PERCEPTIONS OF UNDER-GRADUATE STUDENTS IN MIZORAM RELATING TO THE IMPACT OF THEIR PARTICIPATION IN SOCIAL ACTIVITIES

FRANCIS L. R. PUIA TLAU

DEPARTMENT OF EDUCATION

MIZORAM UNIVERSITY

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ACTIVITIES

By

FRANCIS L. R. PUIA TLAU

DEPARTMENT OF EDUCATION

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MIZORAM   UNIVERSITY, AIZAWL
Department of Education
Tanhril, Aizawl-796004

Prof. B.B.Mishra   bana.mishra55@gmail.com
HOD, Education   9436353711(Mob),7978111141Mob)

Dated the Aizawl 13th Sept, 2019

CERTIFICATE

This is to certify that **Francis L. R. Puia Tlau, Ph. D Scholar, Department of Education, Mizoram University, Regn. No. MZU/Ph. D./808 of 09.11.2015,** has written his thesis titled '**Perceptions of Under-Graduate Students in Mizoram Relating to the Impact of Their Participation in Social Activities**, under my guidance and supervision. In preparing the thesis Mr. Francis L. R. Puia Tlau has complied with all the requirement as laid down in the Ph. D. Regulation of the University. The thesis is the original work of the scholar and has not been submitted for any degree to any other University.

(Prof. B. B. MISHRA)
Supervisor

MIZORAM UNIVERSITY

AIZAWL: MIZORAM-796004

Month: September   **Year: 2019**

DECLARATION

I, Francis L. R. Puia Tlau, hereby declare that the thesis/subject matter of thesis entitled "Perceptions of Under-Graduate Students in Mizoram Relating to the Impact of Their Participation in Social Activities" is a record of work done by me; that the content of this thesis did not form basis of the award of any previous degree to me, or to the best of my knowledge, to anybody else; and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University, Aizawl for the award of Doctor of Philosophy in Education.

                                                   (FRANCIS L. R. PUIA TLAU)
                                                   Candidate

(Prof. B. B. MISHRA)   **(Prof. B. B. MISHRA)**
Head   **Supervisor**
Department of Education   **Department of Education**

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(FRANCIS L. R. PUIA TLAU)

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Introduction

1.01:   Prologue

Society is like an organic whole and is composed of the individuals, as its parts. The process of socialization begins in early infancy and extends throughout the life cycle. The personality of the individual is shaped through socialization, which is a process of change in individuality. Through the process of socialization; people come to know about what to do, what not to do and what they must do. The society develops, retains and perpetuates patterns traditions and norms that persist overtime. It is an ongoing process of change through the social institutions like family, community, neighborhood, school etc. Through socialization an individual can operate harmoniously in the society.

Man is a social animal. It is said that man without society is a figment of imagination. He is born in the society and breath last in the society. During his lifespan he used to be influenced by the society and he influences the society as well. The home, school, media, society etc. are the agencies which socialize the individual. John Dewey (1897) in his famous declaration concerning education in his article 'My Pedagogical Creed'writes "all education proceeds by the participation of the individual in the social consciousness of the race". Ottaway was of the opinion that "education is an activity which goes on in a society, and its aims and methods depend on the nature of the society in which it takes place" (in Mathur, 2004, 42).

The role of social organizations in socializing the individual can never be undermined. In every society there are various social organizations which differ in

their constitution and role. During the lifespan, one not only becomes the member of such organizations by birth or through voluntary participation, but also his/her personality characteristics are shaped. In the Mizo society, there are many social organizations that play vital role in shaping and molding the behavior of its citizens from childhood till death. However, in the process of the activities of the societies, one has to spare his/ her time which, at times, affects his/her personal interests, activities, and responsibilities. The Mizo youths as the active members of these social organizations are expected to render their services. The present study primarily aims to reveal the feelings of college youths about the impact of their participation in the social organizations on their academic achievement, moral development and social development.

1.02: Stages of Human Development

Development refers to a continuous series of changes that happen in an arranged foreseeable pattern as an outcome of maturation and experience. Human development is an endless procedure from birth till death.Various developmental psychologists studied the developmental changes that occur in human beingsduring the life span. They attempt to give a complete picture of development and decay. From amongst many developmental psychologists, Erik Erickson seemsto give a comprehensive portrait of human development from infancy to old age.Hewas a student of Sigmund Freud. He offered a modified Freudian view of personality identity development through the life time. Erickson explains the development of human individual through eight stages of psychosocial development. At each stage, a crisis is presented and its resolve leads to development of goodness.The eight stages of development according to Erickson are briefly explained below:

i) Infancy

Period of Infancy ranges from birth to 18 months. This is the period of trust versus mistrust. The baby who comes to the new world only needs nutrition. If the mother forestalls and satisfies these wants constantly, an infant begins to learn trusting others and is developing self-confidence. Unavoidably the child will develop a feeling of nervousness and refusal if an infant is not given support and care it needed; it will develop distrust which may hinder proper development of personality in future.

ii) Early Childhood

This period ranges from 18 months to 3 years. This is the period of autonomy versus doubt. The child needs guidance since the critical issue during this stage is that the child begins to develop a feeling of individuality. By the second year of life, there is a significant development in the muscle and sensory apparatus and it is acquiring new skills and is no more pleased with just simply sitting and watching. The child moves from one place to another and observes the world around, nevertheless judgment progresses more slowly.

In a tremendously lenient atmosphere, the child meets problems beyond its ability to handle and it begin to doubt its capabilities. Likewise if there is over-control, it will develop a feeling of worthlessness and it will become ashamed of being incapable.

Therefore, early childhood period requires the cautious and continuous attention towards theneedsof the childandenvironmental issues.

iii) Middle Childhood

This period covers 3-5 years of age. This is the period of initiative versus guilt. After a child established a sense of individuality, it wants to tryout every possibility. During this period readiness to try different things is eased or withdrawn.

If the caretaker recognizes the creative power of the child in trying new activities and if it is stimulated, the crisis can be resolved in favorable way that will affect coming initiative. If not, the child will develop guilty feeling.

iv) Late Childhood

This period covers 5-12 years of age and it is the period of industry versus inferiority. At this stage,the child grows more attention span, needs a lesser amount of sleep andacquires more strength quickly. Thus, it can spend more energy in getting skills and the child wants accomplishment, irrespective of capability.

The child aims at developing a feeling of competence, rather than incapability. The success in this attempt leads to further industrious behavior while failure in this attempt leads to develop a feeling of inferiority. Therefore, the wardens must direct the child to pick up appropriate duty.

v) Adolescence

Adolescence period is the transition from childhood to adulthood. It spreads from 12 years to 20 years. It is at this stage that the individual attains puberty which leads to many changes. These changes have massive effects on sexual, social, emotional and vocational life of the individual and that is why this period is often described as a period of storm and stress.

The changes occur at this stage make the individual to find an identity, which means the development of an understanding of self and the goals one desires to achieve and the work or occupation role. The individual requires encouragement and the support of caretakers and peer groups. If he is successful in doing so he will develop a sense of self or identity, otherwise he will suffer from misunderstanding of role or identity confusion.

vi) Early Adulthood

This stage ranges from 20-30 years. As an adult, the individual takes a stronger place in society. Usually the individual possess a job and make contribution to community and have responsibility of maintaining a family and take care of descendants. These new responsibilities can create strains and frustrations. One important solution involves is an intimate relationship with other members of the family. This is a period of intimacy versus isolation.

If the problems of an individual are solved successfully by the love, care, affection and support of his family the individual leads a normal happy life, if not he will develop a feeling of separation and isolation which negatively affects the development of an individual's personality.

vii) Mature Adulthood

This period ranges from 30-65 years. It is also called middle age. This is the stage of generation versus stagnation. This requires extending an individual's interests beyond oneself to include the next generation. The positive solution to the crisis not only lies in giving birth to children, but also in teaching, working and caring for the youngsters. It also lies in the products and ideas of the culture.

This response replicates craving for the wellbeing of humanity instead of selfishness. If this goal is not attained the individual will be dissatisfied and experience a feeling of stagnation.

viii) Old Age

This period is the extension after 65 years till death. At this stage the goals and abilities of individuals have become more limited. The crisis in this stage is the integrity versus despair in which the person finds meaning in memories or instead looks back on life with disappointment. The term integrity refers to emotional integration; it does not mean accepting one's life as one's own responsibility. It is not based so much on what has happened earlier but on how one feels about it.

If an individual has found meaning in certain goals, or even in suffering, then the crisis has been acceptably set on. Otherwise, an individual experiences discontentment and the prospect of death bring misery. The weakening physical health conditions, declined income, death of spouse, etc. will still more worsen these feelings.

Freud believed that personality is mainly shaped in the first six years through insensible processes under the guidance of one's parents and that personality formation is irreparable. He believed that personality formation is more flexible and is continuing throughout life and it is to be influenced by family, friends and society. Erickson is different from Freud because he gives more emphasis on forces of social and cultural factors on human development.

1.03:   Socialization

Guskin and Guskin (1970, 98) have defined socialization as the process by which an individual learns the behaviors, the values and the expectations of others that enable

him/her to take on particular roles in the society. These are learned so that one can play his/her particular role in the society. Individuals do not come to this world with their roles defined. They learn their roles by living in the society. For example, the role of the mother or father or son is learnt by living in the society. The process by which the individuals come to learn their prescribed role and prepare to take up that role is known as socialization.

Socialization, in simple words, refers to the procedure by which individuals attain the skills, knowledge and temperaments that make them capable members of the society. A person becomes able member of his society when he is able to take on particular role in the society. Each individual has to meet the necessities laid down by other fellows of society for his behavior in a diversity of circumstances. These necessities may be arising out of his being a husband, a son, an employee, etc., which means that requirements are attached to some accepted statuses and positions in the society. The conduct which is required of a person in a given status can be defined as prescribed role. Socialization is thus a process through which the individual learns prescribed role. Also, through this process he understands the recognized statuses in the traditional positions in his society. Thus, we may say that socialization performs the function of transforming human raw material of society into good working members. Through this process an individual is led to understand the society's status, structure, and the role prescriptions and behavior associated with different positions in this structure.

Socialization can also be defined as a process of teaching and learning in which the society, the culture, and the other social organizations are the teachers and the learners are each and every member of the society. In this context, each

individual member of the society is both a teacher and a learner.Socialization is also a lasting course through which an individual learns societal expectations and how to cooperate with other individuals. Nearly all of the behaviors which are considered to be 'human nature' are actually learned through socialization. During socialization, each individual learns the way of talking, walking, feeding himself and about behavioral standards that enable him/her to fit in to the society and so much more.

Human behavior is not guided by instincts alone unlike that of animals. No one teaches birds how a nest is built and fly southward during the winter. No one teaches bees how to communicate with little dance. This is all instinctive. But the innovative factors operate in the case of man. We learn how to build houses, roads and weapons. Physiologically, human race is endowed with greater faculties; man is a rational being. Psychological reflexes like extra alertness, capacity to perceive, think and analyze, rationalize and plan for the future are found in man. However, the thought process and planning used to be reorganized and reshapedin the process of socialization. Human child has much longer dependence on parents and grant parents. During this period a good deal of socialization takes place as sensibility to environment, habits, attitudes, food habits, sleeping habits, sanitary habits, attitudes towards siblings, parents and neighbors. Thus, it can be said that shaping one's self as per needs of the society as knowing traditions, initiation of capacity to learn, read, perceive, imitate and to invent start with the process of socialization at home.

1.04:   An Overview of Theories of Socialization

Charles Horton Cooley: The Looking Glass Self

The looking-glass self is a social psychological concept created by Charles Horton Cooley in 1902. Cooley was influenced by different methods like

Pragmatism and Darwinism. His most noteworthy contribution was his theory of the 'looking-glass-self'. The concept of the looking glass self exhibits that self-relation, or how one views oneself is not an unsocial phenomenon, but rather includes others. It states that a person's self develops out of interactions with the community and the perceptions of others. The term refers to people developing their identity based on the perception of others, which leads the people to reinforce perceptions of other people upon themselves. People change themselves based on the opinion and perception of other people. Cooley states that society and individuals do not signify separable phenomena, but are simply collective and distributive aspects of the same thing. Cooley theorizes that human beings possess an inherent inclination to reach out, interact and socialize with the people and objects that surround them.There are three main components of the looking-glass self:

- Firstly, we envisage how we must appear to others.

- Secondly, we visualize the judgment of that appearance.

- Finally, we change our self through the judgments of others.

George Herbert Mead: Theory of Social Behaviorism

Sociologist George Herbert Mead believed that people develop self-images through connections with other people. He argued that the self, which is the part of a person's personality comprising self-awareness and self-image, is a product of social involvement. He outlined four ideas about development of the self:

1) *The self develops merely through social experience*: Mead rejected Freud's concept that personality is determined partly by biological drives.

2) *Social experience comprises of the exchange of symbols:* Mead emphasized that mostly human use of language and other symbols is to convey meaning.

3)   *Knowledge of others' intentions needs imagining the situation from their viewpoints:* Mead believed that social experience depends on seeing ourselves as others do or 'taking the role of the other' as he coined.

4)   *Understanding the role of others results in self-awareness:* Mead theorized that there is an active 'I' self and an objective 'me' self. The 'I' self is active and initiates action. The 'me' self continues, interferes and changes action depending on the response of others.

Mead believed that the key to self-development is an understanding of the role of others.

Sigmund Freud: Psychoanalytic Theory

Sigmund Freud was considered to be the originator of the psychodynamic approach to psychology, which looks to unconscious drives to describe the behavior of human individual.

Freud believed that the mind is in charge for both conscious and unconscious decisions that it makes on the basis of psychic drives. Freud believed that the id, ego and super ego are the three aspects of the mind to make up personality of a person. He thought that people are simply actors in the drama of their own minds; they are pushed by the desire and pulled by the coincidence. Beneath the surface, our personalities represent the power struggle going on deep within us.

The basic doctrines of psychoanalysis include the following:

- Firstly, human behavior, experience and thought are largely controlled by illogical drives.

- Those drives are largely insensible.

- Efforts to bring those drives into awareness encounter psychological confrontation in the form of defense mechanisms.

- Besides the inherited structure of personality, development of a person is determined by events in early childhood.

- Conflicts between conscious view of reality and unconscious material can lead to intellectual disorders, such as neurosis, neurotic traits, anxiety, depression etc.

- The emancipation from the consequence of the unconscious material is achieved through getting this material into the consciousness.

The Id, Ego and Super-Ego

Freud wanted to prove that his model was universally valid. Thus, he turned to ancient mythology and contemporary ethnography for comparative material. Freud called his new theory the Oedipus complex after the famous Greek tragedy Oedipus Rex by Sophocles. The Oedipus conflict was defined as a state of psychosexual development and awareness. Freud proposed that the human psyche could be divided into three parts: id, ego and super-ego.

Id

According to Freud the id is the part of the unconscious that look for pleasure. His idea of the id explains why people act out in certain ways, when it is not in line with the ego or superego. The id is the part of the mind which holds all of most basic and original instincts of humankind. It is the thoughtless, unconscious part of the mind that is based on desire to seek immediate satisfaction. The id does not have a grip on any form of reality or result. Freud understood that some people are guided by the id because it makes people absorb in need-satisfying behavior

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without in conformity with what is right and what is wrong. Freud likened the id and the ego to a horse and a rider. The id is equated to the horse that is directed and controlled by the ego or the rider. This example describe that even though the id is supposed to be controlled by the ego, they often interact with each other in relation to the drives of the id.

Ego

To sustain a realistic sense here on earth, the ego is responsible for maintaining a balance between pleasure and pain. It is not possible for all desires of the id to be met and the ego realizes this but it continues to seek desire and contentment. Even though the ego does not realize the difference between right and wrong, it is aware that all drives cannot be met at a given moment. The principle of reality is what the ego functions by in order to help satisfy the id's demands as well as cooperating according to reality. The ego is an individual's "self" composed of unconscious wants. The ego is the second component for the development of personality. It is the part that controls our consciousness and it is responsible for sorting out what is real. It helps us make sense of our thoughts and actions. The ego takes into consideration the moral and social ideals to balance out the desires arising from the id. The ego has closer contact with the perceptual system although both of them are unconscious. The ego is able to control the instinctive demands from the id because it has the function of self-preservation.

Super-Ego

The super-ego is the social component of personality and morality of an individual. It develops around the age of four or five and it incorporates the morals of society. Freud believed that the super-ego is what allows the mind to control its

impulses that are looked down upon morally. It can be contemplated as the moral sense of the mind as it has the ability to differentiate between realities as well as what is right and what is wrong. Freud believed that without the super-ego a person would act out with hostility and other immoral behaviors since the mind would have no understanding of the difference between right and wrong. The super-ego is considered to be the awareness of an individual's personality and it can overrule the drives coming out of the id. Freud divided the super-ego into two categories viz. the ideal self and the conscience. The ideal self contains images of how people should act in accordance with the ideals of the society. The conscience contains the standards and morals existed within the society that prevents people from acting out of their inner desires.

1.05:   Agencies of Socialization

Socialization occurs all through our life, but some of the most significant socialization happens during childhood. The most influential agents of socialization during childhood are family, school, community, peers, mass media, workplace and the state.

Family

Family is considered to be the first world of the child. Since family is always regarded as the most important instrument of socialization, it is always better to start from the role of family in the social development of an individual. Infants are fully reliant on others to survive. Parents, family members and others play an important role in teaching their children how to function and to take care of them. The parents along with the rest of the members of the family used to teach the young children about close relations, peer life, and sharing of properties. Besides

these, they are responsible for providing their children the main system of norms, values, and principles i.e. a system that is typically an image of societal status, religion, ethnic group, race, etc.

The family is the primary agency of socialization. Family is also a world in itself in which the child is taught the way to live, to move and to have his being. Within the family the natal, defense and nursing of the child take place and development of the first and close linking with people of different ages and genders which form the beginning of the development of child's personality. It is within the family that the child begins to develop an initial sense of self and habit-training like eating, sleeping etc. Considerably, the instruction of the child, whether in primitive or modern complex society, happens inside the circle of the family. The paramount relationships of the child are with the immediate members of his family like parents and other members of the family.

The child first experienced love, collaboration, authority, direction and safeguard in his family. He also learnt and developed language from family during childhood. Since family is the primary agency of socialization during infantile, parents play a vital role in leading their children into their gender roles considered suitable in the society. Parents intentionally or unintentionally teach gender role, behavior and values that they will hold throughout life. Children often adopt the attitudes of parents towards work and about the importance of education, patriotism, society and religion.

School

The school is a social institution which fulfils the special needs of the society.A school is described as a social institution because: it is a cultural configuration, it is

formed purposefully to fulfill individual desires and social needs, and it embodies certain norms and has its own standardized way of solving societal problems. The school trains and socializes the individual and thus serves the societal needs. But it is to be remembered here that the societal needs differ in different societies.

After family the educational institutions play an important role in the socialization of young individuals. In some non-literate societies, mostly socialization of an individual takes place inside the family but in more compound societies the educational institutions also plays an important role in socializing the child. In the schools, children are not only taught about reading, writing and other basic skills; but also learnt the way to develop and to discipline themselves, to cooperate with their peers, to comply with the rules and to test their attainments by taking part in various types of competitions.

In the schools, children are trained with sets of supposition on the profession, job and careers that they will follow after they complete their academic life. Schools play a significant role in imparting knowledge to the students in various disciplines which are most basic to adult functioning in the community. It is believed that learning at home is essentially on an individual and emotional level while learning at school is mostly intellectual.

Community

Besides home and school, community has a greater responsibility towards socialization. As Crow and Crow (in Yogendra K. Sharma, 2003, 242) commented, "A community cannot expect something for nothing, if it wishes its young people to serve their community well; it must provide whatever educational advantages are

needed by the young people, individually and collectively, to prepare themselves for that service."

Peer Group

Apart from the family and schoolmates, the peer group plays a very significant role in the process of socialization of the child. In the peer group, the youngsters as a member of that group learn to approve the accepted ways of the group and to accept the fact that social life is based on regulations. The role of peer group in socializing an individual has been growing day by day these days.

Today, youngsters devote substantial time with one another outside the family. Especially the youths in the cities or towns that have access to vehicles are spending much time together with their friends away from their families. Studies have shown that the youths used to create their own exclusive sub-cultures like the school campus culture, the drug culture, the motorbike crazes, sporty group culture etc. Therefore, the peer groups play an appreciated role by supporting the switch to mature responsibilities.

Adolescents imitate their friends in part as the peer group sustains a meaningful system of rewards and punishments. The peer group may inspire a young person to live a life that society considers praiseworthy.

In the meantime the peer group can stimulate its member to violate the societal norms and values by driving uncaringly, robbery, stealing vehicles, engaging in acts of annihilation etc. Some studies on deviant behavior found that the influence of peer group is more than the family in inculcating the behavior patterns.

Why do some youngsters choose peer groups which generally support the socially acceptable adult standards while others select peer groups which are at conflict with the social order? The choice seems to be connected with self-respect. Perhaps the statement that 'seeing is behaving' works. This means that how we perceive ourselves is how we act.

The typical delinquent often sees himself as unloved, worthless, inacceptable, incapable and unappreciated. Then he joins antisocial peer group with other such destitute youngsters which supports and approves his resentful and aggressive behavior. On the other hand, the honest youth perceives him as loved, capable, valued, esteemed and accepted. Thus, he joins some peer group which supports socially desirable behavior.

Mass Media

From the early ages of print media to modern age of electronic media like radio, television, computer, mobile phones, internet etc., the mass media continues to play a significant role in molding and shaping the personality of the individuals. Since the last century, technological inventions like radio, television, recorded music, and mobile phones have become one of the most important agents of socialization.

Today, television and even smart phones, in particular, are a driving force in socializing the youngsters almost all around the globe. The study conducted in United States of America found that the average youths (between the ages of 6 and 18 years) have devoted most of their time for watching 'YouTube' than studying in school. Besides sleeping, watching TV, computers and playing with smart phones are the most time-wasting activities of the youths in the present day.

Workplace

The important aspect of socializing an individual includes learning in what manner to behave properly within the workplace. Occupational socialization cannot be parted from the socialization experiences that occur during childhood and adolescence. Almost all of the individuals are exposed to work-related roles by witnessing the work of parents and others whom they met while performing their duties and of people shown in the media.

The State

Sociologists have increasingly acknowledged the state as an essential agent of socialization due to its growing effect on the life sequence. Before, the protective functions of an individual were performed by family members but they have gradually been taken over by the outside agencies such as hospitals, community, health clinics and insurance companies etc. Thus, the state has turn out to be a breadwinner of child care, which allocates it a new and direct role in the socializing infants and youngsters.

Besides these, an individual's life is greatly influenced by national interests. For example, labor unions and political parties serve as mediators between the individual and the state. Regulation of the life cycle by the state to some degree forms the station procedure by swaying the views of suitable behavior at particular ages.

1.06: Socialization at Different Stages of Development from Psychological Perspective

Erik Erikson - Stages of Psychosocial Development

Erikson's stages of psychosocial development are based and expanded upon Sigmund Freud's psychosexual theory. Erikson believed that the people are motivated by the need to attain competency in certain areas of their lives. According to psychosocial theory, we all experience eight stages of development throughout our lifespan, from infancy to late adulthood. At each stage there is a crisis or task that needs resolution. Successful achievement of each developmental task results in a sense of competence and a balanced personalitybut failure to complete leads to feelings of insufficiency.

Erikson's stages of psychosocial development are as follows:

Trust vs. Mistrust

From birth to 12 months of age, infants must learn that adults can be trusted. This occurs when adults meet a child's basic needs for survival. Infants are depended on their caregivers. Thus, those caregivers who are responsive and delicate to their infant's needs support their baby in developing a sense of trust and their baby will perceive the world as a safe and foreseeable place. On the other hand, unresponsive caregivers who do not meet their baby's needs are likely to develop in their child feelings of anxiety, fear and mistrust and their baby may see the world as unpredictable. If infants are treated cruelly and if they are not provided their needs appropriately, they will likely develop a feeling of mistrust for other people.

Autonomy vs. Shame/Doubt

At the age of 1–3 years children begin to explore their world and they learn that they are able to control their actions and act on their environment to get results. They show clear partialities for some elements of the environment like food, clothing, toys etc. A toddler's foremost task is to resolve the issue of *autonomy vs. shame and doubt* by beginning individuality. This is the stage of "me do it". For example, we might observe a promising sense of autonomy in a 2 years old girl child who wants to choose her clothes and dress herself. Even though her clothes might not be suitable for the condition her input in such basic decisions has an influence on her sense of independence. If she is denied of the opportunity to act on her environment, she may develop doubting her capabilities, which in turn can lead to development of low self-esteem and feelings of shame.

Initiative vs. Guilt

At the pre-school stage (ages between 3–6 years), children are capable of initiating activities and declaring control over their world through social communications and play. Erikson theorized that preschool children must resolve the crisis of *initiative vs. guilt.* Pre-school children can master this task by learning to plan and to achieve goals while cooperating with their peers. Occurrence of initiative i.e. a sense of ambition and responsibility can happen when parents allow a child to explore within limits and then support the choice of them. These children will develop self-confidence and a sense of purpose. Children may develop feelings of guilt if their initiative is misfiring or suffocated by over-controlling parents.

Industry vs. Inferiority

At the elementary school stage (ages between 6–12 years) children face the crisis of *industry vs. inferiority.* They begin to compare themselves with their peers to see how they measure up. They may develop a feeling of pride and accomplishment in their schoolwork, sports, social activities, and family life. But on the other way they may feel inferior and insufficient because they feel that they don't measure up. An inferiority complex might develop into adolescence and adulthood if children do not learn to get along with others or have negative experiences at home or with peers.

Identity vs. Role Confusion

In adolescence (ages between 12–18 years), children face the crisis of *identity vs. role confusion.* According to Erikson, an adolescent's main task is developing a sense of self. Adolescents struggle with questions such as Who am I? and What do I want to do with my life? Along the way, most adolescents try on many different selves to see which ones fit; they explore various roles and ideas, set goals and attempt to discover their adult selves. Adolescents who are successful at this stage have a strong sense of identity and are able to remain true to their beliefs and values in the face of problems andother people's perspectives. When adolescents are indifferent, do not make a conscious search for identity, or are pressured to conform to their parents' ideas for the future, they may develop a weak sense of self and experience role confusion. They will be unsure of their identity and confused about the future. Teenagers who struggle to adopt a positive role will likely struggle to find themselves as adults.

Intimacy vs. Isolation

At the early adulthood (ages 20s through early 40s), people are concerned with *intimacy vs. isolation.* After we have developed a sense of self in adolescence, we are ready to share our life with others. However, if other stages have not been successfully resolved, the young adults may have trouble developing and maintaining successful relationships with others. Erikson said that we must have a strong sense of self before we can develop successful intimate relationships. Adults who do not develop a positive self-concept in adolescence may experience feelings of loneliness and emotional isolation.

Generation vs. Stagnation

When people reach the age of 40s, they arrive at the time known as middle adulthood, which extends to the middle 60s. The social task of middle adulthood is *generation vs. stagnation.* Generation involves finding your life's work and contributing to the development of others through activities such as volunteering, mentoring, and raising children. During this stage, middle-aged adults begin contributing to the next generation, often through childbirth and caring for others; they also engage in meaningful and productive work which contributes positively to society. Those who do not master this task may experience stagnation and feel as though they are not leaving a mark on the world in a significant way; they may have little connection with others and little interest in efficiency and self-improvement.

Integrity vs. Despair

From the mid-60s to the end of life, we are in the period of development known as late adulthood. The crisis at this stage is called *integrity vs. despair.* Erikson said that people in late adulthood reflect on their lives and feel either a sense of

fulfillment or a sense of failure. People who feel proud of their accomplishments feel a sense of integrity, and they can look back on their lives with few regrets. However, people who are not successful at this stage may feel as if their life has been wasted. They focus on what 'would have,' 'should have,' and 'could have' been. They face the end of their lives with feelings of bitterness, depression, and despair.

1.07: Impact of Modernization on Social Structure in Indian Society

Modernization is a process by which contemporary scientific information is presented in the society with the ultimate purpose of attaining a better and more satisfactory life in the widest sense of the term accepted by the society concerned.

Modernization represents a rational attitude towards issues and their evaluation but not from particularistic point of view. Modernization is entrenched in the scientific world view and it has deeper and positive association with levels of dissemination of scientific knowledge, technological ability and resources.

Modern society has specific economic, political and cultural features. In economic scope, a modern society is characterized by:

(a) Development and expansion in technology.

(b) Specialization in economic role.

(c) Scope for saving and investment.

(d) Extension of market from local to international.

In political scope, a modern society is characterized by:

(a) Falling of traditional rulers.

(b) Formulation of philosophy for the rulers to handle the power.

(c) Decentralization of power among the members of the society. Scope must be provided for participation of all in the decision making process.

In the cultural scope, a modernizing society is characterized by:

(a) Growing distinction among the fundamentals of culture like philosophy, religion and science.

(b) Spread of knowledge and secular education.

(c) Introduction of compound institutional system for the progression of specialized roles.

(d) Increase in media communication.

(e) Growth of new cultural elements based on:

(i) Progress and improvement.

(ii) Expression on capability.

(iii) Stress on dignity of the individual and his competency.

Modernization is a process of adaptation of new values, cultural elements and technology in the various fields of life. It is really the ability of a society to challenge, conquer and prepare itself to meet the new challenges.

Thus, the society adopts two methods:

1. By reorganizing its social structure.

2. By adapting the traditional standards and values.

Due to modernization so many changes are found in India:

- Introduction of new establishments like banking, mass media communication etc.

- Introduction of new value systems such as equality, justice, individualism, secularism etc.

- Acceptance of scientific revolution.

- Raising the standard of living.

- Introduction of large scale industries.

- Reformation of political system, i.e., introduction of democracy.

- Introduction of structural changes in social institutions like family, marriage, caste etc.

- Rise of the middle class.

- There are some eliminative alterations like disappearance of cultural traits, behavior pattern, values etc. Example, elimination of feudal power.

- There is shifting of attitude from sacred to secular.

- Appearance of new forms because of synthesis of old and new elements. For example, nuclear family in structure but functioning as joint.

- Acceptance of new cultural traits such as new election system.

1.08:   Impact of Participation in Social Activities

Social activity implies the activity that involves association with other people. It is an activity considered appropriate on social occasions, action taken by a group of people, the act of consorting with or joining with others and the action of people mingling and coming into contact. Thus, social activity involves the various activities carried on by the social organizations for the sake of common good. The social activities have many positive impact besides socialization for which every community has certain provisions in shape of traditions and rituals which every member is supposed to imbibe. Some common benefits arising of social activities organized by communities are discussed below:

Impact on physical development: Every enlightened community takes care of the physical well-being of its youngsters by making provisions for nutritious food, occasions for rest, plenty of physical exercise, etc.

Impact on mental development: The community can play an important role in the mental development of its citizens by providing musical competitions, cultural functions, dramatic performances, seminars, etc. Besides, every enlightened community also builds libraries and reading rooms and encourages people to use them because mental development is hastened in the process of acquiring knowledge.

Impact on cultural development: Every community has its own distinctive customs, modes, mores, modes of behaviour, traditions, ideals, etc., which are transferred to the younger generation through the process of socialization. This socialization process has so profound an influence upon the individual citizens that one can find distinctive patterns of behaviour evolving in them which serve to distinguish them from members of any other community having a different set of ideals and traditions.

Impact on moral and character development: Community has an impact on moral and character development too. Every society has its own code of ethic which differs in some degree from that of other societies, and this difference is reflected in the behaviour of its citizens. Even the most backward society has some primitive moral code and it tries to instil these moral ideas into the younger generation. It is the community which provides the environment for the moral development of the child. If this environment is favourable, it will create good character while on the contrary one will find defective character formation if the environment itself is

defective. Hence, in this respect the duties of the community are self-evident.By the process children become logical, rational and distinguish between right and wrong, virtues and vices, and learn desired behaviour.

Impact on social development: Community is responsible for developing the community sentiment among its citizens, and this community sentiment creates in them a feeling and a sense of responsibility towards the community which brings with it awareness of certain duties. In Indian society the individual's socialization is achieved through a variety of religious functions deliberately intended to create social consciousness in the child participating in the function. This awareness of the society around one is manifested in each individual's desire to win the praise of the members of the community and to avoid criticism and disrespect.

In spite of such benefits, it must be remembered that development of social consciousness does not imply a blind following of the traditional rules and customs of society. Many people do reflect upon the nature and values of all these customs, and if they find them defective they raise their voices against such customs and vigorously arouse people to get rid of them. This happens to be the beginning of social reform movements, and if members of the community cooperate with the revolutionaries, social reform takes place. But, all this takes place within the society, because, the process of development and improvement of society occur within the society, not outside it.

Some western studies have revealed that in larger communities students are much less acquainted with neighbourhood and its activities and participate much less in community activities, whereas students in small communities are more conversant with neighbourhood and its activities and participate much more in

community activities. The question here arises, what is the importance of more or less participation of students in community activities for their education? The students participating in community activities develop better relations with its members. Their interactions and interrelationships with them develop in them some social skills which help them in making adjustment with teachers and other students in school. This also helps the students to develop obligation to school which indirectly helps them in raising their educational achievement. On the other hand, in large communities, students participate in its activities much less and therefore fail to develop adjustment skills. This makes their adjustment to school environment also difficult and in many cases threatens their educational achievements.

1.09:   Importance of Academic Achievement on Students' Carrier and Life

Academic achievement is very important because it is strongly linked to the positive results we value and it directly decides the positive outcomes of the students after graduating. There is nothing out of the blue, a research shows that the students with good degrees or high levels of education are more probably to be employed and paid a higher salary grade than the others with no academic achievement. Individuals who are academically successful and with high levels of education are more likely to be employed and have stable employment, have more employment opportunities than those with less education and earn higher salaries. They are more likely to have health insurance, are less dependent on social assistance, are less likely to engage in illegal activity, are more active as citizens and charitable volunteers and are healthier and happier. Academic achievement is important because it prepares students for future careers. It also allows students to enter

competitive fields. Academic achievement is often a sign of an advanced intellect, which can help students in all areas of their lives.

Academic achievement is important because working people will need higher levels of education to tackle the technologically demanding occupations of the future. In this present day, we require a post-secondary education in order to get employed. Academically successful adolescents have higher self-esteem, have lower levels of depression and anxiety, are socially motivated, and are less likely to misuse alcohol and engage in substance abuse. Positive self-esteem and self-confidence are critical factors in commitment to academic accomplishment. Parents who were involved in their child's education and family activities saw positive results in the area of behaviour, academics and social interactions. Children who master basic reading, writing and arithmetic skills are less likely to fail in school and more likely to develop the thinking skills they need to graduate from high school and post-secondary school. Being confident in these basic academic skills is also necessary for finding and keeping jobs that provide a steady income, benefits and opportunities for advancement. Individuals, who are better organized, better prepared and have an organizational plan and planner did better in school and will continue to be like that in their career. Organization, time management, prioritization, concentration and motivation achieve academic success. When it comes right down to it organizational skills may be just as important as reading, writing and arithmetic in creating a well-rounded, self-sufficient individual. Non-academic sports and the performing arts influence achievement. They include confidence in one's abilities, the ability to manage stress efficiently, and the capacity to focus and block out distractions. Skills such as critical thinking,

decision-making, and conflict resolution are important for success in any walk of life. Academic achievement is important for the successful development of young people in society. Students who do well in school are better able to make the transition into adulthood and to achieve occupational and economic success. Given the specialization required for many jobs these days, youth who are entering the employment market do need a considerable base of knowledge and in many cases, particular skills.

1.10: Brief Profile of Mizoram and Mizo Culture

Mizoram is one of the states of Northeast India, with Aizawl as its capital. The name is derived from Mi (people), Zo (hill) and Ram (land), and thus Mizoram implies "land of the hill people". Mizoram is a land of rolling hills, valleys, rivers and lakes. Mizoram is located in the North East of India and its latitude lies at $21^o58'$ & $24^o35'$ N and longitude – $92^o15'$ & 93^o29 E. It has a total area of 21,081 km. It has as much as 404 km of international border with Myanmar and Bangladesh and sharing borders with the Indian states of Tripura, Assam, Manipur. Mizoram has eight districts, namely Aizawl, Lunglei, Saiha, Champhai, Kolasib, Serchhip, Lawngtlai and Mamit.

Mizoram was part of Assam until 1972, when it was carved out as a Union Territory. It became the 23rd state of India on 20 February 1987. As per 2011 census, Mizoram has a population of 1,091,014 with 552,339 males and 538,675 females. Mizoram is second least populated state of India. The population density of Mizoram, according to 2011 Census, is 52 persons per sq km. The sex ratio of the state is 976 females per thousand males, higher than the national ratio 940. The

literacy rate of Mizoram in 2011 was 91.33 per cent, higher than the national average 74.04 per cent, and third highest among all the states of India.

The culture of the Mizo tribes and its social structure has undergone tremendous change over the years, since the arrival of Christianity in late 1890s. Contemporary people of Mizoram celebrate Christmas, Easter and other Christian celebrations replacing many of old tribal customs and practices. The growth of Christianity, scholars' state, was shaped from a foundation of cultural, religious and socio-political structure. One such foundation cultural element of Mizo people was 'Hnatlang', which literally means social work, united labor or community labor. A consequence of 'Hnatlang' was the culture of 'Tlawmngaihna', which does not have a direct English translation. 'Tlawmngaihna' as cultural concept incorporates behavior that is self-sacrificing, self-denying, doing what an occasion demands unselfishly and without concern for inconvenience caused, persevering, stoical, stout – hearted, plucky, brave, firm, independent, loath to lose one's good reputation. Thus, after a fire or landslide or flood damage, the Mizo culture is one of spontaneous humble social work without demands or expectations.

1.11:   Social Organizations in Mizoram and their Activities

In Mizoram, we have many social organizations that are taking active parts in community works and lead the people for the concerns of the society. Among them the organizations like Young Mizo Association (Y.M.A), MizoZirlai Pawl (MZP), Mizo Students Union (MSU) etc and the church youth organizations like KristianThalai Pawl (KTP), ThalaiKristian Pawl (TKP), Salvation Army Youth (SAY), Pentecostal Youth Department (PYD), etc. are the important ones that used to play active role in shaping and molding the character of the people starting from

the early stages of life which ultimately benefits the society and the nation. A brief description on these social organizations is made as under:

Young Mizo Association (YMA): YMA is the largest and most comprehensive non-profit, secular and non-governmental organization of the Mizo people. It was established on 15th June 1935, originally as the Young Lushai Association (YLA), which was later replaced with the Young Mizo Association in 1947. It was initiated by the Welsh Christian missionaries who understood the need of cultural conservation of the Mizo tribe, who were under pressure of political and social modernizations. It was registered as SR No. 4 of 1977 under Indian Societies Registration Act (XXI of 1860) on 14th May 1977 to the government of Mizoram. The association is administered by a central committee (Central YMA), headquartered at Aizawl, and under which there are 5 sub-headquarters, 47 groups and 772 branches, which covers all of Mizoram and some parts of Assam, Manipur, Meghalaya, Nagaland and Tripura. YMA is the only body in which all the Mizos can take part. YMA has three mottos- Good use/ proper utilization of leisure time, Reverence for a good Christian life and Striving towards a holistic development of Mizo society.

Important activities of YMA: YMA never fails to play its voluntary roles, by following its theme *"To help the needy",* as follows:

- Soon as they know someone is dead in their respective areas, members rush to the spot and never lose a minute in helping or arranging the hospitality to the bereaved family.

- They make every possible seat arrangements for the public who are coming to show their condolence for the bereaved family.

- They arrange refreshment, tea and drinking water for the people before the burial of the dead.

- If death takes place after 10 a.m. or if any dead body is brought to the locality from other places, decisions are taken by the leaders of YMA relating the funeral activities.

- Male members of YMA used to dig the grave-pit on voluntary basis.

- After the burial of the dead the YMA members take charge of singing condolence songs in that house for three nights.

- Most YMA branches keep some readymade coffins and gifts at their cost to meet such urgency of the locality and also outside.

- On YMA day i.e. 15 June, almost every branch of YMA used to organize a mass cleanliness program and the members use to sweep the streets of their respective locality.

