



Pilot Report

**Adv. Bapusaheb Bhonde
School, Lonavala**

22 June - 25 June, 2026

46 Students, 8th Grade, Science

31%

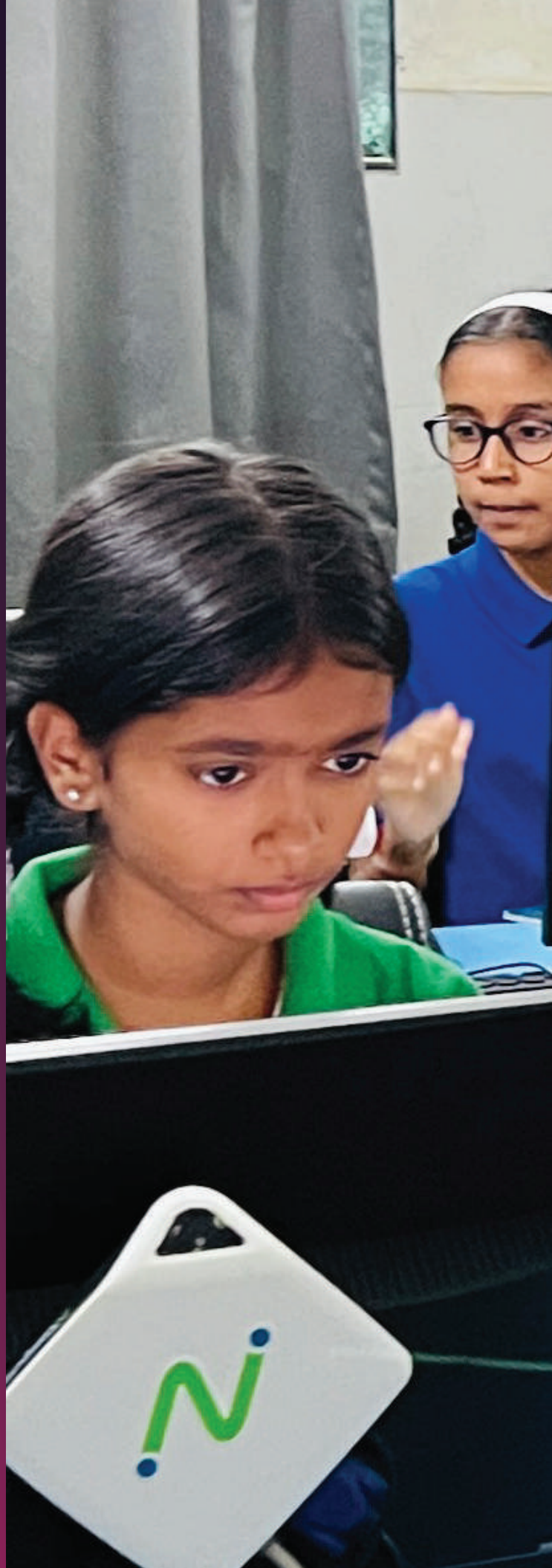
**Average
Improvement
in Class Score**

70%

**Highest
Improvement
in Score**

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Intellina AI, Inc. USA



AI Ready School Pilot Program Report

AI for Academic Learning and Innovation

School	ADV. Bapusaheb Bhonde High School
Location	Lonavala, Maharashtra
Duration	4 Days
Dates	22 June 2026 – 25 June 2026
Teachers	Nalini, Suchitra, Nandita
Students	Grade 8 - Section A - 46 Students
Subject	Science - Reflection of Light & Its Applications
AIRS Team	Chiranjeevi Maddala, Yohan Reddy, Vardhan Yempati and Mayur Kale
JK Holistic Team	Dr. Jagdish Kalyandurgmath, Shreya, Suhesh, Rahul and Rohith
External Reviewers	Dr. Kavita Kalyandurgmath, Farid Shaikh and Tabassum

The Story

The AI Ready School team first met Dr. Jagdish Kalyandurgmath at the AI Impact Summit, where they showcased the platform's capabilities. Dr. Jagdish is a member of the governing body that oversees ADV. Bapusaheb Bhonde High School and Kalpana Chawla Space Academy, both located on the same campus in Lonavala, Maharashtra, India. He was keen to leverage the AI Ready School platform to take the school to the next level, as part of a broader set of institutional initiatives.



