



Pilot Report

The Indian Public School,
Dehradun

30 July -1 August, 2026

20 Students, 8th Grade, Science

21%

Average
Improvement
in Class Score

25%

Average
Improvement
in Reasoning

Intellina

Intellina AI, Inc. USA



Pilot Report

This document summarizes the AI Ready School (AIRS) pilot conducted at The Indian Public School (TIPS), Dehradun, from 30 July – 1 August 2026 with Grade 8 students, and sets out a proposed path forward for continued partnership. Over the three-day pilot, 20 students used AIRS to learn a Grade 8 Biology topic end-to-end — from a baseline assessment, through an AI-designed and AI-delivered lesson, to a final assessment on the same material — with class-wide scores rising from 49% to 70% and strong engagement reported by both students and their teachers.

Beyond reporting these results, this document also lays out how AIRS proposes to move from a short pilot to sustained, everyday use at The Indian Public School: a recommended platform usage structure, a phased rollout plan starting with Grade 8 Biology and expanding to other grades and subjects, and the pricing that applies once the free access period ends. We share this with the school's management as the basis for a decision on continuing and expanding the partnership.

About AI Ready School Pilot Program

AI Ready School (AIRS) is a complete AI ecosystem for K-12 schools, built on five components: Cypher (personal AI learning companion), Morpheus (AI teaching agent), Zion (safe AI tool suite), NEO (AI Center of Excellence lab), and Matrix (local AI infrastructure) — spanning academics, skills, operations, safety, and future-readiness.

Our AI-powered education platform has been successfully implemented at Meru International School, Hyderabad, across their 2 branches, delivering regular classes with minimal guidance from teachers. We have been working with them for the past 1.5 years to make our platform deliver exceptional results to schools.

We conduct pilot programs at schools so they can experience our AI-powered education components — Morpheus and Cypher. Below are our objectives for conducting these pilot programs. Our goal is to help educators understand their students in the best possible way and deliver personalized teaching at each student's own pace, so that no student is left behind. We strongly believe the teacher should be at the center of the AI-powered education process, supported by a well-integrated set of tools that facilitate the end-to-end process of education for every student — without compromising the critical thinking or creativity of either the teacher or the student.

AI Ready School Pilot at The Indian Public School, Dehradun

Dates	30 July – 1 August 2026
Pilot Student Group	Grade 8 — 20 Students
Subject	Biology
Teachers	Rakesh, Om Prasad and Harish
Lesson	Health: Understanding Physical, Mental, Social, and Environmental Well-Being
Testing Method	1. Conduct a Baseline Test on the Lesson to Students 2. Make the Teacher Design a Lesson Using Morpheus Agent 3. Assign to Students 4. Make the Students Learn the Topic Using Morpheus and Cypher 5. Conduct a Final Test 6. Measure the Difference
Objectives	Objective 1: To measure the difference in the time it takes for the teacher to prepare and deliver a lesson, test, and track results with and without AIRS Objective 2: To measure the difference between performance achieved by students with reinforcement learning on our platform versus what the teacher delivered alone

Pilot Report

In just three days and a single lesson, AIRS lifted class-wide biology scores from 49% to 70% — a +21 point gain — while students rated their experience 4.8 out of 5 and reasoning confidence rose sharply alongside accuracy, a strong signal that the gains reflect real understanding rather than guesswork. [Find the complete statistics at the bottom of this document.]



49% BASELINE AVG	70% FINAL AVG	+21% CLASS GROWTH	15/20 STUDENTS IMPROVED
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Learning Outcomes

Baseline class average rose from 49% to 70%, a class-wide growth of +21 percentage points across the pilot window. Unlike the faster-but-accurate pattern seen in some earlier pilots, students here took slightly longer on the final assessment than on the baseline — 19m 46s up to 22m 41s, almost three minutes more — which, paired with the sharp rise in reasoning confidence, suggests they were working through problems more deliberately rather than rushing.



Outcome	Count
Improved	15 students (75%)
Unchanged	1 students
Declined	4 students

Reasoning Confidence — The Deeper Signal

Score gains only tell part of the story. AIRS also measures reasoning confidence — whether a student's correct answer is backed by genuine understanding or a lucky guess. That number rose sharply alongside accuracy:

Baseline	Final	Change
30/100	55/100	+25

Topic Performance



Where Students Excelled

- Vaccines protect the body from disease — 83%
- Health as complete physical, mental, and social well-being — 78%
- Disease as a condition and chronic disease — 65%

Where AIRS Flagged Opportunities for Reteaching

- Antibiotic resistance — 29%
- Communicable disease vectors and the malaria pathogen — 44%
- Natural body defense and immunity — 55%

