Status of Faculty Professional Development Entities in Bangladeshi Universities: Insights from Professional Development Managers

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ABSTRACT

Several Professional Development (PD) entities have been established to develop the pedagogical knowledge and research skills of university faculty members in Bangladesh. Most PD entities offer a wide range of training and workshop programs, mostly to early career academics. These typically involve group workshops and transmitting knowledge about how to do things. This study reports the status of PD entities, highlighting the purpose of the entities, how they work and the challenges of PD entities face in conducting PD activities. A qualitative research approach has been followed to serve the purpose of the study. Findings indicate that most PD entities are actively running their activities under dynamic leadership. PD offerings are primarily voluntary, workshop based, and related to pedagogy and research. PD managers argue that teachers' reluctance towards PD sessions is gradually giving way to a changing culture, with an increasing number of faculty members voluntarily participating in these opportunities for growth. The study recommends foundation training for faculties linked with promotion, increment, incentives, and other facilities; allocating sufficient budget for the entities, full-time dedicated PD managers who establish active networks with foreign universities, university administration, faculties and resource persons.

Keywords: PD, Excellence in Teaching and Learning (ETL), Higher education, Universities of Bangladesh

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Context of higher education professional development

Access to higher education has increased unprecedentedly in the last decade in Bangladesh, and the government envisions making higher education a mass system by increasing the enrolment rate to 80% by 2041 (*Making Vision 2041 a Reality Perspective Plan of Bangladesh 2021-2041*, 2020). Tracer studies on university and college graduates indicate a lack of marketable skills and student job readiness (University Grants, 2018). Content has become a ubiquitous commodity accessible to all learners, and universities offer wider access to higher education by offering new programs and increasing enrolment. Faculty members are now required to have effective pedagogical skills for facilitating students' learning outcomes and research-driven content delivery.

Despite having policy directives for the training provision of teachers (*National Education Policy 2010*, 2010), attending professional development (PD) is not mandatory for Bangladeshi university faculties. The National Education Policy 2010 has mentioned recruiting qualified faculty members and improving their professional excellence through strategic and skillfull training. Strategic Plan for Higher Education in Bangladesh: 2018-2030 envisions setting up an institution with residential facilities to prepare teachers of universities in various aspects of pedagogy and advanced use of ICT required for teaching and research (University Grants Commission of Bangladesh, 2018).

According to *Strategic Plan* the Ministry of Education launched the Higher Education Quality Enhancement Project (HEQEP) in 2009 with the financial support of the World Bank. Quality Assurance Unit (QAU) was created under HEQEP to initiate the quality assurance (QA) mechanism in Bangladeshi universities. QAU used to function as a temporary council until the formation of Bangladesh Accreditation Council in 2017. Institutional Quality Assurance Cell (IQAC) is established in the Bangladeshi universities with the technical assistance of UGC. It is promised in that IQAC will take initiative and lead to establish staff development entities at the university. Efforts to improve teaching and research in higher education are growing in Bangladesh. The Centre of Excellence in Teaching and Learning (CETL) is established as PD entities for the PD of faculty members in Bangladeshi universities. Although several centre of Excellence in Teaching and Learning (ETL) have been established, faculties' PD is still relatively new in the higher education culture in Bangladesh. With some exceptions, most PD entities are not vibrant yet (Raqib, 2019). Similar findings found in a study conducted by British Council in 2020 concluded identical results; the report found Dhaka, Khulna and Jahangirnagar University highly active that conducted workshops and training regularly (KEYMAKERS Consulting, 2020). Most PD entities offer a wide range of training and workshop programs, mostly to early career academics, which typically involve group workshops and transmitting knowledge about how to do things (Rees et al., 2007). Assessing the status of PD entities is crucial in enhancing teaching-learning and research output in higher education settings. From Bangladesh's perspective, a very negligible amount of scientific investigation is found on university PD entities. British Council, Bangladesh claims in their impact evaluation that CETL

workshops and training sessions are highly appreciated by the university faculty members. CETLs help faculties to prepare for a career in higher education by forming a teacher identity and engaging students in the classroom to conduct adequate research studies and publishing for career advancement (British Council Bangladesh, 2023; KEYMAKERS Consulting, 2020).

