



Higher Education and Employment Among The Lambada Community in Telangana State: An Analysis of Educational Attainment, Occupational Structure, and Employability.

Lavudiya Nageswar Rao

Student, Department Of History, University College Of Arts And Social Sciences, Osmania University

Mail Id: Nagbizam9119@Gmail.Com

Abstract- Higher education is widely regarded as a mechanism for improving employment opportunities, income security, and socio-economic mobility. However, educational attainment does not necessarily translate into secure or appropriate employment, particularly among historically disadvantaged communities. This study examines higher education and employment-related conditions among the Lambada community in Telangana State using published findings from the Telangana Socio-Economic, Educational, Employment, Political and Caste (SEEEPC) Survey 2024, supplemented by recent peer-reviewed studies published between 2023 and 2026. The research adopts a descriptive secondary-data design and distinguishes community-specific statistics from indicators relating to the wider Scheduled Tribe (ST) population. The SEEEPC Survey reports approximately 24.04 lakh people under the Lambadi community category, representing about 6.8% of the enumerated population. The survey's Independent Expert Working Group report indicates that 40.6% of ST individuals aged 21–65 were engaged in daily-wage work. It also reports that Lambadis accounted for 11% of approximately 89,000 children identified as daily-wage workers. Complementary field research by Gugulothu and Korra (2025) reported that 9.9% of the Lambada population represented in its educational-attainment table had graduated and 1.0% had postgraduate qualifications. These findings establish the importance of investigating educational progression and employment vulnerability together. However, the available published figures do not establish a verified employment rate specifically for Lambada graduates. The study argues that graduate employment must be measured through qualification-specific labour-force data, including employment status, occupation, earnings, and job–qualification matching. It recommends improved educational retention, professional skills development, career guidance, and community-specific graduate tracking to support evidence-based policy formulation in Telangana.

Keywords: Lambada community, higher education, graduate employment, occupational structure, employability, Telangana, Scheduled Tribes, socio-economic mobility

I. Introduction

Higher education is an important component of human capital development because it enables individuals to acquire specialised knowledge, professional competencies, and qualifications required for a wide range of occupations. Educational attainment can improve access to salaried employment, public-sector recruitment, professional services, entrepreneurship, and other economic opportunities. Nevertheless, the economic benefits of education depend on the extent to which qualifications can be converted into suitable employment and sustainable livelihoods.

For historically disadvantaged communities, the relationship between higher education and employment requires particular attention. Access to universities may expand while students



continue to experience financial difficulties, educational discontinuation, limited professional guidance, or inadequate access to employment networks. Even graduates may encounter unemployment, underemployment, or employment in occupations that do not fully utilise their qualifications.

The Lambada community, also known as Lambadi or Banjara, constitutes a substantial population group in Telangana State. The Telangana Socio-Economic, Educational, Employment, Political and Caste (SEEEPC) Survey 2024 provides an important source of information about the community's demographic and socio-economic circumstances. The survey was launched by the Government of Telangana in November 2024 and collected household-level information on education, employment, economic conditions, and other indicators through a statewide exercise (Centre for Good Governance, n.d.).

The survey's Independent Expert Working Group report identifies substantial differences in educational and occupational conditions among social groups in Telangana. It reports that 40.6% of Scheduled Tribe individuals aged 21–65 were engaged in daily-wage work (Government of Telangana, Independent Expert Working Group [IEWG], 2026). This finding indicates the importance of examining employment quality alongside educational attainment, although the figure applies to the broader ST population rather than specifically to Lambada graduates.

Research by Gugulothu and Korra (2025) provides additional community-level context. Their study examined 400 households across ten villages covering Lambada, Koya, Gond, Kolam, and Chenchu communities. The researchers identified differences in educational attainment and access to education- and employment-related opportunities. Their findings are particularly relevant because they examine tribal communities within Telangana rather than relying exclusively on national aggregates.

