

# **Recruitment of Lecturers in Public Universities**

## **Governance Challenges and Ways Forward**

### **Executive Summary**

**December 18, 2016**

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# Recruitment of Lecturers in Public Universities: Governance Challenges and Ways Forward

## (Executive Summary)

### 1. Introduction

Universities occupy the highest level in an education system. The aims of universities are to ‘transmit and innovate knowledge and groom efficient manpower’ (National Education Policy 2010: 22). The university teachers are at the forefront in the pursuit of knowledge as well as doing and advancing research. The quality and efficiency of university education depend on teachers’ knowledge and their ability in inculcating those knowledge to students. Giving due importance to these aspects, the National Education Policy, 2010 has mentioned about recruitment of qualified teachers and improving their professional excellence through training.

Transparency and accountability in the recruitment of teachers, including lecturers, in the public universities of Bangladesh has been in controversy. Various studies, reports and articles have revealed irregularities in appointment of lecturers in the public universities; for example, recruitments of lecturers not based on merit; influences of political identity and political involvement rather than academic qualifications for the appointments of lecturers; presence of patron-client relationships in the recruitment processes; recruitment of teachers to increase colour based vote-bank by competing teachers groups<sup>1</sup>. On the other hand, the newspapers and media have also published reports about irregularities and corruption in the appointment of teachers including lecturer in public universities. But despite surpass of corruption in recruitment of lecturers through various studies and mass media, there has been a dearth of systematic research on the challenges to governance in different stages of lecturer recruitments. Earlier, TIB carried out two studies titled ‘Governance Challenges in Private Universities and Way Forward’, and ‘Corruption in Public Universities: Nature and Remedies’ to prevent corruption and anomalies in education system and this study is a continuation of this effort.

### 2. Objectives of the Research

The main objective of this research was to identify governance challenges in the recruitment of lecturers in public universities and to put forward recommendations for overcoming those. The specific objectives of this research were: **(a)** to identify legal and institutional gaps in recruitments of lecturers in public universities; **(b)** to identify the nature and processes of irregularities and corruption in different stages of recruitment processes; and **(c)** to put forward recommendations for curbing irregularities and corruption in recruitment processes of lecturers.

### 3. Scope of the Research

The study considered lecturers’ recruitment processes as it is the entry-point of teacher recruitments in public universities and highest number of teachers are recruited as lecturers.

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<sup>1</sup>In public universities, most of the teachers engage in politics of one or another party directly or indirectly under the banner of colour-based panels, e.g. white panel, blue panel, pink panel etc.

Therefore, the study examined the legal and institutional framework for lecturer recruitment, stages in recruitments, structures of recruitment committees, selections of members and their inclusion processes, and the roles of recruitment authority and other stakeholders.

#### **4. Research Methodology**

This was a qualitative research in nature. Information and data were collected from both primary and secondary sources, through interviews of key informants, group discussions and review of different studies and documents. Checklists were used for collecting data. For the purpose of this research, data were collected from Vice-Chancellors, Pro-Vice-Chancellors, Deans, Syndicate Members, department and institutional heads, leaders of teachers' associations, general teachers (professors, associate professors, assistant professors, lecturers), administrative officials of universities, chairman and members of the University Grants Commission (UGC), external experts involved in recruitment processes, participants in recruitment examinations, general students, representatives of university-based student organisations and relevant researchers. Data were collected from those who involved and experienced recruitment processes (past and present), teachers ideologically aligned with different political parties as well as non-partisan teachers. The sources of secondary information include relevant rules and regulations, published books, essays, research and investigation reports, documents, mass media, websites, etc. Data were collected from a total of 13 universities. For selecting the universities, they were first divided into several categories that include general (15), science and technology (nine), engineering (seven), agriculture (four), and medical (two) universities. After that, eight universities were selected from general, two from science and technology, two from engineering and one from agriculture universities. At the same time, other features like geographic location (central and local) and years of establishment (new and old) etc were considered. The study was conducted from January to November 2016. Information on recruitment of lecturers from 2001 to November 2016 were considered for this research. However, the data obtained for the study are not equally applicable for all departments and universities included in the research.

