



STRATEGIC PLAN

2026 - 2030



POSTGRADUATE INSTITUTE OF MEDICINE
ACADEMIC CENTRE

POSTGRADUATE INSTITUTE OF MEDICINE
UNIVERSITY OF COLOMBO

Strategic Plan (2026 – 2030)

Postgraduate Institute of Medicine, University of Colombo

The Strategic plan for the Postgraduate Institute of Medicine, University of Colombo has been prepared in accordance with the guidance contained in the letter of instructions dated 13/07/2011 issued by the Secretary, Ministry City Planning, Water Supply and Higher Education for the period 2026-2030.

Continuing from the strategic plan of 2025-2029, this document articulates ambitious yet achievable aspirations for the Postgraduate Institute of the University of Colombo for the period 2026-2030 and beyond. This document includes a set of indicators against which progress can be assessed and articulates a set of values which will guide the work of the institute over the next five years.

December 2025

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The Message from the Acting Director/ PGIM

As stipulated in UGC Finance Circular No. 08/2023 dated 19 September 2023, a gap analysis for the year 2026 was conducted to assess the difference between the PGIM's current operational status and the desired future position in alignment with established objectives. In this context, it is with great pleasure that I present the Strategic Plan of the Postgraduate Institute of Medicine (PGIM) for the period 2026–2030.

As the country's leading institution for specialist training in medicine and dentistry, the PGIM continues to play a crucial role in shaping the future of healthcare in Sri Lanka.

Each year, we work to strengthen and modernize our academic offerings. Our general guidelines and regulations are reviewed annually and updated in line with the decisions of the Senate of the University of Colombo. We remain committed to innovation by improving existing training programs and developing new ones, with special attention to short courses designed for doctors at the non-specialist grade. We also strive to attract more overseas trainees to PGIM programmes in line with the PGIMs vision to become a centre of excellence in the region.

In recent years, the PGIM has successfully navigated many operational challenges. By shifting a significant portion of our work to digital platforms and adopting green concepts such as paperless, eco-friendly office model, we have improved efficiency and broadened engagement. We have also embarked on a process of further digitalizing the administrative processes of the PGIM, which we hope will further enhance the efficiency of our operations.

We continue to uphold strong health and safety practices based on national guidelines, ensuring a secure environment for all staff, trainers, and trainees. Promoting healthy lifestyles, environmental responsibility, and maintaining high-quality learning facilities remain key priorities. It is also noteworthy that the PGIM operates entirely on its own revenue, without financial support from the national Treasury.

Looking ahead to 2026, we aim to further strengthen our digital learning infrastructure, expand opportunities for regional training centers, introduce more competency-based modules, and enhance research capacity-building initiatives. We will also focus on improving candidate support services and strengthening partnerships with healthcare institutions both locally and internationally.

I extend my sincere appreciation to everyone who contributed to the development of this strategic plan. Working together, we are paving the way for continued excellence in postgraduate medical education and supporting a stronger, more resilient healthcare system for the future.

Professor Pandula Siribaddana
Acting Director/PGIM

The Board of Management

- Professor Pandula Siribaddana, Acting Director/PGIM
- Deputy Director/PGIM
- Professor Jayantha Jayawardena, UGC Appointed Member (Chairperson)
- Ms.Apsara Caldera, Nominee of the Secretary/Ministry of Education
- Dr Asela Gunawardena, Director General of Health Services
- Dr.Kumara Wickremasinghe, Secretary/Ministry of Health
- Ms.K.A.Ramya Kanthi, Nominee of the Secretary/Ministry of Finance
- Dr P W C Panapitiya, Deputy Director General of Medical Service
- Professor Vajira H W Dissanayake, Nominee/Faculty of Medicine, University of Colombo
- Professor Saman Nanayakkara, Nominee/Faculty of Medicine, University of Peradeniya
- Professor U.C.P.Perera, Nominee/Faculty of Medicine, University of Ruhuna
- Professor R. Surenthirakumaran, Nominee/Faculty of Medicine, University of Jaffna
- Professor Manori Gamage, Nominee/Faculty of Medical Sciences, University of Sri J'pura
- Professor M N Chandratilake, Nominee/Faculty of Medicine, University of Kelaniya
- Professor T. Sathaananthan, Nominee/Faculty of Health Care Sciences, Eastern University
- Professor Sisira Siribaddana, Nominee/Faculty of Medical & Allied Sciences, Rajarata University
- Professor S.D.Pilapitiya, Nominee/Faculty of Medicine, University of Moratuwa
- Professor M. Vidanapathirana, Nominee/Faculty of Medicine, Uva Wellassa University
- Professor M.D.K. De Silva, Nominee/Faculty of Dental Sciences, University of Peradeniya
- Professor Priyake Palipana, Nominee/Faculty of Dental Sciences, University of Sri J'pura
- Professor S.D. Jayaratne, UGC Appointed Member
- Professor H Janaka de Silva, UGC Appointed Member
- Professor Nandadeva Samarasekera, UGC Appointed Member
- Professor Arjuna de Silva, UGC Appointed Member
- Dr Harsha Cabral, UGC Appointed Member
- Professor Rohan W. Jayasekara, Council Nominee
- Professor B.G.Nanayakkara, Council Nominee

Co-opted Members

- Professor Arjuna Medagama, Chairperson/AAAEC

Boards of Study

All academic matters including preparation of syllabi, formulating training programmes and standards of examinations etc. are determined by the respective Boards of study. Membership of each board of study shall be made in accordance with the PGIM Ordinance No: 01 of 1980 and its subsequent amendments. There are 24 Boards of Study conducting study programmes as given below.

