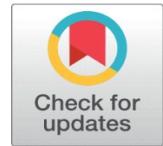
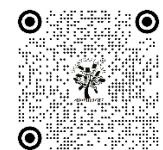


SPECIAL ISSUE ON ALGORITHMIC AESTHETICS AND ARTIFICIAL INTELLIGENCE IN VISUAL ARTS, CULTURAL EDUCATION, AND CREATIVE PRACTICE

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Dear Readers and Contributors,

It is with great pleasure that I present Volume 6, Issue 2s (2025) of ShodhKosh: Journal of Visual Arts, a special issue titled "Algorithmic Aesthetics and Artificial Intelligence in Visual Arts, Cultural Education, and Creative Practice." This issue responds to the accelerating integration of artificial intelligence across creative, educational, and cultural domains, and seeks to foster critical, interdisciplinary dialogue on its aesthetic, pedagogical, and institutional implications.

Artificial intelligence, once understood primarily as a technological instrument, has increasingly emerged as a cultural agent—one that reshapes aesthetic processes, reconfigures artistic authorship, transforms creative pedagogy, and challenges long-standing assumptions surrounding originality, creativity, and human expression. Across visual arts, performing arts, design education, cultural institutions, and art management practices, AI-mediated systems are redefining how art is produced, taught, curated, and experienced.

This special issue brings together a diverse body of scholarly work that examines artificial intelligence from artistic, educational, ethical, cultural, and institutional perspectives. Rather than privileging computational novelty alone, the contributions foreground humanistic inquiry, emphasizing the interaction between AI technologies and artistic traditions, cultural heritage, creative learning environments, and contemporary aesthetic discourse. Collectively, the articles explore how algorithmic systems influence visual expression, creative decision-making, cultural memory, and participatory engagement in the arts.

Several contributions investigate AI-driven practices such as generative art, algorithmic design, intelligent visual systems, and data-informed creative workflows, while others address broader concerns related to cultural education, authorship, ethics, accessibility, and governance. Of particular significance is the attention given to how AI reshapes pedagogical frameworks—supporting creative learning, expanding cultural access, and redefining the role of educators, institutions, and learners in an increasingly hybrid creative ecosystem.

Submissions for this special issue attracted scholars, educators, artists, and practitioners from diverse disciplinary backgrounds. Each manuscript underwent a rigorous peer-review process to ensure academic quality, originality, and ethical integrity. The selected papers reflect both the opportunities and challenges posed by artificial intelligence, offering nuanced insights into its transformative role within contemporary visual arts and cultural practice.

I extend my sincere gratitude to the contributors for their scholarly commitment and innovative perspectives, to the reviewers for their careful and constructive evaluations, and to Granthaalayah Publications for their continued support in advancing research in the arts and humanities. This special issue stands as a collective effort to understand artificial intelligence not merely as a technical innovation, but as a profound force shaping creative thought, cultural education, and aesthetic experience.

As you engage with the articles in this volume, I hope they inspire critical reflection, informed dialogue, and new avenues for research and practice. May this special issue contribute meaningfully to ongoing conversations on the evolving relationship between algorithmic systems, artistic creativity, and cultural knowledge.

Sincerely,



Dr. R. Vasanthan is an Associate Professor in the Department of English at Nagaland University, Kohima, India, with extensive experience in teaching, research, and academic leadership. His scholarly work reflects a strong engagement with literary studies, cultural theory, language education, and interdisciplinary humanities research. With a commitment to critical inquiry and pedagogical innovation, Dr. Vasanthan has contributed significantly to curriculum development, research supervision, and academic discourse within and beyond his institution. His academic interests span literature, culture, communication, and contemporary critical approaches, with a particular focus on contextual and socially engaged scholarship. He has published research in reputed journals, participated in national and international academic forums, and actively supports research-oriented learning among students. Through his teaching and research, Dr. Vasanthan continues to promote analytical thinking, academic rigor, and inclusive perspectives in higher education, contributing meaningfully to the advancement of English studies and humanities scholarship in India.



