



LUKMAAN IAS

ONLINE/OFFLINE

Lead with Edge

PUBLIC ADMN CSE MAINS 2017

The benefit

I joined LUKMAAN IAS in 2014 for public Administration test series, GS test series and later on joined essay test series and ethics case studies classes. One special thing about Anasir Sir is the background works he does for setting the test papers. Questions were new and innovative which helped us checking our depth understanding. Anasir Sir himself checked the papers and constantly pushed for writing specific, properly structured answers. Further, Pub Ad class discussions were very systematic and updated with contemporary issues.

I sincerely owe a lot to Anasir Sir for my success. His humble nature helped us to easily approach him for any guidance.

Purna Borah
PURNA BORAH
AIR-149, UPSC 2017

of integrated guidance

Highest Marks

In Pub Admn

311



LUKMAAN IAS
AIR-149
PURNA BORAH

To his strategy, [click here](#)

For Five Years, The Highest Marks From Public Admn Optional Has Been From Lukmaan IAS

2017



PURNA BORAH

MARKS
AIR - 149
311

2017



ABHISHEK J. JAIN

MARKS
IRS-2015
320

2016



ABHILASH MISHRA

MARKS
AIR - 05
334

2015



ASHWINI PANDEY

MARKS
AIR - 34
267

2014



TUSHAR SINGLA

MARKS
AIR - 86
287

2013



UDITA SINGH

MARKS
AIR - 46
231

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& 9654034293

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CSE-2016

AIR-05

ABHILASH
MISHRA



“One who broke 4 years records of highest ever marks in Public Administration”

MARKS PA: 334
GS: 444

The real credit of my success goes to LUKMAAN IAS. The institute not only provided academic guidance but also motivational support during my UPSC journey.

I owe my conceptual clarity, presentation and writing skills in GS papers, essay, ethics case studies and public administration to LUKMAAN IAS.

I would like to give special credit to Ansari Sir's tireless efforts and personal guidance for my performance.


Abhilash Mishra
ABHILASH MISHRA
AIR-05 UPSC 2016

TEST SCHEDULE FOR MAINS 2018**FOUNDATION+CONTEMPORARY+CURRENT BASED ON UPSC PATTERN****ONLINE****PUBLIC ADMINISTRATION****OFFLINE**

T.N.	Chapters	Level	Date
	WRITING SKILL DEVELOPMENT PROGRAM & STRATEGY SESSION		13 Oct. (Time: - 2-4:30 pm)
I	Chapt. I- Introduction	Foundation	20 Oct. 2018
II	Chapt. I- Introduction Discussion of Test-I	Contemporary Developments & Current	27 Oct. 2018
III	Chapt. II- Administrative thought Discussion of Test-II	Foundation & Contemporary	10 Nov. 2018
IV	Chapt. III- Administrative behaviour, Chapt. IV- Organisation Chapt. VII- Comparative administration Chapt. VIII- Development dynamics Discussion of Test-III	Foundation	24 Nov. 2018
V	Chapt. V- Accountability and Control, Chapt. VI - Administrative Law Chapt. X - Public Policy Discussion of Test-IV	Foundation	08 Dec. 2018
VI	Chapt. III- Administrative behaviour, Chapt. IV- Organisation Chapt. VII- Comparative administration Chapt. VIII- Development dynamics Chapt. V- Accountability and Control, Chapt. VI - Administrative Law Chapt. X - Public Policy Discussion of Test-V	Contemporary Developments & Current Based on UPSC Pattern	15 Dec. 2018
VII	Chapt. IX- Personnel Administration, Chapt. XI- Techniques of Administrative Improvement, Chapt. VIII- Civil Services (Paper II) Chapt. X- Administrative Reforms since Independence (Paper II) Discussion of Test-VI	Foundation + Contemporary Developments Based on UPSC Pattern	29 Dec. 2018
VIII	Chapt. I- Evolution of Indian Administration (Paper II), Chapt. II-Philosophical and Constitutional Framework of Government (Paper II) Chapt. IV- Union Government and Administration Chapt. VI- State Government and Administration Discussion of Test-VII	Foundation + Contemporary Developments Based on UPSC Pattern	12 Jan. 2019
IX	Chapt. III- Public Sector undertakings Chapt. V- Plan and Priorities Chapt. IX- Financial Management Chapt. XII- Financial Administration (Paper I) Discussion of Test-VIII	Foundation + Contemporary Developments Based on UPSC Pattern	19 Jan. 2019
X	Chapt. VII- District Administration since Independence, Chapt. XI- Rural Development Chapt. XII- Urban Local Government Chapt. XIII- Law and Order Administration Chapt. XIV- Significant issues in Indian administration Discussion of Test-IX	Foundation + Contemporary Developments Based on UPSC Pattern	02 Feb. 2019
XI	Committees/Commissions Reports Reports of Ministry/Departments Schemes and Programs Reports of NITI Aayog Current Developments on all chapters' relevant topics Discussion of Test-X	Contemporary Developments & Current Based on UPSC Pattern	09 Feb. 2019
	Discussion of Test-XI		16 Feb. 2019
XII & XIII	Mock Test Paper I (Time: - 10 am to 1 Pm) Mock Test Paper II (Time: - 2-5 pm)		23 Feb. 2019
No discussion on Test XII and XIII (Only model answer)			

