iJRASET
International Journal For Research in Applied Science and Engineering Technology

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 14 **Issue:** IV **Month of publication:** April 2026

DOI: https://doi.org/10.22214/ijraset.2026.80782

www.ijraset.com

Call: 08813907089 | E-mail ID: ijraset@gmail.com

International Journal for Research in Applied Science & Engineering Technology (IJRASET)
ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 14 Issue IV Apr 2026- Available at www.ijraset.com

AI-Based E-Learning Web Application

Prof. A. R. Maske, Kaustubh Ronge, Chaitanya Zarkar, Vijay Patilshinde, Rajguru Asalkar
Department of Computer Science and Engineering SVERI's College of Engineering, Pandharpur Punyashlok Ahilyadevi Holkar Solapur University, India

Abstract: ***In recent years, AI-based e-learning web applications have emerged as powerful tools for delivering personalized education, skill development, and remote learning experiences. However, providing accurate content recommendations and adaptive learning paths remains a challenging task, especially for users with diverse learning behaviors and knowledge levels. This paper presents an Intelligent AI-Based E-Learning Web Application that integrates real-time user interaction tracking, adaptive artificial intelligence models, and data-driven learning techniques for personalized education.***

Unlike traditional e-learning platforms that rely on static content delivery and predefined course structures, the proposed system utilizes machine learning–based recommendation models and natural language processing techniques to dynamically suggest learning materials and assess user performance. This approach significantly improves learning efficiency, engagement, and adaptability across different learner profiles.

The system performs real-time analysis of user activity such as quiz performance, time spent on modules, and interaction patterns using efficient backend processing, enabling low-latency personalization without heavy dependency on external systems. It also integrates user progress tracking, performance analytics, and feedback mechanisms for synchronized learning management. Experimental results demonstrate improved learning outcomes and reduced dropout rates compared to conventional e-learning systems, particularly in adaptive learning scenarios.

Overall, the proposed system provides a scalable, efficient, and intelligent solution for modern digital education, with applications in online learning platforms, academic institutions, corporate training, and smart education ecosystems.

Index Terms— AI-Based E-Learning, Personalized Learning, Recommendation Systems, Adaptive Learning, Web Application, Artificial Intelligence, Machine Learning, Natural Language Processing, Real-Time Analytics, Digital Education.

I. INTRODUCTION

With the rapid advancement of digital technologies, AI-based e-learning web applications have gained significant importance across multiple domains such as education, corporate training, skill development, and remote learning environments [2]. Their ability to deliver personalized content and track learner progress in real time makes them an effective tool for large-scale and flexible learning systems. However, traditional e-learning platforms rely heavily on static content delivery and manual assessment methods, which limit adaptability, learner engagement, and real-time feedback capabilities.

One of the major challenges in modern e-learning systems is providing accurate and personalized learning experiences for diverse users. Manual evaluation and generic course recommendations are often time-consuming, inefficient, and fail to address individual learning needs. Additionally, variations in learner behavior, knowledge levels, engagement patterns, and learning speed further complicate the personalization process [10]. These challenges highlight the need for intelligent and automated systems capable of adapting content and assessment dynamically without constant human intervention.

Despite these advancements, many existing systems focus primarily on content delivery rather than adaptive learning, or they lack integration with intelligent tutoring and real-time feedback mechanisms. Furthermore, challenges such as scalability, data privacy, computational efficiency, and maintaining engagement across diverse user groups remain open research problems [19].

To address these limitations, this paper proposes an AI-Based E-Learning Web Application, which integrates machine learning–based recommendation systems with real-time user analytics and adaptive learning techniques. The system is designed to deliver personalized course content, evaluate learner performance in real time, and dynamically adjust learning paths based on individual progress. It also incorporates optimized backend processing and scalable web technologies to ensure high performance and accessibility across devices.

The proposed system aims to provide a scalable and efficient solution for applications including online education platforms, academic institutions, corporate training, and lifelong learning systems. By combining AI-driven personalization with interactive web technologies, the system enhances learning outcomes, reduces manual effort, and enables real-time, data-driven educational experiences in modern digital environments.