Misconceptions Surfaced by the Platform

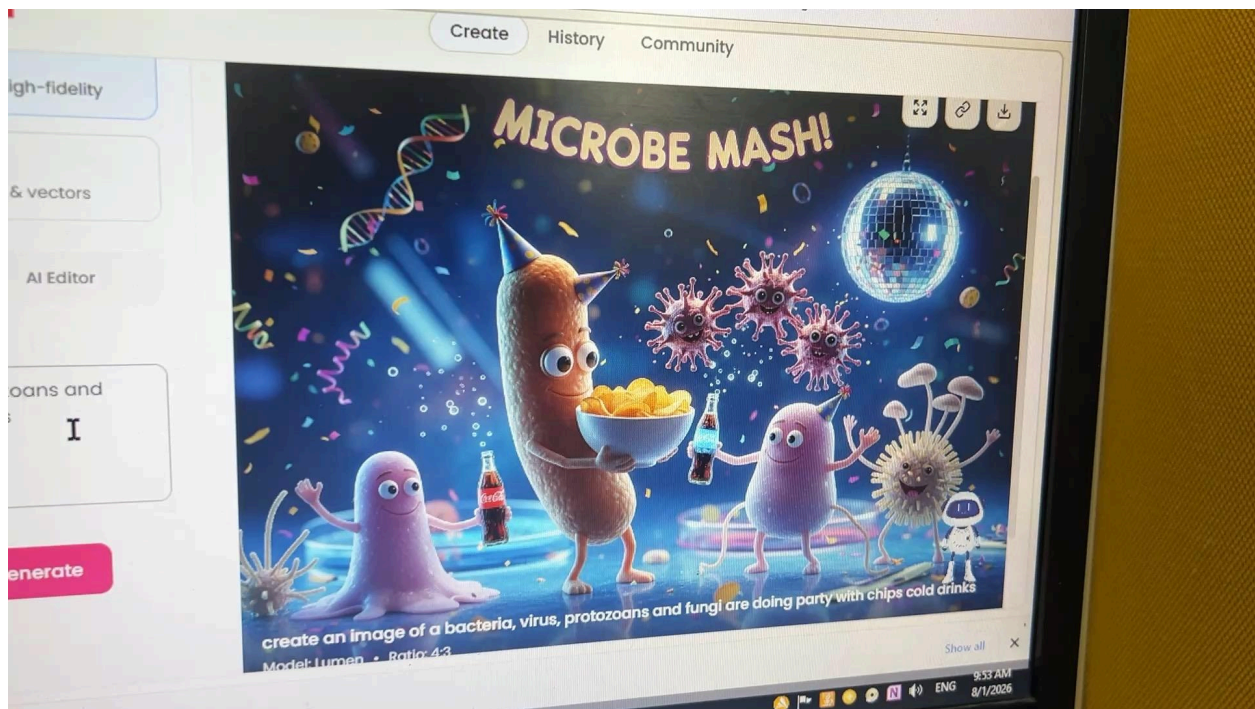
One of AIRS's core strengths is surfacing specific, actionable misconceptions rather than a single opaque score. In this pilot, the platform identified:

- "A vector directly causes the disease" — 5 students
- "Antibiotics work against viruses" — 3 students
- "Antibiotics are effective against all pathogens" — 3 students
- "Malaria is caused by bacteria" — 2 students
- "Chronic disease means a nutrient deficiency" — 2 students

- “Sugar directly causes diabetes” — 2 students

These insights translated directly into a teacher recommendation: reteach antibiotic resistance, acquired immunity, and when antibiotics work using a cause-and-effect comparison chart, followed by a sorting activity matching bacteria, virus, and fungus examples to the correct treatment and explanation — turning assessment data into a concrete next lesson, automatically.

The Student Experience



A creative image generated by a student on microbes having a party, using our image generator.

Students didn't just score better — they engaged more, and said so directly (18 of 20 students responded to the survey).

4.8 / 5 ENJOYMENT RATING	88% FELT MORE ENGAGED THAN A NORMAL CLASS	94% WANT TO KEEP USING THE PLATFORM
100% HELPED BY CATCH-UP LESSONS	94% FELT MORE CONFIDENT AFTERWARD	89% USED CYPHER, THE AI TUTOR

What Students Valued



- Cypher gave helpful hints and accurate answers rather than handing over answers outright
- The image generator was a standout favorite
- Videos and slides made difficult content easier to understand
- Interactive elements made the lesson feel enjoyable rather than routine
- Quiz results and explanations helped them see and fix their own mistakes

94% of students said they did better on the final assessment than the baseline — and 100% said a catch-up mini-lesson helped when they were struggling.

A minority of students (2 of 18) asked for harder questions, and a few noted that video playback speed made some content harder to follow — both easy adjustments for the next pilot.

The Teacher Experience

The two participating teachers rated their overall experience a perfect 5.0 out of 5, rating lesson accuracy and curriculum alignment, ease of use, AI-generated content quality, and Agent-mode reliability all 5/5. They also rated Live Classroom Control's screen-sync during teach-mode instruction a full 5/5, and reported saving under 30 minutes of prep time per lesson relative to planning without AIRS.



Unlike some earlier pilots, where teachers edited AI-built interventions before sending them to students, both teachers here trusted Morpheus's auto-built interventions as-is, rating their quality 5/5 and their impact on struggling students "clearly" helpful. The one area rated slightly lower was Cypher staying strictly on-topic (4.5/5) — still strong, and worth continued monitoring as usage scales beyond a single class.

Both teachers said they would "definitely" keep using Morpheus after the pilot and gave it a 10 out of 10 on likelihood to recommend to another teacher — the maximum possible score.

Why This Matters

A +21 point gain in overall class progress, a +25 point gain in reasoning confidence, and a 4.8/5 student experience rating — all from a single lesson delivered inside a standard three-day window — is one of the strongest early signals AIRS has produced to date. AIRS doesn't just move a class average; it tells a teacher exactly which misconceptions to reteach, and gives students an AI companion they trust enough to say, unprompted, that it helped them understand rather than just answer.



