CHAPTER II

RELATED STUDIES AND LITERATURE AND EFFORTS OF A FEW THIRD WORLD COUNTRIES AND SOME REGIONS IN INDIA AND WEST BENGAL TO SOLVE THE PROBLEM

Introduction:

Educational dynamism, in terms of growth of literacy and growth of school enrolment and related problems of educational wastage, have been studied by educationists and social scientists of a number of Third World countries. These are studies mostly on dropouts and stagnation which are traditionally referred to as educational wastage. These studies were limited within the population that had the occasion of getting admission to any type of school. Beyond the school, these studies have but little effect.

Totally unschooled population and boys and girls of different castes, ethnic and religion-groups, not participating to any type of school in any stage of their childhood to early adolescence, have not been thoroughly dealt with in most of these studies. These are actually studies on retentive capacity of schools. In any case, these are traditionally designated as studies on educational wastage. However, educational wastage of any sort is inimical to educational dynamism. Studies in terms of educational dynamism in the community and the corresponding manpower wastage in the community are few and far between;
although educational wastage in the traditional sense (or retention problem) leads to wastage of manpower in the community as the ultimate social consequence. It is for this reason, that studies on traditional wastage hindering educational dynamism, may have some relevance to the present research problem. But educational dynamism and the corresponding educational wastage of manpower and material resources of the community are the major issues of the present study. These direct the researcher to consider the relevant problems of educational wastage that hinder educational dynamism from two angles:

1) **Traditional view of educational wastage in the school situation** in terms of the problems of retention and grade repetition;

2) **Educational wastage in the community situation** principally owing to non-participation in any period of life from childhood to early adolescence (5 plus to 14 plus years of age).

The Concept of Traditional View of Educational Wastage:

"Wastage", according to Hartog Committee is, "the premature withdrawal of children from school at any stage before the completion of primary course". This definition puts emphasis on the objectives of education for a particular stage. For instance, "attainment of permanent literacy is considered to be the main objective of primary education (in grades I - IV), and any child who drops out or is withdrawn from school before spending sufficient time in grade IV"

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or before actually passing, it constitutes a case of wastage.

This definition has been used in most of the studies.\(^1\)

Subsequent studies in this area expressed wastage in the perspective of objective fulfilment of education over years, instead of the stage. If children continue education, each year of schooling will lead to partial gains in the attainment of objectives; and this may be attained without completing the stage. A child who drops out in the last grade or is withdrawn before reaching or passing that grade is not a case of wastage.\(^2\)

Chickermane in his study on wastage accepts "incremental gains" in learning outcomes. Some other studies were also based on similar concept of wastage.\(^3\) Chowdhury\(^4\) in his study on the problems of Wastage and Stagnation in Primary Schools in the District of 24-Parganas used the same concept; but he designated it as "educational credits or benefits", instead of "incremental gains" in learning outcomes expressed by Chickermane. The author of Poona Study\(^5\) on Wastage and Stagnation in Primary Schools also made use of "educational credits or benefits" as against "incremental gains" in learning outcomes. In any case, all of these convey the same meaning. However, the concept of incremental gains is appropriate when certain minimum norm or standard is attained by the pupil.

2. Ibid., P - 19.
The duration of elementary education is for eight years—a course beginning with grade I and continuing up to grade VIII. This is also the commitment of Article 45 of the Indian Constitution that there should be universal education up to the age of 14—indicating thereby that this is the minimum education required to produce a good citizen. "This implies that any child who drops out or is withdrawn before reaching grade VII or VIII would constitute a case of wastage." However, the concept of wastage need not be linked to that of reaching or passing the last grade of secondary stage. "To illustrate, those children who drop out after passing grade IX will not constitute wastage if they acquire such skills as are required of them to fit them to the jobs they have planned to pursue in life." But some investigation, in the area bespeaks that this notion is hardly acceptable for primary stage. The studies conducted in Maharashtra by Gadgil and Dandekar, 1955, reveal that 4 years of schooling is the minimum necessity for every child to ensure the retention of effective literacy in his later life. In case of upper elementary education, this minimum period for literacy, may be covered by primary education to a considerable extent. But completion of upper elementary education equips the individual with many of the necessary skills to become fit for different social institutions.

