International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

Education for Underprivileged students using AI Prediction

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ABSTRACT :

Quality education as a necessity for underprivileged students has always been an issue, hampering the academic growth and the future of students. This gap can be closed through utilisation of Artificial Intelligence (AI) and knowledge graph technologies in order to provide personalised and context-aware learning. In this paper, we suggest an AI-powered knowledge graphs-based system that can dynamically map concepts, resources, and learner profiles to deliver personalized educational content. The system combines the aspects of the natural language processing and the semantic reasoning to develop adaptive learning pathways to capture the unique needs of disadvantaged students. Through joining learner feedback, educational materials, and curricular standards, the knowledge graph helps to achieve intelligent content recommendation and real-time monitoring of performance. Experiential use of the system proves its role in improving comprehension as well as engagement among students who are not well equipped with a traditional learning support set. Such approach provides a scalable, inclusive and intelligent framework for democratizing education based on AI technologies.

Besides the main AI aspects, the system uses data preprocessing, contextual marking, and relevance rankings' algorithms to make sure that the given educational recommendations are correct and applicable in this particular case. These techniques cumulatively enhance the reliability and personalization of learning especially to the students affected by the socio-economic barriers.

Keywords: AI in Education, Knowledge Graphs, Underprivileged Students, Personalized Learning, Educational Equity, Semantic Technologies, Intelligent Tutoring, Natural Language Processing, Concept Mapping, Adaptive Learning, Digital Inclusion.

Introduction

Underprivileged pupils usually have huge education gap that is compromised by the social economic barriers, absence of qualified learning materials and scarce academic assistance. These struggle contributes to the continued gap of achievement, which not only impacts the academic performance, but also lifelong opportunities, and social mobility. The impacts of educational inequality are vast, resulting in lack of self-confidence, lower graduation rates, and less involvement in higher education or skilled occupation. To eliminate this disparity, there is a need to have innovative and scalable solutions that can adjust to the various needs of the disadvantaged learners and offer them focused educational assistance.

Issue with the Conventional Education Support Systems

Traditional educational systems like prescribed curricula, all-in-one tutoring, and textual educational resources end up not responding to the individual needs of underprivileged students. These methods do not respond to individual knowledge gaps, paces of learning, and inclinations; and often fail to exhibit contextual understanding pertaining a student's origin. In addition, the lack of prepared educators and targeted learning material in the underserved areas restricts personalized learning opportunities further. In turn, traditional approaches are not very effective in increasing equitable educational activities and meaningful learning outcomes for the underprivileged learning population.

AI and Knowledge Graphs role.

Artificial Intelligence (AI) and knowledge graphs provide transformative potential for breaking the constrains of traditional education systems. Knowledge graphs may support relationships between educational concepts, student profiles and curriculum to create a good semantic context for intelligent eduction systems. Integrated with AI, these graphs can drive personalised learning journeys utilizing the power of recommending the most needed learning materials, detecting conceptual gaps, and altering the content delivery in accordance with the real-time feedback of learners. AI-based knowledge graphs, therefore, enable a customized and flexible learning experience that is particularly important for underprivileged students whose needs are diverse.

Benefits of AI-Powered Knowledge Graphs

AI-enabled knowledge graphs have many advantages that can be in line with the goal of equitable education. They allow the delivery of contextualized and personalized educational content without the need to be under strict human supervision. Such an automation helps to minimize reliance on scarce educational personnel and resources. The system can also be deployed on different digital platforms, which makes it appropriate for the mobile leaning in areas that are far or left out. The more learners that use the system, the better machine learning algorithms make the recommendations of content more relevant and precise. In addition, the data-based insights generated by the system can teacher and policy makers about gaps in the education and progress of learners at the system's levels.

Real-World Applicability

The adaptibility in different educational settings is one of the major advantages of the current AI knowledge graph–based systems. They can be infused into the existing digital learning systems, mobile applications, as well as government education portals with little need to adopt significant infrastructural changes. This flexibility is what makes them best suited for use in resource-poor contexts like rural schools, community centers, and at refugee learning programs. In addition, the scalability of the system enables the educational institutions and the NGOs to help a significant number of learners on a simultaneous basis, making inclusive and continuous learning happen.

