Role of Governance on the Emergence in Social Welfare and Policy Making: An Overview

Swaleha Parveen

Department of Political Science, AMU Aligarh
E-mail: mirzaswaleha123@gmail.com

Abstract—*Governance means that the process as well as the result of making authoritative decisions for the welfare of the society. Governance is the manner in which authority, control & power of government is exercised in mobilizing a society's economic and social resources to address the issues of public interest. In other words it is the art of governing, associated with the exercise of authority. Good governance plays a key role in social policy making. Social Policy refers to the development of welfare, social administration and policies of the government used for social protection. Social policy making is the process related to the governmental approach of development of social services towards formation of a welfare state. Social policy is how a society responds to social problems. This paper considers the challenge to social policy making which is based on government activities. It includes social responsibility, social security, and social discrimination, social coherence, social upliftment and social eco friendly. The government responsiveness to the needs of citizens, including the vulnerable and groups and individuals, and the influence of citizens in shaping policies is an important are that warrants more research attention. The first will focus on how resources are shared/ distributed and how public services are delivered. It addresses the political economy of institutions and processes of power on their own account and in relation to ordinary citizens in the context of participation and downward accountability. It examines approaches to strengthening domestic resource mobilization the budget process, expenditure flows in relation to service delivery, and other aspects of economic governance. The second will focus on social policy in particular the dynamic conceptualization of social protection not only in terms of its role in income and consumption smoothing, but also in terms of its transformative role to enhance inclusion. The research addresses comprehensive social policy that supports structural change and social cohesion, highlighting the transformative role of social protection to achieve broader economic, social and political goals, such as distribution, protection, production and reproduction. So in this paper a modest attempt has been made to highlight the role of governance in social policy making. This paper is based on qualitative and empirical method and is also based on secondary data which obtained from various reliable sources. This paper will try to focus on the role of governance regarding social policies and welfare of the state.*

Keywords: *social welfare and equality, social policies, and governance*

1. INTRODUCTION

1. Governance has become a buzz term nowadays & in wide context, it means administration. The concept of governance is not new rather it is as old as human civilization. In simple words governance means "the process of decision making & the process by which decisions are implemented (or not implemented)". It is recognized that governance is about how an organization steers itself & the processes & structures that are used to achieve its goals. Governance is authoritative allocation of values by those in power through decision making. Since governance is the process of decision making & implementation of those decisions governance focuses on the actors who make decisions & the structure that are involved in decision making. [1]

2. Government refers to the machinery & institutional arrangements of exercising the sovereign power for serving the political community, whereas governance means the process as well as the result of making authoritative decisions for the benefit of the society. Governance as the manner in which authority, control & power of government is exercised in mobilizing a society's economic & social resources to address the issues of public interests. In briefly, it is the art of governing associated with the exercise of authority within specific jurisdiction & is embedded in the structure of authority.

3. Governance as a process means a value free dispensation whereas good governance connotes certain value assumption. Thus good governance is a value laden concept. [2]

4. Governance is about the contestations around how resources are actually allocated. Kooiman (2003:4) distinguishes between "governing" as "the totality of interactions, in which public and private actors participate, aimed at solving societal problems or creating societal opportunities" and governance as "the totality of

theoretical conceptions of governing". Thus governing may be defined as the process through which the contestations and interactions among the competing actors are settled.[3]

