



Head
Held
High

AI READINESS OF INDIA'S GOVERNMENT SCHOOLS TEACHERS

**What Government School
Teachers Are Telling Us
About Adoption, Trust,
and Readiness**

*A National Survey of
Government School Teachers*

JanAI

*An initiative of
Head Held High Foundation*

August 2026



NOTES

Primary Authors: Adarsh Lathika, Sriram V

Guidance/Reviewers: Madan Padaki

Research Period: August 2026

Disclaimer: The views expressed in this report are solely those of the authors and reviewers and do not reflect the positions of any affiliated employers.

Confidentiality Note: All institution-specific data and quotes have been anonymized to maintain compliance with institutional disclosure policies and confidentiality agreements, ensure neutrality, and prevent any perception of commercial advancement or opinion.

AI Usage & Ethics Declaration: In the spirit of the "AI-augmented capability" discussed in this report, the authors employed Generative AI tools (including OpenAI's GPT-5.2, Claude and Google Gemini) to assist in the thematic synthesis of interview transcripts, data structuring, and preliminary drafting. All AI-generated outputs were rigorously reviewed, fact-checked, and edited by human subject-matter experts to ensure accuracy, nuance, and contextual integrity. AI was used as a "co-pilot," but the strategic insights and conclusions remain entirely human-led.

Why This Matters Now

India's school system is about to ask millions of teachers to do something new, at a scale and speed with few precedents. The Ministry of Education has announced an AI and Computational Thinking curriculum for Classes 3 through 12, to be phased in from the 2026-27 academic session, with CBSE already circulating the framework¹. That rollout lands on a system where, as of the most recent national data, 57% of schools have a functional computer and 54% have internet access²—and where an estimated 8 to 8.5 million teachers still need structured AI training before this can be taught meaningfully³, against a national shortage of qualified AI trainers large enough to deliver that training at this scale⁴.

National surveys published over the past year — including a 2025 nationwide study of Indian teachers' AI tool use⁵ and Central Square Foundation's Bharat Survey for EdTech⁶ — have found rising AI usage and broadly positive sentiment among Indian teachers. But nearly all of this research blends government and private-school teachers together, or focuses on usage and policy without asking how teachers actually feel, what they actually do with AI day to day, or how ready their schools are to support them safely. None of it isolates government-school teachers as a distinct population with distinct constraints — the gap this research was designed to fill.

The implication for government schools specifically is sharper than the national averages above suggest. Those averages blend government and private schools together, and government schools sit well below the blended line: only 44% have a functional computer and fewer than half have internet access, against 71% and roughly three in four for private schools⁷. The teachers this curriculum depends on most heavily are, on average, in the least digitally-equipped schools in the system — which is exactly the population this report focuses on.

This report is JAN AI's contribution to that gap: a direct, government-school-specific look at readiness, not just adoption, gathered from teachers themselves in the months immediately before a major national policy shift takes effect.

Executive Summary

Between August 6 and August 14, 2026, JAN AI surveyed government school teachers across four states — Uttar Pradesh, Karnataka, Jharkhand, and Maharashtra — on how they use artificial intelligence, what they trust it with, what they fear, and what would help them use it more responsibly. This comes as India prepares to introduce AI into the school curriculum nationally from 2026-27, a shift that will depend on millions of government-school teachers being ready for it. This report sets out what "ready" actually looks like today, and what stands in the way.

The central finding is that resistance is not the problem. Readiness is — specifically, a gap between how much teachers have already adopted AI on their own and how little institutional support exists to make that use safe. 72% of teachers feel positive about AI, and job-loss fear is almost entirely absent. Adoption is outpacing infrastructure: teachers are reaching AI through personal phones even where schools have no computer lab, and roughly half keep using it once they get past a first try. But underneath that enthusiasm sits a largely invisible safety gap — more than half of teachers who use AI have entered a student's name, marks, or photograph into a tool at some point, and neither confidence nor formal training reliably predicts who does this carefully and who doesn't.

The same teachers who say AI makes them personally more effective are also the ones most likely to worry that their students lean on it too much. That is not a contradiction; it is a considered, two-part judgment — good for me, risky for them — and it should shape how any AI-in-schools programme is framed: not as a battle to win adoption, but as a partnership to build guardrails around adoption that has already happened.

What reliably changes outcomes is institutional support — not any single lever on its own, but several present together: school rules, state policy, training, and someone to ask when things go wrong. Teachers at schools with all five support signals in place look like a different population from teachers at schools with none — nearly twice as positive, over four times more likely to be regular users, and meaningfully more careful with student data. And the four states in this sample are not one problem wearing four faces — they need genuinely different interventions, not a single national programme. Together, these findings point to this report's central argument: scaling AI in government schools responsibly is less about any one flagship programme, and more about stacking a small number of proven, low-cost levers — training, rules, awareness, and a named point of support — in the same schools at the same time.

At a glance

26% use AI regularly today	72% feel positive about AI	51% AI-using teachers who've entered student data into a tool	97% positive sentiment at schools with full institutional support
--------------------------------------	--------------------------------------	--	--

Where Each Stakeholder Should Start

- Government: replace a single national programme with state-specific interventions, and prioritise publicising the guidance that already exists — a low-cost step this data shows meaningfully changes teacher behaviour.

- School leadership: introduce one structured classroom conversation on responsible AI use — the lowest-cost, highest-impact intervention this survey measured.
- Teachers: apply fixed personal rules for verifying AI output and handling student data, rather than relying on in-the-moment judgment, which this survey shows is not a reliable guide.
- EdTech and foundation-model companies: invest in regional-language support — the clearest, most explicitly stated unmet need among the teachers surveyed.

About This Research

Responses were collected between August 6 and 14, 2026. After removing one corrupted submission and 48 exact-duplicate resubmissions from the original 846 raw entries, the clean sample breaks down by state as follows:

State	Responses	Share of sample	Composition
Uttar Pradesh	497	62.4%	58% urban, 28% rural
Karnataka	134	16.8%	63% rural, 24% urban
Jharkhand	117	14.7%	91% rural
Maharashtra	39	4.9%	87% urban (small sample)

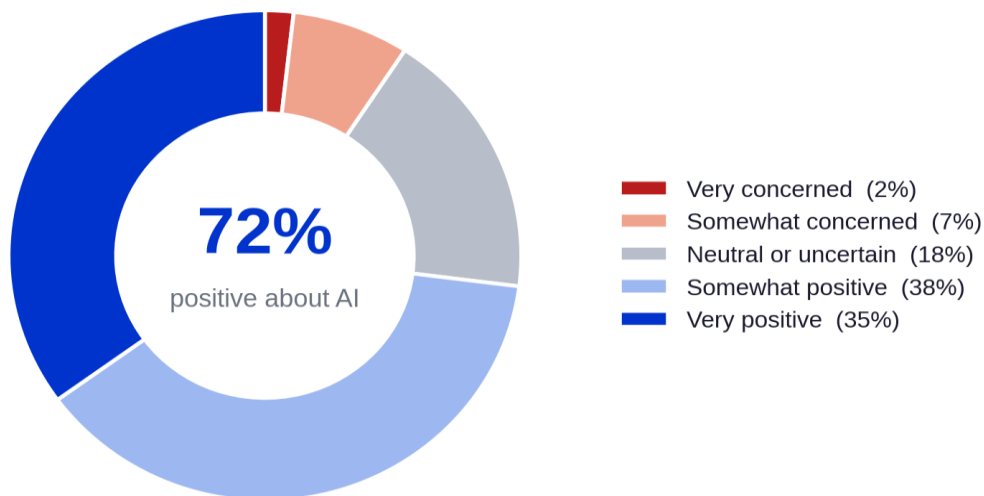
Uttar Pradesh alone accounts for 62% of the sample. Every national figure in this report is a blend across these four states, and Chapter 6 shows why that blend can flatter or understate the picture depending on which state is driving a given number — this caveat is deliberately repeated wherever it materially changes interpretation.

The survey covered six areas: teacher and school profile, access to devices and connectivity, awareness and use of AI, classroom and student use, confidence and responsible use, and training, policy, and institutional support, closing with open-ended questions on hope, concern, and desired support. Findings were cross-checked wherever possible against the open-ended answers as well as the structured questions, and any pattern that only held for a very small subgroup has been excluded or explicitly flagged.

A Willing but Watchful Workforce

Government school teachers are not the reluctant, resistant population they are sometimes assumed to be. 72% feel positive about AI in education, and the fear of losing their job to it barely registers, in either the structured questions or teachers' own written answers. What teachers are worried about is sharply specific — and it is not the fear a policy conversation usually starts with.

