

FEDERAL POLICY IMPLEMENTATION IN INDIA: KEY FACTORS AND SYSTEMIC IMPLICATIONS

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ABSTRACT

This paper describes factors for the effective execution of policies. Implementation of policies is the most important phase after the formulation of policies. Perhaps because of its significance, some academics refer to the phase of policy execution as the core of the policy process. Policy execution is essentially the method of translating a policy into action and presumptions into outcomes through different initiatives and policy execution determines some of the main factors for effective policy execution. In order to achieve effective policy execution, distinct scholars proposed distinct factors. The literature on effective policy implementation variables demonstrates that a range of outcomes are essential to consider when approaching the implementation of education policy, such as policy design, stakeholders and their involvement, institutional, policy, and societal context, and implementation strategy. Most individuals recognize the main factor as: the program being implemented, the individuals involved, the officials, educators and students involved, and the organization in which they operate.

KEYWORDS: Effective, factors, policy, implementation

INTRODUCTION

Achieving public policy outcomes in a federation presents many challenges largely because, in both concept and design, federalism is not conducive to the formulation and implementation of public policy. This can be traced to three basic distinguishing features of federal forms of government: (a) divided sovereignty, (b) a formal division of powers between national and subnational governments, and (c) the role of intergovernmental arrangements. These aspects are usually contained in the nation's written constitution, which lists specific powers for each level of government. Amending the constitution is not simple, whether it is done by parliament, through a referendum of the people, or by some other means.

The challenges apply particularly to the attainment of national policies but are also relevant to policies of subnational governments (usually called states), as their actions often have spillover effects on other subnational governments, as well as implications for national governments. The traditional concept of federalism has become known as dual federalism or coordinate federalism, a legal and institutional construct that is usually applied to the analysis of public policy because the policymaking process is so often fashioned by institutional arrangements. The paradigm of coordinate federalism was most clearly outlined by Kenneth Wheare, who was also the consultant for the design of many federations. He described his formulation in this way: "By the federal principle I mean the method of powers so that the general and regional governments are each within a sphere, coordinate and independent" (Wheare, 1953, p. 11). Other writers have produced definitions and conditions for federalism that are elaborations on this basic theme. A significant contrast is provided by Riker, whose writings focus on the politics of federalism and who has boldly declared that federalism does not matter for public policy, as the rationale for federative arrangements has nothing to do with public policy.

Federalism constitutes a complex governmental mechanism of a country and under this system there exist simultaneously a central, and state governments. Both the governments drive their power from the

constitution.³ In a federal constitution, the powers are divided between Centre and State governments and the Central Government may make laws for the whole country and respective state governments may make for the whole of the state, in such a way, each government is legally independent within its own sphere. Each government has its own area of powers and exercises their powers without being controlled by other governments and in doing so neither is subordinate to the other but both are co-ordinate. Federal system of government is more common in the world than confederal systems. This system is based upon a compromise between unity and regional diversity, between the need for an effective central power and the need for checks or constrains on that power.

LITERATURE REVIEW

Anisur Khan et. al (2016) Policy implementation involves translating the goals and objectives of a policy into an action. The systematic study of policy implementation is relatively new in the broader domain of social science. This paper, through a content analysis, critically examines the theoretical issues associated with policy implementation, and the factors associated with implementation failure. Some practical strategies are suggested to overcome implementation performance and concludes with the proposition that implementation failure is also due to lack of theoretical sophistication.

S B M Marume et.al (2016) Research studies have it that public policy analysis is a specialised field that has traditionally tended to favour the study of the policy making process by concentrating on the participants and their interests; compromise through bargaining and negotiation; expertise in policy-making and the role of analysis. However, the observation is made that public policy making and its ramifications, notwithstanding the traditional emphasis, are not the only significant aspects of the public policy process but also the way policy is implemented. This constitutes therefore the subject of this article.

Singh and Sharma (2011) explored the effectiveness of federal policy implementation in India, focusing on intergovernmental coordination and resource allocation. Their study identified political dynamics and administrative bottlenecks as critical challenges affecting policy outcomes.

Rao (2012) examined the role of decentralized governance in implementing federal policies, particularly in rural development programs. The study highlighted how local administrative capacity significantly influences the success of federal initiatives.

Banerjee and Das (2013) analyzed federal education policies, such as the Sarva Shiksha Abhiyan, to evaluate their systemic implications. The study emphasized that while increased funding enhanced access to education, disparities in implementation persisted due to regional variations.

FACTORS FOR SUCCESSFUL POLICY IMPLEMENTATION

There are many considerations for effective policy execution. Various scholars have suggested distinct variables in effective policy execution or the variables have to be regarded differently in effective policy execution. Some of them have been discussed in the effective policy execution chapter. Point (2017; 2834) highlighted that four main determinants in the effective execution of policy and these four aspects must be taken into consideration when approaching the execution of education policy: these are (1) policy design (2) stakeholders and their involvement (3) institution and context (4) the implementation strategy.

