

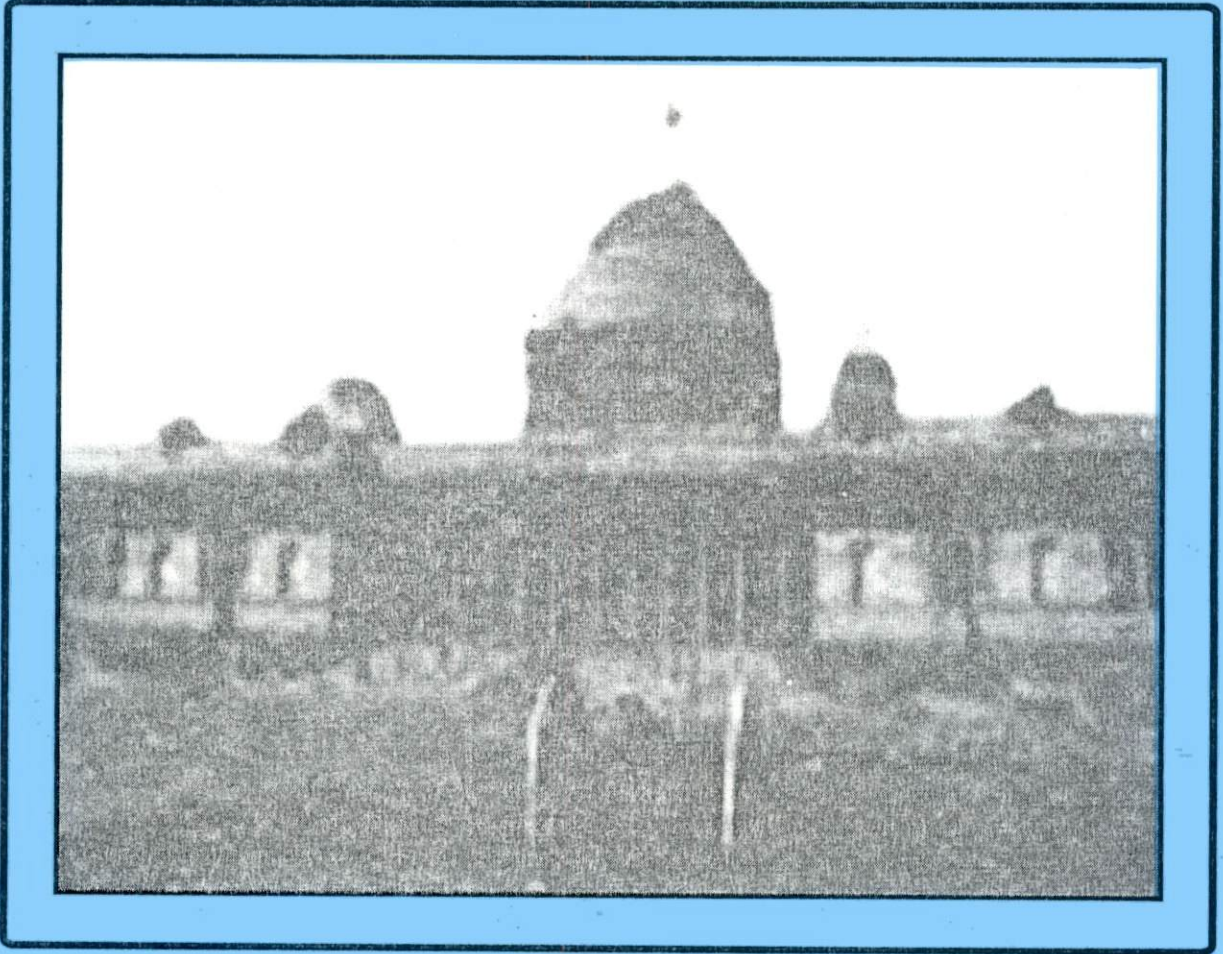
ಕರ್ನಾಟಕ ರಾಜ್ಯ ಮುಕ್ತ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು - ೫೭೦ ೦೦೬



KARNATAKA STATE OPEN UNIVERSITY  
Manasagangothri, Mysore - 570 006

**POLITICAL SCIENCE**  
**MA [PREVIOUS]**

1237



**Course - IV**  
**Paper - Major issues in Indian Administration**

**Block - III**

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ಉನ್ನತ ಶಿಕ್ಷಣಕ್ಕಾಗಿ ಇರುವ ಅವಕಾಶಗಳನ್ನು ಹೆಚ್ಚಿಸುವುದಕ್ಕೆ ಮತ್ತು ಶಿಕ್ಷಣವನ್ನು ಪ್ರಜಾತಂತ್ರೀಕರಿಸುವುದಕ್ಕೆ ಮುಕ್ತ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ವ್ಯವಸ್ಥೆಯನ್ನು ಆರಂಭಿಸಲಾಗಿದೆ.

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ 1986

*The Open University system has been initiated in order to augment opportunities for higher education and as instrument of democratizing education.*

**National Education Policy 1986**

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ಮುಕ್ತ ವಿಶ್ವವಿದ್ಯಾನಿಲಯವು ದೂರಶಿಕ್ಷಣ ಪದ್ಧತಿಯಲ್ಲಿ ಬಹುಮಾಧ್ಯಮಗಳನ್ನು ಉಪಯೋಗಿಸುತ್ತದೆ. ....ವಿದ್ಯಾಕಾಂಕ್ಷಿಗಳನ್ನು ಜ್ಞಾನ ಸಂಪಾದನೆಗಾಗಿ ಕಲಿಕಾ ಕೇಂದ್ರಕ್ಕೆ ಕೊಂಡೊಯ್ಯುವ ಬದಲು, ಜ್ಞಾನ ಸಂಪತ್ತನ್ನು ವಿದ್ಯೆ ಕಲಿಯುವವರ ಬಳಿ ಕೊಂಡೊಯ್ಯುವ ವಾಹಕವಾಗಿದೆ.

ಡಾ. ಕುಳಂದೈಸ್ವಾಮಿ

*"The Open University system makes use of Multimedia in distance education system. .... it is vehicle which transports knowledge to the place of learners rather than transport to the place of learning.*

**Dr. Kulandai Swamy**

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### ವಿಶ್ವಮಾನವ ಸಂದೇಶ

ಪ್ರತಿಯೊಂದು ಮಗುವು ಹುಟ್ಟುತ್ತಲೇ - ವಿಶ್ವಮಾನವ. ಬೆಳೆಯುತ್ತಾ ನಾವು ಅದನ್ನು 'ಅಲ್ಪ ಮಾನವ'ನನ್ನಾಗಿ ಮಾಡುತ್ತೇವೆ. ಮತ್ತೆ ಅದನ್ನು 'ವಿಶ್ವಮಾನವ'ನನ್ನಾಗಿ ಮಾಡುವುದೇ ವಿದ್ಯೆಯ ಕರ್ತವ್ಯವಾಗಬೇಕು.

