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# Planetary Health Report Card (Medicine) 2026: *Father Muller Medical College, Mangalore*



2025-2026 Contributing Team:

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## Summary of Findings

<b>Overall Grade</b>	<b>D</b>
<b>Curriculum</b>	<b>D</b>
<ul style="list-style-type: none"> <li>At Father Muller Medical College (FMMC), the majority of the topics on Planetary Health are extensively discussed in the core curriculum of Community Medicine for third-year medical students. A few topics were touched upon in the preclinical years as well but overall there is a lack of integration longitudinally.</li> <li><b>Recommendations:</b> We recommend offering Planetary Health and Healthcare Sustainability as elective courses for final-year medical students, in alignment with the National Medical Commission's new curriculum structure. Additionally, integrating topics like carbon footprint, sustainable diets, and gender impacts of climate change into the curriculum is recommended.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>F</b>
<ul style="list-style-type: none"> <li>FMMC conducts research on Planetary Health topics within its Community Medicine department. However, Father Muller Charitable Institutions currently does not have a centralised database or body that promotes interdisciplinary research on Planetary Health.</li> <li><b>Recommendations:</b> Recommendations include organising talks and workshops on Planetary Health, joining relevant global platforms like the Health and Environment Leadership Platform and the Global Consortium on Climate and Health Education, fostering multi-disciplinary research collaborations on the impacts of climate change and environmental degradation on health with universities, and encouraging student-led research initiatives with access to institutional and external research grants.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>D+</b>
<ul style="list-style-type: none"> <li>FMMC in collaboration with its National Services Scheme (NSS) unit have conducted various events to promote Planetary Health within the community. FMMC and FMMCH currently do not have an accessible educational database for their students, clinicians or patients.</li> <li><b>Recommendations:</b> Recommendations include: Developing a planetary health database accessible via the institution's official website, for Mangalore's community, serving students, clinicians, and patients; Organising health education sessions in local schools and colleges to enhance awareness about environment and health; Displaying Information, Education, and Communication (IEC) materials on notice boards in both the college and hospital premises to further disseminate essential information.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>C-</b>
<ul style="list-style-type: none"> <li>While FMMC offers research opportunities in Planetary Health to medical students, it's not obligatory. Additionally, there's currently no student organization dedicated to advocating for Planetary Health.</li> <li><b>Recommendations:</b> The current members of FMMC can consider setting up a student organisation to discuss and advocate for Planetary Health and Sustainability with the help of the Student Development Committee. Conducting campus activities (like recycling campaigns) should be considered.</li> </ul>	
<b>Campus Sustainability</b>	<b>D</b>
<ul style="list-style-type: none"> <li>FMMC is on the path of becoming a more sustainable campus along with other colleges in the institution by adopting a sustainable waste management system as well as a transportation system within the campus.</li> <li><b>Recommendations:</b> Consider setting an official plan and time within which the institution can reduce its carbon footprint and achieve carbon neutrality in the near future and improve/introduce sustainable guidelines for events and procurement.</li> </ul>	

# Statement of Purpose

*Planetary health is human health.*

The Planetary Health Alliance describes planetary health as “a solutions-oriented, transdisciplinary field and social movement focused on analysing and addressing the impacts of human disruptions to Earth’s natural systems on human health and all life on Earth.” This definition is intentionally broad, intended to encompass the multitude of ways that the environment can affect health, including water scarcity, changing food systems, urbanisation, biodiversity shifts, natural disasters, climate change, changing land use and land cover, global pollution, and changing biogeochemical flows. The health of humanity is dependent on our environment, and our environment is changing rapidly and in disastrous ways. Although the World Health Organization has called climate change “the greatest threat to global health in the 21st century,” many health professional school’s institutional priorities do not reflect the urgency of this danger to human health.

As future health professionals, we must be prepared to address the impacts of human-caused environmental changes on our patients’ health. This preparation is in the hands of the institutions providing our health professional training. It is imperative that we hold our institutions accountable for educating health professional students about the health impacts of climate change and other anthropogenic environmental changes, generating research to better understand health impacts and solutions, supporting related student initiatives, embracing sustainable practices as much as possible, and engaging with surrounding communities that are most affected by environmental threats. Because climate change and environmental threats disproportionately affect vulnerable populations (for example, communities of colour, older adults sensitive to health threats, and individuals in low-resource settings), these issues are inherently ones of equity and justice.