Ten Commitments of YMA:

YMA imposes its members of:

- Self-discipline and righteousness

- Good management of family

- Just and truthfulness

- Tolerance

- Politeness

- Chivalry and usefulness

- Social commitment

- Respect for religion

- Preservation of culture

- Abstinence from liquor and drugs

Mizo Zirlai Pawl (**MZP**): It is also known as **Mizo Students' Association.** This organization was established on 27th October, 1935. It was registered as No. 35 of 1969-70 under the Firm and Society Act. Its motto is Union is strength. Its main aims include preparing all people to be valuable citizens for the Mizo nation and to help the government in the development of the state and Mizo nation. MZP is a Mizo multinational student organization. It is not-for-profit organization. All Mizo students are the members of this association. Its General Headquarters is in Aizawl, and it has headquarters in most other Mizo inhabited areas. Under the General Headquarters and Headquarters, it also has Sub-Headquarters and under the Sub-Headquarters, Branches are also established in many villages. MZP also has cooperation with the students' union of all colleges in Mizoram and Women Polytechnic in Aizawl and Lunglei, and the vice president and general secretary of each students' union are the ex-officio committee members of their respective Hqrs/Sub-Hqrs. The president and general secretary of Mizoram University Students' Council are also the ex-officio committee members of the General Headquarters. The following are some of the main aims and objectives of MZP:

- To safeguard the rights and unity of all Mizo students.

- To prepare Mizo people to become helpful citizens of the state (Zoram).

- To do its best to unite all Mizo people and create an independent Mizo state out of all the territories historically occupied by Mizo people.

- To prevent and attack corruption in Mizoram.

- To conserve traditional Mizo values.

Important activities of MZP: Since MZP is a student organization; the important activities performed by MZP are as follows:

- MZP used to give certificate of appreciation every year to those Mizo students who rank the top ten in the High School Leaving Certificate (HSLC) examination conducted by Mizoram Board of School Education (MBSE).

- To unite all the Mizos in different corners of the country and to preserve the Mizo culture and traditions, MZP General Headquarters used to organize ZOFEST a famous festival every year inviting leaders and members from headquarters, sub-headquarters and Mizo student organizations both from inside and outside Mizoram.

- MZP used to give advice and also assistance to the state government on issues which are related to the Mizo nationalism, issues regarding educational systems and schemes and issues concerning students of different levels.

- MZP also used to organize Inter School/College Quiz competitions as much as possible in collaboration with the Local Cable Network for the interested and talented students.

Mizo Students' Union (MSU): It was established on 12th February 1986 at Aizawl Club, Aizawl. It was believed that MSU was established on 1st November 1979 in Shillong for the first time in India by the Mizo students who pursued their education outside the state of Mizoram. MSU had made a lot of contributions in order to make Mizoram a peaceful and harmonious state. MSU has the following eight objectives:

- To prepare the Mizo students to make the highest possible achievements:

- To safeguard the Rights of Mizo students and to use its best efforts to bring the prosperity of the Mizo students.

- To help the needy and reward the deserving Mizo students.

- To establish common brotherhood and cooperation among all Mizos, all students from different places.

- To do its best to prepare for safeguarding Mizo nationalism. To safeguard the homeland and the gens of the Mizos, protect it from the possible assimilation.

- To do its best to unite all Mizos.

- To prepare the students to become good citizens.

Important activities of MSU: The activities of MSU are almost similar to that of MZP as both are student organizations. MSU used to perform its functions as under:

- MSU used to give certificates of appreciation every year to those Mizo students who rank the top ten in the Higher Secondary School Leaving Certificate (HSSLC) examination conducted by Mizoram Board of School Education (MBSE).

- Like MZP MSU never fails to play their roles on issues which concern Mizo nationalism, education system, and common brotherhood of all Mizos.

India is a country of diversity in terms of race, religion, language and culture. Different societies have their own social organizations which intend to socialize the future generations. Further, there are varieties of social organizations which work at different levels with different objectives. The Mizo society is not an exception to it.

1.12: Church Organizations in Mizoram:

The church organizations also play an important part in Mizo society by rendering services to its members through various activities going within it. In Mizoram, there are different denominations like Presbyterian Church of India (PCI), Baptist Church of Mizoram (BCM), Salvation Army (SA), United Pentecostal Church (UPC), etc. In these church groups, the members play different roles and take part in various activities organized by their respective groups so as to serve their respective churches and above all the Lord. Most of the activities in these groups are usually meant for the administration and functioning of the church and even they also used to do some community work.

Activities of Church Organizations: The most common and popular activities of churches include cleaning of streets, street preaching, organizing sports and entertainment programs, publishing books, donating blood, making public urinal, helping the needy and poor members of society, organizing leadership training programs and meetings etc.

In the activities of the above social organizations, the youngsters take active part guided by senior members. The youngsters include both males and females of above 14 years age.

1.13: Rationale of the Study

The Mizo society is a unique society as compared to other societies of the world because it has a lot of social activities which cannot be found not only in other parts of our country but also of the world. In almost all of these activities, those who are actively participating are the youths above 14 years of age. From this point, it can be seen that the students, above class- VIII or so, are the active participants. The

main reason for active participation of the students is that in Mizo society when an individual becomes socially mature person i.e. 14 (according to the age norm given by Y.M.A), he/she is supposed to perform his/her duties as a member of the society. The society expects him/her to conform to the ongoing practices and to take part in those activities that are going on within the society. Since they are included in the age group of the youths even the students have to take active part in social activities as far as possible otherwise they may not be regarded as a useful member of the society. Therefore, the students have to perform such duties in order to become socially acceptable persons. It is customary in Mizo society that the youths have to render their services in the occasions such as death, accidents, calamities, cleaning of streets and some other activities that are used to organize by the social organizations. Sometimes they have to pass sleepless nights in a mourned house if someone died in the neighbor in order to show their condolence for the mourning family.

No society has remained static. Due to the process of modernization and acculturation all societies have undergone changes, Mizo society is not an exception to it. Participation in social activities, undoubtedly, takes a lot of time and especially for the students, it may affect their performance in academic life in a negative way if they spend too much time for taking active parts in these social activities. On the other hand, participation in social activities can help in gaining skills, knowledge, experiences, qualities, etc. that are important for leading happy and successful life. Moreover, participation in these social activities inculcates values such as service to mankind, sincerity, punctuality, honesty, hospitality etc.

Today, it is being observed that owing to tough competition for jobs, in business and in other activities for earning livelihood people has lesser time for such social activities and there might have been change in the attitude of the people, particularly among youngsters and students to spend their time for social activities.

1.14: Research Questions

In the light of the above discussions, the following questions are raised:

- What are the perceptions of Mizo undergraduate students about the constitution, membership, objectives and functions of social organizations with reference to their gender and stream of study?

- What are the perceptions of Mizo undergraduate students relating to the impact of their participation in social activities upon their academic achievement with reference to their gender and stream of study?

- What are the perceptions of Mizo undergraduate students relating to the impact of their participation in social activities upon their moral development with reference to their gender and stream of study?

- What are the perceptions of Mizo undergraduate students relating to the impact of their participation in social activities upon their social development with reference to their gender and stream of study?

- Is there any variation in the perceptions of male and female Mizo undergraduate students relating to the impact of their participation in social activities upon their academic achievement, moral development and social development?

- Is there any variation in the perceptions of Mizo undergraduate students pursuing arts, science, commerce and professional courses relating to the

impact of their participation in social activities upon their academic achievement, moral development and social development?

- What are the suggestions of Mizo undergraduate students for their effective participation in social organizations?

1.15: Statement of the Problem

It is a fact that the socio-cultural practices vary from society to society and the nature of social activities and involvement of people also vary from society to society. There may be studies in other cultures; however, no critical study has been conducted in Mizoram regarding the students' perceptions about their participation in social activities. It will be interesting to conduct a study to reveal the perceptions of the students about involvement in social activities and its influence on their academic achievement, moral and social development.

In the light of above discussions it was felt by the present investigator, who is a Mizo and has informally shared critical discussions with his Mizo friends and elders about the existing practices.It was thought that undergraduate students have passed through the various stages of education except post graduate education and they are also the active members of these social organizations and they have long time participation in social activities and are mature enough to critically analyze their experiences and to express their views freely. In order to get answers empirically to the research questions raised, the research problem is formulated as below:

Perceptions of Under-Graduate Students in Mizoram Relating to the Impact of

Their Participation in Social Activities

1.16:   Operational Meaning of Keywords

Different words have their different connotations according to their place of reference. In the present study, the words which are used in the title of the topic have the following operational meaning. For dictionary meaning, the Cambridge Learner's Dictionary (2007), third edition is referred and meanings of the word appropriate to the context have been cited.

Perception: The dictionary meaning of the word *perception* is *what you think or believe about something.* (Cambridge Learner's Dictionary).

In the present study, perception refers to the feeling or belief of the students about the impact of their participation in social activities.

Undergraduate Education: In our country Undergraduate Education encompasses general streams like arts, science and commerce and also professional courses like nursing, engineering, medical, business administration, hotel management etc, which require minimum qualification of higher secondary education.

Stream of study: In the present research, stream of study is taken as an independent variable along with gender. In Mizoram, besides general streams like arts, science and commerce, we find professional courses such as nursing and engineering being offered by different institutions. For the present study, stream of study refers arts, science, commerce and professional.

Social Activities: Social activities include the multifarious activities intended for the people that involve association with other people. In the present study, social

activities refer to the various activities that are organized by the social organizations like Young Mizo Association (YMA), Mizo Zirlai Pawl (MZP), Mizo Students Union (MSU) and the church youth organizations like Kristian Thalai Pawl (KTP), Thalai Kristian Pawl (TKP), Salvation Army Youth (SAY), Pentecostal Youth Department (PYD) etc.

1.17: Objectives of the Study

The study was undertaken with the following objectives.

1.   To assess the perceptions of Mizo undergraduate students about the constitution, membership, objectives and functions of social organizations with reference to their gender and stream of study.

2.   To assess the perceptions of Mizo undergraduate students on the impact of their participation in social activities upon their academic achievement with reference to their gender and stream of study.

3.   To compare the perceptions of Mizo undergraduate students on the impact of their participation in social activities upon their academic achievement with reference to their gender and stream of study.

4.   To assess the perceptions of Mizo undergraduate students on the impact of their participation in social activities upon their moral development with reference to their gender and stream of study.

5.   To compare the perceptions of Mizo undergraduate students on the impact of their participation in social activities upon their moral development with reference to their gender and stream of study.

6. To assess the perceptions of Mizo undergraduate students on the impact of their participation in social activities upon their social development with reference to their gender and stream of study.

7. To compare the perceptions of Mizo undergraduate students on the impact of their participation in social activities upon their social development with reference to their gender and stream of study.

8. To offer suggestions for effective participation of Mizo undergraduate students in social organizations.

1.18: Hypotheses of the Study

In connection with third, fifth and seventh objectives of the study, the following Null hypotheses are formulated for empirical testing:

1. There is no significant difference in the perceptions of Mizo undergraduate students on the impact of their participation in social activities upon their academic achievement with reference to their gender and stream of study.

2. There is no significant difference in the perceptions of Mizo undergraduate students on the impact of their participation in social activities upon their moral development with reference to their gender and stream of study.

3. There is no significant difference in the perceptions of Mizo undergraduate students on the impact of their participation in social activities upon their social development with reference to their gender and stream of study.

1.19: Delimitation of the Scope of Enquiry

Geographicallyand conceptually, the study was delimited in its scope as follows:

1. The study was confined only to the state of Mizoram.

2.   It was delimited to Mizo undergraduate students of different colleges affiliated to Mizoram University and five departments of School of Engineering and Technology of Mizoram University.

3.   It was delimited to four social organizations of Mizo society i.e. Young Mizo Association, Church Organizations, Mizo Zirlai Pawl and Mizo Students Union.

4.   It was delimited to study the impacts of participation of Mizo undergraduate students in the social organizations on three important dimensions i.e. academic achievement, and moral and social development of the students.

1.20:   Plan of the Report

The report of the present study is organized in six chapters to facilitate a systematic presentation. In chapter-I, the study is introduced, brief profile of Mizoram and the social organizations in Mizoram have been presented.The rationale of the study, operational meanings of key terms used, objectives and hypotheses of the studyhave also been presented along with delimitation of the scope of enquiry in this chapter.

Chapter II will be devoted for review of related literature. In this chapter, the findings of the researches conducted in the relevant area will be presented.The procedure adopted for the conduct of the present study will be presented in Chapter III. The research approach, sources of data, population and sample, tools and techniquesused, procedure of data collection, organization of data and analysis of data will also be presented in Chapter III.

Analysis and interpretation of data will be presented in chapters IV and Chapter V. Chapter IV will be exclusively devoted for the analysis and interpretation of data pertaining to the first objective of the study on perceptions of

Mizo undergraduate students about the constitution, membership, objectives and functions of social organizations with reference to their gender and stream of study. Chapter V will be devoted for analysis and interpretation of data relating to the assessment and comparison of the perceptions of Mizo undergraduate students on the impact of their participation in social activities upon their academic achievement, and moral and social developments with reference to their gender and stream of study.

In Chapter VI, findings of the study will be presented and discussed. Educational implications, limitation of the study and suggestions for further research will also be presented in this chapter. An epilogue on the study will be presented at the end. A brief summary of the study, bibliography, appendices and the copy of the published article will be presented at the end following chapter VI.

CHAPTER-II

REVIEW OF RELATED LITERATURE

Chapter II
Review of the Related Literature

Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the studies already done.

Review of related literature has an important place in scientific investigation. Researchers have to be up-to-date in their information about studies related to their own problems. References are to be made to similar studies and their evaluation too is to be made for the benefit of the readers. Survey of related studies imply locating, studying and evaluating reports of relevant researches published as articles, encyclopedias, research abstracts, comprehensive books on the subjects and manuscripts if any for the worthwhile study. In any field of knowledge the researcher needs adequate familiarity with the works which have already been done in the area. The researchers have to build upon the accumulated and recorded knowledge of the past and draw maximum benefit from the previous investigations. Thus, review of related literature shows the real path to be pursued by the researchers to conduct their studies and locate problems which have remained unexplored in previous studies.

It is a fact that the socio-cultural practices vary from society to society and the nature of social activities and involvement of people also vary from society to society. There may be studies in other cultures; however, no critical study has been conducted in Mizoram regarding the students' perceptions about their participation in social activities. It will be interesting to conduct a study to reveal the perceptions

of the students about involvement in social activities and its influence on their academic achievement, moral and social development.

However, few research studies are presented below in chronological order which have some relevance to the present study.

Hamilton, S. F. & Fenzel, L. M. (1988) studied 'The Impact of Volunteer Experience on Adolescent Social Development: Evidence of Program Effects' by using the Social and Personal Responsibility Scale (SPRS). The sample of the study involved 84 adolescents, ranging in age from 11 to 17 years, participated in 12 different Youth Volunteers projects in six New York State countiesequally divided between child care and community service. Personal interviews were also held with a sample of participants at the conclusion of a project. Participants showed statistically significant gains on the Social Responsibility sub-scale. Girls gained more than boys and volunteers in community improvement projects gained more than those in child care. It was found that participation as a youth volunteer had some positive effects on adolescents' pro-social attitudes, upon their developing sense of themselves, and upon the knowledge and skills they have exercised in their activities as volunteers. The benefits accrued to both boys and girls and early as well as middle adolescents.

Dutta et al. (1998, 465-466), the contributor to chapter 8 (Sociology of Education) of Sixth Survey of Educational research carried a study on 'Social adjustment of adolescents' on a sample of adolescent youth drew from Assam Agricultural University and Kendriya Vidyalayas Districts of Assam and Jorhat with an age range of 16 to 18 and 19 to 21 years. Data were obtained using the adjustment

inventory for college students (Sinha and Singh, 1980). Results revealed that the boys and the girls and 16 to 18 years and 19 to 21 years did not differ in the social adjustment.

Shikha, J. & Pushpa, M. (1998, 467-468), the contributor to chapter 8 (Sociology of Education) of Sixth Survey of Educational research attempted to assess the influence of socialization on academic achievement of adolescents and found parental responsiveness was the only significant factor with regard to academic achievement of children.

Graybill, A. (1999) focused on studies dealing with three factors, namely family relations, school and peer relations which are pertinent in the identification of certain clinical traits that exist among juvenile delinquents. He observed that weak parenting skills, child-parent conflicts, family transitions, and overall poor family functioning and relations has a negative effect on adolescents and may foster delinquent tendencies. Delinquents usually have a negative affiliation with school as an institution which results in low self-esteem and negative impact on academic achievement including development of social skills. As a result of this poor relationship with school, delinquents tend to lack motivation to achieve, have poor attendance, and usually experience alienation from school in general. Juvenile who are aggressive and have a tendency for delinquents usually experienced rejection from conventional peer groups. This rejection leads delinquents to form friendships with other delinquents. Over time, identities are formed within the group. It becomes extremely difficult to change delinquent behavior if this group has a long duration.

Pechmann, C. & Shih (1999) studied eight hundred 9th graders emotional reactions during viewing, and smoking-related thoughts, beliefs, and intent were assessed afterward. They found that smoking scenes positively aroused the young viewers, enhanced their perceptions of smokers' social stature, and increased their intent to smoke. The authors decided to test only two theses: Excitation Transfer Thesis and Forbidden Fruit Thesis ruling out any other alternatives. Since there is a favorable effect of screening anti-smoking ads prior to a film according, it would be interesting to look into advertisements for other forms of contentious movie depictions such as violence or street racing.

Locke et al. (2004) conducted a study on "The impact of participation in the community service component of the student work and service program (SWASP) on students' continuing involvement in the voluntary, community – based sector" and the study revealed the perceived influence of 8 - week summer community service placement on participants' continuing involvement in the voluntary sector. A sample consisted of 315 former student participants, randomly selected from a population of 1745 at grades 7th, 8th and 9th from the years 1997 to 2000, who took part in the Community Service Component of the Student Work and Service Program (SWASP) in Newfoundland and Labrador. The sample was 68% female and 32% male. They were interviewed to examine their perceptions about the effects of the program and their attitudes towards community service and civic responsibility. The primary research tool was a Participant Survey, consisting of 15 questions, including quantitative and qualitative components. This instrument was used to conduct telephone interviews of the sample students. The study found that majority of the respondents said SWASP had helped them develop an interest in

community activities and that they intended to volunteer or participate in community groups in the future. It was also revealed that early positive experiences help develop and reinforce the very attributes required for sustained involvement and foster the growth of new leaders. It was concluded that it is possible to cultivate among young people a climate of volunteerism, civic engagement and awareness of the non-profit sector as a potential employer.

Fujita, K. (2005) carried a study on "The effects of extra-curricular activities on the academic performance of junior high school students" to find out whether or not the extra-curricular activities in which the junior high school students chose to participate have an effect on their academic performance. The sample of the study included 52 students enrolled in grades 6th, 7th and 8th at Walnut Creek Christian Academy during the 2004 - 2005 school sessions. The study's survey instrument that requested demographic information in addition to the five Likert-type scale questions was distributed to the sample students. The study revealed that, according to the students surveyed, participation in athletics, watching television and participation in community service improves the academic performance, while participation in musical performance does not improve academic performance. Therefore, it was concluded that extra-curricular activities affect academic performance of the students and that the effect depends on the specific activities in which the student is involved.

Wankhede (2007, 463-464), the contributor to chapter 8 (Sociology of Education) of Sixth Survey of Educational research writes: *Education functions within society and is bound to have its overall influence on it. Both education and society are*

socializing agencies and function with certain processes. While analyzing education; it becomes pertinent to see the interrelationship between the other sub-systems, namely, stratification, economy, politics and religion etc., and their functional influence on each other. These functions are socialization, social mobility, equality, social change, modernization, development, etc.

Hawkins, A. L. (2010) conducted a study on 'Relationship between Under Graduate Student Activity and Academic Performance'. Research has shown that student involvement enhances the overall college experience and the development of transferable skills for under graduate students. Participation in student organization can lead to the development of social and leadership skills, higher retention rates and heightened self-confidence, improve satisfaction with college. Despite the long list of benefits, there is an assumption that student organizations distract students from educational activities, thus resulting in lower academic performance. This study examined the grade point average (GPA) of under graduate students enrolled at Purdue University during the 2009 semester to determine if there is a relationship between student involvement and GPA. The students were divided into one of three groups: general students, student organization members and student organization officers. An average GRA was calculated for each group and used in a two-sample t-test for significance. The results indicate a relationship between involvement and GPA with student organization officers earning a significantly higher GPA than regular members of the organizations and student organization members earning a significantly higher GPA than the general student population.

Sunday, A. A. (2010) conducted a study on 'The relationship between students' participation school based extra-curricular activities and their achievement in Physics'. The samples used for the research work were selected randomly from four senior secondary schools in Mainland Local Government Area of Lagos State. The total sample was of 200 Physics students comprising 100 females and 100 male students. Three null hypotheses were postulated and tested at 0.05 level of significance to find the relationship between students participation in school based extra-curricular activities and their achievement in Physics. The instruments used were students' questionnaire and Physics Students Achievement Test (PAT). The data collected were analyzed using simple regression statistical analysis and the results of the findings showed that school based extra-curricular activities having significant influence on students' achievement in Physics. Finally it was recommended in this study that a larger sample from both rural and urban areas should be used by future researchers to give a fairly valid result; importance of extra-curricular activities to the students should be highly emphasized.

Shahzadi, E. & Ahmad, Z. (2011) conducted a study 'Academic Performance of University Students' by selecting a sample of 300 students of social sciences who were studying in 4th semester at University of Gujrat, Gujrat, Pakistan. The study found that academic performance is subject to learning skills and learning skills depends on home environment. Also academic performance depends on academic interaction and academic interaction depends on study habits and home environment. It means academic performance can be estimated for any student by the home environment and learning skills and also by its academic interaction, study habits and home environment. By studying the three possible paths of

assessing academic performance, the strongest path is the home environment which affects the learning skills and eventually learning skills lead to affect the academic performance.

Fung, Y.W. & Wong, N.Y. (2011) conducted a study on 'Involvement in Extra-Curricular Activities as Related to Academic Performance, Personality, and Peer Acceptance'. A total of 294 Hong Kong Secondary School students responded to a questionnaire evaluating involvement in extra-curricular activities, academic performance, personality, and acceptance by their classmate. The actual number of extra-curricular activities they enrolled and the amount of time they spent on these activities were recorded. They were also asked if they had taken up duties in these activities. Results showed that involvement in extra-curricular activities was positively related to academic achievement, performance, personality, and peer acceptance.

Guest, A. & Schneider, B. (2012) conducted a study 'Adolescents' Extra-curricular Participation in Context: The Mediating Effects of Schools, Communities, and Identity'. This study investigated how school and community contexts relate to associations among high school students' extra-curricular participation, academic achievement, and educational ambition. On the basis of survey data from the Alfred P. Sloan Study of Youth and Social Development, the results show that participation in sports is most strongly associated with achievement in schools with low educational expectations and schools in poor communities. Participation in non-sports extra-curricular activities, while also demonstrating some contextual variation, is more consistently associated with both

higher academic achievement and higher educational expectations across types of communities than is participation in sports. A further examination of these associations suggests that having an athletic identity accounts for much of the variation in the value of sports. Thus, identity can help to explain the finding that social contexts differently influence developmental outcomes associated with participation in extra-curricular activity.

Lisa, A. K. & David, D. M. (2013) studied 'The influence of High School Activity Portfolios on Risky Behaviors in Emerging Adulthood'. This study examined the relationship between high school activity portfolios and risky behaviors (i.e. binge drinking, drug use, and law violation) among a college sample. Five activity portfolios were identified, including sports-focused, low involvement, highly engaged, and two combination portfolios. There were significant differences between portfolios on social psychological measures (e.g. pro-social beliefs and social responsibility), current extra-curricular involvement, and risky behaviors. Regression models indicated that social psychological factors and current involvement partially mediated the association between portfolios and risky behaviors, but portfolio type retained direct effects. Portfolios associated with involvement across several activity domains were more protective for emerging adults, in part by shaping their beliefs, sense of social responsibility, and continuing involvement.

Puia, L. R. & Mishra, B. B. (2015) conducted a study on 'Perception of Mizo Post Graduate Students on the Influence of their Involvement in Social Activities upon their Academic Achievement, Moral and Social Development'. The sample was

comprised of 300 Mizo Post Graduate students of Mizoram University from three streams viz. Arts, Science and Commerce out of which 150 were males and 150 were females. It was found that majority of Mizo postgraduate students belonging to different sub-groups and as a whole (irrespective of gender and stream of study) perceived their participation in social activities having positive impacts upon their academic achievement, moral and social development.

Arora, N. & Singh, N. (2017) studied 'Factors Affecting the Academic Performance of College Students' by collecting data from 117 college and university students of Gurugram. They have used factor analysis technique to reveal factors affecting academic grades of students and to study the impact of those factors on academic grades; they have employed Multiple Regression Analysis (MRA) with dummy variable for introducing categorical variable 'gender'. It was found that teaching efficiency of educators; study habits, distraction factors, and family environment of students were the significant factors affecting academic performance of college students. The study also found that girls achieved higher grade than boys.

Overview of Related Literature

An overall analysis of the studies reveals that most of these studies (Fujita, K.), (Hawkins, A. L.), (Sunday, A. A.), (Fung, Y.W. & Wong, N.Y.), (Guest, A. & Schneider, B.), (Shahzadi, E. & Ahmad, Z.) focused on the impact of involvement of students in extra-curricular activities organized in schools upon their academic performance. Effects of participation of the adolescents in some voluntary activities on their social development and adjustment were studied by (Locke et al.),

(Hamilton, S. F. & Fenzel, L. M.). These studies have reported how voluntary activities helped the participants in development of interest in volunteerism.

None of the studies have judged the perceptions of students on the impact of their participation in social activities upon their academic achievement, moral and social development. There has been not been a single study conducted on the perceptions of students in Mizoram relating to the impact of their participation in social activities except Puia, L. R. & Mishra, B. B.(2015) who had conducted on Post Graduate students.

Mizo society is a unique society as compared to other societies of the world because it has a lot of social activities which were used to organize by various social organizations and different church organizations that cannot be found not only in other parts of our country but also of the world. The students, particularly college students, used to sacrifice lot of their valuable time in doing social activities vas their obligations. Hence an in-depth study is required to assess the perceptions/opinions of the college students on the impact of their participation in social activities not only on their studies but also on other dimensions like moral and social development.

CHAPTER-III

METHODOLOGY

Chapter III
Methodology

This chapter is devoted for the description of plan and procedure followed for the conduct of the study and is organized into seven sections i.e. 3.01 to 3.07. Section 3.01 describes research approach and section 3.02 deals with the sources selected for the collection of data. Population and sample of the study is described in section 3.03 followed by description of the tools and techniques used for the study in section 3.04. In sections 3.05, 3.06 and 3.07, the procedure followed for collection of data, organization of data and analysis of data are narrated respectively.

3.01:   Research Approach

In any kind of research work, it is very vital to decide about the research approach that the researcher would use in dealing with the research problem. Research approach describes the various steps of the plan of attack to be adopted in the research process.

The present study was primarily intended to study the perceptions of undergraduate students in Mizoram relating to the impact of their participation in social activities and to offer suggestions in the light of the findings of the study. Therefore, descriptive survey approach was followed for the conduct of present study. The study is a mixed type i.e. both qualitative and quantitative in nature.

3.02:   Sources of Data

For any kind of research the data must be collected from valid and reliable sources, the sources may be primary or secondary or both keeping the objectives of the study

in view. The following primary and secondary sources were considered to be appropriate for collection of relevant data for the present study.

A.   *Primary Source:* Since the main focus of the study was to study the perceptions of undergraduate students in Mizoram, the undergraduate students of different colleges affiliated to Mizoram University were considered to be the main source of the study.

B.   *Secondary Source:* Different National and State survey reports, books and journals and official records, internet, published and unpublished documents are major sources that are of utmost importance for any research. For the present study these sources were also considered important.The literature on various social organizations like Y.M.A., MZP, MSU and church organizations were also considered important for the present study.

3.03:   Population and Sample

In recent years appropriate techniques for sampling have been increasingly used in education and other social science researches to get information necessary about a specific population (target population). Through appropriate sampling techniques, it is possible to draw a representative sample from the population so that the inferences drawn from a study can be safely extended to the target population. In the present study, the investigator had taken steps as were necessary to see that the samples population was representative of the target population.

The population of the study includes all the Mizo undergraduate students of different colleges affiliated to Mizoram University offering arts, science, commerce and professional courses and the students of five departments of School of Engineering and Technology of Mizoram University. There are 28 colleges

affiliated to Mizoram University out of which two institutions such as Institute of Advanced Study in Education and Government Mizoram Law College were excluded from the population of the study because they are offering Post Graduate Courses. Thus, the population of the study comprised of the 26 colleges offering exclusively or inclusively arts, science, commerce and professional courses and the five engineering departments viz. Department of Information Technology, Department of Electronics and Computer Engineering, Department of Electrical Engineering, Department of Computer Engineering and Department of Civil Engineering of Mizoram University. Stratified random sampling technique was followed for selection of the sample. Initially, eight colleges out of the 26 colleges of Mizoram were selected randomly following lottery method. At the second stage, students were selected in their normal classes in which non-Mizo students were excluded. In the School of Engineering and Technology there were five departments, but having less number of Mizo students. All Mizo students present on the day of data collection were included. The sample of the study comprised of 800 Mizo undergraduate students from 4 streams viz. Arts, Science, Commerce and Professional out of which 400 were males and 400 were females. 100 male and 100 female students were selected from each of these streams as a sample. The list of the colleges and departments along with the programmes being offered are given in table 3.01. Further, the sample of institutions and students included in the sample are presented in table 3.02. The sample is depicted in figure 3.01.

Table No. 3.01

Population of the Study

Sl. No.	Name of the College/Institution	Programmes being Offered
1	Pachhunga University College	BA Core in Eng, Mizo, Edu, Hist, Socio, Psy, Eco, Geog, Phil, Pol.Sc., Pub. Admn B.Sc Core in Phy, Chem, Maths, Bot, Zool, Geol, Stats.,Env. Studies, Elective in Biotech B. Com, Diploma in Pisiculture, Management
2	Lunglei Govt. College	BA Core in Edu, Eng, Mizo, Hist, Eco, Pol. Sc., Geog, Phil B.Sc Core in Phy, Chem, Maths, Bot, Zool, Geol
3	Govt. Champhai College	BA Core in Eng, Mizo, Hist, Pol.Sc., Eco, Geog, Edn B.Sc Core in Phy, Chem, Maths, Bot, Zool, BCA, B.Com
4	Govt. Serchhip College	BA Core in Eng, Pol.Sc., Hist, Eco, Edu, Geog, Mizo B.Sc Core in Chem, Phy, Bot, Zool, Maths, BCA
5	Govt. Aizawl College	BA Core in Eng, Mizo, Hist, Pol.Sc, Edu, Eco, Socio, Hindi, B.Com
6	Govt. Saiha College	BA Core in Hist, Pol.Sc, Edu, Eco, Mizo, Eng, Socio, Envi.Sc
7	Govt. Kolasib College	BA Core in Eng, Edu, Eco, Hist, Pol.Sc., Mizo, Geog, Pub.Admn B.Sc Core in Phy, Chem, Maths, Bot, Zoo, BCA
8	Govt. Hnahthial College	BA Core in Eng, Hist, Edu, Pol.Sc, Mizo, Eco, Geog
9	Govt. Hrangbana College	BA Core in Eng, Mizo, Edu, Pol.Sc, Geog, Pub. Admn, Psy, Eco, Hist B.Com
10	Govt. Lawngtlai College	BA Core in Eng, Pol.Sc., Hist, Eco, Edu, Mizo, Geog, Socio, Pub Admn,
11	Govt. Zirtiri Residential Science College	B.Sc Core in Phy, Chem, Zoo, Bot, Maths, Geol, Electronics, Bio Chem, Home Sc, BCA
12	Govt. Mamit College	BA Core in Eng, Mizo, Eco, Pol.Sc, Hist, Edu
13	Govt. J. Buana College	BA Core in Eng, Mizo, Pol.Sc, Hist, Eco, Edu, Geog, Pub. Admn.
14	Govt. Saitual College	BA Core in Eng, Mizo, Pol Sc., Hist, Eco, Edu, Geog, Pub Adm.

15	Govt. Khawzawl College	BA Core in Eng, Mizo, Edu, Eco, Pol.Sc, Hist
16	Govt. Zawlnuam College	BA Elective in Eng, Mizo, Pol.Sc., Hist, Edu, Eco BA Core in Mizo, Eco, Hist
17	Govt. Aizawl North College	BA Core in Eng, Eco, Hist, Pol.Sc, Mizo, Edu, Geog
18	Govt. Aizawl West College	BA Core in Eng, Eco, Hist, Pol. Sc., Pub. Admn., Psy, Mizo, Edu
19	Govt. T. Romana College	BA Core in Eng, Mizo, Hist, Pol.Sc, Eco, Edu, Pub. Admn, Socio
20	Govt. J. Thankima College	BA Core in Eng, Mizo, Hist, Pol.Sc, Edu, Eco, BBA
21	Govt. Kamalanagar College	BA Core in Hist, Eng,Hindi, Pub Admn., Pol Sc., Edu, Eco, Mizo
22	Govt. Johnson College	BA Core in Eng, Eco, Mizo, Hist, Pol.Sc, Edu, Env. Studies
23	RIPANS	B.Sc Nursing, B. Pharm, M.Pharm, B.Sc MLT, B.Sc RIT, B.Sc OOT
24	NIELIT, Aizawl	BCA, MCA, DETE, DSCE
25	Mizoram College of Nursing	B.Sc Nursing
26	HATIM	BA core in English/Elective in Mizo, Economics, History, Philosophy, BCA, B.Com, BSW
27	School of Engineering and Technology, Mizoram University	Department of Computer Engineering Department of Electrical Engineering Department of Electronic & Communication Engineering Department of Information Technology Department of Civil Engineering

Table No. 3.02

Sample of the Study

Colleges	Arts		Science		Commerce		Professional	
	M	F	M	F	M	F	M	F
Pachhunga University College	25	25	50	50	50	50	Nil	Nil
Govt. Hrangbana College	25	25	Nil	Nil	25	25	Nil	Nil
Govt. Aizawl College	25	25	Nil	Nil	25	25	Nil	Nil
Govt. Zirtiri Residential Science College	Nil	Nil	30	30	Nil	Nil	Nil	Nil
Lunglei Govt. College	10	10	10	10	Nil	Nil	Nil	Nil
Govt. Kolasib College	15	15	10	10	Nil	Nil	Nil	Nil
Regional Institute of Paramedical and Nursing Sciences	Nil	Nil	Nil	Nil	Nil	Nil	25	25
National Institute of Electronics and Information Technology, Aizawl	Nil	Nil	Nil	Nil	Nil	Nil	25	25
School of Engineering and Technology, Mizoram University	Nil	Nil	Nil	Nil	Nil	Nil	50	50
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

Sample of the Study

(N=800)

Male Students (N=400)   **Female Students (N=400)**

Arts   **Commerce**   **Arts**   **Commerce**
(N=100)   **(N=100)**   **(N=100)**   **(N=100)**

Science   **Professional**   **Science**   **Professional**
(N=100)   **(N=100)**   **(N=100)**   **(N=100)**
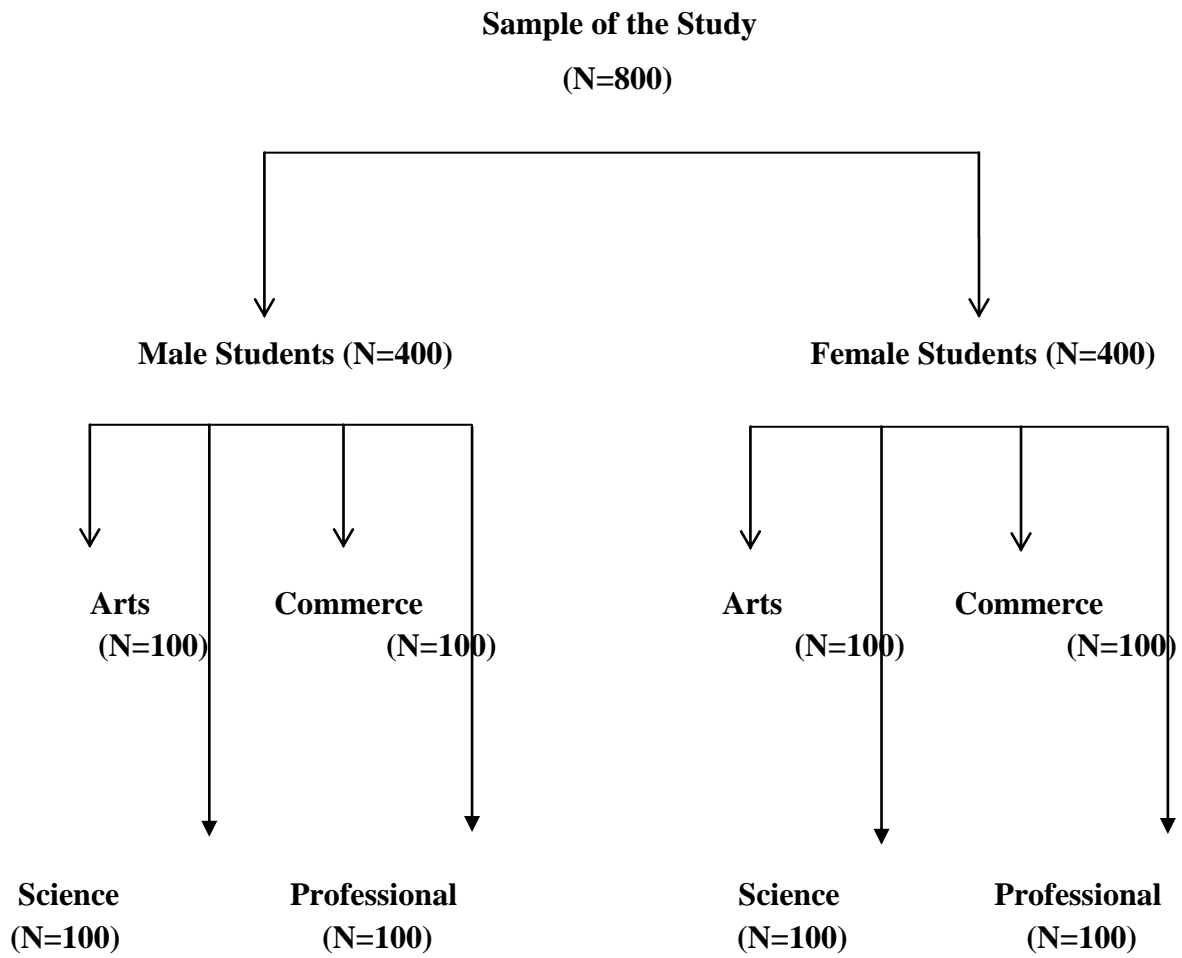
Figure 3.01: Sample of the Study

3.04: Tools and Technique used

Every researcher requires data gathering tools and techniques which may vary in their complexity, design, administration and interpretation. Each tool/technique is appropriate for the collection of certain kind of data. To debate on the superiority of one over the other is like to argue on which tool of the carpenter's chest is better "A hammer or a handsaw?" Each is appropriate but, depends on the situation and purpose of the use. In some situations, the researcher may find that the existing research tools do not suit their purpose. In such cases, they have to construct their own.

For the present study no readymade tool was available. It was decided to use questionnaire to collect the data. Keeping the characteristics of the sources and objectives of the study in view, it was decided to use questionnaire as the tool for collection of relevant data for the study. Questionnaire as a technique and tool of data collection is not only popular but widely used. Mouly (1964, 238) writes:

Probably no instrument of research has been more subject to censure than the questionnaire. Yet it continues to be the most used-and the most abused-instrument in educational research as both graduate students and professional agencies continues to rely on it.

Further, Mouly (1964, 238) writes on the weaknesses and strengths of the questionnaire:

Today its weaknesses and limitations as well as its strengths are more clearly recognized, and a more serious attempt is made to limit its use to situations where it is appropriate. It is recognized, that its weaknesses are not insurmountable. The problem is one of deciding when it is appropriate to use it- for

instance, in preference to the interview or the experiment- and then of ensuring that

it meets acceptable levels of adequacy. In other words, the questionnaire has

definite advantages which must be weighed against its disadvantages, and its

validity must be considered in the specific case.

