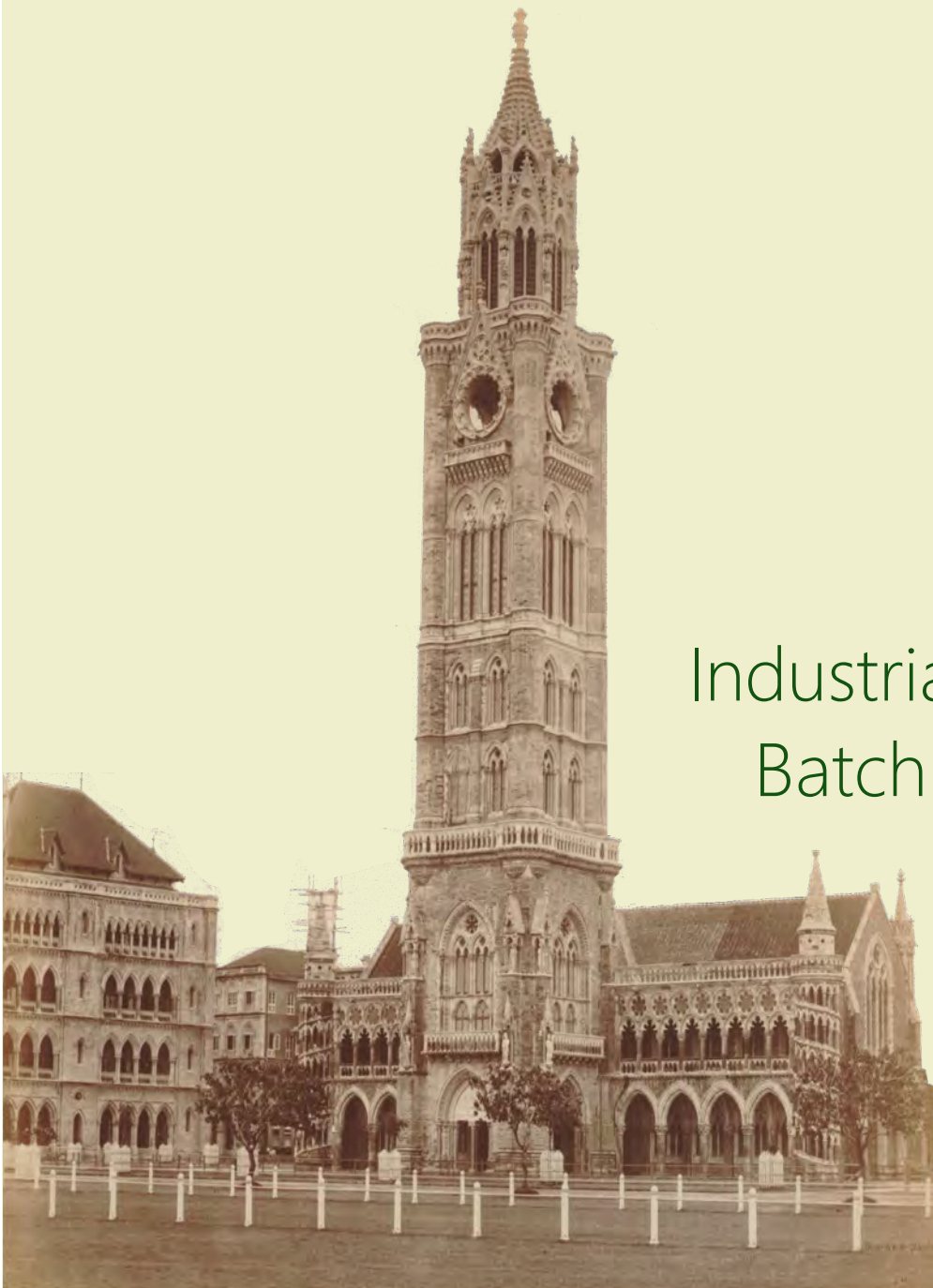


DEPARTMENT OF APPLIED PSYCHOLOGY & COUNSELLING CENTRE
UNIVERSITY OF MUMBAI

PLACEMENT BROCHURE

Industrial Psychology
Batch of 2016-2018



University of Mumbai



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FROM THE HEAD OF DEPARTMENT'S DESK

Dr. Gautam Gawali

Since ours is a Department of Applied Psychology, while framing and updating our syllabus—which we do periodically for various specialisations—we try to understand community needs through primary as well as secondary sources, and accordingly frame our syllabus with the intention to increase our relevance to society. We train our students in almost all core concepts in psychology with an applied orientation, and through electives of their choice we train them in their areas of specialisation.

In case of Industrial Psychology—in addition to traditional needs of the organisation like recruitment, selection and placement, training and development, promotion, attitude change, motivation, human relations, wages, human engineering, alcoholism, absenteeism etc.—we also train our students to understand the critical and contemporary issues like upholding and supporting psychological perspective of principle of equity and social justice, while addressing multicultural inclusivity of our workforce.

Industrial Psychology as a relevant discipline or, more specifically, the application of the principles of human behaviour in the workplace has, and will continue to have, a central impact on the human condition. Principles arising from Industrial Psychology are interwoven in management practice. Organisational psychologists ensure smooth organisational functioning through the application of principles of leadership, team dynamics, motivation, satisfaction, commitment, fairness, and organisational development.

Our most important concern is to establish a strong link between training and practice, and the world of work. Once bridged, it's an easier transition to make progress in all senses. So, I appeal to all the prospective employers that if you provide an opportunity to our students they will prove how they can be an asset to your organisation.

ABOUT US

The Department of Applied Psychology and Counselling Centre is affiliated with the University of Mumbai. Established in 1857, the university has evolved a rich culture over the years, where academics and co-curricular activities are equally valued. Governed by the state, it is a premiere institute in the field of higher education, nationally and internationally. Over the years the university has cultivated some prominent alumni such as Dr. B. R. Ambedkar, M. S. Raghunathan, Sucheta Dalal, Mahadev Govind Ranade, Anil Ambani, to name a few. Established in the year 1959, The Department of Applied Psychology takes this tradition ahead and has provided the field of psychology with some prominent figures. Since its inception, the department has transitioned from a purely experimental based course to an applied focus on it. Students here not just study strong theoretical backing of psychological concepts, but are also given hands on experience of how a psychologist can function on the field. The curriculum is designed to meet the challenges of our society, and therefore the crux is to ensure that students master theoretical know-how and imbibe assessment and intervention skills. The Department of Applied Psychology and Counselling Centre, University of Mumbai, currently offers the MA degree with four specialisations. MA Psychology in : Clinical Psychology, Counselling Psychology, Industrial/Organisational Psychology, and Social Psychology.

VISION STATEMENT

"Our Vision at the Department of Applied Psychology and Counselling Centre, University of Mumbai is to function as professional and socially conscious psychologists and behavioural scientists who achieve excellence in knowledge generation, serve the society by making innovative contribution in the field of mental health and actively participate in the documentation and process of social change".

MISSION STATEMENT

"The Mission of the Department of Applied Psychology and Counselling Centre, University of Mumbai, is to prepare human resource with capacity for knowledge creation with cutting-edge research of human behaviour, to initiate socially relevant action and evolve into competent professionals across context".



Infrastructure

INFRASTRUCTURE (Kalina Campus)



Department of Applied Psychology
and Counselling centre



Jawaharlal Nehru Library



Main Entrance



Main Canteen



Gymnasium



Department Library



Seminar Room



Department Quadrangle



Lecture Hall



Cognitive Psychology Laboratory



A Word From Our Faculty



**Dr. Satishchandra Kumar,
Professor (Industrial/Organisational Psychology)**

As one of the top five professions of this century, Psychology has become a field that touches every aspect of the human life. Whether it be a stage of an individual's life, from womb to tomb, or a facet of an adult's daily life, from work to personal to social, Psychology has a specialisation that endeavours to understand every single aspect. It has seen growth in both research and applications that now includes both the deficit-focused as well as asset-focused work, providing a holistic picture of the human experiences. Established in July 1959, the University Department of Applied Psychology & Counselling Centre has developed hundreds of applied professionals in Clinical, Counselling, Industrial, and Social Psychology who have made immense contributions in their fields to reach the echelons of their professions, both nationally and internationally. The University department runs a two-year Master of Arts program, divided into four semesters, with the Choice Based Credit System (CBCS) allowing students to choose from four sub fields of psychology: Industrial and Organisational (I/O) Psychology, Clinical Psychology, Counselling Psychology, and Social Psychology. It offers a 100-credit course consisting of core papers, electives, ability enhancement papers, cross/interdisciplinary papers and project based courses. Industrial/Organisational Psychology is one of the most sought out courses of our department and is appreciated both in India as well as abroad. The department also imbibes positive psychology and multiculturalism in all its papers. The students are provided laboratory training (cognitive laboratory experiments, psychological testing, Human Resource process and structured training experience), as well as field and industrial experience.

The department aims to build the social and psychological capital of all the students who join the department through all departmental activities.

The continuously revised syllabus of I/O Psychology provides students exposure to an in-depth knowledge of theoretical papers like Organisational Behaviour, Organisation Development, Human Resource Management, Competency Based Assessment, Change Management, Consumer Psychology among others; as well as practical applications like program management, data analysis and management, decision-making, problem analysis and solving, and training and development. The I/O Psychology course develops students holistically through skills like empathy, effective communication, leadership, which are extremely relevant in the current VUCA world, as well as experiential learning through case-study methodology, field-visits, alumni interactions, reviewing films that tackle relevant industrial and social issues, conferences and seminar participation and presentations. The placement brochure, which has been edited and printed by students for the past 2 decades, catalogues these experiences and provides insight about the course and the alumni

The I/O Psychology batch of 2016-2018 is a group of hard-working, dedicated, focused and immensely talented individuals. They are driven and ready to prove themselves in the world of work. They are individuals with diverse interests, likes and preferences, and yet they know how to work together to accomplish their goals and tasks assigned to them. They are passionate about their subject and highly motivated to contribute to their chosen field. Their strong work ethic has helped them to thrive in the rigorous course-work of the department. All they need is the opportunity to unleash and apply their knowledge and skills at workplace.



LATE DR. NEELKANTH BANKAR

Associate Professor

Although this batch has opted for papers in Industrial Psychology, they are also equipped with knowledge from a variety of other papers offered by the department. Due to the implementation of the semester system, in addition to subject knowledge, these students have learned to acquire and process information at a fast pace. I wish them the best in their future endeavours.



DR. VIVEK BELHEKAR

Assistant Professor

Industrial psychology is one of the useful electives that the department offers. The entire course is a wonderful blend of theory in psychology and its application in a variety of areas, one of the areas being Industrial and Organisational Psychology. I have been keenly following students who are studying problems in this academic area and I have found that they have learned a lot of things, including various ways in which HR and organisational behaviour can be measured, controlled and how to increase productivity and reduce attrition. Some of them have picked up a course that I teach, which is Advanced Applied Psychometrics. From these students, I have also gathered that understanding data analytics, predictive modelling, particularly in HR, of performance and attrition, is something that is extremely valuable today. What they have learned in psychometrics by using R to predict human behaviour, particularly performance and attrition in terms of Industrial Psychology is going to be the key to success in tomorrow's world. Tomorrow's world is going to be data based and data driven and so, these students who have the ability to understand and make sense of data would perhaps be able to handle the corporate world in a much better, effective and efficient manner. I wish them all the success.

DR. UMESH BHARTE

Assistant Professor

The Department of Applied Psychology at the University of Mumbai is a unique place in terms of its equal emphasis on theory and practice, and preparing students for ample job opportunities in today's knowledge economy. I think it is one of the few departments in India where students are not only enriched with theoretical insights but are also given hands-on experience in diverse applied settings. Best wishes to them!



DR. WILBUR GONSALVES

Assistant Professor

The M.A. psychology course at the Department of Applied Psychology and Counselling Centre is designed to nurture and stimulate young minds to think rationally, deliberate theoretically, and act skilfully. We have a neatly crafted applied orientation embedded within our coursework and pedagogy—the scientist-practitioner model. Hence, grounded in an educational framework of applied and research training, while also engaging in theoretical discourse, students can well attend to the psychosocial needs of an individual, an organisation or the society at large. During the coursework students also imbibe multicultural competencies, preparing them to attend to the needs as well as accept, adjust, work and grow with the diverse workforce. Many of our past Industrial Psychology students have been working with leading companies in the national and global market, involved in Training and Development and HR practices. The batch of Industrial Psychology 2016-18 is an enthusiastic and dynamic group in whom I see the Managers, Mentors and Leaders of Tomorrow. I wish them all the best in their future endeavours.





