



Planetary Health Report Card (Medicine) 2026: *St. John's Medical College, Bengaluru, India*



2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	C
Curriculum	C
<ul style="list-style-type: none"> • St John’s Medical College (SJMC) has made efforts to integrate planetary health into the curriculum through the ‘Citizen Doctor’ program, the introduction of electives on planetary health, various lectures on “Environment and Health” and outreach programmes. However, further efforts can be made to integrate more topics and to holistically cover planetary health. • Recommendations: Recommendations include integrating climate change and planetary health into relevant subjects and expanding to encompass a broader spectrum of topics. For instance, the Department of Pharmacology could address the environmental impacts of pharmaceuticals and inhalers and during clinical postings, students should be trained in engaging patients in planetary health conversations. 	
Interdisciplinary Research	B-
<ul style="list-style-type: none"> • SJMC has conducted many seminars on planetary health. Continued efforts are being made to organise more in the forthcoming years. There are also a significant number of ongoing planetary health-related research projects taking place in the institution. • Recommendations: There could be more participation from students and faculty at SJMC. A proper website and joining a planetary health organisation would not only help students to get updates on various seminars but also help the ones who wish to enhance their research knowledge about planetary health. 	
Community Outreach and Advocacy	C
<ul style="list-style-type: none"> • SJMC exhibits commendable community outreach efforts, yet there exists a notable gap in integrating planetary health and sustainable healthcare into its programs. Notably, the college excels in engaging rural communities, evident through initiatives like community health awareness and rural orientation programs. • Recommendations: Recommendations include formalising the inclusion of Ecologics (the college sustainability club) activities in the college update communication, establishing long-term partnerships with community organisations for large-scale events, and providing patient education materials through hospital notice boards or digital displays. 	
Support for Student-Led Initiatives	C
<ul style="list-style-type: none"> • SJMC supports student planetary health initiatives through the Department of Health and Humanities. Ecologics, the eco-club, coordinates and organises student-led events to promote sustainability on campus. SJMC also recognizes and supports students’ interests in pursuing research related to planetary health. • Recommendations: SJMC should create a regularly updated and accessible webpage for students to connect with supervisors and peers for planetary health projects. It should also document events, projects, and future goals on this webpage. SJMC can collaborate with sustainability-driven organisations off campus to help students understand real-world challenges. 	
Campus Sustainability	C+

- SJMC has made good progress in becoming a sustainable campus in terms of the wider sustainable framework - it includes the use of renewable fuel, supporting sustainable methods and the ongoing initiative of plate bank.
- **Recommendations:** We recommend SJMC to have yearly set goals and detailed strategic planning for a sustainable green wider picture.

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

disciplines. A link to the 2025 literature review by metric is available [here](#).

Planetary Health Curriculum

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

Curriculum: General

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
<p><i>Score explanation: A Course titled 'Citizen Doctor' is present in the curriculum for first-year students. The objective of this course is to expose future doctors to all aspects of health and to bring about a sense of recognising the need for change. The course is conducted by the Department of Health and Humanities in St John's and is allotted "20" hours. The topics covered in the course are:</i></p> <ul style="list-style-type: none"> ● <i>Climate change: its causes and consequences</i> ● <i>Sustainability</i> ● <i>Water: its pollution, management and conservation</i> ● <i>Air pollution</i> ● <i>Globalisation and over-consumption</i> ● <i>Garbage management</i> ● <i>Rights of a citizen</i> ● <i>Key elements of democracies</i> ● <i>Ecological mapping and action planning</i> <p><i>Students were divided into groups to perform environmental mapping and interview various persons of interest in their college campus. Additionally, the fourth years are required to choose a set of electives that they will engage in for a month. In the newest list of preclinical electives, titles such as "Planetary Health and Humanities, and Digital Health and Environmental Sustainability" have been introduced that cover exposure to activities that mitigate climate change.</i></p>	

Curriculum: Health Effects of Climate Change

1.2. Does your medical school 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:

2

• *Score explanation :The third-year subjects community medicine and forensic medicine briefly cover topics such as heat stroke, heat cramps and heat exhaustion as a part of the effect of heat stress. Its relation to global warming and occupational health is briefly covered in a few slides by the Department of Community Medicine.*

1.3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on 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:

2

Score explanation: The impact of extreme weather events on health systems and individuals was briefly discussed as a part of the 'citizen doctor' programme for first-year students. This course is conducted by the Department of Health and Humanities however , it was covered briefly in the core curriculum.

