ANALYSIS OF EDUCATION DEPRIVATION IN INDIA USING MULTI-FAMS

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Despite enshrining free and compulsory education in the directive principle of the Indian Constitution, the educational backwardness of India even over 50 years of independence is quite glaring. This paper based on a survey of field level investigations, addresses the issues of economic constrains, schooling quality and parental motivation as a set of possible influences determining the educational decisions within a household and contributing to the overall picture of educational deprivation at the national level.

Rather it is the direct costs of schooling, which impose substantial burden on families and the low quality of schooling facilities, which reduce the child’s interest in education, that primarily account for educational deprivation. In both these aspects-reducing private costs of schooling and improving schooling quality-the state has the crucial role to play. But these are few signs that the government is addressing these problems. Here to study and analyze this data we use the very recently introduced new notion called multi-fuzzy associative memories (M-FAMs) which allows us to study simultaneously several inter related concepts and helps us to understand the hidden relations that is, hidden fuzzy associative memories. We adopt M-FAMs to study the educational

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deprivation in India and get the hidden internal relations between the quality of schooling facilities and child’s interest in education and direct costs of schooling and government addressing these problems.