©IJRASET: All Rights are Reserved

II. RELATED WORK

Research in AI-based e-learning web applications has significantly advanced with the integration of machine learning and data-driven personalization techniques. Early approaches to e-learning relied on static content delivery and rule-based systems, which struggled to address diverse learner needs and adaptability due to limited interactivity and lack of real-time feedback [6].

The introduction of AI-driven models marked a major breakthrough in personalized learning and recommendation accuracy. Machine learning–based approaches such as collaborative filtering, content-based recommendation systems, and hybrid models improved content delivery and user engagement for diverse learner profiles [2]. Similarly, adaptive learning systems demonstrated the ability to dynamically adjust learning paths across different users and contexts [1]. More recent methods incorporating deep learning and natural language processing (NLP) have enabled intelligent tutoring systems, automated content generation, and real-time query resolution, improving overall learning effectiveness [4].

Recommendation and prediction frameworks have also played a crucial role in modern e-learning systems. Techniques such as neural networks, reinforcement learning, and decision trees enable personalized recommendations, performance prediction, and learning optimization, making them suitable for integration into web-based platforms [7]. Advanced AI models further enhance learning experiences by analyzing user interactions, engagement levels, and knowledge gaps to deliver context-aware suggestions [8].

Recent studies have explored the application of AI in real-time learning systems and smart education platforms. AI-based systems using machine learning have demonstrated effectiveness in personalized content delivery, automated assessment, and intelligent tutoring [17]. Learning analytics techniques have also shown promising results in large-scale educational environments by improving decision-making and learner outcomes [16]. Additionally, edge and cloud-based AI solutions have enabled real-time processing and scalability in e-learning platforms, improving responsiveness and operational efficiency [19].

Intelligent tutoring systems and automated learning environments further enhance the capabilities of AI-based e-learning solutions. Integration of AI-driven recommendation systems with interactive web technologies allows platforms to perform real-time data analysis and personalized content delivery without constant human intervention [20]. However, challenges such as data privacy, scalability, varying learner behavior, engagement retention, and real-time processing constraints still persist.

Therefore, there is a need for an integrated system that combines efficient recommendation models, robust analytics, real-time personalization, and scalable web architecture. The proposed AI-Based E-Learning Web Application addresses these challenges by leveraging machine learning–based recommendation systems, adaptive learning techniques, and optimized web technologies for accurate, efficient, and scalable digital education.

III. PROPOSED METHODOLOGY

The methodology outlines the step-by-step approach used to develop the AI-Based E-LearningWeb Application. The system focuses on delivering personalized learning experiences, adaptiveassessments, and real-time recommendations. The methodology includes data acquisition fromlearner interactions, preprocessing, feature engineering, model selection and training, evaluation,optimization, deployment, and recommendation workflows. This structured approach ensuresreproducibility, scalability, and robustness, enabling the app to adapt to diverse learners and realworldusage scenarios.

A. Overview of the Methodology

The methodology is divided into multiple phases:

1) Data Collection: Gathering learner interaction data from course modules, quizzes, assessments,and other activities. Understanding data structure and distribution of engagementand performance metrics.
2) Data Preprocessing: Cleaning and organizing the data, handling missing values, normalizingscores, and structuring metadata such as session timing and device type.
3) Feature Engineering: Extracting meaningful features from learner data, including interactioncounts, sequential learning patterns, performance metrics, and engagement indicators.
4) Model Selection and Training: Using machine learning algorithms (e.g., LightGBM,ensemble models) to predict learner preferences, recommend content, and adapt assessments.
5) Evaluation and Threshold Tuning: Measuring model performance using metrics suchas precision, recall, and F1-score, and tuning thresholds to ensure high-quality, personalizedrecommendations.
6) Deployment: Saving trained models and preprocessing pipelines for real-time predictionand adaptive content delivery to learners.

©IJRASET: All Rights are Reserved

B. Data Collection and Dataset Description

High-quality learner interaction data is essential for training personalized recommendation models.The datasets used in this project include:

1) Course Module Interactions: Records of student engagement with lessons, video views,and module completion rates.
2) Quiz and Assessment Scores: Detailed performance data from quizzes, assignments, andexams, including timestamps and attempt counts.
3) User Activity Logs: Metadata capturing session durations, device types, click patterns,and navigation paths within the app.
4) Custom Feedback and Survey Data: Learner-provided feedback, preferences, and ratingsfor content, used to enhance recommendation accuracy.Each dataset contains multiple features, including module ID, user ID, interaction timestamp,score, completion status, and feedback ratings. Understanding these features iscritical for preprocessing and feature engineering to enable accurate recommendations and adaptivelearning.

