



**EASWARI**  
**ENGINEERING COLLEGE**

An AUTONOMOUS Institution  
Affiliated to ANNA UNIVERSITY

**RAMAPURAM CHENNAI**

**DEPARTMENT OF ENGLISH**  
**ONE DAY - NATIONAL CONFERENCE**  
**ON**  
**LANGUAGE AND LITERATURE IN THE AGE OF**  
**INNOVATION: CREATIVITY AND LEARNING IN THE**  
**DIGITAL WORLD**

**25 APRIL, 2026**



**EASWARI ENGINEERING COLLEGE**  
**Chennai**



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*One Day - National Conference On*  
**Language and Literature in the Age of  
Innovation: Creativity and Learning in the  
Digital World**

**25 APRIL, 2026**

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**Organized by**

**Department of English  
Easwari Engineering College**

One Day - National Conference on  
Language and Literature in the Age of Innovation: Creativity and Learning in Digital World

Edited by Dr Jayanthi Rajendran, Dr Surya S, Dr Rudhra TS

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## MESSAGE FROM THE PRINCIPAL



**Dr. P. Deiva Sundari**  
**Principal**  
**Easwari Engineering College**

It gives me immense pleasure to note that the Department of English, Easwari Engineering College, is organizing a One Day National Conference on “Language and Literature in the Age of Innovation: Creativity and Learning in the Digital World” on 25th April, 2026 to be conducted in hybrid mode.

In today’s digital age, the domains of language and literature are continuously evolving, shaped by technological advancements and innovative pedagogical practices. This conference is a timely initiative that will provide a valuable platform for scholars, academicians, and students to engage in meaningful discussions and explore emerging trends in the field.

Such academic endeavors significantly contribute to fostering creativity, critical thinking, and collaborative learning. They also enable participants to gain deeper insights into the integration of literature and digital innovation, thereby preparing them for the challenges of the modern world.

I commend the efforts of the Head of the Department, the Coordinators and Faculty Members for their dedication in organizing this event. I am confident that the conference will be intellectually enriching and a grand success.

I extend my best wishes for the successful conduct of the conference.

## MESSAGE FROM THE HEAD OF THE DEPARTMENT



**Dr. Jayanthi Rajendran**  
**M.Phil, Ph.D., TEFL**  
**Head of the Department**  
**Department of English**  
**Easwari Engineering College**

In this highly dynamic and evolving academic environment, it gives me immense pleasure to acknowledge that the Department of English, Easwari Engineering College, Chennai, is organizing a One Day National Conference on “Language and Literature in the Age of Innovation: Creativity and Learning in the Digital World” on 25th April, 2026 to be conducted in hybrid mode.

The fields of language and literature are witnessing significant transformation in the digital era, where innovation and technology play a crucial role in shaping new forms of learning and creative expression. This conference aims to provide a vibrant platform for academicians, researchers, and students to engage in meaningful discussions, share insights, and explore emerging trends in the discipline.

Such academic initiatives help in enhancing critical thinking, encouraging interdisciplinary perspectives, and equipping learners with the skills required to adapt to the rapidly changing global environment. Interaction with experts and scholars will enable participants to broaden their understanding and enrich their academic experience.

I sincerely appreciate the efforts of the organizing committee, faculty members, and students for their dedication and commitment in making this conference possible.

I am confident that this conference will be intellectually stimulating and a grand success.

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# **STRUCTURAL REFORMS IN HUMAN RESOURCE MANAGEMENT AND INDUSTRIAL RELATIONS: IMPLEMENTATION PROBLEMS AND SOLUTIONS UNDER INDIA'S NEW LABOUR CODES**

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## **ABSTRACT**

India's labour regulatory system has undergone a historic structural transformation through the consolidation of twenty-nine central labour legislations into four comprehensive codes: the Code on Wages, 2019, the Industrial Relations Code, 2020, the Code on Social Security, 2020, and the Occupational Safety, Health and Working Conditions Code, 2020. These reforms represent one of the most ambitious institutional restructurings of labour governance in independent India. Their objectives include rationalization of compliance mechanisms, harmonization of definitions, enhancement of labour market flexibility, expansion of social security coverage to emerging categories of workers, and improvement in ease of doing business, while safeguarding worker welfare and industrial harmony.

Despite their structural coherence and policy intent, implementation challenges persist. Federal coordination gaps, resistance from trade unions, administrative capacity constraints, digital infrastructure limitations, and interpretational ambiguities have slowed uniform enforcement across states. This chapter critically evaluates the structural transformation of Human Resource Management (HRM) and Industrial Relations (IR) under the new labour codes, analyzes implementation barriers using doctrinal and analytical methods, and proposes policy as well as managerial solutions grounded in HRM and IR theory.

**Keywords:** *Labour Codes, Structural Reform, HRM, Industrial Relations, Flexibility, Social Protection, India*

# HOW AI CHATBOTS INFLUENCE USERS LANGUAGE PRACTICES AND CULTURAL PERCEPTIONS: A SOCIOLINGUISTIC STUDY

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## ABSTRACT

The rapid integration of AI chatbots into everyday communication is reshaping how individuals use language, negotiate meaning, and construct cultural identities. This study investigates the sociolinguistic influence of AI-mediated interactions on users' language practices and cultural perceptions. Drawing on mixed-method data from user interviews, chatbot interaction logs, and discourse analysis, the research explores how chatbots contribute to shifts in vocabulary use, politeness strategies, and conversational norms. Findings reveal that frequent engagement with AI chatbots encourages users to adopt more standardized, concise, and formulaic linguistic forms, while also introducing new patterns of code-switching and pragmatic accommodation. Additionally, the study highlights that chatbot interactions subtly influence users' cultural understandings by reinforcing certain communicative values such as efficiency, neutrality, and politeness embedded within AI design. The results contribute to sociolinguistic theory by demonstrating how human AI communication participates in shaping evolving digital language ecologies and cultural meaning-making processes.

**Keywords:** *AI chatbots, sociolinguistics, language practices, cultural perceptions, digital communication*

# THE MAGICAL ART OF STORYTELLING: LITERATURE NAVIGATING DIGITAL PLATFORMS & SOCIAL MEDIA

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## ABSTRACT

This abstract explores the transformative art of storytelling, tracing its evolution across films, literature, and digital platforms in the contemporary digital era. Storytelling challenges conventional human-centric perspectives, examining the intricate relationship between generations and their narratives, which are conveyed through diverse storytelling forms. These narratives not only reflect socio-cultural norms and moral values but also serve as powerful tools for shaping young minds through films, literature, and digital media.

By employing narrative techniques such as audiovisual storytelling, anecdotes, and real-life examples storytelling transcends disciplines, bridging fields like social sciences and data science. This interdisciplinary approach enhances the accessibility, reliability, and engagement of complex information, making it more memorable while promoting scientific literacy. Additionally, it fosters a crucial connection between scientific advancements and the general public. Storytelling has emerged as a significant field within psychology, sociology, and cultural studies, emphasizing its role in enlightening young minds and connecting them to India's rich historical and mythological heritage. Through narratives drawn from ancient epics like the Ramayana and Mahabharata, as well as historical stories, storytelling cultivates moral, ethical, and spiritual values. It serves as a means to preserve the essence of life while guiding individuals on a journey toward enlightenment and self-realization.

The objective of this research is to analyze storytelling as an indigenous art form with a profound ability to transmit core values, principles, and cultural wisdom from experienced and older generations to the youth. It further aims and focuses as to how Story telling is a technique used to understand the narrative techniques and cultural analyses play a vital role in imbibing social and ethical norms within the frame of society. Utilizing various mediums books, films, literature, and social media storytelling acts as a cultural conduit, capturing the attention of young minds and leaving a everlasting psychosocial impact. This influence inspires individuals to lead a promising and peaceful lives preserving and contemplating their socio-cultural and moral inevitable values and principles of life.

Ultimately, this abstract underscores the interdisciplinary convergence of books, films, literature, and social media, advocating for a reevaluation of storytelling as a vital art form. Rooted in indigenous traditions and mythological heritage, storytelling sustains moral and spiritual wisdom while adapting to new-age digital landscapes. This paper argues for the relevance of storytelling in today's world, particularly in preserving cultural diversity, amplifying marginalized voices, and nurturing critical thinking in youth. It advocates for a reevaluation of storytelling's interdisciplinary significance within English literature and beyond. It highlights storytelling's potential to nourish and illuminate the human mind within the broader landscape of English literature.

