

Teachers & AI — 2025

Reality, expectations, gaps, and
solutions

Insights from **Indian Classrooms** by AmplifiU

November 2025



Foreword

Education is entering a transformative era. Artificial Intelligence (AI) has moved from concept to classroom, reshaping how teachers plan, assess, and engage learners. Amidst this change, educators are being asked to navigate a rapidly evolving landscape of tools, expectations, and possibilities.

At **AmplifiU**, we believe the true success of AI in education will not depend on algorithms, but on the teachers who use them. This report captures their voices and experiences, evidence drawn from **534 teachers across India** who are already integrating AI into daily practice.

Our aim is to provide insight that helps educators, schools, policymakers, and education partners move beyond experimentation toward thoughtful, teacher-led innovation. By sharing these findings openly, we hope to inform national conversations on how AI can responsibly enhance pedagogy, equity, and professional growth, ensuring that technology amplifies human potential, not replace it.

We hope this report will be useful to you! Please do share your thoughts and comments!



Viplav Baxi



Paras Aggarwal

Executive Summary

Artificial Intelligence is rapidly becoming part of everyday teaching in India. The convergence of AI innovation with **NEP 2020** and **NCF 2023** presents both opportunity and challenge. Teachers are embracing AI enthusiastically, yet still struggle to make it work efficiently within their classrooms.

During **August - September 2025**, **AmplifiU** surveyed **534 teachers** across India to understand how AI is being used. Findings show that **99%** of teachers now use AI weekly, and **98%** rely on ChatGPT. However, **83%** require multiple iterations before achieving usable results, revealing persistent challenges around prompt complexity, accuracy, and curriculum alignment.

AI is most commonly used for **lesson planning (54%)** and assessments, reflecting strong intent but limited pedagogical depth. Many tools remain **technology-first** rather than **education-first**, often disconnected from local curricula, languages, and school workflows. This misalignment increases teacher workload instead of reducing it.

Despite these friction points, teachers show remarkable adaptability and collaboration. **Sixty-two percent** actively share AI learnings with colleagues, demonstrating a growing culture of peer-led professional learning.

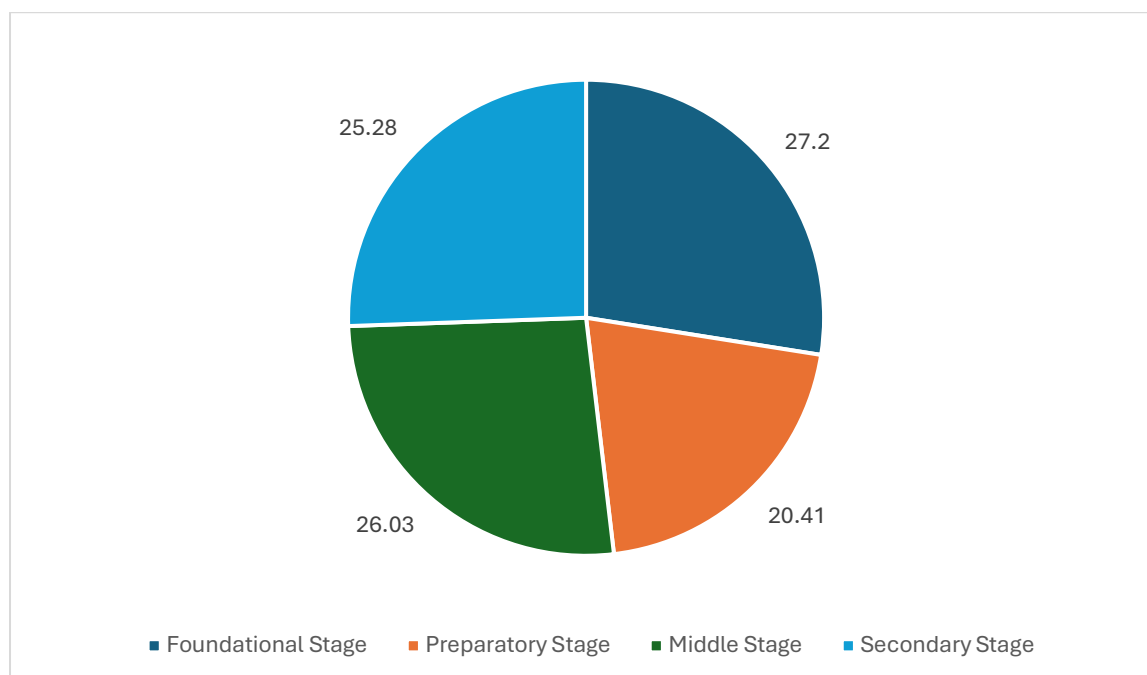
The implication for school leaders and policymakers is clear: the challenge is no longer adoption but **effective enablement**. Systems must now focus on **teacher-first, curriculum-aligned AI tools**, structured **professional development**, and **clear policy frameworks** that promote safe, responsible, and context-aware use.

India's teachers are ready. The opportunity ahead lies in transforming their readiness into sustainable improvements in teaching quality and student learning outcomes.

534	99%	98%	82.7%	54.1%
Teachers surveyed	Weekly AI Users	Use ChatGPT	Require multiple iterations	Use for Lesson Plans

Balanced Representation Across All Stages

The survey achieved balanced teacher representation across all four stages, and insights are analysed across Foundational to Secondary stages of education.



Survey Scale

534 teachers surveyed across India, representing diverse geographical regions and largely urban school contexts.

The even distribution enables meaningful comparisons and stage-specific insights, supporting targeted implementation strategies for school leaders.