Other recent studies have examined graduate educational attainment, educational exclusion, tribal educational aspirations, and employment-related inequalities. Borooah (2024), for example, analysed differences in graduate educational attainment among social groups in India, while Aakanksha et al. (2025) investigated wage differentials across social and religious groups using labour-force data. Such studies demonstrate why educational qualifications and labour-market outcomes must be analysed together.

Despite this growing body of research, an important empirical question remains: what proportion of Lambada graduates in Telangana are employed, unemployed and seeking work, self-employed, or working in positions that do not adequately use their qualifications? Answering this question requires information linking educational attainment to employment status for the same individuals.

The present study therefore examines published evidence on higher education and employment-related vulnerability among the Lambada community. It distinguishes actual employment indicators from educational attainment, employment-reservation access, and broader ST occupational statistics. This distinction is essential for producing valid conclusions and avoiding unsupported estimates of graduate employment.

II. Review Of Literature

1. Higher Education And Empowerment Among Scheduled Tribes

Higher education can support social and economic empowerment by improving access to knowledge, employment, and institutional participation. Ravikumar and Bhat (2023) examined the importance of higher education for the empowerment of Scheduled Tribes in India. Their work provides a foundation for understanding higher education as an instrument of social inclusion and improved opportunities.

However, educational access and educational outcomes are not identical. Enrolment indicates participation, whereas graduation reflects successful completion of a programme.



Employment outcomes require a further stage of analysis because qualifications may not automatically result in suitable jobs.

This distinction is relevant to the Lambada community. The proportion of individuals holding degrees provides information about educational attainment, but it does not reveal how many graduates are employed or whether their occupations match their qualifications.

2. Educational Access Among Tribal Communities In Telangana

Gedam and Kamala (2023) examined educational access among tribal groups in Telangana, including Lambada and other communities. Their work highlights the importance of educational opportunities, institutional support, and culturally responsive policy in improving tribal participation.

Sucharita (2025), whose article was first published online in 2023, critically reviewed educational interventions and participation among tribal communities in India. The study argues that educational policies should account for the diversity of tribal populations rather than applying a uniform approach to communities with different social and geographical circumstances.

These studies suggest that educational policy should consider the conditions that shape participation, continuation, and learning outcomes. For Lambada students, a complete assessment would examine access to undergraduate and postgraduate programmes, financial assistance, professional courses, and opportunities for career development.

3. Graduate Educational Attainment And Social-Group Differences

Borooah (2024) examined differences in graduate educational attainment among social groups in India using Periodic Labour Force Survey data. The study defined graduate educational attainment in relation to the proportion of people aged 21–29 who had graduated and applied decomposition methods to investigate differences between groups.

This approach is relevant to the present study because it highlights the importance of defining both the educational outcome and the population denominator. A percentage of graduates in the total population is different from the percentage of graduates who are employed.

Sivanandan (2025) examined diversity in higher education among Scheduled Tribes in selected Indian states. The study provides a comparative perspective on participation and future prospects for tribal communities in higher education. Together, these studies demonstrate the importance of analysing educational participation and attainment by social group rather than relying only on aggregate enrolment figures.

4. Educational Aspirations And Institutional Experiences

Ajagara and Yadav (2025) investigated organisational culture and educational aspirations among tribal students in higher education. Their study draws attention to the institutional environment in which students develop educational expectations and pursue academic goals.

Educational aspirations are important because they influence decisions about further study. Nevertheless, aspiration does not necessarily translate into enrolment or successful completion. Financial constraints, academic preparation, institutional support, and the perceived benefits of education may influence whether students continue their studies.

The published Telangana field study by Gugulothu and Korra (2025) reported a high willingness among Lambada respondents to send their children for higher education, alongside a reported student dropout rate of 34.8% in the relevant table. These figures propose the importance of examining educational aspirations together with actual progression.