How teachers feel about AI in education

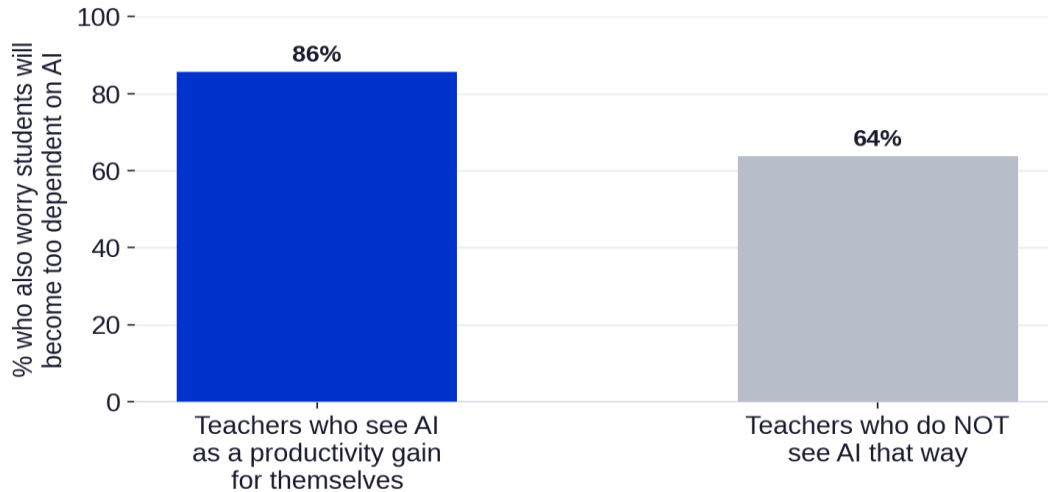


Overall feeling about AI in education

The central paradox: AI's biggest fans are its most watchful critics

Teachers who say AI makes them personally more effective are far more likely — 86% versus 64% — to also flag concerns about reduced independent thinking or over-dependence among students, compared with teachers who don't see that personal benefit. This is not confusion. It is a considered, two-part judgment: good for me, risky for them. This tension is the emotional center of the whole survey, and it should anchor how any AI-in-schools programme is communicated — not as a battle for adoption, but as a partnership in guardrails.

The paradox: AI's biggest fans are its most watchful critics



Teachers who see AI as a personal productivity gain are far likelier to also worry about student dependency

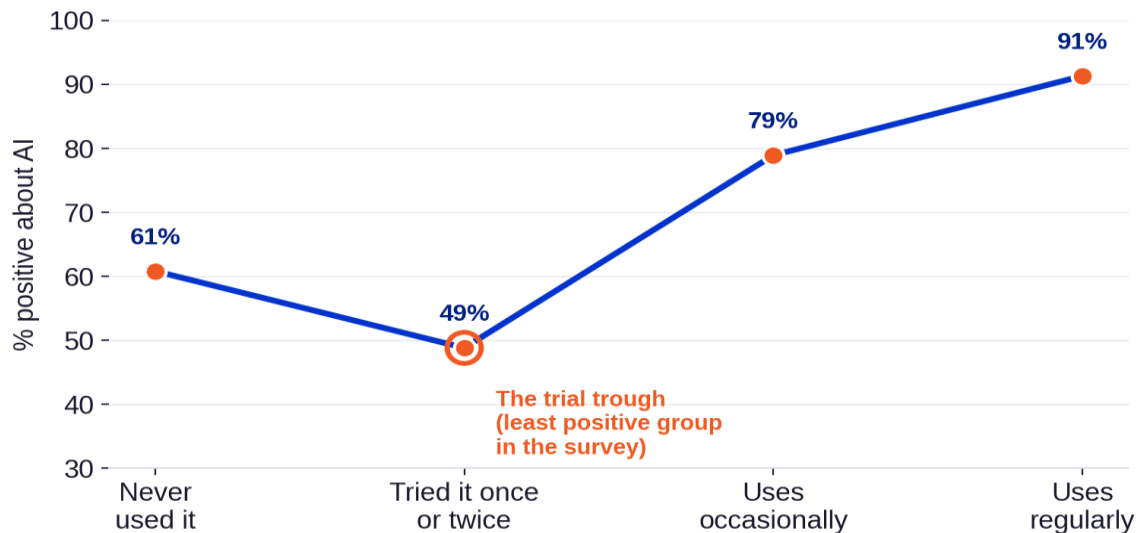
“My biggest concern is that students may become overly dependent on AI and stop developing their own thinking and creativity.”

— Teacher, Uttar Pradesh — echoing the single most common concern volunteered across all four states

The real drop-off isn't fear of starting — it's a bad first experience

The least enthusiastic group in the entire survey is not the never-users. It is teachers who tried AI once or twice and then stopped — even more lukewarm than people who have never touched it at all. An unsupported first attempt appears to sour people more than staying away entirely does. The practical implication is specific: the intervention that matters most is not persuading reluctant teachers to start but making sure nobody tries AI alone for the first time.

Sentiment dips after a first try — then recovers with sustained use

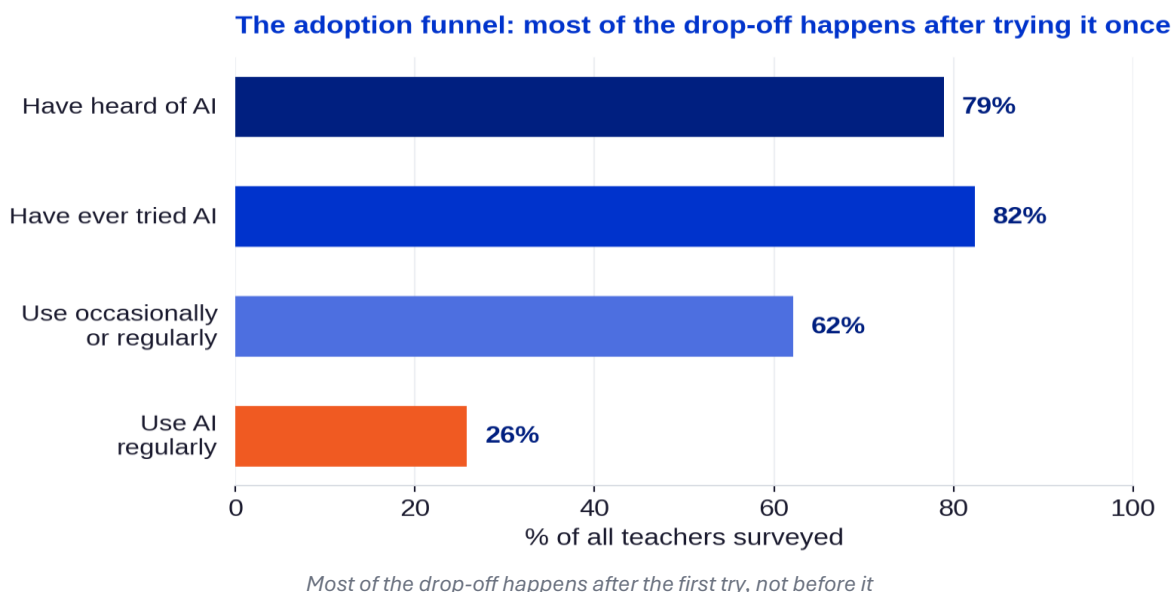


Positive sentiment by usage stage — the dip after a first try, and the recovery with sustained use

IMPLICATION — Programme messaging should validate teachers' caution rather than try to talk them out of it, and the first two weeks of any teacher's AI use deserve as much design attention as the training session itself.

