1. Introduction:
Due to the LPG era, education for learning to live together becomes a new mantra for skill development at the dawn of 21st century for Eastern part of India. This concept has adversely affected the third world countries including India. Now the concept, how best one can perform, dominates the kingdom of quality education. So, most of the best institutions of today, prescribes the great book the Geeta as Management Guru, yoga- karmagu Kausalam (i.e. the skill of work is yoga) and Total Quality Circle (TQC) is being offered as a plausible answer.

Mahatma Gandhi, father of Nation pointed out that the education system should also lay greater emphasis on work and practice while learning. He said that every citizen should be educated and the education must be job oriented for a better world and in this regard, Gandhian ideas focus on experiment.

2. Methodology:
Allocation Procedure in Higher Secondary School, on highly effective “Strategic Management Process” could be classified into 3 categories:

3. Result and Discussion:
We feel that vocational education in +2 level means educating a few students and after completion of their course they become unemployment. Now, the time has come to break our mental blocks and try to visualize the whole process of vocational education from a different angle.

If we consider to application of vocational education in secondary level from class viii to x for awareness of entrepreneurial activities, yet to find a place of importance in academic curriculum, it will be better impact for upgrading of vocational education for social and economic due to the science and technology is changing every moment.

The subject may be introducing in the form of an advance rapid reader. The rapid reader may incorporate stories of a vocational education for entrepreneurship development. Such stories will create a positive impact on the young mind and their motivation for achieving excellence will develop. So, in this way after completion of HSLC/CBSE/Matric examination, they shall be reverting back to study of vocational education in +2 levels.

At college levels (1+1+1) and University, level of vocational education should aim at both for creation of awareness about entrepreneurial opportunities and interest in entrepreneurial career among the students. Besides, it should also emphasis on the development of entrepreneurial competencies among give the students, so that they can take up entrepreneurial career, after complete their vocational education.

Curriculum reform is a continuous process and linked to the quality improvement of education. Vocational Education and Training (VET) prepares people for world of work and improves their competencies to meet the skill demand of the growing and emerging industry and the world of work. The VET in Eleventh Plan proposed the framework seeks to remove artificial distinction between vocational education & vocational training. It proposes establishment of a National Vocational Qualification (NVQ) system, which is industry-led and focuses on competency – based training, assessment and certification. There would be flexibility in training design, delivery, and diversity in the range of courses and training options. Focus on development of “employability skills” will lead to making human resource employment Framework in which public and private system of VET meets need of industry and individuals will be development. Since, NVQ is the Government of India would set up the beginning of the new VET system, a separate statutory body Vocational Education and Training Authority (VETA), VETA head advisory committee.

However, VETA will have the overall responsibility for implementation of VET. It will develop a National VET strategy implementation of VET in the Country. To execute the policies and strategic decision of the council, the Bureau of Vocational Education and Training (BVET) at MHRD, Govt. of India, New Delhi would be set up, and PSS central Institute of Vocational Education, Bhopal will
Entrepreneurship development by vocational education has been accepted as a strategy for achieving fair objectives of promoting entrepreneurship. Because, entrepreneurship development has remained a programme for the unemployed youth, particularly educated unemployment youth who have already completed their education and are in search of employment opportunities. Therefore, vocational educations help in inhibiting the skills and competencies to achieve goal, directed by values and help in developing a positive attitude. The Rapid growths of globalization impact, vocational education generate aspiration for a higher standard of living and motivation in the activities outside at home and can help accelerate economic growth.

Government of India, had already take a step for converting the job seekers to job creators, and it is no doubt that progress was achieved, however, in the State of Assam is very negligible in comparison overall picture. If we do not do this, our concept primitive, we shall be out of the race due to globalization impact. Due to unemployment problem and such as large scale of unemployed mainly graduate and post-graduate is one of the main causes for present day social unrest. Therefore, vocational education in +2 levels already provided in higher secondary school of Assam and students less interest for vocational education and Govt. of Assam is not interest from the picture of resource mobilization.

However, the process of attaining by acquiring to educational involves, three levels of human resource development:

6.1. Developing resource by acquiring knowledge, skill, competence and favorable attitude.

6.2. Building capacity to generate/innovate ideas, objects and services out of the resource thus developed,

6.3. Acquiring ability to organize social application/use of ideas, objects, services thus development out of the acquired resources, etc.

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