



Two-Day International Conference *on*

***Language Diversity, Social and Technological Development
in Educational and Economic Transformation:
In Alignment with NEP 2020 (Hybrid)***

Book Of Abstracts

25th and 26th November, 2025



**Organised by:
Department of English,
Nagaland University,
Kohima Campus, Meriema**

**Two-Day International Conference on
Language Diversity, Social and Technological Development in
Educational and Economic Transformation: In Alignment with
NEP 2020.**

BOOK OF ABSTRACTS

International Conference

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Department of English

Nagaland University, Kohima Campus,

Meriema.

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Message from the Pro Vice-Chancellor



I am pleased to extend my warm greetings to all the experts and participants of the Two-Day International Conference on "Language Diversity, Social and Technological Development in Educational and Economic Transformation: In Alignment with NEP 2020." This conference addresses significant questions shaping Indian education.

NEP 2020 has opened new pathways for integrating regional languages, promoting digital innovation, and ensuring inclusive access to quality education. The themes explored in this conference align with national priorities and highlight the need for collaborative efforts across institutions, disciplines, and communities.

I commend the Department of English for organising this timely academic event. I am confident that the insights from this conference will contribute to educational and societal progress.

Professor N. Venuh

Pro Vice-Chancellor

(Kohima Campus)

Nagaland University

Message From the Dean



I extend my warm greetings to all participants of the Two Day International Conference on *Language Diversity, Social and Technological Development in Educational and Economic Transformation: In Alignment with NEP 2020*. This conference comes at a crucial time when Indian education is witnessing rapid shifts in language use, technological adoption, and social expectations.

The themes explored reflect the urgent need to reimagine education through the lens of equity and innovation. In particular, the focus on regional and tribal languages resonates strongly with the commitment of the University to preserve cultural identity while embracing global academic standards.

I congratulate the Department of English for hosting this timely event and encourage all participants to engage meaningfully, share insights, and build collaborations that strengthen our educational future.

Professor Jano S. Liegise

Dean

School of Humanities & Education

Nagaland University

Message from the Head of Department



I am delighted to welcome all delegates, scholars, and participants to the Two Day International Conference. This conference reflects our Department's commitment to adapt with the rapidly evolving intersections of language, society, and technology .

The themes of the conference highlight the need to create equitable and future-ready academic practices. As NEP [2020](#) calls for transformative reforms, it is essential that we collaboratively explore models that strengthen linguistic diversity, promote ethical use of technology, and enhance teaching-learning experiences, especially in marginalised regions.

I extend my sincere appreciation to all contributors and participants, and I hope this conference inspires meaningful dialogue, research, and partnerships that advance our shared academic goals.

Professor M.A.J. Khan
Head
Department of English
Nagaland University

Message From the Organising Committee

It gives us immense pleasure to present the Book of Abstracts for A Two-Day International Conference. This volume brings together the diverse and insightful contributions of scholars, researchers, and practitioners whose work reflects the theme and spirit of the event. Each abstract included here represents a valuable intervention—opening new perspectives, posing critical questions, and enriching ongoing academic conversations.

The response from the scholarly community has been remarkable. The organising committee received over 150 abstracts, reflecting the spirit and enthusiasm of academics, students, and researchers to participate in this mutual and critical dialogue under the theme “Language Diversity, Social and Technological Development in Educational and Economic Transformation: In Alignment with NEP 2020.”

We also express our sincere thanks to Prof. Jagadish K. Patnaik, Vice Chancellor of Nagaland University for sponsoring this conference, Prof. N. Venuh, Pro-Vice Chancellor of Nagaland University, Kohima Campus, Prof. Jano S. Liegise, Dean of Humanities and Education, and Prof. Mohammad Akhtar Jamal Khan, HOD of the Department of English, for their unwavering support, guidance, and encouragement. Furthermore, we extend our gratitude to all academic and non-academic staff, research scholars, and postgraduates of the Department of English for their tireless efforts in making this conference a success.

The Organising Committee extends its sincere appreciation to all participants for their dedication, scholarship, and commitment to advancing knowledge in this field. We also acknowledge the reviewers, advisors, and supporting staff whose efforts have ensured the quality and smooth preparation of this compilation. Further, we extend our gratitude to all academic and non-academic members, research scholars, and post-graduates of the Department of English for their tireless efforts in making this conference a success.

Finally, we warmly acknowledge the contributions of paper presenters, reviewers, chairpersons, session convener, and all others whose dedication and commitment have helped to make this conference a resounding success. We look forward to the meaningful exchanges and engagements that this event will foster.

Conference Organising Committee
Department of English.
International Conference 2025

Table of Contents	Page no.
1. The Return to National Educational Traditions in Modern Russian Pedagogy: Continuity and the Synthesis of Imperial and Soviet Heritage -- Oganyan T.B & Martynenko E.V.	1
2. The Role of Online Platforms in Enhancing Collaboration within Language and Technology Education Systems -- Evgeniya Yuryevna Likhacheva	2
3. Mastering the Professional Terms' System as a Process OF Forming Professional Competencies of Future Specialists in the Field of PE-- Professor K.Yu. Simonova	4
4. Artificial Intelligence as a Teaching Assistant in English Language Learning Material Development --Germanova Alyona Vladimirovna	8
5. From Morung to Multimedia: Digital Drama-Based Learning for Naga Cultural Heritage---Akshaya N	9
6. A Conducive method to enhance speaking skills in Second language acquisition- Amir Hussain	12
7. Beyond the One-Inch Barrier: Cross-Cultural Digital Literacy through Bong Joon-ho's <i>Parasite</i> --Amrutha K P	13
8. Digital Tools for Inclusive Learning in Marginalised Regions: An analysis of <i>The Why Why Girl</i> -- Anjana S and Dr. G. Christopher	14
9. From Whiteboard to Chat board: Digital Inclusivity and Language Pedagogy in the Era of NEP 2020 --A Comparative Study of <i>Freedom Writers</i> and <i>Hindi Medium</i> - Ankita Priyadarshini	15
10. Trauma and Vulnerability in Tim Winton's <i>Cloudstreet</i> --Anne Alice RJ. & Dr. E. Anita, Assistant Professor	16
11. Socio-Linguistic Inclusion in Teacher Training: A Magahi-Based Competency Enhancement Model--Anshu Chandra' Dr. Ravi Ranjan Kumar' Dr. Anju Verma' Dr. Jipsy Malhotra' Kirtika Sharma	17

12. Pedagogical Potential of Trans Narratives in Higher Education: Language, Identity, and Inclusion-- Anwesha Gogoi &Dr. Lemtila Alinger	18
13. Bridging the Digital Divide: Technology for Inclusive Education in Marginalized Regions --Archid Gogoi	19
14. Discourse Oriented Pedagogy for Language Acquisition: A Case Studying the Light of NEP 2020 and NCF-SE 2023--Arunpandian N, Nithia R, C. Nandhini Devi, J Katthikeyan Ashik Pradeep V	20
15. From Margin to Center: The Political Aesthetics of Mahasweta Devi -- B. Magdaline Sreeja Josephin & Dr. M.P.Ganesan	21
16. Social Media Communication and Youth Education in the Selected Novels of Aravind Adiga-- B.A.S.Vidyadhar & Dr. Ranjit Kumar	22
17. KhasiBERT: AI for Indigenous Language Empowerment in Northeast India (Case Study: Khasi) -- Badal Nyalang	23
18. Gendered Resistance and Digital Media-- Barnali Phukan.	24
19. Technological Innovations and Ethical Pedagogy: Interfacing Digital Transformation and Responsible Learning under NEP 2020 -- Bishwajit Khumukcham, Hajarimayum Sadhana Devi & A Langjing Achouba	25
20. Multilingual Education and Learning Outcomes: A Case Study of Students in Yaingangpokpi Area, Manipur -- Chongboi Baite	26
21. Study of Pedagogical Potentials and Learning Needs in the SCERT and SCNL Textbooks of Rengma Nthenyi -- Cynthia Kath	27
22. Media and Society: A Discourse Upon the Social Impact of Media and it's Ethical Concern -- Bhupesh Debbarma Suryamaninagar & Sonia Debbarma	28
23. Digital Dialogues: Communication, Connectivity, and Youth Education in the Social Media Era -- Dr. J. Eugene	30
24. Commerce Students' Anxiety in Learning English Language through Computer -- Dr.M.P.Ganesan	31
25. Digital Humanities and the Preservation of Minority Languages -- Dr Manzoor Ahmad Najjar	32

26. Teaching English in the 21st Century: Shifting Paradigms in the Digital Landscape Dr. Nathiya M & Mrs. Vidneyangelpriyadharshini V	33
27. Reading the Indian Knowledge System through the lens of Collapsology - - Dr. Chandrima Sen	34
28. Language-Based Activities in the Communicative English Classroom in the Selected Colleges of Manipur-- Dr. Chingtham Diana Devi, Lenin Khoisanam & Yumnam Arnest Meitei	35
29. Multilingual Education in Nagaland: Prospects and Challenges -- Dr Imlienla Imchen & Moatemsu Jamir	36
30. NEP 2020 and Tech-Integrated Curriculum Frameworks: Transforming Indian Education -- J.Oormila Heleena	37
31. Metaverse and Indian Knowledge Systems: Reimagining Ancient Wisdom in Digital Futures-- Dr. L. Vijayalakshmi	38
32. Academic procrastination and Generative Artificial Intelligence Dependency among Research Scholars: A cross-sectional study--Murathoti Rajendra Nath Babu& Ankita Lahon	39
33. NEP 2020: From Policy to Practice Integrating IQ, EQ, and SQ for Inclusive and Equitable Education -- Dr. S. Maha Dr. Radhika Janakiram	40
34. The Role of Language in NEP 2020's Elementary and Preparatory Education. --Dr.S.D.Selvasundari,	42
35. Seasonal predictions in traditional folklore of the Konyak Nagas and their continuity in the age of technology--Elong Konyak	43
36. Lepcha Folktale in the Digital Age: Social Media as a Platform for Sustainable Learning --- Emu Lepcha	44
37. Revisiting the Holocaust through Digital Humanities: Cross-Cultural Empathy and Historical Awareness in <i>The Pianist</i> --Faeza Jamal	45
38. Multilingualism in EFL Classes: A Process of Developing Conscientization among Bangladeshi Government Primary EFL Learners-- Farhana Ahasan	46
39. Second Language Acquisition of an Asylum Seeker in Sharon Bala's <i>The Boat People</i> -- Ms. Gokila S & Dr. S. Boopathi	47

40. Artificial Intelligence and the Altered Body: Challenges in William Gibson's <i>Neuromancer</i> -- Mr. Guhan J & Dr. Preya M.N.V.	48
41. Social Media becoming the new classroom: Social Media, Communication, and the Transformation of Youth Education -- Harshita Singh	49
42. Panels and Pixels: Graphic Memoirs and Digital Storytelling in NEP's Multimodal Literacy -- Ms. Hediya A & Dr. Maha S	50
43. Pedagogical Significance of Children's Books from Nagaland in Promoting Indigenous Knowledge --Hontai Konyak & Kechegi Khing	52
44. Community, Language, and Identity: Understanding the Arangtet Initiative under the Ao Riju in Ao Language Preservation-- Imkongmenla Longkumer	53
45. From Hashtags to Classrooms: Social Media as a Catalyst for Educational Transformation -- K. Jasmine & Dr.K.M. Keerthika	54
46. Rethinking Pedagogical Shift in ESP Teaching-Learning Approaches Across Cross-Cultural Education -- Ms. Joycee Kemprai, Ms. Neiletuonuo, Dr. Tayenjam Rajesh Singh	55
47. Mother Tongue-Based Multilingual Education Models: A Comparative and Pedagogical Analysis -- Ms. K. Anitha	56
48. Charting Existential Angst: Sentiment Analysis of Despair in McCarthy's <i>The Road</i> and Kerouac's <i>On the Road</i> --K. Perumal & Prof. Dr. C. Govindaraj	57
49. Cross Cultural Digital Literacy and the Reimagining of Identity in Anju and Tara in Chitra Banerjee Divakaruni's <i>The Vine of Desire</i> -- K Sunita & Dr. R.K. Pati	58
50. A Study of the Factors Influencing Effective Presentation Skills Among Engineering Students -- K.Devaki Devi	59
51. Narratives as Medicine: An Interface between Science and Humanities -- Kevihetou Agnes	61
52. Identity Cataclysm and Moral Discord in Tahmima Anam's <i>The Good Muslim</i> : An Analysis -- Khasim Pathan & Dr. Mutyala Suresh	62
53. Digital Mapping of Legends: Preserving Narratives, Connecting Cultures -- Kikrusenuo Usou & Fr. Dr. Joseph Cherain	63

54. Realism and Cultural Identity: Rohinton Mistry's Family Matters -- Kishore Haan C	64
55. Localisation of Skill Enhancement and Experiential Learning under NEP 2020: A Study of Three Government High Schools in Phek District --Kokhrono Ladu	65
56. Prompt Creation for Language Requirements: AI Tool Usage to Enhance Youth Employment in Nagaland's Developing Tourism-- Külüngölü Venyo	66
57. Navigating the Mother Tongue as Maker of Identity in <i>Half of a Yellow Sun</i> -- Lakiumong Yimchunger	67
58. From Creation to Education: Mary Shelley's <i>Frankenstein</i> and the Ethics of Innovative Pedagogy in the Digital Age--Limala Longchar &Akhriebou Wanth	68
59. Mythological Fiction as a Conduit of Indian Cultural Heritage: Cross- Cultural Insights with the Novel <i>A Crown of Wishes</i> --M. Cathrine Christy & Dr. A.R.Chitra	69
60. Sentiment Trajectories and Gendered Violence: A Digital Stylistic Analysis of Megan Abbott's <i>Bury Me Deep</i> -- M. Palanisamy & Dr. C. Govindaraj	70
61. Transformation of Identity through Digital Communication in Mohsin Hamid's <i>Exit West</i> . -- Priya Sukanya M & Dr.M.P. Ganesan	71
62. Reimagining Myth through Modern Lenses: Cross-Cultural Digital Literacy in Chitra Banerjee Divakaruni's <i>The Palace of Illusions</i> --Madhuri Mishra & Dr. Ranjit Kumar Pati	72
63. Unfolding Layers of Meaning: An Eclectic Critical Approach to Arundhati Roy's <i>The God of Small Things</i> --Mahbubul Alam	73
64. The Impact of Social Media Use on Academic Performance Among University Students -- Mansura Mahmuda	74
65. Linguistic Discursiveness and Its Significance in the Dramaturgy of Wole Soyinka: A Critical Study of Select Plays-- Md. Abdul Momen Sarker	75

66. From Surveillance to Forensics: Tracing Technological Development in Jeff Lindsay's Dexter Book Series. –Meyisongla	76
67. Representing Disability in Social Media Spaces: Indian Women Influencers and the New Politics of Visibility-- Mhiesino Sofia Naleo	77
68. Assessing the Level of Teachers' Technological Pedagogical and Content Knowledge (TPACK) in Secondary Schools of Nagaland -- Miriam Achumi and Dr. Prasenjit Pal	78
69. Textual Analytics of Emails in Christi Lefteri's <i>The Beekeeper of Aleppo</i> -- Mithun K & Prof. Dr. C. Govindaraj	79
70. Authenticity of Cultural Representation in the Age of Social Media: Folktales of the Ao Naga. -- Moatemsu Jamir & Prof. Nigamananda Das	80
71. Promoting Culturally Responsive ELT through Ladakhi Literature in English: A Study Aligned with NEP 2020 -- Mohd Jabir	81
72. Unwavering Ambition and the Disregard for Human Relationships in the IT Sector-- Mr.B.Manoj Kannan	82
73. Technical dramatic techniques in select plays of Vijay Tendulkar -- Mrs. P. Rajeswari & Dr. MP. Ganesan.	83
74. Habitual English Language Development Integrated with Social-Emotional Learning --Mrs. R.Nithia,	84
75. Cultural Navigation and Moral Agency in the Global Age: Revisiting Aravind Adiga's <i>Amnesty</i> -- Muktha Manoj & Dr.M. Aarthika	86
76. The Role of Language in NEP 2020's Foundational Stage -- Murukali N, & Dr. Neizo-u Mero	88
77. Data to Meaning — Evaluating the Interpretive Competence of GPT-5 through a Qualitative Study of Naga English Literature -- Nathanael Ayeh & ChumdemoTungoe	89
78. The Digital Divide and Class Aspiration in Aravind Adiga's <i>The White Tiger</i> --Neitseino Solo & Lito Zhimomi	90

79. Social Media and Youth: Connecting Population and Culture in the Digital Era-- Nilovi Chopi, Poukenhalakliu Newmai & Dr. Khotole Khieya	91
80. Neurocognitive and Digital Pathways to English Fluency: A SAMR-Based Constructivist Approach for Rural Learners -- Nithya Sakthivel &Dr. S. Selvalakshmi	92
81. What can the Naga Traditional Educational System offer? A Study of Values and Future. -- O. Ajungla Longkumer	94
82. Education in Transition: Balancing Tradition, Technology, and Learner Needs -- Ms P. Ishwariya	95
83. “Language Diversity, Social, Mental, and Technological Advancement in Educational and Economic Transformation at the Himachal Pradesh Secondary School Level: Compliant with NEP 2020” -- Pooja Devi	96
84. New Literacies: Social Media as a Language of Youth Communication— Pooja	97
85. Reconciling Contradictions: English Studies in the Wake of Social and Technological Changes under NEP 2020 -- Porosha Sonowal	98
86. Transformation of Self in the Light of Social Media, Communication, and Youth Education-- Probin Hazarika	99
87. Locating Assamese, Meiteilon, and English Language among the Diaspora Meiteilon Speakers of Assam: A Case Study at Ukhamati Tarajan -- Chingtham Diana Devi, Udatraj Pukhram & Larni Seltun	100
88. Teaching of poetry with rhythm and rhyme enhances imagination -- Prof.G.Mary Sunanda & Dr.Braou	101
89. Reconstructing Equality: A Critical Study of Gender Bias in Indian Educational Textbooks and Pedagogical Practices -- Prof. (Dr.) Anupam Soni	102
90. Redefining Domestic Spaces: The Subversive Agency of Women in Manju Kapur’s Novels-- A Imtisenla Longkumer	103

91. Exploring Translingual Pedagogy in English Medium Schools in Nagaland for Promotion of Endangered Naga Languages — Prof. Jano S. Liegise	104
92. The Educative Role Of Easterine Kire's <i>When The River Sleeps</i> Truncating And A Bridge For Young Learners Into The Surreal And Mystical Air Of Literature, Igniting Their Minds And Dreams. -- Prof. Lanunochit Pongen	106
93. ICT-Integrated CLIL for Dyslexic Learners: Improving Learning and Cognitive-Motor Coordination -- Puvisha P & Dr. S. Selvalakshmi	107
94. Charting Oceanic Affect: A Sentiment and Semantic Field Analysis of Aquatic Imaginaries in Linda Hogan's <i>Solar Storms</i> and Witi Ihimaera's <i>The Whale Rider</i> -- R.Reehan & Dr. C. Govindaraj	109
95. A Study of Adaptability in Select Novels of Chinua Achebe -- Ramesha K. N. & Dr.Chithra C.	110
96. Voices in Two Tongues: Reimagining Womanhood through Multilingual Verse from India's Northeast -- Rehena Parbin	111
97. English Communication Skills through Task-Based Learning: Evidence from Marginalized Graduate Students -- Roopa Ramadevi K, Ranjit Kumar Pati & Visweswara Rao Chenamallu	112
98. Language and its role as a determinant of social class in Urban Naga Society -- Rovimeno Hoshi	114
99. Digital Pathways to Healing: Exploring Technology's Contribution to Trauma Recovery --- Rupa Saikia	115
100. Inclusive Education and Representation in <i>Out of My Mind</i> : From Novel to Film-- Ruthla A Sangtam, &Thejazeno Yalie	116
101. Freedom and Civilization in Mark Twain's <i>The Adventures of Tom Sawyer</i> --S.Aravindh Babu	117
102. Slow Violence and the Ecological Crisis: A Thermodynamic Reading of Barbara Kingsolver's <i>Flight Behavior</i> -- Mohammed Sameer S & Prof. Dr. C. Govindaraj	118

103.	Sociological and Psychological Perspectives in Arthur Miller's <i>The Man Who had All the Luck</i> -- S.Mangai & Dr.C.Chithra	119
104.	From Classrooms to Communities: Transforming Education through Social Media and Digital Learning under NEP 2020 -- Mr S Rajkumar & Dr C Suganya	120
105.	Chetan Bhagat's Depiction of the Drift of the Youth by Media and Technology in <i>The Three Mistakes of My Life</i> -- R.M.Samraj & Dr. M.P.Ganesan	121
106.	Teaching Awareness and Presence in the Age of Digital Neglect: An Analysis of <i>Left Neglected</i> by Lisa Genova -- Saranya K & Prof. Dr. C. Govindaraj	122
107.	Redefining Fashion Through Digital Literacy: Cross-Cultural Narratives in Contemporary Fashion Media-- Sayarani Hazarika	123
108.	Integrating Digital Tools in Second Language Acquisition: An Experimental Study among Tamil Native Learners of English-- Shanmugasundaram R & Dr. Noble Jebakumar A	124
109.	NEP 2020 & the Evolving Tech-Enabled Curriculum & Pedagogy of College Education in Nagaland -- Prof. Buno Liegise & Sharon Kikon	125
110.	Tracing Emotional Displacement: A Sentiment Arc Analysis of Belonging and Alienation in Vikram Seth's <i>An Equal Music</i> -- Shobana E & Prof. Dr. C. Govindaraj	126
111.	Understanding and Bridging the Gap Between Schools' Medium of Instruction and Children's Mother Tongue: As per NEP 2020. -- Shuchita Shyama & Dr.Prity Kishore	127
112.	Voices of the Apparel: A Cross-Cultural Aesthetical Analysis Between the Angami-Nagas and the Russians -- Sitsino Liegise	128
113.	Game-Based Strategies for ESL Instruction: Improving Oral Proficiency among Engineering Undergraduates -- Ms. Subashree J & Dr. Maha S	130
114.	Ocean as Archive: How Aquaman and Luca Reimagine Oceanic Traditions for Global Audiences-- Supreeth Sudhakar	131

115.	Social Justice in Angami-Naga Folklore. -- Thejase-E Nagi	132
116.	Traversing Identity: Cogitating Toni Morrison in the Digital Sphere. -- Thepfusatuou Pienyu & Dr. Joseph Cherian	133
117.	Online Peer Learning as a Tool for Digital Education -- Toshimenba Imchen	134
118.	Digital Mediations and Informal Pedagogy: A Study of Sutsah and Nagamese YouTube Music Videos-- V. Botoli Choppy	135
119.	Support of Oral Literature for Tribal Language: The Study of Chokri Through Folksongs -- Vetsovolu Khamo	136
120.	John Fowles: Knowledge of Landscape and Vocabulary - A Corpus Analysis--Mr Vikash Kumar	137
121.	Virtual Online Celebrities: A Posthuman Perspective.-- Vizolie Khatsu	138
122.	Symbolic Resonances: The Drum as Cultural Heritage in Easterine Kire's <i>The Spirit Nights</i> , Louise Erdrich's <i>The Painted Drum</i> , and Hanna Pylvainen's <i>The End of Drum-Time</i> . -- Mrs. Y V Hema Kumari & Dr. Jayapragash J	139
123.	Beyond Summative Assessment: Reimagining Feedback through AI- Driven Formative Evaluation --Prof. Suresh Kurapati	140

The Return to National Educational Traditions in Modern Russian Pedagogy: Continuity and the Synthesis of Imperial and Soviet Heritage

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This article examines the current shift in Russian pedagogical science towards national educational traditions, emphasizing pedagogical continuity. Framed by the analysis of Presidential Decree No. 809 (2022), the study explores the synthesis of pre-revolutionary and Soviet educational approaches. The article identifies educational traditions relevant for contemporary practice and substantiates their importance for forming civic identity and ensuring the spiritual security of society. The research concludes that modern Russian pedagogy is creatively integrating these traditions to address current challenges while maintaining continuity with the best domestic practices.

Keywords: Russian education, moral upbringing (vospitanie), patriotic education, spiritual and moral values, traditional values, historical continuity, educational policy.

The Role of Online Platforms in Enhancing Collaboration within Language and Technology Education Systems

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Objectives

This study investigates how online platforms unite learners, instructors, and educational resources to foster interactive, community-driven experiences in language and technology instruction. It aims to:

- Identify the types of digital environments (e.g., MOOCs, virtual learning environments, language-exchange networks, professional development hubs) that support collaboration.
- Examine the socio-constructivist mechanisms—such as structured exchanges and community scaffolding—that underlie effective online interaction.
- Assess the contribution of these platforms to developing twenty-first-century competencies alongside language proficiency.

Methodology

A mixed-methods approach was employed, combining:

- A systematic literature review of recent empirical studies on collaborative online language-tech platforms.
- Qualitative analysis of case studies from diverse institutions illustrating tandem partnerships, transnational projects, and peer-tutoring models.
- Semi-structured interviews with educators and learners to explore user experiences, interface usability, and community-management practices.
- Quantitative surveys measuring access expansion, engagement levels, and perceived gains in digital literacy and critical thinking.

Findings and Conclusions

The research demonstrates that well-designed online platforms significantly expand access to language education, particularly for non-traditional and underserved learners. Key findings include:

- Structured Community Engagement: Platforms grounded in socio-constructivist principles effectively scaffold learning through guided peer interaction.