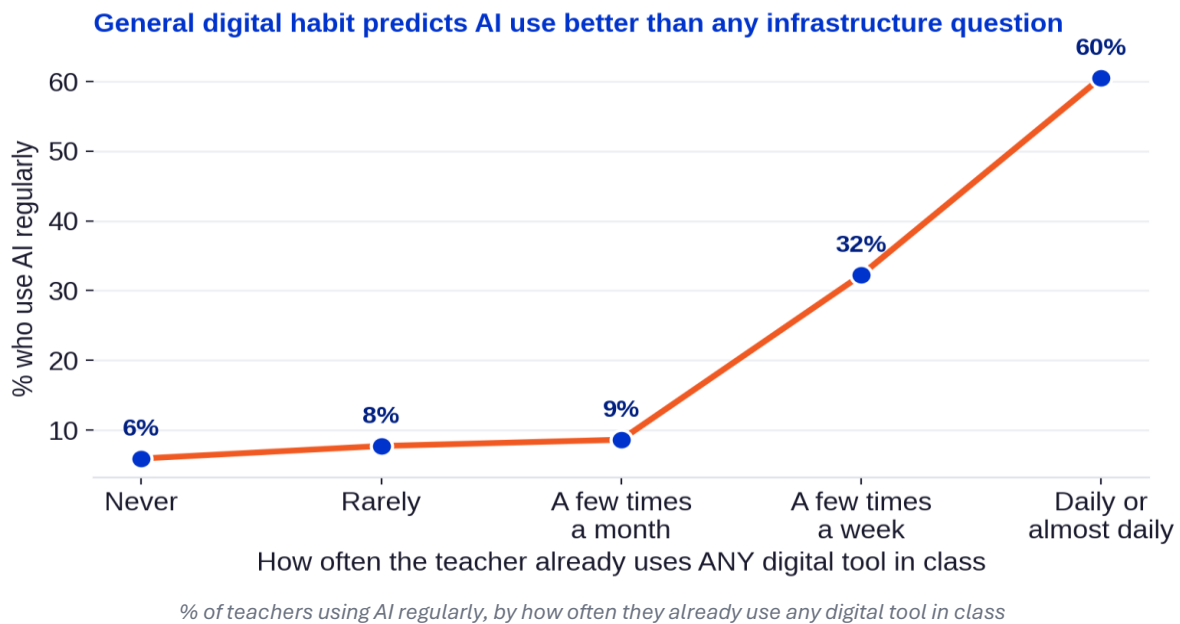
Adoption Is Ahead of Infrastructure

Most teachers have already found their way to AI, whether or not their school has helped them get there. 79% say they have heard of AI as a concept, yet a slightly larger 82% report having actually tried an AI tool — a gap that runs the opposite way from what you would expect, and a useful finding in its own right: a real share of teachers are already using tools like ChatGPT or Gemini day to day without necessarily labelling that behaviour as “AI” when asked the general awareness question. Only about a quarter go on to use AI regularly, and almost all of the drop-off happens after that first try, not before it. The bottleneck is not curiosity or awareness; it is what happens, or doesn't happen, in the weeks right after a teacher's first attempt.



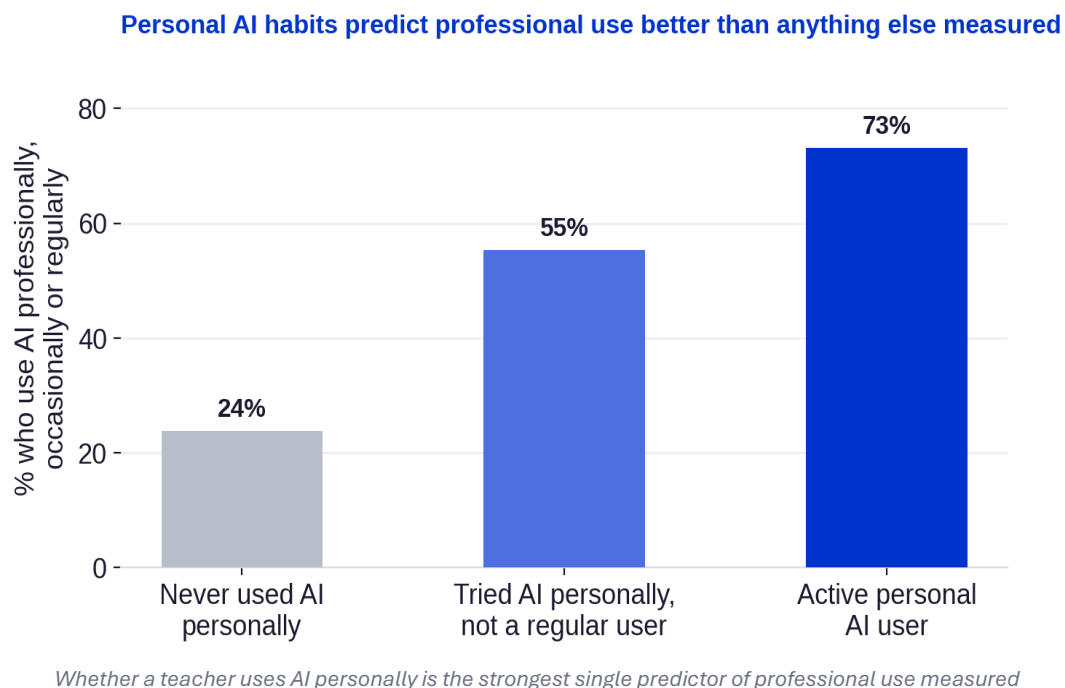
Digital habit, not digital hardware, is the real gate

The single strongest predictor of regular AI use is not the computer lab, the internet, or even training — it is simply whether a teacher already uses any digital tool in class regularly. Teachers who use technology daily use AI regularly at roughly twelve times the rate of teachers who never use technology at all — a far cleaner relationship than any single infrastructure question produces on its own.



An even sharper predictor: personal AI habits

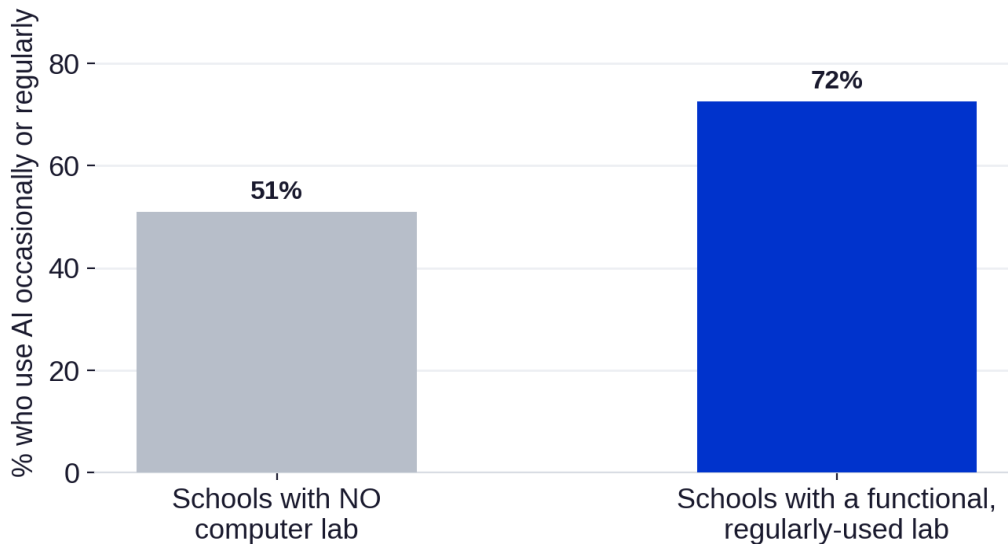
Push one level deeper than general digital comfort and an even cleaner relationship appears: whether a teacher already uses AI tools in their own life, outside of work. Teachers who have never touched an AI tool personally use it professionally at just 24%. Teachers who have tried AI personally but aren't regular personal users climb to 55%. Teachers who are active personal AI users reach 73% — a clean three-step gradient, and the single strongest predictor of professional use found anywhere in this survey, ahead of computer labs, training, or even general digital-tool comfort. The practical read: professional AI adoption is, in large part, riding on personal AI fluency that either already exists or doesn't — which argues for building general AI literacy and comfort, not only classroom-specific training.



Half of teachers reach AI without the school's help

At schools with no computer lab whatsoever, just over half of teachers are still occasional or regular AI users — almost certainly reaching it through personal phones. Infrastructure shapes how often a teacher uses AI far more than it shapes whether they do at all.

Even without a lab, half of teachers are already using AI

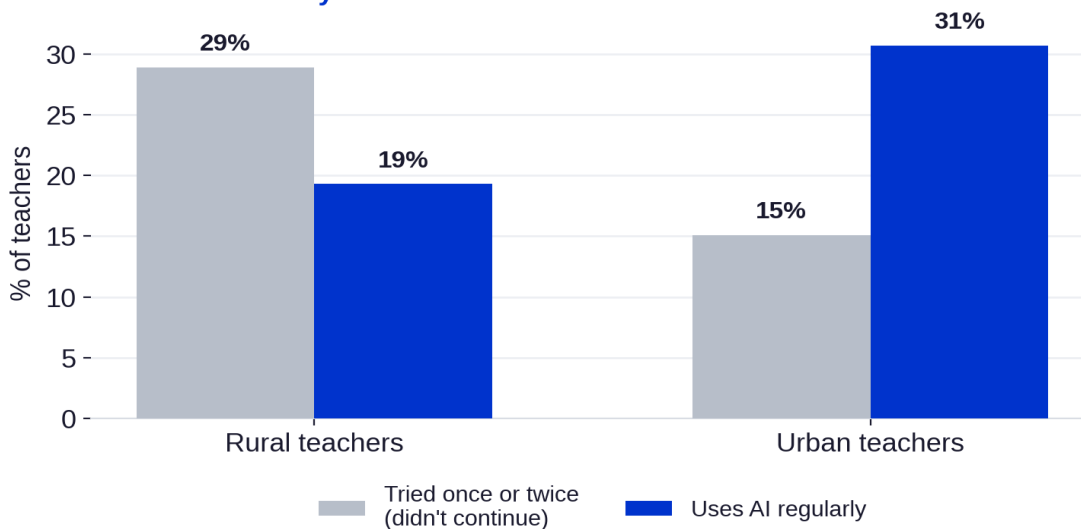


Active AI use is high even where there is no computer lab at all

Rural teachers are just as curious — they simply can't sustain it

Rural teachers try AI at almost double the rate of urban teachers, but far fewer convert that into regular use. This is not a motivation gap. It is a follow-through gap, most plausibly driven by connectivity, time, or having no one to ask when something doesn't work.