2. Ibid., P - 13.
The concept of wastage, according to some researchers, should be viewed along with grade repetition. A child may leave the school without completing the primary course or he may fail in a class. In any case, the investment does not give commensurate returns. As such, both money and human resources are wasted.

"This", according to D.S. Rawat and S.L. Gupta, "is what we call the educational wastage". Thus, educational wastage has two components (i) failure or grade repetition, and (ii) drop-out, which means premature withdrawal. In a wider sense, the two taken together comprise wastage; even this idea can be extended in case of poor school achievement. But in a limited sense premature withdrawal or drop-outs are the major problems of educational wastage in the school situation.

The investigator does not probe into the problems of stagnation or grade repetition, as pupils repeating the same grade are participants of education, and are enrolled in schools. Again, the researcher does not consider the drop-outs as the only factor of wastage. This is simply one of the aspects of wastage of school education. There is also educational wastage outside the school situation; this is educational wastage in the community situation.

community. The greater the educational wastage in the community, the lesser the flow of student population from different strata of the community to school. So, educational dynamism is the related problem of educational wastage in the community. The foregoing studies did not clarify the meaning and the concept of educational wastage in the community situation. Anyway, the studies in the field are not too numerous. But the need for exploring educational wastage in the community situation is of prime importance in view of the backwardness of the society. Some studies exemplify educational dynamism and the corresponding educational wastage in terms of demand and supply situation and some deal with the problem as the failure of a system. M.A. Brimer and L. Pauli clarify the nature of educational wastage from different angles. Some of these wastages are beyond the purview of schools. "A country which fails to provide education for its child population is failing in its duty. It is also wasting part of its human resources in leaving them undeveloped." Therefore, failure to provide universal education and also failure to recruit children in the educational system lead to wastage, and these are prevalent conditions in the underdeveloped society. Among other things, Brimer and Pauli put emphasis on school community relationships so as to reduce wastage and stimulate dynamism.

2. Ibid., P - 10.
Educational dynamism and corresponding educational wastage have been studied by Agricultural Economics Research Centre at Delhi University which was assisted by UNICEF during 1967. It analyses educational wastage in the community situation in terms of demand and supply.

According to this study the total demand for primary education at a given point of time is reflected by the number of children going to schools as a proportion of the total population of children of the appropriate age-group. The Participation Ratio, as an index, is relevant for this purpose. If supply situation or intake capacity goes ahead of actual participants, the non-participants are wasted.

(From a social point of view, a low retention ratio may be assumed to imply national wastage, because many children participate in the education-programme without becoming literate in a functional sense; and these children without the minimum standard of education show a very strong tendency to lapse back into illiteracy at a later date. The study taken by D.R. Gadgil and V.M. Dandekar on primary education in Satara District has already been referred.)

It is natural, therefore, that any type of blockage in the flow of student population from community to school below grade

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2. Ibid., P - 23.
or standard IV or V must lead into social wastage in the short or long run. Pupils dropping out or discontinuing education before reaching class IV or V or without having any schooling are victims of illiteracy.

The present research proceeds a step further as it has been guided by constitutional objectives as enumerated in Article 45. It has been discussed in Chapter I that elementary education (covering age-group 6 to 14) has been given a very high priority in the Fifth and Sixth Five Year Plans. The level of mass literacy would be such as would ensure the effective working of the basic institutions on which economic and social well-being of the country depend. So, mass education tends to create a well-informed educated citizenry. It is natural that seven or eight years of schooling is the minimum essential to fulfil the above objectives. So, children in the age-group 5 plus to 14 plus not participating in any type of elementary schooling, totally or partly, signify educational wastage in view of these broad based objectives. The non-participants may be totally unschooled or pushed-out at any stage of Primary or Middle school. They are in some reason or other unable to complete elementary education up to class VIII standard or 14 years of age; the minimum essential as conceived in the national policy of universal elementary education. Non-participation by boys and girls (in the age-group 5 plus to 14 plus) in any stage of elementary schooling is, therefore, educational wastage of the community. It may either be total or partial educational wastage.

