

A Brief Study on Eri Silk Production as a Vocational Education in Secondary School in Umden Village

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Abstract: The present study, titled *A Brief Study on Eri Silk Production as a Vocational Education in Secondary School in Umden Village*, examines the relevance, status, and potential of integrating Eri Silk production into secondary-level vocational education. Eri Silk, locally associated with the traditional craft of Ryndia, is an important cultural and economic activity in Umden Village, Meghalaya. The study adopted a descriptive research design and collected data from students, teachers, and principals through self-developed questionnaires. The major objectives were to study the present status of vocational education in secondary schools, examine the impact of Eri Silk production on the local community, advocate its inclusion in vocational education, and suggest measures for improvement. The findings reveal that vocational education is considered important by most students and teachers, although its implementation in schools remains partial and faces several challenges. These include lack of trained teachers, limited resources, low student participation, inadequate awareness, and insufficient government support. The study also shows that Eri Silk production contributes to preserving traditional skills, supporting livelihood opportunities, strengthening the local economy, and promoting sustainable practices. Respondents generally supported the inclusion of Eri Silk production in the school curriculum, especially through practical training, workshops, field visits, and collaboration with local silk weavers and industry experts. The study concludes that integrating Eri Silk production into vocational education can help students acquire job-oriented skills, develop respect for local heritage, encourage entrepreneurship, and contribute to the socio-economic development of Umden Village.

Keywords: Eri Silk Production; Vocational Education; Secondary School; Umden Village; Traditional Craft; Skill Development; Sustainable Livelihood; Rural Education; Cultural Heritage; Entrepreneurship.

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I. INTRODUCTION

Eri silk production can be a very useful and practical topic for vocational education, especially in rural areas where people depend on traditional skills for their livelihood. Eri silk, also known as "peace silk" because it does not harm the silkworm during the production process, is a natural fibre that is soft, warm, and strong. It is mainly produced in North-Eastern states of India like Assam, where the climate and environment are suitable for Eri silkworms to grow. Teaching Eri silk production in vocational courses can help students and local people learn how to rear silkworms, collect cocoons, spin yarn, and weave fabric, all of which are valuable skills that can lead to self-employment and income generation. This kind of education not only helps preserve traditional knowledge and culture but also encourages sustainable practices and eco-friendly businesses. With proper training and support, learners can start their own small businesses, join cooperative societies, or work with bigger silk industries. By including Eri silk production in vocational education, students can gain hands-on experience, build confidence, and

develop a source of livelihood that is both creative and meaningful.

➤ Meaning of Eri Silk

Eri silk is a special type of silk that is soft, warm, and strong. It is also called "peace silk" because the silkworm is not killed during the process of making the silk, unlike in other types of silk. This makes it a kind and eco-friendly way to produce silk. Eri silk comes from a silkworm called *Samia ricini*, which mostly eats the leaves of the castor plant. It is mainly found in the North-Eastern parts of India, especially in Assam. The silk has a beautiful, natural texture and is often used to make shawls, scarves, and warm clothes. Because it is easy to care for and comfortable to wear, many people like using Eri silk. It is also an important part of the tradition and culture in the places where it is made.

➤ Meaning of Vocational Education

Vocational education means learning skills that help people get jobs or start their own work. It is a type of education that focuses more on practical work rather than

only studying books. For example, learning how to sew clothes, repair machines, cook, do farming, or make silk are all part of vocational education. This kind of learning is very helpful for students who want to earn money and become independent. It gives them hands-on training so they can work in real-life situations. Vocational education is especially useful for people who may not go for higher studies but still want to build a good future by learning a trade or a useful skill.

➤ *Profile of Umden*

Umden is a small but culturally rich village located in the Ri-Bhoi district of Meghalaya, about 22 kilometres from Nongpoh town. It is home to around 550 people, most of whom belong to the Khasi-Bhoi tribal community. The village has a high literacy rate of nearly 88%, and the local people are known for preserving their traditional way of life. One of the most special things about Umden is its famous Eri silk weaving, also known as Ryndia. It is called "peace silk" because it is made without harming the silkworms. More than 70% of families in the village are involved in this eco-friendly craft. The women play a major role in rearing silkworms, spinning yarn, using natural dyes made from plants, and weaving the silk on traditional looms. This skill has been passed down through generations and is a major source of income for the people. In recognition of this, Umden was declared Meghalaya's first "Eri Silk Village" in 2021. The government has also set up a training centre to help local artisans improve their designs and find better markets for their products. The village has a private and government school, a health centre, and drinking water. In recent years, Umden has become a destination for eco-tourism, with activities like silk weaving workshops, cultural performances, trekking, and bird watching. Tourists can also stay at local homestays like Traveller's Nest to experience the village life and learn about its rich traditions. Umden is a great example of how traditional knowledge, nature, and modern ideas can work together to support a small but strong rural community.

➤ *Need and Justification of the Study*

The need and justification of the study on Eri Silk production in Umden Village as part of vocational education in Secondary School is to integrate the Eri Silk production into formal education system. It can help the student to gain the skill and knowledge and also it can help them to start their own business or secure employment. This can support the industry development and improve the local community. Vocational education in Eri Silk production can help to preserve traditional skill and knowledge, promote cultural heritage and support sustainable livelihoods. Umden Village is also known as traditional Eri Silk production, but the industry faces the problem such as lack of technical expertise and limited market. This study aims to explore the potential of Eri Silk production in Umden Village as part of vocational education program in secondary school. By studying this the students not only learn about the process of silk production from rearing silkworm to spinning and weaving, but also understand the importance of preserving traditional crafts.

➤ *Statement of the Problem*

The statement of the problem is stated as "A brief study on Eri Silk production as a vocational education in secondary school in Umden village."

➤ *Operational Definition of the Term Used*

The present study involved the key term viz. 'vocational Education' and 'Eri Silk' which are defined operationally as follow:

- Eri Silk production – Eri Silk production is a meticulous process that involves the careful cultivation of Eri Silkworms, from breeding to harvesting, to produce high-quality non-mulberry silk.
- Vocational education – Vocational education focuses on preparing individual for specific trades or professional through practical, hands-on training rather theoretical knowledge.
- Secondary School: A secondary School is an educational institution for teenagers after primary school, focusing on academic studies to prepare them for college university.

➤ *Objective of the Study*

The present study aims at fulfilling the following objectives:

- To find out the status of vocational education in secondary school in Umden Village.
- To find out the impact of Eri Silk production in Umden Village.
- To advocate for Eri Silk production as part of vocational education.
- To offer suggestions to improve vocational education with regard to Umden Village.

➤ *Research Question*

- What is the current status of vocational education in secondary school in Umden Village?
- How has Eri Silk production impacted the socio-economic development of Umden Village?
- What are potential benefits of integrating Eri Silk production into vocational education in Umden?
- What measure can be taken to improve vocational education in Umden Village, especially with regard to Eri Silk production?

➤ *Delimitation*

The study has been delimited to only three secondary school in Umden Village and data has been collected from teachers and students who are currently teaching and pursuing their class XII.

➤ *Conclusion*

In conclusion, this study shows that including Eri silk production as a part of vocational education in secondary schools in Umden village is very useful and meaningful. Since most families in Umden are already involved in Eri silk weaving, teaching this skill in schools can help students connect with their own culture while also learning something

practical for their future. It will give them the knowledge and training needed to start small businesses, support their families, or even get jobs in the silk industry. This can improve the local economy and help preserve the traditional craft of Ryndia. The study also shows that vocational education in schools needs more support, like proper training, better resources, and market exposure. By adding Eri silk production to the school curriculum, students will not only gain hands-on experience but also develop respect for their heritage and learn the value of sustainable living. Therefore, this study suggests that combining traditional skills with modern education can bring positive change to both individuals and the community as a whole.

II. LITERATURE REVIEW

A. Introduction

A literature review is a summary and study of research that has already been done on a specific topic. It helps the writer and the readers understand what is already known about the subject. A good literature review gives an overview of past studies, the methods used, and any gaps or missing information in the research. This helps to guide new research or writing, such as in a paper, thesis, or project. It not only lists and explains past work but also compares and evaluates it. A literature review usually follows a clear structure and combines both a summary and analysis of the sources. These sources can include academic journal articles, books, websites, and other useful materials. The purpose is to explain what has been learned so far about the topic and what still needs to be studied.

➤ Need for Literature Review

- Learn the basics of the topic.
- Figure out what more needs to be studied.
- Identify any missing information, disagreements in past studies, or questions that haven't been answered.
- Find out what research has already been done to avoid repeating it and to give credit to others.
- Understand how the work fits into the bigger picture and how it adds to the topic and past research.

➤ Importance of Literature Review

- Helps ensure the research is relevant and logically connected.
- Shows where the current research fits within the broader field of study.
- Supports and explains the need for the research by forming clear research questions.
- Tracks how knowledge in the field has developed and measures the impact of recent findings.
- Builds a theoretical foundation using key concepts and ideas to guide and evaluate the research.

B. Literature Review Related to the Topic

This study literature review will be organized into three sub themes:

- *Vocational Education in India.*
- *Challenges in Implementing Vocational Education in Rural Areas.*
- *Global Perspective on Vocational Education and Craft Integration.*

➤ Vocational Education in India

Mech et al. (2010) conducted a study titled “Training Need of Rural Women in Eri Culture in Assam Province,” aiming to provide training to women on better methods in Eri silk production. The study emphasized that training helps women improve their vocational skills. The results showed that women were actively involved in all aspects of Eri culture. A large number of them participated in spinning Eri silk (92.7%), followed by silkworm egg production and rearing (86.0%). About 45.3% were involved in cleaning and disinfecting rearing houses and tools, while 74.0% took part in marketing Eri pupae and cocoons. Similar results were found by Sen et al. (1994), who reported that in Assam, 60% of tribal women were engaged in various Eri silkworm rearing tasks like leaf plucking, feeding, cleaning beds, collecting dry leaves for spinning, and harvesting.

Agrawal (2012) conducted a study titled “Vocational Education and Training in India: Challenges, Status, and Labour Market Outcome,” which aimed to examine the vocational education and training (VET) system in India and highlight the key challenges it faces. The study found that individuals aged 15–29 who had received vocational training still faced a relatively high unemployment rate of 11%, pointing to a gap between training and actual job opportunities.

Mehrotra et al. (2014) conducted a study titled “Vocational Education and Training Reform in India: Learning from Good Practices at Home and Abroad” with the goal of understanding employment and skill-related issues faced by Indian and German companies in India. The study focused on four key sectors: chemical, automobile, electrical, and electronics. A total of 43 firms across three states were surveyed, including 12 German companies, 7 joint ventures, 20 Indian firms, and 4 companies partnered with others. Among these, 38 firms operated in manufacturing and 5 in services. Within the manufacturing group, 22 companies belonged to the automobile sector, 9 to electrical, and 5 to chemical. When analysing the type of products these firms produced—capital goods, intermediate goods, and consumer durables—it was found that the majority (35 companies) were involved in producing intermediate goods, followed by those making capital goods and then consumer durables.

Diengdoh (2017) conducted a study titled “A Study of Women Workers in the Eri Silk Handloom Industry in Ri-Bhoi District of Meghalaya.” The aim of the research was to examine the socio-economic background of women working in the Eri silk handloom sector and to identify the factors that motivate their participation. Out of a total of 2,171 women workers in the industry, a sample of 336 was selected, with data successfully collected from 320 respondents. The findings revealed that 53.4% of the women were engaged in weaving, while 9.7% were familiar with weaving activities.

Additionally, 63.8% of the participants expressed satisfaction with their jobs and the work environment, while 32.2% were dissatisfied with their work conditions and overall job experience.

Kumar et al. (2019) conducted a study titled “*Vocational Training in India: Determinants of Participation and Effect on Wages.*” The study aimed to identify the factors that influence individuals' participation in vocational training and to assess how such training impacts wages both overall and within specific sectors. The findings showed that individuals living in urban areas were more likely to receive formal vocational training, and men had a higher chance of participating compared to women. The study also found that formal vocational training led to a 4.7% increase in wages across the overall economy. The wage benefit was most significant in the primary sector, where earnings rose by 36.9% for those with vocational training. In the secondary sector, wages increased by 17.6% for trained individuals compared to those without training.

Tenzin (2021) conducted a study titled “*A Study of Tibetan Vocational Training Centres in India*” with the aim of assessing the current status of these institutions and identifying the challenges faced by the trainers. The study involved around 50 trainers and an enrollment of approximately 270 individuals, including boys, girls, monks, and nuns. Among the trainers, 52.2% were male and 47.8% were female. The findings revealed that only 61.2% of the vocational training Centers had access to library facilities, and even those were in poor condition. While 86.02% of the Centers had adequate building infrastructure, 77% lacked proper meeting halls for guest lectures or resource sessions. On a more positive note, over 80% of the institutes had sufficient staff quarters and hostel facilities.

Sarmah et al. (2023) conducted a study titled “*Livelihood Security of Rural Youth Through Traditional and Scientific Methods of Eri Silkworm Rearing in Kokrajhar District of Assam.*” The study aimed to support unemployed rural youth by introducing scientific approaches to Eri silkworm rearing, covering various stages from farming to fibre and fabric production, along with by-products like vermicompost and animal feed. The findings showed that Eri silkworm rearing was more prevalent in Kokrajhar district compared to other districts in the Bodoland Territorial Area Districts (BTAD). Among the 535 sericulture villages in Kokrajhar, 58% (9,679 farm families) were involved in Eri rearing, followed by 27.9% (4,647 families) in muga rearing, and 13.9% (2,324 families) in mulberry sericulture.

Narzary et al. (2024) conducted a study titled “*Study on the Challenges Encountered by Eri Silkworm Rearers in Tapioca Cultivation and Eri Rearing in Udalguri District, Assam.*” The study aimed to explore the difficulties faced by farmers involved in tapioca cultivation and Eri silkworm rearing in the region. Data was gathered from 120 participants using a snowball sampling method. The findings revealed that 23.33% of respondents faced challenges in accessing training opportunities, while 20.83% reported unavoidable issues related to labour availability.

➤ *Challenges in Implementing Vocational Education in Rural Areas*

Vollmann (2013) conducted a study titled “*The Challenges of Technical and Vocational Training and Education in Rural Areas: The Case of South Asia.*” The study aimed to highlight the importance of aligning vocational education with local needs and cultural attitudes. It emphasized the need to develop high-quality vocational training programs tailored to rural communities. The findings revealed a significant gap between the limited, city-based vocational training Centers and the large population of rural youth who lack access to such skill development opportunities.

Sharma (2016) conducted a study to examine the status and challenges faced by schools under the Directorate of Education in Delhi in implementing vocational education at the senior secondary (+2) level. The study aimed to identify the types of vocational courses offered and to analyse the course preferences among male and female students. A sample of 500 students, 60 teachers, and 20 principals was randomly selected from 20 schools in South Delhi where vocational education was available. From each school, 25 students, three teachers, and the principal were chosen through random sampling. The findings highlighted the need for greater involvement of career counsellors to better support students in making informed career decisions. It was also recommended that the curriculum be enriched with ample opportunities and practical learning experiences to help students develop vocational skills and attitudes.

Ramasamy and Pilz (2020) carried out a study titled “*Vocational Training for Rural Populations: A Demand-Driven Approach and its Implication in India.*” with the objective of exploring how vocational training can enhance employment prospects and offer opportunities for career growth. The findings revealed that the needs of rural populations varied significantly, and their participation in training programs was largely affected by factors such as proximity to training centers, course duration, expected economic benefits, and socio-cultural influences. The study concluded that a demand-driven approach is most effective when vocational training programs are developed with the active involvement of relevant stakeholders and the target population in both planning and design stages.

Srivastava (2021) conducted a study on “NEP challenges for implementing Vocational Education” the NEP aim the issues that educator, particularly at higher optional levels, are not completely gifted to show professional courses. In this article focus on the social stigma and unstructured domain of learner facing challenges to vocational education as per NEP 2020. According to the 75 round (2017-18) of National Sample Survey Office (NSSO) data, 24% students from rural areas are enrolled in industrial Training Institution (ITIs) or any other vocational training institutes. Despite an increase in vocational training institutes, the data indicate that vocational education is still not a particular preferred choice among student and parent.

Chanda (2023) conducted a study titled “*Challenges of Teaching Vocational Subjects in Rural Schools: A Case of Kalabo District in Western Province, Zambia*” with the aim of identifying the difficulties faced in teaching vocational subjects in rural schools within the Kalabo district. Using purposive sampling, three schools were selected to participate in the study, involving a total sample of 60 participants. The findings revealed that these schools faced significant shortages in essential learning resources, including instructional materials, textbooks, libraries, tools, equipment, and, in some instances, even classrooms.

Katoch and Singh (2024) conducted a study titled “*Challenges and Opportunities in India's Vocational Education and Training*” with the objective of highlighting the critical role of vocational education in building a skilled workforce. In the context of increasing global competition, the study emphasized the growing importance of a trained workforce for developing countries like India. The findings focused on the role of public-private partnerships (PPPs), the effectiveness of government initiatives, and comparisons with international vocational training models. The study concluded that India's vocational education and training system presents numerous opportunities for further research, particularly in enhancing its effectiveness, adaptability, and overall impact.

Bagla (2025) conducted a study titled “*Challenges and Opportunities in Rural Education: Bridging Gaps Through Innovation in Jaipur, Rajasthan*” with the aim of addressing structural barriers in rural education and ensuring that schools in these areas receive adequate resources and support to deliver quality education. The study emphasized the importance of teacher retention, enhanced infrastructure, and focused government initiatives in tackling persistent challenges in rural education across India. The findings indicated that, despite improvements in enrollment rates, problems such as high dropout rates and gender inequality still negatively impact educational outcomes. While technology and EdTech present promising solutions, their effectiveness is limited by inadequate infrastructure and low levels of digital literacy.

➤ *Global Perspective on Vocational Education and Craft Integration*

Ahmed (2021) conducted a study titled “*Vocational Training Centers and Their Development Through Contemporary Design Trends in Egypt*” with the aim of enhancing vocational training centers by improving their interior architecture in line with modern design trends. These Centers offer training programs for a diverse range of individuals, including students, youth, the elderly, and people with special needs. The study found that one of the key challenges faced by these Centers is the lack of effective support systems, which hinders their ability to adapt to ongoing economic changes.

Ho et al. (2023) conducted a study titled “*Investigating and Implementing a Student Vocational Education Model for Educational Innovation*” with the goal of enhancing the competencies of preschool and high school teachers in Dong Thap province to align with the standards of the new educational

curriculum. The study also aimed to create a model that integrates local educational materials for student learning. The findings highlighted vocational education activities carried out in Dong Thap between 2018 and 2021 and led to the development of a model that engages students in vocational education, supporting the broader goal of driving educational innovation in the region.

Wen et al. (2024) conducted a study titled “*Research on the Integration of Craftsmanship Cultivation in Vocational Education and Online Platforms in the Context of the New Era*,” aiming to support data-driven strategies for promoting craftsmanship within vocational training. The findings demonstrated that incorporating online learning—alongside factors such as vocational beliefs, virtues, attitudes, and aspirations (with Beta values of 0.185, 0.142, 0.207, and 0.394, respectively)—has a consistently positive impact. These results highlight the effectiveness of online vocational education in nurturing craftsmanship and improving the overall quality of talent development in vocational fields.

