



RIS

Research and Information System
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विकासशील देशों की अनुसंधान एवं सूचना प्रणाली



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Roundtable Consultation

Blueprint for AI in Medical & Nursing Education

Official pre-summit event of India–AI Impact Summit 2026

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REPORT



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Concept Note

Introduction

Artificial Intelligence (AI) is increasingly being introduced across education, assessment, mentoring, simulation, and clinical decision support. In medical and nursing education, AI offers significant opportunities to enhance learning outcomes, address faculty shortages, personalize education, and strengthen clinical preparedness, particularly in resource-constrained settings. At the same time, its integration raises critical and unresolved questions related to safety, governance, academic integrity, ethics, liability, and equity. Medical and nursing education directly shapes future health systems, and poorly governed or inappropriate use of AI in this space risks patient harm, erosion of public trust, and the widening of existing inequities. Across the Global South, countries are experimenting with AI-enabled tools in health professional education, yet these efforts remain fragmented and largely disconnected from coherent regulatory, accreditation, and governance frameworks. There is a clear gap in cross-country policy dialogue that can enable shared learning, define normative guardrails, and guide responsible adoption. This initiative seeks to address that gap by convening governments, regulators, academic institutions, and technology partners to develop a Blueprint for the Responsible Use of AI in Medical and Nursing Education. Anchored in South-South cooperation and led by DAKSHIN – Global South Centre of Excellence at RIS, in partnership with Jhpiego and NIMS University, the initiative brings together complementary expertise in global health, education, and AI to ensure policy relevance, pedagogical soundness, and technical rigor.

Key Themes

Framing Safe and Scalable AI in Health Education

The consultation will establish a shared understanding of what constitutes “safe and scalable” AI use in medical and nursing education within the Global South. This includes establishing the urgency of policy action, identifying risks that must be proactively managed, and defining the decisions that regulators and policymakers need to take collectively. The framing will anchor AI adoption in patient safety, professional accountability, and public trust, while setting clear goals and boundaries for its use in education and training.

Mapping Current and Emerging AI Use Cases

A core theme is the systematic mapping of existing and emerging AI applications across medical and nursing education, both formal and informal. This includes using AI for tutoring, assessment support, simulation, content generation, and mentoring, as well as planned or aspirational applications. Developing a consolidated, cross-country inventory of how AI has been applied

will help move discussions beyond anecdotal evidence and provide a realistic foundation for governance, regulation, and accreditation frameworks.

Policy Boundaries and Guardrails in Medical Education

Focusing specifically on medical education, the dialogue will focus on clearly delineating where AI should be permitted, conditionally allowed, or explicitly disallowed. Discussions will address supervision requirements, acceptable AI support during learning and training, and strict boundaries around summative assessments and clinical decision-making. Particular attention will be paid to liability, accountability, and patient safety, culminating in a practical “Do / Don’t / Conditional” framework to guide regulators and institutions.

Responsible AI Use in Nursing Education: Mentorship, Access, and Equity

Recognizing the distinct realities of nursing education, this theme will examine how AI can support mentoring, skills development, and clinical placements. It will explore whether AI can function as a co-mentor or support tool under appropriate human oversight, while ensuring that adoption does not disadvantage low-resource institutions or exacerbate workforce inequities. The outcome will be a set of nursing-specific principles and guardrails that reflect diverse training contexts.

Cross-Cutting Guardrails, Ethics, and Accountability

Bringing together insights from both medical and nursing education, this theme will identify minimum, non-negotiable standards for AI governance. These include safety and bias mitigation, academic integrity, data privacy and ethics, institutional oversight, accreditation implications, and mechanisms for accountability and redress. These cross-cutting principles will form the shared spine of the Blueprint, applicable across disciplines, institutions, and countries.

From Dialogue to Action

The final theme focuses on translating dialogue into action by identifying a limited set of safe, high-value pilot use cases that can be tested under agreed guardrails. It will also define responsibilities for drafting sections of the Blueprint, agree on timelines for consultation and launch, and outline next steps for sustained collaboration and learning.

Expected Outcomes

The primary outcome of this consultation will be a Blueprint for the Responsible Use of AI in Medical and Nursing Education, providing a normative framework tailored to the realities of the Global South. The Blueprint will articulate guiding principles, governance models, use-case boundaries, and practical recommendations that governments, regulators, and institutions can

adapt to national contexts. Grounded in multi-country dialogue and real-world experiences, it will offer actionable guidance rather than abstract principles. In addition, the initiative will strengthen South-South knowledge exchange by documenting current practices, challenges, and innovations across participating countries. Finally, it will lay the foundation for a sustained mechanism to support continued learning, adaptation, and collaboration on AI governance in health professional education.