The study explained the current status of PD entities in both public and private universities of Bangladesh, which are the only entities responsible for the PD of university faculty. When the study was planned in 2021, the entities were separate entities under the specific university. However, the entities have been merged with Institutional Quality Assurance Cells (IQAC) as a wing named Excellence in Teaching-Learning (ETL) as directed by the University Grants Commission of Bangladesh (University Grants Commission, 2021) To refer PD entities both CETL and ETL term has been used interchangeably throughout the paper. This article has two main sections that include the activities of the PD entities, the program operating process, and the challenges they face in conducting PD activities. Some functional issues of the entities brought new perspective in the composition of the PD entities as they have been merged with IQACs. Directors and/or Additional directors (PD Managers) of the entities have been identified as the most valuable resource and the key informants as they are responsible to plan, organize and manage the training programs.

Research Problem

This paper explores the present status of the PD entities (known as CETL, ETL-Excellence in Teaching and Learning under IQAC) that aim to faculty members' PD in the universities of Bangladesh. Studying the status of PD (PD) entities from the perspective of PD managers is essential to align programs with organizational goals, assess effectiveness, adapt to evolving educational needs. It facilitates feedback collection, quality assurance, accountability, collaboration enhancement, and informed strategic planning, ultimately contributing to efficient resource investment and a culture of continuous improvement that benefits faculty, staff, and the organization as a whole. The study explores the present status of PD entities, highlighting the purpose of the entities, how they work and the challenges PD entities face in conducting PD sessions. Besides the transition of PD entites, it also discussed elaborating why CETLs have been merged with IQACs of the concerned universities. The specific research questions of the study were:

1. What are the activites of the professional development (PD) entities in the Bangladeshi universities?
2. How are the professional development (PD) entities operating professional development (PD) programs?
3. What are the challenges CETLs are facing in conducting professional development (PD) programs?
4. How do the professional development (PD) managers perceive the transition of CETLs into a wing (ETL) of IQAC?

Methodology

Since the qualitative approach has been found to give an accurate impression of issues related to PD (Friedman & Phillips, 2004), the study followed qualitative approaches to gain a deeper understanding of the current status of the PD entities in the universities of Bangladesh. The study started with an analysis of policy documents, reports, and websites to inform the development of a semi-structured interview protocol. Subsequently, one-on-one interviews were conducted with PD managers, involving nine individuals from both public and private universities.

Research Design

In the study's first phase, related policy documents, reports and websites were analysed. Based on the document review, an interview protocol was developed and one-to-one in-depth interviews were conducted with the responsible persons of administration of the entities (i.e. Directors, Additional directors), who are addressed as PD Managers in this study

Figure 1: The study sequential flow
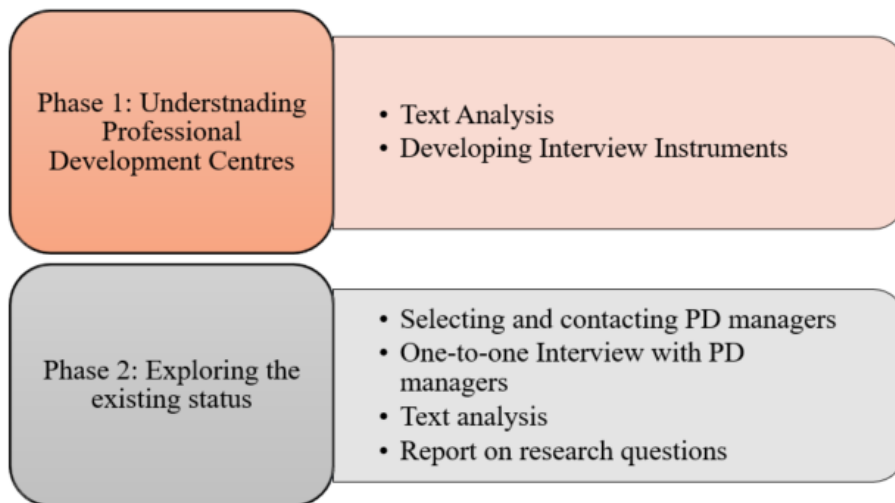
Data Collection Instrument and participants

Different documents, reports, policies and websites were initially collected and reviewed to determine which would answer the study questions. Document analysis was not used as a research instrument; instead, it informed the development of a one-to-one interview protocol containing both open-ended and structured questions. Detailed reading was performed to identify the relevant documents and identify relevant units related to the review guideline. After reviewing documents, a semi-structured interview protocol was developed, and nine PD managers from

all the nine PD entites of Bangladeshi universities (in 2022) were interviewed. PD entities from the University of Dhaka, Bangladesh Agriculture University (GTI: Graduate Training Institute) , Khulna University, Jahangirnagar University, University of Rajshahi and the University of Chittagong were the six CETLs from public universities, and CETLs from the University of Liberal Arts (ULAB), Green University and BRAC University were the three private University CETLs.

