally popular South Korean musical group BTS and their fanbase, known as ARMY (Adorable Representative M.C. for Youth): text fics, which simulate conversations through fabricated SMS and messaging-app exchanges, and social media fics (SMFics), which simulate interactions through fictional social media timelines, posts, and comment threads. Drawing on textual analysis, genre theory, and frameworks of participatory culture (Jenkins, 1992, 2006), this study analyses a corpus of forty fan-created texts sourced from platforms including Archive of Our Own (AO3), Wattpad, and Twitter/X. The paper argues that text fics and social media fics constitute a distinctive digital-native literary genre that commodifies intimacy, simulates parasocial relationships, and embeds fan creativity within the affordances of contemporary social media platforms. Findings reveal that these subgenres perform complex functions: they democratize fan authorship, construct alternative celebrity personae, negotiate real-person fiction (RPF) ethics, and reflect broader anxieties about digital surveillance, authenticity, and the boundaries between public and private celebrity identity. This study contributes to growing scholarship on digital fan fiction, K-pop fan culture, and the evolving landscape of participatory media.

Keywords: BTS, ARMY, Fan fiction, Text fics, Social media fics, K-pop, Real-person fiction, Archive, Wattpad, Digital literacy

Teaching Trauma Narratives in Contemporary Fiction: A Student-Centred Psychological Approach in Digital Classroom

Shyamli Kumari
PhD Research Scholar
Department of English
Usha Martin University, Ranchi, Jharkhand

Using a student-centred psychological approach in digital classroom, this research investigates the pedagogical possibilities of teaching trauma narratives in contemporary fiction. Both teachers and students face particular difficulties when dealing with trauma narratives, which are frequently marked by broken recollection, quiet, and intense emotion. The study explores how psychological frameworks might support greater engagement with such complicated literature while staying attentive to students' emotional responses. It does this by drawing on trauma theory, namely the works of Sigmund Freud and Cathy Caruth.

A student-centred instructional strategy that promotes critical thinking, active engagement, and sympathetic reading is presented in this work. Tools like online discussion boards, reflective journals, and multimedia resources are used in digitally mediated learning settings to establish inclusive and dynamic literary analysis spaces. These platforms improve both cognitive and effective learning outcomes by enabling students to digest trauma narratives at their own speed, express personal interpretations, and collaborate with others.

The study also discusses the moral implications of teaching trauma literature, stressing the significance of developing secure and encouraging online environments that recognize the emotional impact of such works. It makes the case that a student-centred, psychologically informed approach develops critical sensitivity and emotional awareness in addition to deepening literary comprehension.

This research shows how teaching trauma narratives may be successfully redesigned for modern classrooms by combining traditional literary pedagogy with digital technologies and psychological insights. In the end, it adds to more general conversations about how to modify literary instruction to meet the changing needs of the digital age while preserving both academic rigor and emotional reactivity.

Keywords: Trauma narratives, Contemporary fiction, Student-centered pedagogy, Digital classroom, Trauma theory

Click, Comment, Critique: Literature in the Age of Social Media

Dr Komal Verma
Independent Researcher

In an age defined by scrolling, sharing, and instant response, the experience of reading literature is undergoing a fundamental transformation. Nowadays, social media has turned literary engagement from quiet, personal reflection into a vibrant, shared dialogue of comments, shares, and instant responses. This has opened doors to wider access and lively debate, yet it often fragments attention and skims the surface of texts. By adopting a qualitative methodology, this study combines textual analysis, classroom observations, and open-ended survey responses to examine how social media environments influence reading practices and interpretative depth. It also grapples with the clash between digital speed and the slow focus true understanding demands, revealing fresh possibilities alongside real pitfalls. The paper proposes a balanced approach that embraces the interactive capabilities of social media while reinforcing the continued significance of close reading and critical reflection. It highlights the need for literature to strike a balance between rapid digital engagement and profound interpretative depth, thereby preserving authentic and meaningful reading practices.

Keywords: Social media, Literary studies, Digital reading practices, Rapid connectivity, Literary pedagogy

Maithili Literature and Culture in the Age of Social Media: Challenges and Opportunities

Dr Yugeshwar Sah
Assistant Professor
Department of English
CM Science College (LNMU Darbhanga), Bihar

The emergence of social media has significantly transformed the production, circulation, and reception of regional literatures and cultures across the world. Maithili literature and culture, deeply rooted in the rich heritage of Mithila, have also experienced substantial changes in the digital age. Platforms such as Facebook, YouTube, Instagram, WhatsApp, blogs, and online literary forums have created new avenues for the preservation, promotion, and globalization of Maithili language, literature, folk traditions, songs, dances and cultural practices. Social media has enabled writers, poets, performers, translators, and cultural activists to connect with wider audiences beyond geographical boundaries, including the Maithili diaspora. The digital medium has democratized literary production by providing opportunities for emerging writers and independent creators to publish and circulate their works without relying solely on traditional publishing institutions. It has also encouraged translation, intercultural dialogue, and the documentation of oral and folk traditions in digital formats. At the same time, the growing influence of social media has introduced several challenges including the decline of serious reading habits, commercialization of literary expression, linguistic dilution through code-mixing, plagiarism, and the lack of critical literary standards in digital spaces.