METHODS OF MEASURING WASTAGE AND EDUCATIONAL DYNAMISM

As the present study is not concerned with measurement of wastage in the form of stagnation and drop-outs, the methods utilised for the measurement of such types of school-wastage have not been explored. But it is mainly interested in the management of non-participation and unschooling in the elementary educational age-group (5 plus to 14 plus) which is responsible for wastage of human resources in the community. Thus, it computes the participation ratio or the rate of educational dynamism and the corresponding rate of educational wastage in the community. The census reports provide some types of measuring literacy rate. Consequently, wastage, in the form of illiteracy and non-participation, may be ascertained from the methods that are generally followed by the Census Hand Book. The census reports of 1961 and 1971 take into account the total population of a region and the number of educated persons within that region. From these two figures the percentage of education or literacy is calculated. To illustrate, let it be assumed that the total population of a region at a certain period of time is X; and the total number of educated or literate persons is Y. In that case the following formula is used to calculate the rate of education and illiteracy at the region under consideration:

Rate of education = \( \frac{\text{Total number of educated population} (Y)}{\text{Total number of population} (X)} \times 100 \).

Once the rate of education or literacy is known the rate of illiteracy can be ascertained by subtracting the
literacy rate from 100. The rise and fall of these two rates after each decade determine the rise and fall of literacy or education during the period.

The Union Ministry of Education is also interested in the Participation Ratio in the elementary stage of education. "This is needed for administrative purposes as well as for policy formulation". It also converts the number of full-time students in the age-group 6 to 14 into the percentage of enrolment at the age-group in reference. Wastage is, thus, ascertained by deducting the percentage of participants from the total population in the age-group under consideration. Different Five Year Plans also make use of this approach. Another important agency that deals with the participation ratio at the elementary stage and corresponding dynamism and wastage at that stage is the National Council of Educational Research and Training. The Second All India Education Survey also adopts similar methods as are used by the Union Ministry of Education for determining the wastage and flow of student population. So, it becomes a common convention that wastage and dynamism, in the form of flow of student population, are computed and expressed in percentages.

**COLLECTION OF DATA:**

Education is demanded by households and the supply situation is met directly by schools that are aided and

1. Primary Education in Rural India, Participation & Wastage. op. cit., P - 2.
organized by various social agencies. Naturally, therefore, two sources of collection of data are at hand. (1) School authorities and (2) Households.

"The Union Ministry of Education together with a number of bodies like the National Council of Educational Research and Training etc., utilised data collected from school authorities. The 1961 Census Report on the other hand relied on the information provided by households". The 1971 Census, too collected information from households. The Union Ministry of Education collects data from school records as on 31st March of every year with the assistance of a large number of administrative personnel who have practically no information of the households that demand education. These statistics are aggregated at the block, district, state and finally at the national level. For N.C.E.R.T. the source of data is basically the school records. However, the census authorities utilise local personnel to collect data directly from the community; but it utilises personnel who are mostly unaware of the importance of reliable information. As a natural consequence, none of the agencies give the real picture of educational wastage and dynamism in the community. During 1961 there were roughly as much as 20% discrepancies in the data as collected by the census authorities on the one hand and the Union Ministry on the other. The Agricultural Economics Research Centre at Delhi University delineates the

1. Primary Education in Rural India, Participation and Wastage, op. cit., P. 1 and 72.
2. Ibid., P. 2.
magnitude of discrepancies in the following terms: "According to statistics of the Union Ministry of Education, the total number of full-time students on 31st March 1961 was 47.97 million, whereas, the total number of full-time students belonging to all ages, according to census (February-March 1961), was 41.38 million.¹ Thus, the difference is 6.59 million. Again, the number of students in the age-group 6 to 14 attending schools in March 1961 was 41.7 million in the former case and the census authorities recorded 34.06 million children in the same age-group. The difference is 7.10 million. It is quite obvious, therefore, that there must be some unscientific procedures in these types of data collection. The same study observes, "With Ministry’s data there are major forces of bias".