Proposed Platform Usage Structure for IPS

The pilot was designed to test an ideal condition — to see if students could study the concepts on their own with minimal guidance. For regular use, we suggest the following flow: the platform assists teachers in configuring everything from a central place, assigning it to students, and reviewing outcomes. This eliminates the need to manually perform a lot of operations and helps teachers focus on the creative aspects of teaching.

We propose the following structure for The Indian Public School to start with:

Step	Activity	By
1	Lesson Package Creation Using Morpheus	Teacher
2	Lesson Delivery in the Classroom	Teacher
3	Lesson Assignment to Students	Teacher
4	Lesson Revision, Taking Tests and Working on Projects (Lab Home)	Students
5	Analysis, Feedback and Intervention Generation	AI
6	Review the Class Status and Approval of Interventions	Teacher

The Way Forward

Stage	Activities	Timeline
Stage 1	Make AIRS available to all Grade 8 Students for Science	Month 1
Stage 2	Make AIRS available to all Grade 8 Students for All Other Subjects	Month 2
Stage 3	Make AIRS available to all Grade 6, 7, 9 and 10 for All Subjects	Month 3

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Intellina



The Indian Public School

20 students · Pilot Program

CLASS GROWTH

+21%

Performance Overview

20

TOTAL STUDENTS

49%

BASELINE AVG

70%

FINAL AVG

+21%

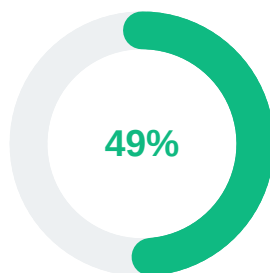
CLASS GROWTH

15/20

IMPROVED

Class Score Progression

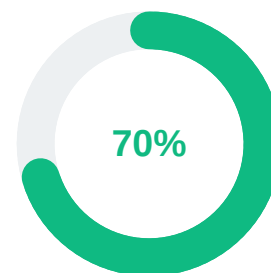
AVG BASELINE



+21%

class growth

AVG FINAL



OUTCOMES

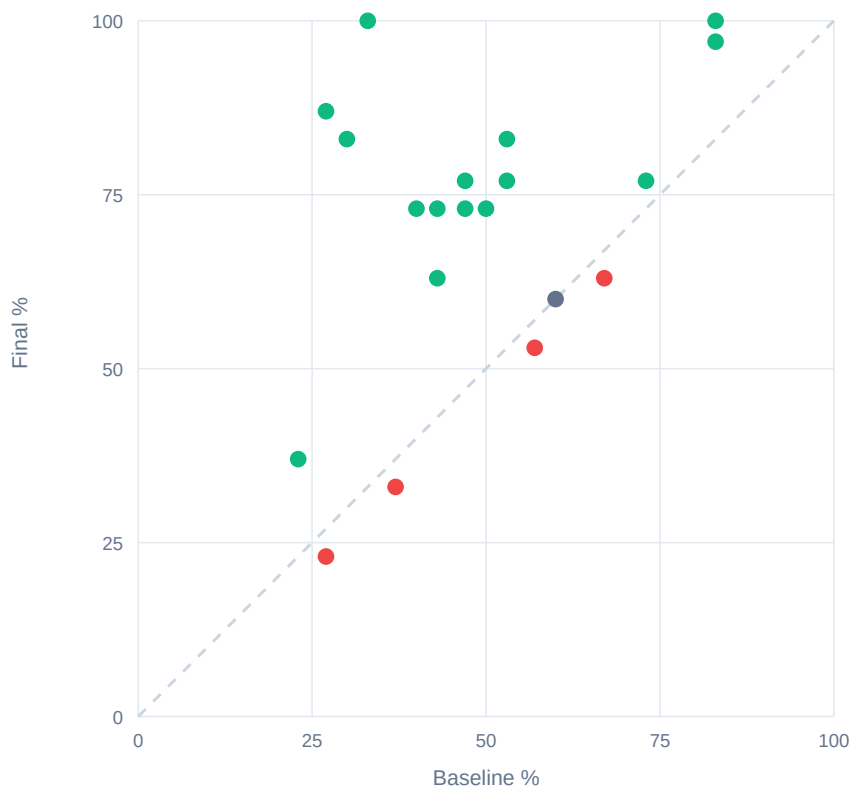
Improved	15
Unchanged	1
Declined	4

AVG TIME TAKEN

Baseline	19m 46s
Final	22m 41s

2m 55s slower overall

Baseline vs Final (per student)