Study Objective

- Create a knowledge graph system based on AI for individual education.
- Allow for contextual and adaptive learning amongst poor students.
- Bring semantic understanding of curriculum content and learner profiles together.
- Support real-time feedback and continuous assessing of the learners.
- Make it scalable to allow for the broad use in low-resource settings.
- judge the effectiveness as opposed to traditional methods of education.
- Suggest directions for implementation and policy integration in the future.

Literature Review

The subsequent surge of interest in equitable education around the world has led to a tremendous increase in the number of studies that discuss the utilization of technology to solve the gap in learning of the underprivileged students. The conventional methods of interventions including textbook learning, lecture in classroom, and once in a while remedial instruction proves to be insufficient on addressing the particular needs of the students from disadvantaged background since they lack flexibility and personalization. Consequently, the most recent academic path has been redirected to the use of artificial intelligence (AI) and knowledge representation systems like knowledge graphs to develop scale-based, adaptive, and context sensitive learning models. Such emerging technologies provide dynamic interaction with the educational content, which makes it possible to customize learning paths and provide personalized knowledge delivery.

Knowledge Graphs in Education

Knowledge graphs are semantic networks whereby relationships among entities are displayed, these entities range from concepts, topics, skills and learner profiles. They have emerged as a more integral part of intelligent tutoring systems (ITS) and digital learning facility. Prior studies of Sinha and Jain [1] introduced an idea of using knowledge graphs to map textbook contents for enhanced navigation and understanding in the e-learning system. Their approach allowed learners to discover prequisite concepts and elicit individualized content flows, depending on their already learned items. Later, Al-Smadi et al. [2] created a domain-specific knowledge graph for K-12 education, where curriculum standards were connected to multimedia resources, which enhanced discoverability of content and alignment of content to educational objectives.

More recent developments have been related to the incorporation of AI techniques of natural language processing (NLP) and reasoning semantics to improve the flexibility of educational knowledge graph. For instance, Zhang et al. [3] developed an AI-driven learning assistant that uses knowledge graphs to guide the suggestion of next-step learning resources from filling in gaps in a learner's understanding as detected in their quizzes. Their system showed enhanced learning achievement for underperforming students and facilitated non-linear-self-prefix learning. In the same vein, Bouaziz et al. [4] developed knowledge graph-based adaptive learning engine that can automatically tag and recommend learning materials for different cultures and languages – which are important in underprivileged and diverse student population.

Personalized and inclusive learning with AI.

AI technologies have been able to greatly leverage the power of the knowledge graph by providing an automated response to the need of the learners. The machine learning algorithms can deal with learner interactions, monitor progress, and customize the graph structure to offer learners more accurate and custom learning courses. Gutiérrez et al. [5] rolled out an intelligent knowledge graph system where difficulty levels and content types were automatically adapted to students' response. Their platform was especially helpful in dealing with students from under-served regions who needed remedial learning in fundamental areas such as mathematics and literacy.

Also, the ability of using learner metadata (like socio-economic status, access to devices and primary language) has enhanced the inclusivity of such systems. The use of AI-powered recommendation engines derived by knowledge graphs to personalize to the regional education level, digital literacy, and region specifics were examined by Khalid and Shukla [6]. The system demonstrated a substantial potential in closing the educational gap for the rural and deprived student communities through remotely accessible and language-sensitive content.

Real-World Implementations and Case Studies

There are a few real-life implementations that have examined the scalability and the effectiveness of AI knowledge graph systems in the educational environment. For instance, Khan Academy and IBM’s Watson Education project has experimented with the implementation of concept graphs to monitor student progress and provide resources choice relative to learning goals. A pilot project published by Ibrahim et al. [7] has involved the employment of a graph-based tutoring system into refugee education programs in Jordan. The platform has managed to enhance the learners’ rates of retention and engagement, particularly, in science and language subjects.

A similar piece of research by Ndungu et al. [8] observed the application of AI-driven knowledge graphs in sub-Saharan Africa, where schools have a lack of qualified teachers. Their system came with automatic counselling, tutoring and curriculum mapping of students through mobile phones. It greatly enhanced student performance and the reduction of dropouts, which emphasized the feasibility of these solutions for the underprivileged communities.