Note: All of the respondents of this survey are using multiple AI tools (including **AmplifiU**) in their classrooms. To avoid any bias, AmplifiU was **excluded** from the scope of this survey

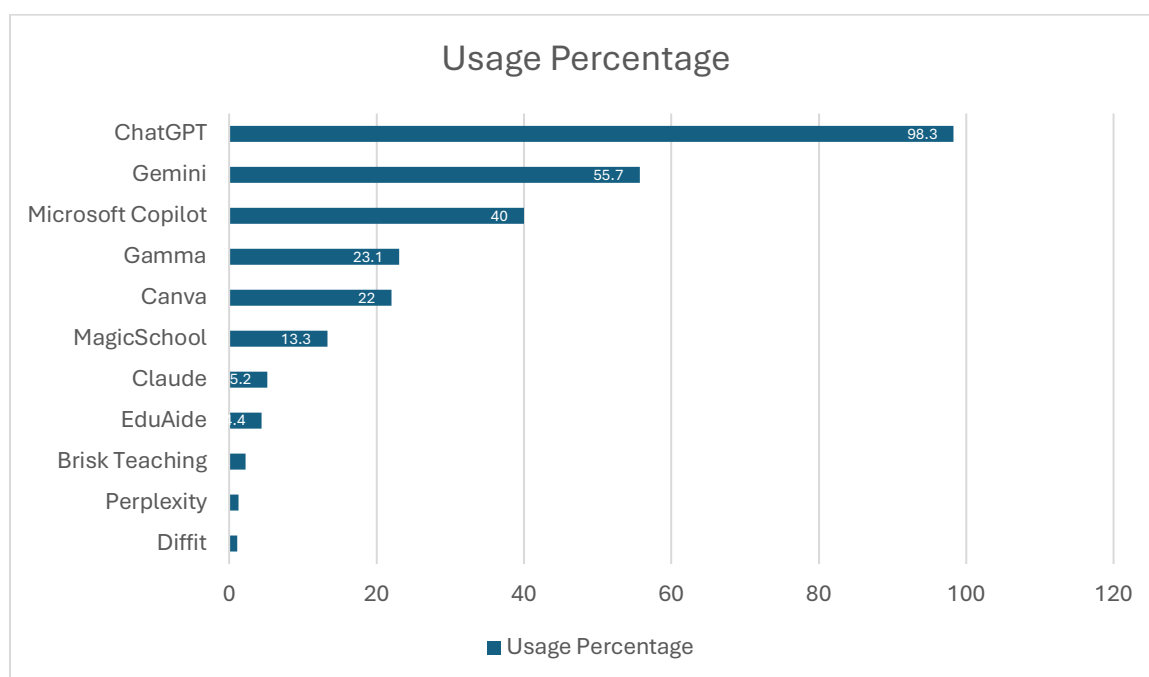
Table of Contents

Tools in Use: Market Landscape ..	1
Stage wise Analysis ..	2
Frequency of AI Use ..	5
Teacher Perceptions of AI Tools ..	6
The Iteration Challenge ..	7
Primary Use Cases for AI ..	9
Challenges Teachers Face ..	12
Informal Sharing and Peer Learning ..	14
Leveraging Peer Networks for Scale ..	15
Beyond Workflow: Broader Concerns ..	16
Global Research Context ..	17
AmplifiU Addresses Many Concerns ..	18
Teachers Speak ..	19
Way Forward ..	20
About Us ..	21

Tools in Use: Market Landscape

ChatGPT Dominates, But Diversity Exists

ChatGPT remains the leading AI tool amongst teachers, utilized by over **98% of respondents** (based on the number of times it was mentioned). **Google's Gemini follows at 56%**, whilst **Microsoft Copilot features in 40% of the responses**. The table below shows each tool by frequency of being mentioned by teachers.



The remaining tools each command significantly less mindshare individually, suggesting a landscape where a few AI tools or conversational assistants dominate early-stage educational adoption. Gamma and Canva are gaining in importance because of the design and presentation creation abilities. More specialized tools like MagicSchool, Diffit, EduAide, KhanMigo and Brisk Teaching are not as frequently mentioned.

Key Insights

ChaptGPT remains the platform of choice, while Gemini and MS Copilot are closely clustered.

The analysis also reveals that **Chat based conversational interfaces** have dominated so far, although specialized tools that have originated **outside India** and largely **built for western curricula and pedagogies**, are now appearing on the radar through local marketing efforts. Many of these tools, including the

Chat based interfaces, seem to be **limited** in terms of their **effectiveness** when it comes to taking a pedagogy first approach. They may not fully understand **Indian culture, context and curricula** and may sometimes **not be purpose-built for teachers**. Many of these tools were built for generic needs (AI-chat, graphics creation, and presentation making) and educational pedagogy was then **bolted on as an afterthought**.

Stage wise Analysis

The frequency with which each tool is mentioned by teachers at each stage

Interestingly, if we look at each stage and analyse the popularity of the tools, **based on the number of times a tool was mentioned in that stage**, we see specific preferences emerge.

At the Foundational stage, teachers rely heavily on **ChatGPT**, while in higher stages, usage becomes more distributed. **Gemini**, **Microsoft Copilot**, and **Gamma** gain traction for structured, creative, and presentation-oriented teaching. While **Canva** leads in the Foundational and Preparatory stage, **Gamma** gains traction in the Middle and Secondary stages.

NEP Stage	ChatGPT	Gemini	Microsoft Copilot	Gamma	Canva
Foundational (240)	55.8%	17.3%	11.9%	3.8%	9.2%
Preparatory (273)	39.2%	23.1%	17.6%	7.3%	11%
Middle (367)	37.3%	25.3%	11.8%	9.8%	7.1%
Secondary (398)	33.4%	24.6%	16.6%	14.1%	8.5%

Key Insights

Teachers diversify their use of tools across stages, with teachers mentioning many tools in their response. This means that teachers are perhaps:

- not able to **explore** tools to their full potential for lack of training or cost/access
- just trying out all tools and using what works, indicating **experimentation** and that existing tools do not individually provide all they need
- **moving across tools** if they offer them specific features, or improved output, relevance or user experience

Leaders must look strategically at partners that support **comprehensive pedagogical and functional needs specific to their workflows, systems and outputs**. Tools that **support a range** of system integrations, pedagogy templates, teaching workflows, quality improvements and professional development opportunities may be preferred.