Therefore, the investigator developed the following two questionnaires for collection of relevant data from the primary sources to fulfil the objectives of the study:

1.   Questionnaire for the undergraduate students to reveal their perceptions on social organizations in Mizoram.

2.   Questionnaire to assess the perceptions of undergraduate students in Mizoram relating to the impact of their participation in social activities.

A brief discussion on the development of the two questionnaires is presented below.

Questionnaire for the undergraduate students to reveal their perceptions on social organizations in Mizoram

The questionnaire was meant for revealing the perceptions of Mizo undergraduate students about the constitution, membership, objectives and functions of four social organizations in Mizoram namely Young Mizo Association (YMA), Church Organization, Mizo Zirlai Pawl (MZP) and Mizo Students Union (MSU). After going through the by laws/guidelines of these organizations; statements were written on four components i.e. constitution, membership, objectives and functions. On each component there were 4-6 statements depending upon the nature of organizations. This preliminary draft of the questionnaire was given to ten Mizo experts from department of education and department of sociology of Mizoram University who are also the members of such organizations. Basing upon their feedback the items were edited and some statements were also

deleted. Finally, 60 statements were retained having choices as Yes and No. Basing upon the experts' view, it was treated to have validity. Reliability of the questionnaire was established through test - retest method with 35 undergraduate students and reliability coefficient was found to be 0.86. A copy of the questionnaire is given in Appendix A1.

For interpretation, it was decided to compare the percentage of responses as Yes or No. More than 50% was to be considered majority/more, and less than 50% was to be considered as minority/less.

Questionnaire to assess the perceptions of undergraduate students in Mizoram relating to the impact of their participation in social activities

The questionnaire was divided into two sections viz. Section A and Section B.

Section A was meant for assessment of perception of undergraduate students on the impact of participation in social activities and it was sub-divided into three sections viz. on academic achievement, on moral development and on social development. There were 12-13 statements in each sub-section in the preliminary draft. The preliminary draft was given to the same ten Mizo experts from department of education and department of sociology of Mizoram University for comments. Basing upon the experts' view, the statements were edited and deleted. Finally, the questionnaire had 30 statements, 10 statements (five positive statements and 5 negative statements) in each of the three sub-sections having choices as Agree (A), Undecided (UD) and Disagree (DA) indicating positive, neutral and negative perceptions respectively. It was treated to have validity as experts' view was taken. Reliability of the questionnaire was established through test - retest method with the same 35 undergraduate students and reliability coefficient was found to be 0.81.

Regarding the scoring of the responses, it was decided to give scores 3, 2, and 1 to the positive items and 1, 2, and 3 for the negative items. For each of the three sections i.e. academic achievement, moral and social development, the highest possible score was 30 and the lowest possible score was 10.

In section B of the questionnaire, suggestions regarding better functioning of social organizations and participation of undergraduate students in social activities were sought for. This section was consisted of 20 structured statements having choices as Agree (A), Undecided (UD) and Disagree (DA). Besides, an open ended question i.e. 'Any other, please mention' was also presented at Sl. No 21 of this section of the questionnaire. A copy of the questionnaire is given in Appendix A2.

3.05: Collection of Data

Data collection is essentially an important part of research process. For the present study, data were collected through personal visits to the sampled institutions. After having permission fromthe Principals/Head of the departments the questionnaires were handed over to the IVth semester Mizo students with a request to return the filled in questionnaires on the same day or the next day. There was no problem in getting back the filled in questionnaire.

3.06: Organization of Data

Keeping the objectives of the study in view, the data were organized for the 15 groups based on the variables (gender and stream of study).

3.07: Analysis of Data

The data were analyzed quantitatively using, statistics like mean, standard deviation, percentage and t-test for comparison in terms of gender and stream of

study. Further, chi-square test of independence on the hypothesis of equal probability was used to examine the trend of responses and for comparison in respect of the 20 items of the questionnaire meant for suggestions regarding better functioning of social organizations and participation of undergraduate students in social activities for all the fifteen groups.

CHAPTER-IV

ANALYSIS AND INTERPRETATION

Perceptions of Mizo Undergraduate Students about the Constitution, Membership, Objectives and Functions of Social Organizations with reference to their Gender and Stream of study

Chapter IV
Analysis and Interpretation

Analysis and interpretation of data is presented in two chapters i.e. IV and V. This chapter isexclusively devoted for the analysis and interpretation of data pertaining to the first objective of the study i.e. perceptions of Mizo undergraduate students about the constitution, membership, objectives and functions of social organizations with reference to their gender and stream of study.Assessment and comparison of the perceptions of Mizo undergraduate students on the impact of their participation in social activities upon their academic achievement, and moral and social developments with reference to their gender and stream of study will be presented in chapter V.

Perceptions of Mizo Undergraduate Students about the Constitution, Membership, Objectives and Functions of Social Organizations with reference to their Gender and Stream of study

The first objective of the study was to assess the perceptions of Mizo undergraduate Students about the Constitution, Membership, Objectives and Functions of Social Organizations with reference to their Gender and Stream of study. Accordingly, the data were collected from both male and female students of four streams i.e. arts, science, commerce and professional. Thus, there were 15 groups based on stream of study and gender: arts male, arts female, arts (irrespective of gender), science male, science female, science (irrespective of gender), commerce male, commerce female, commerce (irrespective of gender), professional male, professional female, professional (irrespective of gender), male (irrespective of stream of study), female (irrespective of stream of study), and total.

The perceptions of undergraduate students in Mizoram about the constitution, membership, objectives and functioning of the four important social organizations i.e. Young Mizo Association (YMA), Church Organizations and two students' organizations- Mizo Zirlai Pawl (MZP) and Mizo Students Union (MSU) were analyzed and the frequency along with their percentage of all the 15 categories of respondents in respect of the statements about social organizations were organized and are presented in tables 4.01 to 4.20 followed by interpretations.

Criteria for Interpretation: There were both positive and negative statements and each statement had two choices – 'Yes' and 'No'. For interpretation, it was decided to compare the percentage of respondents answering Yes or No. More than 50% was considered majority/more, and less than 50% was considered as minority/less. While interpreting, the nature of the statements i.e. positive or negative has been taken care of.

Interpretations of the results have been made in sub-sections 4.01 – 4.04 for the four organizations and for different components.

Perceptions of Arts Undergraduate Students in Mizoram on Young Mizo Association

Stream				ARTS					
Gender				Male		Female		Total	
Response				Yes	No	Yes	No	Yes	No
Constitution	Statement No.	1.	The office bearers of YMA are always not being elected democratically.	40(40)	60(60)	47(47)	53(53)	87 (43.5)	113(56.5)
		2.	Nowadays the election of the office bearers of YMA is becoming politicized.	73(73)	27(27)	68(68)	32(32)	141 (70.5)	59(29.5)
		3.	Nowadays contestants for office bearers' posts are putting pressure on voters to cast votes in their favor.	71(71)	29(29)	75(75)	25(25)	146 (73)	54(27)
		4.	The office bearers appoint/nominate the committee members objectively on the bases of their capabilities in many cases.	80(80)	20(20)	77(77)	23(23)	157 (78.5)	43(21.5)
Membership	Statement No.	1.	In YMA there should be provision for terminating/seizing the membership of old people after certain age unlike the present provision of membership till death.	52(52)	48(48)	75(75)	25(25)	127 (63.5)	73(36.5)
		2.	The lower limit of 14 years of age for membership in YMA, as exists today, needs to be increased.	44(44)	56(56)	48(48)	52(52)	92 (46)	108(54)
		3.	People of Non-Mizo origin should not be given membership in YMA under any circumstances.	69(69)	31(31)	78(78)	22(22)	147 (73.5)	53(26.5)
Objectives	Statement No.	1.	The three mottos of YMA- Proper utilization of leisure time, Reverence for a good Christian life, and Striving towards a holistic development of Mizo society are relevant at all times.	74(74)	26(26)	66(66)	34(34)	140 (70)	60(30)
		2.	The objectives of YMA need to be reviewed from time to time with the change in the society.	74(74)	26(26)	89(89)	11(11)	163 (81.5)	37(18.5)
		3.	There is need for stating specific objectives of YMA.	82(82)	18(18)	80(80)	20(20)	162 (81)	38(19)
		4.	All members of YMA should be made aware of the ten commitments of YMA.	82(82)	18(18)	82(82)	18(18)	164 (82)	36(18)

Functioning	**Statement No.**	1.	YMA often fails to play its roles by not following its important theme *"To help the needy"*.	44(44)	56(56)	42(42)	58(58)	86 (43)	114(57)
		2.	The YMA often takes the law into its hand in punishing the persons who violate the laws.	75(75)	25(25)	62(62)	38(38)	137 (68.5)	63(31.5)
		3.	YMA should not involve the student members in its activities as it often interrupts their study.	45(45)	55(55)	57(57)	43(43)	102 (51)	98(49)
		4.	YMA serves as the leading front for the Mizo people in keeping the society safe and secure.	87(87)	13(13)	87(87)	13(13)	174 (87)	26(13)

(Figures in the parenthesis indicate percentage)

Perceptions of Arts Undergraduate Students in Mizoram on Church Organization

Stream				ARTS					
Gender				Male		Female		Total	
Response				Yes	No	Yes	No	Yes	No
Constitution	Statement No.	1.	Different church organizations in Mizoram are not being properly constituted.	45 (45)	55 (55)	49(49)	51(51)	94 (47)	106 (53)
		2.	The office bearers of different church organizations are elected democratically.	67 (67)	33 (33)	51(51)	49(49)	118 (59)	82 (41)
		3.	There used to be favoritism in appointing the committee members.	60 (60)	40 (40)	93(93)	37(37)	153 (76.5)	77 (38.5)
		4.	The elected office bearers appoint the committee members objectively on the bases of their capabilities in many cases.	75 (75)	25 (25)	75(75)	25(25)	150 (75)	50 (25)
Membership	Statement No.	1.	The age limit fixed for church organizations in Mizoram is justified.	77 (77)	23 (23)	68(68)	32(32)	145 (72.5)	55 (27.5)
		2.	The age limit i.e. 14 - 40 years for church organizations needs to be modified.	33 (33)	67 (67)	29(29)	71(71)	62 (31)	138 (69)
		3.	Those who behave immorally should not be a member of the church organizations.	33 (33)	67 (67)	39(39)	61(61)	72 (36)	128 (64)
Objectives	Statement No.	1.	The objectives of different church organizations are still relevant at all times.	82 (82)	18 (18)	75(75)	25(25)	157 (78.5)	43 (21.5)
		2.	The objectives of different church organizations need to be modified with the change in social life.	72 (72)	28 (28)	76(76)	24(24)	148 (74)	52 (26)
Fun.	Stat	1.	The different church organizationsare serving to build the character of its respective members.	86 (86)	14 (14)	86(86)	14(14)	172 (86)	28 (14)

		2.	Too much activity of the church organizations may in turn hamper the academic career of its student members.	63 (63)	37 (37)	68(68)	32(32)	131 (65.5)	69 (34.5)
		3.	The different church organizations in Mizoram are also performing well in some social works.	85 (85)	15 (15)	82(82)	18(18)	167 (83.5)	33 (16.5)
		4.	The church organizations should try to decrease their activities especially at night.	68 (68)	32 (32)	68(68)	32(32)	136 (68)	64 (32)

(Figures in the parenthesis indicate percentage)

Table No. 4.03

Perceptions of Arts Undergraduate Students in Mizoram on Mizo Zirlai Pawl

Stream				ARTS					
Gender				Male		Female		Total	
Response				Yes	No	Yes	No	Yes	No
Constitution	Statement No.	1.	The office bearers of MZP are often not being elected by conforming to the provisions.	73 (73)	27 (27)	63 (63)	37 (37)	136 (68)	64 (32)
		2.	Nowadays the election of the office bearers of MZP is becoming politicized.	84 (84)	16 (16)	76 (76)	24 (24)	160 (80)	40 (20)
		3.	MZP is being often used as an instrument by government.	70 (70)	30 (30)	77 (77)	23 (23)	147 (73.5)	53 (26.5)
		4.	The office bearers of MZP must be from among the regular students.	79 (79)	21 (21)	81 (81)	19 (19)	160 (80)	40 (20)
Membership	Statement No.	1.	Membership to MZP should continue to be open for all Mizo students as it exists today.	90 (90)	10 (10)	95 (95)	5 (5)	185 (92.5)	15 (7.5)
		2.	Membership to MZP should not be open to students studying outside Mizoram.	24 (24)	76 (76)	33 (33)	67 (67)	57 (28.5)	143 (71.5)
		3.	Fee for membership should be charged to all Mizo students.	33 (33)	67 (67)	41 (41)	59 (59)	74 (37)	126 (63)
		4.	The membership fee should be hiked from the existing rate of Rs 10/-.	51 (51)	49 (49)	56 (56)	44 (44)	107 (53.5)	93 (46.5)
Objectives	Statement No.	1.	All the objectives of MZP, as specified, are relevant in the present context.	72 (72)	28 (28)	68 (68)	32 (32)	140 (70)	60 (30)
		2.	To create an independent Mizo state is not an appropriate objective in the present context.	74 (74)	26 (26)	69 (69)	31 (31)	143 (71.5)	57 (28.5)
		3.	The objective 'to prevent and attack corruption in Mizoram' should be modified 'to develop awareness for prevention of corruption in Mizoram'.	79 (79)	21 (21)	83 (83)	17 (17)	162 (81)	38 (19)
		4.	The MZP should have an objective of providing assistance to the needy students in pursuing their studies.	81 (81)	19 (19)	86 (86)	14 (14)	167 (83.5)	33 (16.5)

Functioning	**Statement No.**	1.	MZP is serving its purpose in safeguarding the rights of the Mizo students.	84 (84)	16 (16)	84 (84)	16 (16)	168 (84)	32 (16)
		2.	MZP is becoming a pressure group for government.	71 (71)	29 (29)	71 (71)	29 (29)	142 (71)	58 (29)
		3.	MZP is sometimes involved in some issues which are beyond its main objectives.	71 (71)	29 (29)	67 (67)	33 (33)	138 (69)	62 (31)
		4.	MZP should not defame itself by collecting donations from the outsiders at no point of time.	72 (72)	28 (28)	71 (71)	29 (29)	143 (71.5)	57 (28.5)

(Figures in the parenthesis indicate percentage)

Table No. 4.04

Perceptions of Arts Undergraduate Students in Mizoram on Mizo Students Union

Stream				ARTS					
Gender				Male		Female		Total	
Response				Yes	No	Yes	No	Yes	No
Constitution	Statement No.	1.	The office bearers of MSU are often not being elected by conforming to the provisions.	63 (63)	37 (37)	52 (52)	48 (48)	115 (57.5)	85 (42.5)
		2.	Nowadays the election of the office bearers of MSU is becoming politicized.	75 (75)	25 (25)	65 (65)	35 (35)	140 (70)	60 (30)
		3.	MSU is being often used as an instrument by government.	66 (66)	34 (34)	74 (74)	26 (26)	140 (70)	60 (30)
		4.	The office bearers of MSU must be from among the regular students.	84 (84)	16 (16)	73 (73)	27 (27)	157 (78.5)	43 (21.5)
Membership	Statement No.	1.	Membership to MSU should continue to be open for all Mizo students as it exists today.	90 (90)	10 (10)	95 (95)	5 (5)	185 (92.5)	15 (7.5)
		2.	Membership to MSU should not be open to students studying outside Mizoram.	33 (33)	67 (67)	36 (36)	64 (64)	69 (34.5)	131 (65.5)
		3.	Fee for membership should be charged to all Mizo students.	43 (43)	57 (57)	39 (39)	61 (61)	82 (41)	118 (59)
		4.	There should be fixed membership fee to become a member of MSU, if it has to be charged.	49(49)	51 (51)	48 (48)	52 (52)	97 (48.5)	103 (51.5)
Objectives	Statement No.	1.	All the objectives of MSU, as specified, are relevant in the present context.	82 (82)	18 (18)	72 (72)	28 (28)	154 (77)	46 (23)
		2.	The objective 'to establish common brotherhood, cooperation among all Mizos, all students from different places' is very relevant.	79 (79)	21 (21)	78 (78)	22 (22)	157 (78.5)	43 (21.5)
		3.	MSU should have specified objective regarding 'developing awareness for prevention of corruption in Mizoram'.	85 (85)	15 (15)	87 (87)	13 (13)	172 (86)	28 (14)
		4.	All members of MSU should be made aware of the aims and objectives of MSU.	82 (82)	18 (18)	85 (85)	15 (15)	167 (83.5)	33 (16.5)

Functioning	**Statement No.**	1.	MSU is serving its purpose in safeguarding the rights of the Mizo students.	81 (81)	19 (19)	90 (90)	10 (10)	171 (85.5)	29 (14.5)
		2.	MSU is becoming a pressure group for government.	65 (65)	35 (35)	61 (61)	39 (39)	126 (63)	74 (37)
		3.	MSU is sometimes involved in some issues which are beyond its main objectives.	64 (64)	36 (36)	55 (55)	45 (45)	119 (59.5)	81 (40.5)
		4.	MSU should not defame itself by collecting donations from the outsiders at no point of time.	67 (67)	33 (33)	67 (67)	33 (33)	134 (67)	66 (33)

(Figures in the parenthesis indicate percentage)

Table No. 4.05

Perceptions of Science Undergraduate Students in Mizoram on Young Mizo Association

Stream				SCIENCE					
Gender				Male		Female		Total	
Response				Yes	No	Yes	No	Yes	No
Constitution	**Statement No.**	1.	The office bearers of YMA are always not being elected democratically.	41 (41)	59(59)	47(47)	53(53)	88(44)	112(56)
		2.	Nowadays the election of the office bearers of YMA is becoming politicized.	63(63)	37(37)	74(74)	26(26)	137(68.5)	63(31.5)
		3.	Nowadays contestants for office bearers' posts are putting pressure on voters to cast votes in their favor.	66(66)	34(34)	80(80)	20(20)	146(73)	54(27)
		4.	The office bearers appoint/nominate the committee members objectively on the bases of their capabilities in many cases.	72(72)	28(28)	63(63)	37(37)	135(67.5)	65(32.5)
Membership	**Statement No.**	1.	In YMA there should be provision for terminating/seizing the membership of old people after certain age unlike the present provision of membership till death.	55(55)	45(45)	58(58)	42(42)	113(56.5)	87(43.5)
		2.	The lower limit of 14 years of age for membership in YMA, as exists today, needs to be increased.	35(35)	65(65)	36(36)	64(64)	71(35.5)	129(64.5)
		3.	People of Non-Mizo origin should not be given membership in YMA under any circumstances.	80(80)	20(20)	61(61)	39(39)	141(70.5)	59(29.5)
Objectives	**Statement No.**	1.	The three mottos of YMA- Proper utilization of leisure time, Reverence for a good Christian life, and Striving towards a holistic development of Mizo society are relevant at all times.	70(70)	30(30)	91(91)	9(9)	161(80.5)	39(19.5)
		2.	The objectives of YMA need to be reviewed from time to time with the change in the society.	88(88)	12(12)	91(91)	9(9)	179(89.5)	21(10.5)
		3.	There is need for stating specific objectives of YMA.	77(77)	23(23)	80(80)	20(20)	157(78.5)	43(21.5)
		4.	All members of YMA should be made aware of the ten commitments of YMA.	90(90)	10(10)	90(90)	10(10)	180(90)	20(10)

Functioning	**Statement No.**	1.	YMA often fails to play its roles by not following its important theme *"To help the needy"*.	55(55)	45(45)	60(60)	40(40)	115(57.5)	85(42.5)
		2.	The YMA often takes the law into its hand in punishing the persons who violate the laws.	72(72)	28(28)	68(68)	32(32)	140(70)	60(30)
		3.	YMA should not involve the student members in its activities as it often interrupts their study.	53(53)	47(47)	60(60)	40(40)	113(56.5)	87(43.5)
		4.	YMA serves as the leading front for the Mizo people in keeping the society safe and secure.	85(85)	15(15)	95(95)	5(5)	180(90)	20(10)

(Figures in the parenthesis indicate percentage)

Perceptions of Science Undergraduate Students in Mizoram on Church Organizations

Stream				SCIENCE					
Gender				Male		Female		Total	
Response				Yes	No	Yes	No	Yes	No
Constitution	Statement No.	1.	Different church organizations in Mizoram are not being properly constituted.	36(36)	64(64)	45(45)	55(55)	81(40.5)	119(59.5)
		2.	The office bearers of different church organizations are elected democratically.	63(63)	37(37)	56(56)	44(44)	119(59.5)	81(40.5)
		3.	There used to be favoritism in appointing the committee members.	64(64)	36(36)	69(69)	31(31)	133(66.5)	67(33.5)
		4.	The elected office bearers appoint the committee members objectively on the bases of their capabilities in many cases.	75(75)	25(25)	74(74)	26(26)	149(74.5)	51(25.5)
Membership	Statement No.	1.	The age limit fixed for church organizationsin Mizoram is justified.	79(79)	21(21)	79(79)	21(21)	158(79)	42(21)
		2.	The age limit i.e. 14 - 40 years for church organizations needs to be modified.	23(23)	77(77)	29(29)	71(71)	52(26)	148(74)
		3.	Those who behave immorally should not be a member of the church organizations.	34(34)	66(66)	35(35)	65(65)	69(34.5)	131(65.5)
Objectives	Statement No.	1.	The objectives of different church organizations are still relevant at all times.	78(78)	22(22)	69(69)	31(31)	147(73.5)	53(26.5)
		2.	The objectives of different church organizations need to be modified with the change in social life.	66(66)	34(34)	75(75)	25(25)	141(70.5)	59(29.5)
Fun.	Stat	1.	The different church organizations are serving to build the character of its respective members.	83(83)	17(17)	91(91)	9(9)	174(87)	26(13)

		2.	Too much activity of the church organizations may in turn hamper the academic career of its student members.	71(71)	29(29)	76(76)	24(24)	147(73.5)	53(26.5)
		3.	The different church organizations in Mizoram are also performing well in some social works.	88(88)	12(12)	93(93)	7(7)	181(90.5)	19(9.5)
		4.	The church organizations should try to decrease their activities especially at night.	68(68)	32(32)	75(75)	25(25)	143(71.5)	57(28.5)

(Figures in the parenthesis indicate percentage)

Perceptions of Science Undergraduate Students in Mizoram on Mizo Zirlai Pawl

Stream				SCIENCE					
Gender				Male		Female		Total	
Response				Yes	No	Yes	No	Yes	No
Constitution	Statement No.	1.	The office bearers of MZP are often not being elected by conforming to the provisions.	68(68)	32(32)	72(72)	28(28)	140(70)	60(30)
		2.	Nowadays the election of the office bearers of MZP is becoming politicized.	80(80)	20(20)	83(83)	17(17)	163(81.5)	37(18.5)
		3.	MZP is being often used as an instrument by government.	67(67)	33(33)	75(75)	25(25)	142(71)	58(29)
		4.	The office bearers of MZP must be from among the regular students.	83(83)	17(17)	79(79)	21(21)	162(81)	38(19)
Membership	Statement No.	1.	Membership to MZP should continue to be open for all Mizo students as it exists today.	91(91)	9(9)	95(95)	5(5)	186(93)	14(7)
		2.	Membership to MZP should not be open to students studying outside Mizoram.	28(28)	72(72)	22(22)	78(78)	50(25)	150(75)
		3.	Fee for membership should be charged to all Mizo students.	40(40)	60(60)	39(39)	63(63)	79(39.5)	123(61.5)
		4.	The membership fee should be hiked from the existing rate of Rs 10/-.	47(47)	53(53)	49(49)	51(51)	96(48)	104(52)
Objectives	Statement No.	1.	All the objectives of MZP, as specified, are relevant in the present context.	67(67)	33(33)	82(82)	18(18)	149(74.5)	51(25.5)
		2.	To create an independent Mizo state is not an appropriate objective in the present context.	62(62)	38(38)	65(65)	35(35)	127(63.5)	73(36.5)
		3.	The objective 'to prevent and attack corruption in Mizoram' should be modified 'to develop awareness for prevention of corruption in Mizoram'.	78(78)	22(22)	81(81)	19(19)	159(79.5)	41(20.5)
		4.	The MZP should have an objective of providing assistance to the needy students in pursuing their studies.	81(81)	19(19)	90(90)	10(10)	171(85.5)	29(14.5)

Functioning	**Statement No.**	1.	MZP is serving its purpose in safeguarding the rights of the Mizo students.	86(86)	14(14)	91(91)	9(9)	177(88.5)	23(11.5)
		2.	MZP is becoming a pressure group for government.	73(73)	27(27)	74(74)	26(26)	147(73.5)	53(26.5)
		3.	MZP is sometimes involved in some issues which are beyond its main objectives.	72(72)	28(28)	76(76)	24(24)	148(74)	52(26)
		4.	MZP should not defame itself by collecting donations from the outsiders at no point of time.	83(83)	17(17)	78(78)	22(22)	161(80.5)	39(19.5)

(Figures in the parenthesis indicate percentage)

Table No. 4.08

Perceptions of Science Undergraduate Students in Mizoram on Mizo Students Union

Stream				SCIENCE					
Gender				Male		Female		Total	
Response				Yes	No	Yes	No	Yes	No
Constitution	Statement No.	1.	The office bearers of MSU are often not being elected by conforming to the provisions.	69(69)	31(31)	61(61)	39(39)	130(65)	70(35)
		2.	Nowadays the election of the office bearers of MSU is becoming politicized.	75(75)	25(25)	73(73)	27(27)	148(74)	52(26)
		3.	MSU is being often used as an instrument by government.	65(65)	35(35)	58(58)	42(42)	123(61.5)	77(38.5)
		4.	The office bearers of MSU must be from among the regular students.	77(77)	23(23)	77(77)	23(23)	154(77)	46(23)
Membership	Statement No.	1.	Membership to MSU should continue to be open for all Mizo students as it exists today.	82(82)	18(18)	89(89)	11(11)	171(85.5)	29(14.5)
		2.	Membership to MSU should not be open to students studying outside Mizoram.	37(37)	63(63)	32(32)	68(68)	69(34.5)	131(65.5)
		3.	Fee for membership should be charged to all Mizo students.	49(49)	51(51)	49(49)	51(51)	98(49)	102(51)
		4.	There should be fixed membership fee to become a member of MSU, if it has to be charged.	54(54)	46(46)	59(59)	41(41)	113(56.5)	87(43.5)
Objectives	Statement No.	1.	All the objectives of MSU, as specified, are relevant in the present context.	73(73)	27(27)	80(80)	20(20)	153(76.5)	47(23.5)
		2.	The objective 'to establish common brotherhood, cooperation among all Mizos, all students from different places' is very relevant.	71(71)	29(29)	78(78)	22(22)	149(74.5)	51(25.5)
		3.	MSU should have specified objective regarding 'developing awareness for prevention of corruption in Mizoram'.	78(78)	22(22)	89(89)	11(11)	167(83.5)	33(16.5)
		4.	All members of MSU should be made aware of the aims and objectives of MSU.	85(85)	15(15)	95(95)	5(5)	180(90)	20(10)

Functioning	**Statement No.**	1.	MSU is serving its purpose in safeguarding the rights of the Mizo students.	81(81)	19(19)	94(94)	6(6)	175(87.5)	25(12.5)
		2.	MSU is becoming a pressure group for government.	68(68)	32(32)	52(52)	48(48)	120(60)	80(40)
		3.	MSU is sometimes involved in some issues which are beyond its main objectives.	64(64)	36(36)	53(53)	47(47)	117(58.5)	83(41.5)
		4.	MSU should not defame itself by collecting donations from the outsiders at no point of time.	72(72)	28(28)	77(77)	23(23)	149(74.5)	51(25.5)

(Figures in the parenthesis indicate percentage)

Perceptions of Commerce Undergraduate Students in Mizoram on Young Mizo Association

Stream				COMMERCE					
Gender				Male		Female		Total	
Response				Yes	No	Yes	No	Yes	No
Constitution	Statement No.	1.	The office bearers of YMA are always not being elected democratically.	55(55)	45(45)	54(54)	46(46)	109(54.5)	91(45.5)
		2.	Nowadays the election of the office bearers of YMA is becoming politicized.	56(56)	44(44)	72(72)	28(28)	128(64)	72(36)
		3.	Nowadays contestants for office bearers' posts are putting pressure on voters to cast votes in their favor.	57(57)	43(43)	65(65)	35(35)	122(61)	78(39)
		4.	The office bearers appoint/nominate the committee members objectively on the bases of their capabilities in many cases.	74(74)	26(26)	77(77)	23(23)	151(75.5)	49(24.5)
Membership	Statement No.	1.	In YMA there should be provision for terminating/seizing the membership of old people after certain age unlike the present provision of membership till death.	69(69)	31(31)	65(65)	35(35)	134(67)	66(33)
		2.	The lower limit of 14 years of age for membership in YMA, as exists today, needs to be increased.	48(48)	52(52)	41(41)	59(59)	89(44.5)	111(55.5)
		3.	People of Non-Mizo origin should not be given membership in YMA under any circumstances.	71(71)	29(29)	56(56)	44(44)	127(63.5)	73(36.5)
Objectives	Statement No.	1.	The three mottos of YMA- Proper utilization of leisure time, Reverence for a good Christian life, and Striving towards a holistic development of Mizo society are relevant at all times.	79(79)	21(21)	81(81)	19(19)	160(80)	40(20)
		2.	The objectives of YMA need to be reviewed from time to time with the change in the society.	88(88)	12(12)	86(86)	14(14)	174(87)	26(13)
		3.	There is need for stating specific objectives of YMA.	83(83)	17(17)	90(90)	10(10)	173(86.5)	27(13.5)
		4.	All members of YMA should be made aware of the ten commitments of YMA.	92(92)	8(8)	94(94)	6(6)	186(93)	14(7)

Functioning	**Statement No.**	1.	YMA often fails to play its roles by not following its important theme *"To help the needy"*.	47(47)	53(53)	64(64)	36(36)	111(55.5)	89(44.5)
		2.	The YMA often takes the law into its hand in punishing the persons who violate the laws.	75(75)	25(25)	76(76)	24(24)	151(75.5)	49(24.5)
		3.	YMA should not involve the student members in its activities as it often interrupts their study.	46(46)	54(54)	46(46)	54(54)	92(46)	108(54)
		4.	YMA serves as the leading front for the Mizo people in keeping the society safe and secure.	96(96)	4(4)	90(90)	10(10)	186(93)	14(7)

(Figures in the parenthesis indicate percentage)

Perceptions of Commerce Undergraduate Students in Mizoram on Church Organizations

Stream				COMMERCE					
Gender				Male		Female		Total	
Response				Yes	No	Yes	No	Yes	No
Constitution	Statement No.	1.	Different church organizations in Mizoram are not being properly constituted.	39(39)	61(61)	44(44)	56(56)	83(41.5)	117(58.5)
		2.	The office bearers of different church organizations are elected democratically.	88(88)	32(32)	68(68)	32(32)	156(78)	64(32)
		3.	There used to be favoritism in appointing the committee members.	63(63)	37(37)	66(66)	34(34)	129(64.5)	71(35.5)
		4.	The elected office bearers appoint the committee members objectively on the bases of their capabilities in many cases.	71(71)	29(29)	77(77)	23(23)	148(74)	52(26)
Membership	Statement No.	1.	The age limit fixed for church organizations in Mizoram is justified.	70(70)	30(30)	82(82)	18(18)	152(76)	48(24)
		2.	The age limit i.e. 14 - 40 years for church organizations needs to be modified.	27(27)	73(73)	30(30)	70(70)	57(28.5)	143(71.5)
		3.	Those who behave immorally should not be a member of the church organizations.	29(29)	71(71)	19(19)	81(81)	48(24)	152(76)
Objectives	Statement No.	1.	The objectives of different church organizations are still relevant at all times.	85(85)	15(15)	82(82)	18(18)	167(83.5)	33(16.5)
		2.	The objectives of different church organizations need to be modified with the change in social life.	73(73)	27(27)	73(73)	27(27)	146(73)	54(27)
Fun	Stat	1.	The different church organizations are serving to build the character of its respective members.	89(89)	11(11)	93(93)	7(7)	182(91)	18(9)

		2.	Too much activity of the church organizations may in turn hamper the academic career of its student members.	68(68)	32(32)	70(70)	30(30)	138(69)	62(31)
		3.	The different church organizations in Mizoram are also performing well in some social works.	92(92)	8(8)	92(92)	8(8)	184(92)	16(8)
		4.	The church organizations should try to decrease their activities especially at night.	78(78)	22(22)	79(79)	21(21)	157(78.5)	43(21.5)

(Figures in the parenthesis indicate percentage)

Perceptions of Commerce Undergraduate Students in Mizoram on Mizo Zirlai Pawl

Stream				COMMERCE					
Gender				Male		Female		Total	
Response				Yes	No	Yes	No	Yes	No
Constitution	Statement No.	1.	The office bearers of MZP are often not being elected by conforming to the provisions.	64(64)	36(36)	67(67)	33(33)	131(65.5)	69(34.5)
		2.	Nowadays the election of the office bearers of MZP is becoming politicized.	73(73)	27(27)	86(86)	14(14)	159(79.5)	41(20.5)
		3.	MZP is being often used as an instrument by government.	66(66)	34(34)	83(83)	17(17)	149(74.5)	51(25.5)
		4.	The office bearers of MZP must be from among the regular students.	82(82)	18(18)	90(90)	10(10)	172(86)	28(14)
Membership	Statement No.	1.	Membership to MZP should continue to be open for all Mizo students as it exists today.	95(95)	5(5)	98(98)	2(2)	193(96.5)	7(3.5)
		2.	Membership to MZP should not be open to students studying outside Mizoram.	30(30)	70(70)	23(23)	77(77)	53(26.5)	147(73.5)
		3.	Fee for membership should be charged to all Mizo students.	41(41)	59(59)	32(32)	68(68)	73(36.5)	127(63.5)
		4.	The membership fee should be hiked from the existing rate of Rs 10/-.	48(48)	52(52)	36(36)	63(63)	84(42)	115(57.5)
Objectives	Statement No.	1.	All the objectives of MZP, as specified, are relevant in the present context.	78(78)	22(22)	60(60)	40(40)	138(69)	62(31)
		2.	To create an independent Mizo state is not an appropriate objective in the present context.	66(66)	34(34)	62(62)	38(38)	128(64)	72(36)
		3.	The objective 'to prevent and attack corruption in Mizoram' should be modified 'to develop awareness for prevention of corruption in Mizoram'.	91(91)	9(9)	84(84)	16(16)	175(87.5)	25(12.5)
		4.	The MZP should have an objective of providing assistance to the needy students in pursuing their studies.	90(90)	10(10)	90(90)	10(10)	180(90)	20(10)

Functioning	Statement No.								
		1.	MZP is serving its purpose in safeguarding the rights of the Mizo students.	81(81)	19(19)	91(91)	9(9)	172(86)	28(14)
		2.	MZP is becoming a pressure group for government.	80(80)	20(20)	88(88)	12(12)	168(84)	32(16)
		3.	MZP is sometimes involved in some issues which are beyond its main objectives.	77(77)	23(23)	82(82)	18(18)	159(79.5)	41(20.5)
		4.	MZP should not defame itself by collecting donations from the outsiders at no point of time.	66(66)	34(34)	80(80)	20(20)	146(73)	54(27)

(Figures in the parenthesis indicate percentage)

Table No. 4.12

Perceptions of Commerce Undergraduate Students in Mizoram on Mizo Students Union

Stream				COMMERCE					
Gender				Male		Female		Total	
Response				Yes	No	Yes	No	Yes	No
Constitution	Statement No.	1.	The office bearers of MSU are often not being elected by conforming to the provisions.	69(69)	31(31)	62(62)	38(38)	131(65.5)	69(34.5)
		2.	Nowadays the election of the office bearers of MSU is becoming politicized.	67(67)	33(33)	74(74)	26(26)	141(70.5)	59(29.5)
		3.	MSU is being often used as an instrument by government.	68(68)	32(32)	76(76)	24(24)	144(72)	56(28)
		4.	The office bearers of MSU must be from among the regular students.	80(80)	20(20)	90(90)	10(10)	170(85)	30(15)
Membership	Statement No.	1.	Membership to MSU should continue to be open for all Mizo students as it exists today.	89(89)	11(11)	96(96)	4(4)	185(92.5)	15(7.5)
		2.	Membership to MSU should not be open to students studying outside Mizoram.	30(30)	70(70)	39(39)	61(61)	69(34.5)	131(65.5)
		3.	Fee for membership should be charged to all Mizo students.	43(43)	57(57)	33(33)	67(67)	76(38)	124(62)
		4.	There should be fixed membership fee to become a member of MSU, if it has to be charged.	47(47)	53(53)	48(48)	52(52)	95(47.5)	105(52.5)
Objectives	Statement No.	1.	All the objectives of MSU, as specified, are relevant in the present context.	77(77)	23(23)	75(75)	25(25)	152(76)	48(24)
		2.	The objective 'to establish common brotherhood, cooperation among all Mizos, all students from different places' is very relevant.	70(70)	30(30)	73(73)	27(27)	143(71.5)	57(28.5)
		3.	MSU should have specified objective regarding 'developing awareness for prevention of corruption in Mizoram'.	90(90)	10(10)	88(88)	12(12)	178(89)	22(11)
		4.	All members of MSU should be made aware of the aims and objectives of MSU.	92(92)	8(8)	87(87)	13(13)	179(89.5)	21(10.5)

Functioning	**Statement No.**	1.	MSU is serving its purpose in safeguarding the rights of the Mizo students.	90(90)	10(10)	90(90)	10(10)	180(90)	20(10)
		2.	MSU is becoming a pressure group for government.	72(72)	28(28)	82(82)	18(18)	154(77)	46(23)
		3.	MSU is sometimes involved in some issues which are beyond its main objectives.	65(65)	35(35)	71(71)	29(29)	136(68)	64(32)
		4.	MSU should not defame itself by collecting donations from the outsiders at no point of time.	77(77)	23(23)	83(83)	17(17)	160(80)	40(20)

(Figures in the parenthesis indicate percentage)

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Table No. 4.13

Perceptions of Professional Undergraduate Students in Mizoram on Young Mizo Association

Stream				PROFESSIONAL					
Gender				Male		Female		Total	
Response				Yes	No	Yes	No	Yes	No
Constitution	Statement No.	1.	The office bearers of YMA are always not being elected democratically.	57(57)	43(43)	53(53)	47(47)	110(55)	90(45)
		2.	Nowadays the election of the office bearers of YMA is becoming politicized.	78(78)	22(22)	74(74)	26(26)	152(76)	48(24)
		3.	Nowadays contestants for office bearers' posts are putting pressure on voters to cast votes in their favor.	60(60)	40(40)	58(58)	42(42)	118(59)	82(41)
		4.	The office bearers appoint/nominate the committee members objectively on the bases of their capabilities in many cases.	77(77)	23(23)	66(66)	34(34)	143(71.5)	57(28.5)
Membership	Statement No.	1.	In YMA there should be provision for terminating/seizing the membership of old people after certain age unlike the present provision of membership till death.	64(64)	36(36)	57(57)	43(43)	121(60.5)	79(39.5)
		2.	The lower limit of 14 years of age for membership in YMA, as exists today, needs to be increased.	39(39)	61(61)	45(45)	55(55)	84(42)	116(58)
		3.	People of Non-Mizo origin should not be given membership in YMA under any circumstances.	64(64)	36(36)	61(61)	39(39)	125(62.5)	75(37.5)
Objectives	Statement No.	1.	The three mottos of YMA- Proper utilization of leisure time, Reverence for a good Christian life, and Striving towards a holistic development of Mizo society are relevant at all times.	74(74)	26(26)	67(67)	33(33)	141(70.5)	59(29.5)
		2.	The objectives of YMA need to be reviewed from time to time with the change in the society.	88(88)	12(12)	87(87)	13(13)	175(87.5)	25(12.5)
		3.	There is need for stating specific objectives of YMA.	73(73)	27(27)	78(78)	22(22)	151(75.5)	49(24.5)
		4.	All members of YMA should be made aware of the ten commitments of YMA.	90(90)	10(10)	84(84)	14(14)	174(87)	24(12)