This paper examines both the opportunities and challenges associated with the representation of Maithili literature and culture in the age of social media. Using perspectives from Digital Humanities, Cultural Studies, and Media Studies, the paper analyses how digital platforms are reshaping literary practices, cultural identity and modes of communication in contemporary Maithili society. The study argues that while social media has become a powerful tool for cultural preservation and global visibility, there remains a pressing need to maintain literary authenticity, linguistic integrity and cultural sustainability in the rapidly evolving digital environment.

Keywords: Literature, Media studies, Culture studies, Problems, Prospects, Democratization, Digital humanities and global visibility

Teaching Dalit and Afro-American Narratives in the Digital Age

Leela
PhD Research Scholar
Department of English
Kumaun University Nainital, Uttarakhand

This study examines the representation of social oppression in the texts of Bama and Alice Walker in the context of digital literary studies. Through a comparative analysis of caste and race-based violence in Bama's Karukku and The Color Purple written by Alice Walker, the paper brings together insights from the field of digital pedagogy. The study explores how these accounts of oppression can be pedagogically engaged in technology-based classrooms through digital resources like online annotation platforms, e-learning management systems, multimedia, and so on. The paper uses a comparative and qualitative research methodology to emphasise how digital environments shift the nature of reading practices from close reading to collaborative reading. It also explores how digital tools facilitate students' critical, empathetic, and intercultural understanding of subaltern experiences. At the same time, the research explores some of the problems such as digital divide, digital skimming, and ethics of employing AI in teaching. This "literary and digital" paper illustrates this use of digital tools with humanistic research can democratise the 21st century teaching of marginalized texts.

Keywords: Dalit Literature, Afro-American Literature, Digital Pedagogy, Subaltern Studies, Technology-Mediated Learning

Print Culture vs. Digital Culture in English Studies: An Analysis of the Transformation in Pedagogy

Pradeep Kumar
Assistant Professor
Department of English & MEL
University of Allahabad, Prayagraj, UP

This paper examines the impact of Digital culture and Print culture in English Studies. It also makes a comparison between the two transformative eras in English Studies and shows how texts are produced, circulated, and analysed. While print culture emphasizes physical texts and historical book production, digital culture redefines authorship through interactive, multimedia, and network-based story-telling. Print culture encompasses the technological, social, and economic impacts of mass-produced physical text. In English Studies, this involves the history of the book, authorship, and the materiality of literature. Digital culture reshapes the discipline by introducing new media forms, hypertexts, and computational methods for analyzing literature. In the process of comparison between the two cultures, this paper shall go through the medium, narrative structures, author-reader dynamics, and the analytical approaches that are used in the respective cultures.

Keywords: Digital culture, Print culture, Transformation in pedagogy

A Journey from Ritual to Reel: Re-mediating Mithila's Folk Songs as Moral Archives in the Age of Gen Z Rationality

Pooja
Assistant professor
Department of Humanities and Social Sciences
Vivekananda Global University, Jaipur, Rajasthan

Songs in oral form like Sohar, Samdaun, Mundan, and Vivaah Geet of Mithila culture have been recorded in written and digital form. The present study explores how they act as moral guides for Generation Z. The songs of these traditions play an important role in transmitting moral codes, values, emotions, attitudes, gender roles, and spiritualism during birth rituals and wedding ceremonies. Moral education happens through practices rather than direct instructions in this way. These folk songs are written and circulated in social media platforms like YouTube and wedding videos. Rather than regarding this shift in the nature of these folk songs as discontinuity, this paper takes it as a continuum in which these oral forms become textualized and digitalized and their moral meanings transformed. Oral forms of traditions are flexible, contextually dependent, and community owned. Textual forms of traditions are standardized and amenable to textual readings. Digital forms are hybrid and performative, mediated by images, reactions of audiences, and algorithmic attention. In this way, the concept of a "re-mediated moral archive" needs to be understood as how these songs influence Generation Z's ethical practices while getting updated by modern culture.

This paper aims to understand how these folk songs fit into the moral consciousness of Generation Z that is sceptical about traditional knowledge, curious to learn through science, and interested in questioning old customs. How a generation that prefers inquiry and individualism over collectivists gets affected by the moral teachings of these songs on familial duties, connectivity, emotional toughness, spirituality, and others is one of the important queries of the current study. Do the songs' messages remain relevant, selective, and critiqued by Generation Z? In addition to this, what kind of role does Generation Z assign to women's voices that were traditionally involved in performing these songs? Qualitative method has been used in this study where the analysis of these songs, comparative analysis of traditional and contemporary versions have been used to relate it to the theories of folklore studies, media studies, and moral philosophy behind these rituals.