Challenges in AI-Based Educational Systems

In fact, there are a number of difficulties in spite of AI and KG promise in education. Personalized learning paths accuracy greatly depends on the quality and the completeness of the data that are used to create graphs. Deficient and biased data may lead to inappropriate and misleading recommendations. Additionally, technical infrastructure including internet connectivity, useable devices, and usability of the platforms is also another great hindrance in most underprivileged societies. Furthermore, there are ethical issues that come up as concerns to data privacy and algorithm fairness, especially with tracking individual learner behavior through time.

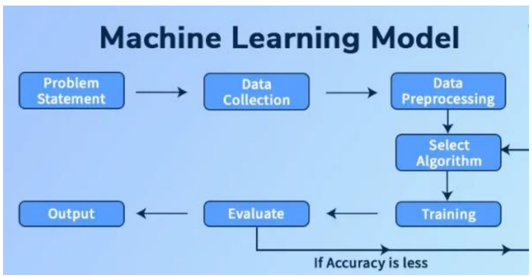
The other issue arises from the changing and changing nature of knowledge itself. With changes in curricula, standards and needs of leaners also changes, the knowledge graphs need to be updated from time to time for its to keep with time. This maintenance calls for interdisciplinarity efforts between educators, AI experts, and domain specialists. This ensures systems are not outdated or not able to serve the people they serve.

Future Directions

Recent research studies are investigating the ways of enhancing the robustness and accessibility of knowledge graph-based systems of learning. One is the development of hybrid models that fuse multimodal data, i.e., text, video, voice and assessment results in order to understand learners’ cognitive states. As with websites, these systems may be able to deliver a more roundabout personalization and even detect those non-verbal cues like doubt or boredom to enhance engagement.

In addition, the future belonging to inclusive education lies in decentralized and open knowledge graph ecosystems which are locally modifiable, globally interoperable. The use of federated learning could enable institutions to train models on distributed data without violating the privacy of the students. By expanding 5G and low-cost mobile technology, the same systems can work offline or in a low-bandwidth context, thus rendering them even more appropriate for underprivileged locations. With constantly advancements of AI ethics and educational data governance frameworks, these systems’ responsible use with equitable and transformative education will be increasingly informed.

Methodology



The methodology for improving education of the underprivileged students with the help of AI knowledge graphs consists of the following stages: collection of data, generation of knowledge graph, adoption of machine learning, personalized recommendation of content, and evaluation of system. The approach makes use of semantic connections, AI-powered inference, and personalized feedback so as to create a scalable learning environment that can provide individualized instructional support to students who do not have reliable access to quality education.

1.Data Collection

The methodology starts with getting educational content and learner data. It helps in getting the academic material from open educational resources (OERs), government curricula, books, and digital learning platforms. Content is retrieved on a number of topics including mathematics, science, and literacy and arranged in order of skill level, educational standards, and the falling subject relevancy. At the same time, learner profiles are designed based on the demographic data (age, the place of residence, language), the history of performance, and available devices in order to understand the behavior and needs in learning of underprivileged students.

Surveys and partnership with NGO's, rural schools, and poor education programs are the methods of collecting real world data about learning patterns and access barriers in the target groups. These insights form the basis of development of a context- aware and inclusive knowledge graph structure.

Knowledge Graph Construction

Based on the acquired content, a domain-specific knowledge graph is developed to present concepts in education and the relationships between them. In the graph, nodes represent topics, skills, and learning outcomes, while the edges signify semantic relationships (prerequisite knowledge, similarity of concept, and subject hierarchy).

Some of the NLP techniques used to automatically extract entities and relationships from unstructured text include names entity recognition and Part-of-Speech (POS) tagging. Ontologies and schema definitions are used to make sure the structure of the graph conforms to the order of taxonomies and learning outcomes of national or regional education boards.

3.Integration of Machine Learning

Machine learning models are incorporated in order to make knowledge graph dynamic and to cater to the learner behavior. Collaborative filtering and content-based filtering algorithm is being used to conduct analysis of learner interactions and recommend the most suitable next step in learning. Supervised learning models are trained to estimate the performance of students, likelihood of dropping out of school or their preferred learning pattern using data that is tagged such as time taken on tasks, feedback received from users among others.

Such models are constantly improving the knowledge graph by changing the values of nodes, eliminating the redundant connections, or adding new links between the concepts developed during the inference phase, keeping the learning path adequate and personalized.