Elena V. Martynenko is a Senior Lecturer in the Department of Foreign Languages for Economic Studies at Rostov State University of Economics ("RINH"), Rostov-on-Don, Russia, and a PhD candidate in Pedagogy in the Department of Economic Theory. Her academic work is grounded at the intersection of language education, economics, and pedagogy, with a strong focus on professionally oriented foreign language instruction in higher education. She is actively engaged in developing innovative teaching methodologies that integrate linguistic competence with economic and professional communication skills. As a researcher, Elena V. Martynenko explores pedagogical frameworks that enhance learning effectiveness, interdisciplinary education, and competency-based approaches within economic studies. Her scholarly interests reflect a commitment to advancing educational practice through research-driven insights, curriculum development, and applied pedagogy. Through her teaching, research, and academic engagement, she contributes to strengthening foreign language education and pedagogical innovation in contemporary economic and higher education contexts.



Dr. Horizan Prasanna Kumar S is an Associate Professor of English Language and Literature at SRM Institute of Science and Technology, with academic engagement across its campuses at Kattankulathur (Chennai), Delhi-NCR, Ramapuram, Tiruchirappalli, and Vadapalani, India. With a strong foundation in literary studies, language pedagogy, and interdisciplinary humanities research, he is actively involved in teaching, curriculum development, and academic mentoring at both undergraduate and postgraduate levels. His scholarly interests encompass English language studies, literary theory, contemporary literature, and innovative approaches to teaching and learning in higher education. Dr. Kumar has contributed to academic research through publications, conference participation, and collaborative initiatives, reflecting a commitment to critical inquiry and pedagogical excellence. Through his academic practice, he continues to promote analytical thinking, effective communication, and inclusive learning environments, contributing meaningfully to the advancement of English studies and humanities education within a multidisciplinary academic framework..



Dr. Khriereizhunuo Dzuvichu is an Associate Professor of History with a Ph.D. from Nagaland University and an M.A. in Ancient History from Jawaharlal Nehru University, New Delhi, India. Her academic training reflects a strong foundation in historical research, critical historiography, and interdisciplinary approaches to the study of the past. Dr. Dzuvichu's scholarly interests span ancient history, regional histories, and cultural and social transformations, with particular attention to indigenous histories and contextual perspectives. She is actively engaged in teaching, research, and mentoring at the undergraduate and postgraduate levels, contributing to curriculum development and academic discourse in history studies. Through her research publications, conference presentations, and academic collaborations, she promotes rigorous historical inquiry and inclusive narratives that foreground marginalized voices. Dr. Dzuvichu's work continues to enrich historical scholarship by connecting ancient historical frameworks with contemporary cultural and social understandings.



M. Rajendra Nath Babu is an Associate Professor in the Department of Education at Nagaland University, Kohima Campus, Meriema, Nagaland, India. He is actively engaged in teaching, research, and academic leadership in the field of education, with a strong commitment to advancing pedagogical theory and practice in higher education. His academic interests include teacher education, curriculum development, educational psychology, and contemporary issues in teaching and learning. As an educator and researcher, he contributes to the professional development of future teachers through research-oriented instruction, mentoring, and community engagement. He has participated in academic conferences, research initiatives, and institutional activities that support educational innovation and inclusive learning environments. Through his scholarly work and teaching practice, M. Rajendra Nath Babu continues to promote critical thinking, reflective pedagogy, and quality education, contributing meaningfully to the growth of educational research and practice within the Indian higher education context.



Dr. Tapu Biswas is an Assistant Professor at Rabindra Bharati University, India, with advanced academic qualifications including M.A., M.Phil., Ph.D., and D.Litt. His academic career reflects a strong commitment to teaching, research, and scholarly excellence in the humanities. Dr. Biswas's areas of interest encompass literature, cultural studies, critical theory, and interdisciplinary research, with a particular emphasis on Indian and comparative literary traditions. He is actively involved in undergraduate and postgraduate teaching, research supervision, and academic mentoring. His scholarly contributions include research publications, conference presentations, and participation in national and international academic forums. With a focus on rigorous analysis and critical engagement, Dr. Biswas continues to contribute to the advancement of literary studies and humanities scholarship, fostering intellectual inquiry and academic growth within higher education.