Data Analysis

Figure 2: Text analysis flow diagram based on (Allen, 2017)

Step One	what is the source of the text
Text selection	

Step Two	identify the text units you want to study
Look into details	categorize the text units for classification

Step Three	interpret the meanings embedded
Analyze the data	think about the context and themes of the data
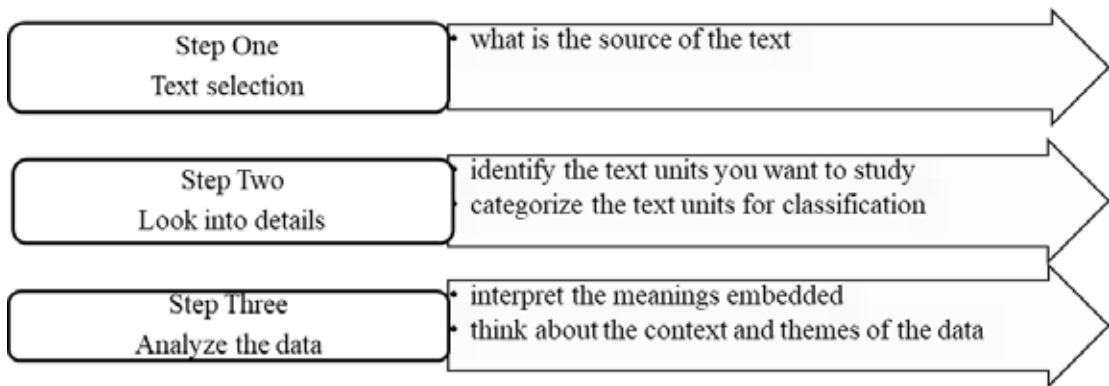
The 'Textual analysis' technique is used for analysing documents and interview data; that is an analysis technique used to study and understand texts. Textual Analysis helps understand how people communicate their ideologies, thoughts and experiences through texts. Visual, written, or spoken messages provide cues to ways communication may be understood. Often the messages are understood as influenced by and reflective of larger social structures (Allen, 2017).

Findings

Based on the interviews with PD managers were the main source of the study to understand the overall situation of the PD entities. Findings from the textual data analysis (Allen, 2017) technique of the study articuled in the following section as dicpicted in figure3.

Figure 3: Findings of the study
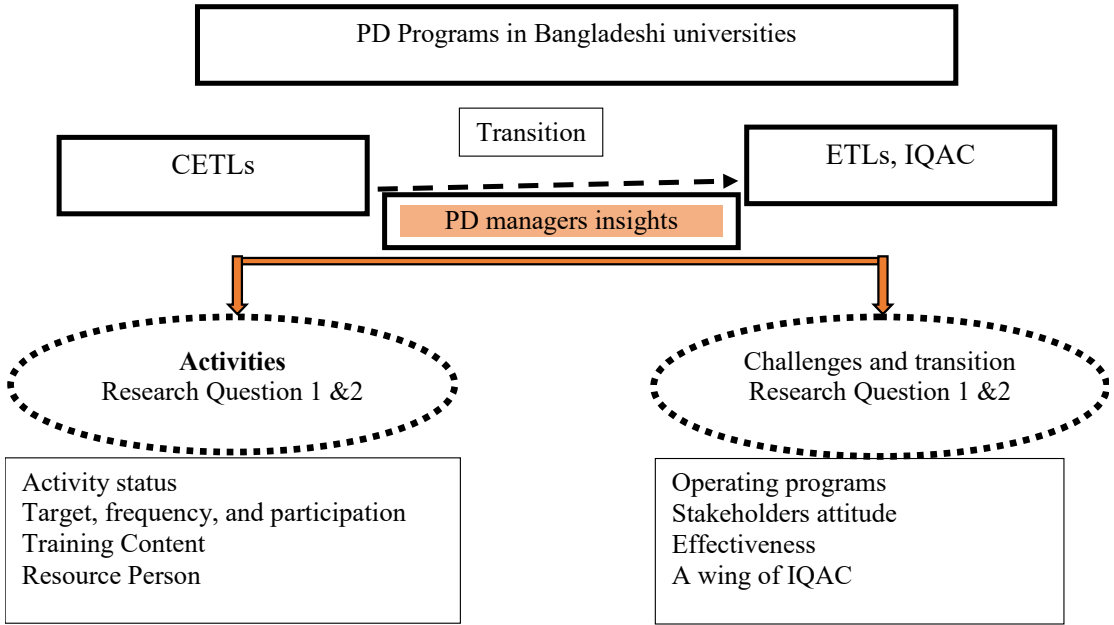
Activity status

