



Research Paper

Digital Education for Tribal Girl Children: A Ground Reality Analysis through the Lens of Viksit Bharat and SDG 4 and 5

Gunjan Meena

Amity University

Noida, PhD Scholar, AISS Political Science Contact Number: 7727943845

ABSTRACT

The paper aims to the intersection of digital education, gender equality, and sustainable development goals (SDGs) in the context of girl students from Jhalawar district, specifically focuses on Aklera block. The research assesses the impact of digital literacy programs on girl children in two government schools located in different villages within the block. The study examines key areas such as the ratio of girl students achieving digital literacy, the effectiveness of government policies aimed at promoting digital literacy among girls, and the challenges they face in accessing digital education. In particular, it analyzed how government initiatives contribute to the of SDG 4 (Quality Education) and SDG 5 (Gender Equality), while also examines the broader vision of a Viksit Bharat (Developed India).

With a majority of the population being 90% tribal, the study investigated how cultural norms, geographical isolation, poverty, and patriarchal mindsets affect girls' access to digital education. Additionally, the study explored the digital divide, specifically how rural and tribal girls are disproportionately affected by limited access to technology and infrastructure. The research further addresses how these barriers can be overcome through more inclusive and accessible digital education policies, ensuring that girls from marginalized communities, particularly tribal girls, are not left behind.

Through a comprehensive examines these factors, this study depends on interviews and data collection through the process, it also contributed valuable insights into how digital education can empower girls in rural Rajasthan, enhance gender equality, and drive forward the broad vision of an inclusive, developed India.

Keywords:

Tribal women, Quality education, Gender equality, Digital literacy and Viksit Bharat.

Received 09 July., 2026; Revised 18 July, 2026; Accepted 20 July, 2026 © The author(s) 2026.

Published with open access at www.questjournals.org

I. INTRODUCTION

In India, the challenges faced by the tribal communities, particularly tribal girl children, in accessing quality education have been well-documented. Despite government initiatives aimed at promoting inclusive education and gender equality, tribal girls continue to lag behind their urban and non-tribal counterparts in educational attainment. Existing educational discrepancies have been made even more pronounced by the digital divide, which has been made worse by socioeconomic and cultural reasons. In 2020, Nayak et al. Tribal girl students have been disproportionately impacted by the move to online learning during the COVID-19 pandemic because they frequently lack access to digital devices, dependable internet connectivity, and the requisite digital skills. Alam & Nayak, 2022. In light of this, this study examines how gender equality, digital education, and sustainable development objectives intersect with tribal tribes in Rajasthan's Jhalawar area. The paper assesses the government efforts and outcome of digital literacy for female tribal girls and how effective government policies and at the same time barriers face by them in taking government education.

The sudden switch to online learning has disproportionately affected vulnerable communities, particularly indigenous female students; the COVID-19 pandemic has made these disparities much worse. The digital divide has become a major barrier to indigenous girls' access to education as digital literacy becomes a more important skill. Education Tribal, n.d. The study explores how digital education initiatives might help reach Sustainable Development

Goals 4 and 5, which cover gender equality and quality education, respectively, using the vision of Viksit Bharat, a developed India. It meant to provide a hold of the ground realities faced by tribal girls in getting digital education by interviewing girl students, their parents, and teachers.

In order to assure that no child is left behind in the search for a Viksit Bharat, the results of this study are expected to educate educators and policymakers on the need of more reachable and inclusive digital education initiatives.

II. LITERATURE REVIEW

There is a wealth of material on the difficulties Indian tribal females have in obtaining high-quality education. These several obstacles that keep tribal females from attaining educational parity with their non-tribal peers have been emphasized in a number of studies. These obstacles include cultural norms, geographic isolation, poverty, and patriarchal mindsets. Education Tribal, n.d. (A Study on Tribal Girls' Education, n.d.)