Dr. Jagdish and the teachers of Bhonde School attended a demonstration of the AI Ready School platform in April. The teachers were impressed by the platform but had several questions. In response, the AI Ready School team proposed a 15-day pilot program to allow teachers to experience the full functionality of the platform — covering both Learning with AI and Learning about AI.

The team arrived in Lonavala on 21 June. This included Dr. Jagdish Kalyandurgmath, Chiranjeevi Maddala, Yohan Reddy, Vardhan Yempati, Mayur Kale, Shreya Lakhota, Suhesh, Rohith, and Rahul.

The school had a distinct character of its own. We learned that it charges only around ₹20,000 per year per student — and operates as an unaided, trust-run institution. It was remarkable to witness the quality of facilities the school had built to create an enriching learning environment. The management, teachers, students, and staff all exuded a warmth and sense of purpose that set this school apart.

Based on previous experiences, we had anticipated some resistance to AI-related initiatives. To our pleasant surprise, we encountered quite the opposite. Thanks to the vision of the governing body, all teachers had already attended a two-day workshop on AI tools for teaching — held just 15 days prior. This prior exposure significantly helped them adapt quickly to the AI Ready School platform.

Upon arriving in Lonavala, we decided to compress the overall pilot duration from two weeks to four days. However, rather than limiting sessions to one hour per day, we requested full-day

access, which the school graciously agreed to. The pilot was therefore conducted on 22nd, 23rd, 24th, and 25th June.

Our objectives were clearly defined from the outset. The primary objective was to evaluate how the AI Ready School platform could help teachers streamline lesson planning, content configuration, activities, and assessments — and how it could enable classroom delivery using the resulting Lesson Package. We also aimed to observe how the platform helps students understand concepts through AI-assisted learning, and how it provides teachers with deeper insights into student progress, challenges, and areas requiring support.

The secondary objective was to spark curiosity in students about AI — to inspire them to experiment with it and begin building relevant, future-ready skills on an ongoing basis.

We are delighted to report that the pilot exceeded our initial expectations and created a significant impact in just four days. All primary and secondary objectives were met, and the outcomes were successfully demonstrated to teachers, school management, and external reviewers.

Highlights of the Pilot Achievements:

#	Track	Metric	Number
1	Learning with AI	Significant improvement in average scores between baseline and final test	31%
2	Learning with AI	Number of students who recorded a positive change	43/46
3	Learning with AI	Highest individual improvement	70%
4	Learning with AI	Time taken to create the first Lesson Package	4 Hours
5	Innovation with AI	Time taken to build and deploy 2 fully functional AI apps	4 Hours



The Plan

Day	Activity	Duration
Day 1	Student Orientation on AI	1 Hour
Day 1	Teacher Orientation on AIRS & Creating Lesson Packages	2 Hours
Day 2	Lesson Package Completion by Teachers	2 Hours
Day 2	Student Access to AIRS and Baseline Assessment	3 Hours
Day 3	Classroom Lesson Delivery Using AIRS by Teacher	30 Minutes
Day 3	Students Continuing Self-Learning Through the Lesson Package and Completing the Interim Test	4 Hours
Day 3	Special Orientation for 8 Selected Students on Building AI Apps — Idea Finalisation and Product	2 Hours

	DocumentationDocumentation	
Day 4	Track 1: 38 Students Revising the Lesson, Interacting with Cypher, Taking Practice Tests, and Completing the Final Test	4 Hours
Day 4	Track 2: 8 Students Completing the Final Test	1 Hour
Day 4	Track 2: 8 Students Completing and Deploying Their AI Apps on Live URLs Using Claude Code	3 Hours
Day 4	Results Demonstration to All Teachers	1 Hour
Day 4	Results Demonstration to Management and External Reviewers	1 Hour

The baseline test was created in consultation with Nalini ma'am, and the final test was designed by the AIRS team.