With the purpose of increasing planetary health awareness and accountability among health professional schools, we have created a Planetary Health Report Card that students internationally can use to grade and compare their institutions on an annual basis. This student-driven initiative aims to compare health professional schools nationally and internationally on the basis of discrete metrics in five main category areas: 1) planetary health curriculum, 2) interdisciplinary research in health and environment, 3) university support for student planetary health initiatives, and 4) community outreach centred on environmental health impacts 5) school campus sustainability.

# Definitions & Other Considerations

## Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
  1. Describe how the environment and human health interact at different levels.
  2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
  3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Medical School/Department vs. Institution:** When “Medical school” is specified in

the report card, this only refers to curriculum and resources offered by the School/department of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is specifically targeted for medical students, can meet this metric.

- **Environmental history (Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients’ exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word “elective” refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Core Curriculum:** This refers to the taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but

are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.

- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to the historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.
- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.
- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.
- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.
- **Anthropogenic:** Created through human activity
- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

### Scoring Matrix

- Elective coursework (1 point): This score applies to material that is actively selected by the students such as a module choice, or additional lecture series. By implication, only a given proportion of the cohort will receive this taught material.
- Brief coverage in the core curriculum (2 points): This score applies where a topic is covered only briefly in a core curriculum session. This implies that the entire cohort

receives the same material. At minimum brief inclusion would qualify as inclusion in a single lecture slide in a single year.

- In depth coverage in the core curriculum (3 points): This score applies where a topic is taught in significant detail or where a topic is repeatedly brought up in different years. This might look like several dedicated lecture slides, or inclusion of the same topic in different lectures and teaching formats.

**Other considerations:**

- If there are more than one “tracks” at your institution with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples). Where possible please indicate the proportion of students that are on each track.

Updated in 2025, a complete literature review by metric is available for the 2024/25 Medicine Report Card Template. This largely translates across disciplines although we are hoping to expand this process across all of our covered disciplines. A link to the 2025 literature review by metric is available [here](#).

# Planetary Health Curriculum

***Section Overview:*** *This section evaluates the integration of relevant planetary health topics into the medical school curriculum. Today's health professional students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that students are trained to understand the health effects of these changes, as well as planetary health issues and principles more broadly. Topics like the changing geography of vector-borne diseases, the health consequences of air pollution, environmental health inequities, and disaster response principles must be part of every medical school's core curriculum.*

## *Curriculum: General*

<b>1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?</b>	
Yes, the medical school has offered <b>more than one</b> elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 point)	
No, the medical school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	0
<i>Score explanation: Father Muller Medical College has not offered any electives on planetary health or electives that include planetary health in the past year.</i>	

## *Curriculum: Health Effects of Climate Change*

<b>1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?</b>
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)
This topic was covered in <b>elective</b> coursework. (1 point)

This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation: Effects of heat stroke, syncope, hyperpyrexia, heat exhaustion and thermal indices of health are covered in the second and third year of MBBS by the Community Medicine department as part of the curriculum.</i>	

<b>1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation: Simulation exercises where effects of natural disasters and health care and how triage is performed in these situations, were done in the third year of MBBS, during our community medicine postings. This helped us understand the direct health impact of disasters that took place as a result of climate change, like floods, heat stroke, and landslides, and how we would assess the victims and provide effective treatment.</i>	

<b>1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> 1) <i>In the second year, the microbiology department covers the changing trends of various infectious diseases with changes in the environment.</i> 2) <i>In the third year, the community medicine department covers this via the chapter on communicable diseases and 'Environment and Health'.</i>	

3) In the fourth year, Internal Medicine has a separate chapter dedicated to climate change and infectious diseases.

**1.5. Does your medical school curriculum address the respiratory health effects of climate change and air pollution?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

3

*Score explanation:*

*In the second year, the Department of Pathology covers this in great detail in the Respiratory Diseases unit and in the third year, Department of Community Medicine's curriculum respiratory covers this in the Environment and Health unit. These units explain the respiratory health effects of climate change and infectious diseases and the different methods to identify, prevent and treat it.*

**1.6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

*Score explanation: Our curriculum does not explore the cardiovascular effects on climate change.*

**1.7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation: Our curriculum does not address the effects of environmental degradation and climate change on mental health.</i>	

