

synergies on both formal and informal sources of CPD, rather than depending on only one source. Finally, the most important conclusion of the study is that, it is much needed to inculcate the insight, that CPD should be part and partial of the life of an academic rather than focussing on it, only during one stage of the career.

Keywords: Academics, Continuous Professional Development (CPD), Higher Education Institutes (HEIs), Sources and Barriers

Introduction

Continuing Professional Development (CPD) is gradually gaining a position in the agenda of priorities in the higher education system of Sri Lanka at present, compared to European countries where CPD is a higher-ranking item in the priority agenda of the HE system (Chatterton & Goddard, 2000). Alongside, the Ministry of Higher Education (MoHE), the University Grants Commission (UGC), and the Quality Assurance and Accreditation (QAA) Council of the UGC are extensively engaged in developing the quality of the teaching and learning process in Sri Lankan universities, within which CPD is progressively gaining momentum. These policy efforts at State and institutional levels need to be further streamlined for Sri Lanka to be in par with the Western countries such as the United Kingdom (UK), Australia, New Zealand, United States of America (USA), and Nordic countries etc. (Wood et al., 2011). Furthermore, the number of action level or implementation level activities taking place in Sri Lanka to promote CPD are gradually increasing and the National Forum on Continuing Professional Development (NFCPD) -2017, where the Abstract of this paper was presented is one such initiative (<http://conf.kln.ac.lk/nfcpd/>).

In my opinion, despite the importance of focusing on the area of CPD in Higher Education, only a very limited number of research studies are undertaken in Sri Lanka in this area (e.g., Karunaratne, Chandratilake, & Wijayaweera, 2015; Kulathunga, Marasinghe, Karunathilake, &