ಮನುಜ ಮತ, ವಿಶ್ವ ಪಥ, ಸರ್ವೋದಯ, ಸಮನ್ವಯ, ಪೂರ್ಣದೃಷ್ಟಿ ಈ ಪಂಚಮಂತ್ರ ಇನ್ನು ಮುಂದಿನ ದೃಷ್ಟಿಯಾಗಬೇಕಾಗಿದೆ. ಅಂದರೆ, ನಮಗೆ ಇನ್ನು ಬೇಕಾದುದು ಆ ಮತ ಈ ಮತ ಅಲ್ಲ; ಮನುಜ ಮತ. ಆ ಪಥ ಈ ಪಥ ಅಲ್ಲ; ವಿಶ್ವ ಪಥ. ಆ ಒಬ್ಬರ ಉದಯ ಮಾತ್ರವಲ್ಲ; ಸರ್ವರ ಸರ್ವಸ್ವರದ ಉದಯ. ಪರಸ್ಪರ ವಿಮುಖವಾಗಿ ಸಿಡಿದು ಹೋಗುವುದಲ್ಲ; ಸಮನ್ವಯಗೊಳ್ಳುವುದು. ಸಂಕುಚಿತ ಮತದ ಆಂಶಿಕ ದೃಷ್ಟಿ ಅಲ್ಲ; ಭೌತಿಕ ಪಾರಮಾರ್ಥಿಕ ಎಂಬ ಭಿನ್ನದೃಷ್ಟಿ ಅಲ್ಲ; ಎಲ್ಲವನ್ನು ಭಗವದ್ ದೃಷ್ಟಿಯಿಂದ ಕಾಣುವ ಪೂರ್ಣದೃಷ್ಟಿ.

ಕುವೆಂಪು

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### Gospel of Universal Man

Every Child, at birth, is the universal man. But, as it grows, we turn it into "a petty man". It should be the function of education to turn it again into the enlightened "universal man".

The Religion of Humanity, the Universal Path, the Welfare of All, Reconciliation, the Integral Vision- these *five mantras* should become View of the Future. In other words, what we want henceforth is not this religion or that religion, but the Religion of Humanity ; not this path or that path, but the Universal Path ; not the well-being of this individual or that individual, but the Welfare of All ; not turning away and breaking off from one another, but reconciling and uniting in concord and harmony ; and, above all, not the partial view of a narrow creed, not the dual outlook of the material and the spiritual, but the Integral Vision of seeing all things with the eye of the Divine.

Kuvempu

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**Karnataka State  
Open University**

**Political Science  
Course IV**

## **Block**

**3**

### **Introduction**

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#### **Unit 9**

**Civil Service - Classification and Salary**

**1 to 7**

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#### **Unit 10**

**Professionalism in Civil Service, Staffing Policy & Practice**

**9 to 16**

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#### **Unit 11**

**Training and Development of Civil Service**

**17 to 24**

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#### **Unit 12**

**Speacialists and Ggenaralists dochotomy,,Central personnel Agency**

**25 to 33**

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**Units 9 - 12**

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### **Block - IV Introduction**

This block consists of four units. Unit 9 deals with Civil Service- Characteristics, Functions, Payscales and Classification. Unit 10 deals with Professionalism in Civil Service, Staffing Policy and Practice Morale and Ethics in the Civil Service. Unit 11 deals with the Objectives, importance contents of training. It also deals with techniques and types of training. Unit 12 contains the discussion about Specialists and Generalists Dichotomy as well as the role of Central Personnel agency.



**STRUCTURE:**

- 9.0 Objectives.
- 9.1 Introduction.
- 9.2 Meaning of Civil Services.
- 9.3 Characteristics of civil services.
- 9.4 Functions of the civil service.
- 9.5 Importance of civil service in a modern state.
- 9.6 Civil services- Basis of classification in India.
- 9.7 Civil services pay scales in India.
- 9.8 Let us sum up.
- 9.9 Key words.
- 9.10 Some useful books
- 9.11 Answers to check your proogress

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## **9.0 Objectives**

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This unit is designed with an objectives to familiarize you to the civil services in India and after going through this you should be able to understand:

- \* Civil Services in India.
- \* Its functions and
- \* Basis for its classification and pay scales.

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## **9.1 Introduction**

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The standard and efficiency of public Administration in any country depends ultimately on the caliber training and integrity of the members of the civil services. When the aim of a Political system is the establishment of a welfare state, it is evident that the functions of such a state will embrace a wide range of activities. The successful operation of these activities depends upon the availability of men of risen, ability honesty and loyalty to the administrative apparatus viz the state.

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## **9.2 Meaning of civil services.**

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The term Civil Service has come to signify non combatant branches of the administrative service of the State. The term has been defined in Britain as those servants of the Crown other than holders of political or judicial offices, who are employed in a civil capacity, and whose remuneration is paid wholly and directly out of monies voted by parliament. An analysis of this definition shows that the term excludes persons who work for government in an honorary capacity or are not paid out of public revenues. In brief, the Civil Service is a professional body of officials, permanent, paid and skilled. (Finer) Of late a new category has been added to the Civil Service, namely, industrial workers. As more and more enterprises industrial and commercial come under public sector, the number of such workers increases. Forman Finer has classified the British Civil Service into three categories Administrative, Technical and Manipulative. The administrative officers are occupied in the general task of helping in the formulation of policies and executing them. The technical officials lend the aid of specific scientific knowledge and training, like doctors and engineers. The officials belonging to manipulative category execute orders handed down by the first two classes by common physical activity.



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### **9.3 Characteristics of civil services.**

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Certain Characteristics are common to all civil services. They are:

1. **Professional:** Most civil servants become skilled professional in a branch of public Administration. They are professional advisors to those who formulate state policy.
2. **Permanent:** There civil servants are recruited through competitive examinations held by UPSC and hold a permanent tenure with benefit of pensions on recruitment.
3. **Hierarchy:** Civil services are organised upon standard bureaucratic lives in which a chain of command stretches in a pyramid like fashion from the highest to the lowest cadre.
4. **Public Accountability:** Democratic systems of government have established devices to keep the civil servant accountable or responsible, to the representatives of the people.
5. **Indemnity and Impartiality:** Every country expects its civil servants to be impartial and . Their role being to advise, ware and assist those responsible for state policy and when the policy has been deluded to provide the organization for its implementation
6. **Neutrality:** Civil service is an instrument serves any kind of political regime without being aligned to it. It has commitment to work only and to no other value.
7. **Equality of Treatment:** Public Administration does not exist to make a profit, but to reader services wherever they are most urgently needed. Inevitably the principle of equality imposes its demands upon officials.
8. **Limited Enterprises:** Public officials are officials they are not politicians' or statesmen: they are not legislation's and their enterprise is not their won to decide upon.

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### **9.4 Functions of the civil services.**

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The duties of the Civil Service today are many and varied and include advice to Ministers on all matters of policy supervision of all aspects of the government scientific research carrying out the social services and numerous routine functions, like collecting taxes, keeping accounts and selling postage stamps. The public officials, today, perform various kinds of functions. Their first function is the implementation of government's policies. Secondly, they have quasi legislative delegated legislation and quasi judicial administrative adjudication functions. Thirdly at the higher level, they advise the political executive on policy matters. Fourthly public relations has become an important part of official duties. In addition, the officials, in certain positions, are expected to explain the government policy to the people and to win their co operation in its implementation. All these functions of the public official are exercised in the context of

parliamentary democracy in India, and he is accountable directly to the political executive and indirectly through him to parliament and the people

The role of the civil servant has changed with a shift in the nature and purpose of the State from negative to positive. The State today, is engaged in creating a Welfare Society, and in underdeveloped countries it implies planned effort. This effort to succeed calls for a new type of positive minded, action oriented and humanely inclined public official. The successful carrying out of tasks of both types development and democratization requires on the part of administrators not only qualities of initiative, leadership and taking of responsibility, but also an emotional and intellectual integration into what may be called democratic social values. An emotionally indifferent or neutral Civil Service will fail to deliver the goods.

One of the most important aspects of Civil Service neutrality is the position in respect of political activities by civil servants. The problem involved here is that of striking a balance between two conflicting interests. (i) In a democratic society it is desirable for all citizens to have a voice in the affairs of the State and for as many as possible to play an active political impartiality in the Civil Service and of confidence in that impartiality as an essential part of the structure of Government. Different countries have attempted to get out of this dilemma in different categories of public employees. The term public employees includes employees of the Central and State Governments, officials of local bodies and industrial workers. A new category has now been added in the form of the employees of public enterprises. As the name itself suggests their functions are specified and are in the an era of public space.