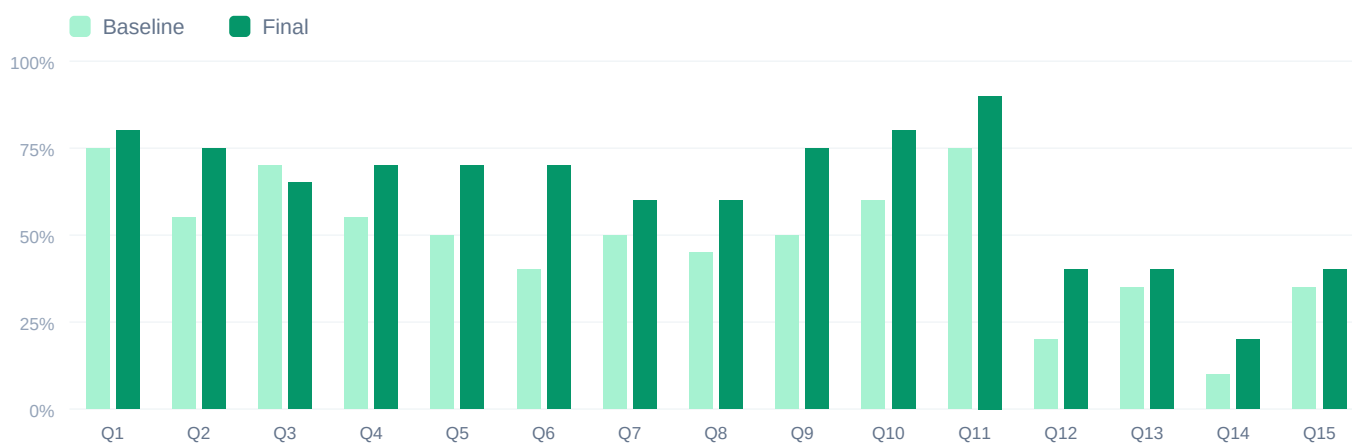
Each dot is a student · above the dashed line = improved

Students

Student	Email	Baseline	Final	Growth	Lessons
AARAMBH RAJ	aarambh.raj@ips.edu.in	27%	87%	+60%	85%
AAYUSH RAJ	aayush.raj@ips.edu.in	53%	77%	+24%	93%
ADARSH SINGH	adarsh.singh@ips.edu.in	30%	83%	+53%	80%
ADITYA KUMAR	aditya.kumar@ips.edu.in	43%	73%	+30%	84%
ADITYA VARDHAN MALL	aditya.vardhan.mall@ips.edu.in	23%	37%	+14%	85%
ANSHU KUMAR MISHRA	anshu.kumar.mishra@ips.edu.in	60%	60%	0%	83%
DEVANSHI	devanshi@ips.edu.in	83%	97%	+14%	98%
DEVANSHU SATIJA	devanshu.satija@ips.edu.in	83%	100%	+17%	85%
DHRUV SHARMA	dhruv.sharma@ips.edu.in	27%	23%	-4%	82%

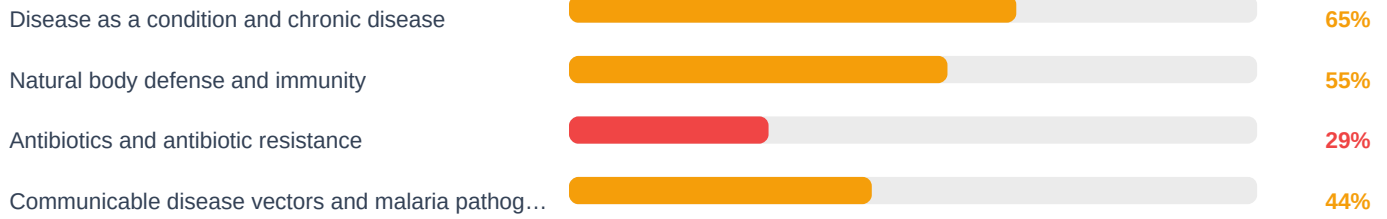
Student	Email	Baseline	Final	Growth	Lessons
DIVYANSHU BHURE	divyanshu.bhure@ips.edu.in	73%	77%	+4%	85%
ESHIKA CHOUDHARY	eshika.choudhary@ips.edu.in	33%	100%	+67%	84%
JOKO AKIO	joko.akio@ips.edu.in	53%	83%	+30%	89%
MONICA SINGH RAWAT	monica.singh.rawat@ips.edu.in	47%	77%	+30%	85%
PARTH KHATRI	parth.khatri@ips.edu.in	47%	73%	+26%	91%
RAHUL JOSHI	rahul.joshi@ips.edu.in	37%	33%	-4%	71%
RISHANT RATHOUR	rishant.rathour@ips.edu.in	67%	63%	-4%	86%
SHRISTI PANDEY	shristi.pandey@ips.edu.in	40%	73%	+33%	84%
SWAYAM SINGH	swayam.singh@ips.edu.in	50%	73%	+23%	76%
VIRAT DAS	virat.das@ips.edu.in	57%	53%	-4%	85%
VIVEK KUMAR	vivek.kumar@ips.edu.in	43%	63%	+20%	86%

Question Accuracy — Class Level



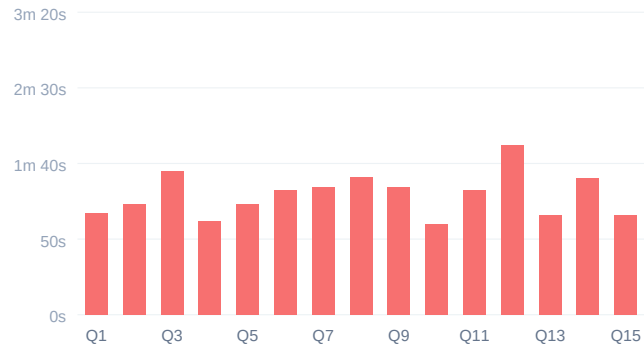
Topic Performance

Vaccines protect the body from disease		83%
Health as complete physical, mental, and social we...		78%