5. Governance relates to the process of interaction & decision making among actors involved in a collective problem that lead to the creation, reinforcement or reproduction of social norms and institutions. Governance is a continuous and never ending process. Good governance plays a key role in social policy making. The government acts affect the well-being of people, including laws, regulations, executive orders, and court decisions, are social policies. Social policies are made by governments at many levels—local, state, and national. A broad view of social policy recognizes that corporations and both non profit and for-profit social-service agencies also develop policies that affect customers and those they serve and therefore have social implications. Social policies affect society and human behaviour, and their importance for social-work practice has long been understood by the social-work profession. Modern social welfare policies, which respond to basic human needs such as health care, housing food, and employment, have evolved since their introduction during the New Deal of the 1930s as responses to the Great Depression. In the aftermath of the recent "Great Recession" that began in 2006, the nation has once again experienced the kinds of social problems that led to the creation of innovative social welfare policies in the 1930s. How policy makers respond to human needs depends on who has the power to make policy and how they conceptualize human needs and the most effective ways to respond to them. In the early 21st century, the idea that the state should guarantee the welfare and well-being of its citizens through progressive welfare state policies and services has few adherents among policy makers. The complex social problems resulting from the recession—the highest unemployment since the Great Depression of the 1930s, escalating budget deficits at all levels of government, an unprecedented housing crisis exemplified by massive foreclosures, increasing social and economic inequality, a nation polarized by corrosive political conflict and incivility—create a context in which social policies are debated vociferously. Social workers, long committed to the ideal of social justice for all, are obligated to understand how policies affect their practice as well as the lives of those they serve and to advocate for policies that will improve social well-being as the United States recovers.

6. Social policies are created and function in dynamic social, economic, and cultural contexts. Conflicting ideas and interests exist over what kinds of policies are needed to address social problems and human needs. A wide array of economic and social policies affects social welfare, ranging from tax policy to educational policy. More narrowly, some social welfare policies focus on policies and programs that provide income assistance and social services to people in need. Conservatives have generally supported "residual" time-limited social welfare policies and services, whereas liberals have argued for "universal" or "institutional" social welfare policies that provide assistance to citizens as communal rights. Institutional social welfare policies adopted by European "welfare states" never received much political support in the United States, where residual programs providing limited assistance to those seen as having genuine needs were favored (Patterson, 2000).

7. Poverty, unemployment, dependent children, family instability, inadequate health care, and the needs of the elderly have been targets of social welfare policies. Because social policy responds to social problems, how those problems are defined and legitimized is important. Social workers, with their intimate knowledge of human needs, can provide critical information to policy makers if they can influence the policy-making process.

8. Socially constructed family and gender norms influence social policy and the lives of beneficiaries. Current debates about the meaning of "family" and "marriage" exemplify how social policies, such as the Defense of Marriage Act of 1996, may enforce specific norms while delegitimizing behavior deemed inappropriate by those who hold power. The federal government and states have clashed over the meaning of marriage and whether state recognition of same-sex marriage violates federal policy. Such contentious debates are often resolved in the courts. Traditions of public debate and discourse encourage interest groups to lobby for policies that will advantage their members. Some social policy experts feel corporate and business sectors have become so powerful that they dominate policy making, making government less responsive to social needs (Stiglitz, 2012). Efforts have been made to privatize social services and the Social Security system, our most universal social welfare program. In the early 21st century, our political parties debate how our nation can promote economic growth and social well-being, emphasizing the need for job growth, while the longstanding issues of poverty and social and economic inequality receive less attention.[4]

9. Good governance is all about policy choices: how administrations make best use of the powers and resources entrusted to them by the public, and manage their relationships with citizens, businesses and other stakeholders. This paper is to sets out the rudiments of policy design and decision-making, and describes techniques to the strength-test the policy-making process ; Explores how governments are looking beyond immediate policy pressures, and visualizing socio-economic development over long-term planning horizons; Describes the new ways that administrations are connecting with

citizens and businesses through consultation and co-design; scrutinize the challenges in policy delivery - managing performance-based spending within a sound fiscal framework, creating a regulatory framework that is conducive to growth, choosing the best organizational mode ('make or buy'), and co-producing with businesses and citizens; Recognizes the pressures for continuous improvement in public policy, and reviews the contributions of evaluation, external scrutiny and public sector innovation. [5]

10. Ultimately, every government at whatever level is judged by its policy choices and their outcomes, which places a high premium on strengthening policy-making as a process, in order to try and achieve the desired results.

