iJRASET
International Journal For Research in Applied Science and Engineering Technology



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 14 **Issue:** V **Month of publication:** May 2026

DOI: https://doi.org/10.22214/ijraset.2026.82902

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 V May 2026- Available at www.ijraset.com

Learn With Cresvia: AI Powered Gamified learning and Coding Platform for Engineering Students

Backialakshmi J, Gayathiri G, Poorani R, Vino Pabiyana L
Department of Artificial Intelligence And Data Science SSM Institute of Engineering and Technology (Autonomous), Dindigul, Tamil Nadu, India Affiliated to Anna University, Chennai — 600 025

Abstract: ***Engineering students frequently encounter challenges such as academic overload, fragmented study resources, and inconsistent coding practice, which collectively hinder effective learning and productivity. The separation of syllabus management, previous year question papers, and skill development activities often leads to inefficiencies and confusion.***
This paper proposes an integrated learning platform designed to address these challenges by unifying academic management, structured coding practice, and intelligent exam preparation within a single system. The platform systematically organizes learning resources, including syllabus topics and past examination papers, while incorporating coding challenges aligned with academic requirements to promote continuous skill development.
Furthermore, the system employs a data-driven approach to track user performance and generate personalized insights, enabling students to identify weak areas and optimize their study strategies. By providing a centralized and adaptive learning environment, the proposed solution aims to enhance focus, improve problem-solving capabilities, and facilitate efficient exam preparation.
The implementation of this platform demonstrates the potential to significantly improve learning outcomes by bridging the gap between academic knowledge and practical skill development.
KEYWORDS: Integrated Learning Platform, Academic Management System, Coding Practice, Exam Preparation, Personalized Learning, Data-Driven Insights, Student Performance Analysis, Adaptive Learning, Engineering Education, E-Learning Systems.

I. INTRODUCTION

Artificial Intelligence (AI) and Machine Learning (ML) have emerged as critical enablers of innovation in the digital transformation era, significantly influencing domains such as higher education and workforce preparation. In engineering education, particularly in computer science and related disciplines, there is an increasing need to balance analytical rigor with sustained student motivation and engagement. Traditional teaching methodologies—such as lecture-based instruction and standard laboratory exercises—often fail to meet the expectations of modern digital-native learners who prefer interactive, personalized, and feedback-driven learning environments.

One of the major challenges faced by engineering students is the fragmentation of learning resources. Academic syllabus management, coding practice, and exam preparation are typically handled through separate platforms or methods. This disjointed approach leads to confusion, inefficient time management, and reduced productivity. Students often struggle with academic overload, scattered study materials, and inconsistent practice, which ultimately affects both conceptual understanding and practical skill development.

To address these limitations, educational institutions have increasingly explored gamification, which involves integrating game-design elements such as leaderboards, badges, challenges, and reward systems into non-gaming contexts. Gamification has been shown to enhance student motivation, encourage active participation, and promote experiential learning. However, conventional gamified systems often lack adaptability and fail to cater to the diverse cognitive abilities, learning styles, and motivational profiles of students.

The integration of AI with gamification introduces a transformative approach known as AI-driven adaptive gamification. These systems leverage ML algorithms—such as clustering, recommendation systems, and reinforcement learning—to analyze learner behavior and dynamically adjust content, difficulty levels, and reward mechanisms.

©IJRASET: All Rights are Reserved

By utilizing behavioral data such as response time, performance scores, and interaction patterns, AI-based systems can provide real-time feedback and personalized learning pathways. This enables the creation of intelligent learning environments that optimize both engagement and knowledge acquisition.

Adaptive learning systems powered by AI further enhance personalization by continuously monitoring learner progress and modifying instructional content accordingly. Unlike non-adaptive systems, which present static content irrespective of individual differences, adaptive systems tailor the learning experience based on factors such as prior knowledge, learning pace, strengths, and weaknesses. This reduces cognitive overload and supports efficient learning by aligning educational content with individual learner needs. The principle that "one size does not fit all" is particularly relevant in engineering education, where students exhibit significant variability in technical proficiency.