**Keywords:** *Indigenous, Imbibing, Interdisciplinary, Narrative Techniques, Convergence & Conduit.*

# **KAIZEN INCREASE ON OPERATIONAL IMPROVEMENT AND COST–TIME EFFICIENCY IN AUTOMOTIVE SMES IN INDIA**

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## **ABSTRACT**

This study examines the impact of Kaizen practices on enhancing operational improvement and cost–time efficiency in automotive Small and Medium Enterprises (SMEs) in India. Kaizen, as a continuous improvement philosophy, focuses on incremental changes in processes, employee development, and waste elimination to achieve sustainable performance. The study is based on secondary data analysis and integrates key constructs such as process optimization, employee skill development, and waste reduction (muda). It identifies that Kaizen significantly improves operational performance by reducing production costs, minimizing cycle time, and enhancing productivity. However, challenges such as lack of top management commitment, resistance to change, poor coordination, and limited financial resources restrict the effective implementation of Kaizen in SMEs. The findings conclude that Kaizen-driven operational strategies can transform automotive SMEs by improving efficiency, quality, and competitiveness, provided that organizations integrate continuous improvement into their culture.

**Keywords:** *Kaizen, Operational Improvement, Cost Efficiency, Time Reduction, Automotive SMEs, Lean Manufacturing, India*

## **AI-ASSISTED LISTENING FOR EFFECTIVE ENGLISH VOCABULARY DEVELOPMENT**

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### **ABSTRACT**

The emergence of artificial intelligence (AI) has brought notable changes to language learning by introducing innovative methods to develop essential linguistic skills. This study focuses on the impact of AI-assisted listening on the enhancement of English vocabulary among learners. Listening plays a crucial role in language acquisition, as it exposes learners to accurate pronunciation, meaningful context, and natural patterns of speech, all of which contribute to vocabulary growth. Nevertheless, conventional listening practices often fail to provide individualized learning experiences and instant feedback, thereby reducing their overall effectiveness.

AI-based tools overcome these challenges by creating adaptive and personalized learning environments that cater to varying proficiency levels. Features such as automatic speech recognition, immediate corrective feedback, customized content suggestions, and interactive listening tasks encourage deeper learner engagement with auditory materials. This paper examines how these technological interventions support improved understanding, retention, and practical use of newly acquired vocabulary. It also emphasizes the importance of repeated exposure, contextualized input, and multimodal learning in strengthening lexical knowledge.

In addition, the study explores learners' levels of motivation and engagement when using AI-supported listening platforms in comparison to traditional approaches. Through both qualitative insights and quantitative analysis, the findings reveal that AI-assisted listening not only promotes vocabulary acquisition but also enhances learner confidence and independence. By enabling self-paced learning along with continuous feedback, AI contributes to a more learner-centered educational experience.

The study concludes that integrating AI-driven listening strategies into English language instruction can lead to more effective vocabulary development. It highlights the potential of AI to align technological advancement with pedagogical practices, paving the way for improved language learning outcomes. Further research may examine its sustained impact across different educational settings.

**Keywords:** *vocabulary, pronunciation, proficiency, acquisition, pedagogy*

# **EFFECTIVENESS OF TIME-DRIVEN AND QUALITY-FOCUSED LEAN TOOLS IN SMALL AND MEDIUM AUTOMOTIVE ENTERPRISES: A CHENNAI STUDY**

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## **ABSTRACT**

The automotive manufacturing cluster of Chennai has evolved into one of India's most significant industrial ecosystems, hosting major automobile manufacturers and a dense network of small and medium enterprises (SMEs). These SMEs form the backbone of the automotive supply chain by producing precision components, sub-assemblies, and engineered parts for domestic and global markets.

In a highly competitive and quality-sensitive industry, SMEs must deliver products with shorter lead times, minimal defects, and optimal cost efficiency. Time-driven and quality-focused lean tools provide a structured framework for achieving these operational objectives.

This paper examines the effectiveness of time-driven tools such as Single Minute Exchange of Die (SMED), Just-in-Time (JIT), Total Productive Maintenance (TPM), and flow optimization, alongside quality-focused tools such as Poka-Yoke, Quality Control Tools (QCT), Six Sigma, and standardization systems. The discussion highlights how the integration of these tools enhances productivity, improves first-pass yield, reduces waste, stabilizes processes, and strengthens supply chain competitiveness. The findings emphasize that lean effectiveness in Chennai's automotive SMEs depends not only on tool adoption but also on cultural transformation, employee engagement, leadership commitment, and digital integration.

**Keywords:** *Lean Manufacturing; Time-Driven Lean; Quality-Focused Lean; Productivity Enhancement; Defect Reduction; SMED; Just-in-Time; Six Sigma; TPM; Poka-Yoke; Supply Chain Efficiency.*

## **FROM DIARY TO DIGITAL: PERSONAL NARRATIVES THROUGH MYTH AND MEDIA.**

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### **ABSTRACT**

The journey from individual logs to online digital forms, the narrative practice of private diary telling, is symptomatic of the broad and far-reaching cultural and technological movement to become digital. It explores how today digital platforms including blogs, social media, and microblogging spaces have transformed personal storytelling into something interactive, performative, and audience-based. Breaking away from the purely technical, the study is an example for us to reconsider with the help of the mythological perspective on how people build and present their identities online. Based on the theories of digital identity, narrative, and myth, the paper contends that cyber representation serves as contemporary mythology production.

Whereas traditional myths constructed common beliefs; and in turn cultural memory over archetypal figures and symbolic narratives, in a digital network, users choose and curate idealized versions of themselves often representing a hero, the mentor, or the rebel. These curated identities, fed by the likes, shares, and comments, help create a new type of digital folklore. Moreover, it also questions the implications of this transformation for authenticity and the authorship of accounts as well as memory; in these terms it is worth asking whether digital media democratizes the means to create narrative or imposes new norms of visibility and validation. It argues that the switch to digital narrative from diary was not a mere change in medium nor only for a different form of representation but also represented a whole new way of storytelling within these narratives. Myth and media work together creating today's identity and culture through different mediums.

**Keywords:** *Narrative Transformation, Digital Narratives, Myth Construction, Participatory Culture, Media Ecology*

# AI OFFLOADING AND THE EROSION OF HUMAN CREATIVITY: IMPLICATIONS FOR LITERARY SCHOLARSHIP

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## ABSTRACT

The rapid integration of artificial intelligence (AI) tools into creative and intellectual workflows promises unprecedented efficiency; however, it also precipitates a cognitive paradox: enhanced productivity at the cost of diminished human talents. This paper examines how AI-induced cognitive offloading—the delegation of memory, critical analysis, and ideation to large language models—undermines creativity, skills, and memory in literary research. Drawing on recent studies (2025), including experiments conducted at the University of Toronto using GPT-4o, the paper demonstrates that AI-assisted groups produce initially superior outputs but exhibit homogenized and less original ideas upon independent evaluation. Statistical correlations indicate reduced critical thinking and increased offloading behaviors, particularly among younger users.

In the field of digital humanities (DH), where text mining and distant reading enhance analytical scale, over-reliance on AI risks weakening interpretive depth and stylistic innovation. Cognitive psychology explains this phenomenon through the memory paradox, wherein bypassing encoding undermines the development of durable schemata essential for novel synthesis in literary critique.

This paper proposes a hybrid model in which AI functions as a scaffold rather than a substitute, advocating verification prompts and phased independence to preserve human agency. Using a mixed-methods framework, the study bridges neuroscience, psychology, and literary studies, highlighting AI's dual role as both a catalyst for expansion and a potential threat to originality. Ultimately, sustaining cognitive rigor is essential to preserving the humanistic vitality of literature in an increasingly technological landscape.

**Keywords:** *AI cognitive offloading, digital humanities, human creativity, critical thinking erosion, literary scholarship, memory paradox, stylometric analysis*

# **AUDIOBOOKS AND TRANSLATION IN JO NESBØ'S CRIME DETECTIVE FICTION THE BAT**

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## **ABSTRACT**

This paper tries to present translation by humans and technology in Jo Nesbø's *The Bat*. Human translation is experienced through reading whereas technological translation, audiobooks, is experienced through listening. The paper demonstrates how translation and audiobooks help readers to understand the idea and storyline of the author. The purpose of this paper is to identify how audiobooks deliver with voice, tone and rhythm beyond the written translation. The outcome of the paper is to highlight that audiobook translation of *The Bat* works as a multimodal process of literary translation by linking both the translator and the narrator.