The intent was to measure the shift in student understanding — from their prior knowledge of the topic covered in the previous grade to the new understanding gained through the Morpheus platform.

The Objectives

1	Enable the Class 8A Science Teacher to Build a Lesson Package Using Morpheus
2	Enable the Teacher to Deliver the Lesson Using Morpheus
3	Enable Students of Class 8A to Learn the Concepts Through Teacher-Led and Morpheus-Assisted Self-Learning
4	Measure and Showcase the Difference Between Pre- and Post-Learning Outcomes
5	Inspire Selected Students to Build AI Apps Using Claude Code and Present Their Work

Pilot Journey

Day 1 - Student Orientation & Teacher Onboarding

Student Orientation

We began by interacting with students of Class 8, Section A, to understand their interests and potential. We explored what they already knew about AI — and several students shared surprisingly thoughtful perspectives.

We then introduced them to the fundamentals of Artificial Intelligence, covering both its capabilities and its limitations. To identify students with strong innovative thinking and curiosity for our Innovation Challenge, we asked whether anyone would like to solve a real-world problem using AI.

The first student to stand up was Rudrakshi Neha, who immediately captured the room's attention. The problem she wanted to address was extraordinary — she wanted to build an AI that could build more AI. We were genuinely struck by this level of thinking. Seven other students followed with equally compelling ideas — around helping the poor, protecting nature, and supporting animals and plants.

Students were introduced to the AI Ready School platform and gained an understanding of how AI could enhance their learning experience throughout the pilot.

Activities included:

- Introduction to Artificial Intelligence
- Understanding how AI can support and enhance learning
- Brainstorming ideas for AI-powered applications

Most students were comfortable communicating in English.

We then moved to the computer lab to meet the teachers — and were immediately impressed. The lab was equipped with state-of-the-art infrastructure, including 50 computers. It was beyond what we had expected.

The most critical step now was helping teachers understand and connect with Morpheus. Given our experience with other schools, we had anticipated some resistance. Once again, we were pleasantly surprised. The AI workshop the school management had previously conducted on

ChatGPT and NotebookLM made it much easier to introduce Morpheus — teachers quickly grasped both the similarities and the distinctions.

Nalini ma'am, Suchitra ma'am, and Nandita ma'am were fully engaged throughout the session and continued exploring the Morpheus platform from their homes after school hours. Their enthusiasm gave us tremendous confidence in what we are building.

We walked the teachers through the complete process of building Lesson Packages using Morpheus. The session covered:

1. Selecting content sources for lesson creation (LLM, PDF, and Presentation)
2. Extracting and defining lesson objectives
3. Configuring the number of sessions and their duration
4. Choosing the teaching methodology and style
5. Reviewing, editing, and approving the lesson plan
6. Creating engaging presentations for each sub-topic with narrated audio
7. Adding YouTube videos with comprehension-check questions
8. Integrating interactive experiences — GeoGebra, Desmos, and others
9. Adding mini-apps and visualisations
10. Adding flashcards
11. Creating and adding assessment tests
12. Assigning tasks to students
13. Previewing the lesson from the student's perspective
14. Assigning lessons to students and monitoring live progress
15. How Cypher supports student queries while encouraging critical thinking rather than simply providing answers
16. How Cypher helps students test their own understanding
17. How Morpheus maintains contextual focus and gently redirects students who ask off-topic questions
18. How Morpheus evaluates assessments and provides instant, personalised feedback with appropriate interventions

We were deeply encouraged by this feedback from Suchitra ma'am:

"When I was exploring NotebookLM and ChatGPT, the content was very broad and not always what I needed — I had to spend a lot of time sifting through it. But here, I can directly access the content I want. It is easy, saves time, and makes it so much simpler to teach. For teachers like us, this is truly a blessing."