There are also <37> Specialty Boards (including 6 Interim Specialty Boards) under the purview of Boards of Study. These Specialty Boards manage newly established programmes until such time the specialties catered to by these Specialty Boards are mature enough to be managed by a separate Board of Study.

Boards of Study	Certificates/Diplomas/Masters/Degrees/ Subspecialties
Anaesthesiology	Certificate of Competence in Anaesthesiology MD and Board Certification in Anaesthesiology MD and Board Certification in Anaesthesiology with special training in Cardiothoracic anaesthesia Neuro-anaesthesia Obstetric anaesthesia Paediatric anaesthesia Intensive Care Pain Management Transplant and Critical Care
Basic Medical Sciences	PG Diploma in Anatomy PG Diploma in Medical Physiology
Community Medicine	MSc in Community Medicine MSc in Community Dentistry MD and Board Certification in Community Medicine MD and Board Certification in Community Dentistry
Clinical Oncology	MD and Board Certification in Clinical Oncology MD Clinical Oncology and Board Certification in Paediatric Clinical Oncology Haemato-Oncology
Dental Surgery	PG Diploma in Hospital Dental Practice PG Diploma in General Dental Practice

	MD and Board Certification in Oral and Maxillofacial Surgery
	MD and Board Certification in Orthodontics
	MD and Board Certification in Restorative Dentistry
	MD and Board Certification in Oral Pathology
Dermatology	MD and Board Certification in Dermatology
Family Medicine	PG Diploma in Family Medicine
	MD and Board Certification in Family Medicine by thesis (No new entrants)
	MD and Board Certification in Family Medicine
Forensic Medicine	Master of Forensic Medicine
	MD and Board Certification in Forensic Medicine
	MD and Board Certification in Forensic Medicine with Special Interest in
	Clinical Forensic Medicine
	Forensic Toxicology
	Forensic Paediatric and Perinatal Pathology
	Forensic Histopathology
	Forensic Anthropology
	Forensic Radiology
	Forensic Cardio–Vascular Pathology
	Forensic Neuropathology
	Forensic Molecular Pathology
Medicine	PG Diploma in Tuberculosis and Chest Diseases
	PG Diploma in Geriatric Medicine
	MD and Board Certification in General Medicine
	MD Medicine and Board Certification in
	Adult Cardiology
	Cardiac Electrophysiology
	Endocrinology
	Gastroenterology
	Nephrology
	Neurology
	Clinical Neuro Physiology
	Respiratory Medicine
	Rheumatology & Rehabilitation Medicine

	Clinical Pharmacology and Therapeutics
	Rehabilitation Medicine
	MD and Board Certification in Geriatric Medicine
Medical Administration	MSc in Medical Administration
	MD and Board Certification in Medical Administration
Microbiology	PG Diploma in Medical Microbiology
	MD and Board Certification in Medical Microbiology
	MD Medical Microbiology and Board Certification in Mycology
	MD and Board Certification in Medical Parasitology
	MD and Board Certification in Medical Virology
Multidisciplinary Study Courses	PG Certificate in Medical Education
	PG Diploma in Palliative Medicine
	PG Diploma in Critical Care Medicine
	PG Diploma in Health Sector Disaster Management
	PG Diploma in Medical Toxicology (online)
	PG Diploma in Molecular Medicine
	Master of Medical Education
	MSc in Biomedical Informatics
	MSc in Molecular Medicine
	MSc in Human Nutrition
	MSc in Clinical Pharmacology and Therapeutics
	MSc in Medical Toxicology (online)
	MSc in Military Medicine
	MD and Board Certification in Emergency Medicine
	MD and Board Certification in Medical Education
	MD and Board Certification in Health Informatics
	MD and Board Certification in Clinical Nutrition
	MD Medicine/MD Anaesthesiology and Board Certification in Critical Care
	MD and Board Certification in Laboratory Molecular Medicine (Awaiting UGC approval)

