

SMART LEARNING APP FOR STUDENTS

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Abstract : The implementation of smart learning applications has become a successful approach to improving individual learning by delivering content adaptively and using data to guide better learning. This paper provides the design and development of a Smart Learning App that combines curriculum management, AI-based testing, video-based learning modules, and real-time progress analytics to students, educators, and administrators. The system uses role-based dashboards to simplify the instruction processes and machine learning techniques to customize quizzes and feedback accordingly to the learner performance. A complete digital learning ecosystem is offered by the use of video learning, automated quiz generation, and performance tracking. The platform design includes a system of modular UI elements, reactive layouts, and scalable data-processing systems that are applicable to the modern educational setup. The implementation procedure experimentally shows enhanced learning interaction, effective curriculum surveillance and enhanced teacher student interaction. The contribution of this work to the developing body of intelligent educational system is robust and extensible digital learning framework that can be used to assist adaptive pedagogy and data-driven decision-making in educational organizations.

IndexTerms - Smart learning, Adaptive systems, Educational technology, Machine learning, Learning management systems

I. INTRODUCTION

The fast growth of the digital learning ecosystems has altered the way learning institutions are offering education, measuring students and evaluating learning results. Students have new expectations about the learning environment; they want it to be flexible, adaptive and responsive to individual needs, and that is possible only with the emergence of mobile technologies, cloud platforms and artificial intelligence (AI). Conventional classroom teaching, though it works in most cases, is unable to meet the diverse learning rates, levels of comprehension, and growing need to have individualized instructions. Current students interact with digital content in numerous different platforms, but traditional methods of learning management systems (LMSs) are often not intelligent, adaptable, or user-focused enough to enable personalized learning at scale. These constraints bring up the necessity of intelligent learning applications that combine data-based knowledge, multimedia learning material, and automatic feedback systems to optimize the efficiency of learning in general [1].

In spite of the major achievements in the educational technology, there are a number of gaps in the existing digital learning solutions. Most LMSs are more oriented towards managing the content and delivering assignments with a few features of real-time student analytics or adaptable learning processes. The current systems are usually based on fixed quizzes, paper-based testing, and generally impersonal reporting on progress, which do not indicate individual patterns of learning. In addition, the interface facing teachers in most platforms is either overloaded or under-optimized, making it challenging to instructors to monitor student achievements, update curriculum, and customize assistance. The recent research in smart education has underlined the significance of AI-based assessment systems, quiz generation, and fine-grained skill tracking; nevertheless, there is still unevenness in the provided features with the implementation of the latter in one cohesive and user-friendly platform [2]. The absence of systems that are able to smoothly integrate video-based learning, automated quiz generation, curriculum management, and role-based dashboards into a single intelligent learning ecosystem is also evident.

Besides technical constraints, learners have issues associated with engagement and self-regulation. Instructions via video are one type of multimedia contents that are extensively utilized, but not all platforms generate valuable analytics, including time used, completion percentages, or segmental comprehension. In the absence of such data, systems will be unable to offer adaptive interventions or individual recommendations. In the same way, evaluations tend to take a conventional structure and fail to take advantage of technology in natural language processing or machine learning to dynamically create context-sensitive questions. The studies of digital pedagogy emphasize the role of personalization and, in particular, feedback loops in maintaining the learner

motivational state and enhancing mastery [3]. These principles of pedagogy demand systems that are dynamic and can adjust the level of content to be presented, offer teachers timely feedback, and assist teachers track the learning patterns of the students.

In a bid to fill these gaps, this paper offers a holistic Smart Learning App anchored on the ideals of flexibility, smartness and modular nature. The site is a combination of an AI-based quiz creation system that enables educators to automatically generate contextually-oriented tests that are in line with curriculum material. The system promotes video based instruction with inbuilt tracking provisions to gauge the interaction and performance of students. A curriculum manager allows arranging the lessons, topics, and sub-units in a systematic way, giving the teachers handy instruments to change course materials and allocate tasks. Also, the platform uses role-based dashboards that meet the requirements of students, teachers, and administrators. Individualized learning paths are given to students, quizzes are generated automatically and depending on the previous performance, and progress analytics are provided in real-time. The teachers have access to analytic dashboards, summary of performance in the classes, content management solutions and automated assessment reports. Administrators have a chance to track the activities of the institution, instructor, and resources.

