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# Remapping Sustainable Educational Development in the Global Economy with the Emergence of Private Stakeholders in India

**Dhaneswar Bhoi***

*School of Social Sciences, Tata Institute of Social Sciences, Mumbai, India*

**Abstract**

This paper talks about the stakeholders' responsibility in reviving the Indian education system. The needs of collaborative efforts are more essential for sustainable educational development. Moreover this paper shows, how the government breakdown to afford the educational facilities for the sustainable development? How global economies bring the market of private education and influence/impacts the education system in India? This paper is based on content analysis method with some secondary data sources. This paper tries to argues how the efforts of private stakeholders are really indeed to challenge the absence of education and remapping the sustainable development in this global economy.

**Keywords:** Global economy; Private stakeholder; Stakeholder responsibility; Sustainable educational development

## Introduction

A corporate stakeholder is a party who affects, or can be affected by, the company's actions. The stakeholder concept was first used in a 1963 internal memorandum at the Stanford Research Institute. It defined stakeholders as "those groups without whose support the organization would cease to exist". The theory was later developed and championed by R. Edward Freeman in the 1980s. The term sustainability was used by the Brundtland Commission which coined what has become the most often-quoted definition of sustainable development as development that meets the needs of the present without compromising the ability of future generations to meet their own needs WCED [1]. But in education the stakeholder concept is an emerging trend. Including USA and UK most of the foreign countries are having private system of education which is based on completely private stakeholder system. They are also able to provide the minimum need of education for their people in their countries Sharma [2]. To sustain likewise educational systems in India there are requirement of huge private stakeholder entries in to the Indian education system with social welfare motto and the attempts are needed in every step of educational system. The initiatives of private stakeholders should be care taken by the state. With the motto of providing sustainable education and health, the Govt. of India started private-public partnership (stakeholder system) in the sector of health and education. There are many problems in the private-public partnership of education in India. Now the systems of education are running towards the pitfall, so we should need some kind of panacea of retrieve from this type of problem. Education is an essential tool for achieving sustainability. People around the world recognize that current economic development trends are not sustainable and that public awareness, education and training are keys to moving society toward sustainable development.

## Global economy and education in India

In the era of globalisation, everything got changed or having new look with the restriction free trading system, technology became wide speeded from one place to another places; the Information Technology (IT) is shared by different nations. The labour force which is the major factor in the process of production is now getting their place across the world in global market. Demand of developing countries' labour power has been increase in the global economy. With the process of globalisation the developed countries are getting the labour power as well as the raw material with very nominal price from the developing country. Developing countries are also benefited by the global economy with getting less price product and benefit of knowledge economy like gaining of IT knowledge. However in India, including education all sectors are being changed from public authority to private authority. Privatisation of higher education in India is debating issue at national as well as at the global level which is related to the justification of providing higher education on profit basis. This is true not only in India but globally (developing countries) as well. Traditional systems and traditional beliefs are getting new order. India is now known for its quality personnel. The excellence of Indian professionals (scientists, engineers, medical doctors and managers) at personal level has long been recognised internationally but their role as entrepreneurs and leaders in their respective professions has only recently come to light. But the private entrepreneurs are not focussing on the basic sustainable education rather they are engaging themselves to reap profit from the education. Here the question arises how we would remap the location of suitable and inclusive education from the global economy?

## Education for sustainable development

Education for Sustainable Development (ESD) has its roots in the United Nations and international history of the environmental movement. The role of education in attending sustainable development gained worldwide momentum with the Agenda 21 of the UN Conference on Environment and Development, the Earth Summit in 1992, Johannesburg World Summit of Sustainable Development (WSSD) in 2002 broadened the vision of sustainable development and re-affirmed the educational objectives of the Millennium Development Goals and the Education for All Dakar Framework for Action. The United Nations General Assembly in its 57th Session in December 2002, proclaimed the Decade of Education for Sustainable Development for the period 2005-2014. Sustainable development

***Corresponding author:** Dhaneswar Bhoi, School of Social Sciences, Tata Institute of Social Sciences, Mumbai, India; E-mail: dhaneswar.bhoi@gmail.com