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### **9.5 Importance of civil services in a modern state.**

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The importance of Civil Service in the modern government has been succinctly summed up by Ogg. The work of the government would never be done if there were only the secretaries of state and other heads of departments, the presidents of boards, parliamentary under secretaries, junior lords, and civil lords, in other words, the ministers to do it. These people cannot be expected to collect taxes, audit accounts, inspect factories, take censuses, to say nothing of keeping accounts, delivering mail, and carrying messages. Such manifold tasks fall, rather, to the body of officials and employees known as the permanent civil service. It is this great body of men and women that translates law into action from one end of the country to the other and brings the national government into its daily contacts with the rank file in the

country less in the public eye than the ministry, the army of functionaries is not in anyway less necessary to the realization of the purposes for which the government exists.

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## **9.6 Civil Services- Basis of Classification in India.**

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In India we have adopted the system of rank classification. Under this system the officers and employees themselves are classified. The system of rank classification admits of a few broad classes only and to cross the class barriers one must be promoted. After independence the civil services are classified as follows.

1. All India Services.
2. Central Services.

The Central Services have been divided into four categories;

1. Central Services Class - I
2. Central Services Class - II
3. Central Services Class —III and
4. Central Services Class IV.

And today central services are organised as:

1. Central Services Group - A
2. Central Services Group —B
3. Central Services Group —C
4. Central Services Group —D.

The UPSC at present conducts four separate competitive examinations to recruit suitable candidates to different cadres of central services Group 'A' including All India services.

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## **9.7 Civil Services- Pay scales in India.**

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Pay scales to civil servants tends to multiply between pay commission. The first central pay commission (CPC) had recommended about 30 standard scales and about 150 scales in all. At the time of second CPC member of pay scales exuded 500. Third CPC again pay scales crossed the 500 mark it reduced the member of pay scales to 80. Fourth CPC started functioning the member of pay scales had again risen to 153. Fifth CPC submitted its report in January 1997 and 51 standard scales in existence in the government of India. This commission offered considerable discussion and arrived at the figure of Rs. 2, 440 as the minimum basic pay and Rs. 26,000 as the salary of the Secretary.

## **Check Your Progress - 1**

**Note:** 1) Use the space given below for your answer.

2) Also check your answer with the clue given at the end of the Unit.

### **1. Explain the meaning and Characteristics of Civil Service.**

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### **2. Mention the functions of Civil Service.**

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## **9.8 Let us sum up**

The role of civil services is rapidly changing. The civil service is no longer confined to collection of revenue and administration of justice and maintenance of law and order in India after Independence the civil service is called upon to under take development schemes of various kinds. This adding on to the vocabulary the Development Administration; this in fact speaks of the dynamism of this Service.

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## **9.9 Key words.**

- |                |   |   |
|----------------|---|---|
| Hierarchy      | - | A system in which people are ranked one above the other according to status or authority. |
| Apparatus      | - | Set of implements   |
| Classification | - | Arranging in class.   |
| Accountability | - | Obligation of account for one's acts, responsibility.                                     |

Civil Service - The branch of state administration excluding military and legal branches and elected politicians

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### 9.10 Some useful books

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- |                        |   |
|------------------------|---|
| Avasti and Maheshwari, | 'Public Administration', 1996, 2000                                 |
| O Glera,               | 'Public personal Administration',                                   |
| V.M.Sinha,             | 'personal Administration', 1986.                                    |
| M.P.Sharma,            | 'Public Administration in Theory and practice', 1987.               |
| B.L. Fadia,            | 'Public Administration: Administrative Theories and concepts', 2000 |

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### 9.11 Answers to Check your Progress Exercises

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#### Check Your Progress - 1

1. See section 9.2 and 9.3
2. See section 9.4

## NOTES

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**STRUCTURE:**

- 10.0 Objectives
- 10.1 Introduction
- 10.2 Professional standards in Indian Civil Service
- 10.3 Morale in Civil Service
- 10.4 Ethics in Administration.
- 10.5 Staffing Policy and Practice in India.
- 10.6 Let us sum up.
- 10.7 Key words.
- 10.8 Some useful books.
- 10.9 Answers to check your progress.

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## **10.0 Objectives**

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This unit is written with an objective to introduce you to the professional standards in civil service and ethics in administration. After going through this you should be able to understand.

- \* Professionalism in civil service.
- \* Morale in civil service in India and
- \* Ethics in Administration in India.

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## **10.1 Introduction**

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The Most outstanding feature of the civil service is that it is a body of professional administrators. It, however does not mean that public administration calls for a single professional skill like welding and training. In fact it calls for diverse type of skills right from administering a district to delivering mails to citizens. Thus, civil service is not one profession but the sum total of many diverse professions, which are engaged in with a single aim i.e to implement of state policy. For this, a proper system of recruiting the candidates with training and conditions of service etc. has to be devised. However, along with above most important one is employee morale. It refers to a condition of physical and mental well being of the individual. In the context of civil service morale, the term is used to describe their many faceted attitudes of a civil servant or civil service collectively towards, all aspects of their work the job, supervisor, fellow civil servants, working conditions, over all ecology of administration etc. It is the summation of the attitude of civil servants. Attitude is a pre disposition to respond positively or negatively, to different aspects of the job. And this aspect helps us to understand the professional standards of civil servants.

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## **10.2 Professional Standards in Indian civil service**

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One of the effective ways to maintain a high level of morale and integrity among public officials is the setting up of good professional standards. This will also help in raising ethical standards of official conduct. It is true that Civil Service has not become completely professionalized, but it is equally a fact that it is fast developing in that direction. In the first place, we are having more and more of specialized services, the entry to which is restricted to such persons as have specialized knowledge and skill required. The generalist all purpose administrator is on the retreat and there is a demand even for a Management Service. Secondly, the significance of training for civil servants has been fully recognized, and a number of training



institutions have sprung up all over the country. Once Civil Service becomes a profession like law, medicine, teaching and journalism professional standards and codes of conduct will soon be established. Such standards and codes are generally set up by professional organizations themselves, like the Bar Associations, Medical Councils, Newspaper Editors Conferences, etc. As of today there is no such body for the Civil Service. The existing Civil Service Association are concerned mostly with improving service conditions of their members and getting their grievances redressed. One hears so much of the charter of rights of public employees, but nobody appears to be concerned with laying down the charter of duties of government servants. One can only hope that this important and urgent task will be taken in hand by a professional organization of civil servants. The Indian Institute of Public Administration is the obvious organization to make a move in this direction

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### **10.3 Morale in Civil Service**

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The Morale of public officials is universally recognized to be one of the important factors conducive to efficiency in administration. Napoleon is said to have considered morale as responsible for seventy five per cent of the value contributed in battle efficiency, viz, numbers, arms, training and morale. To sustain high morale among all ranks of public personnel over a period of time, however, is not an easy task in any country at any time. It is management's responsibility to appreciate the significance of morale, to fashion tools to measure it, and discover ways of fostering and maintaining it.

Morale is an intangible concept in as much as it is an inward grace. It resides in the minds, attitudes and emotions of individuals and groups. It has been defined as the capacity of a group of people to pull together persistently and consistently in pursuit of a common purpose. It is symbolized by (i) a feeling of belongingness. Or identification among the employees (ii) a sense of pride in co operative or group achievements, and (iii) a spirit of determination and perseverance in making efforts to accomplish and further the aims and purposes of the organization.

