



Planetary Health Report Card (Medicine) 2026:

*Kalinga Institute of Medical Sciences,
Bhubaneswar, India (KIIT University)*



2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	B
Curriculum	A-
<ul style="list-style-type: none"> • KIMS as a medical school includes many aspects of planetary health as a part of its curriculum in the form of lectures and discussions. However, aspects like carbon footprint need more extensive inclusion. • Recommendations: KIMS should take the initiative to educate patients on the impact of planetary health on individual health. We recommend that KIMS integrate additional planetary health topics into the undergraduate curriculum and delve deeper into the already integrated topics during lectures <p style="text-align: center;">Interdisciplinary Research B</p>	
Interdisciplinary Research	B+
<ul style="list-style-type: none"> • The KIIT University and KIMS have hosted numerous conferences, seminars, webinars, and symposiums on planetary health and related topics in recent years. However, these events are not directly targeted at medical students as a primary objective. At the institutional level, remarkable research and work on planetary health are conducted, supported by specific departments and there is a dedicated website page detailing past, ongoing, and upcoming research projects. • Recommendations: KIMS could create more opportunities for medical students to be involved in conferences and symposiums at the university level. It could be a part of the Planetary Health Alliance. More emphasis should be given to encouraging advanced research and advocacy, and efforts in education about planetary health and related topics. 	
Community Outreach and Advocacy	B
<ul style="list-style-type: none"> • KIMS and KIIT university partners with local communities and NGOs to raise awareness about planetary health. However, neither are planetary health nor sustainable healthcare topics included in communication updates for students nor do the affiliated medical centres have accessible educational materials for patients • Recommendations: KIMS should offer community-facing courses or events regarding planetary health as well as patient-facing educational materials about the health impacts of climate change and environmental health issues. 	
Support for Student-Led Initiatives	C
<ul style="list-style-type: none"> • KIMS and KIIT University support various student-led activities but regarding planetary health, there are comparatively more activities at the university level than at the medical school level. There is no appreciable support for student-led research activities at the medical school. At the university level, various research opportunities on climate change and environmental sustainability are provided and many QIPs are underway. • Recommendations: Research activities for medical students at the undergraduate level must be encouraged at the medical school and the involvement of medical students in activities at the university level should be more. 	
Campus Sustainability	A-
<ul style="list-style-type: none"> • KIIT and KIMS University have implemented many initiatives to become a more sustainable campus including fossil fuel divestment, using renewable energy on-site, plantation drives, prohibition of two-wheelers on campus, and setting achievable goals for carbon neutrality by 2050. 	

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 d

isciplines. 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

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?	
Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 point)	
No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3
<i>Score explanation: KIMS provides electives for Nutritional monitoring of children under five years, infant and young feeding practices, functions and services in maternal and child health[MCH] clinics under the community medicine. The institution also provides electives in Biomedical waste management, Infection control and environment along with many others. Furthermore, the students can also take up various short-term studentship projects and electives in various departments in subjects related to environmental pollution and their co-relation with various diseases.</i>	

Curriculum: Health Effects of Climate Change

1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, 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 elective coursework. (1 point)	
This topic was not covered. (0 points)	

Score Assigned:	3
<p><i>Score explanation: As a part of the Community Medicine curriculum, the unit “ENVIRONMENT AND HEALTH” was thoroughly explored. The chapter provided in-depth knowledge of heat stress, the effects of climate change, rising temperatures and heat stress on the environment and people, and preventive measures to counter the effects. Furthermore from the year 2023-2024, as per the curriculum in clinical medicine, the effects of extreme heat and pollution on the human body and the associated health risks like heat cramps, heat exhaustion, heat oedema, heat-related illness, heat syncope, heat stroke will further be dealt in depth in future. Additional information on such aspects was also given during the clinical postings of various departments such as general medicine, community medicine etc.</i></p>	

<p>1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?</p>	
<p>This topic was explored in depth by the core curriculum. (3 points)</p>	
<p>This topic was briefly covered in the core curriculum. (2 points)</p>	
<p>This topic was covered in elective coursework. (1 point)</p>	
<p>This topic was not covered. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation: A few lectures on disaster management, famines and their impact on a person’s physical and mental health were taken. Conditions such as protein-energy malnutrition were also given importance.</i></p>	

<p>1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?</p>	
<p>This topic was explored in depth by the core curriculum. (3 points)</p>	
<p>This topic was briefly covered in the core curriculum. (2 points)</p>	
<p>This topic was covered in elective coursework. (1 point)</p>	
<p>This topic was not covered. (0 points)</p>	
Score Assigned:	3
<p><i>Score explanation: In 2022-2023, as a part of the curriculum in Community Medicine, the chapter titled “CONCEPTS OF HEALTH AND DISEASE” was extensively and elaborately covered. It provided ideas of interaction and interrelationship between the host, agent and environment, in the cause of a disease {Epidemiological Triad}, vector-borne infections and their changing patterns, zoonotic diseases etc in several slides. As a part of second year UG curriculum, the part of zoonotic diseases was covered extensively in the subject of Microbiology and General Medicine. The</i></p>	

anthropological causes for the emergence of exotic infections were discussed. The impact of climate change on water borne and vector borne diseases like increase of infection area, seasonal duration etc was extensively discussed through several slides in each topic under competency CM3.3, CM3.6 & CM3.7, mentioned in competency based undergraduate curriculum issued by NMC, under the broad topic of 'Environment Health Problems'