During the break, we visited the Kalpana Chawla Space Academy, located on the top floor of the same building. The facilities left us speechless — ten fully equipped laboratories, each dedicated to a different aspect of a space mission, designed to teach space science to young students.

Our team worked alongside the teachers to begin creating their Lesson Packages.



Day 2 - Baseline Assessment & AI Lesson Delivery

The first part of Day 2 was dedicated to finalising the Lesson Packages with the teachers, setting up student accounts on AIRS, and administering the baseline assessment test. Our team worked closely with the teachers to complete the Lesson Packages in the opening hours.

We were eager to see how students would log into the system and navigate the baseline test.

It took some time for the students to settle into the lab. Our team distributed the login credentials, and the process of getting all students set up took approximately one hour.

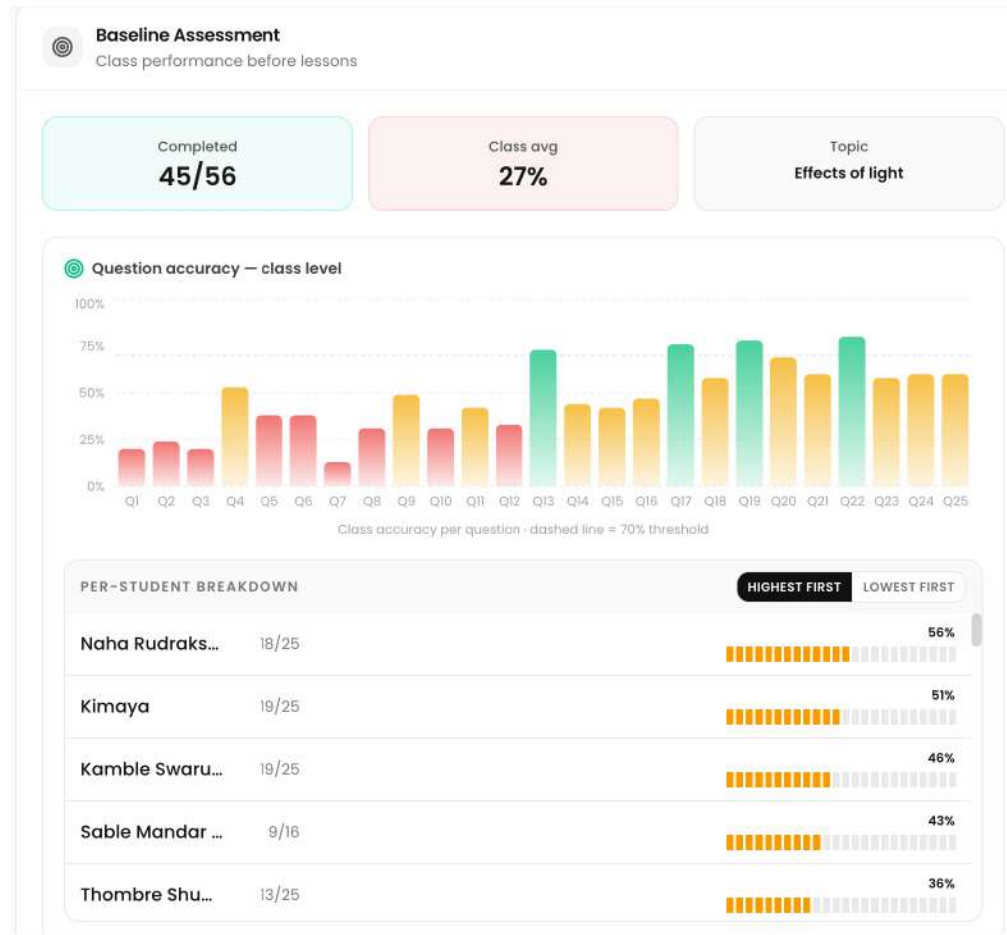


Once everyone was ready, we asked them to begin the baseline test from the "Launcher." The test comprised 25 questions, including multiple-choice questions (MCQs) and short-answer questions.