#### **5. Some Information about Public Universities in Bangladesh**

According to information, total number of public universities in Bangladesh are 37. Total number of teachers are 12,047. Among the teachers, 21.4 percent are females and 78.6 percent are males. Teacher-student ratio is 1:19. Total number of lecturers are 2,830 that accounts 24 percent of all teachers. The public universities are basically run autonomously based on their own laws. They follow relevant ordinances, acts and rules while recruiting lecturers. The selections in all universities are done under the chairmanship of respective Vice-Chancellor or Pro-Vice-Chancellor. Respective syndicates are the final decision-making authorities in the appointment of teachers. Approval has to be obtained from the syndicates for framing or changing recruitment rules. The syndicates can accept or reject the recommendations of the recruitment committees.

#### **6. Recruitment Processes of Lecturers**

There are six steps in the recruitment of lecturers. First, a department/institute ascertains its needs and then forwards it to respective Deans' Committee with recommendation from the Dean.

After verifications by the Deans' Committee, it is sent to the concerned academic council via the Registrar for re-checking and approval. The lists of new posts have to be sent to the UGC for approval. The UGC approves the posts based on the availability of the budget. After approval of posts, the syndicate determines the qualification of candidature and the registrar's office publishes the job circular. After submission of applications by candidates, they are verified by the Registrar's Office and concerned department. The Registrar's Office then informs the candidates about the date of the examination and/or interview. Following this recruitment examination, the final approval of the syndicate is obtained for appointment of the candidates recommended by the recruitment committee.

## **7. Legal and Institutional Gaps in the Recruitments of Lecturers**

- 7.1 Absence of comprehensive rules for recruitment:** There are no comprehensive rules for recruiting lecturers in universities investigated by the study. There is dearth of specific and detailed guidelines regarding whether examination would be through viva-voce or written test or both, what sorts of questions can be asked by board-members during viva-voce, methods of giving marks commensurate with the performance of candidates, whether recruitment files would be maintained for documentation, etc. As a result, scopes have been created for the university authorities for framing recruitment rules and regulations in a motivated manner. There is also no specific guideline on who can be external experts of the recruitment board and what would be his or her qualifications. Moreover, there is no mechanism to punish those who have indulged in corruption and irregularities in the recruitment process.
- 7.2 Absence of accountability in preparing and verifying requisitions for appointment:** The requisitions for lecturers are not verified properly and there is lack of accountability in its timely submission. There is no effective accountability mechanism for asking why the demands are not placed when there are vacancies, or demands are placed when there is no need, or recruitment is enforced by the higher authorities of university administrations.
- 7.3 Scope for fixing of recruitment qualifications in a motivated manner and formation of recruitment committees by the Syndicates:** The power of specifying qualifications for lecturers rests with the Syndicates. And as majority members of the syndicates support or are nominated by the ruling political party adherents, there arises scope for incorporating conditions or relaxing qualifications in the circulars. For example, CGPA can be increased or decreased, the right to accept or reject any application can be reserved without providing any justification, the power to disapprove any appointment, or issue of card to candidates to attend recruitment tests, and the power to increase or decrease the number of posts etc can also be reserved. All these influence the recruitment processes in favour of individuals or groups, and help in creating opportunities for irregularities and corruption in the recruitments of lecturers. The power of forming the recruitment board also rests with the Syndicates. As majority of Syndicate members can be supporters of the ruling party, candidates who follow their ideology and their favoured ones are nominated as external experts and board members. Among 13 universities selected for this study, there were

instances to nominate preferred members to ensure ruling party's majority in the recruitment boards. Thus, university authority and teachers aligned to the political ideology of the ruling party can recruit candidates of their choices.