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 year,2022-23, as a part of Human Physiology, the chapter of Respiratory Health of the unit "RESPIRATORY SYSTEM" was elaborately discussed. It emphasised various aspects of air pollution and its effect on the respiratory and cardiovascular system giving instances of cases like asthma, lung carcinomas, dyspnoeas and the methods to improve the conditions. Moreover, the discussion in the class also dealt with methods and measures to reduce the instances of prevalent diseases and health conditions caused by depreciating air quality. Moreover, in the second year curriculum in the subject of Pathology, the unit dedicated to "Respiratory System" was very extensively covered which emphasises on the effect of air pollutants on the human respiratory systems giving ideas of various diseases like COPD, pneumoconiosis etc. Mitigation measures to reduce the burden of air pollution were discussed.

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:

3

Score explanation: As a part of the first-year medical curriculum in Physiology, the unit Cardiovascular System had dedicated chapters related to the effects of climate change [especially heat and temperature] on the cardiovascular health of individuals. It talked about the effects of temperature on the stroke volume, cardiac output, heart rate, blood vessels and circulation, effect on the sympathetic and parasympathetic systems of the body. Further, the effects of exercise on the cardio-respiratory system were discussed and a practical experiment dedicated to this was also a part of the curriculum. Moreover, in-depth details of various cardiac conditions were also

discussed. In addition, the increased risk of cardiovascular ailments like heart attack and worsening angina due to constriction of blood vessels in cold environments was briefly described.

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 **elective** coursework. (1 point)

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

Score Assigned:

3

Score explanation: .In the first year curriculum of Physiology, the chapter on “STRESS” discussed the physiological responses of the body to changes in the internal as well as the external environment. Further, a chapter on “Aging and Circadian Rhythm” highlighted the effects of exogenous factors such as pollution, exposure to toxic agents, radiations on normal ageing, the normal sleep-wake cycle and the occurrence of mutations in the body. Additionally, the impact of the above conditions on mental health giving instances of depression, sedentary lifestyle and dementia was also discussed.

1.8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, 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 **elective** coursework. (1 point)

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

Score Assigned:

3

Score explanation: The relationships between health, individual patient food and water security, ecosystem health, and climate change were covered in the core curriculum under competency [CM5.3] Description of common nutrition-related health disorders {including macro-PEM, Micro-iron, Zn, iodine, Vit A}, their control and management; [CM5.4] Plan and recommending a suitable diet for the individuals and families based on local availability of foods and economic status etc in a simulated environment, [CM 5.5] Describing the methods of nutritional surveillance, the principle of nutritional education and rehabilitation in the context of socio-cultural factors, [CM 5.6] Enumerating and discussing the National Nutritional Policy, important national nutritional programs including Integrated Child Development Services Scheme[ICDS] etc of the NMC UG Curriculum. (Link: <https://www.nmc.org.in/information-desk/for-colleges/ug-curriculum/>) Additionally, preparation of diet charts as per specific diseases in practicals, and addressing the problems in community settings during clinical postings are also included.

1.9. Does your medical school 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?

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:

2

Score explanation: In the Community Medicine curriculum for undergraduates, lectures describing the steps and performing the clinical-socio-cultural and demographic assessment of the individual, family and community were discussed. While performing the demographic assessment, students were exposed to the disproportionate impact of extreme weather conditions like extreme heat or cold on low SES communities. Under competency [CM2.2] describing the sociocultural factors, family types, their role in health and disease and demonstration in a simulated environment the current assessment of socio-economic status was discussed. 'Description of social psychology, community behavioural and community relationship and their impact on health and disease' along with Description of poverty and social security measures and their relationship to health and disease were covered under competency [CM 2.4] and [CM 2.5] respectively

1.10. Does your medical school curriculum address the unequal regional health impacts of climate change globally?

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:

2

Score explanation: The unequal regional health impacts of climate change are briefly addressed in the core MBBS curriculum under CBME, mainly within the subject of Community Medicine. As per K. Park Textbook of Preventive and Social Medicine, environmental determinants of health include factors such as climate, pollution, water, and ecological changes, which influence disease distribution and health inequalities across populations.

This is covered in:

- *K. Park*
- *Chapter: Concept of Health and Disease (Determinants of health – environmental factors)*
- *Chapter: Environment and Health (effects of climate and ecological imbalance on health)*

Under the CBME curriculum (NMC), relevant competencies include:

- CMI.10 / CMI.11 – Describe determinants of health, including environmental and social factors
- CM3.1 – Understand community health problems and their distribution
- CMI7.2 – Health education regarding environmental and public health issues

Climate change and its unequal impact (e.g., greater vulnerability of low-income populations, coastal regions, and developing countries) are usually introduced as part of environmental health, disaster management, and global health topics, but are not explored in depth as a dedicated module

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

1.11. Does your medical school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?

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 first year curriculum of KIMS, lectures on the effects and causes of various cancers [cervical cancer, bladder cancer, included] were discussed in the unit of ‘Genetics and Molecular Biology’, including the correlation between environmental hazards and toxins leading to cancer of the genitourinary system. Further in Physiology; in the unit of ‘Reproductive System’, the lectures dealing with the impact of environment and exogenous factors on the pubertal growth of males and females, the various lifestyle and occupation-related disorders[such as effects of cadmium, mercury, lead] and the methods of treatment were discussed. As a part of second year curriculum (according to NMC Guidelines) the subject of pathology includes a chapter of Neoplasia where the topics such as endometrial cancers, vaginal cancers, cervical cancers and ovarian cancers, prostatic cancers, bladder cancers; their cause(emphasizing on its relation to environmental toxins), diagnosis, treatment and prognosis and prevention were discussed in depth

1.12. Does your medical school curriculum address important human-caused environmental threats that are relevant to the university’s surrounding community?