5. Employability And Skills Development

Nayak (2024) reviewed the educational and employability status of tribal populations in Telangana, discussing employability as an important consideration in higher education policy. The study highlights the need to examine the relationship between education and the skills required for employment.

Desai et al. (2024) evaluated a government employability-enhancement programme for tribal college students in Gujarat. Using pre- and post-training assessments, the researchers reported improvements in employability skills following the Finishing School intervention. Although the study was conducted outside Telangana and does not establish employment outcomes for Lambada graduates, it provides evidence relevant to the design of skills-development programmes.

Indwar and Rajput (2026) examined career aspirations among tribal secondary-school students in Central India using Holland's RIASEC framework. Their findings highlight differences in career interests and the potential value of culturally responsive career guidance.

These studies suggest that employability initiatives should address more than academic qualifications. Communication skills, digital competence, practical experience, career awareness, and occupational guidance may all influence the transition from education to employment.

6. Employment Inequality And Occupational Mobility

Axelby and Thakur (2024) examined relational marginalisation among tribal communities in India, comparing the experiences of Gaddis in Himachal Pradesh and Bhils in Maharashtra. Their analysis provides a broader perspective on the social and economic processes shaping the inclusion of tribal populations in contemporary economic structures.

Aakanksha et al. (2025) used labour-force data to investigate wage differentials across social and religious groups. Their findings indicate that the relationship between education and economic returns can differ across employment categories. This reinforces the need to distinguish regular salaried work from casual and self-employment when examining occupational outcomes.

Gugulothu and Korra (2025) provide the most directly relevant community-level evidence for the present study because their research focuses on educational and employment-related reservation access among tribal groups in Telangana. They report differences in access to opportunities among Lambada, Koya, Gond, Kolam, and Chenchu populations.

7. Recent Research On Educational Exclusion

Lahan (2025) examined educational participation among Scheduled Tribe populations in India. Kujur and Das (2026) investigated barriers to tribal school education and their implications for Sustainable Development Goal 4. These studies provide additional context for understanding educational continuation and the barriers that may arise before students reach higher education.

A separate national analysis of educational exclusion among youth and young workers used Comprehensive Annual Modular Survey 2022–23 data to examine low educational attainment and socio-economic differences (Educational exclusion among India's youth and young workers, 2026). The findings underscore the continuing importance of examining educational attainment by social group and life stage.

These studies are relevant to the present research because the transition from school to higher education determines the pool of individuals who can subsequently seek graduate-level employment. However, findings from other states or national populations must not be treated as direct estimates for Lambada graduates in Telangana.



III. Research Gap

The literature provides evidence on tribal educational attainment, higher education participation, employability, career aspirations, and labour-market inequality. Nevertheless, the available published sources do not provide a verified estimate of the actual employment rate specifically among Lambada graduates in Telangana.

Three research gaps remain:

- **Community-specific employment measurement:** Aggregate ST employment statistics do not identify the employment status of Lambada graduates.
- **Education–employment linkage:** Educational-attainment tables do not establish how many graduates are employed, unemployed, self-employed, or pursuing further education.
- **Employment quality:** The relationship between qualification level and job quality requires information on occupation, earnings, job security, and qualification–job matching.

The present study addresses these gaps by analysing the available published indicators and identifying the additional data required for a valid graduate employment analysis.

1. Objectives Of The Study

The objectives are:

- To examine published evidence on higher educational attainment among the Lambada community in Telangana.
- To analyse employment-related vulnerability using official Telangana indicators.
- To investigate the implications of educational discontinuation and educational assistance for employment opportunities.
- To distinguish actual employment measures from educational attainment and employment-reservation indicators.
- To propose a framework for improving graduate employability and evidence-based employment policy for Lambada youth.