TEST TIME: 10:00 AM – 01:00 PM**DISCUSSION TIME: 2:00 PM – 5:00 PM**

PUBLIC ADMN CSE MAINS 2017



AIR-97
AZAR
Z I A

I would like to thank the faculty of Lukmaan IAS, especially Salamuddin Sir and Dr. Mujtaba Hussain for their help and guidance. The Mains Test Series conducted by Lukmaan IAS was very useful. Salamuddin Sir's depth of knowledge in Polity, Governance, Ethics and Public Administration is unparalleled. The Test Discussions and the Optional Class lectures were really useful to me and helped me sail through the UPSC Exam with flying colours.

Respect.
Azar Zia
(AIR-97 UPSC 2017)

ENHANCE YOUR WRITING SKILL

THE PREFACE

Generally, the aspirants' main focus is to write answers so that the paper is completed on time. In that intense pressure, it hardly matters that what exactly is being asked by the question, especially the key terms used in the questions and the pre-fix or the suffix mentioned in the question, for example, analyse/describe/explain, etc., therefore, there is a mismatch between the demand of the question and what actually has been written.

Most students know their subject, the concepts, theories and topics but they do not know how to present them. Remember.

EXAMINATION IS AN ART AND NOT NECESSARILY A TEST OF KNOWLEDGE.

You often see a student who has studied less hours but do well in examinations. Those who burn their midnight oil for nights and nights together and do not even pick up the calls of near and dear ones` do not do well in their examinations. Why so? They often blame their bad luck, some bad omen, curses of the hated ones. Quit this blame game, don't curse your labour and sincerity. Probably the cause lies in your lack of **writing skill**.

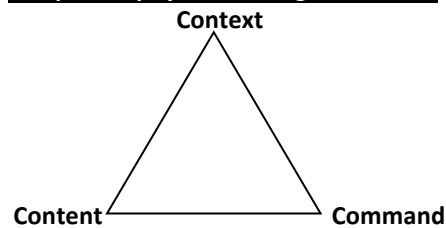
Give some thought to this, for every question of GS and Optional you follow a pattern of writing answers in which you normally first introduce the topic or the problem, then you write all aspects in different paragraphs and then you write a good conclusion. You have not written anything wrong but you don't get good marks. The question is why? We think you did three things or at least one of them:

THE THREE PRINCIPLES THAT YOU IGNORE IN UNDERSTANDING QUESTIONS

- | |
|--|
| 1. You did not read the questions very sincerely |
| 2. You did not care for the directions or commands or demands or whatever you may call it like Discuss, critically examine, Explain, Illustrate etc. |
| 3. You did not give attention to the context of the question, parts of the question and the interrelation of the questions. |

PLEASE, PLEASE AND PLEASE read the questions as sincerely as possible followed by

- Take your time in selection of the questions
- Write first that question answer you are most prepared
- Focus on the substance of the answer rather than length
- There should be a balance between quantity and quality
- Relate with context, content and command of the question

The philosophy of 3Cs for good answer**THE LENGTH OF THE ANSWER HAS LESS RELEVANCE THAN THE SUBSTANCE**