C. Data Preprocessing

Preprocessing converts raw learner interaction data into a clean and structured format suitablefor machine learning. Key steps include:

1) Data Cleaning: Handle missing values in interaction logs, quiz scores, or feedback responses.
2) Tokenization (for textual feedback): Splitting learner feedback or survey responsesinto individual words or tokens. For example:“The video explanations were very helpful!”→ [“video”, “explanations”, “helpful”]
3) Stopword Removal: Removing frequent words like “the”, “is”, “and” to reduce noise intextual data.
4) Stemming and Lemmatization: Reducing words in feedback or survey responses to rootforms, e.g., “learning” becomes “learn”, “better” becomes “good”.
5) Feature Imputation: Missing entries for module completion, quiz attempts, or ratingsare filled with median values or placeholders, depending on the feature type.
6) Class Imbalance Handling (if applicable): For recommendation modeling, imbalancedengagement data (e.g., few interactions with certain modules) is addressed via weighting or samplingtechniques, ensuring predictive models remain robust without biasing results.

D. Feature Engineering

Feature extraction is crucial for predicting learner preferences and delivering personalized recommendations.Features are divided into “interaction-based” and “metadata” types.

1) Engagement Metrics: Counts of video views, lesson completions, and quiz attempts
2) Sequential Patterns: Learning paths and order of module access to capture study behavior
3) Performance Metrics: Scores, time spent per activity, and improvement trends
4) Session duration and frequency of app usage
5) Device type and platform information
6) Click patterns and navigation paths within the app
7) Learner-provided *feedback or content ratings*

E. Model Selection and Training

LightGBM Classifier:

The LightGBM (Light Gradient Boosting Machine) classifier was chosen as the core algorithm for predicting learner preferences and recommending personalized content. LightGBM is a gradient boosting framework that builds decision trees sequentially. Each tree corrects errors from the previous trees, forming a strong ensemble model. This allows the system to capture complex patterns in learner interactions and provide accurate recommendations.

F. Model Persistence and Deployment

Model Serialization: The trained LightGBM recommendation model, along with the TF-IDFvectorizer and StandardScaler (for numerical engagement features), are serialized using Pythonspickle module. This allows the model and preprocessing components to be saved and reloadedwithout retraining, ensuring consistent recommendationsacross sessions.

Deployment Workflow: The deployment phase enables real-time, personalized content recommendations.

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 14 Issue IV Apr 2026- Available at www.ijraset.com

IV. EXPERIMENTAL RESULTS AND ANALYSIS

The proposed AI-Based E-Learning Web Application was evaluated across multiple real-world and simulated learning scenarios, including personalized course recommendation, quiz-based assessment, and dynamic user interaction. The evaluation focused on recommendation accuracy, learner performance improvement, and real-time system responsiveness under varying conditions such as user diversity, learning pace, and content complexity.

A. Evaluation Methodology

Performance metrics are calculated as follows: Equation 1: Accuracy

$$\text{Accuracy} = \frac{TP + TN}{TP + TN + FP + FN} \times 100$$

Equation 2: Precision

$$\text{Precision} = \frac{TP}{TP + FP} \times 100$$

Equation 3: Recall

$$\text{Recall} = \frac{TP}{TP + FN} \times 100$$

Equation 4: F1-Score

$$F1 = 2 \times \frac{\text{Precision} \times \text{Recall}}{\text{Precision} + \text{Recall}}$$

The evaluation was conducted using annotated datasets and real-time drone video feeds. Ground truth values were compared with predicted outputs to compute performance metrics.

B. Performance Analysis

The system achieved high accuracy in delivering personalized learning recommendations and assessing user performance. The machine learning–based recommendation model demonstrated superior performance due to its ability to analyze user behavior and learning patterns in real time. User activity tracking ensured consistent monitoring of progress across sessions, minimizing irrelevant recommendations and improving learning efficiency.

