

Department of Applied Psychology and Counselling Centre, University of Mumbai



INDUSTRIAL PSYCHOLOGY PLACEMENT BROCHURE

2017-2019



THE TEAM

EDITORS

- ♦ Aishwarya Bellam
- ♦ Radha Joshi
- ♦ Ruhi Kadam

LAYOUT & CREATIVES

- ♦ Ankita Kalghatgi
- ♦ Diksha Jiwane
- ♦ Kimaya Dixit
- ♦ Nrithika Jaisankar

PHOTOGRAPHY

- ♦ Devina Karnik
- ♦ Pratik Randhir
- ♦ Sharon Solomon

CONTENT

- | | | |
|--------------------|---------------------|-------------------|
| ♦ Aishwarya Bellam | ♦ Naozad Fitter | ♦ Shruti Sharma |
| ♦ Anamika Rakshit | ♦ Riya Jain Rajawat | ♦ Simran Bhansali |
| ♦ Diksha Jiwane | ♦ Ruhi Kadam | ♦ Tanvi Shah |
| ♦ Gillian Saldanha | ♦ Sawri Madkaikar | |
| ♦ Namrata Majumder | ♦ Shailja Sharma | |

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ABOUT US

The University of Mumbai, also known as 'MU' is one of the oldest and largest institutes of higher learning in Maharashtra which is governed by the state. It has three campuses in Mumbai located in Fort, Kalina and Thane. Over the years the university has produced some notable and illustrious alumni in several fields such as Dr. B. R. Ambedkar, Prof. M. S. Raghunathan, Sucheta Dalal, Ajay Piramal, Ravi Shastri and Aishwarya Rai Bachchan.

The Department of Applied Psychology of the University of Mumbai was founded in 1959, at a time when the field of Psychology was just gaining ground in India. Since its inception, the department has transitioned from an experimental based course to a course based in application of psychological principles and concepts to cope with the evolving

and complex environment that we live in today. The course curriculum is designed with the focus of developing competence among students to assimilate theoretical knowledge as well as learn practical skills to meet the demands of the society.

The department offers the Master of Arts degree with four different specializations in the second year of the course - Clinical, Counselling, Industrial and Social Psychology. The department's activities are also extended to the community through its Counselling Centre, where people come and seek career guidance, counselling and psychotherapy.

The University and the Department of Applied Psychology aims to take up the daunting task of leading the present generation into the 21st century as efficient individuals.

VISION

"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

"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."

FROM THE HOD'S DESK



Dr. Satishchandra Kumar
Professor & Head
Department of Applied Psychology
University of Mumbai

As one of the top five professions of this century, Psychology has become a field that touches upon every aspect of human life encompassing work and personal facets, virtually covering the journey from the womb to the tomb. It has seen growth in both research and applications that now include both the deficit-focused as well as the asset-focused work, providing a holistic picture of human experiences. Established in July 1959, the 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 in their professions, both nationally and internationally.

The department runs a two-year Master of Arts (MA) Program with 100 credits divided across four semesters, under the Choice Based Credit System (CBCS) allowing students to choose from four sub-fields of Psychology: Industrial and Organizational (I-O), Clinical, Counselling, and Social. There is equal emphasis on both healing and developing aims of Psychology to build the social and psychological capital of the students with various activities, laboratory training and on-field experiences embedded into the course. Our MA Program is one of the most sought out courses in India and is well-appreciated in the country and even overseas.

The continuously revised syllabus of I-O Psychology prepares the students to function, thrive and succeed in the current VUCA world of work. Students are exposed to in-depth knowledge with theoretical papers as well as practical applications. The I-O Psychology course develops students holistically and empowers them with soft skills like empathy, effective communication, and leadership as well as technical abilities like data analysis and research skills.

Through practical coursework, I-O Psychology students learn to design, implement and evaluate presentations, workshops and seminars thereby, enabling them to identify and solve challenges of the corporate world. The Placement Brochure, which has been designed, edited and printed by the students for the past 2 decades, catalogues these experiences and provides insight about the course.

The I-O Psychology batch of 2017-2019 is a group of hard-working, dedicated, focused, passionate and immensely talented individuals. They are driven and ready to prove themselves in the world of work, and are already benefitting from the placement opportunities through the department. They are individuals with diverse interests, likes and preferences, and yet they know how to work together to accomplish their own goals along with the tasks assigned to them. 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 the workplace.

FROM OUR FACULTY



DR. VIVEK BELHEKAR, Assistant Professor

“The Department of Psychology, University of Mumbai, is one of the premier institutions in the country. It offers an excellent blend of training for its students. The first two semesters have rigorous training in core areas of psychology which includes cognition, personality, and research methods. The third semester provides them an opportunity to work with the applied areas which includes Clinical Psychology, Counselling Psychology and Industrial Psychology. Students of Industrial psychology have worked extensively within and outside the classrooms using methodologies like presentations, structured exercise, field visits and internships. During their training they have learnt the theoretical tools to understand problems faced in industrial and organizational setups and methods to deal with and solve those problems. Organizational behaviour, human resource management and other aspects of industrial psychology are emphasized in training. I am very sure that these students would do excellent in their on-field activities. I wish them all the good luck.”



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, 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 hands-on experience in diverse applied settings. Best wishes to them.”

FROM OUR FACULTY



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. Having a neatly crafted applied orientation, we embed within our course work 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 organization 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 2017-19 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. 2017-2019 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 organizations. I wish them all success in their future endeavours.”



DR. ESHITA MANDAL, Visiting Faculty

“Industrial Psychology is the study of human behaviour and it applies to every field of human industry where understanding people’s behaviour is required. Our students are trained in the skills and have the empathy to relate to the people and their situation at workplace. I wish all the future budding Industrial Psychologists of the department luck and to never miss an opportunity to be at the right time at the right place.”

FROM OUR RESEARCH FELLOWS



ANJALI MAJUMDAR, Senior Research Fellow

“The 2017-2019 batch of Industrial Psychology consists of students that are a perfect blend of talented and hard-working individuals. They constantly compete with themselves to bring out the best in each other, and yet at the same time, they are also efficient team players. 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 willingly took up any project suggested by the faculty and performed well beyond our expectations in the said projects. The department provided them the opportunity to practice the theories they studied in Human Resource Management, Organization Development, Organizational Behaviour and Competency based Assessment through the well-designed practicum, and they optimized this opportunity as best 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 2017-2019 is a confident group of people with a thirst to grow and prove themselves. Through my interactions with them, I realized 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!”

FROM OUR RESEARCH FELLOWS



KEERTI RATHORE, Senior Research Fellow

“As is well recognized, a successful business is built not just out of profitability but its ability to bring out the best in its human resource. And this is precisely what I/O psychologists are trained to do. Being equipped at using soft skills and designing and implementing psychological research, practitioners apply this knowledge to improve productivity of employees and organizations. Keeping the significant contribution of I/O psychologists in mind, the University Department of Applied Psychology provides a complete packaged course including field work activities, experiential exercises, classroom discussions, broadening the horizon by using the medium of films to explore psychology, etc. Such a holistic and dynamic course helps students gear up to embrace the challenges and adventures the world of work has to offer.

My interaction with the Batch of 2019 has been enriching and rewarding. An extremely creative and receptive group, the students display a keen interest in the subject and an eagerness to learn. With the valuable guidance provided by Professor Satish Kumar, Industrial Psychology course facilitator, the students are ready to venture into professional life and accomplish their dreams. For this, I wish them the very best.”

FROM OUR TEACHING ASSISTANTS



AISHE DEBNATH, Teaching Assistant

“The Department of Applied Psychology provides its students with an excellent platform to become experts in their area of work. The curriculum possesses a good balance of theoretical knowledge along with practical experiences which aids the students to step out as competent individuals. The department offers a range of electives to choose from and the elective of IO psychology enables the students to excel in the study of human behaviour at the workplace. The curriculum enables them to assess individual, group and organizational dynamics and use that research to identify solutions to problems that improve the well-being and performance of an organization and its employees. Apart from being extremely hard working, dedicated, creative problem solvers and able decision makers, the students are motivated, well-trained and committed to new experiences. Being trained in designing, implementing and analyzing psychological research, they have learnt to apply their findings in a variety of ways to help solve human and organizational problems in the workplace. They are also proficient in identifying training and development needs, thus optimizing the quality of work life, formulating and implementing training programs and evaluating their effectiveness. The batch of 2017-19 excels in all of these skills and many more. They are remarkably receptive and open minded, always eager to learn and explore. Each one with a unique set of skills, this batch has performed exceedingly well in whatever challenges they have been presented with. I wish them all the very best for their future endeavours.”



SHRINKHLA PANDEY, Teaching Assistant

“I feel honored to work with such professional and positive people. In my first year as a teaching assistant, I have never felt unsupported or alone; there has always been someone to turn for help or advice. The department here works together with gratitude to make sure students are getting the advanced training and exposure to the current work trends. The batch of 2017-2019 is quite interactive. By observing several classes, I have realized that the students lay emphasis on cooperation and collaboration. They take into consideration everyone’s views and are always open to suggestions and feedback. Their drive to improve will surely help them secure a bright future.”

SUPPORT STAFF



Dr. Praful Pawar, Research Assistant



Dr. Mohammad Z Rehman, Superintendent



Geeta Kundhadia, Junior Typist Clerk



Prakash Sawant, Laboratory Assistant



Rajesh Chawda, Office Peon



Vinay Masurkar, Temporary Peon



Shailesh Gopale, Temporary Peon



Laxmi Rajowdi, Staff

ALUMNI TESTIMONIALS

RASHI HONRAO (Batch 2005-2007)

Micron Tech India - Learning and Development Specialist

“After my graduation at Mumbai University I moved to Kotak Mahindra. Later I went on to work for JW Marriott Sahar as the head of training and development. First year helps to set a base over what we learn during our undergraduate course and takes it to the next level. During our 2nd year too, our faculty was always available for support and Sir slowly made himself invisible, not literally but figuratively, and that is the best testimony for a great teacher! We knew he is always there for us and pushed us to be our best. Wherever I have worked, my base and qualification in organizational psychology has helped me get an edge in terms of understanding people and behaviours while striking the business balance and focusing on achieving organizational goals. My knowledge of organizational behaviour as an off-shoot of an industrial psychology alumnus has been my competitive advantage especially as a facilitator when I manage crowds of varied experience levels, age groups and hierarchy. It's a course I recommend for passionate and tenacious individuals who wish to survive and make a mark for themselves in the industry in the long-term!”

ASHWINI KUSURKAR (Batch 2012-2014)

P. D. Hinduja Hospital & Medical Research Centre - HR Executive

“I interned with HGS Global Solutions for 2 months, post which worked as a Research Associate for around 5 month in 3P Consultancy (Executive Search firm). I joined P.D. Hinduja Hospital as a Management Trainee in 2015 & have been working here since then. Currently I am handling the entire recruitment & operations cycle for the junior medical staff, paramedical staff etc.