Morale is sometimes confused with motives and attitudes. Motive is applied mainly to an inner urge that moves or prompts a person to action, though it may also apply to a contemplated result, the desire for which moves the person. Attitude has been defined as an indication of a mental condition that predisposes an individual or group to certain situation or circumstances in certain ways. Morale relates to the totality of motives and attitudes of the

employees of the organization. Morale must also be distinguished from enthusiasm the two terms tend often to get confused. Enthusiasm is absorbing or controlling possession of the mind by any interest or pursuit, while morale is moral or mental condition with respect to cheerfulness, confidence zeal, etc. Enthusiasm by its very nature, is momentary, while morale denotes a more constant state of mind. Enthusiasm may, however, be an index of good morale.

Important factors effecting morale of employees in any organization are:

- 1) Administrative leadership which promotes a feeling of participation and proper human relations among the employees, and provides guidance and encouragement to them;
- 2) Personnel policies and practices which concern the physical, mental and emotional aspects of an employees life;
- 3) Internal relationships and communication within the organization and
- 4) The attitude of political executive, legislators and the people towards the Civil Service.

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#### **10.4 Ethics in Administration**

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It will be readily admitted that the prevailing standards of ethical behavior of public employees in our country are not high enough, and demand considerable improvement. The recent disclosures of affairs and scandals involving both political and permanent executives have shaken the confidence of the people in the morality and rectified of their rules. The are is thick with charges of corruption, favoritism, nepotism and the like, and there is open demand for the establishment of independent tribunals or appointment of Ombudsman to deal with such cases. The growing size of the government and the increasing impact of it on peoples lives call for high ethical standards on the part of government employees. Moreover, public officials are expected to furnish examples of correct behavior as their actions have necessary impact on the character of the community.

The first thing to note here is the vagueness of the concept. Venality, like virute, is seldom unambiguous. Thus, the two well known commentators on Indian administration Gorwala and Appleby come to opposite conclusions regarding the prevalence of corruption in India. According to Gorwala yet even after considering all these extenuating circumstances a substructure of truth stall remains out of the many allegations of lack of integrity throughout the country. On the other hand, Apleby wrote in his Report, At the present time, no one can know a great deal about the prevalent graft and favouritism. I would venture the general

opinion that more honesty and disinterested devotion are found to the administrative square inch in the government here than in any large private organization.

The second point to note is that administrative decisions are seldom made on the basis of lofty and abstract ethical principle they are not often made in an atmosphere of pressure, influence, bias, graft and the like. Often decisions have to be taken in a hurry and without knowledge of full facts. Dead lines and date lines make leisurely and deliberate consideration of administrative action difficult, if not impossible.

To eradicate corruption is a big and difficult task. Our Government, however, is aware of the problem and at the moment a public debate is in progress as to the best means to eradicate the evil. It must be remembered that the phenomenon of corruption is closely related to our social and cultural heritage, ethical values and traditions and environmental influences. Changes in all these respects can hardly be made by a law or fait. In fact, much of the present confusion and double thinking in our mores values and standards is the result of our being in the midst of revolutionary transition from the old, traditional rural society to the new urban, industrial, scientific and technological society. Once this transformations is completed and conditions stablized, a definite improvement in official conduct can be expected. Another effective deterrent to corruption can be an alert, articulate and organized public opinion conscious of its rights and mindful of its duties. This too is along range measure and will take time to come into play. WE may, therefore, consider some organizational and procedural changes that can be brought about without much loss of time as follows;

Accountability; Perhaps the greatest deterrent to an officials improper conduct is the possibility of his being called upon to justify his conduct directly to his superior or indirectly through the Minister to the Parliament. Publicity to decisions in fields where the possibility of bias is greater may also be helpful. By way of illustration, the publications of lists of those who are granted permits, licenses, tenders and contracts may expose the official acts to public scrutiny. Fear of exposure itself acts as a deterrent. Throwing open a large number of official records to public scrutiny and insistence on the officials writing out the statement of positions taken by them may also help.

Conflict of interest clause; The judicial principles that no man should be a judge in his own case and that justice should not only be done but manifestly and undoubtedly seem to have been done could with profit be extended to administrative official incompetent ot deal

with the case. The same should hold good of any other connection with the parties or the matter at issue which is apt to reduce the confidence in his ability to act without bias. This provisions could be extended to include his subordinate officials as well.

Recruitment and training; Proper recruitment and training may go a long way in eradicating corruption in the public services. Our Government has already embarked on a large scale training programme for the development of the executives at the middle and the top levels. But enough has not been done for training the officials who are involved in the actual implementation of policies in the firing line. It is at this level that proper motivations and objective attitudes are most necessary.

In addition to the above preventive measures, there have to be taken side by side some curative measures. There is a general complaint in the country about the ineffective machinery to punish corrupt officials, particularly at the top level. The vigilance and anticorruption bodies need to be strengthened and actvized, and the law against corrupt practices requires to be made more deterrent. There need be no contradictionn between a democracy and a strong and tight administration. If necessary, a special agency can be set up to deal with cases of graft and corruption. Gorwala has suggested the creation of an ad hoc fact finding tribunal to be appointed by the president in the case of the Union Government and by the Governors for the State Governments. The function of such a tribunal would be only to enquire and investigate prima facie cases of corruption's and establish facts. In the sixties C.D. Deshmukh suggested the setting up of an impartial judicial tribunal , to decide cases of corruption involving officials, ministers and legislators.

A different type of suggestion has been made from different platforms by distinguished personages advocating the introduction of the institution of Ombudsman in India to provide the citizen speedy remedy against a corrupt administration. Despite all this, it is the sincerity of the individuals that matters most in all matters of ethics and nothing more can be said about it than this.

**Check Your Progress - 1**

*Note:* 1) Use the space given below for your answer.

2) Also check your answer with the clue given at the end of the Unit.

**1. Define the term *Morale*.**

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**2. Briefly discuss the *Staffing Policy and Practice in India*.**

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**10.5 Staffing policy and practice in India.**

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In India current staffing policy is oriented towards distributive justice involving positive discrimination. The laws that govern these policies have also become quite outmoded. However the solace is that there are policy outlines that are in vogue and that continue to govern these policies of staffing giving enough scope for updatedness and not being opaque. What ails the system is the level of corruption even in the institutions and the process these institutions follow. The current staffing policy in India is inclined towards providing jobs, employing staff on a humanitarian basis and to oblige populist politics. As a result to day there are in some offices 1:20 ratio meaning that the jobs are indiscriminately given without scientifically working out the needs thus helping the paradigm of Parkinson's perpetuation. However in the era of globalization there is a clear call for merit based scientific staffing pattern without the idea of job permanence which is hoped might help improve the performance of those individuals as against their sloth attitude in the government and permanent jobs.

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## 10.6 Let us sum up

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The Morale of public official is considered to be one of the important factors conducive to efficiency in administration. To maintain a high level of morale and integrity among public officials is the setting of good professional standards.

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## 10.7 Key words

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|              |   |  |
|--------------|---|--|
| Professional | - | A job that needs training and a formal qualification.      |
| Ethics       | - | The moral principles that govern a person's behavior.      |
| Morale       | - | Concerned with the principles of right and wrong behavior. |
| Attitude     | - | a way of thinking or feeling about some one or something.  |
| Motivation   | - | Enthusiasm.  |

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## 10.8 Some useful books

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|                      |                       |
|----------------------|-----------------------|
| Avasti and maheswari | Public Administration |
| Fadia                | Public Administration |
| Vishnu Bhagawan      | Public Administration |

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## 10.9 Answers to Check your Progress Exercises

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### Check Your Progress - 1

1. See section 10.3
2. See section 10.4

### **STRUCTURE**

- 11.0 Objectives
- 11.1 Introduction
- 11.2 Training and development.
- 11.3 Importance of Training.
- 11.4 Content of Training.
- 11.5 Objectives of Training.
- 11.6 Training Methods and Techniques.
- 11.7 Types of Training.
- 11.8 Training for civil servants in India.
- 11.9 Let us sum up.
- 11.10 Key words.
- 11.11 Some useful books
- 11.12 Answers to Check your Progress Exercises.