Lensjo (2024) conducted a study titled “*Vocational Teacher Craft Knowledge and Working Life Experience in Building and Construction: A Narrative Study of Embodied and Tacit Learning*,” with the aim of exploring vocational teachers' craft knowledge, their professional identity, and the key learning processes involved. The study found that choosing a vocational path aligned with personal interests and identity can evoke a strong sense of belonging—described as a feeling of “coming home” and becoming the person one aspires to be. The analysis highlights how career choices often mirror and strengthen vocational students' evolving interests and identities, shaped through experiences from childhood to adolescence, ultimately influencing their career decisions.

Wani et al. (2024) conducted a study titled “*Contextualizing the Role of District Institutes of Education and Training (DIETs) towards Vocational Education in Kashmir in Light of the National Education Policy (NEP) 2020 – A Perspective on Kashmir Handicrafts*.” The study aimed to evaluate the strengths, weaknesses, opportunities, and challenges faced by the staff of District Institutes of Education and Training in relation to vocational education. This assessment was intended to provide a deeper understanding and valuable insights into the current state of vocational training. The findings revealed that the vocational education curriculum in Kashmir does not incorporate traditional Kashmir handicrafts.

C. *Research Gap*

The research reviewed highlights various aspects of vocational education, including its benefits, challenges, and implementation in both rural and urban contexts, as well as its integration with local culture and modern technology. However, there are some clear gaps that need further exploration. First, many studies point out the lack of resources, infrastructure, and tailored curricula, especially in rural areas, but there is limited research on practical solutions to effectively bridge these gaps. Second, while several studies mention the importance of local cultural elements like Kashmir handicrafts, these traditional skills are often missing from formal vocational training programs, indicating a need to better integrate

local crafts into the curriculum. Third, although online learning and educational innovation show promise, there is insufficient understanding of how to overcome barriers such as poor infrastructure and digital literacy in rural and under-served areas. Overall, more focused research is needed on developing inclusive, context-sensitive vocational education models that combine traditional skills with modern training methods to better meet the diverse needs of learners and local economies.

D. Conclusion

This chapter shows that vocational education is essential for improving skills and livelihoods, especially in rural India. While many studies highlight its benefits, they also point out challenges like limited access, lack of resources, and low participation. Traditional skills such as Eri silk production in Assam and handicrafts in Kashmir have strong local value but are not fully included in formal training systems. Policies like NEP 2020 focus on skill development but often overlook region-specific traditions. There is a clear need to bridge this gap by integrating traditional crafts into vocational education, improving infrastructure, and connecting training with real job opportunities to make vocational learning more effective and inclusive.

III. METHODOLOGY

Research methodology is the way a researcher plans and carries out a study to find answers to their questions. It explains how the research was done—from choosing the topic to collecting and analysing data. It includes the type of

research used (like whether it is based on numbers or opinions), how the information was collected (such as through surveys, interviews, or observation), who was involved in the study (the participants), and how the data was examined to draw conclusions. A good research methodology makes sure the study is clear, organized, and trustworthy. It also ensures that the research is done honestly and respectfully, especially when people are involved.

➤ Research Design

Research design serves as the frame work or blueprint that directed the collection measurement, and analysis of data within a study. It offers a systematic approach to addressing research questionnaire, ensuring that the study objective is achieve in a well-organized, reliable, and valid way. The research design is essential because it significantly influence the quality credibility and outcome of the study. (Haasan, 2024)

This study focused on understanding Eri Silk production as a part of vocational education in secondary schools in Umden village. The researcher used a descriptive method for the present study.

➤ Population

The population includes all the teachers and students in secondary schools in Umden village.

The study's population consists of students from both government and private secondary schools in Umden village, as shown in Table 1.

Table 1 Population of the Students

SL NO	Number of School	Class XII Arts		Total
		No of boys	No of girls	
1	St. Joseph Higher Secondary School	39	46	85
2	Nongtluh Higher Secondary School	11	16	27
3	Friendly Academy Higher Secondary School	-	1	1
Grand Total				113

The population of this study includes Teachers teaching in both government and private schools in Umden village, as shown in Table 2.

Table 2 Population of the Teachers

SL NO	Number of School	Teachers	
		Boys	Girls
1	St. Joseph Higher Secondary School	-	6
2	Nongtluh Higher Secondary School	-	6
3	Friendly Academy Higher Secondary School	-	6
Grand Total			18

Table 3 Population of the Principal

Sl. No	Number of School	Principal
1	St. Joseph Higher Secondary School	1
2	Nongtluh Higher Secondary School	1
3	Friendly Academy Higher Secondary School	1
Grand Total		3

➤ *Sample of the Study*

A sample is a smaller and easier-to-handle group taken from a larger population.

The formula used for calculating the sample of the study for students include

$$S = \frac{\text{Total population}}{100} \times 50 \%$$

$$S = \frac{113}{100} \times 50 \%$$

$$S = 1.13 \times 50 \%$$

$$S = 56.5$$

$$S = 56$$

Table 4 Sample of the Students

SL No	Name of the School	Class XII Arts		Total
		No of boys	No of girls	
1	St. Joseph Higher Secondary School	19	24	43
2	Nongtluh Higher Secondary School	5	8	13
Grand Total				56

The formula used for calculating the sample of the study for Teachers include

$$S = \frac{\text{Total population}}{100} \times 70$$

$$S = 0.18 \times 70 \%$$

$$S = 12.6$$

$$S = 12$$

$$S = \frac{18}{100} \times 70 \%$$

Table 5 Sample of the Teachers

SL NO	Name of the school	Teachers	
		Male	Female
1	St. Joseph Higher Secondary School	-	6
2	Nongtluh Higher Secondary School	-	6
Grand Total			12

The formula used for calculating the sample of the study for Principal include

$$S = \frac{\text{Total population}}{100} \times 70\%$$

$$S = 0.03 \times 70 \%$$

$$S = 2.1$$

$$S = 2$$

$$S = \frac{3}{100} \times 70 \%$$

Table 6 Sample of the Principal

Sl. No	Number of School	Principal
1	St. Joseph Higher Secondary School	1
2	Nongtluh Higher Secondary School	1
Grand Total		2

➤ *Description of the Tools*

In this study, the investigator employed a self-developed questionnaire to study the Eri Silk production production as a vocational education in Secondary School in Umden village.

• *Step 1- Review of Related Literature*

The researcher looked at previous studies related to the Eri Silk production as part of vocational education which was conducted by various researcher for constructing a few questions.

• *Step 2 – Objective*

The researcher focused on four main objectives while designing the questionnaire.

• *Step 3 – Constructing the questionnaire*

To begin with, the researcher created 13 questions each for students, teachers, and the principal. All of these questions were close ended.

• *Step 4 – Check by the expert*

The prepared questions were shared with experts to get their feedback and suggestions. After that, the questions were revised and improved with the help of specialists in both content and language.

• *Step 5 – Selecting of the final items*

After discussing with content and language experts, all 13 questions for students, 13 for teachers, and 13 for the principal were approved. None of the questions were rejected.

➤ *Procedure for Data Collection*

The researcher followed these steps to collect the data:

- Once the questionnaire was prepared, the researcher asked for permission from the school authorities to hand it out.
- After getting permission, the researcher gave the questionnaire to the students.
- The students were told that their answers would be kept private.
- After collecting the completed questionnaires, the researcher analysed and explained the data.
- Based on the results, recommendations and suggestions were provided.

➤ *Procedure for Data Analysis*

Data analysis means organizing and understanding information in a clear and logical way by using basic statistics, explanations, and summaries. It is an important part of writing a research report. In this study, the data collected from the questionnaire was reviewed and explained using simple descriptive methods.

To understand Eri Silk production as a part of vocational education in secondary schools, the information will be processed in a few steps. First, the data will be entered into an Excel sheet. Then, basic statistics like percentages will be used to analyse it. Finally, the results will be presented in graphs, and the findings will be clearly explained.

➤ *Conclusion:*

This study aimed to understand how Eri Silk production is included as part of vocational education in secondary schools in Umden village. The researcher used a descriptive method and collected information from students, teachers, and the principal using a self-made questionnaire. Experts helped review and improve the questions to ensure they were clear and useful. The researcher collected data by first getting permission from schools, then sharing the questionnaires with students, and making sure their answers stayed private. The data was later analysed using simple methods like percentages and shown in graphs to make the results easy to understand. Overall, the study was carefully planned and carried out to provide useful insights into the role of Eri Silk production in vocational education.

IV. ANALYSIS AND INTERPRETATION

➤ *Introduction*

This chapter presents the analysis and interpretation of data collection through the administering of questionnaires. The data was presented using bar diagram, pie-chart and percentages. The responses to the questionnaires were carefully analysed and interpreted in a meaningful way based on the study objectives. Simple statistical technique, such as percentage calculations, were employed in the analysis.

➤ *Data Analysis and Interpretation (with Regard to Student's Responses)*

- Objective 1: To find out the status of vocational education in Secondary School in Umden Village.

Table 7 Importance of Vocational Education for Students

How important do you think vocational education is for students?		
Option	Number of responses	Percentage
very important	34	60.71%
somewhat important	19	33.93%
not very important	0	0%
not important at all	3	5.36%

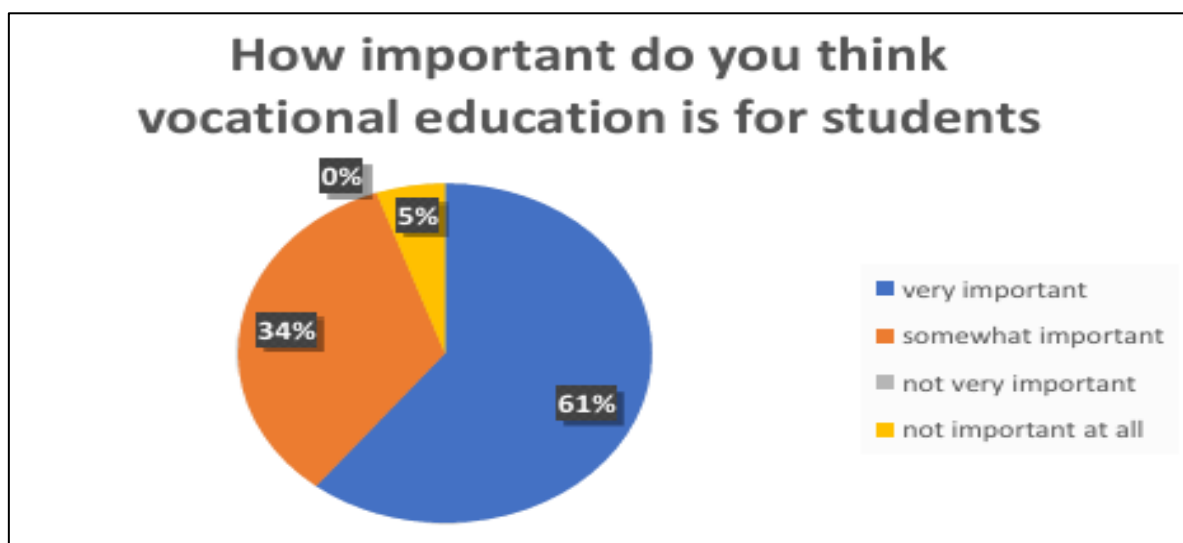


Fig 1 Importance of Vocational Education for Students

From Table No 7 and Fig 1, it shows that 60.71% of students consider vocational education for students to be very importance, 33.93% consider it somewhat important, 0% think it is not very important, and 5.36% believe vocational education is not important at all.

• *Interpretation:*

This indicates that most students believe vocational education is very important, while a significant number consider it somewhat importance. Only a few students do not see it as important.

Table 8 Challenges in Learning Vocational Subject in School

What are the biggest challenges in learning vocational subject in your school?		
Option	Number of responses	Percentage
lack of teachers for vocational training	27	48.21%
no proper training facilities	7	12.50%
lack of interest from students	21	37.50%
no support from parent	1	1.79%

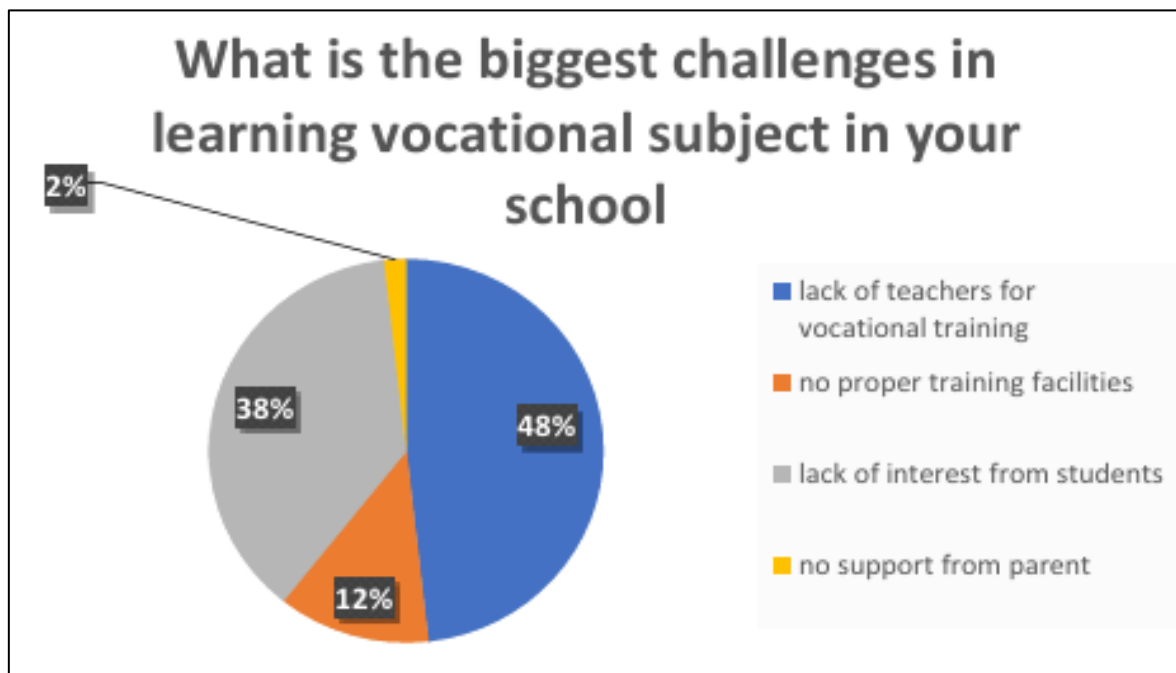


Fig 2 Challenges in Learning Vocational Subject in School

From Table No 8 and Fig 2, it shows that 48.21% of the students report that the biggest challenges in learning vocational subject is lack of teachers for vocational training, 12.50% mention the absence of proper training facilities, 37.50% cite lack of interest from students, and 1.79% indicate of support from parent.

• *Interpretation:*

The data shows that most students believe the biggest challenges in learning vocational education are the shortage of qualified teachers and low students' interest. A smaller number of students point to inadequate training facilities and lack of parental support as obstacles.

Table 9 Interested in Learning Vocational Education as Part of Studies

Would you be interested in learning vocational education as part of your studies?		
Option	Number	Percentage
yes, definitely	27	48.21%
Maybe, if it is useful	21	37.50%
No, I am not interested	4	7.14%
Not sure	4	7.14%

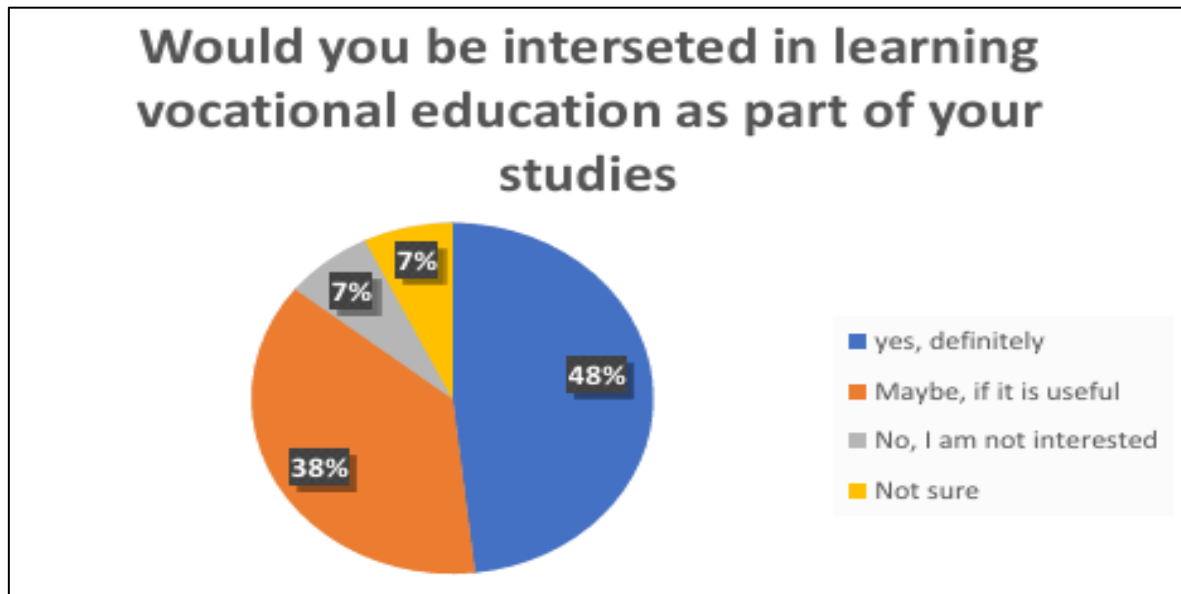


Fig 3 Interested in Learning Vocational Education as Part of Studies

From Table No 9 and Fig 3, it shows that 48.21% of the students are definitely interested in learning vocational education, 37.50% say maybe, if it is useful, and 7.14% each say they are not interested or unsure.

• *Interpretation:*

More than half of the students (48.21%) are definitely interested in learning vocational education, while 37.50% are open to it if they find it useful. The percentage of students

who are not interested and those who are unsure are both relatively low and almost equal.

- Objective 2: To find out the impact of Eri Silk production in Umden Village.

