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Abstract

This research work will use Capability Approach (CA) framework for addressing the dependent variable problems in foundation of existing gender-equity policies in support of women leaders in Indian non-profitable organizations (NPOs). CA was used to analyse various human welfare social policies including the conceptualization of human development index but not particularly used to evaluate the effectiveness of the existing gender-equity policies in favour of developing women leaders in India. Although more gender equity policies are formulating to support women to become effective leaders, the number of women in managerial and leadership positions and in higher education are declining in India.

No research work has been done to understand the effectiveness of the existing women-centric policies and why these policies are not able to fulfil its objectives. Using the CA, this study will analyse the existing gender-equity policy outputs using the lens of individualisation and diversity. For validity and reliability of this research work, data will be collected using three different methods: semi-structured interview, focussed group discussion and participant observation. The study will be carried on three NPOs in West Bengal, India on fifty participants. The expected results will look upon the basis of the formation of the gender equity policies and how it can be re-designed to effectively address the issues women are experiencing to come to the forefront of the leadership role.

Introduction

In the recent era many researches are going on women leadership across the world and suggesting various solutions to minimise the gender gap. Many of those proposed solutions in terms of policies, acts and legislations to give women reservations, benefits, discounted prices, free education, rights and entitlements, special trainings and support system, paid maternal leave, etc., so that the gender gap in leadership can be reduced. With the introduction of all these facilities in India, still there are only a handful of women who came forward as leaders or entrepreneurs in non-profitable sector. No studies have addressed these concerns. The purpose of this research work is to understand the implications of the gender-equity policies on women in India to come to the forefront of leadership position or as an entrepreneur in NPOs from a policy-maker point of view.

Background to the research

Women plays an important role in various sectors of NGO, both in voluntary and non-voluntary roles (McCarthy, 2001; Ostrander, 2004; Petrzeka & Mannon, 2006). An old record from 2010 mentioned there are around 3.6 million non-governmental and non-profitable organizations in India (Latha & Prabhakar, 2010). It employed 2.7 million and 3.4 million paid and full-time volunteers

respectively under non-profitable-private sector and another 3.3 million workers employed under non-profitable-governmental sector (Srinivastava & Tandoon in 2005).

No proper raw data was found which clearly mentions the number of employees working with Indian NGOs, both paid and voluntarily at different positions/designations based on their gender. However, a statistical data depicts that overall 11.7 million women are working in the urban areas. It was found that 43% of them are in full-time positions and experiencing a gender pay gap of 38% with reference to their male colleagues (Desai, Majumdar, Chakraborty & Ghosh, 2011). In 2018, 36% of the total Indian workforce is populated by women (Catalyst, 2018). Out of the total female workforce in India, a mere 22.6% of them works in any organizations and the number further reduces to 6% in the senior managerial positions (Catalyst, 2018). Women represents only 4.9% of board members/directors in India (Catalyst, 2018).

Very few researches are carried on women leaders in NPOs regardless of huge contribution by women in this sector (Harrison, 2017; Grung, 2018). The research works on women as effective leaders in NPOs gets further limited in non-western countries like India (Tlaiss, 2015; Elfving & Howard, 2018).

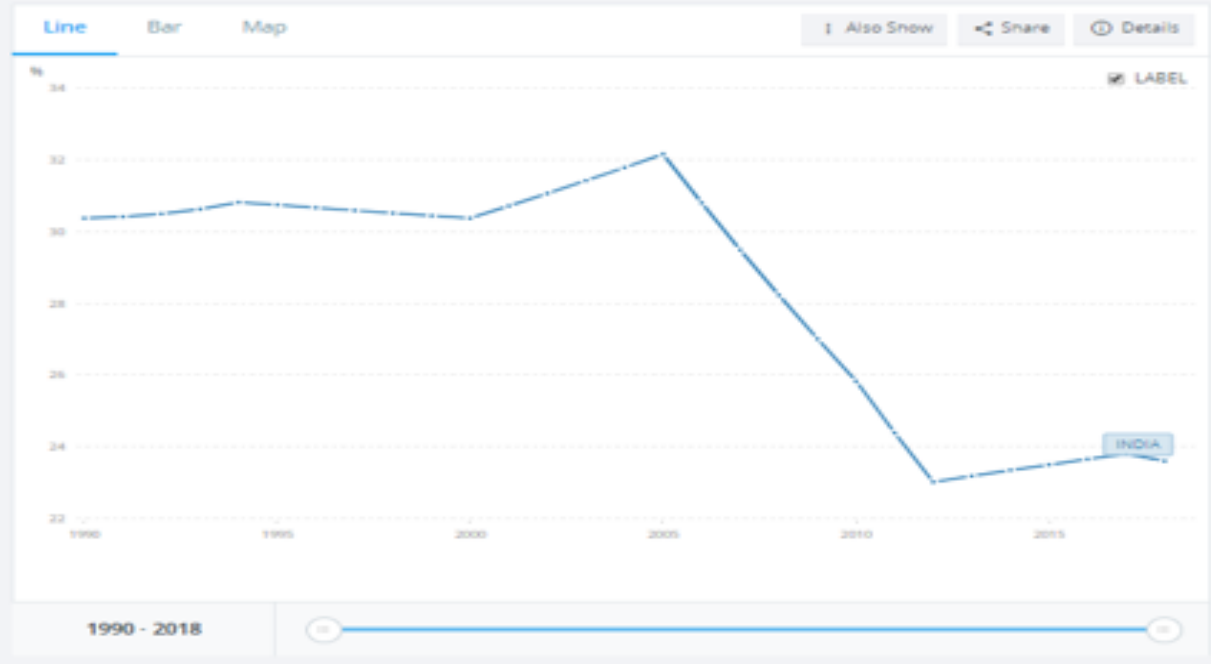
NPOs have more women employees compared to for-profit organizations (Mastracci and Herring (2010), A major portion of workforce is populated by women and various schemes, policies, laws, reservations and facilities are

implemented for the convenience of women at work place, such as The Equal Remuneration Act 2000, Sexual Harassment of women Act 2013, government schemes such as Support to Training and Employment Programme for Women (STEP), Bharatiya Mahila Bank Business Loan, Orient Mahila Vikas Yojana Scheme (women entrepreneurs getting bank loans at an affordable rate of interest), Maternity Benefit Act 1961 (women getting certain days of paid leave after and before pregnancy), Pregnancy discrimination act 1978 (where employers cannot reject a job application solely based on her pregnancy), Companies' Act, 2013 (certain types of companies should have atleast one woman director as a board member), Factory Act 1948 (women cannot be forced to work after 7:00 P.M.) and so on (The constitution of India, 2018). In 1993 a constitution was formed which declared that one-third of the seats at every level of local government will be reserved for women (The constitution of India, 2018). Interestingly it has been found that with the advancement of policies and awareness, women participation in workforce is actually decreasing (The world bank, 2019).