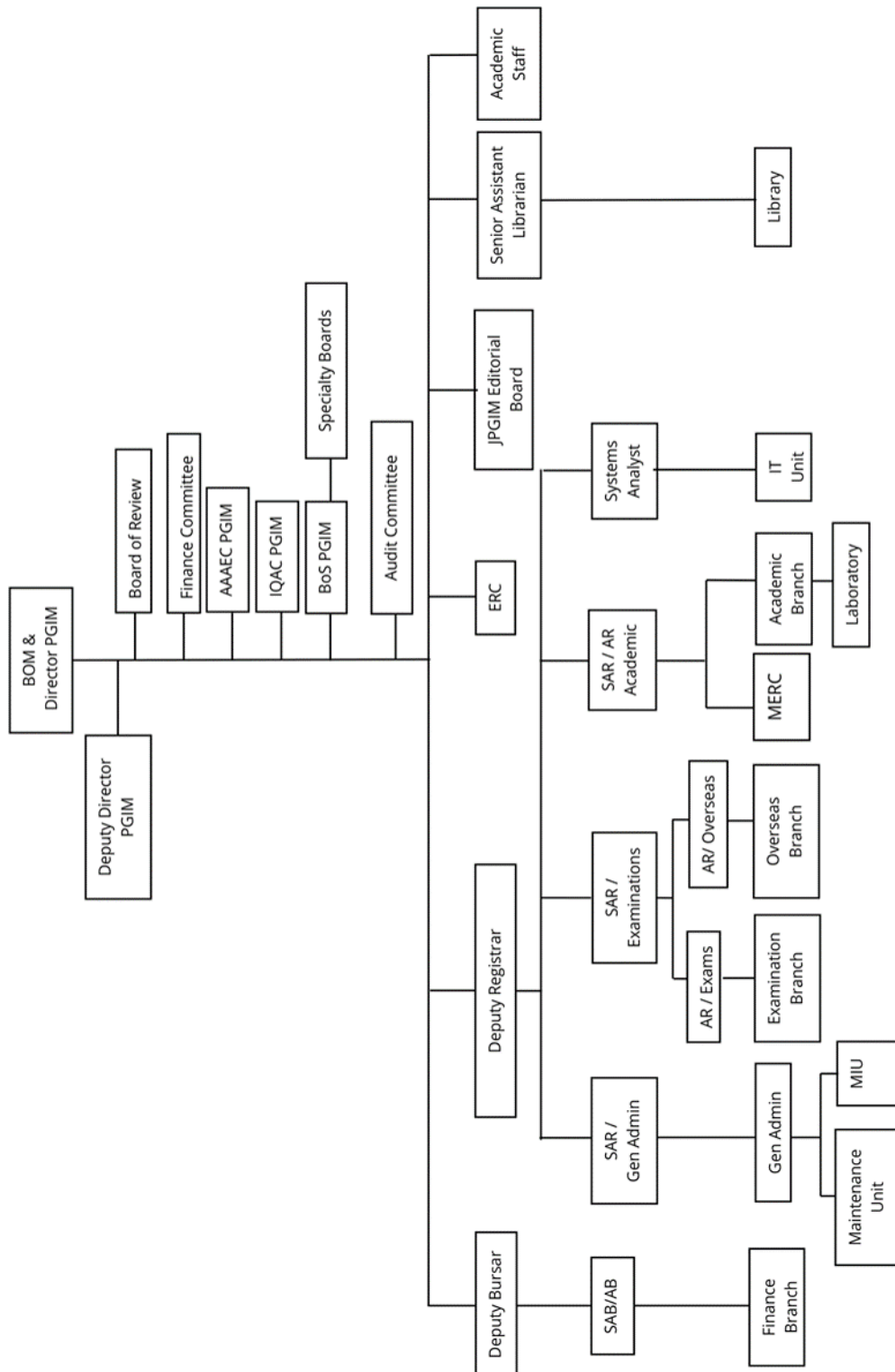
Obstetrics and Gynaecology	PG Diploma in Reproductive Health MD and Board Certification in Obstetrics and Gynaecology MD Obstetrics and Gynaecology and Board Certification in subspecialties Gynaecological Oncology Subfertility Urogynaecology (Awaiting MOH concurrence) Foetal Medicine (Awaiting MOH concurrence)
Ophthalmology	MD and Board Certification in Ophthalmology MD Ophthalmology and Board Certification in Vitreo-Retinal Surgery Paediatric Ophthalmology MD and Board Certification in Ophthalmology with Special Interest training in Cornea & External Eye Diseases Orbit & Oculoplasty
Oral and Maxillofacial Surgery	
Orthopaedic Surgery	MD and Board Certification in Orthopaedic Surgery
Otorhinolaryngology	MD and Board Certification in Otorhinolaryngology
Paediatrics	PG Diploma in Child Health MD and Board Certification in Paediatrics MD Paediatrics and Board Certification in Paediatric Neonatology & Perinatal Medicine Paediatric Cardiology Paediatric Nephrology Paediatric Neurology Paediatric Intensive Care Paediatric Endocrinology Paediatric Pulmonology Community Paediatrics MD Paediatrics/MD Medicine and Board Certification Clinical Genetics
Pathology	PG Diploma in Transfusion Medicine PG Diploma in Clinical Haematology MD and Board Certification in Histopathology

Psychiatry	MD and Board Certification in Chemical Pathology
	MD and Board Certification in Haematology
	MD and Board Certification in Transfusion Medicine
	PG Diploma in Psychiatry
	MD and Board Certification in Psychiatry
	MD Psychiatry and Board Certification in
	Forensic Psychiatry
	Child and Adolescent Psychiatry
	Old Age Psychiatry
	Addiction Psychiatry
Radiology	MD and Board Certification in General Radiology
	MD Radiology and Board Certification in
	Paediatric Radiology
	Neuro-Radiology
	Interventional Radiology
Sports Medicine	PG Diploma in Sports Medicine
	MD and Board Certification in Sport and Exercise Medicine
Surgery	MD and Board Certification in Surgery
	MD Surgery and Board Certification in
	Surgical Oncology
	Cardiothoracic Surgery
	Thoracic Surgery
	Paediatric Surgery
	Plastic Surgery
	Urological Surgery
	Vascular Surgery
	Neuro surgery
	Paediatric Cardiothoracic Thoracic Surgery
	MD Surgery and Board Certification in General Surgery with Special Interest in
	Upper gastrointestinal surgery
	Hepato-pancreato-biliary surgery
	Lower gastrointestinal surgery
	Vascular surgery
	Breast surgery

Venereology	Endocrine surgery
	Trauma surgery
	MD Surgery and Board Certification in Gastrointestinal Surgery with Special Interest in
	Upper GI Surgery
	Hepatopancreatobiliary Surgery
	Colorectal Surgery
	PG Diploma in Venereology
	MD and Board Certification in Venereology

Organogram

Organizational structure showing functional divisions for the next five years from 2026 -2030



Historical background

Medical education in Sri Lanka commenced in 1870 with the establishment of the Ceylon Medical College, which became the Faculty of Medicine in 1942 when the University of Ceylon was established. No postgraduate medical examinations were conducted by the University of Ceylon until 1952 when examinations for the degrees of MD and MOG commenced, followed by the degree of MS the next year.