Table 10 Heard About Eri Silk Production in Umden Village

Have you heard about Eri Silk production in Umden Village?		
Option	Number	Percentage
Yes, I know a lot about it	17	30.36%
Yes, but I don't know much about it	36	64.29%
No, I have never heard of it	0	0%
Not yet	3	5.36%

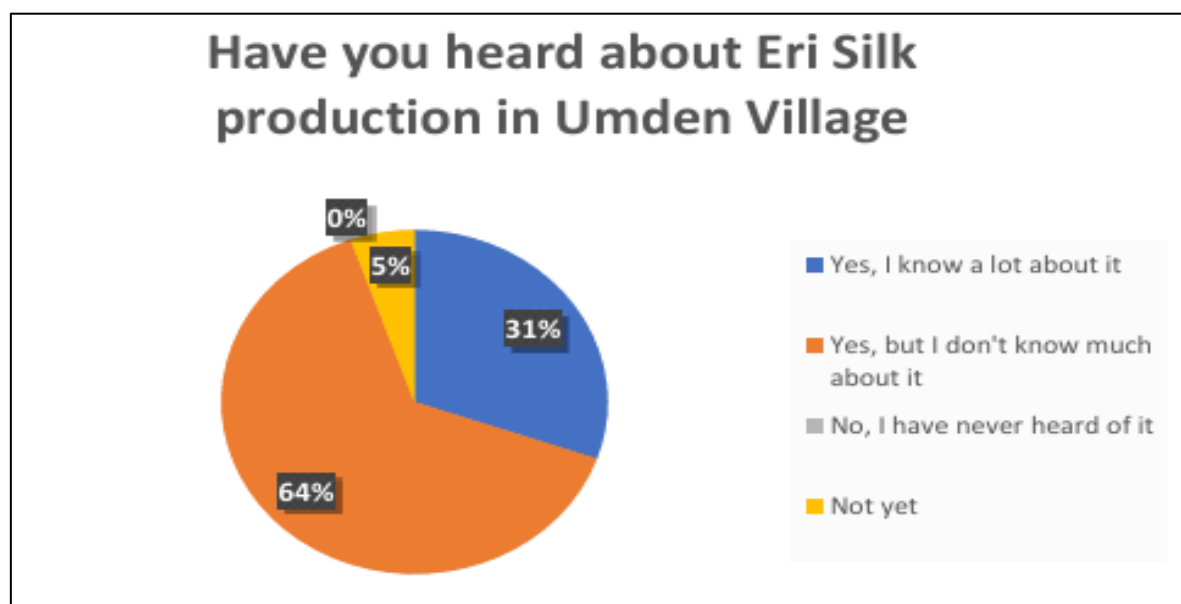


Fig 4 Heard About Eri Silk Production in Umden Village

From Table No. 10 and Fig 4, it is show that 30.36% of the students say they know a lot about Eri Silk production, 64.29% say they have heard about it but do not know much, 0% say they have never heard of it, and 5.36% say they have not yet heard about it.

• *Interpretation:*

This shows that most of the students have heard about Eri Silk production in Umden Village, although many do not have detailed knowledge. A smaller portion of students know a lot about it, while a few have not yet heard of it.

Table 11 Eri Silk Production Benefited the People of Umden Village

How Eri Silk production benefited the people of Umden Village?		
Option	Number	Percentage
Provide job and income	2	3.57%
Helped preserve traditional skills	16	28.57%
Improve the village economy	3	5.36%
All of the above	35	62.50%

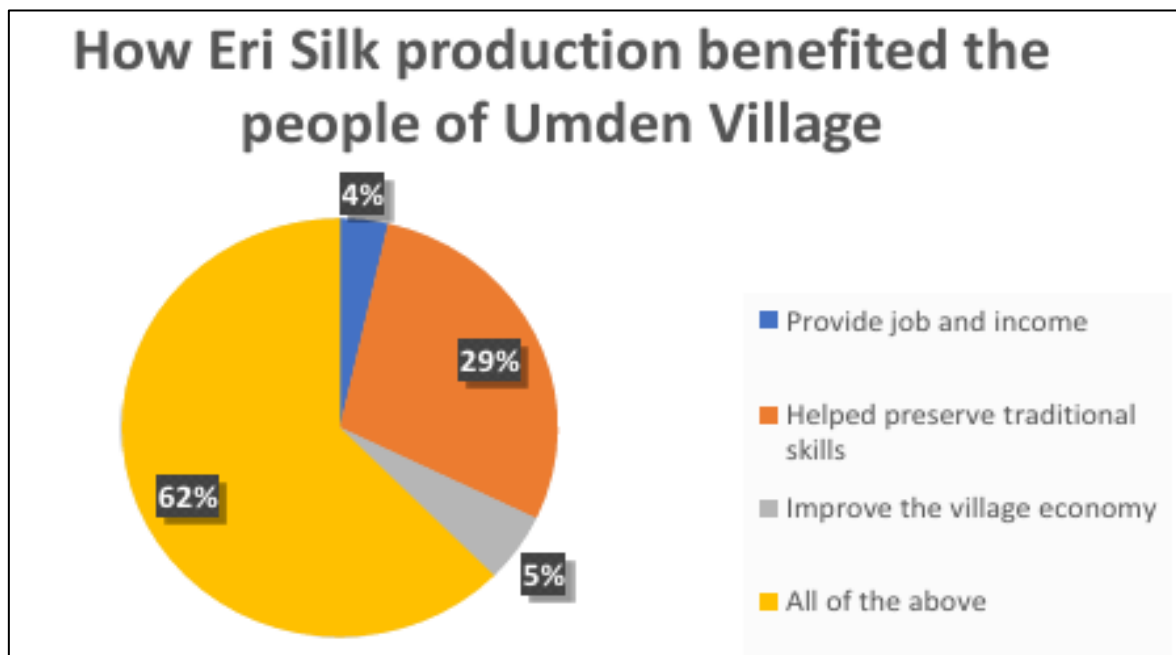


Fig 5 Eri Silk Production Benefited the People of Umden Village

From Table No. 11 and Fig. 5, it can be seen that 62.50% of the students believe Eri Silk production provides all of the listed benefits. Among the specific benefit, 28.57% say it helps preserve traditional silk, 5.36% say it improves the village economy, and 3.57% say it provide job and income.

• *Interpretation:*

Most students believe that Eri Silk production benefited the people of Umden Village by preserving traditional skill, improving the village economy, and providing job and income. Among the individual benefits, preserving traditional skill is the most frequently cited, followed by economic improvement and job creation.

Table 12 The Major Challenges Faced by People in Eri Silk Production

What are the major challenges faced by people in Eri Silk production?		
Option	Number	Percentage
Lack of modern equipment	15	26.79%
Difficulty in selling their silk	15	26.79%
Low prices for their silk	3	5.36%
All of the above	23	41.07%

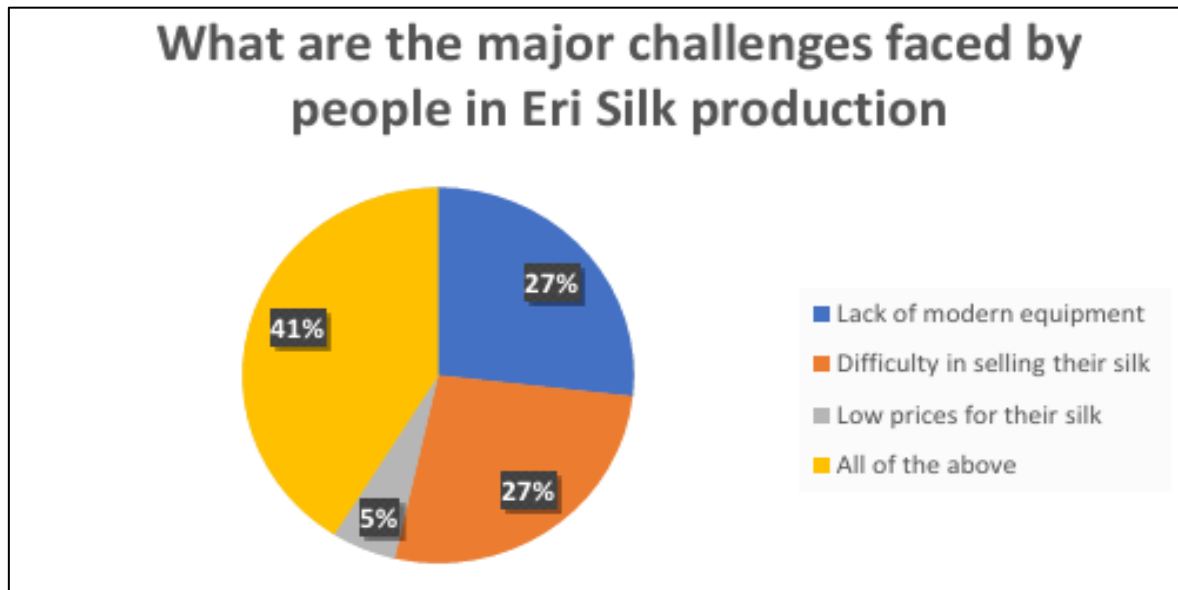


Fig 6 The Major Challenges Faced by People in Eri Silk Production

From Table No. 12 and Fig. 6, it can be seen that 41.07% of the students say all of the above are challenges, 26.79% mention lack of modern equipment, 26.79% mention difficulty in selling their silk, and 5.36% cite low prices for their silk.

• *Interpretation:*

The data show the majority students face multiple challenges collectively, while others emphasize either equipment limitation or sales difficulties, with fewer concerned primarily about low silk prices.

• *Objective 3: To Advocated for Eri Silk Production as Part of Vocational Education*

Table 13 Eri Silk Production should be Taught in School as Part of Vocational Education

Do you think Eri Silk production should be taught in school as part of vocational education?		
Option	Number	Percentage
Yes, it is a useful skill	25	44.64%
Maybe, if it is made interesting	24	42.86%
No, it is not relevant	5	8.93%
Not sure	2	3.57%

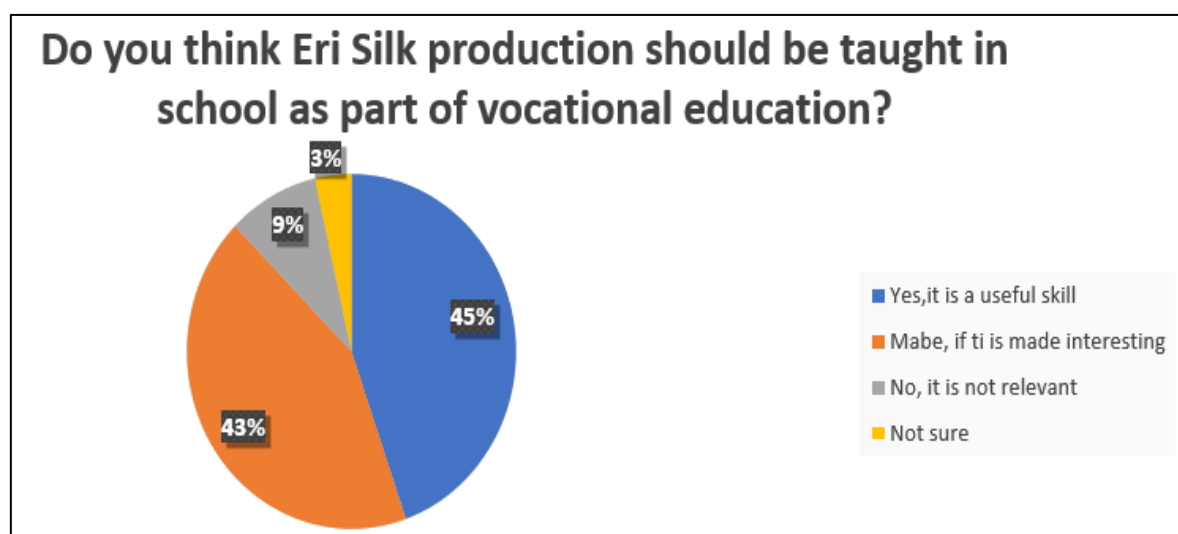


Fig 7 Eri Silk Production should be Taught in School as Part of Vocational Education

From Table No. 13 and Fig. 7, it can be seen that 44.64% of the students say yes, it is a useful skill and should be taught in school as part of vocational education. Another 42.86% say

maybe, if it is made interesting. Meanwhile, 8.93% say it is not relevant, and 3.57% are not sure.

- Interpretation:**

This shows that most of the students believe Eri Silk production should be taught in school as part of vocational education, while a few thinks it is not relevant.

Table 14 The Best Way to Teach Eri Silk Production in School

What is the best way to teach Eri Silk production in School?		
Option	Number	Percentage
Practical hands-on training	25	44.64%
classroom lessons with books	7	12.50%
Field visit to silk farms	4	7.14%
A combination of all the above	20	35.71%

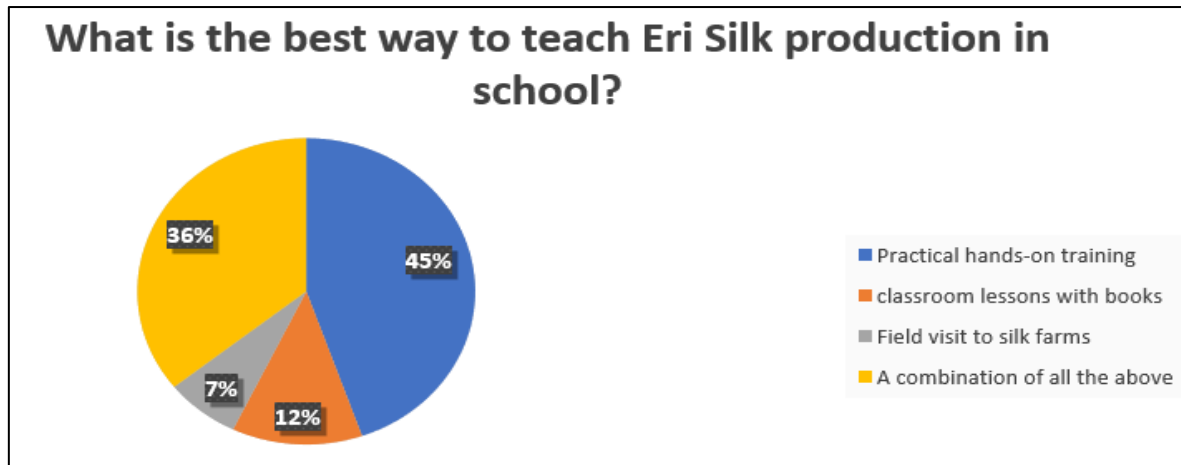


Fig 8 The Best Way to Teach Eri Silk Production in School

From Table No. 14 and Fig. 8, it can be seen that 44.64% of the students say practical hands-on training is the best way to teach Eri Silk production in school. Another 35.71% prefer a combination of all of the above methods, 12.50% favour classroom lessons with books, and 7.14% choose field visit to silk farms.

- Interpretation:**

This show that most of the student's belief the best way to teach Eri Silk production is through Practical hands-on training. A small number of students favour classroom lesson and field visit to silk farm.

Table 15 Involved Students in Teaching About Eri Silk Production

Who should be involved in teaching students about Eri Silk production?		
Option	Number	Percentage
Local silk weavers and experts	34	60.71%
School teachers trained in vocational education	9	16.07%
Government and NGOs	4	7.14%
All of the above	9	16.07%

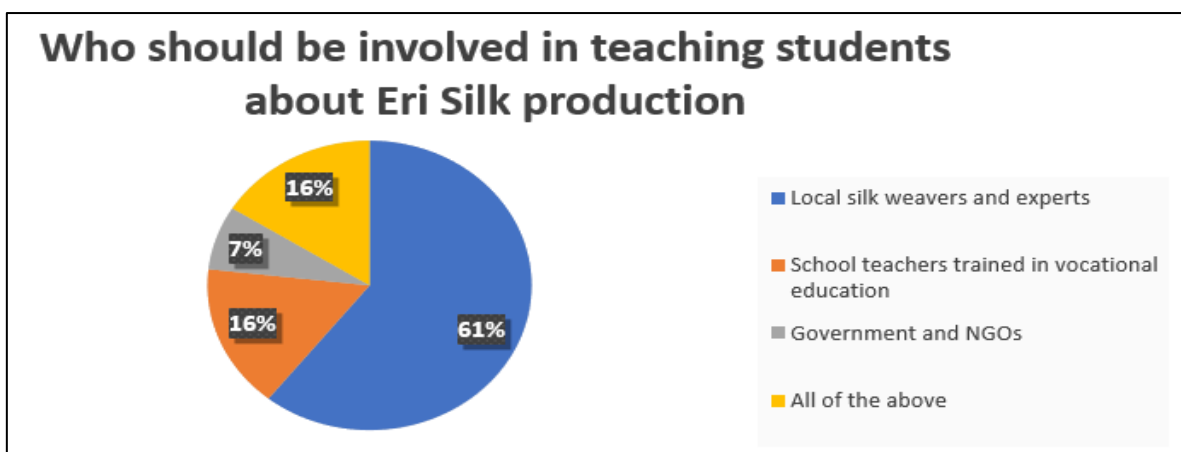


Fig 9 Involved Students in Teaching About Eri Silk Production

From table No. 15 and Fig. 9, it can be seen that 60.71% of the students believe local silk weavers and experts should be involved in teaching students about Eri Silk production. Additionally, 16.07% say school teachers training in vocational education, 7.14% say government and NGOs, and 16.07% say all of the above.

- *Interpretation*

The data shows that most student believe local silk weavers and experts should be involved in teaching Eri Silk production, while a smaller number also believe government and NGOs should participate.

- Objective 4: To offer Suggestions to Improve Vocational Education with Regard to Umden Village.

Table 16 Encourage more Students to take Vocational Education

What would encourage more students to take vocational education?		
Option	Number	Percentage
More practical and hand-on training	9	16.07%
Providing certificates and job opportunities	21	37.50%
Improving of expert in training	5	8.93%
All of the above	21	37.50%

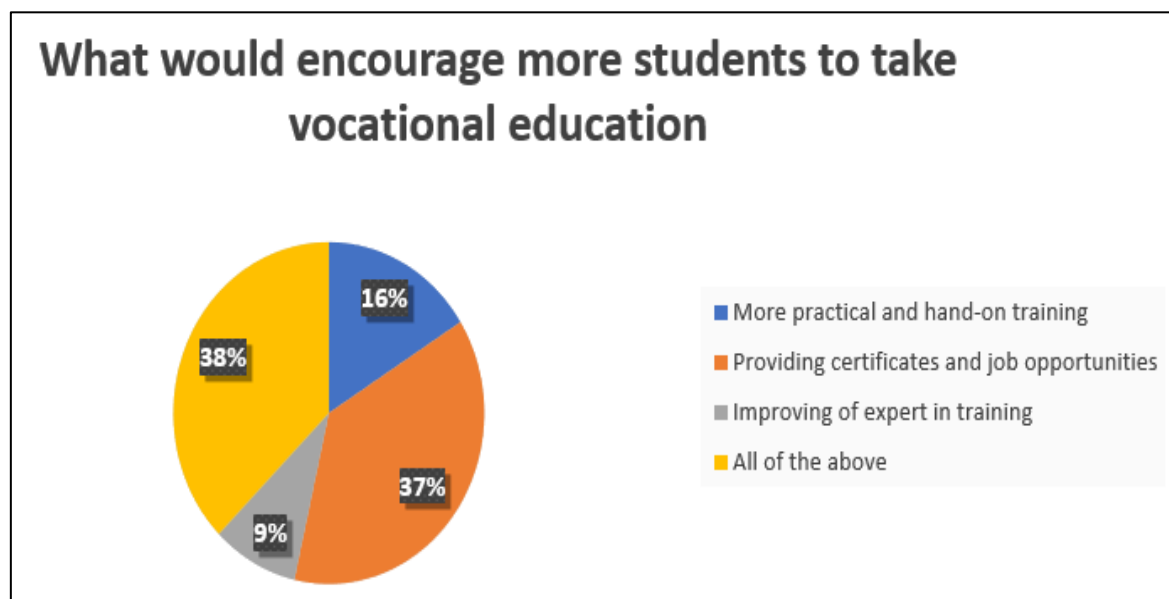


Fig 10 Encourage more Students to take Vocational Education

From Table. 16 and Fig. 10, it is show that 37.50% of the students say providing certificate and job opportunities, as well as all of the above factors combined, would encourage more students to take vocational education. Additionally, 16.07% say more practical and hand-on training would help, and 8.93% suggest improving expertise in training.