Labor force participation rate, female (% of female population ages 15+) (modeled ILO estimate)

International Labour Organization, ILOSTAT database. Data retrieved in April 2019.

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Graph 1: From 2005 India experienced a sharp fall in its women workforce, from 32% to 23%, till 2012, however, recently it has increased to 23.8% as shown in the graph (The world bank, 2019).

Labor force with advanced education, female (% of female working-age population with advanced education)

International Labour Organization, ILOSTAT database. Data retrieved in April 2019.

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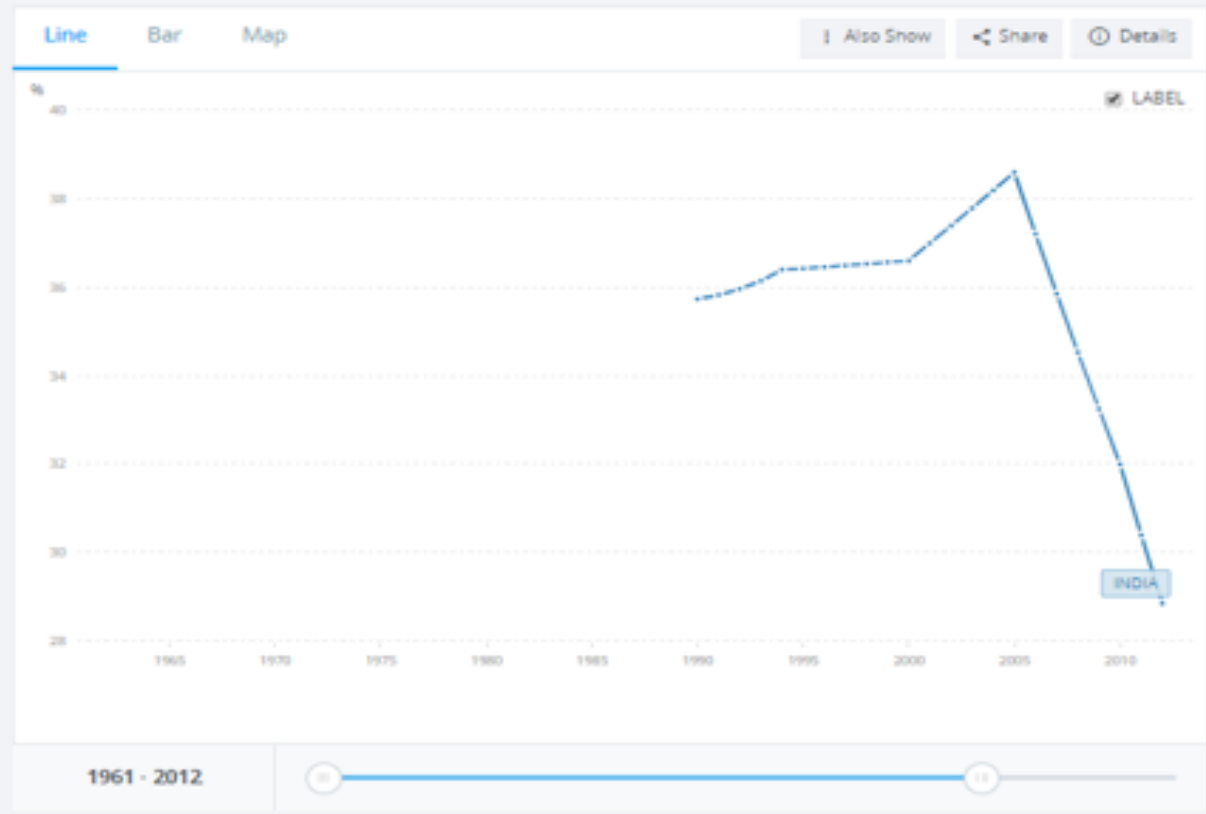


Graph 2: From 1994 to 2012, women population in advanced education has decreased 37% to 31% as shown in Graph (The world bank, 2019).

Ratio of female to male labor force participation rate (%) (modeled ILO estimate)

Derived using data from International Labour Organization, ILOSTAT database. Data retrieved in April 2019.

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Graph 3: Over a time period of 1961 to 2012, the ratio of female to male labour participation rate percentage has reduced from 36.5% to 29.5% as shown in Graph (The world bank, 2019).

According to the International Labour Organization, in India, on average, women gets paid less by 34.5% from their male colleagues. The country has the highest pay gap among the 73 countries studied (including countries like Pakistan,

Bangladesh, Indonesia and Sri Lanka) as reported in Global Wage Report 2018-2019 (International labour organization, 2019).

This research will try to understand why the condition of working women in modern India is not blooming with the implementation of gender-equity policies. This study will attempt to understand the fallacies of these policies which are unable to cover the challenges and struggles the working women in India are experiencing that are restricting the growth of women at workplace in India.

Research Aim

Investigating the implications of gender equity policies on supporting women leaders in Indian NPOs.

Research Question

Why gender equity policies in Indian NPOs are unable to promote the growth of women leaders?

Sub-research questions

- I. Do gender-equity policies consider the diversity of needs into account?
- II. Have the gender-equity policies able to promote access to specific functionings for what it has been designed for?
- III. Do the gender-equity policies give individuals the options to choose between alternative functionings?