Many students found the test straightforward. It took approximately 1.5 hours for all students to complete it.

Upon reviewing the results, we found that the highest score was 56%, achieved by Rudrakshi Neha, and the class average was 26%.





It became evident that many students had not retained the concepts from the previous grade on this topic. These scores also gave us a clear picture of the class's understanding across various sub-topics.

🕒 **Questions needing attention**

Q7. Why should a solar eclipse not be watched with the naked eye?

39/45 wrong

13% class accuracy

Q1. Why is a beam of light visible when a laser passes through slightly turbid water?

36/45 wrong

20% class accuracy

Q3. What causes the sky to appear blue during the day?

36/45 wrong

20% class accuracy

Q2. Why is a laser beam not easily seen in plain water?

34/45 wrong

24% class accuracy

Q8. Why does the sky appear dark in space beyond the Earth's atmosphere?

31/45 wrong

31% class accuracy

Day 3 - Lesson Continuation & Innovation Flow

We were eagerly looking forward to Day 3 — the first live classroom demonstration of the Morpheus platform in action. Nalini ma'am began delivering the lesson using the Lesson Package she had created.



She guided students through all the elements she had configured, and students actively responded to the questions displayed on the screen. For our team, this was the first real-time, in-classroom demonstration of Morpheus — and we were thrilled to see it all come together.

We also noted some areas for improvement. Giving students simultaneous access to the platform while the teacher is presenting created some challenges, as students were not always progressing in sync with the lesson. This observation led us to develop a three-mode delivery framework:

Mode	Description	Suitable For
Mode 1	No Computers in the Classroom. The teacher delivers the entire lesson through Morpheus, then assigns it to students for access in the lab or at home.	Schools where the management prefers that students do not use computers during classroom instruction.
Mode 2	50-50 Split. The teacher uses Morpheus for the first half of the class, then allows students to explore the lesson independently, with guidance.	Schools where the management is comfortable with students accessing computers in the classroom.
Mode 3	Hybrid. A fully orchestrated flow in which the teacher presents, students explore, and assessments are conducted — with structured control over the progression.	Schools that permit in-classroom computer use and want a higher degree of control over the lesson flow.

For this pilot, we activated "Freeze" mode to prevent students from navigating independently.

Students were noticeably engaged — actively exploring the lesson content, taking interim tests, and initiating conversations with Cypher.



They also completed the interim assessment test assigned by Nalini ma'am.

Track 2 - Innovation

This was, without doubt, the aspect of the pilot we were most excited about. Inspiring young students to build meaningful things with AI has been a long-standing passion for our team.

The eight selected students were divided into two groups — Group A and Group B:

GROUP A	GROUP B
Kimaya	Rudrakshi
Antra	Priyanka
Swaroop	Vignesh
Alina	Tavni

All eight students received an introduction to the process of identifying a problem, building a concept document, and developing a working application using Claude Code.

What followed was genuinely inspiring. Both groups arrived at distinct and thoughtful ideas.

Group A developed an AI application that allows users to upload images of damaged plants and receive a diagnosis along with possible remedies. (AI Plant Doctor — <https://aiplantdoctor.aireadyschool.com>)

Group B developed an AI application that allows users to upload images of unwell pets and receive a diagnosis along with recommended care. (AI Vet Doctor — <https://aivetdoctor.aireadyschool.com>)

Once the concept documents were ready, we gave students a walkthrough of Claude Code and explained how an application can be built using it. We also briefly walked them through the deployment process, so their applications could go live on a real URL.

This activity exposed students to modern AI-assisted development workflows while encouraging creativity, collaboration, and problem-solving. At several points, they sounded every bit like seasoned product developers.



Day 4 - Personalized Intervention, Revision & Final Assessment

Day 4 was the final and most consequential day of the pilot. Students were divided into two groups and directed to two separate computer labs. The innovation team (8 students) worked in the second-floor lab, while the remaining students went to the third-floor lab.