- **Skill Development:** Participants report notable improvements in digital literacy, critical thinking, and global awareness concurrently with language gains.
- **Curriculum Alignment:** Seamless integration with formal curricula and intuitive user interfaces enhances adoption and sustained engagement.
- **Challenges:** Maintaining long-term engagement, ensuring high-quality exchanges, and mitigating learner isolation require dedicated support mechanisms.
- **Learner Empowerment:** Opportunities for learners to co-create content transform them from passive recipients to active knowledge producers.

To maximize impact, the study recommends establishing inclusive online communities, embedding robust technical and pedagogical support, and implementing continuous outcome assessment to inform iterative platform improvements.

Keywords:

Collaborative Learning, Online Platforms, Language Education, Educational Technology, Socio-constructivism, Community Engagement, Digital Literacy, Peer Tutoring, Curriculum Integration, Learner Autonomy

Mastering the Professional Terms' System as a Process OF Forming Professional Competencies of Future Specialists in the Field of PE

PhD, associate Professor, K.Yu. Simonova
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The article considers the need to teach PE students the basics of foreign language terminology. Methods of organizing training in the terminology of students of a PE university in the process of forming their intercultural professional competence are proposed.

Keywords: foreign language terminology, teaching principles, intercultural competence.

The processes of forming a qualitatively new value-information environment of society and the integration of Russian education into the international educational system do not just have a determining effect on the development of modern language education at a sports university, and set a completely new level of requirements for its quality (Aleshchanova I.V., Frolova N.A. 2013). The increased requirements for the training of specialists in the field of higher professional education have led to the need for new technologies for teaching a foreign language, capable of ensuring the formation and subsequent practical implementation of communication skills in professional activities. Accordingly, vocational-oriented teaching of a foreign language is considered as a system of didactic means of organizing the educational process, orienting the course of a foreign language to the coaching profession acquired by students (Aleshchanova I.V., Frolova N.A. 2013).

Due to the acute social significance of the phenomena denoted by the terms of sports, the terms themselves go beyond the limits of professional word use and are widely used in print, radio and television. The term system is understood as an organized set of terms in a special language that serves the communicative needs of a certain area of knowledge. A term is a special word or phrase denoting a concept included in the system of concepts of a certain field of professional knowledge and used for special purposes (Aletchanova, 2018).

The industry term system as a special principle of encoding, storing and transmitting collective scientific knowledge includes the following groups of lexical units: basic terms of the field of knowledge (basic vocabulary), such as, for example, stadium or recreation, theory and methodology - terms borrowed from other fields, disciplines with which sports interact.

From the point of view of structure, the term system is formed not only by monosyllabic terms, but also by phrase terms, and the number of the latter, according to dictionaries, prevails over the first group.

Objectives: In the formation of the professional communicative competence of future specialists in the field of physical education and sports, the task of developing a lexical skill as knowledge of the rules for choosing words and the laws of their compatibility in different contexts should take a central place. Observation of the process of mastering special terminology was carried out on the material of the most frequent terms related to the topics under study and selected from sports terminology dictionaries, as well as specialized foreign language literature.

Since, one of the goals of learning in a modern communicative approach to teaching languages is to develop the ability of foreign language communication as a form of intercultural interaction, which cannot be fully reproduced within the framework of human-computer interaction (Andreev, 2004, p.98). For several years now, in our university, within the framework of the educational disciplines "Foreign Language in the Professional Field" and "Theory of Translation," we have been teaching future specialists in the field of physical education and sports the basics of foreign language terminology. When implementing programs of these disciplines, we highlight the following stages:

1. Definition of the terminology of general and special disciplines necessary for future professional activities.
2. Compilation of term samples through a continuous review of general educational and special literature published over the past 10 years, and based on them, preparation of bilingual dictionaries of intra-industry terms for their subsequent assimilation.
3. Giving a course of lectures "Terminology in modern society," including sections on the role of terminology in intercultural and professional communication, terminology culture and competence, the history of terms and terminology systems, national, international and transnational terminology and terms of individual areas of activity.
4. Practical exercises aimed at explaining the features of the multifunctionality of terms and their use in oral and written professional communication:
 - 1) the term is not a special word, but a word in a special function;
 - 2) the term has: - tripartite affiliation - to the field of knowledge, thematic system, terminology;
- three-branch affiliation - intra- branch, inter- branch and over- branch;
- origin, development and modern functioning;

- tendency to interpenetration from one language to another;
- three new trends in thermal formation - multicomponent terminological combinations-abbreviations-hybrids;

3) the terminology has a multi-purpose function:

- a) source of knowledge;
- b) a tool for mastering a specialty;
- c) source of information receipt and transmission;
- d) means of providing professional communication;
- e) the path to mutual understanding and international cooperation;
- (e) Seeking international recognition and use.

5. Prior familiarization with the terminology of all areas of knowledge included in the programs of school, secondary and higher professional education in order to interpret and translate them from one language to another.

Methodology: In our practice, we proceed from the fact that working on terminology, its structural and semantic features, it is possible to achieve optimization of the educational process, the result of which will be mastering by students the skills of using foreign language terminology, activating and stimulating their cognitive activity.

We developed and tested a methodology for working on a glossary and identifying the structural and semantic features of a sports thermal system. For example, working on the football term system, we analyzed a sample of English terms of 297 units, compiled by viewing specialized sports literature in English.

The analysis showed that the following types of terms are distinguished in the studied sub-language:

Simple terms: bench; crossbar; post; bruise; minnow; nutmeg; poacher.

Complex terms: drill – shoot; diving – header; clean – sheet ; chip – shot; by – line; build – up; dug – out; fake – step movement; freekick formation; give – and – go; local – derby match; linkman; floodlights.

Coherent terminological combinations (CTC): whips in a cross; to mark a player; play to feat; ball trap; blaze over; heel pass.

Phrasal terminological combinations (PTC): long – ball cross; one – touch quadrat; outer; keep it on the carpet; man between the sticks; play to feat; to cover lost zone; to mark a player; whips in a cross; to keep tight at the back.

In the studied terminology, two-component TC were formed by the following structural types:

N+N: key pass, heel pass, hospital pass.

A+N: mexican wave; offensive players; successful dribbling.

Findings: Analysis of the structural types of terms revealed: simple - 73 units, complex - 110 units, TC - 109 units, phrasal - 5 units.

Simple, complex terms and football TC are represented by nouns, since they express the basic concepts of this area of knowledge.

The analyzed TC showed that the majority, namely 102 out of 108 multi-component TC functioning in the sub-language of football, consist of two components, for example: injury time; match fixing; miss out.

Having analyzed terms combinations, we have got 9 three combined terms as: local derby match; natural football turf; free kick formation; football surface's properties; indirect free kick; man between sticks; one touch ; player's surface experience ; play to feat.

After conducting a study of the structure of English football terms, it was revealed the functioning of simple and complex terms, CTC and PTC in this sublanguage of football.

After analyzing complex terms, we can say that terms that consist of two components have become more productive options. Structural analysis of TC showed that the most typical type of TC in the studied terminology is binary TC, represented by 105 units and accounting for 39% of the total number of TC and about 93% of the total number of terms in this sample.

In our opinion, it is precisely such work on the thermal system that allows future specialists in the field of physical culture and sports to acquire a stable motivation to learn a foreign language as a means of improving professional knowledge. The professional language needs of future specialists in the field of physical culture and sports make it necessary to acquire a certain amount of terminological vocabulary in the process of university education, which is most suitable for specific situations of professional communication.

All types of work are controlled by the teacher, completed tasks are submitted in a strictly allotted time and are evaluated in points, which are included in the student's rating. Thus, the study of terminology is the main component of the training of future specialists in the field of PE and sports.

Artificial Intelligence as a Teaching Assistant in English Language Learning Material Development

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Keywords: artificial intelligence, English, language, teaching, methodology.

Objectives:

To examine the integration of AI, particularly deep learning and neural networks, into the educational process for creating engaging English language learning experiences.

To explore and evaluate specific AI-powered tools (Twee, SkyTeach, Netspeak.org, Aicomifactory.com, Quizizz) designed to assist teachers in generating lesson plans, exercises, texts, and assessments.

To identify the advantages offered by these AI tools, such as reducing preparation time and increasing student engagement through diverse and interactive content.

Methodology:

The methodology is based on a descriptive analysis of selected AI-powered platforms. The research process involved a purposeful selection of five AI services (Twee, SkyTeach, Netspeak.org, Aicomifactory.com, and Quizizz) was made based on their relevance and growing popularity in the ELT community. Each tool was tested through direct use, for example: content generation capabilities, customization options (e.g., adjusting for language level, topic), user interface and efficiency for teacher use, the types of learning skills targeted (e.g., reading, listening, vocabulary).

Findings:

AI tools dramatically reduce lesson preparation time. Platforms like Twee and Quizizz can generate structured reading passages, questions, and full quizzes in seconds, freeing up teachers to focus on pedagogical strategies and student interaction. Tools like Netspeak.org provide immediate, corpus-based insights into word frequency and collocation. This helps both teachers and students move beyond grammatical correctness to use language that is natural and common. A critical finding is that AI-generated content often lacks originality and follows predictable patterns. The analysis of a pre-made lesson on SkyTeach on the "Barbie" movie highlighted this limitation, showing an imbalance in skills coverage.

From Morung to Multimedia: Digital Drama-Based Learning for Naga Cultural Heritage.

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The Naga tribes of Northeast India have maintained their rich cultural heritage for centuries through oral traditions, myths, folktales, songs, dances, and communal performances, often centered in the “Morung”, the traditional youth dormitory. These practices have historically served as vital mechanisms for teaching moral values, social norms, ecological awareness, and historical memory. However, with the advent of modernization, urbanization, and formal education systems, these cultural practices are increasingly at risk, and younger generations may lose connection with their ancestral knowledge and identity.

This paper proposes “digital drama-based learning” as a creative and effective educational approach to preserve and transmit Naga cultural heritage. By integrating traditional narratives, characters, and rituals into digitally-mediated performances, students actively participate in storytelling, role-play, and multimedia production. Such activities enable learners to embody cultural characters, recreate significant myths, and perform communal stories in ways that are both engaging and educational. This method not only strengthens digital literacy and technological skills but also promotes creativity, critical thinking, and active learning.

A survey conducted among Naga students and community participants reveals that the combination of cultural narratives with digital platforms is well-received, fostering a sense of cultural pride, identity, and intergenerational knowledge transfer. Moreover, digital drama allows for wider dissemination of Naga cultural practices beyond the local context, making these traditions accessible to broader audiences and encouraging appreciation for indigenous knowledge systems.

By bridging traditional “Morung” based storytelling with contemporary digital tools, digital drama-based learning presents a dynamic model for education that simultaneously enhances learning outcomes and preserves cultural heritage. It empowers students to engage actively with their culture, ensuring that Naga oral traditions, rituals, and moral teachings continue to thrive in modern educational contexts.

Keywords: Naga tribes , Cultural heritage, Oral traditions, Digital drama-based learning, Indigenous knowledge, Educational technology, Multimedia pedagogy, Cultural preservation

Objective:

1. To explore the role of digital drama-based learning as a tool to teach and preserve Naga cultural heritage.
2. To examine how traditional Naga oral narratives, myths, and rituals can be effectively integrated into modern digital educational platforms.
3. To assess the impact of digital drama-based learning on students' understanding, engagement, and retention of Naga culture.
4. To analyse students' reception and attitudes toward using multimedia tools for cultural education.
5. To propose a model for integrating indigenous knowledge into contemporary learning systems while maintaining cultural authenticity.

Methodology:

A qualitative-quantitative mixed-method approach.

Participants: Students and community members from Naga tribes in select villages and schools of Northeast India.

Data Collection Methods:

1. Survey Questionnaire to measure students' interest, engagement, and perceived effectiveness of digital drama activities.
2. Focus Group Discussions with elders and educators to gather insights on cultural content, relevance, and accuracy.
3. Observation of students participating in digital drama-based sessions, noting interaction, creativity, and comprehension.
4. Content Analysis of the digital performances created by students to evaluate the integration of cultural narratives, myths, and rituals.

Findings:

1. Improved Cultural Understanding: Participants demonstrated better comprehension of Naga myths, folklore, and rituals compared to conventional learning methods.

2. Digital Literacy Development: Students acquired multimedia and technological skills while interacting with cultural content.
3. Intergenerational Learning: Interaction with elders and recorded narratives helped preserve oral traditions and facilitated knowledge transfer.

A Conducive method to enhance speaking skills in Second language acquisition

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India is often metaphorically described as “a continent in itself” because of the extraordinary diversity of its people. Language is one of the core components of its diversity, with around 22 officially recognized languages and hundreds of dialects spoken across the nation. However, in recent decades, India has witnessed an unfathomable demand for English, opening the door to global forums. The present paper aims to shed light on some contemporary and innovative methods of second language teaching, particularly those related to speaking skills. Further, the paper seeks to identify students' and teachers' perceptions towards these methods. The paper begins with a descriptive analysis of the selected methods, followed by data collection to analyse students' and teachers' attitudes towards them. A questionnaire will be designed to serve the purpose. Further, the researcher adheres to the APA 7th edition for citation.

Beyond the One-Inch Barrier: Cross-Cultural Digital Literacy through Bong Joon-ho's *Parasite*

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Bong Joon-ho's reference to the "one-inch barrier of subtitles" during his Oscar acceptance speech emphasizes on the significant shift in how audience across the globe engage with foreign -language films. This paper examines how *Parasite* (2019) bears universal resonance despite being rooted in South Korean socio-economic realities, exhibiting the emergence of cross-cultural digital literacy. This enables audiences to interpret visual, emotional and metaphors beyond linguistic boundaries. This study aims to explore how *Parasite* elucidate themes of class, power and social hierarchy through universally interpretable narratives and visual symbol, how culture specific content are decoded by audience from diverse culture enabling them to emotionally engage with foreign language film and how digital access and global media exposure foster this literacy. This study employs qualitative approach combining textual and visual analysis of the film's spatial symbolism, architecture, lighting and social cues with analysis of audience response and critical reviews across different country. Findings indicate that audiences display an ability to interpret social and emotional meaning beyond language, with subtitles performing not merely as translation tool but also as a digital bridge enabling empathetic engagement with other cultures. *Parasite*'s global response illustrates a shift from passive viewing to active cultural reading, where audiences explore, interpret and connect with unfamiliar cultural contexts. This highlights how modern digital media plays a role in creating globally literate and empathetic audience. This study underscores the role of film as a medium building cross-cultural understanding by locating "one-inch window" as a symbol of viewer's ability to watch the world through someone else's frame.

Keywords: Bong Joon-ho, *Parasite*, one-inch window, cross-cultural literacy and global audience

Digital Tools for Inclusive Learning in Marginalised Regions: An analysis of *The Why Why Girl*

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The major problem faced by the marginalized communities in India is the higher dropout rates of many tribal students. Inclusive learning in marginalised areas is a significant way of imparting quality education to these sidelined communities. The objective of the study is to show how the digital tools provided by NEP, such as DIKSHA and online courses like SWAYAM, address the problems faced by tribal students in education. This study will particularly examine the tribal community of Sabars through the theoretical framework of Subalternity, using a qualitative methodology and textual analysis. The Sabar tribe is one of the Adivasis of the Munda ethnic group, and the chosen primary text, the picture book *The Why-Why Girl*, by Mahasweta Devi, tells the story of a Sabar girl introduced to books and education. One of the study's significant findings is that it identifies the reason for tribal students' dropout from the mainstream educational system. In addition, there is an attempt to infiltrate mainstream language and culture into the tribal system through mainstream education. Further, their residential areas are located in the remotest areas of India, and as a result, education becomes inaccessible to the tribal children. Also, the problems of the digital divide in tribal education will be analysed in depth using the chosen framework, and the required changes will be reflected upon in alignment with the terms of the NEP 2020. This paper will thus shed light on the issues of the digital divide in the education system and enlighten the public about its consequences for tribal youth. It will also enrich academicians on the importance of NEP 2020 in addressing this educational discrimination using virtual tools.

Keywords: Tribal, NEP, digital divide, inclusive learning, marginalised

From Whiteboard to Chat board: Digital Inclusivity and Language Pedagogy in the Era of NEP 2020 – A Comparative Study of *Freedom*

Writers and Hindi Medium

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The confluence of language, digital tools and learning forms the core of India's National Education Policy (NEP) 2020, visualizing an inclusive, integrated and e- learning environment. This paper examines the evolutionary shift of language pedagogy and technological upliftment through the contrastive study of two pioneering films – Richard LaGravenese's *Freedom Writers* (2007) and Saket Chaudhary's *Hindi Medium* (2017). Rising from different and distinct sociocultural settings, both films intersect on the discourse of educational equality, language classifications and metamorphic forces of communication. The study explores *Freedom Writers* as an icon of dialogical pedagogy, where language serves as an instrument of empowerment, narrowing disparities of class, identity and race through documented and vocal accounts. *Hindi Medium*, in contrast critiques the post-independence infatuation with English and its position in reinforcing social divisions and exclusion, aligning with NEP 2020's stress on multilingualism and lingua franca instruction as trajectories to equitable education. The paper explores how digital media and technology have transformed learning environment from traditional classrooms to virtual spaces. The study compares the traditional anxieties of language identity in India with the techno-social empowerment of American inner-city youth and situates both movies within international discourse of education. The contrasting study justifies NEP 2020's outlook -traversing the digital and linguistic separation through pedagogies that coordinate mankind's relation, e-tech and communication.

Keywords: NEP 2020, Language Pedagogy, Digital Empowerment, Multilingualism, Technological Inclusivity.

Trauma and Vulnerability in Tim Winton's *Cloudstreet*

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The paper entitled “Trauma and Vulnerability in Tim Winton's *Cloudstreet*” investigates the interrelation of trauma and vulnerability analyzing how personal suffering, familial dysfunction, and spiritual longing shape the novel's characters and their sense of belonging. Through a close reading of the Pickles and Lamb families, the study argues that Winton presents trauma as a collective inheritance that defines the postwar Australian consciousness rather than as an isolated psychological condition. The novel's physical and emotional settings—especially the haunted house on Cloud Street—operate as metaphors for buried histories and collective wounds. Fish Lamb's near-death experience and fragmented awareness embody the psychic rupture of trauma while simultaneously opening the possibility of grace and transcendence. By foregrounding acts of compassion, reconciliation, and emotional openness, Winton positions vulnerability as crucial to healing and human connection. Ultimately, *Cloudstreet* transforms trauma into a generative space for renewal, affirming Winton's belief in the redemptive power of love, faith, and community amid suffering.

Keywords: trauma, vulnerability, dysfunction, reconciliation, emotional exposure

Socio-Linguistic Inclusion in Teacher Training: A Magahi-Based Competency Enhancement Model

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The adoption of the National Education Policy (NEP) 2020 has rekindled enthusiasm for mother tongue-based multilingual education across India. However, in the southern region of Bihar region, specifically the area along the Ganga River where Magahi prevails as the primary language, an increasing pedagogical divide has emerged between present teachers trained in modern style as well as English-dominant transactional approaches and learners rooted in the local Magahi mother tongue surroundings. This study aims to propose the Socio-Linguistic Inclusion and Design Thinking Empowerment (**SLIDE**) Model as an innovative framework that combines Vygotsky's Sociocultural Learning Theory, Garcia's Translanguaging Pedagogy, Sweller's Cognitive Load Theory, and Design Thinking for Education and is inspired by the UNESCO framework on linguistic inclusion policy. The SLIDE Model advocates empathetic comprehension of learners' linguistic contexts and argues iterative problem reframing as well as creative adaptation of a modified pedagogical approach can cut cognitive load and boost conceptual clarity through the inclusion of the Magahi mother tongue as a cognitive scaffold. The early field observation indication and a mini-exploratory survey from 25 teachers of the South Bihar region found that Magahi mother tongue mediation is not often used in the classrooms, resulting in conceptual confusion, reducing involvement, increasing absenteeism and dropout rates due to localized communicative language hurdles. Therefore, this SLIDE Model is proposed as a serious attempt to resolve the issue through linguistic empathy, contextual communication, and pedagogical adaptability, as well as cognitive and cultural scaffolding for more profound understanding and successful engagement. The investigator concludes the study with a recommendation for policy-level integration of socio-linguistic inclusion within pre-service and in-service teacher education curricula, which can operationalize the NEP 2020's commitment to inclusive and equitable education along with the vision of context-responsive learning.

Key Words: Magahi Language Model, Sociocultural Learning Theory, Translanguaging Pedagogy, Linguistic Inclusion Competency, Context Responsive Teaching.

Pedagogical Potential of Trans Narratives in Higher Education: Language, Identity, and Inclusion

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This paper explores the educational potential of Indian trans autobiographies in higher education, focusing on digital or hybrid learning environments. It analyses Living Smile Vidya's *I Am Vidya: A Transgender's Journey*, A. Revathi's *A Life in Trans Activism*, and Manobi Bandopadhyay's *A Gift of Goddess Lakshmi* to examine how trans narratives can promote inclusive teaching and deepen understanding of gender diversity. The study considers how digital access, translations, and online sharing can expand the reach and influence of these stories. Using a qualitative, text-centred approach, it assesses narrative voice, language, and portrayals of identity, activism, and leadership. Vidya's story highlights personal resilience and self-expression; Revathi emphasises activism and community empowerment; and Bandopadhyay demonstrates the transformative power of education and leadership in challenging societal norms. Analysing these texts shows their value in teaching about identity, inclusion, and social inequality, particularly in digital and hybrid learning environments, and offers practical strategies for educators to integrate trans stories into curricula, fostering critical thinking, empathy, and language awareness. Including autobiographies in online or hybrid classrooms enables literature to become a bridge between theories and lived experiences and a powerful tool for encouraging students to engage critically with questions of gender, language, and belonging in contemporary India.

Keywords: Digital Learning; Gender and Language; Inclusive Pedagogy; Trans Autobiographies; Higher Education

Bridging the Digital Divide: Technology for Inclusive Education in Marginalized Regions

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The digital revolution has transformed education worldwide, yet millions of learners in marginalized regions remain excluded due to limited access to technology and infrastructure. This paper explores the concept of the digital divide and its impact on inclusive education, emphasizing the need for equitable access to digital tools as envisioned in India's National Education Policy (NEP) 2020. It discusses how initiatives like SWAYAM, DIKSHA, PM e-Vidya, and BharatNet, along with innovations such as mobile learning, and assistive technologies, have helped bridge educational gaps in underserved regions. By analyzing case studies and policy frameworks, the paper argues that equitable access to digital resources is essential for achieving the goal of inclusive and quality education for all. It further underscores the importance of community ICT centers, teacher capacity building, multilingual digital content, and public-private partnerships in ensuring sustainable progress. Concluding that technology alone cannot ensure inclusion, the paper argues that combining it with policy support, ethical pedagogy, and community engagement is essential to bridge the digital divide and achieve quality education for all.

Keywords: Digital Divide, Inclusive Education, Technology, Marginalized Regions, Digital Equity, NEP 2020.

Discourse Oriented Pedagogy for Language Acquisition: A Case Study in the Light of NEP 2020 and NCF-SE 2023

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Numerous language acquisition pedagogies have been tried out in India through different policies over the decades while National Education Policy 2020 (NEP 2020) plays a distinguished role by recommending Balanced Approach as a paradigm shift in language pedagogy. Retrospections on existing pedagogical practices and its effect on the learners, the policy included learning outcomes, milestones and suggested pedagogical activities, stated in National Curriculum Framework School Education 2023 (NCF-SE 2023). This study explored the enactment of a part of the Balanced Approach, Whole Language Approach on language acquisition of thirty Class 5 learners from Government Primary School, Thattanchavady, Puducherry. The entreat was undergone over eight weeks to enhance the learning levels of the learners on selected curricular goals/ learning outcomes through Discourse Oriented Pedagogy (DOP). Dr. K.N. Anandan, a linguist pioneered DOP in India who revised the school textbooks of several states. Case study model served as methodology for the study. Data were collected through pre and post assessment tests and classroom observations. Pictures, videos, origami, stories were used as medium for DOP. Findings revealed significant surge in Listening, Speaking, Reading and Writing. In particular, the learners were able to perform better in listening comprehension and writing while there was a decent enhancement there in Reading and Writing oriented Learning Outcomes (Los). The study underpinned the potential of DOP as a lifeline for language acquisition as per the recommendations of NCF-SE 2023.

Keywords: NEP 2020, NCF, Discourse Oriented Pedagogy, Language Acquisition

From Margin to Center: The Political Aesthetics of Mahasweta Devi

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Mahasweta Devi has a prominent position in postcolonial Indian literature because of her relentless criticism of systemic injustice and her daring investigation of subaltern reality. In tales such as "*Draupadi*," "*Douloti the Bountiful*," and "*Breast-Giver*," she reveals the harsh social, political, and economic conditions that tribal tribes, women, and landless laborers face. By giving them a voice and a presence, Devi turns marginalized or frequently silenced people into rebellious forces in the literary and social imagination, highlighting their struggles, resilience, and continuous fight against oppression. The contradictions and injustices of contemporary India are revealed in her writing, which is distinguished by unwavering realism, biting wit, and a strong dedication to social justice. Devi's use of myth and history reinforces her political critique. She reinterprets characters like Draupadi in contemporary contexts, challenging patriarchal, caste-based, and state-approved systems of authority, thereby emphasizing the enduring inequalities that persist in society. Her stories do more than simply depict misery; they are instruments of empowerment and critique that call for the visibility and agency of the underprivileged. Through translation, Devi's audience is significantly expanded. The English translations of Gayatri Chakravorty Spivak's works put these tales in the framework of broader conversations on subalternity, feminism, and representation while also making them available to readers worldwide. By translating Devi's stories, readers from other nations can learn about the sociopolitical complexity of India, overcoming linguistic and regional obstacles. Mahasweta Devi's fiction ultimately functions as both a weapon and a mirror, working as a radical kind of political narrative while simultaneously portraying the brutal reality of oppression.