IV. How the policies can be re-designed to able to holistically capture the challenges experienced by women leaders in Indian NPOs?

Research Objectives

- The outcomes of existing gender-equity policies on women in Indian NPOs,
- Diverse needs of individual woman to come to the leadership pool in Indian NPOs.
- Findings towards the conflicting reality between huge investment towards the development of women employees and a reduced number of women in the overall workforce of India.

Benefits of this research

This study will benefit the policy makers to understand the grounds of policy formation in support of women empowerment. It will also help them to reflect the outcomes of the existing women development supporting policies and how to re-design it to able to effectively fulfil the purpose of the policies.

Literature Review

As no research work is done in evaluating the existing gender-equity policies in India using the CA, literatures which have studied the use of CA to evaluate various other social level policies (but not on gender-equity policies) have been consulted for this research work.

The literature will initially give a brief introduction of Capability Approach (CA), followed by a proposed framework to re-evaluate the existing gender-equity policies using the CA. Finally, it will explain the need to focus on individual's needs to capture the diversity of needs.

Capability Approach framework

The CA theoretical framework which was mainly developed by Amartya Sen comprises of five conceptual building blocks: commodities, conversion factors, capabilities, choices, and functionings as shown in figure 1 (Sen, 1992; Sen 1999; Sen 2002).

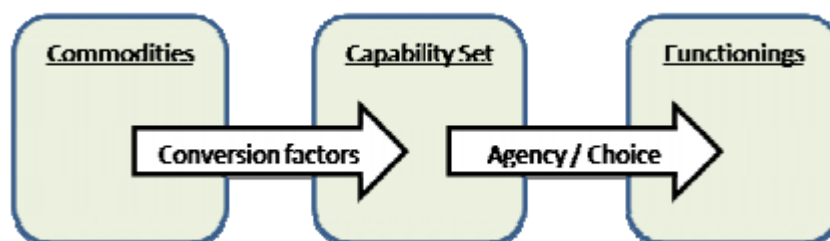


Figure 1: The five conceptual building blocks of Capability Approach (Goerne, 2010).

Commodities:

The term ‘commodities’ is used to refer the resources an individual can get rid of, for instance money or other materialistic objects such as mobile phones (Goerne, 2010). However, commodities can also be referred to least materialistic things such as skills or habitual behaviour (Goerne, 2010). To measure multiple deprivation ownership and non-ownership of commodities are evaluated (Townsend 1993; Pantazis, Gordon & Levitas, 2006).

Functioning:

Functioning is considered to be higher than commodities as it reflects what people really “do and are” (Goerne, 2010). This concept is based on the fact that every individual is different from the other person because of the personal, environmental and social conditions (Goerne, 2010). As, people are fundamentally diverse they need various commodities which varies both in quantity and quality to able to reach the same functioning level (Goerne, 2010). For instance, evaluating someone’s materialistic possession does not assist to evaluate an individual’s state of wellbeing.

Capability Set:

Capability Set reflects one's capability which refer to what that person really "can do and can be", that is evaluating the full potential of that person (Goerne, 2010). It need to be noted that functionings are a subset of capability set (Goerne, 2010). They denote an individual's options of materials or chances of life (Goerne, 2010). However, it assumes that certain functionings can be mutually exclusive and each individual need to make a choice (Goerne, 2010). The social structure guides the way for the transformation of commodities into functionings (Goerne, 2010). Within this theoretical framework of capability approach, these formations are considered under the caption of conversion factors and sometimes under agency/choice (Goerne, 2010).

Conversion Factors:

Conversion factors deals with the environmental, social and personal state that shapes the way of existence of an individual. However, Sen (Sen 1993) described it as social formation in the widest possible sense. As he explained with an example of a bicycle, which is a commodity, can find its value only if it gets access to a respective infrastructure, for instance, a bike way, which is the conversion factor. Similarly, under maternity act one can get the benefits of paid leaves (commodity) only if it is accompanied with a respective family structure (culture) that allows her to work after delivering a baby which will turn the policy into outcomes.

Agency/Choice:

As discussed above, conversion factors generally refer to either external social structures or the respective policies that influences the factors under which one can or cannot get benefitted from its commodities, but what “choices” an individual makes with respect to its internal limitations and its “agencies” (Sen, 2002). From the example mentioned before, to what extent the woman tries resume her work at office after delivering a baby (with the benefit of getting paid maternal leave) depends on her own internal agencies and choices she makes, that is her strength of wish to achieve certain functionings (resuming work). Such situations are termed as ‘adaptive preference’ where an individual oneself living in a deprived situation gets adjusted with it and lower down the aspirations (Nussbaum 2001; Teschl & Comim 2005).

Gender equity policies using the CA

According to Sen, freedom is one of the basic human right every individual must have. The most important agenda of all these gender-equity policies are to initially improve the well-being state of women in India which will aspire them to be a leader at later state of a successful professional life (Sen, 1993). Well-being cannot be evaluated by measuring what they are or what they do, rather it

should try to capture what extent they are free to be or do what they want, for instance accepting the on-site job roles by women and shifting to a different country by leaving family behind (Lewis, 2004; Hobson, Fahlen & Cottrell, 2008). These are capabilities that reflects an individual's ability to perform certain acts or reach to a state of being or can find out alternative combination of functionings to achieve what the person intends to. Therefore, the effectiveness of gender-equity polices cannot be evaluated by measuring the number of women in leadership role (as in 1993 a constitution was formed in India which declared that one-third of the seats at every level of local government will be reserved for women) (Bonvin & Orton, 2012). Rather, capability enhancement of these beneficiaries need to be evaluated to assess performance and success (Bonvin & Orton, 2012). This normative perspective will be translated to an analytical tool to do an empirical research and an evaluation by emphasising on two important preconditions for the development of capabilities (Bonvin, 2008).