<b>1.8. Does your <u>medical school</u> curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation: The relationships between health, individual patient food and water security, ecosystem health, and climate change have been covered extensively during the first, second and third year of MBBS via the following:</i></p> <ol style="list-style-type: none"> <li><i>1) Didactic classes on ‘Determinants of Health’ and ‘Environment and Health’</i></li> <li><i>2) In the 2nd year of medical school, under competency CM5.3 of Community Medicine core curriculum issued by NMC, the role of climate change in reducing freshwater resources and food production leading to impaired nutrition, health and survival were discussed along with the impact of climate change induced natural calamities on food security.</i></li> <li><i>3) On-site small group discussions and visits to the Water Treatment Plant, Sewage Treatment Plant, and Solid Waste Management Facility.</i></li> <li><i>4) A special game called “The Monsoon Game”, played by the first-year students as part of their foundation course which puts relationships into context via simulation and theatre.</i></li> </ol>	

<b>1.9. Does your <u>medical school</u> curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	

Score Assigned:	0
<i>Score explanation: Our curriculum does not address the outsized impact of climate change on the marginalised populations.</i>	

<b>1.10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation: Our curriculum does not address the unequal regional health impacts of climate change globally.</i>	

***Curriculum: Environmental Health & the Effects of Anthropogenic Toxins on Human Health***

<b>1.11. Does your <u>medical school</u> curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation: Our curriculum does not specifically cover the health effects of industry-related environmental toxins.</i>	

<b>1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university’s surrounding community?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	

This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: Our curriculum explores the human-caused environmental threats relevant to the surrounding community quite extensively via the Family Adoption Programme in the first and second year; the Community Diagnosis data survey in the second year: eg. being in an area that is endemic for malaria, through this community outreach program we can provide education regarding man-made breeding areas of stagnant water collections of the mosquito larvae as well survey the adopted family, and the various theory classes, self-directed learning sessions, and small group discussions conducted by the department of Community Medicine in the third year of MBBS.</i></p>	

<b>1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation: Our curriculum does not address the importance of indigenous knowledge on planetary health solutions.</i></p>	

<b>1.14. Does your <u>medical school</u> curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0

*Score explanation: Our curriculum does not address the impact of anthropogenic toxins on the marginalised populations.*

**Curriculum: Sustainability**

<b>1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 point)	
Score Assigned:	0
<i>Score explanation: Our curriculum does not address the environmental and health co-benefits of a plant based diet.</i>	

<b>1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation: Our curriculum does not address the carbon footprint of the healthcare systems.</i>	

<b>1.17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)</b>	<b>Score</b>
The health <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment (2 points)	0
The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	0

The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
Environmental impact of <b>surgical</b> healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of <b>anaesthetic</b> gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of <b>inhalers</b> on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
<b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	0
<i>Score explanation: This is included in the competencies under the Community Medicine and Internal Medicine departments in the form of Self Directed Learning sessions, bedside clinics and Small Group Discussions. During internship we are briefed about the health benefits of non-pharmaceutical management of conditions before our rural postings however, the environmental benefits are not touched upon.</i>	

**Curriculum: Clinical Applications**

<b>1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?</b>	
Yes, there are strategies introduced for having conversations with patients about climate change in the <b>core</b> curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in <b>elective</b> coursework. (1 point)	
No, there are <b>not</b> strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<i>Score explanation: Our curriculum does not introduce strategies to have conversations with patients about climate change.</i>	

**1.19. In training for patient encounters, does your medical school's curriculum introduce strategies for taking an environmental history or exposure history?**

Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)

Only **elective** coursework includes strategies for taking an environmental history. (1 point)

No, the curriculum does **not** include strategies for taking an environmental history. (0 points)

Score Assigned:

2

*Score explanation:*

1) All the clinical subjects include taking into consideration the environmental, occupational and residential conditions into account while taking case history.  
2) In community medicine, during the Clinico-Social Case Discussions, we are taught the importance of taking environmental history and made to understand the pre-disposing environmental factors which lead to serious conditions.

