



SRI RAMAKRISHNA
COLLEGE OF ARTS & SCIENCE (Autonomous)
Formerly SNR Sons College

Ranked 56th by NIRF 2024 | Accredited with 'A+' Grade by NAAC
AICTE & UGC Approved, ISO 9001:2015 Certified, Affiliated to Bharathiar University



Indian Council of Social Science Research
Ministry of Education
Aruna Asaf Ali Marg, New Delhi 110067



Sponsored

ONE DAY NATIONAL SEMINAR ON

NURTURING NARI SHAKTI: WOMEN AS LEADERS IN VIKSIT BHARAT@2047

Editors – in – Chief

Dr N Prem Anand

Dr D Divya

Organized by

Department of MBA

Sri Ramakrishna College of Arts & Science (Autonomous),
Nava India, Coimbatore.

03rd February 2025

First Edition: 2025

Copyright: @srcasmba

ISBN: 978-93-341-3826-9



Disclaimer

The views expressed in this Edited ISBN Book are those of the author(s) and do not necessarily contain those of the publisher or EDITORIAL BOARD. Reproduction of any material published herein requires prior written permission of the editorial or the organizations to which the contributors belong. Errors if any are purely unintentional and readers are requested to communicate such errors to editors or publishers to avoid discrepancies in the future.

Organizing Members

Dr N Amsaveni

Dr B Merceline Anitha

Mr N Ilango

Dr D Mythili

Dr V Satish kumar

Ms C Ranganayaki

Dr R Jayashree

Dr Mariafulgen

Student Coordinators

Mr Hariharan I - II MBA

Mr Kaamesh R - II MBA

Ms Swaroopa R - II MBA

Ms Sowndarya S - I MBA

49.	The role of financial inclusion in women's economic empowerment; analysing key initiatives and entrepreneurship Harshini A, Vajra Varadarajan	308
50.	A legal lens on women empowerment; progress and barriers in India Ms. A. Arul Jeba Rajathi, S. Ilavarasan Sanmuga Sundaram, P. Janani Priya	330
51.	Communication and negotiation skills for women leaders Mrs. Smrithi K.S, Ms. Keerthana R	361
52.	Enhancing woman's financial literacy and financial inclusion Dr.K. Jodhimani	366
53.	Strategies for the development of women leaders in organizations Dr .S. Poornima, Mrs. M. Radha	370
54.	A study on women in educational empowerment Hemaharshni T	390
55.	A study on innovation and technology in skill development S. Afrin Sulthana, Dr. V. Gokila	395
56.	Breaking Barriers: “Women in STEM and Technology Leadership for a Viksit Bharat” Gayathri B, Dr. Mary Tency EL	407
57.	Empowering women through digital literacy and access to act in India Dr. M. Deepa	411
58.	Contributions of women in economic empowerment towards india 2047 Mr Rajagopalan S	417
59.	Empowering leadership: women shaping the future Mrs. N. Amirtha Gowri	421
60.	Empowering women to shape a developed India 2047 Dr. S. Sathiyapriya	435
61.	Impact of mentorship programs on women's leadership development Ms. R. Subhasangeetha	441
62.	The role of bridging education and skills for women's leadership Dr. M. Nirmala	446
63.	Policies to promote women's workforce participation Dr. M. Shanmuga Priya	450
64.	AI-powered leadership and empowerment solutions for women; a path to success Dr. T. Sumadhi	456
65.	Empowering women through digital literacy and technology access Dheebish N, Kiruthik M K	464

THE ROLE OF BRIDGING EDUCATION AND SKILLS FOR WOMEN'S LEADERSHIP

Dr. M. Nirmala, Assistant Professor, UG Department of Commerce-CA
Nallamuthu Gounder Mahalingam College, Pollachi

Introduction

Women's leadership is a cornerstone of inclusive growth and societal progress. However, achieving equitable representation in leadership roles requires more than just access to education; it demands the integration of practical skills that enable women to lead effectively. Education provides the foundation of knowledge and critical thinking, while skill development equips women with the tools to navigate challenges, communicate effectively, and inspire change. Bridging education and skills is essential to empower women to break barriers, assume leadership roles, and contribute meaningfully to global development. This article explores the critical role of combining education and skills in shaping women leaders and fostering gender equity in leadership.

The Importance of Education in Leadership Development

Education is a transformative tool that opens doors to opportunities and empowers individuals to think critically. For women, access to quality education is the first step toward breaking barriers and addressing gender inequities. Beyond academic knowledge, education can serve as a platform for fostering confidence, self-awareness, and resilience—qualities integral to leadership. By incorporating leadership-specific modules into school and university curricula, young women can develop the mindset and tools required to navigate challenges effectively.