Obviously, the beneficiaries need to be empowered by equipping them in such a way that they can act by themselves (Bonvin & Orton, 2012). According to Sen, these beneficiaries should have access to required materialistic resources such as cash benefits but it need to accompanied with respective conversion factors that will allow the beneficiaries to convert the commodities into improved capacity to act. Conversion factors should comprise of separate aspects such as skills and competencies and also it need to include different social parameter, for instance

the legal framework, access to financial and social opportunities & socio-cultural context (Bonvin & Orton, 2012). Therefore, capacity to act can only be developed with the right combination of following factors: required resources, abilities of each individual to use it, un-biased social values, fair judicial system, opportunities accessible for important social and professional combinations for every beneficiary (Bonvin & Orton, 2012). Missing of any one factor would restrict the enhancement of capabilities. To do an analytical research work, women's action with respect to gender-equity policies need to be evaluated by using the following dimensions (Bonvin & Orton, 2012):

a) -Availability of cash resources.

- availability of resources both in amount and duration.

- conditions of beneficiaries to get access to the resources.

b) -Availability of programs to enhance their individual conversion factors, that is the probability of getting a valuable job.

- Extent of availability of such programmes to all beneficiaries without any biasness.

c) -The opportunities given by the gender-equity policies.

- By what quantity and quality it is able to secure or encourage women to be a leader.

- Is it available for every beneficiaries or it is biased towards certain target groups that doesn't allow them to participate.

The capability approach holistically captures all the issues of women empowerment. The perspective of actively promoting security does not make the beneficiaries responsible, that is, considering each beneficiaries' conversion elements for instance skills and competencies (according to the existing gender-equity policies) or motivation (according to the restricted versions of gender-equity policies), it needs to consider other two dimensions (Bonvin & Orton, 2012). Firstly, it should hold on to providing universal distribution of basic social benefits which should not be altered under the influence of beneficiaries' behaviour and their desire to participate (Sen, 1992). It indicates that by reducing the resources can impact one's well-being which may restrict the improvement of capabilities. Secondly, it should be able to promote enough factors responsible for social conversion which can enable important social and professional integration available to all beneficiaries (Sen, 1992). Certainly, the women employability policies such as Companies Act 2013 which is designed based on human capital approaches need to be re-designed by 'capacitation' policies which will assist to enhance beneficiaries' capabilities (Bonvin & Orton, 2012).

Additionally, the right or power of the beneficiaries to 'choose' is the fundamental value of capability approach and it focuses on the actual freedom the beneficiaries should have to live a life and do a job which has a reason to value (Sen, 1999). With such an approach if the beneficiaries are empowered but does not have the freedom to act according to their capacity and choose the way

they want to, it will be a failure to enhance their capabilities. As identified by Hirschman (1970), the second dimension of CA can be captured by looking for the following three options: loyalty, exit and voice. Beneficiaries must be able to exercise loyalty at its full potency, that is not to adhere with the organizational beliefs and perspective of activations (Hirschman, 1970). The activation strategies with which the beneficiaries strongly disagree should be able to decline by enduring bearable penalties (Hirschman, 1970). Rather they should have the power to bargain and choose the content of such activation programmes (Hirschman, 1970).

Focussing on individualisation and diversity

This 'freedom to choose' dimension is directly linked with the patriarchal culture of the Indian society (Sen, 1992). Therefore, if activation programmes are formulated in a rigid 'one fit to all' structure it will fail to uphold the individuals' need due to the result of human diversity (Goerne, 2012). Moreover, it should be able to distinguish between commodities in one group and capabilities and functionings in the other group, as it is mentioned before, just distribution of resources will not allow to evaluate individuals' well-being states (Bonvin & Orton, 2012). Different beneficiaries with different needs require different levels of resources to enhance their capabilities to act to reach the same goal (Bonvin & Orton, 2012). The CA does not cater the amount of resources needed to be spent on

total but focuses upon the sufficient availability of individuals' needs of resources (Bonvin & Orton, 2012). The CA refers to design an integrated top-down and bottom-up approaches according to the belief of "situated women's action" (Salais & Villeneuve, 2004). However, it does not imply an unconditional respect and freedom to choose by the beneficiaries, but to consider them to participate in designing and execution of activation strategies so that their voice gets heard (Salais & Villeneuve, 2004). In the research perspective, the following two issues need to be addressed:

- o What is the scope of beneficiaries to 'voice' in the designing of the policy instruments such as legislative provisions, administrative directives, etc. for the introduction of activation policies?
- o By what extent beneficiaries can be allowed to decline activation programmes? Which of the causes can be accepted for such refusals and which of the causes will attract charges? It is related to the third option 'exit'.

The conjugation of the two dimensions of CA is important: while empowering beneficiaries imposing certain expectations over them will not assist in enhancing their capabilities to act; simultaneously letting beneficiaries to choose according to their will without providing them with the support system to achieve their goals

would not let to the formulation of capability-friendly policy (Bonvin & Orton, 2012). The research work will comprise of a normative and analytical analysis of existing gender-equity policies which will able to empower and give freedom to choose to the beneficiaries.

Methodology

Research Philosophy

This research work uses the theoretical framework of Capability. As discussed in the literature review, the CA theoretical framework deals with human interactions which comprises of social establishments such as consciousness, language and shared meanings (Morehouse & Maykut, 2002). The research context complements with the Interpretivism research philosophy which will allow the researcher to have an in-depth insight of the beneficiaries' commodities, conversion factors, capabilities, choices and functionings (Bryman & Bell, 2015; Irene, 2014). It will attempt to measure the conversion factors that will allow the beneficiaries to convert the commodities into enhanced capacity to act. Evaluation of conversion factors requires to consider different social parameter, for instance socio-cultural context and social opportunities. All these factors are subjective in nature which are hard to measure in numbers (Husserl, 2012).

Interpretivism research philosophy allows to view humans separately from the physical phenomena as it assumes that people create 'meanings' (Husserl, 2012).

