



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

A Study On Future Prospects Of Public Administration In India

Anjan Kaur

Assistant Professor Public Administration

Government College Arki (H.P.) (India)

ABSTRACT

The field of public administration has seen a dramatic transition from the traditional Weberian model, which focused on Western philosophies, to the neoliberal model, which is based on a universal theory supported by the World Bank. Yet the field is particularly context-driven and dependent on the society in which it is practiced, and none of these models are good for it. The subject was first taught in India as a sub-discipline of political science and was available in only a few institutions before the country's independence. But after independence it was Appleby who established it as a separate course of study in a number of universities. The discipline gained a lot of attention when it was added as a compulsory item in the Indian Civil Services UPSC syllabus. However, the limited scope of the study and excessive concentration on technical details prevented it from attracting the best minds. An examination of the research inquiry in this area reveals a fundamental weakness: it is a goal-oriented activity that ignores the socio-economic and political environment in which it is situated. In order to combat administrative corruption and preserve the spirit of ethics in administration, the recommendations of the Administrative Reforms Commission resulted in the establishment of several organizations and the adoption of certain legislation. Maintaining public administration's methodological diversity, context-specific approach and public character is therefore essential to the survival of the field as a practice in the face of an ever-changing global environment.

Keywords: Public Administration, Western methodology, Political Science, Governance, Re-conceptualization, Ethics, Neo-liberal perspective.

1. Introduction

Public Administration (PA) is not a general subject; rather, it is a specialized study of any society. Our reliance on Western forms of governance is one of the main reasons for the lack of independent research in this area. This made it difficult for us to understand the unique socio-cultural domains of governance in non-Western countries. A number of Indian university public administration curricula are concerned about this. A group of academics has delved into the background of the development and nature of this topic in post-independent India. They attempt to re-conceptualize the subject by incorporating the peculiarities of our culture while keeping in mind Western ideologies. The basic idea is that generalizations about this area of research are inappropriate. Woodrow Wilson's 1887 speech emphasizing the "public" side of administration has recently faded into the background when the World Bank adopted the term "government". But it is important to realize that this field of study is not all about theory and goals; it is about using "public administration" to serve the interests of the population. Thus, the theoretical limitations of the study by World Bank standards appear to be a significant cause for concern for modern research. Universities include this ongoing debate when building their curricula on the subject, as it revolves around the conventional "publicness" of the subject and the language around "governance" (Chakraborty, 2014).

2. Arguments for the study

The main argument is that PA depends on the specific environment and that its goal cannot be examined by excluding the "public" side of governance. Another argument states that PA is an applied field that includes the function of "politics" and that scholarly study on this topic is lacking due to the emergence and building of the widely recognized "network society". As academics in India are more concerned with other areas of social sciences, PA is a neglected subject. The unique characteristics of public administration in India with its different institutional, political, economic and social environment as well as the colonial impact are the main reasons for the lack of interest in this subject.

3. Scope of the study

In various fields, the government issues laws, policies and regulations. It uses a number of ministries and agencies to implement these policies. Appropriately fulfilling these government goals and initiatives is part of public administration. In order to provide services to the citizens, the government oversees a large number of institutions. Government institutions include courts, police stations, post offices, hospitals and schools. These organizations depend on public administration to function effectively and provide quality services to citizens. The government collects taxes from the people. It also generates income from other sources. The public administration supervises the proper collection and distribution of these funds. One aspect of public administration is effective financial management. The government appoints a large number of officials and workers at various levels. Public administration facilitates the recruitment of suitable people for government positions. Police officers learn from him how to properly perform their duties. It is in charge of administering the terms of employment and promotion of government employees. The purpose of

government activities is to ensure the well-being of the population. It implements a number of social initiatives. Public administration helps ensure that these social projects are implemented fairly and successfully. It makes programs available to deserving people.

4. Objectives of the Study

1. To study the concept of public administration.
2. To study the future possibilities of public administration in India.