**7.4 Role of Vice-Chancellor and Pro-Vice-Chancellor in appointing lecturers:** The Vice-Chancellors and Pro-Vice-Chancellors have the scope to influence the recruitment processes in accordance with the wishes of the Vice-Chancellor, as he or she heads the recruitment board as well as the Syndicates. In absence of effective accountability mechanism, the Vice-Chancellors can constitute Syndicates with inclusion of their preferred individuals, fix qualifications for recruitments, constitute recruitment committees and accomplish the recruitment of people supporting the political ideology of the ruling party.

**7.5 No scope for verifying recruitment test results and lodging complaints:** There is no scope in the universities for re-checking examination results by the candidates. As a result, opportunities are created for the board members to make recruitment decisions by their own whim. On the other hand, no effective mechanism exists for lodging complaints against partisanship or irregularities and corruption in the recruitment processes.

**7.6 Absence of scope for access to information:** No provision exists for the candidates to receive acknowledgement of their applications, access to information on what reasons they were not invited to face the recruitment exam, marks obtained by the candidates in the examination etc.

## **8. Pre-Recruitment Irregularities and Corruption**

It was found that irregularities in the recruitment of lecturers often start from the academic stage. The research found instances where teachers engineered or influenced academic results of some preferred students and subsequently helped their recruitment. There are instances where teachers divulged questions to preferred students before academic examinations; gave idea about possible questions in examinations in exchange of engaging students in their personal chores or matters; and gave inflated marks to some female students through establishing special relationships. On the other hand, there are also instances where teachers reduced marks of non-favoured students in order to block their recruitment as lecturers. Again, there are examples of publishing academic results quickly to recruit a follower in the university, as well as delaying results for obstructing non-favoured candidates. For example, a candidate had the potential of getting good results at the graduate and post-graduate levels and he or she was an adherent of the ruling political party. At that juncture, when a circular was published and his post-graduate results were yet to be announced, arrangement was made to declare his examination results swiftly to facilitate his or her recruitment. The opposite instances were also found in some cases of recruitments.

## **9. Irregularities and Corruption in Different Stages of the Recruitment Processes**

### **Stages 1 & 2: Determining/submitting requisitions, verification and approval of posts**

According to the findings, the work-loads of teachers were not evaluated properly before raising requisitions for lecturers' recruitment. Without proper verification of teachers' load, requisitions

were submitted in most of the universities in order to increase vote-bank or create followers. Again, departments whose teachers had more scope for working as consultants or took courses in private universities, or gave time in the evening classes placed recruitment requisitions showing shortage of teachers artificially. Even in some cases, proposals were submitted for introducing new courses in order to enhance the number of teachers. Requisitions for lecturers' recruitment were submitted even when there was a lack of student interested in a particular course, or there were insufficient classrooms or infrastructure by citing the course's existence in the syllabus or by narrating the justifications for the new course. Because of these appointments, sometimes classes could not be distributed to newly recruited teachers. In some instances, there are examples of taking a single course by two teachers. Due to appointment of additional teachers, it was not possible to provide separate rooms and even seating places for the newly recruited teachers.

On the other hand, even when there were needs for recruiting teachers in different departments of certain universities, occasional non-submission or delay in submitting requisitions for teachers was made in order to block the entry of candidates belonging to religious minorities or dissenting political ideologies, or in order to prolong the domination of certain influential teachers in concerned departments. Due to scarcity of teachers, the teacher-student ratio then became very high and classes needed to be taken with additional students in the same classroom. In those cases, no steps were taken by relevant departments in spite of repeated reminders by the university authorities. Again, while approving requisitions for recruitment, the academic council did not undertake proper verifications before giving approval; there are examples of vetting requisitions without proper verification only to increase votes. Besides, there are also instances of putting illogical and illegal pressure by the university administration for submitting requisitions by different departments.