Among the five public universities, two CETLs (University of Dhaka, Khulna University) actively offered programs during data collection. Most CETLs started their journey by running six fixed training modules developed by British Council and UGC. However, in two/three cases, the entities were not limited to those modules. Feedback sheets were given in every session; participants shared their valuable opinions and suggestions for further PD. Various topics were added in the later phase by counting participants' voices and demands of the situation.

In addition to six modules, CETL of the University of Dhaka organized several workshops and training programs on plagiarism; skill development on PhD and project proposal writing; advanced IT skills; Google management (all short of Google facilities); various teaching pedagody with existing university rules and regulations according to 1973 Order and various Statutes (teachers' rights, dignity, and responsibility) have been adapted in time to time. The centre organized about 34 workshops during the COVID-19 pandemic about online exam

management and responsibilities; result preparation tabulation-related issues are also addressed in different pieces of training. The centre claimed they arrange more than four training programs per month, and recently, the centre has been working on Outcome Based Education (OBE) curriculum development. The centre provided training to about 1300 teachers and 600 staff of the University till November 2021. Additionally, it arranged training programs voluntarily for other university faculties on request. With the mentioned workshop and seminar it also organized PD talk series on Industry-Academia relationship, curriculum development process, ethical aspects of plagiarism and its remedies, pedagogical development process of the world and Bangladesh concext etc. in tim to time. The centre is also organized international conference on educational development process and tertiary level studies scenario's of Bangladesh.

Based on a scheduled interview with CETL (Khulna University), it was found that the centre conducted various sessions of different durations. It includes workshops and training sessions to enhance knowledge on teaching and learning, pedagogy, outcome-based curriculum, effective questioning and evaluation, research and publication, government APA, e-documentation, ethics, sexual harassment, online pedagogy, and project management. The sessions were organized as follows: one-day, two-day, and three-day sessions. Each day consisted of five one-hour sessions, except for pedagogy sessions which were two hours long. The centre conducted two-day sessions for Elementary knowledge on T-L, which included pedagogy and Bloom's taxonomy, as well as Outcome Based Curriculum (OBE). A three-day session was held on Effective questioning and evaluation. Furthermore, the centre organized one-day sessions for each of the following topics: Research and Publication, Government APA (Awareness, Office management), E-documentation (Office management), Ethics (Teaching and Research), Sexual harassment (Awareness), Online Pedagogy (Google classroom), and Project management (Handle research projects, finance).

The nature of the PD entity at Bangladesh Agricultural University is somewhat different as it worked as Graduate Training Institute (GTI) before launching the such PD entities in various universities. From the staring, GTI was in confusion about the overlapping roles of the CETL/ETL programme and the previous functioning of GTI (KEYMAKERS Consulting, 2020). A 27-day residential training program is available to all faculties in universities. It covers a wide range of topics, including teaching and learning methods, lesson planning, question-answer handling, micro-teaching, learning styles, communication strategies, presentation skills, speech delivery, health and nutrition, Bangladesh studies, research methodology, report writing, ethics, service rules, as well as all aspects of a teacher's role, including office management, basic computer skills, IT skills, and internet browsing.

University of Liberal Arts (ULAB) offers training that covers various topics related to online teaching and learning. The training program includes modules on using online class tools like Google Classroom and Moodle, effective online pedagogy, experience sharing among participants, the importance of ranking and the role of universities in promoting quality

education and integrating SDGs (Sustainable Development Goals) into the curriculum. The training program is open to all faculties, and junior faculties are highly encouraged to attend.

