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PUBLIC ADMINISTRATION OPTIONAL – PAPER I

UPSC CIVIL SERVICES (MAIN) EXAMINATION 2026

Paper Summary, Classification, Question Demand and Strategic Analysis

## I. OVERALL CHARACTER OF THE 2026 PAPER

Public Administration Paper I, 2026 is notable not merely for the topics asked, but for a visible change in the **architecture of questioning**.

The paper remains firmly rooted in the conventional syllabus—Taylor, Weber, McGregor, Maslow, Dicey, Riggs, PERT, Work Study, Financial Administration, Public Policy—but UPSC has increasingly placed these conventional areas inside **contemporary, comparative and interdisciplinary frames**.

Three broad characteristics stand out:

### 1. Classical concepts have been tested through contemporary settings

The paper does not simply ask candidates to explain Taylor, bureaucracy, McGregor or hierarchy.

It asks:

- Taylor in the context of the **modern business world and gig economy**
- Bureaucratic persistence despite **NPM and Public Governance**
- Hierarchy vis-à-vis **modern organisational structures**
- Dicey in relation to the requirements of the **contemporary democratic state**
- Deficit budgeting in an era of **liberal ideology**
- Communication technology simultaneously as a means of **citizen engagement and internal teamwork**

Thus, knowing the thinker is only the starting point. The candidate must establish the **continuing administrative relevance of the concept**.

## 2. Interdisciplinary questions have become prominent

Several questions cannot be adequately answered from a single syllabus box.

Examples include:

- Good Governance + Accountability
- Weberian bureaucracy + NPM/NPG
- Delegated legislation + accountability
- Fiscal administration + Rule of Law
- LPG + Development Dynamics
- E-Governance + Communication + Citizen–Administration relations
- Rationality in Public Policy + Simon
- Financial Accountability + Accountability and Control

This reinforces an important preparation principle:

**The syllabus should be studied unit-wise, but answers increasingly have to be written across units.**

## 3. UPSC has made the internal demand of questions visible through marks

The most striking innovation is the explicit use of:

**5+5, 3+7, 7+8, 5+10, 10+10, 5+15, 3+6+6 and 5+5+5**

instead of merely writing 10, 15 or 20 marks against every question.

This is not cosmetic. It changes how the candidate should read and structure the question.

## II. THE 2026 MARKING-SCHEME SHIFT: WHAT DOES IT MEAN?

Until now, students were expected to infer how much weight UPSC intended to assign to different components of a multi-part question.

In 2026, UPSC has partially **quantified the internal demand**.

For example:

**Q. 8(c): PERT – 5+5+5 = 15**

The question contains three identifiable dimensions:

- temporal uncertainty/framework of PERT
- strategic utility
- inherent limitations

The marking scheme indicates that none of these can be casually handled.

Similarly:

**Q. 7(c): Deficit Budgeting – 3+6+6 = 15**

The question moves through three stages:

- background/emergence of deficit budgeting
- its relevance under liberal ideology
- justification of the candidate's position

The introductory historical component clearly deserves less space than the analytical and justificatory portions.

And:

#### **Q. 6(a): LPG and Welfare State – 5+15 = 20**

A candidate should not spend half the answer merely describing LPG. The larger analytical burden lies in examining what market efficiency did to the structural crisis of the welfare state and its social-equity commitments.

#### **What students should learn from this**

##### **A. Marks are now a visible map of the demand**

Before writing, break the question into its constituent demands and attach the UPSC-given marks to them.

##### **B. Space should broadly follow marks**

A 5+10 question should not normally receive a 50:50 treatment.

The 10-mark component should demonstrate substantially greater:

- argument
- conceptual depth
- evidence
- thinkers
- examples
- critical evaluation

##### **C. Missing a component now creates a much clearer ceiling on marks**

If a candidate answers only the second half of a 7+8 question, even an excellent discussion cannot fully compensate for the unanswered first component.

##### **D. Directive words have to be read component-wise**

A question may ask the candidate first to **explain**, then **compare**, and finally **examine or justify**.

The answer should replicate that intellectual movement.

##### **E. Do not make answers mechanically numerical**

The marking scheme does **not** mean that every 5-mark component requires a separate boxed heading or an exact mathematical word count.

The marking scheme indicates **relative evaluative weight**, not compulsory presentation format.

The answer should remain integrated and natural.

### **III. PATTERNS IN THE NEW MARKING SCHEME**

## 10-mark questions

The paper uses:

- 10
- 5+5
- 3+7

Thus even a 150-word answer may contain multiple separately evaluated demands.

## 15-mark questions

UPSC uses:

- 5+10
- 7+8
- 3+6+6
- 5+5+5

This is particularly important. A 15-marker can now have two almost equal demands, one dominant demand, or even three separate analytical components.

## 20-mark questions

The paper uses:

- 20
- 10+10
- 5+15

Therefore, not all 20-markers require the same internal structure.

## IV. UNIT-WISE MARKS DISTRIBUTION

The calculation below assigns each question to its **primary unit only**, so interdisciplinary questions are not double-counted.

**Unit 1 – Introduction** — Questions: 1(a), 1(d), 2(a), 6(a) — **60 Marks**

**Unit 2 – Administrative Thought** — Questions: 1(b), 2(b), 3(a) — **45 Marks**

**Unit 3 – Administrative Behaviour** — Questions: 1(c), 2(c), 4(a) — **45 Marks**

**Unit 4 – Organizations** — Questions: 3(b), 4(c) — **30 Marks**

**Unit 5 – Accountability and Control** — Question: 3(c) — **15 Marks**

**Unit 6 – Administrative Law** — Questions: 1(e), 4(b) — **25 Marks**

**Unit 7 – Comparative Public Administration** — Questions: 6(b), 7(a) — **35 Marks**

**Unit 8 – Development Dynamics** — Question: 5(c) — **10 Marks**

**Unit 9 – Personnel Administration — Question: 5(b) — 10 Marks**

**Unit 10 – Public Policy — Questions: 5(a), 7(b) — 25 Marks**

**Unit 11 – Techniques of Administrative Improvement — Questions: 5(e), 6(c), 8(b), 8(c) — 55 Marks**

**Unit 12 – Financial Administration — Questions: 5(d), 7(c), 8(a) — 45 Marks**

**Total Questions: 28 sub-questions**

**Total Marks represented in the paper: 400**

## **V. WHAT THE UNIT DISTRIBUTION TELLS US**

### **Highest weightage**

#### **Introduction – 60 marks**

This is significant. Introduction is no longer merely about Wilson, scope and evolution. Its contemporary manifestations—governance, LPG, interdisciplinarity and paradigm evolution—are becoming important.

#### **Second highest**

#### **Techniques of Administrative Improvement – 55 marks**

Questions appeared on:

- Work Study
- Communication technology
- Modernisation of public services
- PERT

This indicates the growing importance of **technology, organisational improvement and applied managerial techniques**.