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: Topics related to the health hazards of air, water, noise, radiation, and pollution were elaborately discussed under competency [CM3.1] in community medicine. Furthermore, lectures describing concepts of safe and wholesome water, sanitary sources of water, water purification process, water quality standards under competency [CM3.2], description of the aetiology and basis of water-borne diseases/jaundice/hepatitis/diarrhoea under competency [CM 3.3] and the description of solid waste, human excreta, sewage disposal under competency [CM 3.4] were thoroughly discussed. Under the family adoption programme of the NMC curriculum, the students are required to adopt one family from the nearby areas and deal with all their concerns such as clean ,hygienic water supply,the spread of any kind of infectious or non infectious disease in their locality or family,the sanitary condition of the region, routine health check ups,etc.

1.13. To what extent does your medical school emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?

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:

2

Score explanation: During the first year of MBBS (UG Curriculum by NMC) as a part of the foundation course for the undergraduate students, the students were encouraged to practise yoga as a part of their lifestyle change. Briefs about the actions of various natural ,organic substances used as a source of drug(eg- opioids,quinine, clove etc)for therapeutic purpose, it's advantages,disadvantages, adverse effects and contraindications were also given. In the Community Medicine curriculum undergraduates, lectures describing the steps and performing the clinico socio - cultural and demographic assessment of the individual,family and community were discussed.Under competency[CM2.2] describing the socio cultural factors,family ,it's role in health and disease and demonstration in a simulated environment the current assessment of socio economic status were discussed. 'Description of social psychology,community behavioural and community relationship and their impact on health and disease' along with Description of poverty and social security measures and it's relationship to health and disease were covered under competency [CM 2.4] and [CM 2.5] respectively.

1.14. Does your medical school 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?

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:	2
<p><i>Score explanation: In the Community Medicine curriculum, the chapter titled Environment and Health discussed the impact of various environmental toxins briefly. Additionally, the relations of specific toxins with people of specific socio-economic strata of the country were also discussed. Moreover, the chapter on respiratory diseases also focussed on this aspect and lectures in class included this topic giving instances of diseases such as silicosis, asbestosis, lung fibrosis, tuberculosis etc. Additionally, the curriculum in community medicine also includes a Family Adoption Programme, wherein each student has to adopt a family of low socio economic status and take care of their all round well being for five years.</i></p>	

Curriculum: Sustainability

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
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 point)	
Score Assigned:	2
<p><i>Score explanation: In the Community Medicine curriculum, the chapter titled Environment and Health discussed the impact of various environmental toxins briefly. Additionally, the relations of specific toxins with people of specific socio-economic strata of the country were also discussed. Moreover, the chapter on respiratory diseases also focussed on this aspect and lectures in class included this topic giving instances of diseases such as silicosis, asbestosis, lung fibrosis, tuberculosis etc. Additionally, the curriculum in community medicine also includes a Family Adoption Programme, wherein each student has to adopt a family of low socio economic status and take care of their all round well being for five years.</i></p>	

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
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
<p><i>Score explanation: This topic has not been covered until now in the curriculum.</i></p>	

1.17. Does your medical school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)	Score
The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment (2 points)	2
The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	2
The health and environmental co-benefits of non-pharmaceutical management 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)	2
Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of anaesthetic 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 inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1
<p><i>Score explanation: The clinical as well as environmental effects and benefits of avoiding over-medicalisation, over-treatment and/or over-investigation were described to us in the clinical postings in the second year as a part of early clinical exposure by the clinical faculties of our institute. • Lectures on the Importance of deprescribing in the course of treatment of disease and adverse effects of excessive medications, and cross-reactions between different medications were discussed in classes as a part of the second-year pharmacology curriculum. The environmental impact of over-prescribing was also briefly mentioned. • Different non-pharmaceutical methods of management of diseases like impaired diabetes mellitus through lifestyle modifications, borderline hypertension, and stress disorders were discussed in the physiology, and biochemistry portion of the first-year undergraduate curriculum and are a part of the teachings in further years also. Waste production in clinics and different healthcare facilities and various methods of waste disposal were detailed in depth in the section of the Hospital Infection Control unit of the microbiology second-year undergraduate curriculum. It gives an idea on what are the different categories of biomedical wastes and how should be disposed of</i></p>	

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your medical school's curriculum introduce strategies to have conversations with patients about the health effects of climate change?
Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum. (2 points)

Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework. (1 point)	
No, there are not strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	1
<i>Score explanation: The undergraduate students perform role plays in OPDs, and IPDs of different departments of the hospital and at the community level for awareness generation and sensitization as a part of electives. They frequently discuss the health effects of climate change with the patients, for example; the health impact of extreme heat like heat strokes and cramps as well as those of extreme cold, air pollution etc. Postgraduate trainees and interns conduct focus group discussions at the community level.</i>	

1.19. In training for patient encounters, does your <u>medical school's</u> 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
<i>Score explanation: Lectures on the importance of history taking as a part of clinical diagnosis of disease were thoroughly taught as a part of the second-year undergraduate curriculum in clinical postings of different departments [medicine, surgery, paediatrics, obs&gyn] at our institute. The importance of each heading under history taking was thoroughly dissected. Exposure of the patient to any allergens, drugs, changing environmental conditions, pollutants, chemicals, or any pathogen may guide the clinical practitioner to a probable conclusion. Furthermore, the importance of the role of vectors in the causation of disease along with the discussion of the National Vector Borne Disease Control Programme was discussed in Community Medicine {Competency CM3.6}.</i>	

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> 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:	4

Score explanation: With the strict implementation of the NMC UG Curriculum in the past 3 years, there has been a significant increase in the integration of planetary health topics in the core medical school curriculum. However, our institution has conducted several seminars and workshops regarding climate changes in the past decade(some of whose aim has been or is being implemented into action .) some of them being • “Conference on climate change in the Eastern Region of India [CEERI-2013]”,dated 2013 • Climate change and our response for Sustainable Development dated 2017 • Lecture on Climate Change by Mr. Erik Solheim,UN Under Secretary General and Executive Director,UN Environment dated 2017 • Lecture on Crop Productivity to Climate Stability: The Journey Of Carbon The Atom of Life by Dr. Himanshu Pathak,FNA,Director Tyndall Center for Climate Change Research, Norwich ,UK • One Day National Webinar on “Challenges for NSS Volunteers in Climate Change :An initiative from KISS and KIIT NSS Bureau. • UN75 Campaign:Webinar on Recalibrating Education, Inclusion and Climate Change post Covid-19 • International Conference on “Living Sustainability In HarmonyWith nature”WED 2022’ • KIMS Student Seminar on Epidemiology Climate Change”Shifting epidemiology of communicable and non communicable diseases due to climate change” Seminar on the theme of “Climate Change And Indian Agriculture” and many more

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 **(a) standalone lecture(s)**. (2 points)

There is **minimal/no** education for sustainable healthcare. (0 points)

Score Assigned:

6

Score explanation: Some of the aforementioned planetary health/ESH topics have been longitudinally integrated into the Undergraduate medical curriculum of KIMS. However, many topics like the ‘carbon footprint of healthcare systems’ are either not discussed or only briefly mentioned in lectures. To highlight the longitudinal integration of planetary health, here are a few examples:

In the first year curriculum of biochemistry,the effect of pollutants,oxidants and free radicals ,radiations,and other chemicals leading to DNA and genetic alterations and mutations were extensively discussed. In the first-year undergraduate curriculum, the students are taken into the community settings and are taught and made to practise environmental sustenance activities which is a part of the curriculum. In the second year curriculum of pathology,a chapter on Neoplasia discusses the various agents causing cancers elaborately.. Furthermore, there are alternate lectures on designated topics (like waste management, alternate sources of energy and their effects on the environment etc). Various campaigns and programmes are also initiated based on this topic.

1.22. Does your medical school 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?

Yes, the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the medical school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	1
<i>Score explanation: In our institute KIMS, there is a dedicated wing with faculty looking into 'Climate Change And Environmental Wellness' and its curricular integration.</i>	

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?	
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
<p><i>New metric for 2025/26 PHRC. This metric highlights the role of healthcare professionals as advocates for their patients beyond just clinical care. As trusted voices, health professionals have significant influence on policy and public perceptions of the environmental and social determinants of health. Public policy profoundly impacts our health across areas of housing, food, access to healthcare and indirectly through climate and environmental policies. In many healthcare systems internationally advocacy by healthcare professionals is increasingly viewed as an ethical imperative and professional duty.</i></p> <p><i>To learn more about this topic and the importance for healthcare professionals please review the following resources:</i></p> <ul style="list-style-type: none"> - Why and How Civic Health Should Be Incorporated Into Medical Education. Barrere-Cain et al., 2022. Academic Medicine. - Civic Engagement: A Vital Sign of Health and Democracy. Philip M. Alerbti. AAMC. <p><i>For practical guidance on incorporating this into your health professional curriculum:</i></p> <ul style="list-style-type: none"> - CRHE Module: Interaction between health care systems, government policy, and environmental advocacy. - Medical Schools Council (UK), Education for Sustainable Healthcare, A curriculum for the UK. Page 21. Professionalism, leadership and achieving structural change. 	
<p><i>Score explanation: In the 1st, 2nd and 3rd year of our undergraduate medical curriculum, we had a chapter dedicated to the importance of various determinants of health in the K Park textbook of social and preventive medicine. This was again emphasized particularly under the CBME curriculum of competencies-</i></p> <p><i>CM1.10/CM1.11=Describe the determinants of health and their impact</i></p> <p><i>CM3.1/CM3.2=Understand community participation of health programmes</i></p> <p><i>CM17.2=Demonstrate health education and advocacy skills.</i></p>	