Keywords: Maithili songs, Rituals, Gen Z, Moral values, Traditional knowledge, Digital media reels

The Literature of Swami Vivekanand in the Age of Social Media: A Critical Exploration

Ankita Mishra
PhD Research Scholar
Department of English
Jai Prakash University, Chapra, Bihar

The teachings of Swami Vivekananda are still important in today's world, especially in the age of social media. This paper explores how his ideas are shared and understood on platforms like Instagram, YouTube, and Twitter (X). Social media has made his thoughts easily available to a large number of people, especially the youth. His messages about self-confidence, unity, and spiritual growth are often used as motivational content.

However, this paper also points out some problems. Many times, his deep and meaningful ideas are simplified into short quotes or posts, which may not fully reflect his original thoughts. This can lead to misunderstanding or incomplete knowledge of his philosophy.

The study highlights both the positive and negative sides of presenting Vivekananda's literature on social media. It suggests that while social media is useful for spreading his message, people should try to understand his ideas in a more complete and

This study shows that social media is a powerful tool to spread the literature of Swami Vivekananda, but it should be used carefully. It is important for readers to go beyond short posts and try to understand his ideas through his original works, such as his lectures and writings. In this way, they can get a deeper and more meaningful understanding of his philosophy thoughtful way.

Keywords: Swami Vivekananda, Unity, Spiritual growth, Self confidence

Literature in the Social Media Era: Challenges, Opportunities and Transformation

Dr Chhabi
Assistant Professor
Department of English
Koshi College, Khagaria (Munger University), Bihar

In 21st century, social media has brought a major transformation in the field of literature by changing the ways literary works are produced, distributed, accessed and appreciated. This paper examines the influence of social media platforms on contemporary literature, focusing on the challenges, opportunities, and transformations created by the digital age. The new era of social media has provided writers with accessible platforms for self-expression, global communication, and direct interaction with readers. It has also encouraged new literary trends such as e-books, online research journals, digital storytelling, micro-poetry, blogs, and online literary communities, thereby expanding the reach and diversity of literature.

At the same time, the study highlights several challenges associated with the social media era, including brief focus duration, decline in deep reading practices, commercial exploitation of literature, academic dishonesty, and the growing preference for instant and short-form communication over serious literary engagement.

Moreover, the study discusses the transformation of literature from a print-centred tradition to e-books, audio books, and digital publishing has made reading more accessible than ever before. This has expanded the reach of literature beyond traditional boundaries, making it easier for people to discover new authors and genres. The paper concludes that while social media presents significant challenges to traditional literary values, it also offers innovative opportunities for creativity, inclusiveness, and global literary exchange. A balanced approach is therefore essential to preserve the depth and richness of literature while embracing the possibilities of technological advancement.

Keywords: Social media, Literature, Challenges, Opportunities and transformations

From Manuscript to Metadata: Teaching Traditional Literature through Digital Archives

Anjali Smriti Tirkey
PhD Research Scholar
Department of English
Sarala Birla University, Ranchi, Jharkhand

Digital archives have reshaped the traditional literature by emphasizing the dynamic metadata–driven resources over conventional manuscripts. The digitalization of folk, oral, and indigenous texts not only ensures the preservation but also offers interactive educational contexts. Digital tools such as audio–visual, repositories, annotated databases, and searchable corpora, fosters rich interaction with cultural narratives constrained by geographical and physical boundaries. The paper emphasizes metadata functions as a tool, allowing students to map linguistic structures, themes, and motifs across diverse traditions. At the same time, it raises the concern about cultural ownership, ethical representation, and authenticity of marginalized voices in digital archiving. Additionally, the paper evaluates the role of collaborative digital platforms allowing learners to participate in annotation of archives and creation. Further, it analyzes the incorporation of digital archives into curricula encouraging bridging literature with history, interdisciplinary learning, media studies, and anthropology. Ultimately, the paper underscores the function of digital archives not merely as repositories but as dynamic spaces of critical inquiry and knowledge exchange.

Keywords: Digital archives, Cultural preservation, Audio–visual repositories, Metadata, Ethical representation

Anita Desai's *In Custody* and the Digital Age: Tracing the Death of Language

Md Tabarak Ansari
Assistant Professor
Department of English
JMS College (Munger University), Bihar

Digital Age means the Age of computer. Although the novels of Anita Desai are not directly associated with the digital world because most of her novels were written in pre-internet time but the main theme of her novels are very close to the present digital world. This paper examines the extinction, marginalization and death of language in *In Custody* as they are major issues in the digital world.