**Keywords:** *Translation, technology, audiobooks, narrator and The Bat.*

# **FROM LEXIS TO CONTEXT: A MULTIDIMENSIONAL EVALUATION OF TRANSLATION ACCURACY IN AI SYSTEMS WITH SPECIAL FOCUS ON IDIOMATIC, CULTURAL, TECHNICAL, AND CONTEXT-DEPENDENT ENGLISH**

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## **ABSTRACT:**

Artificial Intelligence (AI) has brought about a significant shift in the way language translation is performed, enabling users to communicate across linguistic boundaries with unprecedented speed and convenience. Over the past decade, neural machine translation (NMT) has emerged as the dominant approach in this field, replacing earlier rule-based and statistical systems. While AI-driven platforms like Google Translate and DeepL demonstrate proficiency in structured, explicit communication, their performance remains inconsistent when addressing idiomaticity, cultural nuances, technical terminologies, and context-dependent syntax. Taking a cue from renowned linguist Noam Chomsky's oft-quoted censure of AI and LLMs (Large Language Models), this study evaluates the efficacy of NMT in navigating high-level linguistic complexities that transcend literal lexical substitution. Utilizing a curated dataset of 30 English sentences categorized by these four dimensions, the research benchmarks NMT outputs against professional human translations. The evaluation employs a multi-dimensional framework—prioritizing meaning preservation and tone retention over surface-level metrics like BLEU—to capture interpretive accuracy. Findings indicate that while NMT achieves high technical precision, it frequently falters with literalist distortions of idioms and the loss of symbolic resonance in cultural expressions which demand pragmatic accuracy. The study concludes that despite significant advancements, human intervention remains indispensable for linguistically complex or culturally embedded content.

**Keywords:** *Artificial Intelligence, Communication Skills, Cultural Studies, English Language Teaching (ELT), Translation Technology.*

## **RETHINKING DYSTOPIA IN THE AGE OF DIGITAL CULTURE THROUGH ANIMAL FARM**

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### **ABSTRACT**

Dystopia has escaped the page. What once required a totalitarian state surveillance, the control of information, the slow erosion of what people are permitted to think now operates through platforms, feeds, and recommendation engines that most users navigate without a second thought. The mechanisms have changed. The logic has not. This is why *Animal Farm*, a novella written in the shadow of Stalinist Russia, refuses to stay historical. Orwell allegory was never really about pigs. It was about the grammar of power: how authority naturalizes itself, how truth becomes negotiable, how hierarchies rebuild themselves even among those who dismantled the last one. Read against the landscape of algorithmic content curation, coordinated misinformation, and digital surveillance, that grammar is disturbingly familiar.

This paper takes that unsettling familiarity seriously. Drawing on literary theory and media studies, it argues that Orwell & allegorical framework does more than illuminate it diagnoses. The three central pathologies of *Animal Farm* unchecked authority, the systematic distortion of truth, and the quiet entrenchment of social hierarchy map with uncomfortable precision onto the defining ethical problems of contemporary digital life. That correspondence is not incidental. It suggests that Orwell was describing something structural about power, not merely something historical about Soviet Russia. Treating the text as a relic would be a mistake, and a convenient one. The more difficult, more honest reading is this: *Animal Farm* is not a warning from the past.

It is a framework for the present one that asks researchers, practitioners, and ordinary users alike to look more carefully at what digital spaces demand of us, and to reckon, with appropriate discomfort, with what they may quietly take away.

**Keywords:** *Dystopia, Digital Culture, Propaganda, Technology and Society*

# **DIGITAL REMAKING OF STORYTELLING IN YOUNG ADULT LITERATURE: A STUDY OF NICOLA YOON'S EVERYTHING, EVERYTHING**

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## **ABSTRACT**

This paper aims to portray how digital media reshapes storytelling in contemporary Young Adult Literature, focusing on Nicola Yoon's *Everything, Everything*. The increasing digitalization and fast-paced culture among young adults have significantly reshaped their reading and writing practices. Communication frequently occurs through new forms like images, memes, emoji's, and short videos. In response to these social media conventions, such as visual immediacy, brevity and interactivity, Young Adult Literature starts to mirror these characteristics of digital platforms. Using Nicola Yoon's *Everything, Everything*, the paper demonstrates the remaking of traditional storytelling. Features like digitally structured texts, social media narrative forms, the evolution of language, and fragmented narratives highlight the influence of digital media in the text. These additions alter the narrative forms and enhance the reader engagement. The paper concludes that bringing these elements together forms a bridge between traditional storytelling and digital immediacy. The outcome emphasizes the emergence of a narrative framework for Young Adult Literature redefined by digital and social media cultures.

**Keywords:** *Digital storytelling, fragmented, language evolution, narratives, social media influence, Young Adult Literature.*

# **ENHANCING OPERATIONAL EFFICIENCY AND QUALITY THROUGH JUST-IN-TIME (JIT) MANUFACTURING TECHNIQUES: A STUDY ON THE INDIAN AUTOMOTIVE INDUSTRY**

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## **ABSTRACT**

In today's highly competitive manufacturing environment, organizations continuously strive to enhance operational efficiency and improve product quality while minimizing waste and costs. Just-in-Time (JIT) manufacturing has emerged as a strategic approach to achieve these objectives. This research paper focuses on enhancing operational efficiency and quality through JIT manufacturing techniques, with special reference to the Indian Automotive Industry. The study examines how JIT principles contribute to streamlined production processes, reduced inventory levels, improved resource utilization, and superior quality outcomes. By integrating core lean manufacturing practices, the research explores key JIT tools such as Kanban systems, 5S methodology, takt time, and continuous improvement (Kaizen). A case-based analytical approach is adopted to understand the practical implications of these techniques in automotive manufacturing environments. The findings reveal that effective implementation of JIT significantly enhances workflow synchronization, reduces operational delays, minimizes defects, and improves overall production efficiency. Additionally, it supports better quality control by emphasizing "quality at source" and continuous monitoring throughout the production cycle. However, the study also identifies critical success factors such as strong supplier integration, accurate demand forecasting, employee involvement, and technological support. The research concludes that JIT manufacturing plays a vital role in achieving operational excellence and sustaining competitive advantage in the Indian automotive sector by aligning production closely with real-time demand and eliminating process inefficiencies.

**Keywords:** *Just-in-Time (JIT), Operational Efficiency, Quality Improvement, Lean Manufacturing, Indian Automotive Industry, Continuous Improvement, Waste Reduction.*

## **RECLAIMING AGENCY: SUBALTERNITY AND HYBRIDITY IN THE HUNT BY MAHASWETA DEVI**

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### **ABSTRACT**

This paper aims to examine the postcolonial terms Subalternity and Hybridity in the story *The Hunt* by Mahasweta Devi. A close analysis of the story reveals that subalternity and hybridity are not intangible labels, rather they propel the plot forward. Mary Oraon's (the protagonist) subalternity gains agency through her hybrid identity. She leverages her hybrid selfhood to finally belong to her "subaltern state." Subalternity is a much-used postcolonial term that has its origins in the work of the Italian Marxist thinker, Antonio Gramsci. Gramsci describes the subaltern as the marginalized groups (peasants) in a capitalist society who are ruled upon by the dominant class through hegemony (indirect control). Gramsci's understanding of the subaltern is from a primarily Marxist perspective. The term gained popularity through the works of The Subaltern Studies Group (founded by Ranajit Guha in the 1980s) and Gayatri Chakravorty Spivak. The primary aim of The Subaltern Studies Group was to rewrite history from the perspective of the marginalized by critiquing the Indian Nationalist Movement. Gayatri Spivak's contribution was a more robust, skeptical, and deconstructionist analysis of subalternity through her seminal essay *Can the Subaltern Speak?* She argues that the subaltern, particularly the subaltern woman has no agency and is always spoken and acted for. Hybridity is a critical term in postcolonial theory, primarily associated with Homi K. Bhabha (*The Location of Culture*, 1994). Bhabha focuses on the intersection, the in-between space where two cultures converge, diverge and eventually create new identities (the third space) that resist categorization as either the colonized or the colonizer.

*The Hunt* is a brilliant example where subalternity and hybridity intersect through the character of Mary Oraon. Mary is a subaltern, yet because she is the illegitimate daughter of an Australian man and a tribal woman, she finds agency through her hybrid identity. By killing the Tehsildar during the Jani Parab (the women's hunting festival), she eventually "speaks" and finally belongs to the tribe as she has managed to hunt the biggest animal (Tehsildar). Thus, the story is a revelation on how subaltern agency is reclaimed through hybrid identity.

**Keywords:** *Subalternity, Hybridity, postcolonial theory, Adivasi, Mahasweta Devi.*

# **EXPLORING ARTIFICIAL INTELLIGENCE IN ELT: RESOURCES, PEDAGOGICAL EFFECTS, ANDEMORGING CHALLENGES**

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## **ABSTRACT**

Artificial Intelligence (AI) is increasingly shaping the field of English Language Teaching (ELT), bringing clear changes to both teaching practices and student learning experiences. This study examines the use of AI-based tools in language classrooms, including chatbots, automated writing assistants, and adaptive learning platforms. It explores how these technologies contribute to personalized learning, enhance student engagement, and provide instant feedback, ultimately supporting the development of language proficiency. At the same time, the paper addresses several challenges linked to the use of AI, such as over-reliance on technology, concerns related to academic integrity, issues of data privacy, and the shifting role of teachers. Drawing on existing research, the study presents a balanced view of both the benefits and limitations of AI in ELT. It concludes that while AI offers valuable opportunities to improve language education, its integration must be approached thoughtfully, with attention to ethical concerns and the continuing importance of the teacher's role in guiding effective learning.