In recent years, the concept of adaptive gamification has gained prominence, extending traditional gamification by incorporating personalized motivational strategies. Adaptive gamification can be broadly classified into static and dynamic approaches. Static adaptation occurs prior to the learning process based on predefined learner profiles, whereas dynamic adaptation continuously evolves during the learning experience by analyzing real-time user behavior. Research indicates that dynamic adaptive gamification is more effective in enhancing engagement, problem-solving skills, and creative thinking.

Despite the promising potential of AI-powered gamified learning systems, there remains a lack of comprehensive empirical studies that evaluate their combined impact on key educational outcomes such as learning performance, engagement, and student satisfaction. Most existing research focuses either on gamification or AI-driven personalization independently, without examining their integrated effects. Furthermore, limited attention has been given to understanding how learner-specific factors—such as prior knowledge, motivation levels, and technological familiarity—influence the effectiveness of such systems.

To bridge this gap, this paper proposes an integrated learning platform that combines academic management, structured coding practice, and intelligent exam preparation within a unified system. The platform leverages AI-driven analytics and adaptive gamification techniques to deliver personalized learning experiences and performance-based insights. By centralizing resources such as syllabus content, previous year question papers, and coding challenges, the system aims to reduce fragmentation and improve learning efficiency.

The primary objectives of this study are as follows:

- To analyze the impact of AI-powered gamification on student learning outcomes.
- To evaluate the effectiveness of adaptive personalization in enhancing student engagement.
- To assess the role of ML-based models in predicting and improving learner performance.
- To measure student satisfaction with AI-driven gamified learning environments.
- To investigate the influence of learner-specific factors on system effectiveness.

Through this approach, the proposed system seeks to bridge the gap between theoretical knowledge and practical skill development, ultimately contributing to improved academic performance and better preparedness for real-world problem-solving in engineering education.

II. LITERATURE REVIEW

The concept of gamification in education is grounded in well-established motivational and learning theories. **Self-Determination** Theory (SDT) emphasizes that intrinsic motivation is driven by autonomy, competence, and relatedness. When gamified systems incorporate elements such as challenges, rewards, and social interaction, they effectively satisfy these psychological needs, leading to enhanced learner engagement. Complementing this, Flow Theory highlights the importance of maintaining a balance between challenge and skill level to achieve deep immersion. Gamification elements such as progressive difficulty and immediate feedback help sustain this optimal learning state.

From a pedagogical perspective, behaviorism and constructivism provide foundational support for gamified learning environments. Reward mechanisms like points and badges align with behaviorist reinforcement principles, while simulation-based challenges and quests promote constructivist learning through contextual problem-solving. Additionally, theories such as Cognitive Load Theory and Goal-Setting Theory emphasize the importance of structured learning paths and achievable objectives to prevent cognitive overload and maintain motivation.

Initially, gamification in education focused primarily on improving engagement and interactivity. However, with the rise of digital learning—particularly after the global shift toward online education—there has been a transition toward data-driven approaches that emphasize measurable learning outcomes, persistence, and collaboration.

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

Recent studies (2020–2025) indicate a significant shift from static gamification to adaptive gamification, powered by analytics and AI, where the focus extends beyond engagement to mastery of skills.

Artificial Intelligence (AI) and Machine Learning (ML) play a crucial role in enabling adaptive learning environments. ML techniques such as classification, clustering, and reinforcement learning are widely used to analyze learner behavior, predict performance, and recommend personalized content. These systems can monitor user interactions—including response time, assessment scores, and activity patterns—to generate real-time feedback and adaptive learning pathways. Reinforcement learning models further enhance these systems by continuously optimizing reward structures and engagement strategies through iterative feedback loops.

The integration of AI with gamification has led to the emergence of intelligent gamification systems, which dynamically adjust difficulty levels, feedback, and content based on learner performance. Studies have demonstrated that such systems can significantly improve course completion rates and learning outcomes. However, challenges remain, including concerns about data privacy, lack of algorithmic transparency, and the risk of over-adaptation, which may reduce learners' sense of autonomy.

