

Education for the twenty-first century

Bijaya Deka

Lecturer, Deptt. of Education

We are on the 21st century. The outgoing century leaves us to live in an information society. It is full of knowledge. It is an era of Science and technology. It has its own demands. We need to get prepare to enter into it. Education has served as an instrument for all the change we see all around. It is a tool to enable the people to with stand the change and live by it. We could say education builds the system and educates the people how to adjust to it. To draw the attention of world community, a conference was held at Bankok in December 1996 under the auspices of UNESCO. It has been known as the Conference on Re-Engineering Education for the 21st century.

Under the umbrella of United Nations Organisation(UNO), the United Nations Educational Scientific and Cultural Organisation (UNESCO) is one of the agencies . In 1969, its study namely, the World Educational Crisis, a system analysis, by Philip H. Coombs, dealt with the problems facing education all around. in 1972, a panel of seven persons known as Edger Faure Commission on the development of education had given its report with the title of "Learning to be" It had the great merit of firmly establishing the concept of lifelong education. Another International Commission on Education was set up by UNESCO in 1993. After the name of its chairman it has come to be known as Jacques Delors Commission. It was a 14 members panel. From India Dr. Karan Sing was one of them. The commission worked for three years and submitted its report in 1996. It is entitled as "Learning; The Treasure Within". The commission did its best to

projaect its thinking on the future dominated by globalisation. It has dwelt upon on critical issues. It has made a sincere attempt to lay down broad guidelines that can be applied within national contents and on a global scale.

The Delors commission Report has identified four icons to be kept in sight for re-engineering education for the 21st century. They are called as the four pillars on which the modern education needs be rebuilt. These are known as:

1. Learning to know
2. Learning to do
3. Learning to be and
4. Learning to live together

1. Learning to know :

We have lived times when what to know was not the problem of the learners. The teachers could tell them what they should know. The learners were to read and keep that information or knowledge of things on their lips. It was spoon fed teaching and parrot type learning. Let us not expect them as parrot-like leaners. They need to understand the things. They need to be educated how they become keen learners in their day-to-day life. They should know the way they could keep themselves abreast of information of day. It belongs to all decipline of knowledge. They should know how to tap them to be well aware of the latest developments in life as a whole. It could be known as insightful learning. It is known as explorative and creative learning. It sharpens the learning ability of the learners. In brief, in information society, learning to know is to result

in learning to learn. This is how the school could justify its existence on its firm footing in the 21st century.

In the words of Delors :

'Bearing in mind the rapid changes brought about the scientific progress and new forms of economic and social activity, there is a need to combine a board general education with the possibility of working on a selected number of subjects. In a sense, such a general education is passport to learning throughout life, in so far as it should teach people to enjoy learning and also lay the foundations that will enable them to carry on learning throughout life.'

2. Learning to do.

We have been preparing children for one job or other. In 21st century, they need to be thought work culture. They need to be prepared as skillful workers. Of course they should be efficient workers. Work is a cooperative venture the children prepare themselves for in school days. They should learn how to be honest workers and sincere workers to make the best use of their talent hidden in them. It is an obligation on all of us. This is the secret of joyful life the children need to prepare for. This is vocational guidance in 21st century that need to be given to the children in the schools.

To live in a information society we need to develop a new life style. It needs to be flexible to adapt to changes that may fart take place as a matter of way of life. Therefor the learners need to learn how to work what they can and share with others to reach the ends of it. They need to be ready to learn new skills to refine their work competency to keep their effectiveness at work.

3. Learning to be

The individuals should learn to be the persons in 21st century who could exercise greater independence and judgement combined with

stronger sense of personal responsibility for the attainment of common goals. They should grow as persons who could serve their personal ends and contribute to welfare of others. They should live personal and social life effectively. 'Learning to be' rests on the breaking the monopoly of educational institutions as the only centres of learning for the people. All institutions whatever their field of competence (economics, social, cultural or informational) can be used for educational purposes and thereby help to build a 'Self-aware learning society'. It is the teacher's responsibility to impart to the pupil the knowledge that human kind has acquired about itself and about the nature, and the essence of human creativity and inventiveness. Of course, the individual himself ultimately has his own responsibility to enable himself to be in life what he is capable of with his hidden treasure of talents within.