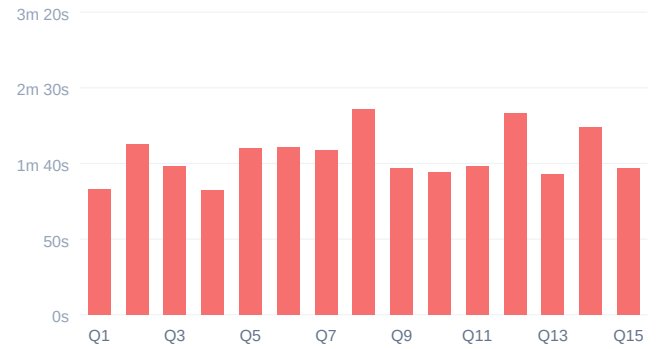


Time Spent per Question — Class Level

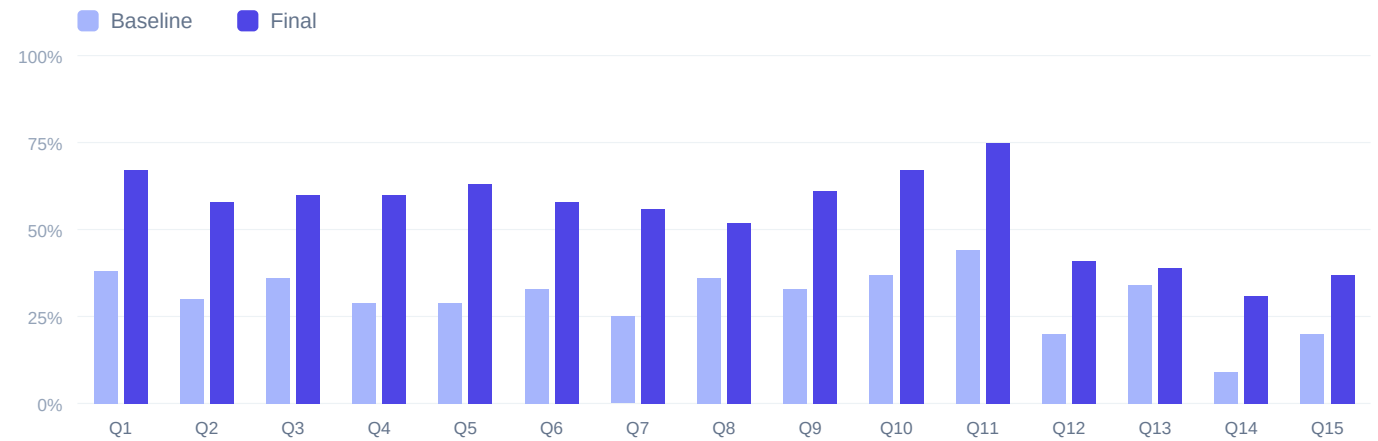
Baseline



Final



Reasoning Confidence — Class Level



Misconceptions Revealed

- Q5, Q15 — vector causes disease (5 students)
- Q7 — symptom sign reversal (3 students)
- Q13 — antibiotics for viruses (3 students)
- Q13 — antibiotics work on all pathogens (3 students)
- Q15 — malaria is bacterial (2 students)
- Q8, Q9 — chronic means deficiency (2 students)
- Q15 — vector causes malaria (2 students)
- Q4 — sugar causes diabetes (2 students)
- Q5 — pathogens only bacteria (2 students)
- Q1 — definition recall (1 student)
- Q14 — survival after killing (1 student)
- Q3 — pathogens vs antibodies (1 student)

Lesson Progress

20

TOTAL STUDENTS

85%

AVG COMPLETION

1

LESSONS ASSIGNED

Lesson	Subject	Grade	Assigned	Avg Completion
Health: Understanding Physical, Mental, Social, and Environmental Well-Being	biology	8	20	85%

AI Class Analysis

Baseline class average was 49%, final class average was 70%, and class growth was +21 percentage points. The class showed strong overall momentum, with several students making major gains and a number of core health concepts improving clearly.

Top Improvers

- ESHIKA CHOUDHARY
- AARAMBH RAJ
- ADARSH SINGH

Needs Attention

- DHRUV SHARMA
- RAHUL JOSHI
- ADITYA VARDHAN MALL
- ANSHU KUMAR MISHRA
- RISHANT RATHOUR
- VIRAT DAS

Class Strengths

- Understanding vaccines and protection from disease (83%)
- Defining health as physical, mental, and social well-being (78%)
- Defining chronic disease and disease as a condition (65%)

Common Weaknesses

- Antibiotic resistance (15%)
- Immunity developed after exposure to a pathogen or vaccine (30%)
- Antibiotics effective only against bacteria (37%)
- Pathogens causing malaria (38%)

Class Focus Areas

- Antibiotic resistance
- Immunity developed after exposure to a pathogen or vaccine
- Antibiotics effective only against bacteria

Time Management

- Several students answered much faster on the final, but speed did not always align with accuracy: for example, RAHUL JOSHI improved pace from 180s/q to 42s/q yet fell from 37% to 33%, while DHRUV SHARMA also became faster (103s/q to 56s/q) but dropped from 27% to 23%.

Teacher Recommendation

Reteach antibiotic resistance, acquired immunity, and when antibiotics work using a cause-and-effect comparison chart. Then run a sorting activity with disease examples, pathogen types, and treatments so students must match 'bacteria/virus/fungus' to the correct response and explain why.