***Curriculum: Administrative Support for Planetary Health***

**1.20. Is your medical school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?**

Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)

Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)

No, there are **no** improvements to planetary health education in progress. (0 points)

Score Assigned:

0

*Score explanation: There are no improvements to planetary health education in progress in our curriculum.*

**1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?**

Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)

**Some** planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)

Planetary health/ESH is not integrated and is primarily addressed in <b>(a) standalone lecture(s)</b> . (2 points)	
There is <b>minimal/no</b> education for sustainable healthcare. (0 points)	
Score Assigned:	4
<i>Score explanation: Some of the aforementioned planetary health/ESH topics are longitudinally integrated into the core medical student curriculum.</i>	

<b>1.22. Does your <u>medical school</u> employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?</b>	
<b>Yes</b> , the <b>medical school</b> has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
<b>No</b> , the <b>medical school</b> does <b>not</b> have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	0
<i>Score explanation: Currently, there is no faculty employed to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare throughout the course.</i>	

<b>1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation: Subjects like Community Medicine deal with civic engagement/advocacy and addresses the environmental and structural determinants of health such as sanitation, housing, nutrition, pollution, socioeconomic status, and access to healthcare. Students are also exposed to community-based programs, public health policies, national health programs, and field visits, which help develop awareness about the role of physicians in public health advocacy and community engagement.</i>	

Section Total (23 out of 75)	30.6%
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# Interdisciplinary Research

**Section Overview:** *This section evaluates the quality and quantity of interdisciplinary planetary health research at the broader institution. Interactions between health and the environment are complex and multifactorial. While climate change has been extensively studied from an environmental science perspective, planetary health is an emerging field. As leading health institutions with talented researchers and research resources, institutions should fund research studying the health effects of climate change and anthropogenic environmental toxins. This obligation is particularly strong because the public and policymakers are more attentive to climate change when its implications for human health are emphasised.*

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> Faculty within the Department of Community Medicine conduct research related to environmental health determinants such as sanitation, exposure, and community public-health outcomes. These projects intersect with planetary health themes but do not represent the primary research focus of faculty members. Faculty are available and willing to mentor students interested in planetary health or healthcare sustainability research.</p> <p><a href="https://www.researchgate.net/publication/377624408">https://www.researchgate.net/publication/377624408</a> No Child's Play Under-five Child Feces Management in a Rural Area of Bengaluru Urban District India</p>	

**2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?**

There is <b>at least one</b> dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is <b>not currently</b> a department or institute for interdisciplinary planetary health research, but there are <b>plans</b> to open one in the next 3 years. (2 points)	
There is an <b>Occupational and Environmental Health department</b> , but no interdisciplinary department or institute for planetary health research. (1 point)	
There is <b>no</b> dedicated department or institute. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> There is currently no dedicated department, centre, or institute for interdisciplinary planetary health research at the institution.	

<b>2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your <u>institution</u>?</b>	
Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda. (2 points)	
<b>No</b> , but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda. (1 point)	
There is <b>no</b> process, and <b>no</b> efforts to create such a process. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> There is no documented formal mechanism through which communities disproportionately affected by environmental or climate injustice participate in advising or decision-making regarding the institutional research agenda.	

<b>2.4. Does your <u>institution</u> have a planetary health website that centralises ongoing and past research related to health and the environment?</b>	
There is an <b>easy-to-use, adequately comprehensive</b> website that <b>centralises</b> various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)	

There is a website that <b>attempts to centralise</b> various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	
The <b>institution</b> has an <b>Office of Sustainability website</b> that includes <b>some</b> resources related to health and the environment. (1 point)	
There is <b>no</b> website. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> The institution does not maintain a dedicated website centralising environmental health or planetary health research activities. Outreach activities and volunteer opportunities are communicated through general institutional channels rather than a consolidated sustainability resource portal. Additionally the calls for volunteers in activities organised by the National Services Scheme (NSS) unit of Father Muller Medical College are advertised and recorded on the official Instagram page of the institution.	

<b>2.5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?</b>	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the <b>institution</b> has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the <b>institution</b> has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> There is no evidence that the institution has hosted a conference or symposium specifically focused on planetary health within the past three years.	

<b>2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?</b>
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Yes, the institution is a member of a national or international planetary health <b>or</b> ESH/ESV organisation. (1 point)	
No, the institution is <b>not</b> a member of such an organisation. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> The institution is not currently listed as a member of a national or international planetary health or environmentally sustainable healthcare organisation.	