In simple terms 'leaning to be' means that for human beings their inner greedom is as important as their external freedom. Purpose of life has to be beyond playing the role of a wage earner and a family provider. Each one of us has to have some personal mission in life to fulfill beyond achieveing happiness through material gains'.

4. Learning to Live Together

The commission has proposed a special emphasis on 'Learning to live together.' This involves learning to live together by developing the understanding of other and their history, traditions and spirituality. It would provide a basis for the creation of a new spirit.....The information society of 21st century knows no boundaries. There is no place for parachialism. There is globalisation of human life. It cuts across all national boundaries. There is need to learn to manage conflicts in a spirit of respect for the values of pluralism, mutual understanding and peace. Human being need to learn to live together. Education needs to inculcate the spirit of universal brotherhood. Education needs

to be given the global perspective.

Learning to live together has a clear message in 21st century life is a joint venture. The nature of work demands joint work on the part of workers. Each one should learn how to work with others at their respective work places. There is interdependence all around. The nation have to plan their schemes while taking note of the things taking place in other nations. The people must live their cultural and have respect for the culture of other lands. Individuals needs to learn to live work together and each nation needs to learn to live in the international community with perfect harmony and respect for each other. It is a sort of international education for for the 21st century.

In a word the 21st century in a landmark of globalisation of all aspects of human life on earth. The children need to be educated for peacefull co-existence all around the world. Of course, they are the citizens of a country they were born in, they are also world citizens as a whole. The mankind has taken a real shape of a universal existence and for that education needs to foster universal brotherhood in schools. Fanaticism has no place in our life. The children must get this message to heart-self respect and respect for other is the way of life.

The teachers are known as facilitators of learning for the students in the schools. Education

for learning to know, learning to do, learning to be and learning to live together is to be imparted by the teachers. It is a challenge before them. They need to perpetuate learning throughout life in their lives in letter and spirit. They are teachers so they are learners. They are learners that can make them desired teachers. Of course, above all, they need to be skillful teachers. How to work effectively as friends, guides and philosophers of their students needs to be the quest on the part of the teachers. They should be ready to get counseled how to counsel their students. The teacher education system as a whole in its pre-service and in-service programmes should revamp itself to cater to the learning and training needs of school teachers. The teachers need to see school education as per demands of the times. A learning climate needs to be created in the schools so that it may be insperable. The principal, teachers and the students should develop the culture of an interpersonal interaction where they could work in close cooperation with each other. The whole concept of education undergoes a perceptible change in order to make it more meaningful to the changing world environment. All we need is a positive response to these re-oriented and re-engineered process of our education so that the community as a whole can reap maximum benefits.★

★The article originally written by Dr. S.P. Anand, Redear in Education in Regional Institute of Education (NCERT) Bhubaneswar, in the book name "School Management for Quality Education in 21st Cetury". The article is very relevant for the present day context. This is adapted in a lucid and simple form.

DISTANCE EDUCATION IN INDIA

Deepanjali Kalita

Lecturer, Deptt. of Education

One of the most notable features of present day education is the distance education. Distance education is a new concept of the Indian education. It is a system of education which is becoming very popular day by day. Distance education is now being introduced in all the developed and developing countries. Different countries have put different names to the term 'Distance Education'. Through distance education one can receive education in any subject according to one's own convenience. Distance education gives the opportunity of education to those who have been deprived of the formal system of education.

The main purpose of distance education is to make higher education available to those who have been deprived of it because of their adverse circumstances. It is a system of education which provides higher education to those people who have not been able to receive higher education as in formal ways. Distance education provides the opportunity of education in non-formal ways to out-of-institution learners, drop outs, working adults, house-wives and learners from disadvantaged section of the society living in remote areas of the country.

