

RGM Government College, Joginder Nagar*(Affiliated to Sardar Patel University, Mandi)***Report on Alumni Information & Feedback****Academic Session 2025-26**

Metric	Value
Total responses recorded	14
Female respondents	8 (57.1%)
Male respondents	6 (42.9%)
Reported curriculum useful for higher studies/employment	12 (85.7%)
Average career-preparedness rating (out of 5)	3.36

1. Introduction

This report presents an analysis of the Alumni Information Form 2025-26 circulated by RGM Government College, Joginder Nagar, to gather feedback from former and outgoing students on the usefulness of the college curriculum for their higher studies and careers. The form captured demographic and academic background, current occupation, perceived relevance of the syllabus to professional life, further education and competitive-exam preparation, and open-ended suggestions for making the syllabus more career-relevant.

A total of 14 alumni responded to the survey. This report summarizes the quantitative responses and consolidates the qualitative suggestions offered for curriculum improvement.

2. Methodology

- Instrument: Google Form titled “Alumni Information Form 2025-26.”
- Respondents: Alumni and outgoing students of RGM Government College, Joginder Nagar.
- Sample size: 14 responses.
- Structure: Demographic and academic details, Yes/No and 1–5 rating items on curriculum usefulness, current occupation and job relevance, further education/exam preparation status, and an open-ended improvement question.
- Analysis: Responses were tabulated by category and expressed as counts and percentages of total respondents; open-ended responses were grouped thematically. Personal contact details (e-mail, phone number) collected in the form are excluded from this report.

3. Respondent Profile

3.1 Gender Distribution

Gender	Count	Percentage
Female	8	57.1%
Male	6	42.9%

3.2 Programme of Study

Programme	Count	Percentage
Bachelor of Arts (BA)	9	64.3%
Bachelor of Business Administration (BBA)	3	21.4%
Bachelor of Science (BSc)	1	7.1%
Bachelor of Commerce (BCom)	1	7.1%

3.3 Year of Completion

Two respondents indicated they are currently in their 3rd year rather than having already graduated, suggesting the form was also completed by some final-year students in addition to alumni.

Year of Completion	Count
2025	4
2026 (expected)	4
2008	1
2004	1
2002	2
Currently in 3rd year (not yet graduated)	2

4. Curriculum & Career Relevance

4.1 Was the Curriculum Useful for Higher Studies/Employment?

Response	Count	Percentage
Yes	12	85.7%
No	2	14.3%

4.2 Career-Preparedness Rating (1–5 scale)

Rating (1–5)	Count	Percentage
1 – Poor	2	14.3%
2	1	7.1%
3 – Average	4	28.6%
4	4	28.6%
5 – Excellent	3	21.4%

Ratings were spread across the scale, with an average of 3.36 out of 5. While 50% of respondents rated their preparedness a 4 or 5, a combined 21.4% rated it a 1 or 2, indicating uneven experiences depending on programme and career path.

4.3 Did the Syllabus Include Relevant Industry/Research Content?

Response	Count	Percentage
Yes	9	64.3%
No	5	35.7%

5. Occupation and Degree Relevance

5.1 Current Occupation

Current Occupation	Count	Percentage
Student	6	42.9%
Employed full-time	4	28.6%
Unemployed	3	21.4%
Self-employed	1	7.1%

5.2 Area of Job

Area of Job	Count
Teaching	5
Banking	3
Law	2
Administration (State/Centre)	1
Police Forces	1
Music	1
B.P.Ed. Studies	1

5.3 Relevance of Degree to Current Job

Relevance of Degree to Current Job	Count	Percentage
Very relevant	6	42.9%
Not at all relevant	5	35.7%
Moderately relevant	2	14.3%
Somewhat relevant	1	7.1%

Responses on degree relevance were nearly split: 42.9% found their degree “very relevant” to their current job, while 35.7% found it “not at all relevant” — the widest divergence in the survey, and consistent with the mixed occupational backgrounds reported (teaching, banking, law, administration, and others).