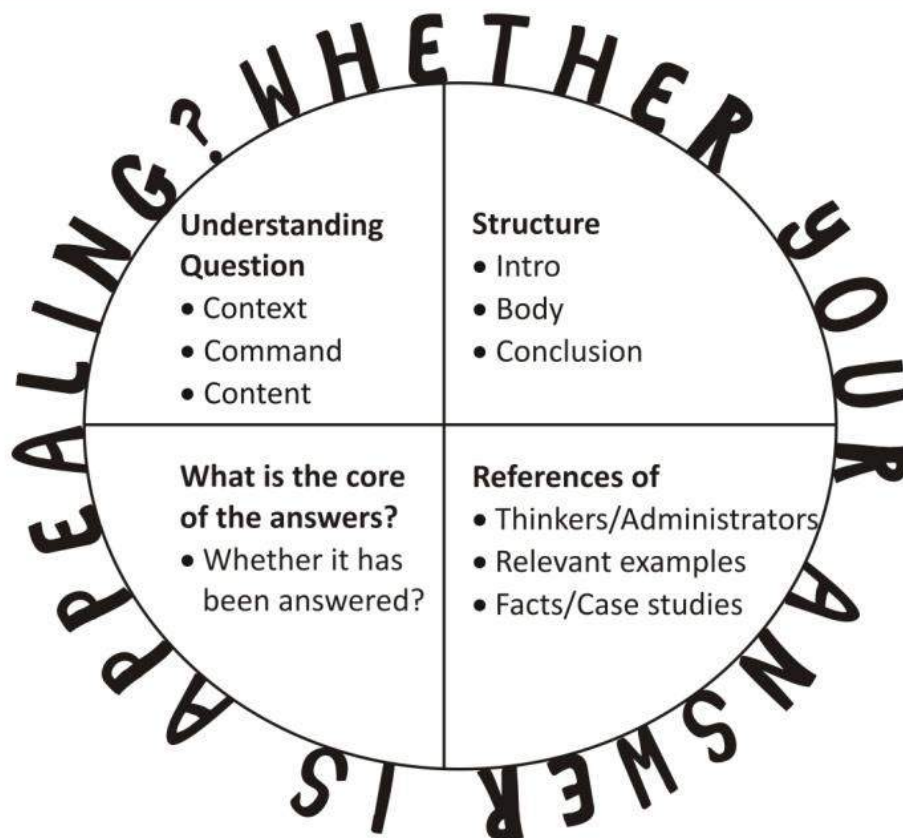
You may say, Sir, where is the time to brood so much, I will miss the answers. We must tell you don't write the maximum number of words you are allowed. There is a limit on the maximum words but not one on the minimum but then the words must be adequate. In writing your answers you write the first paragraph in essay form and the rest in points but the last paragraph of conclusion should be in essay form. There can be changes in this scheme if there is expediency.

So, to come to the main point; Read the question carefully and decide on three things:

1. What is the exact meaning of the question?
2. How many parts the question has?
3. What are the directions, demands or commands of the question?

Explanations

1. How better one understands the meaning depends upon the level of knowledge and understanding on the subject-matter /topic on which question has been framed.
2. The context of the question means largely why/when/what of the question.
3. A question can have different parts which may require answering to all parts.
4. One should have better understanding of Pre-fixes and suffixes which determine the command and direction of the question.

FOLLOW THE FIVE FUNDAMENTALS OF A GOOD ANSWER

UNDERSTANDING TERMINOLOGIES USED IN QUESTIONS

It is the pre-fix or suffix of the question which determines direction and command of the answer. It is for your convenience, we are trying to make explicit what is meant by these words and what you will write.