Keywords: Subalternity, Systemic, injustice, Empowerment, Agency, Translation, Social, justice, Patriarchy, Caste-based, oppression,

SOCIAL MEDIA COMMUNICATION AND YOUTH EDUCATION IN THE SELECTED NOVELS OF ARAVIND ADIGA

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Aravind Adiga is a journalist by profession. As part of his profession, he has moved around India and collected a lot of helpful material. Adiga has transformed it into his debut novel, '*The White Tiger*'. It is an epistolary novel, written in letters to the Chinese President by the protagonist Balram. He was born into a low-income family of sweet makers called Halwais, but they are no longer sweet makers. Balram's father is now a rickshaw puller. Balram has dropped out of school due to dowry-related issues involving his cousin. Though Balram leaves the school, he educates himself by observing the circumstances and people he encounters. *Selection Day* is basically sports fiction, with poverty and the instinct to rise in life. The novel has themes like broken family relationships, male-female discrimination, platonic relationships, religious discrimination, homo sexual relationships, competition in sports, and the perplexed mindset of youth. The novel focuses on how Mohan's family goes through ups and downs to achieve success and to what extent. In both novels, one finds child labour, which plays a key role in the development of the youth's character. In Adiga's novels, topics and titles address serious issues often discussed on social media.

The objective of the paper is to explore how social media and communication influence the youth's goals, how the central characters of both novels undergo these changes, and to what extent they achieve success in their lives.

Key Words –

Crime, Corruption, Child labour, Casteism, Murder weakly, Light and dark, Youth goals, and Parental expectations.

KhasiBERT: AI for Indigenous Language Empowerment in Northeast India (Case Study: Khasi)

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The integration of artificial intelligence into education and language technologies presents both opportunities and challenges for marginalized linguistic communities. Khasi, an Austroasiatic language spoken by approximately 1.4 million people in Meghalaya, Northeast India, exemplifies this digital divide: despite official recognition and a rich oral tradition, it remains computationally underserved in global NLP research. In alignment with NEP 2020's emphasis on mother-tongue learning and digital inclusion, this paper introduces *KhasiBERT*, the first foundational transformer language model dedicated to Khasi.

Objectives: To develop an open-source AI language model that advances indigenous language empowerment, supports Khasi-medium educational and cultural tools, and provides a replicable framework for other low-resource languages in Northeast India.

Methodology: A monolingual corpus of 3.6 million Khasi sentences (63M tokens) was systematically curated and pre-processed. Using the RoBERTa architecture, *KhasiBERT* was trained from scratch with masked language modelling. The model was evaluated via perplexity benchmarks and qualitative linguistic analysis against multilingual baselines (mBERT, XLM-R).

Findings: *KhasiBERT* achieved a perplexity of 7.22, dramatically outperforming multilingual models (327.60 for XLM-R, 369.03 for mBERT), reflecting a 45 \times improvement. Qualitative evaluation confirmed that *KhasiBERT* captures Khasi morphosyntactic structures and generates contextually valid predictions, unlike multilingual models that default to irrelevant sub words.

Significance: Beyond technical performance, *KhasiBERT* demonstrates how AI can empower indigenous languages by bridging digital gaps. Potential applications include Khasi-medium educational platforms, digital preservation of oral traditions, and localized government and media tools. By releasing the model and corpus openly, this work not only strengthens Khasi but also contributes to NEP 2020's vision of inclusive, technology-enabled linguistic and cultural transformation in Northeast India.

Keywords: *Low-resource NLP, Khasi language, Indigenous Empowerment, NEP 2020, Transformer Models, Inclusive AI*

Gendered Resistance and Digital Media

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Digital media has become a significant platform for the articulation of gendered identities and the performance of resistance. Virtual world or the online spaces, like social networks, and virtual communities help the gender, basically the women, queer, and the non-binary individuals to challenge the patriarchal power structure through narrative reclamation, visibility, and collective activism. In various movements, digital storytelling transforms trauma into public testimony, and the internet becomes a site of both vulnerability and empowerment. This paper will examine how digital platforms allow marginalized genders to articulate resistance through storytelling, activism, and art, and explore how online communities have become a field of empowerment and digital surveillance. It will also address how technology redefines the notions of the body, identity, and agency.

Keywords: Digital media, gender, resistance, social networks, narrative reclamation.

Technological Innovations and Ethical Pedagogy: Interfacing Digital Transformation and Responsible Learning under NEP 2020.

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The National Education Policy (NEP) 2020 marks a turning point in Indian education. It calls for using technology to expand learning, improve teaching, and ensure inclusion. This paper studies how digital tools, when used with care and purpose, can improve both access and quality. It also explores the need for ethical and responsible teaching with technology. The study looks at how digital classrooms, online courses, and open resources shape student engagement and teacher practice. It examines how learning platforms like DIKSHA and SWAYAM support flexible learning and professional growth. The focus is on how these systems can reach students in remote and diverse regions. While technology brings new chances for creativity and problem-solving, it also raises questions about bias, privacy, and control. Teachers must guide students not just in how to use technology, but in how to think about it. The paper argues that true innovation means linking human values with digital change. Ethical teaching should remain central even as education becomes more data-driven. The study highlights policy gaps, unequal access, and the need for training programs that equip teachers to practice digital responsibility. It calls for ongoing support for students, teachers, and institutions as they adapt to new modes of learning. By balancing innovation with integrity, Indian education can build a system that is both smart and humane under NEP 2020.

Keywords: NEP 2020, technology in education, ethical teaching, digital learning, teacher training

Multilingual Education and Learning Outcomes: A Case Study of Students in Yaingangpokpi Area, Manipur

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Language is not only a medium of communication but also a powerful determinant of learning and cognitive development. In multilingual and multi-ethnic contexts such as Manipur, where diverse linguistic groups coexist, the choice of instructional language plays a crucial role in shaping students' comprehension, participation, and academic achievement. The linguistic diversity of Manipur presents both opportunities and challenges for education, particularly in balancing the use of English as a global language and the mother tongues that form the basis of children's early learning experiences.

This paper explores the relationship between multilingual education and learning outcomes through a case study conducted in the Yaingangpokpi area of Manipur. The study involved 100 students, 20 teachers, and 20 parents from three private schools representing different linguistic communities. Using questionnaires and semi-structured interviews, the research examined the linguistic profile of the region, language practices adopted in schools, and the perceptions of key stakeholders regarding language use in education.

Findings revealed that although English is used as the sole medium of instruction across all participating schools, both teachers and students expressed a strong belief that incorporating mother tongues or local languages in classroom interaction enhances comprehension, participation, and confidence. Parents also felt that children grasp concepts better when explanations are given in their familiar language before transitioning to English. The study highlights the gap between policy and practice, as schools continue to prioritize English for perceived prestige and employability while neglecting the pedagogical benefits of multilingualism.

In alignment with the National Education Policy (NEP) 2020, which emphasizes the use of the mother tongue or regional language as the medium of instruction, this paper argues for a balanced multilingual approach in education. Such an approach would strengthen foundational learning while preserving linguistic diversity and promoting inclusive education in Manipur.

Keywords: Multilingual education, learning outcomes, language policy, Manipur, NEP 2020, mother tongue.

Study of Pedagogical Potentials and Learning Needs in the SCERT and SCNL Textbooks of Rengma Nthenyi.

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The study is a comprehensive study of the educational potentials and learning needs that are embedded in the SCERT and SCNL Rengma Nthenyi textbooks. The goal of the paper is to concentrate on how these textbooks play a significant role in the implementation of mother–tongue-based education, which is in line with the National Education Policy (NEP) 2020. The textbooks are closely analysed to study their capacity to enhance language proficiency, comprehension, and cultural awareness among the young learners in a multilingual classroom setting.

The textbooks are the repositories of the cultural and historical heritage of the Naga community. The different tribes with their unique customs, traditional practices, cuisine, and festivals, are all portrayed in detail. The book revives the oral tradition of the varied tribes by including the folktales as well. Also, it includes inspiring content on the football legend Dr. T. Ao, early Christian missionaries, and other notable Naga personalities. Along with this, the textbooks share poems that celebrate the beauty and grandeur of God’s creation, and also draw excerpts from the book of Psalms.

This study makes a significant contribution to the understanding of the advantages and areas for improvement, while adding to the discussion on mother tongue education and multilingual teaching. It suggests ways to make learning more interactive and relevant to students’ lives, so that education through the Nthenyi dialect can help build language skills while preserving the rich cultural heritage of the Naga people.

Keywords: Rengma Nthenyi, SCERT, Pedagogy, Learning Needs, Mother Tongue, Multilingualism, NEP 2020.

Media and Society: A Discourse Upon the Social Impact of Media and it's Ethical Concern

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The present century is advancing tremendously in scientific knowledge, information and communication technology, machine learning and artificial intelligence. As a result of advancement in information and communication technology, contemporary human society largely dwell upon the world of media for information gathering as well as information sharing in day-to-day life. The term “Media” has been employed as an umbrella domain that which consists of both mass and social media, acting as communication agencies. Mass media comprises of different modes of communication, such as, the print media (e.g., newspaper, magazines, and books) and the audio-visual media (e.g., radio, television, music, and cinema). This world has also witnessed the revolution in media technologies with the emergence of WWW (World Wide Web) or the internet that which has paved the way to the emergence of social media. Some of the commonly known social media includes – Facebook, Instagram, Telegram, LinkedIn, YouTube, WhatsApp, and recognized its acceptance due to its interactivity. Generally, media plays role in disseminating information, news, entertainment, and education to the mass audience. Emergence of ethical concern over media's role and representation is inevitable since an attitude and perception of an individual towards their surrounding human ecology is being shaped and re-shaped in due course of gathering information. In this paper, media representations (such as, style of reporting using derogatory, exaggerated headlines and languages leading to a moral panic) shall be dealt at length along with the role of media professionals as its impact upon the larger society cannot altogether be discarded and thus, needs to be addressed adequately. In a media driven world, human mind

quite often are perceived to be clouded in spite of being considered as rational being (Rene Descartes, a French philosopher, considers humans as rational being). This fact subsequently leads to the necessity of media literacy along with its ethical dimension on the part of individuals of society. Lack of adequate media education and their uses is likely to lead the human society towards downward mobility and hostile human environment. This work is based upon the relevant available literature and individual perceptions (urban and rural, & individuals of different age group) on the impact of media in the society as diverse understanding on its presentation is of immense significance in the 21st century. Thus, this work delves into multi-disciplinary approach, considering historical account, sociological dimension, and ethical concern in understanding the media literacy, representation and its impact upon the contemporary society.

Keywords: Media, Media representation, Moral panic, Ethics, Rationality, & Upward social mobility, etc.

Digital Dialogues: Communication, Connectivity, and Youth Education in the Social Media Era

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The rapid proliferation of social media platforms has significantly transformed how young people communicate, learn, and construct knowledge in the digital age. As digital natives, today's youth engage with platforms such as YouTube, Instagram, TikTok, and X (formerly Twitter) not merely for entertainment but also for collaborative learning, self-expression, and identity formation. This paper explores the dynamic interrelationship between social media, communication, and youth education, focusing on how digital environments influence learning patterns, social interaction, and educational engagement.

Objectives: The study aims (1) to examine how social media facilitates communication and collaborative learning among youth, (2) to analyse its pedagogical implications for formal and informal education, and (3) to identify both the educational benefits and challenges of social media use.

Methodology: This research adopts a qualitative and descriptive approach based on secondary data, drawing insights from recent global studies, policy reports, and theoretical frameworks such as constructivism, connectivism, and media ecology. A comparative analysis of scholarly literature, educational case studies, and survey-based findings from international organizations like UNESCO and Pew Research was used to interpret trends and impacts.

Findings: The study reveals that social media promotes participatory and experiential learning, enhances communication skills, and develops critical 21st-century competencies such as digital literacy, creativity, and collaboration. However, it also highlights challenges including distraction, misinformation, cyberbullying, and unequal access. The research concludes that while social media has the potential to democratize education and strengthen global connectivity, its educational value depends on guided integration, ethical use, and critical digital awareness among youth and educators alike.

Keywords: Social Media, Youth Education, Digital Communication, Digital Literacy, Connectivism, Online Learning, Educational Technology.

Commerce Students' Anxiety in Learning English Language through Computer

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The integration of computer-assisted learning in English language education has opened new avenues for enhancing linguistic competence, particularly among non-native speakers. However, this shift has also introduced unique psychological challenges. This study investigates the levels and sources of anxiety experienced by commerce students when learning English through computer-based platforms. Drawing on both qualitative and quantitative data collected through surveys and interviews, the research identifies key factors contributing to anxiety, such as unfamiliarity with digital tools, lack of confidence in language skills and fear of making errors in a tech-driven environment. The findings highlight a significant correlation between digital literacy and language learning anxiety, suggesting that insufficient technological proficiency often exacerbates students' stress. This paper also explores gender and academic performance as moderating variables. The study concludes by offering recommendations for educators to design more supportive and user-friendly digital English learning environments tailored to commerce students' needs, thereby minimizing anxiety and fostering greater engagement and achievement.

Keywords: Language Anxiety, Technological Anxiety, Digital Learning, Computer-Assisted Language Learning (CALL), ICT in Education, Language Learning Barriers

Research Objectives is to identify the primary sources of anxiety among commerce students when learning English through computer-assisted platforms, to examine the relationship between digital literacy and English language learning anxiety and to analyze the impact of language anxiety on the academic performance and participation of commerce students.

Methodology of this research is analyze the Language learning anxiety, particularly in a computer-assisted environment, involves both measurable patterns (such as frequency, intensity, or correlation with performance) and subjective experiences (such as perceptions, feelings, and attitudes).

Digital Humanities and the Preservation of Minority Languages.

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The rapid expansion of digital technologies has redefined the ways in which languages, literature, and cultural heritage are preserved and disseminated. In this context, the field of Digital Humanities (DH) offers innovative frameworks for archiving, studying, and revitalizing India's minority and indigenous languages. This paper explores the intersection of Digital Humanities and the preservation of minority languages, with particular attention to the policy imperatives outlined in the National Education Policy (NEP) 2020.

NEP 2020 emphasizes the promotion of multilingualism and the preservation of India's linguistic diversity, advocating for the use of technology in achieving these goals. Specifically, Clause 22.7 highlights the integration of technology in language learning and resource development, while Clause 4.11 and Section 4.17 stress the importance of local and regional languages as mediums of instruction in early and higher education. The policy's vision for creating "digital repositories of learning materials in multiple languages" aligns directly with the objectives of Digital Humanities, which employ computational tools for linguistic documentation, corpus creation, and cultural analysis.

Through a critical review of emerging digital initiatives—such as online linguistic archives, interactive dictionaries, and community-based digital storytelling projects—this paper argues that DH methodologies can democratize language preservation, empower marginalized linguistic communities, and strengthen cultural identity in a technologically driven educational ecosystem. It further proposes a model for collaboration among universities, digital scholars, and local communities to ensure sustainable preservation in line with NEP 2020's inclusive educational vision.

Keywords: Digital Humanities, Minority Languages, NEP 2020, Multilingualism, Language Preservation, Educational Technology

Teaching English in the 21st Century: Shifting Paradigms in the Digital Landscape

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In the modern digital era, people tend to notice the significant metamorphosis in the field of education and predominantly in the English Language Teaching (ELT). The technology has fastened with the unimaginable features and breakthroughs in the field of education broadly. The ancient pedagogical methods have steadily advanced into vibrant and technology-oriented methods that offering to the transforming needs of learners in the universe. This research paper continues to expose the shifting paradigms in ELT via scrutinizing the integration of digital tools, hybrid learning environments such as physical and virtual mode and mobile technologies that have revamped both teaching and learning techniques. It explores the expanding influence of blended learning, flipped classrooms and the use of Artificial Intelligence shortly as AI tools include chatbots and some other language learning applications. This paper also emphasis the progressing role of the English teacher from the content deliverer to facilitator and digital expert. The Digital era becomes the dawn of self-governance and independent learning. Additionally, it propagates the difficulties which is relevant to accessibility, digital literacy and value-based considerations in the virtual learning environment. Through dissecting the emerging trends and pedagogical advancements, this paper furnishes a comprehensive perception of how digital technologies are reinterpreting English language education and how it could be utilised in the 21st century learning approaches. This study is comprised in the constructivist and connectivist paradigms, viewing learners as active agents navigating complex digital networks.

Keywords: ELT, Pedagogical methods, AI, digital, advancements.

Reading the Indian Knowledge System through the lens of Collapsology

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The National Education Policy 2020 is one of the vibrant policies in the 21st century. The Ministry of Education, Govt. of India, has moved towards significant rehabilitation and reform of the 34-year-old Indian Education framework. One of the most essential aspects of this policy appears to be conceptual understanding and the maintenance of ethical standards. This can attain recognition and sustainability through the apprehensive description of the Indian Knowledge System, which fosters a storehouse of knowledge originating from the Indian mainland. This system encompasses the panorama of Collapsology, which studies the prospective collapse of our values and customs due to factors such as urbanization, industrialization, and contemporaneity. This paper seeks to establish an interconnection between Collapsology and the Indian Knowledge System. Further, it intends to accelerate actions grounded in traditional knowledge that prevent the collapse of any kind or form. The main objective of this paper is to invigorate the traditional Indian practices that promote sustainability. The main argument lies in emphasizing the integration of the Indian Knowledge System and collapsology to usher in sustainability, persistence, and endurance.

Keywords: Indian Knowledge System, collapsology, National Education Policy, sustainability

Language-Based Activities in the Communicative English Classroom in the Selected Colleges of Manipur

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Studies have indicated that there is a mismatch between the skills and knowledge required in the workplace and the skills and knowledge acquired by the graduates. NEP 2020 emphasises the development of skills required for the global workforce, and the skill of effective communication in English is one of the key skills. According to Widdowson (1988), language skills are developed in three ways in reference to medium (aural and visual), mode (receptive and productive) and manner. The young graduates of Manipur have not developed the communication skills in English, which is one of the key parameters of a skilled worker. The reasons for such a situation are the teaching of literature and the related concepts in place of actual language usage, the emphasis on grammar, reading and writing skills, while listening and speaking skills are neglected. Other reasons also include large classroom size, limited time for language class and lack of adequate infrastructure. Recently, under NEP 2020, Manipur University introduced Four Year Undergraduate Course in which AECC (Ability Enhancement Compulsory Course) in Communicative English was introduced as a compulsory course. In this course, the four language skills (LSRW) are included. There is a shift from a text-based syllabus to an activity-based form of language learning. So, the need for a study arises to assess how language-based activities are carried out in the colleges and what challenges the teachers and the students are encountering. The objectives of the paper are to find out the language based activities carried out in the AECC- Communicative English classroom, how well the syllabus aligns with the needs of the students, how frequently the four language skills are taught, the outcomes of the course and the challenges in the teaching and learning of the communication skills. The study seeks to come up with a viable method of teaching English communication skills at the advanced level, taking into account the limitations and challenges in the language classroom.

Keywords: Language-based Activities, Course Outcomes, Challenges and Limitations, Language Classroom, Role play, Peer and Group Discussion.

Multilingual Education in Nagaland: Prospects and Challenges.

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The National Education Policy (NEP) 2020 states that, wherever possible, the medium of instruction will be the mother tongue or local language until at least Grade 5, and preferably extending to Grade 8 and beyond. Furthermore, the NEP 2020 highlights the importance of multilingualism and encourages schools to provide students with opportunities to learn multiple languages. The NEP 2020's suggestions are examined in the context of Nagaland, home to over 17 recognised tribes with distinctive languages, resulting in heterogeneous communities. This consequently creates a complex classroom environment for the identification and application of Mother Tongue-Based Instruction (MTBI). This heterogeneity of classroom settings poses pedagogical challenges in selecting a single mother tongue as the medium of instruction. Moreover, the widespread use of Nagamese – the lingua franca of the state - has led to a form of monolingual orientation that can be a potential (modified form) of MTBI. This paper examines Skutnabb-Kangas (2000) criteria of identifying MT: the first language to which a child is exposed (Origin), language one identifies with (Internal Identification), language one is identified with by others (External Identification), language one knows best (Competence) and language one uses most (Functional), and how it can be utilized to identify languages as MTBI for classrooms across Nagaland. This paper also references Ajit Mohanty's framework of multilingual education, examining the prospects and challenges of MTBI in Nagaland. His approach to Mother Tongue Based Multilingual Education (MLE) suggests that formal school learning and literacy development in MT should precede the development of a second and other languages (Mohanty, 2023). Furthermore, his case studies of MTBI in Indian states are given a rigorous analysis to identify approaches relevant to the state of Nagaland.

Drawing on policy frameworks, educational practices, and sociolinguistic dynamics, the study aims to explore how local/native language (s) can be incorporated as MTBI in early education and whether the associated educational benefits are compatible with opportunities to avail of them. It further proposes approaches that balance the need to conserve and enrich native languages with the empowerment of learners. **Keywords:** National Education Policy, Mother Tongue Based Instruction (MTBI), Multilingual Education, Pedagogical Challenges.

NEP 2020 and Tech-Integrated Curriculum Frameworks: Transforming Indian Education

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Objectives:

The National Education Policy (NEP) 2020 aims to revolutionize the Indian education system by integrating technology to enhance learning outcomes. This study explores the potential of tech-integrated curriculum frameworks to achieve the objectives of the NEP 2020.

Methodology:

This conceptual paper analyses the provisions and recommendations of the NEP 2020 regarding technology integration in education. It also examines existing tech-integrated curriculum frameworks and their impact on student learning outcomes.

Findings:

The NEP 2020's emphasis on technology integration can transform the Indian education system by providing personalized learning experiences, enhancing digital literacy, and promoting multilingual digital content. Tech-integrated curriculum frameworks can facilitate competency-based education, foster critical thinking, and develop 21st-century skills. However, successful implementation requires addressing issues such as the digital divide, infrastructure, and teacher training.

Conclusion:

The NEP 2020's vision for tech-integrated education can be achieved by developing and implementing robust curriculum frameworks that leverage technology to enhance learning outcomes. This requires a collaborative effort from policymakers, educators, and stakeholders to ensure that technology integration is equitable, inclusive, and effective.

Keywords: National Education Policy 2020, Tech-Integrated Curriculum, Digital Education, Personalized Learning.

Metaverse and Indian Knowledge Systems: Reimagining Ancient Wisdom in Digital Futures

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Objectives

This research aims to investigate how immersive technologies, particularly the metaverse, can transform the teaching and understanding of Indian Knowledge Systems (IKS) and mythology for Gen Z and Gen Alpha learners, as well as for those seeking to understand our heritage. It aims to bridge the gap between conventional educational methods and the expectations of digital-native students while promoting engagement, cultural appreciation, and ethical reasoning.

Methodology

The study employs a qualitative approach, synthesising literature from academic journals, government reports, and case studies of digital heritage and VR/AR-based learning platforms. It examines pedagogical frameworks that integrate experiential learning, ethical reflection, and interactive cultural simulations. The analysis focuses on how these approaches can effectively communicate traditional knowledge systems to digitally oriented learners.

Findings

The findings indicate that incorporating IKS and mythological content into metaverse environments enhances learning outcomes by offering immersive, participatory experiences. Learners interact with virtual reconstructions of heritage sites, enact historical or mythological scenarios, and engage in ethical decision-making activities, resulting in greater retention, deeper understanding, and improved moral reasoning. The metaverse thus enables culturally rich, interactive learning aligned with IKS principles, making heritage education relevant and compelling for contemporary generations. This approach demonstrates the potential for digital platforms to revitalise traditional knowledge, fostering both cognitive engagement and emotional connection with India's cultural legacy.

Keywords

Metaverse, Indian Knowledge System (IKS), Digital Learning, Cultural Heritage, Experiential Education, Gen Z, Gen Alpha

Academic procrastination and Generative Artificial Intelligence Dependency among Research Scholars: A cross-sectional study

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These days, more academicians are using artificial intelligence tools in classroom settings as well in their research work. The purpose of the current study was to determine the relationship between academic procrastination and generative artificial intelligence dependency among Research Scholars. The study, which was descriptive in nature and conducted on 120 research scholars of Nagaland University. Data were collected by using a re-validated standardized academic procrastination and generative artificial intelligence dependency tools. The t-test, correlation, and percentages were used to analyze the data. It was found that there is a positive relationship between academic procrastination and generative AI dependency.

Keywords: Academic Procrastination, Generative Artificial Intelligence Dependency, Research Scholars.

NEP 2020: From Policy to Practice Integrating IQ, EQ, and SQ for Inclusive and Equitable Education

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The National Education Policy (NEP) 2020 marks a significant turning point in India's educational philosophy, shifting the focus toward inclusivity, holistic intelligence, and equitable learning opportunities. This study explores how integrating Intellectual Quotient (IQ), Emotional Quotient (EQ), and Spiritual Quotient (SQ) within the framework of the NEP 2020 can redefine education as a transformative force for building an equitable and empathetic society. Drawing upon Fishman's (1991) theory of language shift, Goleman's (1995) model of emotional intelligence, and Zohar and Marshall's (2000) concept of spiritual intelligence, the research positions education as a dynamic process that nurtures both intellect and compassion.

Adopting a qualitative approach, the study analyses policy documents, academic literature, and global educational practices to understand how NEP 2020's vision of inclusive equity is being translated from policy to practice. Mother-tongue-based multilingual education, as advocated by NEP 2020, is viewed as a key instrument for empowering marginalized communities by preserving cultural identity and fostering a sense of belonging (Fishman, 1991). Likewise, the inclusion of digital technologies is seen as a means to democratize access to education, bridging socioeconomic and geographical divides. Such digital inclusion ensures that learning is not confined by location or privilege, thus promoting a participatory and equitable educational landscape.