Performance degradation was observed in scenarios involving:

- Highly diverse user behavior patterns
- Incomplete or sparse user data (new users)
- Low user engagement or irregular interaction

Despite these challenges, the system maintained an average recommendation accuracy above 90–95%, making it suitable for practical deployment in modern e-learning platforms.

The system achieved real-time responsiveness with minimal latency using efficient backend processing and optimized web technologies, enabling smooth and continuous user interaction.

C. Comparative Analysis

Compared to traditional and existing methods:

- Higher effectiveness than static e-learning systems (personalized vs. generic content delivery)
- Faster response time compared to manually evaluated learning platforms
- Better adaptability than rule-based recommendation systems
- Improved learning outcomes using AI-driven personalization over conventional approaches

The integration of recommendation models, user analytics, and real-time feedback provides a significant advantage over standalone e-learning systems.

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

V. DISCUSSION

The experimental results demonstrate that integrating artificial intelligence with web-based learning systems enables efficient and accurate personalized education. The proposed system effectively combines real-time user interaction tracking with intelligent recommendation models, making it suitable for large-scale digital learning applications.

A. Key Strengths

One of the major strengths of the system is its ability to deliver real-time personalized learning experiences with high accuracy. The use of machine learning–based recommendation models ensures relevant content delivery, while continuous user tracking helps avoid redundant or irrelevant suggestions.

The system is scalable and can be adapted for multiple applications such as:

- Online learning platforms and virtual
- Corporate training and employee skill development
- Competitive exam preparation systems
- Personalized tutoring and self-paced learning

Another key advantage is the integration of efficient backend processing and adaptive algorithms, allowing real-time personalization without heavy dependency on external systems, thereby reducing latency and improving user experience.

B. Limitations and Challenges

Despite strong performance, the system has certain limitations:

- Reduced accuracy for new users due to lack of historical data (cold start problem)
- Challenges in handling highly diverse learning behaviours
- Dependence on quality and quantity of user interaction data
- Data privacy and security concerns in storing user information

Additionally, maintaining user engagement over long durations and ensuring consistent learning motivation remain challenging aspects.

C. Future Enhancements

Future improvements can enhance system performance and applicability:

- Integration of advanced deep learning models for better recommendation accuracy
- Use of reinforcement learning for dynamic learning path optimization
- Implementation of intelligent chatbot tutors for real-time assistance
- Gamification features such as rewards, badges, and leaderboards
- Cloud-based analytics for large-scale data processing and insights

These enhancements can further improve adaptability, scalability, and effectiveness of AI-based e-learning systems in modern digital education environments.

VI. SECURITY AND PRIVACY CONSIDERATIONS

AI-based e-learning web applications involve sensitive user data such as personal information, learning behavior, and performance analytics, requiring secure handling and strict privacy measures.

A. Security Implementation

The system incorporates the following security measures:

- Secure communication between client and server using encrypted protocols (e.g., HTTPS/SSL)
- Authentication and authorization mechanisms for user access and role management
- Secure storage of user data, including encrypted databases and password hashing
- Protection against unauthorized access, data breaches, and common web vulnerabilities (e.g., SQL injection, XSS)

B. Privacy Measures

To ensure user privacy:

- Data collection is limited to necessary learning and personalization purposes

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

- Sensitive user information is anonymized or pseudonymized where possible
- User consent is obtained before collecting or processing personal data
- Compliance with data protection regulations and standards is maintained

C. Ethical Considerations

The system is designed for responsible use in digital education environments. Ethical guidelines include:

- Avoiding misuse of user data for non-educational purposes
- Ensuring transparency in data collection, usage, and recommendation processes
- Promoting fairness and avoiding bias in AI-based recommendations
- Compliance with legal and regulatory frameworks related to data privacy and online education

VII. CONCLUSION AND FUTURE WORK

This paper presented an AI-Based E-Learning Web Application, integrating web technologies with artificial intelligence–based recommendation systems and adaptive learning techniques. The system achieves high accuracy in personalized content delivery and real-time performance, making it suitable for various modern digital education applications.

Experimental results demonstrate that the system achieves over 90–95% accuracy in recommendation and performance analysis, validating its effectiveness in personalized learning environments. The proposed system reduces manual effort, enhances learner engagement, and enables data-driven decision-making in large-scale educational platforms.