Coordinating across two simultaneous groups presented some logistical challenges. The innovation team was asked to complete the final assessment within the first hour.

The remaining students were given approximately three hours to revise their lessons before taking the final test on the platform. The results were remarkable.

One student scored 100%. The class average rose to 59% — a significant jump from the baseline average of 26%. The data also revealed a clear correlation: students who had spent more time engaging with the lesson content performed notably better.



Final Assessment

Class performance after lessons

Completed

46/56

Class avg

59%

Topic

Reflection of light

Question accuracy — class level



Class accuracy per question - dashed line = 70% threshold

PER-STUDENT BREAKDOWN

HIGHEST FIRST

LOWEST FIRST

Khan Ayan Ja... 30/30



Shaikh Mohd ... 29/30



Siddharth 29/30



Shinde Sakshi ... 29/30



Bhairavkar Ta... 27/30





For instance, Rudrakshi — who had scored the highest in the baseline test at 56% — scored 76% in the final test. Students who had devoted less time to revision scored accordingly lower, reinforcing the direct relationship between time-on-task and learning outcomes.

While the rest of the class was still wrapping up the final test, the innovation team completed their applications and prepared to present them. It was wonderful to see how confidently each student had embraced their product. Kimaya, in particular, delivered an outstanding presentation — articulate, composed, and well-structured from start to finish.







AI Vet Doctor
Smart Care. Healthier Pets.

History

How is your pet doing?

Upload a photo of your pet and describe any concerns. Our AI vet will assess their health and give you actionable advice.

Animal Photo *



Drop your photo here or [browse](#)

JPG, PNG, WebP — up to 10MB

Describe symptoms or ask a question

Speak

e.g. My dog has been vomiting since this morning and seems very tired. Is this serious?

Analyze Now



Demonstrating the Results to Other Teachers, Vice Principals and External Reviewers

We presented the achievements from the four-day pilot to approximately 50 teachers and the vice principals of the school.