Keywords: Digital Age, Marginalization, Language, Tradition & Culture

Social Media and Contemporary Literature: Changing Modes of Authorship and Readership

Nivedita Chauhan
PhD Research Scholar
Department of English & MEL
University of Allahabad, Prayagraj, UP

The revolutionary emergence of social media has transformed the production, circulation, consumption, and interpretation of literature in the twenty-first century. From print culture, publishing houses, and academic institutions, to digital and participatory environment shaped by platforms such as Instagram, X, Facebook, and TikTok literature has garnered a variety of audiences. This shift has altered not only how literature reaches readers but also how literary value, authorship, readership, and textual meaning are constructed in contemporary culture. This paper examines the evolving relationship between literary expression and digital communication, focusing on how social media has reshaped literary aesthetics, reader engagement, and cultural discourse. Social media has created new literary spaces through micro-fiction, digital poetry, blogs, spoken-word performances, fan fiction, and interactive storytelling. The popularity of short-form writing reflects the changing attention economy of the digital age, where brevity, immediacy, and visual appeal often determine literary visibility. Writers from diverse social, linguistic, and cultural backgrounds can now reach global audiences, thereby expanding the scope of contemporary literature beyond conventional institutional limits. The paper highlights the challenges posed by social media to literary culture. The commercialization of creativity, the dominance of algorithmic popularity, shortened attention spans, and the pressure to produce instantly consumable content raise concerns about the depth and longevity of literary engagement. Incorporating the theories of postmodernism, digital humanities, media studies, and reader-response criticism to analyse the transformation of literature in the digital era. Ultimately, this paper argues that social media has not diminished literature; rather, it has transformed its modes of expression, reception, and circulation.

Keywords: Literature, Social media, Consumption, Production, Circulation

Digital Resources and Archives for Teaching Traditional African Literature

Konda Swarupa Rani[1], Dr Neelima Choudaraju[2]
Research Scholar[1], Associate Professor[2]
Department of English, KL University, Vaddeswaram, Guntur, Andhra Pradesh

The African literature which expresses itself more in forms of oral traditions such as mythology, folklore, proverbs, and the tales of heroic deeds- all aspects that underline aspects of indigenous knowledge systems intrinsic to Africa - is often an essential mirror reflecting its rich culture embedded with a diversity in social value and calls for a critical historical consciousness. In the current technological climate, digital platforms and archival resources have emerged as important vehicles for conserving, disseminating and teaching this major literary heritage to a larger audience around the globe. This study investigates how digitized narratives, conservation of oral traditions into online collections, audiovisual resources and virtual repositories contribute to the promotion of traditional African literature by breaking barriers arising from culture and distance. These technologies not only help conserve endangered oral traditions, indigenous texts, and education but they also make learning exciting through videos, audio recording, translations and academic content. Their use enables the implementation of African literature in a more participatory, equitable way, culturally responsive delivery of African literary traditions with text and illustrative samples of various forms interconnected in ways that invite interdisciplinary learning as well as comparison to canonical literatures taught elsewhere globally. Digital archives make the voices of historically marginalized groups more prominent and visible, which helps ensure that those voices are an important part in our modern academic frame. This is why the combination of this digital innovation and cultural education plays a crucial role in the preserving, enhancing and global recognition of timeless African writers.

Keywords: Traditional African literature, Digital preservation, Oral storytellers' storytelling, Cultural heritage, Digital archives authors

The Canonical Texts in a Digital World: Evidence-Based Challenges and Classroom Strategies

Dr Ashish Kumar Gupta
Assistant Professor
Department of English
Allahabad Degree College (University of Allahabad), Prayagraj, UP

In this paper, the pedagogical challenges and opportunities have been explored when a set of literary texts is introduced into the educational space where digital systems are available to learners, especially in the context of India. Based on empirical studies in cognitive science, reading research and educational technology such as Indian national assessment like Annual Status of Education Report (ASER) 2023 and Comprehensive Modular Survey on Telecom (2025), the paper proposes to highlight three challenges derived from empirical evidence on reading skills; the first challenge is that sustained reading comprehension is a measurable skill that is affected by digital media habits, the second challenge is the historical and cultural distance of canonical works and the third challenge is the availability of online substitutes that do not require engagement with primary texts. The paper outlines opportunities for these: new formats of textual availability in open digital archives, pedagogical affordances of social annotation platforms, and transmedia frameworks that create building blocks for developing entry-level understanding before deep reading begins. The paper concludes that digital tools, with curricular intent, can enhance and not replace engagement with canonical texts, and that the National Education Policy 2020 of India whose vision is 'Multilingual Development of the Child' and 'Foundational Literacy' provides a major policy lens for rethinking how to approach the pedagogy of canonical texts in the subcontinent.

Keywords: Digital natives, Canonical literature, Deep reading, Social annotation, Literary pedagogy

Reader–Writer Interaction in the Age of Social Media

Ruchi Verma
PhD Research Scholar
Department of English
TM Bhagalpur University, Bhagalpur, Bihar

The growth of social media has transformed the relationship between readers and writers in contemporary literary culture. Earlier, literature mainly followed a one-way pattern in which writers created texts and readers interpreted them privately. Today, digital platforms such as Instagram, X, and blogs have created interactive spaces where readers can directly communicate with authors through comments, reviews, live discussions, and online communities. This shift has changed readers from passive consumers into active participants in the literary process.