The integration of IQ, EQ, and SQ represents a triadic framework that strengthens critical thinking, empathy, ethics, and resilience qualities essential for nurturing socially responsible citizens (Goleman, 1995; Zohar & Marshall, 2000). By blending analytical intelligence with emotional and spiritual awareness, the model proposes an educational system that develops both mind and character. Ultimately, this holistic approach not only fosters individual growth but also aligns with India's national vision of Viksit Bharat, a developed, harmonious, and inclusive nation. Through the synergy of multilingual education, technological equity, and

holistic intelligence, NEP 2020 can pave the way toward sustainable social cohesion and economic transformation.

Keywords: National Education Policy (NEP 2020), Language Diversity, Technological Development in Education, Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ), Inclusive Equity.

The Role of Language in NEP 2020's Elementary and Preparatory Education.

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The National Education Policy (NEP) 2020 emphasizes the significance of language in shaping India's educational landscape, particularly in elementary and preparatory education. This policy encourages the use of mother tongues or regional languages as the medium of instruction, aiming to develop cognitive skills, preserve culture, and promote inclusivity. By adopting a multilingual approach, NEP 2020 seeks to bridge the gap between home and school languages, enhancing students' learning experiences and academic performance. This article explores the role of language in NEP 2020, highlighting its potential benefits, challenges, and implications for elementary and preparatory education in India. The analysis highlights the importance of effective implementation, resource allocation, and teacher training to ensure the success of multilingual education initiatives. Ultimately, NEP 2020's language provisions have the potential to change India's educational system, promoting linguistic diversity, equity, and quality education for all.

Seasonal predictions in traditional folklore of the Konyak Nagas and their continuity in the age of technology.

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The Konyak Nagas have rich indigenous ecological knowledge, including seasonal prediction, which was passed down orally through folklore and oral narratives. This knowledge was developed based on their observation of the natural environment as well as by sharing a close relationship. This indigenous knowledge has been used since time immemorial, and it has guided the indigenous people, particularly in farming and agricultural activities (when to sow, reap, and preserve seeds). However, with the advancement of technology, many people, especially the youngsters, have access to different scientific and technological tools to easily gather information on seasonal and weather. At the same time due to global warming, there have been major changes in climate and seasons. This study therefore seeks to examine whether the traditional method continues to stand out and remain in practice in the midst of climate change and increasing technological advancement, like that of weather forecast mobile apps and various meteorological tools. This study also aims to examine how the Konyak Nagas applied the traditional method of seasonal prediction based on different abiotic and biotic indicators, such as, animals, birds, insects, plants and trees, festivals, sky and celestial signs. This study intends know whether the konyak Nagas still relies on ancient methodology or depend on technology for predicting the season. This study will employ qualitative methodology, interviewing the elders and farmers and collecting the oral narratives from different Konyak villages to understand various traditional signs, their accuracy and their stand in this fast-changing technological world.

Keywords: traditional folklore, seasonal prediction, ecological knowledge, ancient methodology, technology.

Lepcha Folktale in the Digital Age: Social Media as a Platform for Sustainable Learning

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This paper explores how Lepcha folk stories are finding new life on social media platforms such as Instagram and YouTube. These stories were once shared orally by elders, but they are now being retold by young Lepcha creators through short videos, reels, and digital art. The study examines how this online storytelling helps preserve cultural memory and supports informal education among the youth.

The study will apply careful selection of digital version of the cultural manifestations such as videos, reels and digital art. Using online content analysis, the research looks at how traditional values are represented, and how these digital stories encourage cultural memory and learning. It shall apply simple random selection of digital content to verify the content's authenticity and to what extent they have followed the indigenous knowledge protocols. The paper argues that when young people adapt folk stories online, they become both storytellers and educators sharing moral, environmental, and social lessons in creative ways. It also highlights challenges such as the ownership of these folktales and the danger of losing cultural context. Overall, the study shows that digital storytelling can serve as a bridge between tradition and modern education.

Keywords: Lepcha, folk narrative, social media, youth, education, digital storytelling

Revisiting the Holocaust through Digital Humanities: Cross-Cultural Empathy and Historical Awareness in *The Pianist*

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The Pianist (2002) depicts the torturous account of the Jews during World War II, a time when surviving was almost impossible. Even after years have passed down, people around the world still feel deeply moved by this film. It helps viewers see what life was like during the Holocaust and feel the emotions of that time. Through Digital Humanities, such films use technology to make history more real and personal for today's audiences.

The movie is based on the true story of Władysław Szpilman, a Polish-Jewish pianist who lived through the Holocaust. We see the war through his eyes, his fear, loss, and loneliness. Most stories about the Holocaust show the suffering of masses together, however *The Pianist* tries focusing largely on one individual experience. This makes the story more personal and emotional. It helps viewers understand how one individual suffered and survived, which builds empathy and a deeper connection with history.

The main objective of this paper is to study how *The Pianist* creates cross-cultural empathy and historical awareness through digital storytelling. The methodology used is a close analysis of important scenes, visual and sound techniques, and emotional expressions in the film. This approach helps in understanding how digital representation can shape memory, emotion, and awareness. The study shows that films like *The Pianist* help people from different cultures relate to the Holocaust with deeper empathy and understanding.

Keywords: Digital Humanities, Cross-Cultural Literacy, Holocaust, Empathy, The Pianist, Visual Storytelling, Historical Awareness

Multilingualism in EFL Classes: A Process of Developing Conscientization among Bangladeshi Government Primary EFL Learners

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A planned use of the mother tongue enhances foreign language learning. It utilizes learners' full linguistic repertoires, enhances understanding, and ensures inclusiveness. This inclusive learning can develop conscientization among learners. Conscientization, put forward by Paulo Freire in Critical Pedagogy, is a process of developing consciousness about one's social, economic, and political reality to take action against oppression. The EFL classroom can be a place of oppression for the learners if their inclusiveness is denied by rejecting their mother tongue. Conscious students can talk against oppression and bring change. This paper aims to find how the process of the multilingual education model can remove linguistic oppression in the classroom by developing conscientization among Bangladeshi government primary-level EFL learners. This qualitative study analyzes the curriculum and textbooks of the primary level (from class 1 to 5) and takes interviews of five primary government school teachers. It tries to find how the curriculum, the textbooks and the teachers promote this concept of inclusiveness in developing conscientization. Descriptive analysis is used in presenting the data. The expected outcome shows that a well-planned use of Bangla in developing English-speaking skills can ensure conscientization among Bangladeshi government primary-level learners who can bring a societal change by talking against oppression.

Keywords: Critical Pedagogy, Multilingualism, Government Primary Education in Bangladesh

Second Language Acquisition of an Asylum Seeker in

Sharon Bala's *The Boat People*

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Second language acquisition is a critical yet challenging process for asylum seekers. It is often complicated by factors such as trauma, stress, and interrupted education. The study focuses on Mahindan, an asylum seeker who recognised language proficiency as essential for his survival and sustained life in the host country. This paper analyses the second language acquisition journey of Mahindan through Albert Bandura's Self-efficacy theory. The theory suggests that an individual's belief in their own ability to succeed in specific situations is a powerful determinant of their motivation and behaviour. This analysis details the four components of Self-efficacy. They are mastery experiences, vicarious experiences, verbal persuasion and emotional arousal. Mahindan in *The Boat People* formed a rigorous self-regulation to transform his own habits and learning. The paper further discusses the language barriers Mahindan faced, the challenges he overcame, and the efforts he made to achieve his language acquisition goal.

Keywords: Second language acquisition, asylum seeker, The Boat People, Albert Bandura, social efficacy theory.

Artificial Intelligence and the Altered Body: Challenges in William Gibson's *Neuromancer*

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The accelerating convergence of artificial intelligence and body modification technologies raises profound questions regarding their influence on human identity, agency, and social inequality. As these innovations continue to evolve, it becomes imperative to investigate their broader implications for human existence. This study undertakes a critical examination of William Gibson's seminal novel *Neuromancer*, analyzing its representation of artificial intelligence, corporeal modification, and their socio-cultural ramifications. Through a close textual analysis, the research explores how Gibson's narrative constructs the complex intersections between technology and humanity. The findings reveal that *Neuromancer* envisions a dystopian future in which technological progress amplifies social disparities, undermines human autonomy, and redefines lived experience within virtual realities. The novel foregrounds the perils of bodily manipulation, systemic control, and the commodification of human consciousness. By situating Gibson's work within the discourse of science fiction studies and technological ethics, this research emphasizes the urgency of critically reassessing humanity's relationship with technology. Ultimately, it argues for a more nuanced and ethically responsible approach to innovation one that acknowledges both the transformative potential and the existential risks of emerging technologies.

Keywords: Artificial Intelligence; Body Modification; Posthumanism; Technological Ethics; William Gibson's *Neuromancer*

Social Media becoming the new classroom: Social Media, Communication, and the Transformation of Youth Education

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Social media has changed the way young people learn, talk, and share ideas. Platforms like Instagram, YouTube, and TikTok are no longer used only for entertainment; they have also become new spaces where students learn from each other and from creators they encounter online. This paper examines how social media has become part of youth education and how it aligns with the goals of the National Education Policy (NEP) 2020, which supports the use of technology in learning.

Objectives:

To explore how social media platforms act as informal educational spaces, to understand how language and communication evolve within these platforms, and to relate these changes to the aims of NEP 2020.

Methodology:

This study uses a qualitative approach to examine selected educational content on social media platforms such as Instagram, YouTube, and TikTok. Through close reading and thematic analysis of posts and videos, the paper identifies language patterns, communication modes, and learning styles common among youth audiences.

Findings:

The analysis suggests that social media promotes creative and experiential learning by blending entertainment with education. It also highlights challenges such as misinformation and short attention spans among youth. By aligning these observations with NEP 2020, the paper concludes that social media can be an effective educational tool if guided by digital literacy and critical engagement.

Keywords: Social Media, Communication, Youth, NEP 2020, Education, Digital Learning.

Panels and Pixels: Graphic Memoirs and Digital Storytelling in NEP's Multimodal Literacy.

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In the era of digital literacy and a multidisciplinary world, education has moved far beyond mechanical or drill-based learning. It aims to prepare young minds to think critically, express themselves creatively, and navigate a complex environment. The government responded with NEP 2020, which focuses on inclusive, student-centred education systems to improve experiential learning. To put this into action, teachers need captivating and practical methods that combine these goals effectively. In this context, graphic memoirs, a form of life narratives that combine textual storytelling with visual illustration, emerge as a significant educational medium capable of aligning with NEP 2020's principles.

Graphic memoirs are an excellent way to develop multimodal literacy in students, as they combine text and visual elements in a single, engaging format. Unlike traditional textbooks, graphic memoirs allow learners to interpret images, panels, colours, and symbolism. They also combine words, helping them express themselves while deepening comprehension. Traditional textbooks often focus only on text, which in some cases tends to be difficult for

students with different learning styles or language backgrounds. Graphic memoirs make learning multimodal, where students can learn through visuals, words, and sometimes through interactive or digital formats, which supports comprehension and inclusion. They go beyond conventional learning by making ideas more interactive and memorable. In this way, graphic memoirs serve as a bridge between art and academics, blending learning and creativity.

In Indian, which has a rich cultural heritage and history, traditional autobiographies of famous personalities in just textual forms often fail to engage children effectively. Passing down the stories of world changers to younger generations can be a tedious task, particularly in today's digital era, without visual and interactive content. Graphic memoirs bring stories to life by showing not just the people, but the world they lived in—the culture, society, and history of

their time. Through the mix of pictures and words, they make these stories easier to understand and more engaging, helping young minds connect with, be inspired by, and carry forward these experiences.

Hence, Graphic memoirs stand as a practical first step to bring NEP 2020 into action. Combining storytelling and visuals along with digital tools provides a creative and inclusive learning environment in classrooms.

Keywords: *Graphic memoirs, NEP 2020, multimodal literacy, art-integrated learning, digital storytelling, inclusive education, experiential pedagogy.*

Pedagogical Significance of Children's Books from Nagaland in Promoting Indigenous Knowledge

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This paper explores the cultural heritage and indigenous knowledge embedded in children's books from Nagaland which offer a combination of vibrant illustrations with engaging narratives to captivate young readers. Through exploration of these narratives, illustrations, and culturally relevant themes, the study examines children's literature from Nagaland as a valuable resource that helps bridge modern education with indigenous knowledge giving way to holistic learning. Inclusion of regional narratives can also play a considerable role in promoting the representation of the regional voice within the mainstream educational curricula. These books facilitate the development of a grounded sense of identity and pride in heritage, while also fostering critical thinking, creativity, and social-emotional skills pertinent to their community and environment. Children's books combine visual elements and verbal narrative which stimulate conversation on relevant social concerns and the use of the imagination while also preserving oral traditions and safeguarding local languages, aligning with the broader educational goals of embedding indigenous knowledge in formal education as emphasized in the National Education Policy (NEP 2020). Such undertaking necessitates a comprehensive education programme that instils a sense of pride in India's unique culture and traditions. This paper focuses on the prospect of instilling responsiveness to cultural diversity, and educating learners on the rich Naga folk heritage through children's books.

Keywords: Nagaland, Children's books, language, culture, NEP 2020.

Community, Language, and Identity: Understanding the Arangtet Initiative under the Ao Riju in Ao Language Preservation

(A Study on Community-Based Mother Tongue Education among the Ao Naga)

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Delving into the theme of Mother Tongue- Based Multilingual Education Models, this paper examines the Arangtet examination under the Ao Riju—a community-driven Ao language proficiency and certification initiative—and evaluates its role in revitalizing Ao linguistic identity within the broader framework of Mother Tongue-Based Multilingual Education (MTB-MLE). Drawing on policy documents, news reports, and scholarly literature on MTB-MLE and language revitalization, the study situates Arangtet as a local exemplar of community-led standardization, pedagogical resource development, and cultural affirmation. The paper analyses Arangtet’s structure, institutional backing through the Ao literature boards and Ao Senden, and its implications for classroom practice, teacher development, and community attitudes. Findings suggest that Arangtet strengthens linguistic prestige, creates incentives for learning and teaching Ao, and complements formal education policy such as India’s National Education Policy (NEP 2020). However, systemic challenges—materials development, teacher training, and the tension between English-language aspirations and local-language pride—remain. The paper concludes with recommendations for integrating Arangtet more formally into MTB-MLE curricula, expanding materials and teacher-support mechanisms, and using certification to promote community ownership of language education.

Keywords: Arangtet; Ao Riju; Ao Naga; Mother Tongue-Based Multilingual Education (MTB-MLE); language revitalization; community education; Nagaland

From Hashtags to Classrooms: Social Media as a Catalyst for Educational Transformation

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The growing influence of social media has redefined how young people communicate, learn, and express themselves. This paper explores social media's role as a transformative educational tool within the framework of India's National Education Policy (NEP) 2020. It examines how digital platforms such as YouTube, Instagram, and X (formerly Twitter) promote participatory learning, collaborative communication, and multilingual engagement among students. At the same time, the paper acknowledges the challenges of overexposure, digital distraction, and the erosion of authentic communication in the learning environment. Drawing parallels from Dave Eggers' *The Circle*, which critiques society's increasing dependence on digital transparency and constant connectivity, the study highlights the need for digital ethics and media literacy in education. The analysis situates social media not merely as a space for entertainment but as a catalyst for inclusive, accessible, and student-centered learning experiences. By integrating literature with educational theory, the paper argues that responsible social media use can advance NEP 2020's vision of equitable and technology-driven education. Ultimately, it calls for a balanced digital pedagogy that empowers youth to think critically, communicate effectively, and navigate the evolving relationship between technology, language, and education.

Keywords:

Social Media, Youth Education, NEP 2020, Language Diversity, Digital Literacy, Educational Transformation, *The Circle* by Dave Eggers, Communication Technology.

Rethinking Pedagogical Shift in ESP Teaching-Learning Approaches Across Cross-Cultural Education.

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With the accelerating pace of societal and technological development, global communication has compelled educators to adopt English for Specific Purposes (ESP) pedagogy. Therefore, education must go beyond language proficiency to include the development of cross-cultural digital literacy. This study investigates the use of digital tools in ESP learning among university students from diverse cultural backgrounds in Nagaland. This study explores changes that have led to a pedagogical shift in ESP, influencing classroom practices—teaching methods, curriculum design, teachers' roles, and learning goals and engagement. This paper examines the influence of technology and societal globalization on teaching methodologies and identifies how cross-cultural literacy contributes to language learning and communication. It evaluates the effectiveness of digital platforms in promoting intercultural collaboration and literacy.

Additionally, to propose pedagogical approaches that respond to these emerging demands. The study employs a mixed-methods qualitative and quantitative research design, based on extensive literature reviews and thematic analysis (empirical and conceptual) of recently published research articles and journals between 2020 and 2025, along with response data gathered through questionnaires and focus group discussions with university lecturers. Key themes—teacher identity, technological adaptation, and intercultural competence — were analyzed to examine how digital learning innovations are implemented, adopted, and experienced in culturally and linguistically diverse educational settings. In response to this gap, the study proposes a broader perspective that situates ESP within the ongoing social and technological transition that reshaped education in our state today. Findings have also revealed that most students acknowledge the incorporation of technology in their learning processes, aligning ESP instruction to the evolving communicative demands of the 21st century.

Key Terms: ESP Pedagogy, Cross-Cultural Competence, Digital Learning, Teacher Identity, and Communication.

Mother Tongue-Based Multilingual Education Models: A Comparative and Pedagogical Analysis

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Mother Tongue-Based Multilingual Education (MTB-MLE) is a vital approach for learning second languages. It has become a groundbreaking educational method that fosters linguistic variety, intellectual development, and cultural conservation. Utilizing the learner's first language as the instructional medium during early education connects home and school language, enhancing understanding and academic achievement. This paper investigates different MTB-MLE models applied worldwide and in India, analyzing their theoretical potential, educational advantages, and challenges in implementation. It utilizes comparative instances from India, examining how multilingual education fosters inclusive, equitable, and high-quality learning.

Keywords: Mother tongue education, multilingualism, pedagogy, language policy, linguistic diversity.

Charting Existential Angst: Sentiment Analysis of Despair in McCarthy's *The Road* and Kerouac's *On the Road*

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Cormac McCarthy's *The Road* (2006) and Jack Kerouac's *On the Road* (1957), which are two texts different in genre have been taken for the study. This paper undertakes a computational and hermeneutic inquiry into thematic despair and existential angst in the two novels of twentieth and early twenty-first century American literature. The researcher has applied the concept of sentiment analysis and emotion detection techniques drawn from the digital humanities into the select works, aiming to map the fluctuations of negative affect, directions, and emotional intensity across narratives. The computational results are then interpreted through existentialist theoretical lenses situating the quantified affective features within broader philosophical questions of absurdity, loneliness, and despair. In the novel *The Road*, one can observe inescapable negativity, with occasional resilience peaks that correspond to the moments of moral decision, hope, or paternal care, the affective profile underscores a tragic confrontation with obliteration and futility. In the other novel, *On the Road*, the pattern is more alternating: bursts of enthusiasm and exhilaration are interspersed with recurring dips into being tired, loneliness, and existential questioning. This computational mapping not only presumes completeness or deterministic reading, but also serves as an 'affective platform' that invites closer hermeneutic engagement with the chosen texts. This study throws light on interpreting novels using digital tools in a novel way.

Keywords: Existentialism, Despair, Computational analysis, Digital Humanities.

Cross Cultural Digital Literacy and the Reimagining of Identity in Anju and Tara in Chitra Banerjee Divakaruni's *The Vine of Desire*

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Chitra Banerjee Divakaruni's *The Vine of Desire* (2002) explores into the **Cross Cultural Digital Literacy and the reimagination of Identity** through the intertwined lives of Anju and Tara, two Indian women whose migration from Kolkata to the United States influences their perceptions of identity, culture, and belonging. This paper shows how cross-cultural digital literacy serves as an important venue for reinventing identity in a transnational setting. As digital communication technologies become more prevalent in diasporic relationships, they also alter the manner in which immigrant women negotiate distance, cultural memory, and emotional closeness. Drawing on postcolonial and feminist digital theory, Divakaruni's narrative envisages the complications of global digital interconnectedness by portraying technology as a transformational place of self-redefinition rather than an instrument of connection. In *The Vine of Desire*, Anju's involvement with academic and online communities, and Tara's effort to reintegrate into American society, reveals two distinct types of digital adaptation and literacy. Their interactions highlight greater issues of access, representation, and empowerment in multicultural and mediated settings. The novel positions digital literacy as both enabling and destabilizing—offering opportunities for action and cross-cultural understanding, while simultaneously exposing breakages in identity and belonging. Divakaruni reimagines negotiation of memory, technology, and cultural hybridity in a diversified manner. Cross-cultural digital literacy serves as a metaphor for negotiating globalization's emotional and ideological networks, in which identity is constantly rewritten through acts of translation and technology mediation. Finally, *The Vine of Desire* displays a redesigned self that lives on relational connectedness rather than rootedness, expressing a new kind of diasporic subjectivity fashioned by digital modernity and global trade.

Keywords: cross-cultural digital literacy; diaspora; transnational identity; feminist digital theory; postcolonial feminism; globalization; cultural hybridity.

A Study of the Factors Influencing Effective Presentation Skills Among Engineering Students

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Effective oral presentation is an essential element in the education as well as professional development of engineering students, considerably enhancing their overall progress and confidence. However, rural background EFL (English as foreign language) students normally experience linguistic and infrastructural challenges that would hinder their ability to acquire these skills. The present paper examines the level of oral presentation skills of undergraduate students at Shri Vishnu Engineering College for Women (SVECW) in Bhimavaram, India as well as determining fundamental barriers to the acquisition of these skills. This research was quantitative in nature and collected data from 331 students in the form of a standardized Likert scale. This study focuses on three essential aspects: students' self-assessed confidence in terms of giving presentations, the frequency of participation in presentation-related activities, and their interest in receiving regular training. The findings indicate that a significant proportion of students have a moderate level of confidence in their presentations, yet the overall participation of students in oral presentations is relatively low. This study revealed that many students were ready to participate in regular training so that they could sharpen their Presentation skills. In order to help EFL students enhance their skills, educational institutions must incorporate systematic and habitual practice of public speaking opportunities into the curriculum. This may involve classroom presentations, peer mentoring, and participation in diverse speaking skill activities. Creating a supportive environment that encourages practice without discernment might help to alleviate presentation anxiety.

Keywords: Confidence, Infrastructural Challenges, Oral presentation skills, Presentation Anxiety and Supportive Environment

Objectives:

- The study assesses oral presentation skills among undergraduates

- ☐ It focuses on rural learners with English as a Foreign Language (EFL) backgrounds.
- ☐ It identifies factors influencing presentation skills such as confidence, participation frequency, and training readiness.
- ☐ It examines obstacles like linguistic and infrastructural challenges.
- ☐ It recommends institutional measures to improve students' oral presentation skills.

Methodology and Finding :

Research Design:

- ☐ The study adopts a quantitative research design.
- ☐ Data were collected from 331 undergraduate learners using a standardized Likert scale survey.

Focus Areas:

- ☐ Self-evaluated confidence in giving presentations.
- ☐ Interest in participating in presentation activities.
- ☐ Willingness to receive additional training to improve presentation skills.

Findings and Conclusion

- ☐ Most students reported an average level of confidence in oral presentations.
- ☐ Participation in presentation-related activities remains relatively low.
- ☐ Many students expressed strong interest in undergoing regular training to enhance their skills.
- ☐ Regular and systematic interventions such as classroom presentations, peer mentoring, and seminar participation should be integrated into the curriculum.
- ☐ These measures can build confidence, reduce fear of public speaking, and improve overall oral communication skills among rural EFL learners.

Narratives as Medicine: An Interface between Science and Humanities

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A culture's narrative, authored from within by its own people, provide a unique window into an experience. This paper shall focus on Naga authors reflecting closely on how literature can be a tool for the healthcare system, especially reiterating the Biosychosocial model of medicine. The paper will centre on the genre of autobiography to dwell on life writing and personal experience as a reflection of the society and culture. A feature characteristic of postmodernism, reflexivity offers the writers to mirror their experiences and present through their narratives a story to make sense of, rebuild, and thus reenforce identity. The urgency to attend to mental health has been repeatedly sought for and this is where a collaboration between Science, with clinical knowledge, and Humanities, with knowledge in experience, can aid in the proficiency to develop a holistic treatment of both care and cure. This paper shall attempt to examine how narratives from this region acts as a feasible component to substantiate the healthcare system of the region and recapitulate the importance of language and communication. Through the exploration of how narrative competence enhances and foster communication, this paper shall examine how the integration of science and humanities facilitate the healthcare system. Incorporating literary and theoretical knowledges to explore narratives, this paper shall emphasize the importance of interdisciplinary and multidisciplinary consolidation of disciplines that has long been divorced.

Keywords: Language, Communication, Narrative Competence, Health Humanities, Autobiography

Identity Cataclysm and Moral Discord in Tahmima Anam's *The Good Muslim*: An Analysis

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This paper delves into the intricate themes of identity crisis and moral conflict in Tahmima Anam's novel *The Good Muslim*. Set against the backdrop of post-independence Bangladesh, the narrative captures the profound impact of socio-political upheavals on individual psyches, particularly through the experiences of the main characters, Maya and Sohail. The novel, a poignant exploration of the human condition in times of turmoil, showcases how the aftermath of the Liberation War triggers profound transformations in their identities and moral compasses. Maya, a dedicated doctor and social activist, struggles to reconcile her progressive ideals with the traditional and increasingly conservative values of her society. Her journey highlights the challenges faced by women in a patriarchal context, emphasizing the intersection of gender, profession, and personal beliefs in shaping one's identity. In contrast, her brother Sohail, once a fervent freedom fighter, becomes disillusioned by the war's brutal realities. His subsequent turn to religious extremism represents a desperate search for meaning and redemption, illustrating the psychological scars left by the conflict.