The Department of Applied psychology at Mumbai University has a structured course in place which incorporates workshops, team building activities & field visits. The field visits certainly help in understanding the processes that different organizations follow as well as the workplace culture.

The basic nuance of Human Resource is “to have a people connect” & “build credibility amongst your employees”. Having a background in industrial psychology certainly helps in having that connect & understanding the psyche of your employees. It certainly helps in shaping up your communication which in turn ensures that your employee trusts you.

Dr. Satishchandra Kumar Sir would always be someone who played a big role in making us appreciate the subject & motivated us to read & to have an eye for detail. He inspired us to have research as our foundation for any concepts that we are taking up. His energy & passion about the subject is infectious & has definitely etched the same in us.”

SUNIL GANGAVANE (Batch 2008-2010)

Partners for Urban Knowledge, Action and Research (PUKAR)

-Program Director

“I completed my M.A. course in 2010. The rigorous and intense training that I received about human and organizational behaviour at the University of Mumbai (Kalina) exceeds superficial bookish information that you might learn at other places. As an Organizational 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 – To try to 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 to have worked under inspiring teachers who helped me learn best practices in the field and gave me 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 the classroom as they shaped me in the real sense. Dr. Satishchandra Kumar has been an inspiring friend, mentor and guide. I work in an NGO and have been successfully applying all my learning in this set-up which helps me enjoy my work and contribute to the society meaningfully.

I wish all the best to the current students. I hope they will continue to grow and learn!”

POOJA JOSHI (Batch 2009-2011)

BNP PARIBAS India Solutions Pvt Ltd- Assistant Manager, Human Resources

“Industrial and Organizational Psychology will have no meaning to it, if it is not "Applied Psychology". I understood this clearly through the M.A. course at the University of Mumbai (Kalina). It became clearer once I entered the corporate world and with every interaction at all levels. I started to believe that empathy and high levels of emotional intelligence coupled with recognition can make wonders to any professional relationship and stakeholder management. It is Psychology that truly made me believe and apply that it is not "humans" but their "situational behaviours" that will account for all actions and reactions!”

SEEMA LELE (Batch 2001-2003)**The Gateway Hotel Ambad, Nashik - Human Resources Manager**

“Studying Psychology has helped me in many ways to deal with and to interact with people on the shop floor extensively, in situations ranging from rewarding their behaviour, to reprimanding their behaviours and counselling them. Psychology, above all, gives you a basic sense of respect towards all people. It is here that the basic foundation of your approach to people is formed. We see that every individual is unique and has a unique learning pattern. Each one has his/her strengths and areas of improvement. It has also enabled me to present human data using the study of Research Methodology and Statistics for Psychology. All the Best!”

VIDYA RANGAN (Batch 2007-2009)**Bombay Cambridge Gurukul - HRD Coordinator**

“One thing that makes a student of Psychology stand apart in the organization is the human element, empathy and sensitivity they are equipped with. The course helps you understand and work with human behaviour in an organizational set-up and that is what makes us unique. Understanding what blocks people from achieving their potential, helping them change their attitude and behaviour goes a long way in changing the culture of the organization to one that is more positive, open and proactive.

In addition to this, the course allowed us to learn practically through field trips, projects, presentations and internships. This personally helped me to build my skills in terms of research, analysis and presentation, as well as build my confidence. Under the guidance of Dr. Satishchandra Kumar, I was equipped with the knowledge and skills that helped me make a transition from being a student to a professional.”

ANUJA DONDE (Batch 2012-2014)
Publics Media - Manager, Talent & Transformation

“The Department of Applied Psychology, University of Mumbai (Kalina) has taught me much more than just Psychology. Dr. Satishchandra Kumar does not just impart Psychology lessons, he imparts life lessons. Having a background in Psychology sets us apart from the crowd. I now realize how important it is in each and every sector and how valued this knowledge is. The knowledge of the human psyche has helped me enormously in developing a performance management system for the organization and in handling various situations that arise in the HR field with élan.

For all this and more I will forever be indebted to this department!”

DARSHANA SARDESAI (Batch 2005-2007)
Teleperformance - Director, Human Resources

“Through these years, the business outlook towards HR has changed manifold. The task 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 Applied Psychology with specialization in Industrial Psychology course prepares students for this very scenario.

The course not only enabled me to 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 the overall talent engagement.

Especially after having on-boarded the students of the previous batch in our organization, I have been witnessing the thought-process, skills and approach that they bring to the fore-front. It gives me immense pleasure to state that the department is yielding a high-calibre pool for the HR industry.”

Dr. RAJU MISTRY (Batch 1985-1987)

Jubilant Life Sciences Limited - Chief Human Resources Officer

“I was a Masters and a Ph.D. student of the University Department of Applied Psychology (UDAP). UDAP shaped my personality, my perspectives, and my destiny and I attribute all that I have achieved till date to the years that I spent at UDAP. The department flourished under the leadership of Dr. Bhagwatwar and I was so blessed to be there during his tenure.

Post my Ph.D. in Organizational Behaviour I chose to work as a practitioner and joined Bayer India Ltd. Thereafter I moved across other organizations such as Siemens Ltd, Mastech Corporation (Canada), Colgate Palmolive India, Tata Sons, Aditya Birla Group. Currently I am with Jubilant Life Sciences. At the risk of sounding pompous, I must share that all my managers told me that I have to find a successor like “myself” and that these shoes were very big to fill. I figure that was a compliment not to me as a person, but to the fraternity of psychologists who could make that impact in the companies where they worked. I believe that the field of psychology has so much of untapped potential and it is only students who are genuinely passionate about the subject will help to unravel its true value to the world of academics, community and society at large. I wish the Department success as it grows from strength to strength.”

KOMAL MATHUR (Batch 1991-1993)

**Tata Consultancy Services - General Manager Human Resources,
Human Resource Head India Business**

“Industrial psychology is extremely relevant to any business or organization today. It is both, broad-based, as yet can delve deep into individual belief systems, motivations and personality. Building high performance teams, integration of newer generations into the organization, managing a diverse multicultural workforce and building future ready professionals with a growth mind set are some key applications for practitioners of Industrial Psychology. Organizations today are increasingly taking cognizance of people factors and this is where Industrial Psychologists can play a key role.”

PARENT TESTIMONIALS

“I feel very proud that my daughter is a part of Mumbai University. The Industrial and Organizational Elective of Mumbai University is the perfect blend of theory and practice. All the field visits that my daughter has been to, and the various assignments, make me feel assured that Mumbai University is preparing her well for the world ahead. I am confident that these two years of Master’s program will teach her not only the KSAOs (knowledge, skills, abilities and other characteristics) required in the job field, but also people’s skill – to understand and empathize with them.”

~Subrata Majumder, F/O Namrata Majumder.

“Mumbai University is one of the most reputed universities of India. The Industrial/Organizational Elective of Mumbai University is perfect combination of theory and application. It is a blend between the subjects offered in management courses with Psychology. I am confident that this Master’s course will develop my daughter holistically and make her competent not only in her job role, but also in understanding people’s behavior.”

~Achintya Rakshit, F/O Anamika Rakshit.

“It gives me great pleasure to say that my daughter is a part of one of the well-known universities of India, i.e. Mumbai University which is known for its excellence. It has all the best facilities under one roof: state of infrastructure, erudite faculty, professional teachers, vast libraries, sports area and many more facilities. It has been a wonderful experience for my daughter in the university because she has learnt a lot of things from the same. Potentials are harnessed, skills are developed, confidence is built and dreams are realized.

Studying Psychology at the University has widened her perspective and has given her the idea of importance of Psychology in today’s day and age. It has also helped her grow as a person in terms of maturity and by letting her bear responsibilities that otherwise would never come her way.”

~Sandeep Shah, F/O Tanvi Shah.

CURRICULUM

The Master's degree in Applied Psychology Course follows the Choice Based Credit System (CBCS). There are 100 credits for the entire M.A. course, 24 credits per semester for 1st semester and 2nd semester; 30 credits for the 3rd semester and 22 credits for the 4th semester.

M.A. Part - 1

	Subject		Credits
Semester 1	Course 1	Personality Psychology (Intrapsychic domain, Biological and Cognitive domain, HEX-ACO, Disorders and traits and Culture and personality)	4
	Course 2	Research Methodology for Psychology (Philosophy and ethics of research, Methods of data collection: survey, questionnaire etc., Experimental methods, Discourse, Narrative and Conversation analysis)	4
	Course 3	Statistics for Psychology (Probability distributions, Descriptive statistics & Inferential statistics {t-test, ANOVA, etc.} Correlation, Regression, Non-parametric analysis, Factor analysis and R software)	4
	Course 4	Psychology of Cognition and Emotion (Attention, Perception, Memory, Language, Intelligence, Emotions and Neuropsychological basis)	4
	Course 5 Practical	Experimental Psychology Practical (Designing experiments on topics such as Decision Making, Attention, Reasoning, Memory, Emotions, and Language etc. using the software Open sesame followed by conduction & data analysis)	8

Semester 2	Course 1	Evolutionary Psychology (<i>History and Origin, Survival, Mating, Kinship, Cooperation, Parenting, Evolution of Morality, Aggression etc.</i>)	4
	Course 2	Intervention Systems in Psychology (<i>Psychoanalysis, Analytical psychology, Person-centered, Behaviour and Cognitive therapy, Intervention techniques in groups, Integrated and eclectic interventions and multicultural perspective</i>)	4
	Course 3	Multiculturalism: Theory and Practice (<i>Major cultural variables in Indian context- gender, religion, caste, social class, language & regionalism; Prejudice and discrimination, Rights, Equity, Multicultural assessment & counselling and managing diversity and conflict in organizations</i>)	4
	Course 4	Positive Psychology (<i>Optimism, Flow, Subjective well-being, Positive individual traits like Self-Efficacy, Creativity, Empathy, Altruism and Positive institutions</i>)	4
	Course 5 Practical	Psychological Testing and Psychometrics Practical (<i>Test development on topics like Attitudes, Motivation, Emotion, Personality etc.; Item analysis, Reliability, Validity, Group norms and Test administration and Reporting</i>)	8

MA. Part - 2

	Subject		Credits
Semester 3	Course 1	Competency Based Assessment in Organization (Competency based recruitment, selection, training, development, compensation; assessment centers, competency dictionary and frameworks, competency management methods, etc.)	4
	Course 2	Organizational Behaviour (Organizational behavior at individual and group level including Attitudes, Personality, Motivation, Group Dynamics, Leadership, Conflict Management, Positive organizational behavior including Engagement, Flow, Mindfulness)	4
	Course 3	Organization Development (Approaches to organization development, Managing organization development process: Diagnosis, Action research, Program Management, etc.; Organization change and resistance, OD interventions)	4
	Course 4	Consumer Psychology (Understanding consumer behavior, theoretical approaches, psychological issues, socialization, decision making, and research methods)	4
	Course 5	Human Resource Management (Introduction, concept and functions of Human Resource Management, Recruitment, Selection process, Training, Performance management, Career management, Occupational Health and Safety, Industrial Relations and Trade Unions)	4
		Advanced Applied Psychometrics and Data Analytics (Classical Test Theory, Modern Test Theory, Item Response Theory, data analytics and application of psychometrics in industrial, educational, clinical settings)	
	Course 6 Practical	Practicum in Industrial Psychology (Workshops on communication skills, interpersonal relationships, leadership, team building, motivation, decision making and problem solving; Structured Activities, HRD Instruments, Field visits, Force Field Analysis, Focus Group Discussions and Appreciative Inquiry)	10