It has been observed, that some recent studies, undertaken by State Institute of Education, collected data from both the community and school authority in order to have more reliable data. In this connection, a "Pilot Study on Psycho-social Aspects of Drop-outs and Unschooled Children of Age-group 6 to 11" deserves mention.² It collected data from households of four rural areas and one urban area. It also collected data from schools. So, data can be collected from the community or school or from both the sources according to the necessity of the problem.

1. Ibid., P - 9.
2. Ibid., P - 6.
3. Ibid., P - 9
Resistances to Dynamism and Causes of Wastage:

A lot of studies and literature deal with problems of resistances to educational dynamism and causes of educational wastage. Most of these studies deal with problems of educational wastage in the school situation. These are studies on the problems of stagnation and drop-outs. Naturally, the causes of manpower wastage in the community are beyond the scope of these studies. However, a careful examination on these studies will reveal that causes of educational wastage in the school situation are not altogether different from the causes of educational wastage in the community. In very many cases certain socio-economic and socio-cultural factors bear causal relationship with educational wastage, both in the community and school situation. Again, pupils who are pushed out of schools not only become cases of school wastage but also become cases of wastage in the community situation. It will, therefore, be relevant to refer to socio-economic and socio-cultural factors causing drop-outs and affecting educational dynamism in the school situation. Many of the causes of wastage are equally appropriate both in the school and community situation. Relevant studies on educational wastage in school situation and also in community situation are, therefore, delved. A good number of studies and reports have been represented overleaf in the following manner.
### (A) A Few Studies in Asia (outside India)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Study or Report Details</th>
<th>Main Findings</th>
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<tbody>
<tr>
<td>(1)</td>
<td>The Bureau of Public Schools of Philippines carried out a survey on elementary school drop-outs during 1955.</td>
<td>It had been found that 10% of children did not enter school and 75% of enrolments in grade I left school before reaching the last grade of the elementary stage. Causes are of mixed type - financial plus dynamic factors, that is, socio-economic, school failure and others.</td>
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<td>(2)</td>
<td>A study prepared by &quot;The Committee on Non-school-going Children&quot; in Ceylon (1960) in which enquiry was concerned with children between the ages 5 and 14.</td>
<td>The main cause for drop-out and non-attendance was asserted to be poverty.</td>
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### (B) Studies and Reports in Indian Situation (outside West Bengal)

(3) A study on wastage in primary education (1967) undertaken by the Research Bureau, Teachers' College, Madras under the guidance of M. Jayaraman. The six (6) causes that received the largest support:

1. Parents engaging children in domestic affairs.
2. Parents taking no interest in educating their children.
3. Parents taking their children to assist in their occupation.

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A group of teachers and 100 Deputy Inspectors of Schools checked the causes from 28 items.

The Report presented at the UNESCO Seminar (1966) on the problems of wastage in Primary Education in India by Shri C. L. Sapra classified causes of wastage in three categories, viz.,

(a) Socio-economic, (b) Educational and (c) Miscellaneous.

The socio-economic causes are the following:

1. Economic backwardness of the family,
2. Excessive involvement of children in domestic work,
3. Caste,
4. Occupation,
5. Educational status of a family,
6. Early marriage,
7. Indifference of parents,
8. Parental opposition.

The educational and miscellaneous causes are not much helpful for the present study. Hence, these are not delineated.