<b>Section Total ( 2 out of 17)</b>	<b>11.76%</b>
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## Community Outreach and Advocacy

***Section Overview:*** *This section evaluates a school's engagement in community outreach and advocacy efforts associated with planetary health. Researching and teaching planetary health is necessary but not sufficient. It is critical that institutions also directly engage with communities most affected by environmental health harms. Although climate change is a problem largely created by those with power and resources, its impacts fall disproportionately on under-resourced populations and communities of colour. Institutions should partner with local communities affected by climate change and pollution to share information about environmental health threats, advocate together for change, and provide opportunities for students to be a part of this work.*

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation: The NSS Unit along with the Community Medicine Department at Father Muller Medical College frequently partner with multiple community organisations to promote planetary and community health.</i></p> <ol style="list-style-type: none"> <li><i>1. The NSS unit of Father Muller Medical College took part in the ‘Mega Cleanliness Drive’ along the coastline of the city initiated by Mangalore city corporation under the team name “Mangalore Swachhata Soldiers” at Panambur beach, in accordance with Swachh Bharat Mission launched by the Government of India. Around 124 volunteers took part in the program and worked together to clean plastic and glass waste from the beach.</i></li> <li><i>2. On 17<sup>th</sup> January 2026, the NSS unit of Father Muller Medical College, in collaboration with the Department of Community Medicine and the Tapasya Foundation, Mangalore, organized a mass beach cleanup drive at Thaneerbavi. A total of 150 first-year MBBS students participated in this drive, contributing meaningfully to coastal cleanliness and student sensitization towards environmental stewardship.</i></li> </ol>	

**3.2. Does your institution offer community-facing courses or events regarding planetary health?**

The **institution** offers community-facing courses or events at least once every year. (3 points)

The **institution** offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)

The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)

The **institution** has not offered such community-facing courses or events. (0 points)

Score Assigned:

2

*Score explanation: The institution has offered community-facing courses or events, but the Medical College was not involved in planning those courses or events*

- 1. Reducing, reusing and recycling plastics for a better tomorrow is the need of the hour. With this motto, the Swachh Bharat Club and Institutional Values and Best Practices Committee of Father Muller College of Nursing (FMCON) in association with CODP (Canara Organization for development and Peace), Mangalore, initiated a project of reducing waste plastics by remodeling them into useful commodities.  
(<https://www.instagram.com/p/C2Ox1p-MXTM/?igsh=MTNnOWw1ZHN0MmF0dg==>)*
- 2. On the occasion of Gandhi Jayanthi on Oct 2<sup>nd</sup>, 2021 student volunteers of Clean Up Drive aimed at ridding a stretch of the road outside the institution. It was planned by the students of the Father Muller College of Speech and Hearing in association with the Swachh Bharat NSS activity along with volunteers from Father Muller Medical College and Father Muller College of Nursing.  
(<https://www.instagram.com/p/CUoomCB1YNv/?igsh=MXI5Nm1lbzJ4ajNqbg==>)*
- 3. On 26<sup>th</sup> January 2026, the department of hospital administration organized a day-long conclave on the topic 'Go Green in Healthcare', where experts and students deliberated on topics such as green initiatives in medical campuses, green hospitals and waste management in healthcare.  
(<https://www.daijiworld.com/news/newsDisplay?newsID=377671>)*

**3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?**

Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)

Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)

Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)

Score Assigned: 0

*Score explanation: The students do not receive communication about planetary health or sustainable healthcare*

**3.4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post-graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?**

Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)

Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)

There are **no** such accessible courses for post-graduate providers. (0 points)

Score Assigned: 0

*Score explanation: The institution does not offer courses for post-graduate providers*

**3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?**

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

**Some** affiliated hospitals have accessible educational materials for patients. (1 point)

**No** affiliated medical centres have accessible educational materials for patients. (0 points)

Score Assigned:	0
<i>Score explanation: No affiliations or programs are providing educational material about environmental health exposures to patients.</i>	

<b>3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about the health impacts of climate change?</b>	
Yes, the <b>institution</b> or <b>all affiliated hospitals</b> have accessible educational materials for patients. (2 points)	
<b>Some</b> affiliated hospitals have accessible educational materials for patients. (1 point)	
<b>No</b> affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<i>Score explanation: The medical school or affiliated institution does not have accessible educational materials for patients regarding the health impacts of climate change</i>	

<b>Section Total (5 out of 14)</b>	<b>35.71%</b>
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# Support for Student-Led Planetary Health Initiatives

***Section Overview:*** This section evaluates institutional support for student-led planetary health initiatives, such as funding, fellowships, programming, and student groups.

*Planetary health is a young field and, as young people facing a future deeply shaped by climate change, students are often some of the first at an institution to engage with it.*

*Institutions should provide support for students to engage in sustainability quality improvement (QI) initiatives, discover mentors in their area of interest, and receive funding for planetary health projects.*

## 4.1. Does your **institution** offer support for students interested in enacting a sustainability initiative/QI project?

Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)

The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)

No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)

Score Assigned:

1

*Score explanation: Father Muller Medical College does offer support and the necessary resources to students interested in enacting SusQI projects. Students can conduct Audits in various departments in the hospital, collect relevant data pertaining to the area they would like to study over a few weeks and present their findings to a panel of Doctors in the Internal Quality Assurance Cell before and after incorporating the changes to appreciate the improvement. For example, the Antimicrobial Stewardship Program and Limited cannula insertions in Intensive care units are some ongoing quality-improvement projects underway. However, it purely depends on the interest and initiative of the student to conduct such projects.*

## 4.2. Does your **institution** offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?

The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)

There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)

There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)

Score Assigned:

1

*Score explanation: At Father Muller Medical College, The Father Muller Research Centre is established to encourage students to conduct research in any speciality, provide them with a mentor to advise them throughout the process and guidance through grant applications. There are opportunities for undergraduates to submit their research for funding such as the ICMR STS program, RGUHS STS, etc. However, there is no specific research/fellowship program for students dedicated entirely to Planetary Health topics.*

**4.3. Does the institution have a webpage where students can find specific information related to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.**

The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)

There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)

There is **no institution** specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)

Score Assigned:

0

*Score explanation: There is no specific/separate webpage on Planetary health/sustainable healthcare projects available at the moment.*

**4.4. Does your institution have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?**

Yes, there is a student organisation **with faculty support** at my institution dedicated to planetary health or sustainability in healthcare. (2 points)

Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support**. (1 point)

No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)

Score Assigned:	0
<i>Score explanation: No there isn't a student organisation dedicated to PlanetaryHealth or Sustainability in healthcare, but the institute is open to new initiatives.</i>	

<b>4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?</b>	
Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
<i>Score explanation: The Student Council has a representative, from the Student Development Committee who liaisons the interests of the general student body such as initiating new clubs, student engagement events etc, to the administrative body through monthly student council meetings attended by administrative staff as well as student representatives from various student organisations within the institution.</i>	

<b>4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)</b>	<b>Score</b>
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	0
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	0
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1

Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p><i>Score explanation: 1) During the annual intercollegiate fest Adrenaline and inter-batch Cultures every year there is an event under the Arts Category called “Not-a-Waste” in which the participants have to make art pieces on a given theme using waste materials which includes scrap paper, old newspaper, scrap cloth pieces used plastics material etc</i></p> <p><i>2) Students are encouraged to volunteer in the many awareness campaigns run by the NSS unit</i></p> <p><i>e.g. The Clean Up Drive aimed at ridding a stretch of the road outside the institution was planned by the students of the Father Muller College of Speech and Hearing in association with the Swachh Bharat NSS activity along with volunteers from Father Muller Medical College and Father Muller Medical College of Nursing</i></p> <p><i>3) FMMC with the backing of FMCI organised a marathon called ‘Kudla Runs for No Drugs’ in December 2023 to raise awareness against drug abuse, promote positive effects of exercising outdoors and also to raise awareness for the need of having accessible green spaces to exercise.</i></p> <p><i>4) The National Service Scheme(NSS) unit of Father Muller Medical college, in collaboration with the Department of Community Medicine and the Tapasya Foundation, Mangalore organised a mass cleanup drive at Thaneerbavi Beach on 17th January 2026. The objective of the programme</i></p> <ul style="list-style-type: none"> <li><i>● To enhance environmental consciousness among medical students and promote hands-on involvement in ecosystem conservation.</i></li> <li><i>● To demonstrate practical waste segregation and responsible disposal, emphasizing the role of community participation in public health and cleanliness.</i></li> </ul>	
<b>Section Total (6 out of 15)</b>	<b>40%</b>

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# Campus Sustainability

***Section Overview:*** *This section evaluates the support and engagement in sustainability initiatives by the institution. The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavour, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinising every aspect of how our systems operate, from where we source our energy, to how we build our infrastructure, to what companies we invest in. Our institutions, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimising environmental impact.*

<b>5.1. Does your <u>institution</u> have an Office of Sustainability?</b>	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	0
<i>Score explanation: The institution has no sustainability staff, but has adopted a well-defined policy at the management level to ensure a green campus and has laid down standard guidelines to make the campus eco-friendly.</i>	

<b>5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?</b>	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2030</b> (5 points)	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2040</b> (3 points)	
The institution has a stated goal of carbon neutrality by <b>2040</b> but has <b>not created a plan</b> to reach that goal or the <b>plan is inadequate</b> (1 point)	