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## **11.0 Objectives**

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This unit is written with an objectives to femalarige you to the concept of training its importance on civil service. After going through this unit you should be able to understand

- \* Meaning of Training
- \* Types of Training and
- \* Training for civil servants in India.

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## **11.1 Introduction**

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Every organization needs to have well trained and experienced people to perform the activities that have to be carried out. If the current or potential job occupant can meet this requirement , then also training becomes important. it is necessary to raise the skill levels and increase the versatility and adaptability of employees. Inadequate job performance or a decline in productivity or changes resulting out of job redesigning or a technological break through require some type of training and development efforts. As the jobs become more complex, the importance of Training among civil servants to has become important.

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## **11.2 Training and Development.**

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Training is process of learning sequence of programmed behavior. It is application of knowledge. It gives people an awareness of the rules and procedures to guide their work. It attempts to improve their performance on the current job or prepare them for as intended job.

Development is a related process. It covers not only those activities which improve job performance but also those which bring about growth of the personality; help individuals in the progress towards maturity and actualization of their potential capacities to that they become not only good employees but better men and women. In organisation terms, it is intended to equip persons to earn promotion and hold greater responsibility Training a person for bigger and higher job is development.

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## **11.3 Importance of training.**

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Training is the cornerstone of sound personnel management, for it makes civil servants more effective and productive training is a practical and vital necessity because, it enables civil servants to devolop and rise within the organisation and increase their market rahce



earning power and job security. It moulds the civil servants attitudes and helps them to achieve a better co operation with the organisation and a greater loyalty to it.

Training and development programmes foster the initiative and creativity of civil servants and help to prevent manpower obsolescence, which may be due to age, temperament or motivation or the inability of a person to adapt himself to technological changes. Training moreover, heightens the morale of the civil servants, for it helps in reducing derailing of function, avoiding complaints grievance and absenteeism, reduces the rate of turnover.

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#### **11.4 Content of Training:**

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A well devised training programme must be multi dimensional. It should cater to different requirements listed out earlier in this chapter. In countries like India where there is an avowed preference for the generalist administrators, the training programme must inculcate adequate knowledge and understanding of the work of specialist. The varied requirements must be articulated in the training programme. supremely important, however, is the adequate provision of social sciences in the training programme. A sufficient grounding in social science is an essential equipment of the administrator, who has rightly been called the social scientist in action. The administrator needs ideas and the disciplines. One writer correctly points out, fact Now that the range is widening for management problems, we shall do well to demand that the traditional disciplines, which have dealt in ideas as they interact, in situation as wide as the artists view of life, become a major part of education for managers. The greater this range of resource for the minds of management, the more and better will be the ideas that emerge.

The Case for a system of training for public servants is unassailable, particularly in a system of recruitment, which selects young persons, and prefers general abilities to being possessed of any special requirements. Yet, training has been a neglected aspect in the personnel administration. It is only recently that increasing attention is being given to it, though the overall situation still seems to be not too satisfactory.

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#### **11.5 Objectives of Training**

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The civil servant must be attuned to the tasks which he will be called upon to perform in a changing world. The Civil Service must continuously and boldly adjust its outlook and its methods to the new needs of the new times.

There is a need to develop resistance to the danger of the civil servants becoming mechanized by the machine whilst we must produce a robot like, mechanically perfect Civil Service. The recruit from the first should be made aware of his work to the service rendered by his department to the community. The capacity to see what he is doing in a wider setting will make the work not only more valuable to his department but more stimulating to himself. In addition, therefore, to purely vocational training directed to the proper performance of his day to day work, he should receive instruction on a broader basis as well as encouragement to persevere with his own educational development.

Even these needs are not in themselves enough. Large numbers of people have inevitably to spend most of their working lives upon tasks of a routine character, and with this human problem ever in the background, training plans, to be successful, must pay substantial regard to staff morale.

This is a brilliant exposition of the main aims of training in a democratic country. These aims hold good for imparting training to civil servants in any democratic country.

Training thus helps the entrant by inculcating occupational skill and knowledge, making him familiar with the objectives of the department to which he belongs, and his potential contribution in the furtherance of the department's goal.

There are constant changes in the goals and techniques of departments. The broad goals are defined by legislation and are, therefore, occasionally modified and revised. Training adjusts the employees to the new environments.

Training makes up for any deficiencies of the recruits. In an era marked by spectacular advances in the fields of knowledge, training helps keep the employee informed of latest development in his special field and, thus, keep his knowledge up to date.

Training helps employees become people oriented. One of the objectives of training is, or should be, inculcation of respect and regard for the general public

Training helps broaden the vision and outlook of the appointees by constantly holding out to them wider, national objectives and their potential contribution towards the realization of the same.

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## **11.6 Training methods and Techniques**

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The forms and types of employee training methods are inter related. It is difficult, it is not impossible, to say which of the methods or combination of methods is more useful than

the other. In fact, methods are multifaceted in scope and dimension, and each is suitable a particular situation. An effective training technique generally fulfill these objectives: provide motivation to the trainee to improve job performance, develop a willingness to change, provide for the trainee's active participation in the learning process, provide a knowledge of results about attempts to improve and permit practice where appropriate.

### **Classification of Training methods:**

1. On the job Training virtually every employee, from the clerk to collector gets some on the job training when he joins civil service.
2. Job Interaction Training: The JIT method requires skilled trainers, intensive job analysis, training schedules and prior assessment of the trainee's job knowledge.
3. Training centre Training: This method attempts to duplicate on the job situations in a classroom. This technique enables the trainee to concentrate on learning the rather than on performing an actual job.
4. Demonstrations and Examples: Here the trainer describes and displays something as when he teaches an employee how to do something by actually performing the activity himself and by going through a step by step explanation of why and what he is doing.
5. Class room or off the job methods: It means training is not a part of every day job activity. These methods are class room methods generally used for civil service training's. Some of those methods are lecture method, Group discussions, Syndicate method, case studies, conference method, Role playing methods and T-Group training.

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### **11.7 Types of Training.**

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There are different types of training imparted in different countries. Some of the major varieties of training are as follows.

1. Informal and formal training: Informal is training by doing the work, and learning from mistakes, thus, leading to the acquisition of administrative skill through practice. Imparted imperceptibly, it leaves profound impressions upon the mind of its recipient. This training occurs in the day to day relationships of employee and superior in conferences and staff meetings, of employee, newspapers and organization publications, at meetings of professional associations, and in the reading and study that the employee undertakes at his own volition or at his superiors suggestion.

2. Short term and Long term Training: The difference between short term and long term training is a matter of the duration of the course. The duration of the training depends upon the subject matter of training course, the nature of the service and the needs of the government.
3. Pre entry and Post entry Training: Post entry is given after a person joins the service i.e in service training. It is given after the recruitment. It helps in improving the efficiency and performance of the employees and makes them professionally more competent and able pre entry training pre training seeks to prepare future recruits for the service in a sense, all education at schools and colleges in a sort of pre entry training seeking to prepare the students among other things for civil service.
4. Centralised and Departmental Training: When training programme is made within a department or office, its aims are limited, it is conducted only for its own employees. But when training to the officers of many departments is provided by a central training agency it is called centralised training.
5. Orientation Training: Orientation training is a type of training which introduced as appointee to the basic concepts of his job and prepares him for work environment. This training is planned effort to adjust an employee to his organisation and his job.
6. Skills Training and Background Training: Skills or vocational training is intended to develop the professional efficiency of the employees. Training for income tax officers or traffic police inspectors are examples of skills training. Background training is of general nature and aims at mental development of the trainee.

### **Check Your Progress - 1**

*Note:* 1) Use the space given below for your answer.