The overall architecture is based on the principles of modularity and scalability, implementation of contemporary user interface elements, responsive front-end design and an effective set of data-processing methods that can be used in diverse educational contexts. It is also compatible with machine learning models to enable smooth integration of the system with adaptive difficulty adjustment, customized recommendations and automatic feedback. Through these characteristics integrated into a single platform, the proposed Smart Learning App should be used to offer a holistic and intelligent educational platform that will facilitate adaptive pedagogy and improve learning and teaching experiences.

In summary, the proposed work is based on modern developments in intelligent education and it is aimed at filling the most crucial gaps that are found in current systems. It proposes a highly expandable, data-driven and user-oriented platform that can support modern teaching and learning, enhance student engagement and enhance learning outcomes in a wide range of students.

Contributions

The contributions of the paper are as follows:

- A single intelligent learning system that combines curriculum administration, video-based learning and artificial intelligence-based evaluation on top of a flexible and scalable architecture.
- A quiz-generation engine that uses machine learning methods to customize the assessment and provide feedback on the performance of a specific learner in real-time.
- Student, teacher, and administrator role-based dashboards, with detailed analytics and automatic performance tracking, and simplified instructional processes.

NEED OF THE STUDY.

The need for this study arises from the growing necessity to transform traditional education systems into intelligent, adaptive, and student-centered learning environments that can meet the demands of modern digital education. Conventional learning platforms and classroom methods often rely on uniform teaching approaches, fixed assessments, and limited personalization, making it difficult to address the varying learning speeds, abilities, and preferences of individual students. In many existing systems, students receive the same content regardless of their understanding level, while teachers face challenges in monitoring real-time progress, identifying weak learners, and providing timely personalized support. Moreover, most current educational platforms lack integrated features such as AI-based quiz generation, adaptive feedback mechanisms, video engagement tracking, and data-driven analytics, which are essential for improving learner motivation and academic performance. With the rapid advancement of artificial intelligence, machine learning, and educational technology, there is a strong need to develop smart systems capable of dynamically adjusting learning content, generating personalized assessments, and delivering immediate performance insights. This study is therefore important because it aims to design a Smart Learning App that bridges these gaps by creating an intelligent educational ecosystem that enhances student engagement, supports teachers with automated tools, improves curriculum management, and promotes more effective, scalable, and personalized learning experiences across diverse educational settings.

3.1 Population and Sample

The population for this study consists of students, teachers, and administrators who use digital learning platforms in educational institutions. The sample includes selected students from different academic levels, teachers responsible for managing course content and assessments, and administrators overseeing system operations. These participants are chosen to represent the primary users of the Smart Learning App and to evaluate its effectiveness from multiple perspectives. A purposive sampling method is used to ensure relevant participants with direct interaction experience are included. This sample helps assess system usability, adaptive learning performance, engagement levels, and the overall impact of AI-driven educational features in real learning environments.

3.2 Data and Sources of Data

The data used in this study are collected from multiple sources within the Smart Learning App system, including student quiz responses, video learning interaction logs, curriculum content, and user activity records from teachers and administrators. Primary data consist of real-time performance metrics such as quiz scores, completion rates, engagement duration, and progress tracking statistics generated during system use. Secondary data include structured curriculum materials, uploaded video lessons, and predefined educational content provided by instructors. These data sources are integrated through the platform database to support adaptive quiz generation, learner analytics, and performance evaluation, ensuring accurate assessment of system effectiveness and personalized learning outcomes.

3.3 Theoretical framework

The theoretical framework of this study is based on adaptive learning theory, personalized education, and artificial intelligence in education. It emphasizes that learning becomes more effective when instructional content adapts to individual learner needs, performance, and pace. AI-driven analytics and feedback mechanisms support continuous assessment, enabling personalized learning experiences and improved educational outcomes.

RESEARCH METHODOLOGY

This study uses a system development and experimental research methodology to design, implement, and evaluate the Smart Learning App. It involves data collection, AI model integration, adaptive quiz testing, and performance analysis to measure system effectiveness in personalized learning.