Semester 4	Ability Enhancement Course	Methods and Analysis of Neuropsychological Data (Brain structure, Electroencephalogram (EEG), Event related potential (ERP), Eye-tracking, MRI, fMRI)	6
		Communication and Social Skills (Communicative competence, listening skills, nonverbal communication, social skills including persuasion, assertiveness, emotional support, humor, self-disclosure)	
	Inter/Cross Disciplinary Course	Change Management (Overview and Process for Change, Resistance to change, models of change, organizational change interventions and strategies, implementing change, contingency approaches)	6
	Project Based Course	Dissertation (Students undertake a live project or a research assignment related to various fields of psychology such as: Positive Organizational Behaviour & Development, Rumour at Workplace, Well-being at Workplace, Workplace Engagement, HR analytics)	10

STRUCTURED EXPERIENCES

Structured activities are essentially short experiential activities conducted with an objective of establishing a climate of trust and connectedness, to engage the entire group and to enhance theoretical knowledge and practical skills, techniques, and ideas which can be used at workplaces, conferences, and in classrooms as well as training programs. The inclusion of structured activities in the course curriculum provided students with hands-on experience of participating in the activity in such a manner that it enabled them to observe and learn from

facilitators the essential adeptness required to facilitate such activities at the workplace.

The following structured activities were conducted:

1. Who Am I?
2. Tree of Life
3. Human Values Continuum
4. Ring Toss
5. Desert Survival

Who Am I?

The objective of the activity was to allow participants to become acquainted quickly in a non-threatening manner. The activity gave students a chance to discover each other's likes, dislikes, interests and hobbies such that an intriguing dialogue emerged amongst the students.

Tree of Life

The goal of the activity was to help students get acquainted with the self and other classmates in an engaging and creative manner. The activity enabled the students to explore their creative self, to introspect about themselves and significant aspects about their life like personal achievements, people they are inspired by and people whom they have helped. The activity gave students a brief but rich glimpse into each other's life experiences.

Human Values Continuum

The aim of the activity was to get participants physically involved in thinking about their responses to value statements and generate discussion amongst the participants. It helped the students assess their value system judiciously and the exchange of ideas and beliefs that led to a superior understanding about personal and social values that are held important by one another.

Ring Toss

The goal of the activity was to enable participants to examine their own risk-taking behavior, to understand the dynamics of achievement motivation as they operate through their goal setting behavior and to study the extent to which they are sensitive to the information generated by them, and the use of such information to modify their behavior. This activity resulted in a discussion which enriched students' theoretical knowledge of motivation, goal-setting, risk taking and information processing.

Desert Survival

The objective of the activity was to establish a team-oriented atmosphere, to strengthen members' problem-solving skills, to demonstrate and promote group synergy and to improve the effectiveness of individual and group decision making through consensus. The activity helped to build on skills like problem solving, consensus decision making, group building skills, evaluating priorities, assessing consequences of alternatives, information seeking, active listening.



Desert Survival



Who Am I?



Ring-Toss Game



Human Values Continuum



Tree of Life

WORKSHOPS

Workshops are settings which provide demonstrations and opportunities for practice through engrossing activities, leading to increased understanding of the given concept. The inclusion of workshop conduction in the course curriculum enabled students to get first-hand experience of planning, preparation, and execution of a workshop. The preparation includes defining objectives, prioritizing goals, designing audience specific activities, creating PowerPoint presentations, and logistics (managing the materials, equipment, kits, audio-visuales, posters, invitations, schedules, handouts, designing feedback forms and managing list of participants among other things). Finally, the implementation of the workshop includes attending to all three of its phases: introduction, substance, and closure.

A comprehensively engaging exercise of conducting the workshop helped the students to hone skills like active listening, time management, people management and engagement, communication and effective presentation among many other skills. This exercise helped students to develop a distinct proficiency which enriched the knowledge of the principles and practicalities of conducting an effective and successful workshop in an organization.

The following workshops were conducted:

1. Effective Communication Skills
2. Developing Interpersonal Skills and Resolving Conflicts
3. Leadership, Power and Politics, and Influencing Others
4. Team Building
5. Motivation and Goal-setting
6. Effective Decision Making and Problem Solving with Creativity

Effective Communication Skills

The objective of the workshop was to enable an understanding of the various nuances and dynamics of the communication process factoring in some of the unique characteristics of the same as it occurs in different organizations. Conducted over a duration of 6 hours, the workshop included activities that addressed active listening, appropriate use of open and close ended questions, one-way two-way communication channels, patterns of communication, rumors, and team communication.

Facilitators: Aishwarya Bellam, Diksha Jiwane, Naozad Fitter and Shailja Sharma

Developing Interpersonal Skills and Resolving Conflicts

The purpose of the workshop was to acquire knowledge of theoretical principles and practical actualization of developing interpersonal skills and conflict resolution skills when working with a group of people. Conducted over a duration of 6 hours, the workshop included engaging activities which tapped on concepts like negotiation, inter- and intra-group conflicts, role functions (Task and Maintenance Roles), Johari Window and cultural and linguistic diversity and sensitivity.

Facilitators: Anamika Rakshit, Devina Karnik, Kimaya Dixit and Ruhi Kadam

Leadership, Power and Politics, and Influencing Others

The workshop aimed to enable the exploration and actualization of leadership potential through experience. Through four engrossing activities, the workshop conducted over a duration of 5 hours, focused on enabling a better understanding and identification of leadership behaviors that help or hinder goal achievement, use of power, and how leaders can effectively influence others.

Facilitators: Ankita Kalghatgi, Gillian Saldanha, Pooja Gavande and Sharon Solomon

Team Building

With the goal of enabling participants to explore different aspects of efficient team functioning, the workshop included activities which addressed trust building, communication, creativity in problem solving and interdependence in groups. Belbin's theory of team roles was administered which helped the participants to discover their behavior roles. Conducted over a duration of 5 hours the workshop ended with a small singing session in order get the team together.

Facilitators: Aneysa Roy, Siddharth Kulkarni, Simran Bhansali, and Tanvi Shah

Motivation and Goal-setting

Conducted over a duration of 5 hours, the workshop aimed at developing awareness of the factors involved in motivation, increasing awareness of the effects of motivation and incentives on the attitudes and performance in intergroup competitive situations, understanding the importance of goal-setting and learning about different motivation styles and effect of leadership styles on motivation.

Facilitators: Namrata Majumder, Nrithika Jaisankar and Riya Jain Rajawat

Effective Decision Making and Problem Solving with Creativity

The workshop aimed to unleash participants' creativity in problem solving and decision making throughout its duration of 5 hours. Several methods such as imagery, pictorial representations and breaking down problems into sub-parts were an integral part of the various activities. Participants were also exposed to a few examples of creative thinking through a compilation of several videos.

Facilitators: Pratik Randhir, Radha Joshi, Sawri Madkaikar and Shruti Sharma





HRD INSTRUMENTS

Human Resource Development (HRD) instruments are systematically designed devices in the form of psychological tests or questionnaires that are constructed for assessing, appraising and evaluating various aspects of human behavior at workplace. The objective of administering HRD instruments on oneself was to acquire knowledge of a structured and standardized method of testing procedures at the workplace which determines an individual's competencies and to improve organizational effectiveness.

The inclusion of HRD instruments to the course curriculum provided students with a systematic understanding of the human psyche and behavior at workplace, which is key to individual and organizational effectiveness. It helped to sharpen skills like critical and analytical thinking, analysis of data and information and effective report writing. This exercise enabled students to acquire a rich understanding of an organization's characteristics with respect to the core functions of a human resource development system. The addition of HRD instruments equipped students with the much-in-demand and unique expertise of managing, interpreting and applying data generated about human variables in a manner so as to facilitate and support change mechanisms in organizations in order to improve performance, productivity and even performance.

The following HRD instruments have been part of the course:

1. Career Orientation Inventory
2. Consultant Style Matrix
3. Emotional Quotient Test
4. Enneagram Personality Test
5. Human Resource Development Climate Survey
6. Job Diagnostic Survey (JDS)
7. Life Planning Program
8. Motivational Analysis of Organizational Behavior (MAO-B)
9. Mental Health Continuum Long Form (MHC-LF) for adults
10. Opinion Survey for Conflict Management (OSCM)
11. Organizational Diagnostic Questionnaire (ODQ)
12. Organizational Role Stress Scale (ORS)
13. Role Efficacy Scale
14. Style Profile of Interaction Roles in Organization for Managers (SPIRO - M)
15. Team Orientation and Behavior Inventory (TOBI)

FIELD VISITS

Field visits provide students with an opportunity to explore, observe and learn about the day-to-day functions, operations and management practices of a particular industry in its natural state. As part of the course curriculum, students were taken to diverse industrial sectors in and around Mumbai where they interacted with the people from various organizations and received first-hand exposure to the working procedures of esteemed organizations.

The objective was to accustom students to the industrial practices and the workings of the corporate world in such a manner that it hones their corporate skills and industry understanding. With an aim to go beyond academics, these visits were arranged to provide students with exposure to diverse sectors like educational, hospitality, service, corporate among other sectors.

Field visits are educationally sound and an important ingredient to the course curriculum as they supplement and enrich classroom learning, making students aware of the industrial requirements and helping them relate their educational experience to the outside world by attaining practical knowledge and their theoretical applications thereof.

The visits provided a better understanding and exposure to the functioning of the human resource department in different sectors and their changing roles at the workplace. Through the field visits students also developed a higher level of critical thinking ability to evaluate their own learning and hence modify their knowledge based on their personal experiences. Such opportunities helped students build upon their skills in a manner that is unmatched as they get exposed to the unique aspects of operations in organizations across different sectors.

