

HR's Role in Preparing Mumbai Students for Workforce Readiness by 2047

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Abstract: In today's ever-evolving and competitive employment world, it is vital to equip upcoming talents with appropriate skills in order to be prepared and sustain in the market. This study aims to explore the view of students from Mumbai about the usefulness of upskilling and reskilling initiative, particularly associated with HR made policies. Through a survey-based methodology the research investigates students' opinion on the skill they think that are vital, the academic and real corporate life gap that they face, and their thoughts on HR role's in filling this gap. The finding further stresses the necessity of workforce readiness in understanding the Vikasit Bharat 2047 vision, also the need for targeted skill learning to help students prepare for India's future growth and prosperity.

Keywords: Upskilling, Reskilling, HR policies, Workforce Readiness, Vikasit Bharat 2047.

I.INTRODUCTION

As This research concentrates on Mumbai's students' view on the success of HR-led upskilling and reskilling initiative in preparing them for future workforce. It investigates the barriers they come across in filling the gap between educational learning and industry needs, emphasizing the importance for concentrated skill building initiatives to achieve "Vikasit Bharat 2047" vision.

Vikasit Bharat 2047: is India's vision to gain complete growth by its 100th anniversary of independence, concentrating on expansion of economics, technological development, skill enhancement and a just society.

Preparing Mumbai Students for future workforce: Mumbai, as India's financial and commercial city, needs a skilled and flexible workforce to fulfil future barriers. Students are required to gain the necessary

skills to contribute to sectors like manufacturing, IT, Healthcare. to promote country's development.

Role of HR: HR departments in company and educational institutions plays essential role in preparing students for the workforce via training, workshops, internships and skill development efforts, making sure students improve both technical and soft skills.

Challenges for Mumbai Students

1. Skill Gaps: Speedy development of technologies in sectors like IT and Manufacturing leave students with old skills, like lack of awareness in emerging technologies like artificial intelligence and data analytics.

2. Academics vs. Industry Expectations: Theoretical education from UNIVERSITIES most of the time do no link with industry demands, which concentrates more on problem solving and practical skills.

3. Lack of soft skills: Students mostly have a hard time to develop interpersonal and communication skills which are vital for academic to workforce transition.

Contribution of Upskilling and Reskilling: Upskilling improves already in existence skills and abilities, while reskilling assist students gain new competencies. Both are important for students to stay competitive in marker and stay adaptable in dynamic work environment.

Importance of Workforce Readiness: A skilled workforce increases output, innovation and economic competitiveness, crucial for India's development under the Vikasit Bharat 047 vision.

Skills required for Success: Mumbai students must gain a combination of technical, critical, problem solving, adaptability and soft skills to succeed in the upcoming future workforce.

II. LITERATURE REVIEW

This section consists of 4 main research. These studies give information of HRM (Human Resource Management) strategies, student growth and the hurdles Higher Education Institutes (HEIs) encounter in adapting to changing labour market demands.

1. The Integral Role of Human Resource Management in Higher Education Institutions {Mallikarjuna, Hugar., Dr, Shankat, T, Battase. "The Integral Role of Human Resource Management in Higher Education Institutions." Deleted Journal, 2 (2024):2807-2810. doi: 10.47392/irjaem.2024.0409}

The literature review generates previous existing research on the functions of HRM in HEIs and its influence on workforce readiness, with a focus on Mumbai. Key themes consist HRM strategies for faculty development, student employability and institutional barriers. Studies focus the most essential part of HRM strategies in enhancing the educational results, via differences remain in identifying certain practices customized to workforce readiness. Assisted by Human Capital Theory, this review links to the research issues by focusing the importance for localized HRM technique to identify unique difficulties in Mumbai, mainly closing the skill gap among students.