- *Interpretation:*

The data shows that most students believe providing certificates and job opportunities would encourage more students to take vocational education.

Table 17 The Government Support to Improve Vocational Education

What support should the government provide to improve vocational education?		
Option	Number	Percentage
More funds for vocational programs	20	35.71%
Better training for teachers	6	10.71%
Free learning materials for teachers	8	14.29%
All of the above	22	39.29%

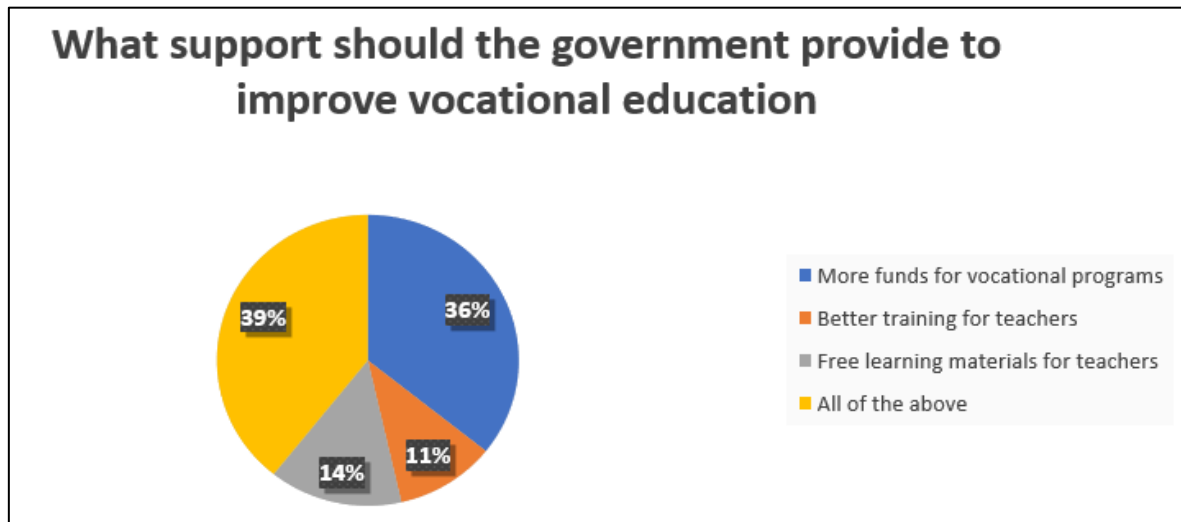


Fig 11 The Government Support to Improve Vocational Education

From Table No. 17 and Fig. 11, it has been observed that 39.29% of the students say that government support to improve vocational education should include all of the above. Additionally, 35.71% mention more funds for vocational programs, 14.29% cite free learning materials for teachers, and 10.71% suggest better training for teachers.

• *Interpretation*

The data shows that most of the students believe that the government should provide more funds for vocational programs, better training for teachers, and free learning material to support vocational education.

Table 18 Vocational Education Including Eri Silk Production can Help Students Build a Better Future

Do you think vocational education including Eri Silk production can help students build a better future?		
Option	Number	Percentage
Yes, it provides job skill	27	48.21%
Maybe, if there are job opportunities	27	48.21%
No, academic subject are more important	1	1.79%
Not sure	1	1.79%

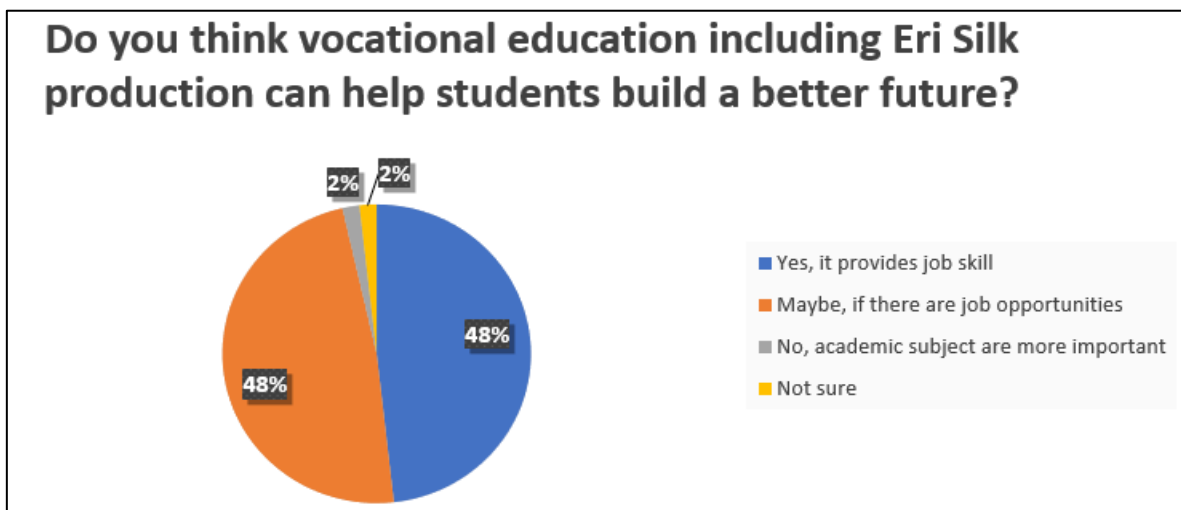


Fig 12 Vocational Education Including Eri Silk Production can Help Students Build a Better Future

From Table 18 and Fig. 12, it has been observed that 48.21% of the students say vocational education, including Eri Silk production, can help students build a better future by providing job skill, and another 48.21% say maybe, if there are job opportunities. Meanwhile, 1.79% of the students say academic subjects are more important, and 1.79% are not sure.

• *Interpretation:*

The data shows that most students believe vocational education, including Eri Silk production, can help them build a better future by providing job skills, especially if there are job opportunities available.

Table 19 The Best Way to make Vocational Education more Effective in School

What is the best way to make vocational education more effective in your school?		
Option	Number	Percentage
Introducing new vocational courses	4	7.14%
More government support and funding	9	16.07%
Encouraging students to take up vocational studies	9	16.07%
All of the above	34	60.71%



Fig 13 The Best Way to make Vocational Education more Effective in School

From Table 19 and Fig. 13, it has been observe that 60.71% of the students say that the best way to make vocational education more effective in school is through all of the above options combined. Additionally, 16.07% mention more government support and funding, and encouraging students to take up vocational studies, while 7.14% suggest introducing new vocational courses.

- Interpretation:**

The data shows that most students believe the best way to make vocational education more effective is by introducing new vocational courses, increasing government support and

funding, and encouraging students to take up vocational studies.

➤ *Data Analysis and Interpretation (with Regard to Teacher's Responses)*

- Objective 1: To find out the status of vocational education in Secondary School in Umden Village.

Table 20 The Current Status of Vocational Education in Secondary School in Umden

How would you describe the current status of vocational education in Secondary School in Umden?		
Option	Number	Percentage
Well-develop and widely implemented	0	0%
Moderately implemented with some challenges	7	58.33%
Rarely implemented but with growing interest	2	16.67%
Not implemented at all	3	25%

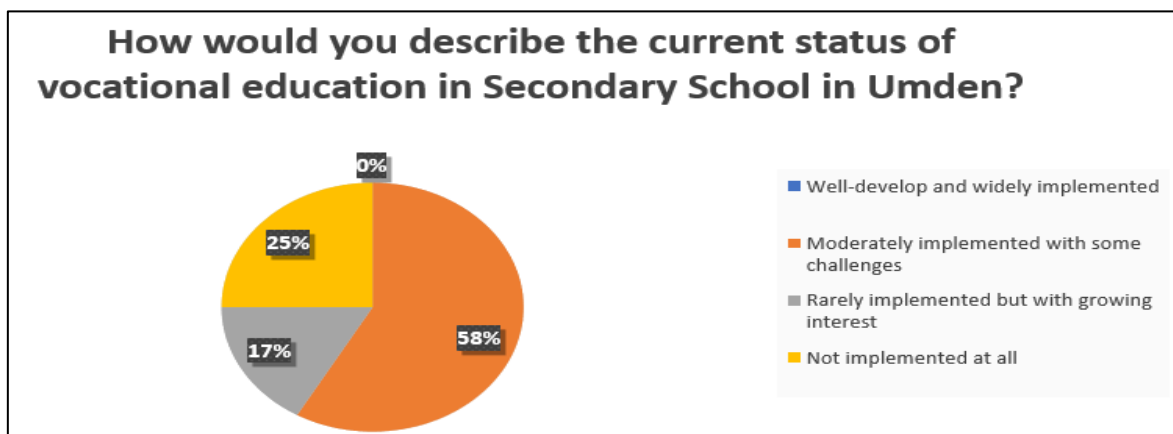


Fig 14 The Current Status of Vocational Education in Secondary School in Umden

From Table 20 and Fig 14, it is show that 58.33% of the teachers reported that vocational education is moderately implemented but faced some challenges. Additionally, 25% Of the teachers indicated that it is not implemented at all, while 16.67% said it is rarely implemented but shows growing interest. No teachers responded that vocational education is well-develop and widely implemented.

- *Interpretation*

The data indicates that vocational education in Umden requires more support, careful planning, and adequate resources to strengthen its presence within the secondary school system.

Table 21 The Main Challenges Faced in Implementing Vocational Education in Umden

What is the main challenges faced in implementing vocational education in Umden?		
Option	Number	Percentage
Lack of funding and resources	4	33.33%
Limited skilled instructors	0	0%
Lack of awareness among students and parents	0	0%
All of the above	8	66.67%

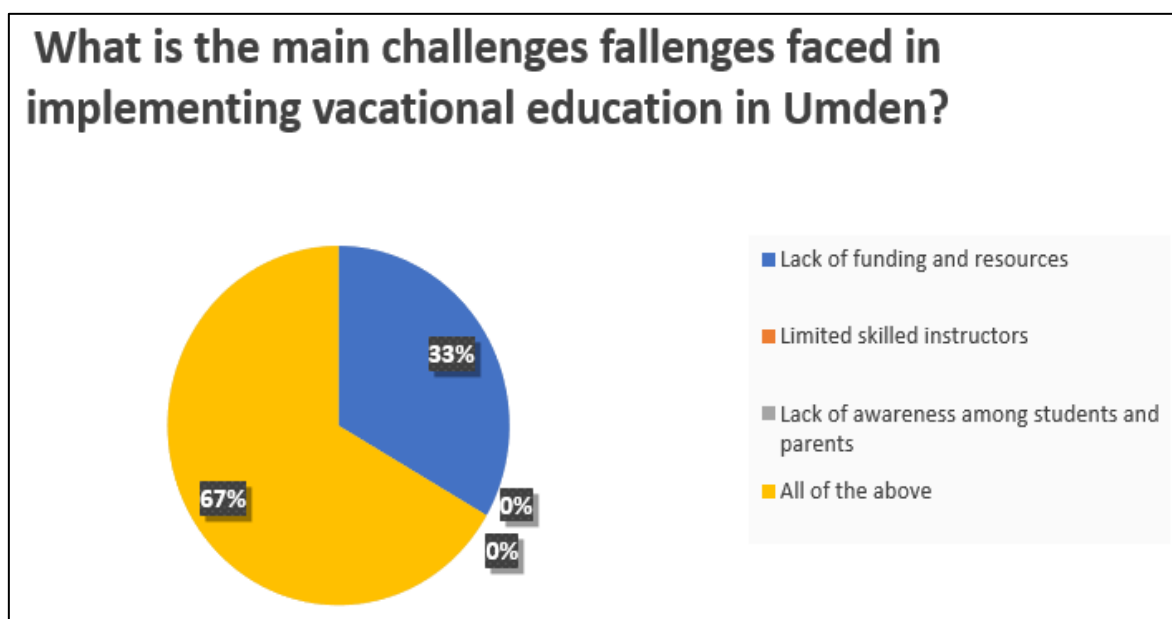


Fig 15 The Main Challenges Faced in Implementing Vocational Education in Umden

From Table 21 and Fig 15, it is clear that 66.67% of the teachers believe that all of the listed factor - lack of funding and resources, limited skilled instructors, and lack of awareness among students and parents---are the main challenges in implementing vocational education. Additionally, 33.33% of the teachers identified lack of funding and resources as a specific challenge. No teachers reported limited skill instructors or lack of awareness as standalone challenges.

- *Interpretation*

The data indicates that a comprehensive approach addressing funding, instructor skills, and awareness is necessary to overcome the challenges and improve vocational education in Umden.

Table 22 Vocational Education should be made a Mandatory Subject in Secondary School

Do you think vocational education should be made a mandatory subject in Secondary School?		
Option	Number	Percentage
Strongly agree	3	25%
Agree	9	75%
Neutral	0	0%
Disagree	0	0%

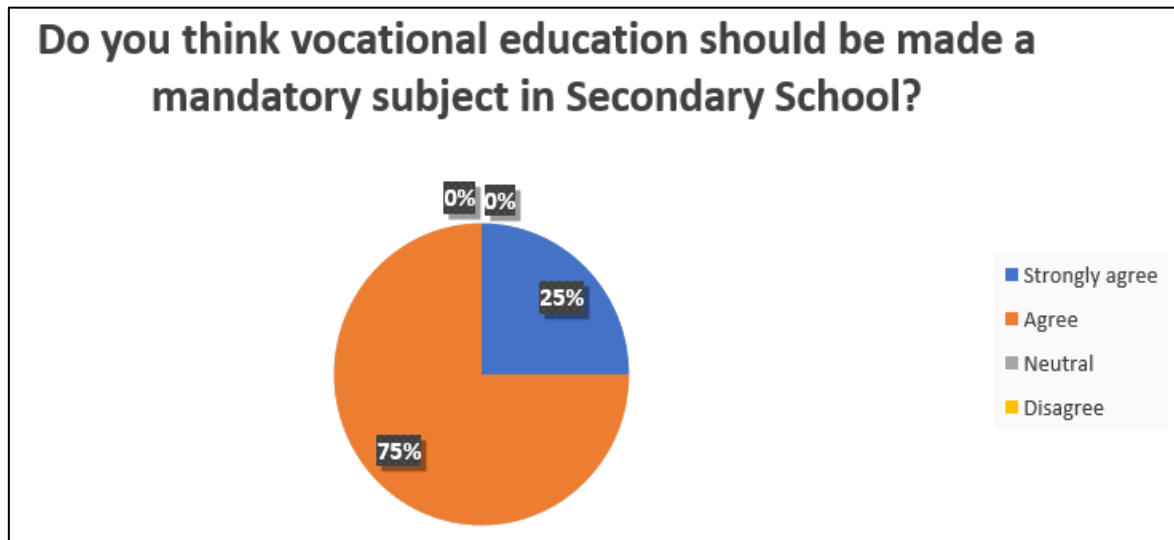


Fig 16 Vocational Education should be made a Mandatory Subject in Secondary School

From Table 22 and Fig 16, it is shows that there is very strong support among teachers for making vocational education a mandatory subject in secondary school. Specifically, 75% of the teachers agree, 25% strongly agree, and no teachers responded as neutral or disagree.

- *Interpretation*

The data shows that vocational training is widely regarded as an important component of a well-rounded education.

- Objective 2: To find out the impact of Eri Silk production in Umden village.

Table 23 Eri Silk Production Influence the Economy of Umden Village

How has Eri Silk production influence the economy of Umden Village?		
Option	Number	Percentage
It has significantly boosted the local economy	6	50%
It has provided some economic benefits but is still developing	6	50%
It has had little impact on the economy	0	0%
I am not sure	0	0%

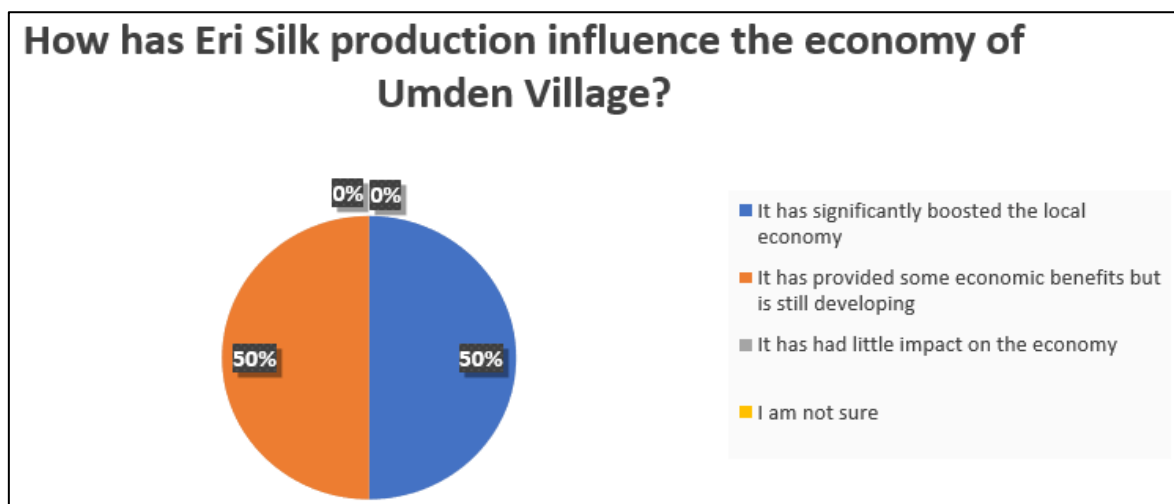


Fig 17 Eri Silk Production Influence the Economy of Umden Village

From Table 23 and Fig 17, it shows that 50% of teachers believe Eri Silk production has significantly boosted the local economy in the Umden village. This mean that half of the community views Eri silk as a strong source of income and job opportunities, likely improving their standard of living. The other 50% feel that while Eri silk has provided some

economic benefit, it is still developing. This suggests that although the silk industry has begun to make a difference, it may not yet be strong enough to fully support everyone in the village. No teachers responded that it has had little impact on the economy or was unsure.

- *Interpretation*

The data indicates that Eri silk production is clearly important to the Umden economy, but there is still room for growth and improvement.

Table 24 The Greatest Benefit of Eri Silk Production for the People of Umden

In your opinion what is the greatest benefit of Eri Silk production for the people of Umden?		
Option	Number	Percentage
Employment opportunities	1	8.33%
Promotion of local cultral and traditional	2	16.67%
Sustainable and eco-friendly livelihood	0	0%
All of the above	9	75%

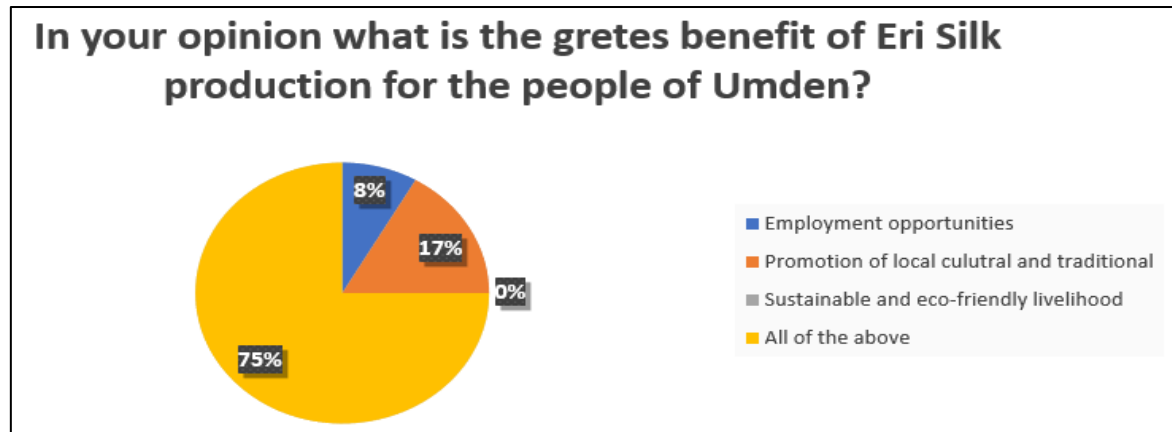


Fig 18 The Greatest Benefit of Eri Silk Production for the People of Umden

From Table 24 and Fig 18, it shows that 75% of the teachers believe the greatest benefit of Eri silk production in Umden is “all of the above,” meaning they value its role in promoting culture, creating jobs, employment opportunities, and supporting sustainable, eco-friendly loverhoods. Additionally, 16.67% believed the most important benefit is the promotion of local culture and tradition, while 8.33% chose employment opportunities. No teachers selected

sustainable and eco-friendly livelihood as the sole greatest benefit.