The institution does <b>not</b> meet any of the requirements listed above (0 points)	
Score Assigned:	0
<p><i>Score explanation: FMMC depends on renewable sources for its power thereby minimising energy from non-renewable sources of energy. Emissions of CO2 and other greenhouse gases are below the allowed permissible levels per the regulations laid by the Air Pollution Control Board. The institution emphasises a green campus growing around 71 species of plants, climbers, herbs and shrubs. FMMC also celebrates Vanamahotsava every year by planting new saplings as an initiative to neutralise the CO2 emissions, in addition to ensuring restricted entry of vehicles within the campus thus avoiding unnecessary movement that will in turn increase CO2 emission from vehicles. However, there is no distinct objective to attain carbon neutrality.</i></p>	

<b>5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?</b>	
Yes, institution buildings are <b>100%</b> powered by renewable energy. (3 points)	
Institution buildings source <b>&gt;80%</b> of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source <b>&gt;20%</b> of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source <b>&lt;20%</b> of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	2
<p><i>Score explanation: FMMC depends on renewable sources for its power thereby minimising energy from non-renewable sources of energy. FMMC uses hydroelectric energy for day-to-day functioning. 90% of the power supply to the medical college is met through hydroelectric energy which is procured by the institution through MESCO, a third party that sources multiple renewable modes of energy. Around 10% of the energy requirement is met through generators run by diesel as fuel used in case of emergencies such as power cuts. Solar energy via heating panels placed on the roofs of hostels and hospitals is used to supply hot water. Emissions of CO2 and other greenhouse gases are below the allowed permissible levels per the regulations laid by the Air Pollution Control Board. The institution emphasises a green campus growing around 71 species of plants, climbers, herbs and shrubs. FMMC also celebrates Vanamahotsava every year by planting new saplings as an initiative to neutralise the CO2 emissions, in addition to ensuring restricted entry of vehicles within the campus thus avoiding unnecessary movement that will in turn increase CO2 emission from vehicles. However, there is no distinct objective to attain carbon neutrality.</i></p>	

**5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?**

Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)

Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted**. (2 points)

Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)

Sustainability is **not considered** in the construction of new buildings. (0 points)

Score Assigned:

2

*Score explanation: The institution has taken efforts to provide environmentally friendly transportation by making available a battery powered electric vehicle for the movement of staff, students and patients/patient relatives within the campus. Moreover, the location of the institution is not amenable to unsustainable forms of transport by default and encourages staff and students to commute via public transport, bicycles and car pooling. The institution refrains its students from commuting in their own vehicles to the campus. An undertaking on the same is signed by the parents and students at the time of admission. For support staff, the institution has provided college buses with a capacity of 40 persons, to assist them in their daily commute, thereby reducing individual vehicles.*

**5.5. Has the institution implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?**

Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)

The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)

The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)

Score Assigned:	2
<p><i>Score explanation: The institution has taken efforts to provide environmentally friendly transportation by making available a battery powered electric vehicle for the movement of staff, students and patients/patient relatives within the campus. Moreover, the location of the institution is not amenable to unsustainable forms of transport by default and encourages staff and students to commute via public transport, bicycles and car pooling. The institution refrains its students from commuting in their own vehicles to the campus. An undertaking on the same is signed by the parents and students at the time of admission. For support staff, the institution has provided college buses with a capacity of 40 persons, to assist them in their daily commute, thereby reducing individual vehicles.</i></p>	

<p><b>5.6. Does your <u>institution</u> have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?</b></p>	
<p>Yes, the institution has <b>both</b> compost <b>and</b> recycling programs accessible to students and faculty. (2 points)</p>	
<p>The institution has <b>either</b> recycling <b>or</b> compost programs accessible to students and faculty, but not both. (1 point)</p>	
<p>There is <b>no</b> compost or recycling program at the institution. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation: The medical college and hospital buildings all have multiple waste bins located around campus for trash, recycling and composting. Waste bins are placed in all accessible locations including dining halls, corridors outside laboratories and near main entrances of buildings. Waste disposal is strictly carried out through Karnataka biomedical waste management and NABH guidelines. All the wet waste generated in the hospital, college, hostels and staff quarters is transportedx to the wet waste management unit/ wastewater recycling system located within the campus.</i></p>	

<p><b>5.7. Does the <u>institution</u> apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?</b></p>	
<p>Yes, the institution has <b>adequate</b> sustainability requirements for food and beverages, including meat-free days or no red-meat, and <b>is engaged</b> in efforts to increase food and beverage sustainability. (3 points)</p>	
<p>There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b>. The institution <b>is engaged</b> in efforts to increase food and beverage sustainability. (2 points)</p>	