The paper analyses these characters' internal and external conflicts, shedding light on the broader societal dynamics at play. It explores how family relationships serve as a microcosm of societal divisions and how personal and collective memories of the past shape the present and future. By examining Maya's and Sohail's divergent paths, the study underscores the complex interplay between individual choices and socio-political contexts. Through this analysis, the paper aims to contribute to a deeper understanding of the enduring human cost of political upheaval and the resilience required to navigate its aftermath. The insights drawn from *The Good Muslim* offer valuable perspectives on identity and morality in post-conflict societies, highlighting the novel's relevance to contemporary discussions on social justice, gender, and the role of religion.

Key Words: Identity, Conflict, gender, psyche, struggle, morality, religion.

Digital Mapping of Legends: Preserving Narratives, Connecting Cultures.

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This study will investigate the creative fusion of indigenous storytelling and digital mapping technologies, with an emphasis on legends from Viswema Village and T.Khel Kohima Village, Nagaland. By creating interactive digital maps, an attempt will be made to put mythological narratives onto their geographic landscapes, transforming these legends and the places they have roamed into storyscapes. This approach will not only preserve the cultural heritage of marginalised communities but will also bridge cultural divides by inviting global audiences to explore and engage with diverse mythologies as well.

Through community-led digital mapping initiative, local voices are empowered to shape the representation of their legends, ensuring authenticity and reclaiming narrative agency. Utilizing tools such as GIS, augmented reality and collaborative platforms, this research aims at the dynamic interplay between place, story and technology.

This study will make an attempt to demonstrate that digital mapping is more than a technological innovation but is a means of sustaining cultural memory, promoting inclusivity, and connecting humanity through the universal language of storytelling.

Keywords: Digital mapping, Indigenous legends, Cultural preservation, Interactive storytelling.

Objective: To evaluate the potential of AR (Augmented Reality) and GIS (Geographical Information System) technologies in creating immersive, community led storytelling experiences that bridge cultural divides.

Methodology: The study will be qualitative in nature. Interviews will be conducted in the two villages: Viswema and Kohima Village.

Finding: Preservation of cultural heritage digitally and passing down knowledge to the younger generation.

Realism and Cultural Identity: Rohinton Mistry's Family Matters.

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Rohinton Mistry, an exceptional writer, is also a prominent member of the Indian diaspora. He has earned worldwide acclaim. His art addresses Indian sensibility. His reality and straightforward manner are constantly admired. The literature of the Indian Diaspora is a prominent subset of Indian English literature that is growing in importance. Understanding the origins of the Indian diaspora is crucial for understanding diasporic literature in general. The postcolonial and intellectual diaspora has its own representative writer in North America, like Rohinton Mistry. Rohinton Mistry's *Family Matters* expertly navigates many layers of Parsi family life and the larger difficulties of contemporary Indian culture. The novel provides a complex and multidimensional reading experience by delving deeply into family relationships, ageing and senility, religion and faith, class and social conflict, Mumbai as a character, secularism and tolerance, and mortality and legacy. Mistry's storytelling explores the complexities of human existence while also reflecting on the problems and opportunities of modern living. The present study will analyze the Parsi community, family relationships, religion and faith, class, and social conflict.

Keywords: politics, history, community, religion, conflict, and economic hardships

Localisation of Skill Enhancement and Experiential Learning under NEP 2020: A Study of Three Government High Schools in Phek District.

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The National Education Policy 2020 (NEP 2020) marks a paradigm shift in the country's education system by incorporating vocational and experiential learning alongside academics. While the implementation of NEP 2020 can empower learners by promoting digital literacy and fostering employability skills, there are certain limitations due to the scarcity of infrastructure and trained teachers in rural areas. The lack of awareness of skill-based career options and resource constraints in low-tech regions are among the challenges that hinder the effective implementation of the policy. However, with the localisation of skill enhancement and experiential learning through the community's decisive intervention, the vision of NEP 2020 may be realised. The emphasis on community participation provides opportunities for local artisans and craftsmen to facilitate contextual learning by identifying relevant skill sets that benefit rural economies. This ensures stakeholder engagement in enhancing NEP's vision of equity, inclusion, and sustainability rather than reliance on digital tools. Through qualitative research, this study investigates how the three selected Government High Schools in Chesezu, Khezhakeno, and Mesulumu villages under Phek district respond to and implement the NEP 2020 mandate for skill-oriented learning by integrating vocational training across diverse fields, fostering self-reliance, entrepreneurship, and socio-economic empowerment. In the final analysis, the paper reinforces that while technological challenges persist, NEP 2020 acts as a catalyst for transforming rural education towards its vision of inclusive development through localisation.

Keywords: NEP 2020, experiential learning, digital literacy, employability skills, localisation, community participation, vocational training, inclusive development.

Prompt Creation for Language Requirements: AI Tool Usage to Enhance Youth Employment in Nagaland's Developing Tourism

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Nagaland's exquisite natural beauty and vibrant cultural heritage have gained recognition as a destination for tourists in recent years, which presents great opportunities for reversing the heightening challenge of unemployment among the youth in the state. By acknowledging the growth of tourism, it can offer full-time and part-time job opportunities for unemployed youths. However, this domain requires many skills, particularly good communication skills in English, which is the official language of the state, taught in schools at an early age. Yet, many students are deprived of practical experiences needed for effective communication, like the tourism sector, because English is simply taught as a subject and lacks skill training for real-time application to professional and other social interactions. The study addresses the gap by taking advantage of the opportunities provided by Artificial Intelligence, which has revolutionized learning worldwide. It explores how prompt creation for AI tools, specifically ChatGPT and Grammarly, can enhance the required language proficiency in tourism contexts. This includes necessary skills such as tourism vocabulary, impressive hospitality communication, and cultural storytelling in English to help students in real-world situations. Students will engage in AI prompting for tasks like responding to tourism enquiries, narrating local stories, and creating content for promoting tourism in Nagaland, using a pre-test and post-test design for enhancing their language proficiency added to which will boost their confidence in communicating in English. This study seeks to address how prompt creation using AI tools can help in bridging the skill gaps that require language proficiency to support youth participation in Nagaland's developing tourism, which can become a hub of opportunities for employment.

Keywords: Prompt creation, Artificial Intelligence, Language Communication, Tourism, Employment

Navigating the Mother Tongue as Maker of Identity in *Half of a Yellow Sun*.

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The mother tongue operates as a profound instrument of identity formation, cultural continuity, and intellectual empowerment. Contemporary educational philosophy and policies that advocate mother tongue-based learning (MTBL) emphasize that knowledge acquisition and self-realization are most authentic when rooted in learners' linguistic and cultural environments. This paper explores the ideological convergence between such pedagogical perspectives and the linguistic consciousness portrayed in Chimamanda Ngozi Adichie's *Half of a Yellow Sun*. Adichie's novel presents language as both a site of domination and a means of resistance, dramatizing the tension between the English- the language of colonial power and Igbo- the language of intimacy, memory, and belonging. Through characters such as Odenigbo, Olanna, and Ugwu, Adichie illustrates how linguistic choice becomes a maker of identity and a strategy of decolonization. The valorisation of the indigenous language in the novel parallels the educational vision that perceives the mother tongue as central to cognitive development and cultural affirmation. By situating *Half of a Yellow Sun*, within this broader discourse, the paper argues that language functions as a weapon of resistance against cultural subjugation and as a means of reclaiming collective self-hood. Ultimately, the mother tongue emerges not merely as a linguistic medium but also as a transformative force in shaping consciousness, fostering belongingness, and redefining postcolonial identity in the context of the present paper and beyond boundaries of postcolonial constraints.

Keywords: mother tongue, identity, linguistic decolonization, postcolonial, language and culture, belonging, indigenous language, resistance, selfhood.

From Creation to Education: Mary Shelley's *Frankenstein* and the Ethics of Innovative Pedagogy in the Digital Age.

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Mary Shelley's *Frankenstein* is one of the earliest and most profound literary explorations of creation, innovation, and moral responsibility. In the 21st century, the novel offers critical insights into the ethical dimensions of technological and educational innovation. This paper reinterprets Shelley's narrative as a pedagogical framework for adopting ethical and creative learning models in the digital age. Victor Frankenstein's pursuit of knowledge and his subsequent moral failure serve as rebuking metaphors for modern education systems that privilege innovation over reflection, and technological advancement over ethical awareness. By juxtaposing the act of creation with the process of education, the study argues that the classroom, like Frankenstein's laboratory, is a site of invention where teachers and learners co-create knowledge. The paper draws upon constructivist learning theory, ethical humanism, and post-humanist pedagogy that integrates innovation with moral imagination. Through textual analysis of *Frankenstein* and critical engagement with pedagogical scholarship, the study demonstrates how literature can humanize technology by fostering empathy, critical inquiry, and ethical consciousness. It further explores the novel's potential in interdisciplinary classrooms—particularly in discussions of artificial intelligence, biotechnology, and digital ethics—encouraging students to evaluate the social implications of creation and discovery. Ultimately, the paper contends that *Frankenstein* is not merely a Gothic narrative of ambition and failure, but a timeless pedagogical tool that mirrors the ethical challenges of our era. Shelley's vision anticipates the modern educator's task: to cultivate responsible innovation by balancing creativity with conscience, curiosity with compassion, and knowledge with moral responsibility.

Keywords: Mary Shelley, Frankenstein, innovative pedagogy, ethics of creation, technological responsibility, moral imagination, digital learning.

Mythological Fiction as a Conduit of Indian Cultural Heritage: Cross-Cultural Insights with the Novel *A Crown of Wishes*

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Indian mythological fiction has become popular among western readers, but least is explored about how the online communities engage with comprehension and interpretation of mythic constructs. This article analyses the receptivity of Indian culture through the lens of the myth-based narrative work *A Crown of Wishes* by Roshani Chokshi. The prime objective of the study is to reveal the patterns of reflexive engagement and interpretation via comparative analysis of young adults and adults. Based on online blogs and comment sections, the framework combines diverse qualitative methods such as sentiment analysis, thematic analysis and symbolic analysis to trace the impact of cross-cultural elements on international reading community. By providing insight into how narrative, symbolism, and emotional engagement impact the reception of foreign cultural elements, the study illustrates how mythological fiction serves as a medium for cross-cultural understanding. The findings reflect on how the mythological elements like archetypes and motifs embodies cultural understanding and how the engagement and interpretative patterns differ amidst the perception of young adults and adults. This study contributes to the resurgence of Indian knowledge systems and shows how mythological fiction can foster cultural roots and empathy, in line with NEP 2020's motto of 'education rooted in Indian ethos while engaging with the world'.

Keywords: Mythic constructs, cultural receptivity, reflexive engagement, narrative elements, interpretive patterns

Sentiment Trajectories and Gendered Violence: A Digital Stylistic Analysis of Megan Abbott's *Bury Me Deep*

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This research paper delves into the emotional and linguistic dynamics of gender violence in Megan Abbott's *Bury Me Deep* (2009) through the lens of sentiment trajectories and analysis of digital stylistics. By mapping digital sentiment patterns throughout the narratives, the study demonstrates how tonal variations, emotional polarity, and lexical intensity mirror the protagonist's psychological descent and moral action. Abbott's reimagining of the case 'Trunk Murderess' (1930s) becomes a site for exploring how patriarchal structures and moral panic are encoded linguistically through themes of desire, shame, and repression. Using sentiment mapping and keywords frequency analysis, the research identifies a framework of affective oscillation that aligns with the story's gendered power struggles, where the situations of empowerment are linguistically hidden by guilt and guidance. The study contextualizes the digital findings with a close text reading, illustrating how computational patterns are according to the novel's stylistic structures: Fractured narration, darkly stylized diction, and persistent patterns of captivity and contamination. This hybrid methodology expresses how Abbott reconfigures crime fiction's emotional grammar to critique the social writing of female transgression. By highlighting the interplay between data-driven perception and feminist literary interpretation, the research contributes to wider arguments on how digital humanities methods can elucidate the emotional infrastructure of gendered violence in contemporary fiction. Ultimately, the analysis positions *Bury Me Deep* as a prototypical text where sentimental trajectories do not merely reflect character psychology but enact the cultural logics of control and resistance that define women's experience in patriarchal modernity.

Keywords: Emotion, linguistic dynamics, gender violence, digital sentiment, and digital humanities

Transformation of Identity through Digital Communication in Mohsin Hamid's *Exit West*.

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In Mohsin Hamid's *Exit West*, technology plays an essential role in shaping identity and relationships. The story follows Saeed and Nadia, a young couple living in a city affected by war. To stay in touch and survive, they depend on both digital communication and magical technologies such as cell phones and "Magical Doors". These Magical Doors are a metaphorical symbol of technology, acting as a portal that helps them break physical barriers and enables travel to different parts of the world. While technology helps them connect, it also creates a sense of isolation and disconnection from reality. The research explores the impact of technology on identity, relationships, and a sense of belonging to the new environment. The dual nature of technology brings new opportunities and challenges. This study aims to show that while technology helps Saeed and Nadia stay in touch and escape, it also makes them feel isolated and disconnected from reality. Saeed and Nadia's journey shows how technology impacts human experiences, especially in migration and globalization. The study provides a deeper understanding of how technology shapes identity and belonging in our rapidly evolving world.

Keywords: Magical doors, Digital Communication, Technology, Identity, Belonging.

Reimagining Myth through Modern Lenses: Cross-Cultural Digital Literacy in Chitra Banerjee Divakaruni's *The Palace of Illusions*

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This paper examines how Chitra Banerjee Divakaruni's *The Palace of Illusions* revisits the Mahabharata through a feminist and cross-cultural lens, focusing on the protagonist Draupadi and situating her voice within contemporary issues of gender, power, and identity. The study is significant because it addresses the underexplored intersection of mythological adaptation, global digital readership, and evolving literary narratives, emphasizing the novel's role in expanding the scope and accessibility of classical myths for a modern, multicultural audience. The primary objective is to analyse how Divakaruni uses myth to foster greater cross-cultural digital literacy and to examine the transformative power of bringing marginalized voices to the center of epic narratives.

Methodologically, the paper employs close textual analysis alongside theories from myth studies, feminist literary criticism, and digital humanities. It investigates both the novel's thematic and structural innovations and considers how the expansion of digital platforms (e-books, online discussions) enables broader engagement and reinterpretation across cultures.

Findings reveal that *The Palace of Illusions* successfully transposes Draupadi's story into a vehicle for questioning patriarchal tradition, while inviting readers globally to interact with myth as a dynamic, accessible, and participatory entity. The novel's digital reach not only multiplies interpretive communities but also illustrates the variable nature of myth in today's interconnected world. Ultimately, this research demonstrates that Divakaruni's work, amplified by digital literacy, positions myth as a vital, adaptive instrument for negotiating identity and agency in a global context, inviting further dialogue on the relevance of ancient narratives in twenty-first-century society.

Keywords:

Mythology, Cross-Cultural Literacy, Digital Humanities, Feminist Criticism, Mahabharata, Narrative Innovation, Draupadi.

Unfolding Layers of Meaning: An Eclectic Critical Approach to Arundhati Roy's *The God of Small Things*

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Arundhati Roy's *The God of Small Things* (1995) sketches numerous social problems of identity, gender, power, class, caste, and environmental issues in the fabric of Keralite society, providing a multi-layered meaning of the novel. While many critics and research scholars have analyzed the novel from different perspectives, exploring a single meaning of the text, there remains limited scholarly attention to focus on the different meanings of the novel. This paper investigates the multifaceted engagement of the novel regarding social worries and predicaments with a view to provide a sense of indeterminacy of meaning rather than privileging a single meaning based on a critical paradigm. An Eclectic Critical Approach is employed to address all the possible issues the novel portrays. The paper synthesizes insights from Feminist, Marxist, and Ecocritical theories to elucidate the novel's intricate web of meanings. The study reveals these meanings through the analysis of the main characters of the novels and their relationship with each other in the Ayemenem House and the society. It tends to investigate the story of forbidden love and loss of Ammu and Velutha to expose the oppressions of women in a patriarchal society and their resistance to break this age-old tradition, and social boundaries to attain their identity. It also casts light on the gender and class discrimination prevalent in Indian society with a view to raising social awareness against these prejudices. Moreover, the study focuses on environmental degradation and its relationship with human beings. All these issues are addressed through an eclectic critical approach, which enriches not only our understanding of the multi-layered meanings of the novel but also unfurls further research on the aesthetic beauty and critical pluralism of Roy's work.

Key Words: Multi-layered meaning, gender, class, environment, eclecticism, and critical pluralism.

The Impact of Social Media Use on Academic Performance Among University Students.

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The widespread use of social media has profoundly transformed how university students communicate, access information, and engage with academic and social life. While social media platforms provide opportunities for collaborative learning, information sharing, and academic networking, they also raise concerns about distraction, reduced study time, and declining academic performance. *The Impact of Social Media Use on Academic Performance Among University Students* investigates the dual role of social media as both a beneficial learning tool and a potential academic hindrance. This study aims to explore how the frequency, purpose, and type of social media use influence students' academic outcomes. Drawing on quantitative and qualitative data from university students across diverse disciplines, the research analyzes patterns of social media engagement, time management habits, and self-reported academic achievements. Findings suggest that moderate and academically oriented use of social media platforms—such as joining study groups, accessing educational resources, and participating in academic discussions—positively correlates with improved academic performance. Conversely, excessive use for entertainment, socializing, or multitasking during study hours is associated with reduced concentration, procrastination, and lower academic results. The study emphasizes the importance of developing digital literacy and self-regulation skills to maximize the educational benefits of social media while minimizing its negative effects. It also highlights the role of educators and institutions in integrating social media responsibly into teaching and learning practices. Ultimately, this research contributes to understanding the complex relationship between social media engagement and academic success, offering insights for students, educators, and policymakers to promote balanced and productive digital learning environments.

Key Words: Social Media Use, Academic Performance, University Students, Digital Literacy, Time Management

Linguistic Discursiveness and Its Significance in the Dramaturgy of Wole Soyinka: A Critical Study of Select Plays

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Wole Soyinka (July 13, 1934–) is the first African Nobel Prize winner in Literature in 1986. He is a prolific literary figure, contributing to the composition of poems, short stories, essays, novels, plays, etc. Among these literary achievements, his plays are very influential, contributing more to meriting his position as a *littérateur*. His dramaturgy plays the most significant role behind the phenomenal achievements in his dramatic compositions. Dramaturgy involves characters, actions, languages, crafting, settings, events, incidents, songs, dances, etc., that is to say, the narratives in or entire structure of a play. Language is an integral dramaturgical device, forming dialogues between the characters, and dialogues precede actions. This paper aims to showcase how Wole Soyinka handles language through the lens of dramaturgy, for instance, linguistic mimics by Baroka and Sidi in *The Lion and the Jewel*, Linguistic nationalism by Chume in *The Trials of Brother Jero*, and the esoteric language of The Old Man in *Madmen and Specialists*. This paper focuses on Baroka's and Sidi's mimics of the language of English as a dichotomous platform to protest the colonial language, thereby promoting their linguistic nationalism and learn it as a part of linguistic syncretism. The paper also focuses on Chume's use of the Yoruba language sounds in learning music, thwarting the repeated instruction of his Western music mentor to use the English sounds, and resisting the colonial linguistic dominance, and the esoterism in the language of the Old Man as an implicature to represent the horrific and inhuman genocide of the Civil War (1967–1970) in Nigeria. This paper explores the three select plays of Wole Soyinka, relevant theories, literary criticisms, and intertextuality to look into the linguistic discursiveness of the playwright and its impacts in his dramaturgy.

Keywords: Linguistic discursiveness; dramaturgy; Wole Soyinka; theories; literary criticisms; intertextuality

From Surveillance to Forensics: Tracing Technological Development in Jeff Lindsay's Dexter Book Series.

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Jeff Lindsay's Dexter novels progressively instigate crime detection informed by forensic practices and surveillance. Blood splatter analysis, DNA sampling and profiling, fingerprint collection, post-mortem examination, crime scene photography, and toxicology reports are forensic elements/tools integrated for investigation processes as reflected in the Dexter universe. Furthermore, mechanisms of surveillance such as cameras, phone monitoring, police databases, tracking systems, and case files mirror technological progress in Dexter novels. This intersection between forensics and surveillance (i.e., science and technology) in crime investigation provides a lens to explore technological developments in crime narratives. Therefore, the paper is an attempt to explore the use and progress of technology in criminal investigation through a forensic and surveillance perspective. The study utilises three parts of Dexter novels, namely, *Darkly Dreaming Dexter* (2004), *Dearly Devoted Dexter* (2005), and *Dexter in the Dark* (2007). While the novels do not necessarily speculate about future innovative technologies, they, however, capture the progression and evolving capabilities of science and technology in criminal probing. This makes Dexter novels a relevant case study for examining how literature mirrors technological development.

Key Words: forensic, investigation, technology, crime, surveillance.

Representing Disability in Social Media Spaces: Indian Women Influencers and the New Politics of Visibility

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In recent years, disabled women in India have increasingly turned to social media platforms such as Instagram, Twitter, and YouTube to articulate their lived experiences and advocate for inclusion. This paper examines how Indian women with disabilities represent themselves in social media spaces and how their online presence contributes to new forms of visibility and cultural understanding. Drawing upon the theoretical framework of Disability Studies, the study analyses selected influencers, namely Virali Modi, Malvika Iyer, and Nidhi Goyal, whose digital engagement reflects a growing discourse of agency, identity and inclusion. Through qualitative thematic analysis, the paper explores their posts, visual narratives and public interactions to understand how digital self-representation challenges conventional portrayals of disability as dependence or tragedy. Their mediated self-presentations function as political acts that reclaim the right to speak, to be seen, and to define disability on their own terms. At the same time, their visibility in online spaces exposes them to both recognition and scrutiny, revealing the complex dynamics of being seen in the digital public sphere. The paper argues that these influencers contribute to a “new politics of visibility” by asserting control over how disability is perceived and discussed in public discourse. Through this lens, the study highlights how disabled women in India are redefining visibility in the digital age, using technology as both a creative and critical space for reimagining selfhood, access and representation.

Keywords: Disability Studies, Indian Women Influencers, Social Media, Representation, Visibility, Digital Culture, Inclusion

ASSESSING THE LEVEL OF TEACHERS' TECHNOLOGICAL PEDAGOGICAL AND CONTENT KNOWLEDGE (TPACK) IN SECONDARY SCHOOLS OF NAGALAND

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The integration of technology in education has become a crucial factor in enhancing teaching and learning outcomes. This study aims to assess the level of Technological Pedagogical and Content Knowledge (TPACK) among secondary school teachers in Nagaland. Using a standardized TPACK scale developed by Sharma and Sharma. The data will be collected from a representative sample of teachers across various secondary schools. The study will analyze teachers' competencies in combining technology with pedagogy and content knowledge to facilitate effective learning. The findings are expected to provide insights into the current status of TPACK among teachers in Nagaland, identify areas requiring professional development and inform policy decisions for integrating technology into classroom practices. The study holds significance for promoting quality education and enhancing digital literacy among teachers and students in the region.

Keywords: TPACK, Technological Pedagogical and Content Knowledge, Secondary Education, Teacher Competency, Digital Literacy

Textual Analytics of Emails in Christi Lefteri's *The Beekeeper of Aleppo*

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War has become a significant problem worldwide. The novel *The Beekeeper of Aleppo* (2019) by Christy Lefteri, a poignant narrative set against the backdrop of the civil war in Syria, which began in 2011 and continues to this day, serves as a compelling case study. Christy Lefteri, a contemporary British writer born in 1980, weaves a story of people who strive to flee to other countries to lead peaceful lives in different parts of the world. The text has already been studied through the lens of conceptual and theoretical frameworks in trauma, postcolonialism, psychology, diaspora, and displacement, among others. After a studious literature review, the researcher has found the gap and chosen the conceptual framework of digital space. The research is carried out by analyzing all the emails that feature in the selected novel. Refugees' emails are studied closely to uncover their problems. This digital space is invaluable to the book's characters, who flee as refugees, and highlights issues such as poverty, unemployment, and homelessness through close reading of emails. The refugees who are struggling due to civil war and issues in immigration are highly benefited by digital technology. This digital space serves as a platform for sharing information, feelings, and ideas about food, shelter, and identity. This research study adds to the existing body of refugee literature and examines how digital spaces benefit people during wartime.

Keywords: Digital Space, Textual Analytics, Emails, Refugees, Fiction, and Humanities.

Authenticity of Cultural Representation in the Age of Social Media: Folktales of the Ao Naga.

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This paper explores how digital platforms are reshaping the ways in which Ao folktales are shared, interpreted, and valued. It examines how the authenticity of culture, once tied to oral narratives, language, and rituals, is being renegotiated on digital platforms, particularly with AI-assisted media. The study seeks to understand the roles of elders, content creators, and audiences in establishing cultural authenticity as traditional tales circulate beyond indigenous settings. This inquiry aligns with the National Education Policy (NEP) 2020, which emphasizes the preservation and promotion of India's rich cultural diversity and indigenous knowledge systems. The paper adopts a mixed qualitative approach. It combines analysis of visual and textual representations of Ao folktale on social media with insights from existing ethnographic studies and interviews. Drawing on folklore studies, postcolonial theory, and media anthropology, it traces how meaning shifts through changes in medium, performance style, and audience reception.

Additionally, engagement metrics and viewer comments are used to explore how digital popularity influences perceptions of authenticity and cultural value. Findings show that while social media brings vitality and visibility to Ao folktales, particularly among younger generations, it is not without its challenges. The digital reproduction of folktales can strip away context and aesthetic nuances, yet it can also open space for creative reinterpretation. The paper argues that authenticity in the digital era is not static but a collaborative, evolving process. Accurate preservation lies in community participation, respect for contextual fidelity, and ethical practices in digital storytelling, ensuring these folktales remain living, adaptive, and culturally grounded.