2. SOCIAL POLICY; POVERTY, EDUCATION, SOCIAL WELFARE"

The social policy concentration prepares students for careers leading to high-level managerial and policymaking positions in government and in nonprofit organizations involved in the design, implementation, management, and evaluation of education and social policies. Coursework in this area develops students' ability to bring policy analysis and management tools to bear on issues in education and social policy, and helps students understand how public education and social policies affect and are influenced by the family, the market economy, and voluntary and nonprofit institutions.

Social policies promote individuals' and families' well-being by educating children and youth; cushioning temporary or permanent losses of income; assuring minimum levels of income and essential goods and services such as food, housing, and health care; providing employment services and job training; and meeting the special needs of particularly vulnerable populations.

The social policy concern related to governance is what (and how) social agencies control the delivery including funding, of educational services. Educational governance structures vary considerably cross –nationally, governance ostensibly reflecting unique social cultural & political histories. It is necessary to note that the assessment of governance structures must be approached from multiple units of analysis the education system is shaped through multiple tiers of influence: federal state, & local (including both district & schools). Scholarship indicates that these levels often undertake specific functions. Traditionally government .plays a key role in planning & structures issues, such as goal & standard setting & as a source of funding for schools.[6]

2.1 poverty

Poverty is defined in terms of the society where it takes place: what people can eat, and where they can live, depend on the society they live in. That does not mean that it is based only on a comparison with others in the same society; there are some countries where most people are poor. Beyond that, social and political relationships - like problems of gender or relationships to authority - are an integral part of the experience of poverty. These issues occur in many different societies, in poorer and richer countries alike, but they can only be understood in their social context. This paper argues that, although much progress against extreme poverty in low- and middle-income countries has been accomplished through so-called inclusive growth, the elimination of consumption-based poverty will require greater attention to the political economy of social protection in developing nations. Since the 1990s, increases in labor-based income have been responsible for most of the achievement in poverty reduction.

Poverty is widespread and ought to be curtailed. Poverty alleviation is primarily the activity of the poor themselves, and their progress necessarily involves productive expansion. If this potential for private expansion has not been realized, it is not because of the nature of the poor, it is because of the way in which national economic affairs have been organized. This social compact is not a commitment to social safety nets and welfare, both of which seem to presuppose that the poor are somehow necessarily out of the growth field. It is commitment to abolishing artificial and onerous terms of exchange that discriminate against the poor, to investing resources where there are real opportunities for gain, irrespective of whether the economic agents concerned are rich or poor, and to creating the space for the poor to organize to pursue their social and economic interests.[7]

2.2 The Causes of Poverty

- *Class-based explanations.* Poverty is the result of some people's marginality in relation to the process of economic production, which limits their life-chances.

- *'Agency' views.* Poverty is attributed to the failures of public services.

- *Inequality.* Poverty is attributed to inequalities in the structure of society, which lead to denial of opportunity and perpetuation of disadvantage. Examples are the inequalities of income, wealth, race and gender.

2.3 Policies for Poverty

Poverty is responsible in many ways:

- *Poor relief.* Where people are poor, they can be given specific help. This can be done by simply asking people to come for help, which is how a soup kitchen works; it is more usually done by some form of selective provision. Poor relief is not a cure for poverty, but it is important for people to survive.

- *Provision for contingencies.* Most systems of social protection work by protecting people in circumstances where they might otherwise come to be poor - old age, disability, unemployment and so on. This has been more

effective than focusing directly on poor relief, but necessarily it can only deal with part of the issues.

Indirect responses: Sometimes policies that are not aimed at reducing poverty directly can help to reduce it, or to mitigate its effects. Examples are improving health, protecting women's rights and reducing corruption.

Strategic intervention: Many people believe that the problems of poverty can be solved by focusing on selected key issues - such as education, child rearing or investing in communities. Poverty is rather too complex, and relates to too many problems, for this to be true.