1.4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?

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: The Department of Community Health briefly mentions the changing patterns of infectious diseases such as Cholera and Kala-Azar due to increased global temperatures in the lectures for third-year medical students. Further, this topic was also covered as a part of the 'Citizen Doctor' course for first-year students, discussing the influence of climate change on the changing patterns of infectious diseases through the example of COVID-19, which is in part due to the disruption of natural ecosystems and wildlife.</i></p>	

<p>1.5. Does your <u>medical school</u> curriculum address the respiratory health effects of climate change and air pollution?</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: The Department of Pathology holds a demonstration for second-year students where the effects of air pollution on lung diseases and respiratory functioning are covered. The Department of Community Health also briefly covers the effect of air pollution in a chapter of the curriculum titled 'Environment and Health' as well as in the chapter on occupational diseases.</i></p>	

<p>1.6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat?</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:	1
<p><i>score explanation: This specific topic was neither covered in the core curriculum nor the elective coursework. In 'Park's Textbook of Preventive and Social Medicine' which serves as the recommended textbook for third-year students there are a few lines that mention the cardiovascular health effects but this is neither covered in lectures nor routinely asked in exams.</i></p>	

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:

1

Score explanation: This specific topic was covered in a lecture titled 'Stress and anxiety due to changes in rain pattern' as a part of the 'Citizen Doctor' program for first-year students conducted by the Department of Health and Humanities. However, it is not part of the core curriculum.

1.8 Does your medical school curriculum address the relationship 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:

2

Score explanation: In the series of lectures on the module titled 'Environment and Health' by the Department of Community Health for third-year students; the relation between global warming and its effect on industries such as agriculture and fishing was briefly discussed as a part of the core curriculum. Further, this topic was also covered by the Department of Health and Humanities under the elective course titled 'Citizen Doctor' for first-year students.

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 module on demographics and population explosion the Department of Community Health briefly discusses the impact of climate change being unequally distributed in the population belonging to the lower socioeconomic statuses. This was also covered in the 'Citizen Doctor program by the Department of Health and Humanities.

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:

0

Score explanation: This specific topic is not covered in the undergraduate (UG) curriculum, as it is currently considered beyond the educational scope of the program. While general environmental health principles and localized phenomena are covered, the unequal regional and global health impacts of climate change are not addressed in the teaching materials.

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:

0

Score explanation: This specific topic was not covered in the core or elective coursework

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
<p><i>Score explanation: The environmental threats caused by humans are briefly discussed in the chapter 'Environment and Health' by the Department of Community Medicine for second and third-year students. During the clinical postings the department also discusses various issues like floods attributed to the encroachment of the lake as well as recent droughts in the city. Further, competencies decided by the state university include discussing the effects of health due to air, water and noise pollution along with the ill effects of radiation. In the chapter on disaster management, there is a brief discussion on man-made disasters and their effect on global warming. There is also a chapter on occupational health that covers diseases such as farmers' lung, asbestosis and lead poisoning. This topic is also covered as a part of the citizen doctor program for first-year MBBS students.</i></p>	

<p>1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?</p>	
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 specific topic was neither covered in the core nor the elective coursework</i></p>	

<p>1.14. Does your <u>medical school</u> curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?</p>	
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:	1
<p><i>Score explanation: This topic was covered by the 'Citizen Doctor program for first-year students in a lecture on how the waste we produce ends up affecting the more vulnerable populations. Further students were given the task of interviewing various members of marginalised communities and compiling their findings in a presentation. However, this is not a part of the core curriculum.</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
<i>Score explanation: The benefits of a plant-based diet were briefly mentioned in a lecture on carbohydrates conducted by the Department of Biochemistry for first-year students highlighting the lower incidence of colon cancer in vegetarians. The same was also mentioned in a lecture conducted by the Department of Physiology in a lecture as part of the GI module again for first-year students. Both are subjects in the core curriculum.</i>	