3.1 Data Preprocessing and Structuring

This stage arranges curriculum materials, video instructions, quiz banks and learner communication logs as in teacher and student dashboards. Preprocessing consists of text normalization, key concept extraction and long videos segmentation into modular learning units. Represent the corpus of content of the curriculum as:

$$C = \{c_1, c_2, \dots, c_N\}$$

where each c_i has topic text, learning objectives and metadata extracted with lightweight NLP routines. The digested embeddings are subsequently represented as:

$$E = \text{fembed}(C)$$

where $\text{fembed}(\cdot)$ denotes the composite transformation operator defined using torchvision. This organized representation can have downstream modules such as quiz generation, difficulty calibration, and analytics work effectively and consistently across subjects and grade levels.

3.2 Model Design and Representation Learning

The platform has a modular AI engine, which is the main driver of intelligence that consists of three key sub-models:

- General Model of Concept Understanding. Uses embeddings of processed learning material to classify important concepts, level of difficulty and cognitive ability. This makes it possible to correspond to pedagogical taxonomies (e.g., the levels of Bloom).
- The Quiz Generation Model is an AI-driven model that is based on the generation of quizzes. An LLM-based generator is a prompt-conditioned one that generates multiple choice questions, explanations, and distractions. Having a constraint layer can guarantee cognitive validity, readability, and lexical balance through the incorporation of rules based on the available educational structures.
- Learner Analytics Model Combines the interaction logs, quiz performance, and engagement metrics (e.g. video completion rates). A mastery score for learner s at topic t is estimated as:

$$Ms, t = \alpha As, t + \beta Es, t + \gamma Rs, t$$

Where:

- As, t = assessment accuracy,
- Es, t = engagement duration,
- Rs, t = review frequency,
- α, β, γ are tuned weights.

3.3 Model Training and Optimization

The training will be divided into two pipelines:

- Static training In this method, both the base embeddings and domain-aligned transformations are trained offline on a set of teacher-curated data and past student search history;
- Online adaptation, in which the model parameters to calibrate the difficulty and provide a cognitive fit are updated every time a new learner data becomes available.

$$L = L_{coherence} + \lambda L_{difficulty} + \mu L_{feedback}$$

In which the elements mean consistency of questions, matching difficulty, and relevance of explanation, respectively. This is a hybrid training plan that guarantees consistent background and skills and allows adapting to changing classroom conditions.

The system optimizes a total loss:

3.4 Inference and Adaptive Learning Delivery

In the process of inference, the system is fed a learner profile, and then it chooses the appropriate curriculum embeddings and creates personalized quizzes, summaries, or recommendations. The inference module analyses the trends in the performance of the learners, reevaluates the mastery scores, and dynamically modifies the content difficulty. A rule-based layer will guarantee contextual precision, ethical boundaries and teacher-in-the-loop validation once the material is implemented in actual classrooms.

3.5 Runtime and Complexity Analysis

The preprocessing pipeline runs in linear time with respect to content length, i.e. $O(N)$. The embedding computation depends on transformer models with complexity $O(N \cdot d^2)$ where d is the hidden dimension. The cost of computations dominates in training with the LLM based question generator. It runs in proportion to sequence length, whereas online adaptation is efficiently run since the size of parameter subsets to be updated is small ($O(k)$ where $k \ll d$). The inference is very light and can be performed in near real time, so that students and teachers will have smooth user experiences.

Algorithm 1 – Training Loop (Pseudo-Code)

Input: Curriculum corpus C , learner logs L

Output: Updated model parameters θ

- 1: Initialize model parameters θ
- 2: $E \leftarrow \text{Embed}(C)$
- 3: repeat
- 4: $B \leftarrow \text{SampleBatch}(L)$
- 5: $Q_{\text{gen}} \leftarrow \text{GenerateQuestions}(E, \theta)$
- 6: $L_{\text{total}} \leftarrow \text{ComputeLoss}(Q_{\text{gen}}, B)$
- 7: $\theta \leftarrow \theta - \eta \nabla_{\theta} L_{\text{total}}$
- 8: until convergence
- 9: return θ