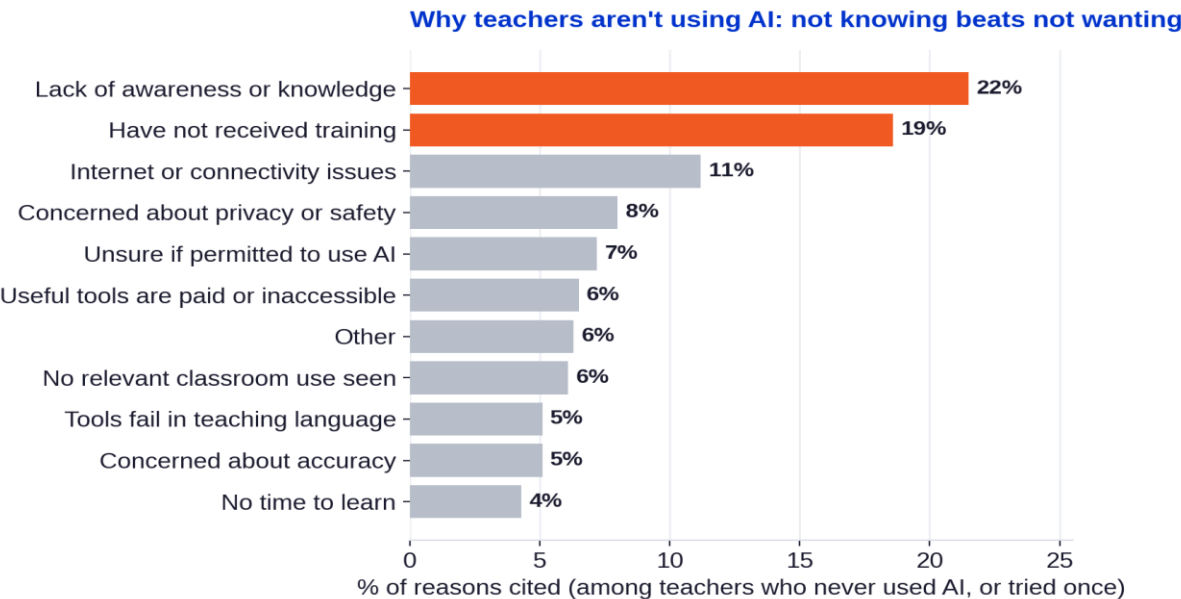
Rural teachers try AI more than urban teachers — but convert less



Rural teachers try AI more, but convert to regular use less, than urban teachers

Why the rest haven't started: not knowing beats not wanting

Among teachers who have never used AI or tried it once, “I don't know enough about it” and “I've never been trained” are cited far more often than fear, cost, or lack of internet. Basic awareness-building is the single highest-leverage lever available here — ahead of persuasion campaigns or infrastructure spend.



Stated reasons for not using AI, among teachers who never used it or tried it once

“Experience” is hiding two completely different problems

Newer teachers (under 2 years) already know AI exists — their blocker is time and not yet seeing the relevance. Veteran teachers (10+ years) have the opposite problem: a genuine knowledge gap, with awareness as their single biggest barrier. These need two different fixes, not one campaign.

Years of experience	“Lack of awareness / knowledge”	“No time to learn”	“No relevant classroom use seen”
Less than 2 years	8%	10%	12%
2–5 years	23%	8%	5%
6–10 years	28%	0%	2%
11–20 years	21%	0%	6%
More than 20 years	23%	2%	7%

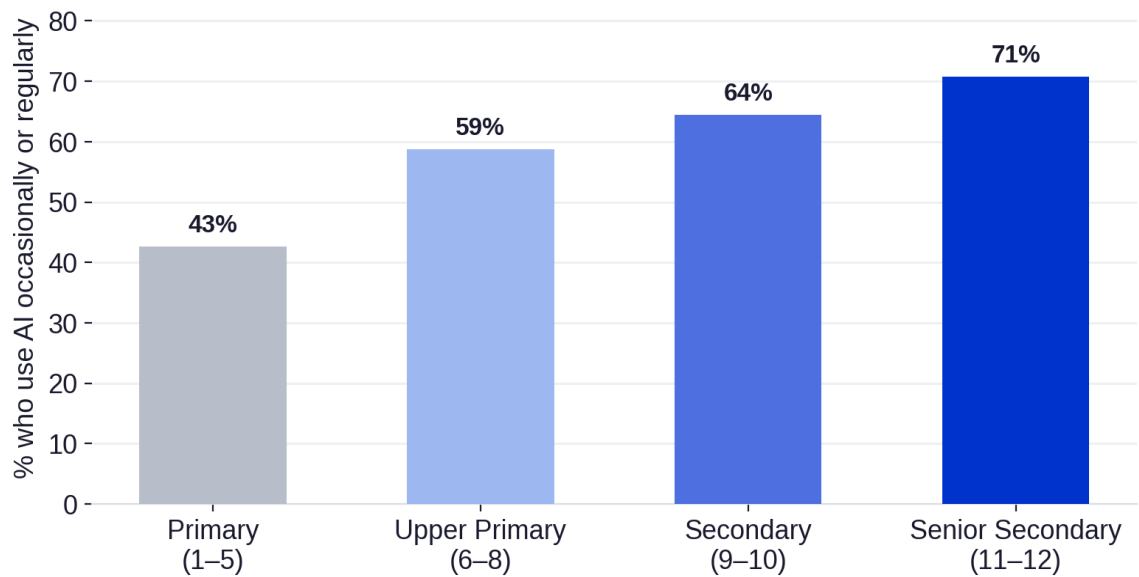
Share of each reason cited, among non-users in that experience band. Highlighted cells show each group's distinctive barrier.

Adoption climbs steadily with the grade level taught

A teacher's grade level is one of the cleanest demographic predictors of AI use in this survey. Among teachers who teach a single stage, active use rises steadily from 43% at Primary (Classes 1–5) to 59% at Upper Primary, 65% at Secondary, and 71% at Senior Secondary — a 28-point gap between the two ends, and one that holds even when looking at rural schools on their own. Senior-secondary classrooms tend to have more exam-focused, content-heavy curricula, which may simply give AI more obvious footholds; whatever the exact mechanism,

primary-grade teachers are starting from a meaningfully lower base, and any push to bring AI into early-grade teaching will likely need a different design from what already works with senior teachers.

AI adoption climbs steadily with the grade level taught



Active AI use rises steadily from Primary through Senior Secondary

Adoption spreads school by school, not teacher by teacher

At schools where five or more teachers were surveyed, usage answers cluster tightly — entire staffs look broadly engaged or broadly stalled, not evenly mixed. Something local — a champion, a training session, a leadership push — is spreading through the building, which means the school, not just the individual teacher, is sometimes the right unit for an intervention.

School (illustrative examples)	Respondents	Usage pattern
School A, Jharkhand	12	100% occasional or regular users — zero non-users
School B, Jharkhand	6	5 of 6 stuck at “tried once or twice”
School C, Jharkhand	6	5 of 6 stuck at “tried once or twice”
School D, Karnataka	8	100% occasional or regular users

Among the 16 schools in the sample with 5 or more respondents; school names withheld for confidentiality.

CHAPTER 3

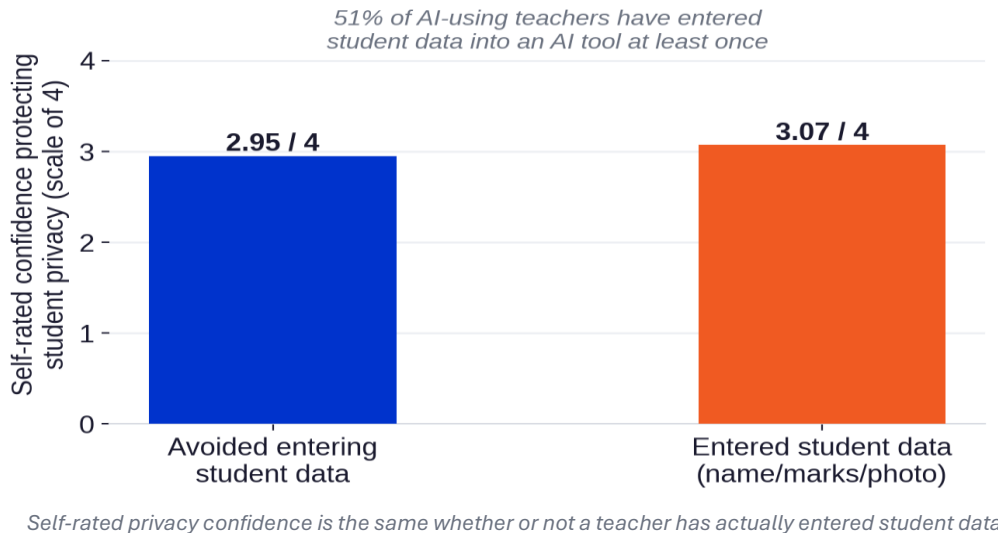
The Safety Blind Spot

Everything about this teacher population looks reassuring — high positivity, low fear, sensible use cases — except one thing, which is largely invisible in sentiment surveys and shows up only when you ask directly: more than half of teachers who use AI tools have entered a student's name, marks, or photograph into one at some point.

