P. V. Seshubabu

Does RANKING OF SCHOOLS HAVE POSITIVE IMPACT?

The question affects sharp criticism from various stakeholders. Ranking of schools will have positive as well as negative impact. Firstly, ranking has a positive value because it enables parents informed choices about schools for their children. Secondly, it stimulates inter-school competition to excel and aspire for higher standards.

BRAINFEED in its path-breaking initiative has proposed to honour Top 500 Schools of India, Top 100 Pre-Schools of India and Top 25 Schools of the Middle East in recognition of their educational pursuit of education system par excellence. These schools impart quality education on prescribed curricula adopted by them. The schools are not ranked but only enlisted in alphabetical order. Our primary objective is to elevate the standard of education in schools.

Ranking helps schools review their performances on defined parameters and overcome their shortcomings. The schools may take corrective measures and improve upon their performances. Nevertheless, ranking has to be done objectively in a transparent manner on certain pre-determined criteria under defined parameters. It is equally important that the parameters should be clearly understood by parents and other stakeholders. The parameters could be determined by the respective educational Boards and have the criteria such as academic reputation, co-curricular activities, teacher welfare and development, faculty competence, conflict management in education, infrastructure and leadership and management, etc.

Earlier, the most innovative and progressive primary and secondary schools were isolated institutions reputed only by subject word-of-mouth opinions, unsupported by scientific research or objective data. Some schools would have reservations about furnishing data. They express unhappiness and complain that they deserve a better rank.

The schools are no longer isolated and need to be inter-dependent. Ranking enabled continuous improvement otherwise the schools tend to stagnate. This is a positive development because it is also an indicator of growing awareness within the community of school promoters, principals, teachers, parents and students across the country. Educational excellence is crucial for institutional growth and development. Some top schools serious about the ranking are positive and try to improve themselves. Serious schools gave positive feedback. Many of them invest on schools to improve the infrastructure in order to elevate the standards of education.

Now, parents looking for the best school education options for their children, have a basis for comparison. The schools also receive valuable feedback relating to public perception of their institutions across a broad range of criteria which enables continuous improvement. Ranking is important because there are variations among schools. The variation is so much that school ranking becomes very important because of variations only! Most of the countries including US and UK follow the ranking system in order to generate competition among schools. Nevertheless, in a country like Finland where there is no variation among the schools, the need for ranking does not arise. "Ranking is very necessary and an important initiative which is useful to parents, principals and teachers. Getting response is good and it is a positive impact," explains Shri Premchand Palety, Promoter-Director of C-fore. It is indeed a national benchmark for schools to upgrade themselves.

On the whole, ranking brings a healthy competition and has a positive impact on schools. As ranking keeps school management on toes, the focus could shift from mutual comparison or competition to mutual learning!

BRAINFEED has invited the views of experienced educators and principals on this issue and their responses are presented. Please read on. . . .

TOP 500+ SCHOOLS OF INDIA 2017

SCHOOL EXCELLENCE AWARDS 2017 SELECTION CRITERIA

How does one define a good school? One that churns out rankers year after year or the school that produces all-rounders? Does a school with state-of-the-art infrastructure with great acoustic system in an auditorium coupled with swimming pools and tennis courts guarantee to be a good school? Or a school in a village with corrugated roofs with committed teachers that manage to get good results be called a good school?

These were the questions that our jury had in mind before selecting the top 500 schools in the country.

A school is a home away from home and the purpose of education should not limit to just building careers but also nurture a generation of vibrant minds. Brainfeed believes that every school is unique in their own little way.

The Jury decided against ranking of schools and classified them in various categories and enlisted them in alphabetical order State wise. Therefore, while assessing the 'Top 500 Schools of India', Brainfeed included the following criteria: **Academic excellence, innovative practices, Co-curricular activities, infrastructure, project based learning, STEM education, ICT implementation, most influential school, emergent school** and **happiness quotient index.** While keeping International Schools as a separate category, some of the schools have been placed under more than one category.

Academic Excellence

In the future-ready schools the academic excellence cannot be replaced. It requires to be supplemented with needs of holistic education and development. Academic Excellence is an acknowledgement for the efforts schools undertake for overall academic performance of students.

Innovative Practices

This is new-age learning. A combination of digital media, text type, images and audio and video integrated into an interactive application for educational programme.

Co-Curriculars

Creativity is as important in education as literacy. The new type of education incorporates reasoning, psychomotor and emotional learning. Co-curriculars strike a balance between academics and recreation.