The Gargoti Study conducted by D. V. Chickermane established the relative significance of four features related to home circumstances.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Rank</th>
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<tbody>
<tr>
<td>Excessive involvement of children in domestic work</td>
<td>1</td>
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<tr>
<td>Indifference of parents</td>
<td>2</td>
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<tr>
<td>Educational status of family</td>
<td>3</td>
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<tr>
<td>Economic conditions of family</td>
<td>4</td>
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2. Ibid., P. 36.
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<tr>
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<th>Main findings</th>
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<td>(6)</td>
<td>Wastage and Stagnation in Primary and Middle Schools in India was taken by R.C. Sharma and C.L. Sapra jointly (1966). It was conducted by NCERT in collaboration with Health Education and Welfare Department of the U.S.A.</td>
<td>The significant factors are social, economic, cultural, educational and miscellaneous, viz., (1) The caste structure, (2) The occupational pattern, (3) Educational status of the family, (4) Annual income of the family, (5) Age of parents, (6) Parent's perception of the value of education.</td>
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<td>(7)</td>
<td>D.V. Chickermane in a study of wastage in single teacher schools finds two basic causes.</td>
<td>(1) Parental indifference and (2) Poor work in school basically lead to wastage.</td>
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<td>(8)</td>
<td>Shri J.P. Naik investigated 1000 cases of wastage with special reference to their causes. The causes have been classified as economic, social and educational.</td>
<td>It is observed that 65% children discontinue education because they can work at home or on the family farm, especially after the age of 9. Social causes of wastage have more significance in case of girls.</td>
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1. R.C. Sharma and C.L. Sapra, Wastage and Stagnation in Primary and Middle Schools in India, NCERT, 1971, p. 28-30.  
3. J.P. Naik, Report on Stagnation and Wastage in Primary Schools, at the credit of D. S. Rawat "Draft Blue Print to Action Plan to Reduce Wastage and Stagnation in the Primary and Middle Schools of India", Published in Education Quarterly, op. cit., P 28.
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<td>(9)</td>
<td>Shri D. R. Gadgil and Shri V. M. Dandekar conducted a study on Primary Education in Satara District and found out a number of causes of wastage.</td>
<td>The factors of wastage are social, economic and educational. These are - (1) Caste (2) Occupation (3) Income (4) Size of agricultural holding, (5) Livestock (6) Relation of the head of the family.</td>
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<td>(11)</td>
<td>N. D. Chaudhary investigated 304 villages in the Udaipur District of Rajasthan during 1969-70.</td>
<td>Found that the incidence of wastage was highest amongst scheduled tribes specially for girls and it was least among girls belonging to scheduled castes. But the causes of wastage were not pointed out.</td>
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1. Ibid., P - 29.
3. N.D. Chaudhary, Drop-out and Stagnation in Tribal Situation; Published in Education Quarterly, Ministry of Education and Social Welfare, Govt. of India, October 1974.  

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<td>(12)</td>
<td>A project, (under the financial assistance from the UNICEF), undertaken by Agricultural Economics Research Centre, University of Delhi, on the problems of Participation and Wastage on Primary Education in Rural India, mentions several causes of wastage. The report of the project was published in 1971.</td>
<td>The causes are: (1) Poverty (where annual income was below Rs. 1500), (2) Academic failures (such withdrawals were much higher in the lower income groups), (3) Excessive involvement of the child in household work (this was also supported by low-income groups), (4) Girls education was not considered &quot;proper&quot; by many households irrespective of income of the family, (5) The higher caste groups have greater percentage of school going children than the Harijans, (6) Waste system is an important factor in determining participation in education and drop-outs from school.</td>
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**Note:**

(1) Primary Education in Rural India, op. cit., P - 35.

(2) P. Chowdhury, An Investigation into the Problems of Wastage and Stagnation in Primary Schools in the District of 24-Parganas.
(14) A report on the Pilot Study in Psycho-social Aspects of Drop-outs and Unschooled Children of Age-group 6 to 11 was prepared by S.I.E., Govt. of West Bengal (1976). The region of this study was limited to North 24-Parganas. The causes of unschooling and drop-outs have been dealt for boys and girls both.

The causes are:

- 60% boys and 40% girls discontinue education for low-economic condition.
- 20% boys and 12% girls for household duties.
- 12% boys and girls for unwillingness of their guardians and 2% due to unwillingness of the wards.
- The rest may be termed miscellaneous factors.