#### **Major 45-mark blocks**

- Administrative Thought
- Administrative Behaviour
- Financial Administration

Traditional thinkers therefore remain indispensable.

#### **Apparently low-weight units**

Development Dynamics – 10 marks

Personnel Administration – 10 marks

However, this is slightly deceptive.

Development Dynamics reappears through interdisciplinary questions on:

- LPG

- State versus Market
- Deficit budgeting
- liberal ideology

Similarly, Personnel Administration intersects with workplace equity and organisational behaviour.

Hence **primary-unit marks alone understate the actual conceptual presence of some units.**

## VI. QUESTION-WISE CLASSIFICATION

| Q. No. | Unit                                     | Subtopic 1                                                           | Secondary Unit/Subtopic                                                       |
|--------|------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------|
| 1(a)   | Introduction                             | Meaning, Scope and Significance of Public Administration             | Evolution of the Discipline and its Present Status                            |
| 1(b)   | Administrative Thought                   | Scientific Management and Scientific Management Movement             | —                                                                             |
| 1(c)   | Administrative Behaviour                 | Communication                                                        | —                                                                             |
| 1(d)   | Introduction                             | Good Governance: Concept and Application                             | Accountability and Control – Concepts of Accountability and Control           |
| 1(e)   | Administrative Law                       | Dicey on Administrative Law                                          | Rule of Law / Meaning, Scope and Significance                                 |
| 2(a)   | Introduction                             | Evolution of the Discipline and its Present Status                   | Meaning, Scope and Significance of Public Administration                      |
| 2(b)   | Administrative Thought                   | Participative Management                                             | —                                                                             |
| 2(c)   | Administrative Behaviour                 | Motivation Theories – Content, Process and Contemporary              | Personnel Administration – Employer–Employee Relations                        |
| 3(a)   | Administrative Thought                   | Weber's Bureaucratic Model – Critique and Post-Weberian Developments | Introduction – NPM / New Public Governance                                    |
| 3(b)   | Organizations                            | Systems Theory and Contingency Theory                                | —                                                                             |
| 3(c)   | Accountability and Control               | Judicial Control                                                     | Administrative Law – Judicial Review / Limits of Administrative Power         |
| 4(a)   | Administrative Behaviour                 | Motivation Theories – Content, Process and Contemporary              | —                                                                             |
| 4(b)   | Administrative Law                       | Delegated Legislation                                                | Accountability and Control – Concepts of Accountability / Legislative Control |
| 4(c)   | Organizations                            | Structure and Forms                                                  | —                                                                             |
| 5(a)   | Public Policy                            | Policy Sciences / Policy Analysis                                    | Models of Policy-Making and their Critique                                    |
| 5(b)   | Personnel Administration                 | Administrative Ethics                                                | —                                                                             |
| 5(c)   | Development Dynamics                     | Strong State Versus the Market Debate; Impact of Liberalisation      | —                                                                             |
| 5(d)   | Financial Administration                 | Monetary and Fiscal Policies – Taxation                              | Administrative Law – Rule of Law / Authority of Law                           |
| 5(e)   | Techniques of Administrative Improvement | Work Study and Work Management                                       | —                                                                             |
| 6(a)   | Introduction                             | Challenges of Liberalisation, Privatisation and Globalisation        | Development Dynamics – State versus Market / Impact of Liberalisation         |
| 6(b)   | Comparative Public Administration        | Riggian Models and their Critique                                    | Approaches to CPA / Ferrel Heady                                              |

| Q. No. | Unit                                     | Subtopic 1                                              | Secondary Unit/Subtopic                                                                           |
|--------|------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| 6(c)   | Techniques of Administrative Improvement | E-Governance and Information Technology                 | Administrative Behaviour – Communication; Accountability and Control – Citizen and Administration |
| 7(a)   | Comparative Public Administration        | Current Status of Comparative Public Administration     | Cross-cultural and Cross-national Comparative Analysis                                            |
| 7(b)   | Public Policy                            | Models of Policy-Making and their Critique              | Administrative Thought – Simon's Decision-Making Theory                                           |
| 7(c)   | Financial Administration                 | Budget – Types and Forms                                | Development Dynamics – State versus Market / Liberalisation                                       |
| 8(a)   | Financial Administration                 | Accounts and Audit                                      | Accountability and Control – Concepts of Accountability and Control                               |
| 8(b)   | Techniques of Administrative Improvement | E-Governance and Information Technology / Modernisation | Introduction – Good Governance / Evolution of the Discipline                                      |
| 8(c)   | Techniques of Administrative Improvement | Management Aid Tools – Networking Analysis / PERT       | —                                                                                                 |

## VII. INTERDISCIPLINARY QUESTIONS

- 1(d)** – Introduction: Good Governance → Accountability and Control: Concepts of Accountability and Control
- 2(c)** – Administrative Behaviour: Motivation / Equity → Personnel Administration: Employer–Employee Relations
- 3(a)** – Administrative Thought: Weberian Bureaucracy → Introduction: NPM and New Public Governance
- 3(c)** – Accountability and Control: Judicial Control → Administrative Law: Judicial Review and limits of administrative power
- 4(b)** – Administrative Law: Delegated Legislation → Accountability and Control: Accountability / Legislative Control
- 5(d)** – Financial Administration: Taxation → Administrative Law: Rule of Law / Authority of Law
- 6(a)** – Introduction: LPG → Development Dynamics: Strong State versus Market / Impact of Liberalisation
- 6(c)** – Techniques of Administrative Improvement: E-Governance → Administrative Behaviour: Communication + Accountability and Control: Citizen–Administration
- 7(b)** – Public Policy: Rationality and Policy Models → Administrative Thought: Simon's Decision-Making Theory
- 7(c)** – Financial Administration: Deficit Budgeting → Development Dynamics: State versus Market / Liberalisation
- 8(a)** – Financial Administration: Accounts and Audit → Accountability and Control: Public Financial Accountability
- 8(b)** – Techniques of Administrative Improvement: Modernisation / E-Governance → Introduction: Good Governance and evolution of contemporary administration

## VIII. DETAILED QUESTION-WISE ANALYSIS

### Q.1(a)

**“There is an urgent need to incorporate the contribution of other disciplines into debates and analyses about governance, not the prevalence of disciplinary silos.” Comment. — 5+5=10**

#### Syllabus Map

Introduction → Meaning, Scope and Significance of Public Administration → Interdisciplinary character

#### Core Demand

Explain why contemporary governance cannot be adequately understood through Public Administration in isolation and why disciplinary silos weaken administrative analysis.

#### Underlying Concept

Governance deals with complex problems involving politics, economics, law, sociology, technology, psychology and management. Public Administration has therefore evolved from a narrow managerial discipline towards a multidisciplinary field.