Interpretivism research philosophy assists in interpreting those meanings (Husserl, 2012). These interpretations changes with people from various cultures under different circumstances and time periods leading to different social realities and experiences not resulting to a universal ‘law’ or definite result as claimed by the Positivism research philosophy that views nature objectively (Saunders, Lewis & Thornhill, 2015). Interpretivism acknowledges the complex nature of rich insights of humanity and do not tries fit it into certain fixed laws to generalise it, which compliments with the CA theoretical framework (Bryman & Bell, 2015). It assists in formulating new, richer understandings and its interpretations in social worlds in different contexts (Bryman & Bell, 2015). It considers what is meaningful to its research participants. Thus, briefly interpretivists heavily relies on the importance of language, culture and history. However, unlike Positivism, it does not consider the realistic knowledge and the superficial value of the world we are living in, but it captures the social realism by acknowledging the constant shift within the developing properties of individual’s creation (Blaxter, Hughes & Tight, 2011).

Research Approach

This research will attempt to evaluate the existing gender-equity policies in Indian NPOs in favour of supporting women leaders. The premises of the research context are known, i.e. the policies are not able to holistically view the challenges

of women leaders and the existing policies are object oriented giving some commodities to some beneficiaries, but not assisting in enhancing the capabilities of beneficiaries to be effective leaders; but the conclusions are un-known, i.e. the current situation of women in leadership role and what are the policy level issues which need to be re-designed to subjectively able to empower women by enhancing their capabilities (Cooper & Schindler, 2008). In this case induction research approach best suits the research nature, which also compliments with the interpretivism research philosophy. This research approach assists in better understanding of this research context by enabling a cause-effect linkage between particular variables by recognizing the ways women experience the social world which is ignored in deduction approach considering women as unthinking research objects where all are supposed to behave in a mechanical way under certain circumstances (Cooper & Schindler, 2008). Inductive research approach emphasis highly on the context of the occurring events and thus small sample sizes are recommended unlike deductive approach that suits large sample sizes (Saunders, Lewis & Thornhill, 2015).

Methodological Choices

The fundamental distinction between quantitative research and qualitative research is the difference within numeric data (such as numbers) and non-numeric data (such as words, images, video clips and other similar materials) (Kothari,

2004; Neuman, 2013). Qualitative research is frequently linked with an interpretive philosophy as it supports in interpreting the subjective and socially established meanings which are demonstrated through the phenomenon researched about (Kothari, 2004; Neuman, 2013). It requires a natural setting to be able to build trust between the participants and the researcher to have an access to the participants' perspectives and experiences (Kothari, 2004; Neuman, 2013).

This research work deals with the implications of gender-equity policies in favour of development of women at work force to encourage them to grow as prospective leaders. It will critically evaluate the focus point of gender-equity policies and how its expected outcome differs from the reality. The two dimensions of CA will be evaluated: 1) to what extent universal distribution of basic social rights remain unaltered under the influence of beneficiaries' behaviour and their desire to participate, 2) To what extent the existing gender-equity policies are able to promote enough factors responsible for social conversion which can enable important social and professional integration available to all beneficiaries. The second dimension will be assessed by using the three options as proposed by Hirschman (1970): loyalty, exit and voice.

All these, indicates towards beneficiaries' interactions, their perspectives, experiences and interpreting of particular events under certain situations which are hard to measure in absolute values (Klenke, 2016). However, qualitative method does not help to test relationships between variables which are evaluated

by using various statistical and graphical techniques (Klenke, 2016). Qualitative research cannot also assist in developing a direct scale of measurement to understand the proportion or rate of occurrence of any phenomenon (Sutton & Austin, 2015). It can also be criticized being unreliable having biased data (Sutton & Austin, 2015). In such case, the researcher need to triangulate its findings to justify the genuineness of the research work (Saunders, Lewis & Thornhill, 2015).

For reliability and validity of research work, a multi-method qualitative study will be conducted where three qualitative data collection techniques will be used with corresponding analytical procedures unlike mono method qualitative research study which uses only single data collection technique and a respective qualitative analytical procedure (Saunders, Lewis & Thornhill, 2015).

Research Strategy

Narrative inquiry research strategy comprises of a qualitative research interview where most of the questions asked are semi-structured and open-ended that triggers the participants to share a personal account in a storytelling manner which reflects an event or sequence of events chronologically based on the participants' experiences (Yin, 2014). The storytelling format let the researcher to link the events, actions and its consequences over a time period to a whole meaningful experience as perceived by the participants (Yin, 2014). It also allows

the researcher to analyse how the narrator perceives/experience things/events and what significance/value it has to the narrator (Yin, 2014). This will particularly compliment this research work as it requires to evaluate the gender-equity policies affecting women leaders using the two dimensions of CA which will deal with voice, exit, loyalty, degree of freedom to choose. All these are complex subjective quantities which requires deep-insights and analysis to evaluate it. Narrative inquiry gives the platform to get hold of such rich data (Yin, 2014).

If more than one participant shares their personal narrative accounts of a particular context, the researcher can triangulate by comparing it with each other's narratives (Saunders, Lewis & Thornhill, 2015). This strategy let the researcher to access the deeper hidden realities of the organization linked with the narrator's experiences (Saunders, Lewis & Thornhill, 2015). It helps to make a sense of complex organizational realities by analysing the connections, relationships and socially connected explanations that comes naturally within the narrator's account (Yin, 2014).

The researcher need to be a careful listener giving attention to details to able to facilitate the process of narration (Yin, 2014). The narratives can be a short story of any particular event or a long life story or anything in between (Yin, 2014). This strategy can be used by various means, such as an in-depth interview, an observation in a research setting, autobiographies, diaries, informal discussions and so on (Saunders, Lewis & Thornhill, 2015). This strategy can also be

conjugated with any other strategy as a complementary approach (Saunders, Lewis & Thornhill, 2015). The strategy is generally exercised with small, purposive sample size as it is an intensive process and time-consuming in nature (Saunders, Lewis & Thornhill, 2015). Thus the participants selected should be able to reflect typical nature of a much larger culture-sharing population (Saunders, Lewis & Thornhill, 2015).

Other research strategies such as Grounded Theory strategy is not used as it is criticized for having different approaches of methods such as objectivist and constructivist grounded theories which may cause misunderstanding (Saunders, Lewis & Thornhill, 2015). It is also an extensive rigorous process which is time consuming, intensive and reflective in nature (Saunders, Lewis & Thornhill, 2015).