It is also possible that partners **may not have Education as their primary offering** i.e., platforms not dedicated to education itself, but part of general purpose cloud, ERP or conversational AI platforms. Such platforms may not be easily customizable for each school's needs. Schools need that **flexibility** - and that is of concern when planning their AI strategy and implementation.

Tool Wise Analysis

How are tools used across the different stages

ChatGPT use is evenly used across all NEP stages at around **25%**, showing broad versatility. Canva also is used fairly uniformly. Gemini and Copilot have a skew towards Middle and Secondary stages, rising from **around 15% at Foundational Level** to over **30% at Secondary**, indicating stronger appeal in higher grades. **Gamma peaks sharply at Secondary (45.5%)** and does well (29.3%) at Middle stage. **Canva peaks (29.6%)** for Secondary stage, and goes to 18.6% at Foundational level, making it comparable to ChatGPT in terms of even spreads but with a slightly higher range.

Tool usage matures with stage progression, **ChatGPT** remains steady, **Gemini** and **Copilot** grow with complexity, **Gamma** dominates at higher levels, and **Canva** supports creativity throughout.

NEP Stage	ChatGPT (525)	Gemini (301)	Microsoft Copilot (216)	Gamma (123)	Canva (115)
Foundational	27.6%	15%	14.4%	8.1%	18.6%
Preparatory	20.4%	20.9%	22.2%	16.3%	26.1%
Middle	26.1%	30.9%	31.9%	29.3%	22.6%
Secondary	25.3%	32.6%	30.6%	45.5%	29.6%

Key Insights

An important aspect of AI tools will be their ability to **fulfil needs across these stages**. By being informed of local contexts, NEP 2020 and the NCF 2023 guidelines, AI tools could provide **more relevant formats** for activities, games, printables, audio, animation & video based elements and other instructional elements for each stage. The **design and instructional complexity** of these elements will change from stage to stage. Over time, AI tools may be able to support **immersive 3D and AR/VR experiences, simulations** and **gamification** frameworks, as applicable to each stage.

Also, **integration** with other learning and content systems may force schools out of conventional chat based interfaces or pure tech-first tools into **complete integrated AI solutions**. Multiple tools means multiple **fragmented steps in the workflow**, leading to inefficiencies, broken user experiences and higher risk to information security.

Frequency of AI Use

High Engagement Across All Stages

AI adoption has reached significant scale (**99%+**) amongst the teachers in this survey, with **40% using it daily** and over **80% engaging multiple times a week**. Only **0.7% never use AI**, showing it's now a **mainstay in teaching practice** at high awareness and at least experimental adoption.

Frequency	% age of teachers
Everyday	40
Three times a week	24.3
Twice a week	16.6
Once a week	18.4
Never	0.7

Key Insights

This high baseline of engagement suggests the opportunity lies not in convincing teachers to begin using AI, but rather in helping them use it **more effectively** and efficiently. However, the actual issues that teachers face may **impact long term** continued usage of AI. This also creates an opportunity for schools to **implement enterprise level** platforms that are customizable to their needs.

Usage Frequency vs Educational Stage

The frequency of AI use across different educational **stages**, shows significantly varied adoption patterns. Notably, every day use rises from **15.85% in Foundation** to **33.88% in Secondary**, showing stronger adoption in higher stages. Foundational stage has the most balanced use (around 25% in each stage). More than **85%** teachers in Preparatory and Secondary stages are using AI tools more than once a week. Less than **20%** teachers on average use AI just once a week.

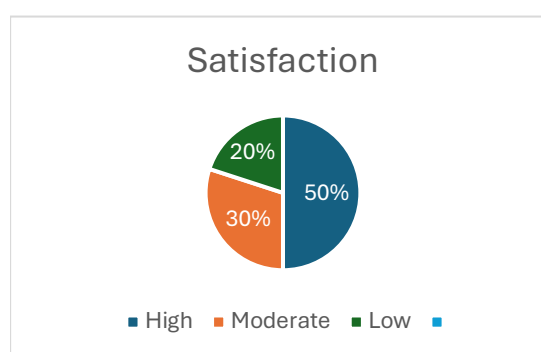
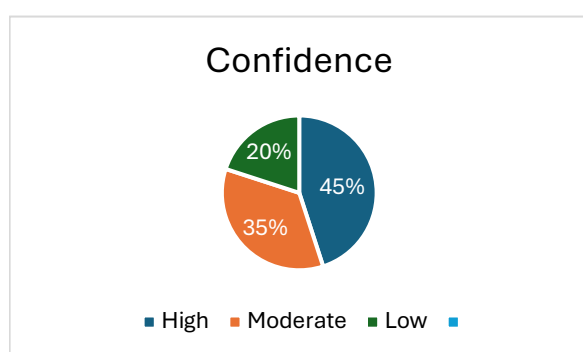
Frequency	Foundational	Preparatory	Middle	Secondary
Everyday	15.85%	25.14%	24.59%	33.88%
Three times a week	28.83%	18.02%	29.73%	23.42%
Twice a week	38.16%	15.79%	26.32%	19.74%
Once a week	32.14%	15.48%	33.33%	19.05%

Key Insights

Daily AI usage is highest in the Secondary stage (33.88%) and Preparatory stage (25.14%), perhaps indicating a strong adoption for activity and assessments. For Foundational and Middle stages, there are much higher engagement levels in the 1-3 times a week categories.