The following are the various industries visited by class:

1. Bombay Cambridge Gurukul, Malad West
2. Global Vipassana Pagoda, Gorai
3. Ummeed Child Development Center, Parel
4. PUKAR – Partners for Urban Knowledge Action and Research, Bandra East
5. J.W. Marriott Hotel, Juhu
6. Biostadt India Limited, Worli
7. Kripa Foundation, Bandra West
8. Taj Lands End, Bandra West
9. Godrej India Culture Lab, Vikhroli East



Taj Lands End



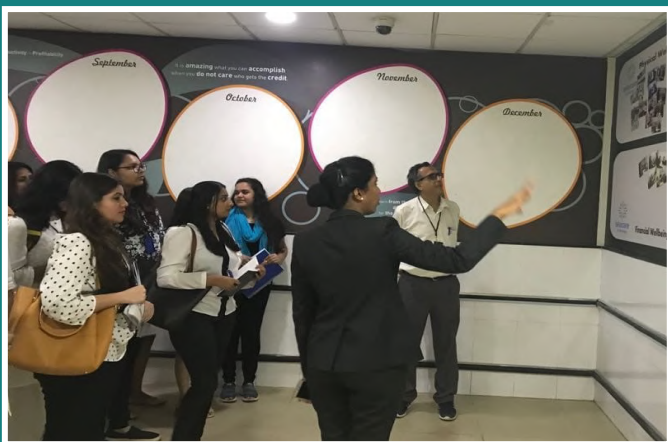
Biostadt India Limited



Ummeed Training Center



Dr. S. Radhakrishnan International School



JW Marriott, Sahar



Kripa Foundation



PUKAR



Godrej Industries Limited

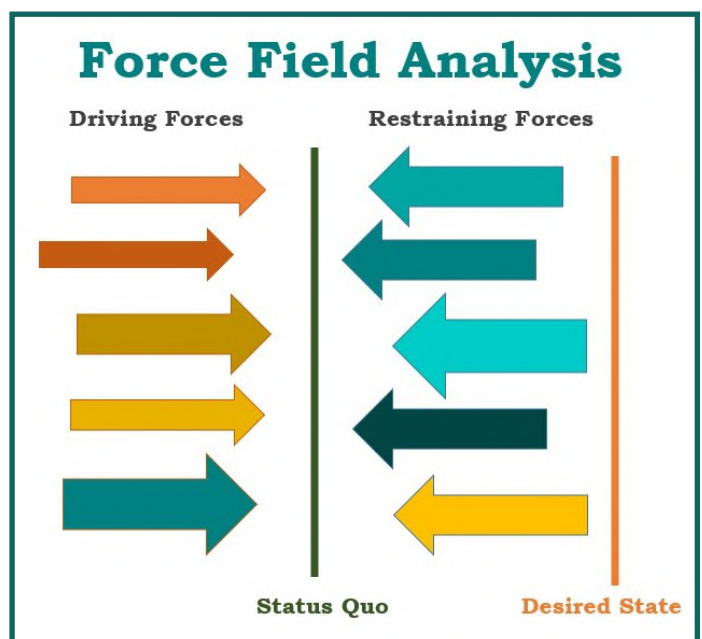
FORCE FIELD ANALYSIS

Force Field Analysis (FFA) is a problem-solving tool used to facilitate change by identifying the driving and restraining forces that surrounds a proposed change. The objective of conducting FFA was to gain an understanding of theoretical principles and practical application of change management in both business and personal environment.

The steps involved in FFA are:

1. Define the problem
2. Decide the desired condition
3. Identify the driving and restraining forces operating in the current condition
4. Examine the strength of the forces
5. Derive strategies or action plans for increasing the driving forces and reducing the restraining forces
6. Implement the action plans
7. Monitor and review action plans

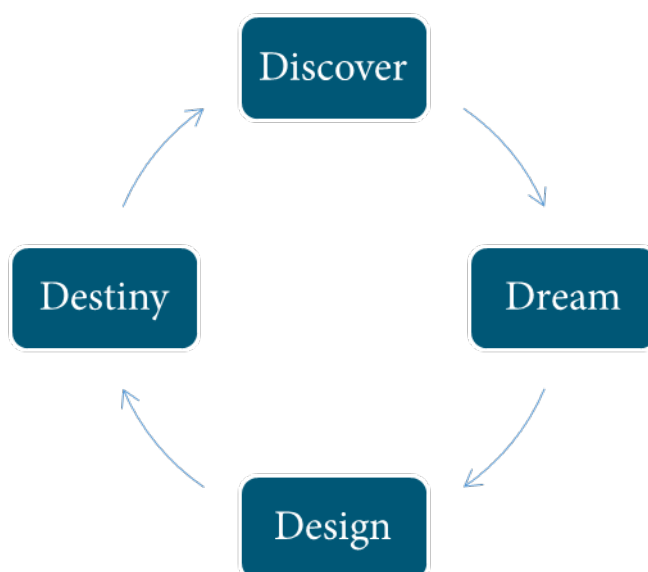
The addition of FFA to course curriculum enabled students to critically analyze the difficulties involved in the envisaged change from different angles. It sensitized students to peoples' behavior, emotions, experiences, forces and values underlying people's attitude to change. It helped students to build on skills like critical and analytical thinking, problem solving, cultural diversity and sensitivity as well as creativity. Throughout this intellectually stimulating activity, a rich discussion, debate and dialogue emerged among students which enriched their knowledge of planning, facilitating and implementing change management programs in organizations. The practical application of such an OD technique developed the unique expertise for students to promote and support change at large scales.



APPRECIATIVE INQUIRY

Appreciative Inquiry (AI) is a powerfully effective and affirming way to embrace human, institutional and organizational change. The objective of conducting AI was to learn about the core principles of AI and develop a change plan by tapping into the aspects of the 4D Model - **Discovery** (appreciating and valuing), **Dream** (envisioning), **Design** (co-constructing the future) and **Destiny** (learning, empowering, and improvising to sustain the future). The students conducted AI in pairs for each other by interviewing and storytelling with an objective to draw out the best of the past, to understand what one wants more of, and to set the stage for effective visualization of the future by devising an Individual Performance Plan (IPP) to facilitate a change formula for the attainment of the desired level of performance.

The addition of AI to the course curriculum helped students to acquire knowledge about a transformational change methodology grounded in theories of organizational behavior and the sciences of sociology and psychology, with a good dose of metaphysics tossed in. Conducting AI enabled students to wear hats of both the coach and the protégé while building on skills like active listening, coaching, motivational interviewing, critically evaluating strengths, assets and values of a department or organization and strategizing change plans. This interpersonally judicious exercise empowered students with the knowledge and skills of facilitating appreciative discourse by focusing organizational work on collective strengths and desired outcomes. Such an exercise enabled the students to distinctively expand their skill sets to facilitate interpersonal change in organizational set-ups with the objective of self-development and progress.



FOCUS GROUPS

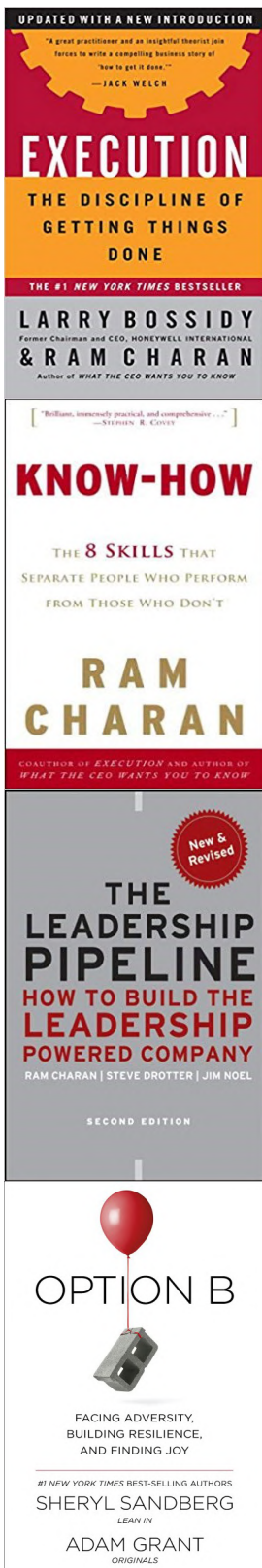
A Focus Group Discussion (FGD) is an observational data elicitation method, which allows the researcher to observe and record in a structured or semi-structured fashion the interactions (verbal and non-verbal) between a small group of individuals, around topics chosen by the researcher and most often in a direction stimulated by the researcher. The preparation to conduct FGD includes deciding the target population, making consent form, preparing focused group schedule among other things. During the conduction of the FGD, the researcher facilitates the discussion by actively encouraging group members to interact with each other. Lastly, the audio-taped FGD data is transcribed, analyzed and interpreted using content or thematic analysis.

The objective of conducting the FGD was to obtain perceptions about a defined area of interest in a permissive and non-threatening environment from a defined target population. The inclusion of FGD to the course curriculum provided students with 'hands-on' experience of conducting an FGD, transcribing and analyzing the data obtained. It also enriched the theoretical knowledge of principles and practicalities of facilitating and analyzing focus group dynamics such that it helped students to build on skills like establishing rapport, effective use of prompts and probes, sensitivity to non-verbal cues, interviewing skills, active listening and people management. This intriguingly informative activity has empowered students with the ability to elicit valuable feedback from a group of people in an innocuous environment; the obtained information can then be used to introduce meaningful and even profitable changes within the system under investigation. Such exposure to the theoretical and practical application of this widely used research technique developed the unique proficiency for students to manage and interpret qualitative data in a manner that is useful for all the parties involved.

The following FGDs were conducted:

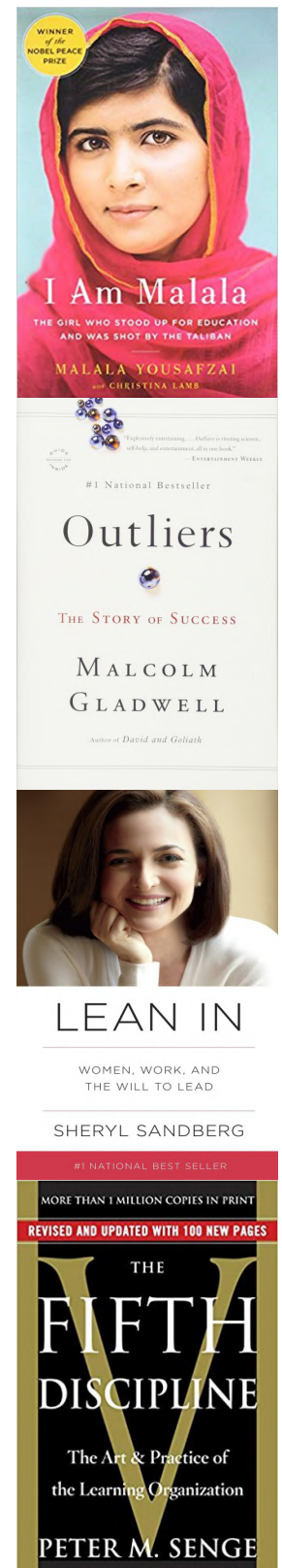
1. Work - Life Balance
2. Educational Degree and Effective Job Performance
3. Artificial Intelligence and Employment
4. Impact of Technology on Employment
5. Ethics in Educational Organizations/ Institutions
6. Group v/s Individual Effectiveness
7. The Gap between Education and Job Requirement

BOOK REVIEWS



The objective of book reviews being a part of the coursework was to enable the students to develop the habit of reading and to learn the skills of critically analyzing the contents of the book - the issues, premises and themes; and the perspective and writing style of the author and to stimulate personal learning from the reading experience. In this way, students were encouraged to not just read frequently but also to read critically, many prodigious works by celebrated authors. Assessment and careful evaluation of new concepts often help readers have an integrated idea about the subject matter of the book. The students gained a clear understanding about the core concepts from the book review and it built the interest to read and understand the purpose, value, and knowledge provided by the book.