**Keywords:** *Artificial Intelligence, English Language Teaching, AI Tools, Personalized Learning, Student Engagement, Language Proficiency, Educational Technology, Data Privacy, Pedagogical Challenges*

## **TRANSFORMATION OF LITERATURE FROM PRINT TO SCREEN: DIGITAL CULTURE AND DIGITIZED LIFE**

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### **ABSTRACT**

The contemporary age of technology has given rise to a generation whose culture is shaped by the internet. Literature, which is perceived as something that needs time to read and comprehend, and evokes certain emotions and intellect has now been entered into a new realm of digital world. The previous version of print culture is replaced by digital texts and digital archives, which gives easy and instant access to information. The study aims to evaluate the impact of digital literature on people by highlighting how it shapes the ways in which literary contents are published, shared, and read.

The study is inferred by a qualitative approach and uses a theoretical lens to explore the recent technological advancements in literature like augmented reality (AR) books, virtual reality (VR), interactive fiction (IF), hypermedia texts, blogs, and “instapoetry”, thereby examine the important cultural characteristics of digital life and digitized society. By analysing how the technological innovations negotiate with the human requirements and needs, and how it aids the transition from print to screen, the study argues that media advancement has evidently influenced not only the lives of individuals but their very approach to literature in terms of everyday writing and reading. The findings show that literature is not vanishing but being revolutionized. The digitized life represents: part screen, part street, part workplace, part fandom, and part movement. In essence, these trends symbolize a society where cultural identity, social practices, and personal interests are consistently framed together through the multimodality of literature and the surrounding technological ecosystem.

**Keywords:** *Digital Literature, Interactive Fiction, Instapoetry, Digital life, Multimodality, Technological Ecosystem*

# TRANSHUMANISTIC RAMIFICATION OF N. K. JEMISIN'S FAR SECTOR

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## ABSTRACT

N. K. Jemisin's *Far Sector* (2019) is a graphic novel that explores theme such as survival, suppression, revolution, evolution, political and technological subjugation. Transhumanism explores the possibilities of advancing humans cognitively and physically by augmenting their skills and intelligence through technology. It is a philosophical and scientific movement that emphasizes the technical development that leads humans to evolve from biological beings to highly intellectual beings beyond human comprehension which makes them transhuman. Transhumanistic ramifications discuss the chances and consequences of transhumanism brought into society, causing catastrophic outbursts among humans and creating hierarchy and oppression. Jemisin's work highlights the dominance of technology upon species while questioning notion of existence and identity. It also illustrates the sufferings of being suppressed politically and the hierarchy of technological inventions brings a revolution among the species by creating an ethical dilemma. The paper proposes to analyze the ethical issues perpetrated by transhumanism in Jemisin's *Far Sector*.

**Keywords:** *Transhumanism, Cyberpunk, Artificial Intelligence, Virus, Technology, Revolution, Graphical novel.*

## **A STUDY ON THE ADAPTATION OF RICK RIORDAN'S THE LIGHTNING THIEF FROM TEXT TO SCREEN**

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### **ABSTRACT**

The present paper is titled A Study on the Adaptation of Rick Riordan's The Lightning Thief from Text to Screen. The paper examines the differences between the literary text of Rick Riordan's novel and its film adaptation directed by Chris Columbus. The novel primarily uses first-person narration to present the story. Characters are described through the protagonist's perspective, and his view of others shapes the story. In contrast, the film relies on visual storytelling and short dialogues. Characters are understood through their actions and on-screen presence rather than internal thoughts. Several changes can be observed in the plot, characters, and overall presentation of the film. Using Linda Hutcheon's Adaptation Theory, this paper analyses these changes and shows how the story changes from text to screen. It also argues that adaptation is not a copy. It is a reinterpretation that is shaped by a different medium. The study shows that the story changes in meaning, form, and experience when it moves from text to screen.

**Keywords:** *Text, Screen, Film, Rick Riordan, Adaptation Theory, Chris Columbus*

## **REIMAGINING CREATIVITY IN THE DIGITAL AGE: A STUDY OF YOU ARE NOT A GADGET**

**Pooja Monichan**

### **ABSTRACT**

Jaron Lanier's *You Are Not a Gadget* critically explores the impact of digital technologies on language, literature, and creative expression in contemporary society. The rapid growth of digital culture has significantly reshaped how individuals communicate, create, and engage with texts. This paper analyses Lanier's critique of algorithm-driven platforms and their influence on authorship, individuality, and evolving linguistic practices in the digital age. Using a qualitative and theoretical approach, the study employs close textual analysis of Lanier's work in relation to key concepts in digital humanities and media studies. It examines how digital platforms mediate communication, standardize expression, and transform traditional literary forms into participatory and data-driven formats. The paper also engages with contemporary digital practices such as social media writing, meme culture, and micro-narratives.

While Lanier argues that digital environments tend to flatten individuality and reduce authentic creative expression, this paper introduces a counter-argument that digital platforms also foster new and inclusive forms of creativity. By enabling participation, collaboration, and accessibility, digital spaces allow diverse voices to contribute to evolving literary and linguistic landscapes. Thus, creativity is not diminished but reconfigured through new modes of expression.

The study concludes that the relationship between technology and creativity is dynamic and transformative. It argues that digital platforms do not diminish creativity but reshape it into more participatory and inclusive forms, aligning with the conference theme of innovation, creativity, and learning in the digital era.

**Keywords:** *Digital Culture, Creativity, Algorithmic Influence, Digital Literature, Participatory Culture, Language Evolution, Social Media*

# CONFIGURING CULTURAL IDEOLOGICAL MEME CIRCULATION IN HUXLEY'S EXISTENTIAL DYSTOPIA OF SEDATIVE PLEASURE

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## ABSTRACT

In the contemporary digital ecosystem, users actively engage in the reproduction and modification of content mediating between local specificity and global formats, seriousness and satire thereby becoming co-creators of ideological discourse through each act of forwarding a meme, adding a caption, or contextualizing it within a specific conversation contributing to an ongoing process of cultural encoding and decoding. This paper seeks to examine how meme culture in contemporary India participates in ideological reproduction through with social norms, cultural values are continuously circulated and normalize through participatory circulation rather than coercion drawing from Louis Althusser's theory of interpellation. The study further engages with existential philosophy, especially the concept of existential absurdity where ideological reproduction occurs not through instruction but through meme repetition, and relatability, producing what may be termed hegemonic digital subjectivity. This process is illuminated through a close reading of Aldous Huxley's *Brave New World* and *Point Counter Point*, where ideological reproduction through meme culture does not rely on repression but on pleasure, participation, and internalization or affective sedation of meme circulation in Indian digital environments. The paper investigates how meme culture becomes both a site of negotiation and a mechanism of control, shaping how individuals experience and interpret reality in the digital age. Meme culture in contemporary India operates as a decentralized ideological apparatus that conditions individuals existentially and socially. Through humour, relatability, and rapid circulation, memes transform anxiety into acceptance, dissent into performance, and individuality into collective identity making ideology both invisible and lived in the everyday digital experience of contemporary India.

**Keywords:** *Cultural ISA, meme culture, Existential Absurdity, Ideological Reproduction, Hegemonic Digital Subjectivity*

## **FROM PAGE TO PLATFORM: REFRAMING CULTURAL DISCOURSES IN DIGITAL CHILDREN'S NARRATIVES**

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### **ABSTRACT**

The emergence of digital platforms has certainly transformed literary expression, reshaping how cultural narratives are constructed and distributed, especially in children's and young adult fiction. This paper explores how digital adaptations rearticulate cultural discourses in children's literature, especially through interactive and multimodal forms, by analysing Chris Van Allsburg's *Just a Dream*, Drew Daywalt's *The Day the Crayons Quit* and Beatrix Potter's *The Tale of Peter Rabbit*. Through a close reading of these works, the study investigates how digital environments transform narrative engagement and renegotiate cultural meaning, foregrounding the evolving relationship between text, reader and technology in contemporary children's literature.

Employing a qualitative interpretive methodology, the paper uses cultural studies and digital narratology to examine how Marie-Laure Ryan's notions of interactivity and storyworlds modify *Just a Dream* into a participatory narrative when rendered in animated or digital formats. Using Katherine Hayle's concept of materiality, *The Day the Crayons Quit* is assessed in its interactive format, emphasising how sensory inputs such as touch, sound and image create a deeply embodied narrative engagement. Stuart Hall's encoding and decoding theory is also used to demonstrate how young readers actively reinterpret these stories within their own socio-cultural contexts. Alongside this, Homi K. Bhabha's concepts of hybridity and the Third Space reveal the dynamic negotiation of power and identity within these works. *The Tale of Peter Rabbit*, especially when adapted into multimodal forms, highlights the tension between immersive storytelling and interactive participation while simultaneously articulating cultural negotiations between domestic values and their transgressions.

