

From the Chief Editor's Desk

Mizoram Educational Journal has once again managed to bring the September issue for 2026. The present issue has twelve articles, some of them conceptual but most of them research based with interesting findings.

Rosie Vanlalruati examined the complex sociological drivers dictating entry into the informal domestic labour sector in Aizawl, Mizoram. This paper has demonstrated how the “family-like” recruitment of young, uneducated rural women facilitates a distinct form of structural labour stratification. The findings indicate that while the sector’s extreme informality acts as an immediate “open door” for rural youth fleeing subsistence poverty, it ultimately functions as a mechanism of long-term economic entrapment—bypassing professional labour standards, limiting upward socio-economic mobility, and reinforcing gendered inequality within the urban environment.

Smaranika Samal, Ishita Mishra and Dipanshu Sharma examined how student-led activism can advance the United Nations Sustainable Development Goals (SDGs) and position youth as integral participants in the future, rather than recipients. The Activism-SDG Nexus model explains how inputs (education, mobilisation) lead to collective action that results in policy influence, and how feedback loops identify pathways to achieve this by empowering people through iterative empowerment. The paper stresses that despite obstacles such as structural inequalities and scalability challenges, youth activism redefines the implementation of the SDGs as dialogic and youth-focused, thereby adding moral urgency and transformative agency to sustainability.

Mikael L. Chuaungo studied the conceptual foundations of blended and hybrid learning and explores how GenAI is redefining these instructional approaches. The paper contends that the effective integration of GenAI depends on balancing technological innovation with sound pedagogy, ethical governance, institutional readiness, and continuous professional development. It concludes that, when implemented responsibly, GenAI can contribute significantly to the development of inclusive, resilient, and future-ready higher education systems.

T.C Rakil Ramhmachhuani and explored the role of education in fostering life skills and enhancing mental health among undergraduate students in Mizoram. The findings highlight the impact of structured educational interventions on students’ ability to cope with stress, build healthy relationships, and maintain a balanced mental state. Emphasizing culturally relevant approaches, the study underscores the importance of educational programs that address the unique socio-cultural context of Mizoram. Ultimately, education emerges as a vital tool not only for academic achievement but also for holistic development, equipping

undergraduate students with the competencies necessary for mental health promotion and lifelong well-being.

Grace Kim Khaute and Zothangpuii tried to find out the attitude of adolescents towards sexuality and Healthy behaviours. For the study, a sample of 400 students belonging to ten different schools in Churachandpur district of Manipur was selected. A questionnaire to assess the attitude of adolescents relating to sexuality and healthy behaviours constructed by the investigators was used for data collection. The study revealed that irrespective of their gender a high percentage of adolescents have positive attitude towards sexuality and engaging in healthy behaviours.

Ramdinmawia and J. Lalhriatpuii conducted a study aimed to find out and compare attitude towards sex education among youths and elders in different church denominations in Aizawl city. The sample consisted of 5 females and 5 male youths from each denomination and 3 elders from each denomination (7 church denominations) respectively. The study revealed positive attitude towards sex education among church members, regardless of gender. Younger members were open to learning about it, indicating growing awareness and changing societal perspectives. Elders of other churches also had a generally positive outlook, with no significant opposition. This suggests a shift from traditional resistance to a more tolerant attitude, possibly due to contemporary issues, health consciousness, and better educational initiatives. This suggests sex education is becoming a more common topic in churches.

Pooja Roy and Elizabeth Hangsing studied English language proficiency among secondary school students in the Chümoukedima District of Nagaland, with specific comparisons based on gender, locality, and type of school. A sample of 200 secondary school students were selected from various schools of Chümoukedima district through simple random sampling technique. The findings revealed significant differences in English language proficiency with regard to gender, where females performed significantly better than males leading to the rejection of the null hypothesis. The findings suggest the need for improving English language teaching practices, especially in government schools, and providing equal academic support to enhance proficiency levels among all secondary school students.

K. Lalnunsiami and Pramod Kumar N. worked on the methods used to promote HOT, such as inquiry-based learning (IBL), problem-based learning (PBL), flipped classrooms, authentic assessments, and technology integration. The findings called for curriculum reforms and faculty development at HEIs to bring in HOT to better adapt students to the HEI system to maximise their academic and professional performances.

Jacob Lalrinawma and F.VL. Malsawmdawngliani examined the transition from special education to inclusive education in Mizoram and Meghalaya, asking how far conversion has

gone and how ready the institutions are to complete it. Of Meghalaya's 9 recognised special schools, 5 (55.6%) had ceased to function as such by the time of data collection, whereas all 8 of Mizoram's remained unchanged. Since both states received an identical mandate simultaneously, the divergence appears to be associated with differences in financing and governance rather than with the national policy itself. A phased transition framework towards inclusion is proposed by the researchers based on their findings.

Lallawmpuii, R. Lalhmingangi and R. Lalthankhumi examined the moral values of middle school students in Aizawl City, focusing on differences based on gender and type of school management. The findings revealed that a majority of students possess high moral values. Female students exhibited higher moral values than male students. These findings underscored the importance of targeted efforts by teachers, parents, and policymakers to reinforce moral education, especially among boys and government school students

Vansangpuii and F. Lalrinzuali explored postgraduate students' perception on assessment practices at Mizoram University, evaluating their perceptions regarding fairness, effectiveness, feedback quality, transparency and alignment with course objectives. Their research findings highlight gaps in the effective integration of ICT-based assessments and inconsistent transparency in communicating grading criteria and internal marks. The study recommends diversifying evaluation methods, standardizing rubric transparency, enhancing digital assessment infrastructure and institutionalizing continuous, dialogic feedback loops in alignment with the competency-based frameworks envisioned by the National Education Policy (NEP) 2020.

Lalthianglimi and Lalrintluangi assessed the level of stress among women teachers. A descriptive comparative research design was adopted in which the study sample comprised of 83 women teachers of Mizoram. Data were collected using "Women Teachers' Stress scale" which revealed that most women teachers experienced a moderate level of stress. The findings highlight the need for regular stress management programs, supportive work environments, and strategies to promote the psychological well-being of women teachers.

Thus, all of these articles have their own value and significance in that they have managed to stress on the richness of education and its multidisciplinary nature. The journal wishes all a happy and enlightening reading once again.

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