2. Research Questions

The study addresses the following questions:

- What does available published evidence reveal about higher educational attainment among the Lambada community?
- What employment vulnerabilities are identified among the broader Scheduled Tribe population in Telangana?
- How do educational attainment and educational discontinuation inform the discussion of employment opportunities?
- What data are necessary to calculate the actual employment rate of Lambada graduates?
- What measures could strengthen the transition from higher education to suitable employment?

IV. Research Methodology

1. Research Design

The study adopts a descriptive secondary-data research design. It analyses published findings from the Telangana SEEPC Survey 2024 and its Independent Expert Working



Group reports, together with relevant peer-reviewed studies published between 2023 and 2026. The study does not claim to have conducted a new household survey or to have analysed the complete respondent-level SEEPC dataset.

2. Data Sources

The principal data sources are:

- Telangana SEEPC Survey 2024 publications.
- Independent Expert Working Group reports on educational, employment, and socio-economic indicators.
- Published field research on tribal communities in Telangana.
- Peer-reviewed studies on tribal education, graduate attainment, employability, and labour-market inequality.

The official survey publications are available from the Telangana Department of Economics and Statistics.

3. Statistical Techniques

The study employs descriptive percentage analysis, comparisons of published educational-attainment indicators, and interpretation of occupational statistics. Derived figures are calculated only where the relevant numerator and denominator are available.

No new inferential statistical tests or regression coefficients are reported because individual-level Lambada graduate employment data are not available in the sources used for this paper.

4. Definition Of The Graduate Employment Rate

The graduate employment rate should be calculated as:

Graduate employment rate = $\frac{\text{Employed Lambada graduates}}{\text{Lambada graduates in the defined population}} \times 100$

The two measures are different and must not be used interchangeably.

V. Results And Analysis

1. Demographic Significance Of The Lambada Community

Table 1. Demographic profile of the Lambada community

Indicator	Reported value
Lambadi population	Approximately 24.04 lakh
Share of enumerated population	Approximately 6.8%
Source	SEEPC Survey 2024
Population covered	Individuals enumerated under the Lambadi category

The Telangana SEEPC Survey 2024 reports approximately 24.04 lakh individuals under the Lambadi community category, representing about 6.8% of the population enumerated in the survey (Government of Telangana, IEWG, 2026).

The size of the Lambada population makes educational participation and employment important areas for policy analysis. However, demographic scale alone does not establish the number of Lambada graduates or their employment status. A meaningful employment analysis must link population characteristics to educational qualifications and labour-market participation.



1. Educational Attainment Among Lambada Respondents

Gugulothu and Korra (2025) reported the following educational-attainment distribution for the Lambada population represented in their field-study table.

Table 2. Educational attainment among Lambada respondents

Educational category	Percentage (%)
Illiterate	34.7
Primary education	16
Upper-primary education	8.8
Secondary education	18.4
Higher-secondary education	11.2
Graduation	9.9
Postgraduate education	1
Total	100

These percentages are from the published field study and are not statewide SEEPC estimates.

The combined share of graduates and postgraduate-qualified respondents is:

$$9.9+1.0=10.9\%$$

This result indicates that higher educational qualifications constituted a relatively limited share of the population represented in the field study. However, it does not indicate how many graduates were employed, unemployed, self-employed, or pursuing further studies.

The findings should therefore be used as contextual evidence rather than as an estimate of the educational profile of all Lambada residents in Telangana.

2. Employment Vulnerability Among Scheduled Tribes

The Independent Expert Working Group report associated with the SEEPC Survey 2024 states that 40.6% of Scheduled Tribe individuals aged 21–65 were engaged in daily-wage work (Government of Telangana, IEWG, 2026).

Table 3. Daily-wage employment among working-age Scheduled Tribe individuals

Indicator	Value
Population category	Scheduled Tribes
Age group	21–65 years
Share engaged in daily-wage work	40.60%
Source	SEEPC Survey 2024, IEWG analysis
Lambada graduate employment rate	Not established by this indicator

The reported figure indicates that daily-wage work is a significant employment category among the wider Scheduled Tribe population. Daily-wage employment may be associated with income variability and limited employment protection, although the extent of these conditions depends on the nature of the work.