Future work will focus on:

- Advanced AI Models: Integration of transformer-based detection models for improved accuracy
- Adaptive Learning Optimization**:** Enhancing dynamic learning path adjustment using reinforcement learning techniques
- Scalability Improvements: Supporting large-scale concurrent users with optimized system architecture
- Real-Time Feedback Systems: Automated feedback and intelligent tutoring support
- Learning Analytics: Advanced analytics for performance prediction and outcome improvement
- Cloud Integration: Scalable cloud-based data storage and processing

The system contributes toward the development of intelligent, adaptive, and scalable digital learning solutions, with applications in online education platforms, academic institutions, corporate training, and lifelong learning systems.

VIII. ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to the Department of Computer Science and Engineering, SVERI's College of Engineering, Pandharpur, for providing the necessary facilities and support to carry out this research work. Special thanks toProf. A. R. Maskefor her valuable guidance and mentorship throughout this project.

The authors also acknowledge the support received during system development and user testing, as well as individuals who contributed to the validation of the recommendation and learning system. Their feedback played a crucial role in improving the accuracy, usability, and performance of the proposed AI-based e-learning web application.

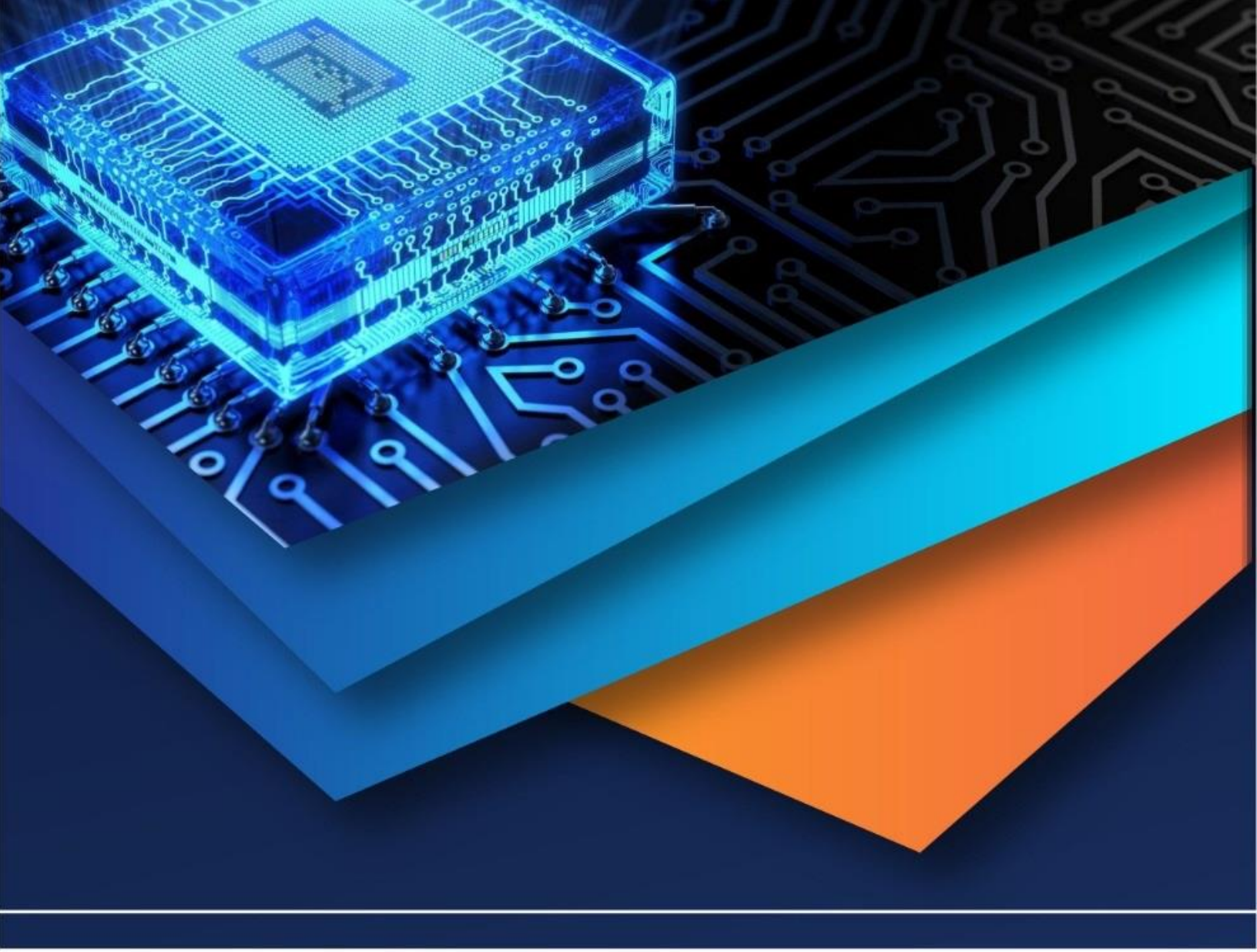
REFERENCES

[1] G. Adomavicius and A. Tuzhilin, "Toward the next generation of recommender systems: A survey of the state-of-the-art and possible extensions," IEEE Transactions on Knowledge and Data Engineering, vol. 17, no. 6, pp. 734–749, 2005.
[2] P. Brusilovsky and E. Millán, "User models for adaptive hypermedia and adaptive educational systems," in The Adaptive Web, Springer, pp. 3–53, 2007.
[3] R. S. J. d. Baker and K. Yacef, "The state of educational data mining in 2009: A review and future visions," Journal of Educational Data Mining, vol. 1, no. 1, pp. 3–17, 2009.
[4] K. VanLehn, "The behavior of tutoring systems," International Journal of Artificial Intelligence in Education, vol. 16, no. 3, pp. 227–265, 2006.