Best Infrastructure

The infrastructure is gauged from components such as curriculum, instruction and assessment. Personalised professional learning prepares students for future careers. Comprehensive educational strategy, effective use of technology, resources, data and supportive systems improve teaching methodologies and promote efficiency.

ICT Implementation

Online presence enables to seek quick information about the school and activities. The Website offers useful 'Home Page', 'Responsive Design' and Social Media Integration. Online presence of a school strengthens connectivity without any limitations on proximity. It involves parents, stimulates knowledge and builds community.

Process Of Selection Of Schools In Various Categories

Stage 1:

Schools fill the questionnaire providing information on academic and infrastructure facilities, performance of students and profile of teachers, etc. for 'School Excellence Awards 2017'

Stage 2:

The jury carefully scrutinised the information, crosschecked the data before deciding.

Stage 3:

Different teams carried out a survey on different aspects followed by discussion.

Stage 4:

The Brainfeed team/ committee visited schools and submitted a report to the jury.

Stage 5:

The Jury decides that every school is unique and has excelled in a specific area and hence the schools to be classified under various categories based on their merit and be enlisted State wise in alphabetical order.

Category list of School Excellence Awards 2017 (State wise)

Brainfeed 'Innovative Awards 2017' is one of the best awards in educational and allied sectors to recognise the use of technology and addresses the most significant challenges facing the education sector. Brainfeed Innovative Education Award is the first of its kind initiative aimed at bringing together education, technology, e-learning media and others together. School leaders across the country provide feedback on the products by firms in the education sector. The awards recognise the contribution of the companies / individuals to the education sector.

INTRODUCTION

THE BATTLE OF WATERLOO WAS WON ON THE GROUNDS OF ETON! ARE INDIA'S ETONS UP TO THE CHALLENGE?

The Indian school system is plagued by many ills as the Annual Survey of Education Report remind us regularly. But are the top 1% of the schools (best of the best) doing their jobs well?

B Mahesh Sarma & Nimesh Chandra

According the latest available information there are almost 1.53 million schools in India. Out of them nearly 1.04 lakh schools offer the entire gamut of classes from class 1 to 12. And these are spread over nearly 20-odd state education boards, the two known national boards; Central Board of Secondary Education (CBSE) and Indian Council of School Education (ICSE); and small but elite groups of Internationals boards like IB, IGCSE and even a few AP-based schools.

Disparity is the name of the game here

Schools in India come in many sizes and shapes. There are schools that charge around 50-60 lakhs of rupees per annum as fees to schools that cost about 144 – 210 rupees per annum. Some of the high-end schools have helipads within the campus while there are those that do not even have basic facilities. Some are technological leaders with iPads for children and a learning management system (LMS) to hook up the entire ecosystem (students, teachers, administrators and parents), while most of the others struggle to get basic laboratory supplies. Some are large campuses with all conceivable amenities, while 1/3 of schools struggle to meet the minimum norms of RTE Act. Some engage international faculty while many do not even have qualified faculty.

As the latest Annual Survey of Education Report (ASER) suggests, just about 25 percent of children could meet the educational attainments expected of them. Most lag behind. The scenario worsens as we move up the schooling system. And that makes any exercise at evaluating them difficult.

How we did it?

Rating and ranking of any institution is a difficult exercise since the outcome of education is a hazy concept. And with the level of diversity that India experiences it becomes almost an impossible exercise. What we have attempted to do is to critically look at about 8500 schools (8% of the universe) in terms of their infrastructure, faculty strength and number of students, and final results. (For more details see methodology).

What do the ratings say?

Of the 2500 colleges rated, just about 100 of them could earn the highest ratings. Considering the fact that both IB-led schools and most public schools (as identified by the Indian Public School Conference), are exceptionally well endowed in terms of infrastructure and resources, this number is on the lower side. The biggest issue is that even though schools are well endowed their results do not correlate well with their endowments.

