Project Design Phase
Problem – Solution Fit Template

Date	01 JULY 2025
Team ID	LTVIP2025TMID38204
Project Name	**Edututor AI: PERSONALIZED LEARNING WITH GENERATIVE AI And LMS INTEGRATION**
Maximum Marks	2 Marks

1. Target Group (Who has the problem?)

- K–12 students, university students, and adult learners
- Teachers, tutors, and educational institutions (administrators)
- Corporate training managers and HR professionals

2. Existing Behavior (How do they currently solve this?)

- Students use static online courses, YouTube videos, or generic tutoring platforms
- Teachers create manual lesson plans and assessments
- Schools use Learning Management Systems (LMS) with limited personalization capabilities
- Corporates use outdated training materials or "one-size-fits-all" LMS solutions

3. Frustrations (What annoys them?)

- Lack of personalized feedback and progress tracking
- Overwhelming content that isn't tailored to learning styles or paces
- Time-consuming manual grading and content creation for educators
- Poor engagement and retention in online learning environments
- Incompatibility between generative tools and LMS platforms

4. Motivation (Why do they want a better solution?)

- Students want to learn faster, better, and more enjoyably
- Educators want scalable, intelligent tools to support differentiated instruction
- Schools want higher performance outcomes and engagement metrics
- Corporates need fast upskilling and measurable learning ROI

5. Your Solution (How does your product solve the problem?)

- AI-driven personalization for each learner, adapting in real-time
- Seamless integration with existing LMS platforms (e.g., Moodle, Canvas, Blackboard)
- Automated content generation (quizzes, explanations, summaries)
- Smart analytics dashboards for educators and learners
- Conversational AI tutors available 24/7 across devices

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6. Behavior Change (What do users do differently now?)

- Learners engage more frequently and efficiently with the material
- Educators focus more on mentoring and less on admin tasks
- Institutions track learning outcomes and adjust interventions automatically
- Teams implement faster onboarding and upskilling programs

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7. Key Messaging (How do you communicate the value?)

- "Personalized learning, powered by AI"
- "One-size-fits-one education for every learner"
- "Empower teachers with smart tools, not extra tasks"
- "Seamless AI integration into your existing LMS"
- "Turn static lessons into dynamic conversations"

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8. Value Proposition (What is the ultimate benefit?)

- Higher learning outcomes, increased engagement, and reduced teacher burnout
- Scalable, smart education without overhauling existing systems
- Continuous improvement through learner data insights
- A future-ready learning experience for students and organizations alike

Problem-Solution Fit Canvas

Define CS, fit into CC		**Explore AS, differentiate**

1. CUSTOMER SEGMENT(S) — CS
Who is your customer?
i.e. working parents of 0-5 y.o. kids

6. CUSTOMER CONSTRAINTS — CC
What constraints prevent your customers from taking action or limit their choices of solutions? i.e. spending power, budget, no cash, network connection, available devices.

5. AVAILABLE SOLUTIONS — AS
Which solutions are available to the customers when they face the problem or need to get the job done? What have they tried in the past? What pros & cons do these solutions have? i.e. pen and paper is an alternative to digital notetaking

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Focus on J&P, tap into BE, understand RC *(left)* — **Focus on J&P, tap into BE, understand RC** *(right)*

2. JOBS-TO-BE-DONE / PROBLEMS — J&P
Which jobs-to-be-done (or problems) do you address for your customers? There could be more than one; explore different sides.

9. PROBLEM ROOT CAUSE — RC
What is the real reason that this problem exists?
What is the back story behind the need to do this job?
i.e. customers have to do it because of the change in regulations.

7. BEHAVIOUR — BE
What does your customer do to address the problem and get the job done?
i.e. directly related: find the right solar panel installer, calculate usage and benefits; indirectly associated: customers spend free time on volunteering work (i.e. Greenpeace)

Identify strong TR & EM — **Extract online & offline CH of BE**

3. TRIGGERS — TR
What triggers customers to act? i.e. seeing their neighbour installing solar panels, reading about a more efficient solution in the news.

10. YOUR SOLUTION — SL
If you are working on an existing business, write down your current solution first, fill in the canvas, and check how much it fits reality.
If you are working on a new business proposition, then keep it blank until you fill in the canvas and come up with a solution that fits within customer limitations, solves a problem and matches customer behaviour.

8. CHANNELS of BEHAVIOUR — CH
8.1 ONLINE
What kind of actions do customers take online? Extract online channels from #7

8.2 OFFLINE
What kind of actions do customers take offline? Extract offline channels from #7 and use them for customer development.

4. EMOTIONS: BEFORE / AFTER — EM
How do customers feel when they face a problem or a job and afterwards?
i.e. lost, insecure > confident, in control - use it in your communication strategy & design.

References:

1. https://www.ideahackers.network/problem-solution-fit-canvas/
2. https://medium.com/@epicantus/problem-solution-fit-canvas-aa3dd59cb4fe