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is an intergenerational responsibility and. It is a vision of education that seeks to empower people to assume responsibility for creating a sustainable future emphasizing on improving the quality of human life, while protecting the earth's capacity for regeneration. Central to ESD is the concept of culture as an essential underlying theme. It has been acknowledged that there is no "single route" to sustainable development. Further, it is clear that understandings of, and visions for, sustainability will be different for each of us and that we will need to work together to negotiate the process of achieving sustainability. There are many different stakeholders in sustainable development (i.e., governments, business group, educational institutions, media, youth, etc). The values held in a society helps to define how personal decisions are made and how national legislation is written [3]. Given this, when we speak sustainable development from educational perspective, it can be analysed in term of bringing different stakeholders together to strengthen the partnership with the aim of balancing their interests and priorities. Speaking education as a way for sustainability, we need to encourage both people and stakeholders till they understand the value of education as a system. Their synergy in boosting the education system can also help sustaining the ethical values of the people concerned. It can be possible by incorporating the key elements of the sustainable development. Both education and sustainable development are complex issues. Therefore, it was crucially important to develop the Strategy through a participatory process involving governments, UNESCO, NGOs and other stakeholders.

Dealing with the role of education in sustainable development, it can be also thought from the conventional model of human development in which capital or economic growth is given due importance. But critically when we see the whole debate of contemporary development, it seldom plays a role in it. So the big challenge of education is that of its encouraging nature to the people that basically reflect on how our values, beliefs and current behaviour might affect our collective ability to realize such a future. However, this transformative aspect of ESD makes the concept difficult for many to grasp. Thus, there is a need for proponents of ESD to establish for themselves an understanding of the concept and decide how they will communicate this to those in a higher position of responsibility. This will take planning, good communication strategies and a willingness to be open to the ideas of those who may not be seen as traditional partners in ESD. The objectives of the ESD are to facilitate networking linkages, exchange and interaction among stakeholders in ESD; foster increased quality of teaching and learning in ESD; help countries make progress towards attain the Millennium Development Goals through ESD efforts. Education is thus a milestone for sustainable development.

### Community participation for sustainable development by education

Participation at community level is a prerequisite for the success of any development project. Participation by meaning active involvement of the people/stakeholders is expressed as a process to define what education for sustainability is with respect to the local context. Such a process is challenging. It calls for a public participation process in which all of the stakeholders in a community carefully examine what they want their children to know, do, and value when they leave the formal education system. Public participation processes where stakeholders examine the needs and desires of a community and identify essential elements of basic and secondary education can be adapted and implemented in many types of comm. unities.

In some society, the education system is also determined by the culture of the concerned community for which education system become the hindrance of cultural development as the system always runs through the customary cultural norms. They always want to preserve such norms and when education is considered as an agent of social change and development it is hardly accepted by the people concerned Sabar [4]. In such cases linking the modern education system in the wake of either globalisation or from the perspective of global economy, it is fruitless to speak about the sustainability of the education system at all. It is thus public participation and decision of the stakeholders is necessary that can form a new idea of generating the new knowledge. Or it can be said that community participation can be an effective tools in strengthening the education system that encourage local traditions and cultures at the end. For example, an organized, educated, and articulate few might dominate the process; people who have received little formal education may not feel they have the expertise to take part in or contribute to the process; and the worldviews and life experiences of some people might prevent them from perceiving or accommodating the changes that will come to all regions of the planet in the coming decades. In these cases, how the outcome of the process is used becomes important. A continuum of implementation exists, ranging from ruthlessly implementing the results of a skewed process to totally ignoring the outcomes of the process. The interpretative, political, and interpersonal skills of the implementation team are the key in these efforts. Reorienting education to address sustainability is a huge project. It will require activity on the national, regional, state/provincial, and local levels. It will probably involve a long list of government officials, legislators, administrators, teachers, unions, and non-profit organizations.