Efforts to Solve the Problem

Suggestions of Various Bodies for Minimising Wastage and Improving Educational Dynamism (National Level)

Various suggestions have been made from time to time by various bodies. The National Seminar on Wastage and Stagnation at the primary stage during 1968 suggested both long-term and short-term programmes. Improved curricula, methods, school facilities including teachers and school-community co-ordination, mutual support etc., were prescribed in the long-term programmes. The suggested measures in the short-term programmes include training of teachers and supervisory officers, organization of school complexes, involvement of the community in the school projects, research facilities through S.I.E., reformation of...

1. Pilot Study on Psycho-social Aspects, op. cit., P. 9
admission policies, reduction of single teacher schools, treatment of special problems of rural areas etc. D. S. Rawat, in his "Draft Blue Print of Action Plan to Reduce Wastage and Stagnation in the Primary and Middle School of India" suggested two types of programmes - (i) general programmes and (ii) specific programmes. The general programmes suggested measures towards creation of a proper machinery at the Union, State and Block-levels that could organize concerted drive on a National Scale during the Fifth Plan period by way of mobilizing resources of school systems in the reduction of wastage. A few Blocks are to be initially selected and the programme shall go on expanding in more Blocks according to availability of resources. The specific programmes are meant for specific bodies, that is, the school, State Department of Education and the Centre. In the school programmes there should be provisions for ungraded unit for the first two grades, adjustment of vacation according to needs of the community, medical care of pupils, hobby centres, local games, parent-teacher association and so on. For the programmes of the State Department of Education, a cell is to be organized at the Block-level consisting of Inspecting Staff and the Headmaster. Free text books and stationery shall be supplied to the pupils, and school medical facilities should be improved. At the Centre-level, there should be a co-ordination committee that should co-ordinate the programmes of different states. The Union will organize National Seminars on wastage from time to time; and the N.C.E.R.T. should act as the clearing house.


* A district has been divided into a number of blocks for performing development programmes in rural areas.
The Educational Research Unit of the Municipal Corporation of Bombay and the State Institute of Education, Udaipur (Rajasthan State) tended to improve the school community relationship so as to minimise wastage of education in the community. The State Institute of Education, Ahmedabad (Gujrat State) adopted a scheme with 282 selected schools. The pupils admitted in standard I are promoted to standard II without having recourse to annual examination.

Andhra Pradesh introduces new techniques of teaching, supply of books, slates, mid-day meals, periodical inspection etc. Mysore, in the Fourth Plan, adopted (i) automatic promotion in the first two standards, (ii) incentive of Rs. 20 per month to the teachers of single-teacher-schools and (iii) development of School Complexes, one in each Taluk (or region).

In West Bengal measures are taken for (i) free supply of books (ii) improvement of teaching in Basic pattern, (iii) essential amenities to women teachers, and (iv) attendance scholarships for girls.

D. V. Chickermane in his investigation on "A Study of Wastage on Primary Education in India" (Gargot Study) suggests two different measures, one for wastage due to stagnation and

5. Ibid., P. 1 - 12.
6. D.V. Chickermane, A Study of Wastage in Primary Education in India; Published in Education Quarterly, October 1968. op. cit., P. 17.

* Gandhian craft-centred education
the other due to circumstances. For the former, he prescribes
improved schooling including administration; and for the
latter, he firmly holds that circumstantial wastage occurs
predominantly in the first year of child's school life. Thus,
precautions should be taken so that the child does not leave
school in the first year. With regard to single teacher schools
Chickermane also studied Gargoti area (Maharastra) and suggested
along with others, introduction of the ungraded pattern of work
in the first four grades. This pattern has also been suggested
by the Education Commission (1964-66). S. Rai suggested
that both husband and wife should work in the same school so
that the wife can act the school-mother.

School feeding programmes have been introduced in
Kerala, Mysore, Madras, Andhra Pradesh, Maharastra, Madhya
Pradesh, Gujrat, Punjab, Uttar Pradesh, Orissa and West Bengal.
But all these gave no far-reaching effects.