Functioning	Statement No.		Statement						
		1.	YMA often fails to play its roles by not following its important theme *"To help the needy"*.	60(60)	40(40)	51(51)	49(49)	111(55.5)	89(44.5)
		2.	The YMA often takes the law into its hand in punishing the persons who violate the laws.	69(69)	31(31)	70(70)	30(30)	139(69.5)	61(30.5)
		3.	YMA should not involve the student members in its activities as it often interrupts their study.	59(59)	41(41)	56(56)	44(44)	115(57.5)	85(42.5)
		4.	YMA serves as the leading front for the Mizo people in keeping the society safe and secure.	84(84)	16(16)	83(83)	17(17)	167(83.5)	33(16.5)

(Figures in the parenthesis indicate percentage)

Perceptions of Professional Undergraduate Students in Mizoram on Church Organizations

Stream				PROFESSIONAL					
Gender				Male		Female		Total	
Response				Yes	No	Yes	No	Yes	No
Constitution	Statement No.	1.	Different church organizations in Mizoram are not being properly constituted.	51(51)	49(49)	46(46)	54(54)	97(48.5)	103(51.5)
		2.	The office bearers of different church organizations are elected democratically.	71(71)	29(29)	68(68)	32(32)	139(69.5)	61(30.5)
		3.	There used to be favoritism in appointing the committee members.	67(67)	33(33)	66(66)	34(34)	133(66.5)	67(33.5)
		4.	The elected office bearers appoint the committee members objectively on the bases of their capabilities in many cases.	71(71)	29(29)	69(69)	31(31)	140(70)	60(30)
Membership	Statement No.	1.	The age limit fixed for church organizations in Mizoram is justified.	75(75)	25(25)	77(77)	23(23)	152(76)	48(24)
		2.	The age limit i.e. 14 - 40 years for church organizations needs to be modified.	40(40)	60(60)	33(33)	67(67)	73(36.5)	127(63.5)
		3.	Those who behave immorally should not be a member of the church organizations.	32(32)	68(68)	23(23)	77(77)	55(27.5)	145(72.5)
Objectives	Statement No.	1.	The objectives of different church organizations are still relevant at all times.	70(70)	30(30)	67(67)	33(33)	137(68.5)	63(31.5)
		2.	The objectives of different church organizations need to be modified with the change in social life.	76(76)	24(24)	72(72)	28(28)	148(74)	52(26)
Fun .	Stat	1.	The different church organizations are serving to build the character of its respective members.	83(83)	17(17)	82(82)	18(18)	165(82.5)	35(17.5)

		2.	Too much activity of the church organizations may in turn hamper the academic career of its student members.	77(77)	23(23)	73(73)	27(27)	150(75)	50(25)
		3.	The different church organizations in Mizoram are also performing well in some social works.	85(85)	15(15)	88(88)	12(12)	173(86.5)	27(13.5)
		4.	The church organizations should try to decrease their activities especially at night.	82(82)	18(18)	73(73)	27(27)	155(77.5)	45(22.5)

(Figures in the parenthesis indicate percentage)

Table No. 4.15

Perceptions of Professional Undergraduate Students in Mizoram on Mizo Zirlai Pawl

Stream				PROFESSIONAL					
Gender				Male		Female		Total	
Response				Yes	No	Yes	No	Yes	No
Constitution	Statement No.	1.	The office bearers of MZP are often not being elected by conforming to the provisions.	63(63)	37(37)	55(55)	45(45)	118(59)	82(41)
		2.	Nowadays the election of the office bearers of MZP is becoming politicized.	86(86)	14(14)	83(83)	17(17)	169(84.5)	31(15.5)
		3.	MZP is being often used as an instrument by government.	91(91)	9(9)	77(77)	23(23)	168(84)	32(16)
		4.	The office bearers of MZP must be from among the regular students.	83(83)	17(17)	86(86)	14(14)	169(84.5)	31(15.5)
Membership	Statement No.	1.	Membership to MZP should continue to be open for all Mizo students as it exists today.	92(92)	8(8)	88(88)	12(12)	180(90)	20(10)
		2.	Membership to MZP should not be open to students studying outside Mizoram.	25(25)	75(75)	23(23)	77(77)	48(24)	152(76)
		3.	Fee for membership should be charged to all Mizo students.	46(46)	54(54)	44(44)	56(56)	90(45)	110(55)
		4.	The membership fee should be hiked from the existing rate of Rs 10/-.	48(48)	52(52)	47(47)	53(53)	95(47.5)	105(52.5)
Objectives	Statement No.	1.	All the objectives of MZP, as specified, are relevant in the present context.	67(67)	33(33)	79(79)	21(21)	146(73)	54(27)
		2.	To create an independent Mizo state is not an appropriate objective in the present context.	73(73)	27(27)	76(76)	24(24)	149(74.5)	51(25.5)
		3.	The objective 'to prevent and attack corruption in Mizoram' should be modified 'to develop awareness for prevention of corruption in Mizoram'.	77(77)	23(23)	76(76)	24(24)	153(76.5)	47(23.5)
		4.	The MZP should have an objective of providing assistance to the needy students in pursuing their studies.	88(88)	12(12)	87(87)	13(13)	175(87.5)	25(12.5)

Functioning	**Statement No.**	1.	MZP is serving its purpose in safeguarding the rights of the Mizo students.	81(81)	19(19)	80(80)	20(20)	161(80.5)	39(19.5)
		2.	MZP is becoming a pressure group for government.	80(80)	20(20)	75(75)	25(25)	155(77.5)	45(22.5)
		3.	MZP is sometimes involved in some issues which are beyond its main objectives.	83(83)	17(17)	74(74)	26(26)	157(78.5)	43(21.5)
		4.	MZP should not defame itself by collecting donations from the outsiders at no point of time.	82(82)	18(18)	78(78)	22(22)	160(80)	40(20)

(Figures in the parenthesis indicate percentage)

Table No. 4.16

Perceptions of Professional Undergraduate Students in Mizoram on Mizo Students Union

Stream				PROFESSIONAL					
Gender				Male		Female		Total	
Response				Yes	No	Yes	No	Yes	No
Constitution	Statement No.	1.	The office bearers of MSU are often not being elected by conforming to the provisions.	69(69)	31(31)	70(70)	30(30)	139(69.5)	61(30.5)
		2.	Nowadays the election of the office bearers of MSU is becoming politicized.	71(71)	29(29)	70(70)	30(30)	141(70.5)	59(29.5)
		3.	MSU is being often used as an instrument by government.	69(69)	31(31)	58(58)	42(42)	127(63.5)	73(36.5)
		4.	The office bearers of MSU must be from among the regular students.	86(86)	14(14)	84(84)	16(16)	170(85)	30(15)
Membership	Statement No.	1.	Membership to MSU should continue to be open for all Mizo students as it exists today.	88(88)	12(12)	90(90)	10(10)	178(89)	22(11)
		2.	Membership to MSU should not be open to students studying outside Mizoram.	23(23)	77(77)	24(24)	76(76)	47(23.5)	153(76.5)
		3.	Fee for membership should be charged to all Mizo students.	56(56)	44(44)	47(47)	53(53)	103(51.5)	97(48.5)
		4.	There should be fixed membership fee to become a member of MSU, if it has to be charged.	47(47)	53(53)	55(55)	45(45)	102(51)	98(49)
Objectives	Statement No.	1.	All the objectives of MSU, as specified, are relevant in the present context.	66(66)	34(34)	79(79)	21(21)	145(72.5)	55(27.5)
		2.	The objective 'to establish common brotherhood, cooperation among all Mizos, all students from different places' is very relevant.	78(78)	22(22)	68(68)	32(32)	146(73)	54(27)
		3.	MSU should have specified objective regarding 'developing awareness for prevention of corruption in Mizoram'.	83(83)	17(17)	86(86)	14(14)	169(84.5)	31(15.5)
		4.	All members of MSU should be made aware of the aims and objectives of MSU.	80(80)	20(20)	81(81)	19(19)	161(80.5)	39(19.5)

Functioning	**Statement No.**	1.	MSU is serving its purpose in safeguarding the rights of the Mizo students.	80(80)	20(20)	86(86)	14(14)	166(83)	34(17)
		2.	MSU is becoming a pressure group for government.	71(71)	29(29)	62(62)	38(38)	133(66.5)	67(33.5)
		3.	MSU is sometimes involved in some issues which are beyond its main objectives.	75(75)	25(25)	69(69)	31(31)	144(72)	56(28)
		4.	MSU should not defame itself by collecting donations from the outsiders at no point of time.	87(87)	13(13)	73(73)	27(27)	160(80)	40(20)

(Figures in the parenthesis indicate percentage)

Perceptions of Undergraduate Students (Total) in Mizoram on Young Mizo Association

Gender			Response	Male		Female		Total	
				Yes	No	Yes	No	Yes	No
Constitution	Statement No.	1.	The office bearers of YMA are always not being elected democratically.	193(48.25)	207(51.75)	201(50.25)	199(49.75)	394(49.25)	406(50.75)
		2.	Nowadays the election of the office bearers of YMA is becoming politicized.	270(67.5)	130(32.5)	288(72)	112(28)	558(69.75)	242(30.25)
		3.	Nowadays contestants for office bearers' posts are putting pressure on voters to cast votes in their favor.	254(63.5)	146(36.5)	278(69.5)	122(30.5)	532(66.5)	268(33.5)
		4.	The office bearers appoint/nominate the committee members objectively on the bases of their capabilities in many cases.	303(75.75)	97(24.25)	283(70.75)	117(29.25)	586(73.25)	214(26.75)
Membership	Statement No.	1.	In YMA there should be provision for terminating/seizing the membership of old people after certain age unlike the present provision of membership till death.	240(60)	160(40)	255(63.75)	145(36.25)	495(61.88)	305(38.13)
		2.	The lower limit of 14 years of age for membership in YMA, as exists today, needs to be increased.	166(41.5)	234(58.5)	170(42.5)	230(57.5)	336(42)	464(58)
		3.	People of Non-Mizo origin should not be given membership in YMA under any circumstances.	284(71)	116(29)	256(64)	144(36)	540(67.5)	260(32.5)
Objectives	Statement No.	1.	The three mottos of YMA- Proper utilization of leisure time, Reverence for a good Christian life, and Striving towards a holistic development of Mizo society are relevant at all times.	297(74.25)	103(25.75)	305(76.25)	95(23.75)	602(75.25)	198(24.75)
		2.	The objectives of YMA need to be reviewed from time to time with the change in the society.	338(84.5)	62(15.5)	353(88.25)	47(11.75)	691(86.38)	109(13.63)
		3.	There is need for stating specific objectives of YMA.	315(78.75)	85(21.25)	328(82)	72(18)	643(80.38)	157(19.63)
		4.	All members of YMA should be made aware of the ten commitments of YMA.	354(88.5)	46(11.5)	350(87.5)	48(12)	704(88)	94(11.75)

Functioning	Statement No.								
		1.	YMA often fails to play its roles by not following its important theme *"To help the needy"*.	206(51.5)	194(48.5)	217(54.25)	183(45.75)	423(52.88)	377(47.13)
		2.	The YMA often takes the law into its hand in punishing the persons who violate the laws.	291(72.75)	109(27.25)	276(69)	124(31)	567(70.88)	233(29.13)
		3.	YMA should not involve the student members in its activities as it often interrupts their study.	203(50.75)	197(49.25)	219(54.75)	181(45.25)	422(52.75)	378(47.25)
		4.	YMA serves as the leading front for the Mizo people in keeping the society safe and secure.	352(88)	48(12)	355(88.75)	45(11.25)	707(88.38)	93(11.63)

(Figures in the parenthesis indicate percentage)

Perceptions of Undergraduate Students (Total) in Mizoram on Church Organizations

Gender			Response	Male		Female		Total	
				Yes	No	Yes	No	Yes	No
Constitution	Statement No.	1.	Different church organizations in Mizoram are not being properly constituted.	171(42.75)	229(57.25)	184(46)	216(54)	355(44.37)	445(55.63)
		2.	The office bearers of different church organizations are elected democratically.	289(72.25)	131(32.75)	243(60.75)	157(39.25)	532(66.5)	288(36)
		3.	There used to be favoritism in appointing the committee members.	254(63.5)	146(36.5)	294(73.5)	136(34)	548(68.5)	282(35.25)
		4.	The elected office bearers appoint the committee members objectively on the bases of their capabilities in many cases.	292(73)	108(27)	295(73.75)	105(26.25)	587(73.38)	213(26.63)
Membership	Statement No.	1.	The age limit fixed for church organizations in Mizoram is justified.	301(75.25)	99(24.75)	306(76.5)	94(23.5)	607(75.88)	193(24.13)
		2.	The age limit i.e. 14 - 40 years for church organizations needs to be modified.	123(30.75)	277(69.25)	121(30.25)	279(69.75)	244(30.5)	556(69.5)
		3.	Those who behave immorally should not be a member of the church organizations.	128(32)	272(68)	116(29)	284(71)	244(30.5)	556(69.5)
Objectives	Statement No.	1.	The objectives of different church organizations are still relevant at all times.	315(78.75)	85(21.25)	293(73.25)	107(26.75)	608(76)	192(24)
		2.	The objectives of different church organizations need to be modified with the change in social life.	287(71.75)	113(28.25)	296(74)	104(26)	583(72.88)	217(27.13)
Functio n	Stateme nt	1.	The different church organizations are serving to build the character of its respective members.	341(85.25)	59(14.75)	352(88)	48(12)	693(86.63)	107(13.38)
		2.	Too much activity of the church organizations may	279(69.75)	121(30.25)	287(71.75)	113(28.25)	566(70.75)	234(29.25)

			in turn hamper the academic career of its student members.					
		3.	The different church organizations in Mizoram are also performing well in some social works.	350(87.5)	50(12.5)	355(88.75)	45(11.25)	705(88.13)	95(11.88)
		4.	The church organizations should try to decrease their activities especially at night.	296(74)	104(26)	295(73.75)	105(26.25)	591(73.88)	209(26.13)

(Figures in the parenthesis indicate percentage)

Table No. 4.19

Perceptions of Undergraduate Students (Total) in Mizoram on Mizo Zirlai Pawl

Gender			Response	Male		Female		Total	
				Yes	No	Yes	No	Yes	No
Constitution	Statement No.	1.	The office bearers of MZP are often not being elected by conforming to the provisions.	268(67)	132(33)	257(64.25)	143(35.75)	525(65.63)	275(34.38)
		2.	Nowadays the election of the office bearers of MZP is becoming politicized.	323(80.75)	77(19.25)	328(82)	72(18)	651(81.38)	149(18.63)
		3.	MZP is being often used as an instrument by government.	294(73.5)	106(26.5)	312(78)	88(22)	606(75.75)	194(24.25)
		4.	The office bearers of MZP must be from among the regular students.	327(81.75)	73(18.25)	336(84)	64(16)	663(82.88)	137(17.13)
Membership	Statement No.	1.	Membership to MZP should continue to be open for all Mizo students as it exists today.	368(92)	32(8)	376(94)	24(6)	744(93)	56(7)
		2.	Membership to MZP should not be open to students studying outside Mizoram.	107(26.75)	293(73.25)	101(25.25)	299(74.75)	208(26)	592(74)
		3.	Fee for membership should be charged to all Mizo students.	160(40)	240(60)	156(39)	246(61.5)	316(39.5)	486(60.75)
		4.	The membership fee should be hiked from the existing rate of Rs 10/-.	194(48.5)	206(51.5)	188(47)	211(52.75)	382(47.75)	417(52.13)
Objectives	Statement No.	1.	All the objectives of MZP, as specified, are relevant in the present context.	284(71)	116(29)	289(72.25)	111(27.75)	573(71.63)	227(28.38)
		2.	To create an independent Mizo state is not an appropriate objective in the present context.	275(68.75)	125(31.25)	272(68)	128(32)	547(68.38)	253(31.63)
		3.	The objective 'to prevent and attack corruption in Mizoram' should be modified 'to develop awareness for prevention of corruption in Mizoram'.	325(81.25)	75(18.75)	324(81)	76(19)	649(81.13)	151(18.88)
		4.	The MZP should have an objective of providing assistance to the needy students in pursuing their studies.	340(85)	60(15)	353(88.25)	47(11.75)	693(86.63)	107(13.38)

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Functioning	**Statement No.**	1.	MZP is serving its purpose in safeguarding the rights of the Mizo students.	332(83)	68(17)	346(86.5)	54(13.5)	678(84.75)	122(15.25)
		2.	MZP is becoming a pressure group for government.	304(76)	96(24)	308(77)	92(23)	612(76.5)	188(23.5)
		3.	MZP is sometimes involved in some issues which are beyond its main objectives.	303(75.75)	97(24.25)	299(74.75)	101(25.25)	602(75.25)	198(24.75)
		4.	MZP should not defame itself by collecting donations from the outsiders at no point of time.	303(75.75)	97(24.25)	307(76.75)	93(23.25)	610(76.25)	190(23.75)

(Figures in the parenthesis indicate percentage)

Table No. 4.20

Perceptions of Undergraduate Students (Total) in Mizoram on Mizo Students Union

Gender			Response	Male		Female		Total	
				Yes	No	Yes	No	Yes	No
Constitution	Statement No.	1.	The office bearers of MSU are often not being elected by conforming to the provisions.	270(67.5)	130(32.5)	245(61.25)	155(38.75)	515(64.38)	285(35.63)
		2.	Nowadays the election of the office bearers of MSU is becoming politicized.	288(72)	112(28)	282(70.5)	118(29.5)	570(71.25)	230(28.75)
		3.	MSU is being often used as an instrument by government.	268(67)	132(33)	266(66.5)	134(33.5)	534(66.75)	266(33.25)
		4.	The office bearers of MSU must be from among the regular students.	327(81.75)	73(18.25)	324(81)	76(19)	651(81.38)	149(18.63)
Membership	Statement No.	1.	Membership to MSU should continue to be open for all Mizo students as it exists today.	349(87.25)	51(12.75)	370(92.5)	30(7.5)	719(89.87)	81(10.13)
		2.	Membership to MSU should not be open to students studying outside Mizoram.	123(30.75)	277(69.25)	131(32.75)	269(67.25)	254(31.75)	546(68.25)
		3.	Fee for membership should be charged to all Mizo students.	191(47.75)	208(52)	168(42)	232(58)	359(44.87)	441(55.13)
		4.	There should be fixed membership fee to become a member of MSU, if it has to be charged.	197(49.25)	203(50.75)	210(52.5)	190(47.5)	408(51)	392(49)
Objectives	Statement No.	1.	All the objectives of MSU, as specified, are relevant in the present context.	298(74.5)	102(25.5)	306(76.5)	94(23.5)	604(75.5)	196(24.5)
		2.	The objective 'to establish common brotherhood, cooperation among all Mizos, all students from different places' is very relevant.	298(74.5)	102(25.5)	297(74.25)	103(25.75)	595(74.38)	205(25.63)
		3.	MSU should have specified objective regarding 'developing awareness for prevention of corruption in Mizoram'.	336(84)	64(16)	350(87.5)	50(12.5)	686(85.75)	114(14.25)
		4.	All members of MSU should be made aware of the aims and objectives of MSU.	339(84.75)	61(15.25)	348(87)	52(13)	687(85.88)	113(14.13)

Functioning	Statement No.								
		1.	MSU is serving its purpose in safeguarding the rights of the Mizo students.	332(83)	68(17)	360(90)	40(10)	692(86.5)	108(13.5)
		2.	MSU is becoming a pressure group for government.	276(69)	124(31)	257(64.25)	143(35.75)	533(66.63)	267(33.38)
		3.	MSU is sometimes involved in some issues which are beyond its main objectives.	268(67)	132(33)	248(62)	152(38)	516(64.5)	284(35.5)
		4.	MSU should not defame itself by collecting donations from the outsiders at no point of time.	303(75.75)	97(24.25)	300(75)	100(25)	603(75.38)	197(24.63)

(Figures in the parenthesis indicate percentage)

4.01: Young Mizo Association (YMA)

As already mentioned, there were 15 groups of under-graduate students based on gender and stream of study. There were 15 statements for examining the perception of undergraduate students in Mizoram regarding the constitution, membership, objectives and functioning of Young Mizo Association (YMA). The perceptions of the various groups on all these four components are presented below.

i) *Constitution*

Looking to the Tables 4.01, 4.05, 4.09, 4.13, 4.17 and comparing the percentage of respondents regarding the constitution of YMA, it is found that majority of respondents of commerce male, commerce female, professional male and professional female groups answered yes to statement number 1- *The office bearers of YMA are always not being elected democratically* while more respondents of arts male, arts female, science male and science female groups answered no to the statement. Irrespective of gender, it is found that more respondents of commerce and professional answered yes to the statement while arts and science answered no to the statement. Irrespective of stream of study, it is found that more female students answered yes to the statement and more respondents of male answered no to the statement. Further, out of the total respondents, more respondents answered no to the statement. It can be interpreted that according to undergraduate students in Mizoram, the office bearers of YMA are always being elected democratically.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional

male and professional female groups answered yes to statement number 2 - *Nowadays the election of the office bearers of YMA is becoming politicized.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. Thus, it can be interpreted that as viewed by undergraduate students in Mizoram, nowadays the election of the office bearers of YMA is becoming politicized.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 3 - *Nowadays contestants for office bearers' posts are putting pressure on voters to cast votes in their favor.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be concluded that undergraduate students in Mizoram opined that nowadays contestants for office bearers' posts are putting pressure on voters to cast votes in their favor.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 4 - *The*

office bearers appoint/nominate the committee members objectively on the bases of their capabilities in many cases. Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be interpreted that according to undergraduate students in Mizoram, the office bearers appoint/nominate the committee members objectively on the bases of their capabilities.

ii)   *Membership*

Looking to the Tables 4.01, 4.05, 4.09, 4.13, 4.17 and comparing the percentage of respondents regarding the membership of YMA, it is found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 1- *In YMA there should be provision for terminating/seizing the membership of old people after certain age unlike the present provision of membership till death.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be concluded that as viewed by undergraduate students in Mizoram, in YMA there should be provision for terminating/seizing the

membership of old people after certain age unlike the present provision of membership till death.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered no to statement number 2 - *The lower limit of 14 years of age for membership in YMA, as exists today, needs to be increased.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered no to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered no to the statement. Further, out of the total respondents, majority of respondents answered no to the statement. It can be interpreted that undergraduate students in Mizoram opined that the lower limit of 14 years of age for membership in YMA, as exists today, needs not to be increased.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 3 - *People of Non-Mizo origin should not be given membership in YMA under any circumstances.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority ofrespondents answered yes to the statement. It can be concluded that as viewed by undergraduate students in Mizoram, people of Non-Mizo origin should not be given membership in YMA under any circumstances.

iii) *Objectives*

Looking to the Tables 4.01, 4.05, 4.9, 4.13, 4.17 and comparing the percentage of respondents regarding the objectives of YMA, it is found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 1- *The three mottos of YMA- Proper utilization of leisure time, Reverence for a good Christian life, and Striving towards a holistic development of Mizo society are relevant at all times.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be interpreted that as viewed by undergraduate students in Mizoram, the three mottos of YMA- Proper utilization of leisure time, Reverence for a good Christian life, and Striving towards a holistic development of Mizo society are relevant at all times.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 2 - *The objectives of YMA need to be reviewed from time to time with the change in the society*. Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of

respondents answered yes to the statement. It can be interpreted that according to undergraduate students in Mizoram, the objectives of YMA need to be reviewed from time to time with the change in the society.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 3 - *There is need for stating specific objectives of YMA*. Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be interpreted that as viewed by undergraduate students in Mizoram, there is need for stating specific objectives of YMA.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 4 - *All members of YMA should be made aware of the ten commitments of YMA*. Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be interpreted that undergraduate students in Mizoram opined that all members of YMA should be made aware of the ten commitments of YMA.

iv)   *Functioning*

Looking to the Tables 4.01, 4.05, 4.9, 4.13, 4.17 and comparing the percentage of respondents regarding the functioning of YMA, it is found that majority of respondents of science male, science female, commerce female, professional male and professional female groups answered yes to statement number 1- *YMA often fails to play its roles by not following its important theme "To help the needy"* while more respondents of arts male, arts female and commerce male groups answered no to the statement. Irrespective of gender, it is found that more respondents of science, commerce and professional answered yes to the statement while more respondents of arts answered no to the statement. Irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority ofrespondents answered yes to the statement. It can be interpreted that according to undergraduate students in Mizoram, YMA often fails to play its roles by not following its important theme *"To help the needy"*.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 2 - *The YMA often takes the law into its hand in punishing the persons who violate the laws*. Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be interpreted that as viewed

by undergraduate students in Mizoram, the YMA often takes the law into its hand in punishing the persons who violate the laws.

It is also found that majority of respondents of arts female, science male, science female, professional male and professional female groups answered yes to statement number 3 - *YMA should not involve the student members in its activities as it often interrupts their study* while more respondents of arts male, commerce male and commerce female groups answered no to the statement. Irrespective of gender, it is found that more respondents of arts, science, and professional answered yes to the statement while more respondents of commerce answered no to the statement. Irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be interpreted that according to undergraduate students in Mizoram, MA should not involve the student members in its activities as it often interrupts their study.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 4 - *YMA serves as the leading front for the Mizo people in keeping the society safe and secure.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be interpreted that as viewed

by undergraduate students in Mizoram, YMA serves as the leading front for the Mizo people in keeping the society safe and secure.

4.02:   Church Organizations (CO)

As already mentioned, there were 15 groups of under-graduate students based on gender and stream of study. There were 13 statements for examining the perception of undergraduate students in Mizoram regarding the constitution, membership, objectives and functioning of Church Organizations (CO). The perceptions of the various groups on all these four components are presented below.

i)   Constitution

Looking to the Tables 4.02, 4.06, 4.10, 4.14, 4.18 and comparing the percentage of respondents regarding the constitution of CO, it is found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female and professional female groups answered no to statement number 1- *Different church organizations in Mizoram are not being properly constituted* while more respondents of professional male answered yes to the statement. Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered no to the statement. Irrespective of stream of study, it is found that more male and female students answered no to the statement. Further, out of the total respondents, majority of respondents answered no to the statement. Thus, it can be interpreted that according to undergraduate students in Mizoram, different church organizations in Mizoram are being properly constituted.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 2 - *The office bearers of different church organizations are elected democratically.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. Thus, it can be interpreted that as viewed by undergraduate students in Mizoram, the office bearers of different church organizations are elected democratically.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 3 - *There used to be favoritism in appointing the committee members.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be concluded that undergraduate students in Mizoram opined that there used to be favoritism in appointing the committee members.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional

male and professional female groups answered yes to statement number 4 - *The elected office bearers appoint the committee members objectively on the bases of their capabilities in many cases*. Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be interpreted that according to undergraduate students in Mizoram, the elected office bearers appoint the committee members objectively on the bases of their capabilities.

ii)   *Membership*

Looking to the Tables 4.02, 4.06, 4.10, 4.14, 4.18 and comparing the percentage of respondents regarding the membership of CO, it is found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 1- *The age limit fixed for church organizations in Mizoram is justified.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be concluded that as viewed by undergraduate students in Mizoram, the age limit fixed for church organizations in Mizoram is justified.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered no to statement number 2 - *The age limit i.e. 14 - 40 years for church organizations needs to be modified.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered no to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered no to the statement. Further, out of the total respondents, majority of respondents answered no to the statement. It can be interpreted that undergraduate students in Mizoram opined that the age limit i.e. 14 - 40 years for church organizations not need to be modified.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered no to statement number 3 - *Those who behave immorally should not be a member of the church organizations.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered no to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered no to the statement. Further, out of the total respondents, majority of respondents answered no to the statement. It can be concluded that as viewed by undergraduate students in Mizoram, those who behave immorally should also be a member of the church organizations.

iii) *Objectives*

Looking to the Tables 4.02, 4.06, 4.10, 4.14, 4.18 and comparing the percentage of respondents regarding the objectives of CO, it is found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 1- *The objectives of different church organizations are still relevant at all times.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be interpreted that as viewed by undergraduate students in Mizoram, the objectives of different church organizations are still relevant at all times. It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 2 - *The objectives of different church organizations need to be modified with the change in social life.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be interpreted that according to undergraduate students in Mizoram, the objectives of

different church organizations need to be modified with the change in social life.

iv)   Functioning

Looking to the Tables 4.02, 4.06, 4.10, 4.14, 4.18 and comparing the percentage of respondents regarding the functioning of CO, it is found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 1- *The different church organizations are serving to build the character of its respective members.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly, irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be interpreted that according to undergraduate students in Mizoram, the different church organizations are serving to build the character of its respective members.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 2 - *Too much activity of the church organizations may in turn hamper the academic career of its student members.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total

respondents, majority of respondents answered yes to the statement. It can be interpreted that as viewed by undergraduate students in Mizoram, too much activity of the church organizations may in turn hamper the academic career of its student members.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 3 - *The different church organizations in Mizoram are also performing well in some social works*. Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be interpreted that according to undergraduate students in Mizoram, the different church organizations in Mizoram are also performing well in some social works.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 4 - *The church organizations should try to decrease their activities especially at night*. Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be interpreted that as viewed

by undergraduate students in Mizoram, the church organizations should try to decrease their activities especially at night.

4.03:   Mizo Zirlai Pawl (MZP)

As already mentioned, there were 15 groups of under-graduate students based on gender and stream of study. There were 16 statements (4 in each section) for examining the perception of undergraduate students in Mizoram regarding the constitution, membership, objectives and functioning of Mizo Zirlai Pawl (MZP). The perceptions of the various groups on all these four components are presented below.

i)   Constitution

Looking to the Tables 4.03, 4.07, 4.11, 4.15, 4.19 and comparing the percentage of respondents regarding the constitution of MZP, it is found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 1- *The office bearers of MZP are often not being elected by conforming to the provisions.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. Thus, it can be interpreted that according to undergraduate students in Mizoram, the office bearers of MZP are often not being elected by conforming to the provisions.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 2 - *Nowadays the election of the office bearers of MZP is becoming politicized.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. Thus, it can be interpreted that as viewed by undergraduate students in Mizoram, nowadays the election of the office bearers of MZP is becoming politicized.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 3 - *MZP is being often used as an instrument by government.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be concluded that undergraduate students in Mizoram opined thatMZP is being often used as an instrument by government.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional

male and professional female groups answered yes to statement number 4 - *The office bearers of MZP must be from among the regular students.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be interpreted that according to undergraduate students in Mizoram, the office bearers of MZP must be from among the regular students.

ii) *Membership*

Looking to the Tables 4.03, 4.07, 4.11, 4.15, 4.19 and comparing the percentage of respondents regarding the membership of MZP, it is found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 1- *Membership to MZP should continue to be open for all Mizo students as it exists today.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. Thus, it can be interpreted that according to undergraduate students in Mizoram, membership to MZP should continue to be open for all Mizo students as it exists today.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered no to statement number 2 - *Membership to MZP should not be open to students studying outside Mizoram.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered no to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered no to the statement. Further, out of the total respondents, majority of respondents answered no to the statement. Thus, it can be interpreted that as viewed by undergraduate students in Mizoram, membership to MZP should also be open to students studying outside Mizoram.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered no to statement number 3 - *Fee for membership should be charged to all Mizo students.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered no to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered no to the statement. Further, out of the total respondents, majority of respondents answered no to the statement. It can be concluded that undergraduate students in Mizoram opined that fee for membership should not be charged to all Mizo students.

It is also found that majority of respondents of science male, science female, commerce male, commerce female, professional male and professional female groups answered no to statement number 4 - *The membership fee*

should be hiked from the existing rate of Rs 10/- while more respondents of arts male and arts female groups answered yes to the statement. Irrespective of gender, it is found that more respondents of science, commerce and professional answered no to the statement while more respondents of arts answered yes to the statement. Irrespective of stream of study, it is found that more male and female students answered no to the statement. Further, out of the total respondents, majority of respondents answered no to the statement. It can be interpreted that according to undergraduate students in Mizoram, the membership fee should not be hiked from the existing rate of Rs 10/-.

iii)   Objectives

Looking to the Tables 4.03, 4.07, 4.11, 4.15, 4.19 and comparing the percentage of respondents regarding the objectives of MZP, it is found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 1- *All the objectives of MZP, as specified, are relevant in the present context.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. Thus, it can be interpreted that according to undergraduate students in Mizoram, all the objectives of MZP, as specified, are relevant in the present context.

It is also found that majority ofrespondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 2 - *To create an independent Mizo state is not an appropriate objective in the present context.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. Thus, it can be interpreted that as viewed by undergraduate students in Mizoram, to create an independent Mizo state is not an appropriate objective in the present context.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 3 - *The objective 'to prevent and attack corruption in Mizoram' should be modified 'to develop awareness for prevention of corruption in Mizoram'.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be concluded that undergraduate students in Mizoram opined that the objective 'to prevent and attack corruption in Mizoram' should be modified 'to develop awareness for prevention of corruption in Mizoram'.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 4 - *The MZP should have an objective of providing assistance to the needy students in pursuing their studies.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be interpreted that according to undergraduate students in Mizoram, the MZP should have an objective of providing assistance to the needy students in pursuing their studies.

iv)   Functioning

Looking to the Tables 4.03, 4.07, 4.11, 4.15, 4.19 and comparing the percentage of respondents regarding the functioning of MZP, it is found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 1- *MZP is serving its purpose in safeguarding the rights of the Mizo students*. Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. Thus, it can be interpreted that according to undergraduate students in

Mizoram, MZP is serving its purpose in safeguarding the rights of the Mizo students.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 2 - *MZP is becoming a pressure group for government.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. Thus, it can be interpreted that as viewed by undergraduate students in Mizoram, MZP is becoming a pressure group for government.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 3 - *MZP is sometimes involved in some issues which are beyond its main objectives.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be concluded that undergraduate students in Mizoram opined that MZP is sometimes involved in some issues which are beyond its main objectives.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 4 - *MZP should not defame itself by collecting donations from the outsiders at no point of time.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be interpreted that according to undergraduate students in Mizoram, MZP should not defame itself by collecting donations from the outsiders at no point of time.

4.04: Mizo Students Union (MSU)

As already mentioned, there were 15 groups of under-graduate students based on gender and stream of study. There were 16 statements (4 in each section) for examining the perception of undergraduate students in Mizoram regarding the constitution, membership, objectives and functioning of Mizo Students Union (MSU). The perceptions of the various groups on all these four components are presented below.

i)   Constitution

Looking to the Tables 4.04, 4.08, 4.12, 4.16, 4.20 and comparing the percentage of respondents regarding the constitution of MSU, it is found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female

groups answered yes to statement number 1- *The office bearers of MSU are often not being elected by conforming to the provisions.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. Thus, it can be interpreted that according to undergraduate students in Mizoram, the office bearers of MSU are often not being elected by conforming to the provisions.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 2 - *Nowadays the election of the office bearers of MSU is becoming politicized.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. Thus, it can be interpreted that as viewed by undergraduate students in Mizoram, nowadays the election of the office bearers of MSU is becoming politicized.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 3 - *MSU is being often used as an instrument by government.* Irrespective of

gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be concluded that undergraduate students in Mizoram opined that MSU is being often used as an instrument by government.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 4 - *The office bearers of MSU must be from among the regular students.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, more respondents answered yes to the statement. It can be interpreted that according to undergraduate students in Mizoram, the office bearers of MSU must be from among the regular students.

ii) *Membership*

Looking to the Tables 4.04, 4.08, 4.12, 4.16, 4.20 and comparing the percentage of respondents regarding the membership of MSU, it is found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 1- *Membership to MSU should*

continue to be open for all Mizo students as it exists today. Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. Thus, it can be interpreted that according to undergraduate students in Mizoram, membership to MSU should continue to be open for all Mizo students as it exists today.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered no to statement number 2 - *Membership to MSU should not be open to students studying outside Mizoram.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered no to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered no to the statement. Further, out of the total respondents, majority of respondents answered no to the statement. Thus, it can be interpreted that as viewed by undergraduate students in Mizoram, membership to MSU should also be open to students studying outside Mizoram.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female and professional female groups answered no to statement number 3 - *Fee for membership should be charged to all Mizo students* while more respondents of professional male answered yes to the statement. Irrespective of gender, it is

found that more respondents of arts, science, and commerce answered no to the statement while more respondents of professional answered yes to the statement. Irrespective of stream of study, it is found that more male and female students answered no to the statement. Further, out of the total respondents, majority of respondents answered no to the statement. It can be concluded that undergraduate students in Mizoram opined that fee for membership should not be charged to all Mizo students.

It is also found that majority of respondents of science male, science female, and professional female groups answered yes to statement number 4 - *There should be fixed membership fee to become a member of MSU, if it has to be charged* while more respondents of arts male, arts female, commerce male, commerce female and professional male groups answered no to the statement. Irrespective of gender, it is found that more respondents of science and professional answered yes to the statement while more respondents of arts and commerce answered no to the statement. Irrespective of stream of study, it is found that more respondents of female answered yes to the statement and more respondents of male students answered no to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be interpreted that according to undergraduate students in Mizoram, there should be fixed membership fee to become a member of MSU.

iii) *Objectives*

Looking to the Tables 4.04, 4.08, 4.12, 4.16, 4.20 and comparing the percentage of respondents regarding the objectives of MSU, it is found that majority of respondents of arts male, arts female, science male, science female,

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commerce male, commerce female, professional male and professional female groups answered yes to statement number 1- *All the objectives of MSU, as specified, are relevant in the present context.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. Thus, it can be interpreted that according to undergraduate students in Mizoram, all the objectives of MSU, as specified, are relevant in the present context.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 2 - *The objective 'to establish common brotherhood, cooperation among all Mizos, all students from different places' is very relevant.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. Thus, it can be interpreted that as viewed by undergraduate students in Mizoram, the objective 'to establish common brotherhood, cooperation among all Mizos, all students from different places' is very relevant.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 3 - *MSU should have specified objective regarding 'developing awareness for prevention of corruption in Mizoram'.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be concluded that undergraduate students in Mizoram opined that MSU should have specified objective regarding 'developing awareness for prevention of corruption in Mizoram'.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 4 - *All members of MSU should be made aware of the aims and objectives of MSU.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be interpreted that according to undergraduate students in Mizoram, all members of MSU should be made aware of the aims and objectives of MSU.

iv)   Functioning

Looking to the Tables 4.04, 4.08, 4.12, 4.16, 4.20 and comparing the percentage of respondents regarding the functioning of MSU, it is found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 1- *MSU is serving its purpose in safeguarding the rights of the Mizo students.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. Thus, it can be interpreted that according to undergraduate students in Mizoram, MSU is serving its purpose in safeguarding the rights of the Mizo students.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 2 - *MSU is becoming a pressure group for government.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. Thus, it can be interpreted that as viewed by undergraduate students in Mizoram, MSU is becoming a pressure group for government.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 3 - *MSU is sometimes involved in some issues which are beyond its main objectives.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be concluded that undergraduate students in Mizoram opined that MSU is sometimes involved in some issues which are beyond its main objectives.

It is also found that majority of respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female groups answered yes to statement number 4 - *MSU should not defame itself by collecting donations from the outsiders at no point of time.* Irrespective of gender, it is found that more respondents of arts, science, commerce and professional answered yes to the statement. Similarly irrespective of stream of study, it is found that more male and female students answered yes to the statement. Further, out of the total respondents, majority of respondents answered yes to the statement. It can be interpreted that according to undergraduate students in Mizoram, MSU should not defame itself by collecting donations from the outsiders at no point of time.

CHAPTER V

ANALYSIS AND INTERPRETATION

Perceptions on Impacts of Participation in Social Activities

Chapter V
Analysis and Interpretation

Perceptions on Impacts of Participation in Social Activities

This chapter deals with the analysis of data collected from undergraduate students in Mizoram and their interpretations and comparison to fulfil second to eighth objectives of the study as has been stated in chapter I. The chapter is organized into four sections. Section 5.01 has been devoted for presentation of the results of assessment and comparison of perceptions of undergraduate students in Mizoram relating to the impact of their participation in social activities upon their academic achievement to fulfil the second and third objectives of the study. The results of assessment and comparison of perceptions of undergraduate students in Mizoram relating to the impact of their participation in social activities upon their moral development which were the fourth and fifth objectives of the study will be presented in section 5.02. In section 5.03, the results of assessment and comparison of perceptions of undergraduate students in Mizoram relating to the impact of their participation in social activities upon their social development will be dealt to fulfil the sixth and seventh objectives of the study. Suggestions of undergraduate students in Mizoram for better functioning of social organizations and participation of undergraduate students in social activities will be presented in section 5.04 to fulfil the eighth objective of the study.