This paper examines how social media influences literary communication, authorship, and reader engagement in the digital age. It also explores the ways writers use online platforms to shape their public image, promote creative works, and receive instant feedback from audiences. At the same time, the study discusses certain challenges, including the commercialization of literature, the pressure of online visibility, and the growing influence of algorithms on literary popularity. By analysing the changing dynamics between readers and writers, the paper argues that social media has created a more participatory and accessible literary environment that is reshaping modern reading and writing practices.

Keywords: Digital Literature, Social Media, Reader Engagement, Authorship, Literary Communication

Connecting Canonical Literature with Intertextual Dialogue: A Digital Integration of *Pride and Prejudice* in *Lizzie Bennet Diaries*

Dr Lisha Sinha
Assistant Professor
Department of English
KKM College, Jamui (Munger University), Bihar

Canonical literature has a significant relevance in the digital age. And it further grows intense by establishing an intertextual dialogue with contemporary texts. Literary studies are in the new age where the integration of the digital platforms with canonical texts has taken a different turn. The paper thus calls for the investigation that how the canonical texts especially Jane Austen's 1813 novel Pride and Prejudice connects dynamically with contemporary adaptations through intertextual dialogue. The paper examines modern digital integrations of *Pride and Prejudice* in You Tube series; *The Lizzie Bennet Diaries*. The research seeks the evidence that whether there has been an enhancement of participation in reading the literary texts through multimedia experience. The study will further probe to explore modern cultural issues of gender and class and how they are adapted in the digital narratives. Questions will also be raised that whether the transmedia storytelling shift the passive role of the reader to an active co-creator. Primarily, the research's focus will be on how digital integration becomes an evolving and living participant in the present literary discourse.

Keywords: *Pride and Prejudice*, *Lizzie Bennet Diaries*, Canonical literature, Digital integration, Transmedia storytelling

Nation, Culture and Transnationalism: Representation in the Digital Age

Atanu Kumar Paul
Assistant Professor
Department of English
RD & DJ College (Munger University), Bihar

This paper examines the shifting interplay of nation, culture, and transnational literature under digital conditions. To speak of nation in general is to speak of an idea. Nations are narrated like novels and newspapers. Native individuals come to consider themselves belonging to a solid community 'moving steadily down (or up) history', sharing 'a deep, horizontal comradeship' with others. Performances of various narratives, rituals and symbols are the means to evoke, stimulate and promote an individual's sense of belonging to a nation. But, often the rehearsal or reinterpretation of nationalist icons, symbols and traditional culture on the part of the elite and native intellectuals occur ignoring the diversity of the individuals it seeks to homogenise. The elite attempt to mobilise the masses in their nationalist aims, as well as make sure that the populace remains far from the power and pelf. With the acceleration of technologies and development of communication modes, the local is on the globalized platform; rather we can say the local has been the "glocal". This paper explores how digital technologies are reshaping the production, circulation, and reception of transnational literature. As migration, globalization, and networked platforms dissolve traditional borders, literary texts increasingly emerge from and speak to multiple cultural geographies simultaneously. One can examine how e-books, social media, translation apps, and transmedia storytelling enable writers and readers to transcend nation-bound canons, fostering hybrid genres that blend languages, histories, and forms. The paper further addresses tensions between global accessibility and cultural specificity, asking whether digital circulation homogenizes difference or amplifies plural identities. Drawing on postcolonial theory, digital humanities, and diaspora and cultural studies, this research argues that the digital age has produced a distinct "platform transnationalism" in literature - one that is collaborative, ephemeral, and commercially mediated. Rather than replacing print traditions, digital ecosystems expand the archive of transnational expression and demand new critical frameworks for reading texts that are multilingual, multimodal, and constantly in revision.

Keywords: Nation, Culture, Native Intellectual, Digital Age, Transnational Literature, Multilingualism

Orwell in the Age of Instagram: Dystopia and Digital Control in Postcolonial Spaces

Vishal Mishra
PhD Research Scholar
Department of English
Deen Dayal Upadhyaya Gorakhpur University, UP

George Orwell wrote *Nineteen Eighty-Four* in 1949 as a warning about what the world could become if governments were allowed to control their citizens through fear and constant surveillance. Few could have imagined then that his fictional nightmare would feel so familiar more than seventy years later. New technologies such as Facebook, Instagram and YouTube are now collecting vast amounts of data of their users and determining what content people see. Users in countries like India or Africa have an especially difficult time using these technologies because they are continuing to experience the legacy of colonialism. The dominance of the English language over regional languages like Bhojpuri, Tamil, and Yoruba reinforces traditional power structures that were established during the colonial period. Michel Foucault's concept of surveillance and Walter Mignolo's concept of decoloniality are both important theoretical frameworks for analyzing *1984* and Eggers' *The Circle* as texts that help us understand how digital technologies are being used to control individuals in postcolonial societies. These novels provide insights into how colonial methods of exercising power are preserved through controlling the flow and distribution of information.