5. Methodologies of study

There are several methodological problems in understanding the topic. The most significant point is that Indian philosophy is a blind copy of Western philosophy which tends to limit thinking and overlook concerns affecting governance. But since the 1970s, when a number of scholars questioned the Western method of derived knowledge and emphasized the development of models based on prevailing socio-economic conditions, we have seen some modifications. As a result, our approach to the topic as "natural truth" based on empirical data has undergone substantial modifications. The search has already caused a re-evaluation of some of the methodological tools used to investigate the topic. This showed that PA is an essential element of governance and that, given the coverage of extremely complex social, economic and political systems, the researcher must inevitably have an interdisciplinary background. A survey of the literature from the 1970s shows that analysts conducted empirical research based on the interconnectedness of areas of interest. They found that this required strict and thorough discipline, rather than a mere emphasis on bureaucracy. It is important to recognize the wider social framework that shapes the actual presence of bureaucracy in practice. Our thorough investigation made us realize the limits of the subject and made us rethink the methods we used to educate undergraduate students. Assumptions from Western sources, combined with presumed weaknesses in descriptive research, have led to a distorted form of PA with no scientific basis for practical implementation. Despite its ideological effect, the subject was clarified at the First Minnowbrook Conference (1968). In order to understand PA, which was periodically renamed for obvious reasons, a younger generation of researchers advocated the application of techniques and elements from many areas of the social sciences (Waldo, 1971). Although PA is now considered a pillar of political science, it started small with only a few members of academic fraternities participating. Official involvement in identifying an administrative problem and offering a possible remedy is contrary to academic interest. The two groups have a striking communication gap and do not seem to understand the need to exchange ideas, theories, techniques and case studies. Government data is still a valuable source for concept development and for secondary data to support research.

6. The beginning of the journey

Before 1937, Indian universities did not recognize PA as a separate discipline. However, in the same year, Madras University started a diploma program in PA, and the following year, Allahabad University (AU) started a self-government course. In less than four years, the following universities started offering the PA diploma: Aligarh Muslim University (AMU), Patna University (PU), Osmania University (OU) and Lucknow University (LU). The impasse was finally broken in 1949 with the establishment of a full-fledged PA department at Nagpur University (NU). The Indian Institute of Public Administration, founded by Paul Appleby in Delhi in 1954, is currently in charge of training IAS officers of various seniority levels. In 1956, Paul Appleby established separate PA departments at Jaipur and Chandigarh universities. Since the subject

was made compulsory for the All India UPSC Civil Services Examination in 1987, universities across the country have seen an increase in the number of students enrolled in the examination (Appleby, 1967). Paul Appleby was an adherent of the Weberian model, who believed that state involvement was the only way to achieve socio-economic reconstruction, and that bureaucracy alone was responsible for achieving the goals. But to do so is to ignore the broader perspectives of the social sciences while trying to solve administrative problems. In order to make the administration more efficient, the PA subsequently became more career-oriented, as can be seen in the hiring of staff from the broad ranks. This tends to change the subject to suit the needs of the client while ignoring the wider social context in which the administration is based.

This is counterproductive because it diverts our attention from the broader socio-economic and political paradigm and narrows the debate, perhaps stealing its essence in the process. This subject is taught in many institutions to prepare students for competitive exams that lead to employment, which in itself is counterproductive as it has been reduced to a training exercise and will undoubtedly lose its distinctive character as a vital component.

7. Shortcomings of the discipline

Research on this topic has a number of unclear areas. The topic is still mentally retarded because it lacks a defined field of inquiry. Moreover, because it ignored the socio-economic context in which it was founded, it never developed into a useful tool for assessing the administrative situation of post-independence India. As an analytical tool, it was ineffective because it was unable to adequately explain the actual administrative background, political process, social structure, constitutional pattern, actual state behavior and nature of government (Bhattacharya, 1997). Thus, it was unable to understand the nature of PA in post-independent India and failed to become an organic and established character. It stifles research into the connections between theory and context, draining the vitality and diversity of the subject. First, as long as it persists, it will never be able to get beyond the cultural bias of the American and European models and become a leading area of explanation. Second, the vitality of the discipline has been sapped by attempts to turn the subject into an instrumental, goal-directed exercise. It now focuses solely on honing specialized problem-solving skills regardless of the socio-economic or political context in which they arise. Ultimately, the above factors have created a highly compromised entity that lacks the authority to identify appropriate remedies for existing administrative deficiencies, nor the ability to provide an independent remedy. As a result, the development and character of the subject is unclear, which makes it impossible for it to function independently as a separate field of social science studies. The survey also highlights the fact that the topic has failed to attract the brightest minds in the country due to the aforementioned factors, making it a less attractive topic for research. However, the field has attracted academics from a number of other disciplines, including sociologists, historians, political scientists and even administrators, all of whom have made significant contributions to understanding the complex and diverse nature of public administration in India. These publications can greatly benefit from research on topics such as the dynamic nature of India's bureaucratic paradigm and rural and urban local government.