Agenda

Time (IST)	Details
11:00 am – 11:10 am	Welcome Remarks Professor Sachin Kumar Sharma , Director General, RIS
11:10 am – 11:20 am	Setting the Context Dr Monika Kochar , Advisor-Health, DAKSHIN – Global South Centre of Excellence, RIS
11:20 am – 11:30 am	Shared Framing: AI Use Cases in Health Education Today Dr Anunaya Jain , Global Technical Director, Digital and Data Analytics Hub, Jhpiego India
11:30 am – 12:30 pm	Perspectives on role of AI in Nursing and Medical education priorities, mentoring, access, and safe deployment Moderator - Dr Sanjay Pattanshetty , Professor and Director, NIMS Institute of Public Health and Governance, NIMS University Rajasthan
Lunch: 12:30 pm – 1:30 pm	
1:30 pm – 2:30 pm	Perspectives on policy boundaries and governance for AI in Nursing and Medical Education Moderator - Dr Manohar Agnani , Public Health and Policy Expert, Jhpiego India
2:30 pm – 2:50 pm	Open Discussion
2:50 pm – 3:00 pm	Concluding Remarks Dr Anunaya Jain , Global Technical Director, Digital and Data Analytics Hub, Jhpiego India

Outcome of the Roundtable Consultation

Introduction

Artificial Intelligence is increasingly reshaping health professional education worldwide. Within medical and nursing institutions, AI applications now support case generation, clinical reasoning exercises, personalized tutoring, research assistance, and examination preparation. This rapid adoption reflects both technological advancement and the pressing need to address structural challenges in health education systems, particularly faculty shortages and capacity constraints.

However, the acceleration of AI usage has not been matched by the development of comprehensive governance frameworks. Institutions are experimenting with AI in fragmented and unregulated ways, exposing learners and faculty to risks related to data privacy, algorithmic bias, hallucinated outputs, and unclear accountability structures.

The closed door roundtable consultation was convened to deliberate on these challenges and to propose structured, context-sensitive governance architecture. The consultation recognized that responsible AI integration requires balancing innovation with professional integrity, safeguarding equity, and strengthening South-South Collaboration in evidence generation and regulatory learning.

Welcome Remarks

Professor Sachin Kumar Sharma

Director General, RIS

The roundtable consultation commenced with a formal welcome extended to distinguished participants, academic leaders, regulators, faculty members, and representatives from partner institutions. Professor Sharma underscored the timeliness of convening such a dialogue at a moment when Artificial Intelligence (AI) is rapidly permeating health professional education systems across countries.

He expressed his appreciation for the interdisciplinary composition of the gathering, bringing together perspectives from medicine, nursing, digital governance, public policy, and health systems research. The forum was positioned not merely as a technical discussion on emerging technologies, but as a strategic conversation about the future of health education, professional standards, and institutional accountability.

He emphasized that while AI innovation is accelerating globally, governance responses must be equally proactive and grounded in public interest. The importance of fostering collaboration among institutions of the Global South was highlighted, noting that context-sensitive approaches are essential to avoid replicating models designed for vastly different health systems. Participants were encouraged to engage in candid dialogue, share institutional experiences, and collectively shape a responsible pathway for AI integration in medical and nursing education.

Setting the Context

Dr Monika Kochar

Advisor-Health, DAKSHIN - Global South Centre of Excellence, RIS

Dr Kochar outlined the transformative yet disruptive nature of AI in academic environments. AI-enabled tools, particularly generative systems, are already being used by students and faculty for drafting assignments, summarizing literature, generating clinical scenarios, preparing assessments, and supporting simulation-based training. However, this adoption is occurring in the absence of structured institutional policies or clearly defined accountability frameworks.

The central premise presented was that AI is no longer an experimental technology; it is operational in classrooms and clinical training environments. The governance question therefore shifts from “whether to adopt” to “how to regulate responsibly.”

She drew attention to the widening gap between technological capability and regulatory preparedness. While existing legal frameworks such as the Digital Personal Data Protection Act, 2023 provide a foundational structure for data privacy and consent, they do not comprehensively

address questions of liability, academic integrity, bias mitigation, or validation of AI-generated clinical content.

Dr Kochar further highlighted systemic challenges in LMICs, including faculty shortages, uneven digital infrastructure, limited broadband access in rural institutions, and disparities between medical and nursing education systems. AI was framed as both an opportunity and a risk: a potential faculty amplifier that could enhance learning outcomes, but also a vector for misinformation, bias, and inequity if deployed without safeguards.