2. Reskilling and Upskilling Initiatives in the Indian Industrial Sector {Santosh, Kumar, Pandey., Shiv, Sagar, Vishwakarma. "Reskilling and Upskilling Initiatives in the Indian Industrial Sector." Journal of advances and scholarly research in allied education, 21 (2024):4-7. doi: 10.29070/5z2rnk22}

The literature review looks into reskilling and upskilling initiative within India's industrial sector, highlighting their involvement in workforce enhancement and growth and barriers in application. It emphasizes on government led initiatives, private sector training, challenges to participations with

major insights into their influence on workforce readiness. Though studies show the importance of these activities and programs in relating with industry requirements, differences remain in understanding the long-term impact, inclusion of genders and localized difficulties in Mumbai. This review complements the research by recommending successful and effective tactics and issues that need extra attention to prepare Mumbai's workforce ready for 2047.

3. Human Resources in the Knowledge Economy: Training and Developing Modern Management Skills

{Huynh, Minh, Sang. "Human Resources in the Knowledge Economy: Training and Developing Modern Management Skills." International journal of multidisciplinary research and analysis, 07 (2024). doi: 10.47191/ijmra/v7-i07-25}

The literature review generates the research on HR role in preparing students for workforce readiness, with a focus on Mumbai by 2047. It examines training methodology, workforce readiness and human resource enhancement, focusing the essentials of customized training activities and HR's functions in educational institute. Major limitations addressed which include shortage of research on Mumbai's specific student requirement as well as absence of longitudinal studies on trainings long term effect. The review supports the research by offering a platform for comprehending HR activities that can boost workforce readiness, assisted by human capital theory while pointing out the particular issues experience by students in Mumbai.

4. Industry-Academia Interaction in India: The Current Scenario and the Future

{Anju, Kaicker., Pranav, Dinesh, Mathur., Archit, Kandula., Sehajnoor, Kaur. "Industry-Academia Interaction in India: The Current Scenario and the Future." Journal of Ecophysiology and Occupational Health, null (2023). doi: 10.18311/jeoh/2023/31937}

This literature review examines the functions and role of HR in preparing Mumbai students for workforce readiness by 2047, emphasizing on main issues such as industry-academia interaction, skill enhancement and effect of NEP (National Education Policy 2020). It gathers studies on HR activities,

educational reforms and their relation to employability, revealing the differences like long term influence of HR initiatives and demand for more research on particular HR practices across industries. The review is assisted by Human Capital Theory and aids in research by focusing practical knowledge and relevant skill with industry requirements, mainly in context of Mumbai's unique challenges.

3. OBJECTIVE

1. To analyse how Mumbai students view HR's role and contribution to their workforce readiness by 2047.
2. To determine the most essential soft and technical skills that students feel are necessary for future employability in order with industry demands.
3. To assess students thinking and perception of the efficacy of HR-led reskilling and upskilling programs.
4. To investigate the difficulties students, find in aligning their academic learning with the demands of the labour market.

4. METHODOLOGY

Method: Quantitative survey using google forms to collect the information on HR led upskilling and reskilling.

Tool: Structured Google Form for getting high responses.

Design: Close ended and open-ended questions on skill gaps and HR's function in workforce readiness.

Participants: Undergraduate and postgraduate students from various fields.

Sampling: Convenience sampling, over 100 responses collected.

Analysis: Statistical analysis for quantitative information, thematic analysis for open ended questions.

Focus: Students point of view on workforce readiness and HR, s role development.

5. Scope:

Location: Mumbai, to evaluate skill development.

Participants: Undergraduates and post graduate students from diverse fields.

Focus: HR's role in filling academic and industry differences, skill requirements and the success rate of upskilling and reskilling initiative.

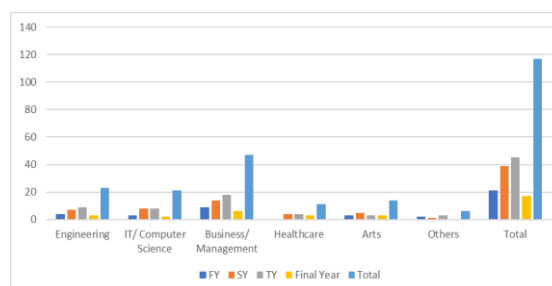
Method: Survey based approach through google forms with convenience sampling.

Relevance: Assess current student readiness and future workforce demands for India's industrial growth by 2047.