Terminology	Meaning and Demand
Discuss	In discuss you have to write two or all the aspects of an issue. Don't criticize, simply present all the sides in an analytical manner. As the conclusion you write a brief summary of all the sides.
Critically Discuss	<p>Critically discuss again has to aspects. In discuss one writes two aspects or all aspects of an issue or the problem. Discuss is an elaboration in which all the aspects of a problem, issue and a phenomenon are to be presented. Critically discuss is a popular command. Critically discuss indicate, one has to present all the aspects by examining its pros and cons. One does not only present all aspects but evaluate the different aspects.</p> <p>Critically discuss refers to examine either two aspects or aspects by examining aspects. One has to give the plus points and minus points of a phenomenon. For example, one has to critically discuss the Gandhian view of nonviolence. In this one has to see the plus points of nonviolence and one must give the example of India's national struggle. Then one has to severely criticise the concept of non-violence and cite all the negative aspects of nonviolence.</p>
Explain	<p>It is also a common directive. You write the meaning of the problem, all aspects involved in it. You simply try to write all the why which may emerge in the problem. We can give an example; Why smart city programme, this has to be written in 'explain smart city. Explain is the answer to all 'why'. It touches and explores all aspects.</p> <p>Explanations require you to write the context of the question. You explain or convince by providing this context. In simple terms you write all aspects without any criticism and your opinion.</p>
Critically examine, examine and evaluate	<p>These all indicate the same meaning. You first write after two lines of introduction, a brief statement of what the idea or presentation is. Only then you evaluate, criticise or examine. Examine does not mean only a rejection of the idea it also means support and praise. In such questions you do not criticise on your own. You are not eligible to criticise as scholars. Criticise on the basis of scholar's views.</p> <p>In nutshell, you should demolish the proposition.</p>
Comment	<p>Generally, this is presented at the end of the question and so it is called suffix. In comment, you write the different aspects of a problem or issue or the topic in an analytical manner and you also give your opinion.</p> <p>In comment the whole problem or issue is presented and different aspects and different views are presented related to the issue or the problem. No criticisms are to be attempted. Criticism is the view of a scholar and comment is your view.</p>

Critically Comment	<p>Critically comment is a double evaluation in simple terms. In comment one has to give one's view on any particular issue. In comment one has the liberty to make any comments showing the for or against views. The comment is not baseless. It requires you to do a general perusal and then you comment. This general perusal is also a type of evaluation.</p> <p>Critically comment requires you to show all the aspects with an evaluation which is systematic and on concrete grounds. One has to meticulously see one by one all issues issue. The evaluation is on certain criteria. This evaluation must indicate the merits and demerits of the given topic or problem.</p> <p>Critically comment therefore, indicate to comment after evaluation in a systematic way. Comment is the view of some body in a deliberate manner but when it is critically comment then the view has to be given after systematic evaluation. For example, if one has to comment on the question of nationalism, one can simply say nationalism is sacrosanct and nobody should be allowed say anything against it. The other non-critical comment can be nationalism has many bases and there can be different views on it.</p> <p>Critically comment has to go by an evaluation of the principle of nationalism and then one takes a position. One has to evaluate both the consequences of nationalism and also the positive effects of nationalism.</p>
Analyse	<p>It is also a very frequent directive. You simply remember one analogy. As the medical students dissect insects or human organs in their laboratories so you analyse a problem. You go deeper, you want to see the inner meanings.</p>
Critically Analyse	<p>We have already presented the meaning of analyse. One has to dissect any phenomenon trying to go deeper and present the causes of any phenomenon. This requires one to go inside any phenomenon and do the drain searching. Critically analyze means one is an intense drain inspector. One does not only show the underlying causes of a phenomenon but show all other dimensions.</p> <p>Critically analyze requires any one to show the underlying causes but also the plus and minus of any cause. This refers to seeing and imagining all the interrelated aspects of the causes. This is in-depth and analyzes underlying and interrelated causes. For example, one has to critically analyze the problem of black money in India. One has to write the sources of black money, the causes of black money, why it is difficult to identify black money, how other countries like USA have done this. Critically analyze does not mean you have to more rather deeper causes in very brief.</p>
Describe	<p>It is the simplest directive. Describe is the description of a phenomenon or a simple statement of facts. In describe neither you criticise nor you analyse. You directly write about the apparent features. You write in straight way the features.</p>
Illustrate, Elucidate, Enumerate and Elaborate	<p>They are almost identical terms. Normally in central services examinations 'describe' is not given but other queries are there. In all these cases you state the facts or arguments in a straight forward manner. No criticisms should be attempted. Detailed description is required.</p>
Distinguish	<p>It indicates a directive when you have to write the differences between two or more phenomena. You distinguish all aspects.</p>
Compare	<p>It is a directive in which you first, in very brief present the meanings of the phenomena you are to compare. Then you write the differences as well as</p>

	similarities of the two. In the conclusion when you are summarizing write what are more, the similarities or the differences.
Substantiate	It means you have to prove a particular proposition. You give only positive aspects. You present your arguments as a lawyer. You convince the examiner.