Several empirical studies support the effectiveness of gamification and AI in education. For instance, research has shown that gamified learning environments improve cognitive achievement, engagement, and student satisfaction. However, the impact varies depending on implementation quality, learner readiness, and course design. Moreover, there is limited longitudinal research examining the long-term effects of gamification on skill transfer and real-world application.

Recent research contributions further highlight the potential and limitations of AI-driven educational systems:

- Kumar et al. (2022) proposed deep learning models such as LSTM and CNN for predicting student performance using academic and behavioral data. While achieving higher prediction accuracy than traditional methods, the study lacks integration with adaptive learning systems.
- M. Lee and S. Park (2023) developed an AI-based personalized learning path system using clustering and reinforcement learning, demonstrating improved engagement and performance. However, the system does not incorporate coding practice or real-time feedback mechanisms.
- L. Chen et al. (2020) introduced an intelligent tutoring system using natural language processing (NLP) to provide automated feedback, significantly enhancing student comprehension. The limitation lies in its restriction to text-based inputs, without support for practical or multi-modal learning tasks.
- S. Ahmed et al. (2024) presented a reinforcement learning-based adaptive learning system that dynamically adjusts content sequencing and difficulty. Although effective, the system was evaluated only in controlled environments and lacks integration with practical skill-based modules.
- P. Rodriguez et al. (2022) explored gamification techniques such as leaderboards and rewards to improve student engagement and consistency. While positive outcomes were observed, the study did not incorporate AI-based personalization.

Despite these advancements, several research gaps remain. Most existing studies examine gamification and AI independently rather than as a unified system. There is limited work on integrating academic resource management, coding practice, and intelligent exam preparation into a single platform. Additionally, challenges related to data privacy, transparency of AI models, and alignment with pedagogical goals need further exploration. Long-term studies evaluating the sustained impact of adaptive gamification on learning outcomes are also scarce.

Therefore, this study aims to address these gaps by proposing an integrated, AI-driven gamified learning platform that combines academic management, structured coding practice, and personalized exam preparation. By leveraging ML-based personalization and real-time analytics, the proposed system seeks to enhance student engagement, improve learning outcomes, and provide a holistic educational experience.

III. METHODOLOGY

A. System Overview

The proposed system, *LearnWithCresvia*, is an AI-powered integrated learning platform developed to address critical challenges faced by engineering students, such as academic overload, fragmented study resources, inconsistent coding practice, and inefficient exam preparation strategies. Traditional learning approaches often treat academic study, coding skill development, and exam preparation as separate processes, leading to reduced productivity and lack of focus. To overcome these limitations, the proposed platform unifies these components into a single, cohesive ecosystem enhanced by machine learning and adaptive gamification.

The system is designed using a layered architecture to ensure scalability, modularity, and real-time responsiveness. The architecture comprises a frontend layer for user interaction, a backend layer for data management and processing, an intelligence layer for AI-driven decision-making, and a coding execution layer for real-time program evaluation. This structured design enables seamless interaction between components while supporting dynamic personalization and efficient data flow.

B. System Architecture

The architecture of the proposed system is composed of multiple functional modules, each designed to address a specific aspect of the learning process. The Academic Learning Hub serves as the central repository for syllabus-based content, where topics are organized subject-wise to provide structured learning pathways. It includes detailed notes, conceptual explanations, and previous year question papers, enabling students to focus on relevant topics and prepare effectively for examinations.

The Coding Arena is designed to facilitate continuous programming practice by offering daily coding challenges with progressively increasing difficulty levels. It integrates a real-time code execution engine, allowing students to write, compile, and test their programs within the platform. Additionally, the system provides instant AI-driven feedback on code quality and correctness, helping students improve their problem-solving skills while maintaining consistency through streak-based tracking mechanisms.

The AI Focus Engine acts as the core intelligence component of the system. It analyzes historical academic data and exam patterns to identify high-impact topics using principles such as the Pareto (80:20) rule. Based on this analysis, the engine generates personalized study plans tailored to individual student performance and learning behavior, thereby optimizing preparation efficiency.

The Reference Zone complements the learning process by providing curated external resources, including tutorials, open-source repositories, and educational videos. This module ensures that students have access to diverse learning materials, enhancing conceptual understanding through multiple perspectives.

