



*India's Most
Trusted Educational
Institutes 2014 - '15*





COPYRIGHT

TRA Research Pvt. Ltd.

2/52, Kamal Mansion,
4th Floor, Haji Niyaz Ahmed Azmi Marg,
Arthur Bunder Road, Colaba
Mumbai-400005.
www.trustadvisory.info
Email: enquiries@trustadvisroy.info

First Published in 2014

All rights reserved.

Limits of Liability/Disclaimer of Warranty: The authors, editors and publisher have used their best efforts in preparing this book. The publisher, editors and the authors make no representation or warranties with respect to the accuracy or completeness of the contents of this book, and specifically disclaim any implied warranties of merchantability or fitness for any particular purpose. There are no warranties which extend beyond the descriptions contained in this paragraph. No warranty may be created or extended by sales representatives or written sales materials. The accuracy and completeness of the information provided herein and the opinions stated herein are not guaranteed or warranted to produce any particular results and the advice and strategies contained herein may not be suitable for every individual. Neither the publisher, editors nor authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. The images used in the report are copyright free or the rights for the same have been purchased. No part of this publication or image in the publication may be reproduced, stored, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without permission of the editor(s).

For any copyright query, please contact the publisher
ISBN 978-81-920823-7-0

Managing Editor:
N.Chandramouli
CEO
TRA Research Pvt. Ltd.

Human behaviour is shaped by the four essentials-Values, Vision, Culture and Knowledge. These four help individuals and groups acquire Self-Esteem, Social Inclusion, Social Worth and Goal Achievement, making them better contributors to societies' unwritten goal of human, social and environmental well-being. Broadly speaking, education is the only basis which helps build and align these four essentials, in almost a direct sense also making education the basis for all human behaviour. It is not surprising therefore, that education is given much importance in bringing about individual, social or environmental change, as the most salient facilitator of improvement in all spheres.

Focus on education is also imperative because it has a direct bearing on several aspects of a country - its ability to create wealth, to create new opportunities, to create jobs, social development, urban development, civic sense and duty, health, research and innovation and even governance. Education is actually the only true barometer of a country, and resultantly of the entire world. In India, education is a solution that fits many problems and the proportion of its potential impact may be seen by the fact that India has 315 million students, nearly the population of some countries, like USA. Not only does this make the task of education enormous in the country, but the size also reveals the immense possibilities if the education system were to be improved significantly.

We live in a country that is faced with complex challenges, and it is not an easy task to make education better received and effectively delivered. The 2011 census report suggests that the biggest bulk of students, approximately 283 million, are between 0 to 19 years. But, there is also a large number, nearly 10.5 million, in pre-nursery, crèche and play schools, who are below the age of 4. Working students constitute 9.5 million and about 1.5 million are above the age of sixty. The varied mix, with equally varied needs calls for micro-planning and micro-implementation.

Education is a fundamental component of society, and quite naturally the quality of an educational institute determines the quality of the students it creates. Unfortunately, however, no study provides a universal metric for all institutes, one that compares them across specialities, that includes all important aspects like support education services like pre-primary, prep-test or coaching classes, along with mainline institutes. While several reports do exist, they are limited to 'paying sectors' like management or engineering, and there too the evaluation is usually done only on the basis of functional parameters. This, though important, is but one facet of an education institute's attributes that helps students decide who invest their future with it. It is this acute awareness that led us to map the entire education sector topography, hoping to give the students and their parents a universal basis of information and choice in education.

Good education is not only dependent on the functional and tangible aspects of the institute but also on its intangible aspects, e.g. How competent or caring is the institute? Or, Does the institute have strength of character and a strong moral standing? More than acreage of the institute or number of faculty, it is such intangible information that helps students find better fit with the institute, one that would be best suited to the individual's specific needs. And we must be painfully aware that a large bulk of Indian students who go into institutions, reach there because of no defining characteristic of the institute or the popularity of the course. Often a large section of students follow their friends and family, highly influenced by word-of-mouth voodoo. In fact, it is not uncommon to see students from the same colony or area crowding the same institute due to this 'zombie' phenomenon. More than anything, such directionless herding results from a lack of any available comparison between institutes.

The MTEI has brought forth seven steps that can help education be better connected to people and their lives. (1) Industry participation in course design to make it relevant and applied (2) Increasing the effectiveness of the RTE implementation and ensuring the fundamental right of education (3) Improving quality of education at all levels by giving latest technology, tools and teacher training (4) Vocational skill enhancement for all after the age of 15, making at least two vocational skills as a part of the curriculum (5) Encouraging completion of education for all girls till the age of 16 (6) Retraining for active professionals on a periodic basis for upgradation of skills (7) Measuring of all educational institutes on intangible and tangible aspects on a periodic basis to give institutes basis for improving themselves.

Sociologists, anthropologists, marketers and leaders have long held that Trust is an integral part of any transaction, but the limited focus given to this trait does not befit its importance. In our personal and public life we often act on the basis of incomplete information, and without the bridge of Trust, all our decisions would, at the very least, take more time and effort. Trust is the crux of all social engagement, especially when life-changing decisions like choice of an education institute are being made. Trust is also not a simple topic to understand and we evolve socially, technologically and psychologically, Trust has become even more difficult to decipher, and its deficit exists for several reasons known and unknown. In the case of educational institutes, the trust is even tougher to decipher due to the lack of a neutral measurement of institutes at one end, and active misinformation at the other.

India's Most Trusted Educational Institutes (MTEI) has studied institutes on 84 major parameters which includes 61 intangible attributes of Trust and 13 functional parameters. The study has been conducted with 7710 respondents across 40 cities, making this India's most comprehensive study on Indian Education Institutes. This report is meant to be a yearbook for education, for students and parents to get a comprehensive choice of an appropriate institute on different parameters. It will also allow institutions to compare against one another helping understand the existing perceptions, awareness and ability of an institution. MTEI is also meant to help policy makers understand the lay of the land according to how the stakeholders of education perceive them. All this will hopefully help make the difficult choice of education in India, easier, better and effective.

This report is available in all major book stores in India and in other countries where students choose India as an education destination. We hope to help students and parents make better choices, to help find institutes that best fit their needs, rather than betting their future with the unknown.

With best regards,

N. Chandramouli
CEO
TRA (Formerly Trust Research Advisory)

CONTENTS

PART I EVOLUTION OF INDIAN EDUCATION

- EDUCATION AND INDIA.....XX
 - INDIAN EDUCATION.....XX
 - EMERGENCE OF INDIA.....XX

PART II UNDERSTANDING THE REPORT

- TRUST AND EDUCATION.....XX
- METHODOLOGY OF RESEARCH.....XX
- UNDERSTANDING THE RESPONDENTS.....XX

PART III ANALYSIS OF INSTITUTES AND COURSES

- INDIA'S BEST INSTITUTES.....XX
- INDIA'S MOST PREFERRED EDUCATIONAL COURSE.....XX
- TOP 50 COMMENTARY.....XX

PART IV LISTINGS

- ALL INDIA LISTING.....XX
- CATEGORY LISTING.....XX

India's Most
Trusted Educational
Institutes 2014 - '15

PART I

**EVOLUTION OF INDIAN
EDUCATION**





EDUCATION AND INDIA

TRACING ITS EVOLUTION

Education is always in a state of perpetual continuum, flowing like a stream, bundling its essences from the past, and channelling it towards the future, chiselling society in the process. Education is the seed of social development, regenerating society, not only by ensuring its survival, but by playing an important part in its evolution. It therefore becomes pertinent to watch its trajectory closely to fully understand its potential. The Indian education system has been shaped through its prevalent eras, spiced by different cultural essences, influences of its time and impacted by its the extended socio-cultural and political influences. In spite of the challenges of varied languages, diverse regional nuances and a large populace, India, over its six decades of independence has made great strides in education by not only contributing to its own intellectual pool, but to that of the entire world. To truly understand and analyse education and its vast potential, it is essential to trace its development and study it from both, a microscopic and holistic perspective.

PRE-INDEPENDENCE

The rich tapestry of Indian education is resplendent with the myriad influences of various teachings such as the Vedic, Buddhist and Medieval. Many which began as tools of religious propagation transformed and impacted Indian society, moulding it while contributing to its development. However, it was only after the British set the foundations of a ‘modern’ system of education bearing semblance to the current education system that unified all of India under a singular political framework. British imperialism in India remained more economically driven, devoid of any major cultural diffusions like the French infused in their colonies. The initial purpose was to achieve monopolistic supremacy and establish a strong hold that would lend Britain geographical, military and logistical advantages, enhancing its status as a world power. Education was purely a collateral investment though its compounded effect reverberated through Indian social belief structures, altering the perspective towards caste, gender and societal norms. Establishing a modified version of the English education system was one of the most significant contributions by the British to modernise and coalesce India, which before that constituted among the most diverse and also traditional societies.

The predominant education structure at the time was exclusive and caste-based in which a Brahmin teacher would teach Brahmin boys to read and write. The British rule from 1700 until Independence in 1947 further propelled the exclusivity by making government service accessible only through academics, an option open to a select few.

Several Indian institutions, being based on their British counterparts, inherited some of their flaws as well which leached into the Indian system of education. In Britain, a more equalitarian, modern and mass schooling model of education had only begun setting in between 1800-1860, during the period of industrial revolution – which had divided the European society distinctly into the ‘haves’ and ‘have-nots’. In the ‘Long Revolution’, Raymond Williams mentions the period prevalent in Britain prior to 1800s as ‘...a new kind of class-determined education.’

RAYMOND
WILLIAMS

Welsh academic,
novelist and critic.



01 EDUCATION AND INDIA

1.1 PRE-BRITISH INFLUENCES

VEDIC

The system which evolved first in ancient India is referred to as Vedic Educational system- sub-divided into Rig-Veda, Brahmani, Upanishad period, Sutra period, etc. - which according to academicians was unique due to its independence from any external influences of state/government/empire dynamics. Aryans regarded education as key for physical, mental, spiritual and social development. Indian higher education could be traced back to Gurukul system that emerged as early as 1500 BC. The gurukul model was based on low teacher-pupil ratio, admission policies, equality of opportunity, stress on development of wholesome personality, student-teacher interaction and especially, free and universalization of education. Viharas or centres of learning were founded at Takshashila (now, in Rawalpindi, Pakistan) around 5th-7th century BC. Chanakya (Kautilya) and the Maurya Emperor Chandragupta had studied here. Students aged 16 years would study Vedas and the eighteen arts, included law, medicine, archery, military science, hunting among others. Takshashila arguably is regarded to be the first University in the world. Several thousands of students from within and outside India including Iraq, Greece, Egypt, Turkey, China etc. were taught here until the destruction of the city in 5th century AD. Throughout its education history, India had made several advancements in mathematics with invention of zero, the calculus and also in astronomy, chemistry, metallurgy and physics.

BUDDHIST

The Buddhist doctrine emerged in 600 BC, amongst 62 heretical doctrines, when racial discrimination was rife and the society was divided into four varnas or castes, of which Brahmanism was the dominant one and pursuit of knowledge was considered a privilege of Brahmins. With establishment of Buddhism, which opened its schools to everyone irrespective of their caste, it raised the foundations of organised public educational institutions. Buddha taught that enlightenment and the pursuit of it wasn't restricted to any sect, that everyone had the potential to realise the perfect wisdom or 'Anuttara-Samyak-Sambhodhi' - seen as enlightenment. It was during this era that one of the world's largest and oldest residential universities was established at Nalanda around 5th century BC - which had nearly 10,000 students taught by over 2,000 teachers. It had an extensive library with 9 million transcripts located in a nine-storey building where copies of texts were produced meticulously. Until its conquest by Muslim armies in 1197, Nalanda (now in Bihar) thrived as a university for over 700 years, attracting scholars from all over the world, conducting Buddhist studies but also studies in fine arts, medicine, mathematics, astronomy, politics and the art of war. Through comparative reasoning, Buddhist education helped in the evolution of Hindu rationale and philosophy. Its efficient higher education attracted students from Korea, Tibet, China, Japan, Persia and Turkey thereby considerably raising the status of India, internationally.

MEDIEVAL - With Muslim invasion, Islamic education also came to the fore. Education was perceived to be the beginning of every human activity - when Quran began to be revealed, the first word of its first verse was 'Iqra', or read. Acquiring knowledge was akin to gathering skills, forming opinions and attitude, developing values and manners. It attempted to make each person understand the very purpose of existence. A scholar's role in the development of an individual and nation was accorded great respect; surpassing the sacrifice of a martyr. Research was considered a crucial part of the learning process.

Source - Evolution of educational systems in India; Ancient Universities in India, AICTE



Towards the mid-nineteenth century, the Christian missionaries set up educational institutes in India and began spreading awareness of Western culture, the English language and literature, apart from propagating religion. These were aided by government officials, European Officials of Education Department, who continued to dominate the education scenario from 1855 through till a few years before independence. It was during 1833-1870, aided by the Charter Act in 1813, that a formal state of education system was officially established in India. By the end of the century, the traditional education system dissipated, and the Indians, enthralled with their initial brush with Western education, took to it rather keenly, especially since it was a prerequisite for government service as well.

The social reforms that came along with education played an integral role in altering the country's social fabric. A result of which was the elimination of social evils such as infanticide, 'Sati' - the ritual burning of widows on their husbands' pyre, abolishing of slavery, including curbing of dacoits rampant on highways. The British were instrumental to bring about widow remarriage and the introduction of a penal code in 1861 based on British law to promote equality. However, it was after the mutiny in 1857, when the British realised that Indian tradition may be altered but never entirely eliminated. The disbanding of the East India Company and the British government taking direct colonial control of the British Raj in India, attempting to forge more trust with the Indians and the princely states was a clear indication that India was more than an asset; it was conceded as a growing political entity.

While the earliest colleges such as Calcutta Madrasa or Banaras Sanskrit College, established by the government were modelled on ancient educational institutions, the rise of 'modern' colleges began around 1857. It was then that the government had incorporated three universities - Universities of Bombay, Calcutta and Madras, all three modelled on the University of London, with a limited purview of affiliating and examining. It was only in the 1920s that the Indian universities saw a surge of development with additional facilities being provided; however, only limited efforts were made to further technical education. Due to a structure of teaching that emphasised heavily on rote learning and examinations there was also an unsurprisingly high drop-out ratio of students.

The next 90 years saw the establishment of only 18 new universities, mainly in provincial capitals and port towns offering history, philosophy, literature, social sciences, while stressing on liberal arts though not so much on the sciences. The involvement of Indians in the education system yet remained limited. While the administrative activities were vested with provincial governments, from 1870 to 1921 the Central government discharged five functions - financial assistance, research and literature promotion, policy making, and coordination and information validation. Towards the beginning of the 19th century, Indians began collecting funds for establishing institutes and eventually progressed to managing them. While the Indians had initially accepted the Western education system blindly, its Indianization only began earnestly after World War I. With the War ending in 1918 and also with the emergence of Japan, when the blind imitation of the Western model of education began getting questioned and a more local version began taking root.



The initial two decades of the twentieth century in India was not only a political catalyst, but also set the direction the country's education would take. It was around the 1920s that a larger number of Indians started getting inducted into the civil services, especially after the exams began to also be held in India. It was around that time when the Bengal Partition Movement, Morley-Minto Reforms, the World War, the Non-Cooperation movement, led to great political awakening and unrest. The world economic depression had a direct effect on the special grants to education, sanctioned liberally during 1901-21 by the government, which suddenly stopped. The British government's disassociation from education in the following fifteen years till 1935 had disastrous decelerating consequences. Thereafter, however, a slew of progressive policies helped to put education back on the agenda of the government..

ON TRUST



INDIAN INSTITUTE OF MANAGEMENT CALCUTTA
KOLKATA, WEST BENGAL
INDIA

Wisdom of the old and the new

A point of confluence for the mavericks of our times, IIM Calcutta has been the launch pad for proficient writers like Swati Kaushal and Amish Tripathi, glass-ceiling shattering business-heads such as Indra Nooyi and Nisha Vasudeva, and accomplished entrepreneurs such as P. M. Murty and Ajit Balakrishnan. IIM Calcutta is an institute which has, and continues to produce these milestones in a continuum. A birth place of great minds and ideas, IIM Calcutta today, is the alma mater of some of the most creative entrepreneurs and professionals of the corporate world in India and across the globe.

Spread over more than a hundred scenic acres, inclusive of seven sprawling lakes are ensconced the institute's world-class teaching infrastructure and academic buildings. The combined force of faculty members and students strive to maintain the path-breaking standards established over the last five decades. Its classrooms have been witness to unending tests, quizzes, heated debates and intense discussions that have led students to the revelation that curiosity is a prerequisite to development.

Evident in the fact that this institute has kept the name Calcutta intact, the institute believes in amalgamating the wisdom of the traditional, where it spearheads convention and sets the trajectory for society to follow. IIM Calcutta reflects the delicate balance between the old world charm and the rapidly moving world that India too has been witness to. It creates holistic individuals proficient not only in 'hard' business skills but also of envisioning the overall implication of their decision, helping them think ethically and for the greater good of society.



This is a place which fosters free interactions relevant to academics or otherwise. It is a place where the brilliant faculty, currently under the leadership of Director, Prof. Shekhar Chaudhuri have improvised pedagogy and tested curricula along with their students to create an MBA course that has resulted in the institute being listed among the highest echelons of management institutes world over.

Over the years, this institute has produced some of the most diverse thinkers in fields of great polarity and resulted in a vibrant mix that form the 'Tribe of Joka' as the current alumni is called, so named after the old Joka bus stand that adjoins the institute. Redolent memories takeover even the most established professionals as they reminisce about their journey starting as nervous students graduating to jubilant passouts at the IIMC convocation. Owing to an education that is not bound by an academic structure, most alumni swear that it is the IIM Calcutta experience that they see themselves where they are.

Apart from being the first Indian Institute of Management, IIM Calcutta is a pioneer in internationalization which boasts of a partnership with over fifty foreign institutions in Europe, Asia, Australia and USA. One of the most sought after International business schools in Asia Pacific, IIM Calcutta was ranked 2nd across India by leading business media in 2013. The Global Masters in Management and the institute's flagship Post Graduate Program was ranked 19th worldwide. IIMC also has the privilege of being ranked 1st in Finance and 2nd in Economics, among the top 70 global business schools.



IIM Calcutta is a platform given to the students to experiment and explore. This has resulted in some of the most dynamic summits like India's biggest business school summit – Intaglio, which draws Indian and foreign management students alike. In addition, the institute also organizes an annual cultural fest 'Carpe Diem' – which true to its name gives its participants to freely express, to optimize the platform provided, in what is one of the most diverse and largest cultural events organized by any business school in India.

The opportunities provided by the institute are up for grabs to the inquisitive minds and proactive students who make sure to capitalize every opportunity that comes their way. A habit they continue to adhere to well after the zest and intensity of college life have been replaced by the warm nostalgia that fills them when they think of this institute.

1.2 KEY EDUCATION MILESTONES IN THE BRITISH ERA

CHARTER ACT, 1813 - The Act compelled the East India Company to accept responsibility for educating Indians, by introducing an official system of education with the directive of the UK government. A sum of not less than a lac of rupees in each year shall be set apart and applied to the revival and improvement of literature and the encouragement of the learned natives of India and the promotion of a knowledge of the sciences among the inhabitants of the British territories in India'. However the act failed to mention the objectives of education and had placed emphasis only on fund allocation; it didn't lay specific guidelines for the establishment of schools/colleges.

MACAULAY MINUTES - The East India Company in 1834, sought Lord Macaulay's views on the clause 43 of the Charter Act. In 1835 Lord Macaulay wrote a minute in which he unequivocally advocated that Indians be introduced to Western education system with usage of English as the medium to educate the people 'into a capacity for better governance'. This was accepted by Lord Bentinck, the then Governor-General of India.

WOODS EDUCATION DESPATCH, 1854 - Often described as the 'Magna Carta of modern education in India', it formed the basis of education policy of East India government since 1854, for creating 'a properly articulated system of education from primary school to University'. It encouraged Oriental learning at collegiate stage and use of both English and spoken language of people to be used as medium of instruction in secondary stage. It recognised the role of private bodies for funding education and propagated that education of the masses, rather than just a few, should in future be regarded as duty of the state.

HUNTER COMMISSION, 1882 - The responsibility of Indian education was now with the Britain Parliament and England had entered the Victorian age. Lord Ripon appointed the Indian Education Commission under the chairmanship of William Hunter to review the progress made by the education administration and review the setbacks in implementation of Woods Education Despatch.

UNIVERSITY COMMISSION, 1902 - After the establishment of three universities in 1857 - University of Bombay, University of Calcutta and University of Madras, Lord Curzon, appointed University Education Commission. Having observed major lapses in university education - lopsided development in liberal education, abysmal status of technical education, uneven spread of higher education within various communities and sections, lack of access to women education and neglect of Indian languages, in 1902, with Sir Thomas Raleigh, he appointed the Indian University Commission.

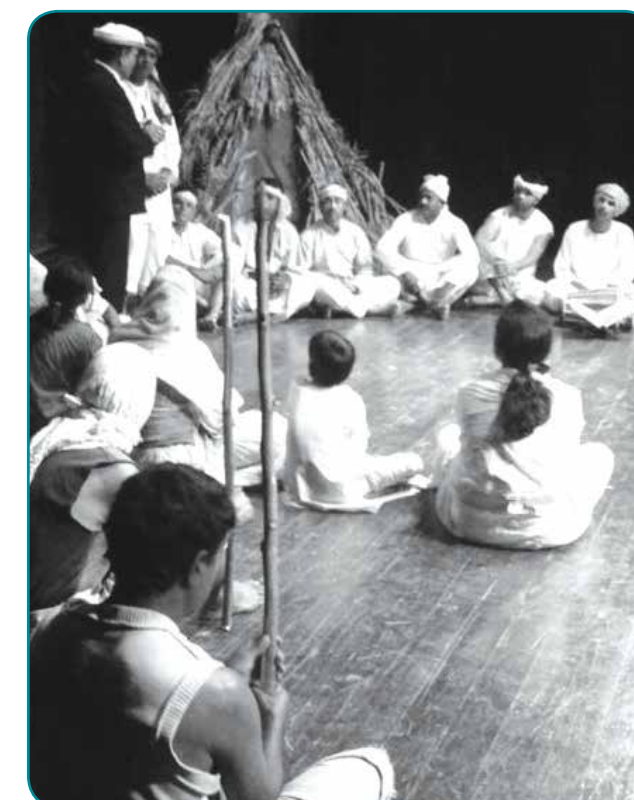
1921 TO 1937 - The period was marked by the introduction of the Government of India Acts 1919 and 1935, which reinstated diarchy in the provinces and the latter infused provincial autonomy, facilitating greater involvement and control of Indians with matters related to education. Laws governing universal primary education were passed, teaching institutions were established and literary education and intermediate education was linked to school education. With the Calcutta University Commission (1917-19), five new universities - Delhi (1922), Nagpur (1923), Andhra (1926), Agra (1927) and Travancore (1937) - were set up. All Universities had Arts and Science faculties. The Wardha scheme of education also known as Nai Talim/ Basic Education, coined by Mahatma Gandhi, suggested the involvement of trained locals for teaching. In 1937, the Abbot Wood Report recommended setting up of a junior technical school, a part-time technical school and Arts and Crafts schools in every province.

SARGENT REPORT ON EDUCATION - In mid-forties, the need for a radical transformation in Indian education was felt and the British government, optimistic now about its victory in the Second World War, advised the Educational Advisor to the Government of India, Sir John Sargent, to prepare a comprehensive scheme of education for educational reform in the country.



It was just before the beginning of the 20th century when Indianization of education, considered a revolutionary phase in Indian education, began gathering steam. Subsequently, the demand for greater control to direct educational policies was put forth which was fulfilled partly in 1921 and then in 1937. By 1943, the entire education system was Indianized - missionary societies transferred schools to Indian Christians; most officials in the Education department were Indians; maximum number of institutions were controlled by private enterprises. It also resulted in setting up of Visva-Bharati, Jamia-Millia, Banaras and Aligarh universities. Soon, the country rang in its Independence. Notably, even after Independence, every aspect in the education system like curriculum frameworks, timing of examinations, university regulations and layout of schools continued to be based on the British colonial legacy.

While the British had introduced India to a Westernised education system, it was a pale reflection of the education system that had been construed in the UK. Education for girls was largely ignored until the nineteenth century. Though primary education, largely financed by underpowered local authorities, had gathered momentum by 1930s, only one fifth of the children were enrolled in primary schools by Independence. In 1947, 88% people were illiterate since most had no access to education. While a well-planned and administered education system could have significantly helped bridge caste, religious and gender divides, inefficient administration and understated objectives had failed in doing so. In the cities, while an emerging crop of middle class Indians emerged, challenging the policies of the British, the landless



labourers at the bottom rung of society lived a wretched existence as rich 'Zamindars' continued to exploit them. Lack of technical education and technical skills also hampered the efficiency of the Indian industrial sector - which was sparsely concentrated in the metros of Kolkata, Mumbai and Ahmedabad. According to Maddison in 'Class Structure and Economic Growth: India and Pakistan since the Moghuls', "By the time of independence, large-scale factory industry in India employed less than 3 million people as compared with 12¼ million in small-scale industry and handicrafts, and a labour force of 160 million. This may appear meagre, but India's per capita industrial output at independence was higher than elsewhere in Asia outside Japan, and more than half of India's exports were manufactures." Maddison also notes the long-term adverse impact on Indian economy due to the 'substantial outflow of funds' that were siphoned abroad for 190 years- 'If these funds had been invested in India they could have made a significant contribution to raising income levels'.

Evidently, as India gained her freedom, she also inherited the by-products of a self-serving, inefficient and unconscionable British rule: poverty, illiteracy, ill-health and other gravened, disparate socio-economic structures, already rooted in centuries-old rigid frameworks of caste, religion and gender. India was as divided as she was united.

POST-INDEPENDENCE

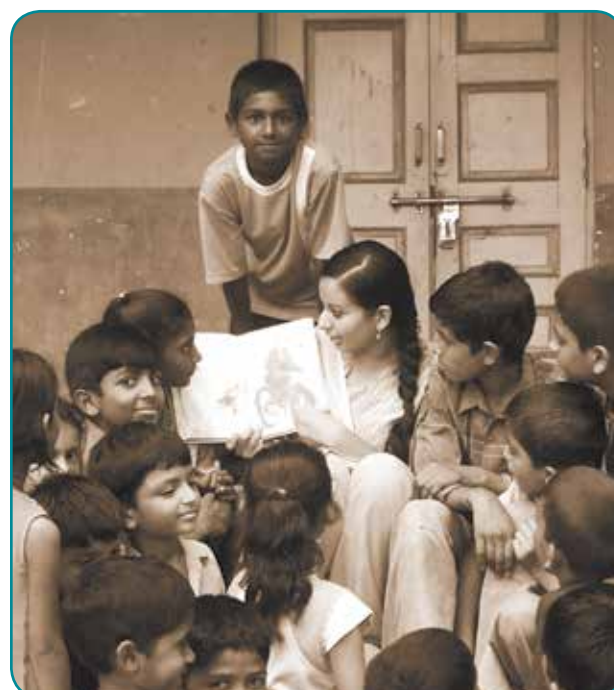
At the stroke of midnight on 15th August, 1947, India roused to the historic 'Tryst with Destiny' speech by Nehru. The country's first Prime Minister invoked every Indian to work hard - 'There is no resting for any one of us till we redeem our pledge in full, till we make all the people of India what destiny intended them to be...'. And so, a pulsing India promisingly commenced her journey as a democratic nation of 345 million people -speaking more than 1,000 languages, from multiple faiths, united within a commonly bestowed identity as 'Indians'.

Under Nehru's aegis, socialism with a focus on self-sufficiency and thrust to the public sector were touted as the essential drivers which would propel India forward. However, the Hindu growth rate averaged a mere 3.5% in the 70s and while the 80s saw the growth accelerating to 5.5%, while the Indian economy was still finding its bearings. It wasn't until the first wave of economic reforms in 1990s, infused under the Narasimha Rao government and spearheaded by Manmohan Singh, an astute economist, that attempts were made to divert from the socialist agenda and liberalisation of Indian economy was set forth in 1991. Within two years the country achieved 7.5% growth rate.

Subsequently, private investments in telecom, infrastructure propelled growth and with the abolition of various controls on industries, many companies made a distinguished international presence. As India's software industry came into its own by 1997 and further strengthened in 2001 major corporations around the world began outsourcing software and business services to India. India's burgeoning middle class and vast numbers of English-speaking graduates made India the leading destination for Business Process Outsourcing. Simultaneously, various education policy reforms were established to keep churning technically trained,



well-groomed manpower and the government began focussing on universalization of primary education and enhancing access to higher education through its five-



year plans.

The higher education system, at the time of Independence, was scattered and small, comprising only about 1,00,000 students studying in 25 universities and 500 colleges. The constitution of University Education Commission, 1948 (Radhakrishnan Commission) was a landmark event for University education. Recognising the requirement of technical and expert manpower to develop the country from a social-economic standpoint, the Commission, led by Dr. S. Radhakrishnan, suggested several improvements and extensions with respect to University education for the present and future requirements of the country. From 1950-80 the number of educational institutions had tripled. The government, post-independence, had adopted a sequential development program and projected three five-year plans focussing on agriculture, industry and agro-based industries respectively. Higher education thereafter developed rapidly; there was a ten-fold increase in number of higher educational institutes from 1947 till 1980, growing to 13,000 institutes by 2000. By 2006, there were around 18,000 such higher educational institutes with 362 universities and deemed universities, 17,625 colleges focussing on arts, science, law, engineering, medicine etc.

1.3 FRAMING OF THE CONSTITUTION AND IMPACT ON EDUCATION

The key role of the government with respect to education initially came to the fore while the Constitution was being framed in 1950; Entry 11 of List II of Seventh Schedule to the Constitution laid down that education be treated as a State subject and to vest residuary powers in education in the state governments by making specific enumeration of powers reserved to Government of India. In terms of the role of the government, there were three significant developments in Indian education since the adoption of the Constitution.

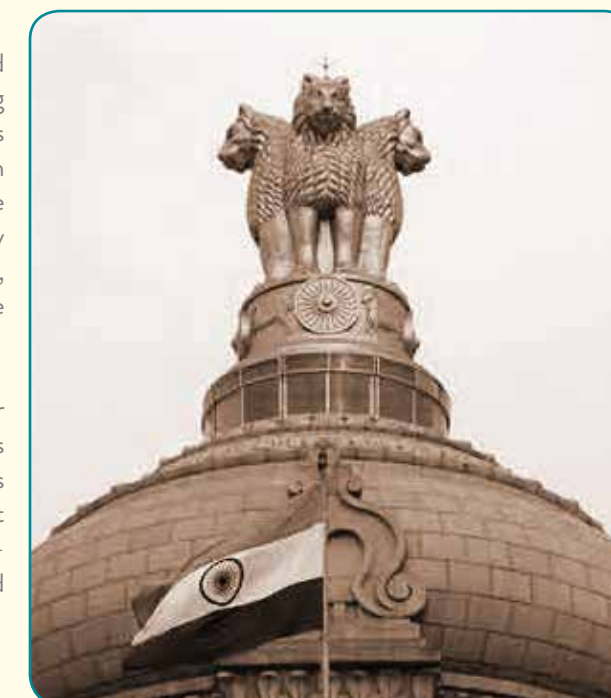
1. Common national system of education for the entire country: This was effectively and most efficiently implemented and realised when popular governments were formed at the Centre and State. It also implied the critical role a nation would have to assuage for the holistic development of education. However, due to this, it diminished the constitutional responsibility of the states for education.



2. The revival of central grants for education helped lend a strong foothold to the government in terms of formulation of educational policies. However, this led to a situation when huge amount of funds for education development came through grant-in-aid from the Centre which led to the states losing self-reliance and infused continual dependence on the Centre.

3. The third was the adoption of centralized planning and creation of the Planning Commission wherein increasing number of decisions including allocation of resources to various states, finalising Central assistance to each state, fixation of priorities and national targets etc., were vested with the Centre than the State, which indirectly undermined the responsibility of state for education, even though contradictorily the Constitution held the state accountable for education.

These developments had set the wheels in motion for the intricate synergy between the Centre and States for concurrent subjects, including education, and its ambivalence across multitude levels continues to impact the implementation of critical policy across states – one of the reasons for non-uniform outcomes and subsequent disparities that exist across regions today.





BANARAS HINDU UNIVERSITY
VARANASI, UTTAR PRADESH
INDIA

Education, a self-discovery

At a point in Indian history, when the political turmoil and conflicts with the British had left a void, possibly even a crippling impact, Pandit Madan Mohan Malaviya, an educationist and freedom activist, foresaw that the country needed independence in its truest sense – through development of education. For not only was sovereignty important, but a freedom that granted the people of this embryonic nation independence to create opportunities for a self-reliant, critically thinking India. It was in a time of political unrest that Pandit Malaviya, and a four time Indian National Congress President founded the Banaras Hindu University (BHU) which the great mind had envisioned as a means of national awakening.

A distinguishing characteristic of Panditji's vision for education was his preference for a residential university. Further, other Indian universities of the period, including the universities in Bombay, Calcutta, Madras, had courses structured on the basis of their affiliating universities, typically from England. BHU would combine the strengths of the British and Indian education system. Setting it apart from the other institutions of its time, the medium of instruction in BHU would be English with an aim to create a class of citizens intellectually equal to their counterparts across the world. With this, the Banaras Hindu University had the distinction of becoming India's first university that resulted from a private individual's efforts.



The Banaras Hindu University is organised into four institutes and fourteen streams. Each of the institutes is administratively autonomous, with their own budget, management and academic bodies. The inculcation of values throughout the University is best stated in Pandit Malaviya's own words, "It will be a nursery of good citizens instead of only a mint for hall marking a certain standard of knowledge."

For a University which has been around since 1916, has seen India in her various stages, BHU has been instrumental in developing the ideologies of many political leaders who in turn have steered the nation. The Banaras Hindu University has been a place where through a distinctive 'Bharat Kala Bhavan', an art and architecture museum on campus, the potential of human endeavour is displayed, giving an unique opportunity to see understand and indulge in the beauty of human creation.