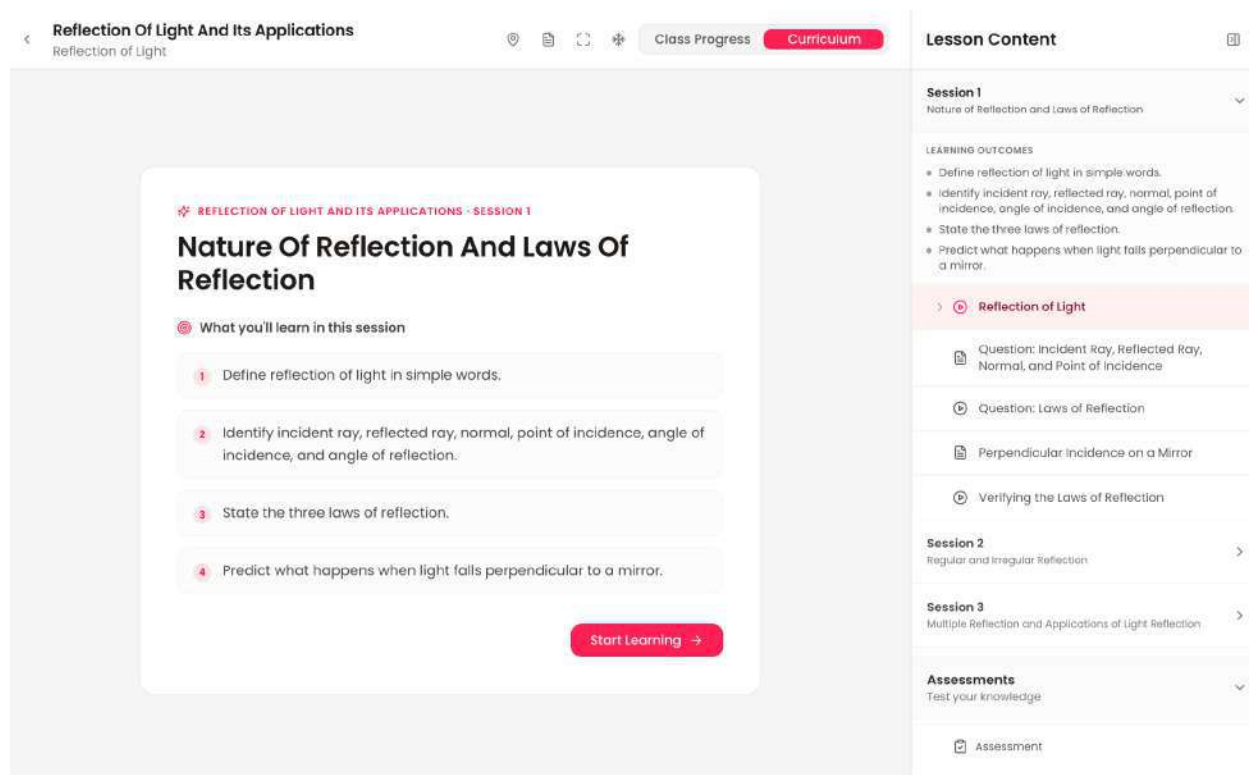


Nalini ma'am shared the following reflections while presenting her Lesson Package:

1. *There is real control over students. During one session, a student asked Cypher whether it believed in ghosts. Cypher immediately redirected the student, asking them to stay focused and pose questions related to the topic. That kind of contextual discipline is something I found very valuable.*
2. *The variety and quality of questions available here is something I haven't seen on other platforms. The MCQs would be tremendously useful for IIT/JEE preparation. The analysis is also very prompt.*
3. *Students don't have to look elsewhere for answers when they get something wrong. The platform gives them instant feedback — telling them precisely where they went wrong and what the correct answer is.*
4. *The evaluation and assessment were remarkably fast. If I had to check all these answers manually, it would have taken me an entire day just to do a thorough analysis. And unlike*

a generalised report, this platform tells me exactly which student needs to improve in which specific area.

5. When students asked Cypher questions, it didn't just give them the answer — it responded with a guiding question to make them think. That was genuinely thought-provoking for the students.
6. One thing I did notice is that students occasionally got distracted by the sheer number of features on the platform and drifted away from the core concept. I sometimes had to bring them back to focus. There is a risk that with so much available, students might lose sight of foundational understanding — or even neglect their textbooks altogether. That should not happen. My feeling, after these three days, is that this platform may work best as a revision or recall tool, used after the teacher has already taught the lesson in class using the textbook.
7. This tool would be especially powerful for students in Classes 11 and 12, particularly in the science stream, where visualisation plays such a critical role. It would be an excellent resource for them.



The screenshot displays the AIReady School interface for the lesson 'Reflection Of Light And Its Applications'. The main content area shows the title 'Nature Of Reflection And Laws Of Reflection' and a list of learning outcomes:

1. Define reflection of light in simple words.
2. Identify incident ray, reflected ray, normal, point of incidence, angle of incidence, and angle of reflection.
3. State the three laws of reflection.
4. Predict what happens when light falls perpendicular to a mirror.

A 'Start Learning' button is visible at the bottom right of the main content area.

The right sidebar contains a 'Lesson Content' section with a list of sessions and assessments:

- Session 1**
Nature of Reflection and Laws of Reflection
 - LEARNING OUTCOMES
 - Define reflection of light in simple words.
 - Identify incident ray, reflected ray, normal, point of incidence, angle of incidence, and angle of reflection.
 - State the three laws of reflection.
 - Predict what happens when light falls perpendicular to a mirror.
 - Reflection of Light**
 - Question: Incident Ray, Reflected Ray, Normal, and Point of Incidence
 - Question: Laws of Reflection
 - Perpendicular Incidence on a Mirror
 - Verifying the Laws of Reflection
- Session 2**
Regular and Irregular Reflection
- Session 3**
Multiple Reflection and Applications of Light Reflection
- Assessments**
Test your knowledge
 - Assessment