## Methodology

Given the general understanding of the education and the sustainable development, this paper is based on secondary data analysed in the context of globalisation and global economy confronting the remapping of education for sustainable development in India. The gathered data have been analysed in order to understand the educational partnership between the public and private stakeholders, their mobilisation for sustainability in the form of global economy that has largely attracted the people as a whole as 'stakeholders'. In order to achieve the objectives content analysis method has been followed. It keenly analyse the educational survey of NCERT fallowed by the MHRD data, and statistics data of UGC. Here the 7th survey of NCERT and UGC data has been used for analysis. The whole analysis of data tries to find out the stakeholder appearance in education in the global economy.

### Sustainable educational development: a Worldwide picture

Despite much effort in these and other areas, reports prepared by countries for the World Summit on Sustainable Development (WSSD) in Johannesburg in 2002, the ten-year review of Agenda 21 revealed that the goals laid out in Rio were still a long way from becoming reality [5]. There was clearly a need to rethink education. Education for Sustainable Development paves the way for this "rethinking". Education for Sustainable Development (ESD) United Nations Educational, Scientific and Cultural Organization (UNESCO) *Statistical Yearbook* and *World Education Report*, for example, show that in the United States more than 80 percent of the population has some post-secondary education, and about 25 percent of the population has a four-year degree from a university.

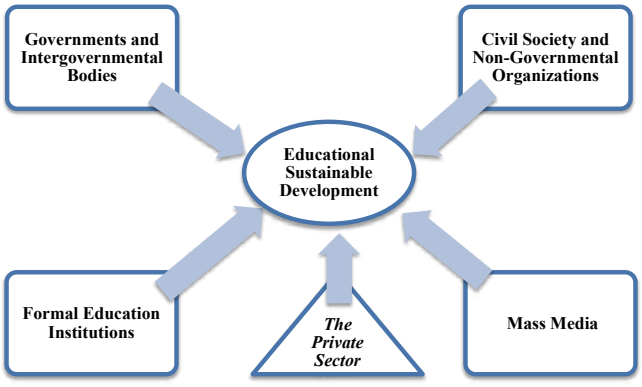
Statistics also show that per-capita energy use and waste generation in the United States are nearly the highest in the world. In the case

of the United States, more education has not led to sustainability. Clearly, simply educating citizenry to higher levels is not sufficient for creating sustainable societies. The challenge is to raise the education levels without creating an ever-growing demand for resources and consumer goods and the accompanying production of pollutants. Meeting this challenge depends on reorienting curriculums to address the need for more-sustainable. The SED is achievable with involvement of stakeholders in educational management.

Figure 1 shows the partners of the stakeholder in the process of sustainable in the global economy. In the process of sustainable educational development the government, intergovernmental and non-governmental bodies, private sector, formal education, civil society and mass media have direct and indirect role. All these sectors have equal importance in the process of making SED. But the global needs the private stakeholder participation as inclusive trends in the private share for the sustainable development. These sectors can be further divided into sub-groups to allow for fuller engagement of a wider range of people. Stakeholders will choose to become engaged in different ways. It will be important to develop partnerships so that people learn from, and support each other in their endeavours.

## Universalization of quality education at school level

Almost two decades of basic education programs have expanded access to schools in India. The number of school children enrolment is decreased from 25 million in 2003 to 9.6 million in 2007. Most of those still not enrolled are from marginalized social groups. Reaching some 9 million children not yet enrolled ensuring education is of good quality, so it improves learning levels and cognitive skills. Also, India still faces challenges in providing quality Early Childhood Development (ECD) programme for all children (UNSCO, 2005). According to the 7th Survey of NCERT, at primary stage total enrolment is 12,29,15,301, which includes 5,75,52,738 girls and 6,53,62,563 boys. Out of total enrolment, 46.82 percent are girls and 53.18 percent are boys. In rural areas, percentage of girls' enrolment is 46.73, whereas in urban area, the same is 47.10 percent. In rural area, Delhi has the highest percentage of girls' enrolment (50.70) while it is the lowest 42.04 percent in Bihar. In urban area, Sikkim with 51.98 percent is on the top and Himachal Pradesh with 44.30 percent is at the bottom. Overall, Meghalaya has maximum girls' enrolment (50.48 percent) and minimum is in Bihar (42.46 percent) (NCERT, 2002). Further Gross enrolment ratio of India is 95 for boys 91 for girls in primary level and 62 for boys 54 for girls in upper primary level and 82 for boys 77 for girls in combined primary-upper primary level. The total enrolment ratio in primary education is 93 the total upper primary enrolment ratio is 58 and the total combined primary-upper primary enrolment is 80 (7th Educational survey, SCERT, 2002).