#### Core Concepts

- Interdisciplinary nature of PA
- Governance versus government
- Wicked and cross-sectoral problems
- Policy networks
- Institutional interdependence
- Limits of disciplinary silos

#### Thinkers / Approaches

- **Robert Dahl** – a science of administration must incorporate human behaviour, social setting and national context
- **Dwight Waldo** – administration cannot be separated from politics and values
- **Herbert Simon** – behavioural sciences enriched administrative analysis
- Governance and network perspectives further dissolve disciplinary boundaries

#### Contemporary Applications

Climate governance, digital regulation, public health, urban governance and AI cannot be analysed only through administrative structures.

#### Marking-scheme signal

The 5+5 can be read as broadly requiring:

**5 marks:** case for incorporating other disciplines

**5 marks:** critique of disciplinary silos and implications for governance analysis

### Q.1(b)

**Taylor’s ideas remain relevant in the public and private sectors, including the gig economy. Comment. — 5+5=10**



## Syllabus Map

Administrative Thought → Scientific Management

### Core Demand

Explain Taylor's continuing relevance while also examining how the principles of Scientific Management have acquired new technological forms.

### Underlying Concept

Taylorism has not disappeared. Measurement, task fragmentation, standardisation, productivity monitoring and incentive-based performance have been digitised.

### Core Concepts

- One best way
- Time and motion logic
- Standardisation
- Task specialisation
- Performance measurement
- Incentive systems

### Contemporary Link: Gig Economy

Algorithmic platforms can display features of **digital Taylorism**:

- algorithmic task allocation
- ratings
- productivity tracking
- standardised workflows
- incentive-linked remuneration
- continuous digital surveillance

### Critical Dimension

Taylorism improves predictability and efficiency but can also create:

- worker alienation
- reduced autonomy
- excessive surveillance
- quantitative obsession
- neglect of human and social needs

### Thinkers

Taylor should be contrasted with Mayo, Follett, McGregor and contemporary human-centred management.

### Q.1(c)

“A transparent organisation keeps the staff in the loop.” Describe. — 10

## Syllabus Map

Administrative Behaviour → Communication

### Core Demand

Explain the relationship between organisational transparency, information-sharing and employee participation.

### Underlying Concept

Transparency inside an organisation means employees are not merely recipients of orders; they understand organisational goals, changes, decisions and expectations.

### Core Concepts

- downward communication
- upward feedback
- horizontal communication
- information symmetry
- trust
- participation
- organisational commitment

### Thinkers

- **Chester Barnard** – communication sustains cooperative organisation
- **Likert** – participative systems require open information flows
- **Argyris** – openness supports mature organisational behaviour

### Analytical Point

Keeping staff informed reduces rumours, resistance, uncertainty and grapevine distortions while strengthening ownership and morale.

### Q.1(d)

**Have governments under governance become more transparent and accountable? Elucidate. — 3+7=10**

### Syllabus Map

Introduction → Good Governance

Secondary: Accountability and Control

### Core Demand

Explain the shift from government to governance and then evaluate whether that shift has actually enhanced transparency and accountability.

### Underlying Concept

Governance introduces networks, citizens, markets, civil society, private actors and collaborative arrangements into public action.

It can increase accountability through:

- RTI
- open government
- citizen participation
- social audits
- digital disclosure
- performance measurement

But it may also produce:

- fragmented responsibility
- opaque contractual arrangements
- private actors exercising public power
- algorithmic opacity
- accountability gaps in networks

### Marking Signal

**3 marks:** governance context/concept

**7 marks:** substantive evaluation of transparency and accountability

The student should therefore not spend half the answer explaining governance.

### Q.1(e)

**Dicey's three principles of Rule of Law have been further developed to meet the immense needs of a democratic society. Discuss. — 5+5=10**

### Syllabus Map

Administrative Law → Dicey → Rule of Law

### Core Demand

State Dicey's classical formulation and explain how modern democratic constitutionalism has expanded it.

### Dicey

- Supremacy of law
- Equality before law
- Predominance of legal spirit

### Modern Development

Rule of Law today incorporates:

- judicial review
- natural justice
- substantive fairness
- proportionality
- reasoned decisions
- legitimate expectation
- human rights
- administrative accountability
- access to justice

## Core Insight

Dicey remains the foundation, but modern Rule of Law is **more substantive, rights-oriented and administrative** than Dicey's nineteenth-century formulation.

## Marking Scheme

5: Diceyan foundation

5: subsequent democratic development

### Q.2(a)

**Different paradigms of Public Administration deal with questions of 'How' and 'Why', but do not negate the centrality of the discipline. Discuss. — 10+10=20**

## Syllabus Map

Introduction → Evolution of Discipline and Present Status

## Core Demand

Trace how different paradigms have shifted the questions asked by PA without destroying its disciplinary identity.

## Underlying Concept

Different phases emphasised different concerns:

- Classical PA → **How can administration be organised efficiently?**
- Behaviouralism → **How do administrators actually decide and behave?**
- NPA → **Why and for whom should administration act?**
- Public Choice/NPM → **How can competition and incentives improve performance?**
- Governance/NPG → **How should multiple actors collectively govern?**
- Public Value → **Why and for what public purposes should administration create value?**

## Key Thinkers

Wilson, Weber, Simon, Waldo, Frederickson, Hood, Osborne, Rhodes.

## Centrality of Discipline

Despite paradigm shifts, recurring concerns remain:

- organised public action
- implementation
- public authority
- service delivery
- administrative responsibility
- state–citizen relationship

## Marking Scheme

The **10+10** calls for an almost balanced discussion of:

1. evolution of paradigms and their changing questions
2. continuity/centrality of Public Administration

### Q.2(b)

**McGregor's 'Professional Manager' and its distinction from Theory Y — 7+8=15**

#### Syllabus Map

Administrative Thought → Participative Management → McGregor

#### Core Demand

Explain what McGregor meant by the Professional Manager and distinguish that conception from Theory Y.

#### Professional Manager

The professional manager:

- combines rationality with emotional awareness
- works through differences rather than suppressing them
- facilitates teamwork
- reconciles individual and organisational needs
- exercises managerial judgement appropriate to circumstances

#### Theory Y

Theory Y is fundamentally a set of assumptions about employees:

- work can be natural
- people can exercise self-direction
- responsibility can be sought
- creativity is widely distributed
- external control is not the only motivator

#### Crucial Distinction

**Theory Y = assumptions about human behaviour.**

**Professional Manager = conception of managerial role and practice.**

The two are related, but not identical.

#### Marking Scheme

**7:** Professional Manager

**8:** distinction/comparison with Theory Y

### Q.2(c)

**Fairness, equity and productivity — 10+5=15**

#### Syllabus Map

Administrative Behaviour → Motivation Theories  
Secondary: Personnel Administration

### Core Demand

Explain how perceived fairness affects motivation and then show how organisations can institutionalise equity.