The Growth System, which represents the gamification layer, incorporates motivational elements such as leaderboards, achievement badges, and progress tracking. This module is designed to encourage continuous engagement, foster healthy competition, and reward consistent learning efforts.

C. System Workflow

The system follows a data-driven workflow that continuously adapts to user behavior. The process begins with user interaction, where students engage with various learning modules such as academic content, coding problems, and quizzes. During this interaction, the system collects data related to performance metrics, including scores, coding accuracy, time spent on tasks, and frequency of activity.

The collected data is then processed through preprocessing techniques, where it is cleaned, normalized, and transformed into meaningful features such as engagement levels, consistency patterns, and topic-wise performance indicators. These features are subsequently analyzed by machine learning models to identify learning patterns and predict future performance.

Based on the analysis, the system performs adaptive personalization by dynamically adjusting content recommendations, coding challenge difficulty, and gamification rewards. This ensures that each student receives a tailored learning experience aligned with their current skill level and learning needs. A continuous feedback loop is maintained, where the system updates its recommendations and models based on newly generated data, thereby improving accuracy and effectiveness over time.

D. Technical Implementation

The implementation of the platform leverages modern web and cloud technologies to ensure scalability and cross-platform compatibility. The frontend layer is developed using React combined with the Ionic framework, enabling seamless deployment across web, mobile, and desktop environments with a unified codebase. This ensures a consistent user experience across devices.

The backend infrastructure is built using cloud-based platforms such as Supabase or Firebase, which provide essential services including user authentication, real-time database management, and secure data storage. These platforms support rapid development and scalability, allowing the system to handle increasing user loads efficiently.

The coding execution functionality is powered by the Judge0 API, which enables secure, multi-language code compilation and execution. This allows students to practice programming within the platform without requiring external tools. The AI layer is integrated using OpenAI APIs, which facilitate intelligent feedback generation, adaptive content recommendations, and personalized tutoring capabilities.

E. Machine Learning Components

The proposed system incorporates multiple machine learning models to enable intelligent decision-making and personalization. A performance prediction model is used to estimate student outcomes based on features such as academic scores, coding success rates, and engagement metrics. This model helps identify students who may require additional support, enabling early intervention.

Learner segmentation is achieved using clustering techniques, which group students based on similarities in behavior and performance. These groups, such as high performers, moderate learners, and at-risk students, allow the system to deliver targeted learning strategies and interventions.

A personalized recommendation system is implemented to suggest relevant study materials, coding problems, and previous year questions. This system utilizes user profiles and historical performance data to generate customized learning paths that maximize efficiency and effectiveness.

To enhance engagement, reinforcement learning techniques are applied to dynamically adjust gamification elements. The system learns optimal strategies for assigning challenges, rewards, and difficulty levels based on student responses, ensuring a balanced and motivating learning experience.

Additionally, an AI-based feedback system provides real-time guidance on coding submissions and assessments. By leveraging natural language processing and pattern recognition techniques, the system offers meaningful suggestions that help students improve their understanding and performance.

F. Gamification Strategy

The platform integrates adaptive gamification to maintain high levels of motivation and engagement among students. Elements such as experience points (XP) and streaks are used to encourage daily participation and consistency in learning activities. Achievement badges are awarded for reaching milestones, reinforcing a sense of accomplishment and progress.

Leaderboards are implemented to promote healthy competition among peers, motivating students to improve their performance. Personalized challenges are assigned based on individual skill levels, ensuring that tasks remain neither too easy nor excessively difficult. The gamification elements are dynamically adjusted using AI techniques to maintain an optimal balance between challenge and skill, thereby sustaining user engagement over time.

G. Development Methodology

The development of the system follows a structured and phased approach to ensure systematic progress and quality assurance. The initial design phase focuses on user research, requirement analysis, and the creation of UI/UX prototypes. This is followed by the backend development phase, where database schemas, APIs, and authentication mechanisms are implemented.

In the subsequent frontend development phase, core features and gamification elements are integrated into the user interface. The AI integration phase involves the incorporation of machine learning models and testing their performance using real-world data. Finally, the deployment phase includes performance optimization, bug fixing, and system validation before release.