Green University provides training programs and courses that can be beneficial for teachers. These include- 1) Certificate in Teaching-Learning: A 4-month program designed for newly recruited teachers at Green that covers topics such as basic education theory, educational methods, instructional technology, teaching aids and materials, lesson planning, assessment techniques, and research; 2) Interactive Teaching-Learning: A 3-day program that focuses on interactive teaching and learning techniques. This program is open to all teachers; and 3) Foundation for Learning, Teaching and Research (FLTR): A 2-week program that provides a foundation for learning, teaching, and research. This program covers learning theories, teaching methods, curriculum design, assessment, and research methods.

BRAC University offers a certificate course in higher education, which support individuals in enhancing their knowledge and skills in this area. In addition, the university also offers a Short Course Orientation program, which has completed 23 batches, each containing 3-20 participants.

Target people, frequency, and participation

PD entities were established to provide induction training and other short-term training for young academics. Regarding the target audience for PD programs, all the PD entities within the universities (CETLs/ETLs) mainly focus on newly recruited faculty members, including mostly lecturers and assistant professors of the University. Some programs are open to all the faculties. Whereas one centre reported, they organize programs for students as well. In the voice of one of the PD managers,

> *The centre arranges programs for Lecturer and Assistant Professors. Lecturers have just entered the teaching from the classroom; they don't know how to behave in the classroom. There are many scopes to fall into problems; they can't share their issues or know the rules of the concern universities. In this regard University wants to prepare and aware young teachers about their responsibilities, duties, practices, manners and pedagogical aspects so that they become competent. (PD Managers 3)*

Another PD manager added,

> *Senior academics also participate in various pieces of training at the institute. They are happy with our programs. Many of them asked, why didn't you call us before?" These are essential skills; learning these early in our careers would be beneficial. (PD Manager 4)*

One PD manager from one private University reported,

> *Every time a new teacher is recruited, they must undergo this training, regardless of the level at which they are recruited. Because every teacher should know the basic education theory and methods before class. (PD Manager 7)*

Most of the entities claim that they have developed a yearly calendar for PD programs; however, most of the entities cannot follow them. One of the centre representatives said they conduct a monthly training program. Training frequency depends on the availability of funds and specific issues and is mainly directed by the university authority, UGC or decided by the PD managers.

> *On average, 3-4 training programs are targeted per month. In the last month (June 2022), we arranged five programs. We regularly design yearly plans but don't stick to the plan. The number of training is subject to demand by UGC and the University. Sometimes we add new programs and also skip or curtle some. (PD Manager 3)*

In all cases, participation in PD programs is voluntary. However, some of the entities keep a record of participants. Four out of nine entities claimed they had developed some compulsory modules, and attending those induction modules is mandatory for newly recruited teachers. One of the entities reported starting a new batch every four months. PD manager of that centre said that the training is mandatory for all the teachers except those with overseas education degrees. Although some senior faculties show resistance about those training, they must still complete those training by self-study mode.

Training Content

PD offerings mainly focus on pedagogy and research. Some entities have conducted a series of lectures on the psychological aspect of the profession. Two entities have developed modules consulting experienced academics from home and abroad, curriculum and education experts, and discipline-specific resource persons. In the word of one of the PD managers,

> *In general, standard training of foreign countries is followed. Whenever someone brought a new idea or situation demanded a change, the faculties gathered for meetings. From the meetings, one faculty is given the responsibility of developing a proposed module. The responsible faculty develops the module and contextualizes the curriculum. In the later phase, the proposed module is presented to the expert panel. The module is finalized based on the specialist panel feedback. (PD Manager 7)*

Entities use participants' feedback forms to assess teachers' needs and design training programs accordingly. Faculty members also raise and share their development needs (for example, arranging a workshop on tax return submission upon the demand of faculty members) with the centre (online examination management during the pandemic, for example). UGC and

university authorities also decide the training content suitable for teachers. One of the PD managers explained:

> *Feedback forms are distributed in every training session. Participants gave their opinion and needs regarding training using that survey form. Based on the need assessment survey, a 3-day long workshop is arranged. Next, training content introduces in those workshops. (PD Manager 6)*