### Major Framework

#### J. Stacy Adams – Equity Theory

Employees compare:

Inputs / Outcomes of Self  
with  
Inputs / Outcomes of Others

Perceived inequity produces dissatisfaction and behavioural adjustment.

#### Wider Organisational Justice

- Distributive justice – fairness of outcomes
- Procedural justice – fairness of processes
- Interactional justice – respectful treatment
- Informational justice – adequacy and honesty of explanations

#### Reinforcing Fairness

- transparent promotion
- objective appraisal
- equitable pay
- grievance mechanisms
- reasoned personnel decisions
- participative decision-making
- anti-discrimination safeguards

### Marking Signal

The candidate must not merely explain Equity Theory. The latter portion explicitly asks **how equity can be reinforced institutionally**.

#### Q.3(a)

**Persistence of bureaucratic features despite NPM and Public Governance — 10+10=20**

### Syllabus Map

Administrative Thought → Weberian Bureaucracy  
Secondary: Introduction → NPM/NPG

### Core Demand

Identify what bureaucratic features have survived and explain why reforms have not eliminated them.

## Persisting Features

- hierarchy
- formal rules
- professional officials
- specialised jurisdictions
- record keeping
- procedural accountability
- legal-rational authority

## Why Bureaucracy Persists

Because public administration still requires:

- legality
- predictability
- continuity
- equality of treatment
- institutional memory
- coordination
- accountability
- capacity during crises

NPM may introduce markets and managerial autonomy; NPG may introduce networks. Neither removes the need for an authoritative public institutional core.

## Central Insight

Contemporary governance has produced **hybrid bureaucracy**, not post-bureaucracy in any absolute sense.

## Thinkers

Weber, Hood, Pollitt, Rhodes, Olsen's argument concerning the enduring bureaucratic organisation.

## Q.3(b)

**No single best way to manage an organisation — 5+10=15**

## Syllabus Map

Organizations → Systems and Contingency Theory

## Core Demand

Explain the rejection of universal organisational principles and establish the importance of fit between organisational characteristics and environment.

## Core Proposition

Contingency theory holds:

Organisational effectiveness depends on the fit between structure and situational variables.

## Important Variables

- environment
- technology
- organisational size
- strategy
- uncertainty
- personnel
- information requirements

## Thinkers

- **Burns and Stalker** – mechanistic vs organic systems
- **Lawrence and Lorsch** – differentiation and integration
- **Joan Woodward** – technology and structure
- **Chandler** – structure follows strategy

## Marking Scheme

**5:** rejection of “one best way”

**10:** elaborate the internal–external strategic fit

Q.3(c)

**Judicial control, judicial overreach and activism — 5+10=15**

## Syllabus Map

Accountability and Control → Judicial Control

Secondary: Administrative Law

## Core Demand

Differentiate legitimate judicial control from overreach and critically examine when activism crosses institutional boundaries.

## Judicial Control

Necessary to ensure:

- legality
- protection of rights
- natural justice
- control of discretion
- constitutional limitations

## Judicial Activism

Can be justified where:

- executive inaction persists
- rights are threatened
- legislative gaps create serious injustice



## Risk of Overreach

Arises when courts:

- substitute policy preferences
- enter technically complex executive domains
- continuously administer programmes
- dilute separation of powers
- lack institutional competence for implementation

## Key Principle

The relevant distinction is not simply **active versus inactive judiciary**, but **constitutionally grounded intervention versus institutional substitution**.

## Q.4(a)

**Maslow and McClelland — 10+10=20**

## Syllabus Map

Administrative Behaviour → Motivation Theories

## Core Demand

Explain and critically compare two content theories of motivation.

## Maslow

Hierarchy:

- physiological
- safety
- belonging
- esteem
- self-actualisation

Needs are broadly arranged in an ascending hierarchy.

## McClelland

Three learned needs:

- Need for Achievement
- Need for Affiliation
- Need for Power

Their intensity differs among individuals.

## Major Difference

Maslow emphasises a **general hierarchy of needs**.

McClelland emphasises **learned motivational profiles that vary across individuals**.

### **Administrative Relevance**

Different employees may require different motivational strategies; hence uniform incentive structures are inadequate.

### **Critique**

Maslow's rigid hierarchy lacks universal empirical support. McClelland offers greater managerial differentiation but does not fully capture structural and institutional sources of motivation.

### **Q.4(b)**

**Delegated legislation: efficiency versus accountability and Rule of Law — 5+10=15**

### **Syllabus Map**

Administrative Law → Delegated Legislation

Secondary: Accountability and Control

### **Core Demand**

Recognise the functional necessity of delegation but critically examine its democratic and legal risks.

### **Utility**

Delegated legislation provides:

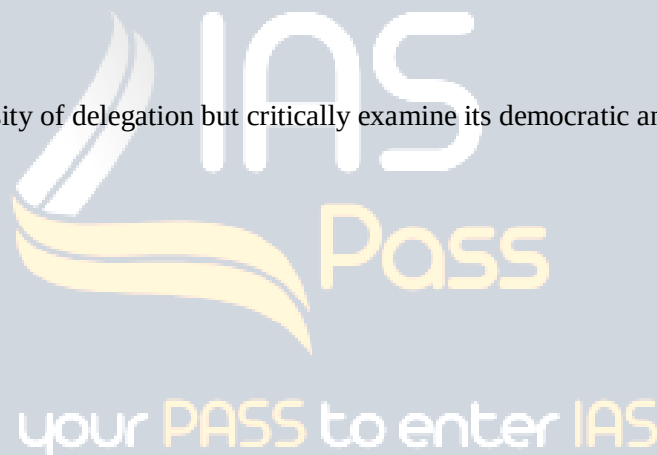
- technical expertise
- speed
- flexibility
- experimentation
- emergency responsiveness
- relief from legislative overload

### **Risks**

- excessive delegation
- executive law-making
- inadequate parliamentary scrutiny
- vague enabling statutes
- sub-delegation
- retrospective provisions
- erosion of legal certainty

### **Controls**

- legislative laying procedures
- Committee on Subordinate Legislation
- judicial review
- ultra vires doctrine
- procedural safeguards
- consultation and publication



## Marking Signal

The **5+10** indicates that UPSC expects greater attention to the accountability/Rule of Law tension than to merely explaining the utility of delegation.

### Q.4(c)

#### Hierarchy and modern organisational structures — 5+10=15

##### Syllabus Map

Organizations → Structure and Forms

##### Core Demand

Explain why rigid hierarchy faces difficulties in the contemporary environment and discuss alternative structures.

##### Why Hierarchy Faces Pressure

Modern organisations confront:

- rapid technological change
- knowledge workers
- cross-functional problems
- innovation requirements
- complex stakeholder networks
- need for faster decisions

##### Modern Structures

- flat organisations
- matrix structures
- project organisations
- team-based structures
- network organisations
- virtual organisations
- boundaryless organisations
- organic structures

##### Theoretical Linkages

Burns and Stalker, Mintzberg, Galbraith and contingency theory.