A Study on Education for Tribal Girl Child looks at factors including school distance, low educational quality, and bullying by both instructors and males as causes of the high drop-out rates among tribal girl students. The purdah regime and the custom of early marriage also impeded the scholastic advancement of females, particularly those from middle-class households, according to another research on women in colonial Punjab (1901–47). Hayer (2010)

Building on these results, the present study investigates how digital education affects tribal girls and how it relates to the more general objectives of sustainable development and gender equality.

The essay on tribal education makes the case that a more culturally sensitive approach is required and critically evaluates how well the present educational policies support increased involvement by tribal populations. In order to improve educational results for tribal girls, the research "Delivering Quality Education to Girls from Particularly Vulnerable Tribal Groups in India" emphasizes the critical need of tackling sociocultural variables including gender norms and household obligations.

OBJECTIVE

1. How effectively governments schools are providing quality education and promoting gender equality for tribal girl students in relation to the broader vision of Viksit Bharat.
2. The research aims to assess the progress made by these schools in empowering tribal girls through initiatives that align with the Viksit Bharat framework, which emphasizes the holistic development of the country.
3. Investigate the intersection of digital education and sustainable development goals (SDGs 4 and 5) within the context of tribal girl students in the target region.

METHODOLOGY

The study has used a mixed-methods approach which incorporates literature review, field surveys, and interviews. The study primarily focuses on data collected from government schools in two villages: Pachola and Gadiya Jayamal. Interviews were conducted with students from the 9th and 10th grades, aged between 14 and 15 years and random parents whose children are going to govt schools and random teachers, to understand their perspectives on digital literacy, gender equality, and the role of government initiatives in promoting education. Self-observation of school functioning and official data analysis further complemented the research. The study employs a qualitative approach, relying on semi-structured interviews with tribal girl students, their parents, and teachers from two government schools in the Aklera block of Jhalawar district.

Focus group talks were used to collect more information in order to better grasp the target population's struggles and reality on the ground.

Theoretical framework KEY CONCEPTS

1. VIKSIT BHARAT

The Indian government's policy framework, which stresses the nation's overall development, outlines the goal known as "Developed India," or Viksit Bharat. This goal seeks to enhance the lives of tribal girls attending government schools by implementing targeted initiatives that support digital inclusion, gender equality, and improved educational quality. The Viksit Bharat aims to empower tribal female students and provide them the instrument and chances they need to reach their full possible means by focusing on four important areas.

In spite of the fact that it covers a wide range of development topics, its stress on digital literacy and education is especially pointed out in indigenous girls' empowerment. Despite there aren't many explicit statements

on tribal girls' education in Viksit Bharat, the program's general objectives do take care of their requirements. Nevertheless the expansion of digital infrastructure and the promotion of digital literacy included all demographics, Viksit Bharat wishes to build a society that is empowered by technology. Whereas it covers a immense range of development topics, its focus on digital literacy and education to indigenous girls' empowerment.

Tribal girl's student's well-being from Viksit Bharat's stress on inclusive growth, which aims for larger objectives of advancing gender equality and uplifting neglected marginalised groups. Viksit Bharat seeks to unleash the possibilities of all people, the tribal females, and empower them to contribute to India's growth by encouraging a more technologically inclusive society.

Sustainable DEVELOPMENT GOALS

2.1 GENDER EQUALITY

Tribal girls students benefit from Viksit Bharat's focus on inclusive growth, which is in view with the larger objectives of advancing gender equality and uplifting women future but proving digital education. Viksit Bharat seeks to unleash the core of all people in the view of development, tribal females, and empower them to contribute to India's growth by encouraging more technologically inclusive society.

To advance gender equality in indigenous girls' education, the government has implemented a number of programs and schemes which include the offering of sanitary pads and nutritional meals, providing equitable access to educational materials, also the fee is zero till 8th class. For everyone but from 9th it is very less for marginalised section because of fees no one should struggle, the school setting terms of health is seen as safe for girls because of infrastructure different washrooms for girls and boys.