- *Interpretation*

The data shows that most teachers perceive Eri silk production as beneficial in multiple ways, reflecting pride in their cultural heritage as well as its economic and environmental contributions.

Table 25 The Main Challenges Faced by Eri Silk Producers in Umden

What is the main challenges faced by Eri Silk producers in Umden?		
Option	Number	Percentage
Lack of modern technology and equipment	5	41.67%
Low market demand and pricing issues	5	41.67%
Limited support from the government	2	16.67%
Lack of skilled workers	0	0%

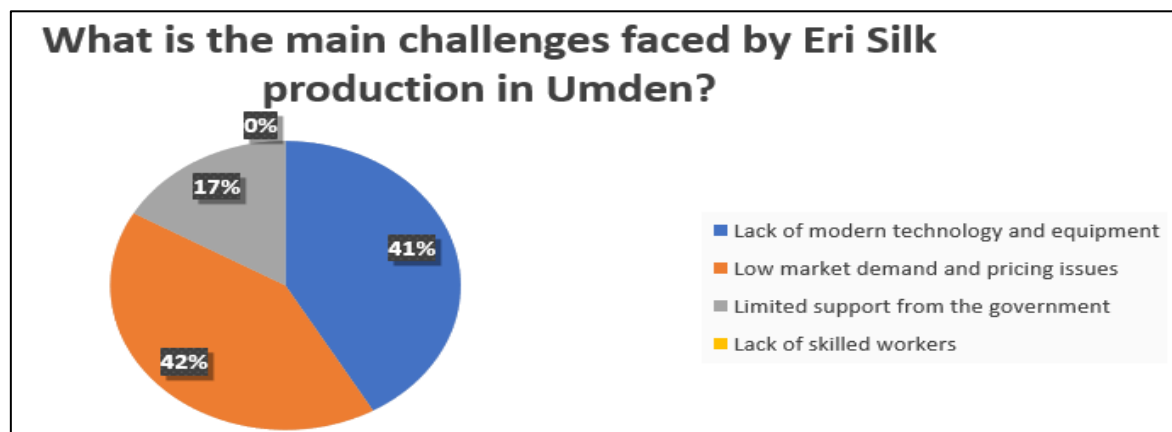


Fig 19 The Main Challenges Faced by Eri Silk Producers in Umden

From Table 25 and Fig 19, it shows that 41.67% of the teachers believe the main challenges faced by Eri silk production in Umden are the lack of modern technology and equipment, as well as low market demand and pricing issues. Additionally, 16.67% of the teachers think limited government support is a challenge. No teachers identified lack of skilled workers as a challenge.

- *Interpretation*

The data indicates that the biggest challenges for Eri silk production in Umden are lack of modern technology, low market demand, and limited government support.

- Objective 3: To Advocate for Eri Silk Production as Part of Vocational Education

Table 26 Eri Silk Production should be Included in Vocational Education Programs

Do you believe that Eri Silk production should be included in vocational education programs?		
Option	Number	Percentage
Yes, definitely	5	41.67%
Yes, but only as an optional course	4	33.33%
No, it is not relevant for students	0	0%
Not sure	3	25%

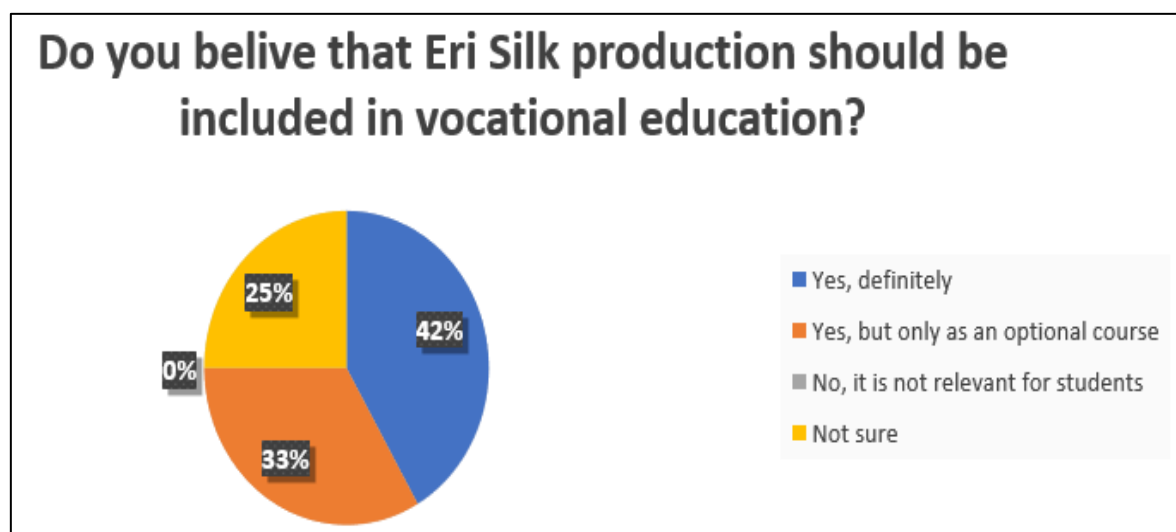


Fig 20 Eri Silk Production should be Included in Vocational Education Programs

From Table 26 and Fig 20, it shows that a majority of teachers support including Eri silk production in vocational education programs. Specifically, 41.67% believe it should definitely be part of the curriculum, while 33.33% think it should be offered as an optional course. This means that over 75% of respondents see some value in teaching Eri silk production to students. Only 25% are unsure, and no one thinks it is irrelevant.

- *Interpretation*

The data reflects a general positive attitude towards Eri silk education, suggesting that teachers recognize its potential for skill development, employment opportunities, and cultural value--- even if some believe it should not be mandatory.

Table 27 Integrating Eri Silk Production into Vocational Education

What potential benefit do you see in integrating Eri Silk production into vocational education?		
Option	Number	Percentage
It will provide students with hands-on silk for employment	0	0%
It will help preserve the traditional silk industry	2	16.67%
It will promote entrepreneurship among students	1	8.33%
All of the above	9	75%

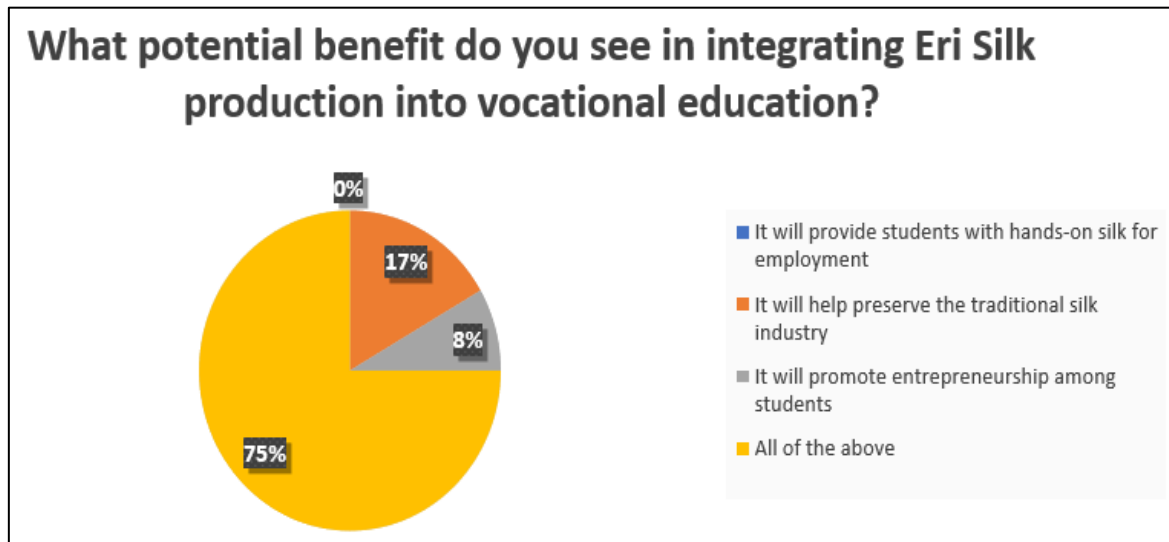


Fig 21 Integrating Eri Silk Production into Vocational Education

From Table 27 and Fig 21, it shows that 75% of the teachers believe integrating Eri silk production into vocational education offer multiple benefits. These include preserving tradition, promoting entrepreneurship, and providing hand-on skill for employment. Meanwhile, 16.67% highlighted the importance of preserving tradition silk industry, and 8.33% focused on encouraging student

entrepreneurship. No teachers believe that providing practical silk skills alone is the only benefit.

• *Interpretation*

The data indicates that teachers view Eri silk education as a well-rounded opportunity that can support culture, preservation, job readiness, and innovation simultaneously.

Table 28 Teaching Method would be Most Effective in Integrating Eri Silk Production into Vocational Education

What teaching method would be most effective in integrating Eri Silk production into vocational education?		
Option	Number	Percentage
Practical hand on training	2	16.67%
Classroom-based theoretical learning	0	0%
Industry visits and workshops	0	0%
A combination of all of the above	10	83.33%

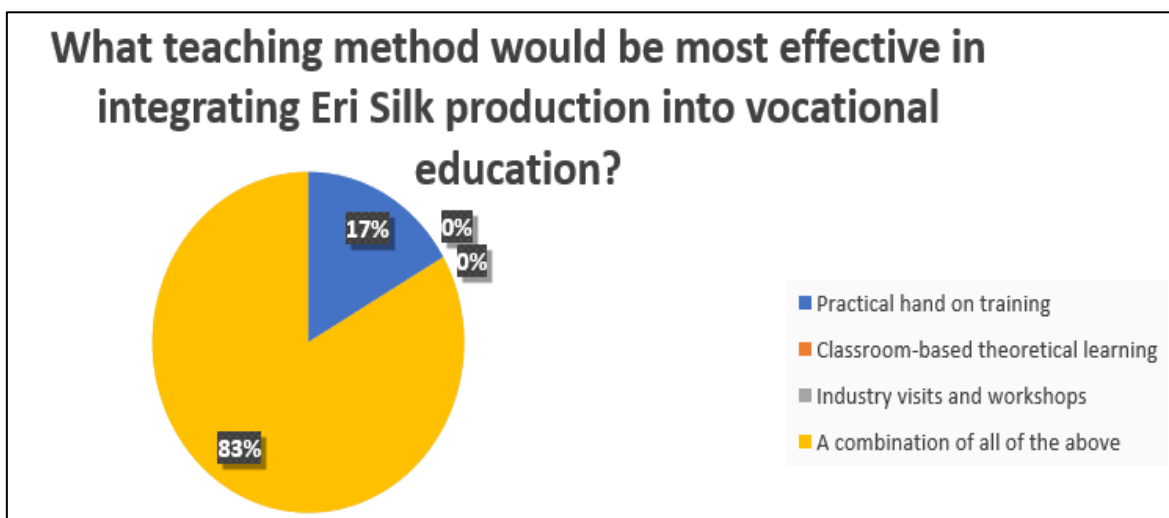


Fig 22 Teaching Method would be Most Effective in Integrating Eri Silk Production into Vocational Education

From Table 28 and Fig 22, it shows that 83.33% of the teachers believed the most effective way to teach Eri silk production is by using a combination of different methods. This includes practical hands-on training, classroom-based

theory, and industry visits or workshops. Only 16.67% think practical hand-on training alone is sufficient, while no teachers supported classroom-based theoretical learning or industry visits and workshops alone.

- *Interpretation*

The data indicates that teachers value a well-rounded teaching approach---one that combines theory, practice, and real-world experience- to provide students with a deeper understanding and better skills in Eri silk production.

- Objective 4: To Offer Suggestion to Improve Vocational Education with Regard to Umden Village.

Table 29 To Improve Vocational Education in Umden Village

What measure should be taken to improve vocational education in Umden village?		
Option	Number	Percentage
Government support through funding and policies	2	16.67%
Training programs for teachers and instructors	0	0%
Creating awareness among students and parents	1	8.33%
All of the above	9	75%

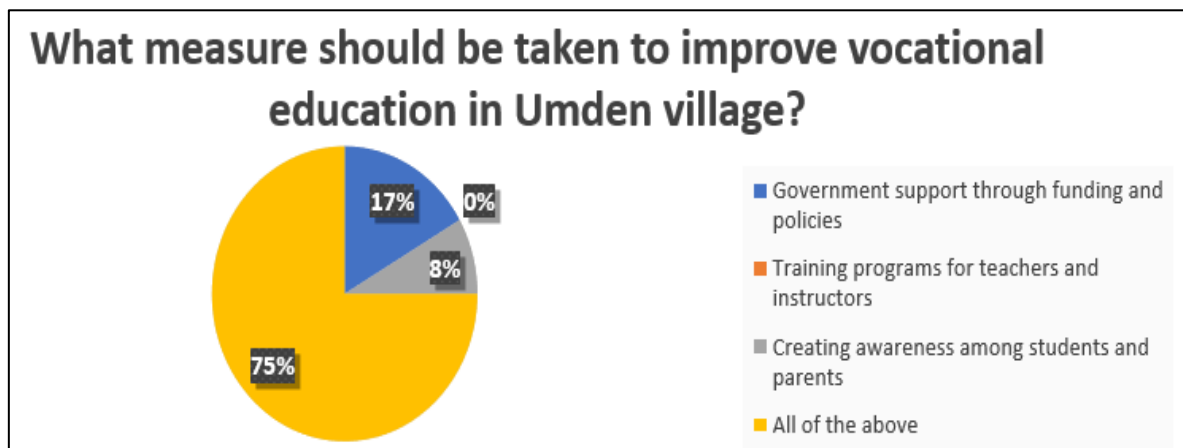


Fig 23 To Improve Vocational Education in Umden Village

From Table 29 and Fig 23, it shows that 75% of the teachers believed multiple measure are needed to improve vocational education in Umden village. These include government support through funding and policies, creating awareness among students and parents, and training programs for teachers and instructors. Meanwhile, 16.67% emphasize government support, and 8.33% focus on raising awareness among students and parents. No teachers selected training programs for teachers and instructors alone.

- *Interpretation*

The data indicate that teachers recognize the improvement of vocational education requires a combined effort from the government, school, and the community to make it effective and meaningful for students.

Table 30 Promoting Vocational Education in Umden

What should be responsible for promoting vocational education in Umden?		
Option	Number	percentage
School and teachers	0	0%
Government and policymakers	7	58.33%
Local community and industry stakeholders	1	8.33%
A joint effort by all stakeholders	4	33.33%

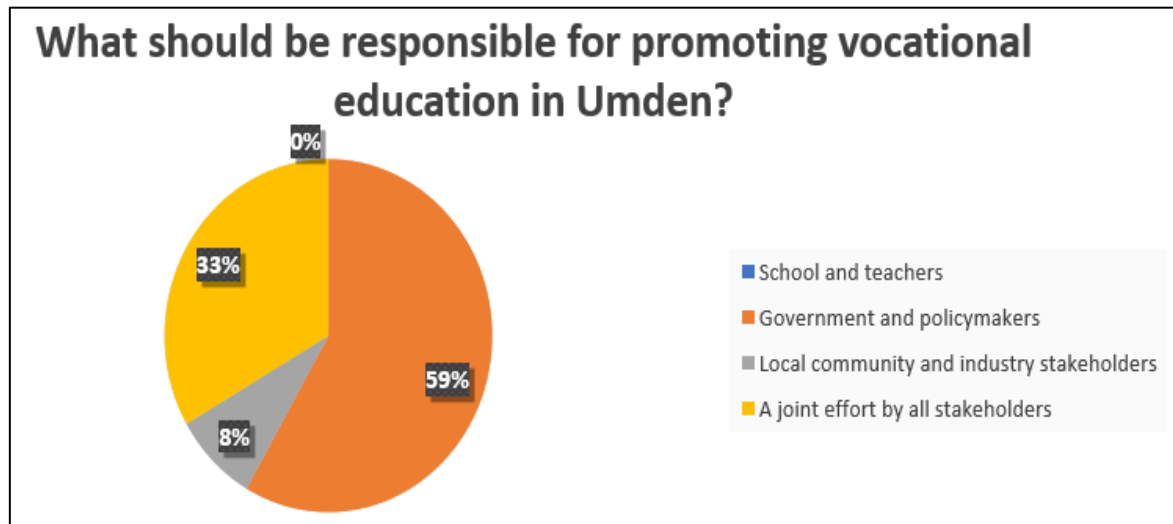


Fig 30 Promoting Vocational Education in Umden

From Table 30 and Fig 24, it shows that 58.33% of the teachers believe that the government and policymakers should take the main responsibility for promoting vocational education in Umden. Another 33.33% think it should be a joint effort by all stakeholders. Only 8.33% believe local community and industry stakeholders should lead, and no teachers think school and teachers should be solely responsible.

• *Interpretation*

The data indicates that while the government is viewed as the key driver, many also recognize the importance of collaboration among all groups to successfully promote vocational education in the village.