Class Cypher Chat Profile

This class thrives on exploratory learning, favoring real-world examples to deepen understanding. They prefer a moderate pace and often seek guided help, indicating they are comfortable with structured support. Their collective motivation and persistence suggest they appreciate engaging and relevant learning experiences.

Cognitive Index — Class Avg 61/100

Comprehension



63



The class exhibits average cognitive abilities with strengths in comprehension and growth mindset. Areas like reasoning depth and critical thinking might benefit from targeted interventions to boost analytical skills.

Skills — Class Average



Skill averages reflect a class that values curiosity and persistence but shows room for growth in communication and creativity. Fostering these areas can enhance overall engagement and expression in their learning.

How the Class Likes to Learn

PACE

Moderate

HELP-SEEKING

Mostly Guided But Some Independent.

FEEDBACK PREF

Prefers Real-World Examples, With Some

This class enjoys hands-on, practical learning experiences that connect to real-life contexts, encouraging both independent exploration and structured guidance.

Ways to Support This Class

- Incorporate real-world examples and case studies into lessons to increase relatability and engagement.
- Utilize project-based learning to allow students to explore topics deeply while fostering collaboration and communication skills.
- Provide consistent, structured feedback that is actionable, helping students connect their learning to practical applications.
- Introduce opportunities for creative expression within assignments, such as presentations or art projects, to boost creativity and confidence.
- Encourage group discussions or debates to enhance critical thinking and problem-solving skills, promoting a deeper understanding of the material.

34

CHATS

173

MESSAGES

45m 33s

TIME ON CYPHER

Pilot Program Feedback

Teacher Feedback

2 responses

Each bar shows how many respondents chose that answer; ratings are coloured green (high) to red (low).

Overview

Overall, how would you rate your experience with the AI Ready School pilot program?

avg 5.0/5

5 / 5

2

A. Creating lessons

How did you usually build lessons?

AI-generate from a topic

2 (100%)

How good was the first draft Morpheus produced before you edited it? (1 = unusable, 5 = ready to teach)

avg 5.0/5

5 / 5

2

How much did you have to edit before it was classroom-ready?

Moderate

2 (100%)

Was the lesson accurate and curriculum-aligned (right grade, board, subject depth)?

avg 5.0/5

5 / 5

2

How easy was it overall to use Morpheus to build your lesson? (1 = very difficult, 5 = very easy)

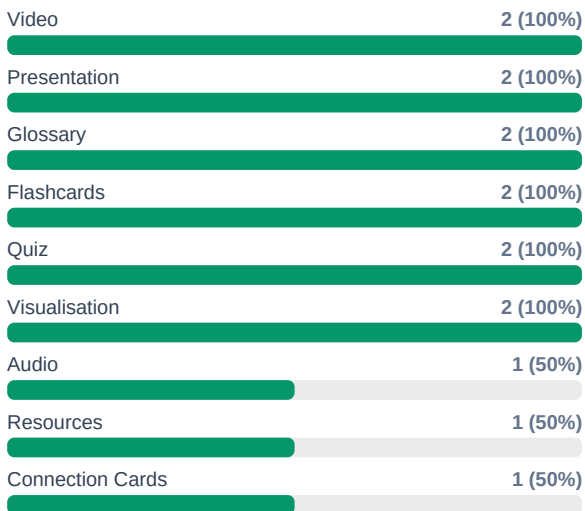
avg 5.0/5

5 / 5

2

B. Enriching

Which content types did you actually use?



AI-generated content (slides, glossary, flashcards, visualisations) — was the quality good enough to use as-is? **avg 5.0/5**



Did the Agent mode ("add a quiz", "make it more hands-on") do what you asked reliably? **avg 5.0/5**



Which tool/hub from the platform did you like or love the most during the pilot?



C. Assigning & pacing

How easy was assigning lessons to students? **avg 5.0/5**



Did you use Session Flow locks (in-order unlock, locked assessments, Cypher time limit)?



When you edited an assigned lesson, did Update Plans push changes reliably?



D. Live classroom control

Did you teach live using Classroom Control (Freeze / Teach follow-along / Raise hand / Live attendance)?



In Teach mode, did students' screens stay in sync (slides, flashcards, video checkpoints)? **avg 5.0/5**



E. Tracking & the progress dashboard

How clearly could you see how each student was really doing (scores, doubts, analysis)?

avg 5.0/5

5 / 5

2



Did the "Mark as Doubt" flags help you spot where students got stuck?

Very

2 (100%)



Did you read students' Cypher chat threads (Questions tab)? Was that useful for understanding their struggles?

Yes, useful

1 (100%)



F. Support & interventions

When a student struggled, Morpheus auto-built an intervention (mini-lesson + tool + check). How good were these? (1 = irrelevant, 5 = spot-on)

avg 5.0/5

5 / 5

2



Did you edit interventions before they reached students, or trust them as-is?

Trusted as-is

2 (100%)



Did interventions actually help weak students catch up?

Clearly

2 (100%)



G. Cypher (the AI tutor)

Were you comfortable letting students learn from Cypher unsupervised?

avg 5.0/5

5 / 5

2



Did Cypher stay on-topic and give correct explanations, from what you saw?

avg 4.5/5

5 / 5

1



4 / 5

1



H. Overall

Roughly how much prep time did Morpheus save you per lesson?