##### Balanced Position

Hierarchy has not disappeared. Legal accountability and command requirements still make some hierarchy necessary; the dominant trend is towards **less rigid and more hybrid structures**.

### Q.5(a)

#### Policy sciences and policy knowledge — 10

##### Syllabus Map

Public Policy → Policy Sciences / Policy Analysis

### Core Demand

Explain what policy sciences seek to produce and how such knowledge improves policy-making.

### Central Thinker

#### Harold Lasswell

Policy sciences are:

- problem-oriented
- interdisciplinary
- contextual
- normative
- concerned with both knowledge **of** and knowledge **in** the policy process

### Policy Knowledge Helps

- define problems accurately
- identify alternatives
- forecast consequences
- compare costs and benefits
- understand stakeholders
- improve implementation
- facilitate evaluation and learning



### Critical Note

More knowledge does not automatically produce better policy. Politics, values, uncertainty and bounded rationality mediate the use of evidence.

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### Q.5(b)

#### Administrative Ethics: ‘what is’ versus ‘what ought to be’ — 10

### Syllabus Map

Personnel Administration → Administrative Ethics

### Core Demand

Explain why administrative ethics involves a continuous tension between empirical administrative reality and normative standards.

### “What is”

- organisational realities
- political instructions
- administrative constraints
- institutional culture
- practical compromises

## “What ought to be”

- legality
- integrity
- neutrality
- justice
- public interest
- constitutional values
- ethical responsibility

## Intellectual Link

Simon sought a fact–value distinction, while Waldo emphasised that administration cannot be value-neutral.

## Administrative Dilemmas

- legality versus justice
- secrecy versus transparency
- loyalty versus integrity
- efficiency versus equity
- political responsiveness versus neutrality

Administrative ethics therefore converts abstract values into choices made under real institutional constraints.

## Q.5(c)

**Is state-led development an artificial distortion of market forces? Analyse. — 10**

## Syllabus Map

Development Dynamics → State versus Market Debate

## Core Demand

Evaluate both the market-oriented critique of state intervention and the developmental justification for an active state.

## Market Critique

State intervention may produce:

- price distortions
- rent seeking
- inefficient PSUs
- regulatory capture
- fiscal burden
- crowding out

## Case for State

Markets themselves fail through:

- public goods
- externalities

- information asymmetry
- monopoly
- inequality
- underinvestment in capabilities

## Developmental State Perspective

East Asian experiences demonstrate that strategic state intervention can complement rather than necessarily suppress markets.

### Thinkers

Keynes, Stiglitz, Amartya Sen, Peter Evans.

### Conclusion Logic

The meaningful question is not **state or market**, but the quality of institutions governing their relationship.

### Q.5(d)

**“No tax shall be levied or collected except by authority of law.” Analyse. — 10**

### Syllabus Map

Financial Administration → Fiscal Policy / Taxation  
Secondary: Administrative Law

### Core Demand

Explain why legal authority is indispensable for taxation and connect taxation with legislative and constitutional financial accountability.

### Constitutional Basis

Article 265 embodies the principle:

Executive convenience cannot substitute legislative authority in taxation.

### Administrative Significance

It ensures:

- legality of revenue extraction
- legislative control over public finance
- taxpayer protection against arbitrary exaction
- certainty and predictability
- judicial review of unlawful taxation

### Wider Link

Taxation combines **financial administration with Rule of Law**.

This makes Q.5(d) one of the clearest interdisciplinary questions in the paper.

**Q.5(e)**

**Work Study and Work Measurement — 10**

**Syllabus Map**

Techniques of Administrative Improvement → Work Study and Work Management

**Core Demand**

Explain how both techniques contribute to administrative efficiency while distinguishing them.

**Work Study**

Umbrella technique concerned with systematic examination of work for improving utilisation of resources.

**Two Major Components**

**Method Study**

- how the work is performed
- elimination of unnecessary steps
- simplification of procedure

**Work Measurement**

- how long the work should reasonably take
- standard time
- workload norms
- manpower requirements

**Utility**

- productivity
- staffing rationalisation
- procedure simplification
- cost reduction
- performance standards

**Limitation**

Mechanical measurement is much easier in repetitive operations than in complex professional and knowledge-intensive public services.

**Q.6(a)**

**LPG, welfare-state crisis, market efficiency and social equity — 5+15=20**

**Syllabus Map**

Introduction → LPG

Secondary: Development Dynamics → State versus Market

## Core Demand

Explain the welfare-state crisis that produced LPG reforms and critically examine whether market efficiency came at the cost of public-service equity.

## Structural Crisis

The welfare state faced:

- fiscal stress
- bureaucratic expansion
- inefficient public enterprises
- rigid service systems
- increasing expenditure commitments

## LPG Response

- privatisation
- deregulation
- contracting
- competition
- managerial autonomy
- reduction of direct state production

## Gains

- efficiency
- responsiveness
- innovation
- fiscal discipline
- consumer choice

## Equity Concerns

- commodification of basic services
- exclusion based on ability to pay
- precarious labour
- regional inequalities
- weakened universalism
- fragmented accountability

## Contemporary Position

Post-NPM reforms increasingly seek to recover:

- public value
- social equity
- citizen orientation
- collaborative governance



## Marking Signal

**5 marks:** crisis/LPG context

**15 marks:** substantive efficiency–equity consequences



This is perhaps the clearest warning against writing a generic essay on LPG.

### Q.6(b)

**Ferrel Heady versus Fred Riggs — 7+8=15**

#### Syllabus Map

Comparative Public Administration → Approaches / Riggs

#### Core Demand

Compare Heady's structural-institutional analysis with Riggs's ecological-prismatic model and judge their relative usefulness for developing nations.

#### Ferrel Heady

Emphasises:

- comparative administrative systems
- bureaucratic structures
- institutional arrangements
- interaction of administration and political systems
- comparative typologies

#### Fred Riggs

Emphasises:

- ecology of administration
- fused–prismatic–diffracted transition
- formalism
- heterogeneity
- overlapping
- Sala model
- contextual relationship between society and administration

#### Comparative Assessment

Heady provides strong institutional comparison.

Riggs provides deeper explanation of **why administrative structures behave differently in transitional societies.**

#### Judgement

For developing societies, Riggs is often analytically richer because he embeds administration in its socio-economic environment; however, his model suffers from over-generalisation and terminology-heavy abstraction.

