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Notice for the PhD Viva Voce Examination

Ms Leema Jacob (Registration Number: 2090150), PhD scholar at the School of Psychological Sciences, CHRIST (Deemed to be University), Bangalore will defend her PhD thesis at the public viva-voce examination on Friday, 07 February 2025 at 11.30 am in Room No. 044, Ground Floor, R & D Block, CHRIST (Deemed to be University), Bengaluru - 560029.

Title of the Thesis	:	The Effectiveness of Social Cognitive Skills Training Program for Late Adolescents on Social Cognition
Discipline	:	Psychology
External Examiner - I	:	Dr G Padmaja Professor Centre for Health Psychology School of Medical Sciences University of Hyderabad Central University Campus Post Gachibowli Hyderabad - 500046, Telangana
External Examiner - II	:	Dr Maya Rathnasabapathy Professor Department of Psychology Vellore Institute of Technology Vandalur – Kelambakkam Road Chennai, Tamil Nadu – 600 127
Supervisor	:	Dr Jayasankara Reddy K Professor School of Psychological Sciences CHRIST (Deemed to be University) Bengaluru - 560029 Karnataka

The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva – voce examination.

Place: Bengaluru
Date: 29 January 2025

Registrar

ABSTRACT

Social cognitive skills training in a therapeutic setup can result in more positive outcomes when incorporated with skills training, especially among adolescents with minor social-cognitive impairments in their social interactions, and it may result in manifold benefits to mitigate their social-cognitive dysfunction. This research investigated the effectiveness of social cognitive skills training on psychological well-being, cognitive ToM, affective ToM, interpersonal understanding of social norms, and intrapersonal understanding among late adolescents. A pretest-posttest quasi-experimental research design was used wherein 80 participants were allotted into experimental and waitlist control groups. The study group participants received the social cognitive skills training thrice a week, for 45 minutes, over two months. However, the comparison group was waitlisted, and they received no training. Ryff's Psychological Well-Being Scale (42 items) and Edinburgh's social cognition test were used to gauge the level of psychological well-being and social cognition before and after the training.

The findings reveal that the study group significantly improved their social cognition and psychological well-being. The comparison group also showed minimum improvement. However, the study group significantly improved in all the measured social cognition and psychological well-being domains. The results help validate that social cognitive skills training enhances the late adolescents' psychological well-being and the four domains of social cognition. Further implications are discussed.

Keywords: *late adolescents, social cognitive skills, social cognition, psychological well-being, theory of mind, social norms*

Publications:

1. **Jacob, L., & Reddy, K. (2023).** The Development of a Social Cognitive Skills Training Program (A-SCST) Module for Late Adolescents on Psychological Well-Being (Patent No. 202341074643). Chennai Patent Office. <https://iprsearch.ipindia.gov.in/PatentSearch/PatentSearch/ViewApplicationStatus>.
2. **Jacob, L., & Reddy, K. J. (2024).** Exploring the Relationship between Environmental Cognition, Pro-Environmental Behavior, and Mental Health among Adolescents: A Narrative Review. *Indian Journal of Community Health*, 36(1), 12–21. <https://doi.org/10.47203/ijch.2024.v36i01.004>
3. **Jacob, L., & Reddy, K. J. (2024).** Social-cognitive skills training on interpersonal understanding of social norms during adolescence. *Indian Journal of Psychological Medicine*, <https://doi.org/10.1177/02537176241255052>
4. **Jacob, L., & Reddy, K. J. (2024).** Unlocking Eudaimonic Well-Being. In *Advances in Medical Technologies and Clinical Practice book series (Print)* (pp. 368–375). <https://doi.org/10.4018/979-8-3693-1265-0.ch021>
5. **Jacob, L., & Reddy, K. J. (2023).** Neuro-biological background of social cognitive development in adolescence. *IP Indian Journal of Neurosciences*, 9(3), 118–121. <https://doi.org/10.18231/j.ijn.2023.025>
6. **Jacob, L., & Reddy, K. (2024).** Theory of Mind as a Unifying Construct of Religious Cognition and Eudaimonic Well-being Among Christian Adolescents: A Narrative Review. *Journal Of Dharma. Dharmaram Journal of Religions and Philosophies*. January-March 2024 Vol. 49, No. 1. Web of Science. <https://www.dvkjournals.in/index.php/jd/article/view/4394>
7. **Jacob, L., & Reddy, J. (2024).** FFECT of Social Cognitive Skills Training (SCST) on Cognitive and Affective Theory of Mind in Adolescents. *Human Research in Rehabilitation*, 14(2), 274–283. DOI: 10.21554/hrr.092404. <https://human.ba/>