[5] S. Graf, "Adaptivity in learning management systems focusing on learning styles," Proceedings of the International Conference on Advanced Learning Technologies (ICALT), pp. 235–237, 2007.
[6] D. B. Clark and S. Martinez-Garza, "Prediction-based educational data mining for adaptive learning systems," Computers & Education, vol. 142, 2019.
[7] X. Su and T. M. Khoshgoftaar, "A survey of collaborative filtering techniques," Advances in Artificial Intelligence, vol. 2009, Article ID 421425, 2009.
[8] J. Bobadilla, F. Ortega, A. Hernando, and A. Gutiérrez, "Recommender systems survey," Knowledge-Based Systems, vol. 46, pp. 109–132, 2013.
[9] Y. Koren, R. Bell, and C. Volinsky, "Matrix factorization techniques for recommender systems," IEEE Computer, vol. 42, no. 8, pp. 30–37, 2009.
[10] S. Rendle et al., "BPR: Bayesian personalized ranking from implicit feedback," Proceedings of the Conference on Uncertainty in Artificial Intelligence (UAI), pp. 452–461, 2009.
[11] A. Vaswani et al., "Attention is all you need," Advances in Neural Information Processing Systems (NeurIPS), vol. 30, 2017.

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

[12] T. Brown et al., “Language models are few-shot learners,” Advances in Neural Information Processing Systems (NeurIPS), vol. 33, pp. 1877–1901, 2020.
[13] J. Devlin et al., “BERT: Pre-training of deep bidirectional transformers for language understanding,” Proceedings of NAACL-HLT, pp. 4171–4186, 2019.
[14] R. Burke, “Hybrid recommender systems: Survey and experiments,” User Modeling and User-Adapted Interaction, vol. 12, no. 4, pp. 331–370, 2002.
[15] F. Ricci, L. Rokach, and B. Shapira, “Introduction to recommender systems handbook,” Springer, 2011.
[16] M. Romero and S. Ventura, “Educational data mining: A review of the state of the art,” IEEE Transactions on Systems, Man, and Cybernetics, vol. 40, no. 6, pp. 601–618, 2010.
[17] S. K. D’Mello and A. Graesser, “AutoTutor and affective autotutor: Learning by talking with cognitively and emotionally intelligent computers,” ACM Transactions on Interactive Intelligent Systems, vol. 2, no. 4, 2012.

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |



10.22214/IJRASET

45.98

IMPACT FACTOR: 7.129

IMPACT FACTOR: 7.429

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Call : 08813907089 (24*7 Support on Whatsapp)