The Banaras Hindu University is a part of a heritage that has spanned close to a century, the glory of which resounds louder as time passes. Knowledge has imparted immortality to those who have had the privilege to be associated with BHU, academicians, researchers, scientists and authors the likes of Dr. Sarvapalli Radhakrishnan, Robert Pirsig and Dr. Basantilal Nagchaudhuri and the poet Harivansh Rai Bachchan, whose quill has etched in our minds many mystical lyrics like 'Madhushala'. The juxtapositions of careers graphs reflect the excellence of its alumni, regardless of their fields ranging they go to - Research, Science, Literature, Fine Arts, Business or others.

BHU inculcates in its students the importance that research and innovation as a means to empowerment, but a student of BHU gets characterized by the contrast of tradition against rapid modernization in what is a melting pot of technical knowledge alongside artistic, spiritual and cultural ideas.

The comprehensive all-India entrance test ensures that every student who becomes a part of BHU is there purely by the virtue of merit. Aspiring candidates come from across India and from over thirty nations across the globe.

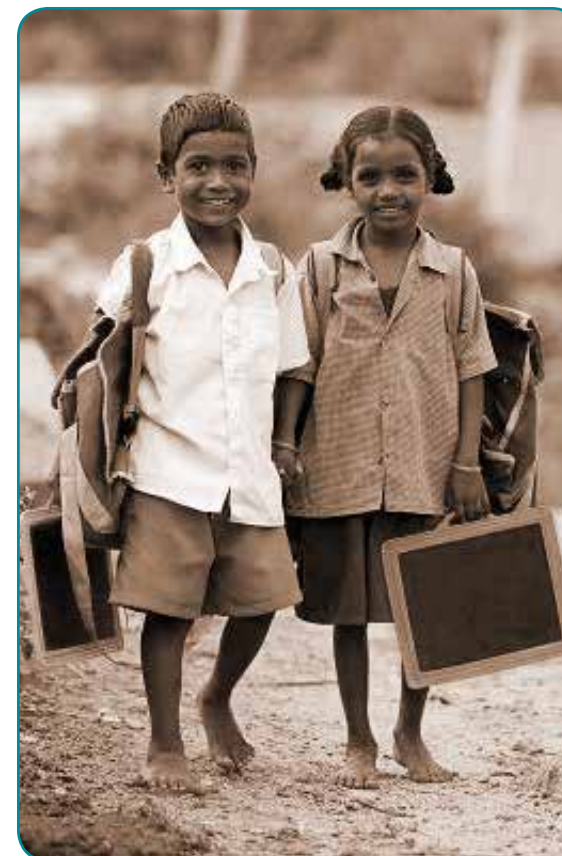
Exceling in each associated field the university's engineering institute, IIT-BHU is among the top 10 Engineering Colleges, a position it has maintained since the very beginning. In a study conducted by a prestigious Indian business magazine in 2013, BHU also ranked as number as the best among all Indian universities. The University's achievements can be attributed to its inspiring faculty and the spirit of the institution.



Although secondary education had begun to pick up steam even before the attainment of freedom, it was considered the 'weakest link' in the education system and the need for its reform was emphasised by the University Education Commission as well. Thus came about the Secondary Education Commission, 1948, called the Mudaliar Commission, to assess the prevalent status of secondary education and for suggesting the way forward with respect to its objective and management, while considering its inter-linkages with primary and higher education; including among different types of secondary schools. With an initial lag, primary education also picked up with expansion of primary schools across states, especially with the third five year plan. By 1980 most students had access to primary school within 1 km though many schools lacked in infrastructure facilities. With the revised National Policy on Education, (NPE) 1986, the government resolved that all children who attained 11 years by 1990 would have five years of schooling or its equivalent. NPE also pressed for improvement and expansion of higher education and non-formal systems of education.

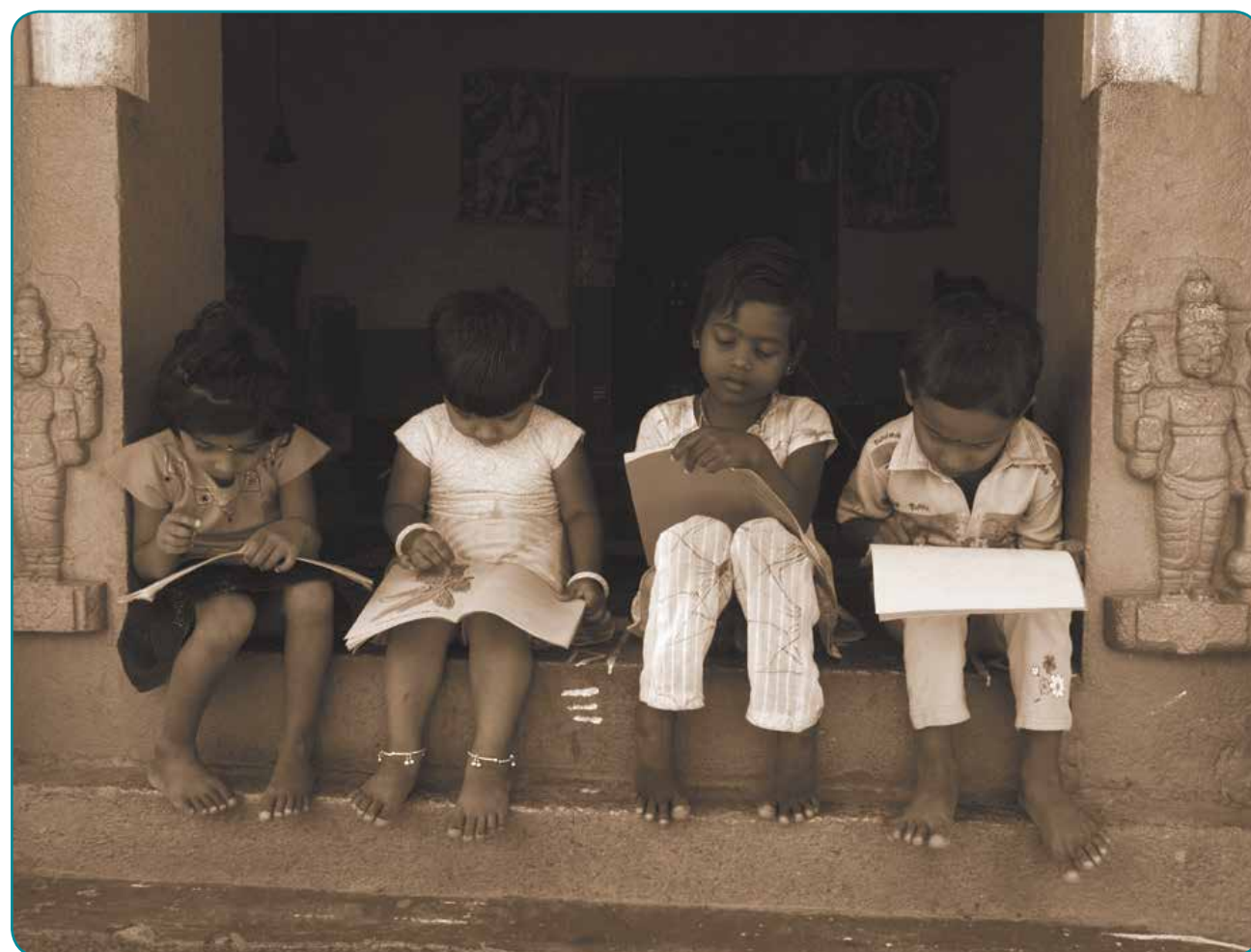
Aided by favourable policies and reforms, a gradual establishment and proliferation of various NGOs also significantly facilitated inclusion at elementary education level among socially disadvantaged, disabled and marginalised sections. NGOs actively worked and campaigned to equip youth with requisite skillsets, improve access especially to elementary education including the passage of the landmark Right to Education Act, 2009 while playing an active role in monitoring the quality of education being disseminated in country's schools and burgeoning institutes. Several designed innovative solutions for getting out-of-school children, especially child labourers back to school. Since then, many NGOs have moved beyond the gap-filling initiatives and have forayed into innovative ways of providing education solutions and capacity building.

However for a variety of reasons, education (from elementary to tertiary) and especially quality education continued to remain a privilege to most. Public institutions in education and healthcare had begun failing the citizens due to governance apathy and



persistent negligence in funding. Even though the Constitution stated, 'The state shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of 14 years', a whopping 57 million children have yet to get to school.

India has witnessed unprecedented economic growth in the past decade - driven by rapid industrialisation, the growth of agri-biotech sector at 30% over the past 5 years and the services sector which accounted for 68% of GDP in 2008 - its potential is starkly hampered by persistent illiteracy due to lack of access to basic quality education, regional imbalances, corrupt and inefficient bureaucracy and failing public healthcare system. Several sections of the society including women and girl children, sections of people from oppressed castes and those living in tribal belts still continue to be deprived of fundamental rights of access to quality education and healthcare. India, the most populous democracy in the world, is a land of dichotomies, with regions, communities, sections and ideas awaiting liberation to realise its true potential.



TRUST GYAN

DOON SCHOOL,
DEHRADUN (UTTARAKHAND)
INDIA



A Home Away from Home

Once a Dosco, always a Dosco. The alumni of Doon School seem to share this warm sentiment as they often meet each other, otherwise unconnected, but united by their years at the prestigious alma mater, The Doon School. Regardless of their batch of graduation, the sense of camaraderie they share, a bond so warm and welcoming, stemming from the shared experience of their youth seems to evoke in them this strong sense of affiliation, their undying allegiance to their school.

Boarding school bonds are forged for life, the long hours spent away from family compensated for with the stimulating and challenging environment that the school provides. At the Doon School, knowledge illuminates lives, leading students safely through uncharted territories, teaching them new things, training them to face new challenges, a sentiment echoed by the motto 'Knowledge, our light'. The school is a safety net that both challenges and protects. The sprawling acres of campus, the dense green plains interspersed with tall trees, bearing ripe fruit, century old trees that have seen generations of scholars grow and climb, through their branches, and through life, becoming proficient in their life, relentlessly pursuing the dreams they vividly dreamt of as young boys.

The long list of illustrious alumni is never ending, from titular princes to actors, legendary politicians and exemplary businessmen and writers whose eloquent pieces remain long beyond their times. Poignant stories, steeped in history are a part of this school. A beacon among Indian boarding schools, modelled after the British system of education, which its nationalist founder, Satish Ranjan Das, experienced in his school days in England. Some of the traditions that began in the 1920 when the school was made have continued well into the current day, like the midnight walks, the crunch of five hundred young feet resounding against the gravel trails. Events organised in the Rose Bowl carved into the ground reminiscent of Shakespearean Theatres and learning about life and sport and drama as the crisp winter warms the young budding sports men. This institute is one of total development, where every talent, every passion is given its platform, practice and promotion.

CURRENT CONTEXT AND CHALLENGES

INITIATIVES AND MILESTONES

Education has proven to contribute enormously to the overall development of communities, of nations and the progress of humanity. Governments across the world regard it as a universal, publicly provided good. Japan, one of the strongest economies in the world, which had achieved almost 100% literacy in 1910, had realised the importance of education as early as 1872. Similarly, other East Asian economies like South Korea, Taiwan, Singapore, Hong Kong followed suit in mid-twentieth century – intensely transfixed on making education accessible to all, each marching to tremendous economic advancement.



While the economic growth of India witnessed unprecedented growth in 1999 touching 9% GDP, studies have attributed its retreat to a mere 5% due to the uneven growth of its states apart from other extrinsic and inept bureaucratic influences. Regions which are inhabited mostly by salaried people or are more industrialised like the states of Gujarat, Maharashtra are doing better. This is not difficult to decipher – dynamic states, with high literacy rates have continued to attract FDI, build requisite infrastructure, set up industries, raise employment and per capita income and raise standard of living by increasing access to education and healthcare.

Kerala is the most literate state in India with efficient public delivery along with a robust, thriving private sector of healthcare/education.

Various academicians have suggested that rate of growth could be improved by increasing allocation to enhance access to education and develop infrastructure. Take the example of Kerala (box 2.1), the most literate state in India with efficient public delivery along with a robust, thriving private sector of healthcare/education – the state spends upfront on education (nearly 25% of its total budget) and improving healthcare.

2.1 CASE STUDY – KERALA

Kerala's model of education is acclaimed both nationally and internationally for its success in having achieved all millennium development goals set for education, much ahead of its time. Having being able to contain regional disparities in literacy and enrolment at all levels, it was the first state to achieve universal literacy. The goal of providing universal education to each citizen was realised as early as 1881 when the Maharaja of Travancore (who had set a precedent in India by establishing a school for girls in 1859) declared – 'No civilized government can be oblivious to the great advantages of popular education, for a government which has to deal with an educated population is by far stronger than one which has to control ignorant and disorderly masses. Hence education is a twice blessed thing – it benefits those who give it and those who receive it.'

All political parties had made providing education irrespective of religions, castes, geography and class their top-most agenda. The state invested in village libraries and night schools. Direct payment systems to teaching and non-teaching staff in schools and colleges was introduced as early as 1970s which provided the same pension to aided school and college staff as with their counterparts in any government run institution while also guaranteeing job security. Primary, secondary and tertiary education institutes are available at a close periphery at elementary, 6 to 8 km for secondary for 98% population. Institutes of higher learning and technical education are also available at reasonable distance, which can be traversed by students easily due to the widespread transport system and highly subsidised transport rates for students. The state has also been able to achieve gender equity in education across all levels; in fact the proportion of girls is higher in achieving better school grades.



Education is one of the biggest employers in the state – teachers comprise nearly 18% of the organised sector and 50% of total number of workers in the factories. The resources for founding schools and colleges were accumulated through innovative techniques, sourced through the local community; non-governmental agencies backed by certain religious or caste groups were instrumental in providing education to backward regions, castes and the entire society. Inclusive education made way for social and economic mobility. The increase of employment opportunities in public sector without social barriers to female participation, as in the state's traditionally matrilineal society, translated to women's participation across public arena.



Consequently, the population growth rate in Kerala was less than half of the country. Consequently, there was steeper increase in per capita income of the state, disproportionate to its growth in its SDP (State Domestic Product) which has further facilitated large scale emigration of workers who contribute substantially to Kerala's economy today. The state has high levels of life expectancy and exhibits high levels of political participation and activism among citizens. Infant mortality rates, another indicator of human development, in Kerala can be compared with those of developed countries and the reason is due to the high female literacy prevalent in the state. In the latest Human Development Index (HDI), 2014, Kerala ranked first among other states in the country across all three aspects of life expectancy, income and education.

COUNTERVIEW

The author of COUNTERVIEW, Vivek Bharadwaj, has been an long servicing bureaucrat associated with education over several years. He served on the Board of CBSE (2001-01) and on its Finance Committee and Affiliation Committee, he was Member of CICSE (2003-04), Secretary NCERT (2004), Member of General Council of Mayo College, Ajmer (2003-05) and on Finance Committee of Lawrence School, Sanawar and Lawrence School, Lovedale. Among many other achievements, he also formulated the flagship program of Government of India to support ICT in education in the Xth Plan and is also the author of the study 'A study on ICT usage in Indian schools' (2006). He is currently Joint Secretary, Ministry of Coal.

Indians have always placed a premium on education. Imparting education has been considered to be one of the highest forms of charity. It is for this reason that educational institutions by law have to be either charitable societies or public trust. Our great tradition and culture never thought of education as a business and therefore this stipulation. Today however, while private schools are registered as charitable institutions, most are actually serious businesses with profit as the larger motive which though legitimate and by no means a sin, certainly calls for more scrutiny.

Unlike the United States of America and the United Kingdom where the neighborhood school concept and the common school system respectively are followed thereby providing an almost egalitarian education system, in India, there exists a system of catering, almost exclusively, to different strata of society. It is remarkable to note that in no developed country of the world, whether in North America or Europe or Asia does the private school system exercise the kind of influence that it does in India. If education is an important determinant of a developed society and if a predominant part of the education system of these developed societies is in public hands (only 8% of school students in UK go to private schools) neither can private education claim to be the instrument of change in this country nor can it lead to a developed society. What can be created are only islands of excellence.

A study of the social utility of the private schools would reveal whether these schools have been beneficial to the country or have been the cause of unequal educational opportunities affecting equity, promotion of elitism and an enhanced class consciousness. A study of the most sought after private schools of this country with which I was associated, found that about 50% had no provision of scholarship and 60% spent no money on it. 30% of them did not admit disabled children.

Previously too certain studies have been conducted for assessing the benefits etc. being extended to charitable societies which include schools. The Controller and Auditor General (CAG) reviewed the working of tax exemptions available to Non Profit Organizations. The records of 6133 public charitable/religious trusts were examined for the purpose of examining the grant of registration for income tax purposes, the quantum and the manner in which income was derived, applied and accumulated vis-à-vis the applicable regulatory provisions under the Income Tax Act. It was found by the CAG that the benefits being extended to these charitable organizations did not result in utilizing the income generated by these charitable institutions on the objectives as laid down by them in their Memorandum of Associations while getting registered as charitable/religious trusts.

Another assessment was attempted by a study group under the United Nations Development Programme Project - "Public Sector Reforms", of the amount of direct tax revenue foregone by the government on account of benefits being extended to these charitable institutions (NIPFP, 2000). The study group estimated revenue foregone under provisions of Sections 80-G (charitable donations) and revenue lost due to exemption given on income of the different charitable institutions under various provisions of the Income Tax Act. It was estimated by the Study Group that the total revenue lost approximated Rs.3,000 crores for the financial year 1996-97 which amounted to 8.15% of total direct tax revenue and 0.23% of aggregate GDP.

If private schools wish to gain the trust of the society they should first, truly function for charity, secondly, be transparent in their functioning, specially by opening up their accounts to public scrutiny and be more sensitive to the needs of the pupils, parents and their employees.

2.2 MILESTONES IN INDIAN EDUCATION

EDUCATIONAL REFORMS - Since 1947, there were three key commissions that recommended educational reforms – The University Education Commission of 1949, which outlined key suggestions pertaining to reorganisation of courses, evaluation techniques, medium of instruction, teacher recruitment and student services; The Secondary Education Committee (1952-53) centred on secondary and teacher education and The Education Commission of 1964-66 comprehensively reviewed the entire spectrum of education. It further led to the resolution on a National Policy of Education (NPE) formally issued in 1968 and further revised in 1986 to emphasize on technology, ethics and national integration. The National Curriculum Framework (NCF 2005) is one of the four NCFs published in 1975, 1988, 2000 and finally 2005 by NCERT which provided the framework for making syllabi, textbooks and pedagogies within school education programmes in India.



SCHEMES AND PROGRAMS - Various schemes and programs were launched to aid the universalization of elementary education like the Non-formal Education (NFE) scheme catering to learning needs of working children or children between 6-14 years who remain out of schools; Operation Blackboard scheme launched in 1987, to improve school facilities; District Institutes of Education and Training (DIET) in 1987 for establishing quality teacher training institutions; Mahila Samakhyas program for enabling a conducive environment to promote women's and girls' education; Total literacy campaigns during 1992 to 1998 with an aim to make 100 million Indians literate by 1999 and District Primary Education Program in 1994. The National programme for Nutritional Support (mid-day meal programme) 1995, post which attendance reportedly rose 10-12% on average, assured 100 grams of food grains per day for students up to class VII for at least 80% of total schools days attended in a month. The centrally sponsored scheme that focused on developing a vocation oriented skill set through secondary education at the ten-plus-two level was set forth in 1988 and revised scheme from 1992-93. This was further revised and a distinct vocational education system (VET) stream was established.



AUTONOMOUS REGULATORY BODIES -

Setting up of autonomous regulatory bodies like AICTE (All India Council of Technical Education) in 1945 for maintaining standards for development of technical education; the University Grants Commission (UGC) for promotion and coordination of university education, for determining and maintaining standards of teaching, examination and research in universities; and the National Council of Educational Research and Training (NCERT) in 1961 for upgrading the quality of school education and assisting and advising the Ministry of Human Resource Development for policy implementation.

KNOW YOUR RECRUITER



MAGMA FINCORP LIMITED
KOLKATA, WEST BENGAL, INDIA

POOJA MEHTA
VP-OD & REWARDS



Magma Fincorp Limited (MFL) is a Kolkata based NBFC, with AUM of more than Rs 13900 Cr, making it one of India's largest. It is a retail asset financing company. The company is present in 21 states with its network of 200+ branches and the total number of live customers is more than 2,90,000 and employees number more than 6,200. Magma has great presence in semi-urban and rural markets. It also has a very diversified product portfolio that includes Car, Commercial Vehicle, Construction Equipment, Tractor and Refinance. It has also started new products like General Insurance and Gold Loans.

1. Which are the top ranked colleges/universities your company recruits from? Why?

Magma visits top ranked MBA institutes in India to select Executive Management Associates (EMAs) to work on strategic initiatives with our Executive Committee, comprising of Business and Function Heads. Some typical campuses that we visit are IIM - Kolkata, IIM - Lucknow, Jamnalal Bajaj, SP Jain, FMS, NMIMS, MDI Gurgaon.

2. What are the qualifications/skills usually you seek while hiring?

During hiring, the panel comprising of HR and Business, look at analytical skills, communication skills, learning orientation, awareness levels pertaining to industry/economy, overall presentability, personality, any leadership qualities mentioned, and most key, attitude towards sales and flexibility on joining locations.

3. Are there any special skills your company has for position of special needs? What are those?

Typically for our finance role, we hire CAs plus MBAs. Also, for roles in Housing and SME, specialization in Finance is required as that helps in the financial analysis key to this business. Marketing and HR would require candidates who have specialized qualifications with majors in Marketing and HR respectively. Similarly for IT, we prefer engineers with IT specialization in graduation.

4. Does your company give credit for extracurricular activities while recruiting and if so then which ones? How do you rank extracurricular activities while interviewing a candidate?

Although we do not give any additional credit for extracurricular activities while recruiting, however, such activities do add to the personality and suggest a time well spent in an institute. We do however look at the CGPA as well. ECAs in subject related areas always add more value for example, if the campus has a Finance or Marketing Association, then being part of that is considered more relevant than say, being a part of a dance choreography team.

5. What different career prospects does your company offer?

This is a new program for Magma and yet the opportunities for them abound. For example, an EMA can work across businesses (Retail, Housing, Insurance), products (Car/Tractor/ CV&CE/ SME) and locations (280 branches all over India). They get confirmed as Managers and take on business targets and people responsibility early on to develop a sense of contribution.

6. Why does a potential recruit choose your organization from others?

Magma is a respected NBFC with a very strong product portfolio as well as distribution network across India. It provides a thorough understanding of the financial services industry and provides tremendous scope to move across businesses and functions to develop a strong career graph. With hands on attitude and a leadership team committed to their success, a potential recruit can explore various nuances of financial services industry.

7. In your opinion, what are the skill sets colleges/universities should include in their curriculum for students to excel in corporate life?

Campuses need to include more practical and updated curricula on the various disciplines. With the high intake in almost all campuses, the quality has been impacted. It is important that students understand the concepts better rather than learning the technical jargons. Also, a potential recruit at the start of his/her career and a humble attitude coupled with an open mind and strong learning orientation is crucial for success. The tag of a campus can only take you so far. Campuses should build in this sensitivity within students.

Even a one-party-ruled China has achieved higher literacy rates by spending keenly on education. In 2010, China's literacy rate was 95% compared to 74% of India – which was even lesser than the literacy level China had in 1990.

The Constitution of India had made a commitment to make schooling a fundamental right versus a privilege, by aiming to provide free elementary schooling to all children up to 14 years of age by 1960 (which unfortunately, is yet to be realised). Since then many policies including the Five Year Plans, National Policy on Education (NPE), 1968 and the NPE, 1992 have attempted to refine the status of elementary education in India. There have been increased budgetary allocations for elementary education with the allocation to the revolutionary Sarva Shiksha Abhiyan (box 2.3) at Rs. 210 billion in 2011-12. There are over 180 million children taught by almost 5.7 million teachers in more than 1.2 million elementary government schools across India. Over 98% of children can access a school within 1 km of their habitat. India also has one of the largest higher education systems in the world and grows one of the largest numbers of engineers and professionals. However, this is just one side of the story.



Recently, a United Nations report pegged India as having the highest number of illiterates in the world, at 287 million, amounting to 37% of the world's share; it further stated that the poorest in the nation are projected to achieve universal literacy only by 2080. The Supreme Court in 2002 observed that, "the state with its limited resources and slow-moving machinery, is unable to fully develop the genius of the Indian people..." A World Bank 2006 report raised serious issues about the quality of education and level of citizen's expectations and satisfaction regarding elementary education in government run schools, which comprise ninety per cent of schools. Ironically though Indian education system, acknowledged for exporting multitude of engineers, doctors and professionals, is the second largest in the world, males in India complete just

2.9 years of schooling on average while females complete 1.8 years. Hence, though several milestones (see box 2.2) have been achieved, the Indian education system continues to be plagued by several socio-economic and governance issues prevailing since Independence, impacting its potential. Since lack of education is both the cause and effect of underdevelopment, it becomes a vicious cycle to break.

ISSUES IN THE SCHOOLING SYSTEM

A strong elementary school education system forms the foundation of higher learning and yet there are four factors that remain critical for the growth of elementary and secondary education system, which percolate into the higher education system as well.

ENROLMENT

The Gross Enrolment Ratio (GER) in primaries has definitely accelerated and has increased nearly eight times than it was in 1950-51 (19 million) due to various schemes and policies. However, large numbers of children are still outside the ambit of schooling. One of every three out-of-school children in the world resides in India and they comprise nearly 40% of the children in the country. Students drop out due to the dismal learning outcomes in spite of getting schooled for four-five years. Poorer families tend to encourage children working in industries to get an extra income. Surveys have showed remarkable improvement in terms of attendance and enrolment when schools/centres of learning have been established with flexible timings to incorporate such children. An increasing number of rural students (29%) are enrolling themselves in private schools for accessing better quality education and subsequently, better learning outcomes. The issue, clearly, is not as much as about lack of demand but lack of quality education, marked in government schools.



2.3 TWO KEY INITIATIVES TO FACILITATE UNIVERSAL ELEMENTARY EDUCATION

1. SARVA SHIKSHA ABHIYAN (SSA) since 2000-01 has provided for variety of interventions for universal access and retention, bridging socio-economic disparities for realising the aim of achieving universal elementary education. It continued to build upon previous primary and elementary education projects like District Primary Education Programme (DPEP), Janshala etc. and addressed access to marginalised sections like SC ST, OBC and minorities, girl children and children who continued to stay out of the ambit of school. SSA interventions include opening of new schools, construction of new classrooms, toilets, facilities for drinking water, periodic teacher training etc. One of the primary objectives of SSA was to bridge all gender and social category gaps at primary level by 2007 and at the elementary education level by 2010.



2. RIGHT TO EDUCATION (RTE) ACT, 2009 – A historical Act representing the consequential legislation envisaged under Article 21-A, states that every child has a right to full-time elementary education of satisfactory and equitable quality in a formal school which satisfies certain norms and standards. While the Act had nationwide targeted the realisation of universal elementary education by 2013, states across the country are still struggling to adhere to the infrastructure and teacher-pupil norms. The Act also mandated states to fill-in teacher vacancies while also ensuring the quality of teachers entering the stream; the Teachers Eligibility Test (TET) was mandated as essential for teachers to pass in order to teach in schools.





ANDHRA UNIVERSITY
VISAKHAPATNAM, ANDHRA PRADESH
INDIA

Galvanizing the spirit in pursuit of deeper knowledge

Established by the Madras Legislative Act, 1926, Andhra University is an academic gem in the bustling commercial port of Vishakhapatnam. The institute began under the strong guidance of legendary visionaries such as Dr. Sarvapalli Radhakrishnan and Sir C.V. Reddy, and was quick to take under its wing and develop several associated educational institutions. It is in these institutions that brilliant icons, path breakers and trendsetters have been forged from an ore so resplendent that they have become shining beacons across sectors. Legendary filmmakers such as L. V. Prasad, Akkineni Nageswara Rao, multifaceted N.T. Rama Rao, N. S. Raghavan, Infosys co-founder and actor-politician, Chiranjeevi, are just a few of the noted alumni of this college.

The legacy of Andhra University reverberates globally and its intensity increases with each passing generation of students, who have over the eight magnificent decades done the institution proud. There have been jewels of entrepreneurship, and others who have changed the fate of millions through their innovative thinking, traits they have imbibed in their years at Andhra University.

Andhra University has been a pioneer by introducing career-oriented courses tailor-made to the needs of the industry. In other cases it has progressed the cause of science through innovative studies like one for understanding ionosphere related problems, heralded by its Physics Department. It is a significant achievement that the University also has associations with the Centre for Space Science & Technology Education in Asia and The Pacific, in collaboration with the UN.



Devoted in its commitment to tradition as well as meeting the needs of a rapidly developing world, Andhra University offers a wide range of academic programs with a unique blend of the conventional and career oriented courses. The University has taken a lead in specialized courses like Nuclear Physics, Instrumentation Engineering, Marine Engineering and Naval Architecture. Courses of contemporary relevance like Tourism Management, Journalism, Human Resource Management, International Business, among others are also preferred subjects by thousands of students at the University. The University also has unique courses that promote culture, and hone the skills in fine-arts through courses in Music, Fine arts, Acting and Play Direction.

Not to limit knowledge by geography, the Andhra University School of Distance Education (AU SDE) promotes programmes in distance learning, among the first to start in the country in 1972, which still maintains its position among the top 20 distance learning courses.

The Andhra University is associated with famous educationists such as Dr. T.R. Seshadri, Dr. S. Bhagavantham, Dr. V.K.R.V. Rao, to mention a few, academicians who set high standards for teaching and research. Keen on developing well-rounded future citizens, the University provides its students not just learning, but inculcates wellness as well, through courses in yoga and self-consciousness.

Efforts at the Andhra University are aimed at galvanizing the spirit of students towards pursuit of deep knowledge, to delve into the vast ocean of each subject and immerse themselves in the curriculum in an intellectually fecund environment. This status is achieved by instilling its students with a tenacity and competitive spirit as well as giving them an open platform where they can both listen and be heard.

The dedicated effort of Andhra University is to achieve excellence and through its numerous affiliations, associations and academic excellence provide its students with the best possible opportunities continuing to create world leaders for the better half of a century. In 2008, the University had the honour of playing host to the 95th Indian Science Congress, inaugurated by ex-Prime Minister Dr. Manmohan Singh in 2008.

KNOW YOUR RECRUITER



DBS BANK, INDIA
MUMBAI, MAHARASHTRA

KISHORE PODURI
SR. VICE PRESIDENT
HEAD HR



DBS is a leading financial services group in Asia, with over 250 branches across 17 markets. The bank's strong capital position, as well as "AA-" and "Aa1" credit ratings that are among the highest in the Asia-Pacific region, earned it Global Finance's "Safest Bank in Asia" accolade for five consecutive years, from 2009 to 2013.

1. Which are the top ranked colleges/universities your company recruits from? Why?

DBS has a flagship programme called the Management Associate Programme for post-graduate students in India to be absorbed as management trainees, in 6 key markets of DBS to create a pipeline of future leaders. We hire from the top Management Institutes (IIM A, IIM B, IIM C, IIML, XLRI etc). Typically, these students also have high level of ambition and openness to general management roles. We are currently targeting well reputed B.Com/ BMS colleges. In the future, with higher requirements we may explore Tier 2 or Tier 3 MBA Colleges as well.

2. What are the qualifications/skills usually you seek while hiring?

For the Management Associate Programme we look at factors such as a drive for achievement, an openness to generalist roles and a high learning orientation. We prefer candidates with an interest in making a career in Banking or Finance and also look at factors such as leadership skill demonstrated, effective communication skills as well as their ability to generate solutions strategically.

3. Are there any special skills your company has for position of special needs? What are those?

When we hire MBA students, they are not for any specific positions. All undergo a programme of 2 years where they rotate among the various departments. Their final posting is decided basis their interest and requirements of the bank. When we hire graduates, it is for specific jobs but here we prefer hiring for attitude rather than knowledge.

4. Does your company give credit for extracurricular activities while recruiting and if so then which ones? How do you rank extra-curricular activities while interviewing a candidate?

Where extra-curricular activities exhibit the desired qualities, these are given their due. For instance where a student has led a student body or a committee, or if he has excelled in particular sport or hobby, shows an achievement drive, persistence and discipline and this is taken into account during the interview.

5. What different career prospects does your company offer?

DBS hires freshers from the top post graduate campuses. We have also started hiring freshers from graduate campuses. At each of these qualification levels, we ensure that the top colleges are targeted. For the post graduate campuses we offer general management options.

6. Why does apotential recruit choose your organization from others?

DBS, in India is uniquely poised to grow in the coming years. DBS intends to grow in the Asia market which has proved itself economically. DBS Bank also has the honor of winning the Safest Bank in Asia Award for 6 years consecutively. DBS has a steady, sure growth and measured approach to risk taking serves as a secure work environment for high performing individuals. DBS has also won the Great Place to Work Award for being the number 1 in the Banking Industry – needless to say people management is one of our strategic priorities.

7. In your opinion, what are the skill sets colleges/universities should include in their curricular for students to excel in corporate life?

While the curriculum offered by most colleges is comprehensive, students sometimes cannot apply the strategy to real-life working situations. There is often also a reluctance to challenge status quo and think out-of-the-box. The biggest obstacle in seamless transition into working life relates to becoming absorbed in bookish notions of work and having elevated ideas of quotidian work rather than being willing to implement simple solutions on a day-to-day basis.

QUALITY OF EDUCATION

The passage of the Right to Education (RTE) Act, 2009, (box 2.3) made it mandatory for the Central and State governments to provide free and compulsory elementary education to children between 6-14 years. However, over ninety per cent schools were found to be non-compliant with the Act's norms mandating basic infrastructure and teaching norms even after the four-year time limit to achieve it. Learning outcomes in government schools were dismal. The highly-acclaimed Annual Status of Education Report (ASER) 2013-14, highlighted that the quality of learning as measured by reading writing and numeracy skills has shown no improvement and has rather deteriorated. Chronic teacher absenteeism is one of the critical factors impeding learning outcomes. The average attendance of school teachers in government primary schools is one in four days; according to Harvard Business School, the only other country with a worse track record is Uganda. Lack of well qualified teachers is also growing to be a major issue across levels of education. As per the RTE mandate to be achieved by 2015, at least 7 million teachers are required to teach elementary schools; the shortage, currently is of nearly 1.3 million teachers. As of now, across majority of government schools, village school masters teach up to four classes at once, segregating students from different grades in different parts of the room.