5.01:   Perceptions of Undergraduate Students in Mizoram Relating to the Impact of their Participation in Social Activities upon their Academic Achievement

This section deals with the analysis of data collected from undergraduate students in Mizoram through the questionnaire meant for revealing their perceptions on the impact of their participation in social activities upon their academic achievement. There were 10 items on academic achievement with three choices i.e. Agree, Undecided and Disagree. As mentioned in chapter III, while scoring, the scores were assigned as 3, 2, and 1 as positive, neutral and negative. The responses are organized for various groups of students and are presented in the sub-sections 5.01.1, 5.01.2 and 5.01.3 for assessment, comparison with reference to their gender and comparison with reference to their stream of study respectively.

5.01.1: Assessment of Perceptions of Undergraduate Students in Mizoram relating to the Impact of their Participation in Social Activities upon their Academic Achievement

The perceptions of undergraduate students of various groups based on their gender and stream of study in Mizoram relating to the impact of their participation in social activities upon their academic achievement on the three choices along with the percentages put in parentheses are presented in Table- 5.01 followed by interpretation.

Table No. 5.01

Perceptions of Undergraduate Students in Mizoram Relating to the Impact of their Participation in Social Activities upon their Academic Achievement

Groups	N	Positive	Neutral	Negative
Arts Male	100	69 (69)	9 (9)	22 (22)
Arts Female	100	69 (69)	6 (6)	25 (25)
Arts Total	200	138 (69)	15 (7.5)	47 (23.5)
Science Male	100	60 (60)	15 (15)	25 (25)
Science Female	100	64 (64)	8 (8)	28 (28)
Science Total	200	124 (62)	23 (11.5)	53 (26.5)
Commerce Male	100	62 (62)	10 (10)	28 (28)
Commerce Female	100	68 (68)	14 (14)	18 (18)

Commerce Total	200	130 (65)	24 (12)	46 (23)
Professional Male	100	72 (72)	11 (11)	17 (17)
Professional Female	100	64 (64)	10 (10)	26 (26)
Professional Total	200	136 (68)	21 (10.5)	43 (21.5)
Male Total	400	263 (65.75)	45 (11.25)	92 (23)
Female Total	400	265 (66.25)	38 (9.5)	97 (24.25)
Total (Overall)	800	528 (66)	83 (10.37)	189 (23.63)

(Figures in the parenthesis indicate percentage)

i) Perception of Arts Students

As shown in Table-5.01, among arts male undergraduate students, majority i.e. 69% perceived their participation in social activities having positive impact upon their academic achievement, 9% were neutral and 22% perceived their participation in social activities having negative impact on their academic achievement. It is also found from the above table that, among arts female undergraduate students, majority i.e. 69% perceived their participation in social activities having positive impact upon their academic achievement, 6% were neutral and 25% perceived their participation in social activities having negative impact on their academic achievement. Irrespective of gender, majority of arts undergraduate students i.e. 69% were of the opinion that their participation in social activities had positive impact upon their academic achievement, 7.5% of them were neutral and 23.5% perceived their participation in social activities having negative impact on their academic achievement.

Thus, though the study revealed that majority of the arts male, arts female and arts (irrespective of gender) undergraduate students perceived their participation in social activities having positive impacts upon their academic achievement, there are students who perceived about its negative impact.

ii) Perception of Science Students

As shown in Table-5.01, among science male undergraduate students, majority i.e. 60% opined their participation in social activities having positive impact upon their academic achievement, 15% were neutral and 25% opined their participation in social activities having negative impact on their academic achievement. It is also found from the above table that, among science female undergraduate students, majority i.e. 64% viewed their participation in social activities having positive impact upon their academic achievement, 8% were neutral and 28% viewed their participation in social activities having negative impact on their academic achievement. Irrespective of gender, majority of science undergraduate students i.e. 62% were of the opinion that their participation in social activities had positive impact upon their academic achievement, 11.5% of them were neutral and 26.5 opined their participation in social activities having negative impact on their academic achievement.

Thus, though the study revealed that majority of the science male, science female and science (irrespective of gender) undergraduate students perceived their participation in social activities having positive impacts upon their academic achievement, there are students who perceived about its negative impact.

iii) Perception of Commerce Students

From the above table it can be seen that among commerce male undergraduate students, majority i.e. 62% perceived that their participation in social activities having positive impact upon their academic achievement, 10% were neutral and 28% viewed their participation in social activities having negative impact on their academic achievement. It is also found from the above table that, among

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commerce female undergraduate students, majority i.e. 68% perceived their participation in social activities having positive impact upon their academic achievement, 14% were neutral and 18% opined their participation in social activities having negative impact on their academic achievement. Irrespective of gender, majority of commerce undergraduate students i.e. 65% were of the opinion that their participation in social activities had positive impact upon their academic achievement, 12% of them were neutral and 23% perceived their participation in social activities having negative impact on their academic achievement.

Thus, though the study revealed that majority of the commerce male, commerce female and commerce (irrespective of gender) undergraduate students perceived their participation in social activities having positive impacts upon their academic achievement, there are students who perceived about its negative impact.

iv) Perception of Professional Students

As shown in Table-5.01, among professional male undergraduate students, majority i.e. 72% perceived their participation in social activities having positive impact upon their academic achievement, 11% were neutral and 17% opined their participation in social activities having negative impact on their academic achievement. It is also found from the above table that, among professional female undergraduate students, majority i.e. 64% viewed their participation in social activities having positive impact upon their academic achievement, 10% were neutral and 26% viewed their participation in social activities having negative impact on their academic achievement. Irrespective of gender, majority of professional undergraduate students i.e. 68% perceived that their participation in social activities had positive impact upon their academic achievement, 10.5% of

them were neutral and 21.5% expressed their participation in social activities having negative impact upon their academic achievement.

Thus, though the study revealed that majority of the professional male, professional female and professional (irrespective of gender) undergraduate students viewed their participation in social activities having positive impacts upon their academic achievement, there are students who perceived about its negative impact.

v) Perception of Undergraduate Students (irrespective of stream of study)

The above table shows that, irrespective of stream of study, majority of male undergraduate students i.e. 65.75% opined their participation in social activities having positive impact upon their academic achievement, 11.25% were neutral and 23% viewed their participation in social activities having negative impact on their academic achievement. It is also found from the above table that, irrespective of stream of study, majority of female undergraduate students i.e. 66.25% perceived their participation in social activities having positive impact upon their academic achievement, 9.5% were neutral and 24.25% expressed their participation in social activities having negative impact upon their academic achievement.

Thus, though the study revealed that majority of undergraduate students, irrespective of their stream of study in Mizoram, perceived their participation in social activities having positive impact upon their academic achievement, there are students who perceived about its negative impact.

vi) Perception of Undergraduate Students (irrespective of gender and stream of study)

The table also shows that, irrespective of their gender and stream of study, majority of undergraduate students, i.e. 66% were of the opinion that their participation in social activities had positive impact upon their academic achievement, 10.37% were neutral and 23.63% perceived their participation in social activities having negative impact on their academic achievement.

Thus, though the study revealed that majority ofundergraduate students, irrespective of their gender and stream of study in Mizoram, perceived their participation in social activities having positive impact upon their academic achievement, there are students who perceived about its negative impact.

5.01.2: **Comparison of the Perceptions of Undergraduate Students in Mizoram on the Impact of their Participation in Social Activities upon their Academic Achievement with Reference to their Gender**

The perceptions of undergraduate students in Mizoram on the impact of their participation in social activities upon their academic achievement are compared on the basis of their gender. For this, the mean and standard deviation of the scores were calculated and the details are presented in Table No.5.02 followed by interpretation.

Table No. 5.02

Comparison of the Perceptions of Undergraduate Students in Mizoram on the Impact of their Participation in Social Activities upon their Academic Achievement with Reference to their Gender

Components	Groups Compared	N	Mean	SD	t-value	Sig. level
Academic Achievement	Male Vs.	400	22.18	3.765	1.042	NS
	Female	400	21.91	3.349		

(NS- Not Significant)

Table 5.02 indicates that the t values relating to the comparison of perceptions of male and female undergraduate students in Mizoram on the impact of their participation in social activities upon their academic achievement is not significant at any level. It implies that there is no significant difference in the perceptions of male and female undergraduate students in Mizoram on the impact of their participation in social activities upon their academic achievement.

5.01.3: Comparison of the Perceptions of Undergraduate Students in Mizoram on the Impact of their Participation in Social Activities upon their Academic Achievement with Reference to their Stream of Study

The perceptions of undergraduate students in Mizoram on the impact of their participation in social activities upon their academic achievement are compared on the basis of their stream of study. For this, the mean and standard deviation of the scores were calculated and the details are presented in Table No.5.03 followed by interpretation.

Table No. 5.03

Comparison of the Perceptions of Undergraduate Students in Mizoram on the Impact of their Participation in Social Activities upon their Academic Achievement with Reference to their Stream of Study

Groups	N	Mean	SD	t-value	Sig. level
Arts	200	22.16	3.342	1.470	NS
Science	200	21.64	3.723		
Arts	200	22.16	3.342	.619	NS
Commerce	200	21.95	3.440		
Arts	200	22.16	3.342	.750	NS
Professional	200	22.43	3.711		
Science	200	21.64	3.723	.865	NS
Commerce	200	21.95	3.440		
Science	200	21.64	3.723	2.112	.05

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Professional	200	22.43	3.711		
Commerce	200	21.95	3.440	1.327	NS
Professional	200	22.43	3.711		

(NS- Not Significant)

Table 5.03 reveals that the t values relating to the comparison of perceptions of undergraduate students of arts and science streams, arts and commerce streams, arts and professional streams, science and professional streams and commerce and professional streams are not significant. But, the t value relating to the comparison between science and professional streams is significant at .05 level. It implies that there is no significant difference in the perceptions of undergraduate students of arts and science streams, arts and commerce streams, arts and professional streams, science and professional streams and commerce and professional streams on the impact of their participation in social activities upon their academic achievement. But, there is significant difference in the perceptions of undergraduate students of science and professional streams on the impact of their participation in social activities upon their academic achievement. The students of professional streams are more in favor of participation in social activities.

5.02: Perceptions of Undergraduate Students in Mizoram Relating to the Impact of their Participation in Social Activities upon their Moral Development

This section deals with the analysis of data collected from undergraduate students in Mizoram through the questionnaire meant for revealing their perceptions on the impact of their participation in social activities upon their moral development. There were 10 items on moral development with three choices i.e. Agree, Undecided and Disagree. As mentioned in chapter III, while scoring, the scores

were assigned as 3, 2, and 1 as positive, neutral and negative. The responses are organized for various groups of students and are presented in the sub-sections 5.02.1, 5.02.2 and 5.02.3 for assessment, comparison with reference to their gender and comparison with reference to their stream of study respectively.

5.02.1: Assessment of Perceptions of Undergraduate Students in Mizoram relating to the Impact of their Participation in Social Activities upon their Moral Development

The perceptions of undergraduate students of various groups based on their gender and stream of study in Mizoram relating to the impact of their participation in social activities upon their moral development on the three choices along with the percentages put in parentheses are presented in Table- 5.04 followed by interpretation.

Table No. 5.04

Perceptions of Undergraduate Students in Mizoram Relating to the Impact of their Participation in Social Activities upon their Moral Development

Groups	N	Positive	Neutral	Negative
Arts Male	100	53 (53)	14 (14)	33 (33)
Arts Female	100	53 (53)	15 (15)	32 (32)
Arts Total	200	106 (53)	29 (14.5)	65 (32.5)
Science Male	100	45 (45)	13 (13)	42 (42)
Science Female	100	44 (44)	13 (13)	43 (43)
Science Total	200	89 (44.5)	26 (13)	85 (42.5)
Commerce Male	100	54 (54)	14 (14)	32 (32)
Commerce Female	100	50 (50)	10 (10)	40 (40)
Commerce Total	200	104 (52)	24 (12)	72 (36)
Professional Male	100	52 (52)	12 (12)	36 (36)
Professional Female	100	37 (37)	17 (17)	46 (46)
Professional Total	200	89 (44.5)	29 (14.5)	82 (41)
Male Total	400	204 (51)	53 (13.25)	143 (35.75)
Female Total	400	184 (46)	55 (13.75)	161 (40.25)
Total (Overall)	800	388 (48.5)	108 (13.5)	304 (38)

(*Figures in the parenthesis indicate percentage*)

i) Perception of Arts Students

As shown in Table-5.04, among arts male undergraduate students, majority i.e. 53% perceived their participation in social activities having positive impact upon their moral development, 14% were neutral and 33% opined their participation in social activities having negative impact on their moral development. It is also found from the above table that, among arts female undergraduate students, majority i.e. 53% viewed their participation in social activities having positive impact upon their moral development, 15% were neutral and 32% expressed their participation in social activities having negative impact on their moral development. Irrespective of gender, majority of arts undergraduate students i.e. 53% were of the opinion that their participation in social activities had positive impact upon their moral development, 14.5% of them were neutral and 32.5% perceived their participation in social activities having negative impact on their moral development.

Thus, though the study revealed that majority of the arts male, arts female and arts (irrespective of gender) undergraduate students viewed their participation in social activities having positive impacts upon their moral development, there are students who perceived about its negative impact.

ii) Perception of Science Students

From the above table it is found that, among science male undergraduate students, 45% were of the opinion that their participation in social activities had positive impact upon their moral development, 13% were neutral and 42% of them viewed their participation in social activities having negative impact on their moral development. It is also found that44% of science female undergraduate students

viewed their participation in social activities having positive impact upon their moral development, 13% were neutral and 43% of them expressed that their participation in social activities having negative impact on their moral development. Irrespective of gender, it is also found that among science undergraduate students, 44.5% opined their participation in social activities having positive impact upon their moral development, 13% were neutral and 42.5% were of the opinion that their participation in social activities had negative impact on their moral development.

Thus, though the study revealed that more respondents of science male, science female and science (irrespective of gender) undergraduate students viewed their participation in social activities having positive impacts upon their moral development, there are students who perceived about its negative impact.

iii) Perception of Commerce Students

The above table shows that, among commerce male undergraduate students, majority i.e. 54% opined their participation in social activities having positive impact upon their moral development, 14% were neutral and 32% expressed their participation in social activities having negative impact on their moral development. It is also found from the above table that, among commerce female undergraduate students, majority i.e. 50% perceived their participation in social activities having positive impact upon their moral development, 10% were neutral and 40% viewed their participation in social activities having negative impact on their moral development. Irrespective of gender, majority of commerce undergraduate students i.e. 52% were of the opinion that their participation in social activities had positive impact upon their moral development, 12% of them

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were neutral and 36% expressed their participation in social activities having negative impact on their moral development.

Thus, though the study revealed that majority of the commerce male, commerce female and commerce (irrespective of gender) undergraduate students perceived their participation in social activities having positive impacts upon their moral development, there are students who perceived about its negative impact.

iv) Perception of Professional Students

As shown in Table-5.04, among professional male undergraduate students, majority i.e. 52% opined their participation in social activities having positive impact upon their moral development, 12% were neutral and 36% viewed their participation in social activities having negative impact on their moral development. It is also found from the above table that, among professional female undergraduate students, 46% perceived their participation in social activities having negative impact upon their moral development, 17% were neutral and 37% expressed their participation in social activities having positive impact on their moral development. Irrespective of gender, it is also found that among professional undergraduate students, 44.5% were of the opinion that their participation in social activities had positive impact upon their moral development, 14.5% of them were neutral and 41% opined their participation in social activities having negative impact on their moral development.

Thus, the study revealed that majority of the professional male undergraduate students perceived their participation in social activities having positive impacts upon their moral development. However, the study revealed that more respondents of professional female undergraduate students perceived their

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participation in social activities having negative impact upon their moral development and though it was found that more respondents of professional undergraduate students (irrespective of gender) opined that their participation in social activities had positive impact upon their moral development, there are students who perceived about its negative impact.

v) Perception of Undergraduate Students (irrespective of stream of study)

The above table shows that, irrespective of stream of study, majority of male undergraduate students i.e. 51% perceived their participation in social activities having positive impact upon their moral development, 13.25% were neutral and 35.75% viewed their participation in social activities having negative impact on their moral development. It is also found from the above table that, irrespective of stream of study, 46% of female undergraduate students opined their participation in social activities having positive impact upon their moral development, 13.75% were neutral and 40.25% expressed their participation in social activities having negative impact on their moral development.

Thus, though the study revealed that majority of male undergraduate students in Mizoram perceived their participation in social activities having positive impact upon their moral development and more respondents of female undergraduate students in Mizoram opined their participation in social activities having positive impact upon their moral development, there are students who perceived about its negative impact.

vi)Perception of Undergraduate Students(irrespective of gender and stream of study)

The table also shows that, irrespective of their gender and stream of study, among undergraduate students in Mizoram, 48.5% viewed their participation in social activities having positive impact upon their moral development, 13.5% were neutral and 38% opined their participation in social activities having negative impact on their moral development.

Thus, though the study revealed that more respondents of undergraduate students in Mizoram perceived their participation in social activities having positive impact upon their moral development, there are students who perceived about its negative impact.

5.02.2: **Comparison of the Perceptions of Undergraduate Students in Mizoram on the Impact of their Participation in Social Activities upon their Moral Development with Reference to their Gender**

The perceptions of undergraduate students in Mizoram on the impact of their participation in social activities upon their moral development are compared on the basis of their gender. For this, the mean and standard deviation of the scores were calculated and the details are presented in Table No.5.05 followed by interpretation.

Table No. 5.05

Comparison of the Perceptions of Undergraduate Students in Mizoram on the Impact of their Participation in Social Activities upon their Moral Development with Reference to their Gender

Components	Groups Compared	N	Mean	SD	t-value	Sig. level
Moral Development	Male Vs. Female	400	20.63	3.210	1.908	NS
		400	20.21	3.012		

(NS- Not Significant)

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Table 5.05 indicates that the t values relating to the comparison of perceptions of male and female undergraduate students in Mizoram on the impact of their participation in social activities upon their moral development is not significant. It implies that there is no significant difference in the perceptions of male and female undergraduate students in Mizoram on the impact of their participation in social activities upon their moral development.

5.02.3: Comparison of the Perceptions of Undergraduate Students in Mizoram on the Impact of their Participation in Social Activities upon their Moral Development with Reference to their Stream of Study

The perceptions of undergraduate students in Mizoram on the impact of their participation in social activities upon their moral development are compared on the basis of their stream of study. For this, the mean and standard deviation of the scores were calculated and the details are presented in Table No.5.06 followed by interpretation.

Table No. 5.06

Comparison of the Perceptions of Undergraduate Students in Mizoram on the Impact of their Participation in Social Activities upon their Moral Development with Reference to their Stream of Study

Groups	N	Mean	SD	t-value	Sig. level
Arts	200	20.65	2.995	1.239	NS
Science	200	20.26	3.368		
Arts	200	20.65	2.995	.313	NS
Commerce	200	20.56	3.070		
Arts	200	20.65	2.995	1.396	NS
Professional	200	20.23	3.024		
Science	200	20.26	3.368	.931	NS
Commerce	200	20.56	3.070		
Science	200	20.26	3.368	.078	NS

Professional	200	20.23	3.024		
Commerce	200	20.56	3.070	1.067	NS
Professional	200	20.23	3.024		

(NS- Not Significant)

The above table shows that the t values relating to the comparison of perceptions of undergraduate students of arts and science streams, arts and commerce streams, arts and professional streams, science and professional streams and commerce and professional streams are not significant. It implies that there is no significant difference in the perceptions of undergraduate students of arts and science streams, arts and commerce streams, arts and professional streams, science and professional streams and commerce and professional streams on the impact of their participation in social activities upon their moral development.

5.03: **Perceptions of Undergraduate Students in Mizoram Relating to the Impact of their Participation in Social Activities upon their Social Development**

This section deals with the analysis of data collected from undergraduate students in Mizoram through the questionnaire meant for revealing their perceptions on the impact of their participation in social activities upon their social development. There were 10 items on social development with three choices i.e. Agree, Undecided and Disagree. As mentioned in chapter III, while scoring, the scores were assigned as 3, 2, and 1 as positive, neutral and negative. The responses are organized for various groups of students and are presented in the sub-sections 5.03.1, 5.03.2 and 5.03.3 for assessment, comparison with reference to their gender and comparison with reference to their stream of study respectively.

5.03.1: **Assessment of Perceptions of Undergraduate Students in Mizoram Relating to the Impact of their Participation in Social Activities upon their Social Development**

The perceptions of undergraduate students of various groups based on their gender and stream of study in Mizoram relating to the impact of their participation in social activities upon their social development on the three choices along with the percentages put in parentheses are presented in Table- 5.07 followed by interpretation.

Table No. 5.07

Perceptions of Undergraduate Students in Mizoram Relating to the Impact of their Participation in Social Activities upon their Social Development

Groups	N	Positive	Neutral	Negative
Arts Male	100	74 (74)	11 (11)	15 (15)
Arts Female	100	75 (75)	12 (12)	13 (13)
Arts Total	200	149 (74.5)	23 (11.5)	28 (14)
Science Male	100	56 (56)	17 (17)	27 (27)
Science Female	100	60 (60)	16 (16)	24 (24)
Science Total	200	116 (58)	33 (16.5)	51 (25.5)
Commerce Male	100	75 (75)	11 (11)	14 (14)
Commerce Female	100	62 (62)	12 (12)	26 (26)
Commerce Total	200	137 (68.5)	23 (11.5)	40 (20)
Professional Male	100	70 (70)	13 (13)	17 (17)
Professional Female	100	55 (55)	14 (14)	31 (31)
Professional Total	200	125 (62.5)	27 (13.5)	48 (24)
Male Total	400	275 (68.75)	52 (13)	73 (18.25)
Female Total	400	252 (63)	54 (13.5)	94 (23.5)
Total (Overall)	800	527 (65.88)	106 (13.25)	167 (20.88)

(*Figures in the parenthesis indicate percentage*)

i) Perception of Arts Students

As shown in Table-5.07, among arts male undergraduate students, majority i.e. 74% perceived their participation in social activities having positive impact upon

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their social development, 11% were neutral perception and 15% opined their participation in social activities having negative impact on their social development. It is also found from the above table that, among arts female undergraduate students, majority i.e.75% viewed their participation in social activities having positive impact upon their social development, 12% were neutral and 13% expressed their participation in social activities having negative impact on their social development. Irrespective of gender, majority of arts undergraduate students i.e. 74.5% were of the opinion that their participation in social activities had positive impact upon their social development, 11.5% of them were neutral and 14% expressed their participation in social activities having negative impact on their social development.

Thus, though the study revealed that majority of the arts male, arts female and arts (irrespective of gender) undergraduate students perceived their participation in social activities having positive impacts upon their social development, there are students who perceived about its negative impact.

ii) Perception of Science Students

As shown in the above table, among science male undergraduate students, majority i.e. 56% opined their participation in social activities having positive impact upon their social development, 17% were neutral and 27% viewed their participation in social activities having negative impact on their social development. It is also found from the above table that, among science female undergraduate students, majority i.e. 60% perceived their participation in social activities having positive impact upon their social development, 16% were neutral and 24% expressed their participation in social activities having negative impact on their social

development. Irrespective of gender, majority of arts undergraduate students i.e. 58% were of the opinion that their participation in social activities had positive impact upon their social development, 16.5% of them were neutral and 25.5% opined their participation in social activities having negative impact on their social development.

Thus, though the study revealed that majority of the science male, science female and science (irrespective of gender) undergraduate students perceived their participation in social activities having positive impacts upon their social development, there are students who perceived about its negative impact.

iii) Perception of Commerce Students

As shown in Table-5.07, among commerce male undergraduate students, majority i.e. 75% perceived their participation in social activities having positive impact upon their social development, 11% were neutral and 14% expressed their participation in social activities having negative impact on their social development. It is also found from the above table that, among commerce female undergraduate students, majority i.e. 62% viewed their participation in social activities having positive impact upon their social development, 12% were neutral and 26% opined their participation in social activities having negative impact on their social development. Irrespective of gender, majority of commerce undergraduate students i.e. 68.5% were of the opinion that their participation in social activities had positive impact upon their social development, 11.5% of them were neutral and 20% viewed their participation in social activities having negative impact on their social development.

Thus, though the study revealed that majority of the commerce male, commerce female and commerce (irrespective of gender) undergraduate students perceived their participation in social activities having positive impacts upon their social development, there are students who perceived about its negative impact.

iv) Perception of Professional Students

The above table shows that, among professional male undergraduate students, majority i.e. 70% viewed their participation in social activities having positive impact upon their social development, 13% were neutral and 17% opined their participation in social activities having negative impact on their social development. It is also found from the above table that, among professional female undergraduate students, majority i.e. 55% viewed their participation in social activities having positive impact upon their social development, 14% were neutral and 31% expressed their participation in social activities having negative impact on their social development. Irrespective of gender, majority of professional undergraduate students i.e. 62.5% were of the opinion that their participation in social activities had positive impact upon their social development, 13.5% of them were neutral and 24% opined their participation in social activities having negative impact upon their social development.

Thus, though the study revealed that majority of the professional male, professional female and professional (irrespective of gender) undergraduate students viewed their participation in social activities having positive impacts upon their social development, there are students who perceived about its negative impact.

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v) Perception of Undergraduate Students (irrespective of stream of study)

The above table shows that, irrespective of stream of study, majority of male undergraduate students i.e. 68.75% opined their participation in social activities having positive impact upon their social development, 13% were neutral and 18.25% viewed their participation in social activities having negative impact on their social development. It is also found from the above table that, irrespective of stream of study, majority of female undergraduate students i.e. 63% viewed perceived their participation in social activities having positive impact upon their social development, 13.5% were neutral and 23.5% expressed their participation in social activities having negative impact upon their social development.

Thus, though the study revealed that majority ofundergraduate students, irrespective of their stream of study in Mizoram, perceived their participation in social activities having positive impact upon their social development, there are students who perceived about its negative impact.

vi) Perception of Undergraduate Students (irrespective of gender and stream of study)

The table also shows that majority of undergraduate students (total) i.e. 65.88% were of the opinion that their participation in social activities had positive impact upon their social development, 13.25% were neutral and 20.88% perceived that their participation in social activities having negative impact on their social development.

Thus, though the study revealed that majority ofundergraduate students, irrespective of their gender and stream of study in Mizoram, perceived their participation in social activities having positive impact upon their social development, there are students who perceived about its negative impact.

5.03.2: **Comparison of the Perceptions of Undergraduate Students in Mizoram on the Impact of their Participation in Social Activities upon their Social Development with Reference to their Gender**

The perceptions of undergraduate students in Mizoram on the impact of their participation in social activities upon their social development are compared on the basis of their gender. For this, the mean and standard deviation of the scores were calculated and the details are presented in Table No.5.08 followed by interpretation.

Table No. 5.08

Comparison of the Perceptions of Undergraduate Students in Mizoram on the Impact of their Participation in Social Activities upon their Social Development with Reference to their Gender

Components	Groups Compared	N	Mean	SD	t-value	Sig. level
Social Development	Male Vs. Female	400	21.90	3.092	2.627	.01
		400	21.36	2.737		

(NS- Not Significant)

Table 5.08 indicates that the t values relating to the comparison of perceptions of male and female undergraduate students in Mizoram on the impact of their participation in social activities upon their social development is significant at .01 level. It implies that there is significant difference in the perceptions of male and female undergraduate students in Mizoram on the impact of their participation in social activities upon their social development. Male students are more in favor of participation in social activities.

5.03.3: **Comparison of the Perceptions of Undergraduate Students in Mizoram on the Impact of their Participation in Social Activities upon their Social Development with Reference to their Stream of Study**

The perceptions of undergraduate students in Mizoram on the impact of their participation in social activities upon their social development are compared on the basis of their stream of study. For this, the mean and standard deviation of the scores were calculated and the details are presented in Table No.5.09 followed by interpretation.

Table No. 5.09

Comparison of the Perceptions of Undergraduate Students in Mizoram on the Impact of their Participation in Social Activities upon their Social Development with Reference to their Stream of Study

Groups	N	Mean	SD	t-value	Sig. level
Arts	200	21.97	2.766	1.558	NS
Science	200	21.49	3.308		
Arts	200	21.97	2.766	1.369	NS
Commerce	200	21.58	2.856		
Arts	200	21.97	2.766	1.794	NS
Professional	200	21.47	2.753		
Science	200	21.49	3.308	.291	NS
Commerce	200	21.58	2.856		
Science	200	21.49	3.308	.066	NS
Professional	200	21.47	2.753		
Commerce	200	21.58	2.856	.392	NS
Professional	200	21.47	2.753		

(NS- Not Significant)

As shown in the above table, the t values relating to the comparison of perceptions of undergraduate students of arts and science streams, arts and commerce streams, arts and professional streams, science and professional streams and commerce and

professional streams are not significant. It implies that there is no significant difference in the perceptions of undergraduate students of arts and science streams, arts and commerce streams, arts and professional streams, science and professional streams and commerce and professional streams on the impact of their participation in social activities upon their social development.

5.04:   Suggestions of Undergraduate Students in Mizoram for Better Functioning of Social Organizations and Participation of Undergraduate Students in Social Activities

This section deals with the analysis of data collected from Under-Graduate students in Mizoram on their suggestions for better functioning of social organizations and on their participation in social activities.

Data were collected from both male and female students of four streams i.e. arts, science, commerce and professional. Thus, there were 15 groups based on stream of study and gender: arts male, arts female, arts (irrespective of gender), science male, science female, science (irrespective of gender), commerce male, commerce female, commerce (irrespective of gender), professional male, professional female, professional (irrespective of gender), male (irrespective of stream of study), female (irrespective of stream of study), and total. In order to get suggestions of the respondents, 20 structured statements with three choices– agree, undecided, and disagree were given in Section B of the questionnaire. Besides, an open ended question i.e. 'Any other, please mention' was also presented at Sl. No 21 of the questionnaire. Analysis of the responses revealed that no respondent had given any response to the open ended question. It is because all probable suggestions were given in the 20 structured statements. The frequency of responses

along with their percentage of all the 15 categories of respondents in respect of the 20 statements is presented in Tables 5.10 – 5.24.The chi-square test was applied for each statement to examine the trend of responses, if any, on the hypotheses of equal probability and also presented in those tables. The chi-square value, in a summarized form, is presented in Table 5.25 for facilitating interpretation and comparison.

Criteria for Interpretation: As already mentioned each statement had three choices – agree, undecided and disagree. For interpretation, it was decided to compare the percentage of respondents answering agree or disagree and to exclude the undecided. It is because; the respondents choose the undecided response not only when they are confused, but also when the issue is sensitive, the context is threatening, the respondents are non-serious and the like. The present issue i.e. participation in social activities is a sensitive issue as the social organizations are influential in every society that too in Mizo society.

Table No. 5.10

Perceptions of Arts Male Undergraduate Students on the Statements meant for Suggestions Regarding Better Functioning of Social Organizations and Participation of Undergraduate Students in Social Activities

Statement No.	Agree	Undecided	Disagree	X^2
1.	58 (58)	19 (19)	23 (23)	27.62**
2.	38 (38)	38 (38)	24 (24)	3.91
3.	51 (51)	22 (22)	27 (27)	14.42**
4.	61 (61)	21 (21)	18 (18)	34.58**
5.	46 (46)	33 (33)	21 (21)	9.38**
6.	44 (44)	25 (25)	31 (31)	5.66
7.	54 (54)	30 (30)	16 (16)	22.16**
8.	78 (78)	15 (15)	7 (7)	90.75**
9.	66 (66)	19 (19)	15 (15)	48.26**
10.	81 (81)	12 (12)	7 (7)	102.63**
11.	71 (71)	19 (19)	10 (10)	65.07**
12.	66 (66)	26 (26)	8 (8)	52.88**
13.	63 (63)	28 (28)	9 (9)	45.02**
14.	46 (46)	31 (31)	23 (23)	8.18*
15.	50 (50)	33 (33)	17 (17)	16.34**
16.	50 (50)	38 (38)	12 (12)	22.64**
17.	54 (54)	28 (28)	18 (18)	20.72**
18.	66 (66)	26 (26)	8 (8)	52.88**
19.	61 (61)	27 (27)	12 (12)	37.82**
20.	54 (54)	31 (31)	15 (15)	23.06**

(Figures in the parenthesis indicate percentage)
Significant at .05 Level
Significant at .01 Level

Table No. 5.11

Perceptions of Arts Female Undergraduate Students on the Statements meant for Suggestions Regarding Better Functioning of Social Organizations and Participation of Undergraduate Students in Social Activities

Statement No.	Agree	Undecided	Disagree	X^2
1.	47 (47)	26 (26)	27 (27)	8.42*
2.	37 (37)	36 (36)	27 (27)	1.81
3.	41 (41)	29 (29)	30 (30)	2.66
4.	63 (63)	22 (22)	15 (15)	40.34**
5.	60 (60)	15 (15)	25 (25)	33.5**
6.	45 (45)	28 (28)	27 (27)	6.14*
7.	69 (69)	24 (24)	7 (7)	61.58**
8.	84 (84)	11 (11)	5 (5)	116.07**
9.	75 (75)	20 (20)	5 (5)	81.51**
10.	82 (82)	13 (13)	5 (5)	107.55**
11.	76 (76)	17 (17)	7 (7)	83.43**
12.	68 (68)	20 (20)	12 (12)	55.04**
13.	61 (61)	26 (26)	13 (13)	36.98**
14.	45 (45)	38 (38)	17 (17)	12.74**
15.	53 (53)	29 (29)	18 (18)	19.22**
16.	54 (54)	33 (33)	13 (13)	25.22**
17.	57 (57)	30 (30)	13 (13)	29.54**
18.	67 (67)	20 (20)	13 (13)	51.74**
19.	65 (65)	27 (27)	8 (8)	50.54**
20.	59 (59)	26 (26)	15 (15)	31.46**

(Figures in the parenthesis indicate percentage)
Significant at .05 Level
Significant at .01 Level

Table No. 5.12

Perceptions of Arts (Total) Undergraduate Students on the Statements meant for Suggestions Regarding Better Functioning of Social Organizations and Participation of Undergraduate Students in Social Activities

Statement No.	Agree	Undecided	Disagree	X^2
1.	105 (52.5)	45 (22.5)	50 (25)	33.25**
2.	75 (37.5)	74 (37)	51 (25.5)	5.53
3.	92 (46)	51 (25.5)	57 (28.5)	14.71**
4.	124 (62)	43 (21.5)	33 (16.5)	74.71**
5.	106 (53)	48 (24)	46 (23)	34.84**
6.	89 (44.5)	53 (26.5)	58 (29)	11.41**
7.	123 (61.5)	54 (27)	23 (11.5)	78.62**
8.	162 (81)	26 (13)	12 (6)	205.98**
9.	141 (70.5)	39 (19.5)	20 (10)	127.04**
10.	163 (81.5)	25 (12.5)	12 (6)	210.09**
11.	147 (73.5)	36 (18)	17 (8.5)	147.92**
12.	134 (67)	46 (23)	20 (10)	107.09**
13.	124 (62)	54 (27)	22 (11)	81.64**
14.	91 (45.5)	69 (34.5)	40 (20)	19.63**
15.	103 (51.5)	62 (31)	35 (17.5)	35.18**
16.	104 (52)	71 (35.5)	25 (12.5)	47.24**
17.	111 (55.5)	58 (29)	31 (15.5)	49.69**
18.	133 (66.5)	46 (23)	21 (10.5)	103.7**
19.	126 (63)	54 (27)	20 (10)	87.88**
20.	113 (56.5)	57 (28.5)	30 (15)	53.77**

(Figures in the parenthesis indicate percentage)
Significant at .05 Level
**Significant at .01 Level

Table No. 5.13

Perceptions of Science Male Undergraduate Students on the Statements meant for Suggestions Regarding Better Functioning of Social Organizations and Participation of Undergraduate Students in Social Activities

Statement No.	Agree	Undecided	Disagree	X^2
1.	60 (60)	20 (20)	20 (20)	32**
2.	45 (45)	24 (24)	31 (31)	6.41*
3.	39 (39)	29 (29)	32 (32)	1.57
4.	66 (66)	20 (20)	14 (14)	48.56**
5.	51 (51)	24 (24)	25 (25)	14.06**
6.	45 (45)	28 (28)	27 (27)	6.14*
7.	58 (58)	30 (30)	12 (12)	32.24**
8.	75 (75)	15 (15)	10 (10)	78.51**
9.	65 (65)	24 (24)	11 (11)	47.66**
10.	82 (82)	7 (7)	11 (11)	106.83**
11.	73 (73)	23 (23)	4 (4)	76.23**
12.	73 (73)	18 (18)	9 (9)	72.03**
13.	57 (57)	36 (36)	7 (7)	37.82**
14.	52 (52)	28 (28)	20 (20)	16.64**
15.	66 (66)	19 (19)	15 (15)	48.26**
16.	60 (60)	34 (34)	6 (6)	43.76**
17.	53 (53)	27 (27)	20 (20)	18.14**
18.	62 (62)	26 (26)	12 (12)	39.92**
19.	60 (60)	30 (30)	10 (10)	38**
20.	58 (58)	27 (27)	15 (15)	29.54**

(Figures in the parenthesis indicate percentage)
*Significant at .05 Level
**Significant at .01 Level

Table No. 5.14

Perceptions of Science Female Undergraduate Students on the Statements meant for Suggestions Regarding Better Functioning of Social Organizations and Participation of Undergraduate Students in Social Activities

Statement No.	Agree	Undecided	Disagree	X^2
1.	64 (64)	17 (17)	19 (19)	42.38**
2.	50 (50)	28 (28)	22 (22)	13.04**
3.	40 (40)	18 (18)	42 (42)	10.59**
4.	62 (62)	19 (19)	19 (19)	36.98**
5.	61 (61)	13 (13)	26 (26)	36.98**
6.	55 (55)	25 (25)	20 (20)	21.5**
7.	70 (70)	23 (23)	7 (7)	64.34**
8.	93 (93)	5 (5)	2 (2)	160.36**
9.	76 (76)	16 (16)	8 (8)	82.89**
10.	91 (91)	6 (6)	3 (3)	171.14**
11.	83 (83)	14 (14)	3 (3)	112.83**
12.	81 (81)	11 (11)	8 (8)	102.39**
13.	58 (58)	35 (35)	7 (7)	39.14**
14.	50 (50)	27 (27)	23 (23)	12.74**
15.	71 (71)	16 (16)	13 (13)	63.99**
16.	65 (65)	26 (26)	9 (9)	49.46**
17.	48 (48)	30 (30)	22 (22)	10.64**
18.	82 (82)	15 (15)	3 (3)	108.75**
19.	69 (69)	21 (21)	10 (10)	59.06**
20.	71 (71)	15 (15)	14 (14)	63.87**

(Figures in the parenthesis indicate percentage)
Significant at .05 Level
Significant at .01 Level

Table No. 5.15

Perceptions of Science (Total) Undergraduate Students on the Statements meant for Suggestions Regarding Better Functioning of Social Organizations and Participation of Undergraduate Students in Social Activities

Statement No.	Agree	Undecided	Disagree	X^2
1.	124 (62)	37 (18.5)	39 (19.5)	74**
2.	95 (47.5)	52 (26)	53 (26.5)	18.07**
3.	80 (40)	47 (23.5)	73 (36.5)	9.07*
4.	128 (64)	39 (19.5)	33 (16.5)	84.91**
5.	112 (56)	37 (18.5)	51 (25.5)	47.72**
6.	100 (50)	53 (26.5)	47 (23.5)	25.28**
7.	128 (64)	53 (26.5)	19 (9.5)	93.32**
8.	168 (84)	20 (10)	12 (6)	231.54**
9.	141 (70.5)	40 (20)	19 (9.5)	127.64**
10.	173 (86.5)	13 (6.5)	14 (7)	254.44**
11.	156 (78)	37 (18.5)	7 (3.5)	186.34**
12.	154 (77)	29 (14.5)	17 (8.5)	172.71**
13.	115 (57.5)	71 (35.5)	14 (7)	76.93**
14.	102 (51)	55 (27.5)	43 (21.5)	29.18**
15.	137 (68.5)	35 (17.5)	28 (19)	111.68**
16.	125 (62.5)	60 (30)	15 (7.5)	91.77**
17.	101 (50.5)	57 (28.5)	42 (21)	28.21**
18.	144 (72)	41 (20.5)	15 (7.5)	139.65**
19.	129 (64.5)	51 (25.5)	20 (10)	94.64**
20.	129 (64.5)	42 (21)	29 (14.5)	88.7**