2) Also check your answer with the clue given at the end of the Unit.

#### **1. Mention the main Objectives of training.**

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**2. Enumerate the types of Training in Inida.**

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**11.8 Training for civil servants in India**

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In comparison to most of the developing countries training for public service in India has been a long established practice dating back to the 18<sup>th</sup> century during the times of East India company. But the outbreak of second war Interrupted the recruitment and training of Indian civil service during British period, then cater training school under the name of Camp school was improvised in 1943 at Dehra doon.

After Independence Its ICS to IAS and IPS training school established at New Delhi.

It was only after independence in order to meet the requirements of a new government that training become an integral part of the personnel policies of the government. As a result the growing network of training in India includes some newer types of institutions and modes of training. There are now a large number of institutions dealing with research educational training in public Administration at Indian institute of Public Administration for research for in service training in Public Administration. The Administration staff college of India at Hyderabad provides the necessary inter sectoral interactions. The Lal Bhadur Shastri National Academy of Administration at Moussoorie imparts training to new entrants in all central services of the government.

Today training of civil servants has become an integral part of the personnel policy of the central as well as state governments. A number of new training institutions have been set up by the central as well as state governments. These institutions provide both general and professional training to the civil servants at the entry point and also during their career.

However, despite the proliferation in the number of training institutions and the number of employees receiving training, it is indeed a very debatable issue in India, we this the efforts at training have produced any substantial results, and let to any better management of plans or policies. While it is difficult to argue that massive investments in trainng programmes

have led to significant improvements in the capability of administration to respond to the challenges of development it can however be maintained that the absence of such training facilities would have certainly led to a greater failure of development efforts.

Training for civil servants in India suffers from the twin ills of low priority and adhocism. There no well thought out perspective plan for training Frequently there is no integration between training and performance or carrer development. In brief systematic training of higher civil servants has been conducive to promote ability skill and integrity of the civil services, but the objectives of training have not been realised to the desired extent.

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### **11.9 Let us sum up**

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Dear Students regarding training and development of civil service in India and to make development through training we need to explore ways to make it a more effective instrument in improving the standard of administrative performance.

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### **11.10 Key words**

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|             |   |  |
|-------------|---|--|
| Development | : | A new stage in a changing situation.                         |
| Training    | : | Teach a particular skillor type of behavior                  |
| Orientation | : | The action of orienting or femalarizing.                     |
| Impart      | : | Communicate information.                                     |
| Deficiency  | : | A lack or shortage   |
| Vocational  | : | Relating to or directed towards an occupation or employment. |

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### **11.11 Some useful books**

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|                        |   |
|------------------------|---|
| Samuel Paul,           | “Training for Public Administration and Management in Developing countries”, 1983 |
| Awasti and Maheshwari, | “ Public Administration” , 2000   |
| B.L.Fadia,             | “Public Administration”, 2000   |
| M.P. Sharma            | “Public Administration”.  |

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### **11.12 Answers to Check your Progress Exercises**

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#### **Check Your Progress - 1**

1. See section 11.5
2. See section 11.7

**STRUCTURE**

- 12.0 Objectives
- 12.1 Introduction
- 12.2 The Concept of Generalists and specialist.
- 12.3 Role of Generalists in Administration.
- 12.4 Role of Specialists in Administration
- 12.5 The Generalist and Specialist dichotomy : A way out.
- 12.6 Let us sum up.
- 12.7 Key words.
- 12.8 Some useful books.
- 12.9 Answers to Check your Progress Exercises.

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## **12.0 Objectives**

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This unit is designed with an idea to familiarize you to the on going controversy between specialist and generalist in civil service. After reading this you should be in a position to understand.

- \* Dichotomy between Specialists and Generalist in Civil Service.
- \* Reasons for the dichotomy and
- \* Evolution of Suitable way out for this dichotomy.

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## **12.1 Introduction**

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The firm professional Specialist refers to persons skilled in a particular area of human endeavor as a result of long training while the term generalist administrator refers to persons whose education and training were broad based and so have no special skill in a particular area of human endeavor. These two categories of civil servants play complementary roles. However, conflicts arise either from the perfection of each about role of the other or from difference in their occupational background.

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## **12.2 The concept of 'Generalists' and 'Specialists'**

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Much confusion in this respect arises out of the difficulty in defining with precision the terms generalists and specialists. A generalist may be defined as a public servant who does not have a specialized background, and is easily transferable to any department or branch of government. A generalist has also been defined as a civil servant, who belongs to the managerial class and who is well up in rules, regulations and procedure of administration and, who generally perform posdcorb functions planning, Organizing, Supervising, Directing, Coordinating, Reporting and Budgeting. It is noteworthy that as management work itself becomes a specialization, the traditional generalist becomes a specialist. In the USA however, the term generalist applies mostly to administrators who rise from specialization in early career to progressively broader administrative assignments. This is in sharp contrast to the British and Indian system, where certain classes of civil servants are recruited for such work, namely, the Administrative Class in Britain and the Indian Administrative Service and the State Administrative or Executive Services in India. On the other hand by specialist is generally meant a person who has special knowledge or skill in a specific field, agriculturists, physicians, engineers, educationists, etc. The specialist can easily be distinguished on the basis of his



education and training.

Two points, however, may be considered in this context. In the first place, expert or specialist is a relative term depending upon the context and there is nothing absolute about it. Thus, the generalist medical practitioner is an expert in relation to the patient, but is only a generalist in relation to a surgeon, dentist or ophthalmologist. In other words, there are degrees of expertise. Secondly there is equally a problem between the working engineer in the field and his counterpart in the laboratory or the university. The Indian Administrative Reforms Committee has chosen to call such specialized services as functional services and has defined them to include not only services which are charged with a technical function for which a pre entry vocational education is required the various Engineering Services, but also those which specialize after entry in a particular area of administration for which no pre entry vocational education's other than attainment of a certain level of educational qualification is prescribed such as, Accounts, Income tax. Most of the organized services of Government are already functional in the above sense. The Commission distinguished these service from what it calls a general purpose service and cites the example of Indian Administrative Service whose members start their service in the districts, but soon get dispersed to various posts which cover different functional areas. The Fulton Committee The Civil Service Committee of Britain, 1966-1968 uses the terms specialists and administrators. Under the label of specialists, the Committee includes those whose work in government is just one of a number of career opportunities for the exercise of their qualifications and skills. In this category come the architects, lawyers, doctors, engineers, scientists, accountants, economists, draughtsmen, technicians and so on. Some of these, like doctors and scientists have acquired their professionalism or specialism by recognized training outside the Service. Others, like draughtsmen and technicians, may acquire and develop their skills after joining the Service. Under the category of administrators, the Committee includes those members of the Administrative and Executive Classes who are now treated, and regard themselves, as generalists. We shall refer to members of both these classes and their future counterparts as administrators parts of this work closely resemble management in industry and commerce, other parts do not.

In general, positions in the field are filled by the specialists. However, to make the humiliation still more galling, sometimes even the heads of executive agencies are chosen

from among the members of the administrative class. There are many instances of the I.A.S. Officer working as Director of Education or Director of Health, or Director of Agriculture or even Chief Conservator of Forests in various State Governments. At the district level, there is the generalist Collector leading a team of technical district officers who are heads of technical departments at the district level. The Panchayati Raj administration, too has not escaped this phenomenon. Thus, the Chief Executive officer of the Zila parishad is an IAS officer who is the head of a team of technical officers. There is no change in the position at the Block level as well. Here the Block Development Officer is the generalist who is expected to lead a team of Technical Extension Officers in the fields of agriculture, health, education, veterinary medicine, etc.