### **Stage 3: Fixing qualifications for recruitment and publication of circular**

It was found that the qualifications of candidature were changed by the university administration in order to appoint preferred candidate or candidates, such as by increasing-decreasing required grades or by adding the requirement for thesis or qualification in specific subjects. It was found in this research that a candidate linked with a policy-maker involved in the recruitment process could not obtain CGPA 3.50 at the graduation level. With a view to facilitating his or her recruitment the authority brought down the minimum qualification of candidature to 3.25. However, the authorities went back to the old pre-requirements after that recruitment was completed. Again, it was mentioned in circulars published by the universities that 'qualification of candidature might be flexible in case of specially qualified candidates'. However, the circulars did not clearly state what was meant by specially qualified candidates. As a result, there were instances where comparatively more qualified candidates were deprived because of the misuse of this 'special qualification'.

It was seen in some universities that even in the absence of requisitions by concerned departments for appointing lecturers, recruitment circulars were published from the Syndicate without informing the department. This was done in order to recruit candidates aligned to the



political ideology of the ruling party. In some universities, new departments or institutes were opened without verifying the needs or demand, which was done only to increase votes and create followers. Lecturers were also appointed by creating new department. There are instances to make this by dividing an old department or mother subject into more than one new department. It has been observed that circulars were published in newspapers having limited circulation or in local newspapers instead of large circulation through national newspapers. Sometimes, shorter deadlines were given in the circulars for submitting applications in order to prevent deserving candidates to apply and thereby create scope to recruit preferred candidates.

#### **Stage 4: Pre-assessment of applications and short-listing**

It was found that the out-of-favour candidates or those who were adherents of dissenting political ideologies were shown less qualified in the list prepared by the Registrar's Office while screening applications. For example, they mentioned only 'first class' instead of 'first class first'. Or they did not mention the information about thesis, publications or job experiences of the out-of-favour candidates. Sometimes, they destroyed certificates of those applicants submitted with the application, copies of publications and drafts, as well as various documents and noted that those had not been submitted. They did that with an intention to disqualify the out-of-favour candidates for short-listing for the recruitment test. There were complaints that these were done at the behest of the university administration, top-level influential leaders of teachers' and students' organisations belonging to the ruling party while executed by a section of administrative officials and others working in the departmental offices. There are examples that the highly eligible candidates did not receive call for appearing in the recruitment test despite they fulfilled all required conditions mentioned in the circular. There are also instances where the candidates supporting the political ideology of ruling party, having family relationship or attachment to the same geographic area of the recruiters were included in the viva-voce list despite not meeting the required academic qualification criteria. This was done with the objective of creating followers or increasing votes (vote-bank) for a section of teachers.

#### **Stage 5: Recruitment examinations**

**Formation of Recruitment Committee:** It was found that the nomination of persons as external experts was decided by the Vice-Chancellors and Pro-Vice-Chancellors. They nominated the persons from the followers of same political ideology, or preferred teachers, for inclusion in the recruitment committees as external experts. This kind of nomination was made to ensure the appointment of pre-selected candidate(s) in accordance with the wishes of the Vice-Chancellors. It may be mentioned that sometimes personal ties were given priority over political ideology when it is ascertained that it would be advantageous for appointment of the favoured candidates of the recruiters. Normally, the Vice-Chancellors were found comfortable to nominate comparatively less influential external experts. Sometimes, even such experts were nominated for the recruitment board whose membership might create conflict of interest. This was done with an intention to facilitate appointment of favoured candidates. It was also found through the study that the recruitment board members decided in advance through informal discussions to fix



who would be recommended for appointment among the candidates even before holding the tests. In that case, the viva-voce taken by the board became a mere formality.

**Holding tests for recruitment:** In the universities where there is a provision for holding written test, there were allegations that a section of the selection committee members prepared questions without every member's approval, questions were leaked to the favoured candidates in advance, test scripts were not checked by all members, the marks of favoured candidates were engineered in order to facilitate their recruitment, etc. In case of viva-voce, the out-of-favour candidates were provided less time. They also faced misbehaviour, their papers were thrown away, they were asked lesser or no questions and in some cases irrelevant questions that embarrassed them in the viva board. Again, there are instances where favoured ones, followers of same political ideology or pre-determined candidates were praised without any reason.