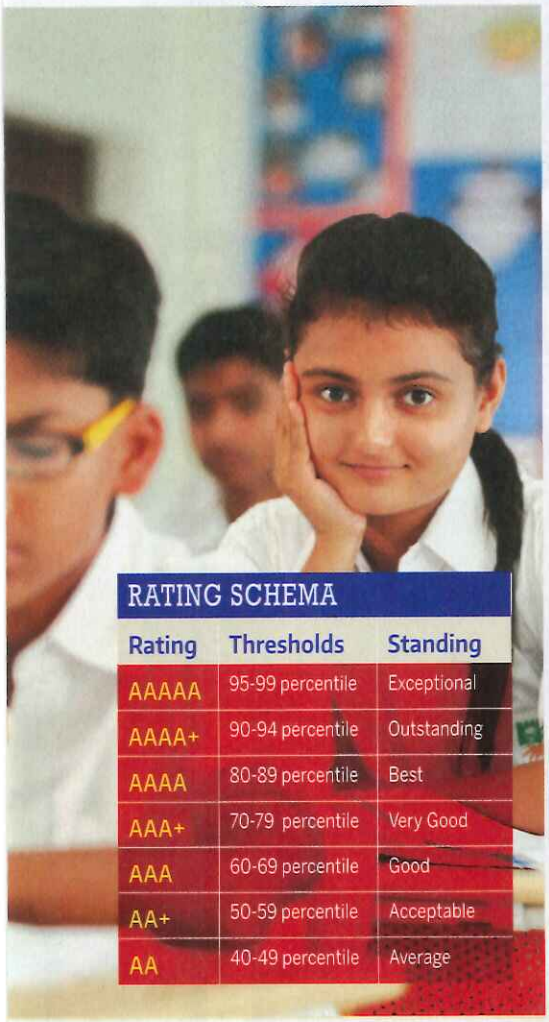
We are yet to look at the statistical correlation between outcomes and inputs. A cursory look at the ratings indicate that barring honourable exceptions, a certain threshold of resources is essential for a school to produce a reasonably good result and below that the school and the students actually under-perform. But the presence of over-the-top resources does not always contribute to corresponding levels of results. In the coming days we will critically look at these relationships and come out with more data and analysis.

How do you use the rank sheet?

For the first time we have attempted to rank the top schools in each state, in terms of different boards. In all, about 500 schools have been ranked. They are the best in terms or either results or resources and most of the times, both. The rating sheet is much more exhaustive. We have presented about 2500 schools in all. The listing is presented state-wise and grouped geographically; North, South, East, West and Central. We would be very happy to engage with the schools to make the ratings more robust and closer to realties so that children and parents can take informed decisions. After all, schooling is the most crucial factor that affects one's personality and future career.

What is in store for the future?

Though we have added another 1000 schools (we rated about 1800 last year), we are still just about covering 3 percent of the universe. We would hope to cover about 5 percent by next year. The list is completely inadequate when it comes to examining state board schools. Very few schools are represented. We intend to bring in at least 1000 top state-level schools in the coming years into the rating list. The current rating is just a composite. We will hopefully be able to present you individual scores for infrastructure, learning, outcomes (results, performance, marks scored, ranks) in coming years.



RATING SCHEMA

Rating	Thresholds	Standing
AAAAA	95-99 percentile	Exceptional
AAAA+	90-94 percentile	Outstanding
AAAA	80-89 percentile	Best
AAA+	70-79 percentile	Very Good
AAA	60-69 percentile	Good
AA+	50-59 percentile	Acceptable
AA	40-49 percentile	Average

RATING METHODOLOGY

The objective of this research exercise was to arrive at the list of top 3000 good schools in the country by adopting a stringent process of shortlisting of data through questionnaire, interacting with school administrators and teachers and finally analysing quantifiable data. We gathered the basic data from the School Scorecard website maintained by the Ministry of HRD.

Careers360 is known for rating institutions across higher education domains on the basis of objective parameters and has continued the practice in case of schools, making use of data on students, faculty, infrastructure or performance indicators such as grades, pass and aggregate percentage. Most the boards do not publish the pass percentage and scores in general. A team of researchers worked round the clock to download the data of individual schools by inputting their relevant codes.

In an attempt to understand the needs of parents and students, the listing of the country's top 10% schools excluding the state boards (barring a few exceptionally good ones) is segregated in terms of region, curriculum followed, residential or day-boarding type and gender. In our first attempt to look at the outstanding schools, we have also ranked the top 500 in terms of academic performance. Our endeavour has always been to be better each year. So feel free to write to us with subject heading 'Schools' at editor@careers360.com regarding errors, omissions and corrections.

Note: In the Rating Sheet select IB schools also offer other curricula. Those offering CBSE are identified by an asterisk and ISC by two.

THE FOUNDATION E NATION! ARE THEY

Schools are the building blocks of a country's educational edifice.

by B Mahesh Sarma & Dr Nimesh Chandra

Rating and ranking of schools is a challenging task. The reasons are two-fold; the number and diversity of the schooling system in the country; and the absolute lack of data on these schools.