Section Total (62 out of 75)	82.66%
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Back to Summary Page [here](#)

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.*

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related 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 institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>KIMS does have individual faculty members conducting research related to healthcare sustainability. For example, the Department of Community Medicine of KIMS has published articles, ‘Public-private share in maternal health care services utilization in India: A multinomial logistic regression analysis from three consecutive survey data’ in the <u>Clinical Epidemiology and Global Health Journal</u> in 2019, and ‘Epidemiologic Correlates of Chronic Respiratory Infections in Adults an Urban Slum of Bhubaneswar, Odisha, India’ in the <u>Global Journal of Health Science</u> in 2017. On the University level, The KIIT School of Public Health has published an article ‘Planetary health and the role of Community Health workers’ (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7567207/) in <u>PubMed Central</u> in 2020, The KIIT School of Biotechnology has published article, ‘A single functionalized graphene nanocomposite in cross flow module for removal of multiple toxic anionic contaminants from drinking water’ (https://link.springer.com/article/10.1007/s11356-023-26937-y) in <u>Environmental Science and Pollution Research Journal</u> in 2023, The KIIT School of Civil Engineering has done a sanctioned project by the <u>Indian Council of Social Science Research</u> on ‘Contamination testing of Groundwater in Bhubaneswar Urban’ (https://ymerdigital.com/uploads/YMER220441.pdf and https://icssr.org/social-determiners-water-inequity-systematic-investigation-bhubaneswar) in 2019 to name a few. The KIIT University also has a dedicated site where researches and works regarding sustainable healthcare is presented. (https://kiit.ac.in/sustainability-and-equity/).</i></p>	

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

There is **at least one** dedicated department or institute for interdisciplinary planetary health research. (3 points)

There is **not currently** a department or institute for interdisciplinary planetary health research, but there are **plans** to open one in the next 3 years. (2 points)

There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 point)

There is **no** dedicated department or institute. (0 points)

Score Assigned:

3

Score explanation:

The university that KIMS is a part of Kalinga Institute of Industrial Technology (KIIT) University, has the KIIT School of Public Health (<https://ksph.kiit.ac.in/>) which has course objectives for planetary health, global health and common health conditions in India.

The KIIT School of Biotechnology is also involved in research related to planetary health and sustainability. There also exists a department (<https://sustainability.kiit.ac.in/>) which focuses on providing an ecosystem for good health and well-being. The University has overall report of sustainability activities.

(<https://sustainability.kiit.ac.in/wp-content/uploads/2023/11/KIIT-Overall-SDG-Report-2022.pdf>).

To name a few interdisciplinary planetary health research projects carried out by the KIIT University:

- *The KIIT School of Public Health has a published article ‘Planetary health and the role of Community Health workers’ (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7567207/>) in PubMed Central in 2020*
- *The KIIT School of Biotechnology has published article, ‘A single functionalized graphene nanocomposite in cross flow module for removal of multiple toxic anionic contaminants from drinking water’ (<https://link.springer.com/article/10.1007/s11356-023-26937-y>) in Environmental Science and Pollution Research Journal in 2023.*

The KIIT School of Civil Engineering has done a sanctioned project by the Indian Council of Social Science Research on ‘Contamination testing of Groundwater in Bhubaneswar Urban’ (<https://ymerdigital.com/uploads/YMER220441.pdf> and <https://icssr.org/social-determiners-water-inequity-systematic-investigation-bhubaneswar>) in 2019.

The KIIT School of Public Health successfully organized the Climate Change Quiz Competition on 6th March 2026 as part of KIIT Fest 9.0, bringing together bright minds passionate about climate awareness and public health.

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 institution?

Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)

Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)

No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 point)

There is **no** process, and **no** efforts to create such a process. (0 points)

Score Assigned:

2

Score explanation: The Department of Community Medicine of KIMS has family adoption and wellness programmes where the community members impacted by climate, for example, cyclones or flood; or in terms of health hazards like diarrhoea or typhoid are consulted either in the urban health centres or the rural health centres. KIMS along with KIIT University has developed wellness clinics (<https://kiit.ac.in/community-engagement/> and <https://sustainability.kiit.ac.in/good-health-and-well-being/>) in the state's capital city of Bhubaneswar and numerous other areas. These clinics offer naturopathic treatment, counselling, rehabilitation, and de-addiction therapy services. KIMS and the KIIT University also have integrative programmes with the Kalinga Institute of Social Sciences and its students by carrying out activities related to climate change and global health. In the RHCs or UHCs, the students (undergraduates and postgraduates) interact and communicate with communities where they give their input and outlook.

2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?

There is an **easy-to-use, adequately comprehensive** website that **centralises** 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 **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)

The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)

There is **no** website. (0 points)

Score Assigned:

3

Score explanation: The KIIT Deemed to be University has a Sustainability Webpage (<https://sustainability.kiit.ac.in/>) which serves as a testament to climate action and sustainability, showcasing the various initiatives, projects, and research endeavours undertaken by the university.