**Making recommendation for appointment:** According to the rules applicable for recruiting lecturers, one extra lecturer can be recruited in addition to the numbers mentioned in the circulars. However, it was found that in 11 out of 13 universities, recommendations were made for recruiting additional teachers by violating this provision. The requisition sent by the concerned department for recruiting lecturers was not given due consideration. Sometimes, the Vice-Chancellors were influenced by political or local leaders or influential teachers for appointing a particular candidate. Under those circumstances, attempts were made to appoint all the candidates including the Vice-Chancellor's own choice, candidates of influential teachers, favoured candidates of political leaders, external experts ('pocket candidates') and the department heads. As a result, recommendations were made for recruiting lecturers in excess of those stipulated in the circulars. There are examples of recommending up to three times the number of teachers mentioned in the circular. Any member of the board can tender 'Note of Dissent' by showing appropriate reasons if he or she does not support the recruitment of additional teachers. But the study shows that the board members felt reluctant to come up with 'Note of Dissent'. They did it with the understanding that it might impact on their relationship with the university administration and create hassles or harassments in future. Moreover, the necessity of issuing 'Note of Dissent' diminished as all favoured candidates of the board members were considered for recruitment on the basis of entente or understanding among the members of the board.

### **Stage 6: Final approval**

According to the findings, the Syndicate accorded final approval without any verification of the recommendations made by the recruitment board. Although there was a tradition of giving final approval by the Syndicate after proper review by attaching due importance to any 'Note of Dissent', most universities were found not following this practice. As recruitment is possible if a majority in the recruitment board approves it, the Syndicate provided final approval without attaching importance to 'Note of Dissent'. The findings show that out of 13 universities, 'Note of Dissent' was not considered as an effective measure by 12 universities. Another irregularity in giving final approval to recruitments was found where the Syndicate approved the recommendations for recruiting candidates in excess of those mentioned in the circulars.

Research shows that 92 lecturers were recruited against 44 positions mentioned in 14 circulars published for 14 departments of five universities, which was more than twice the stipulated number. Very recently, there was information of recruiting nine lecturers against four approved positions in a university.

## **10. Causes of Irregularities and Corruption**

### **10.1 Making the political ideology-based groups heavier:**

It is evident in the research findings that adherence to or involvement with the ideology of ruling political party always acted as an important catalyst in recruitment of lecturers. In all the universities included in this research, the Vice-Chancellors, Pro-Vice-Chancellors, departmental Chairmen and external experts facilitated the recruitment of the candidates adhering or supporting their political ideology. This was done with the intention to make the group of teachers supporting same political ideology of the ruling political party heavier or to increase their votes to win the internal elections. In this respect, not only the political ideology of candidates, the ideology and adherence of their family members were also verified. After the publication of recruitment notice, the candidates tried to obtain recommendations of the serving Ministers, Members of Parliament, Vice-Chancellors, Pro-Vice-Chancellors, Deans, influential teachers of universities, student and local leaders to get favour in the recruitment tests. And the politically influential people put pressure on concerned quarters including Vice-Chancellors, Pro-Vice-Chancellors, department chairmen and external experts for recruiting candidates who followed their political ideology.

### **10.2 Regionalism**

It was found in some universities that the recruitments were made based on the places of origin of the candidates. Preferences were accorded to the candidates coming from the districts or neighbouring districts of the universities. In these cases, there was a visible tendency among the Vice-Chancellors, external experts or members of the recruitment board to appoint candidates from their own districts or regions. This picture of according importance to regionalism was found in all public universities outside Dhaka. In the cases where regionalism was accorded priority, the political adherences or ideologies were not given all that importance. But this trend was lesser in some departments of the engineering universities as well as the universities located at central level.

### **10.3 Nepotism**

Nepotism was found as an important catalyst in the recruitment of lecturers in universities. It was found that a section of university teachers lobbied with relevant influential quarters after publication of recruitment notice with the aim to promote their family-members and relatives. They undertook lobbying with the relevant quarters including the departmental Heads, Deans, Vice-Chancellors, influential members of the teachers' associations, Ministers, MPs, and local political leaders. The questions of political ideology or regionalism did not get all that importance while recruiting relatives.