Repeated demands from the stakeholders for a system that is completely objective led us to believe that adequate space for a rating system that uses only objective data does exist in the country. This first-ever rating of schools brings to you over 1800 schools in the country, the largest rating exercise ever undertaken in this sector.

Indian school education system

With over 20 state-level education boards, the Central Board of Secondary Education (CBSE), the Council for the Indian School Certificate Examination (CISCE), International Baccalaureate (IB), and International General Certificate of Secondary Education (IGCSE) the offerings are innumerable, and confusing as well.

What makes it more strenuous is the fact that the flow of objective data from the schools is very little. For the last one year a team lead by Managing Editor Dr Nimesh Chandra has been scouring the web and official publications for data. The boards make it exceptionally difficult to access. For example, the CBSE site lets you view the school wise-results, provided you have both the affiliation code as well as examination centre code or school code. Creating an individual school database is a humongous task, in which we have partially succeeded.

As the data sheet elsewhere in the magazine explains, the universe of CBSE, ICSE and IB schools would be around 18000+. We have managed to identify and rate about 2000 out of them.

What have we done?

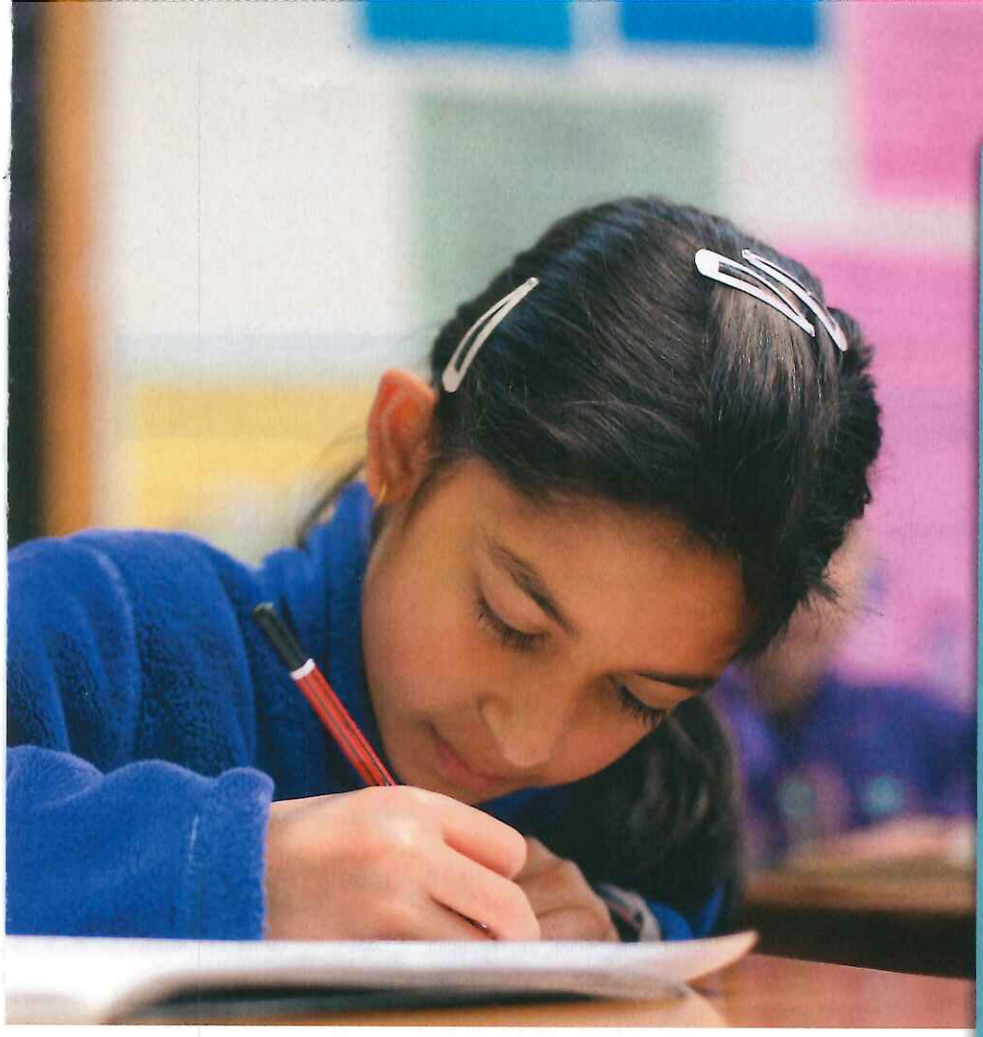
As the detailed methodology explains, we have attempted to use diverse sets of comparable date to bring different schools under a common rating system. The rating communicates that, for a similar set of schools under a similar board a same rating would mean more or less equal educational experience. To make life easy for the parents we have also distinguished international curriculum from national curriculum and also grouped schools based on residentially, the gender specifications, if any, as well as the board they offer at the 10+2 level. This would also avoid apple to oranges comparisons that is common in perception-based ranking of schools.