Selection of Resource Person

Usually, relevant professors are selected as resource persons from within and outside the University based on their relevancy and expertise. Apart from professors, some entities have developed a pool of resource persons that includes UGC and ministries. While selecting a resource person, the centre uses the snowball technique to choose the right person for specific training objectives. Recently, some entities have started hiring international faculties from higher-ranked reputed universities. Trainers who got higher ratings from participants were invited repeatedly. One of the entities offers a year-long certificate course on teaching higher education are equipped with full-time faculty members who usually conduct PD offerings. In the voice of one of the PD managers,

> *We focus on the relevancy and expertise of the resource person. We also hire international experts, especially on pedagogy and curriculum. We arranged eight international seminars in 2021 for 100 years celebration of the University and 100 years of Mujib (Mujib Satobarsho). Speakers from high-ranked international universities delivered their experties, and faculty members from various Bangladeshi universities participated in those conferences. (PD Manager 3)*

Challenges

The challenge of PD entities, as identified by the PD managers, are-

Faculty motivation

According to PD managers, faculties are not intrinsically motivated. Although some PD sessions are mandatory by the authority, most entities offer voluntary sessions. Regardless of being mandatory or voluntary, PD managers put questions about participants' dedication and expressed their opinion that participation in PD sessions should be mandatory. Following are some of their quotes:

> *Teachers are not dedicated; they have classes and other responsibilities during the session time. T9ork without remuneration. So, we have to impose teachers*

> *by saying it is a must to carry out the duties as a faculty. (PD Manager 9)*

Now the culture has been changing gradually and many of the faculties are joining self motivately while getting the notice from the authorities.

Cultural ego

Some faculty members suffer from cultural ego and are unwilling to participate in PD sessions conducted by their colleagues. One of the PD managers reported,

> *The faculties always suffer from the cultural ego; they don't believe the centre can teach them better ways of T-L. They think they are the boss who will teach them! (PD Manager 1)*

Availability of funding

Funding options for PD entites are not clearly mentioned in the statute. Usually, entities prepare a financial proposal to the University, and UGC approves them, granting a lower budget. Opinions of some of the PD managers are as follows:

> *The main challenge is the availability of funding. Recently the amount of the fund has been increased. The centre has no dedicated training venue. (PD Manager 2)*

> *Budgeting is another concern. Every time university passes one-fifth of the proposed budget. (PD Manager 3),*

PD managers argued that although recently the fund has been increased, it is still lower compared to the budget allocated for other national training programmes. Although this claim could not be verified, however it shows PD managers desatisfaction with the allocation.

> *We are surviving somehow; the budget is inferior. It is minimal, especially for university academics, compared to the budget allocated for PATC and NAEM foundation training. (PD Manager 4)*

Role of the University

There is some academic position (IT, Pedagogy and other arenas) in the centre, but these posts are not advertised or recruited. One of the PD managers informed,

> *Academic positions in various fields, such as IT, Pedagogy, and others, exist within the centre, but they are never advertised or actively recruited for. (PD Manager 3)*

Another PD manager thought the main issue was not paying appropriate importance and

attention to the CETLs. He said,

> *The university authority didn't give much importance to this institute. The authority was always careless. (PD manager 6)*

Resource Person

Finding the right resource person for a PD session is hard. Resource persons themselves are not oriented with effective training dynamics. Hiring RPs from abroad, even from other universities or organizations, is also challenging. In the voice of some of the PD managers,

> *The trainers who worked as trainers were not trained enough to deliver effective training. (PD manager 3)*

> *The institute has a training pool including diversified faculty members of the University. Sometimes, GTI invites resource persons from UGC, Other universities and ministries. Mymensingh has no flight communication, therefore resource persons outside BAU cannot manage time to conduct training sessions. Managing resource persons locally is the most convenient. (PD manager 4)*

Training Venue

The centre has no dedicated training venue, which was identified as a significant problem by the respondents. One envisioned the centre as an independent and designated centre for PD in research and teaching. In his language:

> *The entities' vision is to establish a designated centre which will provide compulsory foundation training for the young faculties for at least 15 days to 1 month. The centre needs specialized infrastructure, dedicated staff, a budget, and other facilities. (PD manager 3)*

PD under IQAC spectrum

Although the PD entities (previously known as CETLs) of three universities are not much active as the six others, they used to arrange training programs and submits annual reports to the university authority. PD managers opinioned that there is a need for co-ordination between IQAC and PD entities. IQAC is in a position of assessing the activities of PD entities, which is not working.