DR. PRISCILLA PAUL

Adjunct Professor

It gives me great pleasure to write a few lines about the M.A. 2016-2018 batch. As a part of their course they have gained knowledge to develop scientific and social understanding of the application of psychology in industries and organisation. I wish them all success in their future endeavours.



DR. ESHITA MANDAL

Visiting Faculty Member

Industrial Psychology is the scientific study of human behaviour in the workplace and the importance of it is reflected in what it does for industrial concerns. Our Industrial students are aware of the adjustment people make to the places they go, the people they meet and the things they do in the process of making a living. Hence, they are trained to find out the best suitable conditions in which the highest efficiency can be attained and the employees have a sound mental and physical health. Our department's industrial students are also competent to motivate employees and teams to work effectively; offer training and development; sensitively address harassment issues; tactfully deal with management issues; scientifically carry out market research and so on. Our trained students will be an asset to the organisation. I wish all the future budding Industrial Psychologists of the department luck and to never miss an opportunity to be at the right place at the right time with a positive perspective.



KEERTI RATHORE

Senior Research Fellow

The University Department of Applied Psychology is a place where students get trained to become professionals. Industrial psychology is taught not just in books but through a gamut of activities ranging from experiential exercises, classroom discussions, film screenings to field visits and internships. The wide range of activities hones multitasking skills of students and widens their knowledge power. The batch of 2018 has shown active participation in all the activities offered to them. They are a zealous dedicated group willing to go the extra mile in order to excel. With their diverse skill set and passion to chase their dreams, they are definitely assets to society. It was a privilege to interact with this batch and I wish them all the success in their future endeavours.



ANJALI MAJUMDAR

Junior Research Fellow

The industrial psychology batch of 2016-2018 is a group of highly talented and hardworking students. They are competitive, and yet efficient team players at the same time. They could not only keep up with the revised and rigorous coursework of I/O psychology, but also engaged in as many extra-curricular activities as they could. They constantly found ways to keep improving, whether it be through feedback from the faculty, or through engaging in novel activities. The batch of 2016-2018 is a confident group of people with a thirst grow and prove themselves. Through my interactions with them, I realised that they were always on the look-out for increasing and developing their skill-set and knowledge-base. Being a diverse group, they always bring about various points of view to classroom discussions, as well as being open minded and respectful towards differing opinions. They can confidently put across their points and work through problems effectively. I am confident in their ability to cross any hurdles that come their way. My interactions with them have always been warm, full of bright questions and insightful discussions. I wish them all the best for their future endeavours!

HEENA KAMBLE

BARTI PhD Research Scholar

One of the many unique contributions that Industrial and Organisational Psychology provides in the area of management is the homogenous alloy of competence-based skills and sensitivity, that is governed by the principles of Psychology; which in turn provides the foundation for shaping students into thriving individuals. This objective is achieved partly by the curriculum designed, partly by the experiential and interactive learning along with hands-on training in the corporate world, and partly by the absorbing capacity of the students. My experience with the students of this batch has been nothing short of amazing. Creatively balancing multiple tasks, skills and playfulness, I find this batch to be highly resilient. Their love of learning was well evident from the myriad of novel topics they chose to work on in their classroom activities. High in critical thinking, this is a batch full of questioning minds - providing fresh perspectives, thought-provoking reflections and effective solutions. Interacting with them has been both insightful and fun. I hope the hard work of this batch pays off and the students flourish and for that, they have my deepest goodwill.



KUSHA YAGNIK

Teaching Assistant

The batch of 2016-2018 is sincere and curious to learn more, not restricting themselves only to books. They have given book presentations and conducted workshops, which has helped them to polish their presentation skills. They are a confident batch with a drive to excel. I wish them all the best in all their future endeavours, and I am confident that each one of them will contribute well to the society with their knowledge and skills.



SUPPORT STAFF



CHIPPA H.K.

Head Clerk



PRAFUL PAWAR

Research Assistant



GEETA KUNDHADIA

Junior Typist Clerk



PRAKASH SAWANT

Laboratory Attendant



RAJESH CHAWDA

Office Peon



RAJU WAGHMARE

Hammal



VINAY MASURKAR

Temporary Peon



SHAILESH GOPALE

Temporary Peon



Alumni Speaks

DR. RAJU MISTRY (Batch of 1987; PhD 1992)

Jubilant LifeSciences Limited – Chief Human Resources Officer

"I think that the best thing that happened to me in life was that I chose to pursue Psychology. This field opened up a world of opportunities for me. The number of career options that one can pursue with this subject is immense. Having spent a good 12 years in pursuit of the subject – as part of the academic curriculum – has made me more perceptive and aware. I am able to apply the principles learnt in all aspects of personal and professional life. I think I do have an edge over my other counterparts who have not had this in-depth understanding of the subject. The journey has been full of excitement, achievement and lots of learning. When I joined the Corporate world after completing my Masters and Ph.D. In Psychology, we did not have too many students in the Corporate arena. The first one to break the mould, as far as I remember, was Dr. Ritu Anand who joined TCS. In fact, people in Corporate would look at me in amazement and wonder what a "psychologist" is doing amidst them. They would often say – we are "normal", why do we need a psychologist, and the other obvious one was – "oh you are a psychologist – tell me something about me", "you can read people"...Today, when I look back I can proudly state that we have made our mark in the Corporate world. We are recognised, people acknowledge us and what we bring to the table. But we had to work hard, to build the platform where we can be recognised. I remember, that when I designed the first Assessment Centre in Siemens – Germany, I had to burn the midnight oil, do lots of extensive research. The efforts paid off and till today that model is used in Siemens (albeit with modifications made over a period of time) even after 20 years since its introduction. I am especially proud of that. Similarly, we had put together a potential identification process for Sales Managers in Colgate – which again has stood the test of time and is being practiced till this day in CP even after I have left the company for nearly 15 years now. I am grateful to my Guide Prof. Bhagwatwar – he has been very inspiring and he truly brought out the best in the students. He has played a very important role in what I am today. In fact his contribution to the department of Psychology is unmatched. It is during his tenure that the department had the largest number of Ph.D. students ever. The exposure to other leading thought leaders, eminent psychologists, national level seminars—helped us learn so much—I will cherish forever. We are sitting on a huge goldmine of opportunity to be leveraged. The need of the hour is to be entrepreneurial and to think out of the box. Sky is the limit for what this department can do for people. Let's realise the true potential."

TIKENDRA P. DEO (PhD 1992)

Capgemini North America - Vice President, Human Resources.

"The UDAP is a forward-looking place of learning that equips students to become effective executives in modern organisations. The course curriculum is refreshingly modern and helps students understand the VUCA (Volatile, Uncertain, Complex and Ambiguous) world of today's organisations. In today's Digital age, with Artificial Intelligence, machine learning, IOT and Big Data, the nature of jobs is changing and the workforce will need to learn, unlearn and re-invent itself many times over. In such a scenario, OB practitioners and HR professionals will have much to contribute not only in coping with such changes but to disrupt and transform people practices. I am a proud alumnus of UDAP and owe my success to it. I wish all the students great success!"

DR. KOMAL MATHUR (Batch of 1993)**Tata Consultancy Services - General manager, Human Resources**

"I have worked in diverse aspects of the Human Resources function, and the competencies I have continually used are those to do with understanding and influencing human behaviour. With a global workforce operating in a VUCA (Volatile, Uncertain, Complex, Ambiguous) technology-driven world, applying psychological principles and practices to manage the employee life-cycle continues to be highly relevant and significant. The journey has been most satisfying. Having worked primarily in IT organisations (L&T Infotech and TCS), I have witnessed first-hand how technology has significantly changed the business landscape. The complexity of work teams has grown, the employee life cycle management challenges have also grown. However, what has grown commensurately is the relevance and demand of applying psychological principles and practices. The joy of addressing ever new and complex issues all through these years is what continues to drive me further on. All the best to the batch for this placement season!"

BASANTSINGH DEERPAUL (Batch of 2000)**Mauritius Institute of Training and Development – Psychologist**

"One basic fundamental lifelong contribution which of our department is that it makes you a better person in life. This has been the hallmark of Dr. Satishchandra Kumar moulding our human aspect coupled with guiding us into the technical aspects of psychology. The adage, 'The more education you acquire, the humbler you become', uttered by sir still rings true, 18 years later."

JEHANZEB BALDIWALA (Batch of 2001)**Ummeed Child Development Centre – Head, Training Centre & Director, Mental Health Services**

"I moved to the United States after my masters in IPOB and pursued some course work in family therapy. I also worked with a community mental health centre for a few years before I moved back to India. I have aligned myself with narrative ideas and practices and my journey has begun with understanding the ideas and collaborating with children and families at a non-profit organisation called Ummeed Child Development Centre, Mumbai since 2004. I started off as a therapist and also began setting up a team who could work with families but also and support each other. I have always experienced tremendous hope in helping our clients figure out the changes they wanted to make based on their preferred ways of being, watching them discover their skills and abilities and in bringing their relationships into alignment with their aspirations and desires. My Master's program experiences were useful in the initial years when our organisation was growing and we could pitch in with HR practices, benchmarking, team building, where required. Another thing I remember always from my days in Dr. Satish Kumar's classroom is the importance of keeping in touch with all the relevant research that is being carried out in the field and being an active member of relevant professional organisations, something that has supported my growth and contributed to the organisation's development as well. I moved into training and have set up many training programs in diverse contexts all over India using narrative ideas and practices in different contexts such as therapy, community work, supervision and team building. I have also helped set up and currently manage Ummeed Training Centre, which is a centre of influence for children experiencing developmental disabilities and their families."

DR. SHARAD KUMAR (PhD 2001)**Durgadevi Saraf Institute of Management Studies – Dean, Academics and Research**

"I was privileged to do my Ph.D. in Industrial Psychology from the University Department of Applied Psychology (UDAP) of Mumbai University. The process required extremely hard work and sincerity. I was fortunate enough to have an eminent guide, Dr. A.M. Dolke a hard task master and perfectionist who himself did his Ph.D. under a legendary Psychologist Late. Dr. Udai Pareek. My Ph.D. has immensely helped me in my career with RBI (my earlier employer) where I worked as Director/ Adviser. I was always part of any decision related to HR policies. My passion for HR and research has helped me to join an emerging B-School (Durgadevi Saraf Institute of Management Studies, Mumbai) as Dean and Remsons Chair Professor for Management Research. I owe a lot to UDAP. I wish all the best to the upcoming students of UDAP for their careers."

BOSKY ARORA (Batch of 2003)**DHL Logistics Pvt Ltd –Head, Learning & Development, and Country Champion -CIF (Certified International Forwarder)**

"If you ask me one of the things that I am very proud of in my life, that would be studying Psychology. This subject gave me a direction in my life and guided me in my professional as well as personal front. I continue to implement the learning and it's in fact become the way of life. It's not about a specific theory or a specific psychometric tool, it goes above and beyond that. You see people from different perspectives altogether, and the answer to the question of why someone behaves the way they do makes you so non-judgmental and objective in life, and at the same time you easily connect with others at an emotional level. I had never imagined the power of this subject and how influential it could be unless and until I started applying some of the things at work. I guess the passion and commitment from the professors rubbed on to me quite a bit and even today quite often I remember those days I spent at the library, in the classroom, field trips, the experiments and how we went looking for subjects for our experiments etc. ah!! that's getting pretty nostalgic! I have observed that while organisations demand management graduates, if we position our background appropriately and confidently, they are more than open to embrace us. I had a small beginning and with time realised that how one needs to help himself to really grow and get ahead in life. My foundation was set by Psychology and with the belief that this will take me ahead in life. I continue on this journey with my share of learning's and on-going experiences."

RASIKA GAIKWAD (Batch of 2005)**DSV Air & Sea Pvt. Ltd – Regional (West), Human Resources**

"As an HR practitioner for the past 10 years, I'm convinced about the need for having a grounding in Psychology for anyone who is aspiring to pursue a career in this field. The insights into interpersonal dynamics as a result of training in human behavioural science are unique, robust and show a novel approach to solving business problems. Anyone who spent a significant amount of time in the corporate world, would vouch for the fact that people management is the single most crucial factor which determines success at an individual and organisational level. I cherish the knowledge that my Industrial Psychology degree imparted and I am sure it will continue to support me in the future as well. My best wishes to the new batch of Industrial Psychologists!"