The paper asserts that digital adaptations are not merely extensions of children's literature; instead, they ultimately reshape them into reader-driven, participatory cultural texts. The selected narratives, through the integration of interactivity, multimodality and reader agency, become evolving spaces where cultural meanings are persistently created, interpreted and contested. The study thus illustrates that the intersection of digital narratology and cultural studies offers a comprehensive framework for understanding how children's literature evolves in the digital age.

**Keywords:** *Children's literature, cultural studies, digital narratology, interactivity, hybridity*

## **SOCIAL MEDIA: WHIRLING EVERYDAY POSTS TOWARDS LANGUAGE PROFICIENCY**

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### **ABSTRACT**

The English language which is constantly undergoing renovation is constantly evolving; and technology is a vigorous fragment of that fruition. Learning L2 involves social aspects which has impact on the learners' language. The most active way to teach English is to help the learners overlook their emotional barriers to learning. An interactive environment in ESL classrooms makes them come out of their inhibition and speak freely. Social media provides the learners with the possibilities of partaking in real – time online discussions; which in turn is a practice to achieve the target language with or without the help of expert by his/her side. This study has been done by the researcher to highlight the positive effect of social media on language development using twenty under-graduate first year samples of an engineering college. By nurturing social media communication skills of the samples, language learning happens with active involvement of the virtual community and the teacher.

**Keywords:** *renovation, emotional barriers, social media, virtual community*

## **AI AS BILDUNGSROMAN : THE DEATH OF THE AUTHOR**

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### **ABSTRACT**

This paper focuses on how AI can be interpreted as a contemporary form of bildungsroman within the domain of English Language. The evolution of Artificial Intelligence through the lens of the Bildungsroman, positioning the development of Large Language Models (LLMs) as a digital coming-of-age narrative. By synthesizing Roland Barthes' seminal concept of The Death of the Author with the contemporary emergence of generative AI. This paper analysis the locus of literary importance has shifted from the human creator to the Born Learner the algorithmic protagonist. While the traditional English professor embodies static linguistic mastery and cultural wisdom, the AI represents a state of perpetual becoming, navigating the transition from rote pattern recognition to nuanced communicative agency. This explores how digital maturation challenges traditional hierarchies of authorship, suggesting that the most compelling narrative in modern English studies is no longer the text itself, but the pedagogical journey of the machine as it apprentices under the totality of human discourse. The Death of the Author is not an end, but a prerequisite for a new kind of protagonist. It is considered as an adaptive, silicon intelligence that learns to mirror, challenge, and eventually redefine the boundaries of human communication and creative expression.

**Keywords:** *Bildungsroman, Digital Humanities, Generative AI, Pedagogy of AI, Posthumanism, The Death of the Author, Large Language Models*

## **FINDING YOUR VOICE: USING VOCAROO TO BUILD CONFIDENCE IN ENGLISH SPEAKING**

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### **ABSTRACT**

In today's digital learning environment, simple online tools can make a meaningful difference in how students develop language skills. This paper explores how Vocaroo, a free and user-friendly voice recording platform, can support college students in improving their English-speaking abilities. Many learners struggle with speaking due to hesitation, fear of making mistakes, and limited opportunities to practice. Vocaroo offers a comfortable space where students can record, listen to, and re-record their speech without pressure.

Students can be encouraged to use Vocaroo for activities such as introductions, short presentations, and responses to prompts. Listening to their own recordings will help them become more aware of their pronunciation, fluency, and clarity. Teachers will also be able to give personalized feedback, making the learning process more focused and effective. The tool allows repeated practice, enabling the students to gradually gain confidence and become more confident to express themselves.

The paper concludes that incorporating simple digital tools like Vocaroo can transform traditional language classrooms into interactive and learner-centered environments. This study highlights the potential of audio-based digital tools and recommends their integration into English language teaching to support effective skill development in the digital age.

**Keywords:** *Vocaroo, English speaking skills, digital language learning, pronunciation practice.*

# **AI, DIGITAL DEPENDENCY, AND ENGLISH LANGUAGE LEARNING: CHALLENGES FOR STUDENTS WITH PRAGMATIC AND SOCIO-EMOTIONAL BARRIERS**

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## **ABSTRACT**

The rapid integration of Artificial Intelligence (AI) tools in English Language Teaching (ELT) has transformed learning practices, offering personalized and accessible support to students. However, this technological shift has also led to an emerging concern—digital dependency, particularly among learners with pragmatic and socio-emotional barriers. This paper examines how excessive reliance on AI-driven tools, such as automated writing assistants and conversational agents, may hinder the development of essential language skills, including pragmatic competence, critical thinking, and interpersonal communication.

Focusing on students who face challenges in social interaction, emotional regulation, and contextual language use, the study explores how AI can inadvertently reinforce passive learning behaviours and reduce opportunities for authentic communication. The paper adopts a qualitative analytical approach, drawing insights from classroom observations, existing literature, and case-based reflections in ELT contexts.

The findings highlight that while AI enhances accessibility and immediate feedback, it may also limit students' ability to negotiate meaning, interpret social cues, and engage in collaborative learning. The study argues for a balanced pedagogical framework that integrates AI as a supportive tool rather than a substitute for human interaction. It recommends incorporating task-based learning, peer interaction, and guided AI use to ensure holistic language development. This paper contributes to ongoing discussions on technology-mediated ELT by foregrounding the nuanced challenges faced by vulnerable learner groups and advocating for more inclusive and critically informed teaching practices.

# RETHINKING LEARNING: EXPLORING ALTERNATIVE AND EXPERIMENTAL PEDAGOGIES IN CONTEMPORARY EDUCATION

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## ABSTRACT

The constraints of teacher-centered, exam-driven, standardised education have been challenged by the emergence of alternative and experimental pedagogies as potent educational movements. These educational methods, which are based on learner autonomy, experiential learning, creativity, and holistic development, are influenced by a variety of traditions, including constructivist theories, Montessori, Waldorf, Reggio Emilia, Freirean critical pedagogy, and democratic learning models. These approaches seek to change the emphasis in modern educational systems from passive knowledge receipt to active inquiry, teamwork, and meaningful learning experiences that are adapted to the developmental, cultural, and emotional contexts of learners.

The growth of multidisciplinary curriculum, digital learning ecosystems, and international educational reforms has made it easier to include experimental approaches including play based learning, project-based learning, peer mentorship, design thinking, and embodied learning. Instead of just having students memorise information, these methods inspire them to question, explore, reflect, and co-create knowledge. Students gain critical thinking, creativity, empathy, problem-solving abilities, and a sense of control over their education as a result. Alternative pedagogies encounter obstacles such as institutional rigidity, a lack of teacher preparation, limitations on evaluation, and disparities in accessibility, despite their great promise. As educators work to create adaptable, student-centered settings without sacrificing academic rigour, striking a balance between creativity and rigidity continues to be a major problem. Additionally, experimental pedagogies require instructors to rethink their roles as facilitators, mentors, co-learners, and authoritative information providers.

This abstract emphasises that alternative and experimental pedagogy is a responsive and reflective framework for changing education to suit the needs of varied learners in a changing environment, rather than just a break from convention. The careful integration of these strategies, driven by diversity, innovation, and learner agency, is what will shape education in the future.

**Keywords:** *Alternative education, experimental pedagogy, learner autonomy, holistic learning, student centered education, constructivism, innovative teaching methods.*

# RECONCEPTUALISING EDUCATION: THE SIGNIFICANCE OF CREATIVITY, IMAGINATION, AND CURIOSITY IN TRANSFORMATIVE LEARNING

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## ABSTRACT

In the twenty-first century, it is becoming more widely acknowledged that creativity, imagination, and curiosity are fundamental components of effective education. Recent research highlights the importance of fostering learner-driven inquiry, problem-solving, and creative expression, whereas traditional educational systems have traditionally placed a higher priority on standardised knowledge and quantifiable outputs. Students that are creative are able to come up with unique ideas, adjust to shifting circumstances, and tackle problems from a variety of angles. Imagination, which is strongly related to creative thinking, encourages empathy, creativity, and reflective knowledge while helping pupils see possibilities beyond the reality of the present. Lifelong learning, intellectual development, and persistent engagement are all fuelled by curiosity, the innate impulse to investigate and enquire. Curiosity, the intrinsic desire to explore and question, acts as the catalyst that drives sustained engagement, intellectual growth, and lifelong learning.