Design Of the Policy

The policy design is the way in which a policy is discussed and framed the logic it indicates between the policy issue and the solution it provides, and the feasibility of the latter largely determines whether and how a policy can be enacted.

Policy Justifications

A policy can react to a need or perception of a need that needs to be obviously outlined to promote the solution's formulation, legitimacy and execution. (Emma E.O. Chuk wuemeka, 2013; Haddad and Demsky, 1995).

Policy logic

The clarity of policy objectives and their priorities in policy laws have an effect on the implementation agencies 'operational level. Furthermore, various actors may have distinct interpretations of policy objectives.

Feasibility

Decision makers face several limitations when formulating a strategy, including the need to pass the bill, which may encourage them to concentrate more on what they can do politically than practically (Jack Rabin ; 2007, Sylvia Leung, 2013; Donaldson, G; 2015).

THE STAKEHOLDERS AND THEIR ENGAGEMENTS

Individuals and organisations implement education strategies that make them central to the implementation process both because of their own features and because of their relationships with other determinants. Political actors such as instructional experts or engineers: (1) educators, educators, administrators, scientists and scholars; (2) economists and financial experts: costs and funding ability, effectiveness and productivity of investment in education, economic and employment related instructional objectives; (3) researchers: like research, better integration should be achieved.4) Administrators: like procedures, tasks and organisation of administrative structures ; (5) planners: a systemic vision of the education industry as a whole; (6) senior public officials, ministers of education / major educational organizations, other educational organizations, government agencies and intergovernmental bodies and on official actors, stakeholders, and politics.

The Institutional and Societal Context

The institutional setting comprises the formal and informal social constraints that regulate the implementation process in a given education system. The other policies in place in education and other sectors also need to be taken into account because they may facilitate or hinder the implementation process.

THE IMPLEMENTATION STRATEGY

The implementation strategy refers to the operational plan that guides the process to make the policy happen in effect. In line with (Frank F.et at 2007, P: 92) confirmed that a clear separation of policy formation from policy implementation with in line model lists six criteria factors for effective policy implement-tation: (1). Policy objectives are clear and consistent (2). The program is based on a valid causal theory; (3). the implementation process is structured adequately; (4). Implementing officials are committed to the program's goals; (5). Interest groups and (executive and legislative) sovereigns are supportive; (6). There are no detrimental changes in the socioeconomic framework conditions.

In short effective or implementation of policy indicators are many some of them are committed implementers of policy, active political support for the policy being implemented, policy coherence and stability of socioeconomic factors over time, acknowledge the impact of a well-designed policy on its own implementation, characteristics of “smarter policy statutes and when the goals established in the policy statutes are achieved and characteristics of effective implementation policy principles like consistency, clarity, precise, stable as well as flexible, fact based, optimum number, supplementary, fair and equitable, reasonable feasible, periodic revision, and written form.

From the above issue, we can summarize the factor for successful policy implementation as the following: Effective planning, good plan and design of the policy from policy itself's; policy objectives are clear and consistent; transparent institutional framework and approval at highest level; public and private partnership consultations with all stakeholders; consistency and continuity in policy; setting realistic targets and milestone supported by resources; give importance to strong economic fundamentals; strong implementation and monitoring mechanism; effective public service delivery political stability (Jack Rabin; 2007, Sylvia Leung.2013; Donaldson, G; 2015) .

It is also social acceptability; social preparation; unity purpose; understanding among stakeholder and implementer, as well beneficiaries; capability of implement; presence of critical mass supporter and critics, communication; commitment; coordination; clearly of purpose; efficient, effective empowerment; suitability of surefire solution and sufficient resources and support. Organization, interpretation, applications, and coordinate resources to achieve the intended goals. Implementation entails an education policy being at least partially defined before it is carried out, but the process of implementing contributes itself to shaping the policy as perceived by the public. This is why understanding the context, the policy design itself and the human dimension of education policy is so important when designing and carrying out the implementation strategy.

The successful implementation requires an effective administrative structure, efficient financial management, clear procedures and appropriately trained manpower. To date, substantial capacity building in planning, budgeting, and management is underway both at the central and regional levels the agreement to be reached on program objectives and targets to be achieved (Dato,2018).

CONCLUSION

Fundamentally, success in implementation evaluated within the context of particular problems and critical factors affecting implementation varies, and "success prone" policies are not always obvious. Effective implementation is said to be partially predetermined by good leadership that can be the significant political hidden hand that guides organized and desperate interest to converge in support of implementing policy. Effective and successful policy implementation is the key to national development.

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