NATASHA PINTO (Batch of 2006)**Wipro Limited – Senior Manager, Human Resources**

“It’s been 11.5 years since I last walked out of the Department of Applied Psychology and when I look back I can definitely see a behavioural pattern where psychology has helped me build my brand as an HR professional. I am more likely to invest time to understand, empathise and then respond rather than rely solely on data. I remain open to different perspectives and anticipate reactions based on individual nuances and not fall victim to biases of all are same or all are different. I attribute a lot of these behavioural traits to my academic rigor obtained from being a psychology student. This has gone a long way in enabling me to build relationships, resolve conflicts and influence people which I think are very critical in being a good HR professional. Other competencies come with experience.”

BENAIFER SHARMA (Batch of 2007)**Jet Airways India Limited - Assistant Manager, Human Resource**

“Jet Airways being a leading brand in the Aviation industry is known to be amongst the most innovative and admired brands, renowned for service excellence. As part of The Human Resources Department, where the main focus has been on talent acquisition, management and retention, teamwork and leadership, I believe that the increased motivation leads to productivity as it optimizes the quality of work. It also assesses the dynamics holistically in the workplace and increases the efficiency among the employees. I personally believe that the I/O Psychology is the need of the hour at the workplace. It has helped me understand employees more empathetically, cultivate equanimity and gives a humane touch in the organisation. It is the happier employees who are more productive and innovative which leads to their well-being and the holistic growth of the organisation.”

CHETANA AJGAONKAR (Batch of 2007)**RBL Bank - Deputy Vice President**

“Success in today’s VUCA (Volatility, uncertainty, complexity and ambiguity) corporate world requires you to be correct with your diagnosis while looking for big answers like what really engage employees to deliver consistently. That’s what I learnt during my Master degree in Industrial Psychology. It is the study of psychology that has equipped me to accept changes, challenges and find the opportunities that have moulded my career. Looking back, approachability of the department, encouragement for students to read beyond the syllabus and have open discussion with the professors, is what I admire the most. This methodology of learning has inculcated the habit of always being prepared with facts and data positioning myself on a better pedestal.”

DARSHANA SARDESAI (Batch of 2007)**Assistant General Manager, Business HR**

“Through these years, the business outlook towards HR has changed manifold. The ask is more than just people interventions. HR is expected to impact business metrics. In this quest, there has been a paradigm shift in the way HR professionals now perceive their own roles. The Masters in I/O Psychology course has an aim to prepare its students for this very scenario. Therefore, I feel that the course enabled me to not only retain the people perspective as my core approach but also geared me up to deal with the business dynamics that tend to have a bearing on overall talent engagement.”

BINOLI PATIL (Batch of 2008)**HyperCity Retail India Ltd - Senior Manager, Head Learning and Development**

"Psychology has always been an intriguing subject for me. Studying it was as much fun as applying in the real world. The concepts and theories are so practical that it gave me the capability to implement some of the theories at work. Today I can vouch for the detailed exposure that you get during the Masters course of Applied psychology, it is not only about studying the exciting subject but also using it in your day to day interactions. Satish Sir ensures that we get a hands-on exposure so that we are ready to take on the corporate world. The journey was extremely fruitful and full of new experiences and learning. The first thumb rule I have always followed is that learning never stops, if you think you are out of college and no more studying, you are wrong! Be prepared to get surprised because your actual learning will start when college stops. But I also remember that my true strength was knowledge, knowledge that I was equipped with when I completed my Masters. I started with SHL India- learned about psychometric testing and assessments, then joined as Generalist HR in Planet Retail worked for brands like GUESS, Accessorize, Nautica, Next and Debenhams, moved internally to Samsonite, American Tourister, working for all these brands really got me interested in trainings and started handling the training profile. Moved to HyperCity Retail as a trainer and I currently Head the Learning and Development function at HyperCity managing pan India Stores with a team of 10 trainers. I believe if you have the passion for psychology, love for being there for people and belief system such as humility, integrity and perseverance you can take on the world."

SHENAYA JAMBUSARWLA (Batch of 2008)**Taj Hotels- Associate Vice President , Career & Performance Management and Internal Communications**

"My background in Psychology and specifically organisational psychology has provided me with the ability to not only understand what drives human behaviour at the workplace for different sets of people but how human beings interact with their environment in the face of ever-changing situations and contexts. In today's day and age when companies are on a quest to hire the 'right' HR talent, knowledge of I/O psychology and human behaviour definitely sets you apart from the crowd. With our unique skill set, we are better equipped to be strong business partners to our company leadership rather than be relegated to a mere administrative role. On a more personal note, I have benefited from the coaching and cross-industry inputs that formed such a vital part of our curriculum and often draw from these experiences even today."

CHAITALI SHENDE (Batch of 2009)**Oberoi International School - Senior Executive.**

"Psychology has helped me to understand the different perspectives that people have. It has helped me better understand people and focus on employee's emotional wellbeing. As part of the course work, we had an industrial visit to BCG group of schools where I was introduced to an HR setup in a school. It helped me realize the added value that HR can lend in a school, which was uncommon in those days (and still is). The setup and framework looked exciting and challenging and I went on to serve 6 years with BCG, understanding the nuances of HR in a school setup. I am presently working with Oberoi International school from the past 2 years, handling an HR Generalist profile. The experience in Psychology certainly helps me in being a better HR professional and prioritize employee's needs."

VIDYA RANGAN (Batch of 2009)**Bombay Cambridge – Coordinator, Human Resource**

“Studying psychology helps us understand and work with people in an organisation: their behaviour, what motivates them, why do they resist something. We can, therefore, work on creating a safe environment for people that would help them feel more positive and be more productive. As a part of the course, we also do research projects, statistically analyse data, formulate hypothesis and write reports. This helps us in the workplace where we are able to study different factors, try and finding a pattern, find a link between factors that otherwise seem unrelated and provide interventions accordingly. The journey from being a student to a working professional has been wonderful. As a mentor and guide, Satish Sir always stressed the importance of learning and growing. Today, after completing 8 years as a professional, I still cannot say that I know it all. Every day is a learning experience, every experience has helped me grow as a person.”

SUNIL GANGAVANE (Batch of 2010)**Partners for Urban Knowledge, Action and Research (PUKAR) - Director, Youth Fellowship Program,**

“The best teachers are those who show you where to look, but don't tell you what to see.” -Trenfor

“As an alumna of UDAP, the rigorous and intense training that I received about understanding and nurturing human and organisational behaviour exceeds superficial bookish information that you might learn at other places. As an organisational psychology student, I was mentored to become empathetic, ethical and an efficient professional who could understand the complexity of psychological interactions and human behaviour at workplace. My most important take away from the course is - 'how can we support people in their individual journey of a 'fully functioning' human being, rather than trying to manage them for performance and profit'. I will always be grateful to have been part of the department and have worked under inspiring teachers who helped me learn best practices in the field and gave freedom to learn from my own experiences. I am glad for all the classroom sessions, presentations, field visits, internships and formal-informal talks which we had in and out of classroom. They have shaped me in real sense. Dr Satish Kumar has been inspiring friend, mentor and guide till now! I wish all the best to current students, I hope they will continue growing and learning, lifelong!”

URVI MEHTA RAO (Batch of 2010)**Ebullient Packaging Pvt. Ltd.- Head Fibre Drum Division**

“I believe it is very rare that we come across teachers who not only teach what is in the curriculum but give us life lessons and beyond that shape our personality, thoughts and life as a whole. I been extremely lucky in finding one such Guru, and I am honoured to extend my heartfelt gratitude to Dr. Satishchandra Kumar. Department of Applied Psychology has been my Alma mater that has not only provided me with intellectual nourishment but values that ground me as a person. Psychology as a subject has its implications in all walks of our life. It has helped me in my day to day interactions both at personal as well as organisational levels. It builds character and has provided me with a perception that is different and more open, in any given situation.”

NAOMI DSILVA (Batch of 2011)**Accenture Strategy – Analyst**

Across industries and job roles, one skill that remains constant, is the need to interact with multiple stakeholders. Understanding the priorities, motivations and agendas of these stakeholders and influencing (often without authority) is a skill that is required for a successful career. My early exposure and understanding of Psychology gave me the tools to practice this across my roles in the Automotive, Pharma, Insurance industries and now more so in consulting. Marrying conflicting priorities is often key to "getting the job done" and Psychology has enabled to effectively manage that. Besides this, today with the user experience coming to the foreground in the corporate, development and public sector, design thinking has become the need of the hour. The fundamental principle of designing a user focused product or service is empathy, and my practice of psychology has helped me look at various problems with that lens. For me, Psychology has moved from being an academic pursuit to being a practice, in both my professional and personal life. It has given me the vocabulary to reflect on and articulate my thoughts, actions and emotions better. It has helped me relate to others more effectively."

SUNITH KUNDER (Batch of 2012)**Self Employed - Business HR Consultant**

Having worked as a HR Business Partner and Organisational & Business Psychologist has enabled me to utilise the knowledge and understanding of human behaviour while carving out various HR processes and implementing HR solutions for various dynamic group of customers. You see yourself getting an opportunity to implement the theories and the organisational behavioural learning especially while designing and executing end to end learning and talent management solutions. The in depth understanding of human needs and behaviour entwined with a base in psychometrics comes into play during talent acquisition, designing performance management systems, job descriptions and KPIs. Today when I look back from the day we stepped out of the university to the corporate world, I think each role and association with an organisation has given me an opportunity to not only execute my knowledge but has polished my skills and provided me with a learning of complementing theories with practice. You learn that while your course provides you with a foundation, the interactions and the implementation of HR processes and practices among diverse groups though challenging, enhances your learning curve, providing you opportunities to develop and harness your skills. A message to the batch would be to always be open to continuous absorption as learning is a journey given the interplay of various internal and external factors that help you shape your execution."

ZENOBIA WASI (Batch of 2012)

Mahindra Insurance Brokers - Deputy Manager, People Development

Today's organisational environment is a fast changing and dynamic one. With growing competition and an urge to climb the corporate success ladder, loyalty to company is decreasing. Attrition today is a blaring problem faced by most companies. In the face of this situation, human skills and talent management becomes crucial. Industrial psychology helps us unleash our knowledge and identify competences and training needs that help map the career growth of employees. Our understanding of human behaviour and knowledge of psychometrics is key in the recruitment and selection of employees who are aligned with the organisation, thus ensuring a fit. I found organisational behaviour coming to aid while in skill enhancement and designing training calendars and behavioural programs. The various theories and study context that helped developed our theories while focusing on people skills and understanding of an employee's higher needs formed the basis to outline employee engagement and recognition initiatives, a must in employee retention. Now that I look back I think the most challenging step is breaking into the corporate world as we did not have any campus placements. I started my career with Mahindra Insurance in the L&D team with a role focusing initially on organising and coordinating for various training programs. Six years later, the knowledge gained through university and interactions with co-workers, that led to on the job learning has helped me enhance my role. Today while I handle L&D, Competency Development and Assessment, Employee Engagement & Onboarding I have realised that each day in the corporate world, has a new learning and demands and requirements of different group of customers whether internal or external brings with it an opportunity and a challenge. You learn that not every move you take will be successful but you also learn that without innovation, pilots and implementation the true flavour of your endeavours cannot be cherished.

SEEMUL SHAH (Batch of 2013)

CRISIL - An S&P Global Company, Assistant Manager, Business Partner - Human Resources

Being in the Human Resources field for almost 5 years now, I feel very privileged to be from a psychology background, I think the best thing it adds is in situations where decisions are being made, and sometimes we underestimate the element of employee mind set. It rings a bell saying 'Oops, I think this needs a re-evaluation'. Be it interviewing candidates, or helping the high potential employees develop their Individual Development Plans or framing of policies, I have always been acknowledged at work for bringing an additional perspective to the table. The holistic learning model followed by UDAP, Mumbai University, has helped me during my teething days in CRISIL. I think it does have flavours of preparing us to go from Campus to Corporate. When I started off, psychology was just a subject I liked the most among the rest in college, however as I got into the degree college, and then further into Masters, I realised the power the field has, when it comes to making a difference to lives of other individuals. Industrial psychology drew my attention compared to clinical or counselling psychology because of the variety and diversity of aspects you can work on. I must say, it was not an easy beginning. I had gone through probably n^{th} number of interviews, with one common question - Why should I hire you over an MBA in Human Resources? I patiently waited for the right fit. While I started in CRISIL as an intern for 6 months, today, I have worked on numerous things from Talent Management & Development (across levels) as well as managing the company's Induction program, Employee Engagement Surveys, Leadership Polls, etc., as a part of the Learning and Organisational Development team. Currently I am exploring the other side of Human Resources - Business Partnering. It's been a journey of immense learning.

