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Notice for the PhD Viva Voce Examination

Mr Anthony Dass M, Registration Number: 2270035, PhD Scholar at the School of Education, CHRIST (Deemed to be University) will defend his PhD thesis at the public viva-voce examination on Wednesday, 20 May 2026 at 11.00 am in Room No. 628, 6th Floor, R&D Block, CHRIST (Deemed to be University), Bengaluru - 560029, Karnataka, India.

Title of the Thesis	:	Developing and Evaluating the Impact of Critical Digital Citizenship Competencies among Teachers
Discipline	:	Education
External Examiner - I	:	Dr Dorothy D'Souza Principal St Ann's College of Education (Autonomous) Rosario Church Road, opp. Head Post Office Bunder, Mangaluru - 575001 Karnataka
External Examiner - II	:	Dr Ravindranath K Murthy Professor Department of Education Osmania University Hyderabad - 500007 Telangana
Supervisor	:	Dr Pramod Kumar M P M Assistant Professor School of Education 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.

Registrar (Academics)

Place: Bengaluru
Date: 18 May 2026

ABSTRACT

Critical Digital Citizenship (CDC) is an important aspect of 21st-century education, empowering teachers to foster competencies in digital responsibility, access, equity, and etiquette, as well as critical perspectives, when using digital technologies in the educational process. A comprehensive plan and strategies are required to develop, implement, and evaluate CDC competencies in school environments. The success of implementation depends on how teachers perceive and understand the importance of the CDC. The purpose of this research is to understand the CDC level of secondary school teachers in the Bangalore context; b) develop CDC framework based on theories of digital citizenship, critical pedagogy and critical technology; c) develop and validate the CDC scale and validate ; d) develop CDC modules of secondary school teachers; e) train 43 teachers through an intervention programme and test its effectiveness. A 10-week intervention programme for in-service teachers was conducted in collaboration with selected schools in Bangalore, integrating the elements of the CDC framework. An exploratory mixed-methods approach was used with purposive sampling, combining pre- and post-intervention assessment and reflections. Findings show that teachers had limited knowledge and understanding of the CDC concepts and themes before the intervention. Post-intervention analysis revealed significant improvement in teachers' competencies in the CDC aspects; teachers indicated increased awareness of digital citizenship skills and critical consciousness in the digital realm. Based on the results, the study recommends regular teacher training in CDC, the integration of CDC into formal teacher education programs, and active involvement of parents and community stakeholders in digital citizenship initiatives.

Keywords: *Critical digital citizenship, critical pedagogy, digital technology, Assessment Tools, Intervention Programme*

Publications:

1. Dass, A. M., & Kumar MPM, P. (2024). Instruments for measuring Digital Citizenship Competence in schools: a scoping review. *JOURNAL OF E-LEARNING AND KNOWLEDGE SOCIETY*, 20(2), 9–18. <https://doi.org/10.20368/1971-8829/1135934>
2. Dass, A. M., & Pramod Kumar, M. P. M. (2024). Jesuit school teachers' opinions on incorporating critical consciousness into digital citizenship education. *International Studies in Catholic Education*, 1–12. <https://doi.org/10.1080/19422539.2024.2386236>