#### **10.4 Religious Identity**

Adherence to a political ideology played a vital part in university recruitments. As the religious minorities are considered to be followers of a particular party, there are examples of not recruiting them in a particular regime, even when they had the best of academic results. For example, a minority student was not recruited despite obtaining record marks. At that time, there were reports of depriving religious minorities (first class first position holders) from getting recruited. This was done through delaying the publication of academic results; not submitting requisitions for recruitment; or not publishing circulars on due time; not short-listing them for appearing the job test, or by showing them unfit through asking absurd questions in the viva-voce. On the other side, there are examples in a particular regime where the minorities were given preference with the expectation of getting guaranteed votes. Examples were also found of recruiting additional teachers from among the minority candidates in some cases.

#### **10.5 Unauthorised Financial Transactions**

Allegations were found about unauthorised financial transactions for recruitment of lecturers in most of the universities. There were information of transactions ranging from the lowest Taka three lacs (300 thousand) to the highest Taka 20 lacs (two million) for recruiting lecturers in these universities. This trend of financial transaction was observed more in the newly established universities compared to the old ones. It was found that good academic results, political ideology, nepotism, regionalism etc did not get importance where unauthorised financial transactions took place through influential stakeholders.

It was also found that a section of the Vice-Chancellors, teachers' leaders, officers and employees of the offices of Vice-Chancellors and Registrars, external experts, student leaders, influential leaders of the ruling party as well as a section of elected people's representatives were involved in the unauthorised financial transactions. However, these individuals usually did not receive these payments directly. There are allegations that the financial transactions were dealt via the officers-staffs of the offices of Vice-Chancellors and Registrars, family members and relatives of the Vice-Chancellors, student leaders and political activists.

### **11. Relevant Stakeholders Involved in Irregularities-Corruption**

Different categories of internal and external stakeholders were found involved in the recruitment of lecturers. Notable among the internal stakeholders were a section of the Vice-Chancellors, Pro-Vice-Chancellors, Heads of faculties or Deans, departmental or institutional Heads, teachers' association leaders and members belonging to the ruling party, officers-employees of Registrars' Offices, a section of relevant leaders of teachers and students. And notable among the external stakeholders were a section of high-ranking government officials, officers-staffs of UGC, external experts, elected people's representatives as well as a section of influential ministers and leaders belonging to the ruling party. The Vice-Chancellors and Pro-Vice-Chancellors played the most important role in the recruitment of lecturers. However, they were influenced by a section of people at the higher echelons of government, influential leaders of teaching community

having connections at higher levels of the government, senior officials of the UGC, a section of the ruling political party members and ministers. The study shows that the possibility of a candidate getting selected rose with a rise in the strength of their network with the recruitment-related stakeholders (both within and outside the university) as well as scope for influencing the recruitment board.

## **12. Overall Observations**

Overall, it can be said that without paying heed to the need for accountability, the public universities, who enjoy autonomy, have created scope for recruiting comparatively less meritorious candidates by depriving the meritorious ones through framing recruitment rules and regulations according to their sweet will, and by forming recruitment boards that serve their own purpose. Absence of effective accountability mechanism for preventing irregularities and corruption related to recruitment, lack of accessibility to information, incorrect assessment of departmental needs, undertaking recruitments by manipulating selection criteria, making additional recruitments compared to the figures mentioned in circulars, recruiting without circulating job opening properly, recruiting less meritorious candidates by excluding the meritorious ones have become common practices. Absence of specific provisions to punish these irregularities and corruption has been noticed. A section of the stakeholders involved in the recruitment process have continued their practice of influencing the whole process collectively in most of the universities in order to appoint particular candidates based on political ideology, regionalism, political identity, family and kinship ties with teachers, and even through illegal financial transactions.