The Role of Skills in Shaping Women Leaders

While education provides theoretical understanding, skills ensure practical application. Women aspiring for leadership roles require a diverse set of competencies to excel in today's dynamic world. These include:

- **Communication and Negotiation Skills:** Effective communication helps articulate vision and ideas clearly, while negotiation skills enable women to advocate for themselves and others.
- **Decision-Making and Strategic Thinking:** Leaders must be equipped to analyze complex situations, make informed decisions, and strategize for long-term success.
- **Emotional Intelligence (EI):** Empathy, interpersonal skills, and the ability to manage stress are critical for building relationships and fostering trust within teams.

- **Digital Literacy:** In the age of technology, understanding digital tools, data analytics, and online platforms is indispensable for modern leadership.

Bridging Education and Skills for Leadership Development

To create a seamless connection between education and skill development, a multifaceted approach is needed:

1. **Integrating Skills into Education:** Schools and universities should embed skill-building exercises such as teamwork, public speaking, and critical thinking into their curricula.
2. **Providing Lifelong Learning Opportunities:** Women should have access to ongoing education through online courses, workshops, and certifications tailored to leadership roles.
3. **Mentorship and Role Models:** Successful women leaders can guide and inspire others, fostering confidence and ambition among emerging leaders.
4. **Networking and Collaborative Platforms:** Forums, conferences, and women-focused initiatives enable the sharing of knowledge and resources while building strong professional connections.

Addressing Systemic Barriers

Despite progress, women face significant challenges, including unequal pay, limited access to leadership roles, and societal stereotypes. Bridging education and skills must also involve systemic changes, such as:

- Enforcing policies that support work-life balance, including flexible work hours and parental leave.
- Ensuring women's representation in decision-making bodies and providing equal opportunities for advancement.
- Promoting advocacy campaigns that challenge stereotypes and highlight the importance of women in leadership.

Measuring Success and Sustainability

The effectiveness of initiatives to bridge education and skills can be measured through impact assessments and participant feedback. Evaluating outcomes such as women's representation in leadership roles, wage equity, and entrepreneurial success ensures that programs remain relevant and impactful.

Women Empowerment in Bridging Education

Women empowerment is integral to fostering leadership and driving societal progress. Bridging education and skills provides a dual pathway for women to unlock their full potential as leaders. Education lays the foundation by offering knowledge, critical thinking, and confidence, while skill development ensures practical capabilities such as communication, negotiation, decision-making, and digital literacy. Together, these elements empower women to lead with confidence and effectiveness.

To achieve this, integrating skill-building into education systems, offering mentorship programs, and creating opportunities for lifelong learning are essential. Addressing systemic challenges like unequal pay, stereotypes, and underrepresentation in leadership roles is equally critical. Empowering women through education and skills not only enhances their individual leadership potential but also fosters a ripple effect, inspiring change and creating more inclusive communities and workplaces. Bridging these elements is a key step toward achieving gender equity and sustainable development.

Conclusion

Bridging education and skills is a vital strategy for empowering women in leadership roles. By combining academic knowledge with practical skills, women are equipped to navigate challenges, lead effectively, and drive positive change. Education provides the foundation, while skills such as communication, decision-making, and emotional intelligence ensure that women are prepared for leadership. Addressing systemic barriers and promoting mentorship further amplifies this empowerment. Ultimately, bridging education and skills not only enhances women's leadership potential but also contributes to a more inclusive and equitable society, benefiting communities and industries at large.

References:

1. **Kabeer, N. (2012).** "Women's Empowerment and Development: A Critique of the Literature." *Gender & Development*, 20(3), 445-460. DOI: 10.1080/13552074.2012.744634
2. **Sen, A. (1999).** "Development as Freedom." *Oxford University Press*. ISBN: 9780198297581
3. **Binns, K., & Low, N. (2020).** "Empowering Women Leaders through Education and Mentoring: A Case Study of Emerging Women Leaders in South Africa. DOI: 10.1080/13614657.2020.1755742
4. **Eagly, A. H., & Carli, L. L. (2003).** "The Female Leadership Advantage: An Evaluation of the Evidence." *The Leadership Quarterly*, 14(6), 807-834.

5. **Klenke, K. (2016).** "Women and Leadership: A Contextual Perspective." *Springer International Publishing*.
6. **Kirkpatrick, D. (2016).** "The Role of Education in Women's Leadership." *Journal of Leadership Education*, 15(2), 120-135.
7. **Miller, S., & Atkinson, K. (2019).** "Education as a Tool for Empowering Women Leaders in Developing Countries." *Global Journal of Human Social Science Research*, 19(3), 49-57.