



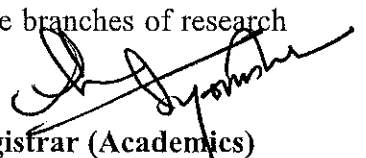
## Notice for the PhD Viva Voce Examination

Ms Nymisha Yadati, Registration Number: 2270036, PhD Scholar at the School of Education, CHRIST (Deemed to be University) will defend her PhD thesis at the public viva-voce examination on Monday, 29 June 2026 at 11.00 am in Room No. 736, 7th Floor, R&D Block, CHRIST (Deemed to be University), Bengaluru - 560029, Karnataka, India.

<b>Title of the Thesis</b>	:	<b>A Multi-Phase Study on Transformative Social-Emotional Competence Development and Implications on Critical Consciousness</b>
<b>Discipline</b>	:	<b>Education</b>
<b>External Examiner - I</b>	:	<b>Dr Flosy Clara Roshan D'Souza</b> Professor St. Anns College of Education, Mangalore Rosario church road Mangaluru - 575001 Karnataka
<b>External Examiner - II</b>	:	<b>Dr Vishwanathappa G</b> Professor The Regional Institute of Education (RIE) Nellore Andhra Pradesh
<b>Supervisor</b>	:	<b>Dr Benny Thomas</b> Professor School of Education CHRIST (Deemed to be University) Bengaluru - 560029 Karnataka
<b>Co-Supervisor</b>	:	<b>Dr Santhosh K R</b> Associate 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:** 16 June 2026

  
**Registrar (Academics)**

## ABSTRACT

Transformative Social-Emotional Learning (TSEL) is emerging as an alternative Social- Emotional Learning (SEL) frameworks to engage students in equity-focused SEL. TSEL aims to address the inequities present in the social context by actively resisting them. This study investigates TSEL within the context of higher education through a comprehensive multi-phase approach. In the first phase, the study focused on developing and validating the Transformative Social-Emotional Competence scale, comprising key dimensions such as identity, agency, belonging, curiosity, and collaborative problem-solving. The second phase consisted of a mediation analysis evaluating the mediating role of transformative social- emotional competence between college experiences in understanding social issues and critical consciousness (critical reflection, motivation, and action). The third phase involved implementing a four-day TSEL workshop facilitated by the “Transformative Social- Emotional Learning Cue Cards” instructional aid. Pre- and post-assessments were conducted to evaluate changes in transformative social-emotional competence (TSEC) and social- emotional competence (SEC). Findings from this research highlight the importance of TSEL in higher education. It highlights the importance of TSEC and its role in promoting personal growth among emerging adults. The mediation results highlight the role of TSEC development in bridging the educational experiences and critical consciousness. The TSEL workshop led to improvement in TSEC and SEC among college students. This multi-phase study contributes to measurement and practice by providing a comprehensive tool to measure TSEC among college students, with implications for instructional design and the development of critical consciousness.

**Keywords:** Transformative Social-Emotional Learning, Transformative Social- Emotional Competence, Critical Consciousness, Social-Emotional Competence, Emerging Adults, Higher Education, College Students

### Publications:

1. **Yadati, N., Thomas, B., & Rajan, S. K. (2025).** Nurturing a socio-emotionally engaged learner in higher education online setting. In IGI Global eBooks (pp. 353–374) <https://doi.org/10.4018/979-8-3693-7595-2.ch013>
2. **Yadati, N., Thomas, B. & Rajan, S. K. (2025).** Promoting equity through teacher practices: A scoping review on transformative social-emotional learning. *Issues in Educational Research*, 35(1), 422-441. <http://www.iier.org.au/iier35/yadati.pdf>
3. **Yadati, N., Thomas, B., & Rajan, S. K. (2026).** Evolving Practices of Social-Emotional Learning in India: A Qualitative Synthesis. In *Community-Based Language Learning and Cultural Competence* (pp. 245-266). IGI Global Scientific Publishing. 10.4018/979-8-3373-0030-6.ch009
4. **Yadati, N., Thomas, B., & Rajan, S. K. (2025).** TRANSFORMATIVE SOCIAL-EMOTIONAL LEARNING CUE CARDS—AN INSTRUCTIONAL AID FOR TEACHERS (Patent Application No. 202541050378). Intellectual Property India. <https://search.ipindia.gov.in/IPOJournal/Journal/ViewJournal#page=1.00&gsr=0>