Sampling Method

A convenience sampling method will be used as getting access to the desired participants is beyond the scope of the researcher. After contacting with the human resource (HR) department of the NPOs, the research work will be carried on random employees who will volunteer to participate in the research work and allowed by the HR department (or selected by the HR department) as well to volunteer in this research work (Saunders, Lewis & Thornhill, 2015). This practical limitation needs to be considered while doing the sample selections.

While notifying about the research work to the HR department, the researcher may request for the kind of sample the research work demands for. Based on this research work, the researcher will request to provide a heterogeneous sample group which can reflect proportionately of both sexes, employees at different designations with different experience level and background to get a holistic views of sub-groups having similarities within them (Neuman, 2005). Use of heterogeneous sampling method will assist to analyse data sets based on sub-groups and their relation with each other. It will also help to understand whether the identified data relation is based on the characteristics of the sub-groups or it is an overall perspective of all the participants (Neuman, 2005).

Data collection methods

For reliability and validity of the research work, data will be collected using three different methods: semi-structured interview, focussed group discussion and participant observation.

Semi-structured interview:

The researcher will make a list of themes and some key questions which need to asked, but it can adapt from interview to interview (Sandy & Dumay, 2011). It implies that based on the organizational context or the nature of data obtained in

relation with the research topic, few questions may get omitted or added to the next interview (Sandy & Dumay, 2011). Even the sequencing of asking the questions may vary depending on the flow of the conversation (Sandy & Dumay, 2011). The whole discussion gets audio-recorded with field notes to write any important physical gestures or facial expression which can add richness to the data (Sutton & Austin, 2015). After every interview session, the audio-recordings need to be transcribed verbatim as soon as possible to avoid any mistakes of coding the interviewees (Sutton & Austin, 2015). As this type of data collection requires asking many questions which are complex, open-ended and largely descriptive in nature, consuming huge time, the data quality can may be questioned in terms of reliability, forms of bias, cultural differences, generalisation and validity (Sutton & Austin, 2015).

Focussed group discussion:

In focussed group discussions the topic is explained clearly and precisely and then it focuses on the interactive discussions between participants in an open and tolerant environment which gets recorded (Krueger and Casey 2009). Generally, a focus group discussion takes place between 4-12 participants. The number of participants in each group will be decided on three factors: nature of the participants, topic matter, and the skill of interviewer (Carson et al., 2001; Krueger and Casey 2009; Noxi, 2014). With the complexity of the subject matter number

of participants in each group reduces (Saunders, Lewis & Thornhill, 2015). Based on non-probability sampling participants are selected so that they reflect a typicality of a group which is studied (Saunders, Lewis & Thornhill, 2015). An interpretivist use focus groups to analyse how meanings through social interaction and make a sense out of it through shared meanings (Belzile and Oberang, 2012). The researcher need to switch to the role of a moderator or facilitator to keep the group moving within the boundaries of the related topics and to get them interested to the topic of discussion but not by leading them to any opinions (Saunders, Lewis & Thornhill, 2015). Focus groups are generally associated with great structures and the discussions can be conducted many times with similar participants to find trends and patterns (Saunders, Lewis & Thornhill, 2015).

Participant observation:

It allows the researcher to observe and describe the existing situation using the five senses which will provide a ‘written photography’ of that particular event under study (Erlandson, Harris, Skipper & Allen, 1993). It let the researcher to know about the activities of the participants under the research study in a natural setting only through observation and participation in those activities, i.e. getting involved in the day-to-day activities of the participants under the research study (Scgensul, Schensul, & LeCompte, 1999). It requires a certain level of deception

and impression management by the researcher and also from a distance needs to maintain a sense of objectivity (Scgensul, Schensul, & LeCompte, 1999). The written notes just not include observations but also natural conversations, checklists, interviews of various sorts, questionnaires and unobtrusive methods (Scgensul, Schensul, & LeCompte, 1999). The researcher need to be open with a non-judgemental attitude, curious about knowing about others, need to acknowledge the feeling of culture shock and committing mistakes (Saunders, Lewis & Thornhill, 2015). Indeed, most of the drawbacks can be overcome just being a careful observer giving attention to every big and small details and a good listener and staying open to learn unexpected (DeWalt & DeWalt, 1983). It is sometimes termed as 'people ethnography' or 'reduced ethnography' and an extremely effective when it allows the group researched to study under the settings which will let the researcher to investigate organized routines of behaviour Saunders, Lewis & Thornhill, 2015). Through participant observation the observer builds enough trust and relationship that the group members start to include the observer in their activities, treat the observer as a part of their community and ask the observer about how the group is operating (Sandy & Dumay, 2011). The process may be criticised for being labour intensive and time consuming (Sandy & Dumay, 2011). The observer need to acknowledge that being a human being who acts as an instrument of data collection, his/her observations will get biased under various factors, such as ethnicity, gender, class,

sex which may include theoretical approach affecting observation, analysis and interpretation (Sandy & Dumay, 2011).

Data analysis

The data will be analysed using a template analysis where all the data items in form of transcripts, notes, memos and other text forms are coded at the beginning before the searching of the themes (Saunders, Lewis & Thornhill, 2015). The researcher develops a coding template by coding a section of data items into codes before the formulation of list of codes and themes (King, 2012). This coding template is developed by following a list of codes and themes arranged in a hierarchical order to use it as central analytical tool in Template Analysis (King, 2012). Just after the first set of data collection the researcher develops a set of initial codes (King, 2012). Then these codes are organized and re-organized until a satisfactory initial template is developed (King, 2012). The later transcripts are again pushed into the initial template by coding it into codes used into initial template (King, 2012). As new data codes are developed, the template will be modified to cover the deficiencies in the generated codes and this process gets repeated (King, 2012). The arrangements and rearrangements of codes will continue in an exploratory process until a theme develops that will able to represent key ideas and relationships within the collected data sets (King, 2012). The final coding template must represent the connections between different

themes hierarchically as well as laterally if the researcher intends to (King, 2012). This data analysis framework gives flexibility to the researcher to modify the template by doing rhetoric data analysis in form of coding, linking themes, exploring relationships, sense making and so on (King, 2012). However, it may lead the researcher to apply the template to the data rather than using the data to make a template (King, 2012).