(Source: Secondary Data based UNESCO, 2005)

**Figure 1:** Partners of Stakeholders for Educational Sustainable Development.

## Higher education in India

India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human creative and intellectual endeavours: arts and humanities; natural, mathematical and social sciences, engineering; medicine; dentistry; agriculture; education; law; commerce and management; music and performing arts; national and foreign languages; culture; communications etc. The institutional framework consists of universities established by an Act of Parliament (Central Universities) or of a State Legislature (State Universities), Deemed Universities (institutions which have been accorded the status of a university with authority to award their own degrees through central government notification), Institutes of National Importance (prestigious institutions awarded the said status by Parliament), Institutions established State Legislative Act and colleges affiliated to the university (both government-aided and unaided). As on 31.3.2006, there were 367 university level institutions including 20 Central Universities, 217 State Universities, 104 Deemed Universities and 5 institutions established under state legislation, 13 Institutes of national importance established under central legislation and 6 private universities (Annual Report, Ministry of Human Resource Development) [6].

There were 18,064 degree and post-graduate colleges (including around 1902 women's colleges), of which 14,400 came under the purview of the University Grant Commission, the rest were professional colleges under the purview of the central government or other statutory bodies like the AICTE, ICAR, MCI etc. Of the Colleges under UGC purview 6109 have been recognized by the University Grants Commission (UGC) under Section 2(f) and 5525 under Section 12(B) of the UGC Act, which recognition permits them to receive grants from the UGC. In 2006-07, an estimated 13.93 million students were enrolled in the institutions of higher education as against 10.48 million in the previous year and the faculty strength was 0.488 million as compared to 0.472 m in the previous year. The enrolment of women students at the beginning of the academic year 2006-07 was 4.466 million, constituting 40.40 percent of the total enrolment. Of the total women enrolment, only 12.35 percent women have been enrolled in professional courses and the rest in non-professional courses. The women enrolment is the highest in Kerala (66.00 percent) and lowest in Bihar (24.52 percent) in terms of percentage enrolment to total enrolment. (Annual Report, Ministry of Human Resource Development) [6].

## Growth of higher education

In its size and diversity, India has the third largest higher education system in the world, next only to China and the United States. Before Independence, access to higher education was very limited and elitist, with enrolment of less than a million students in 500 colleges and 20 universities. Since independence, the growth has been very impressive; the number of universities (as on 31st March 2006) has increased by 18-times, the number of colleges by 35 times and enrolment more than 10 times (Annual Report, MHRD [6]. The system is now more mass-based and democratized with one third to 40 percent of enrolments coming from lower socio-economic strata, and women comprising of some 35 percent of the total enrolments Tilak [7]. It is little more than half a century ever since the government initiated a planned development of higher education in the country particularly with the establishment of University Grants Commission in 1953. Thus early

1950's is an important reference points from which we could look back at our progress of higher education.