The strongest answer can argue for **complementarity rather than absolute substitution.**

### Q.6(c)

**Communication technology: public engagement and internal teamwork — 5+10=15**

## Syllabus Map

Techniques → E-Governance and IT

Secondary: Communication + Citizen–Administration

### Core Demand

Discuss the dual transformation produced by new communication technologies:

1. external citizen–government interaction
2. internal organisational collaboration

### Citizen-Facing Dimension

- social media
- grievance portals
- consultations
- digital feedback
- open-data systems
- e-participation

### Internal Dimension

- collaborative platforms
- real-time information sharing
- virtual teams
- horizontal coordination
- knowledge management
- remote working

### Theoretical Linkages

Barnard's communication system, Habermasian public sphere, network governance.

### Risks

- misinformation
- digital divide
- cybersecurity
- surveillance
- information overload
- informal digital decision-making

### Marking Scheme

The 5+10 makes it important to recognise that UPSC gives greater weight to one dimension of this dual role rather than treating the question as generic e-governance.

### Q.7(a)

**Contribution of Comparative Public Administration — 10+10=20**

## Syllabus Map

Comparative Public Administration → Current Status / Development of CPA

### **Core Demand**

Explain both:

- how CPA widened Public Administration's knowledge base
- how it created cross-cultural and cross-national understanding

### **Contributions**

CPA challenged:

- parochialism
- universal administrative principles
- Western institutional assumptions

It encouraged:

- empirical comparison
- ecological analysis
- contextual understanding
- administrative typologies
- comparative institutional learning

### **Historical Context**

Post-war decolonisation and the emergence of developing states exposed the inadequacy of purely Western models.

### **Thinkers**

Riggs, Ferrel Heady, Robert Dahl, Montgomery and the Comparative Administration Group.

### **Critique**

CPA encountered:

- ethnocentrism
- excessive model building
- difficult comparability
- weak general theory

Yet comparative analysis has become more important under globalisation rather than less important.

### **Q.7(b)**

**Rationality in policy-making — 5+10=15**

### **Syllabus Map**

Public Policy → Models of Policy-Making

Secondary: Simon

## Core Demand

Explain why complete rationality is difficult while also showing why the absence of rational analysis creates serious policy problems.

## Why Rationality Is Difficult

- incomplete information
- limited time
- uncertain consequences
- competing values
- political bargaining
- cognitive limitations
- institutional constraints

## Simon

**Bounded rationality** → decision-makers satisfice rather than maximise.

## Alternative Models

- Lindblom – incrementalism
- Etzioni – mixed scanning
- March and Olsen – organisational ambiguity
- evidence-informed policy approaches

## Why Absence of Rationality Is Dangerous

It may produce:

- arbitrary policies
- populism
- inconsistent objectives
- unintended consequences
- resource wastage
- policy capture

## Key Insight

The realistic goal is not perfect rationality, but **structured, evidence-informed and institutionally feasible rationality**.

## Q.7(c)

**Deficit budgeting in the era of liberal ideology — 3+6+6=15**

## Syllabus Map

Financial Administration → Budget  
Secondary: Development Dynamics

## Core Demand

Explain the developmental origin of deficit budgeting and assess its continuing relevance under a market-oriented economic regime.

### Initial Logic

Deficit budgeting enabled governments to finance:

- infrastructure
- industrialisation
- employment
- aggregate demand
- developmental expenditure

### Why It Remains Relevant

Even liberal economies use fiscal deficits during:

- recession
- pandemics
- financial crises
- infrastructure gaps
- climate transition
- strategic investment

### Risks

- inflation
- debt accumulation
- crowding out
- intergenerational burden
- fiscal dominance
- reduced policy credibility



### Central Insight

Liberalisation does not eliminate the developmental or stabilising role of fiscal policy.

What matters is:

- size of deficit
- economic cycle
- sustainability
- composition of expenditure
- productive versus consumption deficit

### Marking Architecture

3: origin/context

6: contemporary relevance

6: reasoned justification

This question is an excellent example of UPSC telling candidates exactly how not to over-write the introduction.

**Q.8(a)**

## Syllabus Map

Financial Administration → Accounts and Audit

Secondary: Accountability and Control

### Core Demand

Explain existing arrangements for public financial accountability and suggest improvements.

### Dimensions

Financial accountability today goes beyond correct accounting.

It includes:

- **financial integrity**
- **legality**
- **economy**
- **efficiency**
- **effectiveness**
- **performance**

### Existing Mechanisms

- legislative authorisation of expenditure
- budgetary control
- CAG
- Public Accounts Committee
- Estimates Committee
- Committee on Public Undertakings
- internal audit
- financial rules
- procurement controls
- performance audit
- outcome/performance budgeting
- digital financial management systems

### Improvement Agenda

- strengthen internal audit
- improve legislative follow-up
- connect expenditure with outcomes
- real-time digital audit trails
- greater fiscal transparency
- open procurement
- professional audit capacity
- improve accountability for off-budget liabilities
- strengthen performance indicators

### Analytical Insight

Modern financial accountability has evolved from merely asking:

“Was money legally spent?”

to additionally asking:

“Was it spent economically, efficiently and effectively?”

## Q.8(b)

### Modernisation of public services and global trends — 7+8=15

#### Syllabus Map

Techniques of Administrative Improvement → Modernisation / E-Governance  
Secondary: Introduction / Good Governance

#### Core Demand

Explain why public-service modernisation has become unavoidable and identify the global forces driving it.

#### Major Global Trends

##### Digital transformation

- online services
- mobile government
- cloud infrastructure

##### Data-driven administration

- analytics
- predictive governance
- AI

##### Citizen-centricity

- one-stop services
- personalisation
- user experience

##### Whole-of-government approach

- breaking departmental silos
- integrated service platforms

##### Network governance

- partnerships
- co-production
- public–private collaboration

##### Open government

- transparency



- open data
- citizen participation

### **Agility and resilience**

- rapid response to crises
- flexible organisations

### **Sustainable administration**

- green procurement
- climate-responsive public services

### **Evolutionary Perspective**

Modernisation reflects the movement:

**Traditional PA → NPM → Digital Era Governance → NPG / Public Value**

### **Marking Signal**

The answer should not turn into a generic discussion of e-governance. The question asks specifically for the **global trends driving public-service modernisation**.

**Q.8(c)**

**PERT and temporal uncertainty — 5+5+5=15**

### **Syllabus Map**

Techniques of Administrative Improvement → Management Aid Tools → PERT

### **Core Demand**

Explain the technique, evaluate its strategic usefulness and identify its limitations.

### **Basic Framework**

PERT is appropriate where activity duration is uncertain.

It uses:

- Optimistic time
- Most likely time
- Pessimistic time

Expected time is conventionally calculated through weighted estimation.

### **Strategic Utility**

- project planning
- sequencing of activities
- critical path identification



- attention to bottlenecks
- probabilistic treatment of time
- coordination of complex projects
- managerial focus on high-risk activities

### Limitations

- activity-time estimates may be subjective
- network becomes complex in very large projects
- assumptions regarding activity relationships may be unrealistic
- frequent environmental change makes networks obsolete
- limited treatment of resource constraints
- strong focus on time may underplay cost and quality
- frequent updating is required

### Comparison

PERT is probabilistic and uncertainty-oriented, whereas CPM traditionally uses more deterministic activity-time assumptions.