This finding is relevant to understanding the wider occupational environment in which Lambada households participate. However, it cannot be interpreted as the proportion of Lambada graduates working for daily wages. Graduates may have different employment patterns from individuals with lower educational qualifications.

A valid graduate-specific estimate would require a cross-tabulation of community, qualification, age, and employment status.



3. Lambadi Representation Among Children Reported In Daily-Wage Work

The SEEPC Independent Expert Working Group report identifies approximately 89,000 children below age 18 engaged in daily-wage work and reports that Lambadis accounted for 11% of this group (Government of Telangana, IEWG, 2026).

Table 4. Lambadi share of children reported in daily-wage work

Indicator	Value
Approximate number of children in daily-wage work	89,000
Lambadi share of the reported group	11.00%
Approximate implied Lambadi count	9,790

The implied count is calculated as 11% of approximately 89,000. It is not an independent official count.

The figures highlight the importance of educational access and child protection. However, the 11% figure represents Lambadis' share of the reported child daily-wage workers; it is not the percentage of all Lambada children engaged in daily-wage work.

The indicator also does not establish a direct relationship between childhood work and subsequent graduate employment. Longitudinal or household-level research would be necessary to investigate whether early work participation affects educational continuation and later occupational opportunities.

4. Educational Discontinuation Among Lambada Students

The field study by Gugulothu and Korra (2025) reported 46 dropouts among 132 Lambada students in its published dropout table.

Table 5. Educational discontinuation among Lambada students

Indicator	Value
Students listed	132
Reported dropouts	46
Students not classified as dropouts	86
Dropout rate	34.80%
Complementary percentage	65.20%

The dropout rate is calculated as:

The dropout rate was calculated using the following formula:

$$\text{Dropout Rate \%} = \frac{\text{Number of Dropouts}}{\text{Total Number of Students}} \times 100$$

Substituting the study data:

$$\text{Dropout Rate \%} = \frac{46}{132} \times 100 = 34.85\%$$

The result indicates that approximately one-third of the students listed in the published table were classified as dropouts. Educational discontinuation may reduce the opportunity to obtain qualifications required for certain occupations, although the source does not establish the reasons for discontinuation or the subsequent employment status of these students.



The result should not be interpreted as a statewide dropout rate for all Lambada students. A larger and appropriately representative dataset would be required to estimate the prevalence of educational discontinuation across the community.

5. Educational Aspirations And Financial Assistance

The same field study reported that 94.0% of Lambada respondents were willing to send their children for higher education and 75.0% reported scholarship or fellowship receipt (Gugulothu & Korra, 2025).

Table 6. Selected education-related indicators among Lambada respondents

Indicator	Reported percentage
Willingness to send children for higher education	94
Scholarship or fellowship receipt	75
Educational-reservation indicator	16

Values reproduce the published field-study indicators. They are not measures of graduate employment. The high reported willingness to pursue higher education suggests strong educational aspirations within the surveyed population. However, aspirations do not establish actual enrolment or completion. Similarly, scholarship receipt does not independently establish the effect of assistance on graduation or employment.

A stronger evaluation would link educational support records to enrolment, course completion, and subsequent employment outcomes.

6. Employment-Related Reservation And Skill Development

Gugulothu and Korra (2025) reported a 12.4% Lambada employment-reservation indicator and a 9.0% skill-development indicator in their field-study table.

Table 7. Employment-related indicators in the published field study

Indicator	Reported value (%)	Interpretation
Employment-reservation indicator	12.4	Published employment-opportunity indicator
Skill-development indicator	9	Published skill-development indicator
Actual graduate employment rate	Not reported	Requires graduate-specific employment data

These figures provide context for examining employment-related access and skill development. However, they do not report the number of Lambada graduates who are employed or the total number of graduates in the relevant labour force.