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
<i>Score explanation This specific topic was neither covered in the core nor the elective coursework.</i>	

1.17. Does your <u>medical school</u> 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)	1
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) .	0
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)	1
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
<i>Score explanation The core curriculum does cover the direct human impact of various clinical practices, such as the health benefits of non-pharmaceutical management and the human health aspects of over-medicalisation. However, the environmental side effects and the broader ecological impacts of these healthcare practices—such as the environmental impact of pharmaceuticals, surgical waste, or specific carbon footprints—are not covered.</i>	

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
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 no strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<i>Score explanation: There are no strategies currently present in either the core or elective curriculum that teach medical students about having conversations with patients about the effects of climate change.</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 course. (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 course. (0 points)	
Score Assigned:	2
<i>Score explanation: During the clinical postings conducted by the Department of Community Health the students are taught to take clinico-social cases. A section of the clinico-social case focuses on</i>	

the environmental history of patients to understand predisposing factors that may have led to the disease. This includes a history of the demographics of the patient, vector breeding sites around the house, garbage disposal, sources of drinking water and occupational exposures.

Curriculum: Administrative Support for Planetary Health

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

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

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

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

Score Assigned:

2

Score explanation: Since its inauguration in 2018, the Citizen Doctor course for first-year students has continuously been modified to include the changing patterns of climate change as well as to include the newer data on planetary health.

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:

4

uScore explanation: The Citizen Doctor program has been well integrated into the first-year curriculum with changes constantly being made to improve it. The results of the program have also been published in the Indian Journal of Medical Ethics <https://pubmed.ncbi.nlm.nih.gov/32546452/>. Further, some topics on global warming, sustainable development goals, water, air and noise pollution are covered by the Department of Community Health as a part of the core curriculum for second and third-year students. As a part of electives for fourth-year students, the Department of Health and Humanities has introduced topics such as 'Planetary Health and Humanities', 'Digital Health and Environment Sustainability' and a distance education programme called Planetary Health, by Sonali Sathaye. It is a Practical Course for Health Professionals, Students

and Community Workers which aim to broaden the understanding of the planetary health of medical students and faculty.

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

Score explanation: The Health and Humanities department which comes under the St. John's Research Institute is responsible for conducting the 'Citizen Doctor' program for first-year students. Dr. Manjulika Vaz who is the head of the department along with her team oversees the implementation and integration of the course. This is also undertaken by the Green Campus Committee.

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:

1

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.

To learn more about this topic and the importance for healthcare professionals please review the following resources:

- [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.

For practical guidance on incorporating this into your health professional curriculum:

- 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.

Score explanation: Insert explanation here.

Section Total (35 out of 75)

46.67%

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Interdisciplinary Research

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

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:	3
<p><i>Score explanation: SJMC has faculty members with a primary research focus in planetary health and healthcare sustainability.</i></p> <p><i>Notable initiatives include:</i></p> <p><i>“Understanding the knowledge and attitudes of faculty of healthcare and medical institutions to planetary health in curricula – a mixed methods multicentre study” led by Dr. Manjulika Vaz.</i></p> <p><i>“A simple educational intervention to assess knowledge, attitude and practices regarding climate change and its impact on health among school-going adolescents in rural Bangalore District” conducted by the Department of Community Health.</i></p> <p><i>A 2023 publication in the Indian Journal of Medical Ethics titled “The urgent need for planetary health education for professionals and students in India.”</i></p> <p><i>Ongoing collaboration with King’s College London on Sustainability, Health, Artificial Intelligence, Digital Technologies, and the Environment.</i></p> <p><i>Research on carbon footprint assessment (“carbon calculators”) in wet labs, diagnostic labs, computational/dry labs, and clinical trials.</i></p>	

Research on e-waste management addressing obsolescence and sustainable recycling of medical and electronic equipment. "Expanding the moral gaze of digital health to include environmental parameters: considerations of manufacturing, utilisation, waste disposal and management and impacts on human health along the chain" started in August 2023 and ended in December 2024 under the charge of Dr. Manjulika Vaz

