The National Policy of Education (1986), in describing the essence and role of education mentioned: "It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit — thus furthering the goals of socialism, secularism and democracy enshrined in our constitution" (NPE, 1986).

We find the echo of our National Policy in an ancient Sanskrit axiom *Vidya, Dadati Vinyam* (Knowledge fosters humbleness) but this ancient view of inculcating social qualities through education is unfortunately very poorly reflected in our present system of education. As a student of Applied Psychology, the relation between academic process and social responsibility always intrigued me. From my experience as a teacher in a Higher Secondary School, I felt that proper and adequate emphasis is not given for developing and improving social competence among the students, instead, almost all the resources are put in improving the textbook oriented ideas of a child. Thus the ultimate goal of making a child a socially competent citizen remains not truly attended.

To establish a true relation between scholastic capability and social competence that played an important role in selecting the policy of education, here I felt a need of exploring the nature of relationship between these two seemingly opposite, but obviously essential, qualities required for making a complete socially accomplished individual.

An infant starts collecting information right from his birth but he becomes perceptibly enriched with information when he reaches the end of adolescence — when he becomes reasonably sensible and aware of his environment and capable of responding.

An infant’s world of experience remains open to enrichment through continuous perception of new experiences. By the time he reaches at the end of adolescence he becomes capable of drawing conclusion by his own reasoning on the basis of a vast pool of individuated experiences of his own phenomenal world. It has been observed that during adolescence his mind remains sensitive to make-beliefs and prejudices,
but with amenability to learn and overcome all those 'emotional attitudes' by his growing reasoning and 'rational attitudes'. Of course, the said gains of learning varies individually and can be studied in the light of standard and comparable measures — reflecting their more or less stable scholastic worth and social maturity.

Accordingly, I have ventured to study here a cross-section of late adolescent school students to understand the relationship between their scholastic worth and social worth to verify my research assumptions and submit the research findings in the form of a Doctoral Thesis for evaluation.

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