Since Independence the National Government has undertaken manifold measures for the socio-economic development of the country. The case of education, which is the pivot of social progress and control, has been given certain considerations in the domain of development plans, although with less emphasis, in comparison with the other facets of organized programmes hitherto undertaken. Attempts are now being taken through 'Formal', 'Informal' and 'Non-Formal' agencies of education for the removal of mass illiteracy so as to harness change for betterment. In spite of the fact, the majority of the population of our country are the victims of illiteracy and socio-economic stagnations, even when the Fifth Five Year Plan has been implemented. The condition is still worst with (a) socio-economically backward population and (b) female population of underdeveloped regions of the country. Educable potentialities of tender aged boys and girls (age-group 5+ to 14+), and consciousness of guardians (towards educational care and initiation of their wards in the formal schooling), are not being properly utilized in most of the underdeveloped regions of the country, dominated by socio-economically backward or underprivileged population till today. Even formal schooling systems in some of the backward and underdeveloped regions of the country have been following a semi-stagnant state of condition, when the Fourth Five Year Plan has been completed and the Fifth Five Year Plan has been launched. Directly or indirectly, the semi-stagnant state of condition in education leads to 'manpower wastage' in the community hindering the growth in education, needed for social transformation of a traditional society.
The investigator has had the occasion to study an underdeveloped district of the aforesaid nature in the Western-most part of the State of West Bengal. This is the district of Purulia. This district is a typical example of a semi-stagnant socio-economic region, where the investigator spent a considerable period of time (about six years), in studying the problems of education and schooling systems in the socio-economic and socio-cultural perspectives.

The present research is an attempt to study the nature of relations between various socio-economic components of a backward region and volume or quantum of education; and also the demand-supply relationship of elementary education. If the supply of elementary education is greater than the actual demand, a part of material resources will be wasted. If the social demand for education is greater than the supply, a part of man-power resources will be wasted. Any type of wastage is inimical to progress or dynamism. This research, therefore, intends to study the nature and extent of educational wastage and growth in an underdeveloped region of the country, so as to find out ways for the improvement of elementary education.