On 30th November 2021, PD entities are merged with IQAC by a notice/circular published by UGC that specified that CETLs are demolished in the five public universities along with the private universities, and IQAC will perform the designated activities. Data collection for this

study was ongoing then, and PD managers were asked how they perceived this organisational adjustment. IQAC has two wings: Excellence in Teaching Learning (ETL) and Quality Assurance (QA). The wings share the same budget and planning.

Some PD managers believe co-ordination between IQAC and CETL is required. However, concern was expressed about continuing activities in the current phase. One of the PD managers' opinions was,

> *In most universities, IQAC is inactive. My concern is vibrant CETLs may be frozen for the inactivity of the IQAC. In the University of Dhaka, CETL is a vibrant centre. I am concerned that its vigorous activities may be slowed if it merges with IQAC. I have no objection if it merges with IQAC, but I hope the activity should not stop. (PD manager 3)*

PD managers believe CETLs are responsible for this decision as many entities were not working properly. Moreover, some PD managers disagreed with the decision as they understand IQAC is in the position of assessing the activities of CETL, so the decision is contradictory. One PD manager identified three main reasons behind the decision to CETL closure, s/he described:

> *I think there are three main reasons behind the closure of the centre. First of all, the university authority didn't give much importance to this institute. The authority was always careless. Secondly, as the apex institute UGC failed to control and manage communication among the CETLs of public universities, I think this is the greatest fault. Finally, the allocation for CETL is limited to hiring resource persons from overseas and organising training abroad for ADs/DDs. Merging with IQAC is a minimum solution. Still, funding is an issue. However, UGC organizes some training occasionally; I don't think it is sufficient. (PD manager 6)*

Some PD managers thought differently. One of them reported:

> *I don't think being a separate body CETLs would have worked well. I must say, the focus of IQAC and CETL are the same. The tradition of the University is working together, so it will be better when IQAC and CETL work in harmony. (PD manager 9)*

Discussion

One of the aims of PD in higher education is to build the adaptive capacity of early career academics to cope with their working environment to ensure that early career academics are encouraged to work at universities (Kinchin, 2022). Similar results were seen in this study, where most PD managers stated that PD entities had been set up to offer induction training and other short-term training to early career academics. All PD entities within universities (CETLs/

ETLs) prioritise newly appointed faculty members, primarily lecturers and assistant professors at the University. A study's findings reveal a need to promote the practical components of teaching in pedagogical development (Stes & Van Petegem, 2011). It was also indicated that pedagogical development should not be limited to early career academics (Stes & Van Petegem, 2011). The study also found that most of the PD offerings of are open to all the faculties. Most of the entities prepare a yearly calendar which they cannot follow. One centre publishes newsletters (Green University, 2021) on CETL activities like other foreign CETLs (Friesen, 2022; Grant, 2019).

Another study suggests that a holistic treatment of student and faculty success is more likely to happen in the same PD centre (Keith et al., 2023). One of the PD entities reported to organizing workshops for students, which other entities can follow. According to Schwartz, student affairs should be the core of PD programmes (Schwartz & Bryan, 1998). For management, support, and student personnel, implementing training and development programmes and activities should be mandatory rather than optional (Schwartz & Bryan, 1998). Participation in PD programmes is voluntary in most of the PD entities. However, some entities do keep track of who has taken part. There is a provision that newly recruited teachers must attend the necessary induction modules, according to four out of nine entities. Although the impact of those PD offerings has not been studied yet, seven out of nine PD managers also suggested to make induction training mandatory for all teachers who have not attended them.

The traditional "one-shot" workshop approaches are most commonly found in most entities. The feedback forms from participants were used to assess teachers' needs and design training programmes. Faculty members also discuss and share their PD needs with the centre. The UGC and university authorities also consider appropriate training content for teachers. Researchers suggest that entities should adopt sustained and extensive opportunities to develop a community of professional learning instead of those traditional one-shot approaches (Guskey, 2003; Patton et al., 2015). Modules are considered extensive educational content, as well as a system for controlling, monitoring, and evaluating knowledge quality, to encourage a comprehensive educational process (Zabolotniaia et al., 2020). Along with one-shot approaches for PD, two entities have developed some modules consulting experienced academics from both home and abroad, curriculum and education experts, and discipline-specific resource persons.