6. Further Education and Competitive Exam Preparation

6.1 Pursued Further Education After Graduation

Pursued Further Education	Count	Percentage
Yes	10	71.4%
No	4	28.6%

6.2 Type of Further Education Pursued

Type of Further Education	Count
Master's Degree	9
Professional Certification	2
Short-term Courses	2
Ph.D.	1

6.3 Preparing for a Competitive Exam

Preparing for a Competitive Exam	Count	Percentage
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Yes	9	64.3%
No	5	35.7%

6.4 Type of Exam

Type of Exam	Count
State Govt. Examination	5
UGC NET/SET	4
Civil Services	2
Central Govt. Examination	2
CLAT	1

A majority of alumni (71.4%) pursued further education — predominantly a Master's degree — and nearly two-thirds (64.3%) are preparing for a competitive examination, most commonly State Government or UGC NET/SET exams, indicating strong engagement with continued academic and career progression beyond graduation.

7. Suggestions for a More Career-Relevant Syllabus

Alumni were asked what improvements would make the syllabus more career-relevant. Responses have been grouped into the following themes:

Theme	Mentions	Notes
No specific suggestion / syllabus considered adequate	6	Responses such as “Nothing,” “No,” “Overall relevant,” and “All good.”
Greater emphasis on practical / experience-based learning	2	Requests to move beyond bookish study towards practical, experience-based teaching.
Communication and expression skills	1	Suggestion to encourage expression-based learning, since students hesitate to speak; allow expression in simple Hindi/English.
New/updated subject content	1	Request to add environmental studies in the 2nd or 3rd year.
Campus infrastructure	1	A mention of washroom facilities alongside education, suggesting an infrastructure-related concern outside the syllabus itself.

Selected Verbatim Responses

- Instead of focusing only on bookish studies, children would be taught practically because children remember more through practical learning.
- Expression-based learning — students hesitate to speak; allow multiple ways of expression such as writing in simple words (Hindi/English).
- We need environmental studies in the 2nd or 3rd year to educate students about environmental protection and related concerns.
- Well experience[d teaching] would help.
- Washroom and education [facilities need attention].

8. Key Findings

- A large majority (85.7%) of alumni consider the curriculum to have been useful for their higher studies or employment, and the average career-preparedness rating is a moderate 3.36 out of 5.
- Perceived relevance of the degree to current employment is sharply divided — 42.9% find it very relevant, while 35.7% find it not at all relevant — reflecting the diverse career paths alumni have taken (teaching, banking, law, administration, police, music).
- 71.4% of alumni pursued further education (mostly a Master's degree), and 64.3% are preparing for competitive examinations, showing strong continued engagement in academic and career advancement.
- Teaching is the single most common area of employment (5 of 14 respondents), followed by banking and law.
- Open-ended feedback was largely positive, with almost half of respondents indicating no changes were needed; where suggestions were made, practical/experiential learning and communication-skill development were the recurring themes, echoing feedback from the teacher curriculum survey.

9. Recommendations

- Strengthen practical and experience-based components of the curriculum, particularly for programmes where alumni rated career-preparedness lowest.
- Introduce structured opportunities for expression and communication-skill development (e.g., presentations, group discussions) to address alumni-reported hesitancy in speaking.
- Consider introducing or expanding environmental studies content in the 2nd or 3rd year, as suggested by at least one respondent.
- Continue to support alumni pursuing further education and competitive examinations through dedicated guidance cells or mentoring, given the high proportion already engaged in these pursuits.
- Periodically resurvey alumni across a broader range of graduation years to capture longer-term career outcomes, since the current sample skews heavily towards recent (2025-26) graduates.

10. Conclusion

Feedback from 14 alumni indicates that the curriculum at RGM Government College, Joginder Nagar, is broadly viewed as useful for higher studies and employment, with strong continuation into further education and competitive examinations. The main opportunities for improvement lie in strengthening practical and communication-oriented learning and in addressing the wide variation in how relevant alumni find their degree to their eventual career, which appears closely tied to the specific occupation pursued.