"Environmentally Sustainable Health Research (SHARE): From tool solutionism to a context sensitive, just, system-sensitive and reflexive approach " -an ongoing research by Dr. Manjulika Vaz

Longitudinal research on the effects of air pollution exposure on lung growth and development and biomarkers of lung function deficit in urban children.-An ongoing research started in December 2020 and aimed to end by march 2026 charged by Dr. George D Souza

*Another ongoing - SANJEEVANI Strategies for actions to jointly address climate change and air pollution for achieving health benefits in India. headed by Dr. Santu Ghosh
Given the sustained, interdisciplinary, and primary focus on planetary health research, SJMC merits full points for this metric.*

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: SJMC, through the Health and Humanities Division of the St. John's Research Institute (SJRI), has an established interdisciplinary platform dedicated to planetary health research.

This sub division under SJRI integrates ethics, environmental health, sustainability, and social justice perspectives into research and academic programming. It looks at planetary health and Interdisciplinary research where they study the connection between environment, society and health.

Recent developments include:

Launch of a Planetary Health distance education course.

Dedicated research streams in carbon footprint (carbon calculators) assessment in healthcare systems, digital health and environmental sustainability, and e-waste as per the aforementioned research and studies in the previous questions.

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:

1

Score explanation: There is currently no formal institutional mechanism through which communities disproportionately impacted by climate change and environmental injustice have decision-making authority in shaping the research agenda.

However, SJMC engages communities directly through:

“Longitudinal research on the effects of air pollution exposure on lung growth and development and biomarkers of lung function deficit in urban children”-An ongoing research started in December 2020 and aimed to end by march 2026 charged by Dr. George D Souza

Rural and urban community-based environmental health research.

Ongoing efforts to incorporate community perspectives into environmental health projects.

While meaningful engagement exists, the absence of a formal advisory or decision-making structure limits the score to 1 point.

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:	0
<i>Score explanation: Currently there are no websites dedicated to planetary and environmental health. Hence, the score assigned is 0.</i>	

2.5. Has your <u>institution</u> 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:	4
<i>Score explanation: SJMC has actively hosted and participated in major conferences and lectures related to planetary health within the past year.</i>	
<i>Recent highlights include:</i>	
<i>The 13th International Association for Ethics Education (IAEE) Conference (June 2025), featuring plenary and parallel sessions on planetary health and ethics education.</i>	
<i>Plenary session: Philosophy, Ethics and Morality: Human Dignity and Inclusiveness from human health to planetary health</i>	
<i>Msgr. Renzo Pegoraro (Chancellor Pontifical Academy for Life, Rome), Fr Charles Davis (Organizing Chairperson IAEE 2025), Prof ten Have (Professor Emeritus, Center for Healthcare Ethics, Duquesne University, USA)</i>	
<i>Another session here was on Planetary Health and Ethics Education</i>	
<i>i. Madhumitha Venkatesh, Bangalore, India. Practitioner Perspectives on Climate-Aware Counselling Practices in India.</i>	
<i>ii. Pia Wimmer, Augsburg, Germany. Practicing the Great Transformation: Insights from a Living Lab with Teenagers on Fast Fashion and Sustainable Consumption.</i>	
<i>ii. Siddhartha Krishnan, Bangalore, India</i>	
<i>In previous years, SJMC has also hosted:</i>	
<i>1) A session held on the Topic: The Earth is ill: Science, ethics and the way forward by Dr Sharachandra Lele on Oct 29th, 2023 in collaboration with the Department of Community Health.</i>	
<i>2) A Seminar on “The Impact of Climate Change on Health” conducted by the Department of Community Health, SJMC in January 2024 which emphasised the objectives of NPCCHH</i>	
<i>. Hence, the score assigned was 4.</i>	

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2.6. Is your <u>institution</u> 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: Currently, SJMC is not a member of any national or international planetary health or ESH organisations.</i>	

Section Total (11of 17)	64.71%
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Community Outreach and Advocacy