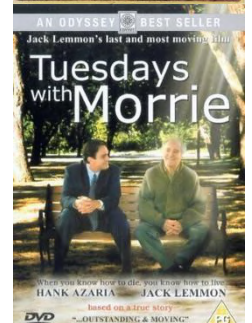
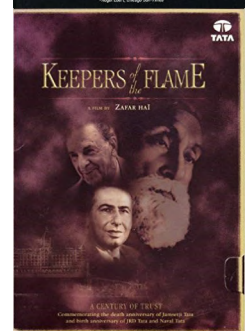
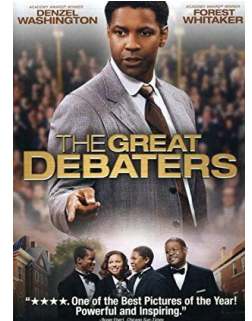
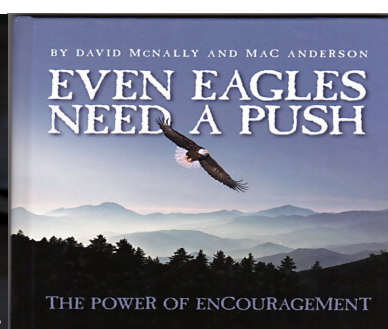
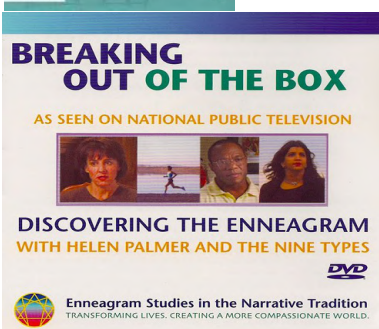
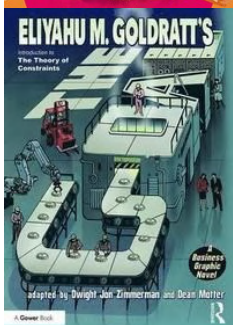
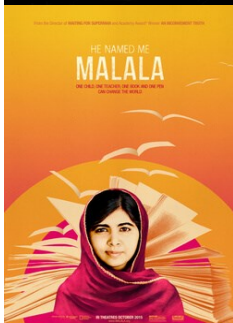
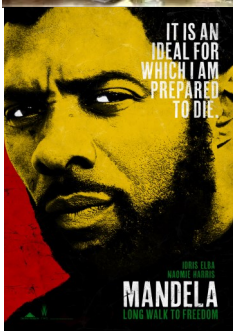
The book reviews boosted the reading and comprehension skills of students and they learned to critically analyze themes and propositions put forward in the books by the author and could form their own comprehensive opinions. In addition, the reviewers acquired the skills of presentation and critical thinking. This made it easy for the students to apply lessons from the book by integrating theoretical learning with practical skills. Book reviews are an important aspect of the course curriculum that made the syllabus more comprehensive as the students drew out greater meaning from the experience which is unmatched and immensely valuable.



FILM SCREENINGS

The main aim of including films, videos, and documentaries as a part of the coursework was to improve the learning experience. A film can be far from distracting when relevant to the topics being discussed in the classroom. Films that are tactful and responsibly chosen add value to learning and make ideas easier to understand due to the media-rich contents. Movies demonstrate how theoretical concepts can be applied in daily life by ways of identifying and interpreting themes and symbols, analyzing meanings, and understanding the bigger picture. Additionally, the students were engaged by the gripping narrative and absorbed more from the audio-visual learning experience which goes beyond textbook learning.

Movies about incredible characters, either real or fictional, inspire us to make better decisions and strive to be a better person. The experiences, feelings, dilemmas and choices portrayed in the films can really strike a personal chord and have a remarkable lasting impact on us. The follow-up discussions about the film screenings not only helped students to better link the concepts from the screen to the syllabus but also became an integral and unique quality exclusive to the learning experience for the students.





SWOT

SWOT analysis is a strategic business analysis technique that involves a process of identification and assessment of strengths, weaknesses, opportunities and threats related to a particular organization or project.

Identification of core strengths and weaknesses which are within the control of the organization enable an understanding of the current favorable forces which are likely to be sources of competitive advantage. By conducting an external analysis, an organization identifies the critical opportunities and threats in its competitive environment that are beyond its control in order to stay prepared for the future.

Based on the SWOT Analysis, the TOWS which stands for Threats, Opportunities, Weaknesses and Strengths, another business analysis technique involved in strategy planning, was conducted. While SWOT is helpful in audit and analysis, TOWS is useful for generation and selection of strategies.

UDAP was established in the year 1959 and it turns 60 years old in 2019. Keeping this in mind the key objective of carrying out the SWOT and TOWS analyzes was to identify and prepare for the upcoming challenges in the department's Diamond Jubilee.

SWOT analysis is an important part of the syllabus as it provides the students with the practical know-how on using it as an analytic tool that condenses a large number of situational factors into manageable data whilst being simple and flexible. It enabled the students to look beyond the usual, and raise non-conformist issues and discuss them in order to find appropriate strategies as solutions. This learning proved to be valuable because it developed and enhanced critical thinking and analytical reasoning abilities for the students. The knowledge of carrying out a SWOT analysis helped develop a unique proficiency for the students as it enabled the learning of how organizations can capitalize on their strengths to grab opportunities while addressing and alleviating the weaknesses and threats to stay prepared for the future.

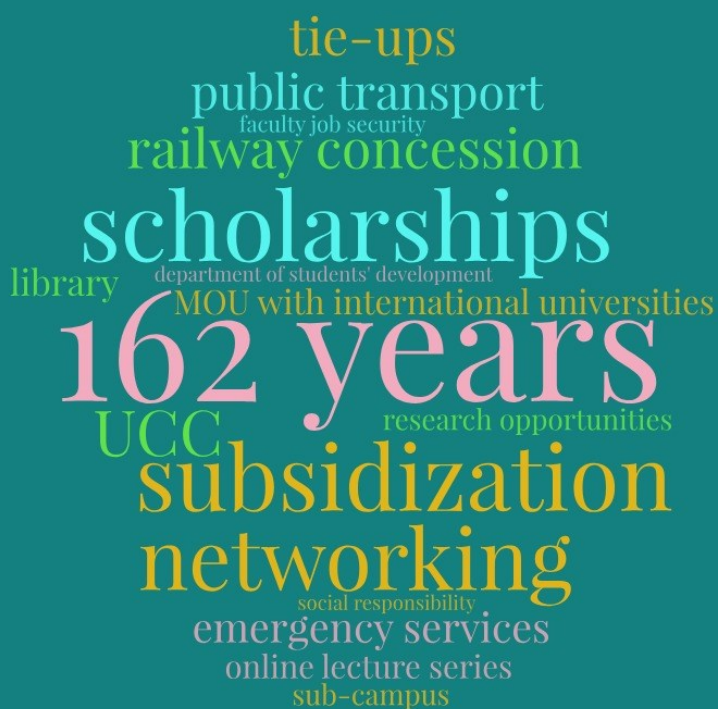
STRENGTHS



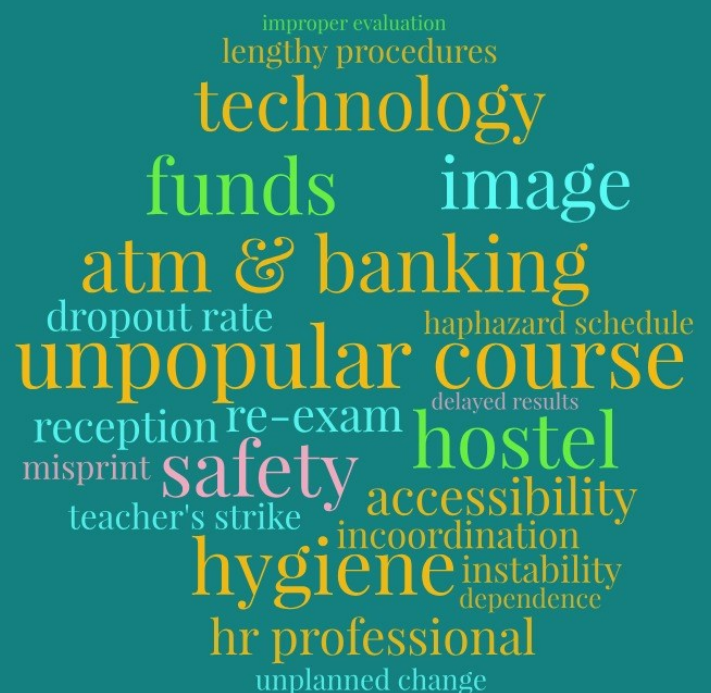
WEAKNESSES



OPPORTUNITIES



THREATS



SEMINARS

Seminars provide a learning avenue for students to engage in discussions about certain concepts with the objective of gaining a greater insight into the subject while also providing the opportunity for raising questions and debating issues.

As part of the coursework for the Consumer Psychology paper, the students organized seminars on various themes where they presented their ideas and opinions on the subject of consumer behaviour with the objective of learning and reviewing various concepts and theories about the same. The broad themes of the seminars included:

Effects of Marketing on Children where the conversation was geared towards studying the impact of digital media on children, children's cognitive responses to advertisements, food marketing and children and the impact of neuro-marketing.

Advertising Appeals and Consumer Behaviour wherein discussions were based on various types of advertising appeals such as visual, humour, fear, music, sexual, emotional across cultures depending on the culture's specific features. The seminar also covered the cognitive processes that underlie responses to such appeals.

Gender and Consumer Psychology covered discussions about the differences in the way men and women behave as consumers and how it influences their purchase decisions and gender specific stereotypes. The seminar also covered gender differences in online shopping, gender and compulsive buying, gendered products and gender and retail shopping.

Impulse Buying and Hedonomics focused on impulse buying which is the sudden powerful and persistent experience of an urge to buy something immediately. The Hedonomic approach seeks to optimize the relationship between external stimuli and happiness, without having to increase the magnitude of the external stimuli per se.

Tourism and Consumer Behaviour addressed the underlying processes that are involved in the consumption of tourism through topics like the factors affecting consumer behaviour in different sectors of the tourism market, tourism marketing and branding, vacation decision making and travel motivation, religious tourism in India and sustainable and responsible consumption in tourism.