But gender-based issues still exist, especially in athletics, where girls' participation in extracurricular activities is restricted by a dearth of female instructors and parental reluctance. Despite these obstacles, giving the girls access to private restrooms and sanitary supplies help to improve their general health and menstrual hygiene. All things considered, the government's measures to empower tribal girls and address gender inequality through digital education are a significant step toward accomplishing SDG 5 and building a more inclusive and equitable educational system.

The study examines the relationship between gender equality, high-quality education, and the Indian government's Viksit Bharat program, with a focus on how it affects the education of tribal girls.

All women and girls should be empowered, according to SDG 5, Gender Equality. In terms of education, this entails eradicating gender inequalities, fostering an inclusive learning environment, and guaranteeing equitable access to high-quality education at all levels. Your study looks into how government schools are helping to do this, especially with reference to indigenous girls' digital literacy.

Gender equality and Education are interrelated on the number of government programs. For example, the Kasturba Gandhi Balika Vidyalaya program (Kasturba Gandhi Balika Vidyalaya, 2023) the main goal is to provide equal chances of education as per of males and to give females from underprivileged communities, indigenous groups the platform to upgrade their upper elementary schools. In spite the provision of a secure and encouraging learning environment, the study observes schools does have gender gap in government setup not because of the formal school structure but because of the mindset of the deep down rudimentary society which the girls are part of, they face the discrimination back at home as soon as the bases of their gender. In a similar vein, the Eklavya Model Residential Schools (EMRS—Kesla—Eklavya Model Residential School, 2021) provide high-quality education in isolated locations with a aim to reach untouched areas of rural India. The guaranteeing of the education in the first place, such initiative by government lay the groundwork for digital literacy even though they don't exclusively concentrate on it.

The study investigate the ways in which digital literacy programs at these public schools help tribal females. Having been able to use digital tools and resources may change people's lives by giving them the platform which they might not been able to get but because of government school they have. And this would help them in many ways in becoming independent in terms of inclusive online modes and on the other hand digital education is very important in 21st century But the study observe, there are still difficulties in guaranteeing just access in getting beyond obstacles like insufficient infrastructure and sociocultural norms. The research offers important new information about how to better customize digital literacy programs to help tribal females in meeting SDG 5 and Viksit Bharat objectives. These objectives are well in line with the Viksit Bharat project, which stress on inclusive growth and digital empowerment. In order to create a more just and prosperous future for women and tribal girls in specific, Viksit Bharat looks to advance digital literacy and close the digital gap, even in the remote areas of India so that no one is left behind from the development.

QUALITY OF EDUCATION

SDG4, which is like the backbone of any education structure, is bringing a lot to provide quality of education to students but study is forcing on the type of education been given to tribal girls in particular, which gets complete by getting equitable quality education and inclusive encourage opportunities to girls from lifelong learning. The study looks into how government initiatives that support quality education included digital education, technology, and textbook availability. Students from not the ninth grade have access to computer laboratories, internet resources, and digital libraries, but first to eighth class have no formal computer classes and hence they have less experience hands on computers. To promise a more inclusive and fair educational experience, the government is attempting to increase the accessibility to computer labs, e-libraries, and online learning resources for all students, irrespective of grade level.

The study focus on how digital education affects tribal girls' learning quality, specifically in relation to, academic performance, and overall personalities' development and because of this they get more aware.

The report brings out a number of difficulties in achieving digital education to tribal women, including inadequate infrastructure, restricted access to digital devices, and sociocultural hurdles.

- **Quality Education:** the vision of Viksit Bharat acknowledges that progress is mostly dependent on quality education. To gain a greater variety of educational materials, interactive learning tools, skill development, digital literacy improves education. This will give tribal women the fair chance of online and vocational training in school, as well as information on government programs, healthcare, and financial services.

- **Literacy as a promoter:** Tribal women who are digital literacy are equipped to engage in the digital economy or inclusive economy. It gives people the tools to participate in online groups, access online marketplaces, and conduct e-commerce, opening doors to revenue production and financial independence. Viksit Bharat's emphasis on equitable development and universal economic empowerment.