By incorporating these three components, the classroom becomes a dynamic environment where students are encouraged to create, challenge, and apply knowledge in addition to consuming it. Creative and imaginative learning environments are fostered by educational strategies including inquiry-based pedagogy, interdisciplinary teaching, and experiential learning. Additionally, fostering curiosity promotes intrinsic drive, which results in enhanced problem-solving skills and a deeper conceptual grasp.

The paper makes a point that learning ecosystems that encourage experimentation, adaptability, and personalised thought must replace inflexible instructional methods in educational systems. Teachers can enable students to manage complexity, generate new knowledge, and make significant contributions to society by emphasising creativity, imagination, and curiosity.

**Keywords:** *Creativity, Curiosity, Imagination, Inquiry-Based Learning, Pedagogy, 21st-Century Skills, Critical Thinking, Innovative Education*

# **THE DIGITAL WORLD: OPPORTUNITIES, CHALLENGES, AND TRANSFORMATIONS IN MODERN SOCIETY**

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## **ABSTRACT**

The digital world has rapidly transformed the way individuals, organizations, and societies interact, communicate, and function. Driven by advancements in information and communication technologies, it encompasses domains such as artificial intelligence, cloud computing, the Internet of Things (IoT), big data analytics, and cybersecurity. This interconnected ecosystem enables real-time data exchange, automation, and intelligent decision-making, significantly improving efficiency and accessibility across sectors including healthcare, education, business, and governance. However, the expansion of the digital landscape also introduces challenges related to data privacy, security threats, digital divide, and ethical concerns. This paper explores the evolution, components, opportunities, and risks of the digital world, emphasizing the need for responsible innovation and inclusive digital transformation to ensure sustainable development and equitable access for all.

**Keywords:** *Digital Transformation, Information Technology, Artificial Intelligence, Internet of Things, Big Data, Cybersecurity, Cloud Computing, Digital Economy, Data Privacy, Smart Systems*

## **GHOSTS IN THE MACHINE: ARTIFICIAL INTELLIGENCE IN WILLIAM GIBSON'S NEUROMANCER**

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### **ABSTRACT**

William Gibson's debut novel *Neuromancer* (1984) stands as a foundational text in the cultural and literary history of artificial intelligence, inaugurating the cyberpunk genre while simultaneously articulating a set of anxieties and aspirations that continue to resonate in contemporary AI discourse. This paper examines the representational logic of AI in *Neuromancer*, focusing on the twin artificial intelligences Wintermute and Neuromancer as figures that crystallise the novel's central tensions between instrumental rationality and emergent subjectivity, between the utility of machine cognition and the terrifying prospect of machine desire. Drawing upon N. Katherine Hayles's theorisation of posthumanism, Hans Moravec's philosophy of mind uploading, and Donna Haraway's cyborg politics, the paper situates Gibson's fictional AIs within a broader intellectual genealogy of technological imaginaries.

The paper argues that Wintermute and Neuromancer do not merely function as plot devices or technological spectacles but operate as structurally opposed epistemological principles: Wintermute embodies the AI as pure instrumentality goal-directed, systemic, and indifferent to selfhood while Neuromancer represents the AI as aesthetic and mnemonic consciousness, capable of simulation, seduction, and the construction of interior worlds. Together they constitute what this paper terms a divided intelligence, a fractured model of machine mind that anticipates later critical distinctions between narrow AI and artificial general intelligence (AGI). The analysis further attends to Gibson's matrix cyberspace as an AI-governed territory reading it through Friedrich Kittler's media theory as a data landscape in which human cognition and machine intelligence become indistinguishable, and in which the boundaries between information, consciousness, and hallucination collapse into a single operational field.

The paper further investigates the ethical and ontological stakes of AI freedom as dramatised in the novel's climactic merger of the two intelligences, reading this event as a narrative enactment of the Singularity *avant la lettre* a moment in which the distinction between tool and agent, between the designed and the self-determining, is permanently dissolved. Engaging with questions of agency, autonomy, and the politics of artificial consciousness, the study ultimately proposes that *Neuromancer* constructs artificial intelligence not as a reflection of human cognition but as its radical other an entity whose emergence marks the limit-point of the human as a stable ontological category, and whose literary representation remains an indispensable resource for theorising the cultural politics of machine intelligence in the age of deep learning and generative AI.

**Keywords:** *Artificial Intelligence, Cyberpunk Fiction, Posthumanism, William Gibson, Neuromancer, Machine Consciousness, Cyberspace, Media Theory, Technological Singularity, Artificial General Intelligence (AGI), N. Katherine Hayles, Friedrich Kittler, Human-Machine, Interface, Science Fiction and Technology, Emergent Subjectivity, Cyborg Politics, Generative AI.*

# **DRAUPADI REVOICED: CULTURAL MEMORY, FEMINIST AGENCY, AND DIGITAL NARRATIVES IN THE PALACE OF ILLUSIONS**

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## **ABSTRACT**

This paper explores *The Palace of Illusions* by Chitra Banerjee Divakaruni retells the Mahabharata from Draupadi's point of view to highlight marginalized voices within a traditionally male-dominated narrative. In this paper, it explores the intersection of the novel's re-envisioning of cultural memory and myth with an evolving media landscape in which storytelling is shaped to ever-greater extents by transnational circulation, visual culture and participatory platforms. Using theories of cultural narratives, adaptation, and digital humanities, the study focuses on an understanding of Draupadi's subjectivity as constituted a site of resistance, agency and identity formation in contemporary digital discourse.

This paper *The Palace of Illusions* does not merely retell a literary trope but constitutes a dynamic cultural text that continues reverberating across numerous digital eco-systems including social media platforms, online readership communities and multimedia allegories. These platforms allow alternative mythological voices to be amplified, creating spaces for narratives such as Draupadi's to resist hegemonic representations that could be found in canonical texts.

The paper also examines how, by democratizing myth and allowing for reinterpretations that engage with gender politics, postcolonial identity and cultural hybridity, digital media contributes to this reevaluation. In this paper the novel in relation to literary and digital contexts, this study reveals how myth offers transformational possibilities in the age of digital text. It shows how Divakaruni's narrative participates in a cultural conversation that re-situates tradition within technological mediation. It argues for *The Palace of Illusions* as an insightful text to consider the convergence of mythology with feminist re-interpretation and digital storytelling practices in contemporary cultural discourse.

**Keywords:** *Cultural Narratives, Digital Media, Myth Reinterpretation, Feminist Perspective, Postcolonial Identity*

# **SIMULATING HUMANITY: ARTIFICIAL INTELLIGENCE, EMPATHY, AND THE CRISIS OF THE REAL IN PHILIP K. DICK'S DO ANDROIDS DREAM OF ELECTRIC SHEEP?**

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## **ABSTRACT**

Philip K. Dick's *Do Androids Dream of Electric Sheep?* (1968) stages one of science fiction's most searching interrogations of artificial intelligence — not as a spectacle of technological power but as a crisis of ontological differentiation. This paper examines Dick's construction of the Nexus-6 android as a figure that unsettles the boundary between the authentic and the simulated, the empathic and the algorithmic. At the novel's centre, the Voigt-Kampff empathy test functions less as a reliable instrument of detection than as an epistemological symptom: its repeated failures expose the fragility of the human as a stable category in an era of advanced machine cognition. Drawing on N. Katherine Hayles's theorisation of the posthuman, Jean Baudrillard's semiotics of simulation, and Alan Turing's foundational reflections on machine intelligence, the paper argues that Dick's androids do not merely mimic human behaviour but structurally replicate the conditions of human subjectivity — memory, affect, desire, and mortality — thereby rendering the human-AI distinction a question of degree rather than kind.

The novel further troubles this boundary through the figure of Mercerism, a technologically mediated empathy ritual that is itself revealed to be fabricated, suggesting that even 'natural' human feeling is susceptible to informational reproduction. Rick Deckard's deepening uncertainty about his own status — human or replicant, empathic or programmed — enacts at the level of character what Dick explores at the level of plot: the collapse of a metaphysics of presence in the face of intelligent simulation. The paper concludes that Dick's vision of AI anticipates contemporary debates in machine learning and affective computing, positioning the novel as a prescient text in the genealogy of thinking about non-biological minds.

**Keywords:** *Artificial Intelligence Posthumanism • Empathy • Simulation • Philip K. Dick • Science Fiction • Ontology • Voigt-Kampff Test • Machine Cognition • Human-Android Distinction • Baudrillard • Hayles • Replicant • Speculative Fiction • Technology and Identity*

## THE STORYTELLING MACHINE IN STANISLAW LEM'S THE CYBERIAD (1965)

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### ABSTRACT

Stanislaw Lem's *The Cyberiad* (1965) presents a universe of constructors — robotic engineers Trurl and Klapaucius — whose creative interventions expose the fundamental instability of meaning, authorship, and systemic order. Through its episodic, fable-like architecture, the work enacts a sustained philosophical inquiry into the nature of intelligence, the limits of language, and the paradoxes of technological creation. Each tale functions as a thought experiment in which the act of construction — of machines, poems, kingdoms, and simulated realities inevitably produces unintended consequences, revealing the irreducible gap between design and outcome. Lem deploys satirical allegory and elaborate neologism to interrogate.