ANUJA DONDE (Batch of 2014)**Publicis Media – Manager, Talent & Transformation Convonix**

“UDAP has taught me so much more than just Psychology. Dr. Satish Kumar does not just impart psychology lessons, he imparts life lessons. I now realise how important Psychology is in every sector and how valued this knowledge is. The knowledge of human psyche has helped me enormously in developing PMS and handling various situations that arise in the HR field with élan.”

MANALI DAREKAR (Batch of 2014)**People Science - Senior Consultant**

“Industrial psychology has been beneficial in providing insights into the behaviour of employees at workplace. This understanding is especially important in a talent assessment and development company where working with wide array of companies in different sectors requires assessing employees behaviour who belong to multiple roles and cultural background. Professionally, understanding the human behaviour has helped me in my current job profile, not only in terms of hiring potential employees and identifying high potentials but also for promoting employees to next level, which is customary to every organisation. It has been an immensely enriching journey from being a psychology student to a professional.”

PRIYADARSHINI POTDAR Batch of 2014)**BNP Paribas Arval - Senior Executive, Human Resources**

“Along with opening up an array of professional possibilities, this course has also helped me become more mindful of people and situations in personal and professional settings. In today’s times when most organisations strive to be people-centric, the course coupled with UDAP’s pedagogy has definitely helped me get an edge over a business degree. During the second year of my Master’s, I had qualified the NET owing to which I took up teaching undergraduates. For almost a year I taught subjects like OB, Principles of Management and Communication Skills. I have been with BNP Paribas for close to 2.5 years and find the consolidated experience of both the fields quite enriching.”

JANVI GONDHALEKAR (Batch of 2016)**Deloitte – Executive**

“The UDAP, and specially Dr Satish Kumar has not only taught us psychology but he also imparted real life lessons. The skills and knowledge that I have learnt in UDAP gives me better understanding of the situations and challenges you face at the workplace, and also helps in my day to day interaction.”

RADHIKA DAS (Batch of 2016)**Norscot Drilling Production, HR Executive**

“The course structure of UDAP is such that it prepares us to deal with a variety of situations, be it business oriented or employee oriented. For instance, in the workplace, I have come across situations wherein I was able to successfully deal with a lot of expats from different cultural backgrounds due to the training I received in multiculturalism. Additionally, the knowledge regarding concepts of OD has facilitated me into initialising changes relevant for the company’s development. Lastly, I believe that in UDAP we are taught not to just ‘manage’ people but help them ‘evolve’, ensuing the growth of the organisation as a whole. This course has helped me cultivate the skill set that is now aiding me to improve the quality of my work environment.”

PREVIOUS BATCH AT PRESENT

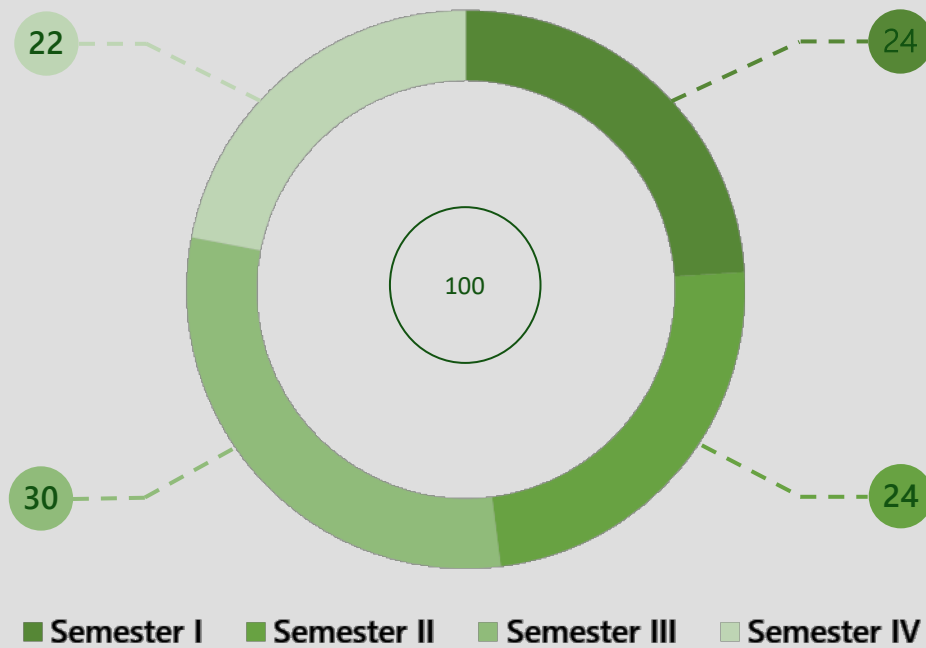
NAME	ORGANISATION/ UNIVERSITY	ROLE/COURSE
Aishe Debnath	Mithibai College	Guest Lecturer
Arathy Puthillam	Monk Prayogshala	Research Assistant
Arunima Kamat	Work Better Training	Content Manager, House of Content
Drashti Shah	BNP Paribas	Associate Consultant, HR
Dwija Asher	-	Planning on pursuing Sports Psychology
Hemangini Halankar	Clove Capital Services Pvt. Ltd.	Recruitment Executive, HR
Joshua Menezes	Learning & Organisation Development Roundtable	Manager, Learning & Memberships
Kashmira Pandit	N.G. Acharya & D.K. Marathe College	Visiting Faculty, Psychology (TYBA)
Kusha Yagnik	BNP Paribas	Employee Self Service Help Desk, HR
Madhura Phaniskar	University of Illinois, Urbana-Champaign	PhD in Kinesiology - Specialisation in Sports & Exercise Psychology
Marina Pani	Intelenet Global Service	Voice Coach, Core Training Department
Mohaneesh Pitre	University of Melbourne, Victoria	Master of Management Marketing
Poorva Mokal	HPCL	Associate Consultant, HR
Rhea Pillai	Columbia University, New York	Masters in Social Organisational Psychology
Ritika Gupta	KEC International LTD (RPG Enterprise)	Associate, Talent Acquisition
Riya Chedda	Ami Merchant Services	Associate, HR
Sanjeevani Nair	Capstone People Consulting	Associate Consultant, HR
Shubhi Rajvanshi	Athena School of Management	Executive, HR



Course Curriculum

COURSE STRUCTURE

CREDIT DISTRIBUTION



The Master of Arts in Applied Psychology Course follows the Choice Based Credit System (CBCS), the objective of which is to develop students with a solid footing in core areas of psychological theory, research, and practice, from a holistic perspective.

Part I of the course consists of 10 core papers, while Part II is comprised of 6 elective papers, an interdisciplinary paper, a skill development paper, and a project based course. This ensures that students are able to develop effective and equitable solutions to handle market challenges.

MA PART I

	Subject		Credits
Semester I	Course I	Personality Psychology	4
	Course II	Research Methodology	4
	Course III	Statistics for Psychology	4
	Course IV	Psychology of Cognition & Emotion	4
	Practical Component	Experimental Psychology	8
Semester II	Course I	Evolutionary Psychology	4
	Course II	Interventions Systems in Psychology	4
	Course III	Multiculturalism: Theory & Practice	4
	Course IV	Positive Psychology	4
	Practical Component	Psychological Testing and Psychometrics	8

MA PART II

	Subject		Credits
Semester III	Course I	Competency Based Assessment in Organisation	4
	Course II	Organisational Behaviour	4
	Course III	Organisational Development	4
	Course IV	Consumer Psychology	4
		Family & Couples Therapy	
		Advanced Skills & Processes of Counselling & Psychotherapy	
	Course V	Advanced Social Psychology	4
		CBT & REBT: Basic & Application	
		Personality Disorder: Theory, Assessment, & Intervention	
		Advanced Applied Psychometrics & Data Analysis	
Human Resource Management			
Practical/ Fieldwork Component	Practicum in Industrial Psychology	10	
Semester IV	Ability Enhancement Course	Application of Neuropsychology for Health Management	6
		Methods & Analyses of Neuropsychological Data	
		Communication & Social Skills	
	Inter/Cross Disciplinary Course	Peace Psychology	6
		Conservation Psychology	
		Behavioural Foundations of Public Policy	
		Change Management	
	Project Based Course	Dissertation	10

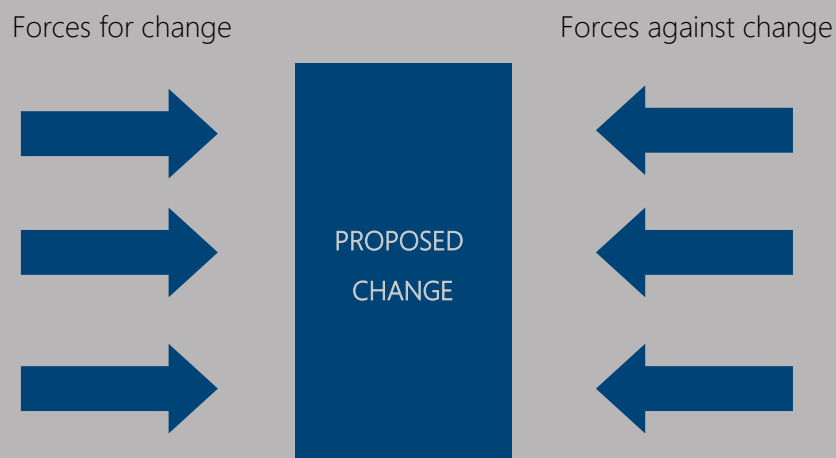


Practicum Activities

FORCE FIELD ANALYSIS

Overall Key Objective:

To decide upon a problematic situation one is interested in improving, describe the current situation and the desired condition. Specify and examine the strength of the driving and restraining forces operating in the current force field. Lastly, identify strategies for moving the equilibrium from the current condition to the desired condition.



Process:

The class was divided into three groups which made an initial draft of the driving and restraining forces, and action plans. Three representatives from each group formed a core team, that reviewed each draft and narrowed down the forces into broad categories like: Technology, Admin, Infrastructure, Security, Policy, Students Centred provisions and miscellaneous. Also, pertaining to these forces an Action Plan was structured. These action plans were rated by the core team depending on their priority.

Overall Key Learning:

The students gained skills to visualize the desired condition of the Department of Applied Psychology, and identify the driving and restraining forces for this condition. The entire process helped the students to work in teams, debate and accept different viewpoints.

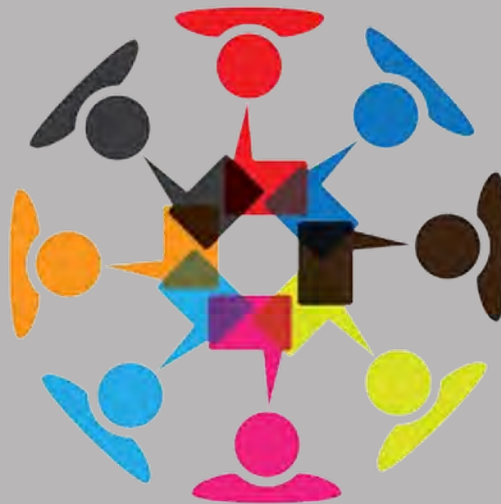
FOCUS GROUP DISCUSSION

Objectives:

A focus group's main objective is to gain participant insight into current or prospective ideas and services. It also helps in providing data to enhance, change or create a product or service which targets a specific group.

Process:

Although there is no set process to follow, a researcher usually starts by selecting the topic they want to research on. They then prepare the materials they will require to conduct the FGD i.e. consent form, list of questions to be asked, among other things. Next, they focus on recruiting participants and preparing for the session. For this, skills like flexibility, objectivity, curiosity, and patience are required. The moderator guides the group of participants by introducing the topic for discussion and helping them to navigate through the questions. The final step includes transcription, analysis, and interpretation.