- **Bridging the Gap:** By providing digital education that even the most underprivileged communities through the public schools have given the access to digital technologies and the know-how to use them rightly, Viksit Bharat seeks to overcome the digital gap. For indigenous tribal women who have experience numerous levels of oppression, this is especially very important to them to get them in the same line as other women in the society. Viksit Bharat aims for tribal women to provide them the means to fully engage in a digitally driven society by giving them access to digital tools and needed training for the same. Digital literacy training for rural populations, especially tribal women because as compared to the women they are way behind them in terms of technology. the goal of government programs like the Pradhan Mantri Gramin Digital Saksharta Abhiyan (Pradhan Mantri Gramin Digital Saksharta Abhiyan, 2024) and the larger Digital India program (Digital India, 2024). These initiatives are essential for giving empowerment to indigenous women and closing the digital divide.

- **Challenges and Opportunities:** Although Viksit Bharat has a bright future, there are still challenges in the way of tribal women's in getting fair access to digital infrastructure. The adoption may be hampered by elements such as sociocultural and linguistic hurdles, as well as a lack of digital infrastructure in rural regions and lack of family support. Targeted interventions, community-based training initiatives, and culturally aware methods of teaching digital literacy are all necessary to remove this from the rural structure. The study focuses on Rajasthan tribal girls' education, offers insightful information on these possibilities and difficulties. The understanding of how to empower tribal women and execute digital literacy attempt within the context of Viksit Bharat by examining the reality on the ground.

- **Digital Literacy**

The indigenous women, especially those enrolled in government schools, Viksit Bharat's aim so far empowered India through digital means has important consequence. This program attempts to remove the digital divide and offer equal access to education by advancing digital literacy and growing digital infrastructure.

Insights into this changing environment may be gained from the study of Rajasthan tribal girls' schooling. The results show that introducing digital literacy programs in government schools that serve indigenous populations has both potential and difficulties. Although government initiatives such as the Pradhan Mantri Gramin Digital Saksharta Abhiyan (Pradhan Mantri Gramin Digital Saksharta Abhiyan, 2024) seek to train rural populations, including tribal communities, in digital literacy, your research probably highlights the subtleties of these initiatives' implementation as well as the unique challenges faced by tribal girls. As mentioned in the conclusion, factors including the lack of female sports instructors, the ongoing digital divide, and younger pupils' restricted access to technology might impede growth.

Data Collection

The data analysis aims to evaluate the impact of government programs, such as digital literacy training, health initiatives, and financial inclusion support, on tribal girl students. The key variables under investigation are SDG 4 (Quality Education), SDG 5 (Gender Equality), and the vision of a "Viksit Bharat" (Developed India), specifically focusing on the impact of digital literacy in empowering tribal girls.

Step1:

Understanding the Key Concepts and Variables

- **Digital Literacy:** Assessing how well students can use digital tools for learning.
- **Variables:** Computer classes (availability of the computer classes are given to students from 9th class on words., digital resources (e-libraries and online question banks for students are available), mobile literacy in terms of financial inclusion, and access to digital infrastructure.
- **Gender Equality:** Evaluating the government's effort to achieve gender parity in education.
- **Quality Education:** Evaluating the quality of education and access to educational resources, including textbooks, e-learning portals, and digital libraries.
- **Viksit Bharat:** Aiming for a developed India with better infrastructure, including digital literacy.
- **Variables:** Viksit Bharat programs (are still not getting implemented properly on ground and also a lot of change in the basic functioning are needed like access to computers from class 9th onward on female sports coach, there is no single medical room in school even for basic medicine and, but there are things which are appreciated like teacher-parents interaction and teachers do survey in villages for the importance of education for their children).