There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The institution is <b>not</b> engaged in efforts to increase food and beverage sustainability. (1 point)	
There are <b>no</b> sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	0
<i>Score explanation: There are no sustainability guidelines for food and beverages on campus.</i>	

<b>5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply procurement?</b>	
Yes, the institution has <b>adequate</b> sustainability requirements for supply procurement <b>and</b> is <b>engaged</b> in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>engaged</b> in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>not engaged</b> in efforts to increase sustainability of procurement. (1 point)	
There are <b>no</b> sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	0
<i>Score explanation: There are no sustainability criteria at present.</i>	

<b>5.9. Are there sustainability requirements or guidelines for events hosted at the institution?</b>	
Every event hosted at the institution <b>must</b> abide by sustainability criteria. (2 points)	
The institution <b>strongly recommends or incentivizes</b> sustainability measures, but they are <b>not required</b> . (1 point)	
There are <b>no</b> sustainability guidelines for institution events. (0 points)	
Score Assigned:	0
<i>Score explanation: There are no sustainability guidelines for medical school events.</i>	

**5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?**

Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)

There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)

There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)

Score Assigned:

1

*Score explanation: The laboratories in FMMC are accredited by the NATIONAL ACCREDITATION BOARD FOR TESTING AND CALIBRATION LABORATORIES with audits every 2 years. Environmental sustainability is a criterion for accreditation by the NABL. Colour-coded segregation of biomedical waste is done in the collection area of the hospital and handed over to the certified handler RAMKY( common waste management facility approved by Karnataka pollution board ) with whom the institution has a memorandum of understanding.*

**5.11. Does your institution's endowment portfolio investments include fossil-fuel companies?**

The institution is **entirely divested** from fossil fuels **and** has made a **commitment to reinvest divested funds** into renewable energy companies or renewable energy campus initiatives. (4 points)

The institution is **entirely divested** from fossil fuels. (3 points)

The institution has **partially divested** from fossil fuel companies **or** has made a **commitment to fully divest**, but **currently** still has fossil fuel investments. (2 points)

The institution has **not divested** from fossil-fuel companies, but faculty and/or students are **conducting organised advocacy** for divestment. (1 point)

Yes, the institution has investments with fossil-fuel companies and there have been **no efforts** to change that. (0 points)

Score Assigned:

2

*Score explanation: The institution's endowment portfolio investments do not include fossil-fuel companies. However, there are some third-party companies whose energy source could not be determined.*

Section Total (11 out of 32)	34.37%
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# Grading

## Section Overview

This section focuses on the grading of the report card. The institution received a grade for each of the individual sections as well as an overall institutional grade. Section point totals were tallied, divided by the total points available for the section, and converted to a percentage. The overall institutional grade is a weighted average of the section grades, with curriculum receiving a higher weight owing to its larger number of metrics. Letter grades for each section and the institution overall were then assigned according to the table below.

Letter Grade*	Percentage
A	80% - 100%
B	60% - 79%
C	40% - 59%
D	20% - 39%
F	0% - 19%

\*Within each grade bracket, a score in the top 5% (5 to 9%), receives a “+”, and a score in the bottom 5% (0- 4%) receives a “-”. For example, a percentage score of 78% would be a B+.

## Planetary Health Grades for the FATHER MULLER MEDICAL COLLEGE.

The following table presents the individual section grades and overall institutional grade for the Father Muller Medical College on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(23/75) \times 100 = 30.6\%$	D
<b>Interdisciplinary Research (17.5%)</b>	$(2/17) \times 100 = 11.76\%$	F
<b>Community Outreach and Advocacy (17.5%)</b>	$(5/14) \times 100 = 35.71\%$	D+
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(6/15) \times 100 = 40\%$	C-
<b>Campus Sustainability (%)</b>	$(11/32) \times 100 = 34.37\%$	D
<b>Institutional Grade</b>	$(30.6 \times 0.3 + 11.7 \times 0.175 + 35.7 \times 0.175 + 40 \times 0.175 + 34.37 \times 0.175) = 30.52\%$	<b>D</b>

# Report Card Trends

## Section Overview

This graph demonstrates trends in overall and section grades for the years in which **Father Muller Medical College** has participated in the Planetary Health Report Card initiative.

### Planetary Health Report Card Trends for Father Muller Medical College