TRUST GYAN

UNIVERSITY OF MUMBAI
MUMBAI (MAHARASHTRA)
INDIA



Variety and Excellence

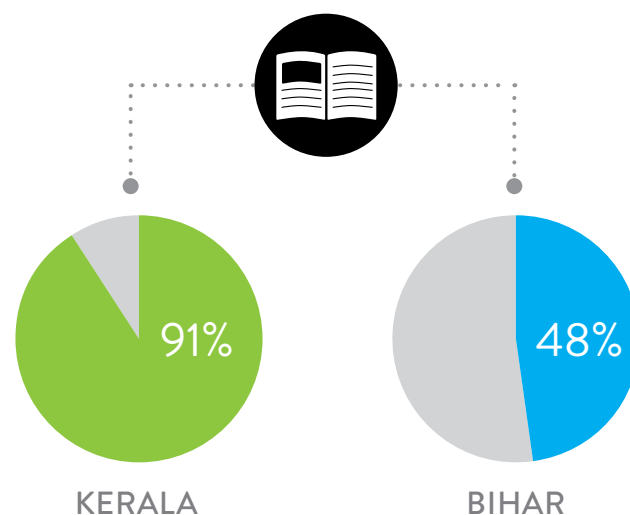
What began as a mission to educate an Indian working class in 1857, in an era of political turmoil, today has grown to encompass 27 affiliated streams, providing a large variety of options to its students. The University of Mumbai is affiliated with nearly 700 colleges, and more than fifty university departments have over the years become autonomous, or deemed, though they still are connected to the University if not in administration, then in spirit. A formidable reputation precedes this stellar institution, one of India's oldest and premier universities. Its alumni consist of illustrious businessmen, eminent personalities, actors, politicians and people who have built this nation, architects that have modeled not only the financial capital but also the fate of India.

The university stands for an ideology based on excellence. Its accolades are many, its Engineering department being accorded the privilege of being among the world's 50 best, and its recognition as being ranked the 3rd best University in Asia in terms of graduate students as percentage of total students, and also as the 2nd best multi-disciplinary university in India, in the year 2000 in a survey that enlists Asia's best Universities.

Spread over two scenic campuses, the university evokes among its students a sense of pride and admiration as they pass by the large stone building of the administrative department in the old world charm of Fort in Mumbai. In contrast, frequented more often, are the academic departments that are housed in the heart of the Mumbai's suburbs, Kalina. The large Rain Trees that line each beautiful boulevard leading to the various buildings, built over the years to feed the needs of the growing academicians and intelligentsia. The large gate painted with the traditional folk art, indigenous of the state, gives the university a friendly and welcoming countenance. The vast expanse of over two hundred acres reflecting the stories of each one of its students that belonged here, participated in its history and imbued the spirit of inquiry, excellence and the desire to grow and improve.

EQUITY

Though there have been aggregate improvements in the education system, there continues to exist grave disparities inter-regionally, and across socio-economic factors. Levels of education across various states have been found to vary significantly. While 91% of people above seven years could read and write in Kerala, in Bihar only 48% could. Education is still not accessible to people from minority groups, the Scheduled Caste and Scheduled Tribes, religious minorities like Muslims and sections like women, tribals, among others. For every 100 girls that enrol in rural schools, only forty students complete Class IV, nine students complete Class IX and only one makes it to Class XII. The reasons that most girls are kept at home rather than sent to school are economic and cultural. Poor employment avenues for women coupled with imposed social restrictions of not working beyond a certain time during the day, sole responsibility of household chores and raising children, prove to be deterrents. Provisions also need to be made to effectively include children with disabilities and working children. Enforcements for compulsory schooling need to be balanced with improvements in the social fabric and working conditions of adults to terminate child labour.



EFFICIENCY

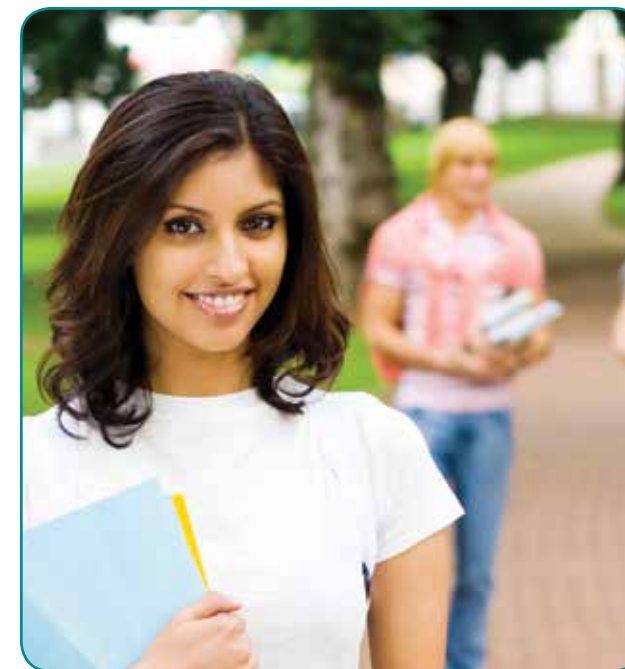
Government schools are crumbling due to lack of infrastructure, teacher absenteeism, lack of duly qualified teachers, and non-availability of teaching materials. The usage of vernacular medium of instruction rather than English in state-run government schools is a complete mismatch to the growing demand for a trained, English-speaking resource pool. Labourers in Bihar and Uttar Pradesh are paying Rs. 150-300 per month to send their children to a private, 'English-medium' private school. In fact, according to the ASER 2013 report, rural India spends on an average Rs. 168 per child on private tuitions, which was found to bridge 60% of the gap in learning levels. Interestingly, against this backdrop, if one were to look at the SSA allocations by the government, between 2005-06 and 2011-12, SSA allocations rose by a whopping 360% wherein the rise in actual expenditures due to low utilisation was a relatively modest two hundred per cent. While the average cost per child in government schools was about Rs. 2,023 annually, the allocation was more than double at Rs. 4,673. Had these unutilised funds been spent it would have amounted to Rs. 220 per child – which is more than what the parents are spending on private tuition.

Between 2005-06 and 2011-12, SSA allocations rose by a whopping **360%** wherein the rise in actual expenditures due to low utilisation was a relatively modest **200%**.

CHALLENGES IN TERTIARY EDUCATION

The lack of emphasis on learning outcomes in schooling has had far reaching consequences. A dipstick study conducted in knowledge hub of Bangalore showed that only 8% jobs are held by people who passed from government schools. The disparities at primary-level of schooling naturally get hereditarily extended to tertiary education, comprising 45,000 institutions and 611 universities providing education to 26 million students.

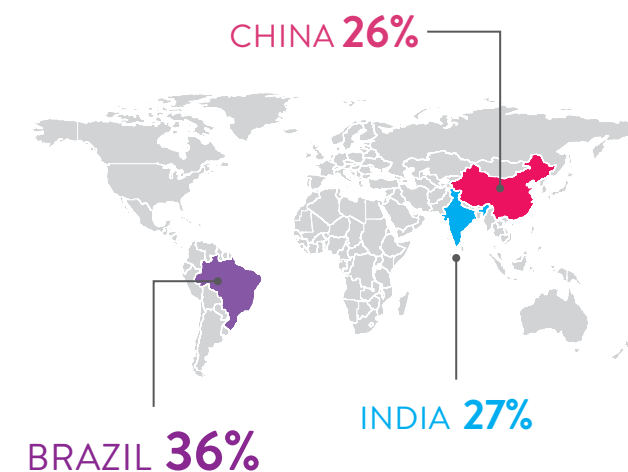
While it was Nehru who flagged off the country's first IIT at Kharagpur in 1950, four additional IITs came up by 1961 and two IIMs in 1961. Apart from the establishment of a few regional professional colleges, there were not many such apex institutes set up by the government for next 30 years. This gap was plugged yet again by the private sector which currently comprises over 60% of the institutes and of enrolments. Even as the overall GER in tertiary education increased to 18% in 2012 from 12% at the beginning of the 11th year plan (2007-2012), it was much below the world average of 27%, trailing emerging economies like China (26%) and Brazil (36%). Like with elementary schooling, wide disparity in terms of GER with respect to gender, community and geography continue. State and Central universities continue to be affected by 35-40% shortage of faculty. The tertiary education sector is also stifled due to over regulation by a slew of regulatory bodies - UGC, AICTE, NAAC (National Assessment and Accreditation Council) and NCTE (National Council for Teacher Education).



Ironically, even though India has among the largest tertiary education systems in the world, not even a handful of institutes are globally-acclaimed. Indians form the largest group of students (around 1.9 million) pursuing studies overseas in countries like US, Australia, UK and Canada. The fees and cost of living associated with pursuing overseas education in 2010-11 amounted to ₹ 950 billion (\$ 1 billion), which constitutes one-third of India's annual outlay for education. The tertiary education sector is in urgent need for key reforms which would allow quality education at world-class levels made accessible to Indians. More than a dozen key bills are still pending in parliament like the Foreign Educational Institutions Bill and Universities for Research and Innovation Bill (2012), which would enable universities to act as hubs for education, research and innovation, open to all.

The current ecosystem for innovation and research in India is weak with only 4,500 PhDs awarded annually in science and engineering compared to 30,000 in China. The country's per capita patents or research papers are less than 1/100th of Japan or South Korea. And yet again, perhaps the most glaring drawback has been the failure to achieve learning-related outcomes while increasing access to higher education. The importance of developing avenues for skill development in a growing economy in which a massive section of the rural population still continues to depend on agriculture with earnings of less than \$2 a day, is paramount. This is where a strong vocational and skills education system

WORLD AVERAGE GER 27%



EMERGENCE OF INDIAN EDUCATION

CONDITIONS & IMPLICATIONS IN A GLOBALISED WORLD

That education leads to prosperity is obvious even if contentious – while development raises knowledge capital, knowledge gained helps propel a society towards prosperity. While that which is construed as education or development is relative, often changing with varied socio-economic cultural dynamics, to understand the future implications of one over the other becomes relevant within the global and local contexts. Economists have proved that societies and individuals gain from investments made in education. Adam Smith in 18th century and Alfred Marshall in 19th century, both renowned economists, addressed how education influences the wealth of nations.

EDUCATION AND DEVELOPMENT- A GLOBAL PERSPECTIVE

Industrial societies are known to have had a head start in the accumulation of substantial monetary wealth and achievement of high levels of development. As per 'The World Economy – A millennial perspective', GDP per capita in industrial nations exploded to over \$21,000 in 1990s from \$1000 in 1820. The era also witnessed increase in the primary education participation rates in these nations. By 1900 it was 72% in North America, North-Western Europe and Anglophone regions of the Pacific compared with 40% in most parts of the world. It is pertinent to note that the current form of modern schooling emerged in the 19th century in the Western society for generating the specific behavioural, social and cognitive skill sets for moulding individuals participating in an industrial economy, transitioning from an agriculture led economy.

The 20th century (known as the 'education century'), when majority of the world's population learnt to read and write, demonstrated that universal compulsory schooling is indispensable for economic and social development in an industrial growth-oriented society. Going ahead, the late 20th century witnessed the evolution of a knowledge-centric economy as



opposed to a manufacturing-centric economy, hence knowledgeable people and knowledge became the key factors for driving growth and leading the pace.

Economists have correlated the growth take-off in China with the increasing rate of its graduating engineers. According to the OECD, Education at a glance, 2006, 'a country able to attain literacy scores 1% higher than international average will achieve levels of labour productivity and GDP per capita that are 2% and 1.5% higher respectively, than those countries'. Therefore, there has been enough evidence that economic growth has been accompanied by growth in both spending and participation in schooling.



can do wonders for a growing economy like India with the world's largest share of youth. Currently, only 3.5 million youths have enrolled in the country's 11,800 Vocational Education and Training (VET) institutes; a mere 8-10% of workers in organised sector have received any formal training or education, compared with 65% in USA and 70% in UK. Fast developing nations have realised the importance of imparting VET to their youths, including China which is training nearly 90 million youths in its 500,000 VET institutions.

On the brighter side, according to data released by World Bank in May 2014, India has overtaken Japan in terms of the third largest economy in Purchasing Power Parity. In ten years, 25 million households or an additional 15 million houses across India will be earning \$15,000 and hence will be able to afford higher education, originally designed to serve the elite. By 2020, India will require 40 million university places, an additional 14 million from current and 500 million skilled workers. If we were to juxtapose the current realities with the potential that Indian economy could accrue on the basis of its demographic dividend and growing PPP, the significance of redeveloping a robust, inclusive and relevant education system is evident.

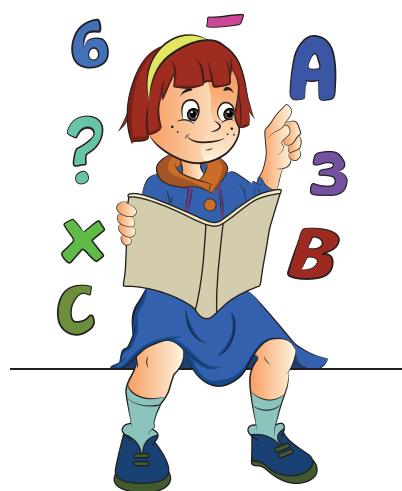
And yet while the education outlay to GDP ratio averages 5% globally, and most OECD (Organisation for Economic Cooperation & Development) countries allocate 7-10% of their GDP to education, in India, it

has averaged a mere 3.5% per year. This in spite of the Kothari Commission suggesting as way back as in 1964 that the outlay be increased to at least 6% of GDP.

These have significantly restricted the momentum of a nation of 1.2 billion people. Most rural areas even in highly industrialised states like Maharashtra continue to be caught in a never ending cycle of deprivation and debt. It is clear that the state and the central governments have hardly been successful in terms of increasing access to education or enhancing its quality or infusing effective outcomes. India desperately needs to completely overhaul its education system – led by new-age leaders armed with revolutionary ideas backed by an involved, committed and transparent bureaucracy in order to claim its spot in the increasing globalised, borderless world.



Of late, however, developed nations, being plagued with slower economic growth and increased unemployment, have realised the limitations of the current education system of mass schooling whose tenets were set in another era and are gauging the changes that might be needed to redefine key parameters with respect to the knowledge economy. The divide here is also imminent with the developing and emerging economies still struggling to get the basics of getting their people to read and write.



RELEVANCE OF 21ST CENTURY EDUCATION IN A KNOWLEDGE ECONOMY

The entire world is expected to converge to the industrial model as founded by developed economies like the US and Europe in 19th and 20th centuries, and as the developing nations match the education levels of the developed world by early 21st century, experts and scholars point to even an increased role of 'learning' if not schooling in the 21st century. As emerging economies catch up with developed ones, productivity growth rates are expected to fall and lead developed nations to heavily invest in education to stay at the top of value-added pyramid - by focusing to be a more innovation-driven economy. The investment will be focused on teacher training, developing educational infrastructure, reforming education management processes, innovation on teaching tools like books, software etc. and the time and earning spent by the youth and parents. The shift in approach by the developed economies is already apparent - there are



around 47 global hubs of innovation worldwide where companies, research laboratories, universities converge to bring the best of knowledge, opportunity and funds. Undoubtedly, a thriving knowledge driven economy will require continuous amendment of higher/technical skills, adept to the varying market dynamics. An increasing number of entry-level jobs will increasingly require higher qualifications. It follows that a flexible, lifelong-learner's approach will gain relevancy in which primary education would focus on providing the foundation for learning and secondary and tertiary systems focus on development of skills.

Like most other emerging economies, India is yet establishing basic socio-economic foundations uniformly across its states and is yet to shake off its dependency on agriculture sector. Hence focus on elementary and secondary education is crucial apart from simultaneous build-up of tertiary education. It isn't as if Indian education has been stagnant; there have been an increasing number of concepts that have transformed the landscape of Indian education (box 3.1). However, the pace is worrying with a huge opportunity cost ahead of us.



3.1 KEY CONCEPTS TRANSFORMING LANDSCAPE OF EDUCATION IN INDIA

ENTRY OF EDUPRENEURS - The failure of India's public education system with the country's 1.2 million government schools struggling to achieve basic learning outcomes amidst lack of qualified teachers, crumbling infrastructure and poorly defined learner-and-outcome-centric curriculums, is well-documented. The rise of the new wave of 'edupreneurs' made quality education accessible by setting up of private schools, pre-schools and also professional colleges, notwithstanding bureaucratic hassles. Right from mid-nineteenth century, private schools and NGOs have been primarily responsible for infusing innovation into education. Privatisation across education arenas, especially tertiary education will continue to play a key role in terms of enhancing access, and providing cutting-edge and globally relevant education while developing requisite skillsets. Currently, there are more than 1000 corporate universities competing for educational markets in the U.S. and abroad.

REVOLUTIONISING OF ECCE SECTOR - The Early Childhood Care Education (ECCE) has been largely neglected and been thought of as inconsequential until the rise of the new era of pre-schools that replaced informal traditional nurseries, day care and balwadis. The sector however remains unregulated. Many nurseries/kinder gartens operate out of small cramped apartments or commercial spaces. Lack of a uniform curriculum, standards of teaching and learning outcomes have made it possible for anyone to set up a pre-school. It is only with the entry of corporatized players that led to the revolutionising of the pre-school sector. Well defined age-appropriate curriculums, infrastructure, research-based pedagogies caught the attention of an increasingly aware and educated parent community. A learner-centric approach fuelled the demand for such modernised way of education, further leading to the establishment of international schools.

ESTABLISHMENT OF INTERNATIONAL SCHOOLS AND INGRESS OF INTERNATIONAL SCHOOL BOARDS - While international schools already affiliated with global affiliation boards like Middle States Examination Board, USA and Cambridge International Examinations (CIE), UK, have been in existence for a while it provided education to restricted pockets of students. Following the economic liberalisation in 1991, a slew of new-age international schools providing quality international education marked by low student-teacher ratio, dynamic curriculum, ICT, and affiliation with IB board were established by educational entrepreneurs. Huge international schools, in-line with global standards and affiliated with International Baccalaureate Organisation (IBO) based in Geneva and a refurbished CIE, began offering global education at a fraction of price of private schools abroad.

INTRODUCTION OF ICT - Introduction of IT-enabled curriculum have revived pedagogies in schools, enlivened classroom sessions and greatly facilitated efficient delivery of curriculum. Almost every private school and an increasing number of government schools, now consider ICT education as a critical component. This has changed classroom processes and encouraged independent learning and research. It is critical to provide ICT education to India's government schools for which increasing education outlay becomes as critical.



COACHING INDUSTRY - ENHANCING LEARNER OUTCOMES

- The ASER 2013-14 report showed an increasing reliance of students on tuitions and coaching centres (a ₹ 300 billion industry) to supplement poor quality teaching prevalent in majority of India's schools. The intense competition to study professional courses such as engineering, management, medicine, etc. in top institutes such as IIT, IIM, AIIMS, has resulted in the mushrooming of coaching classes. Since coaching classes are not bound by government regulations, the attractiveness and potential of setting up such centres addressing latent demand of students across genres and the potential revenue model, has begun to attract sharp attention from Venture Capitalists also it has also played a striking role in enhancing learning outcomes among students by being able to attract and retain good qualified teachers and investing in efficient and enabling infrastructure - in which most schools lag.

CONDITIONS FOR AN EMERGENT INDIA

To develop as a major player in the knowledge economy, India will need to strengthen its economic regime, focus on developing skilled and knowledgeable human capital, and build an efficient information system infrastructure with emphasis on innovation and research. The education system will hence need to be made more relevant and reorient classroom teaching at the basic level. Increased public-private partnerships and the growth of private higher education will change the dynamics of the game with an increasing number of students being able to afford funding their own education, which will enable government to redirect resources where needed.

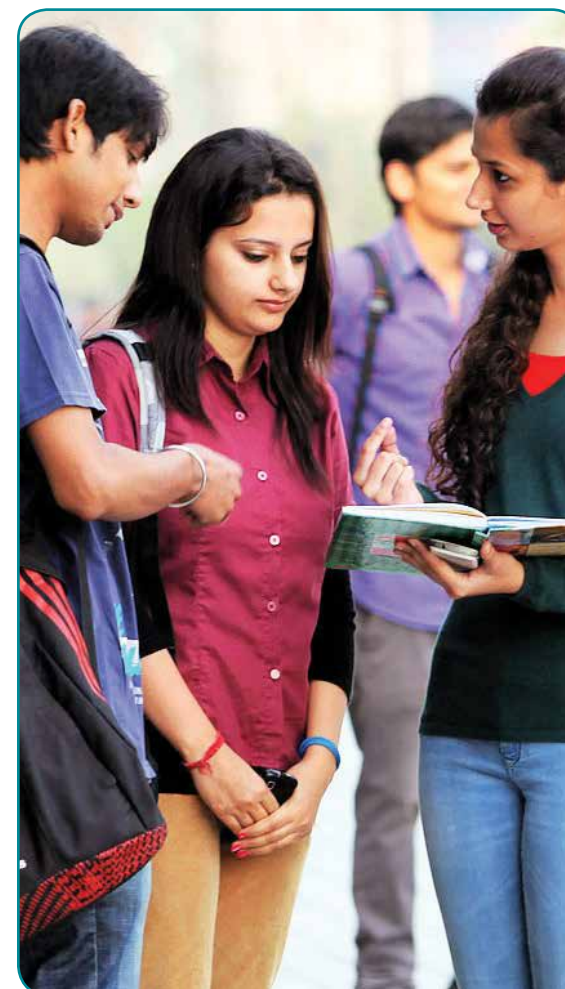
There is no doubt that the current higher and technical education system needs a complete overhaul with emphasis on relevant and skill-based training to graduates across subjects of study. In the last decade there has been an unprecedented rise in professional colleges like engineering, management, pharmacy, medicine - courses once known for their employment potential - but with low quality of education dispensed and without much regard for the demand for such courses in the current context. To match the vacancies,



eligibility criteria have been lowered drastically and consequently the low expertise of professionals graduating from such colleges have led to a rise in unemployed post graduates and graduates, hampering the economy in the bargain. Software-major Infosys, which inducted 20,000 engineers in 2012, spends more than seven months retraining them, therein spending twice as much as its American competitors on training - costing it 4% of its revenue. Experts from the engineering industry have specified the need to have sector-specific inclusive education in engineering which would address the employability of the graduate pool. For example a BE Construction, should ideally encompass civil engineering, electrical engineering, IT engineering, management training, and even arbitration studies.

With a globalised world and the strides in technology, the importance of gaining internationally-recognised or accepted qualifications is paramount for a working professional. It then is critical to address the issues of enhancing access, equity, quality and for infusing relevance into education. While the government is increasingly paying heed to developing the Vocational Education Training (VET) sector due to its role in enhancing employability, more inclusive solutions need to be devised.

With the boom in IT services, 'shift work' has gained popularity in many countries yet again after the industrial era. However, there are hardly any evening colleges for this work force to upgrade their skills. The Inclusive and Qualitative Expansion of Higher Education report by UGC had suggested promotion of evening colleges and universities as a key objective, but it has been on the backburner. The University of Phoenix, listed on the New York stock exchange, with over two hundred thousand students across the world, is amongst the most dynamic of distance learning universities globally. India too needs to look at building such efficient inclusive and credible education systems aided by technology. A trained workforce is capable and empowered to do swift analysis and make decisions that drive development. Setting up of community colleges as in the U.S., institutions that offer technical training and skill oriented programs in variety of disciplines at undergraduate level or for re-training/skilling would aid the objective tremendously.



TRUST GYAN

THE VISVA-BHARATI UNIVERSITY
SHANTINIKETAN (WEST BENGAL)
INDIA



Freedom of thought

The birth place of the Indian renaissance, Bengal, rich in history and culture of free thought, with a penchant for literature and the humanities, is the birthplace of Visva-Bharati University. This institution represents an India bountiful wealth of mind, funded by the Central Government, this autonomous university has a rich past and a shining future.

This university was founded by Rabindranath Tagore, and funded initially by the money he received in honor of him winning the Noble Prize in Literature. Tagore believed in open air classrooms and the harmony between man and nature. It is to this day that people from all across the globe flock to Shantiniketan, where the university is located, to find peace-of-mind making it among the best places to enrich the soul. The classrooms still reminiscent of the ancient 'gurukul ashrams', are a place where learning takes place at the most primal and instinctive level. The university echoes Tagore's revolutionary teaching style, where students are allowed to extend their courses until both the teacher and student are satisfied by the transfer of knowledge.

One of the most fertile grounds for rich culture Visva-Bharati has research publications on subjects ranging from religion and theology to drama. The Institute's deep connections with literature, painting, performing arts which go far beyond the accepted limits of intellectual and academic pursuits and opportunities available here enrich and sustain the various faculties of human personality.

The Visva-Bharati University which began as a school was expanded into the university and has now grown to become India's most renowned places of higher learning, with a list of alumni that includes Nobel-winning economist Amartya Sen, globally renowned filmmaker Satyajit Ray and the country's leading art historian, R. Siva Kumar. They, along with the other gifted student body and the alumni, have the unique privilege of being able to browse through the books available in the Visva-Bharati Library System, the genesis of which goes back to 1901. This institute leaves its students with an experience that is so unique, enriching them in a part of history, eternally becoming a part of their lives, ingrained within them and imprinted in their psyche.



INDIAN INSTITUTE OF MASS COMMUNICATIONS
NEW DELHI
INDIA

Connecting nations

As society entered the age of technology, the term 'mass media' got coined to bridge the communication that literally happens between media and the masses, an audience that constitutes the largest democracy in the world. Covering far flung subjects that range from viral videos to public relations, live reporting to cinema and advertising, mass media and communication has come to encompass diverse media technologies intended to reach audiences by mass communication. Indian Institute of Mass Communications, Delhi, is India's premier institute for training, teaching and research in mass media communication by internationally renowned mass communication specialists from among the world's best, including UNESCO and the Ford Foundation. The institute also has the privilege of holding the largest library in mass media communications, with thousands of volumes on different aspects of the subject.

IIMC moulds its students not only with the view of making them distinguished in the field of mass media, but also shapes them to become sensitized personalities to handle the power that accompanies any influence over mass media. Students are annealed by discipline and fine training, made adept to cope with the challenges arising out of the dynamic, difficult and effervescent nature that mass media of this century. The university prepares them to become problem solvers as students since they are asked to look beyond the apparent, to become observers to their fullest potential, as life passes by making complex and unexpected manoeuvres.

IIMC is well furnished with modern facilities that create an understanding of theory based learning augmented with the comprehension of practical knowledge, leaving students nimbly suited to deal with the fragmented media, in terms of purpose, scope and methods. The institute has an elaborate infrastructure consisting a dozen of professional high-end



cameras, six camera studios set ups, along with digital sound editing and non-linear video digital editing facilities. Students are kept abreast with the latest technological and course advancements helping every student in their attempt to excel, especially since the syllabus is kept fresh and relevant with active industry participation. Not only do the courses offered widen the student body's knowledge on topical subjects but the courses also rightfully evoke innovative thinking, drawing inspiration from an array of integrated subjects taught. The students at IIMC acquire a premise for understanding each medium, and are also given insights on Consumer Behaviour, understanding human behaviour as an extension of their own self. To give an integrated perspective, early on the students are taught about cultures, languages, social classes, history, psychology and the like, in the courses followed by a close view of how markets across the world function. This is enhanced with hands-on knowledge of media vehicles and the art of crafting communication helps create communication professionals who are fully aware of the potential of the subjects' tools.



Forming an appropriate attitude and respecting a plurality of views are deeply embedded within the teaching structure of IIMC. The education design assists in the students finding their own creative solutions for unexpected situations through independent and collective thinking. Owing to the indelible mark that IIMC has made the Government of India has given it the accolade of an International Media University.

Mass media has the greatest influences seen on mankind, the kind that can create awareness, align action and create a better understanding between people and the students at IIMC are remarkably driven and are a class of learners who dream of changing the world with the use of mass media.



REINVENTING EDUCATION COMPARTMENTALISE KNOWLEDGE

Investment in education needs to be escalated structurally and has to be efficiently dispensed, with an aim to promote holistic development of the individual while generating and establishing niche employment-avenues. Entrepreneurship education, investment in research and innovation, developing courses and fields of study in collaboration with one another are essential paths to be pursued. As the development in technology and new frontiers of progress in various fields it is essential that the structure of education also changes to befit these needs. Restricted and restrained learning will lead to a rigidity due to which the requirement will not be fulfilled, holding back the development of minds and thus of the nation.

Indeed, there have been numerous suggestions to develop the role and functioning of prominent central universities and of IITs and IIMs - like the famed Massachusetts Institute of Technology or CALTECH - to encourage inclusive education rather than study a few subjects in isolation. It is equally important for India to produce wizards in literature, social sciences,



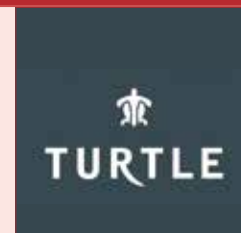
linguistics rather than focus just on sciences, technology or mathematics. Links also need to be established with the industry for establishing incubation centres and innovation units. For true development, the application



of knowledge is essential therefore the need for a fusion of both technical knowledge and soft skills are essential. Enterprise education should also be encouraged and could be carried out by institutions tying up with state governments. Such concerted action will give a firm impetus to new job creation. There are various bills pending government approval which could transform the tertiary education sector. The Universities for Research and Innovations Bill (2012), is considered to be a key bill which when becomes an Act, would allow foreign universities to act as hubs for research, education and innovation and also permit recruitment of foreign faculty. International institutional collaborations in teaching and learning are being considered to be the highest priority for international partnership. Such reforms are eagerly anticipated in the Indian education system to keep pace with other developed countries.

The primary essence of any institute of education is to create new knowledge - which apart from aiding in wealth creation also births thoughts and ideas that transforms society. India is at an even more crucial juncture than she was decades ago when she began her tentative steps towards unshackling the bonds that held her from growth and prosperity. Her battle this time is internal, but one that will rightfully bestow upon her a deserving spot among the super powers of the world. A skilled nation of 1.2 billion people - each empowered to derive from their potential and enabled to contribute to an emerging nation is the biggest asset to transform communities and societies. Economist Amartya Sen, put it succinctly when he described the ideal of individualistic freedom, "The basic concern is with our capability to lead the kinds of lives we have reason to value." It rings true with the pledge Indians made decades ago that 'there is no resting for any one of us till we redeem our pledge in full, till we make all the people of India what destiny intended them to be..."

KNOW YOUR RECRUITER



TURTLE LIMITED
WEST BENGAL, INDIA.

SUSHMITA GUPTA
HR HEAD



One of India's finest men's lifestyle brands, Turtle has carved a niche for itself providing formidable value and international style across a range of menswear apparel and accessories. Today, Turtle Limited has made its presence felt in 400 cities across India with over 70 exclusive Turtle and London Bridge stores. Turtle merchandise is available in over 1400 multi-brand outlets and in over 140 large format retail stores. Turtle is also among the few brands from India with a foothold in the overseas market such as Dubai, Bahrain, Muscat, Jeddah, Saudi Arabia, and Kuwait. With revenues of above ₹ 12.5 billion, Turtle is targeting to continue growing at a CAGR of over 30% in the next few years. New product launches such as the Limited Edition KHADI collection and men's eye-wear range have made Turtle a holistic men's lifestyle brand. Engaged in the conservation and protection of Olive Ridley turtles in India for many years, Turtle has recently entered into a partnership with TSA (Turtle Survival Alliance) - an international organization working towards conservation of endangered species of turtles in multiple countries across the globe. Turtle Limited, founded in 1993, is a privately held company and employs over 1000 people across India.

1. Which are the top ranked colleges/universities your company recruits from? Why?

Turtle mostly recruits from NIFT, IIMs, KIITs. Our requirements are usually in designing arena and in sales.

2. What are the qualifications/skills usually you seek while hiring?

We look at technical skills related to the existing opening and some specific skills in terms of good communication, smart personality, quick learning ability and familiarity with garments and fashion industry.

3. Are there any special skills your company has for position of special needs? What are those?

We do not have any such specific skills but we have recruited people with special needs for basic requirements.

4. Does your company give credit for extra-curricular activities while recruiting and if so then which ones? How do you rank extra-curricular activities while interviewing a candidate?

We certainly probe and assess on extracurricular activities especially while recruiting freshers as that gives us more insight about the candidate's interests and attributes. We give preference to behavioral aspects such as proactive approach, eagerness to learn and will to achieve. Even the candidate's ability to work in groups and interpersonal skills are important criteria.

5. What different career prospects does your company offer to new recruits?

We encourage new recruits a lot as they join with lot of enthusiasm and have clear thoughts, making it easy to groom them. Prospects vary from designing to analysis to production.

6. Why does a potential recruit choose your organization from others?

We are a youthful organization providing a good platform for learning and exposure. We are on the growth trajectory with a strong brand name which attracts new joiners.

7. In your opinion, what are the skill sets colleges/universities should include in their curricular for students to excel in corporate life?

We feel good communication skills in terms of verbal and written is important. Also skills which will groom them to adapt to company culture and environment is very important.

India's Most
Trusted Educational
Institutes 2014 - '15

PART II

UNDERSTANDING THE REPORT



02 TRUST AND EDUCATION

TRUST AND EDUCATION

All business is founded on the premise of exchanging things of value. The social aspect of such exchanges is evident in most animal group hierarchies - in the form of protection being offered to the female for choosing to mate with the alpha male, or food being shared in return for being a part of a hunt. As this exchange becomes more quantifiable - the goods and services being exchanged get connected through the concept of 'value', converting an ordinary exchange into a sophisticated system of trade, a concept exclusive to humans. Add to this a medium of exchange, like money, and it has the makings of modern business.