Sustainable Development Goals (SDGs):

- **SDG 4 (Quality Education):** The digital resources and infrastructure in the schools provide for many of the students' basic needs, but there are still some significant gaps that need to be addressed. For instance, the schools lack formal remedial classes, and students lack access to guidance and counseling services, leaving them unaware of future academic and career options. However, the government schools do offer valuable support, such as providing free sanitary napkins, nutritional meals, and "no-bag days" to encourage extracurricular participation. Additionally, efforts are being made to improve equity in resource allocation and implement anti-discrimination policies, which are helping to improve the overall quality of education in these government schools. While these initiatives are steps in the right direction, more comprehensive support is needed to fully address the needs of all students, particularly those from marginalized tribal communities.
- **SDG 5 (Gender Equality):** The digital literacy initiatives in these schools are not effectively bridging the gender gap. While equal opportunities are provided, the lack of female sports staff and facilities in government schools hinders the participation of female students, particularly tribal girls. Through observations, unusual enrolment patterns are noted, where parents tend to send their daughters to government schools while enrolling their sons in private schools. This reflects the prevailing orthodox mindset in Indian society that considers girls a burden who will eventually leave the family. However, the free education provided by government schools up to 8th grade, along with fee concessions for marginalized sections, has enabled scheduled tribe girls to access education that they may have been denied otherwise. Despite these efforts, more needs to be done to address the underlying societal biases and provide equal opportunities for tribal girls to fully participate in digital literacy and sports programs. While the government's policies aim to promote gender equality, certain sociocultural and household-level factors, such as patriarchal mindsets, safety concerns, and economic constraints, continue to hinder girls' access to and participation in education.

Step2:

Structuring the Data for Analysis

- The collected data from interviews and observations of students, and school official data about the student population. the breakdown of the same;

School Data:

- **School A:** 229 total students, 90 girls, 63 tribal girls.
- **School B:** 184 total students, 113 girls, 102 tribal girls.
- The students in your interviews are **ages 14-15** and belong to government schools in rural villages (Pachola and Gadiya Jayamal).

School Infrastructure:

Access to Digital Resources: The availability and usage of digital resources, such as computer labs, e-learning portals,

and internet connectivity, within the schools.

- **Computer Labs:** computer classes Available only for 9th and above grades.
- **Digital Resources:** e-libraries, online question banks, education on mobile apps for education and financial inclusion.
- The access to computer classes is only for grades 9th and above and students.
- **Access to Digital Resources:** only a handful of students are observed using online resources in the schools since the govt school the students are not used to the digital environment but they are adapting to the new infrastructure of the school, the students report using the e-library, online question banks, mobile apps, etc. is very less.

2. Demographic Breakdown:

- Tribal and non-tribal girls **Distribution:**
- In School A: 90 girls, 63 tribal girls.
- In School B: 113 girls, 102 tribal girls.
- **Age Breakdown:** interviewees are between 14-15 years. This age group indicates students in grades 9-10, so study focuses the analysis on these students who are more likely to use digital tools.

STEP 3.

Qualitative Analysis of Interviews and Observations:

- **Access to Digital Resources:** A very handful of students are aware of using the e-libraries, online resources because of traditional teaching and not much digital awareness.
- **Teacher Support:** teachers are trained to use these digital tools to time they are provided by the workshop's setup by the government and about the advancement of the digital platforms for them as well as for the students and how they can build good infra for students.
- **Barriers to Digital Literacy:** there are barriers to the same as, lack of electricity, poor internet connection and in the case of insufficient training given to the teachers.
- **Impact of Viksit Bharat:** students feel the Viksit Bharat program has improved digital infrastructure in their schools and in other aspects making parents aware about the importance of the education for girl child and a lot more
- **Gender-Specific Challenges:** Because of the patriarchal mindset of the society the girls are not able to participate in other activities but at the same time the males sibling and girls are just restricted to the household activities.

Step 4:

Connecting with Viksit Bharat and SDGs:

- The availability of computer labs, e-libraries, and mobile apps indicate that Viksit Bharat's goal of increasing digital literacy are being met in these schools
- The students' perception of the digital tools have affected their learning, and the infrastructure improvements under Viksit Bharat.

SDG 4 (Quality Education):

- Digital tools are improving the quality of education in these government schools not in schools, but parents prefer males sibling to send in private school but do not want to invest in girl's child as they see her as burden (better learning materials, improved academic performance, etc.).