SUGGESTED READING

PAPER-I

- 1. Introduction**
 - (i) Mohit Bhattacharya's New Horizons of Public Administration
 - (ii) Nicholas Henry's Public Administration and Public Affairs
- 2. Administrative Thought**
 - (i) Brian R. Fry & Raadschelders' Mastering Public Administration
 - (ii) Nicholas Henry as above
 - (iii) Paul Hersey & Blanchard's Management of Organisational Behaviour.
- 3. Administrative Behaviour**
 - (i) Mohit Bhattacharya's as above
 - (ii) Nicholas Henry as above
 - (iii) Paul Hersey & Blanchard's as above
 - (iv) Stephen Robins' Organisation Behaviour
- 4. Organisation**
 - (i) Mohit Bhattacharya's as above
 - (ii) Nicholas Henry as above
 - (iii) IIPA Journal (Special Issues)
 - (iv) Awasthi and Maheshwari- Indian Administration
- 5. Accountability and Control**
 - (i) Fadia and Fadia as above
 - (ii) D.D. Basu- An Introduction to the Constitution of India.
 - (iii) Ramesh K Arora & Rajni Goyal's Indian Public Administration
 - (iv) IIPA Journals
- 6. Administrative Law**
 - (i) M P Jain's Administrative Law or
 - (ii) Fadia & Fadia's Public Administration
- 7. Comparative Public Administration**
 - (i) Ferrel Heady's Public Administration- A Comparative Perspective or
 - (ii) R.K. Arora's Comparative Public Administration
- 8. Development Dynamics**
 - (i) Ferrel Heady as above
 - (ii) R. K. Arora as above
- 9. Personnel Administration**
 - (i) Mohit Bhattacharya's New Horizons of Public Administration
 - (ii) Awasthi & Maheshwari's Indian Administration.
- 10. Public Policy**
 - (i) James F-Anderson's Public Policy Making or
 - (ii) IGNOU (both Graduation and P G materials)
- 11. Techniques of Administrative Improvement**
 - (i) Awasthi & Maheshwari's Indian Administration
 - (ii) Nicholas Henry's Public Administration and Public Affairs.
- 12. Financial Administration**
 - (i) MJK Thavaraj's Financial Administration
 - (ii) IGNOU's Material
 - (iii) Mohit Bhattacharya's New Horizons on Public Administration.
 - (iv) Indian Economic Survey

PAPER –II

- 1. Evolution of Indian Administration**
 - a. R. K. Arora & Rajani Goyal's Indian Administration
 - b. Fadia and Fadia's Indian Administration
- 2. Philosophical and Constitutional Framework of Government.**
 - a. D.D. Basu's An Introduction to the Constitution of India
 - b. Fadia and Fadia's Indian Administration
 - c. R. K. Arora & Rajani Goyal's Indian Administration
- 3. Public Sector Undertakings**
 - a. IGNOU materials
 - b. R.K. Arora's Public Administration Fresh Perspectives
- 4. Union Government and Administration**
 - a. D.D. Basu's An Introduction to the Constitution of India
 - b. R. K. Arora & Rajani Goyal's Indian Administration
- 5. Plans and Priorities**
 - a. R. K. Arora & Rajani Goyal's Indian Administration
- 6. State Government and Administration**
 - a. D.D. Basu's An Introduction to the Constitution of India
 - b. R. K. Arora & Rajani Goyal's Indian Administration
- 7. District Administration since Independence**
 - a. D.D. Basu's as above
 - b. R. K. Arora & Rajani Goyal's as above
 - c. S S Khera's District Administration
 - d. Special Issues of Indian Journal of Public Administration
- 8. Civil Services**
 - a. Same as in Chapter 9 of Paper-I
 - b. IIPA special Issues
- 9. Financial Management**
 - a. R. K. Arora & Rajni Goyal's Indian Administration
 - b. Indian Economic Survey
- 10. Administrative Reform since Independence**
 - a. R. K. Arora & Rajani Goyal's as above
 - b. Special Issues of IIPA Journals
- 11+12. Rural Development & Urban Local Government**
 - a. R. K. Arora & Rajani Goyal's as above
 - b. S. R. Maheshwari's Local Government in India
- 13. Law and Order Administration**
 - a. K.K. Sharma's Law and Orders Administration in India
- 14. Significant Issues in Indian Administration**
 - a. Special Issues of IIPA Journals