Overall Key Learning:

Listening to the verbalized experiences of others stimulates memories, ideas, and experiences in participants, which in turn helps the researchers understand implicit participant behaviour, thoughts and feelings with respect to the topic under discussion.

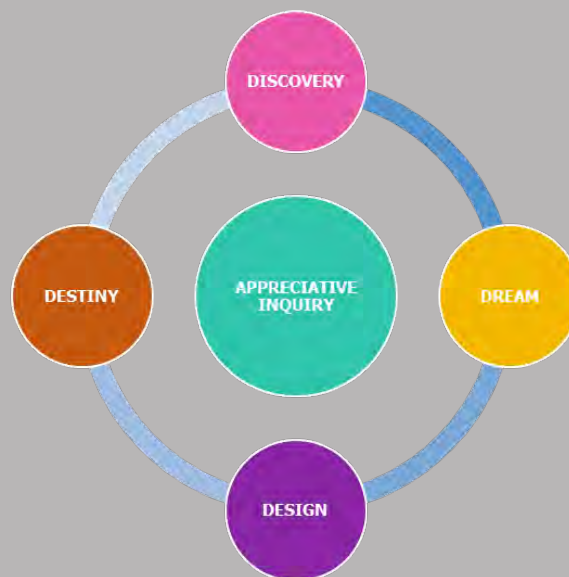
APPRECIATIVE INQUIRY

Overall Objective :

Appreciative Inquiry is all about being a “compass.” It provides a process for exploration, rapid prototyping, and constant exploration through continuous dialogue that focuses on what one is learning and how that is a precursor for the next exploration. Offers a life-centric structured approach to energize people in organisations to move in the direction of what they most desire. The core capacities which exist in members of any organisations such as strengths, successes forms the framework and becomes the focus of the approach. Thus, connecting to the positive core heightens energy, sharpens visions and inspires action for change. It aims to facilitate outcomes when there is a strong desire for sustainable outcomes and healthy relationships.

Process :

The class was divided into pairs of two and they carried out the process of AI for each other. AI process explores the positive core through four stages: Discover, Dream, Design and Destiny. [4D model]



Overall Key Learning :

Appreciative Inquiry helps in facilitating a change plan for an individual, by exploring their aspirations and helping them take steps to achieve their goals.

STUDENT WORKSHOPS

TEAM BUILDING AND INTERPERSONAL SKILLS

Duration: 3 hours

Objective:

This workshop provided an opportunity for students to go through a team developmental process and understand different stages of team building. To enable the students to understand the stages involved in Bruce Tuckman's Model of Team Development.

Summary:

The stages involved in Team Development Model includes: Forming, Storming, Norming, Performing. The workshop was designed in such a way that each activity was symbolising each stage of Tuckman's Team Development Model, the theme used was that of a Galaxy.

Facilitators:

Aishwariya Sur, Harsh Shukla, Madhura Hate, Tejal More.

PROBLEM SOLVING AND DECISION MAKING

Duration: 4 hours

Objective:

To enable students to understand the steps involved in the rational model of problem solving and decision making.

Summary:

The steps involved in the rational model of problem solving and decision making include: defining the problem, identifying the decision criteria, allocating weights to the criteria, developing alternatives, evaluating the alternatives and selecting the best alternative. The workshop was designed in such a way that each activity emphasised one of the six steps of the model, the theme being: The Life Cycle of An Employee. The activities gave scope to the participants to reflect and discuss various problems faced at workplace.

Facilitators:

Dinaz Readymoney, Heta Kapadia, Keertana Nagar, Rutuja Kasbe

MOTIVATION

Duration: 4 hours

Objective:

The workshop attempted to acquaint students with motivation—the theories therein—and learn more about their motivation styles and behaviours.

Summary:

The students were made to participate in activities that explained reinforcement and the effects of reinforcement on behaviour and their motivation styles. The screening of motivational speeches made the participants experience these effects first-hand. This was followed by a quiz based on motives, activities explaining theories of motivation, and a group discussion following the presentation of a Harvard Business Review case.

Facilitators:

Jayati Dhir, Kayzad Jokhi, Natasha Bacha, Nikita Nanoskar, Sachin Gupta

LEADERSHIP, POWER AND POLITICS

Duration: 4 hours

Objective:

To have participants think of leadership as not merely a power position, but a character trait that can be imbibed. Acquaint the participants with styles of leadership and facilitate the evaluation of those styles. To inform and examine the types of power, and individualistic need for power. To better understand the nature of organisational politics.

Summary:

A total of six activities were conducted during the workshop: an icebreaker, a leadership activity, two activities covering power - a role play activity and a discussion on a HBR article on office politics, an interactive session on Moral Leadership and Empowerment. To sum things up, videos of unconventional, everyday leaders like Sindhutai Sapkal and Severn Suzuki was screened.

Facilitators:

Apurva Sawant, Jovita Joshi, Kajal Keni, Nidhi Jayaraj

COMMUNICATION

Duration: 4 hours

Objective:

The main aim was to elicit the different style of communications that take place in the organisation, and how it can be modified for the best purpose. The workshop also aimed at increasing knowledge of communication and how the Effective Model of communication can be applied.

Summary:

The activities in the workshop relied on various models and concepts of communication. The theoretical models included the Aristotle Model of Communication; Shannon and Weavers Theory of Communication; Barnlund's Transactional Model of Communication; CMM Theory of Communication by Barnett Pearce, and the Gesture Theory of Communication. Concepts like the functioning of grapevine in communication; Single Strand Chain, direction of communication, Effect of different modes of communication, and non-verbal communication were covered.

Facilitators:

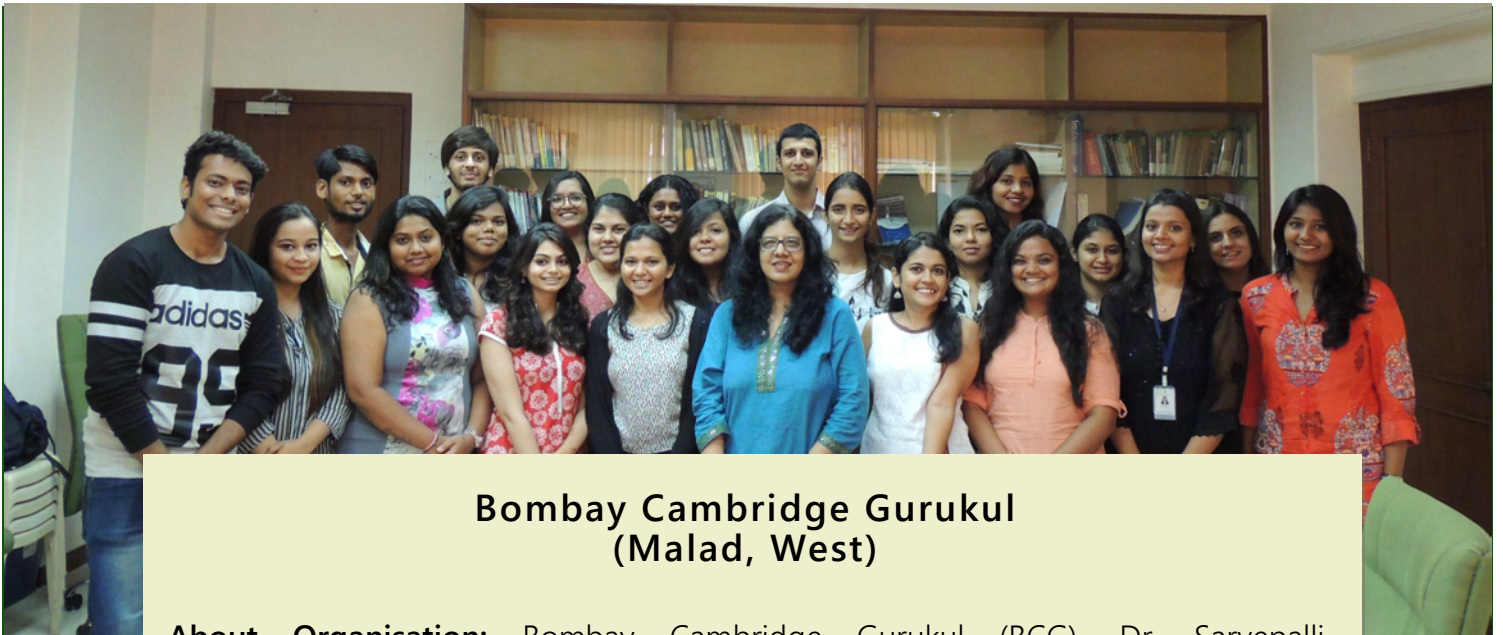
Sailee Mahajan, Sagar Mondal, Sneha Narvekar, Urvi Jain.

HRD INSTRUMENTS

1. Consultant Style Matrix
2. Career Orientation Inventory
3. Enneagram
4. Human Resource Development Climate Survey
5. Motivational Analysis of Organisational Behaviour (MAO-B)
6. Opinion Survey for Conflict Management (OSCM)
7. Organisational Diagnostic Questionnaire
8. Organisational Role Stress
9. Role Efficacy Scale
10. Style Profile of Interaction Roles in Organisation (SPIRO)
11. Team Orientation and Behaviour Inventory (TOBI)



Field Visits



Bombay Cambridge Gurukul (Malad, West)

About Organisation: Bombay Cambridge Gurukul (BCG), Dr. Sarvepalli Radhakrishna School at Malad, is the first school in India that established an HR Department, in 1995. BCGs are co-educational, English medium institutions with a rich history of quality initiatives in education, focusing on the all-round development of the children, so that the values of human dignity and equality are enshrined in their hearts to create a true democratic and secular society.

Summary: The students were informed about the vision and mission of the school. The Head HR gave the students an overview about the HR systems and processes in an educational setup. With help of the presentation she explained the different roles performed by the HR department like, Training & Development, Accreditation & Affiliation, Survey & Data collection, Recruitment, Planning Compensation & Appraisals, etc.

Key Learning: The Chairman of the school Mr Vikram Patel stated that education has to be a humanistic process, the people involved in it to be sensitised and prepared for continuous learning. He also stated that 'learning is acting about knowledge'. Overall, the entire system of Human Resources in educational settings was explained very clearly and in an understandable manner.



Ummeed Child Development Centre (Parel)

About Organisation: Ummeed is a not for profit organisation which was established on 5th November, 2001 by Dr. Vibha Krishnamurthy and her husband Ashish Karamchandani. Ummeed provides specialised care for children suffering from multiple developmental disabilities, including Cerebral Palsy, Global Developmental Delay, Autism, ADHD, intellectual disabilities, and learning disorders, among others. The organisation functions across four verticals: Clinical, Training, Research, and Advocacy.

Summary: The students were introduced to the Ummeed team that represented the four verticals. The representatives spoke about their responsibilities and the various functions of the nine teams within the organisation. The students were then taken around the centre to see the classrooms and therapy rooms in which the children receive treatment. Towards the end of the session, the representatives solicited the opinions of the students on issues like child development, disability, stigma etc., after which they answered any questions raised by the students.

Key Learning: Ummeed advocates itself to be a movement that has developed as a result of needs, and not just an organisation that has been built mindlessly. Ummeed is proving itself to be a pioneer in affordable child counselling services in India. Although its reach is currently confined to suburban Mumbai, Ummeed is expanding to remote areas through the practice of barefoot research.



Godrej India Culture Lab (Vikhroli, East)

About Organisation: The Godrej India Culture Lab is a fluid experimental space that explores what it means to be modern and Indian. Based out of the Godrej Headquarters in Mumbai, and established in January 2011, the cultural investigations carried out by the Lab, have come in many shapes, forms and sizes, and have served as catalysts to break open powerful ideas that are contained within rigidly defined silos. Some of the themes which they have explored through the lens of cross-pollination include reimagining the use of urban spaces, and the negotiation of gender and sexuality.

Summary: The Godrej Culture Lab Team explained its functioning and how their research projects have impacted the culture at Godrej. They also introduced the events organised and curated by the Lab; The Ladies Finger, Lakmé Fashion Week, The Dharavi Biennale, The Yale Centre for Emotional Intelligence, to name a few. The Lab's insights and inputs have shaped several Godrej group efforts, including the Godrej LOUD Campus Challenge, the Godrej Leadership Forum, and Godrej's Diversity and Inclusion initiative. 'Viva Vikhroli' has been one of the major projects which focuses on empowerment within Central Mumbai.