SDG 5 (Gender Equality):

Discussion

- Tribal girls are equally benefiting from digital literacy initiatives, no gender-specific barriers could be seen but because of poverty and social setup in Indian rural society girls child are still facing a lot of restriction from the family.

The study explores this complex landscape through the lens of two government schools in rural Rajasthan, one with a predominantly tribal student population and the other with a more diverse student body. The findings reveal that while the government has made efforts to improve digital infrastructure and provide digital literacy programs, the implementation and impact of these initiatives have been seen not that effective on the ground as the computer labs are accessibility to students post 8th class as many things are getting missed out. Computers should be started from 1st class so that they can build knowledge over period of time. Furthermore, the study likely explores how the availability of computer labs, e-libraries, and mobile apps in government schools aligns with Viksit Bharat's goals. By examining students' perceptions of how these digital tools affect their learning, they assess the impact of infrastructure improvements under Viksit Bharat. This analysis is crucial for understanding whether the initiative's goals are being met on the ground and whether tribal women are truly benefiting from increased digital access. The study also makes connections to broader development goals, such as SDGs 4 and 5. By assessing whether indigenous girls are equally benefiting from computer literacy initiatives, you may contribute to identifying the gender-specific barriers that need to be addressed to achieve these goals. This complex perspective is necessary to create effective policies and programs that empower indigenous people. The research integrates quantitative data, observations of the school environment, and interviews with parents, teachers, and students to provide a comprehensive understanding of the reality on the ground. Significant details on the many elements affecting the education of native females. Equal enrollment percentages aren't always the result of government schools' free education, which is important for many families that view females as a burden and prefer their sons' education at private institutions. These dynamics are influenced by many interacting factors:

- **Socio-cultural barriers:** Girls' educational chances are frequently restricted by traditional gender roles and expectations. As you pointed out, one of the main reasons why females drop out of school is early marriage. (2014) explores how females' education is hampered by cultural expectations around their involvement in home life. (M.P & Somashekar, 2023) highlights the need of education for females in order to empower them and shield them from future vulnerability.
- **Economic factors:** One important element is poverty. The indirect expenditures on education, such as transportation, clothes, and materials, can be difficult for families to afford even with free education (Malyadri, 2020). This underscores the socioeconomic limitations that tribal women confront, which affects their general well-being. The impact of financial limitations on educational prospects, especially for underprivileged people, is covered in (Halder, 2009).
- **School environment:** The standard of instruction in public schools, particularly the resources and training provided to teachers, may play a role. According to (Sachdeva, 2023), indigenous females experience difficulties since there aren't many instructors who are familiar with their language and culture, which lowers expectations and reinforces a poor self-perception. In order to address these problems and alter attitudes toward girls' education, your recommendation of parent awareness camps and seminars is essential.
- **Digital divide:** Having access to technology and being digitally literate are becoming more and more crucial for academic performance. The differences in digital access between tribal and non-tribal students are highlighted in your editor's document, along with the necessity of closing this gap in order to meet SDGs 4 and 5 and Viksit Bharat's objectives. In rural regions, women's engagement in e-governance and development is impeded by poor digital literacy and insufficient IT infrastructure (Subramanian, 2007).
- **Safety issues:** (2014) cites safety concerns as a primary cause of school dropouts among females, especially in rural regions. For females to be able to attend school fearlessly, this is an important issue that must be resolved.

Interventions and SDGs

- The SDGs quality of education and gender equality are in check with government objectives. The free textbooks and fees concession to underprivileged groups, like Scheduled Tribes (ST) and Scheduled Castes (SC), shows support from the government which encourages them to look forward in education. Some of the things which public schools are lacking in rural areas of India are regular check, absence of remedial classes, a medical room, and no counseling services is been given to student hence students have no one to guide them for future, this takes our attention in a way that government policies need to get modified and also at the same time scheme needs to be functional on ground just by putting it on papers is of no help to the future of India.
- **SDG 4 (Quality Education):** The accessibility of computer labs, online resources, and digital libraries is available for students from ninth grade, while students from the first to eighth class have no access to digital education. **SDG 4 (Quality Education):** The study examines how government interventions, such as

access to textbooks, technology, and digital education, promote quality education.