Table 31 The Best Way to Encourage Students to Participate in Vocational Education Programs

What is the best way to encourage students to participate in vocational education programs?		
Option	Number	Percentage
Providing scholarships and incentives	0	0%
Showcasing successful vocational education graduates	0	0%
Organizing workshops and awareness programs	2	16.67%
All of the above	10	83.33%

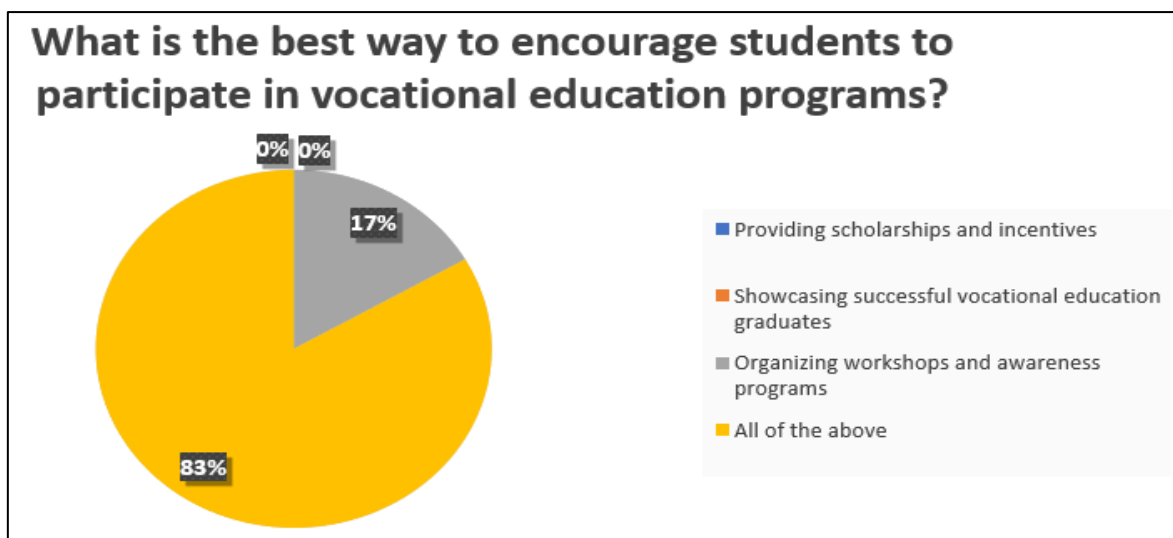


Fig 25 The Best Way to Encourage Students to Participate in Vocational Education Programs

From Table 31 and Fig 25, it shows that the majority of teachers 83.33% believe the best way to encourage students to join vocational education programs is by using a combination of different methods. These methods include organizing workshops and awareness programs, providing

scholarships and incentives, and showcasing successful vocational education graduates. Only 16.67% think that just organizing workshops and awareness programs alone is sufficient, while no one responds that providing scholarship and incentives alone is the best approach.

- *Interpretation:*

The data indicates that teachers feel a combined approach is more effective than relying on a single method. This highlights the importance of using multiple strategies to attract students to vocational education.

Table 32 Integrating Local Industries, Such as Eri Silk Production, into Vocational Education will Enhance Student Career Opportunities

Do you think integrating local industries, such as Eri Silk production, into vocational education will enhance student career opportunities?		
Option	Number	Percentage
Strongly agree	4	33.33%
Agree	8	66.67%
Neutral	0	0%
Disagree	0	0%

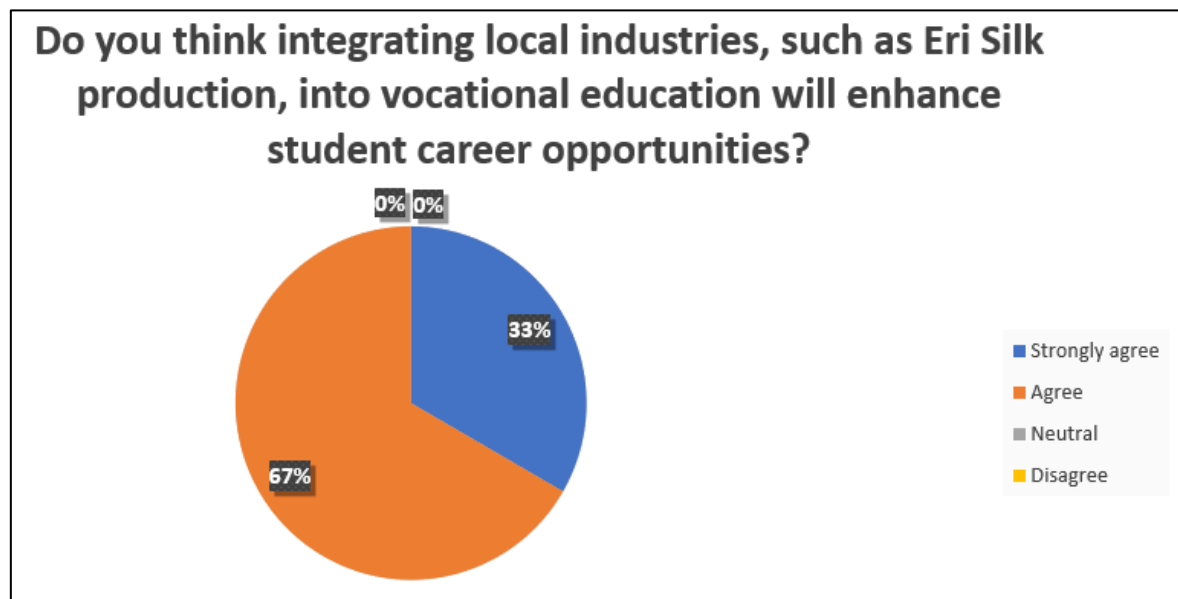


Fig 26 Integrating Local Industries, Such as Eri Silk Production, into Vocational Education will Enhance Student Career Opportunities

From Table 32 and Fig 26, it shows that all teachers agree that integrating local industries, such as Eri silk production, into vocational education can improve students career opportunities. Specifically, 66.67% agree, and 33.33% strongly agree. No teachers responded with neutral or disagree. This indicates a clear believe that connecting vocational training with local industries helps students gain practical skills and improve their job prospects.

- *Interpretation*

The data shows strong support for making vocational education more relevant to local economic activities.

➤ *Data Analysis and Interpretation (with Regard to Principal's Responses)*

- Objective 1: To Find out the Status of Vocational Education in Secondary School in Umden Village.

Table 33 The Current Status of Vocational Education in Secondary School in Umden

How would you describe the current status of vocational education in secondary school in Umden?		
Option	Number	Percentage
Well-structured and fully implemented	0	0%
Partially implemented with some challenges	2	100%
Still in the early stage of development	0	0%
Not implemented at all	0	0%

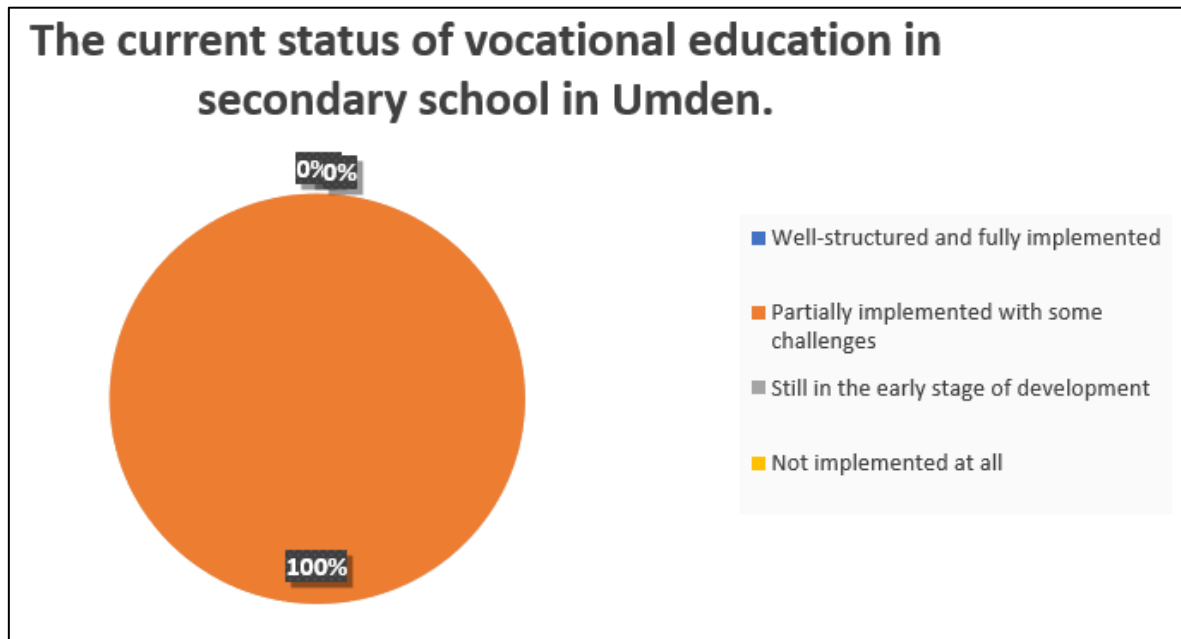


Fig 27 The Current Status of Vocational Education in Secondary School in Umden

From Table 33 and Fig. 27, it shows that the current status of vocational education in the secondary school in Umden is 100% partially implemented with some challenges. This mean that while vocational education has been introduced and is being practiced to some extent, it is not yet fully developed or well-structured. There are still issues affecting its effective delivery, such as a lack of proper facilities, trained teachers, and adequate resources. None of the responses selected “well-structured and fully

implemented,” “still in the early stage of development,” or “not implemented at all.”

- *Interpretation*

The data shows that the program has move beyond the beginning phase but still faced significant obstacles that need to be addressed in order to improve its impact on students.

Table 34 Challenges in Implementing Vocational Education in School

What are the biggest challenges in implementing vocational education in your school?		
Option	Number	Percentage
Lack of financial resources	0	0%
shortage of skilled trainers and teachers	0	0%
Low students' interest and participation	1	50%
Limited support from government policies	1	50%

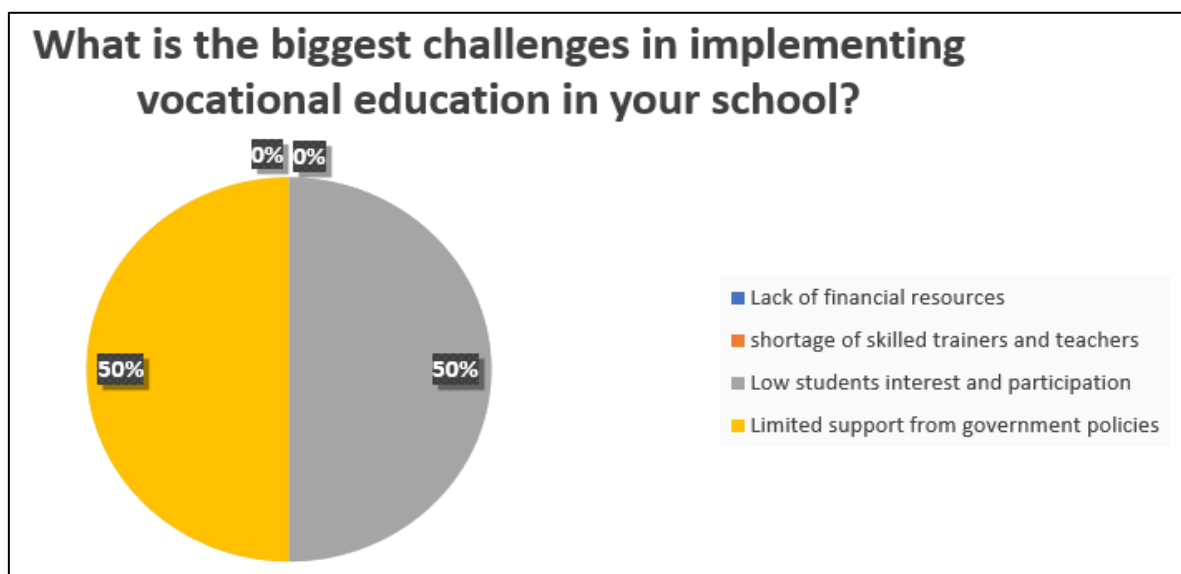


Fig 28 Challenges in Implementing Vocational Education in School

From Table 4.28 and Fig. 4.28, it shows that the biggest challenges in implementing vocational education in the school are low students' interest and participation (50%) and limited support from government policies (50%). There were no responses indicating lack of financial resources or shortage of skilled trainers and teachers.

• *Interpretation:*

The data shows that many students are not actively interested in vocational education, and there may also be insufficient government policies or support and improve vocational programs.

Table 35 The Interest of Students in Vocational Education Programs

How do you perceive the interest of students in vocational education programs?		
Option	Number	Percentage
Very high	0	0%
Moderate	1	50%
Low	1	50%
No interested at all	0	0%

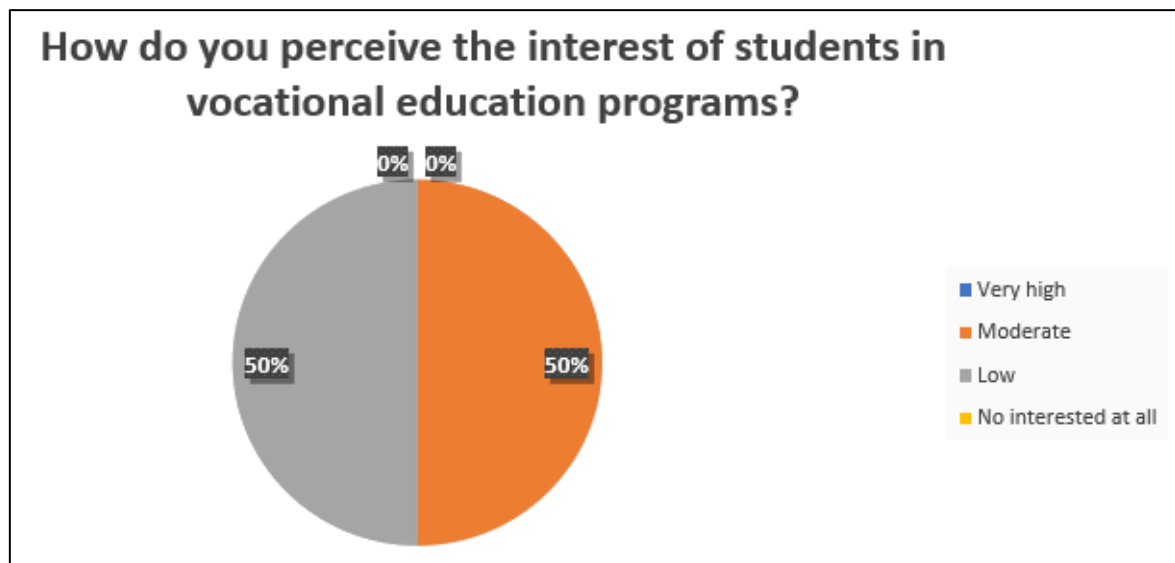


Fig 29 The Interest of Students in Vocational Education Programs

From Table 35 and Fig. 29, it shows that the perceive interest of students in vocational education programs is split evenly, with 50% indicating moderate interest and 50% indicating low interest. There were no responses for very high interest or no interest at all.

• *Interpretation*

The data suggest that students show some level of interest in vocational education programs, but overall interest is moderate to low.

- Objective 2: To find out the impact of Eri silk production in Umden village.

Table 36 Eri Silk Production to the Economic Development of Umden Village

How has Eri Silk production contributed to the economic development of Umden Village?		
Option	Number	Percentage
It has created new employment opportunities	0	0%
It has helped preserve traditional practices	1	50%
It has increased household income level	0	0%
All of the above	1	50%

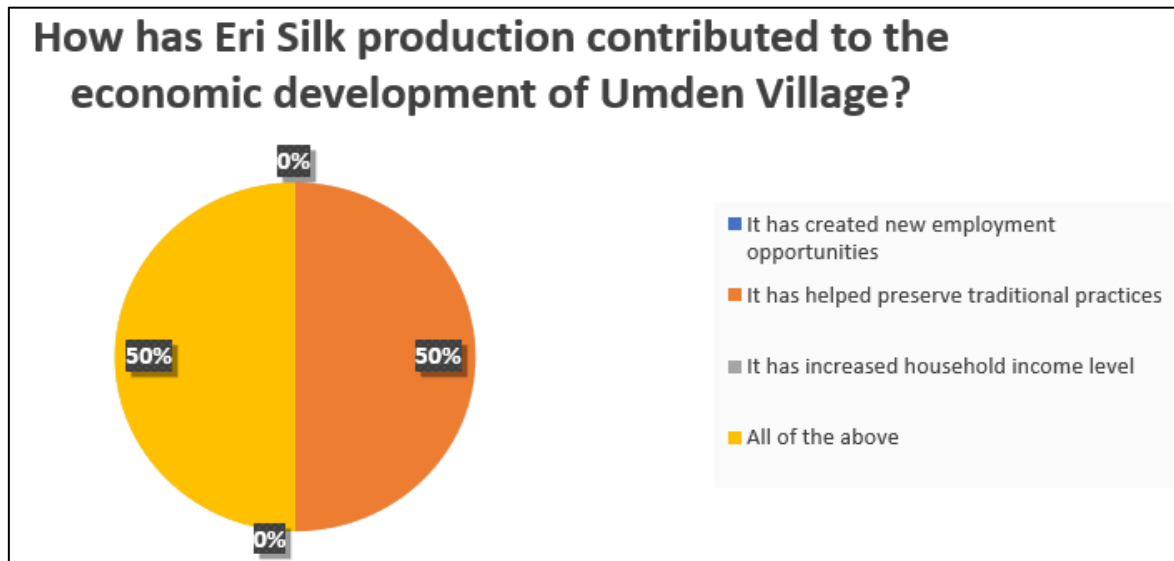


Fig 30 Eri Silk Production to the Economic Development of Umden village

From Table 36 and Fig. 30, it can be seen that 50% say Eri silk production has help preserve traditional practices, and another 50% say it has contributed in all of the above ways. No respondents indicated that it has created new employment opportunities or increased household income level individually.

• *Interpretation*

The data shows that respondents believe Eri silk production has not only preserved culture practices but has also contributed to job creation and increased household income.

Table 37 Challenges Faced by Eri Silk Production in Umden

What are the major challenges faced by Eri Silk production in Umden?		
Option	Number	Percentage
Lack of market access and fair pricing	1	50%
Limited technological advancement	0	0%
Shortage of row material	1	50%
All of the above	0	0%

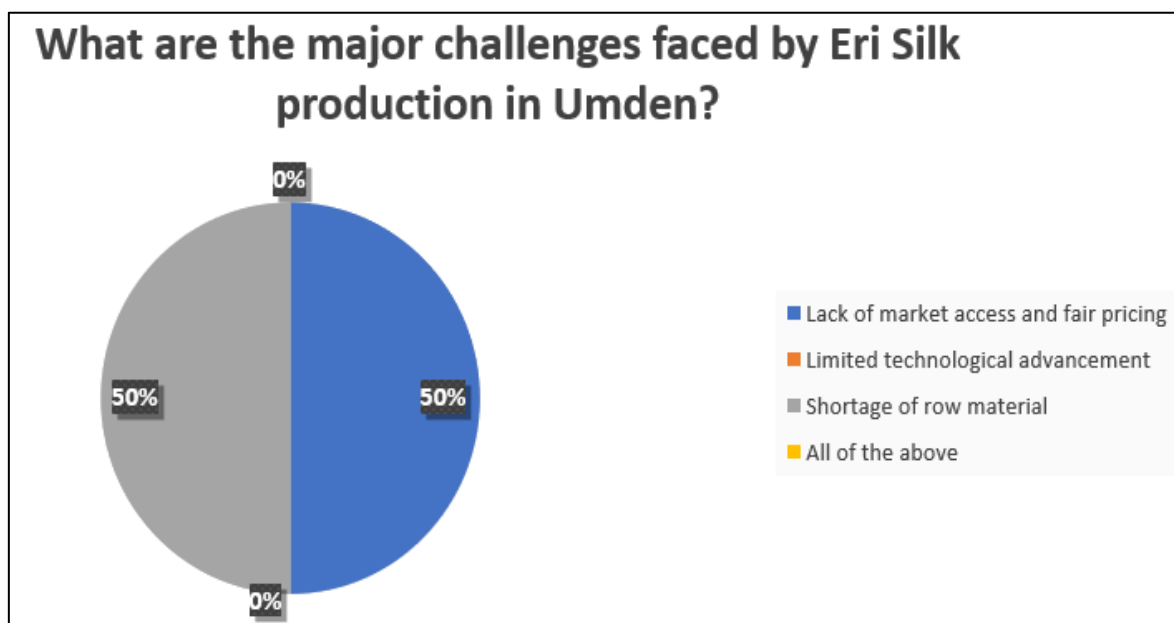


Fig 31 Challenges faced by Eri Silk production in Umden

From Table 37 and Fig. 31, it shows that the major challenges faced by Eri silk production in Umden are lack of market access and fair pricing (50%) and shortage of row

material (50%). No respondents mentioned limited technological advancement or all of the above.