Key Learning: Godrej, with its status as a global conglomerate, has proven to be an example to other upcoming industries in terms of their policies, work culture and their achievements. The Godrej India Culture Lab is connecting to people through its projects while attempting to eradicate gender bias.



Kripa Foundation (Bandra, West)

About Organisation: Founded by Fr. Joe Pereira in 1981, The Kripa Foundation is a rehabilitation centre for substance abuse, and is also used for employee assistance programmes. The organisation offers a broad spectrum of services to the community like, facilitating law enforcement agencies, educational institutions and other academic institutions that are involved in Human Services. Kripa is at the forefront of providing training in Chemical Dependency, Rehabilitation and HIV/AIDS.

Summary: A short video on how Kripa has helped individuals brave the process of de-addiction was screened. In the video, recovering alcoholics —and other individuals with addiction problems— spoke of the perils of addiction, and how they recovered. The students were introduced to three volunteers, who were recovering alcoholics. One of the volunteers introduced the work of Kripa to the students, this was followed by each of the volunteers sharing their experiences with alcohol abuse and their journey to achieving and maintaining sobriety. They explained that this journey includes detoxification at the Vasai centre, the 12 Step Alcoholic Anonymous Program, group therapy, family systems therapy and yoga.

Key Learning: Kripa serves as a beacon of trust and hope for a substance-free life to alcoholics and other substance abusers. Kripa ensures that the afflicted people understand, “you aren’t a bad person, neither are you going crazy, you’re just sick”, and it provides them with hope for a more stable future.



BIOSTADT India Limited (Worli)

About Organisation: Biostadt India Limited is one of the nation's market leaders in the manufacture and sales of farm protection and associated products. The organisation helps farmers not just with customised products but also with customised solutions through the Biostadt Aastha Clinic, developing and evaluating products and processes for improving their satisfaction.

Summary: The students were given a detailed description of the different aspects that encompass a Human Resources Department such as talent acquisition, performance management, administration processes, recruitment & selection, employee engagement processes, etc. The HRD team made presentations to shed light on how the whole organisation functioned, right from the selection of the employee, to their exit.

Key Learning: The visit was extremely relevant to the field of study and shed light on almost every part of the HRM functions of an organisation. With detailed presentations, Q&A sessions as well as discussions, the students got a wholesome picture of the workings of a Human Resources Department.



Institute of Banking Personnel Selection (Kandivali, East)

About Organisation: The Institute of Banking and Personnel Selection (IBPS) is a recruitment body which emerged with an aim to encourage the recruitment and placement of young graduates in public sector banks in India in 1975. The institute provides standardised systems for assessment and result processing services to organisations.

Summary: Students were given a good overview of different financial institutes including co-operative banks, insurance companies, academic institutes, and both, private and state owned companies. The services provided by IBPS —like project consultation, assessment centres, personality assessments, training programmes and how to design a question paper, etc.— were introduced to the students. The presentation by the HR team shed light on recruitment within the banking sector with help of psychometric evaluation.

Key Learning: The students gained first hand knowledge on how Competency Based Assessment and Assessment Centres were utilised by organisations for the purpose of employee selection. The students also learnt about how deftly an organisation can flourish on the firm basis of ethics and integrity.



Global Vipassana Pagoda (Gorai)

About Organisation: The Global Vipassana Pagoda is a meditation centre, which serves as a monument of peace and harmony. The Pagoda complex consists of three domes: a residential complex for Acharya S.N Goenka, the Vipassana Centre (which is the world's largest pillar-less dome) and, the hostel for students of the Pali language course and the living quarters of the *sevaks* and everybody involved in the upkeep of the Pagoda.

Summary: The students were shown around the complex and were simultaneously told about the fascinating history of the pagoda. They were informed about the 10 day Vipassana program. Hundreds of people are involved in the running and the upkeep of the pagoda as well as the Vipassana program. It is mandatory for a person who wishes to work in the pagoda to have finished at least one 10-day Vipassana program. The students learnt that the capital for all operations in the Global Vipassana Pagoda, including the remunerations given to the workers, came entirely from donations. Donations are not accepted from an individual unless they have completed at least one 10 day program.

Key Learning: The students gained exposure to a radically different organisation, which is guided strongly by ethics and principles. They were also made aware of mindfulness and different ways in which it can be incorporated in daily living.



St. Catherine of Siena School and Orphanage (Bandra, West)

About Organisation: The St. Catherine's of Siena School and Orphanage was founded by Reverend Anthony Elenjmittam in 1975 with the objective to educate destitute children irrespective of caste, creed and community. The main idea behind establishing such an institution was to make it feel like home to the children from the streets and give them a safe and secure environment. The institution empowers these children to be competent and find a secure place in the society by providing them with primary education and opportunities to build their careers.

Summary: The students were informed about the history of the organisation and the trials it faced in its primitive years. They were also informed about selection and admission process, and the services provided by the institute. The various programmes for children as well as their parents were explained. These programs include HAPPY FEET, JOB-20+, AGE 22, REBT and Art based therapy, Women Empowerment, among others. Vocational training for parents is conducted, where parents are informed about financial planning practices, trained in dance, and classes on religion and faith are also conducted to engage the parents. Parents are also counselled for problems related to addiction

Key Learning: The various programmes conducted by the institute prove to be beneficial for the children in their life ahead. The institute not only empowers the children but also their parents.

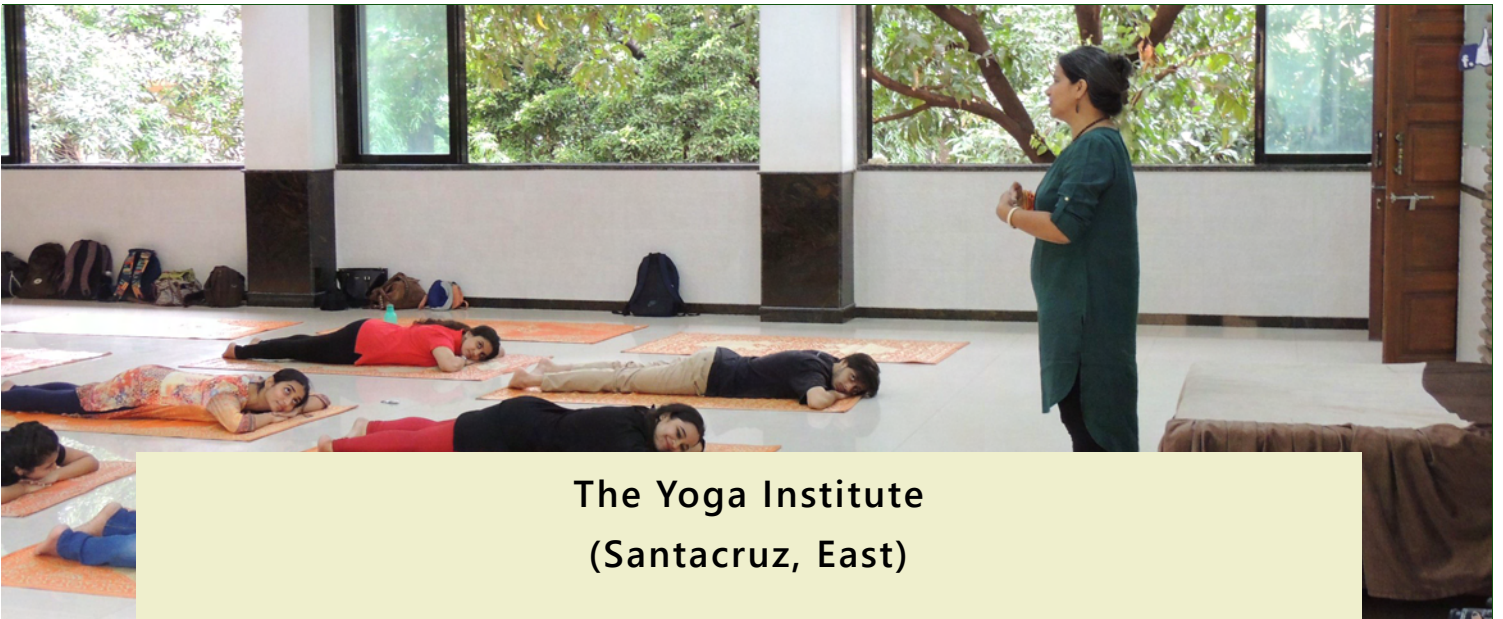


PUKAR: Partners of Urban Knowledge And Research (Bandra, East)

About Organisation: PUKAR works on collaborative research projects to sustain the movement of barefoot researchers. Their research focuses on subaltern communities which encourages cross-learning for urban knowledge creation. They achieve this by working at the crossroads of academic research and community-based participatory research.

Summary: Three groups of barefoot researchers presented their projects and gave the students an insight into their understanding and application of research. The facilitators organised an activity that helped the students realise that research is democratic, in that it need not be exclusive to academicians and one need not be restricted by the rigid process of conventional research. It was both humbling and an educating experience to interact with the researchers as well as their mentors.

Key Learning: The visit reconstructed the students' understanding of research and grass root action researchers, with the profound yet simple belief with which they function, 'anyone can be a researcher'. It made them look at the application of I/O Psychology beyond the traditional confines of the field.

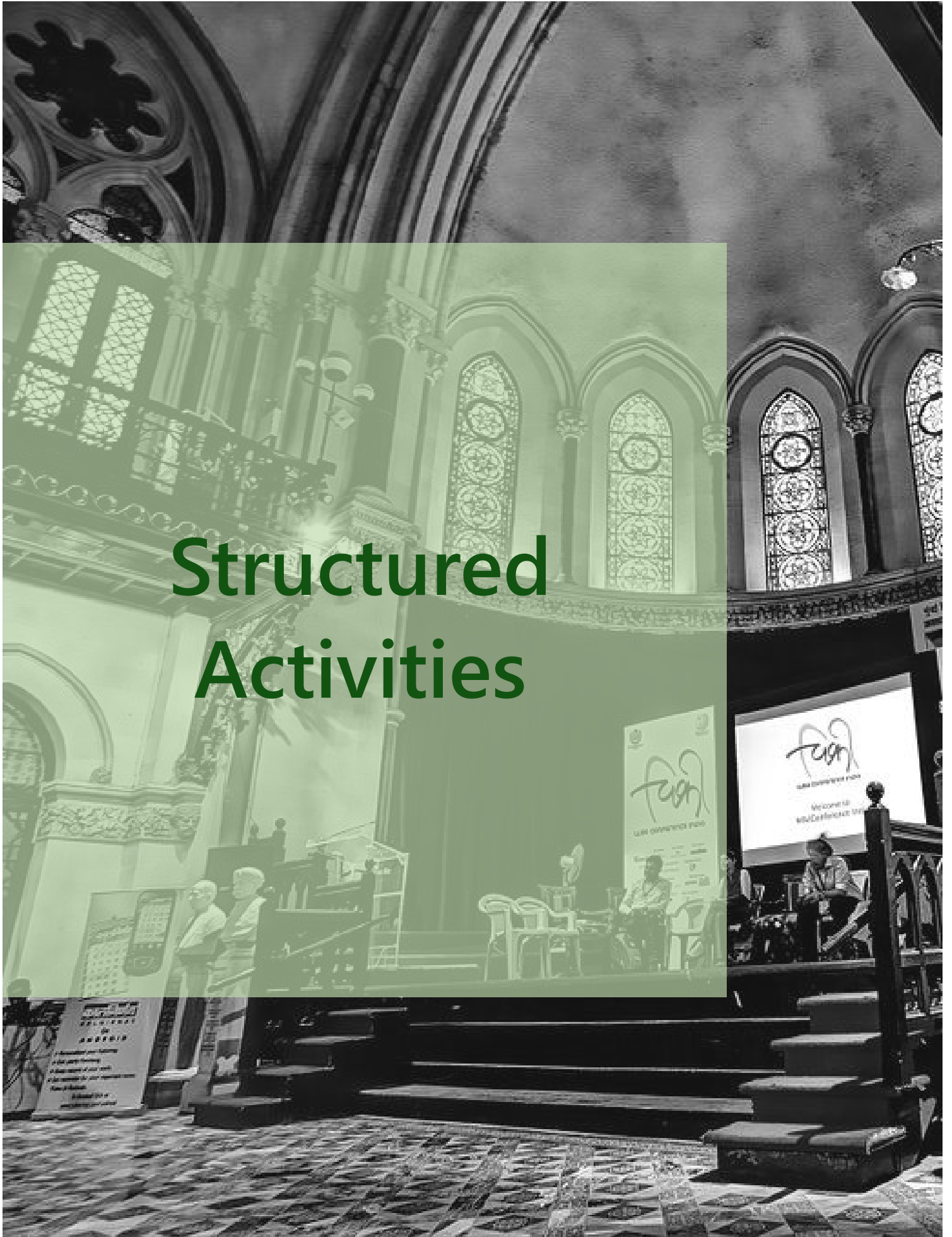


The Yoga Institute (Santacruz, East)

About Organisation: The Yoga Institute was established in 1918, by Shri Yogendraji and is the oldest organised centre of yoga in the world. The institute believes that the benefits of yoga should be shared to all instead of keeping it as a secret for a few. The emphasis is on teaching yoga as a way of life, and to remove obstacles in one's personality for a better way of living.