## Leading private educational institutions in India

In India, privately funded institutions are in existence since independence, but they were not recognised as private universities. Many private universities (or institutions classified as universities by the University Grants Commission (India) or those that define themselves as university) have come up only recently. Many of these universities offer multidisciplinary professional courses similar to state funded universities; however institutions offering single stream specialization programs are also in existence. Manipal University in Manipal, Karnataka, is India's first private university. It has over 20 constituent colleges that offer over 180 programs in 14 disciplines. Manipal University is one of the few globally renowned private universities of India and is the preferred destination of students from over 55 countries. Birla Institute of Technology and Science (BITS), in Pilani, Rajasthan and Birla Institute of Technology, Ranchi, Jharkhand are some of the other well respected private universities in India that are considered as being competitive with the Indian Institute of Technology. Thapar University in Patiala, Punjab is a well known private engineering college of north India. Some of these universities have been awarded with the 5 star ranking by NAAC. Many institutes specializing in management education like Xavier Labour Relation Institutes and The Indian Institute of Planning and Management have been around since the 1940s and the 1970s respectively. Some of the noted private universities in western India are the Tata Institute of Social Sciences, Deemed University, Mumbai, and D. Y. Patil University, Navi Mumbai and Dnyaneshwar Vidyapeeth, Pune. Symbiosis University is another such private university and is a top management and law university of India. It started its Engineering faculty in 2008.

## Need of stakeholder system in higher education Indian context

During the plan period in India, the dependence of higher education was largely on government-aided institutions of higher education. But public universities and college left much to be desired so far as quality and competitiveness is concerned. Quality institutions have been lacking. The absence of private universities and institutions in higher education make more inconsistency in educational sustainability. The present policy of the government is not conducive to attract private investment and commensurate with the world class elite institution which has gone a long way in meeting the aspirations for professional education. An alternative, the private sector may be encouraged, enable and empowered by the government to put up the necessary investment and corresponding managerial skill for the establishment of successful running of private institute by making provision for legitimate profit and freedom of academic/administrative/financial management. Hence to sustain the higher education we needed a strong policy regarding the private share in educational system. That should be based on the stakeholder system to lead the higher education for all Indians. Such intervention and steps are also required to provide good platform in higher education and to give chances to all the students. Its most urgency is for retrieve the education quality and increases the enrolment in higher education. The condition of higher education is so problematic that need some reform in education before accessing the higher education. Table 1 shows the remap position of higher education in India.

Table 1 shows the enrolment in higher education, in the year 1980-81 the enrolment in degree and diploma stages are 2872579, among them Ph.D. students are 25417, PG students are 291341, general Arts, Science, Commerce students are 1886428 then the technical graduates are 239267, total higher education degree students are 2442453 and total diploma students are 430126. In the year 1990-91 the enrolment in degree and diploma stages are 4885974, among them Ph.D. students are 322464, PG students are 354216, general Arts , Science Commerce students are 3285776 then the technical graduates are 416828, total higher education degree students are 4089288 and total diploma students are 796686. In the 2000-01 year the enrolment in degree and diploma stages are 9613161, among them Ph.D. students are 45004, PG students are 647338, general Arts, Science Commerce students are 7244915 then the technical graduates are 688625, total higher education degree students are 8625882 and total diploma students are 987279. In the 2001-02 year the enrolment in degree and diploma stages are 9734276, among them Ph.D. students are 53119, PG students are 647016, general Arts, Science Commerce students are 7139497 then the technical graduates are 790050, total higher education degree students are 8629682 and total diploma students are 1104594. In the 2002-03

| Year | PhD | PG | General Graduate (Arts, Sc., Com.) | Technical Graduate (B-Ed, Engg, Medical) | Total Higher Education Degree) | Diploma | Higher Education including Diploma |
|---|---|---|---|---|---|---|---|
| 1980-81 | 25417 | 291341 | 1886428 | 239267 | 2442453 | 430126 | 2872579 |
| 1990-91 | 32468 | 354216 | 3285776 | 416828 | 4089288 | 796686 | 4885974 |
| 2000-01 | 45004 | 647338 | 7244915 | 688625 | 8625882 | 987279 | 9613161 |
| 2001-02 | 53119 | 647016 | 7139497 | 790050 | 8629682 | 1104594 | 9734276 |
| 2002-03 | 65357 | 782590 | 7633125 | 1035701 | 9516773 | 1199785 | 10716558 |
| 2003-04 | 65525 | 806636 | 8026147 | 1110840 | 10009148 | 1191447 | 11200595 |

