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| **Year** | **PAPER TITLE** | **MODEL USED** | **PARAMET ERS** | **MERITS** | **DEMERITS** | **DATASET USED** |
| 2018 | Analysis and Forecast of Literacy Rates in India | Machine  Learning Models (Predictive Analysis Model and Classification Model) | * Learning Rate * Mean Absolute Error * Root Mean Squared Error * Evaluation Metrics | * Data-Driven Decision Making * Comprehensive Analysis * Visual Interpretations * Predictive Analysis * Prescriptive Analysis * Government Benefits | * Data Quality and Availability * Complexity of Factors * Model complexity * Ethical Concerns * Cultural and Contextual variation | India’s Census 2011 database |
| 2020 | An Econometric Analysis of Literacy Rates in Different States of India and Factors Stimulating Them | Multiple Linear Regression Model | * Literacy Rate * Net Attendance Ratio (NAR) * Government Expenditure on Education * Government Policies | * Relevance and Importance * Data-Driven Analysis * Policy Implications * Awareness and Education * Focus on Net Attendance Ratio(NAR) | * Simplistic linear regression model * Causation vs Correlation * Data Quality * Simplistic view of Education * Sole focus on Government Policy | National Statistical Organization (NSO) -July 2017 to June 2018 |
| 2020 | Application of Machine Learning Methods to Predict Student Performance: A Systematic Literature Review | Logistic Regression, Decision Trees, SVM, KNN, Naïve Bayes, Gradient Boosting | Independent Variables (   * Demographic data, * Academic History * Attendance * Study Habits   -Dependent Variables (   * Performance) | * Improved Student Retention and Performance * Informed Decision-Making * Tailored Learning * Efficiency in Resource Allocation * Contribution to Educational Research * Global Impact | * Data Privacy and Ethics * Bias and Fairness * Overreliance on Predictive Models * Limited Contextual Understanding * False Positives and Negatives | University data |
| 2021 | Addressing AI and Data Literacy in Teacher Education: A Review of Existing Educational Frameworks | N/A | * Inter-relation of AI * Multi-level data Literacy | * Holistic Understanding * Real-world Relevance * Cross-disciplinary Learning * Cognitive Skills Development * Long-terms Benefits | * Curriculum Overload * Teacher Preparedness * Rapidly Changing Landscape * Resource Constraints * Assessment Difficulties * Equity Concerns | N/A |
| 2019 | Media Literacy Education in the Age of Machine Learning | K- Means Clustering,  Data Mining | * Evaluation Metrics * User demographics * Content Interactions | * Enhanced Media Literacy * Practical Skills * Real-world Application * Critical Thinking * Awareness of Ethical Issues | * Complexity * Lack of Relevance * Fast-paced Technological Change * Resource Requirements * Unintended Consequences | Media Literacy Survey data, educational datasets |
| 2021 | Machine Learning and Financial Literacy: An Exploration of Factors Influencing Financial Knowledge in Italy | Parametric Models( Linear and Logistic regression),  Decision Trees,  Random Forests,  Gradient Boosting | * Financial literacy level of Individuals * Demographic Factors * Learning rate * Number of Estimators * Random seed | * Innovative Approach * Complex Data Handling * Holistic Insights * Performance Comparison * Policy Implications * Practical Relevance * Encouraging Integration | * Limited Generalization * Data Availability * Overfitting Concerns * Interpretability * Data Collection Challenges * Algorithm Complexity * Potential Bias | Data from the Italy Bank’s 2017 Survey |
| 2012 | Analysis of Literacy Rates in Karnataka – Reflection from Census data | Quantitative and Qualitative analysis,  Comparative analysis | * Literacy Rate * Decadal Growth * Co-efficient of variation * Gender, Regions * Benchmark Literacy Rate | * Comprehensive Analysis * Data-Driven Insights * Identification of Successes * Focus on challenges | * Limited Contextual Information * Lack of Causality Analysis * Simplistic Analysis of Social Groups * Limited Policy Recommendations | Census of India ( 2011) |
| 2021 | Indian Literacy Analysis using Machine Learning algorithms | Linear Regression,  Decision Tree,  Random Forest, ANN and Data Visualization | * Literacy rate * GDP * Geographical Parameters (States, Districts) * MSE, R-Squared * React, Angular, Vue.js * Flask, Django | * Data-Driven Insights * Visualization * Identifying Patterns and trends * Prediction * Policy Implications * Comparative Analysis | * Data Quality * Model Complexity * Overfitting * Data Privacy and Ethics * Interpretability * Assumptions and Limitations | India’s Census data |
| 2021 | Conceptualizing AI literacy: An exploratory review | N/A | * AI Literacy * Teaching Methods * Ethical Considerations * Discourse Contribution | * Clarity in Understanding * Foundation for Education * Interdisciplinary Perspective * Future Career Readiness * Setting a Discourse | * Rapidly Evolving Field * Complexity * Lack of Consensus * Resource Intensive * Cultural and Contextual Variation | N/A |
| 2021 | Developing Middle School Students’ AI Literacy | Data Analysis and Visualization | * Workshop Focus * Curriculum * Outcomes * Challenges and Opportunities * Accessibility | * Informed and Critical Users of AI * Early Exposure to AI * Ethics Education * Career Readiness | * Age Appropriateness * Depth vs. Breadth * Sustainability * Technical Depth * Online challenges | N/A |

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| 2022 | Literacy rate in India in 2022 | Linear Regression,  Decision Tree, Comparative analysis |  | * Literacy Rate * Gender Disparities * Data Sources | * Timely data * Gender Analysis * Comparative data4 * Educational Data Analysis | * Methodology and Causality * Lack of Solutions * Cultural and Social Factors | National Statistical Office Dataset |
| 2011 | Status of Female Literacy rate in India | Descriptive Approach,  Gender Gap in Literacy,  Comparative Analysis,  Female Literacy as an Indicator |  | * Positive Associations * Influence on Demographic Factors * Female Literacy as a Development Indicator | * Holistic Understanding * Descriptive analysis * Significant Social Issue | * Data Reliability * Causality Challenges * Limited Methodology | Census data dataset |
| 2021 | Analysis of Literacy rate in Karnataka | Quantitative and Qualitative analysis,  Comparative analysis |  | * Social Group Analysis * Gender Analysis * Geographical Analysis * Temporal Analysis | * Quantitative Metrics * Temporal Comparison * Comprehensive Analysis | * Data Limitations * Limited Policy Discussion * Lack of Causality | N/A |