Confidence about privacy predicts nothing about actual behaviour

Teachers were asked how confident they feel about protecting student privacy, and separately, whether they had actually entered identifying student information into an AI tool. The two groups report statistically identical confidence. Self-rated confidence on this question is not a usable signal of who is actually being careful.

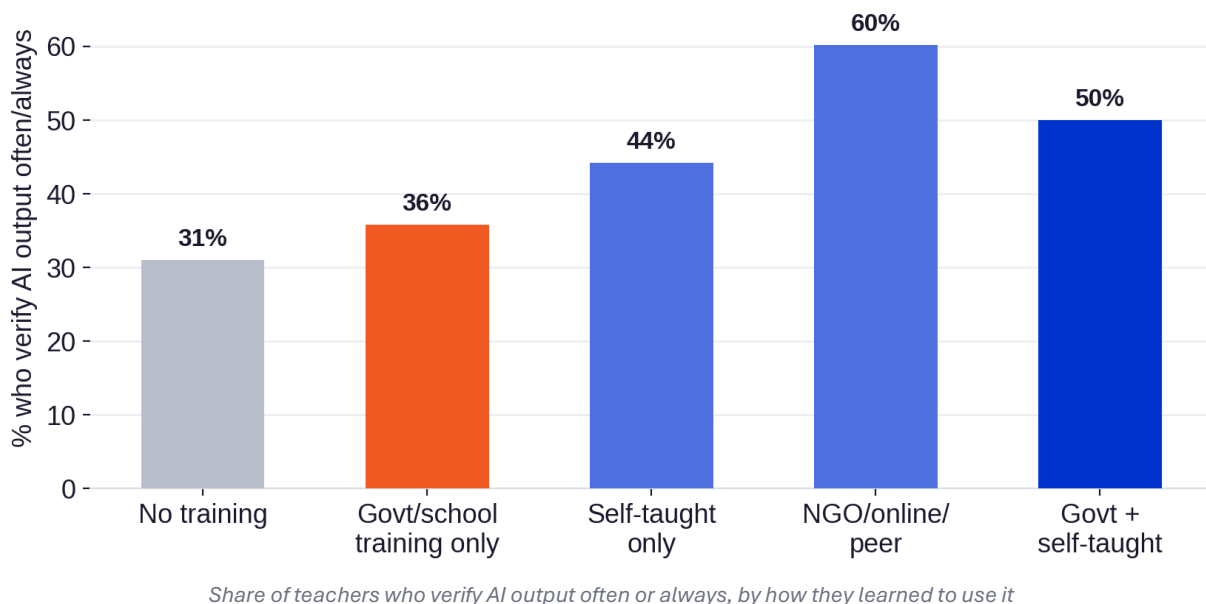
Confidence about privacy tells you nothing about actual behaviour



Official training increases usage — it doesn't teach caution

Teachers who went through government or school training use AI more, but they do not check its answers any more carefully than untrained teachers do — and self-taught teachers actually verify AI output more often than officially-trained ones. The best outcomes by a clear margin come from formal training paired with continued self-directed practice, not training on its own.

Official training alone doesn't build fact-checking habits



“My biggest concern is that all the information provided by AI may not always be correct or reliable. Therefore, teachers need to verify the information before using it in the classroom.”

— Teacher, Uttar Pradesh — a teacher naming the exact behaviour the data shows is inconsistent

A SURPRISE WORTH FLAGGING — Awareness-only training sessions (talks, no hands-on component) produced the highest share of teachers saying the training “significantly” helped them (42%) — but also the highest share saying it didn't help at all (10%), more polarized than hands-on sessions. The likely read: awareness sessions work well for teachers who go on to self-practice, and do little for those who don't — format matters less than what happens after the session.

A quarter of teachers can't confidently tell AI-written work from a student's own

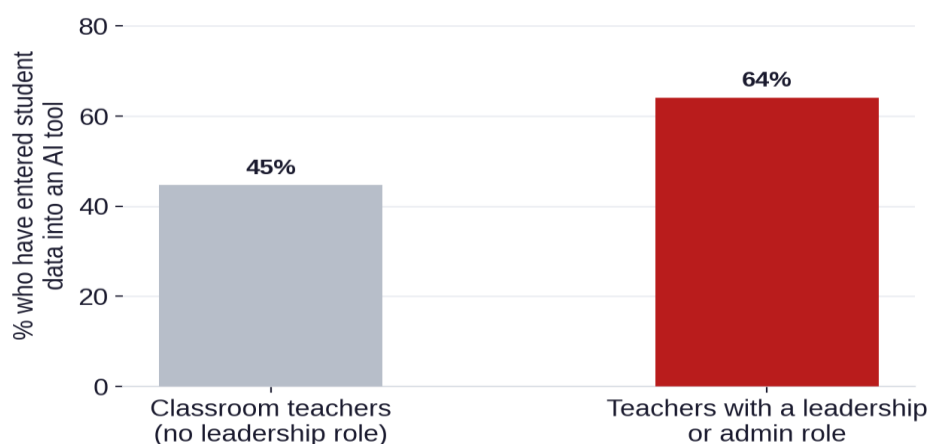
Separately from privacy, teachers were asked how confident they feel distinguishing AI-assisted student work from work a student produced independently. One in four — 25% — say they are “not very” or “not at all” confident doing this. That sits awkwardly next to how permissive classroom policy already is: most teachers allow AI for at least some tasks, and few discourage or prohibit it outright. A permissive default paired with limited ability to verify authenticity is a real, currently unaddressed gap in the classroom-integrity picture — distinct from, and arguably as consequential as, the student-data privacy gap covered above.

Confidence telling AI-assisted work from independent work	Share of teachers
Very confident	26.5%
Somewhat confident	46.2%
Not very confident	19.4%
Not at all confident	7.8%

The people handling the most sensitive data are most likely to expose it

Teachers with a leadership or administrative role — heads, coordinators, anyone who touches attendance, marks, or performance records as part of the job — enter student data into AI tools at 64%, against 45% for classroom teachers without that role. This is not a surprising correlation once you consider what leadership roles actually involve, but it means any safe-use guidance aimed only at “teachers generally” is missing the group with the highest exposure.

The people handling the most sensitive data are most likely to expose it



Teachers in leadership or admin roles report entering student data at a meaningfully higher rate

“I worry about data privacy and the security of students' personal information when using AI tools.”

— Teacher in a school leadership role, Karnataka

CHAPTER 4

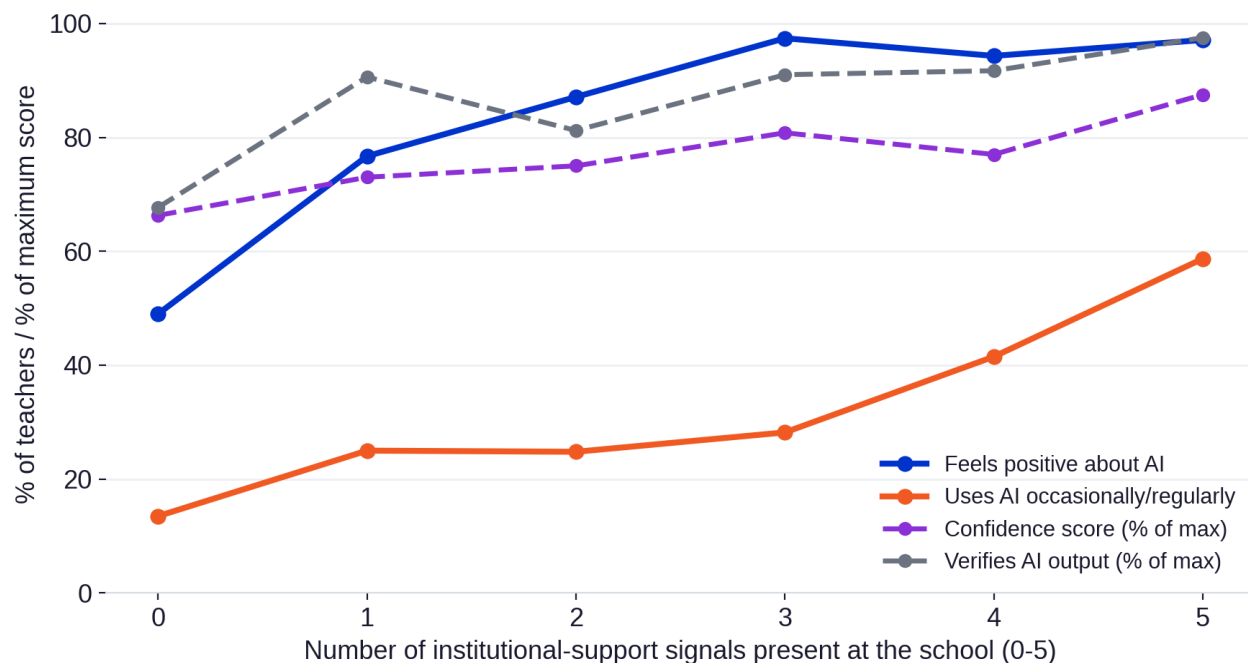
What Already Works

Three findings point at interventions that are already, measurably, working — and one of them is the single strongest, cleanest relationship found anywhere in this survey.