Summary: The students were first addressed by the Director of The Yoga Institute, Smt. Hansa J. Yogendra, who engaged them in a discussion about the various aspects of life and the core duties of a human being. The next session was led by Ms Divya Nathani, who introduced to us various *asanas* and explained their importance and benefits.

Key Learning: Yoga is a way of life and not just limited to *asanas*, as opposed to popular belief. Therefore, practical applications of yoga in daily life include the simple philosophies behind the techniques of yoga that help make life worth living, and living better. We took back with us the art of maintaining inner peace amidst all the stress.



Structured Activities

TCM
TUM CERTIFICATION
MUCertification

Information on the
TCM certification process
is available on our website
at www.tcm-certification.com

TCM Certification
is a process of
certification
of the quality
of your
services
and
products
in order to
improve
your
reputation
and
attract
new
customers

DESERT SURVIVAL

Objectives: The objective of this activity was to introduce the concept of consensus decision making in a group.

Key Learning: The students got to know factors that hinder (withdrawal, avoiding confrontation, compromising etc.) as well as those which facilitate (listening, discussing, identifying the process of consensus decision making. Overall through this activity we got to learn the problem solving, task facilitation and group building skills involved in consensus decision making and how the solution is to be found out when working with groups of diverse mind-sets.



RING TOSS

Objectives: To enable the students to examine: their own risk taking behaviour, dynamics of achievement motivation as they operate through goal setting behaviour, the extent to which an individual is sensitive to the information generated by them and use this information to modify their behaviour, and their tendency to take personal responsibility in accomplishing the task.

Key Learning: Understood the risk-taking behaviours of our classmates when the task was performed in front of the class, in addition to our own. Also learnt each other's orientation, avoidance of failure, low risk taking, high risk taking, planned ways of approaching the task, calculated goal setting, interests in taking on challenges.



HUMAN VALUES CONTINUUM

Objectives: To get participants physically involved in thinking about their responses to value statements and generate discussion among participants.

Key Learning: Learn and understand about other's opinions and beliefs on different value statements, and how various factors such as people's cultures, traditions, shape their views. Showed that even though the participants more or less on the whole belonged to the same culture (i.e. the collectivist culture), there were many individual differences in the thoughts and values.

WHO AM I?

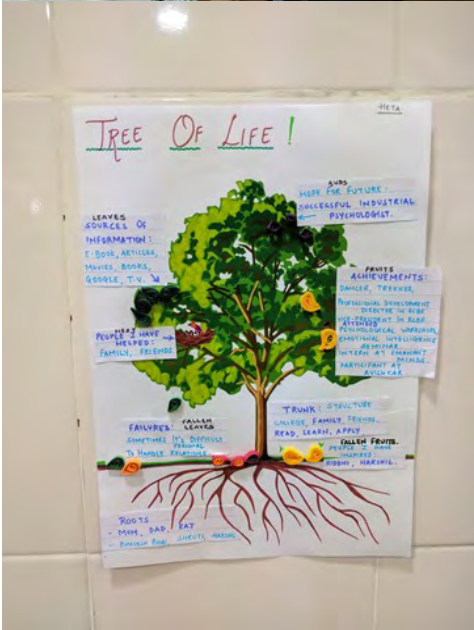
Objectives: To help students get acquainted with each other, in a non-threatening manner. Knowing your classmates better increases cohesion in class activities that improves overall learning experience.

Key Learning: This ice breaker activity helped students learn more about the positive and negative aspects of their classmates, their likes and dislikes, and their social settings.

TREE OF LIFE

Objectives: To help students get acquainted with self and classmates through various aspects of one's life in a non-threatening manner.

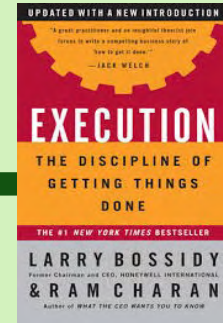
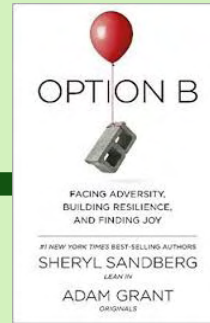
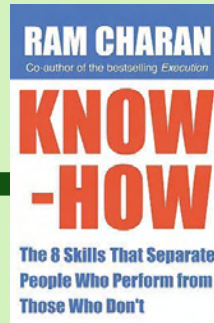
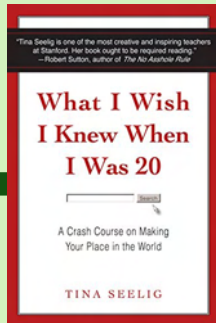
Key Learning: This activity had no specific boundaries. Provides opportunity to understand and know more about each other in terms of their strengths, weaknesses, their inspirations, failures, role models, goals, in a non-judgmental manner. Thus, enhancing interpersonal relations. It also showed how different people approach the same task differently, the extent to which people can become creative.



STUDENT PRESENTATIONS

(Harvard Business Review Case Studies & Articles, Workshops)

1. The Moonlighter (HBR Case Study)
2. When Your Colleague is A Saboteur (HBR Case Study)
3. The Unmanageable Star Performer (HBR Case Study)
4. The CEO Can't Afford To Panic (HBR Case Study)
5. Play It Safe Or Take A Stand (HBR Case Study)
6. Mumbai's Model of Service Excellence (HBR Article)
7. Smart Drugs At The Workplace (HBR Article)
8. Changing The Way We Change (HBR Article)
9. Evolution and Revolution As Organisations Grow (HBR Article)
10. Basic Introduction to Microsoft Word, Excel, and PowerPoint
11. Bloom's Taxonomy



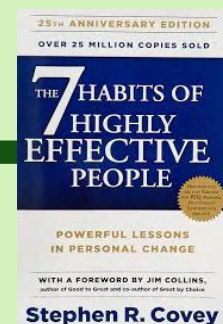
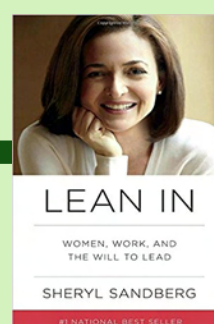
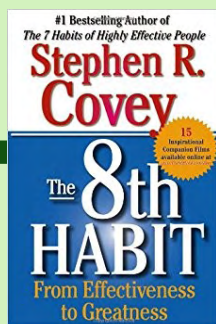
BOOK REVIEWS

Objective: The main purpose of the book reviews was to inculcate the habit of reading within the students and acquaint them with a varied range of books rich in information regarding technical concepts as well as the soft skills required in day to day interactions. It gave the students an opportunity to integrate this learning in the theoretical discussions.

Key Learning: The book reviews enhanced the students' reading and comprehension skills. The reviews helped to sharpen presentation abilities along with the knack to analyse the core concepts of books. In addition to this, the students who presented the books also practiced team-work and bringing together an outcome through collaborative effort.

Books Reviewed:


1. Execution - Dinaz Readymoney, Kajal Keni
2. What I Wish I Knew When I Was 20 - Heta Kapadia, Urvisha Jain
3. 7 Habits of Highly Effective People - Rutuja Kasbe, Sagar Mondal
4. The 8th Habit - Jovita Joshi, Kayzad Jokhi
5. Know How - Harsh Shukla, Nikita Nanoskar
6. Lean In - Dinaz Readymoney, Nidhi Jayaraj
7. Option B - Dinaz Readymoney
8. Five Regrets of the Dying - Jayati Dhir



FILM SCREENINGS

Objective: Movies are an essential part of our classroom experience at the department, enhancing rather than interrupting learning. A movie, used strategically and with accountability, builds inference, skills, helps practice identification and analysis of symbols and motifs, and is a natural fit for exploring method and meaning. Relevant movies relating to our coursework play an interesting role in our classrooms, engaging auditory and visual learner in ways that the textbook cannot.

Key Learning: There is plenty of inspiration to be found in these movies, some fictional and some true, that depict the experiences of successful people, and the instances of life that really will help us, and are helping us, to deal with situations in life in a better manner. Discussions held following the movie screening helps us better connect aspects of the movie to our course.



Symposiums & Other Activities

SYMPOSIUMS

NON RATIONAL PROCESSES

IN LIFE & LEADERSHIP

& PSYCHOLOGICAL

ENCOUNTER:

“INDIA AND THE WEST”

Mr. Sudhir Kakar, one of the prominent psychoanalysts in India, paid a visit to the University of Mumbai and addressed the students on Leadership, The Unconscious and the Role of Connectedness. While talking about the unconscious mind, Mr. Kakar is of the opinion that the life we discover when we delve into the unconscious is one that continuously seeks to manifest itself and the conscious control over this process is very limited. Another emphasis Mr. Kakar made was on the WEIRD phenomenon that plagues psychological studies. As most researchers take their participants from the Western, Educated, Industrialised, Rich and Democratic parts of the society, we must not be trapped into generalizing the results of these studies to the entire population. More so, as academicians from the social sciences we must strive to be WEIRD free in our assumptions to determine a phenomenology.

A symposium on “Ethical Dilemmas at Workplace: Resolving Conflicts with Peace” was conducted at the University Department of Applied Psychology, Kalina on 2nd October, 2017. The programme was organised by the Mahatma Gandhi Peace Centre. The key speaker for the event was Mr. Virendra Lamba, Director of Human Resources at Boehringer Ingelheim India Pvt. Ltd. One of the many dilemmas that organisations face is profitability v/s ethicality. Employee rights and wellbeing gets affected; leaders get blinded by profits, failing to see the ethical implications of their actions, thus creating a psychological blind-spot. One of the important contributing factors of organisational growth is conflict. Healthy conflicts at work ensure rise in productivity and creativity. To ensure that conflict does not take over the organisation and turn unhealthy for the people involved, the symposium offered many insights on recognizing the mechanisms, triggers, action plans to stabilize individuals, brief principles which can help us in our future encounters with hostile individuals and situations.

ETHICAL DILEMMAS

AT WORKPLACE:

RESOLVING CONFLICTS

WITH PEACE



Ethical Dilemmas at Workplace: Resolving Conflicts with Peace

Cerebral Palsy Day



Students attended Eunoia 2017 at TISS



Positive Psychology Conference



EVOLUTIONARY PSYCHOLOGY FIELD VISIT



TRADITIONAL DAY



TWIN DAY



CHARACTER DAY



POT LUNCH



BIRTHDAY CELEBRATIONS

WHY US?

As students of Applied Psychology, we have developed a unique albeit essential blend of theoretical knowledge as well as technical know-how of the subject. The curriculum is designed such that the focus is on the essential and core psychological concepts in the first year and goes on to become highly specialised, with critical emphasis on the applied component in the second year, thus striking a balance between both aspects. Along with the conceptual understanding of the subjects, we have also been given the space to apply and experiment through various activities that we undertake in our course work. Activities like presentations, seminars, workshops and cultural programmes have given us a platform to build and develop our skills. This course has given us the opportunity to interact with experts in various fields and get direct insight into their experiences and organisations.