6. Data Interpretation

● Field of study current year

Field of Study	FY	SY	TY	Final Year	Total
Engineering	4	7	9	3	23
IT/ Computer Science	3	8	8	2	21
Business/ Management	9	14	18	6	47
Healthcare	0	4	4	3	11
Arts	3	5	3	3	14
Others	2	1	3	0	6
Total	21	39	45	17	117



Other:

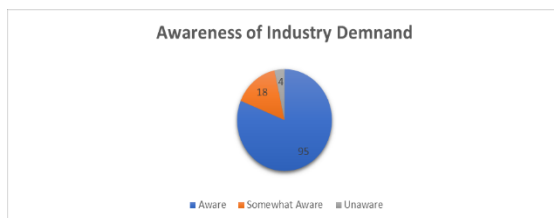
Field of Study	FY	SY	TY	Final Year	Total
Microbiology	0	0	1	0	1
Commerce	0	0	1	0	1
Diploma	0	0	1	0	1
BAMMC	2	0	0	0	2
Psychology	0	0	1	0	1
Science	0	1	0	0	1

Interpretation: Business/Management is the among the most common field of study with (47) students, then (23) engineering along with (21) IT/ Computer Science each with the significant presence over year. Healthcare (11) and Arts (14) have the low but continuous representation, especially in higher years, while the other group (6) shows various interest in subjects like BAMMC, Psychology, and Microbiology.

Conclusion: In the end the evidence indicates that Business/ Management takes over with lots of participation across various other industries

Awareness of Industry Demands

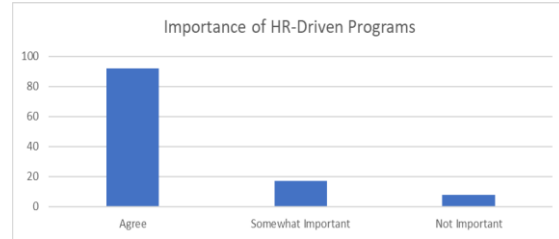
Awareness Level	Number of Students	Percentage
Aware	95	81.20%
Somewhat Aware	18	15.40%
Unaware	4	3.40%



The data indicates that 81.20% of students are aware of industry needs, showing high awareness, whilst 15.40% are somewhat aware, recommending the requirement for focused programs and initiatives to improve their knowledge. Only 3.40% are naive, indicating a general high awareness. To find awareness gaps, seminars, mentorship programs, and exposure to industry trends may assist the somewhat aware people. HR program should concentrate on offering in detail training and ongoing engagement to fill the gaps and increase the number of students' readiness for industry needs.

• Importance of HR- Driven Programme

Response	No. of Students
Agree	92
Somewhat Important	17
Not Important	8



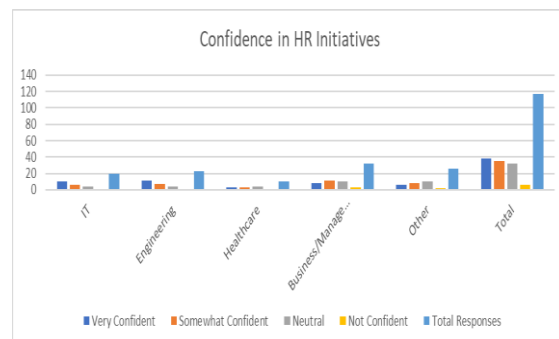
The most of the students (92 or 75%) agreed on the significance of HR programs for workforce enhancement and operational development, whilst 17 (14%) thinking them somewhat crucial, and only 8 (6.5%) finding them not essential. The less percentage of not important responses may show an incorrect understating or not enough awareness. To increase effectiveness, sustained investment in HR initiatives is essential, and better communication is must to clear misunderstanding and improve engagement between those with mixed or less opinion.