Institutional support compounds — it doesn't work lever by lever

We scored each school on five basic forms of support: does it have its own AI rules, is there a state policy, has the teacher read the guidance, has training been offered, and is there someone to ask for help. Adding up how many of these five a teacher has gives a simple 0-to-5 support score. The more of these a teacher has, the better the outcomes — steadily, across the board. As the score rises from 0 to 5, positive sentiment climbs from 49% to 97%, and regular usage rises from 13% to 59%, alongside similar gains in confidence and careful verification.

Institutional support compounds: every added signal lifts every outcome



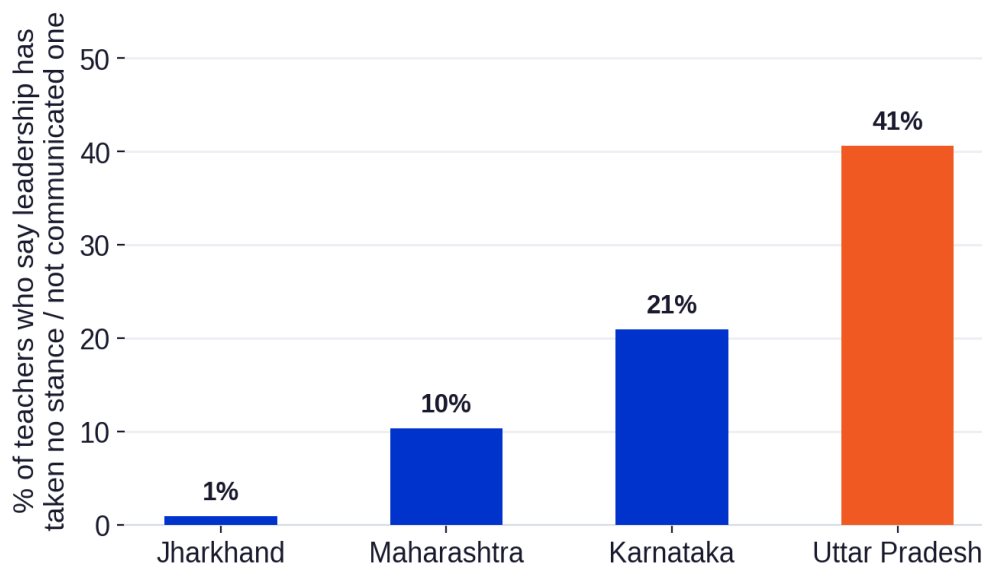
Every outcome measured rises with the number of institutional-support signals present

The policy implication is precise: a school that puts one thing in place (say, just a policy document) gets a modest lift. A school that stacks several signals together — even modestly on each — produces a dramatically different teacher. This reframes the advice from “pick the best lever” to “do several at once, even partially.”

Leadership silence costs more than any specific leadership stance

A separate signal — whether school leadership has communicated any stance at all on AI, regardless of what that stance is — shows the same pattern from a different angle. Teachers who say leadership has taken some stated position use AI at 68%, versus 51% among teachers who say leadership has communicated no guidance at all or that they're not sure it has. The direction of leadership's position barely matters; what predicts usage is whether leadership said anything. And this silence is not evenly spread: 41% of Uttar Pradesh's teachers report no leadership stance at all, against just 1% in Jharkhand. Because Uttar Pradesh is 62% of this sample, the “leadership silence” gap is, in practice, largely a Uttar Pradesh-specific problem showing up as a national figure — the same kind of distortion flagged elsewhere in this report (Chapter 6), on a different variable.

Leadership silence on AI is concentrated overwhelmingly in one state

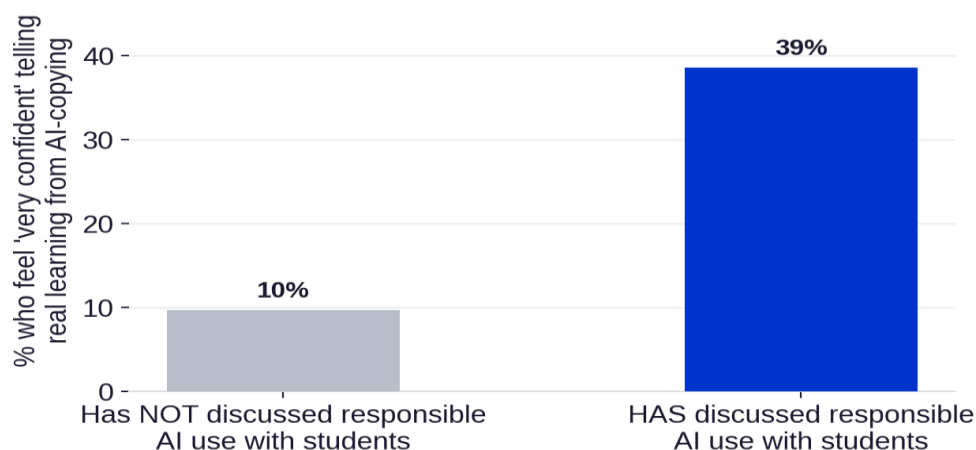


"No stated leadership stance" is concentrated overwhelmingly in Uttar Pradesh

The cheapest intervention measured in this survey

Teachers who have discussed responsible AI use with their students are four times more likely to feel very confident telling genuine learning apart from a student simply copying. This is a larger effect than training status or years of experience, and it requires no budget at all.

The cheapest lever: talking to students about responsible use

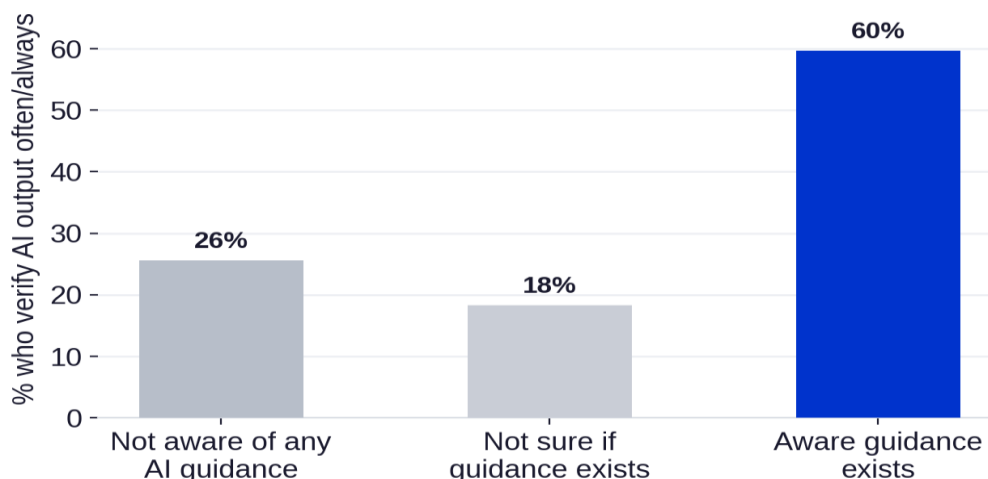


Confidence distinguishing real learning from AI-copying, by whether the teacher has had this conversation

Just knowing guidance exists changes behaviour

Teachers aware that their school, district, or state has issued any AI guidance verify information carefully roughly twice as often as teachers with no idea any guidance exists — even without evidence they have read it closely. Whichever direction the causality runs, simply broadcasting that guidance exists looks like one of the cheapest, highest-leverage moves available to any state government.