(Figures in the parenthesis indicate percentage)
Significant at .05 Level
Significant at .01 Level

Table No. 5.16

Perceptions of Commerce Male Undergraduate Students on the Statements meant for Suggestions Regarding Better Functioning of Social Organizations and Participation of Undergraduate Students in Social Activities

Statement No.	Agree	Undecided	Disagree	X^2
1.	46 (46)	27 (27)	27 (27)	7.22*
2.	44 (44)	39 (39)	17 (17)	12.38**
3.	45 (45)	28 (28)	27 (27)	6.14*
4.	66 (66)	18 (18)	16 (16)	48.08**
5.	59 (59)	19 (19)	22 (22)	29.78**
6.	39 (39)	35 (35)	26 (26)	2.65
7.	58 (58)	29 (29)	13 (13)	31.22**
8.	78 (78)	18 (18)	4 (4)	92.73**
9.	66 (66)	26 (26)	8 (8)	52.88**
10.	86 (86)	10 (10)	4 (4)	125.37**
11.	79 (79)	15 (15)	6 (6)	116.42**
12.	65 (65)	19 (19)	16 (16)	45.26**
13.	63 (63)	30 (30)	7 (7)	47.54**
14.	40 (40)	34 (34)	26 (26)	2.95
15.	61 (61)	25 (25)	14 (14)	36.26**
16.	48 (48)	43 (43)	9 (9)	27.03**
17.	50 (50)	30 (30)	20 (20)	14*
18.	65 (65)	30 (30)	5 (5)	54.5**
19.	70 (70)	25 (25)	5 (5)	66.5**
20.	63 (63)	22 (22)	15 (15)	40.34**

(Figures in the parenthesis indicate percentage)
*Significant at .05 Level
**Significant at .01 Level

Table No. 5.17

Perceptions of Commerce Female Undergraduate Students on the Statements meant for Suggestions Regarding Better Functioning of Social Organizations and Participation of Undergraduate Students in Social Activities

Statement No.	Agree	Undecided	Disagree	X^2
1.	59 (59)	24 (24)	17 (17)	29.93**
2.	39 (39)	41 (41)	20 (20)	8.06*
3.	44 (44)	27 (27)	29 (29)	5.18
4.	75 (75)	14 (14)	11 (11)	78.27**
5.	62 (62)	22 (22)	16 (16)	37.52**
6.	56 (56)	29 (29)	15 (15)	26.06**
7.	63 (63)	30 (30)	7 (7)	47.54**
8.	87 987)	9 (9)	4 (4)	129.99**
9.	68 (68)	22 (22)	10 (10)	56.24**
10.	92 (92)	6 (6)	2 (2)	176.49**
11.	74 (74)	16 (16)	10 (10)	74.97**
12.	86 (86)	9 (9)	5 (5)	125.07**
13.	74 (74)	24 (24)	2 (2)	81.24**
14.	50 (50)	34 (34)	16 (16)	17.36**
15.	63 (63)	30 (30)	7 (7)	47.54**
16.	59 (59)	32 (32)	9 (9)	37.58**
17.	50 (50)	30 (30)	20 (20)	14*
18.	75 (75)	21 (21)	4 (4)	82.47**
19.	74 (74)	23 (23)	3 (3)	80.43**
20.	69 (69)	23 (23)	8 (8)	60.62**

(Figures in the parenthesis indicate percentage)
*Significant at .05 Level
**Significant at .01 Level

Table No. 5.18

Perceptions of Commerce (Total) Undergraduate Students on the Statements meant for Suggestions Regarding Better Functioning of Social Organizations and Participation of Undergraduate Students in Social Activities

Statement No.	Agree	Undecided	Disagree	X^2
1.	105 (52.5)	51 (25.5)	44 (22)	33.43**
2.	83 (41.5)	80 (40)	37 (18.5)	19.88**
3.	89 (44.5)	55 (27.5)	56 (28)	11.23**
4.	141 (70.5)	32 (16)	27 (13.5)	124.52**
5.	121 (60.5)	41 (20.5)	38 (19)	66.5**
6.	95 (47.5)	64 (32)	41 (20.5)	22.04**
7.	121 (60.5)	59 (29.5)	20 (10)	77.84**
8.	165 (82.5)	27 (13.5)	8 (4)	220.3**
9.	134 (67)	48 (24)	18 (9)	108.77**
10.	178 (89)	16 (8)	6 (3)	279.67**
11.	153 (76.5)	31 (15.5)	16 (8)	169.41**
12.	151 (75.5)	28 (14)	21 (10.5)	160.41**
13.	137 (68.5)	54 (27)	9 (4.5)	126.5**
14.	90 (45)	68 (34)	42 (21)	17.32**
15.	124 (62)	55 (27.5)	21 (10.5)	82.64**
16.	107 (53.5)	75 (37.5)	18 (9)	60.97**
17.	100 (50)	60 (30)	40 (20)	28.01**
18.	140 (70)	51 (25.5)	9 (4.5)	134.25**
19.	144 (72)	48 (24)	8 (4)	146.57**
20.	132 (66)	45 (22.5)	23 (11.5)	99.69**

(Figures in the parenthesis indicate percentage)
Significant at .05 Level
Significant at .01 Level

Table No. 5.19

Perceptions of Professional Male Undergraduate Students on the Statements meant for Suggestions Regarding Better Functioning of Social Organizations and Participation of Undergraduate Students in Social Activities

Statement No.	Agree	Undecided	Disagree	X^2
1.	58 (58)	23 (23)	19 (19)	27.62**
2.	36 (36)	44 (44)	20 (20)	8.96*
3.	34 (34)	37 (37)	29 (29)	0.97
4.	65 (65)	26 (26)	9 (9)	49.46*8
5.	55 (55)	24 (24)	21 (21)	21.26**
6.	44 (44)	32 (32)	24 (24)	9.23**
7.	50 (50)	32 (32)	18 (18)	18.59**
8.	74 (74)	19 (19)	7 (7)	76.59**
9.	58 (58)	30 (30)	12 (12)	32.24**
10.	79 (79)	13 (13)	8 (8)	94.23**
11.	69 (69)	23 (23)	8 (8)	60.62**
12.	67 (67)	24 (24)	9 (9)	54.38**
13.	56 (56)	37 (37)	7 (7)	36.62**
14.	47 (47)	39 (39)	14 (14)	17.78**
15.	60 (60)	28 (28)	12 (12)	35.84**
16.	49 (49)	40 (40)	11 (11)	23.66**
17.	48 (48)	24 (24)	28 (28)	9.92**
18.	68 (68)	23 (23)	9 (9)	57.02**
19.	66 (66)	21 (21)	13 (13)	48.98**
20.	68 (68)	23 (23)	9 (9)	57.02**

(Figures in the parenthesis indicate percentage)
Significant at .05 Level
Significant at .01 Level

Table No. 5.20

Perceptions of Professional Female Undergraduate Students on the Statements meant for Suggestions Regarding Better Functioning of Social Organizations and Participation of Undergraduate Students in Social Activities

Statement No.	Agree	Undecided	Disagree	X^2
1.	71 (71)	18 (18)	11 (11)	64.59**
2.	36 (36)	35 (35)	29 (29)	0.85
3.	42 (42)	19 (19)	39 (39)	9.38**
4.	71 (71)	19 (19)	10 (10)	65.07**
5.	57 (57)	24 (24)	19 (19)	25.58**
6.	48 (48)	33 (33)	19 (19)	12.62**
7.	56 (56)	35 (35)	9 (9)	33.26**
8.	82 (82)	13 (13)	5 (5)	107.55**
9.	80 (80)	12 (12)	8 (8)	98.25**
10.	88 (88)	10 (10)	2 (2)	135.45**
11.	72 (72)	22 (22)	6 (6)	92.48**
12.	76 (76)	19 (19)	5 (5)	84.87**
13.	61 (61)	35 (35)	4 (4)	48.86**
14.	49 (49)	38 (38)	13 (13)	20.42**
15.	64 (64)	25 (25)	11 (11)	45.26**
16.	55 (55)	35 (35)	10 (10)	30.5**
17.	55 (55)	28 (28)	17 (17)	22.94**
18.	76 (76)	19 (19)	5 (5)	84.87**
19.	73 (73)	21 (21)	6 (6)	74.19**
20.	66 (66)	22 (22)	12 (12)	49.52**

(Figures in the parenthesis indicate percentage)
Significant at .05 Level
**Significant at .01 Level*

Table No. 5.21

Perceptions of Professional (Total) Undergraduate Students on the Statements meant for Suggestions Regarding Better Functioning of Social Organizations and Participation of Undergraduate Students in Social Activities

Statement No.	Agree	Undecided	Disagree	X^2
1.	129 (64.5)	41 (20.5)	30 (15)	88.34**
2.	72 (36)	79 (39.5)	49 (24.5)	7.5*
3.	76 (38)	56 (28)	68 (34)	3.04**
4.	136 (68)	45 (22.5)	19 (9.5)	113.25**
5.	112 (56)	48 (24)	40 (20)	46.72**
6.	92 (46)	65 (32.5)	43 (21.5)	18.07**
7.	106 (53)	67 (33.5)	27 (13.5)	46.82**
8.	156 (78)	32 (16)	12 (6)	182.58**
9.	138 (69)	42 (21)	20 (10)	118.13**
10.	167 (83.5)	23 (11.5)	10 (50	227.8**
11.	141 (70.5)	45 (22.5)	14 (7)	131.54**
12.	143 (71.5)	43 (21.5)	14 (7)	137.43**
13.	117 (58.5)	72 (36)	11 (5.5)	84.93**
14.	96 (48)	77 (38.5)	27 (13.5)	38.12**
15.	124 (62)	53 (26.5)	23 (11.5)	80.72**
16.	104 (52)	75 (37.5)	21 (10.5)	53.24**
17.	103 (51.5)	52 (26)	45 (22.5)	30.07**
18.	144 (72)	42 (21)	14 (7)	140.45**
19.	139 (69.5)	42 (21)	19 (9.5)	121.7**
20.	134 (67)	45 (22.5)	21 (10.5)	106.35**

(Figures in the parenthesis indicate percentage)
*Significant at .05 Level
**Significant at .01 Level

Table No. 5.22

Perceptions of Male (Total) Undergraduate Students on the Statements meant for Suggestions Regarding Better Functioning of Social Organizations and Participation of Undergraduate Students in Social Activities

Statement No.	Agree	Undecided	Disagree	X^2
1.	222 (55.5)	89 (22.25)	89 (22.25)	88.45**
2.	163 (40.75)	145 (36.25)	92 (23)	20.43**
3.	169 (42.25)	116 (29)	115 (28.75)	14.31**
4.	258 (64.5)	85 (21.25)	57 (14.25)	177.79**
5.	211 (52.75)	100 (25)	89 (22.25)	68.32**
6.	172 (43)	120 (30)	108 (27)	17.36**
7.	220 (55)	121 (30.25)	59 (14.75)	98.92**
8.	305 (76.25)	67 (16.75)	28 (7)	337.23**
9.	255 (63.75)	99 (24.75)	46 (11.5)	177.07**
10.	328 (82)	42 (10.5)	30 (7.5)	426.87**
11.	292 (73)	80 (20)	28 (7)	397.37**
12.	271 (67.75)	87 (21.75)	42 (10.5)	220.81**
13.	239 (59.75)	131 (32.75)	30 (7.5)	163.87**
14.	185 (46.25)	132 (33)	83 (20.75)	39.02**
15.	237 (59.25)	105 (26.25)	58 (14.5)	129.19**
16.	207 (51.75)	155 (38.75)	38 (9.5)	112.39**
17.	205 (51.25)	109 (27.25)	86 (21.5)	59.77**
18.	261 (65.25)	105 (26.25)	34 (8.5)	202.27**
19.	257 (64.25)	103 (25.75)	40 (10)	186.94**
20.	243 (60.75)	103 (25.75)	54 (13.5)	144.31**

(Figures in the parenthesis indicate percentage)
Significant at .05 Level
**Significant at .01 Level

Table No. 5.23

Perceptions of Female (Total) Undergraduate Students on the Statements meant for Suggestions Regarding Better Functioning of Social Organizations and Participation of Undergraduate Students in Social Activities

Statement No.	Agree	Undecided	Disagree	X^2
1.	241 (60.25)	85 (21.25)	74 (18.5)	130.87**
2.	162 (40.5)	140 (35)	98 (24.5)	15.85**
3.	168 (42)	93 (23.25)	139 (34.75)	21.46**
4.	271 (67.75)	74 (18.5)	55 (13.75)	214.57**
5.	240 (60)	74 (18.5)	86 (21.5)	128.54**
6.	204 (51)	115 (28.75)	81 (20.25)	60.52**
7.	258 (64.5)	112 (28)	30 (7.5)	200.06**
8.	346 (86.5)	38 (9.5)	16 (4)	510.63**
9.	299 (74.75)	70 (17.5)	31 (7.75)	314.47**
10.	353 (88.25)	35 (8.75)	12 (3)	544.85**
11.	305 (76.25)	69 (17.25)	26 (6.5)	338.47**
12.	311 (77.75)	59 (14.75)	30 (7.5)	358.28**
13.	254 (63.5)	120 (30)	26 (6.5)	196.94**
14.	194 (48.5)	137 (34.25)	69 (17.25)	58.75**
15.	251 (62.75)	100 (25)	49 (12.25)	165.52**
16.	233 (58.25)	126 (31.5)	41 (10.25)	138.85**
17.	210 (52.5)	118 (29.5)	72 (18)	74.06**
18.	300 (75)	75 (18.75)	25 (6.25)	321.89**
19.	281 (70.25)	92 (23)	27 (6.75)	261.16**
20.	265 (66.25)	86 (21.5)	49 (12.25)	200.17**

(Figures in the parenthesis indicate percentage)
Significant at .05 Level
**Significant at .01 Level*

Table No. 5.24

Perceptions of Undergraduate Students (Total) On the Statements meant for Suggestions Regarding Better Functioning of Social Organizations and Participation of Undergraduate Students in Social Activities

Statement No.	Agree	Undecided	Disagree	X^2
1.	463 (57.88)	174 (21.75)	163 (20.38)	217.04**
2.	325 (40.63)	285 (35.63)	190 (23.75)	36.06**
3.	337 (42.13)	209 (52.25)	254 (63.5)	31.62**
4.	529 (66.13)	159 (39.75)	112 (28)	391.24**
5.	451 (56.38)	174 (21.75)	175 (43.75)	474.62**
6.	376 (47)	235 (29.38)	189 (23.63)	71.2**
7.	478 (59.75)	233 (29.13)	89 (11.13)	290.09**
8.	651 (81.38)	105 (13.13)	44 (5.5)	837.84**
9.	554 (69.25)	169 (21.13)	77 (9.63)	480.27**
10.	681 (85.13)	77 (9.63)	42 (5.25)	967.93**
11.	597 (74.63)	149 (18.63)	54 (6.75)	630.71**
12.	582 (72.75)	146 (18.25)	72 (9)	569.58**
13.	493 (61.63)	251 (31.38)	56 (7)	359.44**
14.	379 (47.38)	269 (33.63)	152 (19)	96.65**
15.	488 (61)	205 (25.63)	107 (13.38)	293.56**
16.	440 (55)	281 (35.13)	79 (9.88)	245.51**
17.	415 (51.88)	227 (28.38)	158 (19.75)	132.69**
18.	561 (70.13)	180 (22.5)	59 (7.38)	453.48**
19.	538 (67.25)	195 (24.38)	67 (8.38)	444.83**
20.	508 (63.5)	189 (23.63)	103 (12.88)	341.47**

(Figures in the parenthesis indicate percentage)
Significant at .05 Level
***Significant at .01 Level**

Table No. 5.25

Chi-square Values on the Perceptions of Different Groups on the statements meant for Suggestions Regarding Better Functioning of Social Organizations and Participation of Undergraduate Students in Social Activities

Statement No.	GROUPS														
	Arts Male	Arts Female	Arts	Science Male	Science Female	Science	Commerce Male	Commerce Female	Commerce	ProfessionalMale	ProfessionalFemale	Professional	Male	Female	Total
1.	27.62**	8.42*	33.25**	32**	42.38**	74**	7.22*	29.93**	33.43**	27.62**	64.59**	88.34**	88.45**	130.87**	217.04**
2.	3.91	1.81	5.53	6.41*	13.04**	18.07**	12.38**	8.06*	19.88**	8.96*	0.85	7.5*	20.43**	15.85**	36.06**
3.	14.42**	2.66	14.71**	1.57	10.59**	9.07*	6.14*	5.18	11.23**	0.97	9.38**	3.04**	14.31**	21.46**	31.62**
4.	34.58**	40.34**	74.71**	48.56**	36.98**	84.91**	48.08**	78.27**	124.52**	49.46*8	65.07**	113.25**	177.79**	214.57**	391.24**
5.	9.38**	33.5**	34.84**	14.06**	36.98**	47.72**	29.78**	37.52**	66.5**	21.26**	25.58**	46.72**	68.32**	128.54**	474.62**
6.	5.66	6.14*	11.41**	6.14*	21.5**	25.28**	2.65	26.06**	22.04**	9.23**	12.62**	18.07**	17.36**	60.52**	71.2**
7.	22.16**	61.58**	78.62**	32.24**	64.34**	93.32**	31.22**	47.54**	77.84**	18.59**	33.26**	46.82**	98.92**	200.06**	290.09**
8.	90.75**	116.07**	205.98**	78.51**	160.36**	231.54**	92.73**	129.99**	220.3**	76.59**	107.55**	182.58**	337.23**	510.63**	837.84**
9.	48.26**	81.51**	127.04**	47.66**	82.89**	127.64**	52.88**	56.24**	108.77**	32.24**	98.25**	118.13**	177.07**	314.47**	480.27**
10.	102.63**	107.55**	210.09**	106.83**	171.14**	254.44**	125.37**	176.49**	279.67**	94.23**	135.45**	227.8**	426.87**	544.85**	967.93**
11.	65.07**	83.43**	147.92**	76.23**	112.83**	186.34**	116.42**	74.97**	169.41**	60.62**	92.48**	131.54**	397.37**	338.47**	630.71**
12.	52.88**	55.04**	107.09**	72.03**	102.39**	172.71**	45.26**	125.07**	160.41**	54.38**	84.87**	137.43**	220.81**	358.28**	569.58**
13.	45.02**	36.98**	81.64**	37.82**	39.14**	76.93**	47.54**	81.24**	126.5**	36.62**	48.86**	84.93**	163.87**	196.94**	359.44**
14.	8.18*	12.74**	19.63**	16.64**	12.74**	29.18**	2.95	17.36**	17.32**	17.78**	20.42**	38.12**	39.02**	58.75**	96.65**
15.	16.34**	19.22**	35.18**	48.26**	63.99**	111.68**	36.26**	47.54**	82.64**	35.84**	45.26**	80.72**	129.19**	165.52**	293.56**
16.	22.64**	25.22**	47.24**	43.76**	49.46**	91.77**	27.03**	37.58**	60.97**	23.66**	30.5**	53.24**	112.39**	138.85**	245.51**
17	20.72**	29.54**	49.69**	18.14**	10.64**	28.21**	14*	14*	28.01**	9.92**	22.94**	30.07**	59.77**	74.06**	132.69**
18.	52.88**	51.74**	103.7**	39.92**	108.75**	139.65**	54.5**	82.47**	134.25**	57.02**	84.87**	140.45**	202.27**	321.89**	453.48**
19.	37.82**	50.54**	87.88**	38**	59.06**	94.64**	66.5**	80.43**	146.57**	48.98**	74.19**	121.7**	186.94**	261.16**	444.83**
20.	23.06**	31.46**	53.77**	29.54**	63.87**	88.7**	40.34**	60.62**	99.69**	57.02**	49.52**	106.35**	144.31**	200.17**	341.47**

*Significant at .05 Level

**Significant at .01 Level

Table 5.25 presents the summary of the results relating to the perceptions of 15 groups based on gender and stream of study on the 20 statements meant for suggestions about functioning of social organizations and participation of undergraduate students in social activities. The 20 statements are reproduced below to facilitate interpretation.

1. Students should not be encouraged to actively participate in social activitiesas they can take part in such activities after completing academic life.

2. The age range for membership in social organizations should be modified.

3. There should be separate social organizations for the students.

4. Participation in social activities by the students should be voluntary.

5. Students should be prevented from doing any social activities sacrificing their classes in educational institutions.

6. Students should be prevented from doing any social activities during night hours.

7. Competitions on academic and creative potentialities among the students of various levels should be organized by the social organizations.

8. Talented students should be recognized and rewarded by the social organizations.

9. Remedial measures such as counseling, organizing camps, etc. should be taken by the social organizations for modifying the deviant behavior of students.

10. Social organizations should support the education of poor and meritorious students.

11. In spite of establishing two students' organization (MZP and MSU), they should be merged together to become stronger and more effective.

12. The social organizations should prevent their leaders from using the authority of the social organizations for their personal gains.

13. Social organizations should give more emphasis on the inculcation of values among members and public as well.

14. Involvement of the same persons as active members in different social organizations should be avoided as far as possible.

15. Social organizations should try not to depend on governmental financial resources and donations.

16. Social organizations must not appoint immoral members as the leaders since it degrades the integrity of the social organizations.

17. At no point of time, the social organizations should deviate from the core values of Mizos i.e. Chivalry (Tlawmngaihna).

18. Members of social organizations must be aware enough of the objectives and functions of the organizations to which they belong.

19. Various social organizations should co-operate the government in implementation of welfare policies as much as possible.

20. The social organizations should not take the law into their hands in punishing the persons who violate the laws.

The chi-square values of all the 15 groups based on gender and stream of study were found significant on 16 statements i.e. statement numbers1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 18, 19 and 20.From tables 5.10 – 5.24 it is found that majority of the respondents of all the 15 groups agreed with these statements. It

implies that, irrespective of gender and stream of study, the undergraduate students in Mizoram were of the opinion that students should not be encouraged to actively participate in social activities as they can take part in such activities after completing academic life; participation in social activities by the students should be voluntary; students should be prevented from doing any social activities sacrificing their classes in educational institutions; students should be prevented from doing any social activities during night hours; competitions on academic and creative potentialities among the students of various levels should be organized by the social organizations; talented students should be recognized and rewarded by the social organizations; remedial measures such as counseling, organizing camps, etc. should be taken by the social organizations for modifying the deviant behavior of students; the social organizations should support the education of poor and meritorious students; in spite of establishing two students' organization (MZP and MSU), they should be merged together to become stronger and more effective; the social organizations should prevent their leaders from using the authority of the social organizations for their personal gains; social organizations should give more emphasis on inculcation of values among members and public as well; social organizations should try not to depend on governmental financial resources and donations; social organizations must not appoint immoral members as the leaders since it degrades the integrity of the social organizations; members of social organizations must be aware enough of the objectives and functions of the organizations to which they belong; various social organizations should co-operate the government in implementation of welfare policies as much as possible; and the

social organizations should not take the law into their hands in punishing the persons who violate the laws.

In case of other 4 statements i.e. statement numbers 2, 3, 14, and 17 there is no definite trend among the various groups. Statement-wise interpretation and comparison are made below in respect of the fifteen groups on these 4 statements.

Statement 2 reads *"The age range for membership in social organizations should be modified"*. Looking to the Tables 5.10 – 5.24, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or disagree,it is found that more respondents ofarts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female students agreed with the statement. Irrespective of gender it is found that more respondents of arts, science, commerce and professional agreed with the statement. Similarly irrespective of stream of study it is found that more male and female students agreed with the statement. Further, out of the total respondents, more respondents agreed with the statement. It can be interpreted that as viewed by the undergraduate students in Mizoram, the age range for membership in social organizations should be modified.

Statement 3 reads *"There should be separate social organizations for the students"*.Looking to the Tables5.10 – 5.24, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or disagree, it is found that more respondents of arts male, arts female, science male, commerce male, commerce female, professional male and professional female students agreed with the statement. But, more respondents of science female disagreed with the statement. Irrespective of gender it is found that more

respondents of arts, science, commerce and professional agreed with the statement. Similarly irrespective of stream of study it is found that more male and female students agreed with the statement. Further, out of the total respondents, more respondents agreed with the statement. It can be interpreted that according to the undergraduate students in Mizoram, there should be separate social organizations for the students.

Statement 14 reads *"Involvement of the same persons as active members in different social organizations should be avoided as far as possible"*. Looking to the Tables 5.10 − 5.24, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or disagree,it is found that more respondents of arts male, arts female, science male, science female, commerce male, commerce female, professional male and professional female students agreed with the statement. Irrespective of gender it is found that more respondents of arts, science, commerce and professional agreed with the statement. Similarly irrespective of stream of study it is found that more male and female students agreed with the statement. Further, out of the total respondents, more respondents agreed with the statement. It can be interpreted that undergraduate students in Mizoram are of the opinion that involvement of the same persons as active members in different social organizations should be avoided as far as possible.

Statement 17 reads *"At no point of time, the social organizations shoulddeviate from the core values of Mizos i.e. Chivalry (Tlawmngaihna)"*. Looking to the Tables 5.10 − 5.24, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or

disagree, it is found that more respondents of arts male, arts female, science male, commerce male, commerce female, professional male and professional female students agreed with the statement. Irrespective of gender it is found that more respondents of arts, science, commerce and professional agreed with the statement. Similarly irrespective of stream of study it is found that more male and female students agreed with the statement. Further, out of the total respondents, more respondents agreed with the statement. It can be interpreted that as viewed by the undergraduate students in Mizoram, at no point of time, the social organizations should deviate from the core values of Mizos i.e. Chivalry (Tlawmngaihna).

CHAPTER VI

MAJOR FINDINGS AND DISCUSSION

Chapter VI
Major Findings and Discussion

This chapter is divided into seven sections. Major findings of the study have been presented in section 6.01 and discussed in 6.02. Suggestions are offered in section 6.03. Section 6.04, 6.05 and 6.06 pertain to the discussion on educational implications of the study, limitations of the study and suggestions for further research respectively. Lastly, an epilogue has been presented in section 6.07.

6.01: Major Findings of the Study:

6.01.1: Findings Regarding the Perceptions of Undergraduate Students in Mizoram about the Constitution, Membership, Objectives and Functioning of Social Organizations

A- Young Mizo Association (YMA)

i) Constitution

Majority of the Mizo undergraduate students perceived that:

- the office bearers of YMA are always being elected democratically.

- nowadays the election of the office bearers of YMA is becoming politicized.

- nowadays contestants for office bearers' posts are putting pressure on voters to cast votes in their favor.

- the office bearers appoint/nominate the committee members objectively on the bases of their capabilities in many cases.

ii) Membership

Majority of the Mizo undergraduate students perceived that:

- in YMA there should be provision for terminating/seizing the membership of old people after certain age unlike the present provision of membership till death.

- the lower limit of 14 years of age for membership in YMA, as exists today, needs not to be increased.

- people of Non-Mizo origin should not be given membership in YMA under any circumstances.

iii) Objectives

Majority of the Mizo undergraduate students perceived that:

- the three mottos of YMA- Proper utilization of leisure time, Reverence for a good Christian life, and Striving towards a holistic development of Mizo society are relevant at all times.

- the objectives of YMA need to be reviewed from time to time with the change in the society.

- there is need for stating specific objectives of YMA.

- all members of YMA should be made aware of the ten commitments of YMA.

iv) Functioning

Majority of the Mizo undergraduate students perceived that:

- YMA often fails to play its roles by not following its important theme *"To help the needy"*.

- YMA often takes the law into its hand in punishing the persons who violate the laws.

- YMA should not involve the student members in its activities as it often interrupts their study.

- YMA serves as the leading front for the Mizo people in keeping the society safe and secure.

B- Church Organization (CO)

ii) Constitution

Majority of the Mizo undergraduate students perceived that:

- different church organizations in Mizoram are being properly constituted.

- the office bearers of different church organizations are elected democratically.

- there used to be favoritism in appointing the committee members.

- the elected office bearers appoint the committee members objectively on the bases of their capabilities in many cases.

ii) Membership

Majority of the Mizo undergraduate students perceived that:

- the age limit fixed for church organizations in Mizoram is justified.

- the age limit i.e.14 - 40 years for church organizations not need to be modified.

- those who behave immorally should also be a member of the church organizations.

iii) Objectives

Majority of the Mizo undergraduate students perceived that:

- the objectives of different church organizations are still relevant at all times.

- the objectives of different church organizations need to be modified with the change in social life.

iv) Functioning

Majority of the Mizo undergraduate students perceived that:

- the different church organizations are serving to build the character of its respective members.

- too much activity of the church organizations may in turn hamper the academic career of its student members.

- the different church organizations in Mizoram are also performing well in some social works.

- the church organizations should try to decrease their activities especially at night.

C- Mizo Zirlai Pawl (MZP)

i) Constitution

Majority of the Mizo undergraduate students perceived that:

- the office bearers of MZP are often not being elected by conforming to the provisions.

- nowadays the election of the office bearers of MZP is becoming politicized.

- MZP is being often used as an instrument by government.

- the office bearers of MZP must be from among the regular students.

ii) Membership

Majority of the Mizo undergraduate students perceived that:

- membership to MZP should continue to be open for all Mizo students as it exists today.

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- membership to MZP should also be open to students studying outside Mizoram.

- fee for membership should not be charged to all Mizo students.

- the membership fee should not be hiked from the existing rate of Rs 10/-.

iii) Objectives

Majority of the Mizo undergraduate students perceived that:

- all the objectives of MZP, as specified, are relevant in the present context.

- to create an independent Mizo state is not an appropriate objective in the present context.

- the objective 'to prevent and attack corruption in Mizoram' should be modified 'to develop awareness for prevention of corruption in Mizoram'.

- the MZP should have an objective of providing assistance to the needy students in pursuing their studies.

iv) Functioning

Majority of the Mizo undergraduate students perceived that:

- MZP is serving its purpose in safeguarding the rights of the Mizo students.

- MZP is becoming a pressure group for government.

- MZP is sometimes involved in some issues which are beyond its main objectives.

- MZP should not defame itself by collecting donations from the outsiders at no point of time.

D- Mizo Students Union (MSU)

i) Constitution

Majority of the Mizo undergraduate students perceived that:

- the office bearers of MSU are often not being elected by conforming to the provisions.

- nowadays the election of the office bearers of MSU is becoming politicized.

- MSU is being often used as an instrument by government.

- the office bearers of MSU must be from among the regular students.

ii) Membership

Majority of the Mizo undergraduate students perceived that:

- membership to MSU should continue to be open for all Mizo students as it exists today.

- membership to MSU should also be open to students studying outside Mizoram.

- fee for membership should not be charged to all Mizo students.

- there should be fixed membership fee to become a member of MSU, if it has to be charged.

iii) Objectives

Majority of the Mizo undergraduate students perceived that:

- all the objectives of MSU, as specified, are relevant in the present context.

- the objective 'to establish common brotherhood, cooperation among all Mizos, all students from different places' is very relevant.

- MSU should have specified objective regarding 'developing awareness for prevention of corruption in Mizoram'.

- all members of MSU should be made aware of the aims and objectives of MSU.

iv) Functioning

Majority of the Mizo undergraduate students perceived that:

• MSU is serving its purpose in safeguarding the rights of the Mizo students.

• MSU is becoming a pressure group for government.

• MSU is sometimes involved in some issues which are beyond its main objectives.

• MSU should not defame itself by collecting donations from the outsiders at no point of time.

6.01.2:   Findings Relating to the Impact of Participation in Social Activities

i)   On Academic Achievement

• Majority of the undergraduate students belonging to different sub-groups and as a whole (irrespective of gender and stream of study) perceived their participation in social activities having positive impacts upon their academic achievement. They perceived that participation in social activities:

➢ used to stimulate the students for higher academic achievement.

➢ was not the main reason of lower academic achievement of Mizo students in comparison to others.

➢ did not disturb the students even after the social activities are over.

➢ was not the main reason for poor academic achievement of Mizo students but the main reason was wasting time in Games, Facebook, WhatsApp, etc. in the internet.

➢ provided scope to identify and interact with meritorious students.

➢ was not the main reason of their low academic performance in subjects like Mathematics, Science etc. which require more perseverance and sincerity.

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- did not affect academic achievement as high academic achievers were also active participants in social activities.

- did not affect academic achievement as students could have much time for studies even being involved in social activities.

• Besides, majority of the students also perceived that:

- non-serious students showed interest in social activities voluntarily to avoid their studies.

- all should fully concentrate on their studies without bothering for social activities, if necessary.

• However, there were students who perceived their participation in social activities in the opposite way, though their percentage was below 50.

ii)   On Moral Development

• Majority of the undergraduate students belonging to different sub-groups and as a whole (irrespective of gender and stream of study) perceived their participation in social activities having positive impacts upon their moral development. They perceived that their participation in social activities:

- used to develop sound morality.

- used to help the students to differentiate between good and bad, right and wrong, desirable and undesirable.

- used to develop disciplinary value among the students.

• Besides, majority of the students also perceived that:

- active participants in social activities were more morally mature than the inactive ones.

➤ anti-social behavior like alcoholic, drug addiction, rape, cheating etc. were found among the inactive participants in social activities.

➤ proper moral development could also occur without involvement in social activities in some way.

➤ participation in social activities, sometimes, used to create conflicts in the mind due to misunderstanding.

➤ participation in social activities, sometimes, used to clash with one's own morality.

➤ sound moral development could also occur by reading good books, imitating the life of great personalities, teachers, parents etc.

➤ home environment is more important for moral development than involvement in social activities.

• However, there were students who perceived their participation in social activities in the opposite way, though their percentage was below 50.

iii) On Social Development

• Majority of the undergraduate students belonging to different sub-groups and as a whole (irrespective of gender and stream of study) perceived their participation in social activities having positive impacts upon their social development. They perceived that their participation in social activities:

➤ used to develop desirable qualities like honesty, punctuality, hospitality etc. among the Mizo students.

➤ used to help the students imbibe cultural values.

➤ used to help them in acquiring skills on decision making and developing healthy relationship.

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➢ provided opportunities for development of leadership qualities.

➢ provided competitive atmosphere for development of innate potentialities like sports, music and games etc.

• Besides, majority of the students also perceived that:

➢ too much involvement of students in social activities could develop negligence of household activities in some cases.

➢ participation in social activities, sometimes, used to encourage youngsters to follow blindly existing practices.

➢ some students began to learn bad habits like smoking, drinking liquor, chewing tobacco etc. while participated in social activities.

➢ youngsters, sometimes, used to have adjustment problems because of the age range of membership in social organizations.

➢ some students used to participate in social activities to win over the recognition of others.

• However, there were students who perceived their participation in social activities in the opposite way, though their percentage was below 50%.

6.01.3: Findings on Differential Analyses

i) On Academic Achievement

➢ No significant difference was found in the perceptions of male and female undergraduate students in Mizoram on the impact of their participation in social activities upon their academic achievement.

➢ No significant difference was found in the perceptions of undergraduate students of arts and science streams, arts and commerce streams, arts and professional streams, science and professional streams and commerce and

professional streams on the impact of their participation in social activities upon their academic achievement.

➢ Significant difference was found in the perceptions of undergraduate students of science and professional streams on the impact of their participation in social activities upon their academic achievement. The students of professional streams are more in favor of participation in social activities.

ii) Moral development

➢ No significant difference was found in the perceptions of male and female undergraduate students in Mizoram on the impact of their participation in social activities upon their moral development.

➢ No significant difference was found in the perceptions of undergraduate students of arts and science streams, arts and commerce streams, arts and professional streams, science and professional streams and commerce and professional streams on the impact of their participation in social activities upon their moral development.

iii) On Social Development

➢ Significant difference was found in the perceptions of male and female undergraduate students in Mizoram on the impact of their participation in social activities upon their social development. Male students are more in favor of participation in social activities.

➢ No significant difference was found in the perceptions of undergraduate students of arts and science streams, arts and commerce streams, arts and professional streams, science and professional streams and commerce and

professional streams on the impact of their participation in social activities upon their social development.

6.02:   Discussion of Results

Of late, there has been popular rumors which were publicly written in newspapers and electronic media that the election process in the biggest NGO (YMA) and the two biggest students' association (MZP & MSU) has lost its democratic nature and that the canvassing and campaigning for election to the Office Bearers post has put tremendous pressure on the delegates who represent their branches of the Organizations. The findings of the present study however seem to contradict these rumors as the undergraduate students of Mizoram perceived the election process to be democratic. At the same time, this finding may not be totally true as the respondents were not yet at an age when they can represent their YMA branches. The involvement of the respondents in the students' body also could not be ascertained because the questionnaire did not specifically try to collect data regarding their involvement.

The two students' body – MZP and MSU have been now regarded by many as a mere pressure group to the government and have lost the original objective of catering to the needs of the students. The findings of this study confirms and also contradicts this as the respondents opined that MZP and MSU have become pressure group to the government, but at the same time, it was perceived that these two students' bodies still cater to the needs of the students.

With regard to the constitution, objectives and functioning of the ChurchOrganizations, it is of general belief that as it is a body established under the main church and based on religion, it must be objective and also without any

flaws. The findings of this study also seem to confirm this belief as the respondents perceived the present set up of different church organizations as relevant and good enough and that these organizations are functioning as per the objectives for which they are established. However, there was a feeling among the respondents that there should be scope for changes in objectives and functioning of these organizations according to changes that is happening in the society. This opinion of change according to changes in the society seem to be a very relevant opinion as the members of these organizations are youths who are born in a contemporary world and the existing set up may look too old fashioned for them. With regards to the membership of these church organizations, there is a never ending controversy that whether the age range for membership in these organizations needs to be modified with the changing time or not. However, the present study found that as viewed by undergraduate students in Mizoram, the age limit i.e.14 - 40 years fixed for church organizations in Mizoram is justified and not need to be modified.

With regards to the impact of involvement in social activities upon academic achievement of the students, it is popularly believed that students who are active participants in social activities are more likely to have lower academic achievement as compared to those who do not take active part in different social activities. This belief is based on the fact that involvement in social activities, undoubtedly, takes a lot of time and those students who are active in such activities are likely to have lesser time to study. The findings of the present study seem to contradict this belief as it was found that majority of Mizo undergraduate students, irrespective of gender and stream of study, perceived their participation in social activities as having positive impact upon their academic achievement. This finding

led the researcher to conclude that Mizo undergraduate students are not opposed to their involvement in social activities. However, as the tool used for the present study did not provide scope for understanding the level of involvement of the students in various social activities, there is a probability that the sample students can be those who may not be actively involved in these activities. Thus, it may be concluded that there can be differences in the perception of students depending upon the level of participation of the students in these social activities.

With regards to the impact of involvement in social activities upon moral development of the students, it is popularly believed that students who are active participants in social activities are more likely to be morally matured and developed than those who do not take active part in different social activities. The findings of this study also seem to confirm this belief as morerespondents of undergraduate students in Mizoram perceivedthat their participation in social activities having positive impact upon their moral development.

Again, regarding the impact of involvement in social activities upon social development of the students, it is of general belief thatstudents who are active participants in social activities are more likely to be socially matured and developed than those who do not take active part in different social activities. The findings of this study also seem to confirm this belief as morerespondents of undergraduate students, irrespective of their gender and stream of study in Mizoram, opined their participation in social activities having positive impact upon their social development.

Thus, these findings led the researcher to conclude that Mizo undergraduate students are not opposed to their involvement in social activities since it was found

that according to Mizo undergraduate students, irrespective of their gender and stream of study in Mizoram, their participation in social activities have positive impact upon their academic achievement, moral and social development. Therefore, it can be concluded that participation in social activities helps the students in gaining skills, knowledge, experiences, qualities, etc. that are important for leading happy and successful life.Moreover, participation in these social activities inculcates values such as service to mankind, sincerity, punctuality, honesty, hospitality etc.

6.03: Suggestions

Suggestions regarding better functioning of social organizations and participation of undergraduate students in social activities were invited from the students for which twenty statements were offered and were analyzed in section 5.04. Basing upon the responses the following suggestions are offered:

- Students should not be encouraged to actively participate in social activities as they can take part in such activities after completing academic life.