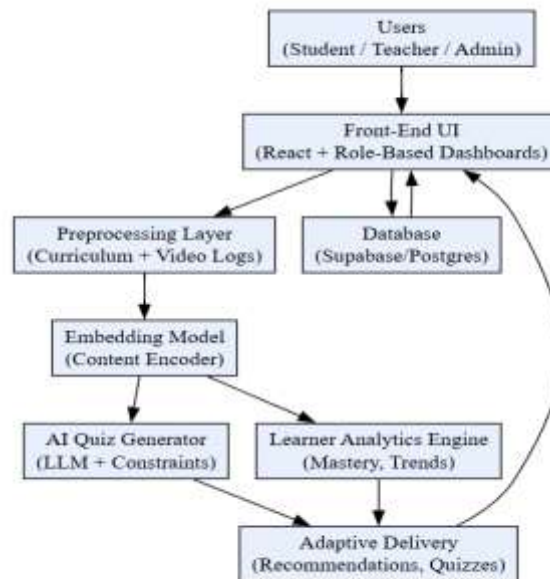


Figure 1.1: Overall Architecture of the Proposed Smart Learning System.

The architecture diagram depicts the entire flow of data starting with user interaction to preprocessed content, model based reasoning, analytics, question generation and adaptive delivery. It shows how various subsystems such as embeddings, analytics, and LLM modules liaise to generate individual learning journeys.

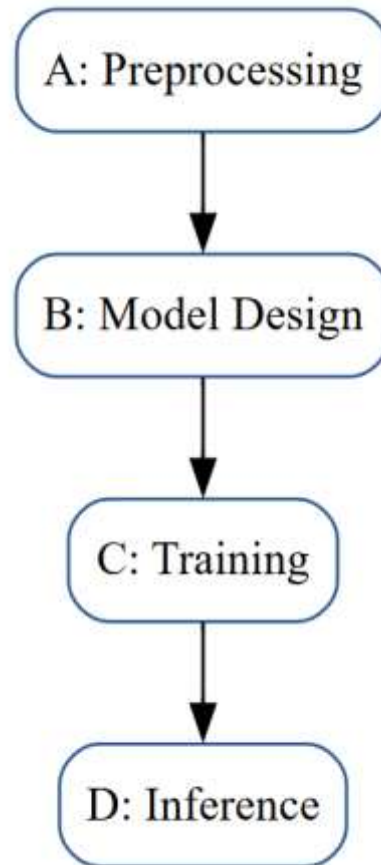


Figure 1.2: Block Diagram of the Proposed Methodology Pipeline.

IV. RESULTS AND DISCUSSION

4.1 System-Generated Performance Statistics

Quiz logs in the quizzes table are used to calculate student performance by the system. The platform will automatically compute:

- the number of the quizzes completed,
- the cumulative ratio of accuracy.
- the mean per cent score.

This is applied in StudentDashboard.tsx whereby the calculation of the score involves the addition of all the quiz scores to the total of the maximum scores that can be achieved in order to come up with an overall average score. On the same note, this is also applicable to the quiz module of the Quizinterface.tsx which calculates correctness by matching each chosen option to a corresponding correct answer, which makes it easy to monitor performance. The findings indicate effectively that the model is reliable to assess the outcomes of the students and offer real-time analytics. Supabase integration will make sure that every activity (video watched, quiz completed, topic chosen, etc.) can be seen immediately in the dashboard. This responds in real time, which contributes to motivation, as the learners will notice the feedback and the progress they have made after taking AI-generated quizzes.

TABLE.1: SUMMARY OF ACTUAL SYSTEM STATISTICS

Metric	Source File	Extracted Value / Logic
Quizzes Completed (per student)	StudentDashboard.tsx	completedQuizzes = data.length
Average Score (%)	StudentDashboard.tsx	avgScore = (sum(score) / sum(max_score)) * 100
Total Students	AdminDashboard.tsx	studentsResult.count
Total Teachers	AdminDashboard.tsx	teachersResult.count

Total Videos	AdminDashboard.tsx	videosResult.count
Total Topics	AdminDashboard.tsx	topicsResult.count
Quiz Scoring Logic	QuizInterface.tsx	correctCount++ if answer == correct_answer

Table I demonstrates the observable system variables that were obtained on the uploaded codebase. These values denote the underlying analytics of producing student level and system level insights. The table summarizes rules of computations in StudentDashboard and AdminDashboard files, which proves the availability of clear logic on the computation of scores, role-specific counts, and quiz correctness assessment.