<30 min

2 (100%)



How confident did you feel delivering a lesson created with AI assistance?

avg 5.0/5

5 / 5

2



Would you keep using Morpheus after the pilot?

Definitely 2 (100%)



How likely are you to recommend Morpheus to another teacher? (0 = not at all likely, 10 = extremely likely)

avg 10.0/10

10 / 10 2



Student Feedback

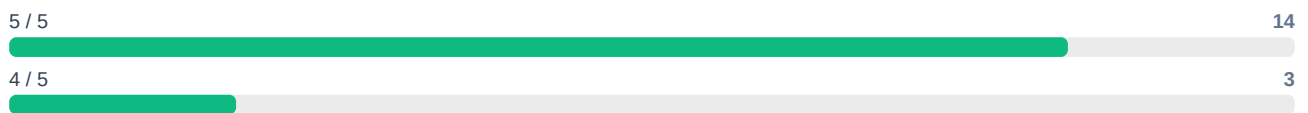
18 responses

Each bar shows how many respondents chose that answer; ratings are coloured green (high) to red (low).

Overview

Overall, how much did you enjoy learning through the AI Ready School pilot program?

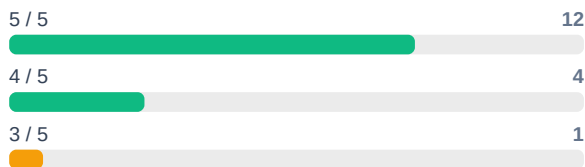
avg 4.8/5



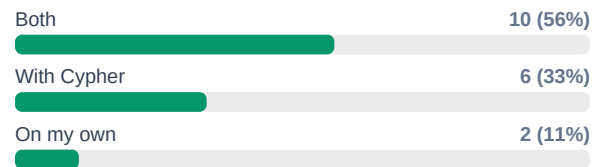
Part 1 — Getting around

How easy was it to find and open your lessons?

avg 4.6/5



Did you learn mostly on your own (Learn page) or with Cypher (the robot)?



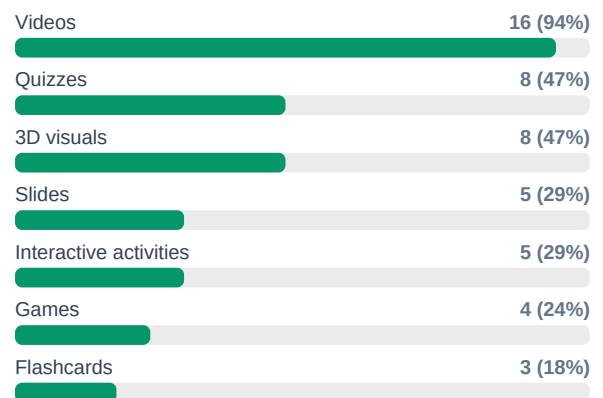
Part 2 — The lessons

Were the lessons interesting to work through?

Yes 17 (100%)



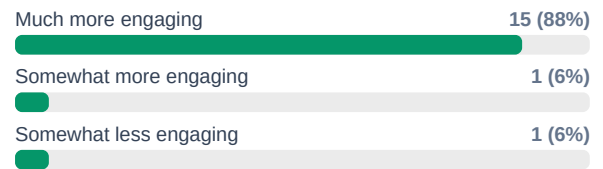
Which parts did you enjoy most?



Did the Next button waiting until you finished feel fair, or annoying?

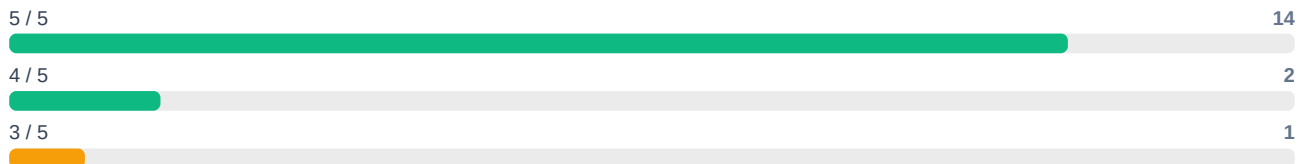


Compared to a normal class, this lesson felt...



How easy was it to understand the lesson content?

avg 4.8/5



Part 3 — Cypher (your AI helper)

When you asked Cypher for help, did it explain things in a way you understood?



Did Cypher ever give a wrong or confusing answer?



Did chatting with Cypher feel like having a helpful tutor?



Part 4 — Quizzes & catch-up

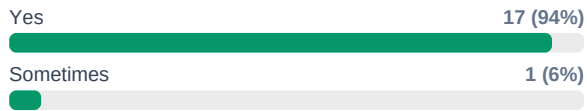
After a quiz, did the score + explanations help you understand your mistakes?



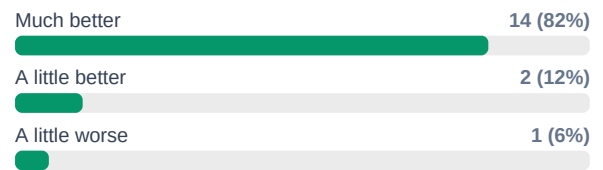
Did you get a catch-up mini-lesson when you struggled? Did it help?



Did you feel you were learning at your own pace?