Keywords: Ao Folktales, Authenticity of Culture, Digital Platforms, Ethnographic Studies, Folklore Studies, Media Anthropology, NEP 2020, Postcolonial theory.

Promoting Culturally Responsive ELT through Ladakhi Literature in English: A Study Aligned with NEP 2020

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This research examines the role of Ladakhi literature written in English, specifically A. G. Sheikh's *Forsaking Paradise: Stories from Ladakh* (2000) and Lhundup Gyalpo's *Betty's Butter Tea: Stories from Ladakh* (2020), in promoting "Culturally Responsive English Language Teaching" as aligned with the "National Education Policy (NEP) 2020." It analyzes narratives that investigate cultural identity, social values, and local traditions to assess their potential for making English Language Teaching inclusive and pertinent to Ladakh's socio-cultural setting. The research draws on the investigator's background in teaching parts of these texts in Ladakhi schools, where they are included in the syllabi of the Jammu and Kashmir Board of School Education (JKBOSE) and the University of Ladakh. The study used a qualitative analysis in alignment with classroom experiences to examine the thematic and linguistic components of these texts, underscoring their congruence with NEP 2020's focus on multilingualism, cultural relevance, and learner-centered education. Findings indicate that integrating *Forsaking Paradise* and *Betty's Butter Tea* into English Language Teaching improves linguistic abilities and fosters cultural awareness. This study highlights the potential of Ladakhi literature in English to establish a culturally responsive pedagogical framework, offering practical insights for educators and policymakers to realize the goals of the NEP 2020 across varied linguistic and cultural contexts, including Ladakh.

Keywords: Culturally Responsive ELT, Ladakhi Literature in English, Linguistic Abilities, Cultural Awareness, NEP - 2020

Unwavering Ambition and the Disregard for Human Relationships in the IT Sector.

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Sudha Murty examines the social, emotional, and ethical implications of technical advancement and the growth of India's IT sector. She investigates the conflict between traditional Indian ideals and the materialistic, globalized world enabled by technology in the IT sector. In *Dollar Bahu*, a mother-in-law's delight in her son and daughter-in-law's house in the United States gives way to disappointment when she realizes that financial success does not ensure respect or happiness. The "dollar" represents a shallow measure of achievement that overshadows more fundamental human values. *Gently Falls the Bakula* explores how a software engineer's unwavering ambition leads him to disregard his relationship with his wife, underscoring the personal cost of a career-driven life in the tech sector. The objective of this paper is to examine how unwavering ambition in the IT field can become toxic, leading to a disdain for human relationships when achievement is prioritized above all else. This can result in a competitive workplace atmosphere that undermines employee well-being, trust, and collaboration in Sudha Murthy's novels. The paper analyzes Sudha Murthy's realistic and socially conscious style. Stylistic analysis of his language and life of IT people, which focuses on IT society, as well as a theme analysis that examines universal issues like male chauvinism, generational differences, and the psychological repercussions of IT. The research findings suggest that when work interferes with family responsibilities, it can cause conflict and dissatisfaction at home, as modern youngsters go to great lengths to use technology to earn material comfort.

Keywords: Ambition, Human relationship, disrespect, career-driven life, and the IT field.

Technical dramatic techniques in select plays of Vijay Tendulkar.

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This paper examines the dramatic techniques employed in Vijay Tendulkar's plays, which analyze the raw realities of our society and reflect on human cruelty, social hypocrisy, and power dynamics. Vijay Tendulkar has used innovative dramatic techniques, such as play within a play and deviations from the three-act structure, breaking the conventional structure to create a dynamic and realistic theatrical experience. His usage of authentic, simple language, which helps to explore deeply complex human emotions, makes the audience feel genuine and relatable. Revelation of psychological depth through the dialogue, which exposes their inner thoughts, hypocrisy, and frustrations, is a popular technique of Vijay Tendulkar. Another technique is his use of powerful Symbolism and imagery—allegory and myth, symbolic settings and props—that bring out psychological and physical violence. Postmodern and realistic elements help voice the marginalized and lash out at court hypocrisy and judgment against truth. The study also highlights how he utilizes silence, pauses, and fragmented dialogues as dramatic tools to deepen psychological tension and expose hidden conflicts. These techniques are highlighted in his plays, such as *Ghashiram Kotwal* and *Silence! The Court is in Session*, *Sakharam Binder*. Tendulkar's dramatic approach involves bold experimentation with structure, characterization, and staging. Notably, in "*Ghashiram Kotwal*", he incorporates the Marathi folk form *Tamasha*, integrates chorus and multiple roles for the *sutradhar*, and applies symbolic uses of songs, dance, masks, and mime to create a universal impact while presenting local stories. Everyday objects like the parrot, faulty door latch, and the locked room take on symbolic significance, foreshadowing Benare's suffering and loss of freedom. The use of irony, presenting a fake trial that gradually reveals actual truths, acts as a powerful commentary on societal hypocrisy.

Keywords: Play within a play, deviation from the three-act structure, Symbolism and Imagery, Allegory and myth.

Habitual English Language Development Integrated with Social-Emotional Learning.

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Objectives:

- To integrate language along with social-emotional learning.
- To create a positive, safe environment for emotional expression in English.
- To observe improvements in fluency, participation, and emotional vocabulary.

Methodology:

Reaching out to address the child's emotion:

Children will identify emotions through emojis. They will be encouraged to describe why they feel so and explain it in one or two sentences. The teacher helps students overcome their fear of expressing their emotions and speak confidently in English. The teacher will encourage children to create and share greeting cards to express their feelings of thank you, sorry, love, and compassion to their friends and family.

Listening to positive affirmations and writing on your own:

The teacher will play affirmation audios on speakers for the children to listen to. The affirmations can be “I am amazing” or “I am kind”. They repeat aloud the affirmations. Following this, the teacher will encourage all the children to write affirmations on their own using relevant adjectives in simple sentences.

Writing a gratitude list on various themes:

The teacher will give topics and list the people or things related to them for which the children are grateful. The topics will be related to their daily lives, such as family, school, nature, etc. This activity enriches vocabulary and is easier for the children because the topics are related to their daily routine.

Theme-based activities:

The teacher will conduct theme-based activities such as cleanliness drives, community service (e.g., visiting a hospice), and environmental activities (e.g., nature walks and gardening). The children are encouraged to narrate the activities or write a description.

Findings:.

- Improvement in pronunciation, fluency, and vocabulary.
- Positive classroom environment and peer empathy.
- Growth in emotional expression and self-regulation.

Keywords: social-emotional, emotions, affirmations, gratitude.

Cultural Navigation and Moral Agency in the Global Age: Revisiting Aravind Adiga's Amnesty

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This paper investigates the relationship between cross-cultural digital literacy and the representation of migration, identity, and ethics in Aravind Adiga's novel *Amnesty* (2020). The study aims to explore how the protagonist's experiences of displacement and cultural negotiation parallel the skills and sensibilities required in a digitally globalized world. Drawing on the framework of cross-cultural digital literacy the ability to critically, ethically, and effectively engage across diverse cultural and technological contexts the paper analyses how Danny, an undocumented Sri Lankan immigrant in Sydney, navigates systems of communication, power, and moral ambiguity. His efforts to interpret social codes, manage invisibility, and construct meaning in an alien environment reflect the broader challenges faced by individuals operating within global digital spaces. The analysis argues that *Amnesty* anticipates the ethical dimensions of digital citizenship, particularly issues of surveillance, identity, and moral agency. By connecting Adiga's narrative to contemporary discussions on intercultural communication and digital ethics, the paper demonstrates how literature can serve as a critical lens for understanding the complexities of belonging and responsibility in the modern digital age.

Keywords

Cross-Cultural Digital Literacy; Aravind Adiga; Amnesty; Migration; Ethics; Digital Citizenship; Globalization; Identity; Intercultural Communication; Surveillance.

Objectives

1. To examine how Aravind Adiga constructs the idea of home through the interplay of myth, memory, and landscape in the opening section of *Amnesty*.
2. To analyze the symbolic and thematic functions of the lagoon, light, and sound imagery as metaphors for identity, morality, and displacement.

3. To explore how the “Home” section prefigures Danny’s later moral and existential conflicts as an undocumented migrant in Australia.
4. To situate Adiga’s narrative technique within postcolonial and diasporic frameworks, emphasizing how colonial education, mythic imagination, and moral paradox shape immigrant subjectivity.

Methodology

1. Close Textual Analysis: The study employs detailed close reading of the “Home” section, focusing on imagery, diction, tone, and narrative structure.
2. Thematic and Symbolic Interpretation: It interprets recurring symbols such as the lagoon, light (“shines and burns”), and mermaids (kadal kanni) using symbolist and psychoanalytic approaches to uncover the layers of meaning tied to memory and identity.
3. Postcolonial Theoretical Framework: Drawing on postcolonial criticism (Homi Bhabha’s hybridity, Edward Said’s notion of exile), the paper analyses how Adiga redefines belonging and moral agency in the context of migration.
4. Comparative Contextualization: The findings are connected to Adiga’s larger corpus (*The White Tiger*, *Between the Assassinations*) to highlight thematic continuities in the author’s treatment of inequality and displacement.

Findings

1. The “Home” section functions as a psychological and moral blueprint for Danny’s later experiences; the lagoon becomes a metaphor for liminality the threshold between belonging and alienation.
2. Adiga’s imagery of light and fire (“It shines and burns”) symbolizes the dual nature of truth and exposure suggesting that visibility in a moral or social sense often leads to vulnerability.
3. The use of myth and folklore (the singing fish, mermaids) bridges childhood innocence with adult disillusionment, revealing how cultural memory shapes moral identity in exile.
4. The colonial motto and Catholic schooling reveal how imperial legacies persist in shaping the migrant self, blending reverence and resistance in Danny’s consciousness.
5. Ultimately, the analysis finds that Adiga’s “Home” is not a fixed place but a moral condition — a space of memory, guilt, and longing which determines how the protagonist navigates his ethical choices in a foreign land.

The Role of Language in NEP 2020's Foundational Stage

Under the sub-theme

“Role of Language in NEP 2020's Foundational and Preparatory Stage”

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The National Education Policy (NEP) 2020 laid importance on the foundational stage (ages 6-8) as this period plays a crucial role in different aspects of a child's development. By suggesting that the home language, mother tongue, local language, or regional language be used as the medium of teaching, particularly during the foundational and preparatory stages, the policy emphasized the importance of language in early education. It also recommended using the three-language formula promoting multilingualism. This paper will examine on the role of language as it is outlined in the NEP 2020. The study employs a qualitative research design using document analysis, reviewing the existing research papers and secondary sources available, to address the following objectives: 1) To analyze the role of language in NEP 2020's Foundational Stage. 2) To examine its educational implications for Foundational, literacy, and numeracy, (FLN). 3) To analyze the challenges of implementation of mother tongue in India's multilingual context. 4) To suggest measures for effective integration of NEP 2020 language policy. The study found out that mother tongue-based education enhances understanding, foundational literacy and numeracy (FLN), and cultural rootedness, and that children learn more rapidly in their mother tongue. However, challenges such as India's linguistic diversity, lack of teacher preparedness, parental aspirations for English-medium education, and shortage of resources present significant barriers to implementation. Therefore, it is important to adopt a balanced approach that incorporates mother tongue instruction with structured multilingual exposure, supported by effective teacher training, curriculum reform, and raising community awareness to address the challenges of implementation of mother tongue in multilingual context.

Key Words: NEP 2020, Foundational stage, language, mother tongue, multilingual.

Data to Meaning — Evaluating the Interpretive Competence of GPT-5 through a Qualitative Study of Naga English Literature

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Artificial intelligence has rapidly evolved from data-driven processing to large language models (LLMs) capable of emulating human interpretation between 2020 and 2025. However, between information and meaning, a domain where human consciousness prevails may be observed and identified. This study examines the scope of organic interpretation by evaluating GPT-5's interpretive competence in relation to Naga English literature, a body of work deeply rooted in oral traditions, indigenous identity, and postcolonial experience. A qualitative, text-based analysis explores how GPT-5 summarizes, interprets, and contextualizes select Naga literary texts by writers such as Easterine Kire and Temsula Ao. Although OpenAI's latest artificial intelligence model demonstrates competent factual accuracy and coherence, it may fall short of fully capturing the cultural subtext, emotional cadence, and symbolic layers that characterize indigenous narratives. Through comparative readings of AI-generated interpretations and human literary analysis, the paper aims to analyse how artificial intelligence, though adept at linguistic patterning, may still be limited in translating lived experience into empathetic understanding. This study examines the need for organic inquiry in AI-assisted literary scholarship, where technology can process data, but meaning and interpretation may also require human intervention.

Keywords- Artificial Intelligence (AI), GPT-5, Interpretation, Oral-tradition, Naga, Qualitative.

The Digital Divide and Class Aspiration in Aravind Adiga's *The White Tiger*.

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Aravind Adiga's *The White Tiger* presents a critique of contemporary India, where digital access and technological literacy determine the possibilities of social mobility to a large extent. This paper analyzes the interrelationship of the digital divide and class aspiration in the novel, focusing on how restricted access to technology functions as a tool of systemic control. The rise of the protagonist, Balram Halwai, from a marginalized village environment to an urban entrepreneurial position suggests ways in which digital literacy can function as an liberating influence or force and simultaneously as a mechanism that reproduces class hierarchy. For all that technology represents progress and empowerment, it is also a clearest form of structural inequality, as any advance in technology is temporarily denied to those lower down the socio-economic ladder. Through Balram, the novel visualizes aspiration as inextricably linked with one's access to global networks of information, communication, and capital. This paper seeks to explore how class consciousness is produced through confrontations with digital modernity and the ways in which the wish to escape deep-rooted oppression is closely interlinked with the dream of entering the digitally enabled elite. Through an analysis of key junctures in which digital access turns into a point of transformation in Balram's life, the paper brings into focus how the novel contests the myth of equal opportunity in rapidly globalizing India. Thus, the digital divide is not only a technological divide but a cultural and ideological demarcation that dictates who gets to dream upward mobility and who does not.

Keywords: Digital divide, Class, technology, Inequality, Aspiration.

Objective: This paper aims to examine how *The White Tiger* reflects the interconnection between the digital divide and class aspiration in contemporary India.

Methodology: The study employs a qualitative literary analysis, drawing on close textual reading of *The White Tiger*.

Findings: The analysis reveals that while digital literacy in the novel symbolizes the potential for emancipation, it simultaneously reinforces systemic hierarchies.

Social Media and Youth: Connecting Population and Culture in the Digital Era

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Social media has become an influential platform shaping the lives, learning, and cultural identity of youth globally. It facilitates communication, interaction, and cultural collaboration, enabling young people to form relationships and foster a sense of community that transcends geographical boundaries. In highly diverse societies such as India, social media offers a unique opportunity to unite people from varied cultural communities and promote multicultural understanding and inclusion. However, in spite of its extensive use, there is limited study on exploring the role of social media in shaping the youth attitudes toward cultural awareness, inclusion, and responsible digital engagement. This study adopts an empirical methodology, employing semi-structured interviews and questionnaires in examining the impact of social media on cultural practice, communication, and interaction among youth from diverse demographic background. It explores how exposure to cultural content on social media affects youth perceptions, knowledge, and attitudes regarding population diversity and global culture. As envisioned in the National Education Policy (NEP) 2020, highlighting the blending of technology, cultural preservation, and multilingualism in education, the findings reveal that social media function not only as a medium for entertainment but also for fostering cultural awareness, empathy, and collaboration among youth from varied backgrounds. Simultaneously, the prevalence of misinformation and biased content highlights the necessity for critical thinking and verification skills to ensure responsible engagement. Based on these insights, the study offers recommendations to strengthen youth inclusion, promote cross-cultural understanding, and encourage responsible and informed use of social media. By providing empirical evidence on the effectiveness of social media to support cultural learning and social cohesion, this research contributes to a deeper understanding of how digital platforms can be utilized positively in diverse populations.

Keywords: Social Media, Youth, Cultural Awareness, Population Diversity, Media Literacy, Cultural Inclusion

Neurocognitive and Digital Pathways to English Fluency: A SAMR-Based Constructivist Approach for Rural Learners

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This theoretical study examines English speech through a neurocognitive perspective. It seeks to elucidate how Tamil-speaking students in the rural areas process phonological, auditory, and working memory processes as they adapt to an English-medium environment. By applying phonological loop principles and auditory written language, the paper underscores issues such as limited phoneme differentiation, constraints on working memory processing, and challenges in assessing rhythm and stress in English. To assist these learners in overcoming their challenges, a constructivist framework aligned with SAMR (Substitution, Augmentation, Modification, Redefinition) will be implemented by using digital tools as neurocognitive aids. At the substitution and augmentation stages, software that provides visual depictions of phonemes, converting speech into visuals like waveforms, pitch contours, and spectrograms, allows learners to compare their spoken output with native speakers' pronunciation in English. This comparison improves their auditory perception and the motor aspects involved in sound production. The input stimulates visual and auditory pathways to enhance phonological awareness and verbal accuracy. During the modification and redefine phase, tools like virtual reality speaking (or social skills) simulations and AI-powered pronunciation trainers will be utilized to improve speaking skills, develop speech motor functions, and strengthen neural connections—all aimed at enhancing communicative competence (bilingual fluency and speaking self-assurance) in language learners by maximizing the time they engage in the target language through pattern recognition, metacognitive self-evaluation, and input adjustments.

Keywords: Neurocognitive processing, Phonological awareness, Phoneme visualization, Working memory, Auditory discrimination, SAMR model, Constructivism.

Objectives

- To explore neurocognitive processes such as phonological processing, auditory discrimination, and working memory in Tennessee Tamil rural students, and how these processes affect English-speaking abilities.
- To create a digital framework based on SAMR that utilizes multi-sensory engagement to support these cognitive processes.
- To explore learner-centered, constructivist approaches and how they support neural and linguistic connections in the development of speaking skills.

Methodology

- The study in question is neither **original nor descriptive**. The study is based on an interdisciplinary literature review that draws on neurocognitive linguistics, bilingual phonological studies, and digital pedagogy.
- **Neuroscience principles:** A coherent structure of the Foundations of neuroscience (auditory processing, phonological loop, and neural plasticity)
- **SAMR Model:** The Phases of the SAMR framework for technology constructivist teaching method.
- **Constructivist pedagogy:** Which students and teacher-like figures collaborate in online groups and use tools such as phoneme visualization software, AI-sponsored pronunciation coaches, and virtual reality to demonstrate how sensory feedback interacts neurocognitively for L2 speaking success.

Expected Findings

- Digital software that uses the SAMR model can help bilingual students develop awareness of sounds and phonemes.
- Graphics and systems of feedback increase students' capacity to process sounds and rhythm through a structural code that reflects the English language.
- Technology-supported and constructivist-oriented practices improve self-regulation, self-efficacy, and fluency.
- Consequently, the proposed model aligns with the NEP 2020's vision of inclusive, technology-based, cognitive-centered paradigms for rural English education for students.

What can the Naga Traditional Educational System offer? A Study of Values and Future.

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This study shall explore the significance of the Naga traditional educational system in contributing to the contemporary Nagas in terms of values for a culturally rooted future. The traditional education of the Nagas was woven into community bonding, where social, cultural, moral, and ethical values were transmitted orally with hands-on practices from one generation to the next. The traditional education system was built on a holistic approach that emphasized moulding a character, shaping values with respect for people, each with a sense of responsibility in a community. With modernization and the subsequent spread of formal education, the Naga traditional educational system ultimately faced a decline in cultural values. Modern education, though, has paved the way for NGOs in promoting literacy and employment. Yet, the teachings have always been confined to structured academics that often neglected the importance of moral values. Though change helps a community develop into a better society, if the shift completely eradicates one's values, then there's a call to reflect, revive, and acknowledge the truth. The objective of the paper is thus to study whether the Naga traditional educational system can integrate a nurturing value-oriented space with a vision for a more culturally rooted and responsible future. Furthermore, the study will highlight the distinctions between modern and traditional education to compare and analyze the differences for a better approach.

The paper will also examine the shift in values from the conventional educational system to modern education. The study will use the qualitative methodology to study the analysis of available literary texts.

Education in Transition: Balancing Tradition, Technology, and Learner Needs

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The educational landscape is at present shifting towards digital technologies where there are interjunction traditions, technologies and approaches. In traditional methods they have various disciplines, values, ethics, foundational skills and pedagogical approaches to build education for the learners. But when technology evolved, it reshaped teaching practices by integrating teaching methods and various modes to capture the reader's attention towards learning. Technological assistance is available whenever needed. It also shows how instructors' roles are changing from that of those who pass on knowledge to those of facilitators and mentors who help students find their way through information-rich environments. Both physical and technological learning developed critical thinking, problem-solving and other innovative techniques. This paper emphasizes the importance of balancing the traditional teaching approach with technological coexistence to ensure the learner's needs towards education. The study proposes a balanced framework where tradition and technology coexist in parallel, reinforcing one another to enhance critical thinking, creativity, and effective knowledge acquisition. Such a synthesis ensures that education remains contextually rooted, ethically sound and adaptable to the evolving demands of the future.

Keywords - Educational Enlightenment, Traditional learning, Pedagogical balance, Technological integration, Learner acquisition.

**“Language Diversity, Social, Mental, and Technological Advancement in
Educational and Economic Transformation at the Himachal Pradesh
Secondary School Level: Compliant with NEP 2020”**

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With its unique linguistic and cultural variety, Himachal Pradesh offers a special setting for putting India's National Education Policy (NEP) 2020's transformative goal into practice. Language serves as a medium for social, emotional, and cognitive growth in addition to communication at the secondary school level. The NEP 2020 promotes the use of the mother tongue or regional language as a basis for inclusivity, innovation, and conceptual clarity.

Language diversity is both a cultural asset and an educational tool in the Himachali environment, where Pahari, Mandeali, Kangri, Kinnauri, and Hindi coexist. The accessibility and efficacy of teaching-learning processes have been further improved by technological developments like digital learning, smart classrooms, and ICT-enabled education. In keeping with the comprehensive goal of NEP 2020, this study examines how linguistic diversity, social and mental growth, and technical innovation all work together to promote academic excellence and economic transformation at the secondary school level in Himachal Pradesh.

Keywords: Himachal Pradesh, NEP 2020, Language Diversity, Secondary School Education, Mental Development, Social Inclusion, Technological Advancement, Educational Transformation, Economic Empowerment, Multilingual Education

New Literacies: Social Media as a Language of Youth Communication

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Today in the era of digital media, the traditional method of literacy (reading and writing) has been expanded to include new modes of communication, which are now being shaped by technology. This paper explores how social media functions as a new linguistic and sociocultural space for youth, transforming communication into a multimodal and participatory act. Platforms like Instagram and X (formerly Twitter) are the dominant sector where most of the young people construct meaning through a mix of text, emoji, memes, and images, forming what scholars identify as new literacies. The main objective of this study is to examine how youth use digital media platforms to express their identity, emotions, and social belongings through the evolving languages. This paper also looks into the educational and cultural implications of these communicative practices.

The methodology used for this study is qualitative and analytical, based on digital observation of online discourse and textual analysis of selected social media interactions and visual content. Using New Literacy Studies (Lankshear & Knobel) and Sociolinguistics of the Internet (David Crystal) as a theoretical framework to interpret how youth language makes use of and reflects cultural adaptation to digital environments. Findings suggest that social media language promotes community-building and global connectivity by giving access to youth to develop dynamic literacy practices. Although, it also instigates challenges such as informal language habits and digital inequality. The paper concludes that understanding social media as the language of youth is really needed for redefining literacy education in a digitally connected world.

Keywords: Youth Communication, Digital culture, Online language, Social Media

Reconciling Contradictions: English Studies in the Wake of Social and Technological Changes under NEP 2020

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The dualities of English in postcolonial India have become increasingly complex under the transformative framework of the National Education Policy (NEP) 2020, which redefines both the epistemological and technological foundations of learning. While English continues to serve as a global lingua franca and an instrument of empowerment, it simultaneously perpetuates structural inequalities rooted in colonial and socio-economic hierarchies. Within this context, the Four-Year Undergraduate Programme (FYUGP) in English under Gauhati University reflects NEP's vision of interdisciplinarity, inclusivity, and technological integration. This paper examines how the revised curriculum of the FYUG Programme in English negotiates the tension between global literary canons and local epistemologies, integrating regional literatures, cultural narratives, and Information and Communication Technologies (ICTs) into its framework. It explores how ICT reshapes the mode of delivery and engagement with literary texts, while simultaneously raising questions of accessibility, linguistic justice, and pedagogical equity. Drawing on postcolonial, cultural, and digital pedagogical theories, the study argues that the revised English curriculum seeks to reconcile the contradictions posed by dual imperatives of technological modernization and cultural rootedness, fostering a critical and reflexive approach to English Studies in a rapidly evolving educational landscape.

Keywords: FYUGP curriculum, structural inequalities, inclusivity, technological modernization.

Transformation of Self in the Light of Social Media, Communication, and Youth Education

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In the present age of digital literacy, the transformation of the self can be seen through multiple perspectives. Anybody participating in social media can see variations in communication. In the last decade, such changes in the digital media led to changes in the self. Having said this, self-transformation can take place in the light of social media, communication, and Youth Education. Before the advent of social media, most communication took place in offline mode, that is, face-to-face, written, or oral communication. Youth Education, then, was altogether a different experience; now, the shift in the field of youth education has generated numerous inevitable changes. Social Media platforms have allowed people to communicate in their own comfort Zone. Nowadays, Youth education is not just restricted to books; social media has enabled development strategies to reach youth from all regions, irrespective of caste, class, and gender. The aim and objective of this paper are to examine the transformation of self in the light of social media, communication, and youth education. The transformation of self in the light of the selected theme also generates a space to rethink and reconsider ancient teachings. For example, the Bhagavad Gita is a universal and timeless guide to life. The paper is a comparative study of the transformation of self in the age of social media and in the ancient teachings of the Bhagawat Gita.