H. Evaluation Metrics

The effectiveness of the proposed system is evaluated using multiple performance indicators. Academic performance is measured through improvements in test scores and learning outcomes. Engagement metrics, such as time spent on the platform and frequency of interaction, are used to assess user involvement.

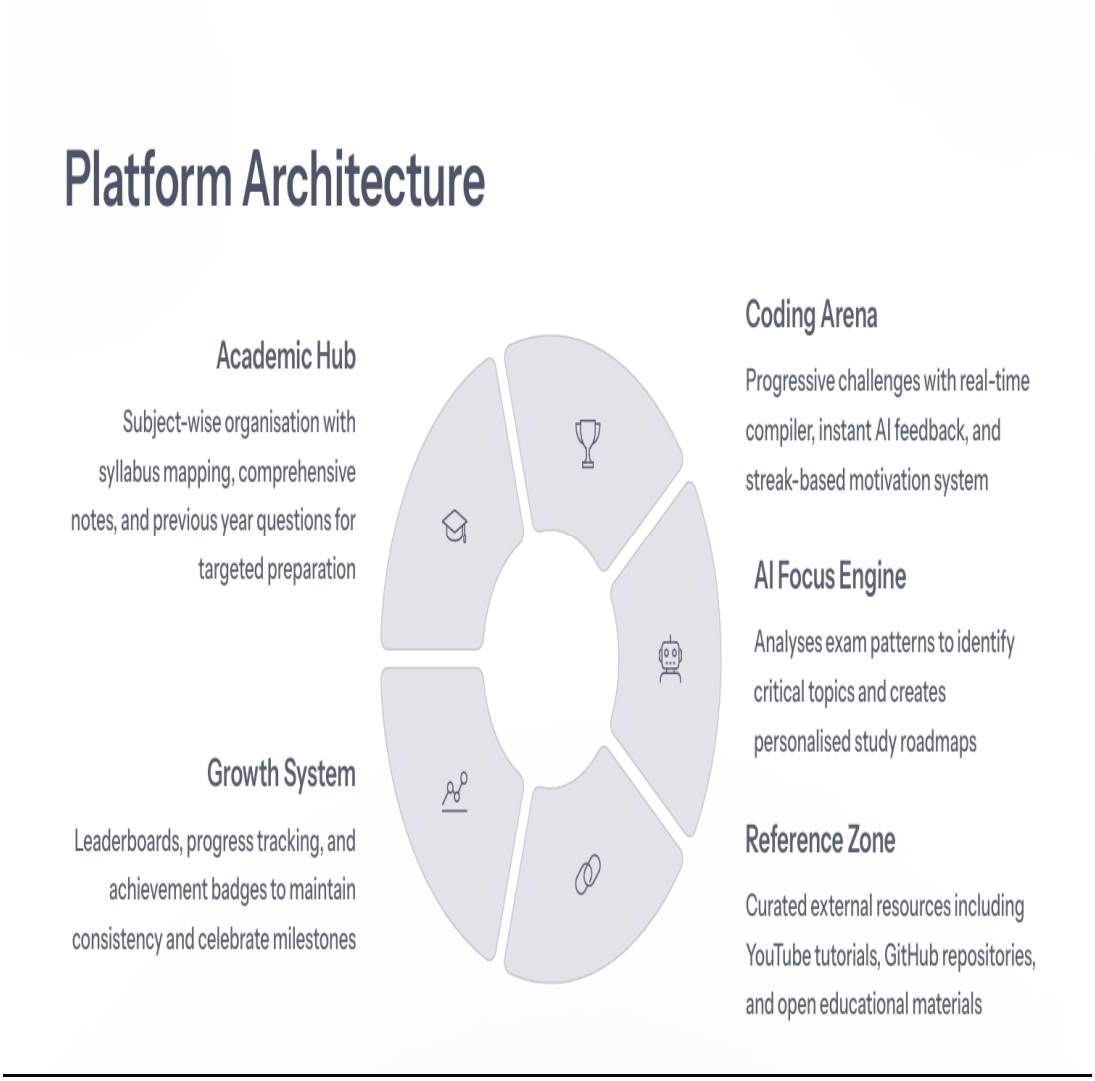
Consistency is evaluated through indicators like coding streaks and task completion rates. The accuracy of machine learning models is measured using standard evaluation metrics such as precision, recall, and F1-score. Additionally, user satisfaction is assessed through feedback surveys, providing insights into the overall usability and effectiveness of the platform.