### Marking Scheme

5: framework/uncertainty

5: strategic utility

5: limitations

This is the most explicit three-part question in the paper and should produce a clearly three-dimensional answer.

### IX. MAJOR THEMATIC LEARNINGS FROM PAPER I, 2026

#### 1. Thinkers remain central, but rote thinker preparation is no longer enough

Taylor, Weber, McGregor, Maslow, McClelland, Dicey and Riggs all appear.

But UPSC asks:

**Can you apply the thinker?**

**Can you compare the thinker?**

**Can you locate the thinker in contemporary administration?**

That is a much higher level of preparation than memorising criticism and relevance.

#### 2. “Contemporary relevance” is becoming a recurring hidden directive

Taylor → Gig economy

Weber → NPM/NPG

Hierarchy → Modern organisations

Riggs → Developing nations

Deficit budgeting → Liberal economy

Public services → Global modernisation

A good Paper I preparation strategy should therefore contain a “contemporary application” layer for every major thinker and theory.

### 3. Interlinkages are no longer optional enrichment

Students often treat interlinkages as a device for scoring extra marks.

The 2026 paper shows that in many questions **the interlinkage itself constitutes the demand**.

For example:

Bureaucracy + NPM + NPG

cannot be answered adequately by writing a standard Weber note.

Similarly:

taxation + authority of law

requires both Financial Administration and Administrative Law.

### 4. Applied administrative theory is gaining ground

Work Study, PERT, technology, organisational forms, financial accountability and public-service modernisation collectively receive significant weight.

Hence Paper I cannot be prepared merely as a history of administrative thinkers.

### 5. Contemporary governance has not displaced classical administration

One of the strongest intellectual messages from the paper is continuity amidst change.

UPSC repeatedly tests the coexistence of:

- bureaucracy and governance
- hierarchy and networks
- state and market
- law and managerial efficiency
- classical theories and modern organisations

Thus, extreme propositions such as “bureaucracy is obsolete” or “hierarchy has disappeared” should generally be avoided.

The stronger answer recognises **hybridisation**.

## X. ANSWER-WRITING LESSON FROM THE 2026 PAPER

The most useful method for reading a question after this paper is:

**Question → Identify demands → Read marks attached to each demand → Identify primary syllabus unit → Identify secondary/interdisciplinary unit → Select relevant thinker/model → Decide relative answer-space → Write.**

The 2026 paper therefore turns one of the most important principles of answer writing—**understanding the demand of the question**—into something partially visible through the marks themselves.

A candidate should no longer merely ask:

“What topic is this question from?”

The candidate should ask:

**“What exactly has UPSC decided to reward inside this question, and how many marks has it attached to each part of that demand?”**

That, more than any individual topic, is one of the biggest takeaways from **Public Administration Paper I, 2026**.

### **THE MARKING CHALLENGE**

When UPSC writes **5 + 10 = 15**, **7 + 8 = 15**, **3 + 6 + 6 = 15**, etc., it is effectively making the **internal weightage of the question visible**. Earlier, a 15-marker might contain two or three demands but the candidate had to infer how much importance to give each. This year, UPSC is signalling much more explicitly how the marks are distributed across those demands.

For example:

**“PERT provides a sophisticated framework for managing temporal uncertainties in large-scale projects. Evaluate the strategic utility and inherent limitations of this technique in complex environments.” — 5+5+5 = 15**

This strongly suggests three assessable components:

1. Understanding/explanation of PERT and its role in managing uncertainty — **5 marks**
2. Strategic utility — **5 marks**
3. Limitations in complex environments — **5 marks**

So a candidate who writes 70% of the answer explaining PERT and gives only two lines on limitations is now much more clearly sacrificing marks.

The same becomes even more revealing in questions such as:

**“Deficit budgeting as a tool for stimulating economic development emerged with government investment and initiative. Is deficit budgeting still relevant in the era of liberal ideology? Justify your answer.” — 3+6+6 = 15**

Here UPSC appears to be telling the candidate that the introductory/background component deserves relatively little space, while the contemporary relevance and the justification constitute the substantive part of the answer. In practical terms, **do not write 100 words explaining deficit financing before answering whether it remains relevant**.

Similarly:

**Douglas McGregor’s ‘Professional Manager’... Explain how his idea of the ‘Professional Manager’ is distinct from Theory Y. — 7+8 = 15**

The answer cannot merely become an essay on Theory Y. Roughly comparable attention has to be given to:

- McGregor's conception of the **Professional Manager**, and
- its **distinction from Theory Y**.

### **What UPSC appears to be doing**

I would describe this as a movement from merely stating the **total marks of a question** towards indicating its **internal demand architecture**.

It has at least four implications.

**First, the question itself is becoming the answer framework.**

Candidates are being told more clearly what portions of the question the examiner intends to evaluate independently.

**Second, marks should determine answer-space allocation.**

A **5+10** question should not normally be written as 50:50. The 10-mark component should receive roughly twice the analytical attention of the 5-mark component. This need not translate mechanically into an exact word count, but the proportion must be visible.

For a 250-word 15-marker, for example, a sensible distribution could broadly be:

- 5-mark demand → around **70–80 words**
- 10-mark demand → around **150–160 words**
- small introduction/conclusion accommodated within this structure.

**Third, missing one component has become much more costly and much more objectively punishable.**

Suppose a question is **5+10** and a student addresses the 10-mark portion brilliantly but virtually ignores the first demand. The ceiling of that answer is effectively lowered before quality is even considered. The evaluator now has an explicit component against which marks can be withheld.

**Fourth, directive words have to be read component-wise.**

This is particularly important. Consider:

“Critically analyse the difference between Ferrel Heady’s focus on administrative structures and Fred Riggs’s ecological ‘Prismatic’ model. Which one of these frameworks provides a more effective tool for the study of developing nations? Examine.”

**7+8 = 15**

There are really **two intellectual tasks**:

- comparative/critical analysis of Heady and Riggs;
- a reasoned judgement regarding which framework is more useful for developing nations.

A candidate who beautifully compares the two thinkers but never takes a position on comparative utility has left a major chunk of the marks unanswered.

**But one caution**

One should **not interpret every number as requiring a separate heading or a rigid mathematical word count**.

The notation tells us about **evaluation weightage**, not necessarily presentation format.

For instance, **5+10** does not mean:

“Write Heading 1 for exactly 5 marks and Heading 2 for exactly 10 marks.”

A sophisticated answer may integrate the two demands. What matters is that the **relative depth, evidence, analysis and space devoted to each component correspond to the indicated marks**.

This distinction is important because otherwise students will produce very mechanical answers.