Resource persons are typically chosen among the professors inside and outside the University based on their relevance and expertise. Aside from professors, some entities have created a pool of resources. Snowball technique used by the centre while selecting a resource person. Since faculty training is often perceived negatively in higher education (Wilson, 1990), finding resource persons is comparatively more complex. Some faculty members have a cultural ego and refuse to participate in PD sessions led by their colleagues. Some entities have recently begun to hire international faculty from higher-ranked reputable universities. One of the entities

provides a year-long certificate course in teaching higher education and is staffed with full-time faculty members who usually conduct PD sessions.

The motivation of teachers to participate in professional learning is an essential factor in explaining the effectiveness of PD programmes (Zhang et al., 2021). Faculty members were not self-motivated, according to PD managers. Some PD sessions are mandatory, while most of them are optional. Whether mandatory or voluntary, PD managers augured participants' dedication to the session and expressed their belief that participation in PD should be mandatory. PD entities in other parts of the world are funded similarly to the Higher Education Funding Council for England (HEFCE) (Chalkley, 2004, 2006). Entities submit a financial proposal to the University, which is reviewed and approved by the University Grant Commission.

Along with the position of Director and Additional Director, the composition of PD entities includes three faculty positions- 1) Associate Professor (Training), 2) Associate Professor (Pedagogy), and 3) Associate Professor (IT). All the public university CETLs are found reluctant to recruit those posts. All the PD managers are full-time faculty at the concerned University. Additionally, they are executing the responsibility of a PD manager. PD managers agreed that similarly managing both roles is difficult. Some PD managers have expressed concern about the resource persons' quality, skill and expertise. Since resource persons are the guest speakers sharing negative feedback provided by the participants creates an uncomfortable situation for both PD managers and invited resource persons. Instead, recruiting full-time positions, as specified in the organogram, could be a solution. The PD entities hire different venues most of the time; additionally, it has no dedicated office in most universities. PD managers recommended reliable infrastructure, including quality venues, participants allowance, facilities for residential training, and offices, as ease and comfort directly relate to learning.

Concluding Remarks

The findings of the study indicate that the PD initiatives are believed to be effective for quality teaching-learning and advocate that there is a need for enhancing and strengthening the programs. The study has come up with several recommendations that can be divided into three main categories; Policy, dedicated staff, and budget for PD entities.

Since PD offerings are mostly voluntary and teachers are reluctant towards the sessions, most PD managers suggested making policies or statutes that mandate foundation training for young faculties offered by the centre. They proposed foundation training could be linked with promotion, increment, incentives and other facilities. The length of PD programs should be ranged from 15 days to three months. Follow-up mechanisms (observation, Teachers evaluation/ assessment form, student evaluation etc.) should be initiated to encourage classroom practice of the learned skills. Raqib (2019) proposed a similar PD model to develop a mechanism (Raqib, 2019).

Considering the volume and nature of responsibilities for the centre, the study recommended full-time dedicated faculty and administrative body as an independent entity that will establish active networks with foreign universities, university administration, faculties and resource persons. In the policy document of IQAC published by UGC, faculties in the position of director and Additional director are discouraged from taking more than one course in their mother department. With though, the Additional Directors are not allowed to get financial benefit from the UGC or the Universities, which may occur slowing the activity of the organizations.

The study showed that the PD entities develop yearly calendars though they fail to execute them properly. The most reported cause is the unavailability of the required fund. Allocating a sufficient budget considering the quality and mandatory residential training and skilled resource persons can positively affect the outcome of the PD offerings.

PD is a comprehensive and whole system approach that includes the teacher-student ratio, economic and other facilities provided, teacher recruitment, status of the trainers, policy, staffing and budget. PD is a comparatively new idea in Bangladesh's higher education context. There is some assumption yet to be established by empirical evidence. As suggested by PD managers, assessing the development need of faculties; an impact study of PD training on teaching behavior; the impact of PD offering on research outputs; faculties' attitudes towards PD activities should be investigated in future.

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