In India the system of distance education is very necessary as the prevailing formal system of education is not able to meet the demands of education. But it is essential to give benefit of education to all. Distance education is the solution of the problem in our present day educational system. In India explosion of population in recent times has become a maligned problem for which the number of illiterate persons is increasing every year.

As a result of rising population everyone can not get the opportunity of formal education. Our existing formal system of higher education is very expensive. Generally the poor and rural people residing in our country are away from the facilities of higher education under the prevailing system. On the other hand, our government is also not able to provide necessary funds for education. So it appears difficult to expand the existing formal system of education. But it is said, education for all. Through distance education India can fulfill its dream of education for all. Prophet Mohammad said, "if the mountain can not come to Mohammad, Mohammad will go to the mountain. If many people can not go to the formal institutions, they should be provided with the means of education. This means is the method of distance education.

In the modern world because of the development of science and technology changes are taking place in different fields. One significant development is the explosion of knowledge in different fields of study. So every one must be aware of the new developments that are taking place as a result of such explosion of knowledge. But through formal education prevailing in our country one can not adjust oneself to the modern but rapidly changing world. It is unable to fulfill various needs of life. Besides formal education there is a need for continuing education. The need of continuing education can fulfill the purpose through distance education. Distance education is a new method of providing education for all. In this system any student from anywhere in the country may receive higher education.

Different writers have defined distance education differently. On the basis of different definitions some characteristics are found -

(1) In distance education there is no face to face classroom teaching. It provides education in non formal ways.

(2) Teaching is conducted through print, mechanical or electrical devices.

(3) Distance education is provided by some special institutions.

(4) In distance education there is no provision for group teaching. It is an individual method of instruction.

(5) The learners can learn and earn simultaneously. Distance education provides leisure-time also.

(6) It is a system of education, which is easily attainable for all. Any aspiring students from different parts of the country take opportunity in this education.

Distance education thus means a mode of teaching where there is no provision for face to face teaching as informal system of education. Course materials are sent to students by different media. Course materials are prepared by some expert teachers. Students can learn these at home. Sometimes personal contact programmes are organised for classroom lectures for two or three weeks.

In our educational institutions we find that the number of seats is limited. So many aspiring students don't get the opportunity to receive higher education. Distance education can cover all the aspiring students. On the other hand there are some disparities in enrolment in higher education. Distance education can remove these disparities in enrolment in higher education. Through distance education the standard of higher education in college and universities can be improved.

Distance education can be imparted through correspondence course. Many institutions offer correspondence course to the interested individuals.

Under this system effort has been made to provide higher education for the qualified and willing persons who are unable to receive formal education owing to their personal and economic conditions. It is a system of education which offers instruction by mail. It is also called home-study, postal course or learning by mail method. Correspondence course provides education to distant learners mainly through printed media. Different mass media like Radio, TV, Telephone, Computer etc also used in correspondence course. Here the learner remains separated from the teacher during the period of instruction. Sometimes personal Contact programme is arranged to give instruction on difficult subjects. In such programmes the teacher gives face to face instruction to students. Personal Contact programme is arranged in an area in which students can easily communicate. Correspondence lessons are prepared by some expert teachers. After the completion of course the learners may appear in the examination. Answer scripts are examined carefully by expert teachers and they can acquire a degree or certificate for it.

Many persons in our country have to give up their studies due to certain reasons i.e. age, illness, time, poverty, remote area, condition of job. But they want to study further. Correspondence course provides facility for them. Again many students choose wrong subjects for study. Later they realise it. Correspondence course gives opportunity to select new subjects of their choice. As a substitute of formal education it provides opportunities to the learners who desire to be educated.

In 1962 A Directorate of correspondence course was opened in Delhi. To make higher education available, some colleges and universities started this type of course. Now in nearly 50 universities in India correspondence course is opened. Correspondence course is considered to be the best and less expensive method of higher education. It gives freedom to students. It is suitable

for various categories of people.