What is there for you?

As a parent or as student, the listing provides you an overview of where your school stands, in terms of the educational experience it provides. It also helps you compare different boards. There is a special article on curriculum selection in this edition that helps you choose between the boards. The listing is presented state-wise, grouped under North, East, West and South. The schools could use the rating to examine where they stand vis-à-vis their local compatriots as well as truly national players. We would be very happy to engage with the schools to make the rating system more robust and representative.

RATING SCHEMA

Rating	Thresholds	Standing
AAAAA	95-99 percentile	Exceptional
AAAA+	90-94 percentile	Outstanding
AAAA	80-89 percentile	Best
AAA+	70-79 percentile	Very Good
AAA	60-69 percentile	Good
AA+	50-59 percentile	Acceptable
AA	40-49 percentile	Average



BUILDERS OF THE STRONG ENOUGH?

India has 15.35 million schools. But do they deliver?

Where do we go from here?

As we said earlier, in all we have rated less than even 1 percent of the universe. And in the foreseeable future cannot even attempt to go beyond the top 10 percent. But our first priority is to bring in at least the top 1 percent of the state board schools into the rating system in the coming editions. And also simultaneously raise the percentage of national board schools rated from the current 10 percent to about 20 percent. We would also like to incorporate outcomes, results, topper contributions, percentage of students with 80 percent or more vis-à-vis the universe in a robust manner so as to present a calibrated performance index (CPI) in the years to come.

Schooling constitutes the base of any nation's educational attainment. It is imperative that the country knows and rewards better performers within the system and take corrective measures to bring the deviant players into the mainstream. The rating system is a small attempt to contribute and strengthen such initiatives

RATING METHODOLOGY

"KNOWLEDGE COMES, BUT WISDOM LINGERS"

- Alfred Tennyson, British Poet Laureate

Developing a fair understanding of the system of Indian schools, and to rate some of the best ones in a universe of 18,600 recognized ones outside the different state education boards/councils; the task was quite arduous yet refreshing. The objective was to arrive at a manageable list of 1800 good schools in the country, by adopting a stringent process of shortlisting schools based on publicly available data, visit to the schools, requesting for data through questionnaire, interacting with school administrators and teachers and finally analyzing quantifiable data.

Careers360 is known for rating institutions across higher education domains on the basis of objective parameters and has continued the practice in case of schools, making use of data on students, faculty, infrastructure or performance indicators such as grades, pass and aggregate percentage of schools.

In an attempt to understand the needs of parents and students, the listing of the country's top 10% schools outside the state boards is segregated in terms of region, curriculum followed, residential or day-boarding type and gender. In our first attempt to look at the outstanding schools, there are a few good things to read about and understandably certain shortcomings. In our endeavour to be much better in the next edition of school rating you may write to us with subject heading 'Schools' at editor@careers360.com.

INDIA'S TOP SCHOOLS

"In this day and age, deciding where to send your children to study is a nerve-racking activity. True, there's information out there, but it's highly scattered and the way schools are ranked on some of these 'Top 10' lists online seems highly ambiguous."

-Surabhi Gotri, Parent

The education sector is widespread and varied, encompassing everything from aanganwadis to madarsas to International schools and everything in between. When it comes to curriculum, there are national syllabus courses and there are syllabi designed by each state for their specific needs. The sheer length and breadth of the country, and the variations in economic and social classes that need to be brought under the umbrella of education, make uniformity a highly unlikely possibility.

While variations in syllabi and structure are not necessarily a setback, it can be a hindrance to the untrained eye. Especially when it comes to gathering essential information about schools and colleges. It's extremely difficult to find an authentic source, one that can be relied on to give an unbiased analysis. That's why we started the process of ranking schools and giving out the India School Merit Awards.