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

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:</i> The institution meaningfully partners with a community organization to promote planetary and environmental health. It has collaborated with the Council for Active Mobility, which works toward transforming cities into healthier and more sustainable communities by encouraging active transport such as cycling and walking. In addition, the Health and Humanities Department regularly organizes talks and outreach events where professionals from environmental sustainability organizations are invited to promote environmental health and sustainable healthcare practices. For instance, a guest lecture by Dr. Meenakshi Bharat on menstrual cups highlighted not only their health benefits but also their significant environmental advantages, thereby raising awareness among students about eco-friendly health choices.</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
<p><i>Score explanation: As part of the ruler outreach program for year one medical students, there is an annual health education program "child to child", a group of medical students in the age of 10- 12 years from a rural community. Each year there are topics covered related to planetary health, last year, it was related to plastics and health impact. The program targets around 100 students and is quite effective as the schools students themselves are later on to teach their peers. Additionally, there is also a street play, where the students convey a crucial topic related to health education and related to environmental health. This too impacts around 100 individuals of the community, across all age groups.</i></p>	

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:	1
<p><i>Score explanation: Students do not receive regular updates on planetary health or sustainable healthcare through official university communications. However, sustainability awareness is promoted through student-led initiatives by the campus sustainability club, Ecologics, which shares digital posters on specific occasions and organises activities such as campus waste clean-ups. Occasional events, like a structured tree plantation drive held last year to enhance green cover and environmental sustainability on campus, have also addressed aspects of sustainable healthcare. Overall, while such efforts exist, they are not part of consistent institutional communication.</i></p>	

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
<p><i>Score explanation: As part of the postgraduate Community Health curriculum, weekly seminars are conducted, and up to three sessions per year address topics related to sustainable healthcare. These have included discussions on the National Action Plan on Climate Change in a seminar on climate change and health, as well as sessions on brain drain and its impact on health systems sustainability. Currently, there are no dedicated postgraduate courses focused primarily on planetary health or sustainable healthcare. However, the Health & Humanities Department is developing a Bioethics Fellowship that will include planetary health as one of its modules, reflecting ongoing efforts to strengthen this area within the curriculum.</i></p>	

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:	0
<p><i>Score explanation: There aren't any accessible educational materials for patients.</i></p>	

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:	0
<p><i>Score explanation: There aren't any accessible educational materials for patients.</i></p>	

Section Total (7 out of 14)	50%
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Support for Student-Led Planetary Health Initiatives

Section Overview: *This section evaluates institutional support for student-led planetary health initiatives, such as funding, fellowships, programming, and student groups. Planetary health is a young field and, as young people facing a future deeply shaped by climate change, students are often some of the first at an institution to engage with it. Institutions should provide support for students to engage in sustainability quality improvement (QI) initiatives, discover mentors in their area of interest, and receive funding for planetary health projects.*

4.1. Does your <u>institution</u> 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
<p>Score Explanation:</p> <p><i>There are various programmes offered by the medical school, as well as student-driven initiatives supported and funded by the institution.</i></p> <ol style="list-style-type: none"> <i>1. The Citizen Doctor course was introduced for first-year medical students at St. John's Medical College in 2018 by the Division of Health and Humanities at St. John's Research Institute. The course aims to foster a sense of citizenship, social responsiveness and critical thinking among future healthcare professionals, while exposing them to the broader determinants of health. It includes sessions on Environmental Sciences and engages students in examining sustainability concerns within the campus, such as food and water wastage, sanitation, and waste management. Through activities like mapping exercises and report preparation, students derive actionable outcomes and develop student-level and campus-level initiatives that can ultimately extend to the community through structured action plans.</i> <i>2. The Department of Community Health conducts several programmes annually, including the Community Health Action Programme (CHAP) in the third professional year (August 21–26, 2023). The findings and recommendations from CHAP are presented as student-led and institutional initiatives. The Urban Orientation Programme (UOP), conducted in the second professional year (March–June 2023), involves environmental intervention activities such as mapping and surveys of solid waste management practices, identification of vector breeding sites, and detection of water pipe leaks in vulnerable and underserved urban populations in Bangalore.</i> <i>3. The institution also supports Ecologics, the campus sustainability club and its initiatives. The club is funded through alumni donations that are passed down across batches as new student leaders assume responsibility. In addition, Ecologics receives financial support from a common institutional fund allocated to all college clubs.</i> 	

4. An annual grant is provided to SJMC, Yenepoya and O.P. Jindal colleges to support institutional and student-led initiatives. This funding enables the colleges to implement and sustain student-driven programmes, research activities and sustainability-focused projects undertaken at the campus level.