Source: Selected Educational Statistics, Different years

**Table 1:** Enrolment by Levels and Major Disciplines.

| Types of Institute By Management | Universities & Colleges | | Higher Educational Institutes | | Enrolment (in Thousands) | |
|---|---|---|---|---|---|---|
| | Year/Session | | Year/Session | | Year/Session | |
| | 2000-01 | 2000-06 | 2000-01 | 2000-06 | 2000-01 | 2000-06 |
| **Government** | 4342 | 4493 | 4342 | 4493 | 3443 | 3752 |
| **Private Aided** | 5507 | 5760 | 5507 | 5760 | 3134 | 3510 |
| **Private Unaided** | 3223 | 7720 | 3223 | 7720 | 1822 | 3219 |
| **Total** | 13072 | 17973 | 13072 | 17973 | 8399 | 10481 |

Source: University Grants Commission (India) and Agarwal (2006)

**Table 2:** Higher Education Institutions and Enrolment by Different Management.

year the enrolment in degree and diploma stages are 10716558, among them Ph.D. students are 65357, PG students are 782590, general Arts, Science Commerce students are 7633125, then the technical graduates are 1035701, total higher education degree students are 9516773 and total diploma students are 1199785. In the 2003-04 year the enrolment in degree and diploma stages are 11200595, among them Ph.D. students are 65525, PG students are 806636, general Arts, Science Commerce students are 8026147, then the technical graduates are 1110840, total higher education degree students are 10009148 and total diploma students are 1191447.

Table 2 shows that the enrolment and private public partnership in India. In the 2000-2001, 3443000 enrolment facilities are provided by 245 governments universities, 4097 govt. colleges and 4342 govt. higher education institutes which are comes under public management. In the same year 3134000 enrolment facilities are provided by (zero) private aided universities, 5507 private aided colleges and 5507 private aided higher educational institutes which are comes under public management during that time also. In the same year 1822000, enrolment facilities are provided by 21 Private un-aided universities, 3202 Private unaided colleges and 3223 Private unaided higher educational institutes which are comes under private management during that time. In the same year the 8399000 enrolment facilities are provided by 266 universities, 12806 colleges and 13072 higher education institutes in all types of management.

In the 2005-06, 3752000 enrolment facilities are provided by 268 governments universities, 4225 govt. colleges and 4493 govt. higher education institutes which are comes under public management. In the same year 3510000 enrolment facilities are provided by 10 private aided universities, 5750 private aided colleges and 5760 private aided higher educational institutes which are comes under public management during that time also. In the same year 3219000, enrolment facilities are provided by 70 private un-aided universities, 7650 private unaided colleges and 1822 private unaided higher educational institutes which are comes under private management during that time. In the same year the 10481000 enrolment facilities are provided by total 348 universities, 12806 colleges and 13072 higher education institutes with the total management.

Table 3 shows the Gross Enrolment Rate (GER) for higher education which has risen from 0.7 percent in 1950-51, 1.4 percent in 1960-61, and 8 percent in early 2000 is still very low (about 10 percent) compared to the world average of 23.2 percent, and an average of 54.6 percent for developed countries, 36.3 percent for countries in transition, and 11.3 percent for developing countries. Even the existing GER of some 60 percent indicates that 40 percent of students who complete their higher secondary programs do not enter the realm of tertiary education. Even if we increase enrolment rate by 5 percent every plan period, it would take so more than a quarter century to come close to the level of developed countries.

| Groups of Countries | Gross Enrolment Rate |
|---|---|
| Countries in Transition | 36.5 % |
| Developed Countries | 54.6 % |
| Developing Countries | 11.3 % |
| World | 23.2 % |
| **India (Tentative)** | **About 10%** |

Source: Global University Network for Innovation, (GUNI) [8]

**Table 3:** Region wise GER in Higher Education (2001-02).

## Results

Many of the private schools in rural areas are not able to provide better education. Some government schools are in same conditions, even if government has provide some substantive programme like Mid Day Meal (MDM), Education for All, etc. They are not provided as same facility as in the school of English medium private schools. The data clearly denotes that the enrolment ratio in country wide is not much satisfactory. the study shows that the main findings of the primary education shows the poor position of enrolment and how it required some efforts to improve the educational system in for sustainable development. In all over India the enrolment ratio is 95 for boys 91 for girls in primary level and 62 for boys 54 for girls in upper primary level and 82 for boys 77 for girls in combined primary-upper primary level. The total enrolment ratio in primary education is 93, the total upper primary enrolment ratio is 58 and the total combined primary-upper primary enrolment is 80.