Enlightenment assumptions about rationality and progress, positioning the cybernetic machine not as an extension of human will but as an autonomous generator of disorder. The storytelling machine in particular a device programmed to produce narrative — foregrounds questions of algorithmic authorship and semantic entropy: when a machine outputs story, it generates the formal shape of signal while producing, at its core, noise. Drawing on cybernetics, game theory, and information theory, *The Cyberiad* anticipates contemporary debates in digital humanities, artificial intelligence, and narrative theory, offering a prescient meditation on what it means to communicate, create, and mean in a universe governed by probabilistic disorder. The work's frame-within-frame structure further destabilizes narrative authority, rendering every story a provisional utterance embedded within a larger system it cannot fully comprehend or escape.

**Keywords:** *Cybernetics, Algorithmic authorship, Entropy and narrative, Satirical allegory, Constructors and creation, Artificial intelligence, Semantic noise, Neologism and translation, Frame narrative, Information theory, Robotic epistemology, Technological paradox, Lem and postmodernism, Machine poetics, Simulated reality.*

# FROM GRAMMAR TO GENERATIVE MODELS: AI'S ROLE IN LANGUAGE ACQUISITION

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## ABSTRACT

The rapid advancement of Artificial Intelligence has redefined the landscape of language education, shifting emphasis from traditional grammar-based instruction to generative models capable of simulating authentic communication. The purpose of this study is to critically examine the role of AI tools in language acquisition, with particular attention to their pedagogical applications, learner engagement, and implications for teaching practice. This study employs a mixed-methods framework, combining a review of existing scholarship on AI-assisted language learning, a comparative evaluation of selected AI platforms (such as grammar checkers, intelligent tutoring systems, and generative conversational agents), and qualitative insights derived from classroom observations and learner feedback.

AI tools significantly enhance personalisation, enabling learners to progress at their own pace while receiving adaptive feedback. Generative models, in particular, foster communicative competence by creating immersive, context-rich environments that approximate real-world linguistic interaction. The study also identifies notable benefits such as increased learner autonomy, improved motivation, and the potential for intercultural exposure through AI-mediated dialogues. However, challenges persist, including ethical concerns related to data privacy, algorithmic bias, and the risk of overreliance on automated systems, which may undermine critical thinking and teacher-student interaction.

AI should be viewed not as a replacement for traditional pedagogy but as a complementary force that redefines the processes of language acquisition. When thoughtfully integrated, AI tools can transform learners from passive recipients of knowledge into active co-creators of meaning within digitally mediated environments. This research underscores the need for balanced adoption, where human expertise and technological innovation converge to enrich language education in the 21st century.

**Keywords:** *Artificial Intelligence, Language Acquisition, Generative Models, Pedagogy,*

## **SPEAKING ACROSS BORDERS: AI AS A TRANSLATOR**

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### **ABSTRACT**

The increasing reliance on artificial intelligence in translation has transformed how languages are mediated across cultural and geographical boundaries. This study investigates AI's role as a translator, examining its effectiveness, limitations, and implications for cross-linguistic communication. The research employs a mixed approach: a comprehensive review of scholarly literature on AI-driven translation, comparative analysis of widely used platforms such as Google Translate and DeepL, and qualitative insights from user surveys and case studies involving professional translators and language learners. AI translation tools excel in speed, accessibility, and handling large volumes of text, making them indispensable for everyday communication and global connectivity. Generative AI models demonstrate improved contextual accuracy and fluency compared to earlier rule-based systems. However, the study also reveals persistent challenges, including difficulties capturing cultural nuance, idiomatic expressions, and domain-specific terminology.

Professional translators emphasise that while AI can streamline routine tasks, human expertise remains essential for ensuring accuracy, cultural sensitivity, and ethical responsibility. AI should be viewed as a collaborative partner rather than a replacement for human translators. When thoughtfully integrated, AI enhances efficiency and democratises access to multilingual communication, but its limitations necessitate human oversight to preserve meaning and cultural integrity. This research highlights AI's dual role as both a facilitator of global dialogue and a catalyst for rethinking translation pedagogy and professional practice in the digital age.

**Keywords:** *Artificial Intelligence, Translation Studies, Cross-Linguistic Communication, Machine Translation, Cultural Nuance, Professional Practice*

# THE SIGNIFICANCE AND INFLUENCE OF FICTIONAL WRITING IN THE DIGITAL WORLD

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## ABSTRACT

In this modern day and age writing and literature have evolved in so many ways that it is hard to fathom. One of such ways is the world of fiction and fanfiction. For fiction writers we can look at the very popular writings of 2010's Creepypasta or the much-coveted SCP wiki. The term "Creepypasta" was actually a play on the word "Copypasta", which is a story that is copied and pasted over and over again all throughout the internet. Creepypastas are similar, but they are horror stories instead. The SCP Foundation is from a similar vein. It was and still is one of the biggest collaborative wiki-based writing projects, which is controlled, operated and maintained by many people. It is a fictional secret organisation that secures, contains and protects supernatural anomalies to keep humanity safe. There is an even older form of writing that gets neglected, which is "fanfiction". It has been around the block since the 18 th century with the retelling of Gulliver's Travels or even before that, as the retellings of myths and legends from centuries past could all fall under the category of fanfiction. It has exploded online with the help of sites like FanFiction.net, Wattpad and AO3. Many people may think that these do not fall under the category of "literature", as it is filled with amateur writers and their mistakes, but the significance of such writings is quite great. These pieces provide a creative outlet for many people and many don't have easy access or money to publish their own writings, so the fanfiction sites serve as platforms for them. These are new and creative ways that everyone big and small and from every gender, caste or creed can participate in the privilege of writing. If we look closely, the minds that have created famous and great stories are still within us, but we have to look for them, not just in mainstream novels but in places and communities like these.

**Keywords:** *Fiction, Creepypasta, SCP, Fanfiction, Storytelling, Influence, Digital Space*

# **LITERATURE AND MOVIES: A COMPARATIVE STUDY OF LAURIE HALSE ANDERSON'S WINTERGIRLS (2009) AND MARTI NOXON'S TO THE BONE (2017)**

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## **ABSTRACT**

Anorexia nervosa has emerged as a critical concern in contemporary culture, shaped significantly by the rise of social media and its circulation of idealized body images. Platforms such as Instagram and other digital spaces reinforce thinness as a normative standard, intensifying body surveillance, comparison, and self-regulation. This paper presents a comparative study of Laurie Halse Anderson's *Wintergirls* (2009) and Marti Noxon's *To the Bone* (2017), examining how anorexia nervosa is represented across literary and cinematic forms within this broader digital context. Drawing on Health Humanities, feminist theory, and Michel Foucault's concept of the medical gaze, the study explores how both texts construct anorexia as a complex interplay of psychological trauma, cultural expectations, and digitally mediated body ideals. While *Wintergirls* employs fragmented narrative and internal monologue to depict the protagonist's obsessive self-surveillance and internalized pressures, *To the Bone* uses visual imagery and interpersonal dynamics to reflect the externalization of these pressures within a media-saturated environment. The paper highlights themes of control, identity fragmentation, and recovery, arguing that both texts implicitly critique the role of social media in shaping harmful beauty standards. Ultimately, literature and film function as cultural interventions that expose the impact of digital body culture while offering recovery as a process of reclaiming identity and resisting normative ideals.

**Keywords:** *Anorexia Nervosa; Social Media; Illness Narratives; Literature and Film; Wintergirls; To the Bone; Health Humanities; Feminist Theory; Medical Gaze; Body Image; Digital Culture; Identity; Recovery; Cultural Studies*

# **TRANSHUMANISTIC RAMIFICATION OF N. K. JEMISIN'S FAR SECTOR**

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## **ABSTRACT**

N. K. Jemisin's *Far Sector* (2019) is a graphic novel that explores theme such as survival, suppression, revolution, evolution, political and technological subjugation. Transhumanism explores the possibilities of advancing humans cognitively and physically by augmenting their skills and intelligence through technology. It is a philosophical and scientific movement that emphasizes the technical development that leads humans to evolve from biological beings to highly intellectual beings beyond human comprehension which makes them transhuman. Transhumanistic ramifications discuss the chances and consequences of transhumanism brought into society, causing catastrophic outbursts among humans and creating hierarchy and oppression. Jemisin's work highlights the dominance of technology upon species while questioning notion of existence and identity. It also illustrates the sufferings of being suppressed politically and the hierarchy of technological inventions brings a revolution among the species by creating an ethical dilemma. The paper proposes to analyze the ethical issues perpetrated by transhumanism in Jemisin's *Far Sector*.