Dr Kochar concluded by emphasizing the need for a tiered governance blueprint, one that aligns AI deployment with institutional readiness, embeds ethical guardrails, and integrates equity considerations from the outset.

Key Discussions

The consultation brought together representatives from:

- National and state-level regulatory bodies
- Medical and nursing councils
- Universities and academic institutions
- Public health and policy experts
- Legal scholars
- Technology and digital health specialists
- Think Tanks
- Development partners

The diversity of participants enabled cross-disciplinary discussion on educational, regulatory, ethical, and technical dimensions of AI integration in health professional education.

The consultation focused on the responsible integration of Artificial Intelligence (AI) within medical and nursing education systems, with particular attention to governance, equity and institutional readiness.

Governance Gap and Regulatory Urgency

Speakers observed that AI tools are already embedded in educational practices without standardized oversight. Generative AI systems are assisting students in writing assignments and preparing for examinations, while faculty increasingly use AI for curriculum design and research drafting. Yet few institutions have formal policies governing validation, accountability, or data management.

Participants emphasized that governance must be pro-active rather than reactive. Waiting for adverse outcomes before establishing safeguards could erode public trust and institutional credibility. A structured blueprint defining institutional responsibilities, validation protocols, and accountability pathways was deemed essential before scaling AI integration.

Faculty Preparedness and Professional Authority

A key theme was faculty preparedness. AI literacy among educators varies considerably, with some actively experimenting and others unfamiliar with foundational risks such as hallucinations or algorithmic bias.

AI was described as a tool that can augment and not replace faculty expertise. In resource-constrained contexts, it can support mentoring, case simulation, and knowledge dissemination. However, speakers cautioned against automation bias and over-reliance on unverified outputs. Faculty must remain the final authority on clinical validity and ethical compliance.

National-level training modules, accreditation-linked AI competencies, and peer-learning platforms were proposed as mechanisms to build institutional capacity.

Nursing Inclusion and Workforce Equity

Participants stressed that nursing education must be centrally integrated into AI governance discourse. Given that nurses constitute the majority of the healthcare workforce, exclusion from AI policy planning risks reinforcing systemic inequities.

The roundtable advocated for joint medical–nursing governance committees, proportional resource allocation, and parity in digital infrastructure investment. AI tools must reflect nursing workflows rather than being adapted from physician-centric models.

Institutionalizing inclusion was described as both an ethical and operational necessity.

Risk Categories and Ethical Safeguards

Speakers identified several risk domains:

- AI hallucinations and outdated clinical guidelines
- Algorithmic bias related to gender, socioeconomic status, or language
- Liability ambiguity in AI-assisted clinical training
- Academic integrity challenges
- Vendor dependence and commercialization risks
- Faculty displacement concerns

Pre-deployment bias audits, transparent procurement standards, mandatory validation protocols, and institutional ethics oversight were proposed as foundational safeguards.

Equity and Infrastructure Readiness

Equity considerations were highlighted as central to responsible AI deployment. Rural institutions face connectivity challenges, necessitating offline-capable or low-bandwidth validation models. English-dominant AI systems may marginalize regional language learners, and accent recognition limitations could affect assessment fairness.

Participants underscored the importance of localization, demographic validation, and performance parity audits to ensure that AI tools do not exacerbate existing disparities.

A tiered deployment model was recommended, aligning adoption levels with institutional readiness and infrastructure capacity.

Academic Integrity and Assessment Reform

The discussion examined the implications of generative AI for examinations. Rather than adopting prohibitionist approaches, many speakers supported assessment redesign to evaluate reasoning, interpretation and validation skills.

Hybrid assessment models incorporating controlled AI usage were proposed as more sustainable than detection-based enforcement strategies. Accreditation standards may need to evolve to accommodate AI-aware evaluation frameworks.

South-South Collaboration and Evidence Sovereignty

Participants noted that most validation evidence for AI in education originates from high-income countries. LMIC contexts require localized evidence to ensure safety and relevance.

South-South Collaboration was identified as a strategic pathway for shared validation protocols, bias audits, and regulatory learning. Establishing a consortium model and open knowledge repositories could strengthen collective bargaining power and normative influence in global AI governance debates.