- **SDG 5 (Gender Equality):** Gender equality (SDG 5): The research evaluates gender equality in terms of safety precautions, extracurricular activities, and educational opportunities. It looks at how government policies handle gender inequality and if girls have equal chances in sports, school, and other pursuits.
- **Viksit Bharat (Developed India):** The goal of the Viksit Bharat (Developed India) project is to create a developed India by guaranteeing inclusive growth via enhanced digital and educational infrastructure. Digital education's contribution to accomplishing this objective is examined.

Results

The study emphasizes how important digital literacy is for enhancing academic performance and advancing gender equality for tribal girls in rural Rajasthan. Even while government initiatives like gender-sensitive legislation and digital literacy programs are making progress, problems like the digital gap, the lack of female sports coaches, and younger pupils' restricted access to technology still exist. In order to fully achieve the goal of a Viksit Bharat, it is imperative that address disparities and guarantee more fair, accessible, and inclusive digital education regulations.

The results highlight how crucial government assistance is in creating an atmosphere where females, especially those from underprivileged backgrounds, may obtain high-quality education. Overcoming socioeconomic obstacles, physical remoteness, and cultural hurdles is necessary to further solidify the larger goal of attaining SDGs 4 and 5 through digital literacy and gender equality legislation. Tribal girls' students can benefit from ongoing investments in infrastructure and education. The empowered change makers, helping to build a more developed and inclusive India. Government schools in India have made significant progress in providing free education to 14-year-olds and nutritious meals, which is in line with the principles of Viksit Bharat, which is developed India. Without providing basic education to the children who will be their future generation, no nation can improve. The purpose of the study was to determine if government schools in rural India could deliver gender equality and high-quality education, as well as how well-positioned the schools were to give digital education to the government school's tribal girl students. The results are as follows:

Digital literacy

Computer labs are available in rural government schools, but formal digital learning begins in the ninth grade. Prior to that, students are assigned to classes. This is because digital learning is introduced late in the educational structure, which means that students lack many resources compared to private schools. In any case, girls in rural India are restricted to household chores, and if they are not exposed to computers in school, they regress in their use of technology.

Gender Equality of gender

Regarding the importance of digital literacy in enhancing educational achievements and advancing gender equality for tribal girls in rural Rajasthan, there is no prejudice observed in the government school. Even while government initiatives like gender-sensitive regulations and digital literacy programs are making progress, issues like the digital gap, the lack of female sports instructors, and younger pupils' restricted access to technology still exist. Addressing these disparities and ensuring more inclusive, accessible, and equitable digital education policies are crucial if we are to fully achieve the vision of a Viksit Bharat.

Education quality

According to the report, Indian private government schools generally offer higher-quality education than tribal females, but tribal girls in particular do not. There are no student support services, and more significantly, my school lacks official counseling or direction for future views. In terms of resources and infrastructure, equal possibilities are provided for both men and women, but there is no female sports coach and the infrastructure is really inadequate. The results highlight how crucial government assistance is in creating an atmosphere where females, especially those from underprivileged backgrounds, may obtain high-quality education. Overcoming socioeconomic obstacles, physical remoteness, and cultural hurdles is essential to advancing the larger goal of attaining SDGs 4 and 5 through digital literacy and gender equality legislation. The indigenous female students may become empowered and the changing agents who may become help for others and generate more inclusive and advance youth for India

A extensive study incorporate community involvement, educational changes, and governmental regulations is needed to fill the gap which can be seen in the present setup of Indian public education system and the complex issues. There recommendation of awareness-raising initiatives is a just the first step in

upgrading the public perceptions and encouraging indigenous females to seek higher education. However, underscore the persistent challenges:

- Rudimentary mindset: the rural Indian Gender stereotypes has deeply embedded the cultural norms which gets continue to hinder girls' education since they are often taken as a burden and just meant for raising children and household duties. (M.P & Somashekar, 2023), which points out how important it is to challenge these set up notions in order to empower women.
- Lack of support and infrastructure: Tribal girls are further underrated by the lack of basic amenities like no medical room in school, no awareness among parents and no counseling services.
- Late introduction to digital education: The digital gap is widened when tribal females are unable to take advantage of digital learning possibilities due to delayed exposure to digital technologies. This supports the issues about tribal and non-tribal pupils' uneven access to digital resources that were brought up in your editor's paper.

You correctly highlight the disconnect between policy and reality on the ground by relating these findings to Viksit Bharat and the Sustainable Development Goals. Although legislation seek to advance gender equality and digital literacy, conventional wisdom and real-world obstacles make it difficult to execute them in rural regions. This supports the argument made in (Subramanian, 2007) on the difficulties in putting e-governance programs into practice in rural areas because of a lack of digital literacy and infrastructure. While encouraging, the results of your study on increased gender equality highlight the necessity of ongoing efforts to remove the remaining obstacles and provide tribal girls with a real, high-quality education. Some of these issues may be addressed by the information from (Ihuoma, 2022) on the application of open and remote learning techniques, especially in. The reality on the ground in rural and tribal areas, however, is still difficult in spite of these efforts; tribal girl children face major obstacles when trying to access digital education (Kanjilal et al., 2022) (The Digital Divide, Gender and Education: Challenges for Tribal Youth in Rural Jharkhand during Covid-19, n.d.). Inequality among tribal female students in Rajasthan is exacerbated by sociocultural norms, low financial resources, and technical infrastructure (The Digital Divide, Gender and Education: Challenges for Tribal Youth in Rural Jharkhand during Covid-19, n.d.; Tribal Education, n.d.).

References

- A Study on Education for Tribal Girl Child. (n.d.). *Asian Journal of Native Studies*, 2(3). <https://doi.org/10.55927/ajns.v2i3.4647>
- Delivering quality education to girls from particularly vulnerable tribal groups (PVTGs) in India. (n.d.). *Humanities & Social Sciences Reviews*, 7(1), 143. <https://doi.org/10.18510/hssr.2019.7143>
- Digital India. (2024). *Digital India Initiative*. <https://digital-india.info/>
- EMRS–Kesla–Eklavya Model Residential School. (2021). *Eklavya Model Residential School*. <https://emrskesla.com/>
- Hayer, P. (2010). *Women in colonial Punjab (1901–47)*. INFLIBNET. <http://ietd.inflibnet.ac.in/handle/10603/2879>
- Kanjilal, A., Manzar, O., & Sharma, P. (2022). Democratising technological innovation through makerspaces. In *Tenth Pan-Commonwealth Forum on Open Learning*. <https://doi.org/10.56059/pcf10.2751>
- Kasturba Gandhi Balika Vidyalaya. (2023). *Wikipedia, The Free Encyclopedia*. https://en.wikipedia.org/wiki/Kasturba_Gandhi_Balika_Vidyalaya
- Nayak, K. V., & Alam, S. (2022). The digital divide, gender, and education: Challenges for tribal youth in rural Jharkhand during COVID-19. *DECISION*, 49(2), 223. Springer Science+Business Media. <https://doi.org/10.1007/s40622-022-00315-y>
- Nayak, S. R., Kant, N., & Anjali, K. (2020). Strategy of using ICT in ODL to disseminate higher education in tribal communities: A case of MP, India. *AAOU Journal*, 15(2), 189. Emerald Publishing Limited. <https://doi.org/10.1108/aaouj-05-2020-0029>
- Pradhan Mantri Gramin Digital Saksharta Abhiyan. (2024). *PMGDISHA*. <https://www.pmgdisha.in/>
- Tribal education. (n.d.). *South Asia Research*, 36(3), 318–331. <https://doi.org/10.1177/0262728016638718>