Findings: In ancient teachings, the self appears more stable or receptive; in the digital age, the self seems in a constant state of change.

Keywords: transformation, self, social media, ancient teachings, communication.

Locating Assamese, Meiteilon, and English Language among the Diaspora Meiteilon Speakers of Assam: A Case Study at Ukhamati Tarajan

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In the linguistically diverse region of Northeast India, the intersection of cultural identity, social mobility, and economic opportunity is often negotiated through language. The primary objective of this study is to locate the functionality and social attitudes assigned to Meiteilon, Assamese and English within the Meiteilon-speaking community in Ukhamati Tarajan, Assam. The study examines the sociolinguistic roles of these three languages in a multilingual diaspora community, where English is an associate official language, Assamese is the language of administration, and Meiteilon is an associate language. The research methodology combines a case study design with semi-structured interviews for primary data collection. Through the interviews with Meiteilon speakers across three generations of settlers, the research reveals a complex hierarchy of language use, where Meiteilon is confined to expressive and cultural domains, Assamese serves as the language of mobility and social status, and English symbolizes aspirational opportunities. Primary findings of the study indicate a high level of multilingualism, wherein all respondents spoke three or more languages. The findings also highlight the strategic negotiation of language choices among respondents from second, third, and fourth generation settlers. The study, as a whole, contributes to the understanding of language contact, language maintenance, and linguistic identity in multilingual settings, with emphasis on the complexities of language use in diaspora communities.

Keywords: Multilingualism, Sociolinguistics, Diaspora, English, Meiteilon, Assamese

Teaching of poetry with rhythm and rhyme enhances imagination.

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Give a flower to a school-going child – just to see their feelings, and a sense of happiness arises in their mood, drenching them in joy. It is ephemeral, but it still lingers there as long as they like it. Keats said, Poetry is a thing of beauty and a joy forever. Teaching schoolchildren the poems from the textbook is a task for an English teacher. It is believed that there is no single correct methodology for teaching poetry. It is thought to help shape balanced personality development. It allows the children to imagine symbolism, rhymes, and imagery in the poems. Tagore writes poems, “My Mother” and “The Cry of Children,” written by Elizabeth Barrett Browning. There are poems in the 8th and 9th class textbooks of SCERT, T.S. The objectives of teaching poems are well-known to enable the child to appreciate the poem and the author. To develop a taste for listening to and reading poetry, to understand the rhythm and elements—imagery, metaphor, simile, and personification. This research is a theoretical paper that compares and analyzes the poems mentioned in the 8th and 9th English textbooks of the state syllabus. Also, to study the pedagogy followed by English teachers across the state.

Key words: Balanced development; symbolism; imagery; child; elements.

Reconstructing Equality: A Critical Study of Gender Bias in Indian Educational Textbooks and Pedagogical Practices

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India being the most populated country in the world has one of the largest youth populations globally. This demographic advantage offers immense potential for national development. This is essential to provide quality, inclusive, and equitable education to the youth. Education is not only a means of personal empowerment but also a foundation for social and economic growth. Recognizing its significance, the United Nations has identified Quality Education as the fourth Sustainable Development Goal (SDG 4), while Gender Equality stands as the fifth Sustainable Development Goal. Both are deeply interlinked. Education cannot be truly inclusive without gender equality and gender equality cannot be achieved without inclusive education.

In the Indian context, gender bias within the education system continues to exist in subtle and visible forms. Textbooks, which play a crucial role in shaping young minds, often carry gendered representations that reinforce stereotypes men depicted as leaders or professionals, while women are shown in domestic or secondary roles. Such biases not only limit the imagination of students but also influence their understanding of gender roles in society. Beyond textbooks, classroom interactions, pedagogical practices, and institutional environments often mirror these inequalities, affecting students' participation, confidence, and aspirations.

This paper aims to critically examine gender bias in Indian educational textbooks and pedagogical practices, exploring how systemic inequality is embedded within the content and culture of learning. It also evaluates the National Education Policy (NEP) 2020, which emphasizes equity and inclusivity, to assess how effectively it addresses gender representation and sensitivity in education. By analyzing textbooks, curriculum frameworks, and classroom practices, this study seeks to uncover the hidden biases in the Indian education system and suggest strategies for creating gender-sensitive, inclusive, and empowering learning spaces for all students.

Keywords: Gender Bias, Indian Education System, Textbook Analysis, NEP 2020, Gender Representation.

Redefining Domestic Spaces: The Subversive Agency of Women in Manju Kapur's Novels.

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This paper analyzes how the domestic space in Manju Kapur's novels serves as a contested arena in which female protagonists progressively strive for selfhood. The primary objective is to trace the evolution of their subversive agency, focusing on the diverse strategies—intellectual, social, and economic—that women employ to negotiate for power and autonomy within the patriarchal Indian family. Using a comparative literary analysis of four key novels — *Difficult Daughters* (1998), *Home* (2006), *The Immigrant* (2008), and *Custody* (2011) — the methodology involves a chronological examination of how each protagonist challenges and redefines her domestic sphere. The analysis reveals a clear trajectory of empowerment, moving from Virmati's costly rebellion against confinement and Nisha's internal negotiations for economic independence, to Nina's redefinition of a diasporic "gilded cage" and Shagun's radical annihilation of the traditional home. The findings indicate that Kapur portrays the domestic space not as a static site of female oppression, but as a dynamic battleground where identity is forged. This progressive reclaiming of agency, culminating in the unapologetic creation of new domesticities, reflects a broader evolution of female identity in a society caught between tradition and modernity.

Keywords: Manju Kapur, domestic space, female agency, subversion, patriarchy, Indian feminist literature, *Difficult Daughters*, *Home*, *The Immigrant*, *Custody*.

Exploring Translingual Pedagogy in English Medium Schools in Nagaland for Promotion of Endangered Naga Languages

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Key words

Nagaland, tribes, endangered languages, translingual pedagogy.

Introduction

Nagas are a conglomeration of many tribes with each tribe speaking a language which is not intelligible to the others. In fact, some tribes have multiple languages. There are at present 15 recognized Naga tribes in Nagaland. As there is no common Naga native language, English is the official language of the state, and the so-called Nagamese which was once used for trading purposes with non natives, has extended its usage. Following the 3-language policy of India, their respective mother tongue, Hindi, and English are to be taught in their schools. However, in the mixed urban areas of Nagaland, many students never get the opportunity to learn, read, and write in their own mother tongue because schools are unable to accommodate the numerous languages in a single class. In such a scenario, Translingualism, which is a pedagogical approach that utilizes a learner's full linguistic repertoire in the process of learning a language, has much to offer.

Objective

- Highlight the multilingual nature of the Naga community and promote native Naga languages in English medium schools in urban areas of Nagaland.
- Explore innovative language teaching method of translingualism approach, which will be suitable for the promotion and proficiency of native Naga languages which fall under endangered languages.
- Illustrate the practice of translingualism in a classroom which can be adopted by other multilingual tribal communities of the Northeast of India and beyond.

Methodology

A qualitative approach, whereby translingual pedagogy will be explored for the promotion of Naga languages. Classroom lesson models will be displayed.

Findings and Conclusion

Translingualism approach is a feasible teaching method to promote Naga languages. An added value lies in creating awareness and knowledge of other fellow native languages by providing a platform in the classroom for inclusive interactions.

The Educative Role Of Easterine Kire's *When The River Sleeps* Truncating And A Bridge For Young Learners Into The Surreal And Mystical Air Of Literature, Igniting Their Minds And Dreams.

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This paper argues that Easterine Kire's novel *When the River Sleeps* serves as an effective pedagogical tool for young learners by presenting a world where the mystical is an undisputed reality. Drawing on literary analysis, the study examines the novel's use of supernatural elements, character development, and engagement with Naga oral traditions, framed through postcolonial literary theory and ecocritical perspectives. The findings suggest that *When the River Sleeps* functions as a narrative bridge to the surreal for young minds, making complex folklore such as Tekhumiavi (weretigers) and spiritually charged forests accessible and meaningful. Vilie's quest for the mythical "heart-stone" is revealed as a journey of moral development, offering nuanced lessons about power, guilt, and accountability. At the same time, the novel fosters ecological consciousness by portraying the natural world as sentient and deserving of reciprocity. Ultimately, the text demonstrates the value of indigenous literature in decolonizing curricula, offering young readers both cultural insight and imaginative engagement with the world.

Keywords: Easterine Kire, Naga folklore, surrealism, pedagogical tool, indigenous literature, ecological consciousness, moral education.

ICT-Integrated CLIL for Dyslexic Learners: Improving Learning and Cognitive-Motor Coordination

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In present-day education, the language learning process is transformed into a multisensory process that involves auditory, visual, and physical interaction simultaneously. In this framework, Information and Communication Technology (ICT) integrated Content and Language Integrated Learning (CLIL) provides an innovative and effective pathways to support dyslexic learners who often faces challenges like confusion between similar letters, speech-motor fluency, weak phonological decoding, and problems in recognizing written patterns. The research investigates the potential of ICT-based CLIL activities (digital voice recording, interactive simulation, speech-to-text apps, etc.) to improve speech clarity, enhance multi-sensory engagement, and strengthen the mind-body connection. More specifically, the research explores how ICT CLIL activities improved speech accuracy through continuous listening and self-correction, enhance auditory-motor synchronisation through immediate feedback, and develop 'eye-to-hand coordination' through visual and motor engagement. This demonstrates how technology can be a resource for creating an inclusive, engaging, and meaningful learning space. The CLIL theory has the goals of fostering language and content learning at the same time while situations are contextualized and meaningful. The research highlights the benefits of task-structured ICT-CLIL learning, which not only provides feedback on verbal expression, visual tracking, and listening accuracy, but also helps dyslexic students to independently learn, raise their confidence, improve coordination, and create a positive atmosphere within the classroom. Additionally, it can assist in developing skills in language and content knowledge simultaneously.

Keywords: *Auditory-motor synchronization, Descriptive-analytical methodology, Hand-eye coordination, ICT integrated CLIL, and Speech precision.*

Objectives:

1. To analyse how interactive digital CLIL activities enhance language learning among dyslexic learners by providing multisensory engagement.
2. To investigate how these activities promote coordination skills, including hand-eye and auditory-motor synchronization, and improve clarity in speech.

Methodology:

The Research employs a descriptive-analytical approach focusing on the principles of CLIL. This investigation examines how other ICT-mediated resources such as digital voice-recording, speech-to-text software, and interactive simulations assist learners to learn language and content in a concurrently. The focus of the research is how these resources support dyslexic learners in engaging, contextualised, and interactive learning experiences.

Findings:

Using ICT to support CLIL activities has demonstrated enhanced accuracy of speech production, increased multisensory engagement, and improved coordination between visual-motor and auditory-motor processing. Student also demonstrated more confidence and openness to self-directed learning and engagement with the material. These findings provide evidence of the great potential of multimodal digital CLIL interventions to enable engaging and inclusive language learning for students with dyslexia.

Charting Oceanic Affect: A Sentiment and Semantic Field Analysis of Aquatic Imaginaries in Linda Hogan's *Solar Storms* and Witi Ihimaera's *The Whale Rider*

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This paper investigates the sentiment and semantic field of oceanic affect in the construction of Aquatic imaginaries in Linda Hogan's *Solar Storms* and Witi Ihimaera's *The Whale Rider*, engaging interdisciplinary perspectives from Hydro feminism, Wet ontologies, and Indigenous studies. Witi Ihimaera's *The Whale Rider* was published in 1987, and he was a foremost Maori writer. The novel is set in Whangara, a Maori community on the eastern edge of New Zealand's North Island. Linda Hogan's *Solar Storms* was published in 1955. Hogan was a Chickasaw poet, novelist, and essayist. She explores diverse issues, including the environment, gender, ethnicity, and spirituality, in her novel *Solar Storms*. The main objectives of this paper are to examine how water serves as a symbol and intergenerational memory, how aquatic species express the lives of Indigenous communities, and how human kinship reflects oceanic ethics. Hogan's *Solar Storms* locates water as a channel of memory and healing within Native American oceanic spirituality, and Witi Ihimaera's *The Whale Rider* visualizes oceanic connectivity as a medium of ancestral resilience and collective identity in Maori cosmology. The theoretical frameworks applied in the research are wet ontologies, Hydro feminism, and Indigenous studies. The paper argues that these novels contribute to the Blue Humanities discourse by transforming water from a mere natural element into a relational, emotional presence that mediates between human and nonhuman worlds.

Key words: Hydro Feminism, Wet Ontologies, Maori Cosmology, Aquatic Imagery, Aquatic motifs

A Study of Adaptability in Select Novels of Chinua Achebe.

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Adaptability is a key and complex issue throughout Chinua Achebe's *Things Fall Apart*, *Arrow of God*, *No Longer at Ease*, and *A Man of the People*. It is examined through the hardships endured by numerous people, Igbo society's response to colonialism, and Achebe's unique use of language to create an authentic African voice. The present article investigates how different people and civilizations thrive or fail to adapt to a changing world, with catastrophic implications for those who refuse or are unable to develop.

Key words: adaptability, symbol, language, dominance, civilizations

Objective:

The objective of the present paper is to examine adaptability —the Englishman's adaptability, symbol of adaptability, and adaptability in the use of language—through themes in Chinua Achebe's *Things Fall Apart*, *Arrow of God*, *No Longer at Ease*, and *A Man of the People*.

Methodology:

The methodology for analyzing Chinua Achebe's works is to examine his realistic, socially conscious style, which employs narrative techniques such as oral tradition and folk stories to explore cultural conflicts, adaptability, and the impact of colonialism. Other methods include a stylistic analysis of his language, focusing on Igbo proverbs and prose structure, as well as a thematic analysis that examines universal issues such as corruption, generational differences, and the psychological repercussions of colonial manipulation.

Findings:

It has identified adaptability in select novels by Chinua Achebe and the reactions of native people to colonial influence. It has explored the power strategies of colonizers on the Igbo society.

Voices in Two Tongues: Reimagining Womanhood through Multilingual Verse from India's Northeast

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This paper looks at the poems of Nini Lungalang, Temsula Ao, Mona Zote, and several younger women writers from Northeast India to show how language itself can be a tool that can act as freedom. These writers switch between English and their own tribal tongues where Ao uses Ao-Naga, Lungalang blends Angami, Zote weaves Mizo, and the younger poets mix Khasi, Manipuri, and more. By moving fluidly across languages, they prove that a woman does not have to choose between speaking for her home community and reaching a wider world; rather she can do both all at once. First, the paper explains how Temsula Ao turns folk rhythms and Ao-Naga phrases into English poems that honour ancestral memory while challenging the silence expected of women. Next, it also shows how Nini Lungalang pairs short English lines with gentle Angami expressions to break old rules about female modesty. It then explores how Mona Zote's city slang and Mizo references, traces women's journeys between hill towns and busy metros. The study combines close reading with simple observation allowing readers to see how poets and audiences teach one another. It argues that mother-tongue glimpses, even in tiny doses. It can boost confidence, build cross-cultural friendships, and fit neatly with India's National Education Policy for mother-tongue learning. In short, Northeastern Indian women's poetry proves that language pride and gender equality can grow together even in classrooms and on phone screens alike.

Keywords Northeastern women's poetry, Mother-tongue learning, Multilingual writing, Code-switching, Female identity, Social-media literature.

English Communication Skills through Task-Based Learning: Evidence from Marginalized Graduate Students

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English communication skills are essential for academic and career advancement, yet students from marginalized communities often struggle due to limited exposure and traditional grammar-focused teaching methods. This study investigates the effectiveness of Task-Based Learning (TBL) in enhancing English communication among 30 graduate students from the Dombo community. Over an eight-week intervention, learners engaged in role plays, group discussions, problem-solving tasks, and presentations. Data were collected through pre- and post-tests, classroom observations, and student feedback. Results showed measurable gains in **fluency (35%)**, **pronunciation (25%)**, **confidence (30%)**, and **reduction in stage fear (10%)**. These findings confirm that TBL fosters practical language use, autonomy, and confidence by shifting the focus from passive learning to active communication. The study concludes that integrating TBL into rural curricula and providing teacher training can significantly improve communicative competence in underserved contexts.

Keywords: Task-Based Learning (TBL), English communication skills, marginalized students, learner-centered approach, rural education.

Research Objectives:

This study adopted a **mixed-method research design** combining quantitative and qualitative approaches to evaluate the impact of Task-Based Learning (TBL) on English communication skills.

Methodology:

Data Collection Tools

Pre- and Post-tests were administered to measure changes in fluency, pronunciation, confidence, and stage fear.

Classroom Observations were used to record participation and engagement.

Student Surveys and Semi-structured Interviews captured learners' perceptions and experiences.

Teacher Feedback provided additional insights into classroom dynamics.

Data Analysis:

Quantitative data were analyzed using **paired-sample t-tests** to compare pre- and post-test scores, supported by **percentage growth analysis** to illustrate skill improvement (Field, 2018).

Qualitative data from observations and interviews were thematically coded to triangulate findings (Braun & Clarke, 2006)

Findings:

The outcome of the pre-test and post-test assessments showed that students' communication skills in English had significantly improved, especially in the areas of confidence, pronunciation, and fluency. The Task-Based Learning (TBL) approach, incorporating role-play and pick-and-speak activities, significantly enhanced the English communication skills of 30 Dombo community graduate students.

Language and its role as a determinant of social class in Urban Naga Society.

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While there is no caste system in Nagaland, there is a society categorised by social classes, primarily based on one's economic condition. Social class is one of the key factors that influence one's access to education and may alter one's prospects. In a state like Nagaland, where English is the primary medium of instruction in urban areas, language becomes central to establishing one's start in life. Children from higher social classes gain early access to the English language due to their proximity to educated, resourceful parents. They can speak, understand, and write more proficiently than their peers of a similar age who belong to a lower economic bracket. As such, children familiar with the English language develop the capacity to adapt better to the classroom environment; they become capable of voicing their thoughts and problems, and, more importantly, of inquiring and clarifying their doubts. The current study considers the notion that language contributes to the amplification of social inequality. It outlines the nature and characteristics of class division in urban Naga society. The study also examines the disparity between government and private schools in urban areas. It compares students' access to material resources, the availability of technology, and the types of extracurricular activities facilitated by the government and private institutions. The study highlights the role of English proficiency as an entry point to formal education and the barriers that language poses to one's educational progress.

Keywords: Language, Social class, English, Naga society.

Digital Pathways to Healing: Exploring Technology's Contribution to Trauma Recovery.

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Trauma is a very distressing and depressing situation, which makes us feel overwhelmed, and we feel detached from our bodies. Cathy Caruth states that we belatedly respond to traumatic events. Trauma and recovery are interrelated. Judith Herman has pointed out three stages of trauma recovery—i) establishment of safety, ii) remembrance and mourning, and iii) connection with ordinary life. Healing from trauma is necessary, and it is achievable. Resolved trauma leads to post-traumatic growth (PTG) and makes people more resilient and worthy. Unresolved trauma leads to post-traumatic stress disorder (PTSD) and many more problems. Trauma recovery has reached a global and technological platform, ranging from conventional talk therapy to healing through digital aids. This paper will focus on how digital technologies, such as Artificial Intelligence (AI), Social Media Platforms (Facebook, Instagram, LinkedIn), Podcasts, Blogs, and Vlogs, expand opportunities to openly discuss trauma-related stories and provide a pathway to healing from trauma. Moreover, this research paper will show how movies are incorporating trauma symptoms hand in hand, portraying the possible ways to trauma recovery. Additionally, NEP 2020 emphasised the use of technology to improve education in various ways. To examine the trauma-healing process, this paper will also integrate technology and the NEP 2020.

Keywords: (Trauma, Recovery, Digital Aids, NEP 2020)

Inclusive Education and Representation in *Out of My Mind*: From Novel to Film

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This paper analyzes Sharon M. Draper's *Out of My Mind* (2010) alongside its 2024 Disney film adaptation, directed by Amber Sealey to examine how literary and cinematic storytelling can be aligned with the National Educational Policy (NEP) 2020's aims for inclusive education. Using Disability Studies frameworks, the paper reads the novel's narrative strategies and the film's formal choices to show how both mediums educate, sensitise, and motivate students, teachers, and communities. It argues that the film, while necessarily making selective changes in moving from page to screen, enhances the novel's impact by increasing representation through authentic casting and making Melody's experiences visibly accessible to broad audiences. The paper argues that this multi-modal approach supports the pedagogical goals of NEP 2020 by fostering empathy, encouraging critical reflection on systematic barriers, and promoting practical strategies for classroom inclusion.

Keywords: Inclusive education, Disability Studies, New Education Policy 2020, representation, film adaptation, accessibility, media literacy.

Freedom and Civilization in Mark Twain's The Adventures of Tom Sawyer

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Twain is an American author. He has frequently mimicked British literary styles. Twain has switched the emphasis to the distinct American style of communicating and experiencing life, so as to establish a new literary tradition that has been more authentic and approachable to Americans. He has elevated the common people's language to an art form, adding colloquialisms, regional dialects, and even sounds that are not conventional words. His use of the earthy, vernacular kind of writing imbues his work with remarkable fire and directness. The present study will analyze a better understanding of struggles, adventures, conflicts, and adventure-seeking identities.

Key words: struggles, adventures, conflicts, struggles and adventure-seeking identities, and freedom.

Slow Violence and the Ecological Crisis: A Thermodynamic Reading of Barbara Kingsolver's *Flight Behavior*

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The researcher has chosen Barbara Kingsolver's *Flight Behavior* (2012). This research article uses the conceptual frameworks of Slow Violence in climate change and the second law of thermodynamics, as well as entropy. This concept reflects the disorder in Earth's ecological balance. Kingsolver represents the hidden, ongoing harm caused by climate change in the selected novel. In this novel, the character of Dellarobia Turnbow, a young woman from an Appalachian community, unexpectedly notices a thousand monarch butterflies on her farm, which becomes a vivid symbol of post-apocalyptic global suffering yet to be seen. This novel situates the environmental crisis within the lives of people living in rural Appalachia in Tennessee. The Earth's Ecosystem reacts to the exploration of human impacts on nature. Also, disasters are reactive forces of nature to human-induced actions, thereby illustrating Newton's Third Law. The slow degradation and exploitation mirror Kingsolver's depiction of nature's reaction to centuries of human action. It also parallels the friction between human and natural ecosystems. Human actions are directly proportional to the disasters or natural calamities caused. The migration of monarch butterflies symbolizes the displacement caused by Earth's magnetic field and extreme weather conditions. Such a displaced monarch butterfly demonstrates how a tiny variation in climatic behavior yields unpredictable consequences. This study is employed to investigate how *Flight Behavior* is analogous to thermodynamic and dynamical systems, thereby providing insight into the ecological framework.

Keywords: Barbara Kingsolver, Slow Violence, Climate Change, Environmental Justice, Entropy.

SOCIOLOGICAL AND PSYCHOLOGICAL PERSPECTIVES IN ARTHUR MILLER'S *THE MAN WHO HAD ALL THE LUCK*

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This paper explores complex sociological and psychological themes, especially through the fate and struggle of its protagonist David Beeves. The play integrates ideas of luck, merit, identity and existential anxiety within a shifting social landscape marked by the American Dream and the aftermath of the Great Depression. Arthur Miller's plays critically explore the intricate interplay between sociological and psychological dimensions in shaping human experience. Sociologically, Miller focuses on the impact of societal structures, economic realities and cultural expectations particularly the pressures of the American Dream on individual identity and social relationships. His characters often navigate alienation, materialism and familial duty within turbulent social contexts. Psychologically, Miller delves into the inner lives of his characters, emphasizing themes of anxiety, guilt, self doubt and existential crisis. Miller's work reveals how external social conditions and internal psychological struggles are interwoven illustrating the complexity of human dignity, morality and belonging. This dual focus highlights that individual tragedy often results from the failure to reconcile personal identity with social demands, making his dramas poignant critiques of both societal norms and the human conditions. The play situates its themes within the context of the Great Depression, revealing the social insecurity and economic hardships of the era. David Beeves is portrayed as "a man who has all the luck" in a time when many around him suffer from poverty and failure. David's success and widespread hardship mirrors the societal disorientation and moral questioning of what success really means in such turbulent times. Together, these perspectives show how Miller's work probes the complex interplay between individual psychology and social forces, emphasizing the unpredictability of life, the burden of luck, and the quest for meaning and responsibility in a challenging world.

Key words: Identity, anxiety, great depression, morality.

From Classrooms to Communities: Transforming Education through Social Media and Digital Learning under NEP 2020

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The National Education Policy (NEP) 2020 envisions a holistic, flexible, and inclusive education system to nurture the creativity of the 21st century. To bridge the gap between traditional classrooms and digital learning, the integration of social media and digital learning platforms has emerged as a transformative force among young learners. This paper explores how NEP 2020's emphasis on technology-enabled education redefines learning spaces, encouraging collaboration, creativity and continuous knowledge exchange beyond institutional boundaries. Social media platforms serve as dynamic tools for interactive learning, peer engagement, and professional networking, fostering participatory and learner-centric education. Digital learning, supported by initiatives such as SWAYAM, DIKSHA, and AR and VR labs, complements this transformation by offering accessible and inclusive educational opportunities. The study highlights how these digital ecosystems promote lifelong learning, enhance critical thinking, and prepare learners for global citizenship. Ultimately, the paper argues that moving from classrooms to communities embodies NEP 2020's vision of democratizing education, where learning becomes an evolving social process enriched by technology and collaboration.