Participation in HR- Driven Programme

Program Participation	No. of Students	Percentage
Participated	55	47%
Maybe	11	9.40%
No	51	23.60%

Around half of the students (47%) have engaged in HR led programs, showing moderate adoption. But, 33% either did not engage or were uncertain about their participation, showing gaps in understanding or interest. To boost participation, HR managers should improve promotion of the programs, point challenges like time limitations and highlight the essentials of participation

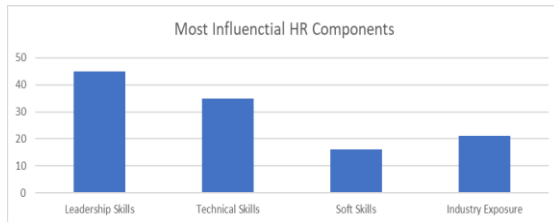
Confidence in HR initiative



Field	Very Confident	Somewhat Confident	Neutral	Not Confident	Total Responses
IT	10	6	4	0	20
Engineering	11	7	4	1	23
Healthcare	3	3	4	0	10
Business/Management	8	11	10	3	32
Other	6	8	10	2	26
Total	38	35	32	6	117

Confidence about HR led programs are different over the fields. IT and engineering highlights high confidence, with few or no not confidence responses. Business/Management and other fields shows more neutral low confidence, showing areas for betterment. Healthcare responses are less but balance with no not confident responses

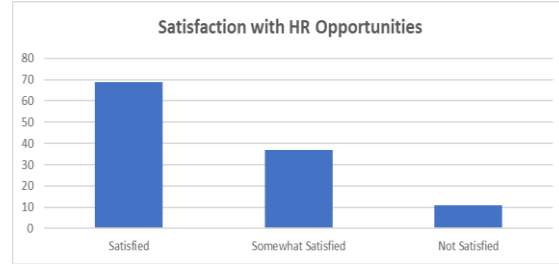
Most influence HR component



HR Component	Frequency
Leadership Skills	45
Technical Skills	35
Soft Skills	16
Industry Exposure	21

Leadership skills are the most important for the respondent, then followed by technical skills, industry experience and soft skills. HR initiative must give importance to the leadership improvement, while balancing technical training, industry exposure and soft skills to fill the gap to meet everchanging industry demands.

Satisfaction with HR Opportunities in Mumbai

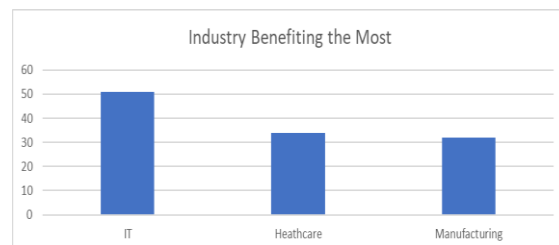


Satisfaction Level	Number of Students
Satisfied	69
Somewhat Satisfied	37
Not Satisfied	11

Majority of participants are satisfied with the HR opportunities in Mumbai, however there are some small groups of respondents not satisfied and somewhat satisfied, showing need for improvement. HR initiatives must concentrate on improving the quality and point the concerns and challenges to boost satisfaction and make sure equal opportunities.

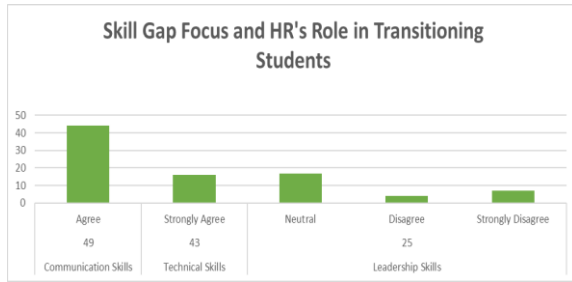
Industry Benefiting the Most

Industry	Mentions
IT	51
Healthcare	34
Manufacturing	32



The IT industry is highest in response, showing its important growth, then healthcare and manufacturing with little low awareness. HR initiatives should aim to focus on IT's evolving requirements will also concentrate opportunities in healthcare and manufacturing to improve growth and talent enhancement.

- Skill Gap Focus and HR's Role in Transitioning Students



Majority pointed skill gaps are communication, followed by technical and then leadership skills. Most students agree that HR plays an important function in student transitions. HR programs should concentrate on enhancing communication skills

- while strengthening and improving its role in finding gaps across technical, leadership and communication areas to promote effective workforce transition.