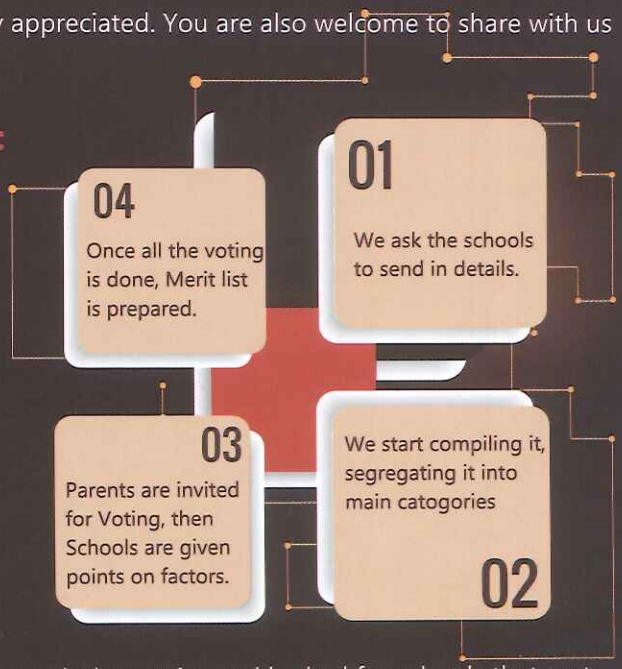
Education Today's awards are much more than just a "ranking". And neither are they popularity badges handed out at whim. They are the result of a thorough and detailed scientific process that follows all the standards of statistical data collection. We spend innumerable hours, not to mention vast amounts of energy ensuring that the data is collected and processed without any external interference.

This year, the fourth of our operation, we've put together a list that continues to be an immensely valuable resource, using which parents can make an informed decision about their kids' future. In order to maintain authenticity, we follow a scientific method of data collection and interpretation. As stated before, the ranking, cross examined by an impartial jury, is independent of any external influences.

Before we announce the rankings, let us walk you through our survey process. It's painstaking and meticulous and any constructive criticism on how we can improve this process would be greatly appreciated. You are also welcome to share with us any new ideas, or complaints you might have.

Onto the survey process now. Here's how we do it:

1. We ask the schools to send in details about themselves. These can be submitted via email or snail mail.
2. Once all the data has reached us, we start compiling it, segregating it into main categories, like CBSE, ICSE, International, Boarding, Boys, Girls, etc.
3. Then, schools are asked to invite votes from parents. All schools are given points on factors like infrastructure, attention to students, innovation, and safety and hygiene, among others.
4. Once all the voting is done, we create an average score for schools under each category. The final tally is what gives us the "Merit List". □



This year, 850 schools across India sent in survey forms. We sorted through the entries and looked for schools that met with all the parameters we'd laid down for the selection process. 200 schools made the cut and these names were then passed on to the next stage where they were vetted by our jury, educational experts, team of analysts, and, of course, parents. Their combined inputs helped us draw up a list of finalists.

How do we ensure the process is foolproof?

All these steps allow us to create the most authentic, unbiased, and comprehensive school ranking list available in India. We have multiple award categories as well, so that all aspects of the school are given a fair chance.

"A comprehensive list of top ranking schools put together by industry experts would definitely be helpful. At least I won't have to depend only on word of mouth opinion from family and colleagues when selecting a school."

---Rajeev Puri, Parent, New Delhi

01 Our team diligently checks the details provided by the school to ascertain their accuracy. We also try and gather market info about the school, for instance, how is the school perceived in the community?

02 We send in our expert jury members to physically verify the details provided by the schools in all categories, such a board of study, pupils accepted, etc.

03 Of course, personal visits are not possible for every school, so we prioritize. Most top ranked schools definitely receive our personal attention.

04 Once the final list is made, our jury convenes one last time to deliberate on all aspects of the process and to ensure that there has been no oversight.

05 There are a lot of aspects we consider while ranking the schools. While it's not possible to list all of them down, some of the important ones are academic reputation, individual attention, infrastructure, weightage to sports and co-curricular activities, special needs, quality of leadership, safety, and hygiene, etc.

06 Our jury also nominates schools that have not sent in the data but have done exceptional work in the field of education.

in secluded ivory towers, that their education delivery performance will be evaluated, measured and compared with schools countrywide on a broad range of parameters.