- The age range for membership in social organizations should be modified.

- There should be separate social organizations for the students.

- Participation in social activities by the students should be voluntary.

- Students should be prevented from doing any social activities sacrificing their classes in educational institutions.

- Students should be prevented from doing any social activities during night hours.

- Competitions on academic and creative potentialities among the students of various levels should be organized by the social organizations.

- Talented students should be recognized and rewarded by the social organizations.

- Remedial measures such as counselling, organizing camps, etc. should be taken by the social organizations for modifying the deviant behavior of students.

- Social organizations should support the education of poor and meritorious students.

- In spite of establishing two students' organization (MZP and MSU), they should be merged together to become stronger and more effective.

- The social organizations should prevent their leaders from using the authority of the social organizations for their personal gains.

- Social organizations should give more emphasis on the inculcation of values among members and public as well.

- Involvement of the same persons as active members in different social organizations should be avoided as far as possible.

- Social organizations should try not to depend on governmental financial resources and donations.

- Social organizations must not appoint immoral members as the leaders since it degrades the integrity of the social organizations.

- At no point of time, the social organizations should deviate from the core values of Mizos i.e. Chivalry (Tlawmngaihna).

- Members of social organizations must be aware enough of the objectives and functions of the organizations to which they belong.

- Various social organizations should co-operate the government in implementation of welfare policies as much as possible.

- The social organizations should not take the law into their hands in punishing the persons who violate the laws.

6.04: Educational Implications

This study has implications for students, parents and the leaders of social organizations. Students should not sacrifice their classes and academic interest for social activities as their involvement is not binding but voluntary and without their involvement activities can be smoothly managed due to large participations of members. Whenever they are free, particularly during academic vacations, they should actively participate in these social activities.

Parents should guide their children in attending the social activities. They should advise their children to give importance to their studies and to attend the social activities during free time and vacations.

The leaders of social organizations should also take note of it and guide the student members when and how to participate in the social activities as a result of which their academic interest are not affected and their moral and social development are not hampered.

6.05: Limitations of the Study

The investigator had tried to be scientific and objective in the process of investigation. However, the study contained the following limitations:

- The sample of the study might have been limited as the sample was consisted of only 400 male and 400 female Mizo undergraduate students of various colleges affiliated to Mizoram University.

- For the collection of data no standardized tool was used. The tool was developed by the investigator himself which might have some defects.

- The data were collected through questionnaire only.

- Critical examination of the responses of the subjects revealed that they were confused in some cases for which they had given contradictory responses. This may be due to lack of maturity of the subjects or defects in the questionnaire.

- Due to lack of resources the researcher might not have gone through all relevant literature and research studies.

6.06: Suggestions for Further Research

Further research may be undertaken in the following lines:

- Similar studies may be conducted with larger samples to validate the present findings.

- Similar studies may be conducted at Post Graduate level.

- Similar studies may be conducted at Higher Secondary level.

- Perceptions of parents and guardians may be studied on this topic.

- Perceptions of leaders of social organizations may be studied on this topic.

6.07: Epilogue

India is one of the developing countries of the world. Its achievement in various sectors of development is spectacular. It has largest population next to China. It is

considered to be nation of youths. The youths may beassets to the nation or can be liabilities depending upon the quality of their education, personality etc. Indians are found almost in all nations worldwide and contributing to the economic growth of those nations. Indian scientists have earned recognitions and reputations. The Mizos have westernized their lives in many ways. Many Mizo youths are working abroad and in different parts of the country. Mizo society, because of religious beliefs, security reasons and their identity, mostly do not adopt family planning measures. Along with population growth unemployment problem is gradually increasing resulting cut throat competitions. In this context, the Mizo youth must reach to the higher level of achievement in all fields upholding their socio-cultural values.

Though, majority of the students are found to have positive perception regarding their participation in social activities, there were also who have perceived negatively, though their number is less. As such, their feeling cannot be ignored. The leaders, parents and students should focus seriously on educational attainments.

SUMMARY

SUMMARY

Man is a social animal. It is said that man without society is a figment of imagination. He is born in the society and breath last in the society. During his lifespan he used to be influenced by the society and he influences the society. The home, school, media, society etc. are the agencies which socialize the individual.

Brown considers that "all education proceeds by the participation of the individual in the social consciousness of the race". Ottaway was of the opinion that "education is an activity which goes on in a society, and its aims and methods depend on the nature of the society in which it takes place" (Mathur, 2004, 42).

Society is like an organic whole and is composed of the individuals as its parts. The process of socialization begins in early infancy and extends throughout the life cycle. The personality of the individual is shaped through socialization, which is a process of change in individuality. Through the process of socialization people come to know about what to do, what not to do and what they must do. The society develops, retains and perpetuates patterns traditions and norms that persist overtime. It is an ongoing process of change through the social institutions like family, community, neighborhood, school etc. Through socialization an individual can operate harmoniously in the society.

Besides home and school, community has a greater responsibility towards socialization. As Crow and Crow (in Yogendra K. Sharma, 2003, 242) commented, "A community cannot expect something for nothing, if it wishes its young people to serve their community well; it must provide whatever educational advantages are

needed by the young people, individually and collectively, to prepare themselves for that service."

India is a country of diversity in terms of race, religion, language and culture. Different societies have their own social organizations which intend to socialize the future generations. Further, there are varieties of social organizations which work at different levels with different objectives. The Mizo society is not an exception to it.

Socialization, in simple words, refers to the procedure by which individuals attain the skills, knowledge and temperaments that make them capable members of the society. A person becomes able member of his society when he is able to take on particular role in the society. Each individual has to meet the necessities laid down by other fellows of society for his behavior in a diversity of circumstances. These necessities may be arising out of his being a husband, a son, an employee, etc., which means that requirements are attached to some accepted statuses and positions in the society.

The conduct which is required of a person in a given status can be defined as prescribed role. Socialization is a process through which the individual learns prescribed role. Also, through this process, he understands the recognized statuses in the traditional positions in his society. Thus, we may say that socialization performs the function of transforming human raw material of society into good working members. Through this process an individual is led to understand the society's status, structure, and the role prescriptions and behavior associated with different positions in this structure.

Rationale of the Study:

The Mizo society is a unique society as compared to other societies of the world because it has a lot of social activities which cannot be seen not only in other parts of our country but also of the world. In almost all of these activities, those who are actively participating are the youths above 14 years of age. From this point, it can be seen that the students, above class- VIII or so, are the active participants. The reason for active participation of the students is that in Mizo society when an individual becomes socially mature person i.e. 14 (according to the age norm given by Y.M.A), he/she is supposed to perform his/her duties as a member of the society. The society expects him/her to conform to the ongoing practices and to take part in those activities that are going on within the society. Thus, even the students have to take active part in social activities as far as possible otherwise they may not be regarded as a useful member of the society. Therefore, the students have to perform such duties in order to become socially acceptable persons. It is customary in Mizo society that the youths have to render their services in the occasions such as death, marriage, accidents, calamities, cleaning of streets and the like. Sometimes they have to pass sleepless nights. Today, it is being observed that owing to tough competition for jobs, in business and in other activities for earning livelihood people has lesser time for such social activities and there might have been change in the attitude of the people, particularly among youngsters and students to spend their time for social activities.

The rationale behind selecting undergraduate students is that they all have passed through the various stages of education except postgraduate education and they are also one of the active members of these social organizations and they have

long time participation in social activities and are mature to critically analyze their experiences and to express their view freely.

Objectives of the Study:

- To assess the perceptions of Mizo undergraduate students about the constitution, membership, objectives and functions of social organizations with reference to their gender and stream of study.

- To assess the perceptions of Mizo undergraduate students on the impact of their participation in social activities upon their academic achievement with reference to their gender and stream of study.

- To compare the perceptions of Mizo undergraduate students on the impact of their participation in social activities upon their academic achievement with reference to their gender and stream of study.

- To assess the perceptions of Mizo undergraduate students on the impact of their participation in social activities upon their moral development with reference to their gender and stream of study.

- To compare the perceptions of Mizo undergraduate students on the impact of their participation in social activities upon their moral development with reference to their gender and stream of study.

- To assess the perceptions of Mizo undergraduate students on the impact of their participation in social activities upon their social development with reference to their gender and stream of study.

- To compare the perceptions of Mizo undergraduate students on the impact of their participation in social activities upon their social development with reference to their gender and stream of study.

- To offer suggestions for effective participation of Mizo undergraduate students in social organizations.

Research Approach:

The present study was primarily intended to study the perceptions of undergraduate students in Mizoram relating to the impact of their participation in social activities and to offer suggestions in the light of the findings of the study. Therefore, descriptive survey approach was followed for the present study. The study is a mixed type i.e. both qualitative and quantitative in nature.

Sources of Data:

The following primary and secondary sources were considered to be appropriate for collection of relevant data for the present study.

Primary Source: Since the main focus of the study was to study the perceptions of undergraduate students in Mizoram, the undergraduate students of different colleges affiliated to Mizoram University were considered to be the main source of the study.

Secondary Source: Different National and State survey reports, books and journals and official records, internet, published and unpublished documents are major sources that are of utmost importance for any research. For the present study these sources were also considered important. The literature on various social organizations like Y.M.A., MZP, MSU and church organizations were also considered important for the present study.

Population and Sample:

The target population of the study was all Mizo undergraduate students of different colleges affiliated to Mizoram University offering arts, science, commerce and professional courses and the students of five departments of School of Engineering and Technology of Mizoram University.

The sample of the study comprised of 800 Mizo undergraduate students from 4 streams viz. Arts, Science, Commerce and Professional, out of which 400 were males and 400 were females. 100 male and 100 female students were selected from each of these streams for the sample. Stratified random sampling technique was followed for selection of the sample.

Tools and Technique Used:

For the present study no readymade tool was available. Therefore, the investigator developed the following two questionnaires:

1. Questionnaire for the undergraduate students to reveal their perceptions on social organizations in Mizoram.

2. Questionnaire for assessment of the perceptions of undergraduate students in Mizoram relating to the impact of their participation in social activities.

The second questionnaire was divided into two sections viz. Section A and Section B.

Section A: Impact of participation in social activities and it was sub-divided into three sections viz. academic achievement, moral and social development

Section B: Suggestions regarding better functioning of social organizations and participation of undergraduate students in social activities

Statistical Techniques Used:

The data were analyzed quantitatively using, statistics like mean, standard deviation, percentage and t-test for comparison in terms of gender and stream of study. Further, chi-square test of independence on the hypothesis of equal probability was used to examine the trend of responses and for comparison in respect of the 20 items of the questionnaire meant for suggestions regarding better functioning of social organizations and participation of undergraduate students in social activities for all the fifteen groups.

Findings of the Study:

Findings Regarding the Perceptions of Undergraduate Students in Mizoram about the Constitution, Membership, Objectives and Functioning of Social Organizations

A- Young Mizo Association (YMA)

i) Constitution

Majority of the Mizo undergraduate students perceived that:

- the office bearers of YMA are always being elected democratically.

- nowadays the election of the office bearers of YMA is becoming politicized.

- nowadays contestants for office bearers' posts are putting pressure on voters to cast votes in their favor.

- the office bearers appoint/nominate the committee members objectively on the bases of their capabilities in many cases.

ii) Membership

Majority of the Mizo undergraduate students perceived that:

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- in YMA there should be provision for terminating/seizing the membership of old people after certain age unlike the present provision of membership till death.

- the lower limit of 14 years of age for membership in YMA, as exists today, needs not to be increased.

- people of Non-Mizo origin should not be given membership in YMA under any circumstances.

iii) Objectives

Majority of the Mizo undergraduate students perceived that:

- the three mottos of YMA- Proper utilization of leisure time, Reverence for a good Christian life, and Striving towards a holistic development of Mizo society are relevant at all times.

- the objectives of YMA need to be reviewed from time to time with the change in the society.

- there is need for stating specific objectives of YMA.

- all members of YMA should be made aware of the ten commitments of YMA.

iv) Functioning

Majority of the Mizo undergraduate students perceived that:

- YMA often fails to play its roles by not following its important theme *"To help the needy"*.

- YMA often takes the law into its hand in punishing the persons who violate the laws.

- YMA should not involve the student members in its activities as it often interrupts their study.

- YMA serves as the leading front for the Mizo people in keeping the society safe and secure.

B- Church Organization (CO)

i) Constitution

Majority of the Mizo undergraduate students perceived that:

- different church organizations in Mizoram are being properly constituted.
- the office bearers of different church organizations are elected democratically.
- there used to be favoritism in appointing the committee members.
- the elected office bearers appoint the committee members objectively on the bases of their capabilities in many cases.

ii) Membership

Majority of the Mizo undergraduate students perceived that:

- the age limit fixed for church organization in Mizoram is justified.
- the age limit i.e.14 - 40 years for church organizations not need to be modified.
- those who behave immorally should also be a member of the church organizations.

iii) Objectives

Majority of the Mizo undergraduate students perceived that:

- the objectives of different church organization are still relevant at all times.
- the objectives of different church organizations need to be modified with the change in social life.

iv) Functioning

Majority of the Mizo undergraduate students perceived that:

- the different church organizations are serving to build the character of its respective members.

- too much activity of the church organizations may in turn hamper the academic career of its student members.

- the different church organizations in Mizoram are also performing well in some social works.

- the church organizations should try to decrease their activities especially at night.

C- Mizo Zirlai Pawl (MZP)

i) Constitution

Majority of the Mizo undergraduate students perceived that:

- the office bearers of MZP are often not being elected by conforming to the provisions.

- nowadays the election of the office bearers of MZP is becoming politicized.

- MZP is being often used as an instrument by government.

- the office bearers of MZP must be from among the genuine students.

ii) Membership

Majority of the Mizo undergraduate students perceived that:

- membership to MZP should continue to be open for all Mizo students as it exists today.

- membership to MZP should also be open to students studying outside Mizoram.

- fee for membership should not be charged to all Mizo students.

- the membership fee should not be hiked from the existing rate of Rs 10/-.

iii) Objectives

Majority of the Mizo undergraduate students perceived that:

- all the objectives of MZP, as specified, are relevant in the present context.

- to create an independent Mizo state is not an appropriate objective in the present context.

- the objective 'to prevent and attack corruption in Mizoram' should be modified 'to develop awareness for prevention of corruption in Mizoram'.

- the MZP should have an objective of providing assistance to the needy students in pursuing their studies.

iv) Functioning

Majority of the Mizo undergraduate students perceived that:

- MZP is serving its purpose in safeguarding the rights of the Mizo students.

- MZP is becoming a pressure group for government.

- MZP is sometimes involved in some issues which are beyond its main objectives.

- MZP should not defame itself by collecting donations from the outsiders at no point of time.

D- Mizo Students Union (MSU)

i) Constitution

Majority of the Mizo undergraduate students perceived that:

- the office bearers of MSU are often not being elected by conforming to the provisions.

- nowadays the election of the office bearers of MSU is becoming politicized.

- MSU is being often used as an instrument by government.

- the office bearers of MSU must be from among the genuine students.

ii) Membership

Majority of the Mizo undergraduate students perceived that:

- membership to MSU should continue to be open for all Mizo students as it exists today.

- membership to MSU should also be open to students studying outside Mizoram.

- fee for membership should not be charged to all Mizo students.

- there should be fixed membership fee to become a member of MSU, if it has to be charged.

iii) Objectives

Majority of the Mizo undergraduate students perceived that:

- all the objectives of MSU, as specified, are relevant in the present context.

- the objective 'to establish common brotherhood, cooperation among all Mizos, all students from different places' is very relevant.

- MSU should have specified objective regarding 'developing awareness for prevention of corruption in Mizoram'.

- all members of MSU should be made aware of the aims and objectives of MSU.

iv) Functioning

Majority of the Mizo undergraduate students perceived that:

- MSU is serving its purpose in safeguarding the rights of the Mizo students.

- MSU is becoming a pressure group for government.

- MSU is sometimes involved in some issues which are beyond its main objectives.

- MSU should not defame itself by collecting donations from the outsiders at no point of time.

Findings Relating to the Impact of Participation in Social Activities

i) On Academic Achievement

- Majority of the undergraduate students belonging to different sub-groups and as a whole (irrespective of gender and stream of study) perceived their participation in social activities having positive impacts upon their academic achievement. They perceived that participation in social activities:

➢ used to stimulate the students for higher academic achievement.

➢ was not the main reason of lower academic achievement of Mizo students in comparison to others.

➢ did not disturb the students even after the social activities are over.

➢ was not the main reason for poor academic achievement of Mizo students but the main reason was wasting time in Games, Facebook, WhatsApp, etc. in the internet.

➢ provided scope to identify and interact with meritorious students.

➢ was not the main reason of their low academic performance in subjects like Mathematics, Science etc. which require more perseverance and sincerity.

➢ did not affect academic achievement as high academic achievers were also active participants in social activities.

- did not affect academic achievement as students could have much time for studies even being involved in social activities.

- Besides, majority of the students also perceived that:

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> non-serious students showed interest in social activities voluntarily to avoid their studies.

> all should fully concentrate on their studies without bothering for social activities, if necessary.

• However, there were students who perceived their participation in social activities in the opposite way, though their percentage was below 50.

ii) **On Moral Development**

• Majority of the undergraduate students belonging to different sub-groups and as a whole (irrespective of gender and stream of study) perceived their participation in social activities having positive impacts upon their moral development. They perceived that their participation in social activities:

> used to develop sound morality.

> used to help the students to differentiate between good and bad, right and wrong, desirable and undesirable.

> used to develop disciplinary value among the students.

• Besides, majority of the students also perceived that:

> active participants in social activities were more morally mature than the inactive ones.

> anti-social behavior like alcoholic, drug addiction, rape, cheating etc. were found among the inactive participants in social activities.

> proper moral development could also occur without involvement in social activities in some way.

> participation in social activities, sometimes, used to create conflicts in the mind due to misunderstanding.

- participation in social activities, sometimes, used to clash with one's own morality.

- sound moral development could also occur by reading good books, imitating the life of great personalities, teachers, parents etc.

- home environment is more important for moral development than involvement in social activities.

- However, there were students who perceived their participation in social activities in the opposite way, though their percentage was below 50.

iii) On Social Development

- Majority of the undergraduate students belonging to different sub-groups and as a whole (irrespective of gender and stream of study) perceived their participation in social activities having positive impacts upon their social development. They perceived that their participation in social activities:

- used to develop desirable qualities like honesty, punctuality, hospitality etc. among the Mizo students.

- used to help the students imbibe cultural values.

- used to help them in acquiring skills on decision making and developing healthy relationship.

- provided opportunities for development of leadership qualities.

- provided competitive atmosphere for development of innate potentialities like sports, music and games etc.

- Besides, majority of the students also perceived that:

- too much involvement of students in social activities could develop negligence of household activities in some cases.

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> participation in social activities, sometimes, used to encourage youngsters to follow blindly existing practices.

> some students began to learn bad habits like smoking, drinking liquor, chewing tobacco etc. while participated in social activities.

> youngsters, sometimes, used to have adjustment problems because of the age range of membership in social organizations.

> some students used to participate in social activities to win over the recognition of others.

- However, there were students who perceived their participation in social activities in the opposite way, though their percentage was below 50%.

Findings on Differential Analyses

i) On Academic Achievement

- No significant difference was found in the perceptions of male and female undergraduate students in Mizoram on the impact of their participation in social activities upon their academic achievement.

- No significant difference was found in the perceptions of undergraduate students of arts and science streams, arts and commerce streams, arts and professional streams, science and professional streams and commerce and professional streams on the impact of their participation in social activities upon their academic achievement.

- Significant difference was found in the perceptions of undergraduate students of science and professional streams on the impact of their participation in social activities upon their academic achievement. The students of professional streams are more in favor of participation in social activities.

ii) Moral development

- No significant difference was found in the perceptions of male and female undergraduate students in Mizoram on the impact of their participation in social activities upon their moral development.

- No significant difference was found in the perceptions of undergraduate students of arts and science streams, arts and commerce streams, arts and professional streams, science and professional streams and commerce and professional streams on the impact of their participation in social activities upon their moral development.

iii) On Social Development

- Significant difference was found in the perceptions of male and female undergraduate students in Mizoram on the impact of their participation in social activities upon their social development. Male students are more in favor of participation in social activities.

- No significant difference was found in the perceptions of undergraduate students of arts and science streams, arts and commerce streams, arts and professional streams, science and professional streams and commerce and professional streams on the impact of their participation in social activities upon their social development.

Suggestions:

Suggestions regarding better functioning of social organizations and participation of undergraduate students in social activities were invited from the students for which

twenty statements were offered in the questionnaire and basing upon the responses the following suggestions are offered:

- Students should not be encouraged to actively participate in social activities as they can take part in such activities after completing academic life.

- The age range for membership in social organizations should be modified.

- There should be separate social organizations for the students.

- Participation in social activities by the students should be voluntary.

- Students should be prevented from doing any social activities sacrificing their classes in educational institutions.

- Students should be prevented from doing any social activities during night hours.

- Competitions on academic and creative potentialities among the students of various levels should be organized by the social organizations.

- Talented students should be recognized and rewarded by the social organizations.

- Remedial measures such as counselling, organizing camps, etc. should be taken by the social organizations for modifying the deviant behaviour of students.

- Social organizations should support the education of poor and meritorious student

- In spite of establishing two students' organization (MZP and MSU), they should be merged together to become stronger and more effective.

- The social organizations should prevent their leaders from using the authority of the social organizations for their personal gains.

- Social organizations should give more emphasis on the inculcation of values among members and public as well.

- Involvement of the same persons as active members in different social organizations should be avoided as far as possible.

- Social organizations should try not to depend on governmental financial resources and donations.

- Social organizations must not appoint immoral members as the leaders since it degrades the integrity of the social organizations.

- At no point of time, the social organizations should deviate from the core values of Mizos i.e. Chivalry (Tlawmngaihna).

- Members of social organizations must be aware enough of the objectives and functions of the organizations to which they belong.

- Various social organizations should co-operate the government in implementation of welfare policies as much as possible.

- The social organizations should not take the law into their hands in punishing the persons who violate the laws.

Educational Implications of the Study:

This study has implications for students, parents and the leaders of social organizations. Students should not sacrifice their classes and academic interest for social activities as their involvement is not binding but voluntary and without their involvement activities can be smoothly managed due to large participations of members. Whenever they are free, particularly during academic vacations, they should actively participate in these social activities.

Parents should guide their children in attending the social activities. They should advise their children to give importance to their studies and to attend the social activities during free time and vacations.

The leaders of social organizations should also take note of it and guide the student members when and how to participate in the social activities as a result of which their academic interest are not affected and their moral and social development are not hampered.

Limitations of the Study:

The investigator had tried to be scientific and objective in the process of investigation. However, the study contained the following limitations:

- The sample of the study might have been limited as the sample was consisted of only 400 male and 400 female Mizo undergraduate students of various colleges affiliated to Mizoram University.

- For the collection of data no standardized tool was used. The tool was developed by the investigator himself which might have some defects.

- The data were collected through questionnaire only.

- Critical examination of the responses of the subjects revealed that they were confused in some cases for which they had given contradictory responses. This may be due to lack of maturity of the subjects or defects in the questionnaire.

- Due to lack of resources the researcher might not have gone through all relevant literature and research studies.

Conclusion:

India is one of the developing countries of the world. Its achievement in various sectors of development is spectacular. It has largest population next to China. It is considered to be nation of youths. The youths may be assets to the nation or can be liabilities depending upon the quality of their education, personality etc. Indians are found almost in all nations worldwide and contributing to the economic growth of those nations. Indian scientists have earned recognitions and reputations. The Mizos have westernized their lives in many ways. Many Mizo youths are working abroad and in different parts of the country. Mizo society, because of religious beliefs, security reasons and their identity, mostly do not adopt family planning measures. Along with population growth unemployment problem is gradually increasing resulting cut throat competitions. In this context, the Mizo youth must reach to the higher level of achievement in all fields upholding their socio-cultural values.

Though, majority of the students are found to have positive perception regarding their participation in social activities, there were also who have perceived negatively, though their number is less. As such, their feeling cannot be ignored. The leaders, parents and students should focus seriously on educational attainments.

APPENDICES

Appendix A1:   **Questionnaire for the undergraduate students to reveal their perceptions on social organizations in Mizoram**

Appendix A2:   **Questionnaire to assess the perceptions of undergraduate students in Mizoram relating to the impact of their participation in social activities**

APPENDIX A1

QUESTIONNAIRE FOR THE UNDER-GRADUATE STUDENTS TO REVEAL THEIR PERCEPTIONS ON SOCIAL ORGANIZATIONS IN MIZORAM

Dear friends,

There are many social organizations (Non Governmental Organizations) in Mizoram. In these organizations, the most active participants are usually the youth between the age group of 14 – 40 years. Among these various social organizations, Young Mizo Association (YMA), different church organizations and students' organizations like Mizo Zirlai Pawl (MZP) and Mizo Students Union (MSU) are the social organizations which play active role. However, some organizations may not be functioning in proper way. There may be different views of the members of the organizations on the constitution, membership, objectives and functions of the organizations. But, the members may be feeling reluctant to express their free, frank and objective views/opinions in right platforms. The present researcher being a Mizo also has observed such behavior of the members.

This questionnaire is meant for revealing your perception about the working style of four important social organizations which contribute much for the welfare of Mizo society. Your free, frank and objective response to the questionnaire is requested. This is to ensure you that your response will be kept strictly confidential and will be used for research purpose only.

In the questionnaire you will find statements having two choices as **Yes and No.** Please read the statements carefully and give your appropriate answer by putting a tick **(✓) mark.** It may be noted that there is no wrong or right answer. Your objective response may have larger implications for the benefit of Mizo society.

Please co-operate.

Yours sincerely

Prof. B. B. Mishra   **Francis L. R. Puia Tlau**
Supervisor   **Ph. D. Scholar**

Department of Education
Mizoram University

Please fill up the information about yourself before responding to the statements:

Name   : _____

Gender   : Male / Female

College   : _____

Department : _____

Semester   : _____

Date   : _____

Young Mizo Association (YMA)

A) Constitution

1. The office bearers of YMA are always not being elected democratically. **Yes / No**

2. Nowadays the election of the office bearers of YMA is becoming politicized. **Yes / No**

3. Nowadays contestants for office bearers' posts are putting pressure on voters to cast votes in their favour. **Yes / No**

4. The office bearers appoint / nominate the committee members objectively on the bases of their capabilities in many cases. **Yes / No**

B) Membership

1. In YMA there should be provision for terminating/seizing the membership of old people after certain age unlike the present provision of membership till death. **Yes / No**

2. The lower limit of 14 years of age for membership in YMA, as exists today, needs to be increased. **Yes / No**

3. People of Non-Mizo origin should not be given membership in YMA under any circumstances. **Yes / No**

C) Objectives

1. The three mottos of YMA- Proper utilization of leisure time, Reverence for a good Christian life, and Striving towards a holistic development of Mizo society are relevant at all times. **Yes / No**

2. The objectives of YMA need to be reviewed from time to time with the change in the society. **Yes / No**

3. There is need for stating specific objectives of YMA. **Yes / No**

4. All members of YMA should be made aware of the ten commitments of YMA. **Yes / No**

D) Functioning

1. YMA often fails to play its roles by not following its important theme *"To help the needy"*. **Yes / No**

2. The YMA often takes the law into its hand in punishing the persons who violate the laws. **Yes / No**

3. YMA should not involve the student members in its activities as it often interrupts their study. **Yes / No**

4. YMA serves as the leading front for the Mizo people in keeping the society safe and secure. **Yes / No**

Church Organization (CO)

A) <u>**Constitutions**</u>

1. Different church organizations in Mizoram are not being properly constituted.   **Yes / No**

2. The office bearers of different church organizations are elected democratically.   **Yes / No**

3. There used to be favouritism in appointing the committee members.   **Yes / No**

4. The elected office bearers appoint the committee members objectively on the bases   **Yes / No**
   of their capabilities in many cases.

B) <u>**Membership**</u>

1. The age limit fixed for church organizations in Mizoram is justified.   **Yes / No**

2. The age limit i.e. 14 - 40 years for church youth fellowship needs to be modified.   **Yes / No**

3. Those who behave immorally should not be a member of the church organizations.   **Yes / No**

C) <u>**Objectives**</u>

1. The objectives of different church organizations are still relevant at all times.   **Yes / No**

2. The objectives of different church organizations need to be modified with the change   **Yes / No**
   in social life.

D) <u>**Functioning**</u>

1. The different church organizations are serving to build the character of its respective   **Yes / No**
   members.

2. Too much activity of the church organizations may in turn hamper the academic   **Yes / No**
   career of its student members.

3. The different church organizations in Mizoram are also performing well in some   **Yes / No**
   social works.

4. The church organizationsshould try to decrease their activities especially at night.   **Yes / No**

Mizo Zirlai Pawl (MZP)

A) Constitution

1. The office bearers of MZP are often not being elected by conforming to the provisions. **Yes / No**

2. Nowadays the election of the office bearers of MZP is becoming politicized. **Yes / No**

3. MZP is being often used as an instrument by government. **Yes / No**

4. The office bearers of MZP must be from among the regular students. **Yes / No**

B) Membership

1. Membership to MZP should continue to be open for all Mizo students as it exists today. **Yes / No**

2. Membership to MZP should not be open to students studying outside Mizoram. **Yes / No**

3. Fee for membership should be charged to all Mizo students. **Yes / No**

4. The membership fee should be hiked from the existing rate of Rs 10/-. **Yes / No**

C) Objectives

1. All the objectives of MZP, as specified, are relevant in the present context. **Yes / No**

2. To create an independent Mizo state is not an appropriate objective in the present context. **Yes / No**

3. The objective 'to prevent and attack corruption in Mizoram' should be modified 'to develop awareness for prevention of corruption in Mizoram'. **Yes / No**

4. The MZP should have an objective of providing assistance to the needy students in pursuing their studies. **Yes / No**

D) Functioning

1. MZP is serving its purpose in safeguarding the rights of the Mizo students. **Yes / No**

2. MZP is becoming a pressure group for government. **Yes / No**

3. MZP is sometimes involved in some issues which are beyond its main objectives. **Yes / No**

4. MZP should not defame itself by collecting donations from the outsiders at no point of time. **Yes / No**

Mizo Students Union (MSU)

A) <u>Constitution</u>

1.	The office bearers of MSU are often not being elected by conforming to the provisions.	**Yes / No**
2.	Nowadays the election of the office bearers of MSU is becoming politicized.	**Yes / No**
3.	MSU is being often used as an instrument by government.	**Yes / No**
4.	The office bearers of MSU must be from among the regular students.	**Yes / No**

B) <u>Membership</u>

1.	Membership to MSU should continue to be open for all Mizo students as it exists today.	**Yes / No**
2.	Membership to MSU should not be open to students studying outside Mizoram.	**Yes / No**
3.	Fee for membership should be charged to all Mizo students.	**Yes / No**
4.	There should be fixed membership fee to become a member of MSU, if it has to be charged.	**Yes / No**

C) <u>Objectives</u>

1.	All the objectives of MSU, as specified, are relevant in the present context.	**Yes / No**
2.	The objective 'to establish common brotherhood, cooperation among all Mizos, all students from different places' is very relevant.	**Yes / No**
3.	MSU should have specified objective regarding 'developing awareness for prevention of corruption in Mizoram'.	**Yes / No**
4.	All members of MSU should be made aware of the aims and objectives of MSU.	**Yes / No**

D) <u>Functioning</u>

1.	MSU is serving its purpose in safeguarding the rights of the Mizo students.	**Yes / No**
2.	MSU is becoming a pressure group for government.	**Yes / No**
3.	MSU is sometimes involved in some issues which are beyond its main objectives.	**Yes / No**
4.	MSU should not defame itself by collecting donations from the outsiders at no point of time.	**Yes / No**

QUESTIONNAIRE TO ASSESS THE PERCEPTIONS OF UNDER-GRADUATE STUDENTS IN MIZORAM RELATING TO THE IMPACT OF THEIR PARTICIPATION IN SOCIAL ACTIVITES

Dear friend,

      This questionnaire is meant for examining the perception of undergraduate students in Mizoram relating to the impact of their participation in social activities organized by various Social Organizations like Y.M.A, MZP, MSU, KTP, SAY, TKP, PYD, etc on their Academic Achievement, Moral and Social Development.

      In this context, you'll agree with the fact that the modern society is marked by tough competition in all spheres of life. The socio-cultural practices in different societies vary. Mizo society is a unique society, having close relationship and the social organizations play key role in influencing the members starting from their childhood. The investigator being a Mizo has realized that the students use to devote much time in participating in various social activities. Now a day, people are critical about too much involvement of students in social activities at the cost of their academic achievement, though such organizations play important role in their social and moral development.

      You, as a matured and experienced person, are requested to express your feelings and suggestions on this issue which will be very much useful for improvement in the practices of Mizo society for betterment of our future members. Your frank and objective response to the questionnaire is requested. This is to ensure you that your response will be kept strictly confidential and will be used for research purpose only.

      In the questionnaire you will find two sections- A and B. **Section A** has 30 statements on the impacts of participation in social activities on academic achievement, moral and social development of students. **Section B** has 20 statements on probable suggestions for better functioning of social organizations in the interest of Mizo society besides one for your open suggestions at the end. Each of the 20 statement will have three choices such as **Agree (A), Undecided (UD) and Disagree (DA).** Please read the statements carefully and give your appropriate answer by putting a tick ✔ **)** mark**.** It may be noted that there is no wrong or right answer. Your objective response may have larger implications for the benefit of Mizo society. Please co-operate.

Yours sincerely

Prof. B.B. Mishra   **Francis L.R. Puia Tlau**
  Supervisor   **Ph. D Scholar**
Department of Education
Mizoram University

Please fill up the information about yourself before responding to the statements:

Name   : _____   Gender : Male / Female

College   : _____

Department : _____

Semester   : _____ Date : _____

Section A: Impact of Participation in Social Activities

(i) On Academic Achievement

1. Involvement in social activities stimulates the students for higher academic achievement.   **A / UD / DA**

2. One of the main reasons of lower academic achievement of Mizo students in comparison to others is that they are obliged to spend much time on social activities.   **A / UD / DA**

3. Active participation in social activities disturbs the students even after the social activities are over.   **A / UD / DA**

4. High academic achievers are also active participants in social activities.   **A / UD / DA**

5. One can also have much time for studies even spending time for social activities.   **A / UD / DA**

6. All students should fully concentrate on their studies without bothering for social activities.   **A / UD / DA**

7. The main reason for poor academic achievement of Mizo students is not their involvement in social activities but wasting time in games, Facebook, WhatsApp etc. in the internet.   **A / UD / DA**

8. Involvement in social activities provides scope to identify and interact with meritorious students.   **A / UD / DA**

9. Non-serious students show interest in social activities voluntarily to avoid their studies.   **A / UD / DA**

10. Involvement in social activities of Mizo students is the main reason of their low academic performance in subjects like Mathematics, Science etc. which require more perseverance and sincerity.   **A / UD / DA**

(ii) On Moral Development

11. Involvement in social activities develops sound morality.   **A / UD / DA**

12. Participation in social activities sometimes creates conflicts in the mind due to misunderstanding.   **A / UD / DA**

13. Through active participation in social activities students are able to differentiate between good and bad, right and wrong, desirable and undesirable.   **A / UD / DA**

14. Active participants in social activities are morally more mature than the inactive ones.   **A / UD / DA**

15. Participation in social activities often clashes with one's own morality.   **A / UD / DA**

16. Anti-social behaviour like alcoholic, drug addiction, rape, cheating etc. are mostly found among the inactive participants in social activities.   **A / UD / DA**

17. Proper moral development can occur without involvement in social activities.   **A / UD / DA**

18. Participation in social activities develops disciplinary value among the students.   **A / UD / DA**

19. Sound moral development can occur by reading good books, imitating the life of great personalities, teachers, parents etc, instead of wasting time in social activities.   **A / UD / DA**

20. Home environment is more important for moral development than involvement in social activities.   **A / UD / DA**

(iii) On Social Development

21. Involvement in social activities develops socially desirable qualities like honesty, punctuality, hospitality etc, among the Mizo students.   **A / UD / DA**

22. Some students begin to learn bad habits like smoking, drinking liquor, chewing tobacco etc, while participating in social activities.   **A / UD / DA**

23. Students imbibe cultural values through participation in social activities.   **A / UD / DA**

24. Youngsters sometimes have adjustment problems because of the age range of membership in social organizations.   **A / UD / DA**

25. Involvement of students in social activities helps them in acquiring skills on decision making and developing healthy relationship.   **A / UD / DA**

26. Participation in social activities encourages youngsters to follow blindly the existing practices.   **A / UD / DA**

27. Social activities provide opportunities for development of leadership qualities.   **A / UD / DA**

28. Social activities provide competitive atmosphere for development of innate potentialities like music, sports and games etc.   **A / UD / DA**

29. Too much involvement of students in social activities can develop negligence of household activities in some cases.   **A / UD / DA**

30. Some students participate in the social activities to win over the recognition of others.   **A / UD / DA**

Section B: Suggestions Regarding Better Functioning of Social Organizations and Participation of Undergraduate Students in Social Activities

1. Students should not be encouraged to actively participate in social activities as they can take part in such activities after completing academic life.　　**A / UD / DA**

2. The age range for membership in social organizations should be modified.　　**A / UD / DA**

3. There should be separate social organizations for the students.　　**A / UD / DA**

4. Participation in social activities by the students should be voluntary.　　**A / UD / DA**

5. Students should be prevented from doing any social activities sacrificing their classes in educational institutions.　　**A / UD / DA**

6. Students should be prevented from doing any social activities during night hours.　　**A / UD / DA**

7. Competitions on academic and creative potentialities among the students of various levels should be organized by the social organizations.　　**A / UD / DA**

8. Talented students should be recognized and rewarded by the social organizations.　　**A / UD / DA**

9. Remedial measures such as counseling, organizing camps, etc. should be taken by the social organizations for modifying the deviant behaviour of students.　　**A / UD / DA**

10. Social organizations should support the education of poor and meritorious students.　　**A / UD / DA**

11. In spite of establishing two students' organization (MZP and MSU), they should be merged together to become stronger and more effective.　　**A / UD / DA**

12. The social organizations should prevent their leaders from using the authority of the social organizations for their personal gains.　　**A / UD / DA**

13. Social organizations should give more emphasis on the inculcation of values among members and public as well. **A / UD / DA**

14. Involvement of the same persons as active members in different social organizations should be avoided as far as possible. **A / UD / DA**

15. Social organizations should try not to depend on governmental financial resources and donations. **A / UD / DA**

16. Social organizations must not appoint immoral members as the leaders since it degrades the integrity of the social organizations. **A / UD / DA**

17. At no point of time, the social organizations should deviate from the core values of Mizos i.e. Chivalry (Tlawmngaihna). **A / UD / DA**

18. Members of social organizations must be aware enough of the objectives and functions of the organizations to which they belong. **A / UD / DA**

19. Various social organizations should co-operate the government in implementation of welfare policies as much as possible. **A / UD / DA**

20. The social organizations should not take the law into their hands in punishing the persons who violate the laws. **A / UD / DA**

21. Any other, please mention: **A / UD / DA**

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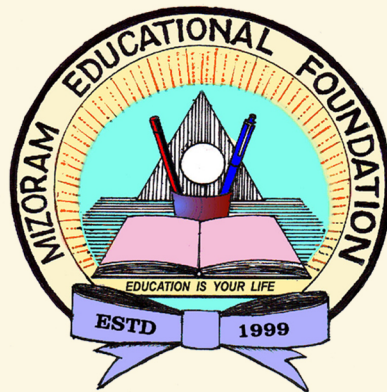Zairemthanga, C., & Zorema, C. (2000). *Mizoram baptist kohhran: Thalai kristian pawl chanchin (History of baptist church of Mizoram: Thalai kristian pawl).* Serkawn: Communication Department, Baptist Church of Mizoram.