Similarly in higher education we are facing same problem for sustainable education after the analyse higher education of India we find the enrolment rate is very poor. In the 2003-04 year the enrolment in degree and diploma stages are 11200595, among them Ph.D. students are 65525, PG students are 806636, general Arts, Science Commerce students are 8026147, then the technical graduates are 1110840, total higher education degree students are 10009148, total diploma students are 1191447. Then the enrolment rate and different management share in education is very poor. The actual share of private institute in education was very negligible. In the 2005-06, 3752000 enrolment facilities are provided by 268 governments universities, 4225 govt. colleges, 4493 govt. higher education institutes which are comes under public management. In the same year 3510000 enrolment facilities are provided by 10 private aided universities, 5750 private aided colleges, and 5760 private aided higher educational institutes which are comes under public management during that time. In the same year 3219000, enrolment facilities are provided by 70 private un-aided universities, 7650 private unaided colleges, and 1822 private unaided higher educational institutes which are comes under private management during that time. In the same year the 10481000 enrolment facilities are provided by total 348 universities, 12806 colleges and 13072 higher education institutes with the total management.

We don't have sufficient growth rate in education in comparison to foreign countries that is clearly comes out from the table three that shows the Gross Enrolment Rate (GER) for higher education which has risen from 0.7 percent in 1950-51, 1.4 percent in 1960-61, and 8 percent in early 2000 is still very low (about 10 percent) compared to the world average of 23.2 percent, and an average of 54.6 percent for developed countries, 36.3 percent for countries in transition, and 11.3 percent for developing countries. Even the existing GER of some 60 percent indicates that 40 percent of students who complete their higher secondary programme do not enter the realm of tertiary education. Even if we increase enrolment rate by 5 percent every plan period, it would take so more than a quarter century to come close to the level of developed countries.

## Discussion

The analysis of the existing education data shows that the stakeholder's perspective on Indian education system is very poor that need to be developed in order to growth the education level both qualitatively and quantitatively. The present Indian system of education is no more sustainable. So to provide the platform of quality as well as inclusive education we need a different government policy in

our education system in which encouraging stakeholders can be of best initiative. That is we need the contribution from different stakeholders to sustain the education for the development of mankind as a strong resource. However, the stakeholder is always understood in term of the globalisation and global economy. To sustain the educations different agencies like media, community, market and government have different role. Private participation is more needed in Indian context. Simply increasing basic literacy, as it is currently taught in most countries, will not advance sustainable societies. Indeed, if communities and nations hope to identify sustainability goals and work towards them, they must focus on skills, values, and perspectives that encourage and support public participation and community decision making. To achieve this, basic education must be reoriented to address sustainability and expanded to include critical-thinking skills, skills to organize and interpret data and information, skills to formulate questions, and the ability to analyze issues that confront communities. The term 'reorienting education' has become a powerful descriptor that helps administrators and educators at every level commencing from nursery school up to university to understand the changes required for sustainable educational development. However, the mission of the formal education sector is well defined, and in many cases any efforts to redefine the mission of primary, secondary, or higher education would meet with major overwhelming resistance. A much better strategy for reorienting education is to cast ESD as a major player in achieving formal education's mission and goals while helping to achieve community and national sustainability goals as well as challenging the conventional development model. Given the failure and lower educational development of the country, there is a need to develop the new kind of inclusive policy on education in which private stakeholder can have larger contribution towards the development. It is because the state perhaps not capable of facilitating quality education as private institutes. It is thus policy must be framed in such as ways that encourage stakeholders to participation in the education system. They can perhaps provide the quality education with inclusive notion in a right way with right approach. Finally, the government itself should reorient towards attracting the private bodies like civil societies, trustees for the educational development of the country.

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