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### **12.3 Role of generalists in administration**

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Let us now examine at some length the assumption underlying the myth of the superiority of the generalists, and see to what extent these remain valid under the existing situation. The first and the foremost of these assumption is the belief that the high calibre of recruits to the ICS/IAS Services and the wide and varied experience gained as a result of their posting to a diverse variety of jobs, equip these services with qualities needed for the performance of the senior management level jobs. This is the belief which can be traced to the Macaulay Report of 1854 which in turn drew its inspiration from the Trevelyan Report of 1853. It may be true that in the conditions prevailing in the country before Independence, where there were few attractive openings for the talented outside these higher administrative services, the best products of the universities tried to get into what was then known as the heaven born service. The situation has changed materially since 1947. With the emergence of the Welfare State with emphasis on development administration the demand for specialized and technical talent has been rising rapidly and the best talent is now being attracted to these technical positions including industry, commerce, banking, insurance and other business. It is, thus, no longer true that the ICS/IAS are the only repository of talent and merit. Even otherwise, there has occurred a big change in the functions of the government, which have not only multiplied in number but have also become very complicated and technical. The needs of contemporary society and the aspirations of the public demand that civil servants today have to be equipped to tackle the political, scientific, social, economic and technical problems of

our time They have to keep up with the rapid growth of new knowledge and acquire new techniques to apply to it. In short, the Civil Service is no place for the amateur. It must be staffed by men and women who are professionals.

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## **12.4 Role of Specialist in Administration**

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On the eve of Independence, there existed only two All India Services in terms of the Government of India Act of 1935, namely, the Indian Civil Service and the Indian Police Service. Of these the Indian Police Services was retained and the old Indian Civil Service was replaced by the new Indian Administrative Service. The door, however, was kept open for setting up additional All India Service under the new Constitution. Article 312 (i) clearly authorizes the Union Parliament to provide for one or more All India Services common to the Union and the States, if the Council of States declares by a resolution supported by not less than two thirds of the members present and voting that it was necessary or expedient in the national interest to do so. Under this article, three new All India Services were created in 1963, namely, Indian Forest Service, Indian Service of Engineers, and Indian Medical and Health Service, and more All India Services may come soon. In addition, in 1961, two New Central Class I Services were constituted the Indian Economic Service for the economists and the Indian Statistical Service for the statisticians. All these services aim at giving better status and emoluments to specialists. In the States, provision has been made in many cases to give better grades to technical services.

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## **12.5 Generalist, Specialists Dichotomy; A way out**

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In our opinion, a new approach is called for to resolve the dichotomy between generalists and specialists. WE suggest that instead of distinguishing these two categories as individuals and groups, as we have done so far, we should in future distinguish between the two tasks and functions, and this should pose no difficulty. So far as the technical posts are concerned, they have to be filled by technicians and specialists. As regards the top policy making managerial administrative posts, no service or cadre per se should have a right to them. There can possibly be no one right source of recruitment to these posts. These top positions should be open to persons who fulfil the requisite qualifications irrespective of their service background. The qualities required for such positions are (i) capacity to synthesize conflicting viewpoints (ii) capacity to communicate with lay public and amateur politicians and (iii)

diversity of experience. It must be admitted that on these matters the generalist administrator appears to have an edge over the specialist.

There has been discernible a new and welcome trend towards appointing specialists to administrative positions. Thus, the Secretary to the Education Department in the Union Ministry of Education was some time back an educationist by profession, and the Secretary to the Scientific Affairs Department in the same Ministry was an eminent scientist. Similarly, we have had an eminent economist as Secretary of the Department of Economic Affairs in the Ministry of Finance. Another example of this trend is the appointment of Assistant, Deputy and Joint advisers in the Ministry of Education who work side by side with the generalist Under Deputy Joint Secretary. Then, there is the Planning Commission, which is almost exclusively manned by specialists and professionals.

Another way of achieving the same objective is by combining the role of the Secretary to and the head of the Executive Agency in one integrated office. The Madhya Pradesh Administrative Reforms Commission broke new ground in recommending giving up the existing parallel hierarchies in the Secretariat and under the head of the department and substitution for them one integrated office to look after the work of both. Therefore, the new arrangements will have to be such that specialist assistance in administration is available both to the secretary and to the head of the department otherwise, parallel hierarchies in the Secretariat and under the head of the department will involve duplication of those arrangements. Combining the two offices has the advantage of avoiding such duplication. And it should be possible to entrust these specialized functions to personnel of higher caliber by concentrating the work in single office, thereby improving the quality of performance and avoiding disposal of scarce manpower and financial resources.

∴ A competitive office will permit more specialization in the division of work than would be possible in separate office, ensuring that every aspect of the work to be done is handled by persons chosen for their competence in that aspect, reducing the dependence on generalists whether they are generalists in the sense that their educational background and experience have no direct relevance to the jobs given to them, or in the sense that they are utilized to perform other jobs, though their qualifications at the time of their recruitment were relevant to the generality of the technical or specialist jobs which they were expected to do.

There has been followed still another method of giving the specialist head of department ex officio status of joint/ Additional /full Secretary to Government. This arrangement has been freely resorted to in the past and is widely prevalent even now. A good example of the combination of the roles of both the Secretariat and Executive Agency is that of the Railway Board whose members while remaining as heads of the operating departments are also ex officio Secretaries in the Railway Ministry. The Railway Board and the Department of Atomic Energy are examples of agencies where the specialists have elbowed the generalists almost completely out. Similar practice obtains widely in many departments of the State Governments. Thus, the Rajasthan Government has appointed the Chief Engineer and the Director of Industries and Supplies ex officio Additional Secretaries to the Government. At the districts level, a significant step was taken by the Madhya Pradesh Government in abolishing the generalist post of the Block Development Officer a few years back and transferring his functions to the Agriculture Extension Officer at the block level.

Various other solutions to the problem have been offered from time to time. Thus, our Central Administrative Reforms Commission 1966 to 1970 has in its report on Personnel Administration recommended functionalization of all services including the IAS. It also recommended that senior management posts in functional areas should be filled by the members of respective functional services. Only a year earlier, the Fulton Committee on the Civil Service in Great Britain had recommended professionalization of the civil service. It used the word professional to include two main attributes. One is being skilled in one's job skill which comes from training and sustained experience. The other is having the fundamental knowledge of and deep familiarity with subjects that enable a man to move with ease among its concepts. Both spring from and reinforce a constant striving for higher standards. The working of the government demands these qualities not only in members of the generally recognized professions but at all levels and in all parts of the service.

## **Check Your Progress - 1**

**Note:** 1) Use the space given below for your answer.

2) Also check your answer with the clue given at the end of the Unit.

### **1. Write note on generalist Administrator.**

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### **2. Discuss the Specialists and Generalists Dichotomy.**

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## **12.6 Let us sum up**

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The arguments favoring specialist vs generalists today has raised to a different level of debate specially in the light of the globalisation thus, putting to rest the question of preferences if any. In an increasingly free society the issue of debureaucratisation also has added on to this debate weakening these very preferences. However in a developing world the necessity of the state and the bureaucracy have thus pushed the arguments of this dichotomy in favour of specialists which is keenly contested by generalist.

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## **12.7. Key words**

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|             |   |  |
|-------------|---|--|
| Speacialist | - | Expert is a particular field             |
| Genaralist  | - | Fit to hold any Office of Administration |

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## **12.8 Some useful books**

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Arasti and Maheshwari, 'Public Administration', 1996, 2000

O Glera, 'Public personal Administration',

V.M.Sinha, 'personal Administration', 1986.

M.P.Sharma, 'Public Administration in Theory and practice', 1987.