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

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

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

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

Score Assigned:

1

Score Explanation:

In 2023, the institution introduced two electives, including 'Planetary Health and Humanities' and 'Digital Health and Environmental Sustainability'. Each elective offers four students the opportunity to work closely with the Department of Humanities and undertake guided research projects.

With voluntary efforts from students, the Millennium Fellowship has approved 2 projects related to the benefits of cycling and recycling of clothes that aim to promote sustainability.

Students are permitted to conduct research in any subject within the medical curriculum, including areas related to planetary health and sustainable healthcare, subject to approval from the St. John's Research Institute.

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:

There is a dedicated webpage on the medical school website that provides details about the goals, initiatives, and current projects of the campus sustainability club. It also provides information on the mentors and club representatives. However, the page is not up-to-date and does not contain important details regarding research programs or the mentors.

<https://www.stjohns.in/medicalcollege/Ecologics.php>

Additionally, the student-run Ecologics Instagram page serves as a platform for promoting events, workshops and initiatives pertaining to planetary health and sustainability. This page also frequently shares educational content regarding simple lifestyle adjustments that students can make to practise a more environmentally conscious life.

https://www.instagram.com/ecologics_sjmc/

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:

2

Score explanation:

Ecologics (the campus sustainability club) is a student-driven initiative that aims to promote sustainable initiatives and encourages students to do the same. It has organised cleanliness drives, excursions and various competitions to promote awareness surrounding planetary health. It is actively supported by the institution and is guided by the Head faculty of the Health and Humanities department.

https://www.instagram.com/ecologics_sjmc/

4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional 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
<p><i>Score explanation:</i> The Green Campus Committee is an advisory board comprising the Associate Director of the Medical College along with other doctors and students representing Medical, Allied Health Sciences, and Nursing Colleges. Representatives discuss and work with the management to come up with solutions to maintain an eco-friendly environment at the college and ensure the campus is sustainable.</p>	

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.	1
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.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

<p>1. Score Explanation:</p> <ol style="list-style-type: none"> <i>The institution maintains a herbal garden adjacent to the animal house and conducts annual tree plantation drives to promote biodiversity and environmental sustainability on campus.</i> <i>The Citizen Doctor programme (2025) incorporated environmental awareness components. In addition, Ecologics disseminated several environmental awareness posters through its official Instagram platform to encourage sustainable practices among students.</i> <i>Poster-making competitions on environmental themes were organised by Ecologics. The Fine Arts Club also conducted watercolour workshops centred on nature, fostering creative engagement with environmental conservation.</i> <i>The Citizen Doctor programme further included a structured garbage collection drive aimed at improving campus waste management and encouraging student participation in sustainability initiatives.</i>
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5. *The institution organised “Tour de Mugalur,” a cycling initiative designed to promote eco-friendly transportation and raise awareness about sustainable living practices.*

Section Total (12 out of 15)

80%

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Are there additional student-led initiative resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

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:</i> Our institution has a dedicated Environmental Facilities Management (EFM) department headed by Mr. Patel, who oversees and ensures sustainable practices across the campus. The department actively manages water conservation through systematic reuse of treated wastewater for non-potable purposes such as landscaping, flushing, and utility services. In addition, the EFM team monitors air quality standards and implements strict waste segregation protocols in accordance with environmental and hospital sustainability guidelines. These coordinated efforts demonstrate the presence of a structured sustainability framework with designated leadership and operational oversight.</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:	0

Score explanation: At present, the institution does not have a formal written or approved plan outlining targets, timelines, or strategies to reduce its carbon footprint or achieve carbon neutrality. While general environmental practices such as water reuse, waste segregation, and resource conservation are being implemented through the EFM department, a structured, documented carbon reduction policy with defined goals and monitoring mechanisms has not yet been developed. Hence, the institution does not meet the specified criteria for a scored plan.