At that time, there was no structured or organized postgraduate training. Postgraduate medical training was obtained in the United Kingdom and qualifications such as MRCP, FRCS, FFARCS, MRCOG, FRCR, MRC Path, MRC Psych, FDSRCS etc awarded by the professional colleges in the UK were recognized for consultant appointments by the Ministry of Health and universities. In 1973, the Advisory Committee on Postgraduate Medical Education recommended to the Government that a supervised in- service training period of 3 years followed by an examination should replace training abroad. Accordingly, the Institute of Postgraduate Medicine (IPGM) was established in 1976 under provisions of the University of Ceylon Act No. 1 of 1972 and was attached to the University of Colombo. It was formally inaugurated on the 2nd of March 1976 by Dr. Halfdan Mahler, Director General of the WHO. Professor K.N. Seneviratne was appointed as its first Director.

From 1980 the government decided to stop the UK professional colleges from conducting foreign postgraduate medical examinations in Sri Lanka and to grant full recognition and preference to postgraduate medical degrees of the institute.

In order to achieve the objectives of the institute, it was re-established in 1979 under the provisions of the Universities Act No. 16 of 1978 and renamed the Postgraduate Institute of Medicine (PGIM). Dr. S.A. Cabraal was appointed as its first Director. Accordingly, the PGIM Ordinance No: 1 of 1980 made under the provisions of the Universities Act referred to above came into force on the 10th of April 1980. Boards of Study for various specialties were re-organized, and courses of instruction and examinations were arranged for different specialties. Professor R.G. Panabokke was appointed Director in 1990 followed by Dr. J.B. Peiris in 1995, Professor Lalitha Mendis in 2002, Professor Rezvi Sheriff in 2006, Professor Jayantha Jayawardana in 2012, Professor H. Janaka de Silva in 2014, and Professor Senaka Rajapakse in 2020. Professor Senaka Rajapakse was re-appointed as Director in 2023 and served until 16 October 2025. The post of Deputy Director was established in 2011, and this post has been held by Professor Jayantha Jayawardana, followed by Professor Prashantha Wijesinghe, Professor Chrishantha Abeysena, Professor Senaka Rajapakse, Professor S Sivaganesh and Professor Chandanie Wanigatunga. The current Deputy Director is Professor Pandula Siribaddana. Amendments to the PGIM Ordinance No.1 of 1980 took effect on the 1st of July 2014 and 23rd of February 2018. Current By-Laws for the PGIM were enacted with effect from 22nd April 2016.

The Role of the PGIM

We strive to:

- Be a self-supporting, administratively and financially autonomous body.
- Lay down policies and guidelines on postgraduate medical education in Sri Lanka.
- Provide postgraduate medical education, training and specialist certification in different fields of medicine and dental sciences.
- Maintain accurate statistics relating to postgraduate training and specialist certification.
- Produce quality specialists, humane and well behaved, equipped with the required knowledge, skills, attitudes and competencies, who perform their duties to high moral and ethical standards.
- Review continuously and improve training programmes and course contents in order to fall in line with recent developments in the field of medicine and dentistry.
- Periodically introduce new specialties and sub-specialties to meet societal needs.
- Assist public sector institutions to conduct in-service training programmes.
- Develop research skills among postgraduate trainees.
- Conduct continuing professional development (CPD) programmes for trainers' trainees.
- Conduct distance education programmes.
- Establish collaborative link programmes with similar postgraduate institutes in Sri Lanka and abroad.
- Maintain sustainable links with international professional bodies to be on par with state-of-the-art professional developments.
- Train staff and improve their skills.
- Conduct needs analysis of public and private sector requirements.
- Render assistance to regional countries to meet their requirements in postgraduate medical education.

We serve:

- Sri Lankan medical graduates and other categories of professionals in conformity with the mandate assigned to the PGIM.
- Universities in Sri Lanka to develop their human resources.
- Sri Lankans who have qualified in overseas countries & foreign medical graduates who seek postgraduate educational opportunities in medicine and dentistry.
- Overseas postgraduate institutes that seek assistance in carrying out teaching, training and conduct of examinations.

We plan to strengthen our efforts by:

- Introducing improved evaluation systems and examination methods.
- Introducing evaluation methods for trainers and examiners.
- Conducting seminars and workshops for the benefit of trainers and examiners.

- Monitoring the learning experiences of trainees who undergo further training in overseas centers.
- Training support staff and improving their communication skills.
- Developing the main library and establishing library facilities.
- Arranging exchange programmes with overseas institutions for trainers and examiners.
- Organizing regular scientific sessions to provide opportunities for presentation of research.
- Standardization of examinations.
- Provide support to improve skills and knowledge of trainers/examiners.
- Improving the quality of training units.
- Providing support services to trainees and staff.
- Optimization of resource utilization.
- Improving the number of publications in all fields of medicine and dentistry.