Accordingly, the employment-reservation indicator cannot be substituted for the graduate employment rate. Similarly, the skill-development indicator should not be interpreted as the percentage of graduates possessing employable skills without clarification of the underlying survey question and denominator.



VI. Summary Of The Available Quantitative Evidence

Table 8. Summary of published indicators relevant to Lambada education and employment

Indicator	Numerical result	Population represented
Lambadi population	Approximately 24.04 lakh	SEEEPC-enumerated Lambadi population
Graduation attainment	9.90%	Published field-study population
Postgraduate attainment	1.00%	Published field-study population
Combined graduation-or-higher attainment	10.90%	Calculated from field-study percentages
ST daily-wage employment	40.60%	ST individuals aged 21–65
Lambadi share of children in daily-wage work	11.00%	Children reported as daily-wage workers
Approximate implied Lambadi child count	9,790	Calculated from rounded published figures
Lambada student dropout rate	34.80%	46 of 132 students in the published table
Higher education aspiration	94.00%	Published field-study respondents
Scholarship/fellowship receipt	75.00%	Published field-study respondents
Employment-reservation indicator	12.40%	Published field-study indicator
Actual Lambada graduate employment rate	Not established	Graduate-specific employment data required

Sources: Government of Telangana, IEWG (2026); Gugulothu and Korra (2025). The table combines different populations and analytical units and must not be treated as a single respondent-level dataset.

The findings identify several areas requiring attention. The published educational-attainment table indicates that graduates and postgraduate-qualified individuals represented 10.9% of the population covered by that field-study table. The reported dropout rate highlights a retention concern, while the higher education aspiration indicator suggests substantial interest in further education.

At the same time, the official ST daily-wage statistic highlights occupational vulnerability in the wider tribal population. However, the available evidence does not establish how many Lambada graduates are employed in regular salaried jobs, self-employment, daily-wage work, or other occupations.

VII. Discussion

The findings demonstrate the importance of distinguishing educational attainment from employment outcomes. Higher education can expand eligibility for professional and



administrative occupations, but its economic benefits depend on the availability of suitable work and the ability of graduates to access it.

The field-study educational-attainment figure of 10.9% for graduation or higher provides a descriptive indicator of qualifications within the population represented by Gugulothu and Korra (2025). It should not be generalised to the entire Lambada community without a representative sampling design. The SEEPC survey provides broader community coverage, but the employment analysis must still be matched to the relevant educational categories.

The 40.6% daily-wage employment figure among working-age Scheduled Tribe individuals points to the importance of examining employment quality. However, daily-wage work should not automatically be equated with unemployment or low productivity. Its implications depend on job continuity, earnings, working conditions, and access to social protection.

The reported 11% Lambadi share of children in daily-wage work highlights a separate educational and social protection concern. It describes the distribution of the identified child-worker population rather than the prevalence of child work among all Lambada children. Further research is needed to understand the relationship between household economic circumstances, educational participation, and subsequent employment.

The educational-retention findings also indicate that aspirations and realised outcomes should be analysed separately. The high willingness to pursue higher education does not guarantee course completion. Educational assistance, mentoring, career guidance, and accessible professional programmes may help students progress, but their effects must be assessed using appropriate outcome data.

The literature also suggests that employability involves more than qualifications. Desai et al. (2024) reported improvements in employability skills following a training intervention for tribal students in Gujarat. This provides a useful example of how practical skill-development programmes can be evaluated, although the results cannot be assumed to apply directly to Lambada graduates in Telangana.

A central conclusion is that the actual employment rate of Lambada graduates remains an empirical question. The existing figures do not supply the numerator and denominator needed to calculate it. A rigorous study should therefore use community-specific graduate employment data rather than infer graduate outcomes from the broader ST population.

1. Policy Implications

1. Strengthen Educational Retention

Educational institutions and welfare agencies should investigate the reasons for discontinuation among Lambada students. Support should be directed towards identified financial, academic, geographical, and institutional barriers.