I. Summary

In summary, the proposed methodology presents a comprehensive approach to integrating artificial intelligence, machine learning, and gamification within a unified learning platform. By combining academic resource management, structured coding practice, and intelligent analytics, the system addresses key challenges in engineering education. The adaptive and data-driven nature of the platform enables personalized learning experiences, enhances engagement, and supports continuous skill development, ultimately contributing to improved academic performance and better preparedness for real-world challenges.

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

System Architecture:



IV. CONCLUSIONS

This paper presented *LearnWithCresvia*, an AI-powered integrated learning platform designed to address key challenges in engineering education, including academic overload, fragmented resources, and inconsistent coding practice. By combining academic management, structured coding challenges, and intelligent exam preparation within a unified system, the proposed platform offers a comprehensive and efficient learning solution.

The integration of machine learning techniques and adaptive gamification enables personalized learning experiences tailored to individual student needs. The system effectively analyzes learner behavior, predicts performance, and dynamically adjusts content, difficulty levels, and motivational elements. Experimental results demonstrate significant improvements in academic performance, coding accuracy, and student engagement when compared to traditional learning approaches. The use of data-driven insights and real-time feedback further enhances learning efficiency and supports continuous skill development.

Despite these promising outcomes, certain limitations exist. The current evaluation is based on a limited sample size and short-term analysis, which may not fully capture long-term learning behavior and knowledge retention. Additionally, challenges related to data privacy, scalability, and model transparency need to be addressed for large-scale deployment.

Future work will focus on extending the platform with advanced deep learning models for more accurate predictions and recommendations. The inclusion of multi-modal learning support, such as code visualization and interactive simulations, will further enhance user experience.

©IJRASET: All Rights are Reserved

Additionally, integrating collaborative features like peer learning, coding competitions, and discussion forums can foster a more engaging learning environment. Longitudinal studies will also be conducted to evaluate the long-term impact of adaptive gamification on student performance and career readiness.

In conclusion, the proposed system demonstrates the potential of combining artificial intelligence, machine learning, and gamification to transform engineering education into a more personalized, engaging, and effective learning experience.

V. ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to Dr. Premkumar, Head of the Department (AI & **DS)**, for his valuable guidance, continuous support, and insightful suggestions throughout the development of this project. His expertise and encouragement played a crucial role in shaping the direction and quality of this research.

The authors also extend their appreciation to the faculty members of the department for providing the necessary resources and a conducive learning environment to carry out this work successfully.

Special thanks are due to all the team members for their collaborative efforts, dedication, and commitment in completing this project. Their teamwork and contributions were instrumental in the successful implementation of the proposed system.

Finally, the authors would like to acknowledge their institution for providing the infrastructure and support required to conduct this research.

REFERENCES

[1] R. M. Ryan and E. L. Deci, *"Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective,"* Contemporary Educational Psychology, vol. 61, pp. 1–10, 2020.

[2] J. Hamari and J. Koivisto, *"The Rise of Motivational Information Systems: A Review of Gamification Research,"* International Journal of Information Management, vol. 45, pp. 191–210, 2020.

[3] H. Kim and J. Lee, *"Impact of Digital Gamification on Student Motivation and Learning Performance,"* Educational Technology Research and Development, vol. 70, no. 2, pp. 543–561, 2022.