There are research labs on sustainability (<https://sustainability.kiit.ac.in/sustainability-development/>) which are committed to conducting research on environmental sustainability contributing towards the curriculum development, teaching and supervision of undergraduate and postgraduate programs. The KIIT School of Public Health (<https://ksph.kiit.ac.in/>) also has sections related to topics of planetary health and environment. The KIIT University also has a sustainability and climate action policy that encompasses a diverse range of key areas, including environmental stewardship, energy efficiency, sustainable transportation, education and awareness, collaboration and partnerships, monitoring and reporting. (<https://sustainability.kiit.ac.in/climate-plan/>).

2.5. Has your institution recently hosted a conference or symposium on topics related to planetary health?

Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)

Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)

Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)

The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)

No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)

Score Assigned:

3

Score explanation:

The KIIT University (the institute) has hosted several conferences on topics related to planetary health:

- *International Conference on Management Research on theme - Embracing Sustainability, Diversity, and Inclusivity in 2024.*
- *International Water and Waste Management Conference in 2023.*
- *International Conference on Sustainability and Equity in 2022.*
- *Climate Change and our response for Sustainable Development in 2017*

2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?

Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 point)

No, the institution is not a member of such an organisation. (0 points)	
Score Assigned:	0
<i>Score explanation: No, the institution is not part of any such organisation.</i>	

Section Total (13 out of 17)	76%
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Back to Summary Page [here](#)

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.

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	2
<p><i>Score explanation: KIMS spreads awareness for planetary health by organising a variety of programmes, and campaigns like teaching about climate change in local schools, and health professionals sharing their patient climate health stories with a local advocacy organisation to enable more effective lobbying and indulging students both on and off campus. It also collaborates with local communities to promote eco-friendly initiatives to create a greener environment on campus and beyond. Gram Vikas is a NGO that promotes sustainable development in rural areas, partners with the university and spreads awareness also about planetary health and environmental health.</i></p>	

3.2. Does your <u>institution</u> 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:	3
<i>Score explanation: The department of Community Medicine with other departments organises Community events like- nukkad Natak, role plays, street shows and flash mobs both in the urban and Rural areas of its field practice areas of topics of public Health relevance, and also on environmental sustainability and protection</i>	

3.3. Does your <u>institution</u> 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:	2
<i>Score explanation: Planetary health and sustainable healthcare topics are sometimes included in the curriculum along with the regular schedule, like destruction of biodiversity can create conditions for new disease like COVID-19. Guest lectures are conducted by KIMS both for students and professors to educate about more such possibilities.</i>	

3.4. Does the <u>institution</u> or <u>main affiliated hospital trust</u> 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:	1
<i>Score explanation: KIIT School of Public Health(KSPH), provides Master of Public Health(MPH) Program which is a multidisciplinary field involving medicine, social sciences, epidemiology, environmental science, management, and information technology which covers environmental health issues and sustainable development which is the core aspect of planetary health</i>	

3.5. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> 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:	1
<i>Score explanation: KIMS provides brochures, magazines regarding environmental health exposure to the patients and their attendants to create awareness. Various educational charts and boards are also present in the hospital premises to spread more information regarding the same.</i>	

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?	
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 hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	1
<i>Score explanation: KIMS on its social media pages uploads videos of doctors where they talk about the impacts of environment and climate change on health. KIMS provides brochures, magazines regarding environmental health exposure to the patients and their attendants to create awareness. Various educational charts and boards are also present in the hospital premises to spread more information regarding the same.</i>	

Section Total (10 out of 14)	71%
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Back to Summary Page [here](#)

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 <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> 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:	2
<i>Score explanation: Yes, our medical school KIMS provides support for medical students interested in enacting a sustainability initiative/QI project through intramural funding. Interested students work on their research projects under a Guide and the Guide puts forth the proposal before the Research Committee. Upon getting the approval for the project, the institute provides funding to the student to carry out the project</i>	

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
<i>Score explanation: At the Undergraduate level, opportunities are offered for medical students by our institution to carry out research. Students are selected for the ICMR (Indian Council of Medical Research) STS (Short Term Studentship) Program under which they receive funding from ICMR for 2 months to carry out their research project under a Guide.</i>	

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:

1

Score explanation: Yes, our Medical college has a webpage: <https://kims.kiit.ac.in/research/#> where there is some information about the projects about sustainable healthcare which have been approved and are underway. But the information provided is not sufficient. The projects are mainly carried out by the faculty members of various departments and not by students.

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

Score explanation: There are no such student organisations dedicated to planetary health or sustainability in healthcare. However, the Academic Society of KIMS is a registered student group supported by the faculty of our medical college. It conducts integrated seminars on various topics. In 2022, a student seminar on “Shifting epidemiology of communicable and non-communicable diseases due to climate change” was conducted by the Academic Society. Another seminar on “Air Pollution: Health Hazards and Prevention” was also conducted. Student Organisation (NSS KIMS) works dedicatedly in awareness generation activities to promote environmental sustainable activities on various days- world earth day , environment day, water day etc.

