

Semester – VII
Discipline Specific Elective – DSE -II 7.3

Civil Services in India: Steel Frame of Public Administration or Red Tape
Undermining the System from Within

Offered by Department of History, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisites of the course (if any)
Civil Services in India: Steel Frame of Public Administration or Red Tape Undermining the System from Within	4	3	1	0	Pass in class XII	NIL

Learning Objective:

By the end of this course/module, students will be able to:

Understand the historical evolution of civil services in India and the significance of the “steel frame” metaphor in administrative development, and also understand the structure, functions, and recruitment processes of the Indian civil services, including the roles of IAS, IPS, and other public officials. The students will be enriched by the understanding of the challenges facing the civil service system today, such as red tape, inefficiency, politicization, and corruption. Through historical analysis, case studies, and policy reviews, the course investigates whether India’s civil services are upholding administrative efficiency or perpetuating red tape and stagnation.

Learning Outcomes:

Learning outcomes expect the students to acquire the ability to:

- Understand the origin, evolution, and institutional structure of the Indian civil services within the broader framework of public administration.
- Interpret the symbolic and functional role of the civil services and identify and explain the key challenges affecting the effectiveness of civil servants.
- Critically evaluate the views of scholars and commentators on the decline of bureaucratic integrity and performance.
- Analyze key administrative reforms and policies aimed at enhancing accountability, transparency, and efficiency in the civil service.
- Compare and contrast India’s bureaucratic system with those of other democratic nations to derive lessons and best practices.
- Develop informed opinions and arguments about the present and future role of the Indian civil service, supported by historical and empirical evidence.

Practical Components:

- Students will analyze real-life examples of both exemplary and problematic civil service interventions (e.g., election reforms under T.N. Seshan and E. Sreedharan).

- Students will research and argue from multiple perspectives, enhancing critical thinking.
- Students will write a short policy brief proposing a civil service reform (e.g., improving performance appraisal, strengthening accountability mechanisms).
- Q&A session for students to directly engage with practitioners.
- Simulate a UPSC-style interview or group discussion on issues related to public administration.

Syllabus

Unit 1

Introduction to Civil Services: Historical Development of Civil Services in India (12 HOURS)

Definitions and scope; Bureaucracy in theory (from Chanakya's Arthashastra to Weber's Ideal Type); Public vs private administration; ICS under British rule; Lord Curzon's "Steel Frame" metaphor; The transition to IAS post-1947.

Unit 2

Structure and Role of Indian Civil Services: Critique and the Red Tape Metaphor (10 Hours)

Central and State Services, All India Services (IAS, IPS, IFS), Recruitment and training (UPSC, LBSNAA); Politicization and inefficiency arguments, Relationship with political executives, Bureaucratic neutrality and accountability, Case studies of bureaucratic success and failure.

Unit 3

Case Studies in Excellence and Breakdown: Comparative Bureaucracy (11 hours)

E. Sreedharan (Metro Man), T.N. Seshan (Election Commission reforms), Cases of bureaucratic inaction/red tape (e.g., disaster response delays); Comparing India's civil service with systems in the UK, Singapore, and the USA; Lessons and models of efficiency

Unit 4

Civil Service Reforms in India: The Future of Civil Services in India (12 hours)

ARC reports (1st & 2nd), Performance-based appraisals, Lateral entry and digital governance; RTI Act and transparency measures; Role of vigilance and auditing bodies (CVC, CAG); Famous cases of corruption involving civil servants; Youth and bureaucracy: Motivations and challenges; Role of technology, AI, and data in public service; Vision for a responsive, transparent bureaucracy

Suggested Readings

Books

- Arthashastra by Chanakya
- Ain-i-Akbari by Abul Fazl
- The Story of the Integration of Indian Princely States by V.P. Menon
- Before Memories Fade by Fali Nariman
- The Parliamentary System by Arun Shourie
- Indian Administration by S.R. Maheshwari
- Public Administration in India by B.L. Fadia

- 2nd Administrative Reforms Commission Reports
- Excerpts from Weber's Theory of Bureaucracy
- The Indian Bureaucracy by T.N. Chaturvedi
- The Steel Frame: A History of the IAS by Deepak Gupta
- The Accidental Prime Minister by Sanjaya Baru
- Ethics, Integrity and Aptitude by G. Subba Rao & P.N. Roy Chowdhury
- Challenges to Indian Bureaucracy by Yogendra Narain
- Pratap Bhanu Mehta (Essays) – On bureaucracy, state capacity, and reform in India

Semester VII

Discipline Specific Elective: DSE-II 7.4

Title of the Paper: Quantitative Methods for Research
Offered by Economics Department, College of Vocational Studies

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
VII	Quantitative Methods for Research	4	3	1	0	Class 12th Pass	Nil

Course Description

The course on Quantitative Research Methods aims to help students understand different research methods, especially qualitative ones. It will teach them how to use various quantitative techniques in different research situations. The focus will be understanding quantitative methods, the based on statistical tests, and practical experience with computer tools for data analysis. This will help students think carefully about how to design research, collect and analyse data, and understand the importance of basics for studying real data.

The course offers the conceptual and methodological issues in details that go into successful conduction of a scientific research. That includes the theoretical and methodological approaches in measurement, proposing and testing hypotheses, scientific communication and the ethical issues in the practice of science

Course Objectives:

1. Understand quantitative and qualitative research methods.
2. Recognize concepts of descriptive and inferential statistics.
3. Learn central tendency and dispersion methods.
4. Interpret elementary statistics results.
5. Introduce correlation and regression analysis to students.
6. Graphically represent empirical data.
7. Familiarize students with Excel for empirical analysis.