- *Interpretation*

The data shows that producers are struggling to find good markets for their silk and are also facing difficulties in getting enough raw materials for production.

Table 38 Integrating Eri Silk Production into Vocational Education could Benefit the Village

How do you think integrating Eri Silk production into vocational education could benefit the village?		
Option	Number	Percentage
Strengthening the local economy	1	50%
Providing students with job-ready skill	0	0%
Promoting cultural heritage and sustainability	0	0%
All of the above	1	50%

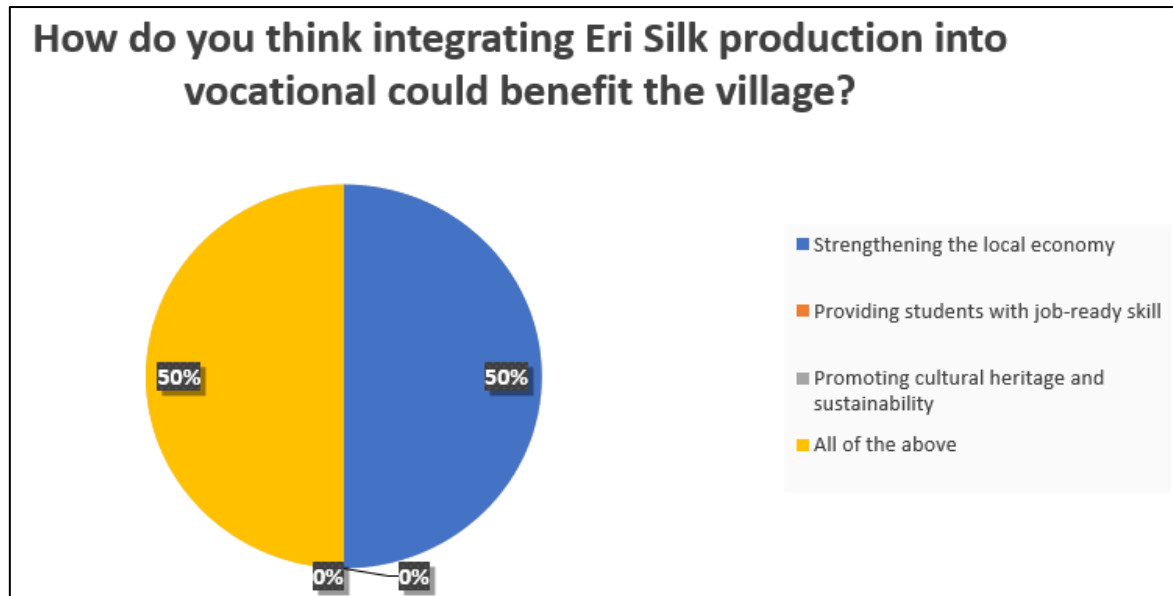


Fig 32 Integrating Eri Silk Production into Vocational Education could Benefit the Village

From Table 38 and Fig. 32, it shows that integrating Eri silk production into vocational could benefit the village, with 50% saying it would strengthen the local economy and 50% saying all of the above. No respondents mentioned providing students with job-ready skill or promoting cultural heritage and sustainability individually.

- *Interpretation*

The data shows that potential for vocational education not only to support economic growth but also to help students gain practical, job-ready skills and preserve cultural traditions in a sustainable way.

- Objective 3: To Advocate for Eri Silk Production as Part of Vocational Education.

Table 39 Eri Silk Production should be Included in the Vocational Education Curriculum

Do you think Eri Silk production should be included in the vocational education curriculum?		
Option	Number	Percentage
Yes, as a compulsory subject	1	50%
yes, as an optional course	1	50%
No, it is not relevant	0	0%
Not sure	0	0%

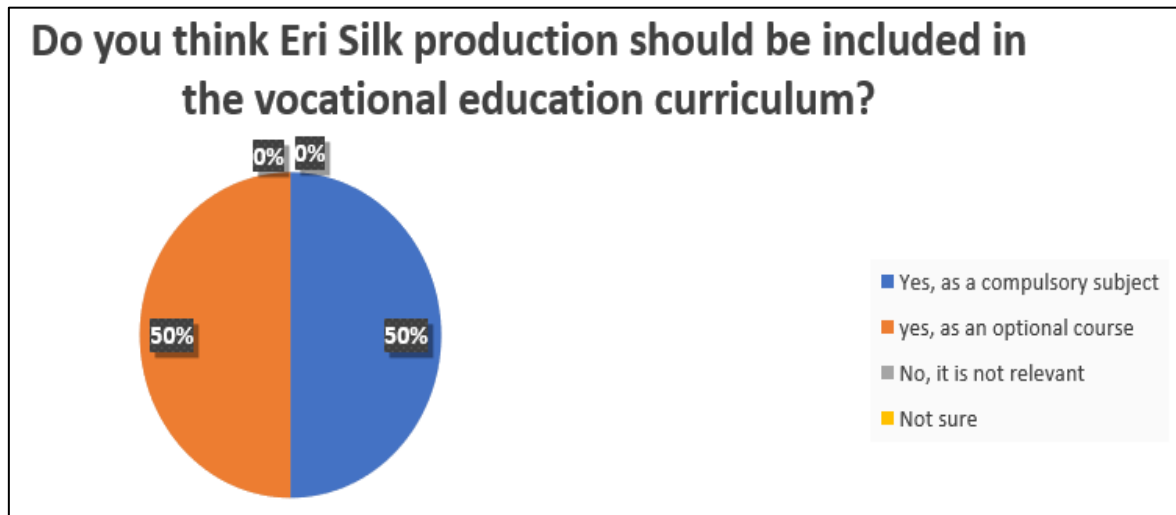


Fig 33 Eri Silk Production should be Included in the Vocational Education Curriculum

From Table 39 and Fig. 33, it shows that 50% believe Eri silk production should be included as a compulsory subject, and 50% believe it should be included as an optional course. No respondents said it is not relevant or were unsure.

• *Interpretation*

The data shows strong support for teaching Eri silk production skills, recognizing its potential benefits for students' career prospects.

Table 40 The Best Approach to Integrating Eri Production into the Curriculum

What is the best approach to integrating Eri production into the curriculum?		
Option	Number	Percentage
Hands on training and workshop	0	0
Theoretical classroom learning	0	0
Collaboration with local silk industries	2	100
A combination of all of the above	0	0

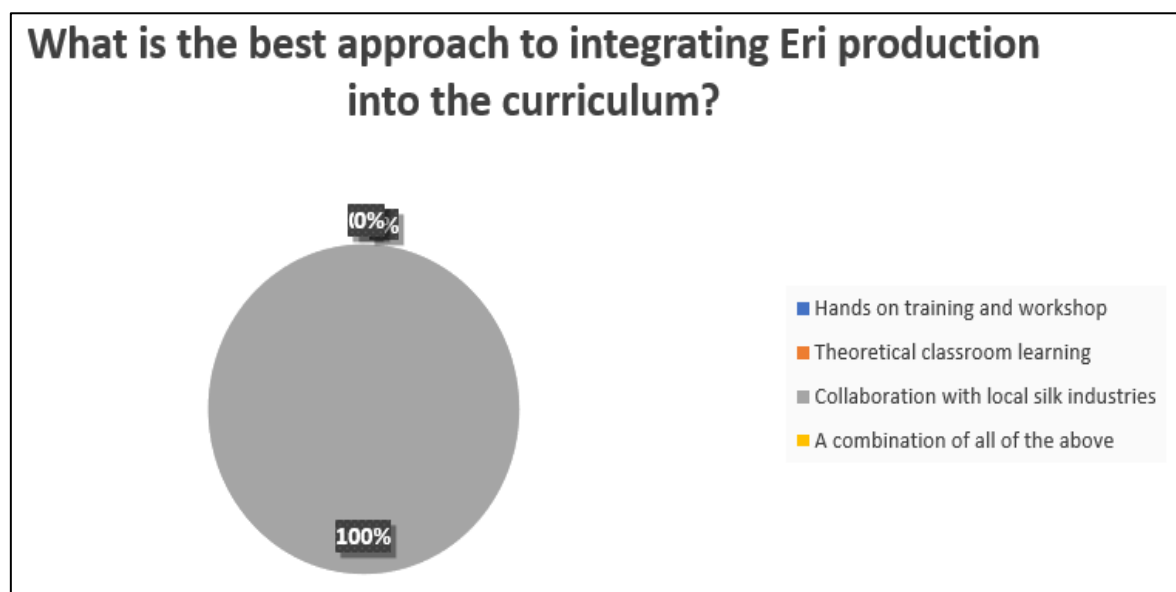


Fig 34 The Best Approach to Integrating Eri Production into the Curriculum

From Table 40 and Fig. 34, it shows that 100% of the respondents believe the best way to integrate Eri production into the curriculum is through collaboration with local silk industries. No respondents selected hand-on training and workshop, theoretical classroom learning, or a combination of all of the above.

• *Interpretation*

The data shows that respondents see direct partnerships with real-world silk producers as the most effective approach for learning.

Table 41 Introduce the Level of Students to Vocational Education on Eri Silk Production

What level of students should be introduces to vocational education on eri silk production?		
Option	Number	Percentage
Primary school	0	0%
Secondary school	1	50%
Higher secondary school	1	50%
College level	0	0%

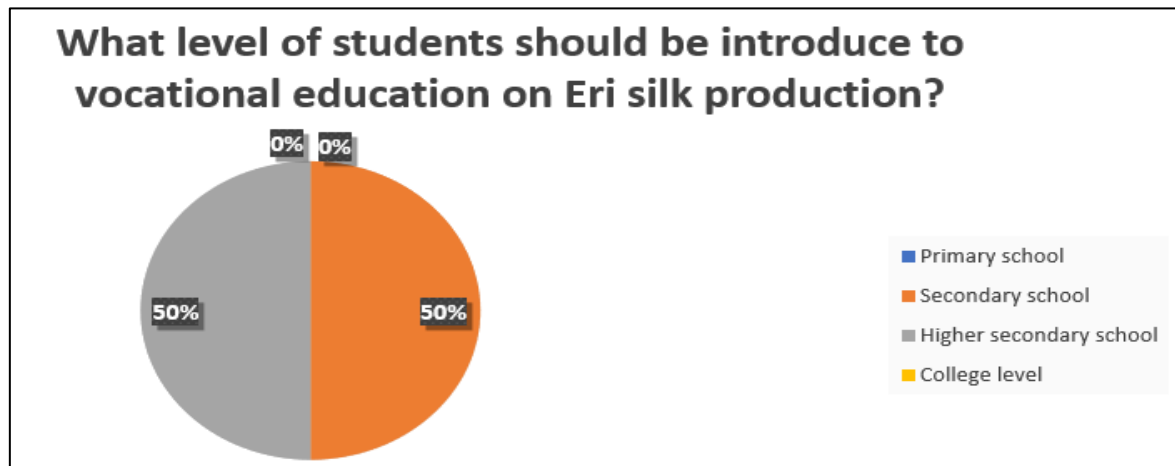


Fig 35 Introduce the Level of Students to Vocational Education on Eri Silk Production

From Table 41 and Fig. 35, it shows that 50% of respondents think vocational education on Eri silk production should be introduce at the secondary and higher secondary school level. No one respondents believe it should start at the primary school or college level.

- *Interpretation*

The data shows that respondents feel students in secondary and higher secondary school are at the right age to understand and benefit from this type of practical education.

- Objective 4: To Offer Suggestion to Improve Vocational Education with Regard to Umden Village.

Table 42 To Improve Vocational Education in Umden Village

What measures should be taken to improve vocational education in Umden Village?		
Option	Number	Percentage
Government support through funding and policies	1	50%
Teacher training and skill development programs	0	0%
Establishing partnerships with local industries	1	50%
All of the above	0	0%

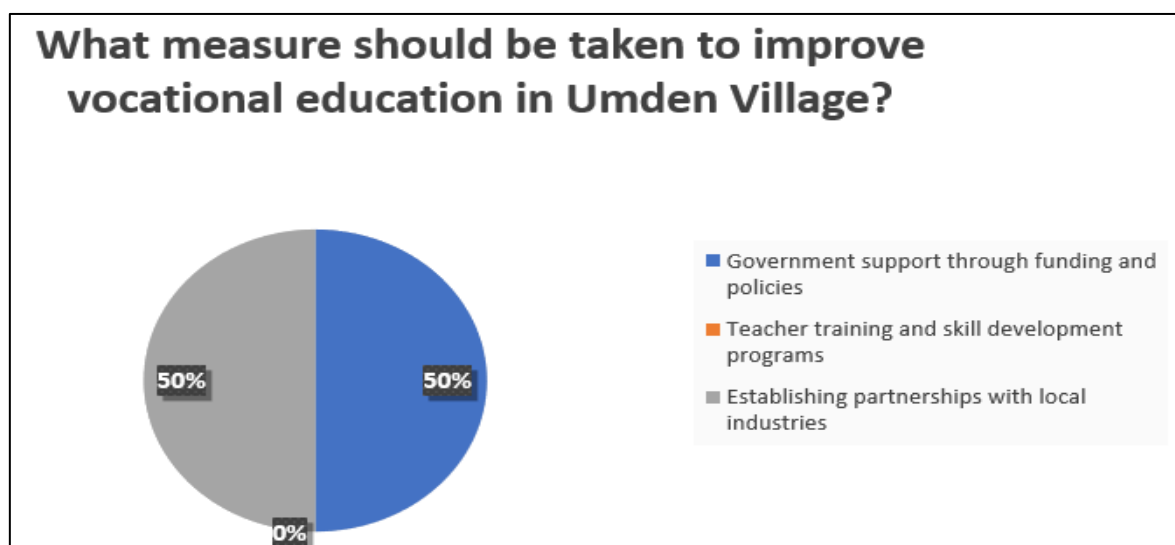


Fig 36 To improve Vocational Education in Umden Village

From Table 42 and Fig. 36, it shows that 50% of the respondents in Umden village believe that vocational education can be improved through government support through funding and policies, and establishing partnerships with local industries. No respondents selected teachers training and skill development programs or all of the above.

- *Interpretation*

The data shows that people in the village see government involvement and industry collaboration as the most important factors for improving vocational education.

Table 43 The Kind of Support that the School Need to Implement Vocational Education Effectively

What kind of support does your school need to implement vocational education effectively?		
Option	Number	Percentage
Financial support and grants	0	0%
Training for teachers and staff	0	0%
Infrastructure and equipment	1	50%
Collaboration with industry experts	1	50%

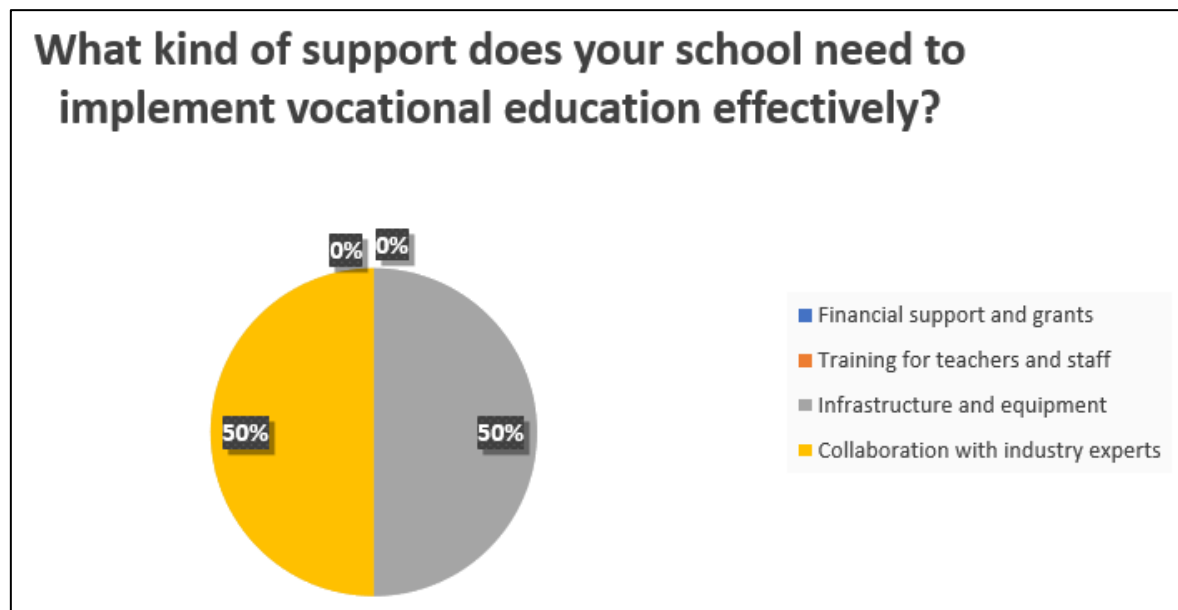


Fig 37 The Kind of Support that the School Need to Implement Vocational Education Effectively

From Table 43 and Fig 37, it shows that 50% of the respondents believe their school needs better infrastructure and equipment and collaboration with industry experts to implement vocational education effectively. No respondents mentioned financial support and grants or training for teachers and staff.

- *Interpretation*

The data shows that respondents may view practical facilities and industry connection as the most important part of vocational training.

Table 44 Vocational Education can Enhance Students Career Prospects in Umden Village

Do you believe vocational education can enhance students career prospects in Umden Village?		
Option	Number	Percentage
Strongly agree	1	50%
Agree	1	50%
Neutral	0	0%
Disagree	0	0%

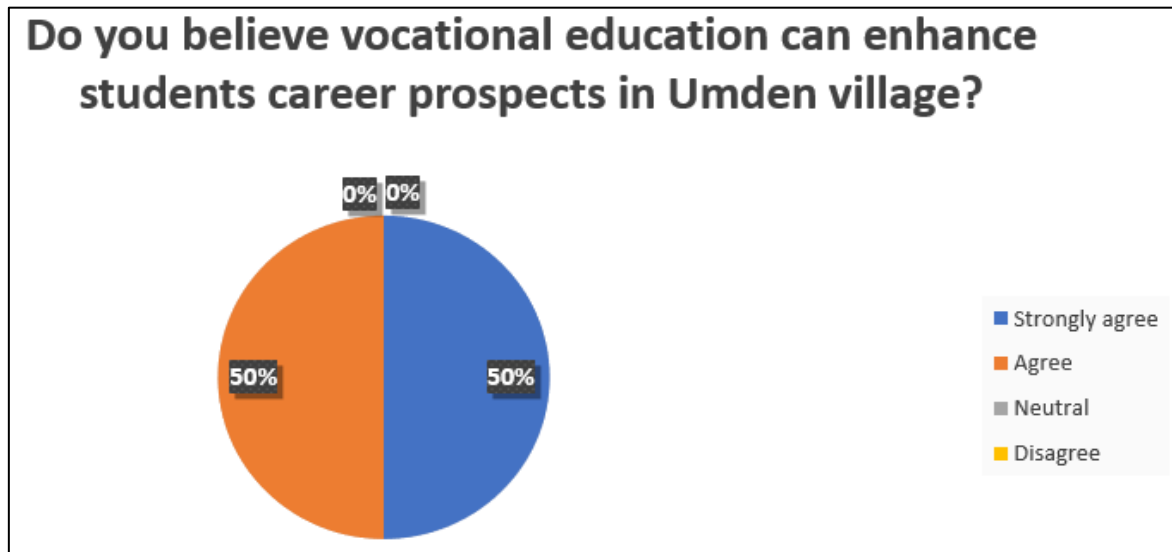


Fig 38 Vocational Education can Enhance Students Career Prospects in Umden Village

From Table 44 and Fig. 38, it shows that 50% of the respondents strongly agree and 50% agree that vocational education can improve students career prospects in Umden village. No respondents were neutral or disagreed.