Open-Ended Responses: HR Departments' Role in Preparing Students for Workshops by 2047

Category	Key Responses/Programs Suggested	Frequency of Mention
Skill Development	AI skills, soft skills (communication, emotional intelligence), technical skills	30
Mentorship	Mentorship programs, personalized career counselling, mock interviews	25
Workplace Simulations	Virtual internships, job-shadowing programs, VR workshops	18
Mental Health & Wellness	Stress management, mindfulness, emotional resilience	15
Global Exposure	Networking opportunities, cross-industry collaborations	10
Personal Development	Confidence-building, cultural competency, emotional intelligence	12

Answers to open ended questions pointed important areas for HRs to focus on in preparing students for workforce by 2047: skill enhancement programs, consisting both hard and soft skills; mentorships and career counselling, like mock interviews and resume building; industry specific experience and internships for real practical exposure; mental health and resilience program to promote students well-being; global exposure and cultural competency to

prepare for various different work environment; and technology inclusion, consisting virtual simulations and cutting edge tools. These recommendations and suggestions highlight the requirement for HR led programs to provide students with the required skills, exposure and resilience to survive in a changing future employment market.

7. SUGGESTIONS AND RECOMMENDATIONS

Skill Gap	Frequency	HR's Role in Transition	Frequency2
Communication Skills	49	Agree	44
Technical Skills	43	Strongly Agree	16
Leadership Skills	25	Neutral	17
		Disagree	4
		Strongly Disagree	7

1. Focus on Communication skill development

Recommendation: HR initiative should concentrate on prioritizing enhancing communication skills
Action Plan: Conduct public speaking activities, writing skills workshops, group discussions

2. Introduce technical skill training

Recommendation: Offer industry specific technical skill training.

Action Plan: Promote coding bootcamps, workshops on artificial intelligence, data science and cybersecurity and partner with tech industries for training.

3. Focused Leadership Skill Enhancement

Recommendation: Focus leadership enhancement HR initiative.

Action Plan: Establish mentorship programs, role playing exercise and leadership initiatives.

4. Enhance role of HR in Industry Exposure

Recommendation: Boost opportunities for industry exposure.

Action Plan: Increase internships, job shadowing, and collaborating for live projects and case studies.

5. Provide customized career counselling and mentoring

Recommendation: Promote customized career counselling and guiding and mentoring.

Plan: Develop mentoring initiative and mock interview sessions.

6. *Promote Mental Health and Wellness*

Recommendation: Motivate mental health programs.

Action Plan: Include stress management, mindfulness workshops and resilience training.

7. *Encourage industries collaboration and global exposure*

Recommendation: Promote global exposure and industry partnership.

Action Plan: Create international internships, cross industry collaboration and global networking programs.

8. *Promote hands on experience*

Recommendation: Promote real life experience for students.

Action Plan: Set up VR workshops, practical cases and internships.

9. *Boost HR program awareness and participation*

Recommendation: Boost awareness and engagement in HR programs.

Action Plan: Use social media platform, college fairs and campus ambassadors for marketing.

10. *Personalized programs to specific industry*

Recommendation: Customize HR initiatives for related industries.

Action Plan: Collaborate with industry professionals and develop industry specific workshops and certification.

11. *Other*

- Regularly update programs based on industry related trends
- Improve feedback mechanism for continuous improvement

These suggestions and recommendations highlights improving HR initiatives to fill the gap between academic learning and job market requirements, concentrating on important skills, industry exposure, mental health support and global opportunities to prepare students for future workforce barriers by 2047.

CONCLUSION

The study highlights the important function of Human Resource Department involvement in structuring the workforce in Mumbai for Vikasit Bharat 2047. Though many students understand the cruciality of HR driven programs and how they

relate to industry requirements, the variations in participation and engagement indicates chances and room for growth and development. The most desired areas are leadership development, technical skill improvement and industry exposure, underscore the need and importance for tailored HR programs and initiatives to satisfy these objectives.

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