Vision and Mission of the PGIM

Vision

To be an internationally recognized centre of distinction for producing specialists and other professionals of high caliber to meet health needs of the country, region and contribute to world health.

Mission

To plan and develop, implement, monitor and evaluate postgraduate academic programmes required to produce specialists and other professionals of the highest quality, competence and dedication who provide optimum and humane health care to the people of Sri Lanka, the region and the world.

Strengths, Weaknesses, Opportunities & Threats: (SWOT) Analysis

Strengths	Weaknesses
▪ Well established Institution - through legislative provisions & history of over three decades of provision of PG Medical Education ▪ Academic distinctions are well recognized for Public Sector appointments/promotions ▪ Accepted as a well-established PG center in the region and the constant assistance sought by the regional countries for training of doctors. ▪ Eminent Faculty consisting of the highly experienced and well-trained consultants of the Tertiary care institutions of the MOH & Universities ▪ Well established academic links & support of postgraduate institutes of other disciplines in the country ▪ Well established network of postgraduate centers & overseas training institutions ▪ Academic center of the PGIM enhances training and skills development of trainees, trainers and examiners ▪ Governing body with enormous experience consisting of topmost administrators, academia and eminent persons in the field of Medicine backed by Boards of Study with similar eminence ▪ Recognition for high quality of training. ▪ Recognition acclaimed by PGIM examinations as benchmarked for quality blended through a network of eminent local and international examiners of highest standards. ▪ Proven ability to move into new disciplines and training programmes with multi-disciplinary approach and Information Technology based. ▪ Pool of trained trainers and examiners ▪ Ability to host online courses and training resources	▪ Dependence on internally generated funds, without any support from Treasury funds. ▪ Cash flow issues due to fluctuation of interest rates of the Market. ▪ Difficulty in recruiting support staff through open competition due to existing recruitment procedures. ▪ Difficulty in recruiting qualified full-time Academic staff, to fulfil the PGIM requirements. ▪ Lack of dedicated Postgraduate research and training laboratories. ▪ Lack of an electronic student management information system ▪ Lack of Uniformity among Boards of Study pertaining to appraisals and assessments of trainees. ▪ Inconsistency in quality of the research being done. ▪ Inadequacy of finances for Research & Development. ▪ Delays in obtaining foreign training placements. ▪ Delays in commencing foreign training due inability to achieve language competency. ▪ Inadequacy of approved cadre in all the administrative and financial departments at all levels. ▪ Lack of a Research fund for research on postgraduate medical education ▪ Lack of a uniform standardization process for all PGIM Selection and Exit examinations ▪ Absence of a high-fidelity simulations lab for postgraduate training. ▪ Deficiencies in the vehicle fleet to fulfil the mobility requirements.

Opportunities	Threats
• Sufficient stature to become a regional center of excellence in postgraduate medical training • Working towards gaining status of an autonomous Postgraduate University. • networking with overseas centers of excellence to expand/improve the academic activities • Institutionalization of interaction with the Ministry of Health in matters related to Health Policy, Health manpower planning and development etc. • ability to share expertise in postgraduate training with other state institutions engaged in capacity development in health sector • More than 10,000 PGIM Alumni • Playing a role opportune to further and enhance its position as a regional PG Institute giving leadership for regional PG Medical conferences. • Expansion of training opportunities in the PG training programmes for foreign nationals in the region and as well as outside the region • Availability of physical space to expand training programmes. • Renewed interest on middle level capacity development among doctors from the Ministry of Health. • A consistently performing research publication platform in JPGIM.	• Diminished interest among doctors to engage in postgraduate training. • Commencement of Postgraduate training programmes for medical and dental doctors by the non-state sector institutions. • Sudden changes in regulatory policies locally and externally. • Budget cuts. • Disruption of online programmes if service providers withdraw • Data security • Disruption of academic activities due to trade union actions • The brain drain of specialists contributing to reduced capacity for training. • Market volatility and rising costs leading to higher course and other fees for trainees. • Difficulty in attracting skilled trainers and supervisors for teaching activities due to inadequate remuneration.

Goals

Goal 1

- Excellence in teaching and learning

Goal 2

- Excellence in research, innovation and industry/ society collaborations

Goal 3

- Excellence in capital and infrastructure facilities

Goal 4

- Excellence in responsible management

Overall Strategic Plan 2026- 2030

The action plan will be submitted annually, with progress review updates provided on a quarterly basis. The Board of Management is committed to regularly assessing progress toward the four Goals by monitoring program indicators, evaluating the likelihood of achieving these targets, and identifying any potential challenges that may arise.