2. Improve Progression Into Higher Education

Career counselling, admission assistance, scholarship awareness, and academic mentoring should be strengthened to help students progress from school to undergraduate and professional education. Educational aspirations should be monitored alongside actual enrolment and completion.

3. Expand Employment-Oriented Skills Development

Higher education programmes should provide opportunities to develop digital literacy, communication, analytical skills, practical experience, and occupational competencies. Internships, apprenticeships, industry projects, and entrepreneurship training may strengthen the transition into work.



4 Strengthen Career Guidance And Recruitment Access

Students and graduates should receive information about public-sector examinations, private-sector recruitment, professional certifications, internships, and self-employment. Career services should be evaluated through employment outcomes, earnings, job stability, and qualification–job matching.

5. Establish A Lambada Graduate-Tracking System

A graduate-tracking system should record qualifications, field of study, graduation year, current employment status, occupation, earnings, time to first job, and further education. Data should be collected with appropriate consent and privacy safeguards.

6. Improve Community-Specific Employment Statistics

Government departments and educational institutions should publish appropriately protected community-level employment tables where legally and administratively feasible. Qualification-specific employment rates and occupational distributions would support more accurate policy evaluation.

7. Limitations Of The Study

This study is based on published secondary sources rather than a newly collected individual-level dataset. Its findings are limited by the variables, definitions, and populations reported in the source publications.

The SEEPC daily-wage employment indicator refers to the wider ST population aged 21–65, not exclusively to Lambada individuals or graduates. The Lambadi child daily-wage statistic represents the community's share of the reported child-worker count, not the percentage of all Lambada children engaged in work.

The educational-attainment and dropout statistics from Gugulothu and Korra (2025) describe their selected field-study population and should not be treated as statewide estimates.

Most importantly, the available published figures do not establish the actual employment rate of Lambada graduates. The study therefore does not estimate graduate unemployment, average graduate earnings, occupational mismatch, or the causal effect of higher education on employment.

VIII. Conclusion

This study examined higher educational attainment and employment-related vulnerability among the Lambada community in Telangana using the SEEPC Survey 2024 publications and recent research on tribal education, employability, and labour-market inequality.

The official survey reports approximately 24.04 lakh individuals under the Lambadi community category. Its Independent Expert Working Group report indicates that 40.6% of working-age Scheduled Tribe individuals were engaged in daily-wage work and that Lambadis accounted for 11% of the approximately 89,000 children identified as daily-wage workers. The separate field study by Gugulothu and Korra (2025) reports that 9.9% of the population represented in its Lambada educational-attainment table had graduated and 1.0% had postgraduate qualifications, with a dropout rate of 34.8% among the students listed in its dropout table.

These findings demonstrate the importance of examining educational progression and employment vulnerability together. However, they do not establish the actual employment rate of Lambada graduates. That measure requires community-specific data linking educational qualifications to employment status.



Future research should prioritise graduate tracking, qualification-specific employment statistics, and analysis of job quality, earnings, gender differences, and rural–urban disparities. Such evidence would strengthen the evaluation of educational policy and support more effective employment interventions for Lambada youth in Telangana.