4.Personalized Content Recommendation

The polished knowledge graph undergirds an AI-led recommendation engine that tailored educational content to each student. Depending on the current knowledge, learning goals, and limitations (e.g., insufficient internet access), the system determines the best learning resources like videos, interactive exercises, or materials for reading.

As part of recommendation, it is useful to include learner constraints on the graph query like suggesting offline available or language matched content. Graph searching algorithms like Depth-First Search (DFS) or Breadth-First Search (BFS) are utilized to search the graph for producing adaptive studying programs that follow the pace and the understanding of the student.

5.System Validation and Performance Testing

For the purport of guaranteeing satisfactory AI knowledge graph driven learning system, the model is put through severe validation. The recommendation engine and prediction models are validated using real-world datasets of learning from partner organizations or pilot schools. System measures for performance assessment are precision, recall, mean reciprocal rank (MRR), and pre-test VS post test student learning gains.

A/B testing is performed on a control group that is given static learning paths versus an experiment group that uses the personalized graph-based system. Improvements in engagement and students academic performance are monitored as system efficacy.

6.Real-World Deployment and Feedback Loop

When it is validated, the system is rolled out in target educational settings including community centers, government schools, and refugee learning camps. It is optimized for low cost devices like tablets or smartphone with offline compatibility features for locations having a low connectivity.

A feedback mechanism is embedded to receive real-time responses and statistics about the system usage from the learners. This ongoing feedback loop is used to update the graph, retrain AI models and improve the quality of content recommendation. Teachers, facilitators, and parents could also receive analytics dashboards with the results of student progress and areas where interventions are required.

This end-to-end approach guarantees that AI-based knowledge graphs can provide meaningful, personalized, and scalable education to deprived students, thus narrowing the learning gap with help of intelligent content and data-friendly information.

Conclusion

This research manages to illustrate the potentiality of using AI-based knowledge graphs in restructuring the experience of underprivileged students. By combining structured knowledge representation, individualized learning paths, and intelligent content suggestions, AI Knowledge graphs offer a scalable, flexible, and affordable way of overcoming the educational gap. As comparied to traditional methods which provides fixed, same solutions for all, knowledge graph–based systems provide dynamic, contextual, and learner-specific direction tailored for all marginalized student populations.

The system's ability to map complex educational concepts, measure the progress of learners, and provide real time tailor-made feedback is a promising potential for both remote learning contexts and resource-deficient classrooms and informal learning situations. In addition, the use of open educational resources and graph-based reasoning make an essential basis for equal access for all students to the quality learning content irrespective of their location and social status.

In spite of the successful implementation, there are several challenges to the system implementation including provision of inclusive and localized content, limitations to connectivity in rural settings and maintenance of ethical requirements in regards to data privacy and learner autonomy. These concerns should be addressed with ongoing research and cooperation with the stakeholders and iterations with the system.

Future directions would be to extend the knowledge graph using multimodal data (speech and interaction patterns), improve learning analytics using deep learning algorithms, and integrate adaptive feedback loops that change to suit the student needs. Moreover, collaboration with educational NGOs, governments, as well as providers of technology will be crucial in the scaling of this system within a variety of learning ecosystems.

In conclusion, this study sets up a strong basis for use of AI knowledge graphs as transformative educational tool, which equips underprivileged learners with smart, personalized and open education, significantly adding to global educational equity.

Limitations

Infrastructure and Connectivity Constraints: Most underprivileged communities also do not have the benefit of a reliable internet and Digital devices, which is a huge challenge in implementing AI knowledge graph – based educational systems. Success of such systems is largely reliant on a basic level of technological infrastructure.