• *Interpretation:*

The data shows a clear believe that vocational education has a positive impact on student's futures. This reflects strong community support for vocational training to help students gain practical skill and find better job opportunities.

Table 45 Encourage more Students to Participate in Vocational Education Programs

How can school encourage more students to participate in vocational education programs?		
Option	Number	Percentage
Providing scholarship and incentives	0	0%
Organizing awareness programs and workshops	2	100%
Engaging parents and community leaders	0	0%
All of the above	0	0%

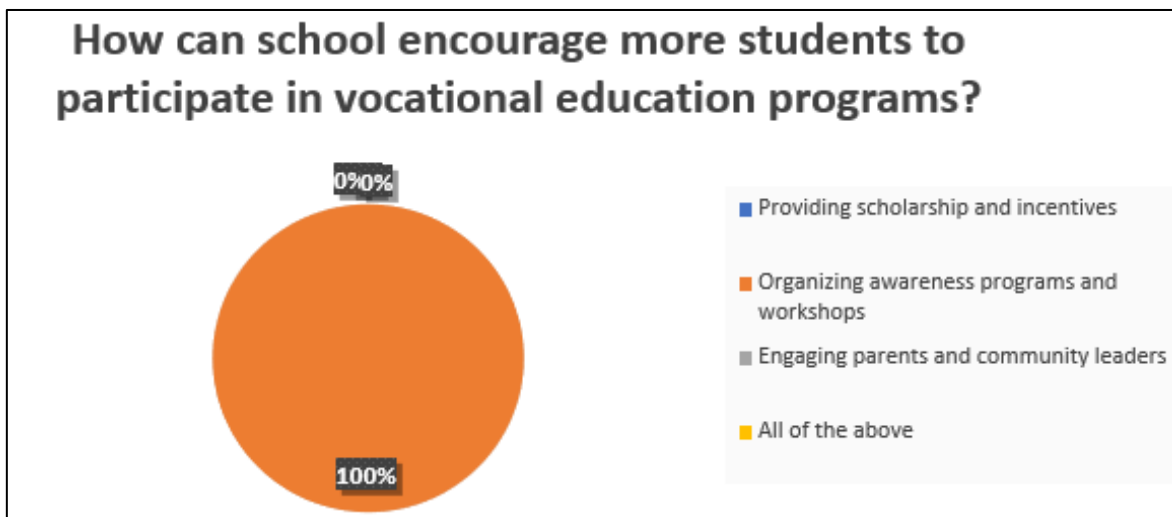


Fig 39 Encourage more Students to Participate in Vocational Education Programs

From Table 45 and Fig. 39, it shows that 100% of the respondents believe organizing awareness programs and workshops is the best way to encourage more students to join vocational education programs. No respondents choose providing scholarship and incentives, engaging parents and community leaders, or all of the above.

• *Interpretation*

The data shows that respondents view awareness as the key factor in helping students understand the value of vocational training through events and hands-on experiences.

➤ Conclusion

In conclusion, vocational education in Umden village is seen as valuable by students, teachers, and the principal, especially when it includes practical skills like Eri Silk production. Students believe that with proper support - such as job opportunities, hands-on training, skilled teachers, and government help-vocational education can help them build a better future. They suggest adding new courses, providing free learning materials, and encouraging student participation. Teachers agree that vocational education is still developing and needs more funding, resources, and awareness. They believe it should be made a regular subject in schools and see Eri Silk production as a way to teach useful skills, preserve tradition, and support local businesses. They suggest using a mix of theory, practical training, workshops, and industry visits, and stress the need for support from the government, schools, and the community. The principal also feels that vocational education has begun but still faces challenges like low student interest and limited support. However, Eri Silk production is seen as a great opportunity to preserve culture, create jobs, and grow the local economy. To improve vocational education, more government support, better equipment, skilled trainers, and partnerships with local industries are needed. Overall, everyone believes that with the right support and awareness, vocational education can greatly benefit both students and the community.

V. FINDING, DISCUSSION, SUGGESTION AND CONCLUSIONS

A. Introduction

This chapter presents the principal, teachers, students finding derived from data analysis and interpretation, building upon the discussion grounded in the current findings. Moreover, it offers suggestion for both improvement and further research.

B. Findings and Discussions

➤ *The Status of Vocational Education in Secondary School in Umden Village.*

In Umden Village, most students consider vocational education to be important, with many expressing strong interest in learning it. A good number are definitely interested, while others are open to it if they see its benefits. Despite this interest, several challenges hinder its development. These include a shortage of trained teachers, limited student participation, and a lack of proper implementation in the local secondary school. Teachers report that vocational education is only partly carried out, with some saying it is rarely implemented and others noting it is not implemented at all. None believe it is fully developed. The main issues include insufficient funding, a lack of skilled instructors, low awareness, limited government support, and poor student engagement. However, teachers are highly supportive of making vocational education mandatory, showing a strong belief in its value. Overall, while vocational education is recognized as important and has support from both students and teachers, it continues to face significant obstacles in the village.

• Discussion:

Vocational education has started to gain attention in Umden's secondary school, but it still faces many challenges that need to be solved. Students are generally willing to learn these skills and see their value, but there are problems like a shortage of trained teachers, limited facilities, low student interest, and a lack of awareness among both students and parents. Teachers support making vocational education a required subject because they believe it helps students prepare for future jobs. However, the program is not yet fully established due to weak government support and funding issues. To make vocational education more effective and appealing, it is important to train more instructors, improve facilities, raise awareness about its benefits, and connect the training with local job opportunities.

Many studies on vocational education in India, especially in rural areas like Umden, show similar challenges and patterns. A common issue is the lack of proper infrastructure, such as classrooms, tools, and materials, and a shortage of trained teachers, especially in technical areas (Tenzin, 2021; Chanda, 2023; Sharma, 2016). Students in rural areas often have low interest or awareness about vocational education due to limited exposure, social stigma, and lack of career guidance (Srivastava, 2021; Agrawal, 2012). Gender inequality is also a concern, as rural women and marginalized groups are less likely to access training (Diengdoh, 2017; Kumar et al., 2019). Another issue is that many training programs don't match local needs, ignoring traditional skills like eri silk in Assam or handicrafts in Kashmir (Mech et al., 2010; Wani et al., 2024). Because of this, even trained students often find it hard to get jobs, showing a gap between skills taught and job market demands (Agrawal, 2012; Kumar et al., 2019). However, well-planned vocational education, when connected to local industries and supported by good infrastructure and policies, can lead to better job chances and higher income, especially in areas like agriculture, silk rearing, and small-scale manufacturing (Kumar et al., 2019; Mehrotra et al., 2014; Sarmah et al., 2023). Global studies also support these ideas, calling for modern tools, local cultural integration, and community-based programs to make vocational education more useful and effective (Ahmed, 2021; Wen et al., 2024).

➤ *Impact of Eri Silk Production in Umden Village.*

The findings show that most students in Umden village are aware of Eri silk production, although only a few have in-depth knowledge about it. Many students believe that Eri silk production has positively impacted the village by creating employment, preserving traditional skills, and supporting the local economy. Teachers share similar views; some believe it has significantly boosted the local economy, while others feel it is still developing but has brought certain economic benefits. Most teachers agree that Eri silk contributes to job creation, cultural preservation, and promotes environmentally friendly livelihoods. However, several challenges are also reported, such as the lack of modern equipment and technology, difficulty in accessing markets, low prices for silk products, and limited government support. Producers also struggle with issues like raw material shortages and poor market demand. Despite these challenges, both students and teachers see Eri

silk as an important part of the village's culture and economy. They believe that including Eri silk in vocational education could provide economic and cultural benefits and help address multiple goals at once.

- *Discussion:*

These findings show that Eri silk production is well-known and valued in Umden village for its role in preserving cultural traditions, creating jobs, and supporting the local economy. People see it as a growing and important industry that also benefits the environment. However, there are still many challenges, such as the use of outdated tools, difficulty in finding good markets, low prices for products, and limited government support. These problems make it hard for the industry to grow and for workers to earn a fair income. To make Eri silk production more successful, there is a need for better equipment, modern training, and stronger support in selling products at fair prices. Including Eri silk in vocational education could also help by teaching students' useful skills, increasing local income, and helping to keep traditional knowledge alive. This would create a stronger link between education, culture, and economic development in the village.

The studies reviewed show many common findings about vocational education and traditional skills like Eri silk production in rural India. One important point is the strong involvement of women in traditional work such as sericulture, including spinning, weaving, and silkworm rearing, as highlighted by Mech et al. (2010), Diengdoh (2017), and Sen et al. (1994). This shows both their important role and the gendered nature of rural vocational work. Several studies, including Kumar et al. (2019), and Mehrotra et al. (2014), report that vocational education improves employment and income, especially when the training is matched with local or industry needs. However, rural areas face many challenges like poor infrastructure, limited learning materials, and few training centers, as shown by Tenzin (2021), Chanda (2023), and Bagla (2025). Another shared issue is that vocational education is often focused more in cities, creating a gap in rural access, as noted by Vollmann (2013) and Ramasamy & Pilz (2020). Social stigma around vocational training also lowers student interest, especially in rural families. Although government programs exist, they are often poorly carried out and don't support local traditions like handicrafts, according to Agrawal (2012), and Wani et al. (2024). Even so, traditional vocations such as Eri silk have shown strong economic and cultural value in areas like Assam and Meghalaya. These skills not only offer jobs but also help preserve cultural heritage. Global researchers such as Ahmed (2021) and Wen et al. (2024) also stress the value of connecting training to local needs, using technology, and supporting identity through hands-on learning. Overall, the studies agree that to make vocational education more effective in rural areas, it needs to be better planned, locally relevant, inclusive, and supported by both government and private sectors.

➤ *To Advocate for Eri Silk Production as Part of Vocational Education.*

The findings show strong support from both students and teachers for including Eri silk production in the school

curriculum as part of vocational education. Most students think it should be taught as a useful skill, especially if it is made interesting, and they prefer hands-on training or a mix of classroom lessons and field visits. Very few believe it is not relevant. Students also feel that local silk weavers and experts should be involved in teaching, along with trained school teachers and support from government or NGOs. Teachers also strongly support the idea, with most agreeing that Eri silk should be part of the curriculum, either as a compulsory or optional subject. They see many benefits, such as preserving traditional knowledge, promoting entrepreneurship, and building job skills. Teachers prefer a combined teaching method that includes practical training, theory, and exposure to real industry work. All respondents agree that working with local silk industries is the best way to teach the subject, and they believe secondary and higher secondary students are the right age group to start learning about Eri silk production.

- *Discussion:*

The discussion shows that both students and teachers strongly support including Eri silk production in school-based vocational education. Students are open to learning it, especially if the teaching is practical, interesting, and hands-on rather than just from books or lectures. They prefer learning from local experts with real-life experience, which helps connect education to the community. Teachers see Eri silk as a valuable subject that combines traditional knowledge with modern job skills, supports employment, and encourages entrepreneurship. They believe a mix of practical training, classroom theory, and industry exposure is the best way to teach it. Starting this education at the secondary and higher secondary levels is seen as ideal, as students are mature enough to understand its benefits. Overall, including Eri silk in vocational education could help preserve traditional crafts, offer career opportunities, and support the local economy.

The studies reviewed show several common findings about vocational education, especially in rural India and also in global contexts. Many researchers, like Mech et al. (2010), Diengdoh (2017), and Sarmah et al. (2023), highlight that traditional skills such as Eri silk production are important for helping rural women and youth earn a living. These skills support local culture and economy when taught in practical and meaningful ways. However, studies like those by Agrawal (2012), Kumar et al. (2019), and Tenzin (2021) point out that access to vocational education is still limited in rural areas because of poor infrastructure, lack of trained teachers, and very few training centers. There is also often a mismatch between what is taught and what the local job market actually needs, as noted by Vollmann (2013), Srivastava (2021), and Chanda (2023). Researchers such as Ramasamy and Pilz (2020) and Katoch & Singh (2024) suggest that vocational training should be linked to local industries and involve input from the community to make it more effective. Globally, studies by Ahmed (2021), Wen et al. (2024), and Lensjo (2024) stress the value of blending traditional crafts with modern tools like online platforms and including student interests and identity in the learning process. One key issue across all studies—from India to other countries—is the gap between government plans and how

well they are carried out on the ground. Overall, the research supports the idea that vocational education should be hands-on, community-based, culturally relevant, and supported with proper resources and partnerships to truly benefit rural learners.

➤ *Suggestions to Improve Vocational Education with Regard to Umden Village.*

The findings show that students, teachers, and other people in Umden village believe vocational education can be improved through a mix of support, resources, and community involvement. Students feel that offering certificates, job opportunities, hands-on training, and expert instruction would encourage more participation. They also think the government should help by providing funding, training teachers, and giving free learning materials. Many students agree that vocational education, including Eri silk production, can help build a better future by teaching useful job skills—especially if real job opportunities are available. Teachers also believe that improving vocational education requires government support, raising awareness among students and parents, and training teachers. They suggest using scholarships, workshops, and sharing success stories to motivate students. Everyone agrees that working with local industries like Eri silk can improve students' career chances. Better school infrastructure, partnerships with industry experts, and awareness programs are seen as important steps to make vocational education more effective and widely accepted in the village.

• *Discussion:*

The discussion shows that students, teachers, and the community in Umden village all see vocational education as important, but they believe it needs more practical support to be truly effective. Students are motivated by the chance to gain job-ready skills and want real job opportunities, proper training, and support from the government, including funding, trained teachers, and free learning materials. Teachers believe that improving vocational education requires teamwork between the government, schools, and the local community. They support using multiple strategies, such as awareness programs, scholarships, and connecting with local industries like Eri silk production, to make learning more relevant and useful. The community also believes that improving school infrastructure and building strong partnerships with local businesses will help students prepare for real jobs. There is strong support for vocational education in the village, but many people think students need better awareness to fully understand its value. Sharing success stories and clearly showing how vocational skills lead to careers can help increase student interest and participation. Overall, a combined and practical approach is needed to make vocational education more useful and successful in Umden.

The findings from various studies, including the one in Umden village, show many common points about vocational education, especially in rural India and similar global settings. A major issue is the lack of proper infrastructure, such as training centers, tools, and skilled teachers, which makes it hard to give good quality training (Tenzin, 2021; Chanda, 2023; Bagla, 2025). Many studies also stress the

need for strong government support, better funding, and partnerships with local industries to make training more useful and job-focused (Ramasamy & Pilz, 2020; Sharma, 2016). Social issues like gender inequality, low awareness, and lack of motivation among rural students also reduce participation in vocational programs (Srivastava, 2021; Kumar et al., 2019). Traditional skills like Eri silk production, which provide jobs especially for rural women, are often left out of formal training even though they are widely practiced and have economic potential (Mech et al., 2010; Diengdoh, 2017; Wani et al., 2024). The Umden study supports this, showing that connecting local crafts with vocational education can make it more relevant and help boost jobs and income. Globally, researchers (Wen et al., 2024; Lensjo, 2024) also highlight the value of using technology, personal interests, and community involvement to improve training. Overall, the studies agree that for vocational education to truly help rural communities, it must be practical, locally focused, well-supported, and closely connected to real job markets.

C. *Implication*

- Vocational education is important – Students and teachers in Umden Village see it as useful for building future job skills.
- There is strong local interest – Many students want to learn vocational subjects, especially practical ones like Eri silk production.
- Several challenges still exist – These include a lack of trained teachers, poor infrastructure, low awareness, limited funding, and weak government support.
- Eri silk has great potential – Including it in the school curriculum can help preserve local traditions, support the economy, and create jobs, especially for women and youth.
- Learning must be practical and hands-on – Students prefer learning through real-life experience, not just classroom theory.
- Local experts should be involved – Inviting skilled weavers and artisans to help teach can make vocational education more meaningful and connected to the community.
- Awareness is needed – Students and parents should understand how vocational skills can lead to good job opportunities.
- Stronger support is needed – Government, schools, and the community must work together to improve facilities, training, and resources.
- Success stories can motivate students – Showing real examples of how vocational education leads to careers can increase interest and participation.
- Future plans should focus on relevance – Training should match local job market needs and help students build real careers after school.

D. *Recommendation*

- Set Up Vocational Training Centers in Schools: Schools in Umden Village should have special training rooms or workshops where students can learn practical skills like

Eri silk weaving, carpentry, tailoring, or farming-related work.

- Introduce Eri Silk as a School Subject: Eri silk production should be included in the school syllabus as a part of vocational education, with lessons that mix theory and hands-on practice.
- Train and Recruit Skilled Teachers: More teachers should be trained in vocational subjects. Local experts and artisans can also be invited as guest instructors to teach traditional skills.
- Make Vocational Education a Compulsory Subject: Add vocational training, including Eri silk production, as a regular part of the school curriculum so that every student learns useful job skills.
- Raise Awareness Among Students and Parents: Conduct awareness programs and career counselling sessions to show students and families how vocational education can lead to good jobs and income.
- Improve School Infrastructure: Build proper classrooms, training labs, and workshops so students can learn vocational skills in a hands-on environment.

E. Conclusion:

The study shows that vocational education in Umden village is seen as important by students, teachers, and the principal, especially when it includes local skills like Eri silk production. Everyone agrees it can help students gain practical skills, find jobs, and keep traditional crafts alive. However, there are many challenges such as a lack of trained teachers, poor infrastructure, low student interest, and limited government support. Students want more hands-on training, better materials, and real job opportunities. Teachers and the principal believe vocational education should be part of the school curriculum and suggest working with local industries, especially in Eri silk, to give students useful experience. They also stress the need for government help, better facilities, awareness programs, and support from the community. Overall, for vocational education to truly benefit Umden village, it must be practical, connected to local jobs, and strongly supported by both the government and the local people.

F. Suggestion for the Further Studies

- Research how to improve school infrastructure and resources for hands-on vocational training.
- Examine the impact of awareness programs and workshops on students' and parents' attitudes toward vocational skills.
- Look at successful models in other rural areas or countries to see how vocational training has helped improve jobs and income.
- Study how government support affects vocational education in rural schools like Umden.
- Research the best ways to train teachers for vocational subjects, especially in traditional skills like Eri silk.
- Explore how local industries (like Eri silk) can work with schools to improve vocational training.
- Look at how awareness programs influence student and parent attitudes toward vocational education.

- Study how vocational training helps students get jobs in the long run.
- Look at how boys and girls take part differently in vocational education.

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