Goal/ Objectives/Strategy/Activity	Key Performance Indicators	Accountability	2026	2027	2028	2029	2030
GOAL 1 – EXCELLENCE IN TEACHING AND LEARNING							
1.1 To produce globally competitive graduates							
1.1.1 <i>Hosting of joint programmes with overseas institutions /experts</i>							
1.1.1.1 Establishment of formal collaborations with overseas institutions for joint programmes	Number of MOUs signed	Director/PGIM	2	1	1	1	1
1.1.1.2 Conducting workshops with overseas professional colleges	Number of workshops held	BOS/MERC	2	2	2	2	2
1.1.1.3 Hosting of courses in collaboration with overseas institutions	Number of courses launched	BOS	1	1	1	1	1
1.1.2 <i>To review academic programmes with a focus on its alignment with international programmes of similar nature</i>							
1.1.2.1 Hosting of design workshops to review programmes	Number of workshops held	MERC/BOS SAR/Academic	2	2	2	2	2
1.1.3 Enhance enrolment of foreign postgraduate trainees							
1.1.3.1. Development of a step by step enrolment guide for potential overseas applicants	International trainee support developed	SAR/Academic	-To be reviewed	-	-	-	-

1.1.3.2. Development and implementation of a marketing strategy to attract overseas applicants.	Marketing strategy developed and implemented	SAR/Admin DB MERC	Implemented /Relevant new programmes are developed				
1.1.3.3. Enrolment of foreign postgraduate trainees	Number of overseas trainees enrolled	SAR/Academic	5	8	10	12	15
1.2 To adopt modern andragogical approaches to enhance learning							
<i>1.2.1 Enhance opportunities for training of trainers and examiners</i>							
1.2.1.1. Training Workshops on online learning platforms and instructional design/ simulation technologies.	Number of workshops	MERC	2	2	2	2	2
<i>1.2.2 Enhance the use of digital technologies in postgraduate programmes</i>							
1.2.2.1 Creation of subject specific Video content	Number of Videos	AV Unit	15	20	20	20	20
1.2.2.2 Incorporating simulation devices, tools & AI for training	Number of programmes incorporating simulation devices and technologies.	BOS	3	5	8	10	15
<i>1.2.3 Establish and formalize simulated patient pool</i>							
1.2.3.1 Establishment of the simulation patients pool established	Number of simulated patients recruited.	MERC	20	20	20	20	20
1.2.3.2 Hosting of training workshops for simulated patients.	Number of simulated patients trained	MERC	40	60	60	60	60

1.2.3.3 Use simulated patients for training & assessment.	Number of programmes using simulated patients	SAR/Exams	3	5	8	10	10
1.3. To enhance international presence							
1.3.1. Review the number of foreign PG institutes/ professional colleges with which links have been established							
1.3.1.1. Review and update the existing database	Database updated	AR/Overseas	Yes	Yes	Yes	Yes	Yes
13.2. Expand the number of overseas institutions having formal agreements with the PGIM							
1.3.2.1. Establish formal collaboration with overseas training centers for student exchange	Number of overseas collaborations established	AR/Overseas	--	--	--	--	--
1.3.2.2. Number of new training centers accredited for placements	Number of accredited centers	AR/Overseas	25	20	15	10	10
13.3. Enhance the representation of the PGIM in regional and global events							
1.3.3.1. Participation of PGIM staff in regional and global events.	Number of staff participating	Director/PGIM	6	6	8	10	10
1.3.4. Expand the PGIMs representation in regional and global networks							
1.3.4.1. Engage with regional & global networks	Number of subscribed networks.	Director/PGIM	2	2	2	2	3
1.3.5. Enhance the engagement of alumni in PGIM activities							
1.3.5.1. Launch a membership drive.	Number of new members	MERC	200	500	1000	1500	1500

1.3.5.2. Host an annual convention.	Annual convention organized.	MERC	Yes	Yes	Yes	Yes	Yes
1.3.5.3. Engagement of the alumni with training & trainee welfare activities.	Number of activities supported by alumni.	Alumni association	1	2	2	2	2
1.4. Expansion of domains of learning							
1.4.1. Expand opportunities available for medical doctors to engage in skills enhancement							
1.4.1.1. Development of a master plan to introduce new training programmes	Masterplan developed	BOM appointed committee	Yes	Yes	Yes	Yes	Yes
1.4.1.2. Establishment of new programmes based on country needs.	Number of new programmes launched	BOM appointed committee/ BOS	2	5	7	10	10
GOAL 2 EXCELLENCE IN RESEARCH, INNOVATION AND INDUSTRY/ SOCIETY COLLABORATIONS							
2.1 To increase the engagement in research activities							
2.1.1 <i>Inculcate a strong research culture</i>							
2.1.1.1 Expanding activities of the research support center.	Number of monthly research seminars	MERC	12	15	15	15	18
2.1.1.2 Conduct grant writing workshops	Number of grant writing workshops.	MERC	1	2	2	2	2
2.1.1.3. Establishment of a research support fund.	Fund value in Millions (LKR)	Director/PGIM	2	2.5	3	3.5	4
	Disbursed percentage		50	60	75	75	75
2.1.2. Upgrade the library management system.							

2.1.2.1. Upgrading the existing KOHA system.	Percentage upgrade of the KOHA system completed.	Library	100%	-	-	-	-
2.1.3. Strengthening visibility for research done at the PGIM							
2.1.3.1. Creation of student research profiles.	Percentage of research profiles created among all trainees.	SAR/Academic	60%	80%	90%	90%	100%
2.1.3.2. Promote inclusion of PGIM as an affiliate institution of the trainees among trainees publishing research. (MD & Msc)	Percentage of trainees citing PGIM as an affiliate institution.	AR/SAR Overseas	80%	100%	100%	100%	100%
2.1.3.3. Hosting of Annual Research Symposium	ARS held	MERC	Yes	Yes	Yes	Yes	Yes
2.1.3.4. Publication of the Journal of the PGIM (JPGIM)	Number of issues published.	JPGIM Editorial Board	2	2	2	2	2
	JPGIM Indexed		-	Yes	Yes	Yes	Yes
2.1.4. Strengthen research collaborations with other local and foreign research centers							
2.1.4.1. Establish formal research collaboration.	Number of collaborative events	MERC	2	2	2	2	2
2.2 To promote innovations and knowledge transfers from university to industry/society							
2.2.1 Strengthen industry collaborations in research							
2.2.1.1 Conduct collaborative seminars with industry participation.	Numbers of Collaborative seminars	MERC	1	2	2	2	2
2.2.2 Promote innovation and entrepreneurship among PG trainees							
2.2.2.1 Conduct seminars on knowledge transfer and entrepreneurship	Numbers of Collaborative seminars	MERC	1	1	1	1	1