Whereas planning efficiency and examination contexts remain key adoption drivers as we get more mature, reliable and integrated tools that actually make teachers' live easier, the ideal state is to **drive a virtuous cycle of continuously improving engagement, pedagogy and successful outcomes**.

Teacher Perceptions of AI Tools



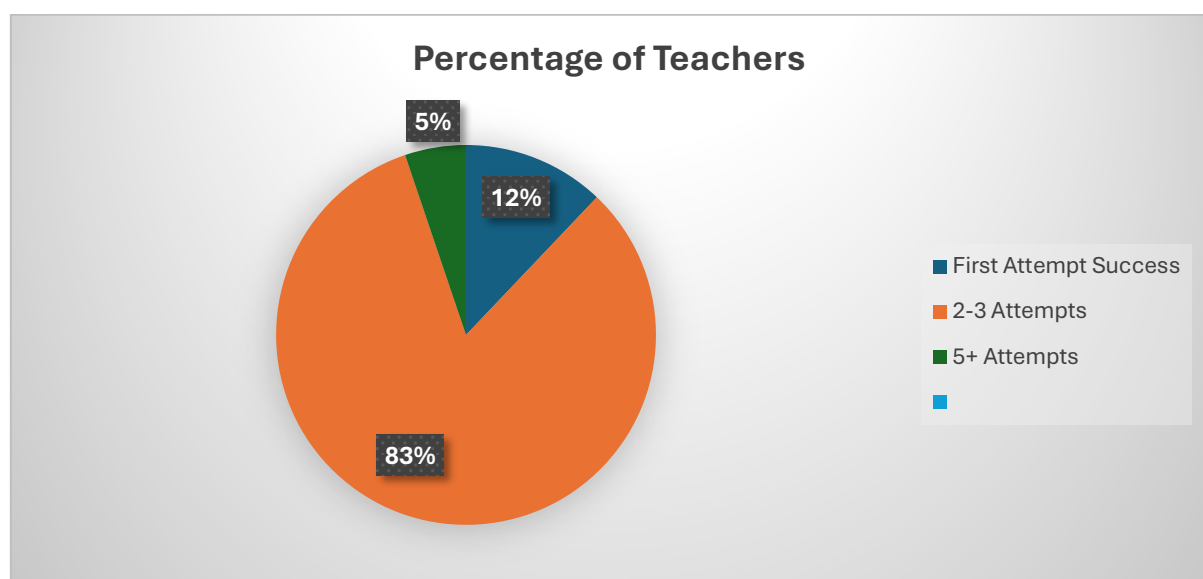
Key Insights

It is clear that **50% or more** teachers **do not find** the experience of working with the AI tools satisfactory and they lack the confidence to use these tools to create quality outputs. This means that **many teachers are struggling** to not just keep pace with the rapid developments in AI, but are also struggling to learn and

meaningfully use the existing AI tools to reliably do their work. Some of the reasons why this is happening will emerge in the following analysis, but **tech-first tools may not survive** much longer if they do not pay heed to these numbers, and more importantly to teacher-centricity and the flexibility that schools require.

The Iteration Challenge

82.7% Need Multiple Attempts



The **most significant friction point** in AI adoption emerges clearly from the data: an overwhelming **82.7% of teachers need 2-3 attempts** to just generate usable draft outputs (that they would anyway take elsewhere to edit and refine). This iteration burden represents substantial hidden time cost and explains the gap between adoption rates and satisfaction levels.

Satisfaction Levels and Iteration Attempts

Correlation Between User Satisfaction and First-Try Success

The data reveals a strong correlation between teachers' satisfaction levels (ascending 1-5) and the number of attempts required to generate usable AI outputs. Higher satisfaction is clearly linked to a greater likelihood of **first-attempt success**, while lower satisfaction is associated with a heavy dependence on multiple iterations.

Satisfaction Level (5 highest)	First Attempt	2-3 Attempts	5+ Attempts
1	0.00%	80.00%	20.00%
2	3.45%	86.21%	10.34%
3	3.70%	91.85%	4.44%
4	16.06%	83.03%	0.92%
5	35.71%	62.86%	1.43%

Key Insights

Higher satisfaction levels (4 and 5) are associated with significantly increased rates of first-attempt success. Conversely, lower satisfaction levels (1 to 3) are strongly associated with needing 2-3 or 5+ attempts, highlighting the critical impact of **iterative refinement burden** on user experience. It seems that teachers **patience diminishes** and **frustration grows** with the number of **attempts** just to generate **something relevant and accurate**.

This issue is compounded by **the problem of editing**. Most tools offer very **limited** editing within the document, if at all, and so teachers keep on **struggling** to make iterative edits because of prompting, relevance or accuracy issues.

Contrast this with **real life non-AI experiences**. Lesson plans and other documents are crafted through various edits to different parts of the document at different points of time. Teachers keep refining through **multiple rounds** of edits, Reviewers also provide **comments** that need to be fixed. In short, iterations on AI tools only provide a starting point, the **real editing happens elsewhere**.

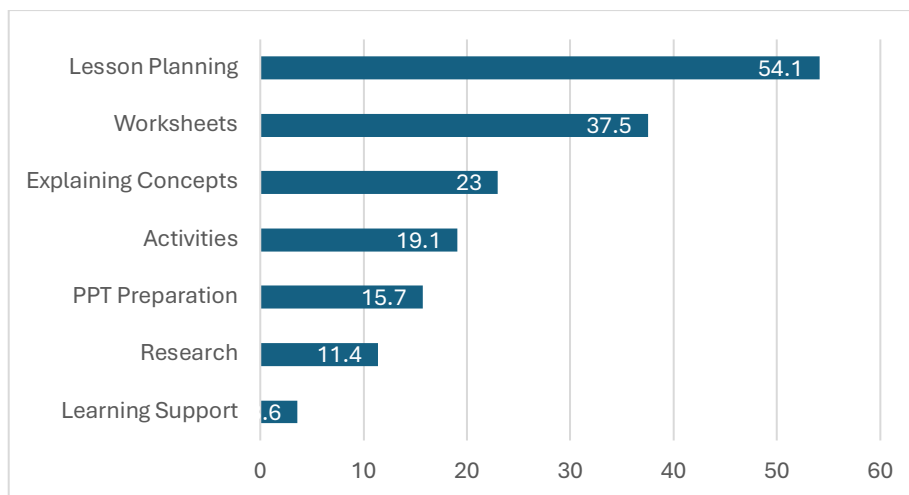
What if the AI tool itself provided the ability to not only generate **more relevant and accurate outputs**, but also provide the ability to **edit iteratively in the same space**, with **help from AI** to continuously refine the document?