In this research work, according to the two dimensions used for CA will be used to make codes, such as 'voice' at work place and at home, with respect to various economic backgrounds, socio-cultural backgrounds, educational backgrounds, religious backgrounds and so on.

Reliability and validity of this research work

Reliability refers to the consistency of the findings and validity refers to the truthfulness of the findings (Altheide & Johnson, 1994). Measuring reliability and validity enhances research transparency and decreases researcher biasness in qualitative research work (Altheide & Johnson, 1994). Reliability and validity need to be assessed to identify the measurement errors on building the theoretical relationships which are evaluated (Forza, 2002). By collecting data using different methods one can establish validity and reliability of the research work. Often researchers fail to mention the measures taken as a proof of reliability (Forza, 2002). They also fail to demonstrate the inseparable relationship between

scale validity and effective research (Thompson, 2003). To justify reliability and validity of the research work, researcher must take multiple observations to establish a certain phenomenon which includes the use of construction of variables and formulations and execution of instruments or tests to quantify these variable (Kimberlin & Winterstein, 2008). The quality of the research work improves with the use of better mechanisms. The variables presented can be evaluated correctly to consider an acceptable research (Kimberlin & Winterstein, 2008). The errors occur mostly while evaluating the scale of variables, thus, scales formulation should not be perfect to get a good research work (Shekharan & Bougie, 2010). Errors in evaluating variable impacts the importance of the results and alters the function of scores to make a good research (Shekharan & Bougie, 2010). Therefore, a research work should essentially establish reliability and validity to ensure the accurate quality of data used and results yielded are correct and true (Shekharan & Bougie, 2010). Hence, this research work will follow three different data collection methods and in between same questions/topics/themes will be restructured/re-phrased multiple times to establish reliability and validity of the research work.

Research Ethics

While doing a research, the researcher must be careful about the research ethics and should follow it in each and every step of the research conducted (Saunders,

Lewis & Thornhill, 2015). To maintain the quality of a research, a researcher must follow the integrity and objectivity of a true researcher which means acting openly, truthfully and promoting accuracy by avoiding misrepresentation or partial sharing of any data, findings, etc. (Saunders, Lewis & Thornhill, 2015). A researcher should also avoid partiality, deception, disingenuous promises and reckless commitments (Bell & Bryman, 2011). If any conflict of interests or commercial association happens or rises, it should be declared as well (Bell & Bryman, 2011). The researcher should recognise the rights of all its participants and none of the researcher's behaviour should dignify the participants (Bell & Bryman, 2011). The research should not cause any kind of harm or put into a potential risk of harm to its participants ((Saunders, Lewis & Thornhill, 2015). The participants should not have a risk to emotional well-being, mental health, physical health, social or group cohesion by involving certain research methods which may cause harm in any ways, such as embarrassment, discomfort, stress, pain, conflict, mental pressure, social pressure, harassment, discrimination or violation of confidentiality and anonymity (Saunders, Lewis & Thornhill, 2015). Privacy and confidentiality as agreed by specific participants or the organization upon which the research conducted should be maintained (Saunders, Lewis & Thornhill, 2015). Informed consent need to be taken and no research should be done without the knowledge of the participants (Bell & Bryman, 2011). The participants should be informed about their rights of withdrawal of their participation from the research work at any point of time if they do not feel

comfortable or cannot make it for any reasons (Bell & Bryman, 2011). They should never be forced or harassed or disturbed to participate in the research (Bell & Bryman, 2011). Before using anything during the research process such as recorder and written notes or any research setting created for the research work, informed consent from the participants is absolutely necessary (Bell & Bryman, 2011). A good researcher should always document in detail the consent taking process from its participants' for transparency between both the researcher and the participants (Bell & Bryman, 2011). Moreover, data collected (both primary and secondary) should never be altered or parts of it rejected to suit the research problem as every data collected has a significance to the research context (Bell & Bryman, 2011). Participants should have access to research findings, however, anonymity and confidentiality should be maintained towards the participants as well (Saunders, Lewis & Thornhill, 2015). Researcher should also be well versed with the countries' legal restrictions and regulations related with the research data where the research is being conducted (Saunders, Lewis & Thornhill, 2015).

Limitations of the Research work

The CA approach assist in evaluation and assessing of policies, but it does not give a standard framework to understand what should be the ideal measures of the five conceptual building blocks with which a comparison of the existing policies can be made. Neither it guides in formation of more holistic policies

which can cover all the underlying socio-economic-political-cultural issues. Furthermore, the CA theoretical concept will be used only on three NPOs based in West Bengal covering a total population of 50 participants which is not ideal enough to be able to reflect the holistic image of the implications of the gender-equity policies all over the country in India. In addition to it, it is hard to remove researcher's biasness and preconceived notions about the research area which may influence the data collection and analysing techniques. Understanding the implications of gender-equity policies on women leaders need a longitudinal time framework as leadership variables are emerging and dynamic in nature, but due to the restricted scope of the research time frame a cross-sectional time period has been considered.

Reflective Essay

There are some researchers who believe qualitative and quantitative methods are conflicting to each other, however some believe that combination of both approaches can be successfully done by skilled researchers. The debate is always confusing as one group justifies from the point of underlying philosophical nature of every research design, and the other party argues back on the clear compatibility of both the approaches together in research methods, having the benefits of both numbers and words. Since, interpretive and positivist designs are based on different assumptions about the realism of the world, the approaches require different instruments and processes to find the required type of data. However, researchers tend to stick with the methodologies which is more in accordance with their socialized worldview. This paper will reflect back on the author's inclination towards qualitative approach compared to quantitative approach.

The qualitative research design is interpretive and ethnographic in nature (Atieno, 2009). It demands for comprehensive observation, explanation and believes that it is not possible to ensure which factors are significant and important and which can be excluded (Creswell, 1994). It views validation is necessary than meticulously trying to explain what is observed and by so doing study the whole situation (Creswell, 1994). It tries to assess the whole situation to be able to

understand the level of complication and confirm the conclusions drawn are based on both unique and general factors (Creswell, 1994).