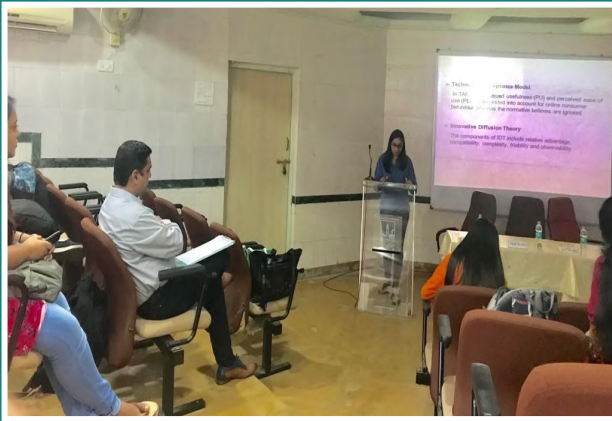
Apart from these, the students also conducted a seminar on the **Measurement of Human Resources** which included presentations on: HR Audit, HR Accounting, HR Balance Score Card and Human Resource Information Systems. Organizational success is often calculated in financial terms; however, other factors such as organizational culture, commitment among a plethora of HR practices are equally important indicators. Implementation of such practices is futile without evaluating their impact. The first step to this evaluation is “measurement”: measurement of the HR policies, procedures, functions, norms and practices. This aspect is gaining importance today because of rapid-paced markets, increasing levels of competition, and scarcity of resources.

Students are also encouraged to attend seminars organized by the department - **Social Media and What We Stand to Lose** and **From Inclusion to Emancipation: Giving Back to the Society**.

The speakers of the first seminar included distinguished members from the Loma Linda University, Ms. Sharon Martineau, Ms. Christina Evans and Ms. Nipher Malika. The speakers addressed the topics about the various nuances of the use of social media, its benefits and also the drawbacks. The discussion addressed the impact of social media on health and well-being.

The panel of speakers for the second seminar included eminent dignitaries to the likes of Dr. Vasumathi Badrinathan, Adv. Mr. Uday Warunjikar, Mr. Nishant Bangera and Dr. Umesh Bharte. The speakers focused on various current issues through the lens of Gandhian Principles some of which included education, child rights, human rights, self and identity among others.

The organization of seminars and presentation of ideas enabled the students to develop a skill set that integrates capabilities like analytical reasoning, critical thinking, abstraction, comprehension and discourse. It allowed students the opportunity to learn about the subject matter by ways of engaging and building on one another's ideas. Organizing and attending seminars provided a refreshing perspective on learning and enhanced the value of the syllabus making it richer in exposure offered to students. The seminars focus on subjects that enabled students to build a solid knowledge base while also sensitizing them to current social issues to help develop a sense of social and moral responsibility.



DISSERTATION

The M.A. Program requires students to individually complete a dissertation in Semester 4 by conducting primary research in the area of their preference under the supervision of a research guide assigned to them. The objective of this project based course was to enable students to develop an academic proficiency to identify research questions, analyze data and contribute towards existing research. The dissertation carries 10 credits and is an important component of the syllabus as it is geared towards developing the research skills in students and allowing them to apply theoretical knowledge to gain an understanding of those principles as they operate in the real world.

The process of the dissertation begins with the identification of the research question, to developing research proposals and refining them for subsequent approvals and then conducting the research followed by writing the thesis and presentation of the findings. This exercise being highly rigorous enabled the students to think critically about theoretical concepts, formulate original ideas, understand the influences of variables like culture on behavior as well as develop the ability to make sound arguments and connect different ideas together.

The project based course helped develop a distinctive competence among students by improving their research skills, data analysis skills, research writing and presentation skills. Such practical experience of carrying out a research project developed a unique and remarkable finesse among the students that provided them with the expertise of understanding the practical issues related to research while also giving them the leverage to navigate those and complete those projects successfully.

Name	Topic
Aishwarya Bellam	Motivational Analysis of Organizational Citizenship Behaviors: Self-Determination Theory Perspective
Anamika Rakshit	Organizational Justice, Job Satisfaction and OCB: a correlational study of the Indian corporate employees
Aneysha Roy	Awareness and Attitudes towards the reservation system in India: A study of Indian youth
Ankita Kalghatgi	Cognitive Appraisal of Stressors, Personality Traits and Mental Well-being among the Working Population
Devina Karnik	Relationship between work stress and work engagement in male courier delivery employees
Diksha Jiwane	Relationship between self-disclosure on Facebook and relationship intimacy
Gillian Saldanha	Relationship between fairness at workplace and organizational commitment
Kimaya Dixit	Relationship between Resilience and Employee Engagement in Mental Health Professionals
Namrata Majumder	Effect of Health-Well-being Initiatives and Workforce Diversity on Employee Engagement and Turnover Intention
Naozad Fitter	Effect of Affect on Risky Decision Making in Working Population
Nrithika Jaisankar	Relationship between Psychological Well-being and Organizational Commitment
Pooja Gavande	Relationship between trust in teams and employee engagement among teachers
Prateek Randhir	Relationship between Goal orientation and employee engagement in BPO sector
Radha Joshi	Trust and Rumor Transmission in Private Sector Organizations
Riya Jain Rajawat	Relation Between Well-being and Organizational Commitment in School Teachers
Ruhi Kadam	Organizational Citizenship Behavior (OCB), Perceived Equity and Perceived Organizational Support as antecedents of Organizational Commitment
Sawri Madkaikar	Relationship between Gratitude and Job Satisfaction in Working Professionals
Shailja Sharma	Relationship between work life balance and absenteeism amongst married female employees in private sector
Sharon Solomon	Effects of Workplace Incivility and Perception of Office Politics on Individuals' Perceived Organizational Support and Citizenship Behavior
Shruti Sharma	Effects of leadership styles on employee engagement
Siddharth Kulkarni	Relationship between Ethical Leadership, Job Autonomy and Psychological Well-being of Secondary School Teachers
Simran Bhansali	Relationship between employee engagement and intention to turnover among software engineers
Tanvi Shah	Impact of Facebook usage on Trust and Marital Satisfaction in young adults

OTHER ACTIVITIES

Management case studies are descriptions of real-life management issues that have occurred in organizations or within industries and suggestions of viable solutions. The objective of analyzing management case studies was to help students gain an understanding of business problems, evaluate underlying issues, principles, establish cause-effect relationships, develop feasible solutions and generate strategies for accomplishing them. Case study analysis also gives an opportunity to analyze the steps other business professionals have taken to address specific markets, problems and challenges.

The addition of case study analysis to the course curriculum helped in bringing about an essential balance between theoretical understanding and practical application of those principles in a manner that built on skills like critical thinking, problem solving, analysis of information and even creativity. This exercise further helped students develop a rich understanding of issues like ethics, diversity, inclusion and other sensitive topics thereby facilitating a holistic perspective on management and development of human resources in organizations.

Apart from this, the environment at UDAP fosters an enriched learning experience for students by going beyond the curriculum. An example of this is having students actually participate in an OD technique called '*Appreciations and Concerns*' where students wrote notes to each other about their strengths and areas of improvement in order to help each another in the process of growing by learning. Students' WhatsApp groups are also used as a platform for learning by sharing information about current events and news, recent research among other things with the objective of encouraging one another to stay updated. The learning atmosphere at UDAP truly exhausts every available platform with the intention of helping students learn from every opportunity that comes along the way.

The following case studies have been part of the course:

1. The Moonlighter (HBR Case Study)
2. When Your Colleague is A Saboteur (HBR Case Study)
3. The CEO Can't Afford To Panic (HBR Case Study)



Secret Santa



Birthday Celebrations



Farewell Party



Fresher's Party



Traditional Day

WHY US?

We as students of Applied Psychology have undergone rigorous training in the subject for 5-7 years during which time we have been exposed to both the theoretical underpinnings as well as the practical skills in understanding and dealing effectively with human behavior. The course design aims at preparing students to gain conceptual understanding of a plethora of psychological principles while also encouraging them to apply those in various activities which is a quality that best distinguishes this course from other related fields typically taught in business institutes. This balanced approach to learning has resulted in the development of skills that are crucial in the world of work today, like analytical reasoning, effective communication, adaptability, initiative taking, empathy and collaboration.

I/O Psychology is a field that examines factors that affect people in organizations; the specialization in this course entails an in-depth understanding of the dynamic nature of human behavior at the workplace and hence equips us with the necessary expertise and skills to deal with the same. Such an exposure to studying human behavior helps in developing a scientist-practitioner approach where we come prepared with skills needed to conduct research and apply those findings in order to enhance an organization's effectiveness by harnessing the human capital therein. We are firm believers in human resources being the most vital and potent factor that determines the success of organizations more than any other resource and from that notion we push for the challenging task of optimization of this resource by facilitating its management and development.

Additionally, we also come equipped with keen understanding and skills required to deal with matters like diversity, inclusion, ethics and morals and other such issues that affect organizations in today's volatile and complex world of work. The learning experience from this course has helped us build a perspective that allows for integration of principles from various fields and application of those in a collaborative manner such that we boost the human capacities in organizations across settings including the private sector, public sector, educational institutes, hospitality and service industries among others. I/O Psychologists in the past have had illustrious careers and have scaled heights in organizations to hold strategic and important top-level positions that directly affect the performance, productivity and profitability of organizations which portrays the eminence of this subject as one that is holistic in its approach to understand the human factor in organizations.

PAST RECRUITERS

- ◆ Adlabs Films
- ◆ Bombay Cambridge Gurukul
- ◆ BNP Paribas
- ◆ Britannia Industries Ltd
- ◆ Capgemini
- ◆ CEAT Ltd
- ◆ CRISIL Ltd
- ◆ Godrej Industries
- ◆ 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
- ◆ Tata Consultancy Services Ltd
- ◆ Tata Motors
- ◆ Teach For India
- ◆ Technova Imaging
- ◆ Times of India
- ◆ Triton Communication Pvt. Ltd
- ◆ SMX Convonix
- ◆ Syntel
- ◆ Ummeed Child Development Center

PREVIOUS BATCH AT PRESENT

NAME	POST	LOCATION
Aishwarya Sur	HR	Seventy Event Media Group
Dinaz Ready-money	HR (Business)	Teleperformance
Harsh Shukla	Senior Executive-Corporate HR	Godrej
Heta Kapadia	Senior Associate (Leadership Training Team)	State Syntel Services Private Ltd
Jayati Dhir	Accounts Manager, Sales And Marketing	Zomato
Jovita Joshi	Fellow	Genpact Social Impact Fellowship
Keertana Nagar	Organization Management Trainee (Business Human Resources)	Teleperformance
Madhura Hate	Management Trainee (People Operations)	Lalamove (India) Private Ltd
Natasha Bacha	Business HR	Teleperformance
Nikita Nanoskar	HR Management Trainee	Future Generali India Life Insurance Private Ltd
Rutuja Kasbe	HR Associate	Bank Edge Human Resources
Sachin Gupta	Senior Officer	IDFC Bank
Sagar Mondal	HR	Mahindra Susten
Sneha Narvekar	HR Assistant	Trident (Nariman Point) & Oberoi Hotel
Tejal More	HR Executive	Equinox Labs
Urvisha Jain	HR	Akanksha Foundation

