

From the Desk of the Chief Editor

It is with much pleasure that the Mizoram Educational Journal has brought out the September 2025 issue. In the present issue, researchers in the field of education have shared their research findings resulting in a total of ten research articles with data gathered from different parts of India. The topics are varied and range from ramifications of policy changes through NEP 2020 to refugee education within the state of Mizoram.

Cordilia Vanlalmangaihi and F. Lalrinzuali investigated how co-curricular activities have contributed to the development of essential values while also preserving and celebrating the rich Mizo cultural heritage. Their research findings revealed that most schools lacked activities that focussed on cultural promotion while most of the available activities stressed mainly on value inculcation. The study reiterated the need for educational policies that emphasized culturally relevant co-curricular programs, which shall have the potential to enhance both individual character and cultural continuity in a rapidly modernizing society.

Ignes R. Lalmuanpuui and Nitu Kaur studied the global shift from traditional classroom instruction to online teaching brought about by the COVID-19 pandemic, with synchronous modalities of delivery emerging as the main educational approach in Mizoram. This study highlighted the difficulties with recommendations while examining postgraduate teachers' experiences with synchronous online teaching during the epidemic. Results showed that while teachers demonstrated adaptability in transitioning to online teaching, the process was hindered by persistent technological challenges, inadequate digital infrastructure, and a lack of training, particularly in rural areas

Lalremsangi and Sian Lalchhandami conducted a study on the teaching practice of Mizo subject teachers for the development of writing skills of their students. The data collected from 70 Mizo subject teachers teaching in various schools in Mizoram affiliated to Mizoram Board of School Education (MBSE) and Central Board of Secondary Education (CBSE) revealed some interesting facts like 50% of Mizo subject teachers from MBSE and CBSE gave importance on all of the development of the sub-skills of language such as grammar and vocabulary, organisation of text and building and expression of ideas and argument. However, regarding the strategy adopted for development of writing skill, only less than half of the sample teachers could explain and instruct the correct format based on different types of writing activities.

Laldinsangi Renthlei, along with Nithiya Amirtham S examined the perceptions of diverse groups of college students regarding access and equity in higher education in Mizoram. Their total sample comprised of 1277 college students who were selected through

purposive sampling. Their findings revealed that both the stream of study in college and the medium of instruction in school significantly influenced college students' perceptions of access and equity in higher education in Mizoram.

Mita Banerjee and Pranay Pandey explored the integration of Indian Knowledge Systems into higher education, assessing its current incorporation, barriers to inclusion, and potential benefits for academic rigor, cultural diversity, and interdisciplinary learning. They found that while fields like Ayurveda, Yoga, and Sanskrit have gained institutional support, others such as Vedic mathematics and Indian philosophy remain underrepresented. Challenges include societal perceptions, curriculum rigidity, and institutional resistance. Their study showed the need for policy reforms, faculty training, and innovative pedagogical approaches to bridge traditional and modern knowledge systems.

Laltlanzaui Kawlani and Ellie Lallianpui analysed the status and institutional preparedness among colleges of Mizoram in adopting NEP 2020, drawing on data from questionnaires administered to NEP Coordinators and supplemented by interviews with administrators, faculty and students. Their findings revealed progress in areas such as value-added and skill enhancement courses, as well as the introduction of multidisciplinary curricula. However, they also noticed that significant barriers remained, including faculty shortages, infrastructural limitations, financial constraints, administrative delays and uneven awareness or capacity-building efforts. The study highlights the need for clearer guidelines, faculty development initiatives, infrastructural support and collaborative strategies to ensure uniform and effective implementation of NEP 2020 in the state. These insights have great contribution to the understanding of localized challenges of educational reforms in Mizoram.

Zorinpuia Sailo and Lynda Zohmingliani made a general inspection of the impact of holistic learning through multidisciplinary education in undergraduate colleges and highlighted how it is being put into practice in Mizoram. They recorded the changes happening in colleges and the difficulties faced while using this new method in higher education in India. They discovered that, through the introduction to a range of subjects, students could enhance their ability to think critically, innovatively and adapt effectively to the changes happening in their academic environment.

Pakbom Koyu and Muttu Vemula tested the awareness of inclusive education among higher secondary school teachers in Itanagar and Naharlagun, Arunachal Pradesh, within the context of the National Education Policy 2020. Data gathered from a sample of 80 higher secondary school revealed that nearly half of the selected samples had an average awareness about inclusive education with male teachers demonstrating slightly higher awareness than female teachers. The study highlighted a critical need for targeted professional development to enhance teachers' understanding and implementation of inclusive education practices. The findings underscored the importance of tailored training programs and policy adjustments

to address the specific challenges faced by educators in this diverse and geographically challenging region.

Lalramengmawia and Kabita Kumari, in their research on the self-efficacy of Chin refugee children residing in Champhai district. Among 60 refugee children who were in the age group 12-14 years studying in Holy Cross School, Champhai, was found that most of the refugee children had an average level of self-efficacy, this was followed some children having a low level, and there were only a few children who had high level of self-efficacy. Further, girls had a higher level of self-efficacy against their boy counterparts.

V. Vanlalruati and C. Chalthanmawii studied the perspectives of college students with regards to artificial intelligence and human rights. The results showed that most students (73%) had a general, but not particularly deep, understanding of these issues. Female students had noticeably more defined perspectives on the topic than their male peers. While students' fields of study didn't create a huge statistical difference in their views, a clear ranking in the strength of their opinions was found, with B.A. students holding the strongest views and B.Sc. students having the least defined ones. The findings of the study showed that students were aware of AI's significant influence, but they required necessary knowledge to pilot its ethical complicatedness.

All these articles have revealed the importance of sound policy changes in education and the urgent need to follow strict implementation processes in different parts of the nation in the drive to make India a place of educational and developmental growth hub. It is the hope of the Editorial board that readers may enjoy reading these articles and gain more knowledge in the field of education.

Lynda Zohmingliani
Chief Editor