In many instances, the teachers who were recruited through irregularities and corruption were found spending more time in teachers' politics by venturing outside academic programmes. Although the main responsibility of teachers are, for example, imparting lessons in classrooms, research work and taking initiative for quality publications, they were found appearing to be less interested in the preparation, dissemination and practice of knowledge. Due to politicisation of teachers' recruitment and educational environment, a supportive atmosphere for learning by students and obtaining knowledge at public universities were found hampered to a great extent. This resulted in deprivation of the students from quality education. However, positive examples were also found in some universities where it was found that the universities ensured proper application of recruitment rules, formation of neutral recruitment boards and attaching priority to academic results.

### 13. Recommendations

- 1. Formulate comprehensive policies or guidelines:** Like the universities in the developed world, a complete set of policies or guidelines on recruitment of teachers should be prepared and made effective. The following features should be included in the guidelines:

Topic	Activity
Assessment and submission of needs for recruitment	Requisitions should be submitted in line with existing rules based on proper consideration of the work-load of teachers. Proper mechanism should exist for cross-checking of the needs for recruitment correctly. Effective accountability mechanism should be put in place for preparation and verification of requisitions.
Specific qualifications or criteria for submitting application	The qualifications and rules for applying for the post of lecturer should be properly specified in advance. In such cases, it is advisable to avoid preference given to candidates with 'special qualifications'. However, if it is indispensable to mention 'special qualifications' in the advertisement, it should be clearly elaborated what special qualifications mean.
Rules for constitution of recruitment committee	Specific policies should be framed on constitution of recruitment committees in all the universities. The policies should clearly state the qualifications of external experts based on which they would be nominated. The existing recruitment boards or committees should be reorganised in accordance with the formulated policies. The committees should include: Dean of the concerned faculty (to be appointed on the basis of seniority); Chairman of concerned department; senior-most teacher of concerned department, to be inducted for one year on rotation basis; an external expert nominated by the academic committee of the concerned department.
Rules for publishing job openings	Maximum publicity of recruitment notices should be ensured through major newspapers, news or job portals and websites of the university/department. Sufficient time should be given for submitting application and that should be made effective.
Mechanism for acknowledgement of documents	Arrangements should be made for acknowledging receipt of documents submitted with the application, especially in those universities where such arrangements are absent. In this regard, mechanism for submitting application online should be put in place.
Methods and stages for evaluating candidature and short-listing	Evaluation of candidature in a transparent manner should be ensured and the candidates should be allowed to gather facts upon submission of application.

Topic	Activity
<b>Structure of recruitment tests and process of giving marks</b>	The recruitments should be finalised on the basis of aggregated marks to be calculated separately from academic results, demonstration class/presentation, and viva-voce. The process of segmenting the marks should follow a specific method (format), and there should be arrangements for proper documentation of files after awarding marks.
<b>Note of Dissent</b>	Note of Dissent should be given importance in the final approval process. The law should make it obligatory that the Syndicate must consider the 'Note of Dissent' during the approval of final recruitment.
<b>Lodging complaints and their disposal</b>	There should be a mechanism for filing complaints and their effective disposal.
<b>Openness of information</b>	There should be scope for getting access to information on recruitment against application submitted by a candidate; especially, there should be a mechanism for releasing the results of all stages in the recruitment examination and the academic qualifications of the candidates.
<b>Accountability in case of rules violation</b>	There should be a strong provision for effective accountability and punishment in case of violation of recruitment rules.

**2. Formulate rules for the appointment of Vice-Chancellors and Pro-Vice-Chancellors:**

Specific rules and guidelines should be formulated for appointing Vice-Chancellors and Pro-Vice-Chancellors. The rules should describe the minimum qualification, criteria and the appointment process for Vice-Chancellors and Pro-Vice-Chancellors. They should incorporate verification of attributes like seniority, good academic results, administrative experiences like discharging responsibilities as departmental Head and faculty Dean, professional career records, as well as opinion of university-based academic council etc.

**3. Recruitment process should be free from the business of teachers' association:**

Recruitment process should be free from any kind of influences of teachers' association

**4. Stop result engineering:** In all stages of the academic examination, e.g. setting questions and evaluating scripts, there should be arrangement for engaging two teachers on a rotation basis.

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