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CONTENTS

Impact of Participation in Social Activities on Academic Achievement: A Study on the Perceptions of Mizo Under-Graduate Students

Francis L.R. PuiaTlau*
B.B. Mishra**

Abstract

Socialization is a process which starts from the early stage of human life and it takes place through various formal and informal agencies, out of which society is one. Academic achievement is very important becauseit directly decides the positive outcomes of the students after graduating.It is a fact that academically successful individuals have higher self-esteem, lower levels of depression and anxiety are socially motivated and less likely to be addicted toalcohol and substance abuse. The present article is a report of a study undertaken to find outthe perceptions of MizoUnder-Graduate students on the impact of their participation in social activities upon their academic achievement. The article presents findings of the study conducted with 800 Mizo Under-Graduate students from 4 streams viz. Arts, Science, Commerce and Professional out of which 400 were males and 400 were females. The study revealed that majority of MizoUnder-Graduate students, irrespective of their stream of study; recognize their participation in social activities not affecting their academic achievement.

***Keywords:** Perception, Social activities, Academic achievement, Mizo under-graduate students*

Introduction

Man is a social animal. It is said that man without society is a figment of imagination. He is born in the society and breath last in the society. During his lifespan he used to be influenced by the society and he influences the society. The home, school, media, society etc. are the agencies which socialize the individual.

* Francis L.R. Puia Tlau, Research Scholar, Department of Education, Mizoram University, Aizawl, Mizoram
**Prof. B. B. Mishra Professor & Head, Department of Education, Mizoram University, Aizawl, Mizoram. Email:bana.mishra55@gmail.com.

Society is like an organic whole and is composed of the individuals, as its parts. The process of socialization begins in early infancy and extends throughout the life cycle. The personality of the individual is shaped through socialization, which is a process of change in individuality. Through the processof socialization people come to know about what to do, what not to do and what they must do. The society develops, retains and perpetuates patterns traditions and norms that persist overtime. It is an ongoing process of change through the social institutions like family, community, neighborhood, school etc. Through socialization an individual can operate harmoniously in the society.

Besides home and school, community has a greater responsibility towards socialization. As Crow and Crow (in Yogendra K. Sharma, 2003, 242) commented, "A community cannot expect something for nothing, if it wishes its young people to serve their community well; it must provide whatever educational advantages are needed by the young people, individually and collectively, to prepare themselves for that service."

India is a country of diversity in terms of race, religion, language and culture. Different societies have their own social organizations which intend to socialize the future generations. Further, there are varieties of social organizations which work at different levels with different objectives. The Mizo society is not an exception to it.

Social activity implies the activity that involves association with other people. It is an activity considered appropriate on social occasions, action taken by a group of people, the act of consorting with or joining with others and the action of people mingling and coming into contact. Thus, social activity involves the various activities carried on by the social organizations for the sake of common good. The social activities have many positive impact besides socialization for which every community has certain provisions in shape of traditions and rituals which every member is supposed to imbibe.

Social Organizations in Mizoram and their Activities

The culture of the Mizo tribes and its social structure has undergone tremendous change over the years, since the arrival of Christianity in late 1890s. Contemporary people of Mizoram celebrate Christmas, Easter and other Christian celebrations replacing many of old tribal customs and practices. The growth of Christianity was shaped from a foundation of cultural, religious and socio-political structure. One such foundation cultural element of Mizo people was 'Hnatlang', which literally means social work, united labor or community labor. A consequence of 'Hnatlang' was the culture of 'Tlawmngaihna', which does not have a direct English translation. 'Tlawmngaihna' as cultural concept incorporates behavior that is self-sacrificing, self-denying, doing what an occasion demands unselfishly and without concern for

inconvenience caused, persevering, stoical, stout hearted, plucky, brave, firm, independent, loath to lose one's good reputation. Thus, after a fire or landslide or flood damage, the Mizo culture is one of spontaneous humble social work without demands or expectations.

In Mizoram, we have many social organizations that are taking active parts in community works and lead the people for the concerns of the society. Among them the organizations like Young Mizo Association (Y.M.A), Mizo Zirlai Pawl (MZP), Mizo Students Union (MSU) etc. and the church organizations like KristianThalai Pawl (KTP), ThalaiKristian Pawl (TKP), Salvation Army Youth (SAY), Pentecostal Youth Department (PYD), etc. are the important church based youth organisations which play active role in shaping and moulding the character of the people starting from the early stages of life which ultimately benefits the society and the nation.

Church Organizations in Mizoram:

The church organizations also play an important part in Mizo society by rendering services to its members through various activities going within it. In Mizoram, there are different denominations like Presbyterian Church of India (PCI), Baptist Church of Mizoram (BCM), Salvation Army (SA), United Pentecostal Church (UPC), etc. In these church groups, the members play different roles and take part in various activities organized by their respective groups so as to serve their respective churches and above all the Lord. Most of the activities in these groups are usually meant for the administration and functioning of the church and even they also used to do some community work.The most common and popular social activities of the churches in Mizoram include cleaning of streets, street preaching, organizing sports and entertainment programs, publishing books, donating blood, making public urinals, helping the needy and poor members of society, organizing leadership training programs and meetings etc.

In the activities of all the above social organizations, the youngsters take active part guided by senior members. The youngsters include both males and females of above 14 years age.

Rationale of the Study:

The Mizo society is a unique society as compared to other societies of the world because it has a lot of social activities which cannot be found not only in other parts of our country but also of the world. In almost all of these activities, those who are actively participating are the youths above 14 years of age. From this point, it can be seen that the students, above class- VIII or so, are the active participants. The main reason for active participation of the students is that in Mizo society when an individual becomes socially mature person i.e. attaining the age of 14 (according to the age norm

given by Y.M.A), he/she is supposed to perform his/her duties as a member of the society. The society expects him/her to conform to the ongoing practices and to take part in those activities that are going on within the society. Since they are included in the age group of the youths even the students have to take active part in social activities as far as possible otherwise they may not be regarded as a useful member of the society. Therefore, the students have to perform such duties in order to become socially acceptable persons. It is customary in Mizo society that the youths have to render their services in the occasions such as death, accidents, calamities, cleaning of streets and some other activities that are used to be organized by the social organizations. In the Mizo society, it is the tradition that when someone died during daytime, their corpse would not be buried on the same day and the neighbors and relatives would stay with the bereaved family throughout the night. In such cases, it is mainly the youths of the locality who would stay through the night. This is regarded as one issue which is likely to have negative effect on the academic achievement of youths who are still pursuing their studies.

No society has remained static. Due to the process of modernization and acculturation all societies have undergone changes, Mizo society is not an exception to it. Participation in social activities, undoubtedly, takes a lot of time and especially for the students, it may affect their performance in academic life in a negative way if they spend too much time for taking active parts in these social activities. On the other hand, participation in social activities can help in gaining skills, knowledge, experiences, qualities, etc. that are important for leading happy and successful life.Moreover, participation in these social activities inculcates values such as service to mankind, sincerity, punctuality, honesty, hospitality etc.

Today, it is being observed that owing to tough competition for jobs, in business and in other activities for earning livelihood people have less time for such social activities and there might have been change in the attitude of the people, particularly among youngsters and students, to spend their time for social activities.

The rationale behind selecting Under-Graduate students is that they all have passed through the various stages of education, except Post-Graduate education, and they are also one of the active members of these social organizations and they have long time participation in social activities and are mature to critically analyze their experiences and to express their view freely.

Objectives of the Study:

1. To assess the perceptions of Mizo Under-Graduate students on the impact of their participation in social activities upon their academic achievement.

2. To compare the perceptions of Mizo Under-Graduate students on the impact of their participation in social activities upon their academic achievement with reference to their gender.

3. To compare the perceptions of Mizo Under-Graduate students on the impact of their participation in social activities upon their academic achievement with reference to their stream of study.

Hypotheses of the Study:

1. There is no significant difference in the perceptions of MizoUnder-Graduate students on the impact of their participation in social activities upon their academic achievement with reference to their gender.

2. There is no significant difference in theperceptions of MizoUnder-Graduate students on the impact of their participation in social activities upon their academic achievement with reference to theirstream of study.

Methodology:

*Research Approach:*Descriptive survey approach has been followed for the present study.

Population and Sample: The population of the study included all the Mizo Under-Graduate students of different collegesaffiliated to Mizoram University offering arts, science, commerce and professional courses and the students of five departments of School of Engineering and Technology of Mizoram University. The sample of the study comprisedof 800 Mizo Under-Graduate students, 100 males and 100 females selected from each of the four streams viz. Arts, Science, Commerce and Professional. Stratified multi-stage random sampling technique was followed for selection of the sample.

Tool used: For the study, the investigators developeda questionnaire for assessment of the perceptions of MizoUnder-Graduate students relating to the impact of their participation in social activities upon their academic achievement.

Data Analysis: The data collected were analyzed both quantitatively and qualitatively. For the analysis of data, descriptive statistics like percentage, mean etc. were used and further,'t' test was used for the purpose of comparison.

Results and Findings:

Objective-wise analysis of data and findings are presented below:

1- Perceptions of Mizo Under-Graduate Students relating to the Impact of their Participation in Social Activities upon their Academic Achievement

The perceptions of MizoUnder-Graduate students of various groups based on their gender and stream of study in Mizoram relating to the impact of their participation in social activities upon their academic achievement on the three choices along with the percentages put in parentheses are presented in Table- 1 followed by interpretation.

Table-1

Perceptions of Mizo Under-Graduate Students relating to the Impact of their Participation in Social Activities upon theirAcademic Achievement

Groups	N	Responses		
		Positive	Neutral	Negative
Arts Male	100	69 (69)	9 (9)	22 (22)
Arts Female	100	69 (69)	6 (6)	25 (25)
Arts Total	200	138 (69)	15 (7.5)	47 (23.5)
Science Male	100	60 (60)	15 (15)	25 (25)
Science Female	100	64 (64)	8 (8)	28 (28)
Science Total	200	124 (62)	23 (11.5)	53 (26.5)
Commerce Male	100	62 (62)	10 (10)	28 (28)
Commerce Female	100	68 (68)	14 (14)	18 (18)
Commerce Total	200	130 (65)	24 (12)	46 (23)
Professional Male	100	72 (72)	11 (11)	17 (17)
Professional Female	100	64 (64)	10 (10)	26 (26)
Professional Total	200	136 (68)	21 (10.5)	43 (21.5)
Male Total	400	263 (65.75)	45 (11.25)	92 (23)
Female Total	400	265 (66.25)	38 (9.5)	97 (24.25)
Total (Overall)	800	528 (66)	83 (10.37)	189 (23.63)

(Figures in the parentheses indicate percentage)

i) Perception of Under-Graduate Students

Table - 1 shows that, irrespective of stream of study, majority of male Under-Graduate students i.e. 65.75% opined their participation in social activities was having positive impact upon their academic achievement, 11.25% were neutral and 23% viewed their participation in social activities having negative impact on their academic achievement. It is also found from the above table that, irrespective of stream of study, majority of female Under-Graduate students i.e. 66.25% perceived their participation

in social activities having positive impact upon their academic achievement, 9.5% were neutral and 24.25% expressed their participation in social activities having negative impact upon their academic achievement.

At the same time, irrespective of gender, 66% of the students taken as sample perceived positive impact of their participation in social activities on their academic achievement while 10.37% had neutral perception and 23.63% had negative perception.

ii) Perception of Students of Arts Stream

As shown in Table No.1, among arts male Under-Graduate students, majority i.e. 69% perceived their participation in social activities having positive impact upon their academic achievement, 9% were neutral and 22% perceived their participation in social activities having negative impact on their academic achievement. It is also found from the above table that, among arts female Under-Graduate students, majority i.e. 69% perceived their participation in social activities having positive impact upon their academic achievement, 6% were neutral and 25% perceived their participation in social activities having negative impact on their academic achievement. Irrespective of gender, majority of arts Under-Graduate students i.e. 69% were of the opinion that their participation in social activities had positive impact upon their academic achievement, 7.5% of them were neutral and 23.5% perceived their participation in social activities having negative impact on their academic achievement.

Thus, the study revealed that majority of the arts male, arts female and arts (irrespective of gender) under-graduate students perceived their participation in social activities having positive impacts upon their academic achievement.

iii) Perception of Students of Science Stream

Table - 1also reveals thatamong science male Under-Graduate students, majority i.e. 60% opined their participation in social activities having positive impact upon their academic achievement, 15% were neutral and 25% opined their participation in social activities having negative impact on their academic achievement. It is also found from the above table that, among science female Under-Graduate students, majority i.e. 64% viewed their participation in social activities having positive impact upon their academic achievement, 8% were neutral and 28% viewed their participation in social activities having negative impact on their academic achievement. Irrespective of gender, majority of science Under-Graduate students i.e. 62% were of the opinion that their participation in social activities had positive impact upon their academic achievement, 11.5% of them were neutral and 26.5 opined their participation in social activities having negative impact on their academic achievement.

Thus, the study revealed that majority of the science male, science female and science (irrespective of gender) under-graduate students perceived their participation in social activities having positive impacts upon their academic achievement.

iv) Perception of Students of Commerce Stream

As shown in the above table, among commerce male Under-Graduate students, majority i.e. 62% perceived their participation in social activities having positive impact upon their academic achievement, 10% were neutral and 28% viewed their participation in social activities having negative impact on their academic achievement. It is also found from the above table that, among commerce female Under-Graduate students, majority i.e. 68% perceived their participation in social activities having positive impact upon their academic achievement, 14% were neutral and 18% opined their participation in social activities having negative impact on their academic achievement. Irrespective of gender, majority of commerce Under-Graduate students i.e. 65% were of the opinion that their participation in social activities had positive impact upon their academic achievement, 12% of them were neutral and 23% perceived their participation in social activities having negative impact on their academic achievement.

Thus, the study revealed that majority of the commerce male, commerce female and commerce (irrespective of gender) under-graduate students perceived their participation in social activities having positive impacts upon their academic achievement.

v) Perception of Students of Professional Stream

As shown in Table No.1, among professional male Under-Graduate students, majority i.e. 72% perceived their participation in social activities having positive impact upon their academic achievement, 11% were neutral and 17% opined their participation in social activities having negative impact on their academic achievement. It is also found from the above table that, among professional female Under-Graduate students, majority i.e. 64% viewed their participation in social activities having positive impact upon their academic achievement, 10% were neutral and 26% viewed their participation in social activities having negative impact on their academic achievement. Irrespective of gender, majority of professional Under-Graduate students i.e. 68% perceived that their participation in social activities had positive impact upon their academic achievement, 10.5% of them were neutral and 21.5% expressed their participation in social activities having negative impact upon their academic achievement.

Thus, the study revealed that majority of the professional male, professional female and professional (irrespective of gender) under-graduate students viewed their

participation in social activities having positive impacts upon their academic achievement.

2. Comparison of the Perceptions of Mizo Under-Graduate Students relating to the Impact of their Participation in Social Activities upon theirAcademic Achievementwith reference to Gender

Table– 2 shows the comparative analysis of the perceptions of MizoUnder-Graduate students relating to the impact of their participation in social activities upon their academic achievement with reference to gender.

Table - 2

Comparison of the Perceptions of Male and Female MizoUnder-Graduate Studentson the Impact of their Participation in Social Activities upon their Academic Achievement

Components	Groups Compared	N	Mean	SD	t-value	Sig. level
Academic Achievement	Male Vs.	400	22.18	3.765	1.042	NS
	Female	400	21.91	3.349		

(NS:Not Significant)

Table - 2 shows that the t values relating to the comparison of perceptions of male and female MizoUnder-Graduate students on the impact of their participation in social activities upon their academic achievement is not significant. Therefore, the hypothesis- '*There is no significant difference in the perceptions of MizoUnder-Graduate studentson the impact of their participation in social activities upon their academic achievement with reference to their gender*' is not rejected. It implies that there is no significant difference in the perceptions of male and female MizoUnder-Graduate students on the impact of their participation in social activities upon their academic achievement and both the groups have similar perceptions.

3. Comparison of the Perceptions of MizoUnder-Graduate Students relating to the Impact of their Participation in Social Activities upon their Academic Achievement with reference to Stream of Study

Table- 3 shows the comparative analysis of the perceptions of MizoUnder-Graduate students relating to the impact of their participation in social activities upon their academic achievement with reference to their stream of study.

Table No. 3

Comparison of the Perceptions of Arts, Science, Commerce and Professional MizoUnder-Graduate Studentson the Impact of their Participation in Social Activities upon their Academic Achievement

Groups	N	Mean	SD	t-value	Sig. level
Arts	200	22.16	3.342	1.470	NS
Science	200	21.64	3.723		
Arts	200	22.16	3.342	.619	NS
Commerce	200	21.95	3.440		
Arts	200	22.16	3.342	.750	NS
Professional	200	22.43	3.711		
Science	200	21.64	3.723	.865	NS
Commerce	200	21.95	3.440		
Science	200	21.64	3.723	2.112	.05
Professional	200	22.43	3.711		
Commerce	200	21.95	3.440	1.327	NS
Professional	200	22.43	3.711		

(NS: Not Significant)

Table- 3 reveals that the t values relating to the comparison of perceptions of MizoUnder-Graduate students of arts and science streams, arts and commerce streams, arts and professionalstreams, science and professionalstreams and commerce and professionalstreams are not significant. But, the t value relating to the comparison between science and professionalstreams is significant at .05 level. It implies that there is no significant difference in the perceptions ofUnder-Graduate students of arts and science streams, arts and commerce streams, arts and professionalstreams, science and professionalstreams and commerce and professionalstreamson the impact of their participation in social activities upon their academic achievement. But, there is significant differencein the perceptions ofUnder-Graduate students ofscience and professionalstreams on the impact of their participation in social activities upon their academic achievement. The students of professional streams are more in favor of participation in social activities as found from the table.

Conclusion

It is popularly believed that students who are active participants in social activities are more likely to have lower academic achievement as compared to those who do not

take active part in different social activities. This belief is based on the fact that involvement in social activities, undoubtedly, takes a lot of time and those students who are active in such activities are likely to have lesser time to study. The findings of the present study seem to contradict this belief as it was found that majority of Mizo Under-Graduate students, irrespective of gender and stream of study, perceived theirparticipation in social activities as having positive impact upon their academic achievement. This finding led the researcher to conclude that Mizo Under-Graduate students are not opposed to their involvement in social activities. However, as the tool used for the present study did not provide scope for understanding the level of involvement of the students in various social activities, there is a probability that the sample students can be those who may not be actively involved in these activities. Thus, it may be concluded that there can be differences in the perception of students depending upon the level of participationof the studentsin these social activities.

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BRIEF BIO-DATA OF THE CANDIDATE

NAME	:	FRANCIS L. R. PUIA TLAU
FATHER'S NAME	:	MALSAWMTHANGA
DOB	:	06.06.1991
ADDRESS	:	H. NO. B-4, BIATE P.O: BIATE, PIN CODE-796370, CHAMPHAI DISTRICT, MIZORAM
GENDER	:	MALE
RELIGION	:	CHRISTIANITY
OCCUPATION	:	GUEST FACULTY
MARRITAL STATUS	:	UNMARRIED
EDUCATIONAL QUALIFICATION	:	M.A., M. PHIL, NET
PH. D. REGISTRATION NO & DATE	:	MZU/Ph. D./808 of 09.11.2015
DEPARTMENT	:	EDUCATION, MIZORAM UNIVERSITY
TITLE OF THE THESIS	:	PERCEPTIONS OF UNDER-GRADUATE STUDENTS IN MIZORAM RELATING TO THE IMPACT OF THEIR PARTICIPATION IN SOCIAL ACTIVITIES

DEPARTMENT OF EDUCATION

MIZORAM UNIVERSITY

AIZAWL: 796004

PARTICULARS OF THE CANDIDATE

Name of the Candidate	:	Francis L. R. Puia Tlau
Degree	:	Doctor of Philosophy
Department	:	Education
Title of Thesis	:	Perceptions of Under- Graduate Students in Mizoram Relating to the Impact of Their Participation in Social Activities
Date of Admission	:	6th August 2015

Approval of Research Proposal

1.	**Date of Board of Studies**	:	4th November 2015
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Registration No. & Date	:	MZU/Ph. D./808 of 09.11.2015
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Academic Council Extension (If any)	:	

Head

Department of Education

ABSTRACT

PERCEPTIONS OF UNDER-GRADUATE STUDENTS IN MIZORAM

RELATING TO THE IMPACT OF THEIR PARTICIPATION IN SOCIAL

ACTIVITIES

FRANCIS L. R. PUIA TLAU

DEPARTMENT OF EDUCATION

MIZORAM UNIVERSITY

ABSTRACT

Man is a social animal. It is said that man without society is a figment of imagination. He is born in the society and breath last in the society. During his lifespan he used to be influenced by the society and he influences the society. The home, school, media, society etc. are the agencies which socialize the individual.

Brown considers that "all education proceeds by the participation of the individual in the social consciousness of the race". Ottaway was of the opinion that "education is an activity which goes on in a society, and its aims and methods depend on the nature of the society in which it takes place" (Mathur, 2004, 42).

Society is like an organic whole and is composed of the individuals as its parts. The process of socialization begins in early infancy and extends throughout the life cycle. The personality of the individual is shaped through socialization, which is a process of change in individuality. Through the process of socialization people come to know about what to do, what not to do and what they must do. The society develops, retains and perpetuates patterns traditions and norms that persist overtime. It is an ongoing process of change through the social institutions like family, community, neighborhood, school etc. Through socialization an individual can operate harmoniously in the society.

Besides home and school, community has a greater responsibility towards socialization. As Crow and Crow (in Yogendra K. Sharma, 2003, 242) commented, "A community cannot expect something for nothing, if it wishes its young people to serve their community well; it must provide whatever educational advantages are

needed by the young people, individually and collectively, to prepare themselves for that service."

India is a country of diversity in terms of race, religion, language and culture. Different societies have their own social organizations which intend to socialize the future generations. Further, there are varieties of social organizations which work at different levels with different objectives. The Mizo society is not an exception to it.

Socialization, in simple words, refers to the procedure by which individuals attain the skills, knowledge and temperaments that make them capable members of the society. A person becomes able member of his society when he is able to take on particular role in the society. Each individual has to meet the necessities laid down by other fellows of society for his behavior in a diversity of circumstances. These necessities may be arising out of his being a husband, a son, an employee, etc., which means that requirements are attached to some accepted statuses and positions in the society.

The conduct which is required of a person in a given status can be defined as prescribed role. Socialization is a process through which the individual learns prescribed role. Also, through this process, he understands the recognized statuses in the traditional positions in his society. Thus, we may say that socialization performs the function of transforming human raw material of society into good working members. Through this process an individual is led to understand the society's status, structure, and the role prescriptions and behavior associated with different positions in this structure.

Rationale of the Study:

The Mizo society is a unique society as compared to other societies of the world because it has a lot of social activities which cannot be seen not only in other parts of our country but also of the world. In almost all of these activities, those who are actively participating are the youths above 14 years of age. From this point, it can be seen that the students, above class- VIII or so, are the active participants. The reason for active participation of the students is that in Mizo society when an individual becomes socially mature person i.e. 14 (according to the age norm given by Y.M.A), he/she is supposed to perform his/her duties as a member of the society. The society expects him/her to conform to the ongoing practices and to take part in those activities that are going on within the society. Thus, even the students have to take active part in social activities as far as possible otherwise they may not be regarded as a useful member of the society. Therefore, the students have to perform such duties in order to become socially acceptable persons. It is customary in Mizo society that the youths have to render their services in the occasions such as death, marriage, accidents, calamities, cleaning of streets and the like. Sometimes they have to pass sleepless nights.Today, it is being observed that owing to tough competition for jobs, in business and in other activities for earning livelihood people has lesser time for such social activities and there might have been change in the attitude of the people, particularly among youngsters and students to spend their time for social activities.

The rationale behind selecting undergraduate students is that they all have passed through the various stages of education except postgraduate education and they are also one of the active members of these social organizations and they have

long time participation in social activities and are mature to critically analyze their experiences and to express their view freely.

Objectives of the Study:

- To assess the perceptions of Mizoundergraduate students about the constitution, membership, objectives and functions of social organizations with reference to their gender and stream of study.

- To assess the perceptions of Mizoundergraduate students on the impact of their participation in social activities upon their academic achievement with reference to their gender and stream of study.

- To compare the perceptions of Mizoundergraduate students on the impact of their participation in social activities upon their academic achievement with reference to their gender and stream of study.

- To assess the perceptions of Mizoundergraduate students on the impact of their participation in social activities upon their moral development with reference to their gender and stream of study.

- To compare the perceptions of Mizoundergraduate students on the impact of their participation in social activities upon their moral development with reference to their gender and stream of study.

- To assess the perceptions of Mizoundergraduate students on the impact of their participation in social activities upon their social development with reference to their gender and stream of study.

- To compare the perceptions of Mizo undergraduate students on the impact of their participation in social activities upon their social development with reference to their gender and stream of study.

- To offer suggestions for effective participation of Mizo undergraduate students in social organizations.

Research Approach:

The present study was primarily intended to study the perceptions of undergraduate students in Mizoram relating to the impact of their participation in social activities and to offer suggestions in the light of the findings of the study. Therefore, descriptive survey approach was followed for the present study. The study is a mixed type i.e. both qualitative and quantitative in nature.

Sources of Data:

The following primary and secondary sources were considered to be appropriate for collection of relevant data for the present study.

Primary Source: Since the main focus of the study was to study the perceptions of undergraduate students in Mizoram, the undergraduate students of different colleges affiliated to Mizoram University were considered to be the main source of the study.

Secondary Source: Different National and State survey reports, books and journals and official records, internet, published and unpublished documents are major sources that are of utmost importance for any research. For the present study these sources were also considered important. The literature on various social organizations like Y.M.A., MZP, MSU and church organizations were also considered important for the present study.

Population and Sample:

The target population of the study was all Mizo undergraduate students of different colleges affiliated to Mizoram University offering arts, science, commerce and professional courses and the students of five departments of School of Engineering and Technology of Mizoram University.

The sample of the study comprised of 800 Mizo undergraduate students from 4 streams viz. Arts, Science, Commerce and Professional, out of which 400 were males and 400 were females. 100 male and 100 female students were selected from each of these streams for the sample. Stratified random sampling technique was followed for selection of the sample.

Tools and Technique Used:

For the present study no readymade tool was available. Therefore, the investigator developed the following two questionnaires:

1. Questionnaire for the undergraduate students to reveal their perceptions on social organizations in Mizoram.

2. Questionnaire for assessment of the perceptions of undergraduate students in Mizoram relating to the impact of their participation in social activities.

The second questionnaire was divided into two sections viz. Section A and Section B.

Section A: Impact of participation in social activities and it was sub-divided into three sections viz. academic achievement, moral and social development

Section B: Suggestions regarding better functioning of social organizations and participation of undergraduate students in social activities

Statistical Techniques Used:

The data were analyzed quantitatively using, statistics like mean, standard deviation, percentage and t-test for comparison in terms of gender and stream of study. Further, chi-square test of independence on the hypothesis of equal probability was used to examine the trend of responses and for comparison in respect of the 20 items of the questionnaire meant for suggestions regarding better functioning of social organizations and participation of undergraduate students in social activities for all the fifteen groups.

Findings of the Study:

Findings Regarding the Perceptions of Undergraduate Students in Mizoram about the Constitution, Membership, Objectives and Functioning of Social Organizations

A- Young Mizo Association (YMA)

i) Constitution

Majority of the Mizo undergraduate students perceived that:

• the office bearers of YMA are always being elected democratically.

• nowadays the election of the office bearers of YMA is becoming politicized.

• nowadays contestants for office bearers' posts are putting pressure on voters to cast votes in their favor.

• the office bearers appoint/nominate the committee members objectively on the bases of their capabilities in many cases.

ii) Membership

Majority of the Mizo undergraduate students perceived that:

- in YMA there should be provision for terminating/seizing the membership of old people after certain age unlike the present provision of membership till death.

- the lower limit of 14 years of age for membership in YMA, as exists today, needs not to be increased.

- people of Non-Mizo origin should not be given membership in YMA under any circumstances.

iii) Objectives

Majority of the Mizo undergraduate students perceived that:

- the three mottos of YMA- Proper utilization of leisure time, Reverence for a good Christian life, and Striving towards a holistic development of Mizo society are relevant at all times.

- the objectives of YMA need to be reviewed from time to time with the change in the society.

- there is need for stating specific objectives of YMA.

- all members of YMA should be made aware of the ten commitments of YMA.

iv) Functioning

Majority of the Mizo undergraduate students perceived that:

- YMA often fails to play its roles by not following its important theme *"To help the needy"*.

- YMA often takes the law into its hand in punishing the persons who violate the laws.

- YMA should not involve the student members in its activities as it often interrupts their study.

- YMA serves as the leading front for the Mizo people in keeping the society safe and secure.

B- Church Organization (CO)

i) Constitution

Majority of the Mizo undergraduate students perceived that:

- different church organizations in Mizoram are being properly constituted.
- the office bearers of different church organizations are elected democratically.
- there used to be favoritism in appointing the committee members.
- the elected office bearers appoint the committee members objectively on the bases of their capabilities in many cases.

ii) Membership

Majority of the Mizo undergraduate students perceived that:

- the age limit fixed for church organization in Mizoram is justified.
- the age limit i.e.14 - 40 years for church organizations not need to be modified.
- those who behave immorally should also be a member of the church organizations.

iii) Objectives

Majority of the Mizo undergraduate students perceived that:

- the objectives of different church organization are still relevant at all times.
- the objectives of different church organizations need to be modified with the change in social life.

iv) Functioning

Majority of the Mizo undergraduate students perceived that:

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- the different church organizations are serving to build the character of its respective members.

- too much activity of the church organizations may in turn hamper the academic career of its student members.

- the different church organizations in Mizoram are also performing well in some social works.

- the church organizations should try to decrease their activities especially at night.

C- Mizo Zirlai Pawl (MZP)

i) Constitution

Majority of the Mizo undergraduate students perceived that:

- the office bearers of MZP are often not being elected by conforming to the provisions.

- nowadays the election of the office bearers of MZP is becoming politicized.

- MZP is being often used as an instrument by government.

- the office bearers of MZP must be from among the genuine students.

ii) Membership

Majority of the Mizo undergraduate students perceived that:

- membership to MZP should continue to be open for all Mizo students as it exists today.

- membership to MZP should also be open to students studying outside Mizoram.

- fee for membership should not be charged to all Mizo students.

- the membership fee should not be hiked from the existing rate of Rs 10/-.

iii) Objectives

Majority of the Mizo undergraduate students perceived that:

- all the objectives of MZP, as specified, are relevant in the present context.

- to create an independent Mizo state is not an appropriate objective in the present context.

- the objective 'to prevent and attack corruption in Mizoram' should be modified 'to develop awareness for prevention of corruption in Mizoram'.

- the MZP should have an objective of providing assistance to the needy students in pursuing their studies.

iv) Functioning

Majority of the Mizo undergraduate students perceived that:

- MZP is serving its purpose in safeguarding the rights of the Mizo students.

- MZP is becoming a pressure group for government.

- MZP is sometimes involved in some issues which are beyond its main objectives.

- MZP should not defame itself by collecting donations from the outsiders at no point of time.

D- Mizo Students Union (MSU)

i) Constitution

Majority of the Mizo undergraduate students perceived that:

- the office bearers of MSU are often not being elected by conforming to the provisions.

- nowadays the election of the office bearers of MSU is becoming politicized.

- MSU is being often used as an instrument by government.

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- the office bearers of MSU must be from among the genuine students.

ii) Membership

Majority of the Mizo undergraduate students perceived that:

- membership to MSU should continue to be open for all Mizo students as it exists today.

- membership to MSU should also be open to students studying outside Mizoram.

- fee for membership should not be charged to all Mizo students.

- there should be fixed membership fee to become a member of MSU, if it has to be charged.

iii) Objectives

Majority of the Mizo undergraduate students perceived that:

- all the objectives of MSU, as specified, are relevant in the present context.

- the objective 'to establish common brotherhood, cooperation among all Mizos, all students from different places' is very relevant.

- MSU should have specified objective regarding 'developing awareness for prevention of corruption in Mizoram'.

- all members of MSU should be made aware of the aims and objectives of MSU.

iv) Functioning

Majority of the Mizo undergraduate students perceived that:

- MSU is serving its purpose in safeguarding the rights of the Mizo students.

- MSU is becoming a pressure group for government.

- MSU is sometimes involved in some issues which are beyond its main objectives.

- MSU should not defame itself by collecting donations from the outsiders at no point of time.

Findings Relating to the Impact of Participation in Social Activities

i) On Academic Achievement

- Majority of the undergraduate students belonging to different sub-groups and as a whole (irrespective of gender and stream of study) perceived their participation in social activities having positive impacts upon their academic achievement. They perceived that participation in social activities:

➢ used to stimulate the students for higher academic achievement.

➢ was not the main reason of lower academic achievement of Mizo students in comparison to others.

➢ did not disturb the students even after the social activities are over.

➢ was not the main reason for poor academic achievement of Mizo students but the main reason was wasting time in Games, Facebook, WhatsApp, etc. in the internet.

➢ provided scope to identify and interact with meritorious students.

➢ was not the main reason of their low academic performance in subjects like Mathematics, Science etc. which require more perseverance and sincerity.

➢ did not affect academic achievement as high academic achievers were also active participants in social activities.

- did not affect academic achievement as students could have much time for studies even being involved in social activities.

- Besides, majority of the students also perceived that:

➢ non-serious students showed interest in social activities voluntarily to avoid their studies.

➢ all should fully concentrate on their studies without bothering for social activities, if necessary.

- However, there were students who perceived their participation in social activities in the opposite way, though their percentage was below 50.

ii) On Moral Development

- Majority of the undergraduate students belonging to different sub-groups and as a whole (irrespective of gender and stream of study) perceived their participation in social activities having positive impacts upon their moral development. They perceived that their participation in social activities:

➢ used to develop sound morality.

➢ used to help the students to differentiate between good and bad, right and wrong, desirable and undesirable.

➢ used to develop disciplinary value among the students.

- Besides, majority of the students also perceived that:

➢ active participants in social activities were more morally mature than the inactive ones.

➢ anti-social behavior like alcoholic, drug addiction, rape, cheating etc. were found among the inactive participants in social activities.

➢ proper moral development could also occur without involvement in social activities in some way.

- participation in social activities, sometimes, used to create conflicts in the mind due to misunderstanding.

- participation in social activities, sometimes, used to clash with one's own morality.

- sound moral development could also occur by reading good books, imitating the life of great personalities, teachers, parents etc.

- home environment is more important for moral development than involvement in social activities.

- However, there were students who perceived their participation in social activities in the opposite way, though their percentage was below 50.

iii) On Social Development

- Majority of the undergraduate students belonging to different sub-groups and as a whole (irrespective of gender and stream of study) perceived their participation in social activities having positive impacts upon their social development. They perceived that their participation in social activities:

- used to develop desirable qualities like honesty, punctuality, hospitality etc. among the Mizo students.

- used to help the students imbibe cultural values.

- used to help them in acquiring skills on decision making and developing healthy relationship.

- provided opportunities for development of leadership qualities.

- provided competitive atmosphere for development of innate potentialities like sports, music and games etc.

- Besides, majority of the students also perceived that:

➢ too much involvement of students in social activities could develop negligence of household activities in some cases.

➢ participation in social activities, sometimes, used to encourage youngsters to follow blindly existing practices.

➢ some students began to learn bad habits like smoking, drinking liquor, chewing tobacco etc. while participated in social activities.

➢ youngsters, sometimes, used to have adjustment problems because of the age range of membership in social organizations.

➢ some students used to participate in social activities to win over the recognition of others.

- However, there were students who perceived their participation in social activities in the opposite way, though their percentage was below 50%.

Findings on Differential Analyses

i) On Academic Achievement

- No significant difference was found in the perceptions of male and female undergraduate students in Mizoram on the impact of their participation in social activities upon their academic achievement.

- No significant difference was found in the perceptions of undergraduate students of arts and science streams, arts and commerce streams, arts and professional streams, science and professional streams and commerce and professional streamson the impact of their participation in social activities upon their academic achievement.

- Significant difference was found in the perceptions of undergraduate students of science and professional streams on the impact of their participation in social activities upon their academic achievement. The students of professional streams are more in favor of participation in social activities.

ii) Moral development

- No significant difference was found in the perceptions of male and female undergraduate students in Mizoram on the impact of their participation in social activities upon their moral development.

- No significant difference was found in the perceptions of undergraduate students of arts and science streams, arts and commerce streams, arts and professional streams, science and professional streams and commerce and professional streamson the impact of their participation in social activities upon their moral development.

iii) On Social Development

- Significant difference was found in the perceptions of male and female undergraduate students in Mizoram on the impact of their participation in social activities upon their social development. Male students are more in favor of participation in social activities.

- No significant difference was found in the perceptions of undergraduate students of arts and science streams, arts and commerce streams, arts and professional streams, science and professional streams and commerce and professional streamson the impact of their participation in social activities upon their social development.

Suggestions:

Suggestions regarding better functioning of social organizations and participation of undergraduate students in social activities were invited from the students for which twenty statements were offered in the questionnaire and basing upon the responses the following suggestions are offered:

- Students should not be encouraged to actively participate in social activities as they can take part in such activities after completing academic life.

- The age range for membership in social organizations should be modified.

- There should be separate social organizations for the students.

- Participation in social activities by the students should be voluntary.

- Students should be prevented from doing any social activities sacrificing their classes in educational institutions.

- Students should be prevented from doing any social activities during night hours.

- Competitions on academic and creative potentialities among the students of various levels should be organized by the social organizations.

- Talented students should be recognized and rewarded by the social organizations.

- Remedial measures such as counselling, organizing camps, etc. should be taken by the social organizations for modifying the deviant behaviour of students.

- Social organizations should support the education of poor and meritorious student

- In spite of establishing two students' organization (MZP and MSU), they should be merged together to become stronger and more effective.

- The social organizations should prevent their leaders from using the authority of the social organizations for their personal gains.

- Social organizations should give more emphasis on the inculcation of values among members and public as well.

- Involvement of the same persons as active members in different social organizations should be avoided as far as possible.

- Social organizations should try not to depend on governmental financial resources and donations.

- Social organizations must not appoint immoral members as the leaders since it degrades the integrity of the social organizations.

- At no point of time, the social organizations should deviate from the core values of Mizos i.e. Chivalry (Tlawmngaihna).

- Members of social organizations must be aware enough of the objectives and functions of the organizations to which they belong.

- Various social organizations should co-operate the government in implementation of welfare policies as much as possible.

- The social organizations should not take the law into their hands in punishing the persons who violate the laws.

Educational Implications of the Study:

This study has implications for students, parents and the leaders of social organizations. Students should not sacrifice their classes and academic interest for social activities as their involvement is not binding but voluntary and without their

involvement activities can be smoothly managed due to large participations of members. Whenever they are free, particularly during academic vacations, they should actively participate in these social activities.

Parents should guide their children in attending the social activities. They should advise their children to give importance to their studies and to attend the social activities during free time and vacations.

The leaders of social organizations should also take note of it and guide the student members when and how to participate in the social activities as a result of which their academic interest are not affected and their moral and social development are not hampered.

Limitations of the Study:

The investigator had tried to be scientific and objective in the process of investigation. However, the study contained the following limitations:

- The sample of the study might have been limited as the sample was consisted of only 400 male and 400 female Mizo undergraduate students of various colleges affiliated to Mizoram University.

- For the collection of data no standardized tool was used. The tool was developed by the investigator himself which might have some defects.

- The data were collected through questionnaire only.

- Critical examination of the responses of the subjects revealed that they were confused in some cases for which they had given contradictory responses. This may be due to lack of maturity of the subjects or defects in the questionnaire.

- Due to lack of resources the researcher might not have gone through all relevant literature and research studies.

Conclusion:

India is one of the developing countries of the world. Its achievement in various sectors of development is spectacular. It has largest population next to China. It is considered to be nation of youths. The youths may be assets to the nation or can be liabilities depending upon the quality of their education, personality etc. Indians are found almost in all nations worldwide and contributing to the economic growth of those nations. Indian scientists have earned recognitions and reputations. The Mizos have westernized their lives in many ways. Many Mizo youths are working abroad and in different parts of the country. Mizo society, because of religious beliefs, security reasons and their identity, mostly do not adopt family planning measures. Along with population growth unemployment problem is gradually increasing resulting cut throat competitions. In this context, the Mizo youth must reach to the higher level of achievement in all fields upholding their socio-cultural values.

Though, majority of the students are found to have positive perception regarding their participation in social activities, there were also who have perceived negatively, though their number is less. As such, their feeling cannot be ignored. The leaders, parents and students should focus seriously on educational attainments.