This finding has profound implications for implementation strategy. Rather than investing heavily in prompt engineering training, schools should prioritize providing teachers with **well-designed templates and workflows** designed to significantly increase first-attempt success rates and thus boost overall satisfaction. Unless they do this, the promise of AI as **both a time saver and a true collaborator** will not be realized.

Primary Use Cases for AI

Lesson Planning Remains Dominant at 54.1%

Lesson planning emerges as the primary use case at **54.1%**, underscoring teachers' greatest time pressure — designing engaging, curriculum-aligned lessons for diverse learning needs. **Worksheets** follow at **37.5%**, showing strong reliance on AI for quizzes and assessments creation. **Explaining Concepts (23%)**, **Activities (19.1%)**, **presentations (15.7%)**, and **Research (11.4%)** form a secondary cluster of uses, while **Learning Support (3.6%)** remain limited, suggesting AI's role is still primarily in **planning and content generation rather than direct teaching support**.



Key Insights

While lesson planning and assessments are on expected lines as the most frequent use cases, teachers do spend significant time on other types such as activity design, data analysis, research, presentations and learning support.

However, **the more significant observation** seems that **current generation of mainstream, tech-first AI tools** tend to **focus on operational efficiency** (planning, drafting, creating worksheets) rather than **enhancing pedagogy**. The instructional formats, especially for class planning, assessment and monitoring, have the dominant mindshare.

Very few teachers, in the context of using AI tools, highlighted specific **pedagogies** like **active learning and arts-integration based strategies**, and techniques such as experiential activities, storytelling, songs, and role play or even conceptual scaffolding with mind maps and concept maps.

It may be that teachers are using AI for select purposes and as only a **time-saver** but not so much as a **pedagogical partner**.

For example, are today's tools capable of guiding teachers on varied techniques like Design Thinking, PESTLE, SWOT, Roleplays, Debates, Discussions, Art Integration Projects, Problem and Project based learning, Six Thinking Hats, Group Grid, Think-Pair-Share and others? Are the tools capable of generating interactive games like Hangman and Jeopardy for classroom engagement? Do these tools have an **understanding of theories and educational frameworks** such as Blooms taxonomy, Differentiated Learning & Experiential Learning in

context of Indian education system? Are they aligned to the **National Education Policy** that promotes an inter-disciplinary approach?

In short, most of the available tools are technology and format driven, rather than **pedagogy driven**. They prioritize **speed or feature over quality**. What does this mean for teacher professional development and ultimately student outcomes?

Use Cases Vary by Educational Stage

AI usage across school stages reveals clear patterns: Middle school teachers show the highest engagement with AI tools at **15.9%**, focusing on **planning and conceptual work**. Foundation stage follows closely at **14.4%**, with strong adoption for **creative activities and lesson design**. Secondary stage records **13.7%**, primarily using AI for **assessments and presentations**, while Prep stage remains the lowest at **10.1%**, limited to **basic planning and worksheet creation**.