Key Words: NEP 2020, Digital Platforms, Young Learners, Holistic education, Social Responsibility.

Chetan Bhagat's Depiction of the Drift of the Youth by Media and Technology in *The Three Mistakes of My Life*

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Chetan Bhagat is widely regarded as one of the most prominent writers in India especially among the youths demographic. He explores the challenges and weaknesses of our society: Poverty, corruption, Religious intolerance and the politics based on it, nepotism and notably about the Juveniles' social and psychological conflicts. His distinctiveness is that he knows the psyche of the youths of the nation. He crafts his works by concerning the Psyche of the youngsters and as regards the social flaws also. In this novel "The Three Mistakes of My Life", he foreshadows the adverse effect of the AI (indirectly) which is to reach the peak on misleading the society by the media development. Through the character called 'Vidya' he narrates subtly how the youngsters get deviated from the moral values and spoils their life by the media influence. The Media is the root for negative impact of today's AI. By this work he obliquely signals the potential danger of media and technology over the youngster. This article explores his intention and provides proofs for the novel as an allegory about the AI and elevating him from the level of Prominent Writer to Eminent writer.

Keywords: Media and Technology, Television, Artificial Intelligence (AI), Media Manipulation, Sex Addiction, Youths' demographic and Perverseness

Teaching Awareness and Presence in the Age of Digital Neglect: An Analysis of *Left Neglected* by Lisa Genova

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Literature forecasts the predictable and unpredictable aspects of human life situations through the dimensions of emotions. The distinctive nature of human emotions is tested under the pessimistic situations of an individual faces. This paper aims to raise awareness and to explore the importance of presence of mind in real-life situations compared to the impact of digital distractions in *Left Neglected* by Lisa Genova. The unpredictable situation in Sarah's life due to her constant phone usage while driving drags her into a state where she neglects the entire circumstances, both as a mother and as an entrepreneur. Sarah's whole life becomes shattered after her accident, only due to her lack of awareness and absence of mindful action while driving. This research emphasis the importance of physical and emotional development by applying the theory of Daniel Goleman's Emotional Intelligence. The communication challenges she undergoes reveal the breakdown of familial and societal relationships. She fails to teach proper education to her children in the aftermath of her tragic accident. Though Sarah's pre- accident life appears pleasant and she successfully fulfills her multiple roles, her post-accident life turns her world upside down at every stage due to her neurological deficiency, which leads to left neglect rooted from her brain injury. The present study focuses on the emotional balance of the character that must be applied even in the desperate situations to allow recognition of happy life's meaningful demands.

Keywords: Awareness, Motivation, Emotions, Communication, Education, Technology

Redefining Fashion Through Digital Literacy: Cross-Cultural Narratives in Contemporary Fashion Media

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Fashion in a rapidly digitised world has turned into a system of cross-cultural communication that not only includes clothes but also reflects human identities, ideologies and even the world's cultural exchanges. The paper discusses how fashion has taken on the role of digital literacy in decoding and understanding fashion media, thus positioning it as a continuously changing cultural text. Primary texts like Vogue Editions and the audience review columns in The New York Times Fashion section, which impactfully report the changes in the social and cultural narratives of fashion, are the primary sources of this research. These works are analysed within the theoretical framework drawn from Roland Barthes' *The Fashion System* (1967), a semiotic framework; hence, the production of meaning through visual and discursive representations on digital fashion platforms is investigated by the author. Further, the analysis of how audiences interact with fashion as a form of digital literacy is provided by the theoretical perspectives of cultural studies and media theory, particularly Stuart Hall's encoding-decoding model and Henry Jenkins' participatory culture. The research resorts to cross-cultural digital literacy as a methodological lens through which the global fashion houses are seen to project identity, gender, race, and consumer desire in different markets. The close reading of iconic runway events and their mediated interpretations leads the paper to argue that fashion acts as a universal language because of the cultural boundaries that are traversed through the consumption of digitised images, user interaction, and the circulation of narratives. The results indicate that fashion has taken on a new role in the digital era: that of a discourse that is multimodal and participatory, and which necessitates critical literacy for one to come up with meaningful interpretations.

Keywords: Digital literacy, culture, identity, fashion media.

Integrating Digital Tools in Second Language Acquisition: An Experimental Study among Tamil Native Learners of English

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This research explores how digital tools can enhance second language acquisition among Tamil native learners of English. The study aims to understand how technology-based learning platforms, mobile applications, and pronunciation software support learners in improving their language skills. Through an experimental design involving pre- and post-tests, the study measures changes in listening, speaking, reading, and writing proficiency after digital tool integration. It also investigates learners' motivation, engagement, and attitudes toward using technology in language learning. The findings are expected to reveal the positive influence of digital tools on English proficiency and suggest effective strategies for teachers to integrate technology in Tamil Nadu classrooms. This study contributes to modern language pedagogy by connecting technological innovation with the specific linguistic needs of Tamil-speaking students.

Keywords: Digital Tools, Second Language Acquisition, Tamil Learners, Technology-Enhanced Learning, English Proficiency

NEP 2020 & the Evolving Tech-Enabled Curriculum & Pedagogy of College Education in Nagaland

Under the Sub-theme Theme: NEP 2020 and Tech-Integrated Curriculum Frameworks

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The National Education Policy (NEP) 2020 envisions a paradigm shift in Indian higher education, emphasizing digital integration, learner-centric pedagogy, and flexible curriculum frameworks. Technology enabled curriculum is emerging as a vital tool in modern education, blending classroom teaching-learning practices. Technology integration has the potential to enhanced students participation and learning which in-turn improves the holistic development. A trust of NEP 2020 in Higher Education is the integration at all levels of education and the purpose to enhance accessibility & quality. This paper investigates how higher education institutions in Nagaland are responding to NEP 2020's call for technology-enabled transformation. It explores the adoption of smart classroom infrastructure, digital learning platforms, and curriculum redesign efforts aimed at fostering critical thinking, interdisciplinary learning, and employability. This study is descriptive in nature which includes colleges from Kohima & Dimapur Districts. Questionnaire was used as a tool for collection of data. Given Nagaland's unique socio-cultural and geographic context, the study examines both the opportunities and constraints faced by the colleges in implementing tech-integrated education. Through a combination of policy analysis, observation and College Principal's insights, the paper aims to illuminate adaptable strategies for future-ready higher education in the state. Findings indicate that higher education institutions in Nagaland are moving towards tech-enabled curriculum and pedagogy, smart classroom. However, most institutions are still battling with poor digital infrastructure, inadequate professional technician for effective technology integration. Despite these issues, the scope for smarter future in an NEP-2020 driven, Higher Education can be envisioned.

Keywords: Higher Education in Nagaland; Smart Classrooms; Tech-enabled Curriculum, NEP 2020 & its challenges

Tracing Emotional Displacement: A Sentiment Arc Analysis of Belonging and Alienation in Vikram Seth's *An Equal Music*

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Vikram Seth's *An Equal Music* intricately weaves themes of love, loss, belonging, and alienation through the language of music and emotion. This study, titled "**Tracing Emotional Displacement: A Sentiment Arc Analysis of Belonging and Alienation in Vikram Seth's *An Equal Music***," explores the psychological and emotional trajectory of the novel's protagonist, Michael Holme, as he navigates the complex intersections of personal identity, memory, and artistic devotion. The research seeks to examine how Seth's narrative structure and musical motifs reflect the protagonist's inner conflict between belonging and estrangement.

Objectives:

The key objectives of the study are:

To study emotional displacement in *An Equal Music*.

To trace feelings of belonging and alienation in the story.

To explore how musical images express emotions.

Methodology:

The study uses a qualitative approach with sentiment analysis, combining close reading and digital tools to trace emotional patterns in the novel. It also refers to critical essays and psychological ideas to support the analysis.

Findings:

The analysis shows a rise and fall of emotions similar to musical rhythm. Moments of belonging are followed by feelings of loss and alienation. Seth's writing turns emotional pain into art, showing that both love and music connect and separate people.

Keywords: Vikram Seth, *An Equal Music*, belonging, alienation, emotional displacement, sentiment analysis, musical metaphor.

Understanding and Bridging the Gap Between Schools' Medium of Instruction and Children's Mother Tongue: As per NEP 2020.

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Mother tongue forms the very basis of every child's development. In today's multilingual India, however, native and regional languages are overshadowed by languages with greater prominence, such as English, Marathi, and Hindi. NEP 2020 rightfully highlights the issue and proposes solutions, such as the Three Language Formula. In a nation with such vast linguistic diversity, children's mother tongue may range from a marginalized local language to an endangered native dialect. Incorporating multilingualism into the education system, with proper planning and execution, is instrumental for developing cognitive abilities and enhancing cross-cultural understanding. Introduction of the same in the school curriculum not only boosts children's confidence but also provides them with a strong medium for intellectual and creative expression. It also provides the dialect or language with an agency for its documentation and survival. Future challenges may arise during language transition when the child progresses from the preparatory stage to the middle stage. These challenges call for multifaceted initiatives, such as robust school curricula, rigorous teacher training, and adaptable, comprehensive study materials. This study aims to understand the existing disparity between schools' medium of instruction and children's mother tongue and highlight areas that can be further researched and developed. This whole study is being conducted against the backdrop of NEP 2020. It uses both primary and secondary data as raw inputs for students' experiences and for referring to standard scholarly works, respectively. With this work, we aspire to contribute to broader discourses on the significance of mother tongue and the implementation of the NEP 2020.

Keywords: Mother Tongue, NEP 2020, 3 Language Formula, Multilingualism, Language.

Voices of the Apparel: A Cross-Cultural Aesthetical Analysis Between the Angami-Nagas and the Russians

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This study explores the sensation of communication through apparel as a symbol and aesthetic process embedded in the traditional material cultures of the Angami-Nagas of North-East India and the Russians, with specific attention to their indigenous and folk communities. This paper examines how handcrafted objects as to the likes of textiles, attires and ornamentations functions as a non-verbal communicative expression, airing social values, cosmological beliefs and collective identities. The paper subjects to the argument of how both cultures employ attires not barely as a material production but as a language of meaning wherein the forms, patterns and techniques illustrate cultural narratives.

It is understandable that traditional clothing holds deep historical significance, embodying rich cultural heritage of each region respectively. Despite geographical and historical distances, both the traditions demonstrate remarkable blend in their employment of materiality as communication, gendered division of craftsmanship and synthesis of function with spirituality.

By cross-cultural aesthetical analysis, the paper aims to situate Naga and Russian aptitude within the shared nature of integrated communication where objects reconcile the fascinated relationships between the individual, community and the divine. Eventually, the study reveals that apparel is a discursive act which is a visual and tangible communication channel by means of societies' expression of belonging, belief and beauty.

Keywords: Cross-Culture, Aesthetics, Belonging, Material Culture, Cultural Narratives

OBJECTIVES:

To identify and compare the aesthetic principles in Naga and Russian traditional apparel

To investigate the social roles of attires within both societies

To analyse apparel as an intercultural form of symbolic expression

To explore the continuity and transformation of traditional apparel in modern contexts

METHODOLOGIES:

Documentation through photography, sketches and published studies

Snowball sampling method will be employed in the study

The theory of Cultural Materialism will be applied to understand how attires reflect material condition

Referencings and citations will follow MLA 9th edition format

Game-Based Strategies for ESL Instruction: Improving Oral Proficiency among Engineering Undergraduates.

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Students from third-world countries who learn English as a second language struggle with fluency and understanding of different accents, despite having had English in their school curriculum since elementary till high school. This language gap limits their ability to participate in academic discussions, secure job opportunities, and communicate confidently in real-world situations. To address this challenge, this paper, which is based on a study held on freshmen Engineering students, introduces a game-based teaching approach aimed at improving the LSRW skills in English, with a special reinforcement on the speaking and listening aspects. Activities such as role-plays, listening challenges, and team-based speaking games are integrated into the curriculum to create a low-pressure, no-judgement environment.

This research aims to demonstrate that game-based teaching can boost the confidence of students, which in turn increases learner motivation, thereby enhancing fluency, offering a practical and student-centred solution for developing communication skills in ESL classrooms. Increased classroom involvement, active listening, and improvement in oral communication were the expected outcomes. The study showed a slight improvement in classroom interaction but no significant improvement in other aspects over the duration, due to several factors, including tight curriculum scheduling.

Keywords: Game-based learning, gamification, ESL, teaching pedagogy, global language, oral communication.

Ocean as Archive: How Aquaman and Luca Reimagine Oceanic Traditions for Global Audiences.

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This study examines how the movies Aquaman (2018) and Luca (2021) use characters' relationships with the sea to portray distinct cultural identities and the human relationship with the sea. With the help of Blue Humanities, which views water bodies as a space of cultural meaning, the research analyzes key scenes from both movies. It also investigates how each film amalgamates traditional oceanic knowledge, such as Atlantean myths and Ligurian fishing culture, with contemporary digital storytelling techniques.

The study focuses on three interconnected processes. First, preservation: how these films maintain authenticity while depicting folklore, community practices, and rituals rooted in traditional maritime cultures. Second, reinterpretation: how narrative techniques and visual effects reimagine these traditions to create a dramatic impact without compromising cultural specificity. Third, transformation: how the local customs related to the sea are adapted into more universal forms that resonate with global audiences.

This paper employs close textual and visual analysis of selected scenes from the films, along with contextual research on fishing traditions and mythology. By treating the ocean as an active cultural agent rather than a passive backdrop, the study shows how digital cinema can promote ocean literacy, equipping viewers to interpret, value, and emotionally engage with diverse marine cultures.

Ultimately, this work contributes to Blue Humanities by showing how modern ocean films preserve cultural heritage while promoting cross-cultural environmental education. Through engaging storytelling, these films raise awareness of oceanic challenges, encourage global audiences to connect emotionally with marine cultures, and foster shared responsibility for ocean conservation.

Keywords: Blue Humanities; Cross-Cultural Digital Literacy; Ocean Cinema; Cultural Identity; Digital Storytelling.

Social Justice in Angami-Naga Folklore.

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This paper explores the concept of social justice as reflected in the folklore of the Angami-Naga tribe. The Angami-Nagas are a tribe that embodies a profound cultural synthesis of ethical values and social justice, beautifully weaving together principles that align in times of crisis, such as domestic violence, land disputes, or disaster management. Drawing on some folktales, transmitted through oral tradition, the study investigates how themes such as equality, communal responsibility, and conflict resolution are articulated. Central to this philosophy is the belief in balance and reciprocity between individuals and the community, humans and nature, and the living and the ancestral spirits. The enduring appeal and adaptability of these stories highlight the community's commitment to justice, reconciliation, and moral education.

Keywords: folklore, land disputes, domestic violence, disaster management, conflicts, resolution, traditional values.

OBJECTIVE

To examine how the Angami-Naga tribe's folklore reflects and expresses concepts of social justice —community values of equality, empathy, and collective responsibility.

METHODOLOGY

The study will adopt both qualitative and quantitative research designs, with a focus on data collection, interpretation, and analysis.

FINDINGS

By situating a narrative of the Angami-Naga tribe within their cultural and historical contexts, the research demonstrates that the oral traditions of the Angami tribe are not static relics of the past, but living instruments of ethical reflection and social reform. The analysis reveals that folklore not only preserves social values but also serves as a medium for critiquing injustice and envisioning harmonious coexistence, which can continue to contribute to contemporary understandings of justice, rights, and community welfare, not only among tribal people but also in the global search for culturally grounded models of social justice.

Traversing Identity: Cogitating Toni Morrison in the Digital Sphere.

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In the digital era, marginalized communities are using technology to regain and uphold their rich cultural histories and unique identities. This paper investigates how digital platforms can represent and retrieve African American identity, and how Morrison exposes the established white standard of beauty and its negative impact on the black community. But at the same time, it also shows that Morrison had no illusions about how deeply the opposite message had been embedded in the black psyche and how much effort and understanding would be required to bring about an enduring reversal in attitude. It examines how the little girl, Pecola Breedlove, suffers to the point of self-extinction because of this cultural blindness and the lack of inclusive representations.

Morrison employs mythological archetypes to endow reality with fabulous meanings. It highlights how American Black women fight cultural oppression to keep their rich cultural heritage and identity alive. By introducing magical elements into her novel, Morrison helps readers probe the black cultural world that the dominant white culture has long neglected. The study argues that digital platforms, notably social media, online libraries, and YouTube, have surfaced as practical tools for digital archiving and online storytelling practices in Black communities. The present study is qualitative and embedded. The findings promote the importance of reclaiming cultural identity, which is vital in the digital sphere.

Keywords: African American Identity, Black Cultural Heritage, Digital Platform, Reclaiming Identity.

Online Peer Learning as a Tool for Digital Education

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Digital technology has created a new frontier for education where traditional modes of education can be substituted by new and innovative methods for teaching and learning. In this new realm, online peer learning is one such mode for education that employs collaborative learning in a digital setting with all the technological tools and advantages that such a setting provide, as well as its inherent disadvantages. This study's objective is to analyze the effectiveness of online peer learning as a tool for education, exploring the unique advantages of digital collaboration, peer assessments, and skill development, along with the technological conveniences that are inherent to this mode of learning. The limitations of online peer learning are also examined and contrasted with its strengths to provide a comprehensive account of its effectiveness as a tool for education. A qualitative, thematic analysis of the existing research will be conducted to analyze, interpret and draw out the common trends and finding with regards to online peer learning: its use, effectiveness, and shortcomings. The current state of online peer learning and the possible improvements in implementation for the future are explored, emphasizing the need to evolve the current educational system into a more progressive and holistic system of learning.

Key Words: Online Peer Learning, Digital Education, Collaborative Learning, Qualitative, Digital tools.

Digital Mediations and Informal Pedagogy: A Study of Sutsah and Nagamese YouTube Music Videos.

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The paper is an attempt to examine how YouTube operates and is utilised as a dynamic space where local and regional language practices and newer educational design converge and are constantly in motion, adapting to cultural ‘shifts’. Situating the two music videos produced in Nagaland—*Khrismas ye niphulo pavi* (2016) by NAGAGENOUS and *Naga Manu* (2022) by Moko Koza, within the larger discourse in language ecology, media pedagogy, and cultural studies, the paper will look at how indigenous and regional languages are not only used as pedagogical tools, but also as cultural archive where specific language usage becomes a site of contestation and negotiation. The paper highlights how these dynamics play out in a multilingual region such as Nagaland, within the scope of the YouTube platform as a culturally rooted pedagogical space.

Keywords: YouTube, Language, Pedagogy, Culture.

Support of Oral Literature for Tribal Language: The Study of Chokri Through Folksongs.

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Oral literature plays a crucial role in sustaining and promoting tribal languages, especially in the Naga communities where written documents are limited. The present paper aims to study and preserve the Chokri dialect, one of the major dialects of the Chakhesang tribe of Nagaland. Folk songs breathe the soul of Naga culture, weaving together its history, faith, and traditions into melodies that echo the everyday life and timeless spirit of its many tribes. They carry the memory of battles fought, loves cherished, and traditions honoured. Folk songs hold a profound place in Naga life, preserving the richness of their linguistic diversity, and weaving enduring bonds between generations. The paper aims to highlight how oral literature, rooted in spoken traditions and communal memory and contemporary linguistic practices, emphasizing the unique features of oral traditions in contrast to the characteristics of modern day language use. Thus, oral literature is not merely a cultural artefact but an educational instrument that sustains tribal languages, nurtures creativity, and reinforces community identity.

Keywords: Tribal language, Modern Language, Oral literature, Folk Songs, Cultural Identity

Objectives

1. To examine the significance and current status of folksongs in contemporary tribal society and their role in affirming community identity.
2. To explore how folksongs contribute to the development and revitalization of tribal language by showcasing authentic usage, colloquial vocabulary, and expressive forms.
3. To encourage broader acknowledgement of tribal languages and cultures at regional and global levels through the study of folksongs.

John Fowles: Knowledge of Landscape and Vocabulary - A Corpus Analysis

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This study investigates John Fowles's nuanced understanding of landscape and his distinctive lexical choices through a comprehensive corpus-based analysis. Drawing upon digital textual corpora of Fowles's novels, essays, and notebooks, the research examines how his descriptions of natural environments intertwine with philosophical reflections on perception, ecology, and human agency. His writing treats landscapes as living spaces intertwined with human identity and knowledge, drawing on metaphor and memory to create a sense of intimate connection between self and place. Fowles critiques the artificial separation of humankind from nature, suggesting that genuine understanding arises from a willingness to encounter nature's unpredictability and loss. Fowles's texts demonstrate that vocabulary and landscape are inseparable in the process of meaning-making. His language animates landscapes, imbuing them with history and immediacy, while his landscapes, in turn, deepen the texture and function of his prose. Both reveal Fowles's conviction that the ties between self, word, and world must be continually explored and reimagined through acts of careful writing and attentive reading. The findings reveal how his vocabulary bridges scientific precision and poetic expression, reflecting his sensitivity to ecology and phenomenology. This synthesis of environmental consciousness and lexical craftsmanship positions Fowles as a literary figure whose writing anticipates later developments in eco-criticism and spatial poetics. The paper contributes to broader scholarship on stylistics and environmental humanities by demonstrating how corpus methods can illuminate the linguistic textures underlying literary constructions of place.

Keywords: John Fowles, corpus analysis, landscape, vocabulary, stylistics, eco-criticism, phenomenology, lexical patterns, environmental humanities.

Virtual Online Celebrities: A Posthuman Perspective.

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The storytelling and entertainment aspects of actors have taken a different approach with the development of new technologies for delivering entertainment across other media, such as smartphones and computers. The rise of online video-sharing platforms — most prominently YouTube — has changed the landscape of how consumers enjoy entertainment. The increase of YouTubers has also paved the way for a niche group of entertainers called VTubers, who interact with their audience online using a virtual avatar generated with computer graphics. The same trend can be seen on Instagram: as of March 2022, it had verified 35 Virtual Influencers, and this number has risen to hundreds in just two years. These computer-generated characters typically have engagement rates up to 3 times higher than those of human influencers on Instagram.

Keywords: AI, Artificial Intelligence, YouTube, Instagram, New Materialism, Posthuman Objectives

How has technology changed our mode of entertainment to one that is devoid of any human influence?

How has the rise of these new forms of entertainers influenced our culture and language?

How detrimental or beneficial is the rise of these new forms of entertainers?

Methodology: The present research aims to evaluate the current social phenomenon using a mixed-methods, descriptive research design, with secondary sources to support its validity. For the theoretical framework, the present research will use a new critical, stylistic, and narrative approach to provide a critical study of selected texts. For citations, the 9th edition of the MLA Handbook shall be used.

Findings: As virtual influencers continue to rise in popularity, we can ask whether they can replace humans in entertainment and the way we consume media. Whether they coexist with us or not, one thing is clear —they are here to stay. As we move towards a future more reliant on technology than ever before, there is no doubt that the future will be more digital

**Symbolic Resonances: The Drum as Cultural Heritage in Easterine Kire's
The Spirit Nights, Louise Erdrich's *The Painted Drum*, and Hanna
Pylvainen's *The End of Drum-Time*.**

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This study examines the cultural, spiritual, and symbolic interactions between drums and human beings and nature across three indigenous cultures. Easterine Kire's *The Spirit Nights* (Naga) highlights the physical and spiritual connection through drums. Louise Erdrich's *The Painted Drum* (Ojibwe) reveals the memory and healing power of drums, and Hanna Pylvainen's *The End of Drum-Time* (Sami) shows the relationship of drums with shamans, who are called spiritual, mental, and physical healers of humans and nature. This research paper uses the qualitative method to analyse the texts through close reading of primary and secondary sources. In Naga culture, a log-drum is a sacred device, a symbol of ceremony, and a warning beat for protection. Kire has portrayed the relationship of seers and drums. In Ojibwe culture, it is a symbol of identity and healing. Erdrich depicts the characters' longing for the identity and survival of their forgotten and abandoned culture. In Sami culture, it is a powerful weapon for shamans to interact with spirits. Pylvainen draws a painful evanescence of drums in the novel. The theoretical framework of American philosopher George Herbert Mead's symbolic interactionism is used to explain how drums function as symbols of interaction, communication, interpretation, and identity in Naga, Ojibwa, and Sami traditions.

Keywords: Drumming, Healing, culture, rhythm, interaction

Beyond Summative Assessment: Reimagining Feedback through AI-Driven Formative Evaluation

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The emergence of artificial intelligence (AI) in education has initiated a significant pedagogical shift in how feedback is conceptualized and delivered in language classrooms. Traditionally, feedback on student writing has been dominated by teacher-provided “red ink” corrections which is often delayed, surface-level, and limited by time constraints. Such feedback, while valuable, frequently restricts opportunities for iterative improvement and learner autonomy at higher level learners. This paper examines the transformation from conventional correction practices to AI-mediated feedback, highlighting how automated writing evaluation tools provide immediate, detailed, and individualized responses that support continuous formative assessment. Drawing on classroom observations, student experiences, and teacher perspectives, the study explores how AI tools enhance optimal feedback and, promote multiple drafting, and reduce the cognitive and emotional barriers associated with human judgement. AI feedback demonstrates particular strength in identifying grammatical errors, lexical weaknesses, and structural inconsistencies, enabling learners to revise more efficiently and confidently. However, the paper also acknowledges ongoing challenges, including overdependence on automated suggestions, limited AI capacity for evaluating creativity or contextual nuance, and persistent inequities arising from differential access to digital tools. The study argues that AI-mediated feedback should not replace teacher expertise but rather complement it within a hybrid feedback model, where AI addresses lower-order concerns and teachers guide higher-order thinking, content development, and critical expression. Such a balanced approach aligns with contemporary educational demands and supports more responsive, learner-centered pedagogy. It will also share the results of the study.

Keywords: AI feedback, language classrooms, formative assessment, automated writing evaluation, pedagogy, revision practices.