GOAL 3 - EXCELLENCE IN CAPITAL AND INFRASTRUCTURE FACILITIES								
3.1 To upgrade human capital aligning with strategic requirements								
3.1.1 <i>Expand the human resource pool aligned with the strategic priorities</i>								
3.1.1.1 Fulfillment of approved cadre	Fulfilled vacancies as a Percentage of granted cadre.	SAR/Admin	80%	85%	90%	95%	95%	
3.1.2. Strengthen career progression and skills development opportunities for staff members								
3.1.2.1. Increase support for staff members to participate in skills development activities.	Percentage of staff members financially supported	SAR/Admin	50%	50%	60%	75%	80%	
3.2 To improve physical capital								
3.2.1 <i>Establish clinical skills training/simulation facility</i>								
3.2.1.1 Set up a committee comprising relevant academic stake holders to design and plan for necessary infrastructure & implementation: Anesthesia, Surgery, O&G, etc.	Functioning committee exist.	Director/PGIM, Committee	Yes	Yes	Yes	Yes	Yes	
	Availability of design blueprint.		Yes	Yes	Yes	Yes	Yes	
	Draft procurement & human resource plan available.		--	Yes	Yes	Yes	Yes	
3.2.1.2 Procurement of equipment	Percentage completion of procurement.	SAR/Admin & SAB/Finance	25%	50%	70%	90%	100%	

3.2.1.3. Training of trainers on use of equipment and simulation training.	Number of Trainer Training programmes aimed at simulation training.	MERC	1	1	1	1	3
3.2.1.4. Recruitment of technical staff of simulation facility.	Number of technical staff recruited for simulation facility	SAR/Admin	--	1	1	1	1
3.2.1.5. Training of technical staff of simulation facility.	Percentage of technical staff members trained among assigned staff members for simulation facility.	MERC	25%	50%	75%	75%	100%
3.2.1.6. Purchase Virtual reality equipment.	Number of virtual reality headsets procured.		1	2	-	-	-
	Numbers of virtual reality programmes subscribed.		1	2	3	4	5
3.2.2. Establish facilities for health and wellness & staff wellbeing.							
3.2.2.1. Setting up & Operationalize the PGIM fitness centre.	Fitness center layout and equipment list available.	SAR/Admin	---	Yes	Yes	Yes	Yes
	Percentage completion of procurement.	SAR/Admin & DB/Finance	--	40%	50%	75%	75%

	Number of users of this facility.	SAR/Admin	25	50	75	80	80
3.2.2.2. Maintenance & upgrade of the medical center.	Availability of functioning medical center		Yes	Yes	Yes	Yes	Yes
3.2.2.3. Improve the facilities for the day care center.	Improved bathing facilities.	SAR/Admin	Yes	Yes	Yes	Yes	Yes
	Establishment of a dining area for children		Yes	Yes	Yes	Yes	Yes
	Establishment of Study area.		Yes	Yes	Yes	Yes	Yes
	Recruitment of trained daycare assistants.		Yes	Yes	Yes	Yes	Yes
3.2.3. Improve the efficiency of fleet management							
3.2.3.1. Development & implementation of a fleet management plan	Availability of fleet management plan	SAR/Admin	Yes	Yes	Yes	Yes	Yes
3.2.3.2. Establishment of fleet scheduling system	Availability of fleet scheduling system	SAR/Admin	Yes	Yes	Yes	Yes	Yes
3.2.3.3. Procurement/ rent or lease of necessary vehicles.	Procurement plan developed	SAR/Admin	Yes	Yes	Yes	Yes	Yes
3.2.4. Develop and expand the usage of the laboratory facilities							

3.2.4.1. Recruitment of laboratory technician cadre.	Percentage fulfillment of the laboratory technician cadre	SAR/Academic	100%	100%	100%	100%	100%
3.2.4.2. Development of the molecular lab.	Percentage completion of the molecular lab	Director/Deputy Director	25%	50%	75%	80%	100%
3.2.4.3. Procurement of necessary laboratory equipment.	Percentage of completion of procurements.	SAB/Finance	30%	50%	75%	100%	100%
3.2.4.4. Establishment of preventive & corrective maintenance systems	Preventive & corrective System established	Director/Deputy Director	40%	50%	75%	100%	100%
3.2.4.5. Improve the usage of laboratory facilities	Percentage fulfillment of training needs.	SAR/Academic	40%	50%	100%	100%	100%
	Revenue generated through external events.(LKR in Millions)	SAR/Admin	0.5	0.5	0.5	0.5	0.5
3.3 To facilitate digital transformation and upgrade virtual capital							
3.3.1. Expand IT/technology infrastructure							
3.3.1.1 Expanding the in- house & external server capacity.	Server requirement met	IT/PGIM	Yes	Yes	Yes	Yes	Yes
3.3.1.2 Upgrading the available bandwidth.	Bandwidth requirement met		Yes	Yes	Yes	Yes	Yes
3.3.1.3 Fulfill computer equipment needs	Percentage fulfillment of computers and accessory needs		25%	50%	75%	80%	90%