*Prevention***:** It is often argued that prevention is cheaper than cure However; prevention depends on knowing what circumstances lead to poverty. Social issues are multi-faceted and intertwined, and in most cases, the confident assertions that people have made about causes - genetic inheritance, dysfunctional families, educational opportunity or benefits systems - have proved to be wrong.

The well-designed strategy to deal with a multi-dimensional set of issues depends on a range of policies being implemented together, and Poverty Reduction Strategies generally combine issues of economic and human development with issues of governance. The most fruitful responses to poverty have probably been *economic development*, because it improves the conditions of many people at once; *social protection*, because it reduces the circumstances in which people are vulnerable; and *political empowerment*, because it helps poor people themselves to choose the issues which will make most difference to their lives.[8]

Education

Education is principally identified with schooling, though in theory it extends far beyond this, being concerned with intellectual and social development. The main emphasis within this is on children, though there is clearly scope for education for all and 'lifelong learning'.

Education has been particularly significant as an instrument of social policy, in the sense not only of policies for welfare but also as policies intended to deal with the structure of society. The aims of education include:

- **Liberal education**: the development of each individual intellectually and socially to that person's fullest potential

- **Socialisation**: education is a method of transmission of social norms and values. This is also sometimes seen as a form of social control.

- **Education as 'handmaiden'**: the education system serves the industrial process and the economy by producing a trained workforce, and by providing child minding services.

- **Social change** (or 'social engineering'). The education system has been seen as a means of bringing about social change.[9]

Though people education is largely controlled at the state and local level, national policy affects curriculum content, teaching standards, quality of school facilities, and student educational opportunities. The role of the central government in education is itself among the most contentious current social policy issue.

Social security may be defined as the protection which society provides for its members, through a series of public measures, against economic and social distress that otherwise would be caused by the stopped or substantial reduction in earnings resulting from sickness, maternity, employment injury, unemployment, invalidity, old age and death; the provision of medical care, and the provision of subsidy for families with children (ILO 1989). Thus, 'social protection is a wider term than 'social security' and includes basic factors of social security, such as income, education, old age, etc., and of economic security, such as having income –generating work and applying core labor standards to all forms of work (Unni and Rani 2001).[10]

2.4 Issues in Education

Crucial issues are those issues that are important to education. They are the barriers that get in the way, or the important elements that we need to focus on in order to move forward and offer better opportunities to our students.

Common Core State Standards - 46 states may have adopted the standards but around a dozen states are backing out or considering backing out of using them. Regardless of how people feel about the Common Core they have led to many hot debates about education, and will continue to do so in 2014.

Student Learning - Student learning is everything from different pathways to graduation, encouraging student voice in student learning, and encouraging them have a place at the table for larger conversations about their education (**Lisa Nielsen's I**nnovative Educator blog that focuses on student voice). So often we focus on teaching, but it's learning that matters most.

Technology - Even after all of these years technology is still a hot button issues. Some people love it and use it flawlessly every day, while others hate it and don't see why they need to be forced to use it at all. In addition what makes it complicated is that some schools seem to have endless resources, while other schools have to use what wealthier schools disregarded as old. Whether it's MOOC's, iPads, gaming or BYOD, technology will still be a critical issue to discuss in 2014.

Social Media - **Twitter** has exploded over the past few years. More and more educators are joining and finding

members to their Professional Learning Network (PLN). What's even better is that they are sharing resources to use in their classrooms, buildings and districts, and they are also using it to connect for professional development (i.e. Twitter chats, EdCamps, etc.). Social media will be, and should be, part of a huge discussion in 2014.

Politics - Politicians have long mentioned education in their speeches but the past two years it seemed to have happened more than ever. Many politicians seem to focus on how schools are failing, and their only solution is standardization, accountability and high stakes testing. Many governors, **like Andrew Cuomo,** are running for re-election this year and education will no doubt make or break their campaigns. [11]

2.5 Policies for Education

Policies are part and parcel of almost all the countries across the globe. India is one of the countries which have been working on a number of education policies since long. In short, it is a statement of intent, and is implemented as a procedure or protocol.