Since then over the years, the annual EducationWorld India School Rankings have been fine-tuned to emerge as the most reason and logic-driven schools ranking league tables in India, and perhaps globally. In 2013 persuaded by the logic that apples shouldn't be compared with oranges, the earlier process of evaluating day, boarding and international schools in these three broad categories was abandoned to rate and rank them according to ten more narrowly defined categories. Since then, day schools were sub-divided into day boys, girls, co-ed and day-cum-boarding categories; boarding schools into boys, girls and co-ed, and international schools into day, day-cum-boarding and wholly residential categories.

Palety: useful purpose

Kingdon: 10,000-plus perceptions

SOME SCEPTICS AND cynics scoff that the fine subdivisions within each category enable us to recognise and felicitate a larger number of institutions. That's a charge we freely admit. This is why over the past several years, C fore field personnel have started conducting field surveys to rate and rank the best government and private budget schools countrywide as well. The Top 10 schools in each category are invited to be felicitated at the **EW India School Rankings 2016 Awards Nite at the Leela Hotel in Gurgaon (Delhi NCR) on September 23-24**. As in the past seven years, this will be the largest annual conclave of school promoters, principals and educators countrywide. **This gala two-day event will also be globally livestreamed on www.educationworld.in.**

Against this contextual backdrop, in this long-awaited special issue of *EW*, we present the EducationWorld India School Rankings 2016 league tables of the country's Top 1,000 schools in 13 different categories not only nationally, but also in the states and major cities. It's pertinent to bear in mind that most of India's states are as populous as most European and African countries. Therefore a Top 10 rank in a state is no mean achievement. Moreover, in response to sceptics who criticised the EW league tables for being perceptions based — for which we make no apology because the aggregated perceptions of 10,000-plus individuals with subject knowledge are more credible than unverified 'facts' volunteered by schools — this year, we have appended the actual scores of schools in the CISCE and CBSE school-leaving board exams.

Be that as it may, in the spirit of continuous improvement this year, 140 C fore field representatives persuaded a record 10,301 sample respondents — educationists, institutional promoters, principals, SEC (socio-economic category) 'A' parents, teachers and senior school students — over a period of four months to rate over 1,100 schools in 28 cities countrywide.

The parameters of assessment are teacher welfare and development, competence and commitment of faculty, academic reputation, co-curricular education, sports education, and infrastructure provision plus eight others. Scores awarded to each school by sample respondents in its region (north: 3,939, south: 2,792, east: 1,532 and west: 2,038) under each parameter were aggregated to arrive at totals according to which schools are ranked. Schools are rated and ranked only by respondents in their geographical regions or zones on the assumption that they may not be familiar with institutions in regions other than their own. Low-profile schools rated by less than 25 respondents are not included in the league tables.

"Perhaps the only drawback of these rankings is that they are essentially perceptual. But this issue has been addressed by the simultaneous presentation of hard factual data of performance in school-leaving exams. Perceptual rankings under the other parameters which are hard — if not impossible — to measure objectively are persuasive, particularly since they are the perceptions of over 10,000 knowledgeable individuals countrywide," says Kingdon.

Against this backdrop of a comprehensive national survey conducted over a period of four months, we present this year's league tables evaluating India's Top 1,000 schools in 13 differentiated categories. These institutions, also ranked separately in their states and cities, are leading India's charge into 21st-century primary-secondary teaching-learning in an official and societal environment which is indifferent, if not downright hostile, to education excellence.

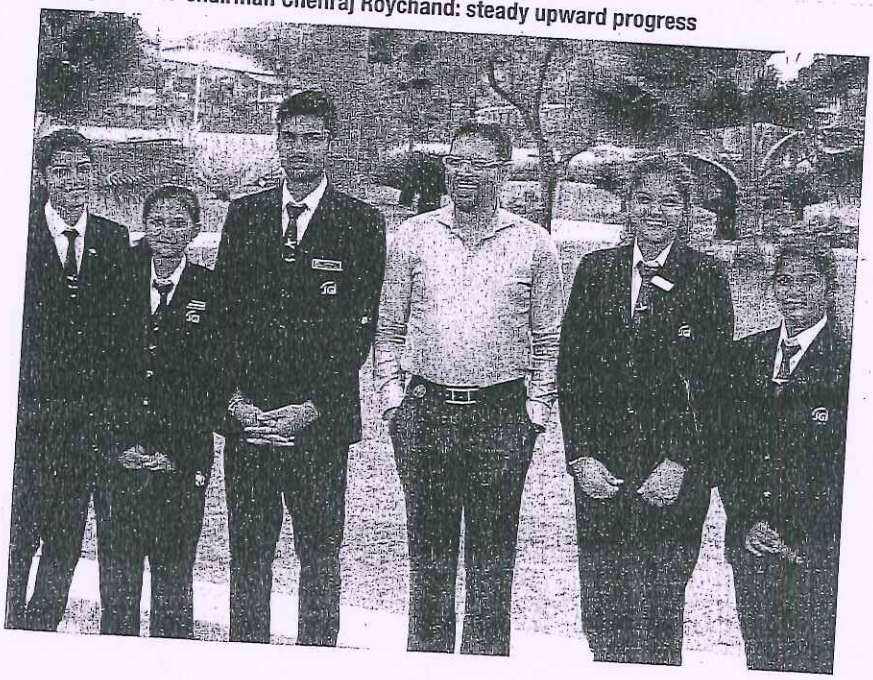
countrywide) blended with co-curricular education steeped in indigenous traditions and culture, is growing within the country's expanding middle class. Under the leadership of principal **Shanti Krishnamurthy**, CIRS has been consistently moving up the *EW* league tables from #9 in 2012 to #2 last year and in 2016.