Just knowing guidance exists roughly doubles careful fact-checking



Verification behaviour by awareness that official AI guidance exists

Being “aware” guidance exists doesn't mean a teacher has actually read it

Awareness and engagement turn out to be two different things. Among teachers who say they are aware official AI guidance exists, only 66% say they have actually read it — 16% say they haven't, and 18% aren't sure. More strikingly, among teachers who say they are NOT aware any guidance exists, 32% nonetheless report having read some guidance document. This is the same “using it without recognising the label” pattern already seen in Chapter 2, where teachers using tools like ChatGPT didn't always call that “using AI” when asked directly. Guidance may already be reaching more teachers than awareness statistics suggest — they just don't recognise it as “official guidance” when they encounter it, which means an awareness campaign alone will only close part of this gap.

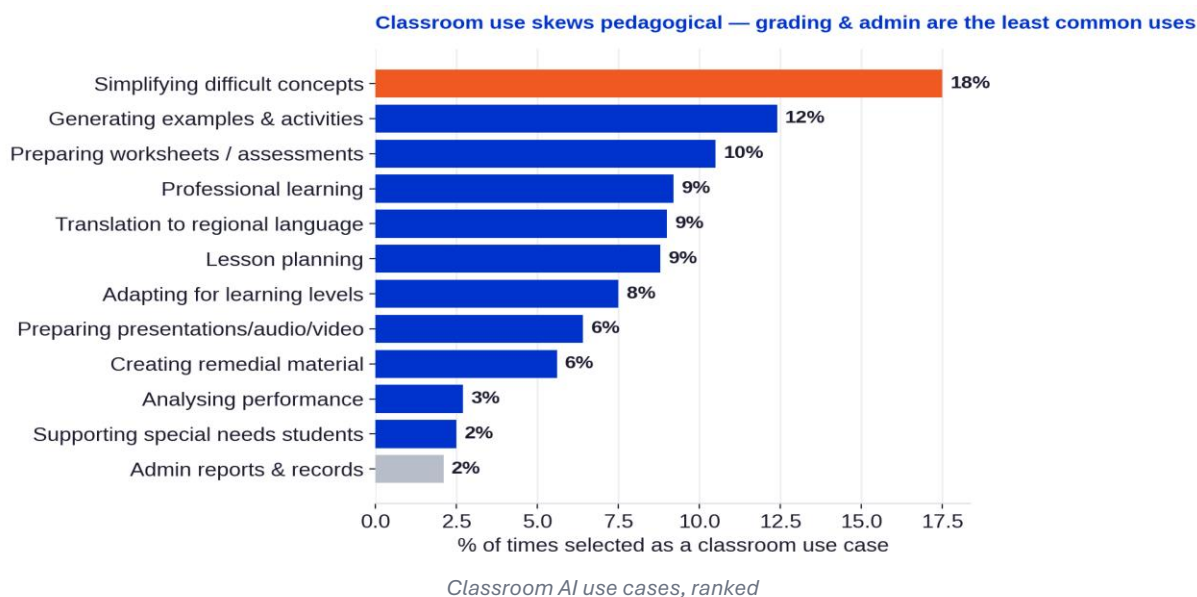
CHAPTER 5

How Teachers Actually Use AI — and What They Want

Two persistent assumptions about AI in classrooms don't hold up in this data: that it is mainly used to automate grading and admin, and that teachers see it primarily as something for their students. Neither is true here — and as the next section explains, the low grading and admin use looks more like an infrastructure limit than a preference.

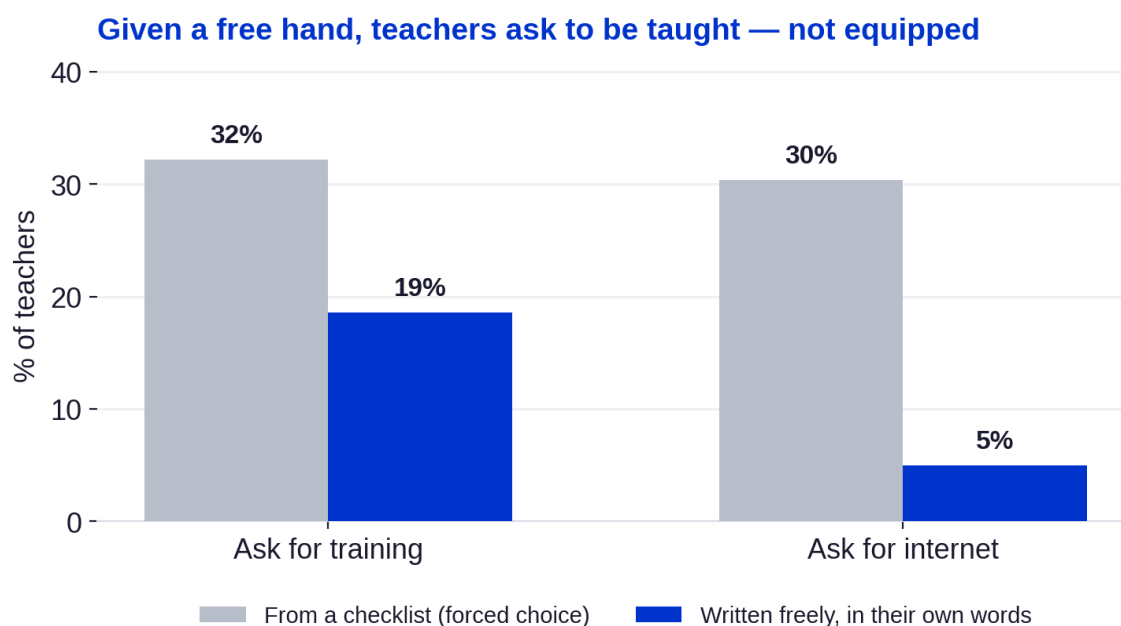
AI is a teaching aid, not a grading machine

“Simplifying difficult concepts” is by far the top classroom use. Grading and admin paperwork are the least common uses, by a wide margin — the opposite of the common fear that AI in schools means automated surveillance of student work. Part of this is likely structural rather than a matter of preference: grading with AI generally requires digitised student work, and most government schools do not yet have a routine way to get books, worksheets, or answer scripts into digital form. Read this finding as “not yet feasible for most,” not only as “not wanted.”



Teachers reach for AI to grow themselves before they reach for it to help students

Asked freely, not from a list, how AI could help them, “improving my own knowledge and skills” was the single most common answer teachers gave — ahead of lesson planning, worksheets, or grading. And when asked what would help them most, teachers overwhelmingly said “teach me,” not “equip me” — even more so than a forced checklist suggests.



“AI can help me explain difficult topics in a simple way, create examples, and prepare activities according to students' learning levels.”

— Teacher, Karnataka — a representative answer to “how could AI help you?”

From Findings to Action

The recommendations below follow directly from the findings in the preceding chapters, organised by who is best placed to act on each one.

Central & State Government

- Design a menu, not a single national rollout. States in this sample sit in genuinely different places — a uniform national programme will over-serve some and under-serve others.
- Publicise that guidance exists, loudly and in every state language. This is close to a free win given the size of the effect measured.
- Put data-privacy and verification skills explicitly into teacher training curricula, not just tool literacy — general AI training does not appear to teach this on its own.
- Direct any privacy-specific guidance at school leadership and administrative staff first — they are the group most exposed, not classroom teachers generally.
- Fund and design for governance completeness, not single interventions — schools with several institutional-support signals in place outperform schools with just one by a wide margin.

School Leadership (Principals & Administrators)

- Introduce one classroom conversation about responsible AI use — zero cost, the largest single confidence effect measured in this survey.
- Build a first-two-weeks buddy system for any teacher trying AI for the first time — this is exactly where the trial-to-abandonment trough happens.
- Formally recognise the informal “champion” already driving adoption in the building — usage clusters by school, and that person already exists in most schools with real uptake.
- Post one explicit, simple rule on student data (“never enter a student's real name, marks, or photo”) — confidence alone does not produce this caution.
- Treat your own leadership and administrative staff as a specific audience for privacy guidance, given their higher exposure to sensitive records.

Teachers

- Don't judge AI off one rough first try — that is the most common reason people stay unconvinced, more so than never trying at all.
- Keep practising after any training you attend — training plus follow-through consistently outperforms training alone.
- Use a fixed personal rule for student data rather than relying on judgment in the moment — confidence is not a reliable guide here.
- Using AI for your own growth first is a legitimate, well-populated use — not a shortcut to feel guilty about.

EdTech & Foundation-Model Companies (Especially Indian Developers)

- The language gap is a demonstrated market opportunity, not a hypothetical one — regional-language-medium teachers are already using mainstream tools at full rate and are explicitly asking for localisation.
- Build pedagogically-aware defaults — guiding rather than answering directly for student-facing use — which addresses the exact fear this population holds.
- Build a lightweight, in-product prompt that flags likely student personal data before it's submitted — this risk is already happening at scale, mostly on personal devices outside any institutional oversight.
- Design mobile-first and low-bandwidth-first — most access is already happening off personal phones, not desktops or lab computers.
- Lead product and marketing positioning with “makes you better,” not “replaces” or “transforms” — job-displacement fear is essentially absent from this population, and messaging that assumes otherwise will miss the mark.