- **Data Scarcity and Quality:** The AI knowledge graphs depend on high-quality structured educational data in their functioning. In situations of catering for underprivileged learners, there could be operational difficulties in terms of lack of localized, culturally relevant, or linguistically appropriate learning resources that can negatively impact system performance.
- **Personalization Challenges Across Diverse Learners:** Knowledge graphs may fail to capitalize on this diversity-in-learners, by only providing personalized learning pathways. Lack of adequate information about each of the learners may limit or bias personalization.
- **Privacy and Ethical Concerns:** AI-driven systems for education implementation spur various ethical issues about the ownership of data, consent and usage. Due to a lack of privilege, disadvantaged students and communities might also be more liable to exploitation or such unintentional misuse of data, particularly where the laws of data protection are flimsy.
- **Bias in Knowledge Representation:** Knowledge graphs can be biased when they are inheriting from their data sources and might thereby even perpetuate the current inequality in access or coverage of specific topics, cultures or visions. This may lead to lopsided learning experiences to marginalized students.
- **Limited Teacher and Facilitator Training:** Incorporating knowledge graph systems of AI is usually accompanied by a phenomenon of digital literacy of educators; an aspect that is often necessary for the efficiency of the integration process. In under resourced educational settings, lack of training and support to teachers may hinder the use of such technologies.
- **Language and Localization Barriers:** Most AI educational systems are created in the current powerful languages of the world. Because of the absence of multilingual support or regionally adjusted interfaces, the accessibility can be reduced for students in linguistically varied underprivileged communities.
- **Sustainability and Maintenance:** Sustenance and constant refreshing of the knowledge graphs are long term technical and financial resources. Deprived schools and organizations might have difficulties maintaining infrastructure in order to maintain such systems functional and relevant.
- **Evaluation and Impact Measurement:** Evaluating the true education impact of the AI knowledge graphs in impoverished settings is difficult. Such things as irregular attendance, external socioeconomic influences, and contextual variables complicate standardized evaluation.
- These limitations emphasize the need to embrace a holistic inclusive and context-based approach to designing and implementing AI knowledge graph education system to avoid ethical misuse of the AI knowledge graph based education system by serving underprivileged students effectively.

Future Work

- **Integration of Multimodal Learning:** The enhancement of AI knowledge graphs can be achieved by integrating them with audio-visual, interactive, simulated, and gamified experiences. This will not only provide learning opportunities for students from disadvantaged backgrounds, but also engage them through effective interactive content.
- **Multilingual And Localization Expansion:** There is a great need to expand the AI knowledge graphs to include multilingual and region-specific content. This will allow for translated versions along with context adaptation to the local curriculum, thus increasing educational inclusivity and accessibility on a global scale.
- **Offline Capability and Edge Computing:** Future designs could integrate offline capability through edge computing or downloadable modules to suit areas with little to no internet connectivity. Students would be able to learn in remote environments without deep connective requirements.

- **Automated Personalized Learning:** Advanced adaptive learning algorithms can be implemented onto AI knowledge graphs to significantly improve the ability to fill learning gaps. A learner's pace, preferences, and progress could be analyzed in real time to provide customized paths, if designed so in the future.
- **Alignment with National and Regional Educational Structures:** Deep integration of AI knowledge graph platforms with national education databases and schools will enhance curriculum alignment, learner tracking, policy implementation, and provide more comprehensive system-level sustainablity and scalability.
- **Advanced Educator Support Systems:** Developments should focus on dashboards for educators that are informed by AI in real time to provide recommendations on instructional approaches, tracking engagement and achievement, and guide adaptive teaching for poorly resourced classrooms.
- **Disturbing Trends In Privacy With Data Collection:** One of AI's greatest challenges is ensuring ethical practices while it implements itself in the underprivileged sectors of education. Work involving minors and the vulnerable populations needs to identify and outline policies including strong data governance frameworks, anonymization, consent management, and data ownership frameworks.
- **Extension of Information and Communication Technology (ICT):** Expanding AI knowledge graphs to include SEL bolsters the development of well rounded individuals. SEL supporting materials alongside SEL evaluative tools may be embedded into the built systems to address academic needs as well as the emotional and social needs of the learners.
- **Feedback and Revision from the Community-Based Design:** The involvement of local educators, NGOs, and community leaders as content and system designers will greatly foster relevance and effectiveness in using the system. Local design principles that leverage the local knowledge systems and realities need to be emphasized in future initiatives.
- **Continuous Implementation Evaluation:** There is a need for comprehensive, longitudinal studies to determine the effectiveness of AI-based educational interventions in SEL in order to design effective solutions and refine current offerings. Educators need to focus their research on the long-term tracking of learners in terms of retention, graduation rates and employment impact to make desirable changes.

These directions desire to increase the scope, fairness, and influence of AI knowledge graphs in education.

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Data Set used for Study

1. https://www.education-inequalities.org/

Global Education Monitoring (GEM) Report Data – UNESCO

2. https://archive.ics.uci.edu/dataset/320/student+performance

UCI Student Performance Dataset