However, even as new genre swamiji/guruji schools have been topping the co-ed boarding schools league tables in recent years, the popularity of legacy boarding schools modelled on British public schools which produced leaders who won the Battle of Waterloo and arguably the British empire, hasn't waned. Particularly of new genre co-ed boarding schools with environment-friendly campuses, interactive IT-driven academic facilities and capital-intensive infrastructure. It is specially noteworthy that both the country's #3 primary-secondaries — **The Assam Valley School, Balipara** (estb.1995) and **Jain International Residential School, Bangalore** (estb.1999) — offer vast 100 acres-plus campuses equipped with state-of-the art infrastructure and excellent sports facilities. In this year's Top 10 co-ed boarding schools league table, eight institutions are of less than 20 years' vintage with only the two Lawrence Schools of Sanawar and Lovedale established more than a century ago.

"I am delighted that the well-informed respondents of your survey have ranked AVS the #3 co-ed boarding school in India. I believe our willingness to embrace new initiatives in teaching/learning as well as our openness to parental feedback has enabled the rise of AVS in public estimation.

Over the past two years we have upgraded our infrastructure including sports facilities and improved the residential accommodation. And next year, our co-curricular facilities will get a comprehensive facelift. All this is very important as I firmly believe sports and co-curricular education is the other side of the coin to education in our classrooms," says **Sonya Gandhi Mehta**, an alumna of St. Xavier's College and SNDT (Mumbai), and San Diego (USA) universities who served in the Shri Ram School, Delhi and Indus International School, Bangalore (2004-13) prior to being appointed headmaster of AVS three years ago. Currently AVS has 832 students — including 322 girls — mentored by 96 teachers on its muster rolls.

JIRS promoter-chairman Chenraj Roychand: steady upward progress



Chenraj Roychand, promoter chairman of the Jain International School (JIRS) which sprawls over 350 green acres on the outskirts of Bangalore, and provides its students arguably the best sports infrastructure of any school countrywide, is satisfied, but not surprised by this CBSE-affiliated class IV-XII school's steady progress up the national (#3) and state (#1) co-ed boarding schools league table. "In JIRS, we continuously strive for excellence because we believe there's always room for improvement. Leadership mentoring, preparing students for entrepreneurial initiatives, investing them with a global outlook through simulation workshops, and a rigorous sports curriculum are the factors behind the rising reputation of JIRS," says Roychand who on the eve of the new millennium gave up a promising career as a self-employed businessman to promote the Bangalore-based Jain Group of educational institutions which include the Jain University and JIRS. Unsurprisingly, JIRS which hosts 750 students including 175 girls, is top-ranked in this category on the parameters of infrastructure, pastoral care and safety and hygiene.

Although newbie co-ed boarding schools with flashy new campuses are stealing their thunder, the vintage **Lawrence School, Sanawar** (estb. 1847) and **Lawrence, Lovedale** (1858) are still held in high esteem by the knowledgeable public. Both are ranked among the Top 5 at #4 and #5 in EWISR 2016. In particular, while Lawrence, Sanawar has yielded ground because of a recent change of principal with **Vinay Pandey**, formerly senior faculty at The Doon School, replacing Praveen Vashist, Lawrence, Lovedale has moved up from #8 to #5 under the energetic leadership of **Sangita Chima** former principal of the RKK Public School, Jodhpur, who took charge as principal in 2012.

"We are delighted that the initiatives we have taken during the past several years have been appre-