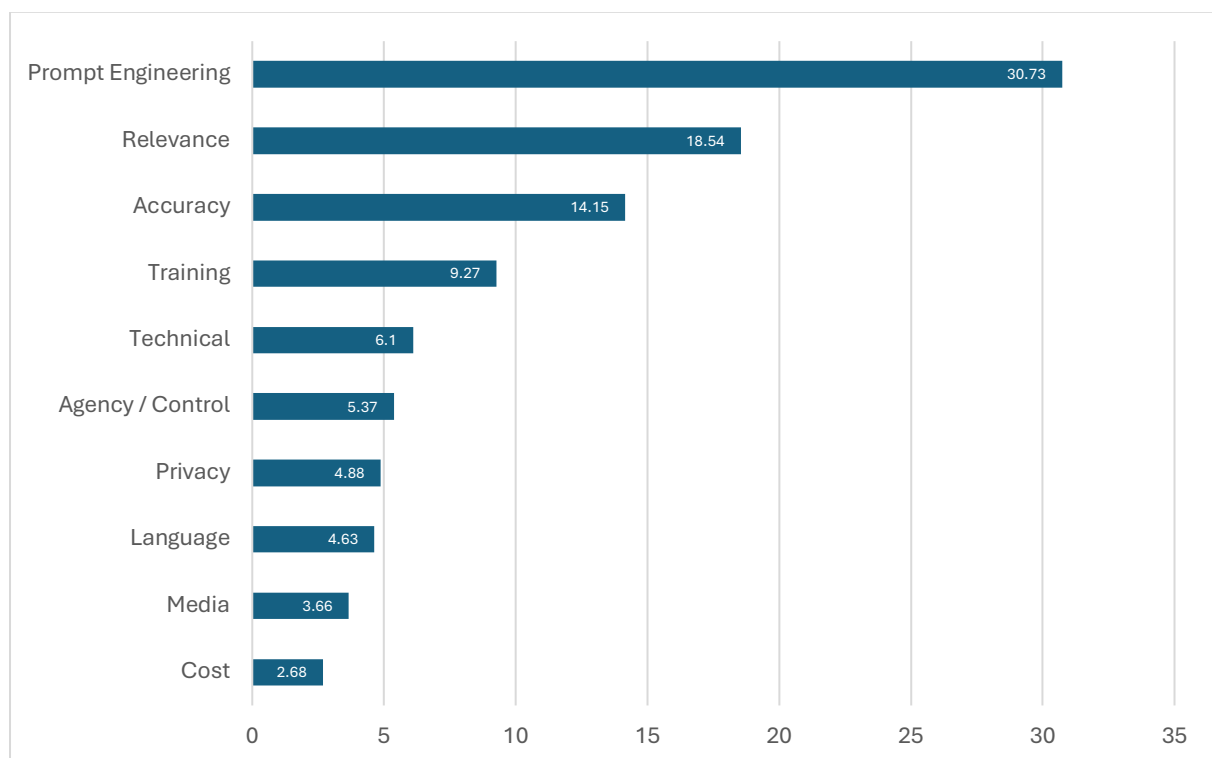
Foundational Stage	Preparatory Stage
- Strong in Planning (14.4%) and Activities (7.9%), which makes sense for early learners where engagement is key. - Balanced use across Concepts/Content (4.5%) and Data/Analysis (5.1%), reflecting experimentation with generative tools for playful and exploratory tasks.	- Noticeable in Planning (10.1%) and Worksheets/ Assessments (10.3%), possibly due to ready-made templates and AI-generated learning sheets. - Minimal use of AI for “Research” or “Presentation,” showing that early childhood teachers focus more on preparatory materials than tech-based delivery.
Middle Stage	Secondary Stage
- Highest in Planning (15.9%), Worksheets/Assessments (9.7%), and Concepts/Content (5.1%). - Indicates teachers use AI to design lessons, create evaluative materials, and explain complex topics. Lower in “Learning Support” and “Communication” implying classroom integration rather than admin or remedial use.	- Higher use for Planning (13.7%), Worksheets/Assessments (11.8%) and Presentation (6.4%), consistent with structured teaching, tests, and content-heavy syllabi. - Limited activity in Activities (4.3%) and Learning Support (0.7%), showing a focus on formal learning aids over creative exploration.

Key Insights

While lesson planning is a constant first, secondary use cases show important shifts reflecting stage-specific pedagogical needs. Activities are most prominent in the Foundational stage, while worksheets gain importance in Preparatory and Secondary stages. Creation of concept explanations acquire more emphasis on Middle stage, while presentation making become more useful in the Secondary stage due to higher-level curriculum and exam requirements.

Challenges Teachers Face

Complexities of **Prompt Engineering**, **Relevance to context, culture, curriculum & Accuracy** of outputs from AI platforms and the level of **training** required to become proficient in AI, are of major challenges faced by the teachers. These challenges uniformly encountered are at every stage.



Key Insights

Prompt Engineering as a challenge leads at 30.7%, followed by **Relevance (18.5%)** and **Accuracy (14.1%)** as very significant challenges. Highest prompt engineering issues are at Foundational stage. All three lead to **high iterations**, **loss of time** and **lack of confidence in reliability**. Common concerns reported include:

- **Prompt Engineering:** High level of detail required, writing the "right" prompt, too many prompts required
- **Relevance:** Sometimes output is too complex, lack of information, accurately understanding students' emotional needs and individual learning styles
- **Accuracy:** AI can sound very confident even when it's wrong, Confusing answers, fabricated information

Apart from that technical issues, **steep training requirements** and having too many tools to work on, increases complexity and intimidates teachers.

Significantly, about 4-5% of teachers in each category, felt the lack of **creative agency**, **language** limitations of AI and also had **privacy**, data protection and security concerns.

The era of general purpose tools, or tools that are technology first, rather than teacher, curriculum and pedagogy first, is **difficult to sustain** for long. Teachers have given a clear verdict in favour of intuitive easy to use capabilities that reduce the need for prompting, reduce iterations, consolidate functionality, save time, increase reliability and give creative agency.

Stage-Specific Implications:

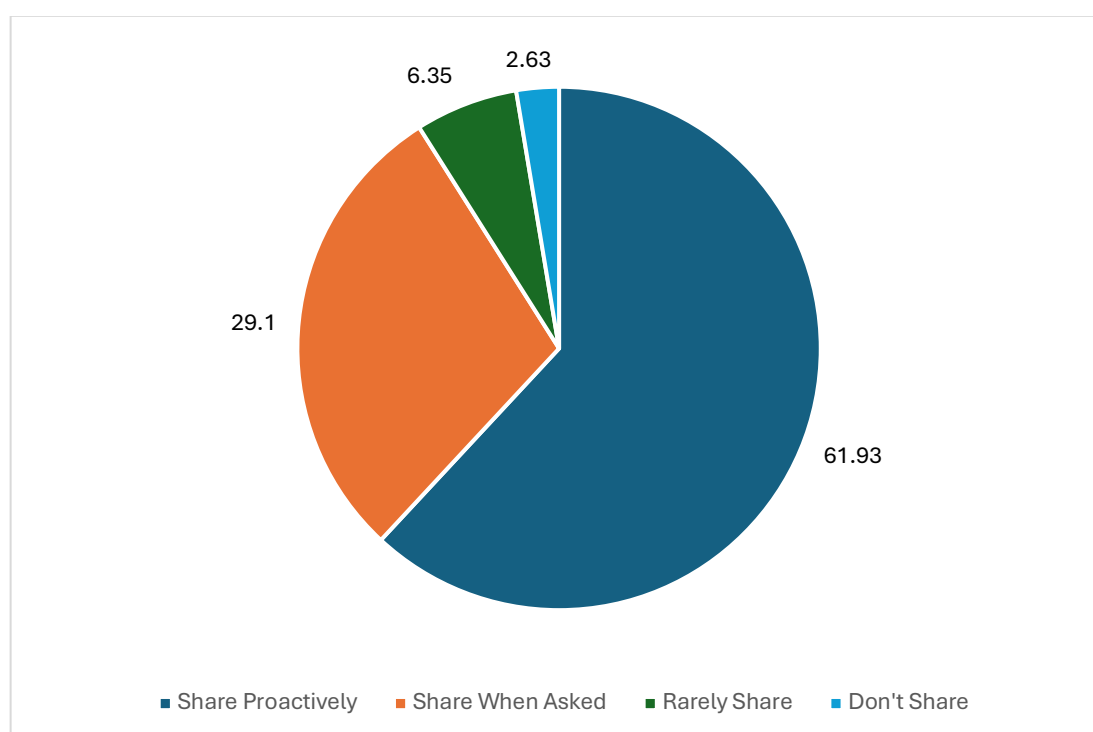
- For **Foundational** and **Preparatory** stages, focus on providing intuitive tools and content templates to ease prompting and ensure relevance.
- For the **Middle** stage, improve content accuracy and consider language support as subject specialization begins.
- In the **Secondary** stage, enhance AI accuracy and offer targeted training to address complex subject matter and examination preparation needs.