INDUSTRIAL PSYCHOLOGY

BATCH OF 2017-2019



Top (L-R): Shruti Sharma, Sawri Madkaikar, Shailja Sharma, Gillian Saldanha, Namrata Majumdar, Pooja Gavande, Nrithika Jaisankar, Siddharth Kulkarni, Naozad Fitter, Pratik Randhir, Sharon Solomon, Simran Bhansali, Devina Karnik, Aishwarya Bellam, Riya Jain Rajawat, Kimaya Dixit, Aneysa Roy

Bottom (L-R): Ankita Kalghatgi, Diksha Jiwane, Radha Joshi, Anjali Majumdar (SRF), Dr. Satishchandra Kumar, Aishe Debnath (TA), Anamika Rakshit, Tanvi Shah, Ruhi Kadam

STUDENT PROFILES

AISHWARYA BELLAM

D.O.B: 30th August, 1996

Address: Mahalaxmi, Mumbai

Email: aishbell30@gmail.com

Graduation: St. Xavier's College Autonomous, Mumbai (B.A. Psychology - 2017)

Professional Endeavours: Coppergate Consultants - Recruitment Intern (2016)

HDFC Bank - HR Intern (2015)

Extra-curricular: Completed Honors Program in Economics at the Under-graduate Level (2014-2017)

Conducted and presented independent research on Conflict Resolution and Personal Behaviors at the Annual Bombay Psychological Association Conference (2017)

Authored and presented research papers on Memory Development in Children and Midday Meal Scheme versus Cash Transfers in India at the Annual Psychology and Economics Department Seminars at St. Xavier's College, respectively (2016)

Head of Finances for the Annual Psychology Department Magazine – Uncommon Sense (2015-2016)

Volunteered to provide academic help to underprivileged students at Vimla Vikas Kendra, Mazgaon (2014-2016)

Qualified for National Level at the MaRRs Spelling Bee Competition (2008)



ANAMIKA RAKSHIT

D.O.B: 18th December, 1996

Address: Thane (W)

Email: anamraks@gmail.com

Graduation: S.K Somaiya College of Arts, Science and Commerce (2017)

Extra-curricular: Volunteered as a writer for the differently abled for their board exams (March 2012, 10th boards), (March 2014, 12th boards)





ANEYSHA ROY

D.O.B: 14th February, 1996

Address: Thane, Maharashtra

Email: aneysharoy@gmail.com

Graduation: Sophia College for Women, Mumbai (B.A. Psychology & English Literature) (2015-17)

Professional Endeavours: Com DEALL - Intern (2016-17)

Extra-curricular: Participation in the seminar on 'Women and Equality in India' (2013-14)

Volunteered at NSS – Community connect fellowship (2014-15)

Volunteered at Savera Foundation (2013-14)

Selected in the 'Education for Excellence in Arts Program' i.e. EXAP (Sophia College)

Presentation of three papers in college seminars as a part of the EXAP program (2014-17)

Part of the organizing team for 'Zariya' (a charity concert) at the True School of Music, Lower Parel for raising proceeds to donate to 'Happy Home' NGO (2016-17)



ANKITA KALGHATGI

D.O.B: 22nd June, 1996

Address: Thane (W), Maharashtra

Email: anki.m.k@gmail.com

Graduation: St. Xavier's College Autonomous, Mumbai (B.A. Psychology - 2017)

Extra-curricular: Proficient in reading, writing and speaking Japanese with an N2 level certification (2017) in JLPT (Japanese Language Proficiency Test)

Teaching assistant for JLPT level N5

Certified Visharad in Bharatnatyam (2010), performed Arangetram in 2011

Volunteered for Hospitality Department in the college festival Malhar (2015)

Volunteered for Hospitality Department in the Global Crisis Simulation Conference (2015)

Volunteered as a teacher in an NGO school run by Akshaya Shakti (2014-15)

Student Coordinator for the Games and Events Department in Antarchakshu – The Eye Within, the annual event of the Xavier's Resource Centre for the Visually Challenged (2014)

DEVINA KARNIK

D.O.B: 30th April, 1996

Address: Andheri (W), Mumbai

Email: devinak96@gmail.com

Graduation: Fergusson College, Pune (BA Psychology – 2017)

Professional Endeavours: PuneKart News – Freelance photographer and content writer (July 2015- February 2017)

Grow2Fly Child & Adolescent Counselling Centre – Assistant to Remedial Educator (February 2016- April 2016)



Extra-curricular: Completed level B2 in French from Alliance Francaise de Poona (2017)

Assistant in conducting psycho-educational research to the remedial educator at Grow2Fly Child & Adolescent Counselling Centre, Pune (2016)

Volunteered as photographer (2015) and in the Happiness Department (2014) of the Departmental Festival, 'Psy-fy' at Fergusson College, Pune

Volunteer for Audio-documentary team at Tathapi trust, Pune (2014-2015)

Participated in Pune Model United Nations (2016) and Indian International Model United Nations (2013)

Successfully completed Krav Maga workshop (2013)

DIKSHA JIWANE

D.O.B: 14th August, 1995

Address: Santacruz (E), Mumbai

Email: diksha1481995@gmail.com

Graduation: D.G Ruparel College, Mumbai (B.A. Psychology – 2017)

Extra-curricular: Volunteered for NSS (2014-2016)

Logistics and event head for 'Psynergy' the annual intercollegiate program of Department of Psychology of D.G. Ruparel College (2017)

Participated and successfully completed communication skills workshop of Marathi department, D G Ruparel College (2014)

Participated in PsycInsight by Jai Hind College (2016)

Participated in a Debate competition on "Relevance of Gandhian Thoughts today" (2015)

Secured second position in class in Akhil Bhartiya Bhasha-ratna exam (2011)

Secured 5th position at District level and Vidarbha rank 65th in Vidarbha Talent Search Exam (2009)



GILLIAN SALDANHA



D.O.B: 2nd January, 1996

Address: Kandivali (W), Mumbai

Email: gilly.glennsal@gmail.com

Graduation: Sophia College, Mumbai (Double majors in Psychology & English Literature)

Extra-curricular: Participated as a member of the school band. Our team qualified and competed at the District level in the year 2012

Directed and executed a play on the Passion of Jesus Christ, titled "I SHALL BE WITH YOU AGAIN" for 3 consecutive years -2013, 2015, 2016

Sang for All India Radio December, 2016

Performed carol singing at Tanishq Jewelry showroom, Borivali (W) 2016

Organized the Annual Community fest for Our Lady of Assumption Church, Kandivali (W), in the year 2015

Conceptualized and executed various social programs such as parent's day, youth day, etc. as member of the youth council (Assumption Youth Movement) of Our Lady of Assumption Church from the year 2013 to 2017

Hosted an International Symposium on "Social Media and What We Stand To Lose" organized by and at the Department of Applied Psychology and Counselling Center, University of Mumbai, 2018

KIMAYA DIXIT



D.O.B: 11th February, 1997

Address: Dombivli (W), Maharashtra

Email: kimaya11dixit@gmail.com

Graduation: Kishinchand Chellaram College, Mumbai (B.A. Psychology) (2014-2017)

Extra-curricular: Completed Niveau B2 from L'Alliance Française de Bombay and cleared DELF A1 and A2 (2015)

Volunteer at Vivekanand Seva Mandal Dombivli (June 2017 onwards)

Participated and won competitions – INT (drama) and Maharashtra Utsav (Marathi rock band) (2015)

Attended seminars and conferences – Corporate Mental Health and CSR Make in India - The Psychological Challenge (2015), Quo Vadis (2016)

Cleared Elementary (2008) and Intermediate (2010) Drawing Grade Examination

Taught Arts and Crafts to students from class 1 to 4 at the school 'Vivekanand Sankul' through the Art Workshop (2017 - 2018)

Learning Hindustani classical and light vocal music

Volunteered and participated in 'Dimensions', the inter-collegiate festival of V.G.Vaze Kelkar College, Mulund (2012, 2013)

Passed MS-CIT (2014)

NAMRATA MAJUMDER

D.O.B: 15th September, 1996

Address: Ghatkopar, Mumbai

Email: namratamajofficial@gmail.com

Graduation: SIES College of Arts, Science and Commerce, Mumbai (B.A Psychology, 2014-2017)



Extra-curricular: Classical singing degree, 1st year, from Brihad Gujarat Sangeet Samiti (December, 2006)

Certificate for Problem Solving Assessment, CBSE (December, 2013)

First position in Hindi Pakhwada- Extempore competition, Kendriya Vidyalaya Bhandup (September, 2012)

Second position in Hindi Pakhwada- Essay writing competition, Kendriya Vidyalaya Bhandup, (September, 2012)

Second position in Shot Put in Annual Sports Meet, Kendriya Vidyalaya Cossipore (April, 2011)

First position in Throw Ball, in Championship of Kendriya Vidyalaya ONGC Sports Meet (October, 2006)

NAOZAD FITTER

D.O.B: 29th June, 1996

Address: Jogeshwari(W), Mumbai

Email: naozad16@gmail.com

Graduation: R.D. National College, Mumbai (B.A. Psychology)(2017)



Extra-curricular: Volunteered as a Helper and Teacher at Oasis India Project Blue Edge(2016)

Presented research paper at 24th Annual Conference of Bombay Psychological Association on the topic "Relationship between Body Image and Self Esteem"(2016)

Presented a poster at International Conference on Life Skills for Achieving Sustainable Development Goals 2030 on the topic "The Salience of Life Skills Training in Women Empowerment: Indian Context"(2017)

Coordinator of Department of Psychology of R.D. National College at the inter-collegiate festival "PSYCHOMAGICUM" (2017)

Cleared Grade 2 level Trinity Foundation Level Exam conducted by Trinity College London (2008)



NRITHIKA JAISANKAR

D.O.B: 19th October, 1996

Address: Bandra (W), Mumbai

Email: nrithika.jaisankar@gmail.com

Graduation: D.G. Ruparel College, Mumbai (B.A. Psychology - 2017)

Extra-curricular: Proficient in reading, writing and speaking Japanese with an N4 level certification in JLPT (Japanese Language Proficiency Test)

Volunteered for Event Logistics at 'Psynergy', the Annual inter-collegiate program of the Department of Psychology of D.G. Ruparel College (2017)

Volunteered for 'Psynergy', the Annual inter-collegiate program of the Department of Psychology of D.G. Ruparel College (2016)

Participated in the West Zone, Athletic Meet in the Under-19 years age group (2012)



POOJA GAVANDE

D.O.B: 7th November, 1996

Address: Malad (W), Mumbai

Email: gavandepooja9@gmail.com

Graduation: D.G. Ruparel College of Arts, Science and Commerce, Mumbai (B.A. Psychology) 2014-17

Extra-curricular: Secured first place in the P-Ward Vidnyan Pradarshan for the topic- Sanskruti Sanvardhan Kari Lokanche Prabodhan, a presentation to educate illiterate people with visual, auditory aids (2009-10)

Secured first place at the Zonal Vidnyan Pradarshan, Topic- Sanskruti Sanvardhan kari Lokanche Prabodhan, a presentation to educate illiterate people with visual, auditory aids (2009-10)