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?	
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: There is a KIMS Curriculum Committee at our Medical college which consists of faculty members, the Principal of KIMS as the chairman and a student representative. Meetings are held to discuss Curriculum design and changes to be made when required.</i>	

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)	Score
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.	1
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.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	0
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> • <i>Our institution KIIT University (Kalinga Institute of Industrial Technology) conducts various activities under topics like 'Climate Change', 'Climate Sustainability' and 'Climate Education and Awareness'. KIIT has its webpage for this: KIIT Sustainability.</i> • <i>There are multiple student-led societies at the university level which engage themselves in various activities such as conducting seminars for students, awareness programs, drives for sustainable practices and many other activities. Kimaya is the medical society of KIIT which conducts various health awareness programs.</i> • <i>Many guest lecture sessions are conducted.</i> • <i>At KIMS, the Community Medicine Department conducts 'Family Adoption Program' under which, MBBS students starting from the 1st year itself are assigned families in a nearby slum at Niladri Vihar, Bhubaneswar. These slums are registered under the KIMS UHTC (Urban Health Training Centre). The students need to evaluate the socio-economic</i> 	

and health status of the assigned family and also evaluate various challenges faced by them. Under this program, students also evaluate the environment and sanitation of the surroundings in which they live and hence, point out the various health hazards that can affect the people of that community

Section Total (7 out of 15)

46.7%

Back to Summary Page [here](#)

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.*

5.1. Does your <u>institution</u> have an Office of Sustainability?	
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 at least one designated staff member 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 no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<p><i>Score explanation: KIIT University's Sustainability/Climate Action Policy encompasses various areas, including environmental stewardship, energy efficiency, sustainable transportation, education and awareness, collaboration and partnerships, monitoring and reporting, and the goal of reaching carbon neutrality by 2050. By implementing this policy, KIIT aims to reduce their environmental impact, conserve resources, and inspire positive change within their community and beyond. For this there is a dedicated office with many staff members monitoring closely the activities related to the policies and the implementation of the same.</i></p> <p><i>Furthermore, KIIT University has established a Centre of Excellence for Sustainability and Equity to create awareness among its students, staff and general public about the needs and importance of sustainable development goals, its importance and impact on the progress of our nation. This Center of Excellence is working on gathering, measuring and analyzing data related to different sustainable development goals both at national level and internationally through its collaborations, partners, NGOs, surveys and research activities. It is also working towards more collaborations at national and international level, NGOs and corporate to frame policies and decide on a plan of action to meet the goals. The following committee has been set up to review the progress made by the Center of Excellence and provide necessary advice.</i></p>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?
The institution has a written and approved plan to achieve carbon neutrality by 2030 (5 points)

The institution has a written and approved plan to achieve carbon neutrality by 2040 (3 points)	
The institution has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate (1 point)	
The institution does not meet any of the requirements listed above (0 points)	
Score Assigned:	3
<p><i>Score explanation: KIIT University has written, approved and successfully implemented plans to keep its carbon emissions in line with GHG's Protocol Corporate Standard and attain carbon neutrality, set in motion from 2014. KIIT University's Sustainability/Climate Action Policy, is a blueprint that embodies its commitment to combating climate change and fostering sustainability throughout our institution. This policy encompasses a diverse range of key areas, including environmental stewardship, energy efficiency, sustainable transportation, education and awareness, collaboration and partnerships, monitoring and reporting. At the heart of its efforts lies the ambitious goal of achieving carbon neutrality by 2050.</i></p> <p><i>More information regarding the same can be availed at https://sustainability.kiit.ac.in/climate-plan/</i></p>	

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes, institution buildings are 100% powered by renewable energy. (3 points)	
Institution buildings source >80% of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source >20% of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source <20% of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1
<p><i>Score explanation: KIIT, University and hence KIMS, is committed to increasing its use of renewable energy sources. It explored opportunities to install on-site renewable energy systems, such as solar panels or wind turbines, and actively seek partnerships with local renewable energy providers. Its goal is to make a transition to a sustainable energy mix and reduce dependence on fossil fuels. By increasing the share of renewable energy in our energy supply, KIIT will contribute to its goal of reaching carbon neutrality by 2050. In the last 5 years, the total energy generation through KIIT's solar PV systems is 4782151 kWh. The University's plan is to incorporate other types of renewable sources such as from Wind Power, Fuel Cells, etc. The University intends to procure more power from utilities sourcing renewable power than fossil fuels.</i></p> <p><i>Moreover, KIIT University saved 10,273,000 kWh units of energy in the year 2022 by utilizing sustainable energy consumption practices. The State Government of Odisha has recognized KIIT University in the category "Educational Institute -Best Performance in the field of Energy Saving and Conservation" for its exceptional commitment to energy saving in the year 2022. The University has committed to enhance its current energy-saving and conservation projects in the upcoming years.</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:

Sustainability in structural and construction management at KIIT Deemed to be University:

- *Cost Effective construction technologies*
- *Innovative construction methods*
- *Sustainable design and construction*
- *Green Concrete*
- *Sustainable materials and construction*
- *Utilisation of waste in concrete*
- *Composite and sandwich structures*
- *Offshore structures*
- *Earthquake engineering and structural dynamics*
- *Structural health monitoring*

Furthermore, the use of energy-efficient light sources in the new buildings, the use of capacitor banks to improve overall power factor and reduce electricity waste, the replacement of conventional motors with modern, high-efficiency motors, the upgrading and routine maintenance of air conditioning systems for low power consumption, and the implementation of IoT-based smart lighting systems are major initiatives.

In addition to sustainable building practices, KIIT Green is an initiative to control environmental pollution in 25 sq. km where KIIT campuses are located. Initiatives include plantation drives, paperless administration, annual Green Audit, and prohibition of two-wheelers on campus.