Suchitra ma'am and Nandita ma'am also shared their reflections. Key highlights:

1. *Morpheus is an outstanding tool for teachers.*
2. *The alignment to the prescribed syllabus is very strong.*
3. *Everything a teacher needs has been thoughtfully integrated into the workflow.*
4. *It saves a significant amount of time in testing and correction, as the process is automated. This is otherwise one of the most time-consuming aspects of teaching.*
5. *Students cannot go beyond the context set by the teacher — which provides important instructional boundaries.*
6. *A mobile-compatible version is needed, as many students may not have access to tablets or laptops.*

All teachers expressed appreciation for the platform and were eager to know when AI Ready School would be fully implemented across their school.

The management, teachers, and external reviewers expressed genuine admiration for the work done by the Innovation Team, and acknowledged the collaborative effort of everyone involved in this pilot.

Dr. Kavita Kalyandurgmath

"After teaching the same subjects for 20 to 30 years, it is truly refreshing to engage with and use AI-powered applications like this. It brings a renewed sense of enthusiasm to teaching."

Assessment has always been one of the most challenging aspects of our profession. With nearly 100 students in a class, it is simply not possible to individually assess every student's work and provide timely feedback. Quite often, feedback reaches students only at the end of the semester.

This platform changes that entirely by delivering instant assessment and immediate, personalised feedback. It is an enormous support for teachers and gives us the confidence that we are genuinely helping each and every student learn better. I truly believe this is a boon for educators."

Tabassum

"This platform helps educators identify each child's interests, strengths, and talents — enabling us to guide every student toward the career path that is right for them."

Students

"Using this platform, I find studying far more interesting. The interactive lessons and personalised learning helped me understand concepts much more clearly. I appreciated the ability to learn at my own pace while still following along with the teacher in class. The instant feedback after every assessment showed me exactly where I needed to improve, and the personalised revision made the entire experience more enjoyable."

"The AI-powered project was an exciting and empowering experience. It gave me the confidence to create something on my own. This programme has made learning more engaging, practical, and fun."



Pilot Outcomes

1	Enable the Class 8A Science Teacher to Build a Lesson Package Using Morpheus	Achieved
2	Enable the Teacher to Deliver the Lesson Using Morpheus	Achieved
3	Enable Students of Class 8A to Learn the Concepts Through Teacher-Led and Morpheus-Assisted Self-Learning	Achieved
4	Measure and Showcase the Difference Between Pre- and Post-Learning Outcomes	Achieved
5	Inspire Selected Students to Build AI Apps Using Claude Code and Present Their Work	Achieved

Acknowledgements

We sincerely thank the management, teachers, students, and staff of ADV. Bapusaheb Bhonde High School, Lonavala for their enthusiastic participation and wholehearted support throughout the pilot programme.

We also extend our gratitude to the JK Holistic team, support staff, and distinguished guests whose guidance, technical expertise, and collaborative spirit were instrumental in the successful execution of the pilot. Their collective contribution enabled the demonstration of AI-powered teaching, personalised learning, assessment-driven interventions, and student-led innovation — making this a meaningful and impactful experience for everyone involved.

Conclusion

The AI Ready School Pilot at ADV. Bapusaheb Bhonde High School successfully demonstrated how AI can enhance teaching quality, personalise the learning experience, deliver measurable academic improvement, and inspire student innovation. In just four days, teachers created and delivered AI-powered lessons, students demonstrated meaningful progress through assessment-driven learning, and eight young students built and deployed end-to-end software projects using AI.

The pilot concluded with a school-wide showcase that highlighted the platform's capacity to support modern, outcome-driven education — through integrated lesson planning, real-time assessments, learning analytics, personalised interventions, and real-world project-based learning.

Team AI Ready School

If you have a school and are looking forward to embracing AI at your school, please register [here](https://aireadyschool.com/ai-ready-school-pilot-program).

<https://aireadyschool.com/ai-ready-school-pilot-program>

Participate in our 100 Days - 100 Pilots program.