On the other hand, quantitative research design is empirical in nature which is also considered as the scientific research design (Hamel, 1993). This paradigm validates the process if it follows rigorous definition, clarification or use of pilot experiments (Hamel, 1993). In advance the equipment need to be checked, need to be tried out with the experts and its reliability need to be evaluated by performing statistical tests (Holloway, 2005).

Assumptions based on Qualitative Research Paradigm

- Researchers mainly focus on the process instead of the outcomes or products (Atieno, 2009).
- Researchers are keen to infer how people experience their lives, makes sense out it and structure the world accordingly (Atieno, 2009).
- Data collection and analysis is manual in nature which is mainly mediated by human instruments instead of having inventories, questionnaires or machines (Atieno, 2009).
- The research process requires field work where the researcher physically visits the participants, research setting, site or organizations to record or observe behaviour in real/natural conditions (Atieno, 2009).

- It is descriptive in nature where the researcher focuses in the process, meaning and understanding obtained through images or words (Atieno, 2009).
- Qualitative research follows inductive approach where the researcher formulates abstracts, concepts, hypothesis and theories from details (Atieno, 2009).

Human behaviour gets influenced by the situation it is living in. Therefore, studying the situations are necessary. Various physical settings such as pay, reward, schedules and space and internal perspectives of traditions, values, norms and roles are important situational variables (Stake, 1995). The researcher must be able conduct its research in such a setting where all the situational variables are active (Stake, 1995).

Previously various experimental researches did not yield any meanings. In experimental research the techniques can influence the findings (Kothari, 2008). Participants can get conscious or aware of the researchers; requirements which may trigger them to act in a certain way (Kothari, 2008). Moreover, the participants may be unaware of their own feelings, thoughts and actions in certain situations/context. In this case the researcher must acknowledge the framework and should not try to code or standardize the data in order to impose the researcher's own thought process on the subjects as it may alter the valuable data (Holloway, 2005).

Fundamental differences between qualitative and quantitative research designs:

The elementary differences between qualitative and quantitative designs are at the degree of research assumptions that are made just at the beginning of the research work, that are epistemological and ontological assumptions rather than the level of data (Latimer, 2003).

Often quantitative researches are confirmatory and deductive in nature. However, various quantitative researches can be categorized as exploratory as well which also used to ensure certain specific deductive hypotheses (Daymon, Holloway & Daymon 2002). Some researchers do not approve both the traditions.

Thus the question arises if qualitative and quantitative do not varies by exploratory-confirmatory or inductive-deductive dimensions, then where is the variation? The answer lies in the philosophical approach but not in methodology. Different qualitative researchers follow various epistemological assumptions which differs from the quantitative researchers (Glesne & Peshkin, 1992). For example, some qualitative researcher believes that observation in its context is the best way to understand a phenomenon where the quantification gets limited as the researcher looks into a small portion of reality which cannot be separated or unitized without distorting the

significance of the whole phenomenon. There are some other qualitative researchers who believe the best way to interpret a situation is by getting immersed into it. They start to live into the organization or culture on which they are researching and try to see how it feels like to be in that environment. Instead of being rigid to the set of questions asked, it can be emerging and changing as the researcher gets familiar with the organization or culture they are studying (Atieno, 2009). Some qualitative researchers intervene with a different ontological assumption about the world where s(he) does not believe that there is a single unitary reality apart from our perceptions. Thus, the researcher needs to acknowledge it; else, it will reject the importance of the fundamental viewpoint of individual. However, it can be argued that every individual is unique, which includes the researcher as an individual human being (Marshall & Crossman, 1980). So, it means that all research works are biased from each individual researcher's perception. Establishing validity in an external or objective manner makes no sense (Creswell, 1994).

There are also some confusions regarding the ethical considerations. If a research work is based on a vulnerable population such as groups of hospitals, prisons or schools, after taking special permission from each and every institutional level considering all strategies, confidentiality and anonymity, who else still has access to raw data to verify the analyses and the final report before the publication?

Assumptions based on quantitative research paradigm

- The methods followed are distinctive in nature to be able to approach the world and data (Creswell, 1994).
- Determination of the methodologies does not make it easy for the researcher to choose the data sources and analysing methods. It also does not mean that the researcher cannot exercise flexibility once s(he) has chosen a particular pathway (Creswell, 1994).

Researchers who are working with phenomenology should know how to think phenomenologically, only if it fulfils the purpose, method and the data used (Atieno, 2009). If someone is working with Grounded Theories, the person must be able to think like a grounded theorist or learn to do it. The same data findings will be analysed in different ways by different researchers using different methods. Again, by using the same data analysing techniques for instance coding by different researchers using different methods will yield different analytical results. This will happen because every researcher thinks differently from each other (Atieno, 2009).

Qualitative research is not about collecting data by using certain techniques and analysing it using certain methods (Holloway, 2005). It is actually about aligning the thought process to the direction of data and able to use proper techniques as tools to unfold it which can guide towards the goal (Holloway, 2005). Each and every element of research process is

connected with the next element and the selected method commands to use certain combination of strategies in a way which will ensure the reliability throughout the research work (Holloway, 2005).

Advantages of Qualitative Research

It allows to simplify and manage data without altering the complexity and context (Creswell, 1994). It is highly recommended for research questions where pre-emptive reduction of data can restrict intervention (Creswell, 1994). If the agenda is to understand how participants experience, perceive and interpret under a certain process or setting, the researcher needs to have knowledge of using respective methods which will lead to discovery and correctly captures the perceptions and the complexity of their interpretations (Creswell, 1994). Qualitative methods allow to formulate ways of understanding the existing data. If the research agenda is to formulate a theory or theoretical framework which can capture reality instead of reflecting the researcher's interpretations or previous results, the researcher might need methods which can help in the construction of theory in data (Hamel, 1993).

Conclusion

The search of social truth is highly rich to accommodate different kind of views and procedures generated by various analyzation techniques. Some recharges are combining both the approaches to get a deeper insights of the reality and some are having strong and fundamental clashes about the philosophical stance and the type of data it is.

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