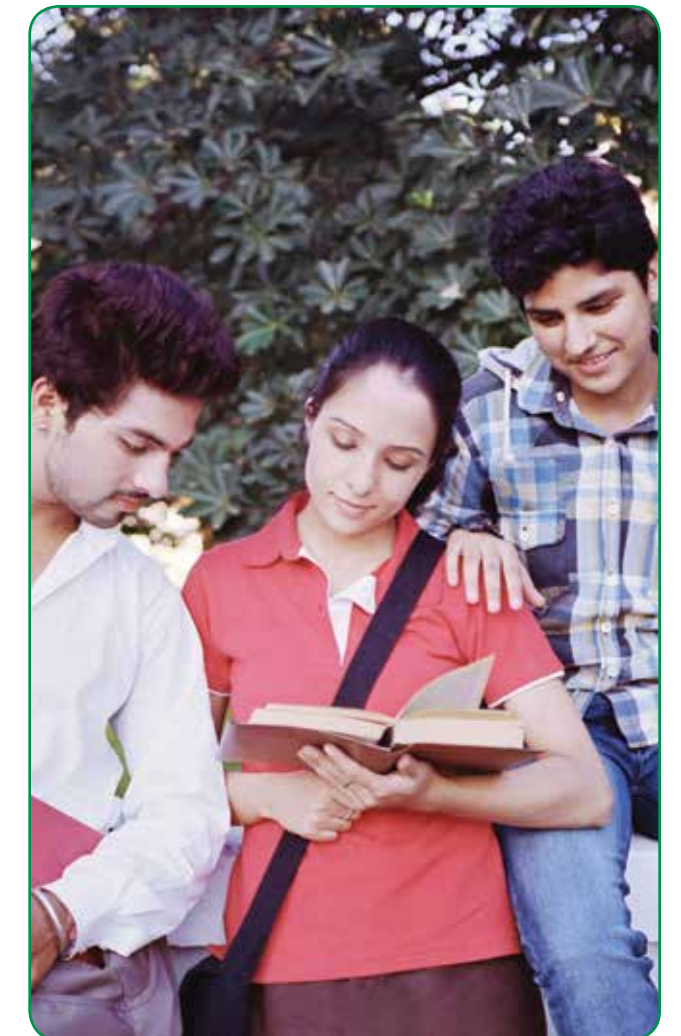
EDUCATION: A MEDIUM OF SOCIALIZATION

Socialization is the lifelong process of inheriting and disseminating norms, customs and ideologies, providing an individual with the skills and habits necessary for participating within his or her own society, in one way 'the means of social and cultural continuity'. Education, on the other hand, is an agent of socialization, the primary facilitator for planned exchanges. However for these exchanges to occur successfully it is essential for trust to exist between the learner and the source of knowledge.

Whether it is basic learning at a primary level or otherwise, parents willingly send their wards to schools to gain an education and they invest their trust on the basis of the 'perceived value', a factor that goes much beyond monetary investment. The 'promise' of the educational institute, of potential benefits and positive outcomes, of gaining life-skills, all hinge on this 'perceived value' and the trust placed on the exchange itself. In the field of education the investing of trust is seen at its most primal level, as the institute offers, in a way, to transform the life of the student in the through the process of education.

Education influences the individual's social relationships as well as his/her personal choices and has direct and indirect influence on the life and lifestyle of the individual. Education molds the career trajectory,

outlook, psychology, and exposure in most cases. The choice of an educational institution is one of the most important decisions that one makes, the effect of which stays prominent throughout life.



Understanding trust allows better decision making regarding several very important aspects of the institute. Trust as an intangible was until recently was an enigmatic phenomenon, but has been now simplified and structured by TRA to make it measurable. The concept of colors makes a good analogy to understand Trust more easily. We know from childhood experiments that white light can be fragmented into a spectrum of seven rainbow colors. No matter how undecipherable any color is, the color is reduced to three primary ones by the brain. The permutations of the various degrees of these primary colors – red, green and blue – allow humans to perceive an incredible 10 million different combinations! Trust in educational institutes is similar – it cannot be interpreted as a single entity directly. Instead, each input received by the brain is split into its primary ingredients, the different combinations of which give rise to millions of perceptions. These shades of Trust can be seen as a response to stimuli based on a combination of psychological, sociological and communication triggers that the institute has on its stake holders.

To understand Trust better and make it more applicable to educational institutes, early on we thought it necessary to apply a metric for it – something that will allow its measurement and make Trust universally relatable. However, this was not an easy task – a universal metric for Trust is as difficult as the measurement of Happiness. Two people rating themselves on a ‘Happiness Index’ of 100 may rate themselves 95 and 98 respectively, but it is not necessary that on an actual individual level, the one who scored himself 95 is less happy than the one who scored 98. This aberration occurs because there is no



standard measurement for happiness, and its metrics do not get applied in the same way by different individuals. Although, if we knew the ‘ingredients’ of Happiness, we could use them to measure happiness universally across people of different interests and regions alike.

Trust too can be measured in a similar fashion. To measure it we must know and measure its primary attributes, aspects that will uniformly hold true across audiences, geographies, and cultures.

Various institutes liberally pepper their communication with nuances of being the best, superlative. Proclaiming themselves as “Most Trusted” without any study of trust being established can be termed careless communication at best. At its worst, such claims erode the very trust they are attempting to create. Just as we cannot ask for happiness and get it, one cannot ask to be trusted and get trust. In such a context, the problem of the Trust Paradox afflicts the institute and erodes its credibility.



ON TRUST

R. BHOMINATHAN

CEO



**CHENNAI AMIRTA INTERNATIONAL
INSTITUTE OF HOTEL MANAGEMENT**
CHENNAI,
INDIA



Networking, dedication and growth

Globalization has created a universal village and every industry has now become highly dependent on the hospitality sector. Due to the world being constantly in transit, increased standards of living, quality of life and greater purchasing power, there are ever increasing numbers of global travellers contributing to making the hospitality sector an extremely lucrative and productive career option.

Chennai Amirta International Institute of Hotel Management is one of the key training institutes in Tamil Nadu, India. Its centres are located across Chennai. Chennai Amirta International Institute of Hotel Management aims to inspire growth by supporting as well as challenging its students, enabling them to think laterally. By honing the necessary skills, the institute aims to produce hard-working, talented and outspoken individuals capable of thinking on their feet.

The institute offers courses ranging from Professional Diploma in Hotel Management & Catering Science (PDMHCS) Executive Diploma in Hotel Management & Catering Science (DHMCS) under the Institute of Professional Development Open University of Malaysia, and in affiliation with Sheffield Academy, Australia, a 2 year Executive Diploma in Hotel Management & Catering Science (EDHMC). In addition to this the institute offers B.Sc in Hotel Management under the Bharathidasan University, as well as four other diploma courses. To add to this, Diplomas in Hotel Management & Catering Science Food Production, Food Production as well as F&B Service are offered under Bharat Sevak Samaj. Food Production and F&B Service along with Front Office courses are also offered by the Department Of Employment and Training Government of Tamil Nadu.

The institute aims to inculcate and develop its students’ expertise, as well as the ‘soft skills’ of leadership, teamwork, ethics, and communication which are so critical for effective management. Rigorous training and practice allows them to imbibe these skills intrinsically. Chennai Amirta gives the freedom to the students to earn-while-they-learn, and offers a 100% guaranteed placement in various top hotels and restaurants.

The Chennai Amirta is a brand that combines a rich legacy of carefully nurtured values steeped in a culture of excellence with opportunities for participating in new vistas of the growth in hospitality. It offers access to a network of various international level hotels, fine-dining restaurants, entrepreneurs and various other business opportunities to train and place their students. The spirit of Chennai Amirta is all about passion in what one is doing, the pursuit of excellence, warmth and the quest for the highest echelons of technique and quality, with a relentless and untiring obsession for perfection. This spirit that rings through the heart of every Chennai Amirta student that which their careers apart and accelerates their shining journey towards success.



KNOW YOUR RECRUITER



INDIA RATINGS FITCH
MUMBAI, MAHARASHTRA, INDIA

ANUJA GHOSH
ASSOCIATE DIRECTOR
HUMAN RESOURCE



India Ratings is an Indian rating agency committed to providing the India's credit markets with accurate, timely and prospective credit opinions. Built on a foundation of independent thinking, rigorous analytics, and an open & balanced approach towards credit research, Ind-Ra has grown rapidly during the past decade gaining significant market presence in India's fixed income market. Ind-Ra is recognised by the Securities and Exchange Board of India, the Reserve Bank of India and National Housing Bank.

1. Which are the top ranked colleges/universities your company recruits from? Why?

India Ratings has a very robust selection procedure followed by the experience of hiring the right resource for the job. However we receive applications from many interested candidates having a very strong background in terms of qualification and experience. Most of the profiles we receive are primarily post graduates from premiere business schools or Chartered Accountants. Preferred business schools are IIM's, MDI, ISB, XLRI, SIBM, NITIE, IIT.

2. What are the qualifications/skills usually you seek while hiring?

At India Ratings, 70% of our staff is into analytical profile. We have a competency framework, to help in recruitment and objective management, for all analytical levels in the organization. We hire qualified Chartered Accountants, MBA (Finance), B.E., B.Tech, Chartered Financial Analysts.

3. Are there any special skills your company has for position of special needs? What are those?

India Ratings has specialized verticals catering to different segments like banks and financial institutions, large and emerging corporates, public finance, structured finance etc. We source for specific skill sets in each of these departments. We look for strong financial analytical skills, including forecasts development, peer/sectoral analysis and an ability to identify key drivers of credit profile for any given case/credit. We look for recruits with the ability to establish impact of global economic development on Indian economic environment — growth, inflation, deficit, current account etc. necessary educational requirements usually a focus on finance and economics including technical skills to do with software and various statistical programs.

4. Does your company give credit for extracurricular activities while recruiting and if so then which ones? How do you rank extracurricular activities while interviewing a candidate?

We do not give credit to any specific extracurricular activity, however when shortlisting profiles we look at well-rounded resume which gives us a holistic perspective. We need resources who are not just high on intellect but also who exhibits high emotional intelligence and interpersonal skill.

5. What different career prospects does your company offer?

The time and effort invested by managers in India Ratings gives exposure and learning sets the foundation right for potential recruits. Post Graduate freshers from campus placement join our company and are set off on career path for all Management Trainees, a 2½ year program and at the end of this tenure the employee gets promoted to Analyst. This time is used to nurture and groom the resource to take up responsibilities independently.

6. Why does a potential recruit choose your organization from others?

India Ratings as a brand is strong enough to attract talent. Over the years we have steadily built a reputation in the industry, as being the employer choice for many individuals, given the fact that we are considered to an employee friendly organization. We have also shaped up a robust work culture over a decade which flows from our parent organization Fitch. Almost all the institutes in India including premiere institutes approach us for both internship and final placements on a regular basis. Students also know that this is an organization which follows best practices of the industry when it comes to developing and nurturing young talent.

7. In your opinion, what are the skill sets colleges/universities should include in their curricular for students to excel in corporate life?

During education it is essential to not only understand the content but also the methodology adopted. It is pertinent today to use a lot of case studies, virtual forum, practical real life examples, guest lectures from across industries, exchange programs etc. to give a holistic experience and learning to the students. Institutes should develop a practice of preparing the students on the practicalities of a corporate environment. They should inculcate interpersonal skills like working in a team, conflict management, negotiation skills, communication and presentation, leadership and organizational behavior.

THE COMPONENTS OF TRUST

Trust, in its most basic form, is the quality of anything being considered believable. An environment of trust is essential for any progressive action to take place since it is the elemental bond on which every other positive human response is built. Trust in context to educational institutes is as much dependent on the individuals' beliefs, values and perceptions, as it is on the environment, culture and context. This seeming duality of 'uniqueness and universality' of Trust follows individual-collective principles similar to music. We all have our unique preferences in music even though general classifications of 'good' and 'bad' music are universal. The individual influences that impact Trust may be counted as minor 'personality and cultural deviations', but the general structure of the trust is common to all.

Over time, the evident notations of Trust in education (pedigree, size, performance etc.) have changed and subtle ones now exert stronger influences. Let us take a closer look at these facets and how they can be used in the context of educational institutes Trust is based on three foundations, all of which are dependent on the action of the Educational institute:

- **Building Capacity to Trust**
- **Showcasing Perception of Positive Intent**
- **Demonstrating Relevant Competence**

These three foundations of Trust comprise of 10 Behaviours classified for easy application and understanding. A Behaviour may be considered to be a business trait that combines primary components which display common behavior. These are explained in the following sections.



TRUST PARADOX AND TRUST COROLLARY

The Trust Paradox is the explanation of an enigma of communication of various institutes. The more they seek to establish trust by communicating it directly their credibility is lowered, the paradox states, "If any educational institute or individual, solely focuses on building trust, it will lose trust in the long run". This paradox implies that a singular focus on 'Trust' itself is self-defeating.



To gain trust, the institute must not focus on trust itself, but on the ingredients that create trust. Trust is achieved from a combination of the action, communication, perception and being of the entity. When these are worked upon, Trust is derived as a natural outcome. The Trust Corollary, the axiomatic deduction from this paradox, helps find the primary ingredients of Trust. Due to the enquiry that arose consequently, we assigned researchers to investigate Trust further. It took more than two years and several hundred hours of interviewing psychologists, communication experts and sociologists on the subject and at the end of the research, we painstakingly identified the primary ingredients of Trust.

A universal hypothesis of Trust was then created, now formalized as the Trust Matrix. This matrix was subsequently applied to several live business situations to fine-tune it based on its impact on business and their communication strategy. Finally after several rounds of rigorous empirical testing,



Shattering Glass Ceilings

In a time when women were thought of as being fragile, vulnerable objects who required protection and support, Bharat Ratna Dr. D.K. Karve spear-headed a movement that altered the social fabric of modern India. A freedom fighter, and revolutionary, Dr. Karve believed that an enlightened woman is a source of infinite strength. In 1896, SNDT University was the first Women's University in India as well as in South-East Asia and became a medium that has since enlightened, emboldened and enabled thousands of young women giving them the opportunity to break through the gender biases prevalent in our society even today.

The aim of this institute is to provide access for higher education for women in both formal and non-formal stream, by providing a wide range of professional and vocational courses. One of the first steps towards women empowerment this establishment was a part of the first feminist revolution in India. For the performers, the institute also has a variety of scholarships that can help each woman fulfill her career ambitions.

At par with any global university, there have been path breaking changes that have led to the evolution of SNDT to accommodate the changes one sees in modern society. Real issues faces by women, gender studies have the limelight, but the students of this proud institution are women who are proficient in many diverse fields. The education imparted at the institute is not merely academic, but the application of academic knowledge in the process of self-actualization.

For the better part of a century SNDT has seen so many dramatic changes and what began as merely empowering and equalizing women has taken on a new status entirely. The young graduates that leave the institute each year are career oriented women who define themselves, lending eloquent voices and achieving successes in the varied choice of vocation.

TRUST 1 FIRST FOUNDATION

BUILDING CAPACITY TO TRUST

The first step for the Educational Institute in building Trust is to help create an environment that is conducive and inviting for the trustor. Creating 'Capacity to Trust' makes the environment conducive and 'inviting' for the student /parent to assume a degree of vulnerability in the trust-relationship. All other trust-related reinforcements notwithstanding, the trustor looks for three essential Behaviours to assume vulnerability in the trust relationship. These are: the ambience must be perceived as **Non-threatening**, there must **Shared Interests** between the parties and, there must be visible **Empathy** displayed by the institute.



Non-Threatening Ambience



Shared Interest



Display of Empathy

TRUST 2 SECOND FOUNDATION

CREATING PERCEPTION OF POSITIVE INTENT

It is necessary for the trustee to show the 'right intent' for trust to take root. The second Foundation of Trust - Perception of Positive Intent - needs to be reinforced frequently because audiences are constantly reassessing and recalibrating the 'intent-meter' of everything they engage with. Positive Intent makes the trustee's intent perceived as beneficial and acceptable by the student/parent, further strengthening the trust bond. Once this positive intent takes hold, it can cover for the lack of the other two foundations of Trust, albeit temporarily.

Perception of the positive intent is based on three Behaviours and these are, **Demonstrated Sincerity**, **Corporate Altruism** and **Enthusiasm**.



Demonstrated Sincerity



Corporate Altruism



Enthusiasm

TRUST 3 THIRD FOUNDATION

SHOWCASING RELEVANT COMPETENCE

The third foundation of Trust, Relevant Competence, appeals to the rational side of the brain. Competence showcases the Educational institute's ability to fulfill the act-of-trust assigned, giving the student/parent a high degree of confidence in the outcome.

Competence is perceived through physical and social factors. Among the physical factors, the institute's appearance accounts for more than just a first impression. The outward appearance is taken as a 'signal' of all the physical representations combined. Two other factors are social in nature, Commanding Respect and Authority and are equally relevant in showing competence. These two aspects reflect the social legacy and hierarchy, which indirectly convey competence of the institutes.

The founding base of Competence rests on the Behaviours of **Outward Appearance**, **Perceived Competence**, **Commanding Respect** and **Authority**.



Outward Appearance



Percieved Competence



Commanding Respect



Accepting Responsibility

The Brand

Trust is a consequence of intricate permutations and combinations of several primary ingredients which we may all understand intuitively, but find difficult to break down. It is primary, dynamic and is subject to changes in environment. Trust cannot be directly communicated; and needs to be built. TRA's proprietary matrix has three foundations

Accepting Responsibility Entrusting an educational institute with the career building responsibility of the student needs that the institute accepts the responsibility for such an important task. Only institutes which show a high quotient of Accepting Responsibility are given a high trust quotient of students and parents.

Perceived Competence Education, in a way, is all about creating competence. It is only natural that an institution that is perceived to be competent is also trusted. In a country where results also matter to students, it is essential for an institute to communicate its merit to stakeholders.

Commanding Respect An institute which Commands Respect is automatically trusted. Reputation, the transmitted belief about the feeling of respect, is of paramount importance, especially for an educational institute. Educational institutions must themselves be seen as leaders before they can facilitate the creation of tomorrow's leaders.

Outward Appearance While Appearance enhances an institute's trust quotient, it is not limited to the physical aspects like campus and cosmetic facilities. In a way, it is the way the world perceives the institute. Among other things, it is also defined by the vicarious perceptions of the parents, friends of students, alumni, among others.

Enthusiasm Energy and involvement of an educational institute in the lives of its students contributes to its trust. A higher level vibrancy and proactiveness shown by the institute can often make the difference between a trusted institute and one which is not.

Corporate Altruism Education is a development of young individuals. Educational institutes enables organizations that follow similar act beyond the narrow areas of socially beneficial causes build

tool to facilitate the holistic growth and and mapping the Corporate Altruism of students to align their social interests with social principles. Of course, institutes that self-interest and work towards larger a higher trust quotient.

Trust Matrix

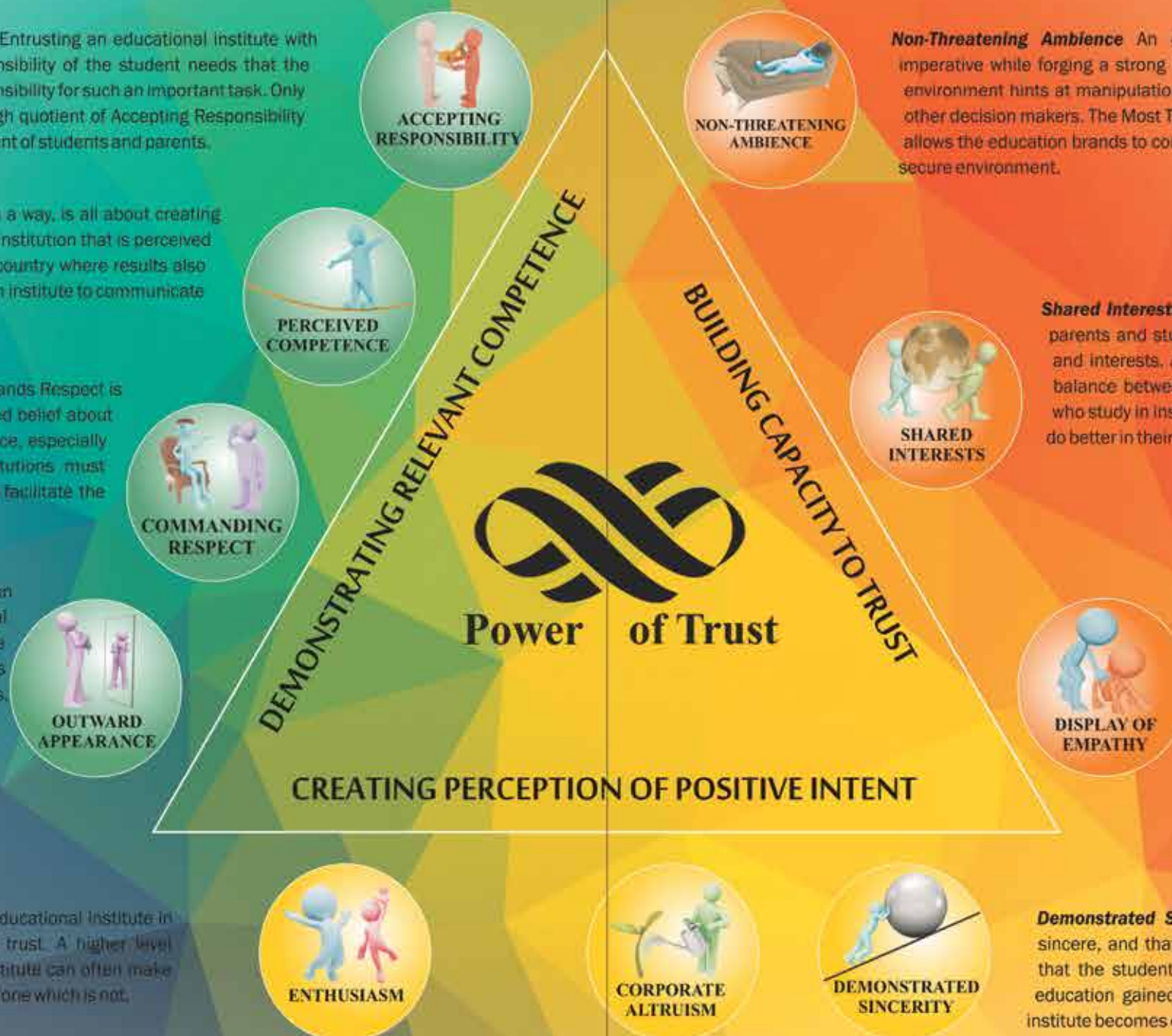
ingredients which we may all understand intuitively, but find difficult to break down. It is mercurial and yet it takes a long time to strengthen. with a lot of dedicated, meticulous and delicate effort. each of which is further divided into 10 behaviors.

Non-Threatening Ambience An environment conducive to trust is an imperative while forging a strong bond with an educational institute. If the environment hints at manipulation or coercion it alienates the student and other decision makers. The Most Trusted Educational Institutes (MTEI) study, allows the education brands to communicate with students and parents in a secure environment.

Shared Interests While deciding to associate with an institute, both parents and students seek institutions compatible with their needs and interests. A high Shared Interest helps give cultural and social balance between students and the educational institute. Students who study in institutions with a high Shared Interest with them tend to do better in their education.

Display of Empathy Empathy towards the student is more important in education than in any other area. Empathy, an emotional trait of being able to step into the student's shoes helps the student relate better to the institute. This becomes a bond that can forge a sense of mutual belongingness between the student and the institute.

Demonstrated Sincerity Education is only useful when it is sincere, and that too when the sincerity is demonstrated. Given that the student seeks to shape his or her future through the education gained, the Demonstrated Sincerity of the education institute becomes one of the most important to measure and map for the student.





NATIONAL INSTITUTE OF FASHION TECHNOLOGY
MUMBAI, MAHARASHTRA
INDIA

Fashion business through leadership

Fashion in today's world is immensely diverse, playing a dual role of being an art as well as a science, one that has added expressionist dimensions to human existence since the progress of intelligent life. An evolution of time in terms of styles and clothing, the Indian textile heritage has been a powerful tool that inspired people from around the world. An affluent mosaic is formed by the amalgam of different cultural embellishments, passed down from one generation to another, left behind by indigenous tribes and settlers from all around India.

Amidst these social and cultural outbursts, India saw the rise of art schools and colleges, much needed enablers to foster talent that was hungry for direction and desired to be molded into leaders of 'today'. For those who seek to communicate the language of 'individualism' through the medium of fashion, will have met their precise match upon entry into the National Institute of Fashion Technology (NIFT). Starting out with just one centre around 1986 in Delhi, NIFT flawlessly adapted their growth to the transition of breaking away from traditional methods into a flexible and progressive approach that effortlessly revives ethnicity, with a view to inspire. This is made evident by their attempt to connect with grass-root levels building the Craft Culture Initiative into its curriculum enabling students to work in collaboration with artisans and weavers from different pockets in India.

An active initiative such as this broadens each student's horizon and channelizes their efforts into making profitable ventures as they can draw out inspiration from what India represents on the international fashion scene i.e. a coalescence of patterns, textures, vivid colors blended often spontaneously with glamour, elegance and allure. The institute has expanded into 15 professionally managed centers that are



spreading its web of expertise successfully across India offering a diversity of courses built up throughout the years that go beyond traditional ones like just Fashion and Textile Design, to include Technology and Management courses that are allied to fashion.



For a student who wants to excel in the art of creativity and individualism, be it in any field, the feature of "learning happens by itself" is of prime importance to attain growth and development. The enhancement of one's perception of the self, accelerates the sense of individuality, in turn producing 'change agents' who will be the facilitators of New Age Fashion. As in this case, NIFT emerges as the leader in fashion education, with the ability to integrate knowledge, creative thinking and critical independence allowing for improvement at every step. The Institute has emerged as a centre of excellence and innovative growth through leadership in professional education with concern for the freedom of inquiry, forever displaying a very flexible and agile creative configuration with a constant focus on independence of thought. To add to their expertise, NIFT has been granted the constitutional status under the Act of Parliament of India that has empowered the institute to award degrees and academic distinctions with the goal of sanctioning their students to higher levels of education.

The position NIFT holds today should majorly accredited to the enablers who impart knowledge at the institute holding key decision making positions in the Fashion Industry, working at various levels as Entrepreneurs, Designers, Brand managers, and Merchandisers among others, in leading national and international organizations. This feature alone showcases the academic strategy of NIFT which encircles Internationalism, encouraging academic enhancement at both student and faculty level.

Owing to NIFT's brilliance in nurturing the pool of creative homegrown students promoted by a strong academic strategy, undoubtedly assures that these students will leave their mark on the international scene and be catalysts in shaping up the future of fashion in India, and the world.



03

METHODOLOGY OF RESEARCH



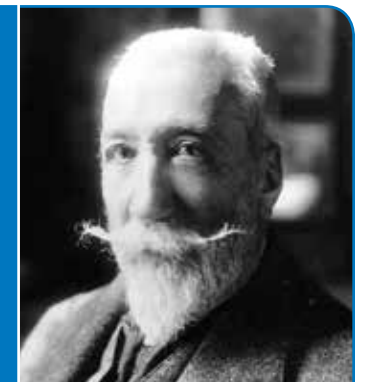
METHODOLOGY OF RESEARCH

Human beings have always been enamored with the quest to measure, to give definite values and calculate. Measurement needs to be precise so that it has universal acceptance, since measurement is also the basis of all comparison. Often, small measurement inaccuracies can lead to life altering situations, which as dramatic as it sounds, is true when we see it in the context of a misstep in the design of an artificial heart-valve or a rocket engine which can make the difference of life and death. Even more so, if a miscalculated decision in the choice of an educational institute is something that alters careers, impacting the entire future of an individual, be it his lifestyle, life and future. Therefore before taking such an important decision, the Trust invested in the educational institute must be necessarily accounted for, if not made the sole basis of choice. Due to the life-changing proposition of the education choice, it becomes infinitely important for the Trust in these institutes to be accurately defined and measured without compromise.

The 61-attribute Trust Matrix is a result of rigorous research and hundreds of hours of interviewing with sociologists, psychologists and communication experts to understand the hidden nuances of Trust. The matrix and the primary data TRA possesses are mined and used for bring out intelligence and insights that help in communication and action efficiencies of the brands.



Anatole France
The Garden of Epicurus (1894)



“The wonder is, not that the field of the stars is so vast, but that man has measured it.”

Being a global first for measuring Trust, the matrix went through several rounds of scrutiny before copyrights were accepted. Before adapting the matrix for the study on India’s Most Trusted Educational Institutes, several rounds of pilot studies were conducted to have the matrix’s applicability tested.

TRA’s vision was to create the India’s largest and most comprehensive study on education. For it to be so, we chose to interview a large number of respondents, viz. 8000 from 40 cities. These respondents were enquired on three fundamental aspects of education,

- (i) Educational Institution Trust,
- (ii) Academic Parameters of the Institute and
- (iii) Preferred Course and its corresponding institute.

This report is designed in such a way as to make it a yearbook for anyone making an important decision regarding education, a universal reference book for any stakeholder, most specifically students.

From the questionnaire to the sampling, fieldwork, quality control, analysis methods and reporting formats, every aspect of the study was scrutinized and re-examined to ensure they exceed the standards set

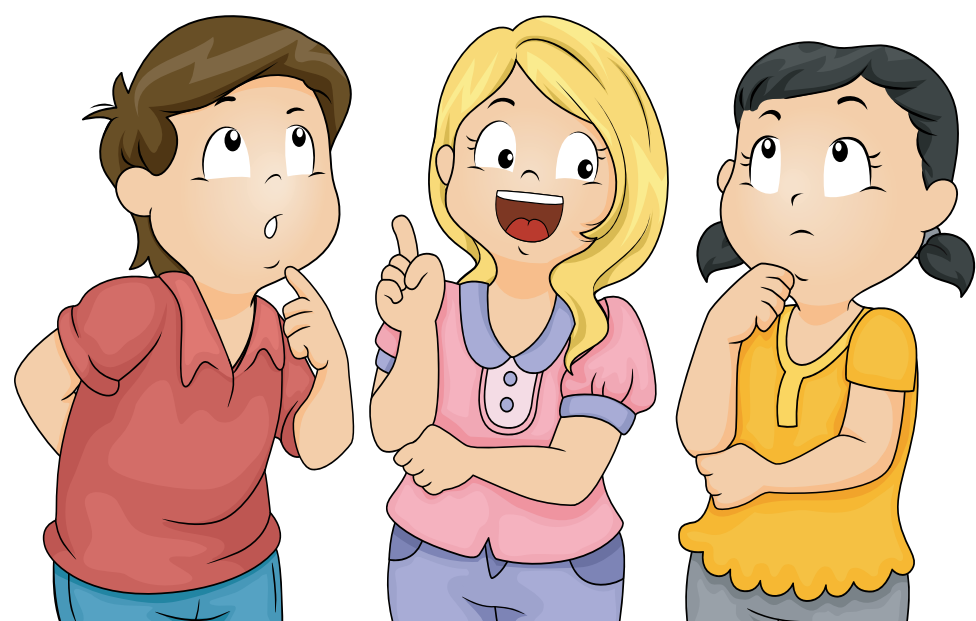
by the previous reports of TRA, Brand Trust Report® and India's Most Attractive Brands®. The questionnaire was designed with great care to guarantee that each question asked would get the respondent's full attention. Stringent minimum acceptance criteria for the questionnaires were maintained to ensure authenticity of data.

This list of more than 30,000 unique institutes, the hues of which represents the overall Indian education landscape, a truly vibrant mix of institutes ranging from primary schools to vocational training as well as several other schools, colleges and a wide mix of different universities across India.

The questionnaire itself had six parts to it. First, the respondents were asked to name fifteen institutes that came to their mind, mentioning the city of the institute to reduce confusion considering several institutes of the same name exist across several cities. This question which generated more than 100,000 responses achieved two important purposes. It gave us the recall quotient of the Trust Index and also compelled the individual to bring the name of the institutes into his/her active memory. Especially since their own experience of education would only be with five or six educational institutes in a lifetime. Therefore this question also pulled out institutes' names that they were forced to recall from their vicarious or imagined experiences, names might have ordinarily gotten missed had this step not been brought in.

The second part, focused on the 61-attributes of the Trust Matrix®, for each of which the respondent had to give three institute names, the city it is in, and also give a suitability rating for each on a 5-point scale, allowing us to analyze the Brand Trust range and depth. The set, the first half of the Trust Index®, generated a phenomenal 14,60,000 responses which helped us correlate the intangible ingredients of Trust to the Institutes. In the third part, the respondents were asked to name three media that they viewed/read regularly and three more media that they thought were most informative, giving us an insight into the nature and behaviour of the respondent. In the fourth part, they were asked to name five institutes which they trusted, along with their reasons for them. This part gave us values for the second half of the Trust Index®.

The fifth part of the questionnaire asked the respondents to name three educational institutes that they were most familiar with and asked each of them to be rated on 13 academic parameters of each institute (ranging from Quality of Faculty to Quality of Teaching). Every institute had to be marked out of 100 on each of the parameters and this part gave 3,12,000 data-points. The sixth and important part of the questionnaire asked the respondent to name 5 preferred educational courses, the specialization of the course, the institute which conducts it and the city of the institute, which gave rise to 1,60,000 data points. The entire study threw up more than 53,00,000 breathtaking data points.



ON TRUST



**PSNA COLLEGE OF ENGINEERING
AND TECHNOLOGY**
DINDIGUL, TAMIL NADU
INDIA

**DR. R.S.K. LAKSHMANA
PRABHU**

CO-CHAIRMAN



Strengthening Foundations

PSNACET, established in 1984, is premier institution in Tamil Nadu with international standards located in Dindigul township in response to the clarion call made by the public for a quality engineering institution in this part of South Tamil Nadu. This prestigious institution offers 7 UG and 7 PG engineering courses and also offers MCA and MBA courses, in its serene 150 acre campus. Its founder Kalvi Thanthai Late Thiru R.S.Kothandaraman chose Dindigul, to uplift the rural community and their lifestyle and to provide them better employment opportunities.

Much appreciation was received for the institution's rapid strides in academic performance, infrastructure development, student employability, staff welfare, social service, industry-institution interaction and research work by the National Board of Accreditation(NBA) during the institution's 2013 accreditation renewal. In addition to this, PSNACET received the Best Engineering College award by ISTE, New Delhi, and was also fittingly given the Bharatiya Vidhya Bhavan National Award for an Engineering College for best overall performance for the year 2007.

It positioned Second and First at state level, during 2012 and 2013 respectively, in Anna University examinations by securing more university ranks and gold medals. Also, PSNACET ranked 8th at National Level and 4th at State level in a National level survey jointly conducted by AICTE and CII on the basis of infrastructure, faculty, curricula, placement and governance.