Miscellaneous

- (i) Reports of ARC- I & II, Police Commission Reports- I & 11, Punchhi Commission Reports and other Administrative Reform Commissions Reports.
- (ii) IGNOU material (both Graduation and Post-Graduation)
- (iii) IIPA Special Issues
- (iv) Selected topics of Yojana and Kurukshetra
- (v) M. Laxmikant



LUKMAAN IAS

ONLINE/OFFLINE

Lead with Edge

Excelling with Consistency

THE HIGHEST Public Admn
OPTIONAL MARKS/RANK

Also in 2013 & 14 Highest Marks from Test Series By AIR 45 & 86. For Five Years Lukmaan IAS Students have secured the highest Marks in Public Admn.

ABHISHEK JAIN CSE 2016 AIR 05 MARKS 320	PURNA BORAH CSE 2017 AIR 149 MARKS 311
ABHILASH MISHRA CSE 2016 MARKS 334	ASHWINI PANDEY CSE 2015 AIR 34 MARKS 267

Public Admn Foundation Batch By S. Ansari

- | | |
|-----------------------------|-----------------------------|
| Lukmaan's Initiative | Traditional Teaching |
| ◇ Pedagogy Method | ◇ Lecture Method |
| ◇ Class Test | ◇ No Class Test |
| ◇ UPSC-Based Test | ◇ No UPSC-Based Test |
| ◇ Enrichment Class | ◇ No Enrichment |

Batch Commences 8th Oct.
Time : 2 - 4:45pm

The benefit of our method is 3 years advance output as in lecture method it takes 3 years to reach to UPSC level

Public Administration Test Series: 13th Oct.

ETHICS BATCH COMMENCES FROM 08 OCT. BY S. ANSARI

THE HIGHEST ETHICS RANKS

CSE 2017 AIR 07, 09, 12 RYUSH SINHA, SALIMYA SHARMA, ASHIMA MITTAL	CSE 2016 AIR 05, 14 ABHILASH MISHRA, UTSAV KAUSHAL	CSE 2015 AIR 02, 22 ATHAR AZHAR, SALONI RAI
CSE 2017 HIGHEST MARKS: 449 (ARUN SETHAWAT), 09 (SALIMYA SHARMA)	CSE 2016 HIGHEST MARKS: 201 (GIRI KUMARINI)	

Time : 8:45 - 11:15AM

- | | |
|-----------------------------|---|
| Lukmaan's Uniqueness | 2018 UPSC Paper IV Review |
| ◇ Interactive Class | ◇ Matching the UPSC Trend |
| ◇ Three Tests | ◇ Some Qs are Exactly the same |
| ◇ 140+ Case Studies | ◇ Similar Case Studies Qs Such as Q, 7, 10, 11 & 12 |
| ◇ Resource Support | |

For 4 Years, Lukmaan IAS Students have secured Highest Marks in Ethics GS Paper-IV.

Test Series



OPTIONAL SUBJECTS

- LAW BY ADITYA TIWARI 03 OCT.
- GEOGRAPHY BY G.R PATIL 15 OCT.
- HISTORY BY HARI MOHAN 15 OCT.

ED CLASSES

EVERY SUNDAY (4:30 PM). FROM 14 OCT.

“ED IS BASED ON HARD WORK, IT IS NOT FOR SHORT-CUT”

“The Comprehensive approach of ED has received a good feedback in prelims 2018, although it is mainly designed for mains and interview.”

ED = EDITORIAL DISCUSSION

AIR-59 & 74 (CSE 2017)

RANK - 05 & 07 (CSE 2016)

Prelims Test Series 2019 From 13 Oct.

TOTAL TESTS 32



15 GROUND FLOOR
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871, FIRST FLOOR,
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