Keywords: Dystopian fiction, Digital colonialism, Surveillance, Postcolonial resistance, Decoloniality, Social media

Literature in the Age of Social Media: Transformation, Accessibility, and Reader Engagement

Dr Wajiha Fatima
Assistant Professor
Department of English
KDS College, Gogri (Munger University), Bihar

The emergence of social media has significantly transformed the creation, dissemination, and consumption of literature. Digital platforms have enabled authors to reach wider audiences, facilitating instant communication and engagement between writers and readers. Social media has also encouraged the development of innovative literary forms such as microfiction, digital poetry, and interactive storytelling that reflect contemporary modes of communication. Furthermore, online communities provide spaces for literary discussions, reviews, and collaborative interpretation, thereby democratizing literary participation. However, the growing influence of social media raises important concerns regarding reduced attention spans, commercialization of literary content, and the tendency to prioritize popularity over artistic merit. This paper examines the dynamic relationship between literature and social media, highlighting both the opportunities and challenges presented by digital culture. It argues that rather than diminishing literature, social media has reshaped literary production, circulation, and reception, making literature more accessible while simultaneously redefining the role of authors and readers in the twenty-first century.

Keywords: Social Media, Digital Literature, Reader Engagement, Online Communities, Literary Transformation, Digital Culture, Contemporary Literature

Teaching the *Mahabharata* in the Age of Artificial Intelligence

Apoorv Anand
Postgraduate Student
Department of English and Foreign Languages
Central University of South Bihar, Gaya, Bihar

This paper examines the possibility of teaching the *Mahabharata*, one of the two Indian epics in the age of Artificial Intelligence (AI). As classrooms adopt new digital methods of teaching, learning becomes interactive and stimulating. With the aid of these tools, various complex topics can be covered and easily understood by the learners. One among them is the *Mahabharata*.

While often considered a religious text composed by the sage Vyas, this epic is a rich and profound resource for topics such as literature, history, psychology, sociology, political science, philosophy, etc. Through its morally complex characters and numerous ethical dilemmas, the text provides excellent examples for building critical-thinking and decision-making skills. It also focuses on contemporary interpretations, which contribute to constant engagement with classical literature.

By combining the complex lessons of the epic like dharma, power, morality and war with the use of digital storytelling, AI-assisted learning interactive platforms like Quizizz, podcasts and virtual discussions, the paper argues that the *Mahabharata* can remain relevant and easily accessible in contemporary classrooms. This is also how AI-supported pedagogy can help enrich the teaching of canonical literature in the digital age.

Keywords: Artificial Intelligence, Mahabharata, Digital Learning, Teaching Aids, Kurukshetra

Opportunities in Teaching Canonical Texts with Technology in Higher Education Institutions in India

Dr Gopal Kumar
Hindi Officer
Visva-Bharati, Shantiniketan, West Bengal

Globalisation in the 1990s led to the start of a more connected world, thus leading to a homogenization of languages, and the widespread of Western education in India. Even at present, most of the non-language courses in India are taught in English. Hence, not only is the origin of most of the canonical texts from Western countries, but also the medium of instruction. Indian students coming to higher education institutions to study face linguistic barriers. With the expansion of AI and online real-time translation engines, this gap is being addressed quite effectively. Now, students coming from different linguistic backgrounds can easily read the texts in the language of their understanding. With the help of AI, they can also get clarifications and analysis on the portions of the texts where any confusion occurs. Hence, being ready for discussion in the classroom has become easier. This paper seeks to discuss the need for cannons in the classroom, the digital revolution in India, the expansion of digital teaching institutions, challenges faced by students coming to higher education institutions who are not very fluent in English, and the use of machine translation and artificial intelligence in increasing the reach of pedagogical content to students of diverse backgrounds. It also throws light on potential challenges, such as its effective applicability in different fields, such as literature, philosophy, etc.

Keywords: Artificial Intelligence, Higher Education Institutions, Indian Education Institutions, Digitisation, Machine Translation

Bridging Tradition and Technology: Pedagogical Engagements with Magic Realism in Geetanjali Shree's and Elizabeth Acevedo's Narratives

Namrata Singh
Assistant Professor
Department of English
Sarala Birla University, Ranchi, Jharkhand

This paper examines the evolving role of literature pedagogy in the digital age through a comparative study of magic realism in the works of Geetanjali Shree and Elizabeth Acevedo. As digital technologies increasingly transform educational practices, traditional methods of literary instruction are being reimagined to engage contemporary learners. Focusing on Shree's Tomb of Sand and Acevedo's Family Lore, this study examines how magic realism serves as a powerful pedagogical tool for exploring themes of memory, identity, cultural heritage, and intergenerational storytelling. Both authors blend the ordinary with the extraordinary, drawing upon myths, oral traditions, and collective memories to challenge conventional understandings of reality.

The paper argues that digital platforms, multimedia resources, and interactive learning tools can enhance students' engagement with these complex narratives while preserving the interpretative depth associated with traditional literary pedagogy. By bridging traditional literary analysis with digital methodologies, educators can foster critical thinking, cultural awareness, and cross-cultural understanding. Ultimately, the study highlights the potential of magical realist texts to create meaningful connections between tradition and technology, enriching literature education in an increasingly digital and globalized world.