Open university is another means for providing distance education to interested people. The concept of open university has become very popular at present. In our country there are many students who have not been able to get higher education due to some reasons. Later they realise the need of education in their present life. Open university provides higher education on a single subject in non-formal ways for those persons. It provides the opportunity of education for service holders who want to improve their educational qualifications and also for drop-outs, people living in remote areas, handicapped persons, working adults etc. It offers university education to the students who have no means of joining the university. For admission to an open university, no academic qualification is required. Open university offers courses of a very high order. Course materials are supplied to the students in due time. Course materials are prepared for the need of the students. Open university gives instruction to the students through audio-visual aids and printed materials. After completion of the course, students can acquire a recognised degree, diploma or certificate.

In 1969 the first open university was established in England. At present different countries have started open universities inspired by Great Britain Open University. Keeping in view the educational requirement in India, the government observed this matter seriously. India's first open university was established in Andhra Pradesh in August 1982. Again in 1985 prime minister Rajiv Gandhi established Indra Gandhi National Open University (IGNOU) in Delhi. After that many open universities were established in India. The

Guwahati University has a study centre of IGNOU for extending facility of distance education to distant learners.

In this way distance education has gradually developed in India. At present the educationists or the education lovers are conscious of it.

Some persons criticised distance education. Their opinion is that a person who acquires a university degree through open university and correspondence course based on distance education can not be equal to that university degree which a person gets through traditional classroom method. But the supporters of the correspondence course and open university claimed that correspondence lessons are prepared by expert teachers and their standard is very high. Correspondence lessons of distance education are prepared according to the law of learning.

It is true that distance education is not imparted like prevailing formal system of education. Here, no direct contact between a teacher and students is possible. Printed media and audio-visual aids establish relations between the teachers and the taughts. But distance education is essential to fulfill different needs or demands of education now, where as, formal system of classroom education is unable to fulfill different needs of life. So, every conscious person feels the need of distance education. Distance education is not a rival to the prevailing formal education. Distance education is just an effective means to provide opportunity of higher education to those people who don't get the facility of higher education due to some reasons. It certainly lessens the burden of college and university now-a-days. Distance education is, so to say, the crying need of the hour.



Appendix I

THE PRESENT TEACHING STAFF OF THE COLLEGE

PRINCIPAL : Dr. Ramakanta Barua, M.A., Ph.D.
VICE PRINCIPAL : Sri Dwijendra Nath Das, M.A.

DEPARTMENT OF ASSAMESE

Sri Jatin Ch. Medhi, M.A (Head of the Department)
Sri Kamaleswar Thakuria, M.A., M. Mus.
Dr. Kshirod Kr. Thakuria, M.A., Ph.D.
Sri Lalit Ch. Rabha, M.A.
Mrs. Manjira Sarma, M.A.

DEPARTMENT OF ENGLISH

Sri Dilip Kr. Das, M.A. (Head of the Department)
Sri Umesh Ch. Kar, M.A.
Miss Ratnamala Sarma, M.A.
Sri Pulak Talukdar, M.A.

DEPARTMENT OF ECONOMICS

Sri Akan Ch. Patowary, M.A. (Head of the Department)
Sri Prahlad Bharali, M.A.
Mrs. Dipanjali Das, M.A.

VACANT

DEPARTMENT OF HISTORY

Sri Dwijendra Nath Das, M.A. (Head of the Department)
Sri Lakshi Kanta Sarma, M.A.
Sri Diganta Kr. Das, M.A.

DEPARTMENT OF POLITICAL SCIENCE

Md. Mozibar Rahman, M.A. (Head of the Department)
Sri Prabodh Ch. Das, M.A.
Sri Praneswar Nath, M.A., B. Mus.
Sri Atanu Hazarika, M.A.

DEPARTMENT OF EDUCATION

Mrs. Rumita Phukan, M.A. (Head of the Department)

Mrs. Bijaya Deka, M.A., LL.B.

Sri Niranjana Mahanta, M.A.

Miss Deepanjali Kalita, M.A.

DEPARTMENT OF ANTHROPOLOGY

Sri Bhabesh Ch. Goswami, M. Sc. (Head of the Department)

Mrs. Jayashri Bhuyan, M.A.