All department are approved Research Centres of Anna University for Ph.D programmes. PSNACET shows uncompromising attitude in all aspects pertaining to research. The institution has signed MoU's with Multinational companies like Agilent Technologies, National Instruments, SIEMENS, BOSCH, D-Link, Soliton Technologies, NOKIA HERE, CISCO, TCS and Wipro.

Academic and soft skills of students are improved through teaching methods like case study, seminars, simulation exercises, management games, field visits summer projects and eminent academicians and industrialists for lectures and interaction. With all other facilities like bank, medical centre, refreshment areas, sport fields, Indoor stadium, multipurpose hall and fitness centre make it an ideal campus. The Central Library, functioning in the R.S.Kothandaraman Memorial Block has 89,073 volumes on 28,000 titles with subscriptions to 1469 national and International journals.

The institute has established a five-factor theory to stay focus on the vision of the institution - Strong leadership, a well penetrated clear Mission, Safe and orderly academic climate, Constant Monitoring progress of all stakeholders and Maintaining high expectations.



THE CALCULATION OF THE TRUST INDEX AND STATISTICAL ANALYSIS

After six years of development, the Trust Index® has been designed to be able to compare trust of any entity at four levels - attribute, behaviour, foundation and overall Trust. This, the index calculation, was further fine-tuned to have greater sensitivity and relevance to the sector of education. Additional questions were added to get both a macroscopic as well as a microscopic view into Trust to understand in the field of education. In order to give a holistic understanding the aspects of trust and education it was pertinent to delve further into the complexities of factors that influence decision making while making a choice related to education

The Trust Matrix®, initially created to pertain to brands, is universally applicable; though the questionnaire had to be expanded to make it more relevant to education. The Trust Index® was developed using two important trust influences which are the Trust ingredients, called attributes, and the sum total experience of Trust, called assembly.

The index is very subtle taking into account all the overt and covert Trust influences aspects that normally remain hidden from normal scrutiny. The first part of the index formula was created using the four most obvious variables arising from the 61-primary attributes of Trust. The four parameters were, standard deviation of suitability, position (whether it was mentioned as the first, second or third choice for the specific primary component) average, the suitability average score of the institute and the occurrences.

This is represented as:

$$\frac{SD_o}{SD_i} \times p_{5i} \times o_{5i} \times \bar{X}_{5i}$$

The other direct visible influence on Trust was the institute's frequency (how many times an institute name occurred), position (whether it was stated first, second or third among the three institutes mentioned) and weighted suitability (how relevant the institute was to the attribute on a scale of 5). Further, this was multiplied by 0.67 to equate the five-point scale of the second influence to the three-point scale of the first influence on Trust. The second part of the influence is represented as:

$$p_{7i} \times o_{7i} \times \bar{X}_{7i} \times 0.67$$

The addition of these gave us the Trust Index®, represented by the following formula:

$$\frac{SD_o}{SD_i} \times p_{5i} \times o_{5i} \times \bar{X}_{5i} + p_{7i} \times o_{7i} \times \bar{X}_{7i} \times 0.67$$

Whereas:

SD_o represents overall suitability score standard deviation of the institute,

SD_i represents all ith suitability standard deviation of the institute, o_{5i} represents ith occurrence frequency of the institute in Trust questions,

p_{5i} represents ith brand average positions of Trust questions represents the ith average suitability of the institute,

o_{7i} represents ith frequency of occurrence of the institute in Recall question,

p_{7i} represents all ith average positions of the institute in Recall question.

KNOW YOUR RECRUITER

NIIT

NIIT
GURGAON, INDIA

SHAMPI VENKATESH
CHIEF PEOPLE OFFICER



NIIT Limited is an Indian company based in Gurgaon, India, that operates several higher education institutions. The company describes itself as a global talent development company and offers learning and knowledge solutions globally to enterprises, institutions and individuals, in Information Technology, Business Process Outsourcing, Banking Finance and Insurance, Executive Management Education, School Education, Communication & Professional Life Skills, and Vocational Skills training. NIIT has been ranked 4th in India by Great Place to Work Institute survey for the year 2013-14.

1. Which are the top ranked colleges/universities your company recruits from? Why?

NIIT chooses recruits from India's top colleges and universities such as NIIT University, IIMs, Symbiosis, ISB, IMT, Amity University among others of similar caliber.

2. What are the qualifications/skills usually you seek while hiring?

NIIT is a diverse organization and we hire for various skills at different levels – the primary focus is on content and software development, sales and operations. We look for GNIIT, BTech, MTech, MBA, BBA type of profiles. We also look for values, ethics and attitudes that fit into the NIIT culture.

3. Are there any special skills your company has for position of special needs? What are those?

To be a NIITian, one has to be empowered, show great self-confidence and display willingness to take challenging assignments. NIIT provides a platform to students regardless of their physical abilities, and its inclusive policies have led to NIIT mentoring students of Noida Deaf Society (NDS) for Desktop Publishing, Multimedia and Graphic Design courses since 2007. We also recruit special skilled students for graphic talents from NDS.

4. Does your company give credit for extracurricular activities while recruiting and if so then which ones? How do you rank extracurricular activities while interviewing a candidate?

We definitely look at the extracurricular hobbies of potential candidates. Participation in sports usually shows individuals as team players, participation in debates, elocutions etc. result in more confident candidates with good language skills and capabilities. Seeing a person's hobbies and activities is a quick guide into their personality and thereby helps us make the best fit.

5. What different career prospects does your company offer?

Our company has openings for freshers in Sales, Education Delivery Content and Software Development, Managed Trainings services.

6. Why does a potential recruit choose your organization from others?

NIIT is not just the 4th best place to work in as listed by "Great Places to Work Institute 2013", but is also a great place to learn and grow. We provide an environment conducive to innovation and growth by learning and practical application of experience. We have a very intensive and extensive induction and on-boarding program wherein the managers and HR invests a large amount of time and effort in ensuring that the first critical year of the new NIITian is productive, both for the business and for the individual. Due to the diversity in the kind of businesses we do, we are successful in providing role changes and opportunity to grow at a much faster rate across the different business units. Our managers coach & mentor their juniors with great diligence. At NIIT, respect and appreciation is given not just based on tenure & seniority, but is based on the value that each NIITian brings to the organization.

7. In your opinion, what are the skill sets colleges/universities should include in their curricular for students to excel in corporate life?

It is essential for educational institutes to hone the communication and presentation skills, ability to handle stress, time management, respect for work, documentation, email writing and etiquette, as well as people management and leadership development, to better mold students to fit into corporate life.





JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY
HYDERABAD, TELANGANA
INDIA

Envisioning futures

Career arenas have rapidly unfolded variegated streams of career choices because of a sudden spurt in technology and its global impact. Jawaharlal Nehru Technological University, Hyderabad (JNTUH), is affirmatively one of the best universities for engineering for four generations of engineers. Located in Hyderabad, a city with resplendent historical monuments of lasting impact, JNTUH creates engineers of similar value. The university lays emphasis on academic excellence through an adventure of ideas, by encouraging learning via experimentation and trial. Students are selected from diverse backgrounds by an impartial and rigorous system of selection.

Instead of being limited to theoretical learning alone, students are enlightened so they can 'dare to dream', augmenting their skills to be able to weave their own reality. Its evidence is reinforced in the institute's 'Entrepreneurship Development Cell' (EDC) which was established to create a hands-on business environment to help develop entrepreneurial skills. Much care is taken to develop communication skills, understanding its need for better employability in today's socially engaged work places, to provide full development to all students. Research also forms a defining part of the academic architecture at JNTUH, offering specific courses such as the Master of Science (MS) in Engineering, the Master of Philosophy (M.Phil) in Science and Humanities, among others.



Conducting far-reaching research equips the university with a vision to foresee their pathway to victory, lending the same vision to students, to help each find their own brilliance. JNTUH insists on rigorous academic focus, to help the budding career starters make their spot in the limelight in the incredibly competitive field of engineering. The university also provides five year integrated courses in specializations such as Mechanical Engineering and Software engineering, receiving wide spread acceptance and enrolments.

Besides research, the backbone of the University has been its ability to construct a generously sized library consisting over 20000 books to lubricate the young minds with diverse learning opportunities. With addition of reserves of audio-visual content on various topics this library has become a major highlight in grooming the student body and advancing the knowledge of faculty members.

Despite the demanding curriculum at JNTUH, the students are persistently directed to take part in National Service Scheme (NSS), an undertaking to steer them into the domain of societal welfare. Not only do students evolve their bright minds to reach the zenith of its capability but this also helps harness their humanitarian temper while performing selfless work in the interest of humanity and society.

Right career directions and a helping hand can give the edge to success and in order to explore students' abilities and talent fully JNTUH has established the Centre for Career Advancement and Resource Development (CARD). It not only advises students, but also prepares them for competitive exams like GATE, ECET, EAMCET to facilitate the young minds' flights, as they soar towards new horizons. The university transfers the power of knowledge to the students so that they can reach their fullest potential – an actualization integral to students that pass out from JNTUH.



USING THE TRUST MATRIX®

Understanding the Trust held in an institute gives it the ability to act with greater confidence and also to eliminate paradigm blindness – a predicament that several institutes get afflicted with often, while communicating. While most measure an institute in terms of results, students, growth, often the more important invisible and intangible components of trust are lost to measurement. The report India's Most Trusted Educational Institutes attempts to look at Trust holistically and creates a singular metric for measuring the intangible and tangible attributes of an institute in one unit.



So far several leading brands have used the Trust Matrix results and its extensions to enhance their brand's scope and relevance. For a more focused and cutting edge definition of trust in the segment of education, the MTEI presents unique opportunities for educational institutes to leverage their Trust. These are essential while measuring trust. Some important applications are listed here:

1. Competitive Intelligence Report –

Several brands currently use the competitive analysis report to make more intelligent resource allocations in marketing, communication and people. Some companies have used this report to discuss strategies in board meetings, a few have used this report to make investment decisions in other brands and a yet others use this report as their foundation of Crisis Containment. An ideal application of the Competitive

Intelligence Report (CI Report) usage for institutes would be to create effective communication strategies, stakeholder workshops, message modifications and take effective decisions while exploring geographic entries as well as new branches and branding, an essential for any educational institute. This is a popular use of the data generated in this study.

2. Power of Trust symbol –

Institutes can now license the 'Power of Trust' symbol licensed from TRA and use it to showcase the trust held in them through their marketing communications, internal communications and shareholder communications with students' parents and trustees.



3. Displaying the Institute's Trust –

Institutes listed in the MTEI can have order several of the commemorative plaques to place in points of engagement with students and other stakeholders. Offices, branches, conference halls usually are used to showcase this prestigious achievement.



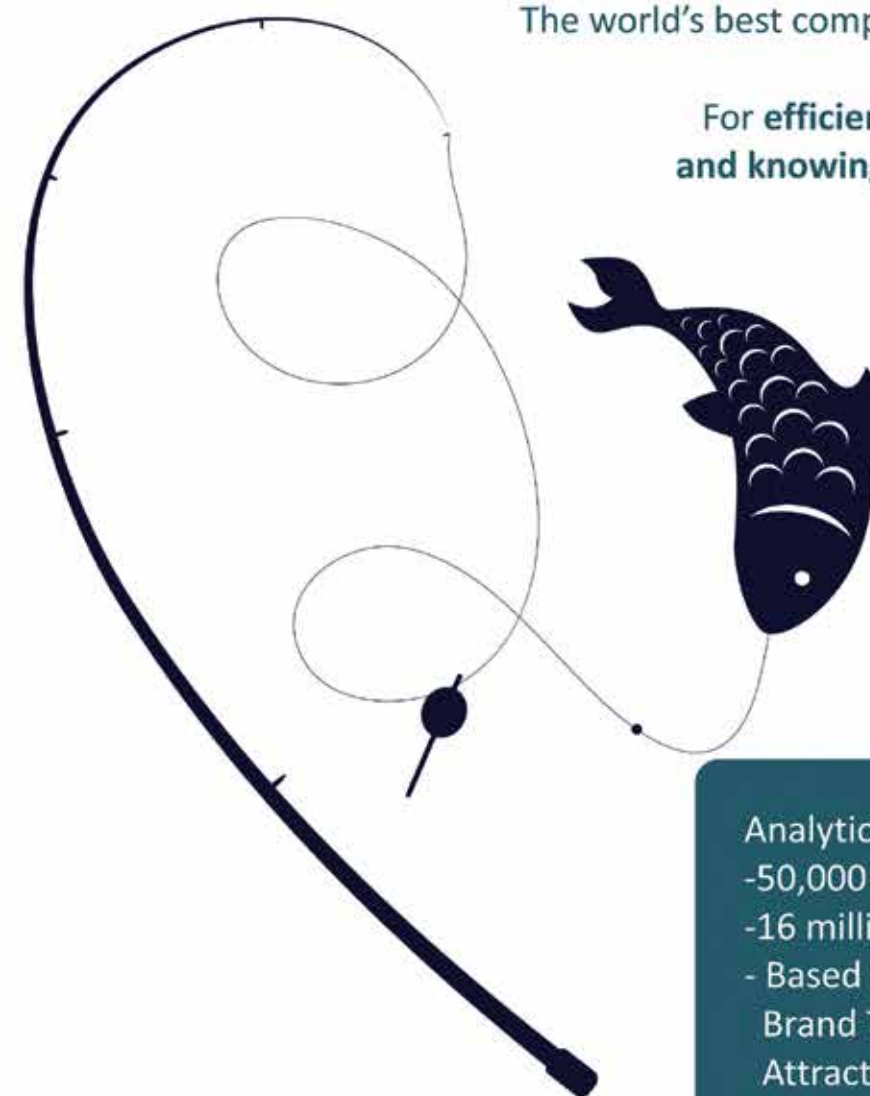
4. Introspective intervention –

TRA's brand specific study on Trust attributes, by means of a primary research among the institutes' primary stakeholders will give the institute an introspective view of their brand's image with the stakeholders thereby providing them with actionable insight and strategies for growth. This is also a popular use of the data from this report.

Fishing for brand data in the wrong data pool?

The world's best companies call us for intelligent analytics on brands.

For efficient communication insights and knowing your brand performance call us now.



Analytics from data of
-50,000 brands
-16 million data points
- Based on the application of the
Brand Trust Matrix™ &
Attractiveness Quotient™



For details contact
Antarang Das, Research Executive
Phone : 9987772509
Email : antarang@trustadvisory.info
www.trustadvisory.info

A
COMNISCIENT
GROUP
COMPANY





04

KNOWING THE RESPONDENTS

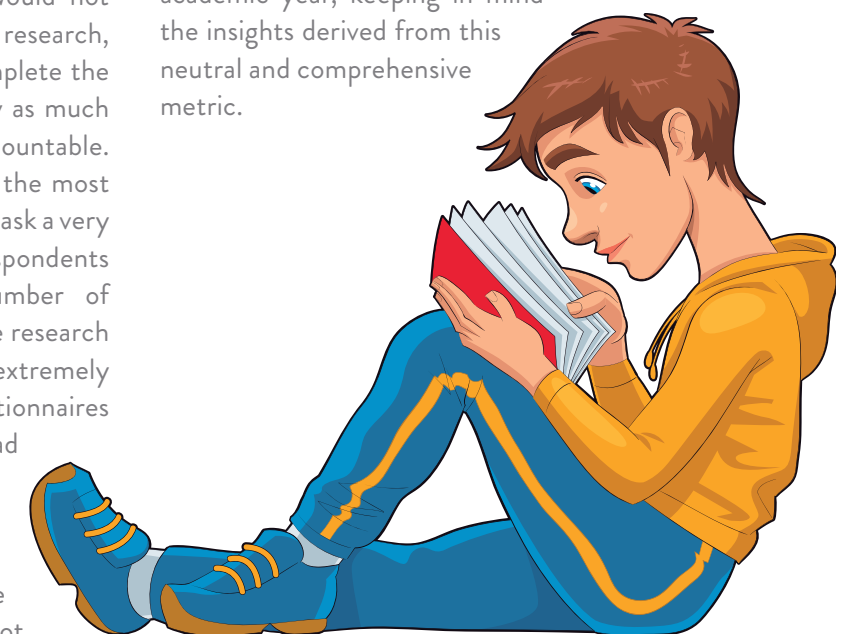
KNOWING THE RESPONDENTS

The words that were first used to describe the report that was to be India's Most Trusted Education Institutes were 'to be the most comprehensive, exhaustive study on education in India such that the MTEI report becomes a reference book on education'. The vision was ambitious, and as a beginning we started to list the cities which either generated significant number of students or one that was an education-city. The list threw up 40 must-include cities and towns we had to cover if we were to make the study representative of the entire country. Five important stakeholders in 'choosing an education institute' were identified, namely, school students, college students, mothers of students studying below the 10th, and teachers between 5th and 10th and college teachers.

CHALLENGES OF THE FIELDWORK

Twenty-four of the forty chosen cities did not have evolved market research fieldworkers with enough expertise to handle a questionnaire of MTEI's complexity, which meant that research teams would have to be transported from base cities to complete the fieldwork. We were aware that this would not only increase the degree of difficulty of the research, significantly increase the time taken to complete the project, and also raise the fieldwork cost by as much as 25%. But these issues were still surmountable. One part of the MTEI vision – 'to make it the most comprehensive study in India' also made the task a very difficult one due to the sheer number of respondents chosen for the research. The large number of respondents chosen, 8000, would make the research comprehensive, but it would also make it extremely time-consuming and cumbersome. The questionnaires were not small either – each questionnaire had nearly 700 questions, of which 582 were 'thinking questions' directly related to the educational institute itself. Our pilot studies showed that each questionnaire would take nearly two hours to complete. As if this was not

enough, we planned the fieldwork starting in February 2014 through May 2014, bang in the middle of exam preparations, exams and admissions, making it equally difficult for the students and the teachers to spare the two hours for the interviews. The logic of the timing was that we wanted to release the MTEI report in August, just after the beginning of the new academic year, so that it could be a yearbook on education done to give students ample time to prepare for the upcoming academic year, keeping in mind the insights derived from this neutral and comprehensive metric.



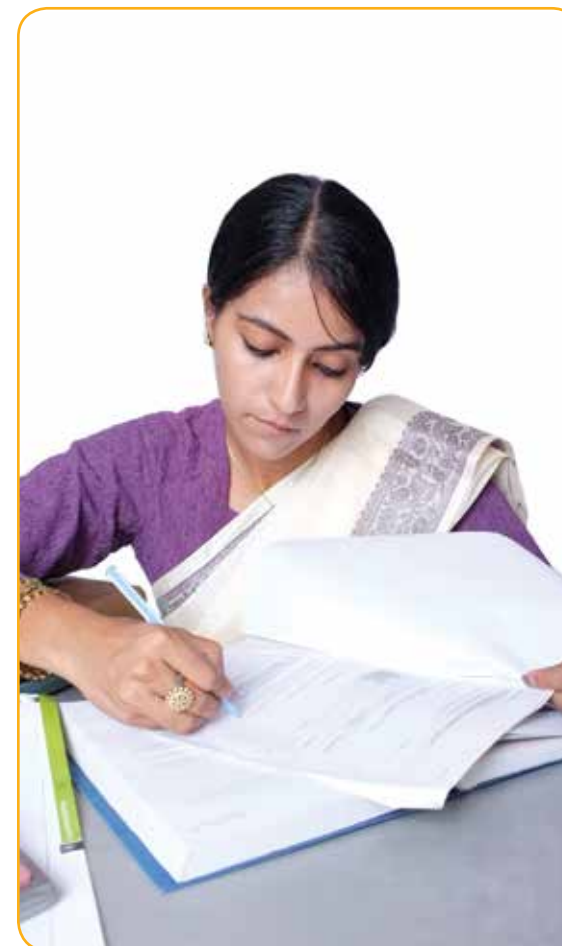
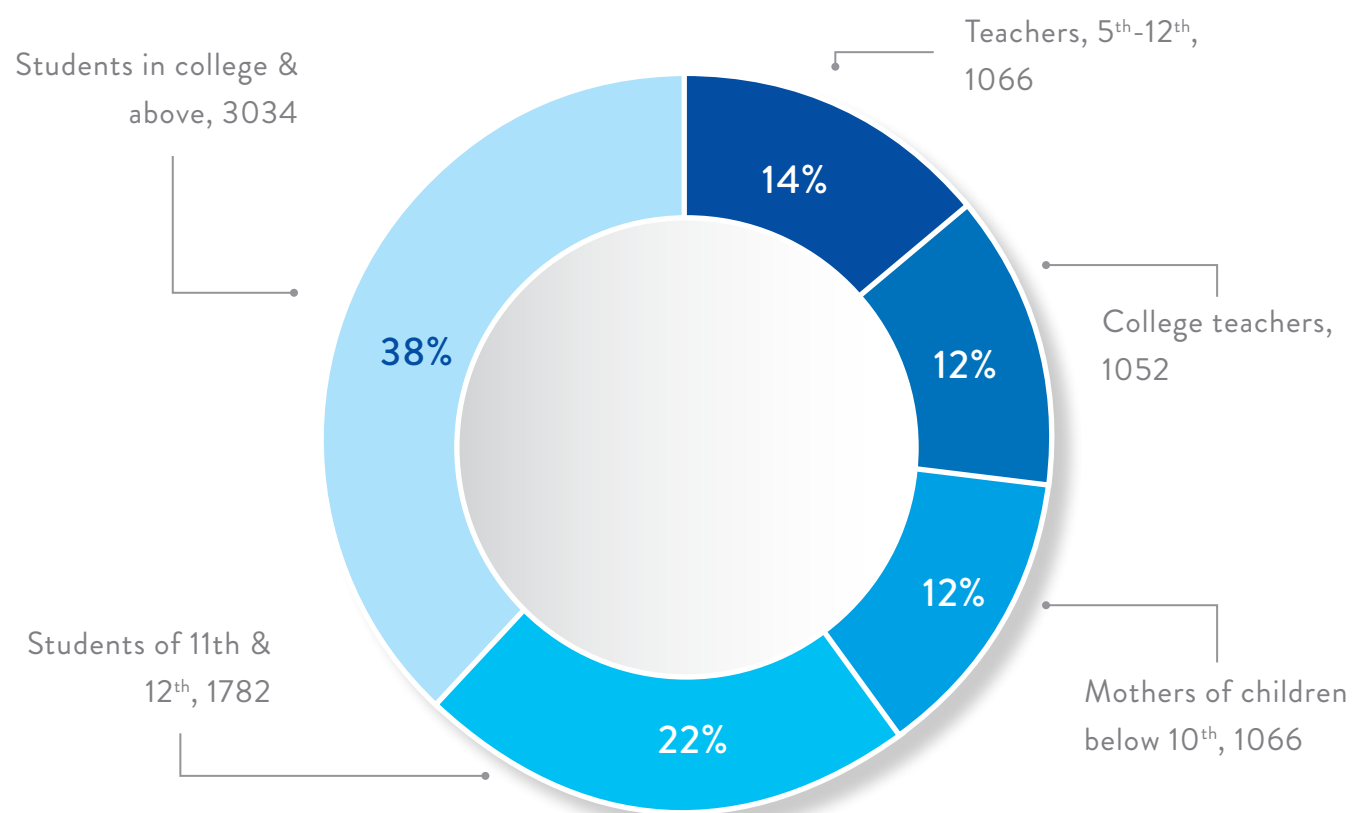
SELECTION CRITERIA

The vision was set, and the team had the collective chutzpah to take on the challenge. Of the respondents, the most important, students were divided into two segments, both defined by their ability to take their own decisions on matters of education. The interview set consisted of 3034 students in college, constituting the largest group of the five, 38% of the respondent mix. Students of 11th and 12th (called junior college in some places) constituted the second highest group with 1788 respondents, 23% of the lot. Teachers were divided into two groups, between Class 5th to Class 12th at 1066 (13.3%) and 1052 College Teachers (13.1%). The last and also the most influential stakeholder in the child's education were 1066 (13.3%) mothers of children studying in classes below 10th. In accordance to the standards set by TRA in its previous reports like The Brand Trust Report and India's Most Attractive Brands, each respondent had to sign the questionnaire at two different places, and also had to provide a photo-identity copy for our records. Many respondents

opted out from interviews due to this criterion. In some institutes, their biometric authentication system became an impediment (especially in the Hyderabad based institutes), as most students and teachers did not carry identity cards.

Another important scrutiny aspect involved 100% telephonic back-checks – implying that all respondents with completed questionnaires were called and checked for authenticity. Anything more than 15% unanswered questions, illegible handwriting, not writing in capitals, respondent signature mismatch, lack of photo ID and other logical checks constituted nearly 30% rejections. Though a total of 11000 interviews were conducted, about 3290 of them were rejected as they did not meet the strict criteria set for acceptance. At the end of our project deadline, we were left with 7710 completely authenticated, fully compliant questionnaires that could be considered valid for this report.

RESPONDENT MIX, N=8000



It was not the respondents alone who dropped off from the interviews due to the length of the questionnaire or lack of their available time, but several groups of interviewers also left the project due to the degree of difficulty of this questionnaire. To maintain the quality of interviews, a mandate of not more than 3 interactions per interviewer was introduced, as it ensured more focused and insightful response with quality, not quantity was the motive. In order to make this criterion implementable we had to take interviewer photo-identity cards for authenticating the interviewers and to facilitate their payments. Our insisting on PAN cards for all interviewers created one more layer of challenge since there were several interviewers interested in doing the MTEI project, not all possessed PAN cards.

TRUST GYAN

ACHARYA N.G RANGA
AGRICULTURAL UNIVERSITY
HYDERABAD
INDIA



Reaping the benefits of education

Economics deems land as an essential for production, and the prime importance of agriculture is pivotal as the foundation of the Indian economy. The optimal application of resources, knowledge and manpower is essential for agriculture to flourish, as any nation's agrarian development is the vital life force that drives its economy and growth. Today, India ranks second worldwide in farm output and agriculture, and allied sectors like forestry and fisheries accounted for 16.6% of the GDP in 2009, the three constituting about half the total workforce of the country. The importance of science and technology for development of agriculture was realized in the beginning of this century and to fulfil the requirement a proper infrastructure was set up. Acharya N.G.Ranga Agricultural University in Hyderabad, is shining example of Indian Government's vision to set up at least one agricultural university in each Indian state.

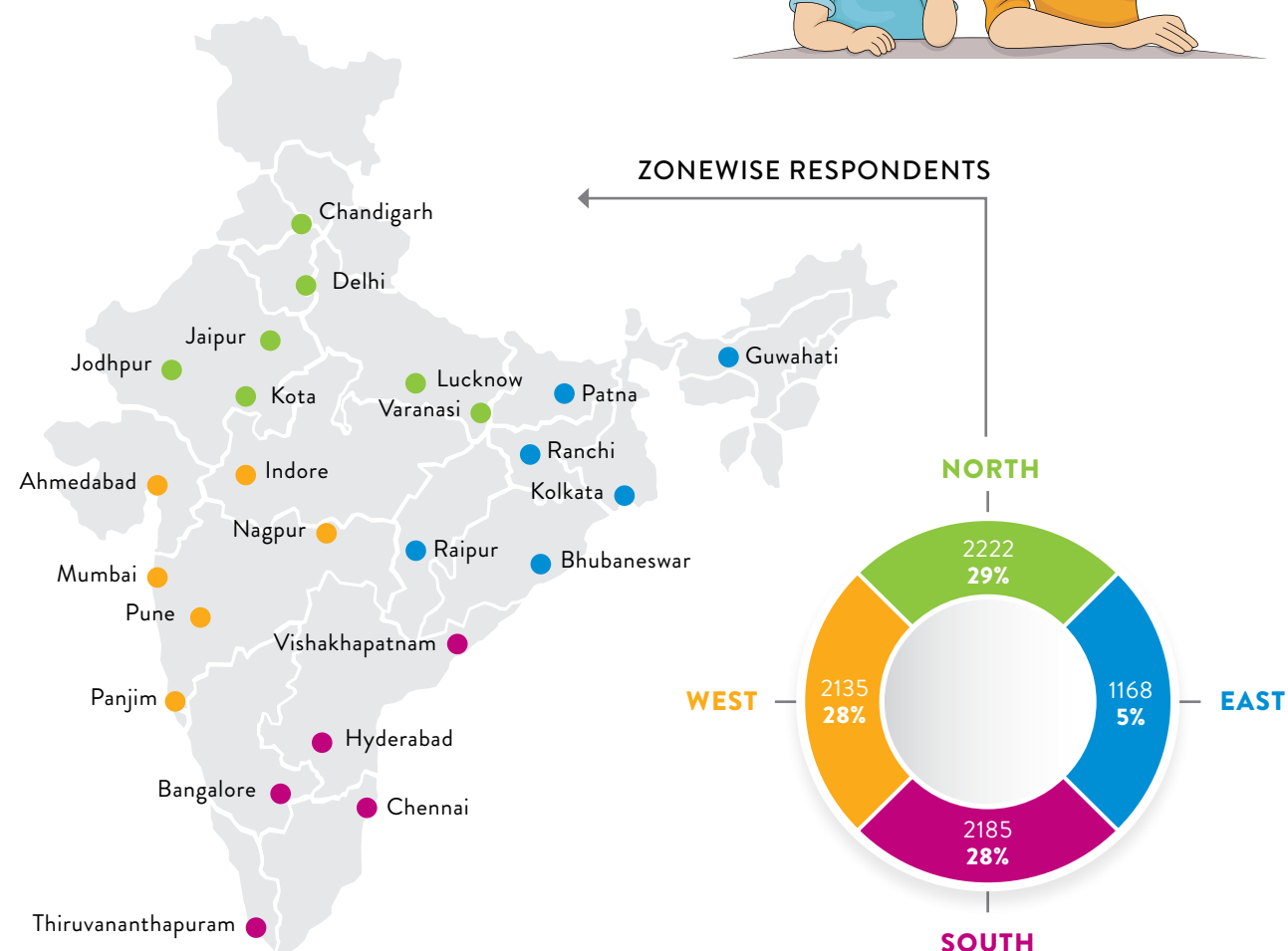
A life-size statue of Acharya N.G. Ranga stands testament to the hard work that he invested by way of his selfless service for the cause of the farmers, both in his role as an educationist and a freedom fighter. With this great man watching over in spirit, those who study in India's largest university have at their disposal massive infrastructure that encompasses nine colleges and 58 research stations and the experience that even agro-climatic zones of the state that the university is fortuitously distributed over. The institute inculcates its students in agriculture, home science and allied sectors and the programs provide training in the function and in technology, providing a skilled, aware and informed workforce. The institute promotes research, field and extension programmes in agriculture and allied sciences for both under graduates and post graduates.

Dealing with more than just the basics of agriculture, the institute also imparts knowledge on the administrative and technical aspects, so the next generation of agriculturists can set their own enterprises with technological assistance to take their businesses national, even global.

The actual number of interviews for each of the 40 cities was in proportion to the census data for the respective cities. North had 2222 respondents, comprising 29% of the total (13 cities represented); West had 2135 respondents constituting 28% (9 cities represented), East had 15% with 1168 respondents (7 cities represented), and South had 2185 respondents making up 28% (11 cities represented) of the total set.

Each interviewer was also given a showcard-set of 84 the important institute parameters and attributes to visually show the parameter to the respondents while orally repeating the verbatim, done in order to reinforce the attribute being queried. Each attribute required the respondent to give three names institutes, the city of each of the three institutes (which was necessary because several institutes with same or similar names existed in different cities). The starting showcard was rotated so that the same showcard did not start for all respondents so that bias of interview inertia was balanced throughout the respondents.

The sampling was completely random and most of the respondents were recruited at colleges (picked at random from a lot in an area). The first criterion to ensure good sample spread was that only 15 respondents (including students and teachers) could be recruited from each institute. In many institutes, of course, the field researchers could not reach the maximum allowed limit of interviews and the field force physically visited 512 educational institutes across India in the completion of this study.



**YOU HAVE A SMALL PR PROJECT TO DO,
BUT WANT TO ASSIGN IT TO A BIG AGENCY**

CALL US.



BRIX
MEDIA

A
COMNISCIENT
GROUP
COMPANY

For details contact
Janisar , Proposal Executive
(M: +917208432344) (E: janisar@brix-media.com)



PRESIDENCY COLLEGE, KOLKATA
KOLKATA, WEST BENGAL
INDIA

Benefactor of Hope

During the British Raj, Kolkata was the first city to feel the impact of colonialism and the scenario altered with Hindu elites responding earnestly to the reform movements. Such interactions paved way for the establishment of Presidency College in 1817, originally known as Hindu College, as an initiative taken on collectively by the Bengalis and the British in Kolkata. Upon being renamed to its current appellation, the college became a government institute. The college derived true excellence in the 19th century by the virtue of teaching both liberal arts and factual sciences, continuing this tradition even after India's independence. Now, the college been conferred the status of being a University, as an attempt to advance the efficiency of the university's expertise and dissemination of knowledge in the service of humanity.

The Presidency College has a longstanding practice of functioning on the lines of liberal, secular and scientific education which are interwoven with Indian themes and subjects. Renowned as an Institute of national eminence imparting humanistic and scientific education, the university was among the first to offer higher education reproducing Western education – an aspect that catered to those who wanted to learn and explore new opportunities irrespective of their socio-economic backgrounds in the mid-1800s. The university's was witness to 'anybody who was somebody' in India during and soon after independence.



The inclusion of an advanced state of Western education made Presidency College a desired destination for bright minds from all over India. The pioneering discoveries of Jagadish Chandra Bose and Praphulla Chandra Ray in Physics, Plant Physiology and Chemistry respectively, originated in the laboratories of this college. A few others amongst the alumnus lineage were the first President of Republic India - Dr. Rajendra Prasad and the second President of Bangladesh - Abu Sayeed Chowdhury. It is no doubt that the students of today have a challenging past to live and look up to.

A mecca for education – the university offers excellence in disciplines such as Economics, Political Science, Mathematics, Chemistry, English, Botany and offers many other subjects. The university has been host to glorious batches of students being taught the art of growth through exploration and discovery. Very commonly referred to as the 'Presi experience', associated with every student's tenure at the university; the university is looked up to as the 'Benefactor of Hope' instilling much needed self-confidence and assurance in students. They are encouraged to be able to question and dream big; a factor that has enticed students from all backgrounds to be a part of the institute. As a result of which, students remember that wherever they go, the essence of being a 'Presidencian' lasts forever and is intrinsic to their existence, for life.