B.L. Fadia, 'Public Administration: Administrative Theories and concepts',  
2000

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## **12.9 Answers to Check your Progress Exercises**

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### **Check Your Progress - 1**

1. See section 12.3

2. See section 12.5

## NOTES

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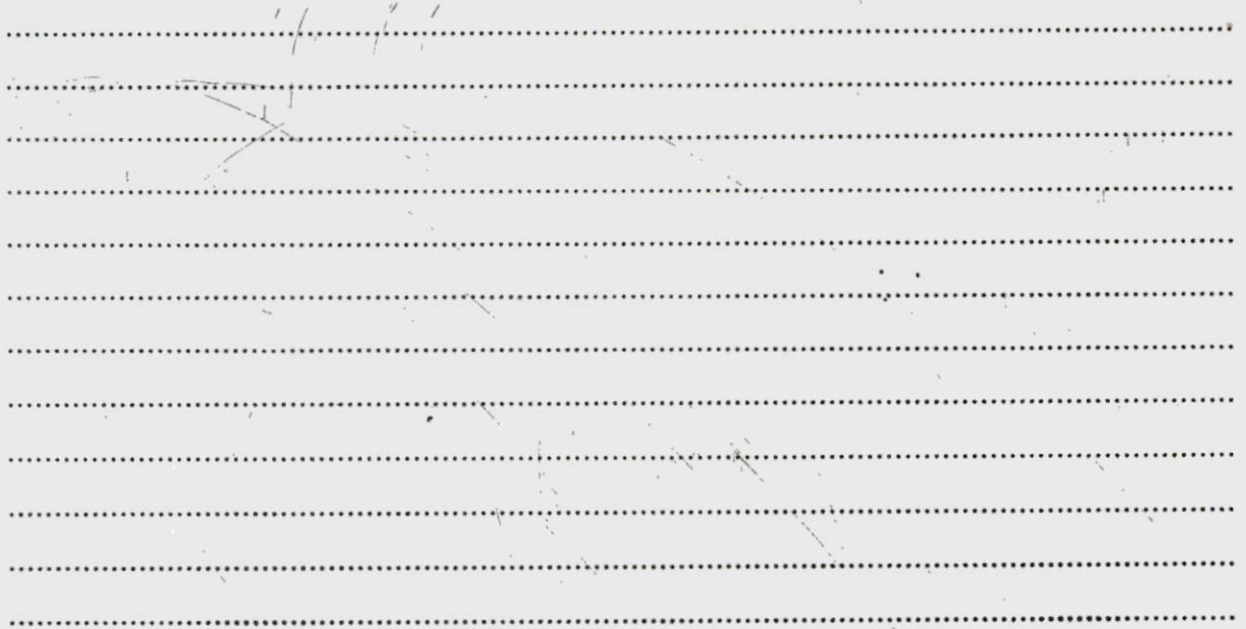


**NOTES**

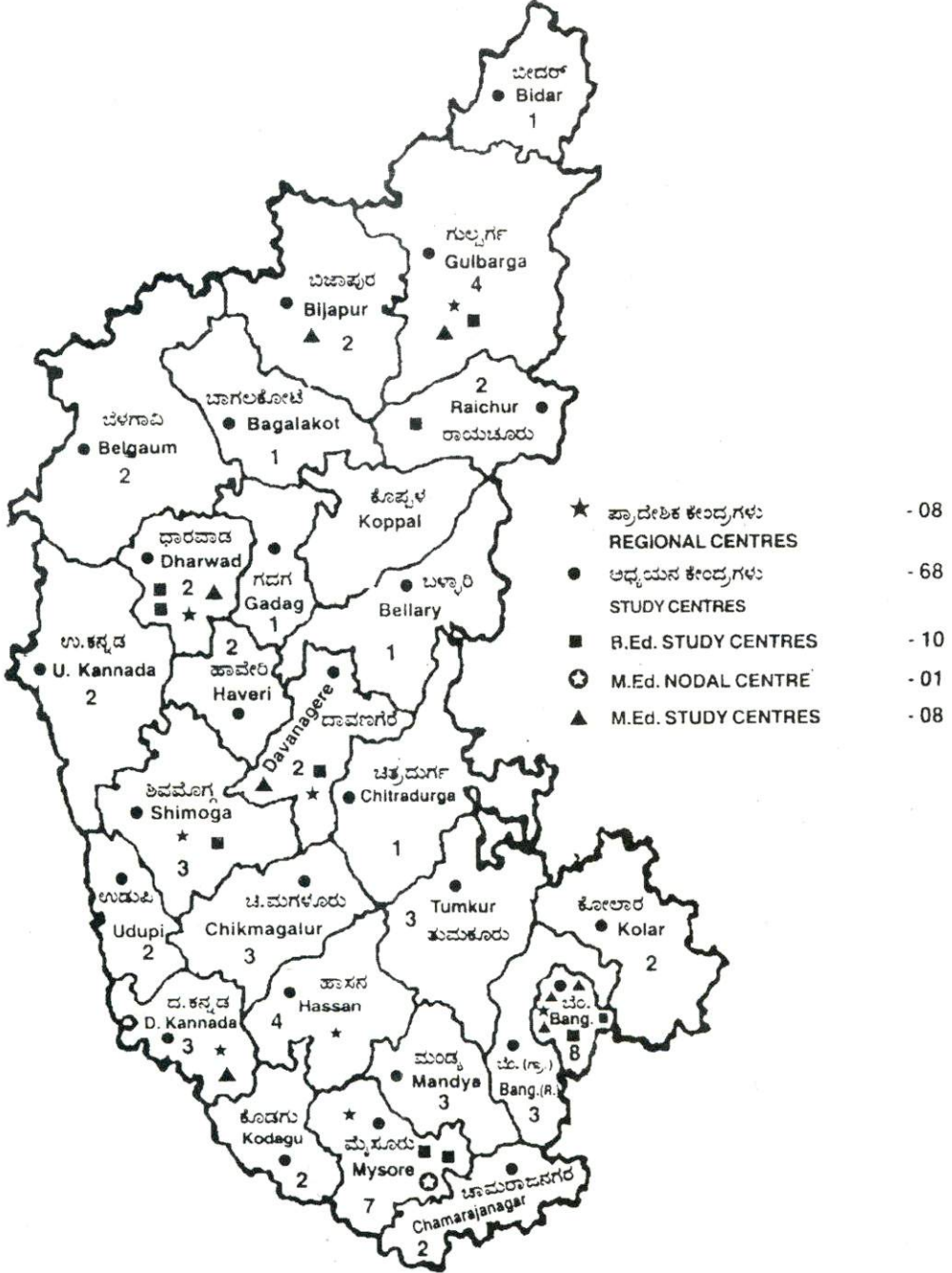
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NOTES

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Regional and Study Centres of Karnataka State Open University



(ಸಮೂಹಿಸಿರುವ ಅಂಕಿ - ಜಿಲ್ಲೆಯಲ್ಲಿರುವ ಒಟ್ಟು ಅಧ್ಯಯನ ಕೇಂದ್ರಗಳ ಸಂಖ್ಯೆಯನ್ನು ಸೂಚಿಸುತ್ತದೆ.)  
(The Number indicate the total number of study Centres existing in that districts.)

ಆವೇಶ ಸಂಖ್ಯೆ : ಕರಾಢುಢಿ/ಸಿಪಾಢಿ/4/809/2007-08 ಓನಾಂಕ : 28-05-2007

ಒಳಪುಟ : 60 GSM MPM ಕಾಗದ, ಪೈಟ್ ಡ್ರಿಂಟಿಂಗ್ ಢುತ್ತು ರಕ್ಷಾಪುಟ : 170 ಆರ್ಟ್‌ಕಾರ್ಡ್

ಢುದ್ರಕರು : ಢಿನಾಯಕ ಆಫ್‌ಸೆಟ್ ಡ್ರಿಂಟರ್ಸ್, ಬೆಂಗಳೂರು-560 076. ಪ್ರತಿಗಳು : 3000