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:

2

Score explanation: St John's Medical college utilizes wind energy for day functioning . 90% of the power supply to medical college is met through wind energy. Wind energy is delivered to st johns by a third part . 10% of the energy requirements is met through generators run by diesel as fuel which are in place in case of emergencies such as a power cut. Solar energy is used to supply hot water for the hospital and hostel. Solar-powered street lights are also installed in some parts of campus.

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: Sustainable construction practices are practised throughout the campus. All of the new construction projects utilize concrete blocks instead of clay bricks. This is because clay produces a lot of CO₂ (20.18 Tg CO₂ per annum) and the production of clay bricks erodes valuable topsoil. In addition, recycled water from the sewage treatment plant within the campus is used for all construction purposes.

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:

1

Score explanation: The institution has implemented limited environmentally friendly transportation measures within the campus, primarily in the form of eco-friendly vehicles used for the movement of elderly and mobility-restricted patients. However, these transport options are restricted to internal campus use and are not available or accessible to students or the wider campus community for regular commuting. Additionally, there are no well-established or widely promoted programs such as student carpooling, dedicated cycling infrastructure, or organized green transit initiatives. Therefore, while some measures exist, their accessibility and utilisation remain limited.

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: [St. John's Medical College](#) has both organic and conventional recycling measures in place within the institution. Organic waste such as vegetable and fruit waste generated in the college is collected and recycled through established waste management practices. At present, a portion of food waste disposal is outsourced to an authorized third-party agency; however, the institution has initiated plans to further strengthen sustainability efforts by proposing the

development of an in-campus food composting site. A memorandum of understanding (MOU) exists between the college and the following companies for waste disposal.
 Biomedical Waste - Mairidini Bio Industries
 Solid waste - MSGP InfraTech
 E- waste - Royal Touch
 Hazardous waste - Alpha Refineries

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:	0
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Score explanation: There are no sustainability guidelines for supply procurement

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:	1
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Score explanation There are no formal sustainability guidelines for food and beverage supply procurement at St. John's Medical College. However, the institution has adopted certain environmentally responsible practices in campus food services. Paper bags are provided in canteens and utility complexes, and plastic bags are completely prohibited. The use of disposable paper cups has also been discouraged, with active promotion of a "bring your own cup" culture among students and staff to reduce single-use waste. These measures reflect ongoing efforts to improve food and beverage sustainability on campus.

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: St. John's has created a "Plate bank" for catering to all the management and student-level events. The plate bank was created to avoid the use of single-use plastic or paper plates and cutlery can be borrowed from the bank for the duration of the events. All further students-led initiatives have to abide by the sustainability guidelines laid by Ecologics - the environment club of SJMC

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 institution actively implements programs and initiatives to promote environmentally sustainable laboratory practices. All laboratories at St. John's Medical College have been accredited by the National Accreditation Board for Testing and Calibration Laboratories (NABL) for the past 14 years, with mandatory audits conducted every two years. Environmental sustainability forms an important criterion within NABL accreditation standards, ensuring continuous monitoring of waste management, resource utilization, and safety practices. Additionally, the management is currently in the process of establishing an effluent treatment plant to scientifically treat and manage laboratory waste before disposal, further strengthening the institution's commitment to sustainable laboratory operations.

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
<i>Score explanation: The endowment portfolio does not include any fossil fuel companies. All the power contracts are given to advocating wind and solar energy.</i>	

Section Total (18 out of 32)	18
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Grading

Section Overview

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

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

**Within each grade bracket, a score in the top 5% (_5 to _9%), receives a “+”, and a score in the bottom 5% (_0- _4%) receives a “--”. For example, a percentage score of 78% would be a B+.*

Planetary Health Grades for the St Johns’s Medical collage

The following table presents the individual section grades and overall institutional grade for the St John’s Medical College on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(35/75) \times 100 = 46.67\%$	C
Interdisciplinary Research (17.5%)	$(11/17) \times 100 = 64.71\%$	B-
Community Outreach and Advocacy (17.5%)	$(7/14) \times 100 = 50\%$	C
Support for Student-led Planetary Health Initiatives (17.5%)	$(8/15) \times 100 = 53.33\%$	C
Campus Sustainability (17.5%)	$(18/32) \times 100 = 56.25\%$	C+
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 53.25\%$	C