8. Efforts to revive the discipline

Since the 1980s, a number of Indian institutions have been trying to rethink the field. It was felt that understanding the subject only intellectually was insufficient and that the current socio-economic background must be understood in order not to render the exercise useless. It should be reemphasized that the profession is a process-driven endeavor to understand and manage social problems rooted in administrative functioning. The topic of PA includes cutting-edge ideas that have been tested by academics and researchers in a variety of contexts. Many universities have made field trips to government offices and other administrative places mandatory for their students as part of teaching this discipline because of the practical aspect of the subject. In this context, it is crucial to keep in mind that governance encompasses the full range of actions necessary to mainstream the neoliberal paradigm of governmental operations. As a result, the discipline is constantly evolving from its inward orientation to the need to focus on the effect of the ongoing globalization process and its implications for national government.

9. Improvements in management

The Government of India appointed two administrative reform commissions in 1966 and 2005 and the recommendations of these commissions had a major impact on the administration. He emphasized the importance of civil society groups and recognized the need for mutual involvement between bureaucracies and such organizations, in contrast to Weber's model, which advocates a strictly hierarchical and mostly status quo arrangement. These initiatives have expanded the scope of the Indian bureaucracy by focusing on involving non-state players in its operations. By promoting the creation of a market economy, the reduction of bureaucracy, and the active involvement of civil society, the World Bank supported the idea of globalization. This concerns developing countries as they are already dealing with very sensitive issues such as the ethics of governance and indirect obstacles that include social and political aspects. The Government of India introduced a number of measures to eradicate administrative corruption in response to the recommendations of the Santhanam Committee (1964). A number of new institutions were also created, including the Central Vigilance Commission, the Comptroller and Auditor General of India and the Central Bureau of Investigation. By providing public access to government information, the Right to Information Act 2005 also aims to develop ethics in governance (2nd ARC Report, 2007).

10. Challenges faced by the discipline

Publications on PA as a separate field in India highlight the benefits and risks for academics working on an educational project, particularly in Indian institutions. This hinders the development of the discipline as a separate entity and is a major disadvantage. Nevertheless, the ongoing efforts of the Government of India to understand this area and develop new approaches that take into account different situations and increase the effectiveness and relevance of governance are encouraging.

11. Conclusion

Solving the internal weakness of PA as a subject is challenging. However, when strategically applied to day-to-day management, it provides solutions that allow discipline to be easily implemented in practice and dependent on specific actions related to certain circumstances. The field must be more tolerant of the problem, respect interdisciplinary theories and ignore methodological jargon. Liberalization, privatization, globalization and the fall of the communist regimes of the Soviet Union inevitably resulted in changes in

administration. These adaptations are usually not traditional, but rather context-specific. The subsequent diversity of methods and changed administrative realities, together with the blurring of national boundaries and the emergence of global governance, have improved the field. However, there are also disadvantages as neoliberals sometimes generalize the field by dictating a “universal design” that damages the “public” side of the field (Bhattacharya, 2013). In conclusion, the main objective is to reinvent the discipline by highlighting its people-centered aspect, and academicians and researchers have the responsibility of creating different teaching modalities to disseminate knowledge related to the discipline in different teaching centers, which will determine the future of the discipline.

References

1. Dwight Waldo (ed.), *Public Administration in a Time of Turbulence*, Chandler Publishing Co, New York, 1971.
2. Paul Appleby, *Public Administration in India: Report of a Survey*, Cabinet Secretariat, GoI, 1967.
3. Mohit Bhattacharya, *Crisis of Public Administration as a Discipline*, Jawahar Books, New Delhi, 1997.
4. V Bhaskara Rao (ed.), *Movements and Public Administration*, Kalpaz, New Delhi, 2011.
”Ethics in Governance” in the Second Administrative Reforms Commission Report, Government of India, New Delhi, 2007.
5. Mohit Bhattacharya, *New horizons of Public Administration*, Jawahar Publishers, New Delhi, 2013.
6. V Jagannadham, *Public Administration and the citizen: How far Public Administration can be public*, *Indian Journal of Public Administration*, July-September, 1978.
7. Interim report, *Problems of redress of citizens’ grievances*, Administrative Reforms Commission, Government of India, 1966.
8. R B Jain, *Contemporary issues in Indian Administration*, *Indian Journal of Public Administration*, October-December, 1978.
9. V K N Menon, *University teaching of Public Administration in India*, *International review of Administrative Sciences*, 1959.
10. Bidyut Chakrabarty, *The study of Public Administration in India: A chequered journey*, *Indian Journal of Public Administration*, Volume LX, No.1, 2014.