**The larger pattern in the 2026 paper**

What is particularly interesting is that UPSC has not done this uniformly.

Some questions simply carry:

**10**

or

**20**

while others carry:

**5+5=10**

**3+7=10**

**7+8=15**

**5+10=15**

**10+10=20**

**5+5+5=15**

**3+6+6=15**

That itself is informative.

Where the question contains **clearly separable intellectual demands**, UPSC seems to be exposing the internal distribution. Where the demand is substantially unitary, it often gives only the aggregate marks.

So for students a new reading rule for the 2026 pattern:

**Question → identify each demand → locate its mark weight → allocate argument, content and answer-space accordingly.**

In fact, for Public Administration answer writing, this may be one of the most consequential signals from the 2026 paper. It means that **“understanding the demand of the question” is no longer merely a generic answer-writing principle; UPSC has begun partially quantifying the demand itself.**

your **PASS** to enter **IAS**



APPENDIX - FULL QUESTION PAPER (ENGLISH TEXT VERSION)

**PUBLIC ADMINISTRATION**  
**PAPER I - UPSC CIVIL SERVICES (MAIN) EXAMINATION 2026**

**Time Allowed:** Three Hours

**Maximum Marks:** 250

**Question Paper Specific Instructions**

*Please read each of the following instructions carefully before attempting questions:*

There are **EIGHT** questions divided in **TWO SECTIONS** and printed both in HINDI and in ENGLISH.

Candidate has to attempt **FIVE** questions in all.

Questions no. **1 and 5 are compulsory** and out of the remaining, any **THREE** are to be attempted choosing at least **ONE** question from each section.

The number of marks carried by a question / part is indicated against it.

Answers must be written in the medium authorized in the Admission Certificate which must be stated clearly on the cover of this Question-cum-Answer (QCA) Booklet in the space provided. No marks will be given for answers written in a medium other than the authorized one.

Word limit in questions, wherever specified, should be adhered to.

Attempts of questions shall be counted in sequential order. Unless struck off, attempt of a question shall be counted even if attempted partly. Any page or portion of the page left blank in the Question-cum-Answer (QCA) Booklet must be clearly struck off.

*This appendix reproduces the complete English text of the question paper supplied for the analysis.*

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## SECTION A

**Q1. Answer the following questions in about 150 words each:**

**10 x 5 = 50**

**1(a)** "There is an urgent need to incorporate the contribution of other disciplines into debates and analyses about governance, not the prevalence of disciplinary silos." Comment.

**5+5=10**

**1(b)** The ideas of Frederick Taylor remain highly relevant in today's business world, in both the public and private sectors, including the "gig economy". Comment.

**5+5=10**

**1(c)** A transparent organisation keeps the staff in the loop. Describe.

**10**

**1(d)** Have governments under governance become more transparent and accountable? Elucidate.

**3+7=10**

**1(e)** "Dicey's three principles of the Rule of Law have been further developed to meet the immense needs of a democratic society." Discuss.

**5+5=10**

**Q2.**

**2(a)** Different paradigms of public administration deal with the questions of "How" and "Why", but do not negate the centrality of the discipline. Discuss.

**10+10=20**

**2(b)** Douglas McGregor's "Professional Manager" is a rational, emotive individual whose primary role is to work through the differences and build a managerial team. Explain how his idea of the "Professional Manager" is distinct from Theory "Y".

**7+8=15**

**2(c)** Individuals' perception of fairness and equity at the workplace motivates them to give their best. How can fairness and equity be reinforced to improve productivity in an entity? Discuss.

**10+5=15**

**Q3.**

**3(a)** Bureaucratic features have remained constant in organisations despite the development of different forms under NPM and Public Governance approaches. Give reasons for the persistence of these bureaucratic features.

**10+10=20**

**3(b)** There is no single best way to manage an organisation. Instead, it is about the optimal structure and strategic fit between the organisation's internal sub-systems and its dynamic external environment. Elucidate.

**5+10=15**

**3(c)** The fine demarcation between judicial control and judicial overreach disappears when judicial prudence is replaced by activism. Critically examine.

**5+10=15**

**Q4.**

**4(a)** Abraham Maslow propounded the theory of needs, which identified the basic needs that human beings have in order of their importance. McClelland believes that we all have three motivators, and individuals with different motivators exhibit distinct characteristics. Critically examine.

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10+10=20

4(b) Examine the tension between the functional efficiency of delegated legislation and the risks it poses to accountability and the rule of law.

5+10=15

4(c) Hierarchical structures do not align with the modern business world. Discuss the different forms of structuring modern organisations.

5+10=15

## SECTION B

**Q5. Answer the following questions in about 150 words each:**

10 x 5 = 50

5(a) The objective of policy sciences is to develop policy knowledge for better policy-making. Comment.

10

5(b) Administrative ethics is an abstract concept, and in practice, is an unresolved dilemma between "what is" and "what ought to be". Comment.

10

5(c) Is state-led development an artificial distortion of market forces? Analyse.

10

5(d) "No tax shall be levied or collected except by authority of law." Analyse.

10

5(e) Work study and Work measurement are techniques for improving administrative efficiency. Comment.

10

**Q6.**

6(a) "Liberalization, Privatization and Globalization (LPG) successfully resolved the structural crisis of the welfare state with emphasis on market efficiency, undermining the social equity goals essential to public service." Explain.

5+15=20

6(b) Critically analyse the differences between Ferrel Heady's focus on administrative structures and Fred Riggs's ecological "Prismatic" model. Which one of these frameworks provides a more effective tool for the study of developing nations? Examine.

7+8=15

6(c) New communication technology has not only enabled more robust public engagement with the government, but also serves as a new means of internal organizational teamwork. Discuss.

5+10=15

**Q7.**

7(a) The advent of Comparative Public Administration not only widened the knowledge of Public Administration, but also contributed to developing its understanding in a cross-cultural and cross-national framework. Examine.

10+10=20

7(b) Rationality in policy-making is a challenge, and its absence is a predicament for the policy process. Examine.

5+10=15

7(c) Deficit budgeting as a tool for stimulating economic development emerged with government investment and initiative. Is deficit budgeting still relevant in the era of liberal ideology? Justify your answer.



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3+6+6=15

**Q8.**

**8(a)** Financial integrity, compliance with laws and performance standards, and efficient, economical and effective service delivery performance are mandatory for every government. Discuss the existing practices in ensuring public financial accountability and also give suggestions to improve it.

20

**8(b)** "Modernization of public services has become an unavoidable priority of governments worldwide." Discuss the key global trends driving the modernization of public services in the light of the above statement.

7+8=15

**8(c)** PERT provides a sophisticated framework for managing temporal uncertainties in large-scale projects. Evaluate the strategic utility and inherent limitations of this technique in complex environments.

5+5+5=15

*END OF QUESTION PAPER*