Mrs. Binaya Devi, M. Sc.

Sri Birendra Kr. Barman, M.Sc.

DEPARTMENT OF GEOGRAPHY

Sri Nabin Ch. Mudiari, M.A., M.Phil. (Head of the Department)

Sri Abani Kr. Das, M.Sc.

Sri Jugal Kishore Nath, M. Sc.

Sri Jitu Rajbangshi, M. Sc.

DEPARTMENT OF BODO

Miss Bhairabi Boro, M.A.

DEPARTMENT OF CHEMISTRY

Md. Meraj Khan, M. Sc., M Phil. (Head of the Department)

Sri Apurba Kr. Goswami, M. Sc.

Sri Jyotiprasad Sarma Barua, M.Sc.

Md. Nuruddin Ahmed, M.Sc.

DEPARTMENT OF PHYSICS

Sri Pranab Sarma, M.Sc., M. Phil. (Head of the Department)

Sri Manoj Kr. Das, M.Sc.

Sri Ranjit Baishya, M.Sc.

Mrs. Minati Barman, M.Sc.

DEPARTMENT OF BOTANY

Mrs. Purabi Rabha, M.Sc. (Head of the Department)

Syed Habibur Rahman, M.Sc.

Sri Pinaki Kr. Rabha, M.Sc.

Sri Tapan Dutta, M.Sc.

DEPARTMENT OF ZOOLOGY

Mrs. Nanda Devi, M.Sc., B.Ed. (Head of the Department)

Sri Susanta Bhuyan, M.Sc.

Dr. Tapan Kr. Deka, M.Sc.Ph.D.
Dr. Rathin Barman, M.Sc., Ph.D.

DEPARTMENT OF MATHEMATICS

Sri Dhiraj Das, M.Sc., M.Phil., P.G.D.C.A. (Head of the Department)
Sri Nabajyoti Das, M.Sc.
Dr. Alok Das, M.Sc.Ph. D.
Sri Dipankar Sarma, M.Sc., B.Ed.

Appendix II

THE PRESENT OFFICE STAFF OF THE COLLEGE

Sri Radha Charan Medhi (U.D.A.)
Sri Sailendra Nath Sarma (U.D.A.)
Sri Pradip Kr. Das (L.D.A.)
Sri Amal Rabha (L.D.A.)
Sri Nityananda Sannyal (L.D.A.)
Sri Sarbeswar Das (Grade IV)
Sri Mahesh Das (Grade IV)
Sri Narayan Rabha (Grade IV)
Sri Mahendra Kalita (Grade IV)
Sri Narapati Boro (Grade IV)
Sri Bharat Choudhury (Lab. Asst.)
Miss Bhanita Das (Lab. Bearer)
Sri Sankar Dev Das (Lab. Bearer)
Sri Bharat Rabha (Lab. Bearer)
Sri Purna Rabha (Lab. Bearer)
Sri Bileswar Rabha (Lab. Bearer)
Sri Ajoy Das (Lab. Bearer)
Sri Padmadhar Kalita (Lab. Bearer)
Sri Laben Hajong (Lab. Bearer)
Sri Sabharam Boro (Lab. Bearer)
Mrs. Urbashi Das (Girl's Common Room Attendent)
Sri A. Boro (Night Chowkidar)
Sri D. Rabha (Night Chowkidar)
Sri Sadananda Rabha (Students Union's office bearer)

LIBRARY STAFF OF THE COLLEGE

Sri Gautam Rabha, B.A. (Librarian)
Sri Jibeswar Thakuria (Lib. Bearer)

Appendix III

EX-EDITORS WITH THE PROFS. IN-CHARGE OF 'THE JAWAHARJYOTI'