Participated and secured first place for the Psychological Awareness Skit (Junior College level) at Masina Institute of Psychotherapy and Behavioral Sciences and Multidimensional Counseling Centre (2012)

Secured first class for Pradnya Marathi Bhasha Chouthi Pariksha (2009), a competitive exam to test proficiency in Marathi language

PRATIK RANDHIR

D.O.B: 8th November, 1994

Address: Churchgate, Mumbai

Email: prateekofficial2017@gmail.com

Graduation: Symbiosis College of Arts and Commerce, Pune (2015-2016)

Professional Endeavours: Budweiser Events - City Coordinator (2015-2016)

Silver Screen Production (post production- 2017)

SAR Solar & Electrical (HR Intern) (2018)

Extra-curricular: Directed a Short Film - "Kyon?" (2017)

Played Cricket for RCA in Pune (2012-2014)

Played Inter-college Volleyball (2016)

Head Event Organizer for various school annual programs (2016-2017)



RADHA JOSHI

D.O.B: 26th September, 1996

Address: Thane (W), Maharashtra

Email: joshivradha@gmail.com

Graduation: St. Xavier's College Autonomous, Mumbai (B.A. Psychology - 2017)

Professional Endeavours: ACME Education - Language Trainer for N5 level of Japanese Language Proficiency Test (JLPT)

Extra-curricular: Completed fourth level of the Japanese Language Proficiency Test (JLPT) i.e. N2 (2016)

Attended workshops on Quantitative Research and Positive Psychology (2015-2016)

Completed a basic course in Statistical Package for Social Sciences (SPSS) at St. Xavier's College (2015-2016)

Sub-head, organizer and coordinator for the Hospitality department in various college festivals and events (2013-2015)

Volunteered as a teacher in a school run by the NGO 'Akshaya Shakti' (2014-2015)

Participated in various sports competitions at district, state and national levels:

- Table Tennis: Bronze medal in Mumbai University Inter-college tournament (Teams) (2016); Silver medal in Mumbai University Inter-college tournament (Teams) (2014); Gold medal in Inter-college tournament (Junior College-Teams) (2012 and 2013), represented Maharashtra State in the National Championship (2006)

- Chess: Achieved FIDE International Rating (2009); Winner in the Inter-college tournament (Junior College - Individual) (2012)



RIYA JAIN RAJAWAT



D.O.B: 30th May, 1996

Address: Charni Road, Girgoan, Mumbai

Email: rajawatriya663@gmail.com

Graduation: Kishinchand Chellaram College, Churchgate (B.A. Psychology) (2016-2017)

Extra-curricular: Cleared International Olympiad of English Language 2013, 173 state rank

Participated in the Art of Living workshop (Yes +) in association with KC College (2016)

Headed the Creative team for B.A. in Kiran, the intra-collegiate festival of KC College (2017)

Involved in observership for one month (June) at the Lokmanya Tilak Municipal Medical College and General Hospital (Sion Hospital) (Department of Psychiatry) (June, 2017)

Participated in the Foundation course in Yoga from Kishinchand Chellaram College in association with Kaivalyadharma, Mumbai (2018)

Completed a seven day course on Confident Public Speaking (2018)

Completed Senior Diploma (Grade VI) in Bharatnatyam (2011)

Part of the 6th East Bombay Guide Group from 2009 to 2012

RUHI KADAM



D.O.B: 22nd February, 1995

Address: Jogeshwari (E), Mumbai

Email: kadamruhi@gmail.com

Graduation: D. G. Ruparel College, Mumbai (B.A. Psychology 2015- 2017)
Bharatiya Vidhya Bhavan's College, Mumbai (2014-2015)

Extra-curricular: Completed Certificate course in Programming in C, Object Oriented Programming using C++ and Java from National Institute of Information Technology [NIIT] (2012 & 2014)

Completed Certificate course (A1), Diploma course (A2) and Advanced Diploma course (B1 – B2.2) in German from Department of German, University of Mumbai (2015, 2016 & 2017)

Awarded 'First Prize for academic excellence in subject of Arts' during the academic year 2014-2015 by Bharatiya Vidhya Bhavan's College, Andheri (2016)

Conducted 'A Survey on Health Promotion in Corporate Offices' under the scheme of Minor research project funded by D. G. Ruparel College (2015-2016)

Volunteered for Event Logistics for 'Psynergy' the Annual inter-collegiate program of Department of Psychology of D.G.Ruparel College (2016 & 2017)

Secured second place in Pot Painting at VERVE, the Annual Intercollegiate Festival of Vidyalankar Institute of Technology (2016)

SAWRI MADKAIKAR

D.O.B: 3rd December, 1996

Address: Mahim, Mumbai

Email: sawrimadkaikar@gmail.com

Graduation: Ramnarain Ruia College, Mumbai (B.A. Psychology) (2017)

Professional Endeavours: Content Writer at Blogsubway (2018) (online internship)



Extra-curricular: Completed Marital & Family Therapy Course from Ramnarain Ruia College (2016)
 Completed Neuro-Psychiatric Disorders Course from Ramnarain Ruia College (2016)
 Completed level A1 in French from Alliance Francaise (2015)
 Writer for Insight column in The Ruiaite e-Magazine (2015-2017)
 Writer for Open Forum column in The Ruiaite e-Magazine (2015-2017)
 Student coordinator for Psychology Departmental festival Perception (2017)
 Volunteered for Literature Arts Department in the Student Council & Utsav- Aarohan (2015)
 Volunteer for Security Department in the Student Council & Utsav-Aarohan (2014)

SHAILJA SHARMA

D.O.B: 18th December, 1996

Address: Santacruz (E), Mumbai

Email: shailja1218@gmail.com

Graduation: Maharani College, Rajasthan University (B.A. Hons. in Psychology - 2014-2017)

Professional Endeavours: Dr. Vikas Thanvi's Neuropsychiatry and Psychotherapy Center - Counseling intern (2016)

Asha Hinger's Psychological Counseling Point - Counseling intern (2015)



Extra-curricular: Volunteered at Jaipur Literature Festival (2015-2017)
 Part of Management Council of Savitribai Phule Girls Hostel, University of Mumbai (2017)
 Part of Organizing Committee of Maharani College Freshers, Rajasthan University (2015-2017)



SHARON SOLOMON

D.O.B: 12th April, 1995

Address: Vashi, Navi Mumbai

Email: sharonsolemon09@gmail.com

Graduation: Vivekanand Education Society's College of Arts, Science & Commerce

Professional Endeavours: IYDS (Research Assistant)

KBP College, Vashi (Teaching Assistant)

Extra-curricular: Eleven papers were presented in International conferences in India and abroad
Four papers were published in conference proceedings
Attended five workshops and training courses
Received 2015 NIDA International Poster Session Award USA
Received 2015 Early Career Prevention Network Annual Meeting Travel Award from the Society for Prevention Research, USA
Received 2015 ECPN Membership Award from the SPR, USA
Volunteered at Don Bosco Institute Guwahati to teach Computer Applications to Tribal Students April 2015
Volunteered at Community project at San Antonio, Texas, USA, July 2016



SIDDHARTH KULKARNI

D.O.B: 24th June, 1996

Address: Kandivali (W), Mumbai

Email: kulkarnisiddharth18@gmail.com

Graduation: St. Xavier's College Autonomous, Mumbai (B.A. Psychology)

Professional Endeavours: InnerHour (Client Engagement and Research Intern) (2017)

Extra-curricular: Presenter at the Psychology Seminar 2015 by the Department of Psychology, St. Xavier's College
Volunteer for Artist Management Department in the college festival Janfest 2015

SIMRAN BHANSALI

D.O.B: 31st August, 1996

Address: Vile Parle (W), Mumbai

Email: simranbhansali.sb@gmail.com

Graduation: Mithibai College of Arts, Mumbai (B.A. Psychology) (2017)

Professional Endeavours: Bon Calibre - Recruitment Associate (2017)

Extra-curricular: French Language from Alliance Française de Bombay (2011-2016)
 Taught English to students of grade 1, 2 and 3 (2015)
 Learned the keyboard
 Volunteered in the Photography Department for college fest (Kshitij'12) (2012)



TANVI SHAH

D.O.B: 01st December, 1994

Address: Kandivali (E), Mumbai

Email: shahtanvi0112@gmail.com

Graduation: University of Mumbai, Kalina Campus (B.A, 2015)

Professional Endeavours: Worked as a dance and fitness trainer at Sapna's Dance and Fitness Club (2016-2018)

Extra-curricular: Have done till level 4 in Taekwondo (2006)
 Participated in Dance Movement Therapy in Swami Vivekanand college (2017)
 Volunteered for intercollege festival in Nirmala Niketan College Of Home Science (2013)
 Done a calligraphy course (2010)
 Have won medals and trophies in dance (Parin Kapadia Institute of music and dance (2002), Nirmala Memorial Foundation College (2011)
 Was a part of a reality dance show (Chak Dhoom Dhoom, 2011)
 Participated in sports activities in school and junior college (100m run, short put, throw ball) (2008)
 Conducted events in college (card making, rangoli making, carol singing, 2011)
 Tutored students of grade 1-5. (personal tuitions for Oxford International School students, 2015)
 Won certificates for arts and crafts (2007)



SHRUTI SHARMA



D.O.B: 6th June, 1995

Address: Andheri, Mumbai

Email: jeeshruti@gmail.com

Graduation: Mithibai College of Arts in B.A. Psychology (2016)

Professional Endeavours: Human Resource Intern at Acumen Business Processes (India) Pvt Ltd (2016 and 2017)

Intern at Seema Enterprises Pvt Ltd (2017)

Extra-curricular: Attended the National Conference on 'Emotional Intelligence: Role in human life (2016)

Participated in Life Long learning and Extension Activities related to Industry oriented, Entrepreneurship and career guidance, women empowerment, population education and open schooling (2015-2016)

Attended SWASHOD- workshop dealing with anxieties using REBT model (2015-2016)

Attended Psychology workshop on 'exploring psychology through movies' (2015)

Attended Workshop on Self Awareness- the art of enriching oneself (2015)

Kathak Dancer

Merit in Trinity College London examination in Electronic Keyboard (2015)

Second prize in Elocution competition at Bombay Scottish School (2012)

Second prize in Inter school festival: Rochak-Christ Church School (2012)

Won several swimming competitions

Won a prize in Product Designing in an economics festival (Mithibai College) (2014)

Spreading awareness on Emotional First Aid as a part of Department of life-long learning activity (DLLE) (2015)

Participated in the IIMUN(2012)

CONTACT US

PLACEMENT CO-ORDINATOR

Dr. Wilbur Gonsalves, Assistant Professor

Email: placements.udap@gmail.com

Contact: +91-9833204667

ADDRESS

Department of Applied Psychology and Counseling Centre

C.D. Deshmukh Bhavan

University of Mumbai

Santacruz (East), Vidyanagari,

Mumbai - 400098.

WEBSITE

<http://mu.ac.in/portal/departments-of-applied-psychology/>