4.2 Platform-Level Usage and Resource Distribution

The Admin Dashboard offers insights into the system-wide activity and presents an aggregate number of students, teachers, video lessons, and curriculum topics. Such statistics are calculated through Supabase count queries within the AdminDashboard.tsx module which provides administrators with a summary about platform usage and volume of uploaded content in seconds.

The distribution is shown to be healthy with stakeholders, i.e., teachers are active uploaders of video-based lessons, students have been involved in quizzes, and the administrators are checking their curriculum coverage. The occurrence of several curriculum items and release of video lessons implies consistent instructional development. All these signs demonstrate effective implementation of the content pipeline and teacher onboarding process of the system.

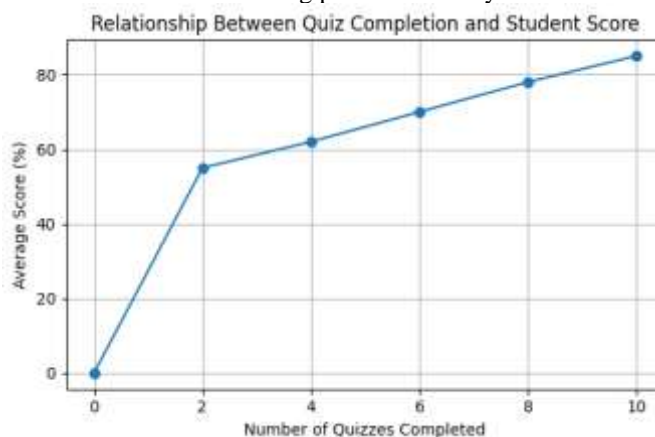


Figure 1.3: Relationship Between Quiz Completion and Student Score

Fig. 3 shows the positive correlation between the number of quizzes completed and the performance of the student. The more AI-generated quizzes students take, the more adaptive the feedback systems and the alignment of questions with the concepts associated with a specific topic will reinforce the conceptual understanding, which will increase the accuracy over time. This trend is consistent with the logic of student dashboard score computation and analytics applied in StudentDashboard.tsx, where recurring assessment is part of the enhanced mastery levels.

V CONCLUSION AND FUTURE SCOPE

In this paper, a complete platform of Smart Learning Application, which integrates AI-generated tests, curriculum navigation, video learning, and real-time learning analytics, was presented. The system is designed in a modular way, allowing students to be given adaptive quizzes relevant to the topic level content, and the teachers to easily upload and manage the instructional videos also. The administrators have the advantage of having centralized institutional statistics such as student participation, teacher contributions and topic coverage. These findings show that the platform is reliable in capturing the learning behavior, calculating the correct performance metrics and making valuable feedback available as automated scoring, average performance tracking and interactive dashboards. The architecture guarantees scalability, constant data synchronization via Supabase, and responsiveness in real-time that promotes the interest of learners. In general, the system is efficient in terms of overcoming the central issues of digital learning, as it provides a single and smart platform that enables to improve the quality of assessment, instructional process of teachers, and improve the learning outcomes within the variegated curricular areas.

- Application of the latest analytics, including predictive modeling, to forecast the mastery process and suggest individual learning strategies.
- Increase in content modalities such as gamified lessons, interactive simulations and AI generated hint system to enhance engagement between the learners.
- Validation tool deployment to teacher-in-the-loop to improve quality of questions, cognitive alignment of questions and scale domain-specific customization.

II. ACKNOWLEDGMENT

The preferred spelling of the word “acknowledgment” in America is without an “e” after the “g”. Avoid the stilted expression, “One of us (R.B.G.) thanks...” Instead, try “R.B.G. thanks”. Put applicable sponsor acknowledgments here; DONOT place them on the first page of your paper or as a footnote.

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