Informal Sharing and Peer Learning

Strong Culture of Peer Knowledge Exchange

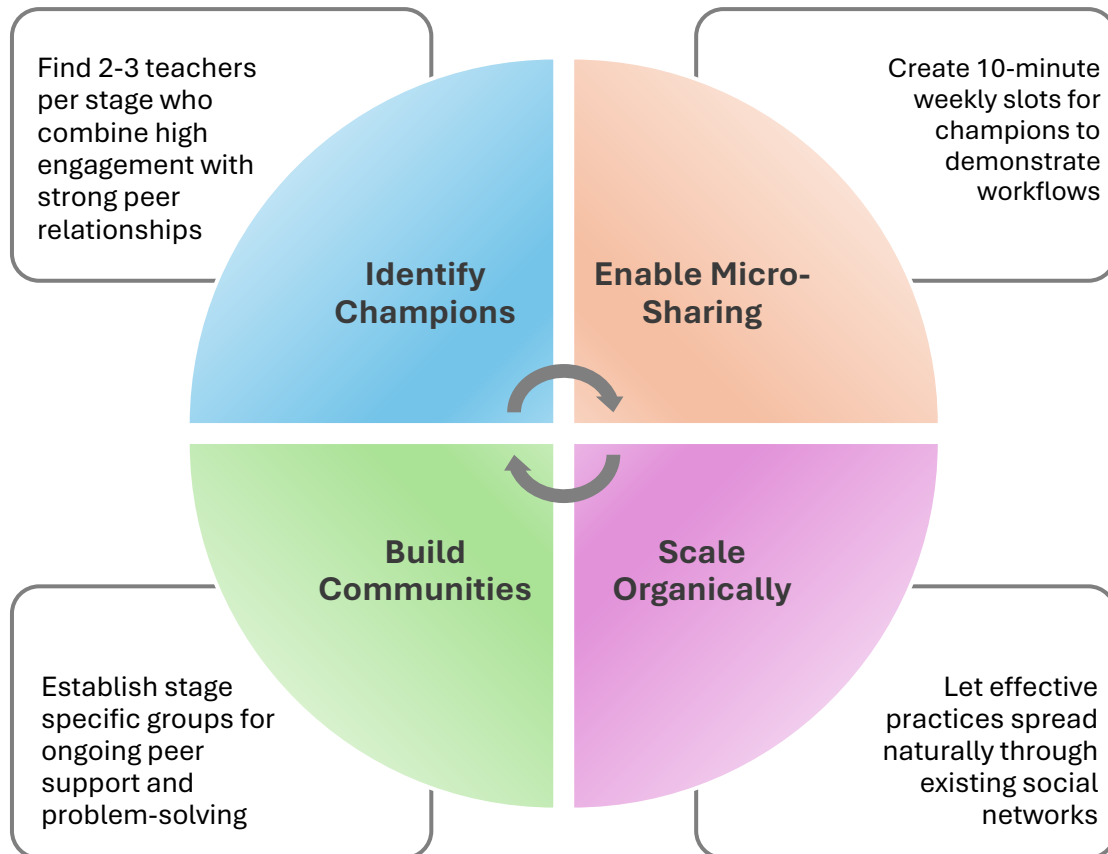
A remarkable **62% of teachers proactively share AI learning** and discoveries with colleagues when they discover something new. An **additional 29% share when asked**, bringing total engagement in **peer learning to 91%**.

Only 3% of teachers report not sharing at all, indicating an overwhelmingly collaborative professional culture. This pattern holds consistent across all stages, representing a powerful existing infrastructure for scaling effective practices.



This data suggests Indian schools **possess the social capital necessary for organic scaling**—what's needed is structured support for champion teachers who can multiply their impact.

Leveraging Peer Networks for Scale



Key Insights

Rather than just conducting **large-scale one-shot training** programmes, identify **champion** teachers at each stage and provide them with **time**, **recognition**, and **resources** to share effective practices with colleagues. This leverages the 62% who already share proactively whilst activating the 29% who share when asked.

Beyond Workflow: Broader Concerns

Plagiarism and Academic Integrity

AI detection tools prove unreliable, creating false positives and negatives. Focus must shift from detection to assessment redesign — assignments that value process, reflection, and application over reproduction. Clear school policies on appropriate AI use protect both students and teachers.

Bias and Misinformation

AI systems reflect biases in training data and can generate plausible-sounding but inaccurate content (hallucinations). Teacher mediation remains essential—AI should enhance human judgment, not replace it. Professional development must include critical evaluation of AI-generated content.