Issues	Years	Editors	Prof. in-charge
1st	1970-71	Sri Jnansankar Khakhalaria	Under Collective Responsibility
2nd	1975-76	Under the responsibility of the Editorial Board	
3rd	1976-77	Sri Hangsadhhar Daimary	Prof. Mrigendra Kr. Sarma
7th	1983-84	Sri Abani Kr. Adhikary	Do
8th	1985-86	Sri Birinchi Kr. Rabha	Do
9th	1986-87	Sri Gauranga Choudhury	Prof. Dharma Kanta Baura
10th	1987-88	Sri Sankar Mahanta	Prof. Dilip Kr. Das
11th	1988-89	Sri Harsha Kalita	Do
12th	1989-90	Md. Nashiruddin Ahmed	Prof. Basanta Kr. dutta
13th	1990-91	Sri Kailash Kalita	Prof. Lakshi Kanta Sarma
14th	1991-92	Sri Ganesh Boro	Do
15th	1992-93	Sri Kshirod Choudhury	Prof. Kamaleswar Thakuria
16th	1993-94	Sri Babul Boro	Prof. Dilip Kr. Das
17th	1994-95	Sri Sushil Patowary	Prof. Mrigendra Kr. Sarma
		Sri Jayanta Kalita (Asst. Ed.)	Prof. Dwijendra Nath Das
18th	1995-96	Sri Bibhuti Kalita	Prof. Dilip Kr. Das
		Sri Nalini Kalita (Asst. Ed.)	
19th	1996-97	Sri Satyajit kalita	Prof. Mrigendra Kr. Das
		Sri Bhupen Nath (Asst. Ed.)	
20th	1997-98	Sri Manoj Kalita	Prof. Lakshi Kanta Sarma
		Sri Bipul Kalita (Asst. Ed.)	
21th	1998-99	Sri Dipjyoti Boro	Prof. Bijaya Deka
		Sri Hemanta Kr. Rabha (Asst. Ed.)	
22nd	1999-2000	Sri Rantu Das	Prof. Jugal Kr. Nath
		Sri Bipul Kr. Kalita (Asst. Ed.)	

Appendix IV

The member's of the students union, 2000-01

President	: Dr. Ramakanta Barua, Principal
Vice - President	: Prof. Dwijendra Nath Das, vice Principal
Vice - President (student)	: Hiranya Kr. Nath
General secretary i/c	: Pabitra Kr. Das

Other secretary

Magazine : Sanjay Rabha
Asst. Magazine : Maniruddin Ahmed
Cultural : Mobarak Ali
Debating : Jitu Deka
Minor Games : Sadananda Rabha
Major Games : Babul Rabha
Social Service : Gopal Kalita
Girls Common Room : Chahida Begam
Boys Common Room : Sankar Rabha

Prof. in-Charge

Lalit Ch. Rabha
Kamleswar Thakuria
Umesh Ch. Kar
Ranjit Baishya
Nabajyoti Das
Sushanta Kalita
Jayashree Bhuyan
Nabin Ch. Mudiar

Appendix V

EX-GENERAL SECRETARIES OF THE STUDENTS' UNIONS OF THE COLLEGE

Sri Bijay Rabha	(1964-65)	Sri Narendra Kr. Rabha	(1983-84)
Sri Styaban Parekh	(1965-66)	Sri Kshirod Kr. Sarma	(1985-86)
	(1966-67)	Sri Amar Das	(1986-87)
Sri Astik Kalita	(1967-68)	Sri Mano Mahan Kalita	(1987-88)
Sri Hanuman Dutta Sarma	(1968-69)	Sri Hemanta Kr. Das	(1988-89)
Md. Tamizuddin Ahmed	(1969-70)	Sri Pranay Kalita	(1989-90)
Sri Mahesh Rabha	(1970-71)	Sri Lakshman Prasad Rabha	(1990-91)
	(1971-72)	Sri Khargeswar Rabha	(1991-92)
Md. Matiur Rahman	(1972-73)	Sri Jagat Ch. Das	(1992-93)
Sri Haricharan Das	(1973-74)	Md. Abidur Rahman	(1993-94)
Sri Jnanendra Rabha	(1874-75)	Sri Rajit Boro	(1994-95)
Sri Mahat Ch. Bayan	(1975-76)	Sri Sushil Patowary	(1995-96)
Sri Dadhi Mohan Majumdar	(1976-77)	Sri Ratan Barua	(1996-97)
Sri Girish Ch. Kalita	(1977-78)	Sri Basistha Deva Sarma	(1997-98)
Sri Brajendra Kr. Talukdar	(1978-79)	Sri Lokapriya Das	(1998-99)
Sri Prasanta Kr. Goswami	(1981-82)	Miss Bhumika Das	(1999-2000)
Sri Dharendra Kr. Choudhury	(1982-83)		