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

Score explanation: Biking, walking, carpooling, and using public transportation are all forms of alternative mobility that the KIIT University supports and encourages. The reliance on single-occupancy automobiles has been lessened and a culture of sustainable mobility is being promoted by providing infrastructure and incentives for these alternatives. The number of electric vehicles used by KIIT University is growing yearly. By 2030, KIIT wants a higher proportion of people in their community to use alternate forms of transportation.

One of the most important components of KIIT's sustainable mobility plan is the uptake of electric vehicles (EVs). Within KIIT, the usage of electric fleet vehicles is prioritised and investments in EV charging infrastructure are made. Additionally, we inform and entice employees and students to think about EVs for their own transportation requirements.

Green vehicles (powered by solar energy and an electric battery) have been built by the University's automobile society and the KIIT student research centre for use in campus transportation and for conducting green vehicle research. Their goal is to have 70% of their fleet battery-operated by 2030.

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?

Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)

The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)

There is **no** compost or recycling program at the institution. (0 points)

Score Assigned:

2

Score explanation:

Composting is practised for food wastes, used paper napkins, pads, wet garbage, etc. Electronic recycling is done by disassembling old and obsolete computer systems, and electronic and equipment, identifying and cataloguing functional subcomponents, circuits, ICs, and SoCs for use in student projects. Awareness programs on electronic waste recycling are also being carried out. ENACTUS KISS-KIIT -Under the initiative, in 2016, Project SIDDHI was undertaken, which provided an opportunity to the oppressed communities in and around Bhubaneswar to change their

lives for the better and, in the process, eliminate the use of plastic bags by replacing them with handmade paper bags.

5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?

Yes, the institution has **adequate** sustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)

There are **no** sustainability guidelines for food and beverages. (0 points)

Score Assigned:

3

Score explanation: KIIT Deemed to be University follows sustainability requirements for food and beverages, including meat-free days or no red-meat, and is engaged in efforts to increase food and beverage sustainability.

5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?

Yes, the institution has **adequate** sustainability requirements for supply procurement **and is engaged** in efforts to increase sustainability of procurement. (3 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)

There are **no** sustainability guidelines for supply procurement. (0 points)

Score Assigned:

3

Score explanation:

KIIT Sustainable Procurement Policy as on 16th November 2022 is - Sustainable Procurement Principles :

- We shall prioritise products and services that have a lower environmental impact, including those with reduced energy consumption, resource-efficient materials, and eco-friendly packaging.*

- *All equipment, machinery and items procured should have been assessed to have minimum negative impact on environment, pollution and lifestyle of the students and staff as well as community living around the University, and should be aligned with the Environmental Policy of the country.*
- *Recycling of materials and wastes in the University should be maximised to cut down the demand index and promote green technologies in different operations of the University.*

Procurements and use of paper and ink should be minimised through use of digital platforms, networking and process automation.

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?

Every event hosted at the institution **must** abide by sustainability criteria. (2 points)

The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required**. (1 point)

There are **no** sustainability guidelines for institution events. (0 points)

Score Assigned:

1

Score explanation: KIIT Deemed to be University strongly incentivizes sustainability measures but they are not required.

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:

2

Score explanation:

The KIIT University in Bhubaneswar promotes sustainable labs through initiatives like the "[KIIT Green](#)" program, which includes energy-efficient LED lighting (97% coverage), sensor-based power systems, and advanced waste management. Specialized centers, including a Thin Film Photovoltaics lab and Environmental Engineering Lab, drive green technology development and energy conservation efforts across campus. Information regarding this can be found in

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:

4

Score explanation: KIIT deemed to be University lays high emphasis on the United Nations SDG (Sustainable Development Goals). The Committee on Sustainability and Equity refrains from making any investments towards and for any organisations dealing with:

- Intoxicants
- Weapons
- Environmentally harming wastes

KIIT deemed to be University will make investments towards:

- E-Governance, process automation and smart campus initiatives.
- Quality Education and Impactful research
- Innovation and Infrastructure Development
- Good health and well being
- Social outreach and empowerment of tribal communities
- Clean water and sanitation
- Environmental protection
- Affordable and clean energy
- Preservation and protection of life below water and land
- Promoting peace, justice and equality in society.

Recycling of materials and wastes in the University should be maximised to cut down the demand index, carbon footprint and promote green technologies in different operations of the University.

Section Total (26 out of 32)

81.25%

Back to Summary Page [here](#)

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 KIMS School of Medicine.

The following table presents the individual section grades and overall institutional grade for the KIMS School of Medicine on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(62/75) \times 100 = 82.67\%$	A-
Interdisciplinary Research (17.5%)	$(13/17) \times 100 = 76\%$	B+
Community Outreach and Advocacy (17.5%)	$(10/14) \times 100 = 71.43\%$	B
Support for Student-led Planetary Health Initiatives (17.5%)	$(7/15) \times 100 = 46.6\%$	C
Campus Sustainability (17.5%)	$(26/32) \times 100 = 81.25\%$	A-
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 73.07\%$	B

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which **KALINGA INSTITUTE OF MEDICAL SCIENCES** has participated in the Planetary Health Report Card initiative.