Keywords: Magic Realism; Literature Pedagogy; Digital Humanities; Digital Learning; Traditional Pedagogy; Cultural Memory; Oral Traditions; Transcultural Literature

Adapting Traditional Literary Pedagogy for Generation Z Learners

Ram Sebak Thakur
Assistant Professor
Department of English
RRM Campus, Tribhuvan University
Janakpurdham, Madhesh Province, Nepal

The emergence of Generation Z learners has significantly transformed educational practices across disciplines, particularly in literature classrooms where traditional pedagogical methods increasingly confront challenges of relevance and engagement. Raised in a technologically saturated environment, Generation Z students exhibit distinctive learning preferences characterized by digital fluency, visual orientation, multitasking tendencies, and shortened attention spans. These characteristics often conflict with conventional methods of teaching canonical literary texts that emphasize prolonged reading, teacher-centred lectures, and print-based analysis. This article examines the necessity of adapting traditional literary pedagogy to suit the cognitive and cultural realities of Generation Z learners. It explores the pedagogical challenges teachers encounter while teaching classical literature and proposes innovative approaches integrating technology, multimedia, collaborative learning, and student-centred methodologies. The article argues that adaptation does not imply abandoning literary traditions; rather, it involves recontextualizing literature through contemporary pedagogical strategies that preserve critical depth while enhancing student engagement.

Keywords: Adaptation, Conventional Pedagogy, Generation Z, Multimedia, Pedagogical Challenges

Teaching Literature in the Digital Era

Sreeranjini Umesh
PhD Research Scholar
Karnataka Bharatagama Pratishtana, Bengaluru Karnataka

The digital revolution has significantly changed the way literature is read, taught, and understood. Today, literary studies combine traditional reading practices with digital tools, online archives, social media, and AI-assisted learning. Social media has created new opportunities for writers and readers to share ideas, discuss texts, and engage with literature in innovative ways. In classrooms, teachers increasingly use a blend of printed materials and digital resources to make learning more interactive and meaningful. Tools such as digital annotation platforms encourage close reading and collaborative discussion, while multimedia resources help students better appreciate poetry, drama, and fiction. At the same time, it is important to preserve the human values at the heart of literary studies, including critical thinking, creativity, empathy, and interpretation. Digital archives provide easy access to both classical and modern works, making literature more widely available than ever before.

Although teaching canonical texts to digital-age learners presents certain challenges, technology also offers exciting opportunities to connect traditional literature with contemporary experiences and make learning more engaging and relevant.

Keywords: Digital literary studies, Social media literature, Blended learning, Digital annotation, Technology mediated teaching

Challenges and Opportunities in Teaching Canonical Texts to Digital Natives

Ramesh Chandra Pradhani
Assistant Professor
Department of English
PS Degree College, Deogaon, Balangir, Odisha

The rapid advancement of digital technology has significantly transformed the reading habits, learning preferences, and cognitive engagement of contemporary students, often referred to as digital natives. This shift presents both challenges and opportunities in teaching canonical literary texts in higher education. Canonical works, often characterized by complex language, historical contexts, and lengthy narratives, may appear distant and less engaging to students accustomed to fast-paced digital content. Consequently, educators face challenges in sustaining students' attention, fostering deep reading practices, and demonstrating the contemporary relevance of classical literature. However, digital technologies also provide innovative opportunities for revitalizing the teaching of canonical texts. Interactive learning platforms, multimedia resources, digital annotations, online discussion forums, and collaborative learning tools can enhance student engagement and facilitate critical interpretation. By integrating technology with traditional literary pedagogy, instructors can bridge the gap between classical texts and modern learners, encouraging active participation and deeper understanding. Furthermore, digital approaches promote accessibility and diverse perspectives, enabling students to connect canonical literature with contemporary social, cultural, and global issues. This study examines the pedagogical challenges and possibilities involved in teaching canonical texts to digital natives, highlighting effective strategies for fostering literary appreciation while adapting to the evolving educational landscape of the twenty-first century.

Keywords: Canonical Texts, Digital Natives, Literary Pedagogy, Digital Learning, Higher Education

Beyond the Printed Page:
Social Media as a New Frontier for Literary Creativity

Dr Sandeep Kaur Brar
Assistant Professor
Department of English
Guru Nanak College, Sri Muktsar Sahib, Punjab

The rise of social media has significantly transformed how literature is written, shared, and read. Platforms such as Instagram, Twitter, Facebook, and TikTok have become vital spaces for writers to express their ideas and connect directly with readers. These platforms enable authors to experiment with new forms of literature and reach wider audiences beyond traditional print media. This paper examines how social media has emerged as a new space for literary creativity. It explores how writers use digital platforms to share their work, receive instant feedback, and build online communities. Social media appears to have fostered greater reader participation, creating new opportunities for emerging writers.