Key Takeaways

The consultation yielded several core insights:

- AI integration in medical and nursing education is inevitable and accelerating.
- Governance frameworks must be anticipatory and structured.
- Faculty capacity-building is foundational.
- Nursing inclusion must be institutionalized.
- Equity safeguards must address infrastructure, language, and demographic bias.
- Risk mitigation mechanisms must precede scale.
- Assessment reform is preferable to prohibition.
- Deployment should follow a tiered readiness-based approach.
- LMIC evidence generation is essential.
- South-South Collaboration offers a pathway to normative leadership in AI governance.

Conclusion

The roundtable consultation underscored that AI in health professional education is not a peripheral innovation but a systemic transformation. Its implications extend across pedagogy, accreditation, ethics, digital governance, and workforce equity.

While AI offers substantial promise in enhancing faculty capacity and expanding access to quality learning tools, its deployment must be anchored in structured governance, inclusive design, and rigorous validation. By embedding equity safeguards, faculty development, nursing parity, and collaborative evidence generation into institutional frameworks, stakeholders can harness AI responsibly and sustainably.

The dialogue marked a foundational step toward developing a principled, tiered governance architecture that balances innovation with accountability and positions LMIC institutions as active contributors to shaping global norms in AI-enabled health education.





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RIS specialises in issues related to international economic development, trade, investment and technology. It is envisioned as a forum for fostering effective policy dialogue and capacity-building among developing countries on global and regional economic issues. The focus of the work programme of RIS is to promote South-South Cooperation and collaborate with developing countries in multilateral negotiations in various forums. Through its following centres/forums, RIS promotes policy dialogue and coherence on regional and international economic issues.



The word “DAKSHIN” (दक्षिण) is of Sanskrit origin, meaning “South.” The Hon’ble Prime Minister of India, Shri Narendra Modi, inaugurated DAKSHIN – Global South Centre of Excellence in November 2023. The initiative was inspired by the deliberations of Global South leaders during the Voice of the Global South Summits. DAKSHIN stands for Development and Knowledge Sharing Initiative. Hosted at the RIS, DAKSHIN has established linkages with leading think tanks and universities across the Global South and is building a dynamic network of scholars working on Global South issues.



AIC at RIS has been working to strengthen India’s strategic partnership with ASEAN in its realisation of the ASEAN Community. AIC at RIS undertakes research, policy advocacy and regular networking activities with relevant organisations and think-tanks in India and ASEAN countries, with the aim of providing policy inputs, up-to-date information, data resources and sustained interaction, for strengthening ASEAN-India partnership.



CMEC has been established at RIS under the aegis of the Ministry of Ports, Shipping and Waterways (MoPS&W), Government of India. CMEC is a collaboration between RIS and Indian Ports Association (IPA). It has been mandated to act as an advisory/technological arm of MoPSW to provide the analytical support on policies and their implementation.



FITM is a joint initiative by the Ministry of Ayush and RIS. It has been established with the objective of undertaking policy research on economy, intellectual property rights (IPRs) trade, sustainability and international cooperation in traditional medicines. FITM provides analytical support to the Ministry of Ayush on policy and strategy responses on emerging national and global developments.



BEF aims to serve as a dedicated platform for fostering dialogue on promoting the concept in the Indian Ocean and other regions. The forum focuses on conducting studies on the potential, prospects and challenges of blue economy; providing regular inputs to practitioners in the government and the private sectors; and promoting advocacy for its smooth adoption in national economic policies.



FIDC, has been engaged in exploring nuances of India’s development cooperation programme, keeping in view the wider perspective of South-South Cooperation in the backdrop of international development cooperation scenario. It is a tripartite initiative of the Development Partnership Administration (DPA) of the Ministry of External Affairs, Government of India, academia and civil society organisations.



FIRD aims to harness the full potential and synergy between science and technology, diplomacy, foreign policy and development cooperation in order to meet India’s development and security needs. It is also engaged in strengthening India’s engagement with the international system and on key global issues involving science and technology.



As part of its work programme, RIS has been deeply involved in strengthening economic integration in the South Asia region. In this context, the role of the South Asia Centre for Policy Studies (SACEPS) is very important. SACEPS is a network organisation engaged in addressing regional issues of common concerns in South Asia.



Knowledge generated endogenously among the Southern partners can help in consolidation of stronger common issues at different global policy fora. The purpose of NeST is to provide a global platform for Southern Think-Tanks for collaboratively generating, systematising, consolidating and sharing knowledge on South South Cooperation approaches for international development.



DST-Satellite Centre for Policy Research on STI Diplomacy at RIS aims to advance policy research at the intersection of science, technology, innovation (STI) and diplomacy, in alignment with India’s developmental priorities and foreign policy objectives.

— Policy research to shape the international development agenda —

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