Policies related to educations that were introduced this year:

1. HRD Ministry launches digital payment campaign

In the wake of demonetization, Union HRD Minister, Prakash Javadekar launched a cashless payment drive across the centrally aided institutions and proclaimed the benefits of digital payment in the wake of demonetization.

2. No detention policy to end for Class 5 and 8

The Human Resource Ministry has decided to revise the old policy that promoted all the students from Class 5 and 8. Now, under the new policy, it will be mandatory for all students of classes 5 and 8 to clear the examination so as to get into next class. As per the RTE (Right to Education) Act, on April 1, 2010, this policy was enforced with the motive of providing education to each and every child between the age of 6 and 14.

3. No varsity can deny admission to student till final degree is issued

Delhi High Court marked a decision that provisional certificate issued by a varsity works valid till a degree is issued, so no university can deny admission if a student cannot submit his previous degree.

4. Telengana makes gender education

Compulsory at graduation level

Telengana has become the first Indian state to make gender education compulsory at the graduate level, and has introduced a bilingual textbook, *Towards a World of Equals* in

engineering colleges affiliated to the Jawaharlal Nehru Technological University (JNTU-Hyderabad).

5. ICSE, ISC schools to now have mandatory yoga classes

All ICSE and ISC schools have been directed by the Council for the Indian School Certificate Examinations (CISCE) to ensure that students get regular yoga training.

6. Free higher education for the poor: Assam government breaks ground

Assam government announced free higher secondary, three-year degree and polytechnic diploma courses for students who can't afford them. [12]

2.6 Social Welfare

Social welfare is a state of human well-being that exists when social problems are managed, when human needs are met and when social opportunities are maximized. National Societies' involvement in social welfare varies from one place to another and from one period to another, depending on needs, circumstances and capacities. In essence social welfare must be seen and treated as a continuous and dynamic process, subject to variation in time and place. It should be accordingly continuously adapted to the changes in the socio-political, cultural and economic characteristics of a particular society at any given time. Addressing this challenge is one of the aims of the Red Cross and Red Crescent Societies. Social life and problems in social relationships are not static; they are ever changing. Social welfare should also be a continuously evolving core of ideas, which are translated into practice by flexible, competent and reflective professionals.

In its broadest sense, the idea of 'welfare' refers to 'well-being', or what is 'good' for people. Understood more narrowly, it can be taken to refer to the provision of social services - principally health care, housing, social security, education and social work. The connection between the two uses rests in the role of social services as 'the provision of welfare'. Part of the purpose of social services is, ideally, altruistic - 'doing well' to people. There are curative approaches: people who have something wrong with them receive 'treatment' to put it right. Social services can be developmental: a society in which individuals are valued should have the facilities to help them realize their potential. And social services may protect people; the 'safety net' which the services provide help to remove the uncertainty associated with need, a protection against for example the problems of old age, disability or poverty. [13]

The social welfare policy establishes the basis of Red Cross and Red Crescent action both in emergency response operations and the implementation of long term developmental social programmes as well as with respect to advocacy issues in the social development and social action field.

It applies to any type of social welfare activity carried out by an individual National Society or any of its branches, staff

or volunteers or by the International Federation acting collectively.

Statement

- "The International Federation and each individual National Society shall:

- Work according to the Fundamental Principles of the International Red Cross and Red Crescent Movement.

- Recognize that the general objective of social welfare is to manage social problems, meet the human needs and maximize social opportunities in order to improve the physical, psychological and social well-being of the individual, her/his family and community.

- Safeguard the individual rights of every person in view of the principle that every human being has the right to live and enjoy the basic necessities of life.