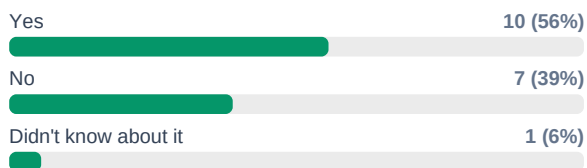


How do you think you did on the final assessment compared to the baseline assessment at the start?



Part 5 — When stuck

Did you use "Mark as Doubt" when confused?



When you were stuck, was it easy to get help (Cypher or raising your hand)?



Part 6 — Feelings & your voice

Did Morpheus make you feel more confident about the subject?



Would you want to keep using it?



Summary of Written Feedback

Overall, students appreciated the interactive nature of the tools and found the learning experience easy and engaging. Common themes include favoring specific tools like Cypher and the image generator while expressing minor concerns about video clarity.

What They Valued

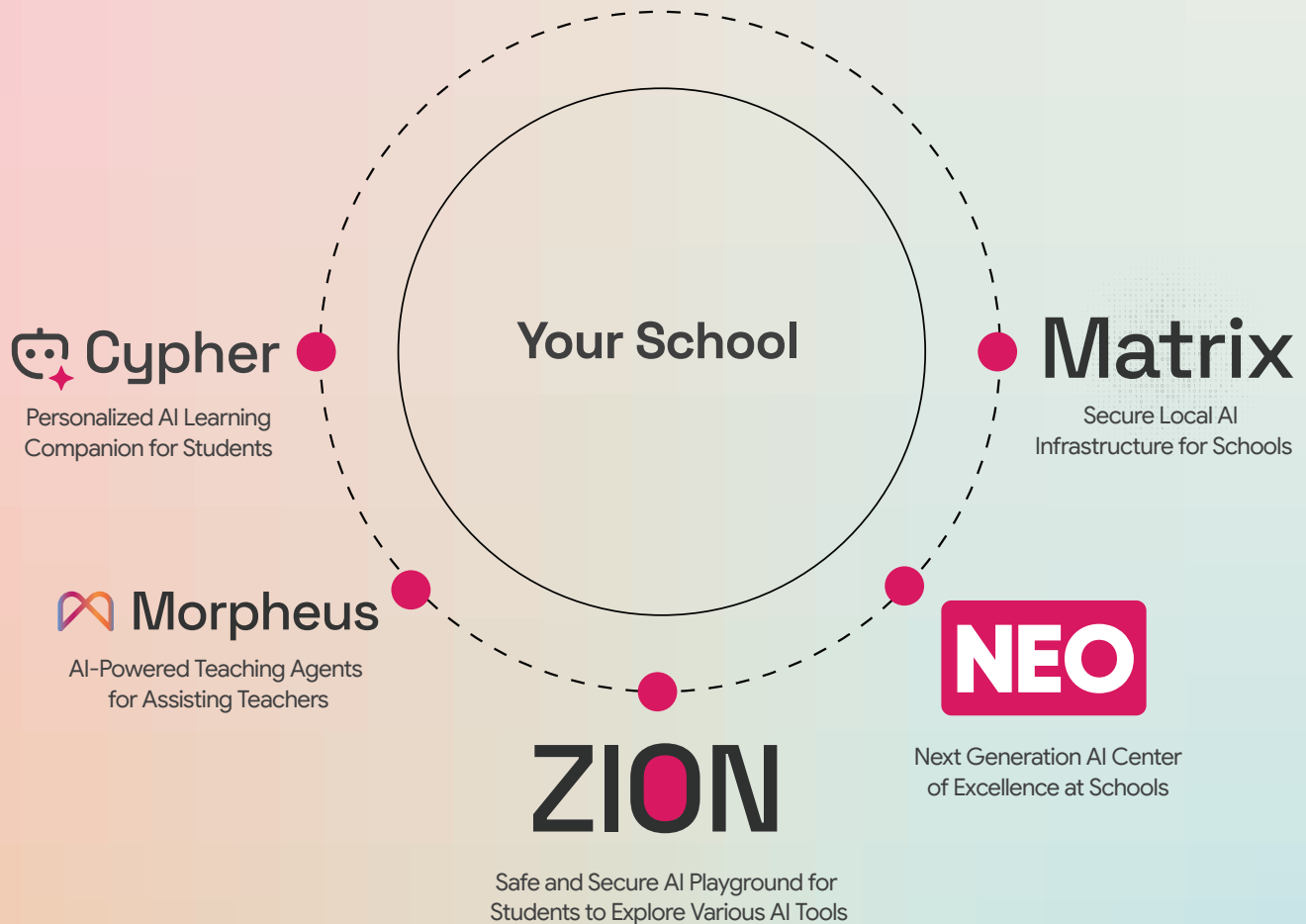
- Cypher provided helpful hints and accurate answers
- Interactive and engaging learning
- Image generator was popular
- Overall good experience
- Videos and slides were helpful

Concerns & Requests

- Video speed made understanding difficult
- Some questions were too easy
- Desire for harder questions



A Complete AI Ecosystem for K-12 Schools



Personalized AI Learning
Companion for Students

Matrix

Secure Local AI
Infrastructure for Schools



AI-Powered Teaching Agents
for Assisting Teachers



Next Generation AI Center
of Excellence at Schools

ZION

Safe and Secure AI Playground for
Students to Explore Various AI Tools

A Product of

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Intellina AI, Inc. United States