Appendix VI

Graduates of the year, 2001

Science Stream

<u>Name</u>	<u>Subject</u>	<u>Class / Division</u>
Mahananda Das	(An)	II
Moon Kalita	(Bot.zoo)	II
Mahananda Rabha	(Ch. bot)	II
Md. Anowar sheikh	(M. Ph.)	II
Amulya Boro	(An)	II
Debanand Boro	(M)	Simple Pass
Kulen Borkakati	(M)	II
Kamal Ch. Kalita	(M)	II

Arts Stream

Ashutash Sen	(Ed)	II
Md. Abtab ali	(Ed)	II
Md. Ajmal Hoque	(Ed)	II
Akalabya Das	(As)	II
Babul Dhar Rabha	(Ed)	II
Chatainya Rabha	(Ed)	II
Eunush Ali	(Ed)	II
Kakil Jyoti Das	(PSc)	II
Niranjali Kalita	(PSc)	II
Prabhat Ch. Boro	(Ec.PSc)	II
Sanjib Rabha	(Geo)	II
Sanjay Kalita	(Ed)	II
Sajit Saha	(Ed)	II
Miss Abida Ahmed	(Ed)	II
Miss Binita Kalita	(PSc)	II
Miss Barnali Rabha	(As)	II
Miss Dipikalota Kalita	(Ed)	II
Miss Gitanjali Kalita	(Ed. An)	II

Miss Jyotshna Rabha	(Ed)	II
Miss Juthika Mahanta	(Ed. PSc)	II
Miss Padma Boro	(Ed)	II
Miss Radhika Basumatary	(Ed)	II
Miss Rekha Kumari	(Ed)	II
Miss Ruprekha Das	(Ed)	II
Miss Sabita Rabha	(Ed)	II
Miss Trishna Mani Kalita	(Ed)	II
Bashistha Dev. Sarma	(Ed)	II
Dijen Basumatary	(Geo)	II
Miss Rumi Kalita	(As)	II
Miss Bandana Thakuria	(PSc)	II
Prasanta Rabha	(Ed.Ec)	II
Bijoy Chetry	(Ec)	Simple Pass
Deba Kr. Rabha	(Ec.H.)	Do
Debendra Kalita	(PSc. Ed)	Do
Jayanta Haloi	(PSc)	Do
Lakapriya Das	(Ed. An)	Do
Mrigesh Gogoi	(PSc)	Do
Pasanta Kalita	(H)	Do
Rohit Ch. Rabha	(Ec. An)	Do
Trailakya Das	(Ec. Ed)	Do
Uzzbal Choudhury	(As)	Do
Miss Dulumani Boruah	(Psc)	Do
Miss Kanaklota Boro	(As)	Do
Miss Merey K. Marak	(E)	Do
Miss Minakshi Kalita	(Ed)	Do
Miss Popi Sarkar	(Ec. Ed)	Do
Miss Upama Medhi	(Ed. An)	Do
Md. Nowshad Ali	(Psc.An)	Do
Sir Sahadev Rabha	(PSc. An)	Do
Miss Dipika Patowary	(As)	Do
Miss Kalpana Das	(As)	Do
Miss Samprity Kalita	(Ed)	Do

Abbreviation of the subjects :

As : Assamese, An : Anthropology, Bot : Botany, Ch: Chemistry, E : English,
 Ed : Education, Ec : Economics, Geo: Geography, H : History, M : Mathematics,
 Ph : Physics, Zoo : Zoology.