The quality of education at Presidency is an amalgamation of the theoretical concepts and their reality



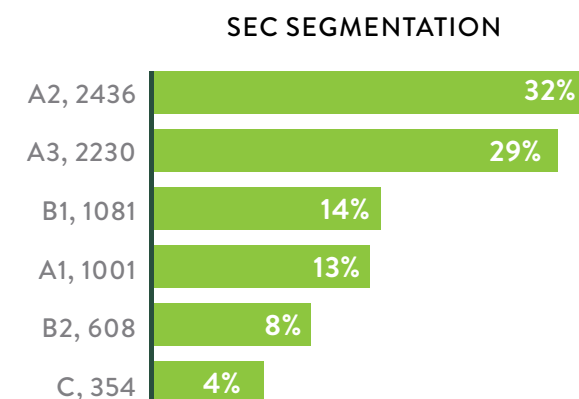
rendering practical value of the learning at the university. Time and again has the university been exceedingly resolute in its efforts to reconstruct and inculcate social, material, ethical and spiritual values into its students. This forming the base of their educational system, consequently shaping up as objectives that take on 'inducing growth' and 'giving directions', with the view that consolidated learning will take place only in the presence and practice of self-activity.

For most, the intellectual climate created through profound exchange of ideas and thoughts between classmates and their professors, remains unrivalled. One of the oldest educational institutes in India, the pride of Bengal in the academic map of the world lives on as associations of the Presidency alumni evolve into being a privileged and cohesive group for exchanges outside the college.

The college has had the privilege of welcoming distinguished visitors like A.P.J Abdul Kalam to address their students. The University of late celebrated its 195th Founders' Day on 20th January 2012, marking the celebrated supremacy of a pre-eminent centre of higher learning, still maintaining an in-depth structure of research.

SEC SEGMENTATION

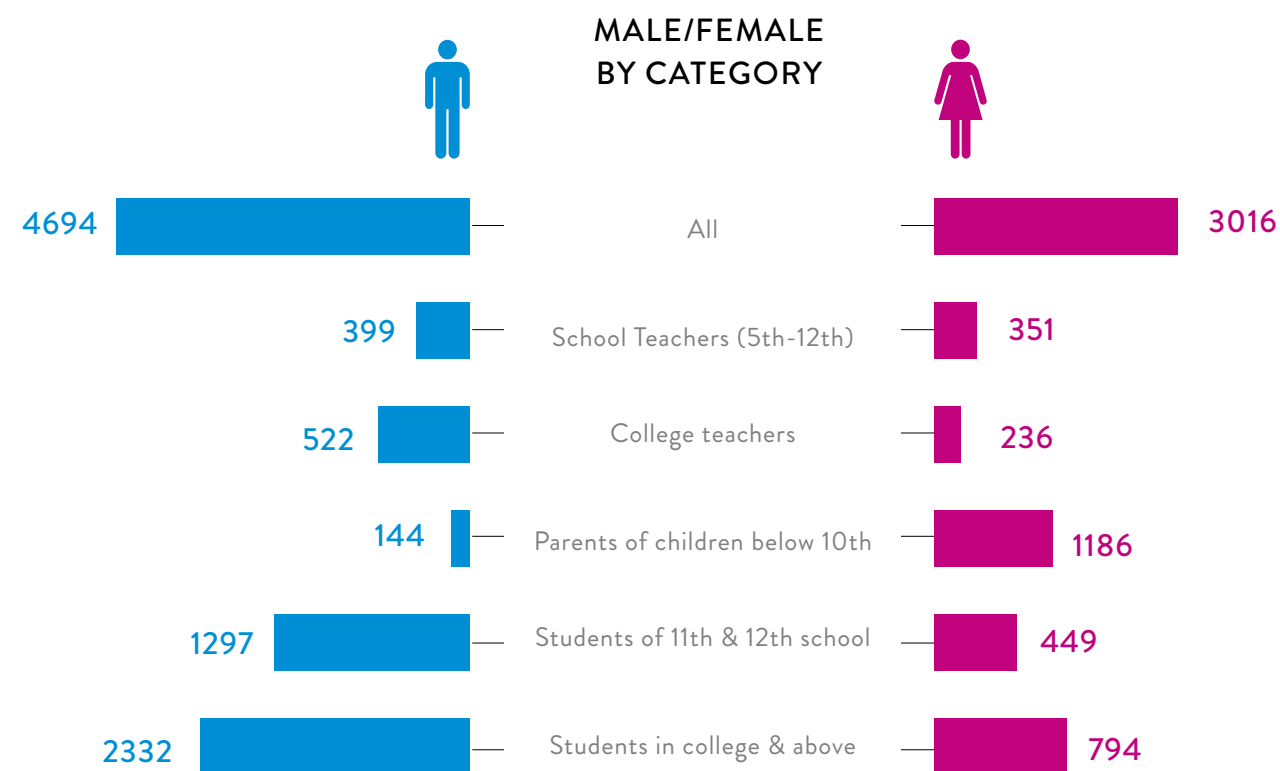
The largest SEC group that emerged in the randomly sampled respondents was SEC A2 with 2436 (32%) respondents followed by SEC A3 with 2230 (29%) respondents. At third place was SEC B1 with 1081 (14%) respondents, with SEC A1 with 1001 (13%) respondents close behind. B2 was at 8% of the population with 608 respondents and SEC C with 354 respondents constituted 4%.



GENDER BY CATEGORY

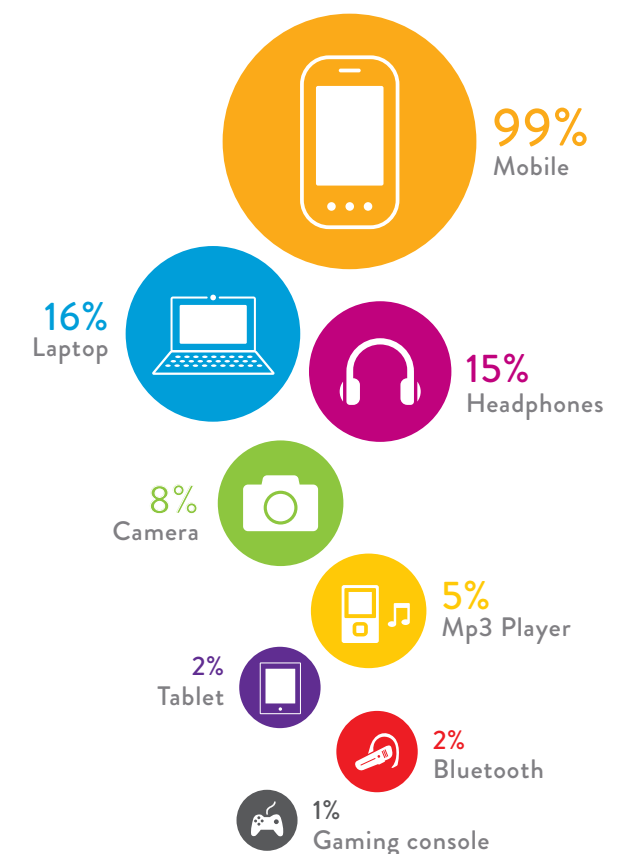
No specific quotas were assigned for any of the categories by gender with the exception of only one segment, parents of children below 10th, where mothers were preferred for interviews. In the few instances (11%) where the mother insisted that we interview the father, the latter was interviewed. To better represent this in graphs, we have universally (other than the graph below), called this category mothers of children below 10th.

Other than this, the balance male-female percentages are a result of the randomness of the sample. Overall, there were 61% males and 39% females. Among all students, 75% were males and 25% were females. Only co-educational institutes were targeted for interviews to remove all gender bias and this may be the reason for this result. Among teachers, college teachers had 69% males and 31% females, and school teachers were 53% males and 47% females, and this would showcase the gender ratio existing currently in the profession.

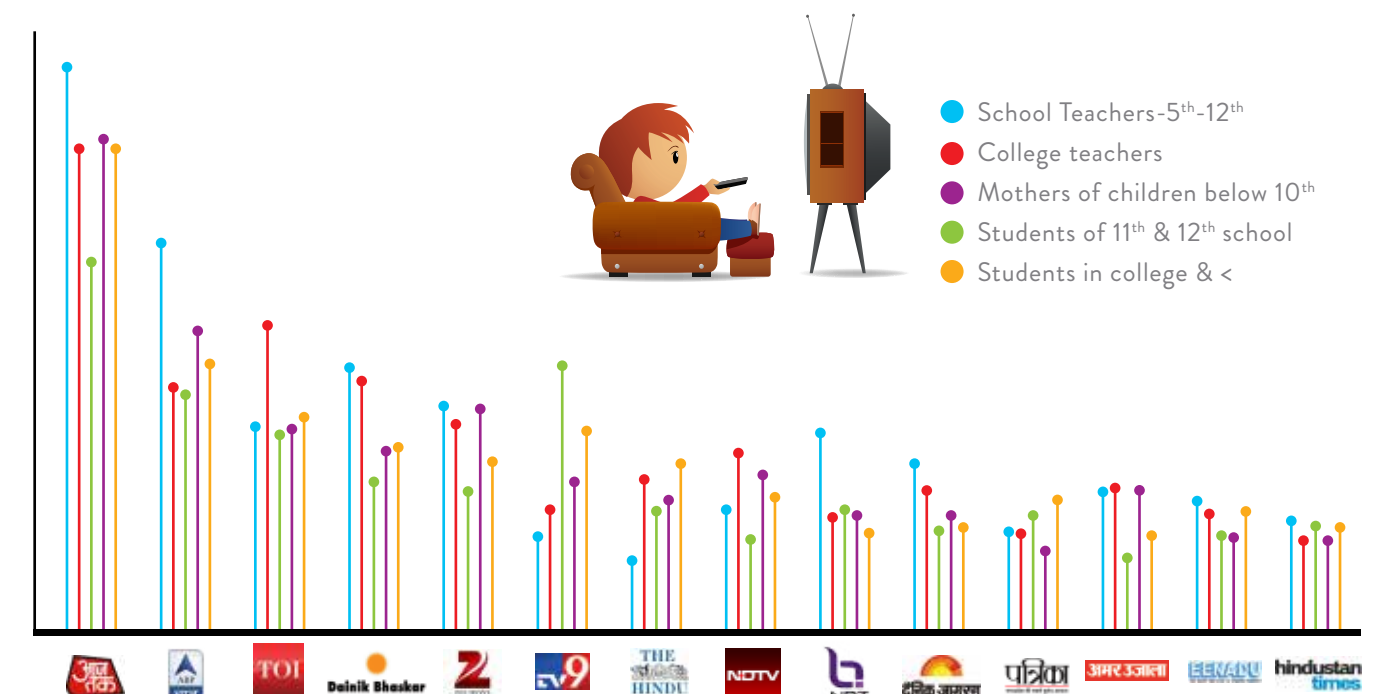


STUDENTS' GADGET OWNERSHIP

An interesting analysis was done of the various gadgets owned by the students' category (from 10th upwards). Nine choices (Mobile Phone, Tablet, MP3 Player, Laptop, Gaming console, Headphones, Camera, Bluetooth Headset and eBook Reader) were given to each of the respondents. Out of the 4872 students interviewed, unsurprisingly 99% owned mobiles. Other than the ubiquitous handheld phone, however, the other gadgets were quite low in penetration. Only 16% owned their own laptop and 15% owned headphones, perhaps showing the potential that exists in these markets for these two products. The 8% penetration of cameras in this target audience is indicative of the substitution that phones-cameras are doing in this segment. An even lower MP3 penetration of only 3% shows this is a product category that has been sent to an early death due to the smartphone substituting virtually everything in rich media, especially as a music storage device and player. Bluetooth set, with only a 2% penetration with students, may be classified that a no major benefit was seen to this segment, or that they had not been targeted by advertisers. The 2% ownership of tablets came as a surprise, as this convenient new gadget also had the ability to show personality and geek quotient. We would still blame smartphones for this low offtake. Only 24 of the lot (less than half a percent) owned a gaming console.



MEDIA MOST READ/VIEWED



ON TRUST

DR. D. PADMANABAN
CHAIRMAN



**DR. G.R. DAMODARAN COLLEGE
OF SCIENCE**
COIMBATORE, TAMIL NADU
INDIA



Toward the development of intellect

Dr. G.R. Damodaran College of Science was established in the year 1988, an integral wing of the GRD Trust, established in 1979. As envisioned by his father before him, Dr. D. Padmanaban, the sense of mission and penchant for hard work has effectively spearheaded this institute towards accelerated growth. In the last 26 years, the college had registered phenomenal progress and thanks to this dynamic stewardship. The college has been re-accredited with the highest "A" Grade by the NAAC and it is ISO 9001-2008 certified. The institute has also been Graded "A" by CRISIL for MBA and MIB Programmes. Since 2004-05 the college has been granted Autonomy with degrees are awarded by the Bharathiar University, Coimbatore.

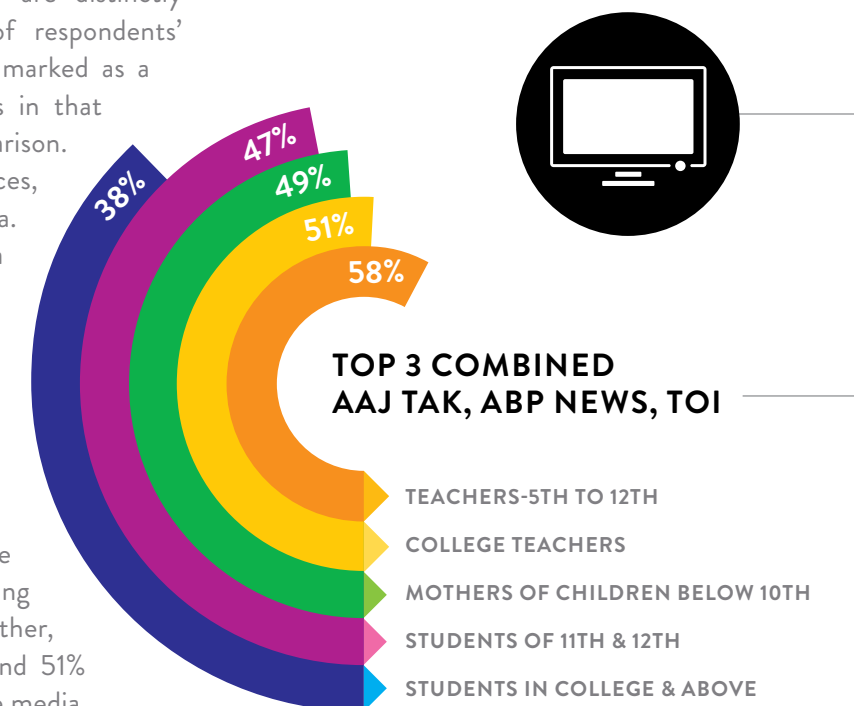
The institute heralded a movement for the excellence in education through a progressive and futuristic outlook by making choices favouring emerging areas of high growth potential and expanding opportunity. The course design, instructional methodologies and experimental learning equip students with creativity and problem solving skills that prepare them for both personal and career oriented challenges. Exemplary facilities for sports and games and several other extra-curricular activities have been created for the exercising and nurturing talents, interests, leadership and other soft skills.

Quality improvement and maximisation of all potentials permeate all the policies and activities at the campus. A consistent and continual growth in the quality and range of offerings and activities has been possible through the innovative augmentation, programmes on student welfare and development as well as the extensive and varied, devoted and development-oriented faculty. The variety of activities are regarded as important means to achieve the ends of excellence in student development. The faculty is ever ready to counsel students, helping them bloom under their warm nurturing.

The fast paced world has led to a phenomenal change in education, training of students, and the general awareness that should focus on adapting, acquiring the new skills, and the renewed process of learning to learn. Ranging from successful entrepreneur in the field of textiles, transport, Finance, and in the top management at global level agencies, to name a few places the students have excelled are at NDTV, Indian Roots, Careernet Consultancy, Hidesign, Citibank, Axis Bank, Ernst & Young, Ford, Idea Finance, Café Coffee Day, TCS, IIM's, IBM, Sundaram BNP Paribas among others.



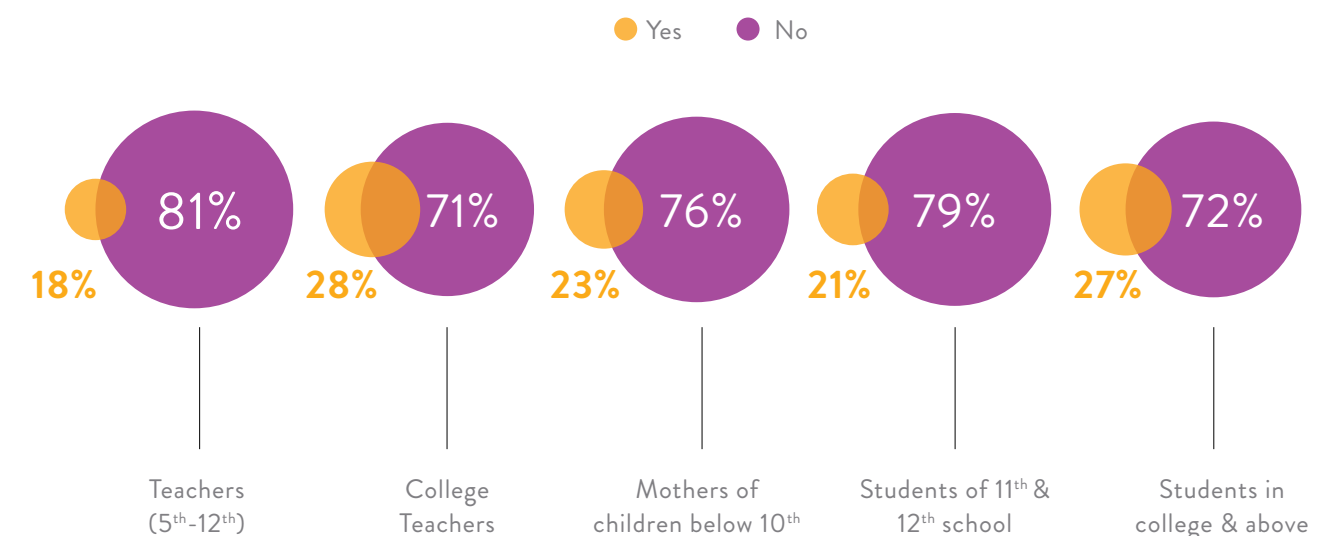
Since the audiences for the MTEI are distinctly different from each other, each of respondents' answers for Most Read/Viewed was marked as a percentage of the total respondents in that category for parity and better comparison. Across all media and across audiences, AajTak is the most viewed TV media. There seems to be a favourite media for each of the categories. AajTak and ABP news are read/viewed most by Teachers – 5th to 12th. TOI is second in line of most read among these categories by College teachers and Dainik Bhaskar is the preferred paper of all teachers (both school and college combined) with a 4% difference with the nearest category. Comparing the top 3 Read/Viewed media together, 58% School Teachers get covered and 51% College Teachers get covered by these media.



ONLINE PURCHASE

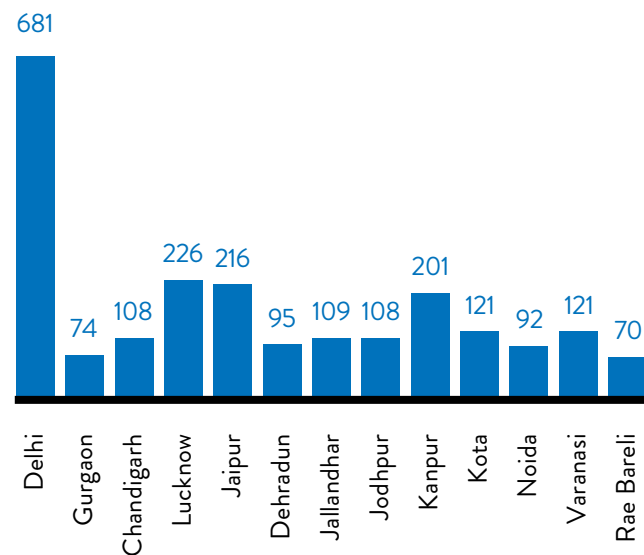
From among the five categories, 28% College Teachers and 27% Students in college had made an online purchase in the last three months, showing the nature of their technology absorption. 23% Mothers of children studying below 10th had also made an online purchase in the last 3 months and can be attributed to ease of use and penetration of the credit card. The least online purchase action was by Teachers of 5th to 12th where only 18% had made an online purchase in the last 3 months.

ONLINE PURCHASE IN LAST 3 MONTHS

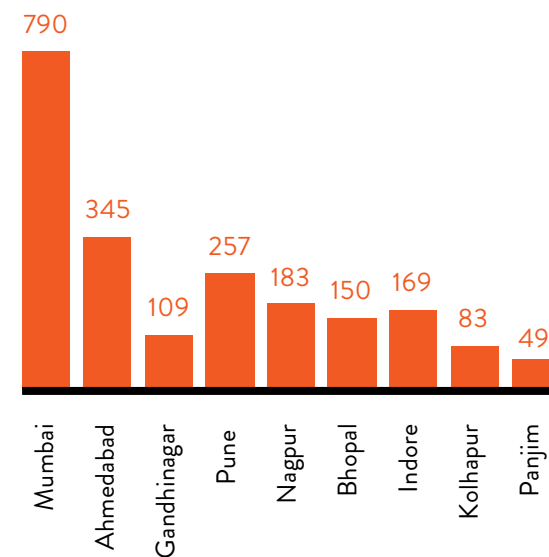


SOME MORE DEMOGRAPHIC DETAILS OF THE STUDY IN GRAPHS

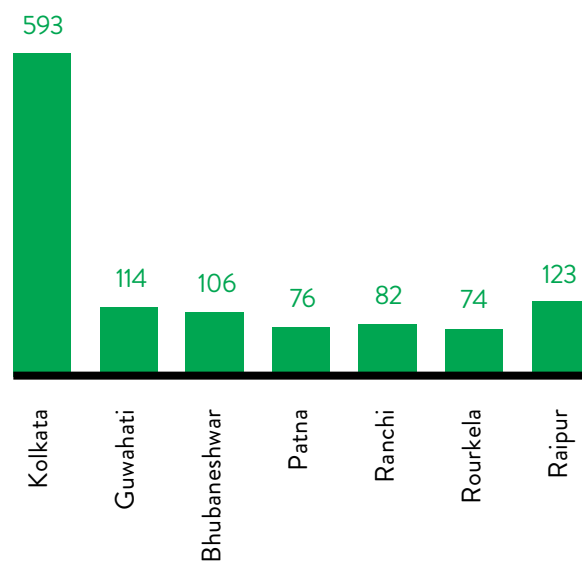
NORTH
CITYWISE BREAKUP



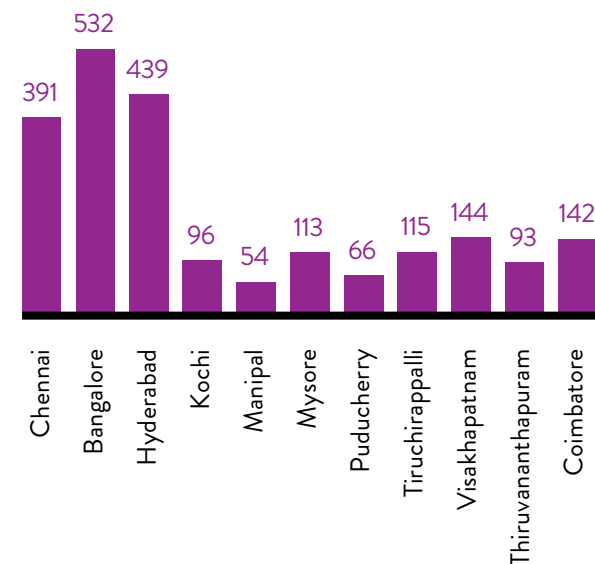
WEST
CITYWISE BREAKUP



EAST
CITYWISE BREAKUP



SOUTH
CITYWISE BREAKUP



Must-haves in your library!



THE BRAND TRUST REPORT

India's leading study on Brand Trust

- Based on the 61 attributes of the Brand Trust Matrix™
- More than 15,000 hours of fieldwork
- Across 16 Indian cities
- 2500+ consumer influencers interviewed
- 20,000 unique brands
- 1200 Most Trusted brands listed

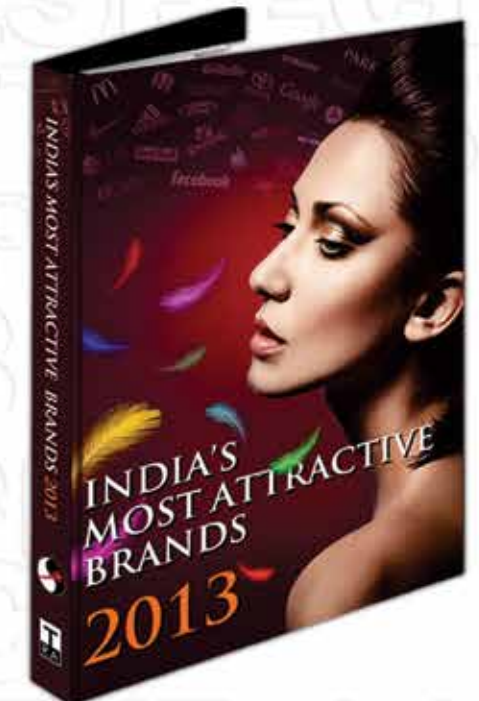
This report is available at INR 14,000

INDIA'S MOST ATTRACTIVE BRANDS

Know and understand the forceful powers of Attraction - India's foremost study on Brand Attractiveness

- Based on the 36 traits of the Attraction Quotient®
- Mined from 3 million data points
- Across 16 Indian cities
- Over 1900 brands
- 1000 Most Attractive Brands listed
- 2500+ consumer influencers interviewed

This report is available at INR 1,450



For details contact
Antarang Das, Research Executive
Phone : 9987772509
Email : antarang@trustadvisory.info
www.trustadvisory.info

A
CONNISCIENT
GROUP
COMPANY

India's Most
Trusted Educational
Institutes 2014 - '15

PART III

**ANALYSIS OF INSTITUTES
AND COURSES**



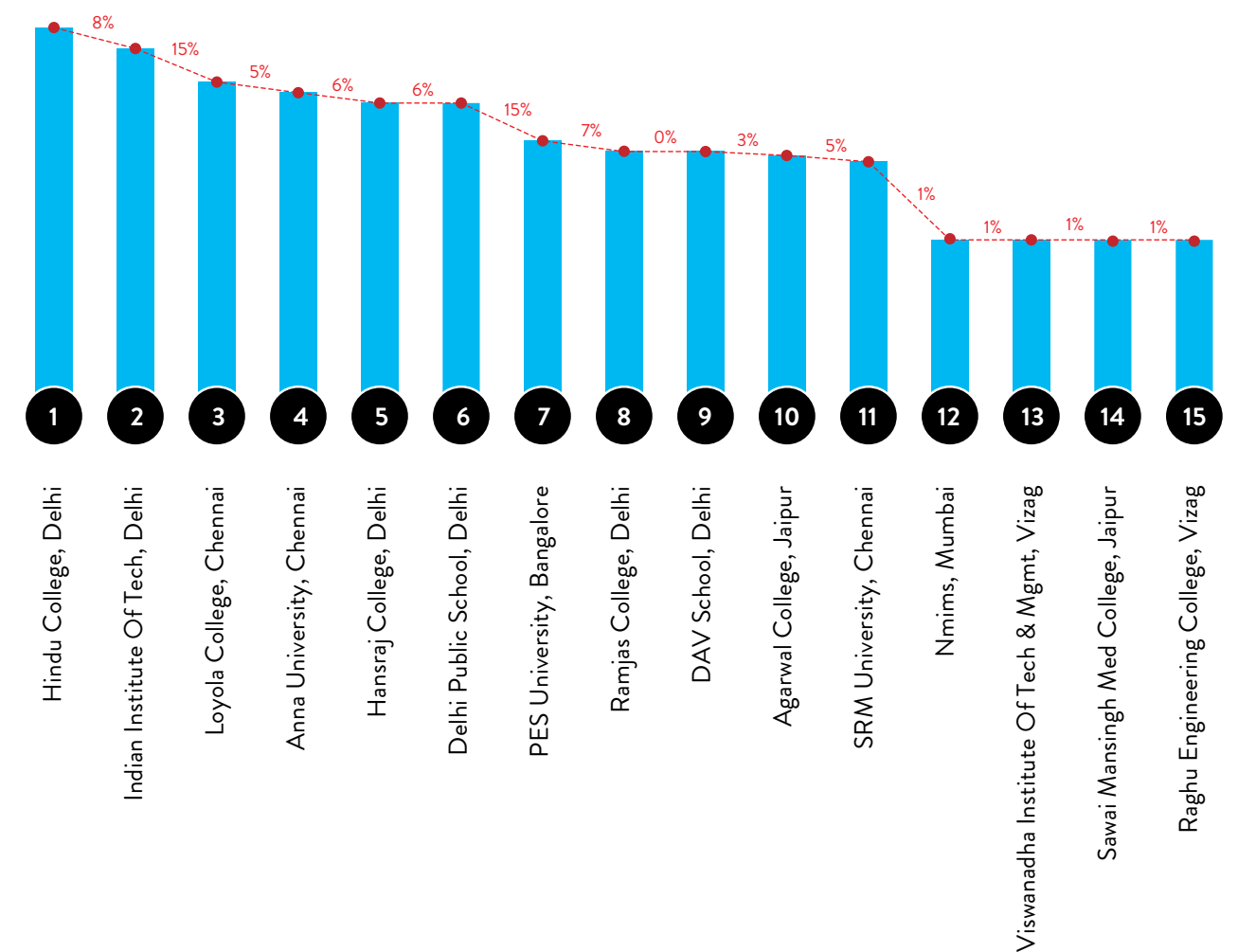


05 INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES

India's largest and most comprehensive study on educational institutes has been completed and the results of India's Most Trusted Educational institutes are out. For viewing the detailed list of India's 1000 Most Trusted Educational Institutes please turn to the last part of this report titled 'Listings'.

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES - TOP 15



These rankings are a result of a very detailed primary research conducted across 8000 respondents (for details, please see chapter on Demographics) in 40 Indian cities, resulting in over 17 million datapoints. Each was asked 81 questions on Trust, 20 questions on the Most Preferred Course and 39 questions on Best Institute on Functional Parameters and over 30,000 unique institutes were named during the course of the interview. (For details on how the primary research was conducted, please see the chapter on Methodology.) This study is unique in that it is the first time ever that all types of educational institutes have been compared on 3 uniform scales of Trust, Best Functional Parameters and Course Preference. Naturally, to help understand standing in an institute's own category, category listings have also been provided.

India's Most Trusted Educational Institute is Hindu College, Delhi, a college founded in 1899. An institute which prides itself in providing an environment for lively, liberal and competitive environment for students, Hindu College has gained the trust of people across India. IIT, Delhi, the second Most Trusted Educational Institute stands just 8% behind in terms of Brand Trust Index (BTI) of the previous. After these two Delhi institutions, two Chennai institutions come next in line. Loyola College, Chennai, is India's third Most Trusted Educational Institute, 15% behind the second ranked in BTI terms. Following at fourth rank is Anna University, Chennai, 5% behind in terms of trust.

Seeming to come in pairs, the next two institutes are again from Delhi, with the fifth ranked being Hansraj College, 6% behind the Chennai University. At 6th rank is the first school in this list, Delhi Public School, Delhi, also 6% BTI lower than the previous. At seventh rank, and the first Bangalore institution to break into the top 10, is PES University Bangalore with a 15% lag from the previous.

Behind by 7% is Ramjas College, Delhi, ranked eighth Most Trusted Educational Institute in this list, followed with a negligible difference at ninth rank by, DAV School, Delhi. Jaipur makes a mark among the top ten, only 3% below the previous on trust points, with the entry of the Agarwal Siksha Samiti run Agarwal College located in the Pink City. 5% behind in Trust Index is the Chennai based deemed University, SRM University. This is followed at twelfth position by Narsee Monjee Institute of Management Studies

(NMIMS) in Mumbai, only 1% behind. The next three are only a hair's breath away with an interval of 1% BTI with each and they follow in sequence. At thirteenth is Viswanandha Institute of Technology and Management, Vishakapatnam, followed by Sawai Man Singh Medical College, Jaipur (fourteenth) and Raghu Engineering College, Vishakapatnam (fifteenth).

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES

MTEI Rank	Name of Institute	% diff with previous
1.	Hindu College, Delhi	
2.	IIT, Delhi	8%
3.	Loyola College, Chennai	15%
4.	Anna University, Chennai	5%
5.	Hansraj College, Delhi	6%
6.	Delhi Public School, Delhi	6%
7.	PES University, Bangalore	15%
8.	Ramjas College, Delhi	7%
9.	DAV School, Delhi	0%
10.	Agarwal College, Jaipur	3%
11.	SRM University, Chennai	5%
12.	NMIMS, Mumbai	1%
13.	Viswanandha Institute Of Tech & Mgmt, Vizag	1%
14.	Sawai Mansingh Med College, Jaipur	1%
15.	Raghu Engineering College, Vizag	1%

The following shows the Education Quotient of a city though is not necessarily a measure of the education density, as the size of the city automatically warrants a larger number of institutes. This list does show the quality of education in the particular city since the more institutes that are listed in India's 1000 Most Trusted from the city, the better the quality of education in the city too. The results are skewed in favour of the top ten best ranked hubs in India which contribute 67.1% the 1000 Most Trusted institutes.



S.No	City	No. of Inst.
1.	DELHI / MUMBAI	89
2.	BANGALORE	77
3.	CHENNAI	63
4.	AHMEDABAD	52
5.	KOLKATA	41
6.	INDORE	39
7.	JAIPUR / VIZAG	34
8.	COIMBATORE	30
9.	BHOPAL / LUCKNOW	27
10.	JODHPUR / KOTA / NAGPUR	23

TRUST GYAN

CAMPUS LAW CENTRE (CLC)
DELHI
INDIA



Creating the Accurate and Articulate

A place where law aspirants learn the mastery of argument and negotiations, formidable opponents in any debate, with artful eloquence, brevity when essential, wit and charm that leads to the making of brilliant lawyers. With such foundations that lay in a strong sense of ethics and rigorous training makes Campus Law Centre the best launching pad for their successful careers as lawyers.