As prospective entrants into the world of work, we strongly feel that the only truly marketable resource in a highly competitive and ever-changing world is the Human Resource. In comparison to material or virtual resources, dealing with the human part of an organisation is considerably more challenging due to the variable nature of human behaviour. Industrial Psychologists are explicitly and extensively trained in order to understand and deal effectively with human behaviour. In addition to that, by virtue of being students of the department of Applied Psychology, we develop an openness to diversity, ethical cognizance, moral fibre and learn how to deal with sensitive issues. The nature of our subject also enables us to make more human decisions, enabling collaboration and the integration of different perspectives. Along with our people-centric approach, our applied component makes sure we truly comprehend the systemic nature of organisations, thus making our overall approach holistic in nature.

PAST RECRUITERS

- Adlabs Films
- Bombay Cambridge Gurukul
- BNP Paribas
- Britannia Industries Ltd
- Capgemini
- CEAT Ltd
- CRISIL Ltd
- ICICI Bank
- IDBI Bank
- Intelenet Global Services
- Jet Airways
- Johnson & Johnson
- Larsen & Tubro Ltd
- Mahindra & Mahindra Ltd
- Marriot Renaissance
- Monk Prayogshala
- P. D. Hinduja National Hospital & Medical Research Centre
- Ranbaxy Laboratories
- Reliance India
- Taj Hotels Palace Resorts Safaries
- Taj President
- Tata Consultancy Services Ltd.
- Tata Motors
- Teach For India
- Technova Imaging
- Times of India
- Triton Communication Pvt. Ltd.
- SMX Convonix
- Syntel
- Vivanta by Taj



Student Profiles



AISHWARIYA SUR
D.O.B. 24th April, 1995

Graduation: Mithibai College of Arts (B.A. Psychology)

Internship and Work Experience:

Frames Production Company (Intern, Creative Team)
Nickelodeon (Freelance, Content & Story Writing)
Tutored a child with special needs

Current Research:

The Impact of Locus of Control and Role Stress on
Procrastination Among Employees.

Volunteer Work:

Concern India Foundation (1 week session)
S.L.A.P (Street Level Awareness Programme) (6 months)
N.S.S. (3 years)



APURVA SAWANT
D.O.B. 14 September, 1995

Graduation: K.J. Joshi College of Arts (B.A. Psychology)

Internship and Work Experience:

Lokmanya Tilak Municipal Medical College and General
Hospital (Observership)

Current Research:

Facebook use and it's effect on Self-Esteem and Body
Appreciation.



DINAZ READYMONEY

DOB: 20th June, 1995

Graduation: Mithibai College of Arts (B.A. Psychology)

Internship and Work Experience:

Right Resources CSS Pvt. Limited (Human Resource)

Past Research:

Presented project on "A Study on effect of maternal employment on maternal involvement and academic scores of school and college students." at Avishkar competition, and at Research Meet & Science Exhibition at Mithibai College

Current Research:

Work Engagement and Work Life Balance in Employed Women

Volunteer Work:

Vivekananda Youth Forum - Sandhyalaya programme (1 year)

Joy of Giving (1 year)



HARSH SHUKLA

D.O.B.: 20th October, 1995

Graduation: Mithibai College of Arts (B.A. Psychology)

Internship and Work Experience:

Larsen & Toubro Infotech (Intern, Organisational Development)

Prrem's—The Winter Wear store (Intern, Human Resource)

Channel V (Campus manager)

Past Research:

Paper Published: Acculturation of Immigrants - A Syrian Perspective.

Paper published and presented: Management by Objective - Education institution.

Current Research:

Lower Limit to Disposition Effect.

Volunteer work:

Joy of Giving (2 years)

Organised clean up at Juhu beach at a college level (6 months)



HETA KAPADIA
D.OB: 17th October, 1995

Graduation: Mithibai College of Arts (B.A. Psychology)

Internship & Work Experience:

Ummeed Child Development Centre (Intern, Human Resource)
Emanant Minds (Intern, Planning & Management)

Research Work:

Presented paper on "Age Differences in Availability Heuristics" at Avishkar competition, and at Research Meet & Science Exhibition at Mithibai College.

Current Research:

Relationship Between Work Engagement and Organisational Commitment Among Generation X and Generation Y.

Volunteer experience:

Rotaract Club of Bombay Film-City (4 years)
"Fight for Filth" by Mumbai Mirror (1 month)



JAYATI DHIR
D.O.B.: 05th September, 1995

Graduation: Kishanchand Chellaram College (B.A. Psychology)

Internship & Work Experience:

Indigo (Cabin Crew)

Current Research:

Mindfulness and Ethical Decision Making.



JOVITA JOSHI

D.O.B.: 24th February, 1994

Graduation: Sophia College for Women (B.A. Psychology & Philosophy)

Internship and Work Experience:

Cipla Limited (Intern, Human Resource)

Accenture (Intern, Accenture Strategy – Human Resource)

Current Research:

Understanding Survivor's Guilt in Layoff Conditions.

Volunteer Work:

Samaritans Helpline (4 years 7 months)

Justice and Care (1 month)



KAJAL KENI

D.O.B.: 22nd August, 1995

Graduation: Kishanchand Chellaram College (B.A. Psychology)

Internship and Work Experience:

Evolution Sports (Trainer, Administration)

Current Research:

Studying the Relation Between Perfectionism and Sport Competition Anxiety With Achievement Orientation as A Moderator.



KAYZAD JOKHI

D.O.B.: 11th November, 1995.

Graduation: Mithibai College of Arts (B.A. Psychology)

Internship and Work Experience:

Banswara Syntex Limited (English Tutor)

Past Research:

Paper presentation on "The Effect of Poetic Structure on Theory of Mind" at the 23rd Annual Conference of the Bombay Psychological Association.

Current Research:

The Effect of Laughter on Work Teams in an Organisation.

Volunteer Work:

Vivekananda Youth Forum (3 years).

Mumbai Police "Senior Citizen, Women & Children Project" (6 months).

NCC (2 years).

N.S.S. (2 years).



KEERTANA NAGAR

D.O.B.: 10th April, 1995

Graduation: Sophia College for Women (B.A. Psychology & Politics)

Internship and Work Experience:

Agile Financial Technologies (Human Resource)

White Light Retail Private Ltd. (Operations)

Current Research:

Relationship Between Psychological Capital and Successful Ageing at Work.

Volunteer Work:

Samaritans Helpline (3 years 6 months)



NATASHA BACHA
D.O.B.: 26th January, 1995

Graduation: Sophia College for Women (B.A. Psychology & History)

Internship and Work Experience:

Masina Hospital (Intern, Masina Institute of Psychotherapy & Behavioural Sciences)

Current Research:

Happiness and Organisational Commitment at the Workplace.



MADHURA HATE
D.O.B.: 16th September, 1995

Graduation: Ramnarain Ruia College (B.A. Psychology)

Internship and Work Experience:

Wildlife Conservation Trust, India (Research Fellowship, Conservation Behaviour)

Syntel India Pvt. Limited (Intern, Human Resources Decision Support)

Current Research:

Relationship Between Self-Esteem and Conformity.



NIDHI JAYARAJ

D.O.B.: 10th May, 1994

Graduation: Sophia College for Women (B.A. Psychology & History)

Internship and Work Experience:

Teach For India (Intern, National Human Resource Team)

Kids Korner International (Preschool Teacher)

Current Research:

The Role of Spousal Support on Work Life Balance Among Men and Women in Indian Metropolitan Cities.

Volunteer Work:

Touching Lives (4 months)



NIKITA NANOSKAR

D.O.B.: 13th September, 1995

Graduation: Ramnarain Ruia College (B.A. Psychology)

Internship and Work Experience:

Dainik Bhaskar Group (Intern, Corporate Human Resource)

AIESSEC India (Manager, Global Talent Exchanges)

Current Research:

Relationship Between Organisational Climate and Work Engagement Among School Teachers.

Volunteer Work:

Mee Mulundkar (1 month)



RUTUJA KASBE

D.O.B. 2nd December, 1995

Graduation: L.S Raheja college (B.A. Psychology)

Current Research:

Humour and Stress Amongst Mumbai Police Officers.

Volunteer Work:

N.S.S. (2 years).



SACHIN GUPTA

D.O.B. 1st July, 1992.

Graduation: K. J. Somaiya College (B.A. Psychology)

Internship and Work Experience:

CTS Communications (Sr. Associate, Operations)

IDBI Intech Limited (Associate, Customer Service)

International Youth Development Study (Research Associate)

Petals Aqua & Agro Foods (Territory Sales Executive , Corporate Sales)

Past Research:

"Preventing Depression and Self-harm through Life Skills Training" paper published in Life Skills Book in 2014 at International Conference.

"Building Self-Esteem among Adolescents through Life Skills Education" paper published in Life Skills Book in 2015 at International Conference.

Current Research:

A Study of Burnout and Self –Esteem at Workplace Among Migrant Employees in Comparison With Non-Migrant Employees.



SAGAR MONDAL

D.O.B.: 10th August, 1994

Graduation: Mithibai College of Arts (B.A. Psychology)

Work Experience:

Auxiliary Solutions Pvt. Limited (Executive, Sales)

Universal Comptech Solutions Pvt. Limited (Executive, Customer Service)

Haptik Infotech (Executive, Customer Service)

Past Research:

Paper presentation on "Effect of Change of School on Self Esteem and Locus of Control" at the 23rd Annual Conference of the Bombay Psychological Association.

Current Research:

Relationship Between Goal Orientation and Work Engagement of Working Professionals in Mumbai.

Volunteer Work:

N.S.S. (4 years)



SAILEE MAHAJAN

D.O.B.: 6th January, 1995

Graduation: Vivekanand Education Society's College of Arts, Science and Commerce (B.A. Psychology)

Current Research:

Employee Engagement and Job Satisfaction Among Employees of Western Railways.



SNEHA NARVEKAR

D.O.B. 11th December, 1994.

Graduation: Ramnarain Ruia College (B.A. Psychology)

Current Research:

The Impact of Work Life Balance and Personality on Happiness at Workplace.

Volunteer Work:

Kamgar Kalyan Bhavan (2 years)



TEJAL MORE

D.O.B. 15th July, 1995

**Graduation: K.J Joshi Bedekar College Of Arts
(B.A. Psychology)**

Internship and Work Experience:

Aditya Birla Retail Limited (Intern, Human Resource)

Current Research:

Comparative Study of Job Commitment, Employee Engagement and Work Engagement in Private Sector.



URVISHA JAIN

D.O.B.: 18th May, 1996

Graduation: Ramnarain Ruia College (B.A. Psychology)

Internship and Work Experience:

Cetking Education Pvt.Ltd.(Intern, Assistant Counsellor & Assistant Administrator)

Aditya Birla Retail Ltd. (Intern, Human Resource)

Current Research:

Perceived Organisational Support and Work Engagement:
A Correlational Analysis.

INDUSTRIAL PSYCHOLOGY BATCH 2016 - 2018



Top (L-R): Dinaz Readlymoney, Jovita Joshi, Natasha Bacha.

Middle (L-R): Sailee Mahajan, Jayati Dhir, Tejal More, Apurva Sawant, Nikita Nanoskar, Sneha Narvekar, Heta Kapadia, Madhura Hate, Kajal Keni, Rutuja Kasbe, Keertana Nagar, Nidhi Jayaraj, Aishwariya Sur.

Bottom (L-R): Sachin Gupta, Sagar Mondal, Urvisha Jain, Heena Kamble, Dr. Satishchandra Kumar, Keerti Rathore, Anjali Majumdar, Harsh Shukla, Kayzad Jokhi.

EDITORIAL, DESIGN & LAYOUT

Dinaz Readymoney

Harsh Shukla

Jovita Joshi

Keertana Nagar

Nidhi Jayaraj

CONTENT TEAM

Aishwariya Sur

Kajal Keni

Rutuja Kasbe

Apurva Sawant

Kayzad Jokhi

Sachin Gupta

Dinaz Readymoney

Keertana Nagar

Sailee Mahajan

Harsh Shukla

Madhura Hate

Sneha Narvekar

Heta Kapadia

Natasha Bacha

Sagar Mondal

Jayati Dhir

Nidhi Jayaraj

Tejal More

Jovita Joshi

Nikita Nanoskar

Urvisha Jain

CONTACT US



Department of Applied Psychology
and Counselling Centre
(C. D. Deshmukh Bhavan),
University of Mumbai,
Santacruz (East), Vidyanagari,
Mumbai- 400098.



industrial.psych.1718.mu@gmail.com