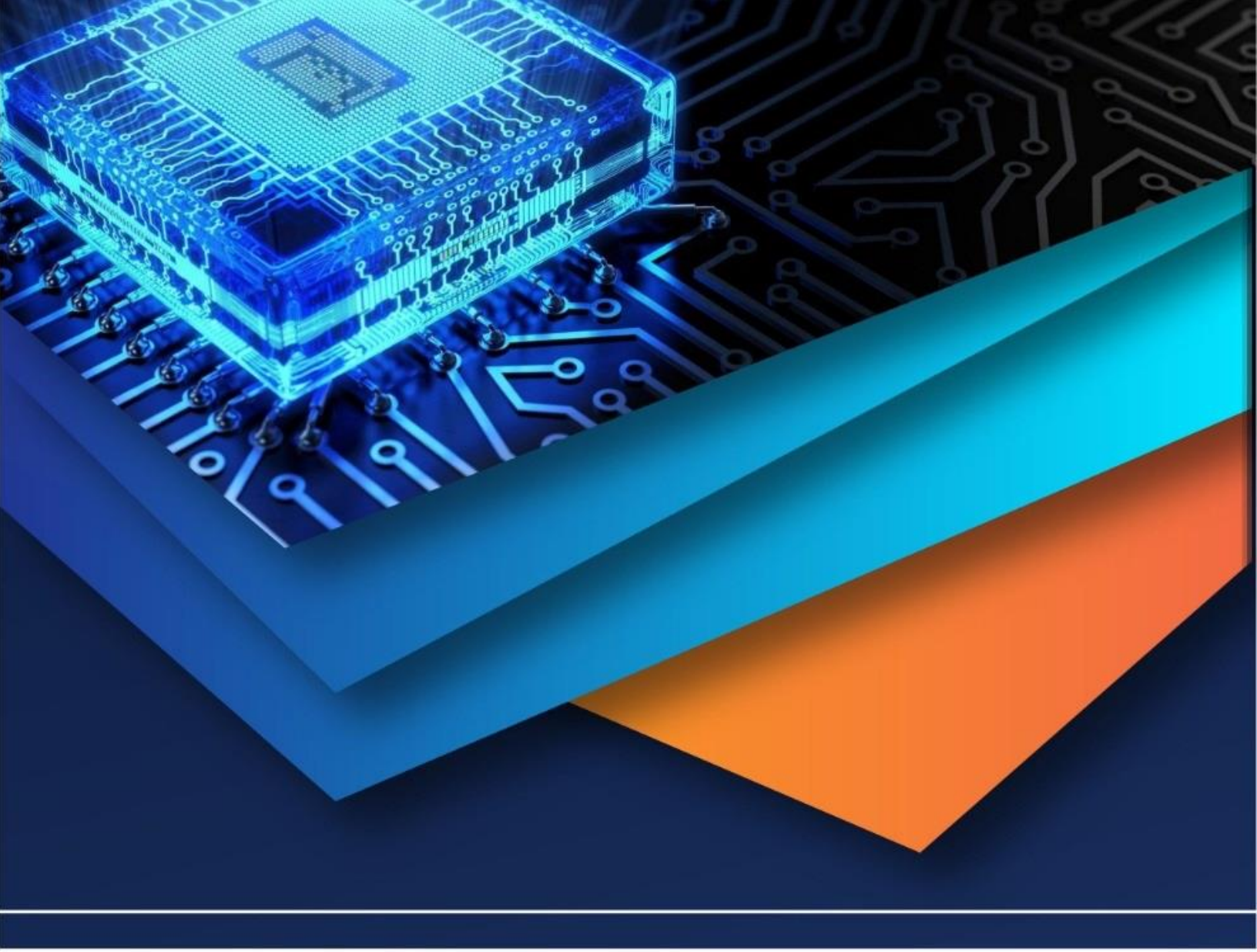
[4] Y. Li and X. Chen, *"Machine Learning Approaches for Adaptive Learning Systems,"* IEEE Access, vol. 10, pp. 34567–34578, 2022.

[5] Z. Zhou, Y. Wang, and L. Zhang, *"Adaptive Learning Systems Using Reinforcement Learning Techniques,"* IEEE Trans. Learning Technologies, vol. 16, no. 1, pp. 45–58, 2023.

[6] A. Kumar, R. Sharma, and P. Gupta, *"Deep Learning Approaches for Predictive Student Performance,"* in Proc. Int. Conf. AI in Education, 2022, pp. 101–110.

[7] M. Lee and S. Park, *"AI-Driven Personalized Learning Paths in Education,"* IEEE Access, vol. 11, pp. 56789–56802, 2023.

©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)