Campus Law Centre offers a multi-cultural and multi-lingual experience to its students and the glorious past of 89 years makes this deep-rooted legal institution at par with the best institutions around the world. A highly updated syllabus, qualitative teaching methods and regular discussion encourage students to stay up-to-date with the on-goings of the dynamic legal world. The students are encouraged to learn administrative behaviours and leadership to the extremely competitive set up of the student body, with in-campus elections that emphasize the value of vox populi, the opinion of the masses. The facilitators of knowledge, the professors and teachers, are armed with a vast arsenal of knowledge of both Indian and international law and the three year course itself is designed to suit direct professional application, which is constantly updated to stay socially and technological relevant to the world. This adaptability provides the students the edge that catapults their careers and proves them worthy alumni of this great institution.

Moot courts are an integral part of any law student's life, which require months of research and training, until its participants exude the confidence that is expected in seasoned attorneys. Students at Campus Law Centre have the privilege of witnessing K.K. Luthra Moot Court Competition, one of the most prestigious annual events at CLC which attracts competitors from all over the world. This leaves them with a life changing experience that prepares them for real life situations at large corporate houses, multinational companies, leading law firms, LPOs, KPOs that actively seek out students with the flare for oratory, diligence and tenacity that the institute imparts to its students ensuring that they are not only sharp skilled professionals but also have high ethics.

Intelligent Media Monitoring & Analysis...

...to help you make sense of media.



bluebytes
news that matters

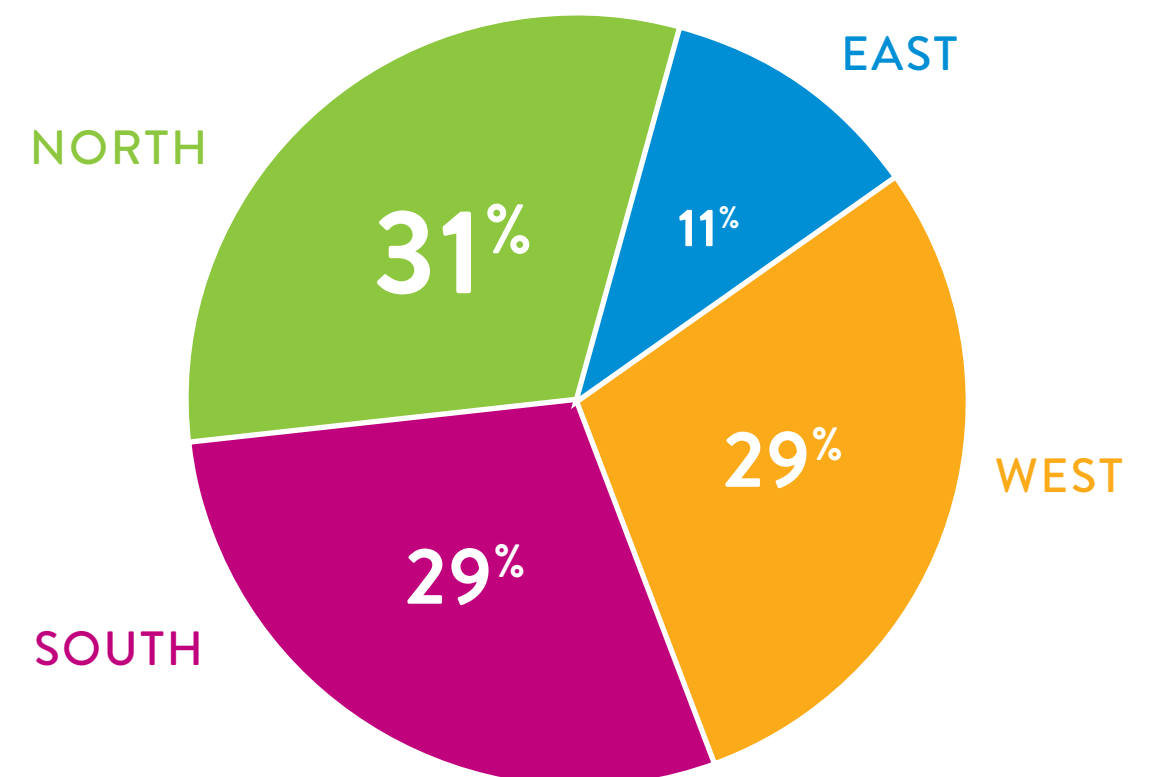
A **COMNISCIENT**
GROUP
COMPANY

For enquiries call or email Rakesh on : +919004611433 / rakesh@bluebytes.info

The place for India's best education hub is a tie between Delhi and Mumbai, both contributing the maximum number of institutes among India's 1000 Most Trusted, both with 89 each. Bangalore, already quite prominent for being an education hub unsurprisingly gets the privilege of being India's second best educational hub with 77 institutes listed in the top 1000 Most Trusted. Chennai is the third best education hub in the country with 63 institutions listed among India's 1000 Most Trusted. Ahmedabad ranks as the fourth best education hub in India with 52 institutions among the top 1000. Kolkata, the city which has some of India's oldest institutes, lists 41 among India's 1000 Most Trusted making it the fifth best education hub in India. Indore is the sixth best education hub rank in India with 39 institutions. Jaipur and Vishakapatnam tie for the rank as the seventh best education hub in India with 34 institutions each. India's eighth best education hub is Coimbatore with 30 educational institutes listed among India's most trusted. Bhopal and Lucknow both take ninth place with 27 institutes each in the Most Trusted list. India's tenth best education hub position is taken by three cities together – Jodhpur, Kota and Nagpur, with each having 23 education institutes listed among India's 1000 Most Trusted.

ZONEWISE DIVISION OF INDIA'S 1000 MOST TRUSTED EDUCATIONAL INSTITUTES

We calculated the zones that each of India 1000 Most Trusted Educational Institutes to find how the zones fared. North was a leader with the largest number of institutes making up 31% of the institutes among India's 1000 Most Trusted. South and West were marginally behind with 29% of the institutes each, while East had 11% institutes represented among India's 1000 Most Trusted. Two international institutes were also listed among the most trusted were the 1927 established BridgePort University, London, and Oxford University, London, in which teaching has existed since 1096.



TRUST INDEX GAPS

One of the main reasons that a study such as this is imperative is that because of the difficulty that exists in choosing institutes. Often the nuances are missed and the result of the choice leaves a lasting impact on the student's life, positive if the choice was right, and not so, if it turned incorrect. The choice of institutes is usually made on the basis of 'popular' information or is due to a 'herd' reaction. Our report studies the 61-attributes that make up Trust of the institute making the choice of institute scientific and structured. Over and above that the report also has other important deciding factors like the ratings of 'Academic Parameters' pertaining to institutes. Further, since most students have a limited exposure of influence on choosing courses, a list of the 'Most Preferred Courses' is also provided so that the student is able to expand the horizon of choice.

The difficulty of choices among institutes is difficult as it is and becomes evident from the low gaps in trust indices revealed through this study. The differences in Brand Trust Indices (BTI) in individual ranks are narrow after the 20th rank with some even very low single-digit differences. The largest gap in BTI, expectedly, between the 1st and 20th Most Trusted Educational Institute is a high 94.4%. When considered in rank batches of 5, there is a 53% fall in BTI between ranks 1 (Hindu College, Delhi) and 5 (Hansraj College, Delhi), 11% fall between 6th (Delhi Public School, Delhi) and 10th ranked (Agarwal College, Jaipur). A higher gap exists between ranks 11 (SRM University) and 15 (Raghu Engineering College). From the 16th rank onwards the differences between rank batches are in single digit, and many times in low single digits. 16th ranked Veta Institute, Delhi, and 20th ranked

Rank batches	% BTI difference
1 st to 5 th	53%
6 th to 10 th	11%
11 th to 15 th	14%
16 th to 20 th	5%
21 st to 25 th	4%
26 th to 30 th	6%
31 st to 35 th	8%
36 th to 40 th	7%
41 st to 45 th	5%
46 th to 50 th	2%

David School, Delhi, have only a 5% BTI difference between them. 21st ranked (Truba Group of Institutes, Bhopal) and 25th ranked (SRCC, Delhi) have only 4% BTI difference between them.

CATEGORIES OF INSTITUTIONS AMONG 1000 MOST TRUSTED INSTITUTIONS

The leading categories of institutions among the 1000 Most Trusted Educational Institutions is led by Post Graduate Institutions, and 256 such institutions are named in this category. Institutes offering professional Courses such as MBA, Engineering and Medical are the second most trusted category of institutes, followed at third place by the education category - High School/ Intermediate. Just these three categories make up 74.2% of the Most Trusted 1000 list.

95 institutions offering Graduation degrees make it to the top 1000 and there are 47 Universities (along with 14 Deemed Universities). Coaching and pre-test market is enormous in the country and it shows with 29 such institutions making it to the 1000 Most Trusted list. 13 education institutions that focus on Training (Software, Hardware, English) are also a part of this Most Trusted list. In the list are 11 Women's Colleges, 10 institutions offering Diplomas and 10 Educational Institution Groups. The importance given to early education is seen with the inclusion of 8 Pre-schools in the Most Trusted list also.

Type of Institute	Count
Post Graduation	256
Professional	247
High School/ Intermediate	246
Graduation	95
University	47
Coaching	29
Deemed University	14
Training	13
Womens College	11
Diploma	10
Group of Institutions	10
Pre-school	8

KNOW YOUR RECRUITER



ALEMBIC PHARMACEUTICALS LIMITED
VADODARA, INDIA

PRAHARSH MEHTA
ASSOCIATE VP - HUMAN RESOURCES



Established in 1907, Alembic Pharmaceuticals Limited is a leading pharmaceutical company in India. The Company is vertically integrated with the ability to develop, manufacture and market pharmaceutical products, pharmaceutical substances and Intermediates. The related group companies have interests in glass manufacture, construction and power.

1. Which are the top ranked colleges/universities your company recruits from? Why?

Normally we recruit freshers with chemistry, pharmacy and chemical engineering background preferably from Gujarat based colleges and institutes. Talented human resources are available locally with adequate English language skills therefore Gujarat based colleges and institutes are preferred.

2. What are the qualifications/skills usually you seek while hiring?

Besides subject knowledge, we look for energy, attitude and learnability. An essential quality is proficiency in spoken and written English. We also look for Research and Analytical capabilities.

3. Are there any special skills your company has for position of special needs? What are those?

We look for individuals with an awareness of Pharmaceuticals Regulatory environment, profound knowledge in leading groups as subject matter experts.

4. Does your company give credit for extracurricular activities while recruiting and if so then which ones? How do you rank extracurricular activities while interviewing a candidate?

We do look for the type and proficiency of extra-curricular activities candidate is into, especially activities which involve working with team/groups. Such candidates are likely to adapt to different situations, exposed to planning and co-ordination skills, and are likely to be effective team players.

5. What different career prospects does your company offer?

Alembic believes in nurturing raw talent by exposing them to different functions through planned induction, structured training, periodic job rotation across functions with a view to provide growth opportunities to its employees. Whenever vacancy arises in the organization, our employees have privilege to apply and get selected wherever job specifications are met to a reasonable extent. Career progression plans are also discussed with employees and accordingly they are put through crash courses before affecting such internal transfers.

6. Why does a potential recruit choose your organization from others?

Every year, Alembic invites first class graduates from various disciplines for our General Management Training Program, at the end of which successful candidates are absorbed into the regular grades. The training for new joiners involves class room instructions, on the job-coaching and exposure to line & staff functions related to operations and administrative processes of the company. Thereafter, the company encourages rotation of employees at operating level periodically with a view to provide adequate cross functional exposure coupled with planned skill enhancement and management development program to equip them to perform higher roles, rather than hiring experienced executives from outside. We have instances where such internal opportunities have helped some of our employees rise to take senior leadership position.

7. In your opinion, what are the skill sets colleges/universities should include in their curricular for students to excel in corporate life?

Curriculum should be reviewed to cover nuances such as Good Manufacturing Practices, Validation, Qualifications, Regulatory Guidances for pharmaceutical Industry. Knowledge of using sophisticated quality control instruments and data management system.



06

INDIA'S BEST INSTITUTES ON ACADEMIC PARAMETERS

INDIA'S BEST INSTITUTES ON ACADEMIC PARAMETERS

A part from Trust, the MTEI study rated Educational Institutes on thirteen important academic parameters that help a student make a choice the institute that best fits their individual outlook. The thirteen parameters that were asked to be rated were (1) **Quality of Faculty** (2) **Quality of Infrastructure** (3) **Quality of overall teaching** (4) **Quality of extracurricular activities** (5) **Helps in next step of career** (6) **Helps in developing overall student personality** (7) **Helps in developing network** (8) **Helps develop a good work ethic** (9) **Has innovative teaching methods** (10) **Helps build a high competitive spirit** (11) **Value-for-money education** (12) **Creates happy students** (13) **Creates thinking students**.

For this part, each respondent was first asked to name three institutes that they were most familiar with. For these institutes, they then had to rate each parameter on a scale of 100. A total of 8310 unique institutes were named and rated, yielding 300,000 datapoints. The averages of the ratings gave the final scores for the institutes on the parameters. Only institutes that were mentioned by 15 respondents (the maximum number of respondents allowed from the same institute) or more were considered for this so as to remove any bias created by individual respondents with vested interests.



ON TRUST

DR. (MRS.) SUNANDA NAVALE

SECRETARY



SINHGAD INSTITUTES

PUNE, MAHARASHTRA
INDIA



Excellence, philanthropy, dedication

To achieve holistic growth by imbibing a unique value system, transparent work culture, excellent academic and physical environment conducive to learning, creativity and technology transfer, under the leadership of President Prof. M. N. Navale and directed effort of several others like Secretary, Dr. (Mrs.) Sunanda M. Navale, Vice President (Human Resource) Mr. Rohit M. Navale and Vice President (Admin) - Ms. Rachana M. Navale Sinhgad Institutes have grown from strength to strength. The dedicated effort, sheer will and their vast teaching experience promote and strengthen education, to make it more accessible and inclusive. The educational mission focuses on the overall development of the student and to augment the student's experience, Sinhgad Institutes encourage additional activities for a positive impact on the students' emotional, intellectual, social and inter-personal skill development.

Beyond the regimented and extensive curriculum, sincere efforts of 'Prayas' an initiative which emphasizes the need for reaching out to the rural population through activities like computer literacy, career counselling, blood donation, free dental check-up, etc to inculcate these values in students across age groups and streams of academics.

Sinhgad Schools

Setting the strong foundations at a young age Sinhgad Schools, have successfully, in the span of 11 years imprinted the lives of more than 20,000 students with the ideal of education as an enabler of both mind and body. Ranging from pre-primary, secondary, senior secondary schools and Junior Colleges offering curriculums affiliated with CBSE as well as SSC Board, Sinhgad schools provide an enchanting environment that propagates a sense of well being and an atmosphere conducive for learning. Here students excel in their chosen field of activity in the warm nurturing of the experienced and zealous staff who have tirelessly worked toward achieving the highest echelons of education across branches of Sinhgad Spring Dale Schools, Sinhgad Public School and Sinhgad City School.



MEDICAL AND DENTAL COLLEGES

Shrimati Kashibai Navale Medical College and General Hospital, Narhe, Pune

Armed with an arsenal of highly knowledgeable teachers for MBBS, MD, B.D.S, M.D.S., Physiotherapy, B.Sc. Nursing, and M.Sc. Nursing courses, Shrimati Kashibai Navale Medical College and General Hospital has to offer some of the best facilities, with world class equipment and spacious classrooms. This institute offer MD (Doctor of medicine) Courses in Dermatology, Venerology and Leprosy, TB and Respiratory Medicine, Anaesthesia, Radio diagnosis, Community Medicine, Paediatrics, Physiology, Biochemistry, Pharmacology, Microbiology, Pathology. The institute offers MS (Master of Surgery) in Ophthalmology, Surgery, Orthopedic, Anatomy, Obstetrics and Gynaecology Surgery, as well as Diploma in DCP and DPH. Each of the four sections of the institute's 75,000 sq. ft. central library has more than 10,000 reference books.

Apart from latest technologies and equipment for Pathlab tests the institute has a separate Physiotherapy Department and Blood Bank. The capacity of indoor beds has been increased to 750 beds, while as ICU has 34, Hem Dialysis has 3 and Casualty Department has 40 beds available. More than 2,000 patients visit the hospital for various OPD treatments every day, making this amongst the most active medical learning institutes in the country. STES has also established a Rural Health Care Centre at Lonavala near Pune with a capacity of 25 beds which cater to the Dental, Physiotherapy and Medical needs of rural patients free of cost. The philanthropic nature of the institute resonates in the simplest nuances such as the absence of a billing counter as well as free medical services. The institute has borne all the medical expenses incurring an expenditure of approximately 3-4 crores every month for this social activity.



Sinhgad Dental College and Hospital, Vadgaon (Bk.), Pune

Sinhgad Dental College and Hospital is a unique combination of the latest curriculum education in dentistry and dedicated services to patients needing dental care. The college is involved in creating a pool of dentists who know the needs of local people, with deep ethics and sincerity. The college is affiliated to Maharashtra University of Health Sciences, Nasik. It is the only institute to offer such a wide pedagogy to its students in the field of Dentistry with BDS (Bachelor of Dental Surgery) and MDs (Masters of Dental Surgery) in Prosthodontics & Crown and Bridge, Conservative Dentistry and Endodontic, Oral & Maxillofacial Surgery, Orthodontics and Dentofacial Orthopaedics, Paediatric and preventive Dentistry, Oral Pathology and Microbiology, Oral Medicine and Radiology, Public Health Dentistry and Periodontology. Spread over 1,20,000 sq. ft., surrounded by a picturesque landscape, the hospital offers all types of dental treatments with world-class equipment which gives students the requisite experience for becoming leading doctors in their specialities. Further, drawing patients from different parts of the Pune and nearby villages help the students gain valuable experience in dentistry to treat patients with confidence and care. The institute has also started a primary treatment centre at Narhe (Pune) with an aim to reach patients residing in remote villages and a doorstep service called Smile Van for dental treatment. Free pre and post-operative treatment to the rural poor is the unique and philanthropic and humanitarian aspect of Sinhgad Dental College.



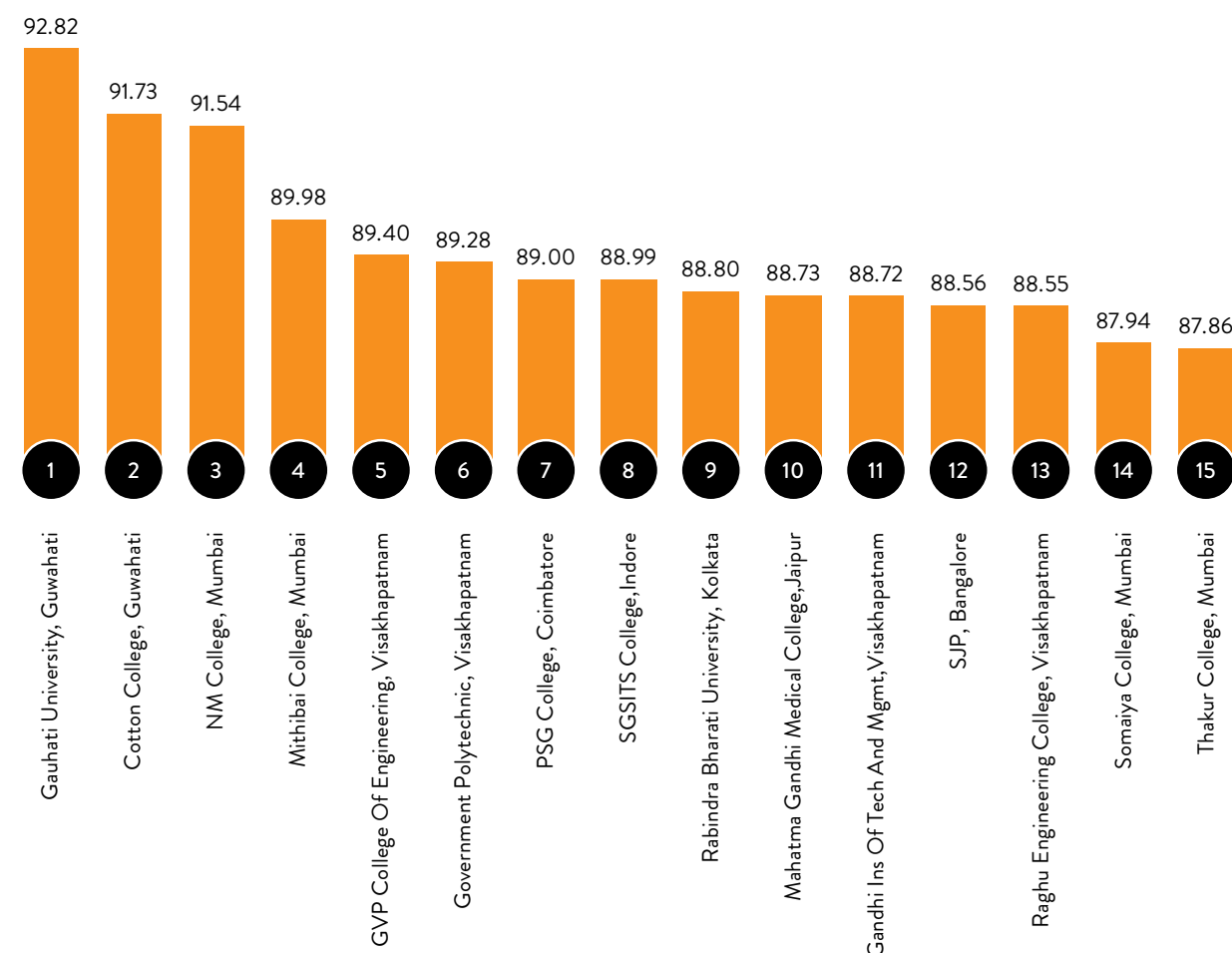
INDIA'S BEST INSTITUTES ACADEMIC PARAMETERS

The average of the rating for all the 13 parameters gives the list of the Best Institutes on Academic Parameters, across all types of Educational Institutes. Please note that all ratings are out of 100 in this list. In this list, the 1948 founded Guwahati University situated in the city that it bears the name of, is rated the Best Institute in India on Academic Parameters scoring 92.82 points out of 100. Following it at second position, also from Guwahati, founded even earlier than the previous ranked in 1901, is Cotton College with 91.73 points. The next two institutions in the list are run by the same establishment, Shri Vile Parle Kelavani Mandal; Narsee Monjee (NM) College of Commerce and Economics, established in 1964 is ranked third (scoring 91.54) among India's Best Institutes on Academic Parameters followed by fourth ranked is its neighbour, Mitibai College. GVP College of Engineering, Vishakapatnam, scores

89.40 to be ranked fifth, followed closely by another Vizag institute ranked sixth among India's Best Institutes, Government Polytechnic scoring 89.28, a college established in 1956.

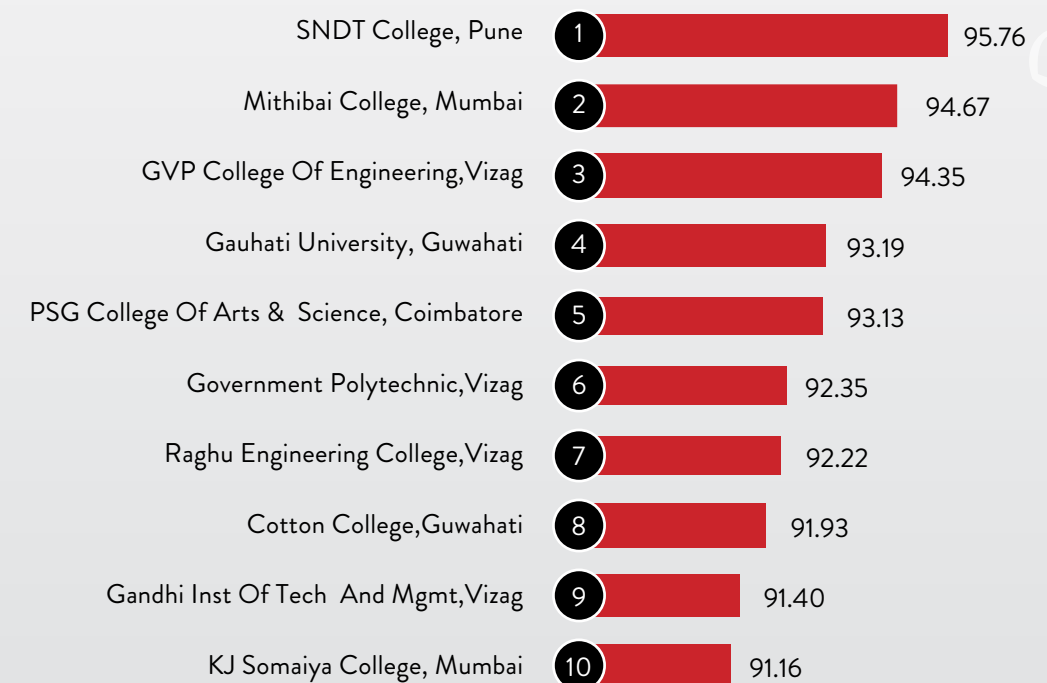
PSG College, Coimbatore ranked seventh among India's Best Institutes scoring 89 points, following a miniscule 0.01 points behind by GSITS College, Indore, a 1952 established institute, which ranked eighth among India's Best Institutes. The 1962 born Rabindra Bharati University, Kolkata, formed under a Rabindra Bharati Act of the previous year, ranked ninth and MG Medical College, Jaipur, with 88.73 points was the tenth among India's Best Institutes. The next five which follow are Gandhi Institute of Technology and Management, Vishakapatnam at eleventh, SJP Bangalore at twelfth, Raghu Engineering College, Vishakapatnam, at thirteenth, Somaiya College, Mumbai, ranking fourteenth and Thakur College Science and Commerce, Mumbai, ranking fifteenth among India's Best Institutes on academic parameters.

INDIA'S BEST INSTITUTES ACADEMIC PARAMETERS

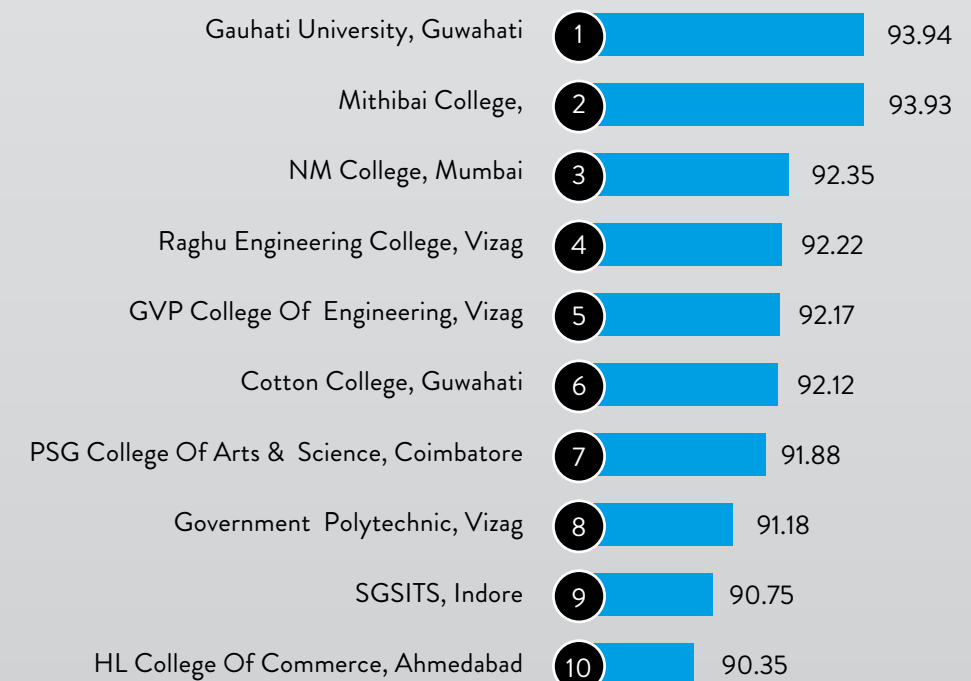


GRAPHS OF INSTITUTE RANKINGS ON THE 13 PARAMETERS

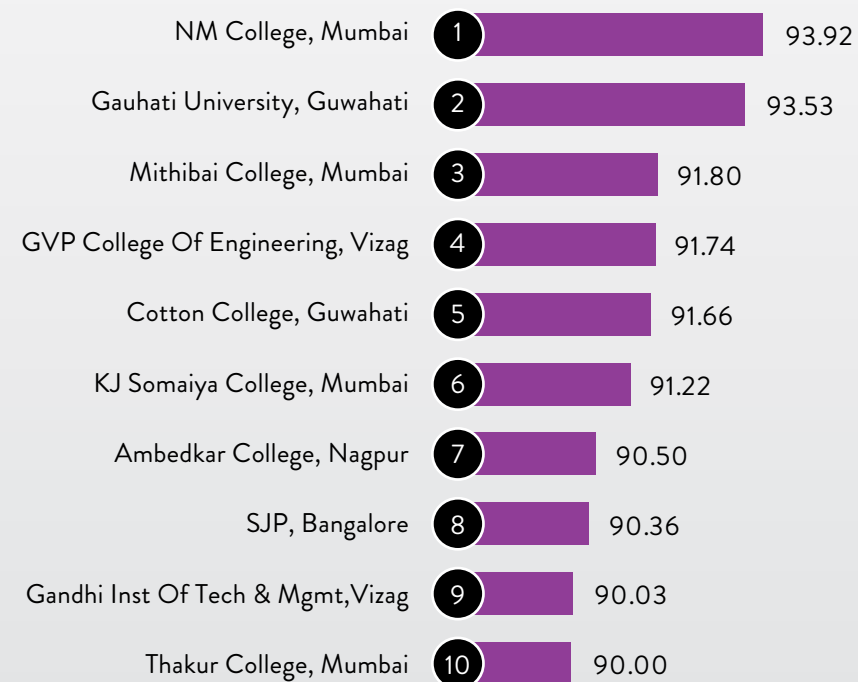
1. QUALITY OF FACULTY - TOP 10



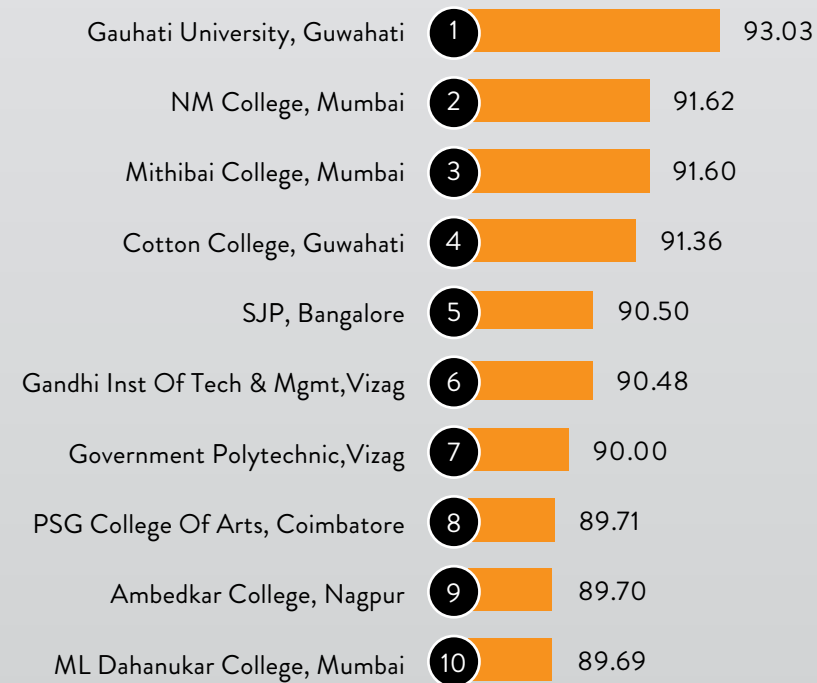
2. QUALITY OF INFRASTRUCTURE - TOP 10



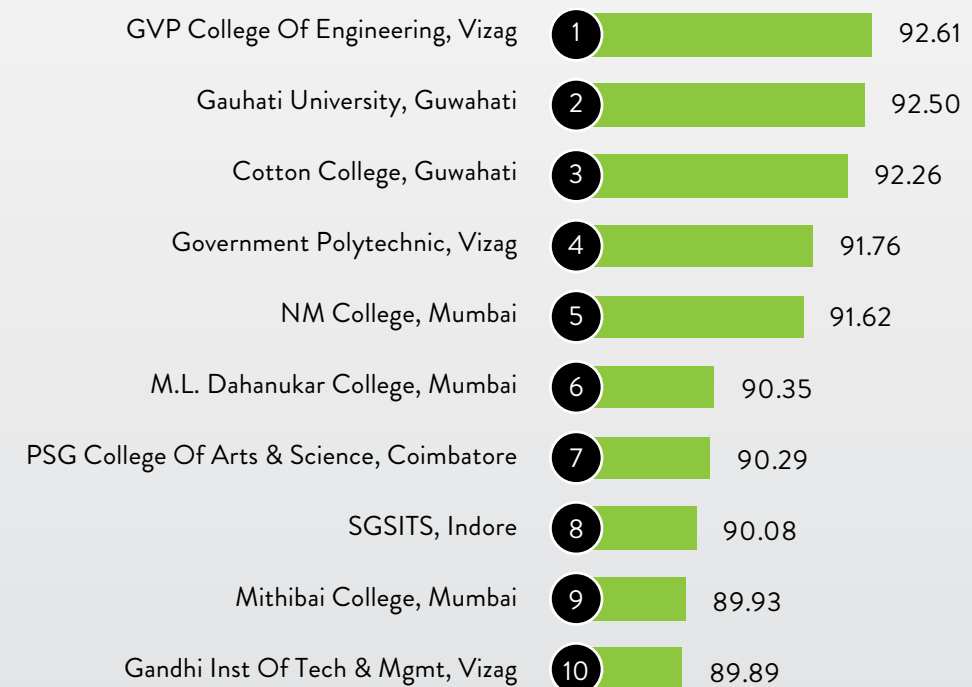
3. QUALITY OF OVERALL TEACHING - TOP 10



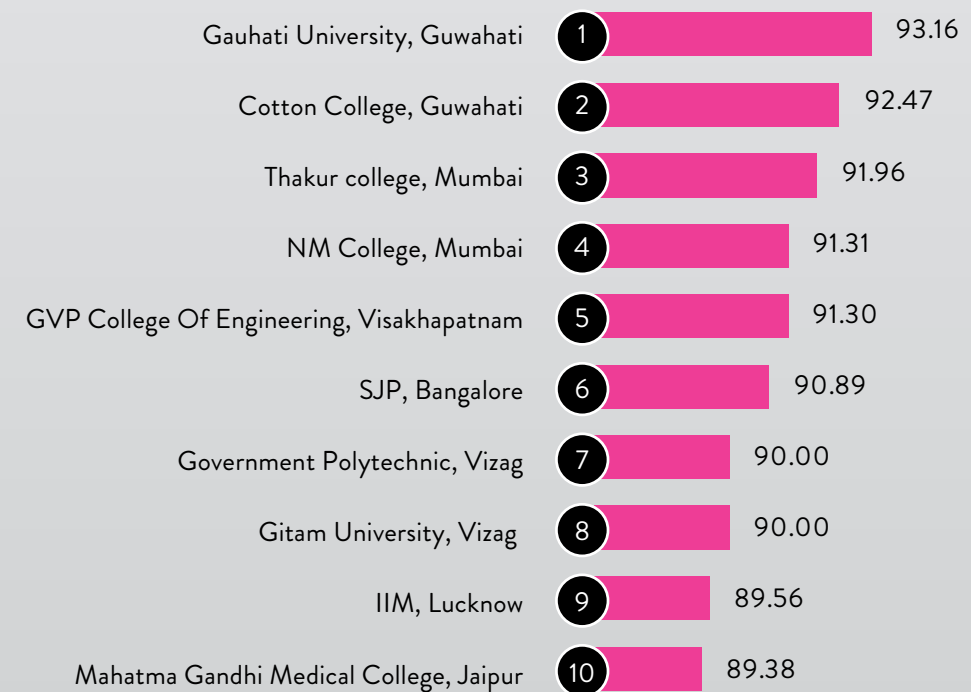
4. QUALITY OF EXTRA-CURRICULARS - TOP 10

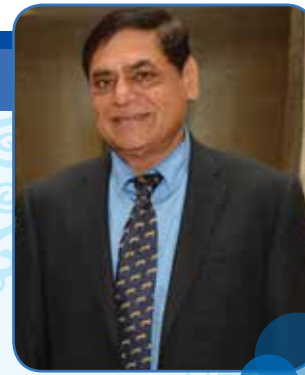


5. HELPS IN NEXT STEP OF CAREER- TOP 10



6. HELPS IN DEVELOPING STUDENT PERSONALITY- TOP 10



**SINHGAD INSTITUTES**PUNE, MAHARASHTRA
INDIA*Empowering Academic Excellence*

In just two decades since it began, Sinhgad Technical Education Society (STES) has achieved an exemplary growth establishing 12 campuses in Pune, Mumbai and Solapur. It has modern amenities characteristic of a world-class educational establishment catering to academics, curricular and extra-curricular activities and more than 115 institutes under STES exploring eminence in education to the Indian and foreign students. Sinhgad Institutes founded with the strong support of the trusts; Savitribai Phule Shikshan Prasarak Mandal; Yashwantrao Chavan Shikshan Prasarak Mandal; Shrinath Shikshan Prasarak Mandal and Sinhgad Technical Education Society; have been the life force that drives each Sinhgad Institute forward.