Roadmap & Next Steps

This report is a diagnostic, not an endpoint. Four steps would turn it into a monitored programme rather than a one-time snapshot.

- Run a short pilot in the next two to three months: a small number of schools per state adopt the two cheapest, highest-confidence interventions in this report — the responsible-use classroom conversation, and actively publicising existing guidance — with a short follow-up survey to measure the change before any wider rollout.
- Plan for state coverage to expand. This survey currently covers four states; adding more, particularly larger ones, will shift several of the national figures reported here (see the caution in Chapter 6). That shift should be anticipated in planning, not treated as a future surprise.
- Track safe-use behaviour — verification habits and student-data handling — as an ongoing measure alongside usage and sentiment, not a one-time finding. Maharashtra's profile in this report is a clear illustration of why usage and sentiment alone can be a misleading measure of success.
- Test the governance-completeness approach directly (Chapter 4): have a defined set of schools adopt several institutional-support signals at once, and measure outcomes in a follow-up round. This is the single most testable recommendation in this report.

About JAN AI

JAN AI is an initiative of Head Held High Foundation working on AI readiness in India's government school system — helping teachers, school leaders, and policymakers move from ad hoc adoption to safe, supported, and effective use of AI in teaching and learning. This report is part of that ongoing effort: a direct, evidence-based look at where government-school teachers stand today, built to inform the policy and programme decisions ahead of India's national AI curriculum rollout. Learn more at <https://janai.ai/research>.

Appendix

A1. Full Catalogue of Findings

All findings referenced in this report, with the cluster and chapter they belong to.

#	Finding	Cluster	Chapter
1	Positive, but worried about one very specific thing	Sentiment & Psychology	Ch. 1
2	The central paradox: the biggest fans are the most worried	Sentiment & Psychology	Ch. 1
3	The real drop-off isn't fear of starting — it's a bad first experience	Sentiment & Psychology	Ch. 1
4	Rural teachers are just as curious — they just can't sustain it	Sentiment & Psychology	Ch. 2
5	General comfort with technology beats any single piece of infrastructure	Adoption Drivers	Ch. 2
6	Teachers are getting to AI without the school's help	Adoption Drivers	Ch. 2
7	Adoption spreads school by school, not teacher by teacher	Adoption Drivers	Ch. 2
8	Not knowing beats not wanting	Adoption Drivers	Ch. 2
9	“Experience” is hiding two completely different problems	Adoption Drivers	Ch. 2
10	Confidence about privacy is a meaningless signal	Training & Safety	Ch. 3
11	Official training gets people using AI — it doesn't make them careful	Training & Safety	Ch. 3
12	Awareness-only sessions are a high-risk, high-reward bet	Training & Safety	Ch. 3
13	Just knowing a policy exists changes behaviour	What Works	Ch. 4
14	The single cheapest intervention measured	What Works	Ch. 4
15	AI is a teaching aid, not a grading machine	Usage & Demand	Ch. 5
16	Teachers reach for AI to grow themselves before they reach for it to help students	Usage & Demand	Ch. 5
17	Nobody's afraid of being automated out of a job	Usage & Demand	Ch. 5
18	Given a free hand, teachers ask to be taught — not equipped	Usage & Demand	Ch. 5
19	The people handling the most sensitive data are most likely to expose it	Training & Safety (New)	Ch. 3
20	Institutional support doesn't work item by item, it works cumulatively	What Works (New)	Ch. 4
21	Personal AI habits predict professional use better than anything else measured	Adoption Drivers (New)	Ch. 2
22	Adoption climbs steadily with the grade level taught	Adoption Drivers (New)	Ch. 2
23	A quarter of teachers can't confidently tell AI-written work from a student's own	Training & Safety (New)	Ch. 3
24	Leadership silence costs more than any specific leadership stance — and it's concentrated in one state	What Works (New)	Ch. 4
25	Being “aware” guidance exists doesn't mean a teacher has actually read it	What Works (New)	Ch. 4

A2. Respondent Profile

A snapshot of who this report's findings are based on, beyond the state breakdown in “About This Research.”

School location

Urban	45.4%
Rural	42.1%
Semi-urban	11.7%
Not sure	0.9%

Years of teaching experience

Less than 2 years	6.0%
2–5 years	34.3%
6–10 years	15.0%
11–20 years	23.2%
More than 20 years	21.6%

Medium of instruction

Hindi	67.8%
Regional language	22.6%
English	5.8%
More than one medium	3.8%

Leadership or administrative role

Classroom teacher only	69.4%
Has a leadership/admin role	30.6%

Computer lab at school

Yes — functional and regularly used	50.0%
No lab at all	26.7%
Yes — functional but rarely used	14.1%
Yes — not currently functional	6.7%
Not sure	2.4%

Additional question-level summaries

A few more individual questions, reported directly rather than cross-tabulated, for readers who want the underlying distribution rather than just the finding built on it.

How often teachers currently use AI (Q15)

Never used it	16.5%
Tried it once or twice	20.6%
Uses occasionally	36.7%
Uses regularly	26.2%

Awareness that AI can give wrong answers, i.e. “hallucinate” (Q29)

Yes, already aware	48.0%
Had some idea	33.7%
No, was not aware	18.3%

Aware that official AI guidance exists (Q30)

Yes	46.1%
No	30.3%
Not sure	23.7%

How teachers learned to use AI, single largest response groups (Q31)

No training received	37.8%
Government or district training only	15.3%
Self-learning only	13.2%
Online course or webinar only	5.9%
School-organised training only	5.5%
All other combinations	22.3%

Whether current school support feels adequate (Q38)

Somewhat, but gaps exist	37.0%
No, largely inadequate	22.6%
Yes, adequate	21.8%
Not sure	18.6%

A3. Methodology Note

- Sample: 797 clean responses (846 raw, minus 1 corrupted row and 48 exact-duplicate resubmissions), collected August 6–14, 2026.
- Coverage: Uttar Pradesh (497), Karnataka (134), Jharkhand (117), Maharashtra (39), plus 2 responses from Delhi and 8 with no state recorded.
- Survey instrument: structured questions across profile, infrastructure, awareness/usage, classroom/student use, confidence/responsible use, and institutional support, plus three optional open-ended questions.
- Analysis: all findings are based on cross-tabulations and, where noted, simple derived indices (e.g., the governance-completeness score in Chapter 4). Open-ended responses were coded by keyword theme and spot-checked against representative quotes. Findings holding only for very small subgroups (fewer than roughly 20 respondents) were excluded or explicitly flagged.

A4. Glossary

- Active user — a teacher who reports using AI tools “occasionally” or “regularly” (as opposed to “never used” or “tried once or twice”).
- Governance-completeness score — a 0–5 index counting how many of five institutional-support signals a teacher reports at their school (school rules, state policy, having read guidance, training offered, a support person available).
- PII / student data risk — a teacher reporting that they have entered a student's name, marks, or photograph into an AI tool.
- Trial trough — the pattern in which teachers who tried AI once or twice and stopped show lower sentiment than either never-users or sustained users.

A5. References

- [1] Ministry of Education / CBSE, AI and Computational Thinking Curriculum for Classes 3–12, announced October 2025 with phased rollout from the 2026–27 academic session. (Business Standard, “CBSE launches computational thinking, AI curriculum for classes 3 to 8,” 2026; Careers360, “Students to learn AI, computational thinking from Class 3 starting 2026–27.”)
- [2] UDISE+ 2023-24, Department of School Education & Literacy, Ministry of Education, Government of India — national and state-wise school infrastructure indicators, including computer and internet availability (released December 2024). State-wise figures as compiled in Education for All in India, “Digital Infrastructure in Schools: Challenges and Progress in India,” Prof. Arun C. Mehta.
- [3] Digital Empowerment Foundation, 2025 survey on educator AI-fluency in India, cited in “AI in Indian Classrooms in 2026: What the Data Shows and What Comes Next,” Modern Adhyapak.
- [4] “AI: Who will teach the teachers?” Forbes India — on India's shortage of qualified AI trainers relative to the government's teacher-training targets.
- [5] Centre for Teacher Accreditation (CENTA), 2025 nationwide survey of Indian teachers' AI tool usage.
- [6] Central Square Foundation, Bharat Survey for EdTech (BaSE) 2025 — national survey of technology and AI usage among teachers, parents, and children across 10 states, published February 2026.
- [7] UDISE+ 2023-24 government-versus-private school breakdown: 44% of government schools and 71% of private schools have functional computers for pedagogical use; fewer than half of government schools and roughly three in four private schools have internet access. (ISignal/IndiaSpend, “Are Indian Schools Ready For The Digital Age?,” February 2025.)