However, the paper also considers some of the challenges associated with social media, including concerns about content quality, commercialization, and the fleeting nature of online trends. Overall, the study argues that social media has transformed literary culture by making literature more accessible, interactive, and innovative. It highlights the growing relationship between technology and literature in the digital age.

Keywords: Social Media, Digital Literature, Digital Platforms, Literary Culture, Contemporary Literature

From Ink to Intelligence:
Redefining Literature in the Age of Artificial Intelligence

Dr. Kanchan Yadav
Assistant Professor of English
Department of English & MEL
University of Allahabad, Prayagraj, UP

This paper examines the evolving relationship between human creativity and artificial intelligence in the creation and analysis of literature. Traditional notions of authorship, originality, and creativity are being redefined with the increasing participation of AI tools in generating poetry, fiction, and critical writing. The paper investigates how AI operates not merely as a technological aid but as a collaborative force that reshapes narrative frameworks, literary discourse, and reader participation. It also discusses the ethical and aesthetic issues associated with machine-produced literature, including questions of authenticity, intellectual ownership, and the limitations of algorithmic imagination.

By placing AI within the broader framework of literary studies and digital humanities, the paper asserts that the future of literature is rooted in a dynamic interaction between human imagination and artificial intelligence.

Keywords: Artificial Intelligence, Literature, Authorship, Originality, Creativity

Journals of WAAR

Akshara

An International Refereed Research Journal of English Literature and Language
ISSN: 0975-5373; E-ISSN: 2583-4738
(https://www.aksharajournal.org/)

Akshara was founded in 2007 by Dr. Vijay Kumar Roy and Dr. Subodh Kumar Sinha in fond memory of Professor Shankaranand Palit, the most revered teacher of English at Lalit Narayan Mithila University, Darbhanga. Its first issue was published in May 2009 by Academic Studies and Research Association, Darbhanga in print version. In 2018, it became part of the World Association of Authors and Researchers. From 2022 it is also published online.

It aims at providing an international forum for teachers and researchers for dissemination of high-quality research. It accepts scholarly articles on a wide range of authors and literary texts in English besides literary criticism and applied linguistics. It also accepts original short stories, poems, interviews, and reviews of the recently published books. It is an open access journal published annually in May and submissions are open round the year. All submissions, following the Guidelines for Authors should be emailed to the editor-in-chief. Please visit the website for more information.

Ars Artium

An International Refereed Research Journal of English Studies and Culture
ISSN: 2319-7889; E-ISSN: 2395-2423
https://www.arsartiumjournal.org/

Ars Artium was founded in 2012 by Dr. Vijay Kumar Roy. It was first published in January 2013 in print version and from 2015 it is also published online. It aims at providing an international forum for dissemination of knowledge through scholarly and critical articles of broader significance covering a wide range of authors and literary texts in English along with literary criticism, applied linguistics, and culture and society of global significance. It also accepts original poetry and reviews of recently published books. Contributions to the journal are open for all teachers, researchers, reviewers and creative writers. All submissions, following the Guidelines for Authors, should be emailed to the editor-in-chief. Please visit the website for more information.

Events

https://www.waoar.org/events/

Gallery

https://www.waoar.org/gallery/

Press Release

https://www.waoar.org/press-release/

YouTube

https://www.youtube.com/@AEWFoundationInd

Facebook

https://www.facebook.com/groups/1601203512964 91

Facebook

https://www.facebook.com/groups/890531723825736

The 3rd International Conference of the World Association of Authors and Researchers (WAAR)
on
Decolonisation through Language and Literature

Organised by

The Department of English
Université Numérique Cheikh Hamidou Kane, Senegal
in association with
Senegal Chapter (West Africa) & Prayagraj Chapter (India) of WAAR

July 25-26, 2026
Saturday and Sunday
Online Mode



Human being is the crown and glory of God's creation. He is capable of achieving many things that he dreams and desires. Among all, the service to humanity is the highest order of achievement. So on the way to his personal good, he should also realize his duty and responsibility towards the well-being of others. It can be done in various ways. One of them is exchange of scientific, scholarly and spiritual knowledge. The World Association of Authors and Researchers (WAAR) is a forum for the same. It welcomes the writers, poets, editors, critics, translators, reviewers, researchers and all those engaged in critical and creative endeavours directly or indirectly throughout the globe and wish to strengthen the culture of reading, writing, and effective and fruitful discussion.

Learning does not accept boundaries. It accepts views and reviews coming from all corners of the world with the sole purpose of attainment of knowledge. It respects and follows the concept of oneness in all. The attainment of oneness liberates the unifying forces and brings all fragrances of life together to make our heart beautiful – the cause of everlasting joy. It is essential and one needs it in order to bring smiles on every face and establish peace and harmony – the soul of human existence.

I hope the Association will remain a source and centre for exchanging research and creative and critical thought.

Prof. Vijay Kumar Roy
President, World Association of Authors and Researchers

World Association of Authors and Researchers
https://www.waoar.org/

ISBN: 978-93-94964-11-2