Classroom Integration Challenges

Absence of clear guidelines creates anxiety and inconsistent implementation. Schools need explicit policies on acceptable AI use, data privacy, academic integrity, and professional boundaries. Transparent communication builds trust amongst teachers, students, and parents.

Policy Clarity and Trust

Technology doesn't automatically improve learning. Start with pedagogy, not tools. What learning outcomes are we pursuing? How does AI support those goals? Effective integration requires rethinking lesson design, not merely digitising existing practices.

Global Research Context

What International Evidence Tells Us

Microsoft's AI in Edu 2025 Report, RAND Corporation and OECD TALIS 2024 studies confirm that AI adoption is rising rapidly across education systems. However, policy guidance and effective implementation support lag far behind. This creates a "wild west" scenario where enthusiastic early adopters forge ahead whilst most teachers struggle without systematic support and have limited proficiency.

The Microsoft report shows educators largely use it for content creation, learner support and data analysis, while leaders use it for learner access & support, analysis and operational efficiency. Interestingly, the same report highlights a divide between leaders and educators. Leaders are largely early integrators who are more aware, confident as compared to the educators. Also, educators are more worried about issues like plagiarism, over-dependence on AI, lack of clarity in policy and job security.

The TALIS report states "Around 75% of teachers in Singapore and the United Arab Emirates use AI in their work, whereas fewer than 20% of teachers do so in France and Japan. Teachers are using AI to learn about or summarise a topic (68%) or to generate lesson plans or activities (64%). The least frequent use of AI is in reviewing data on student participation or performance (25%). Around 90% of teachers in the United Arab Emirates and Vietnam agree that AI assists in creating or improving lesson plans, compared to less than 20% of teachers in France and around 31% of teachers in Denmark and Finland."

UNESCO's 2025 AI competency framework for teachers report lays down specific skills and competencies that teachers need to acquire and gain proficiency while using AI tools.

"Teachers don't need more tools. They need fewer, better workflows. They need to critically examine AI and harness it in constructive ways."

AmplifiU Addresses Many Concerns

A teacher-first integrated platform addressing the key challenges identified in this survey

Teacher-First Design Built with teachers in India, for Indian classrooms, completely aligned with NEP 2020 and NCF 2023. Teachers have complete control with access to an inbuilt AI assistant. We Draft - you Craft!	Integrated Platform Complete design-to-edit--publish lifecycle in one environment, eliminating the need to master multiple tools.	Focus on Pedagogy Large library of curriculum-aligned delivery techniques and formats that teachers can customize for their specific needs.
Multi-Language Support Create content in English, Hindi, and other Indian and foreign languages.	Learning with gains in Efficiency Save precious time while learning new pedagogical techniques and engaging with communities.	Teacher Agency with AI Guardrails Provides control to teachers while ensuring safe, responsible AI use.
Seamless Integration Works with Google Classroom, Drive, and exports to Documents, Presentations, and PDF formats.	Partnership Mission Collaborating with schools, publishers, foundations and government to transform education.	

Teachers Speak

Impact in the Classroom

It is absolutely astonishing... **I've never seen anything like this before.** Besides ChatGPT, I use many and other similar AI tools, but none offer this level of flexibility, user-friendly design, and, most importantly, **content that is so well-aligned with the CBSE framework.** I'm genuinely surprised by AmplifiU! Excellent, excellent work — I'm truly delighted to see this!

The quizzes and MCQs are really good! Real-life scenario-based questions have been thoughtfully **incorporated in line with CBSE guidelines.** It covers everything I need; I can simply use this across all chapters, making my work not only easier but also more creative and intellectually engaging. It also **helps me revisit and reflect on my own understanding,** ensuring that what I'm teaching aligns with NEP standards. **It's truly a win-win for both educators and students.**

This app is a lifesaver! It helped creating engaging **worksheets so much easier** and my lesson planning more efficient. Amp also offers **diverse activities to keep students engaged.** Everything aligned with NEP and CBSE patterns.

The experience with AmplifiU has been a blessing

This app is a lifesaver!

In-line Amp is amazing

The experience with AmplifiU has been a blessing, this is because its use happens to coincide with our school's preparation of some students to take the Oxford OISA assessments although we had been using the Ghana curriculum. We used the concept note, quiz, comprehension and other features using the CBSE curriculum, and they **worked very well on our expectations.**

- School Leader, Ghana

Way Forward

From Evidence to Action

This report synthesises what 500+ Indian teachers have taught us about AI adoption—the opportunities, the friction points, and the pathways forward. The data reveals **high baseline engagement coupled with significant efficiency challenges** that systematic support can address.

The survey paints a clear picture to us: teachers are motivated, connected, and ready for tools that actually save time and enhance professional development, rather than create new work. The opportunity lies in choosing **solutions that are teacher-first and pedagogy-first**.

An Invitation

We invite school leaders and teacher champions to **share their experiences** and join us in moving to **evidence-based and co-created implementation**. Let us co-create success stories of AI design and implementation that can be amplified globally. The path forward requires neither wholesale transformation nor cautious incrementalism—but rather disciplined pilots, rigorous measurement, and organic scaling through peer networks.

Our teachers have shown they're ready. The question now is whether our systems, policies, and partnerships can provide the structured support that **transforms enthusiasm into sustainable practice** and demonstrable impact on both teacher workload and student learning.

Let us Partner

For school leaders who want to move beyond experimentation to systematic implementation of such solutions, our approach combines your contextual expertise with our structured workflows designed to reduce iteration burden and increase first-try success. Together, we can **unlock long term improvements in teaching and learning** for your school.

About Us



Viplav Baxi

Experience: 30+ years in EdTech, building products and services for K-12, Higher Ed, Test Prep, Publishing and Corporate Learning.

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Let's co-create the next chapter
of teacher-first AI.

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