- Be proactive, by engaging in planning and preparedness activities to prevent or mitigate the effects of problems encountered by vulnerable populations served by the Red Cross and Red Crescent. This means working with the most vulnerable addressing the social situation in emergencies and in the rehabilitation phase, for working on development through advocacy and/or direct action and taking preventive measures against various forms of social exclusion and vulnerability.

- Develop, at different levels, the appropriate specific social policies and strategies to monitor the economic, socio-cultural, political and technological interests of the population, paying special attention to the needs and rights of minorities. Indicators and quality standards need to be developed in order to measure and evaluate the impact of programmes.

- Ensure the social perspective in every area of intervention of the Red Cross and Red Crescent. This should be done by an effective integration of services within the work of the National Society and the Federation with a holistic approach as a basis for identifying the needs of the persons to be assisted.

- Strive to establish and/or enhance the capacity for conducting tracing in disasters and/or restoration of family links with the aim of alleviating the sufferings caused by such situations and to incorporate this capacity to the extent possible, not only as part of social welfare, but in the other relevant Red Cross and Red Crescent programmes, in particular disaster preparedness and in disaster response operations.

- Ensure that the social welfare programmes   promote the participation of volunteers of all ages and both genders.

- Ensure the necessary recognition of the role and value of volunteers in social

Programmes volunteers must have an opportunity for guidance by experienced professionals."

This policy was adopted by the 12th Session of the General Assembly of the International Federation of Red Cross and Red Crescent Societies, October 1999. This policy replaces all previously established general policies on social welfare. It does not replace complementary specific social welfare policies, namely regarding: people with disabilities, migrants and children affected by armed conflict, approved in recent years by the statutory bodies.[14]

3. RESEARCH METHODOLOGY

This paper is based on qualitative and analytical research method and also based on secondary data which obtained from various reliable sources.

4. OBJECTIVES

1. The main aim is to promote the well-being and quality of life of all citizens. A social policy framework also defines the role of government in making this happen.

2. A social policy framework should improve the process of developing social policy, and the results of such policies.

3. Adequate guidance and support should be provided for people participating in the dialogue. Participants should be able to rely on individual support and on the group as necessary.

4. Social policy framework will address the challenges facing our community and improve the well-being of everyone.

5. The aim of all these initiatives is to ensure clean and responsible behavior in business and government government in the interests of a fairer society.

6. This paper is about policy initiatives to eradicate s social problems.

7. To promote economic and budget literacy among artisanal, vulnerable, media and occupational groups for poverty and corruption eradication.

8. To promote free quality basic education for all as a tool for societal / individual development and poverty eradication

9. To promote democracy education and good governance through occupational groups, town/village unions, associations and cultural organizations.

10. To advocate for the provision and access to basic human needs to all citizens and to examine government activities

for social coherence and social policies in the role of governance.

11. To promote community volunteer effort to development and social security

12. To advocate for poverty eradication.

13. To promote integrated economic and social progress for the well being of the people.

14. To ensure the city residents' basic economic security; to protect them from fear and want; to guard their personal safety; to prevent abuse, abandonment, neglect, violence, and deprivation.

5. CONCLUSION

The requirement was stated that the social policy should be targeted and leave its former egalitarian blanket coverage whereby various benefits, especially for families, were distributed equally to everyone, regardless of their true needs. Social redistribution was no longer to deform the primary social layering of society which was created on the labour market, but rather to correct its socially inadequate consequences and harshness. The social policy played two basic roles in the transformation period. Social policy became the instrument which made it possible to compensate or the unfavourable social consequences of the individual stages of the economic reform, to protect socially threatened groups of citizens and to ensure the political passing of the economic reform.. Its task was to create such systems of social protection for citizens as would correspond to the new requirements of a democratic state with a market economy. Social policy and social welfare is more important than the good of a few individuals. If society is happy and progressive individuals that compose it will naturally share in its progress and happiness. Therefore, let the society work for general welfare of all people rather leaves the individuals possessing different abilities and material resources to work for their individual welfare.

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