New Hope : After the publication of "Learning to Be", the
problems of universalization of education have been attacked
from new lines of strategies. Universal education in variety
of forms, should be facilitated depending on possibilities and needs through part-time courses, full-time facilities, adult education, community educational activities etc. It has been recommended by the Standing Committee of the CABE in the middle of 1973 that there should be part-time education programmes and multiple entry systems at the elementary school stage to facilitate universalization of primary education within a short period of time. There should also be provisions for non-formal and part-time education in the rural areas so that drop-outs and unschooled children may have chances to get into the realm of education. In West Bengal, 140 non-formal and part-time education centres have already been started during 1974 - 1975. In view of the large percentage of wastage in the primary level, provisions of part-time classes, continuation classes and literacy classes etc., have been prescribed in the Fifth Five Year Plan. The Plan also takes a stride towards abolition of detention in the first two or three classes, changing of vacations to suit local needs, improving parent-teacher contacts. Free distribution of mid-day meals, text books, uniforms, girl’s uniforms and attendance scholarships, etc., have been thought of specially for backward areas and underprivileged sections. It has been prescribed in the Draft Sixth Plan that a multiple-entry system and condensed courses of non-formal education will be adopted along with part-time and continuation education for the age-group (9 - 14).

2. Ibid., P = 2.
5. Draft Sixth Five Year Plan, Chapter - 6, P = 1.
Special efforts will be made to enrol girls, tribal children, Scheduled Castes and weaker sections like landless agricultural labourers. An attempt will also be made to reduce imbalances in regional development. These are some of the bright sides. But we do not know with certainty as to what extent the proposals will be translated into action for the underdeveloped regions of the country. Actually, it would appear that it is vaguely hoped that the proposal of this or that measure will lead to an improvement. Furthermore, the effectiveness of the remedies will depend largely on correct identification of the causes. "The causes of wastage, maintain Brimer and Pauli, "consist mainly of opinions, impressions, rarely of ascertained facts based on scientific research." "What is more," remark Brimer and Pauli, "these systems have been transplanted in developing countries without being subjected to essential modifications, without any real attempt being made to adapt them to the needs and motivations of the population concerned".

Developing countries tend to follow this or that. What is the best model for them is difficult to answer, because each country's wastage problem will differ somewhat from that of other countries. But at best, it can be said that any device for these countries should first of all be an attractive programme for the mass for whom it has been intended. The success of any large scale education for a backward society is more governed by wilful participation of the community for whom it has been devised than by other factors.

5 & 6. Ibid., P 111 & 114.
Purulia's Efforts to Solve the Problem:

No empirical studies have been conducted by public efforts for the solution of the educational problem of Purulia. An individual effort was made by Bhattacharjee, D.K. for the investigation of the impact of price-rise upon the educational expenditure of Purulia District of West Bengal. This is a study on salary expenditure of teachers and other school expenditure. It reflects some of the problems of supply conditions. But it does not deal with the actual problem of educational dynamism or growth. There may be some private efforts or individual contributions towards raising the supply of schooling facilities. But these are insignificant in the perspective of the present regional needs and these are not based on empirical evidences. Naturally, Purulia's efforts to solve the problem must be considered in the context of the educational policy of the Government of West Bengal and also of the Union Government.

In India, formal education is mainly controlled and financed by the State Governments. In certain cases the Union Government works out national plans and finances education for the growth of backward areas, adult literacy, research, vocation and professional education etc. The municipal bodies, also facilitate elementary education within the municipal areas. But the district or the regional authority (other than the municipal area), cannot impose educational tax or execute educational policy.

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on its own accord. In West Bengal, the School Board of each
district is guided and financially aided by the State Government.
Purulia's educational growth is dependent upon these public
efforts. The researcher has already pointed out the efforts of
both the Union Government and of the State Government to solve
the national problem of universal elementary education in the
preceding discussion. The obvious question is - how far these
efforts have contributed to the growth of elementary education
in a backward region like Purulia? The answer has been given in
the fourth chapter. The Chapter IV critically examines as to
what extent these efforts have influenced the demand-supply forces
of elementary education in the underdeveloped district of Purulia.
It also examines the scope of these efforts towards stimulating
the growth of elementary education.