3.3.1.4 Expand Google drive space	Annual percentage increase of drive space		25%	25%	25%	25%	25%
3.3.2. Expand the audio-visual facilities							
3.3.2.1. Equip the main auditorium to host scientific gatherings and related events.	Procurement of 2 podiums & head table with chairs completed.	SAR/Admin	50%	50%	--	--	--
	Audio visual equipment requirement fulfilled.		--	--	--	--	--
3.3.2.2. Establishment of video conferencing facilities.	Video conferencing needs fulfilled.	IT/PGIM	Yes	Yes	Yes	Yes	Yes
3.3.2.3. Recruitment & training staff for audio-visual facilities.	No. of staff recruited & trained	SAR/Admin & IT/PGIM	--	1	--	--	--
3.3.3. Establish the student management information system and the e-portfolio							
3.3.3.1. Preparation of the TEC documents	Procurement documents completed.	SAR/Admin	--	--	--	--	--
3.3.3.2. Development & implementation of the SMIS.	% No. of modules implemented	IT/PGIM	25%	50%	75%	80%	100%
3.3.3.3. Development & implementation of the e-portfolio.	Percentage of Users among all PG trainees.	IT/PGIM	25%	50%	75%	80%	100%
3.3.4.1. Purchase/Subscribe to AI tools for content development & administrative functioning and research.	Number of AI tools subscribed.	IT/PGIM & MERC	1	2	3	3	3
3.3.4.2. Subscribe into quantitative & qualitative research tools.	Number of tools subscribed.	Library/PGIM	2	2	2	2	2

	Number of accounts utilized.		50	100	125	150	200
3.3.4.3. Improve utility of the digital tools	Repository of digital content established.-	IT/PGIM & Library/PGIM	50%	70%	80%	90%	90%
	Number of trainees accessing the digital repository.		50	150	200	250	250
GOAL 4 - EXCELLENCE IN RESPONSIBLE MANAGEMENT							
4.1 To enhance sustainability practices							
4.1.1 Ensuring green & smart office practices							
4.1.1.1 Setting up the "Green committee"	Green Committee established	Director/Deputy Director	-	-	-	-	-
4.1.1.2 Implementation of green concept/Smart office concept	Development of the green concept plan of action.	Green committee	50%	60%	75%	80%	90%
	Percentage implementation of the action plan.		60%	70%	80%	85%	90%
	Number of training sessions held on green concept & smart office concept.		8	8	8	8	8
4.1.2 Strengthening the resource and asset management							

4.1.2.1 Improve efficiency of flow of financial, human resource and other information - ERP	Percentage completion of the implementation of ERP	SAR/Admin & DB	25%	50%	75%	80%	100%
	Number of staff trained in using ERP/		20%	50%	100%	100%	100%
4.1.2.2 Formulate and implement a business plan to generate revenue through outsourcing of conference & meeting facilities	Business plan formulated/implemented	SAR/Admin	Formulated	Implemented	Implemented	Implemented	Implemented
	Percentage of estimated revenue generated.	DB/ Finance	5%	10%	20%	30%	50%
4.1.3 Implement efficient and safe e-practices							
4.1.3.1 Development of staff training tool- kit	Development of the tool-kit.	SAR/Admin & Head/IT	25%	100%	--	--	--
	Percentage staff trained using the toolkit		75%	100%	100%	100%	100%
4.2.1.1. Revamp the current professionalism & ethics in medical practice strand for MD trainees	Professionalism & ethics in medical practice strand for MD trainees revised.	MERC	100%	100%	100%	100%	100%

4.2.1.2. Development & implementation of a short course on Professionalism in the work place for PGIM staff members.	Short course on Professionalism in the work place developed.	DR/PGIM SAR/Admin	25%	50%	75%	80%	90%
	Number of staff members completing the professionalism in the work place course.		25%	50%	75%	80%	90%
4.3.1.1. Establishment of an online mechanism to provide feedback to trainers by trainees.	Percentage of trainers using the online feedback system.	MERC	25%	100%	100%	100%	100%
4.3.2. Develop and implement corporate risk assessment and mitigation strategies							
4.3.2.1. Development & implementation of the risk assessment and mitigation strategy.	Risk assessment & mitigation strategy developed	DR/PGIM	Yes	Yes	Yes	Yes	Yes
	Risk assessment & mitigation strategy implemented (including training)	DR/PGIM	25%	50%	100%	100%	100%
4.3.3. Strengthening quality assurance practices							
4.3.3.1. Revisit & revise all PGIM training programmes.	Percentage training programmes revised within the last 05 years.	Respective BOS	25%	50%	75%	100%	100%

4.3.3.2. Complete prerequisites for new programmes.	Percentage completion of pre requisites.	AAAEC Respective BOS	100%	100%	100%	100%	100%
4.3.3.3. Undergo UGC programme review.	Percentage completion of MD programme review.	Director/PGIM AAAEC Internal Quality Assurance Cell	50%	75%	100%	100%	100%