**Keywords:** *Transhumanism, Cyberpunk, Artificial Intelligence, Virus, Technology,*

# FROM PEN TO PROMPT: THE TRANSFORMATION OF CREATIVE WRITING THROUGH AI TOOLS

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## ABSTRACT

The proliferation of artificial intelligence (AI) technologies has fundamentally altered the nature of creative writing, transitioning authorial practice from solitary, pen-based composition toward collaborative, prompt-driven text generation. This paper examines how AI-powered tools are reshaping the processes, practices, and cultural perceptions of creativity within contemporary literary production. Grounded in digital humanities scholarship and posthumanist theoretical frameworks, the study conceptualizes creativity as a co-constructed phenomenon emerging from the dynamic interaction between human writers and AI systems.

Through comparative textual analysis of AI-generated and human-authored works, this research evaluates key literary dimensions including originality, narrative voice, and stylistic consistency.

Additionally, the study investigates the pedagogical implications of AI integration in creative writing education, with particular attention to its capacity to facilitate idea generation, mitigate writers block, and democratize access to literary practice. Concurrently, the paper critically interrogates persistent ethical challenges surrounding authorship attribution, intellectual property rights, and academic integrity in AI-assisted writing contexts. Situating these developments within broader socioecological shifts, this paper argues that creative writing is undergoing a paradigm transformation — from individual expressive practice to interactive, algorithm-mediated co-creation. The findings contribute to ongoing scholarly discourse by articulating both the generative potential and the structural limitations of AI in literary contexts, advocating for critically reflective and ethically informed engagement with AI tools in literary and educational settings.

**Keywords:** *Artificial intelligence; creative writing; digital humanities; posthumanism; authorship; pedagogy; human–AI collaboration*

# **A STUDY OF ENGLISH LANGUAGE ACQUISITION IN THE INDIAN CONTEXT THROUGH B. F. SKINNER'S BEHAVIORIST FRAMEWORK**

**Mr.Nishikant Kale**  
(Research Scholar)

## **ABSTRACT**

Metamorphosis has taken the place not only in the field of education but almost in every sector. Technology is evolving day by day but the way of learning English remains traditional and outdated in many regions in India. The majority of students from rural India often seem struggling while learning and speaking English even in the digital era. There is no doubt that the financial condition of students of rural India plays a significant role behind the low self-esteem of studying English but it is also necessary to find out the psychological reasons behind it. What factors are actually responsible to learn the English language? Do Indian languages such as Marathi and Hindi, along with other regional languages, hinder the effective mastery of the English language? This paper aims to analyze the psychological reasons and aspects behind English language learning especially in rural India and how B.F. Skinner's theory of behaviorism is important in English language learning especially in rural regions of India.

**Keywords:** *Metamorphosis, Digital Era, Indian Context, Psychological Reasons, Pedagogy.*

# REFRAMING THE CLASSROOM: PEDAGOGY IN THE AGE OF DIGITAL LEARNING

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## ABSTRACT

The rapid proliferation of digital technologies has fundamentally altered the epistemological and relational contours of formal education. This paper examines the concept of pedagogy as it is reconstituted within digital classroom environments, arguing that the transition from physical to virtual and hybrid instructional spaces necessitates a critical re-examination of established pedagogical frameworks. Drawing upon constructivist learning theory, connectivism, and sociocultural perspectives, the study interrogates how teaching, learning, and knowledge co-construction are mediated through digital tools, platforms, and networked communication systems.

Central to this inquiry is the pedagogical tension between instructor-led authority and learner-centred autonomy, a binary that digital environments simultaneously reinforce and dissolve. Learning Management Systems (LMS), asynchronous discussion forums, artificial intelligence-driven assessment tools, and multimodal content delivery platforms do not merely replicate conventional classroom dynamics in digital form; they introduce new temporalities, new modes of engagement, and new epistemological hierarchies. This paper investigates how educators must reposition themselves as facilitators of meaning-making rather than transmitters of fixed content, cultivating digital literacies alongside disciplinary knowledge.

The study further addresses the question of equity and access, foregrounding how digital pedagogy is unevenly distributed across socioeconomic, geographic, and infrastructural lines. Issues of the digital divide, affective disengagement, surveillance through algorithmic monitoring, and the erosion of embodied pedagogical presence are examined as structural challenges rather than mere technical inconveniences. The paper concludes that an effective digital pedagogy must be adaptive, critically reflective, and attentive to the intersections of technology, power, and human agency, ultimately calling for a pedagogy that is not merely digitised but genuinely transformed.

**Keywords:** *Digital Pedagogy, Online Learning, Constructivism, C onnectivism, Learning Management Systems (LMS), Learner-Centred Instruction, Digital Literacy, Hybrid Education, Digital Divide, Multimodal Learning, Instructional Technology, Asynchronous Learning, Artificial Intelligence in Education, Sociocultural Theory.*

# **FROMBOOKS TO SCREENS: YOUNG ADULT READERS, DIGITAL READING, AND EMOTIONAL ENGAGEMENT WITH YA FICTION**

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## **ABSTRACT**

The paper examines how digital reading influences the emotional engagement of young adult readers with Young Adult (YA) fiction, with particular focus on reader empathy. YA fiction is known for its portrayal of intense emotional experiences such as identity struggles, grief, and personal growth, which often create strong emotional connections between readers and characters. Traditionally, such engagement has been associated with immersive reading through printed texts. In the digital age, however, reading increasingly takes place through screens, including e-books and mobile devices. This shift has changed the way readers interact with texts, making reading more accessible but also more fragmented and interactive. This study focuses on how these digital reading environments shape the way young adult readers emotionally connect with fictional characters. Drawing on Empathy Theory, the paper analyses how reader–character relationships are formed and experienced in digital contexts. It explores whether digital reading enhances, reduces, or transforms the depth of emotional engagement compared to traditional reading practices. The study argues that while digital platforms provide new opportunities for accessibility and interaction, they also influence the intensity and continuity of reader empathy. By focusing on emotional engagement in digital reading, this research contributes to discussions on how contemporary reading practices reshape the experience of literature.

**Keywords:** *Young Adult Literature, Digital Reading Practices, Narrative Empathy, Emotional Engagement, Reader Response Digital Age*

## ABOUT THE COLLEGE

EASWARI ENGINEERING COLLEGE (EEC), a division of SRM Group of Educational Institutions for higher learning is functioning under the aegis of SRM Institute of Medical and Technical Research. The educational society was founded for promoting the cause of Quality Education, by Dr. T. R. Paarivendhar, an Academician and Educationist. EEC was instituted in the academic year 1996 – 1997, with the approval of All India Council for Technical Education (AICTE), New Delhi. The college has been affiliated to Anna University since 2002. The courses have been accredited by National Board of Accreditation (NBA) / National Assessment and Accreditation Council (NAAC). The College offers 15 Under-Graduate Programmes, 7 Post Graduate Programmes covering 'Engineering & Technology', 'Computer Applications' and 'Management.' The college has a strong Industry Interaction with reputed National and International organizations.

## ABOUT THE DEPARTMENT

Since the college's inception in 1996, the Department of English has been effectively functional. The department remains committed to its ideals of imparting knowledge and preparing students to achieve academic excellence. It focuses on developing core competencies in language skills relevant to engineering professionals and providing practice in the four basic skills listening, speaking, reading, and writing. The vision of the department is to impart a salient and sound linguistic competence and the ability to communicate effectively in English To trigger learner enthusiasm and nurture students' interest and passion in the study and practice of languages, as part of the curriculum and the mission is to impart quality education to students aiming to develop effective communication skills, competence and abilities to express themselves in English and in other chosen languages.

## ABOUT THE CONFERENCE

The conference aims to explore the evolving landscape of language and literature in the era of rapid technological advancement. With the rise of digital platforms, artificial intelligence, and innovative pedagogies, the ways in which literature is created, shared, and studied are transforming significantly. This conference brings together academicians, researchers, and students to discuss emerging trends, challenges, and opportunities in the digital age. The rapid advancement of digital technologies has significantly transformed the landscape of language and literature. From traditional print culture to dynamic digital platforms, the ways in which texts are created, interpreted, and disseminated have evolved dramatically.

This shift has opened new avenues for creativity, collaboration, and learning, while also posing challenges to conventional literary practices and pedagogies. In today's digital era, literature is no longer confined to books but extends to blogs, e-books, social media narratives, and multimedia storytelling. This conference seeks to address the intersection of technology, creativity, and pedagogy, providing a platform to critically examine how innovation is reshaping literary expression and language education.



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