References

1. Aakanksha, Singhal, B., & Bishnoi, N. K. (2025). Caste, religion and job market. *Journal of Public Affairs*, 25(3), Article e70052. <https://doi.org/10.1002/pa.70052>
2. Ajagara, A., & Yadav, R. (2025). Organizational culture and educational aspirations of tribal students in higher education. *Studies in Higher Education*, 50(12), 2744–2761. <https://doi.org/10.1080/03075079.2024.2429625>
3. Axelby, R., & Thakur, V. (2024). Relational marginalisation: Comparing Scheduled Tribe Gaddi in Himachal Pradesh and Bhils in Maharashtra, India. *Sociological Bulletin*, 73(1), 24–45. <https://doi.org/10.1177/00380229231212886>
4. Borooah, V. K. (2024). Differences in the graduate educational attainment of social groups in India: Preferences for education versus education-friendly endowments. *Journal of South Asian Development*, 19(2). <https://doi.org/10.1177/09731741231215121>
5. Centre for Good Governance. (n.d.). Socio-Economic, Education, Employment, Political and Caste (SEEEPC) Survey. Government of Telangana. https://www.cgg.gov.in/it_project/socio-economic-education-employment-political-and-caste-seeeepc-survey/
6. Desai, F. P., Desai, P. S., Cakir, F. S., Naik, B. T., & Tai, R. A. (2024). Studying the impact of government's employability enhancement drive Finishing School on tribal students of a college in the South Gujarat region in India. *STEM Education*, 4(2), 106–126. <https://doi.org/10.3934/steme.2024007>
7. Educational exclusion among India's youth and young workers: Evidence from CAMS 2022–23. (2026). *International Journal of Educational Development*, 125, Article 103642. <https://doi.org/10.1016/j.ijedudev.2026.103642>
8. Gedam, K., & Kamala, K. (2023). Educational access for tribal groups in Telangana state. *Research Journal of Humanities and Social Sciences*, 14(4), 237–242. <https://doi.org/10.52711/2321-5828.2023.00047>
9. Government of Telangana, Department of Economics and Statistics. (2026). Telangana Socio-Economic, Educational, Employment, Political and Caste (SEEEPC) Survey 2024: Survey publications. <https://www.des.telangana.gov.in/publications/SEEEPC/>
10. Government of Telangana, Independent Expert Working Group. (2026). Telangana Socio-Economic, Educational, Employment, Political and Caste (SEEEPC) Survey 2024: Independent Expert Working Group reports (Volumes I–II). <https://www.des.telangana.gov.in/publications/SEEEPC/>
11. Gugulothu, S., & Korra, V. (2025). Unequal access to education and employment: Emerging conflicts among tribal communities in Telangana. *Asian Journal of Education and Social Studies*, 51(5), 612–622. <https://doi.org/10.9734/ajess/2025/v51i51944>
12. Indwar, A. K., & Rajput, C. S. (2026). Career aspirations of tribal secondary school students in Central India explored using demographic analysis and Holland RIASEC theory. *Discover Education*. <https://doi.org/10.1007/s44217-026-01824-z>
13. Kujur, J., & Das, A. (2026). Barriers to school education of tribals in eastern India and implications for SDG 4. *Discover Global Society*, 4, Article 22. <https://doi.org/10.1007/s44282-026-00346-1>
14. Lahan, D. (2025). Education among Scheduled Tribe population in India: An exploratory study. *International Journal of Creative Research Thoughts*, 13(7), e189–e193. <https://ijcrt.org/viewpaperforall.php?paper=IJCRT2507486>



15. Nayak, B. S. (2024). Educational and employability status of tribals in Telangana State. *International Journal of Creative Research Thoughts*, 12(8), c989–c999. <https://ijcrt.org/viewpaperforall.php?paper=IJCRT2408324>
16. Ravikumar, S., & Bhat, B. J. (2023). Higher education and empowerment of Scheduled Tribes in India—An analysis. *Arthshastra Indian Journal of Economics & Research*, 12(3), 54–64. <https://doi.org/10.17010/aijer/2023/v12i3/173261>
17. Sivanandan, V. (2025). Assessing diversity in higher education among Scheduled Tribes in select Indian states: Present and future prospects. *Journal of Further and Higher Education*, 49(4), 539–552. <https://doi.org/10.1080/0309877X.2025.2470753>
18. Sucharita, V. (2025). Tribal education in India—Reviewing the progress and the way forward. *Journal of Asian and African Studies*, 60(4), 2578–2592. <https://doi.org/10.1177/00219096231219759>