The student strength of Sinhgad Institutes is more than 85000 and the 8000 staff includes highly qualified faculty in all disciplines with a wide array of courses in Medical, Dental, Engineering, Law, Hotel Management, Architecture, Pharmacy, Management, Commerce, Science, Arts, etc. It also offers several other specialized courses. All institutes of Sinhgad Institutes are registered and affiliated with All India Council for Technical Education, Council of Architecture, Pharmacy Council of India, Medical Council of India, Dental Council of India, Maharashtra Council of Occupational Therapists, Bar Council of India and Indian Nursing Council, and recognised by Government of Maharashtra and affiliated to Pune University, Mumbai University, Solapur University and Maharashtra University of Health Sciences.

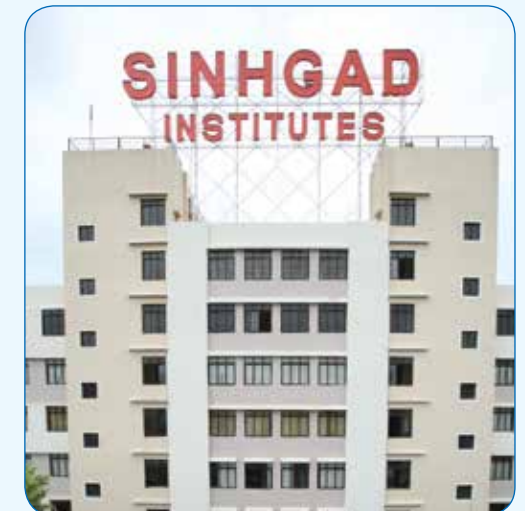
At Sinhgad Institutes, students are encouraged to take part in various technical activities the main motive of which is not only to best bring out their creative talents and promote disciplined corporate life, but also give an intellectual zest to their endeavours. The students learn to be responsible and confident along with getting to know the latest developments in their field through these activities. The broad areas of student activities at Sinhgad Institutes include technical, cultural, sports and discussions on social issues. 'Sinhgad Karandak' is the most awaited and sought-after fest and its sporting event is a platform for students to interact with renowned experts from various fields and partake in the festivities to rejuvenate and inspire them.

The alumni of Sinhgad Institutes have successfully crafted their career in all parts of the world, standing testament to the efficacy of the pedagogy at Sinhgad Institutes. The Alumni Association of Sinhgad Institutes develops the next generation of leaders and acts closely to nurture a solid bond with students so they may have a platform to exchange thoughts, seek guidance and motivation.

**Management Institutes**

The association with management studies has only grown stronger for Sinhgad Institutes over the years with a whopping 18 MBA institutes and 9 MCA Institutes that have been accredited by both AICTE as well as NBA. With 750 specialised faculty members, 3 research centres with 38 research guides across various specialisations and more than 12 research projects, these institutes are one of the best places for the holistic development of management students. A centralised library housing over 200,000 books, 650 print journals/periodicals and 15 e-resource databases, with world-class amenities are available for the future managers of the world. Sinhgad Institutes has an exclusive tie up with Harvard Business School Publishing - an entity of Harvard University for global content on Case Studies, Stimulation, Role Plays, Multi Media Cases and Online Certification Courses.

The overall objective at the institute is to prepare the student with necessary tools and techniques which is achieved by providing valuable inputs by the institutes' in-house faculty and industry experts. This is best done by the institute by providing exemplary infrastructure, state-of-the-art academic facilities creating necessary atmosphere for all-round development of the students.

**Engineering and Technology Institutes**

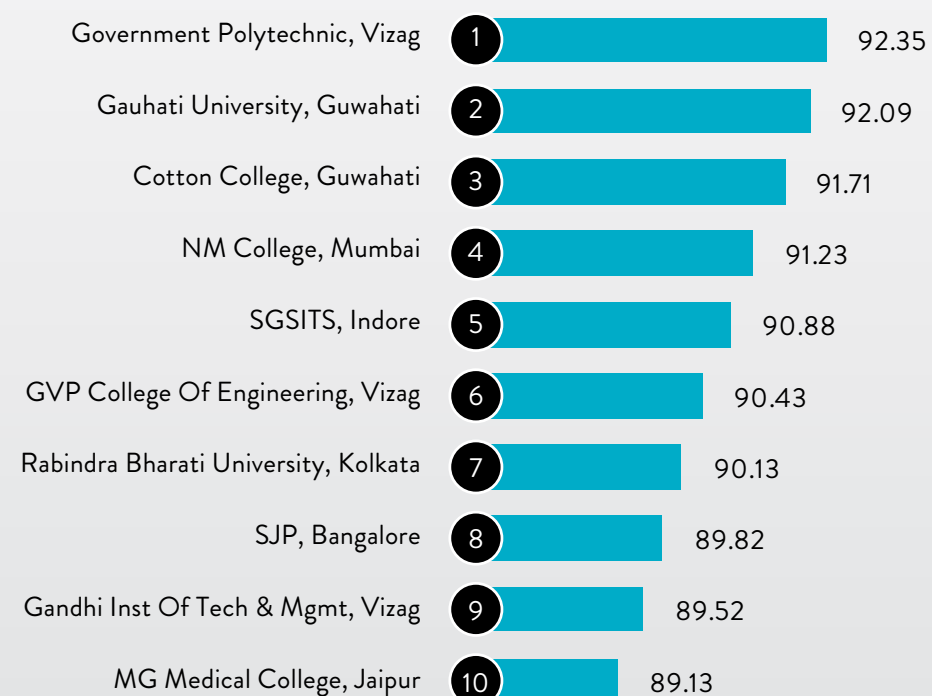
Sinhgad Institutes has ten institutes of Engineering and Technology offering a wide variety of specializations, well supported courses which aim at developing the minds of their students so that they excel academically and professionally as well. A very novel program, Student Training Program (STP), has been introduced across the engineering institutes and several Value-Added-Programs (VAP), giving insights into latest technologies such as FOSS (Free and Open Source Software) Linux, Scilab, LaTeX, PHP & MySQL, Java and C/C++ are also part of STP. This is a part of an initiative of National Mission on Education through Information and Communication Technology (ICT) launched by the Ministry of Human Resources and Development, Government of India to promote IT literacy.

Students are encouraged and supported to take part in international competitions like RoboCon, Baja SAE, among others to help them for getting exposure and recognition globally. Events like the Accenture 'Career Day' and 'Innovation Jockeys', Cognizant 'Evolve' and CCSP Certification Exams are some examples. The Central Placement Cell caters to the needs of all the institutes, arranging seminars, workshops, group discussions, mock interviews with the industry giving each student personal attention in grooming and personality development so that they become prime choices for the hundreds of recruiting companies that visit the institutes.

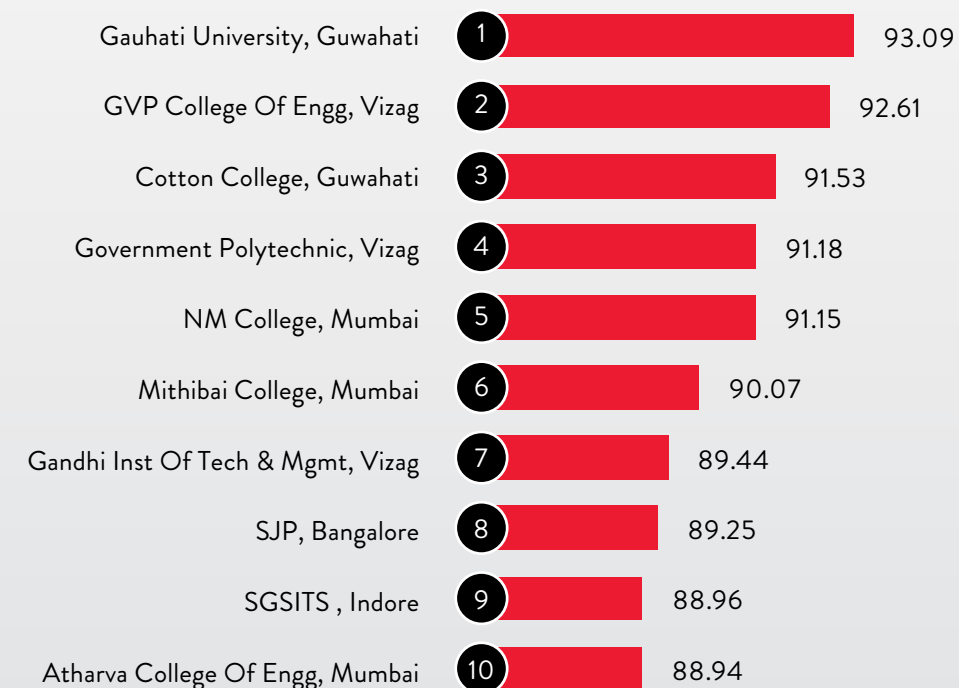
At all the Engineering and Technology Institutes of Sinhgad Institutes much more than just the standard way of imparting knowledge is pursued and students of any discipline completely transform through education, engagement and exposure.



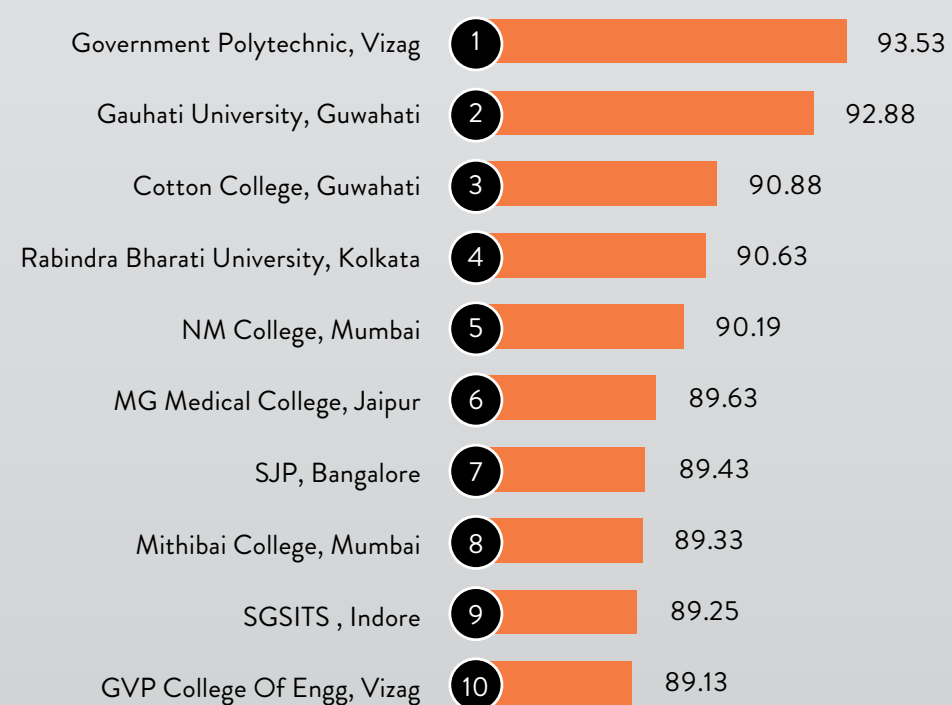
7. HELPS IN DEVELOPING STUDENT NETWORK - TOP 10



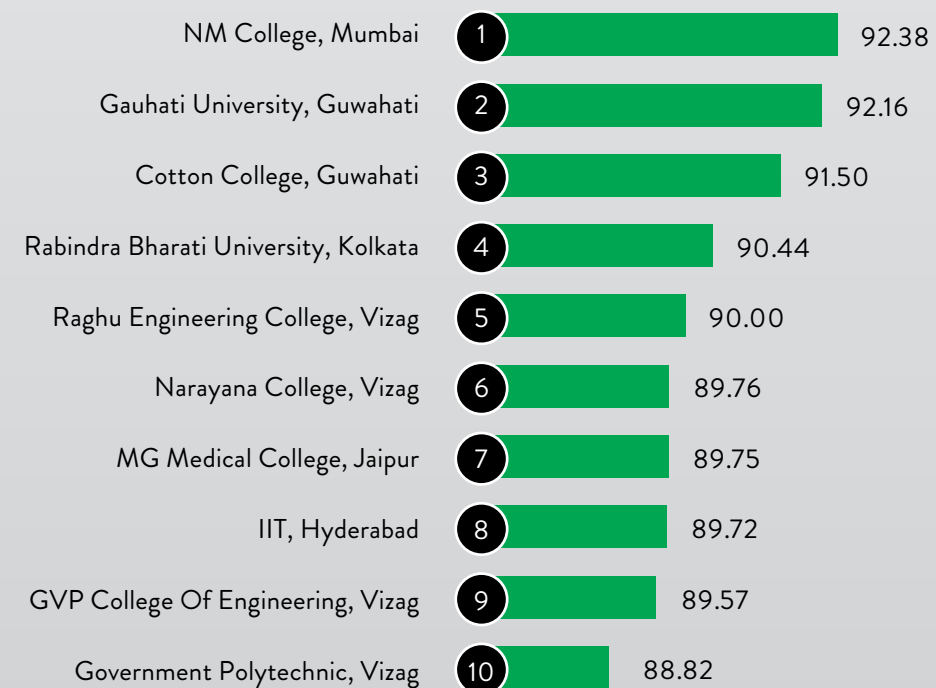
9. HAS INNOVATIVE TEACHING METHODS - TOP 10



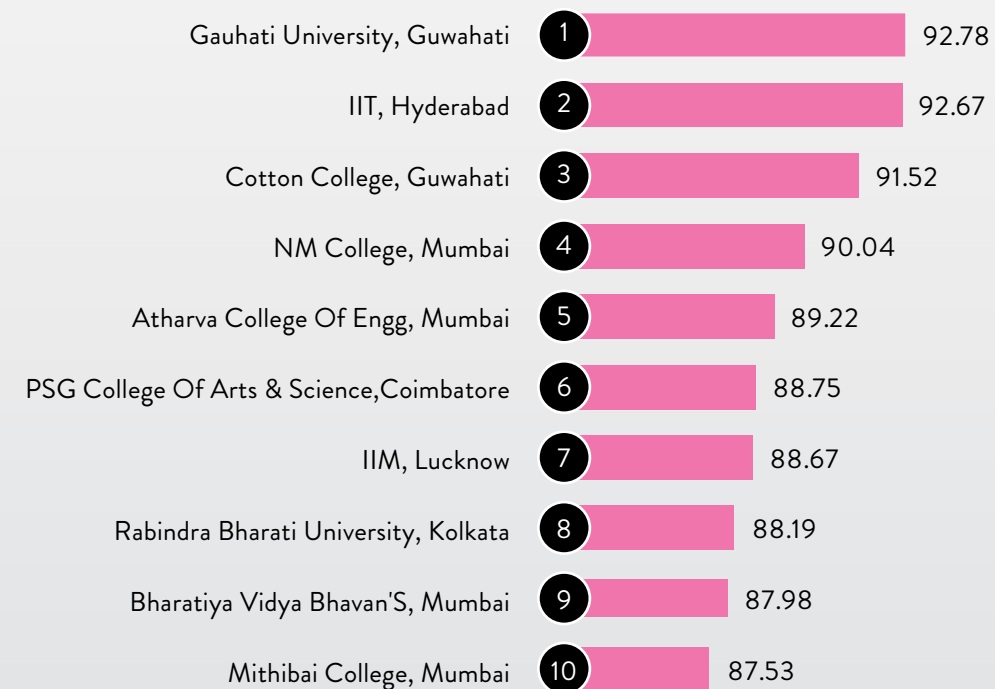
8. HELPS DEVELOP A GOOD WORK ETHIC - TOP 10



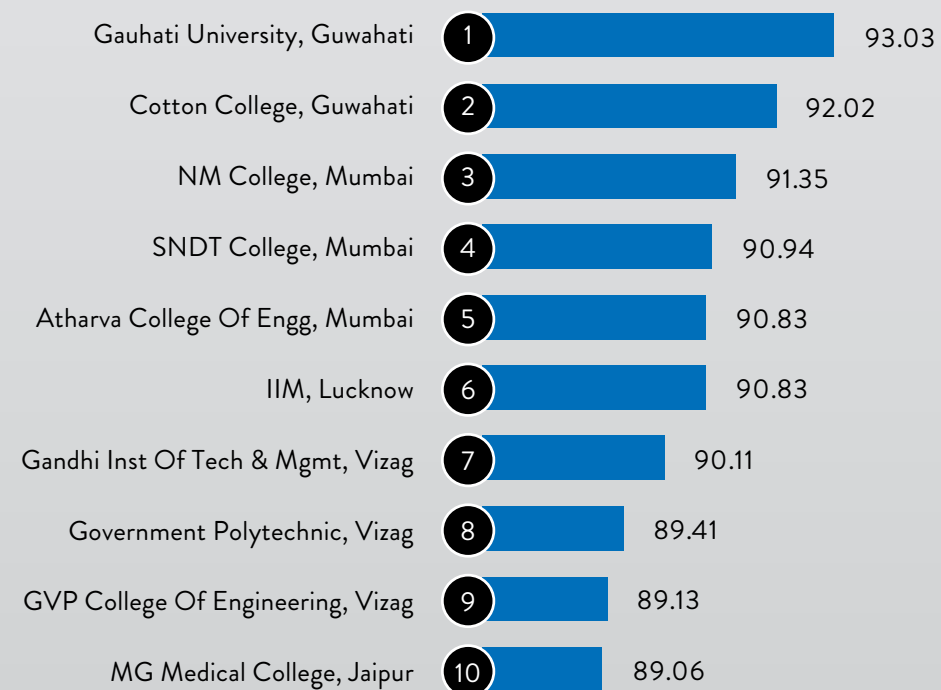
10. HELPS BUILD A HIGH COMPETITIVE SPIRIT - TOP 10



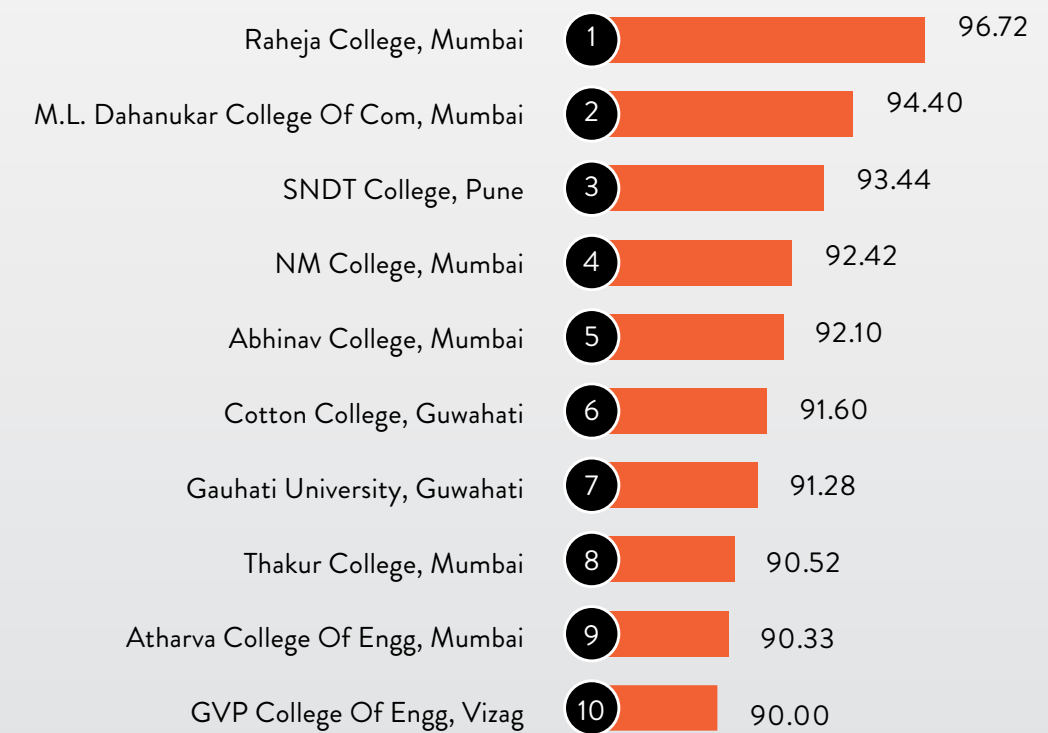
11. VALUE FOR MONEY EDUCATION -TOP 10



12. CREATES HAPPY STUDENTS - TOP 10



13. CREATES THINKING STUDENTS - TOP 10



INDIA'S BEST INSTITUTES ON ACADEMIC PARAMETERS

All India rank	Institute Name	Average Functional Score	Quality of Faculty	Quality of Infrastructure	Quality of overall teaching	Quality of extracurricular activities	Helps in next step of career	Helps develop student personality	Helps develop student network	Helps develop a good work ethic	Has innovative teaching methods	Helps build a high student competitive spirit	Value for money	Creates happy students	Creates thinking students
1	Gauhati University, Guwahati	92.82	93.19	93.94	93.53	93.03	92.50	93.16	92.09	92.88	93.09	92.16	92.78	93.03	91.28
2	Cotton College, Guwahati	91.73	91.93	92.12	91.66	91.36	92.26	92.47	91.71	90.88	91.53	91.50	91.52	92.02	91.60
3	Narsee Monjee College Of Commerce And Economics, Mumbai	91.54	90.46	92.35	93.92	91.62	91.62	91.31	91.23	90.19	91.15	92.38	90.04	91.35	92.42
4	Mithibai College, Mumbai	89.98	94.67	93.93	91.80	91.60	89.93	90.00	88.80	89.33	90.07	85.87	87.53	87.67	88.60
5	Gayatri Vidya Parishad College Of Engineering, Visakhapatnam	89.40	94.35	92.17	91.74	85.65	92.61	91.30	90.43	89.13	92.61	89.57	73.48	89.13	90.00
6	Government Polytechnic College, Visakhapatnam	89.28	92.35	91.18	88.82	90.00	91.76	90.00	92.35	93.53	91.18	88.82	74.12	89.41	87.06
7	PSG, Coimbatore	89.00	93.13	91.88	87.96	89.71	90.29	88.08	88.79	85.58	88.17	87.33	88.75	88.46	88.92
8	SGSITS, Indore	88.99	89.79	90.75	89.17	89.21	90.08	89.33	90.88	89.25	88.96	87.17	86.79	87.79	87.75
9	Rabindra Bharati University, Kolkata	88.80	89.44	90.25	88.19	86.25	87.63	87.75	90.13	90.63	88.75	90.44	88.19	87.13	89.63
10	Mahatma Gandhi Medical College, Jaipur	88.73	87.50	87.50	89.75	89.63	87.50	89.38	89.13	89.63	88.75	89.75	86.50	89.06	89.38
11	Gitam University, Visakhapatnam	88.72	91.40	89.95	90.03	90.48	89.89	87.22	89.52	87.89	89.44	88.02	80.68	90.11	88.68
12	GKVK, Bangalore	88.56	89.21	89.07	90.36	90.50	89.86	90.89	89.82	89.43	89.25	85.25	85.86	85.96	85.82
13	Raghu Engineering College, Visakhapatnam	88.55	92.22	92.22	88.33	89.44	89.44	88.89	86.11	87.78	87.22	90.00	84.44	87.78	87.22
14	KJ Somaiya College, Mumbai	87.94	91.16	88.05	91.22	88.42	88.32	88.58	86.58	88.74	85.53	86.53	87.26	88.17	84.68
15	Thakur College, Mumbai	87.86	86.82	87.00	90.00	86.25	88.50	91.96	86.00	86.04	88.39	87.93	86.39	86.39	90.52
16	Guwahati Commerce College, Guwahati	87.75	89.13	89.53	87.13	88.27	87.87	89.20	88.60	86.80	86.20	86.87	87.27	88.27	85.60
17	Dr. Ambedkar College, Nagpur	87.46	89.70	87.45	90.50	89.70	86.30	86.65	87.20	88.05	88.25	81.70	86.65	87.50	87.35
18	KLE Society's School, Bangalore	87.35	89.86	90.00	87.22	87.03	88.30	87.41	86.84	87.92	86.49	85.86	84.49	87.27	86.89
19	Indian Institute Of Management, Lucknow	87.25	88.94	87.67	86.50	87.44	87.17	89.56	87.44	81.44	87.39	87.00	88.67	90.83	84.22
20	Jawaharlal Nehru Technological University, Hyderabad	87.22	88.21	87.95	88.41	87.05	86.36	86.64	85.72	87.46	86.36	87.05	86.95	87.41	88.31
21	IIT, Hyderabad	87.13	84.22	85.33	85.56	85.06	84.72	85.67	88.11	88.28	88.28	89.72	92.67	87.78	87.33
22	Global Academy Of Technology, Bangalore	87.04	86.94	86.39	86.78	87.33	87.94	87.56	87.50	86.61	87.33	86.83	87.00	86.94	86.33
23	SNDT College, Pune	86.69	95.76	89.52	86.36	83.84	85.20	82.16	83.76	85.00	85.60	85.80	83.96	86.60	93.44
24	PSG College Of Technology, Coimbatore	86.63	88.44	88.06	88.44	89.69	86.56	86.75	86.75	84.44	83.69	84.88	85.75	87.19	85.63
25	LNCT Group Of Colleges, Bhopal	86.59	86.67	87.61	86.89	88.33	88.06	87.25	87.58	85.92	84.97	85.67	86.94	85.06	84.67
26	Bharatiya Vidya Bhavans College, Mumbai	86.47	84.66	84.49	85.57	85.37	86.60	87.04	85.80	86.01	87.07	87.24	87.98	87.94	88.38
27	Nirmala College, Mumbai	86.45	83.87	85.93	87.40	84.60	86.33	86.87	88.00	85.60	88.73	85.80	84.27	87.13	89.33
28	LD College Of Engineering, Ahmedabad	86.26	89.52	87.84	88.23	85.94	86.39	85.81	84.06	86.29	86.23	84.55	84.32	85.81	86.45
29	Akbar Peerbhoy College, Mumbai	86.20	85.31	87.15	87.50	86.54	87.08	85.50	88.04	85.54	86.00	82.81	87.23	86.12	85.81
30	Andhra University, Visakhapatnam	86.00	90.10	90.31	89.90	88.57	86.92	86.84	87.76	86.33	87.14	86.02	64.29	86.22	87.55
31	Jain College, Bangalore	85.95	85.38	85.81	86.81	84.42	86.54	87.15	85.96	85.81	85.54	86.38	85.69	85.96	85.85
32	Atharva College Of Engineering, Mumbai	85.81	80.78	80.72	81.72	82.89	82.72	84.72	86.83	87.50	88.94	88.28	89.22	90.83	90.33
33	Jaipur Engineering College, Jaipur	85.76	86.88	84.38	85.42	86.04	85.00	86.88	86.04	86.25	86.67	85.63	86.25	84.17	85.33
34	Rajasthan University, Jaipur	85.61	84.74	85.53	86.05	84.74	86.84	82.63	85.79	85.79	87.11	88.68	85.26	84.47	85.26
35	Vijaya, Bangalore	85.54	84.00	86.00	84.60	84.00	84.72	84.40	86.48	86.80	86.80	84.20	87.00	86.12	86.88
36	BGS National Public School, Bangalore	85.36	87.44	85.44	84.38	85.19	84.44	86.69	85.63	84.69	85.50	86.69	85.31	83.63	84.69
37	Truba College, Bhopal	85.29	87.24	86.29	83.29	85.43	85.67	84.71	84.52	83.43	84.52	86.48	86.90	84.29	86.00
38	New College, Chennai	85.27	84.18	84.86	85.32	84.89	87.14	86.68	86.00	84.86	83.64	86.82	85.11	84.25	84.75
39	Rajiv Gandhi Proudhyogiki Vishwavidyalaya, Bhopal	85.22	85.50	83.11	86.18	82.87	85.08	86.74	86.08	86.82	86.45	86.00	84.21	84.34	84.47
40	Nirma University, Ahmedabad	85.15	86.51	86.39	87.63	85.27	85.80	86.00	84.39	82.98	84.34	84.51	84.39	85.34	83.34

ON TRUST

LINA ASHAR
FOUNDER



**KANGAROO KIDS EDUCATION
LIMITED (KKEL)**
MUMBAI, MAHARASHTRA
INDIA

To ignite greatness

KKEL was started in 1993 and has been providing an empowering system of education that builds aptitude and the habits of mind leading to a fulfilling, enriching and successful life. Kkel schools are known for their path breaking pedagogy and a learner centric approach that ensures research based curriculum reaches out to children in more effective ways. It looks into the overall development of the child beginning from the Kangaroo Kids Toddlers Clubs, Kangaroo Kids Pre-School and Billabong High International School. Kkel institutions cater to the ICSE, CBSE, and IGCSE boards.

KKEL's vision is to develop a love for learning in children. Research shows it is possible only with the learner's intense engagement along with an element of novelty and fun that encourages learning. What began 20 years ago as a preschool in suburban Mumbai has grown today to encompass more than 100+ preschools and high schools all over the globe, being among the first to achieve international reach and acclaim. Kkel is the first institute in the country to introduce and implement Inclusive Education across its schools along with an Open-entry system (admissions on a first come basis). A few of Kkel's many firsts is its unique 360 degree delivery model of curriculum, infrastructure, teaching methodology, operational processes, policies and quality benchmarking from the learner's point of view. Kkel schools have teachers who are highly trained, with qualities that are designed to excite children to learn.

KKEL's innovativeness carries through even in its administration having introduced franchising in the sector hence generating the first wave of 'edupreneurs', creating wealth opportunity in the segment. Over the years, a number of studies have indicated that a positive correlation exists between young people's achievement and their levels of development in areas Kkel terms 'habits of success and habits of mind'. The Kkel education system balances both, resulting in students winning greatest accolades in competitions of both national and international levels.



The greatest achievements of the institutes are the achievements of its students. Billabong High International School has several young novelists, keen sports enthusiasts, and one of the youngest CEOs, having won laurels at state and national level. The brand and management of Kkel, the steady backbone behind these achievers has also won several awards such as Education Entrepreneur of the Year by Indian Education Awards- 2012 presented by Franchise India & Bloomberg, UTV, 'Most Trusted Preschool Education Brand in India' for Kangaroo Kids by the 'The Brand Trust Report, India Study, 2014', Franchisee of the year 2013 for Billabong High International School. Billabong High International School was listed amongst the Top 5 international schools in India by Education World-C Fore Survey of Schools 2009 as well as National School Award 2011 by Maldives government. Founder Lina Ashar won the Leading Women Entrepreneur by iiGlobal in 2013 for this initiative.

All areas of the Kkel curriculum including the worksheets are based on the fun, engagement and novelty principle, based on findings of neuroscience research, making learning new, exciting and rewarding. At Kkel, all students across the spectrum including gifted, differently-abled and self-paced learners are entitled to equal opportunities to discover, enhance and maximize their potential integrating them into the mainstream classroom. With an aim to change the outlook that school testing is the only measure to a student's capabilities thereby only admitting the intellectually elite, is key factor behind the design of Kkel's curriculum and pedagogy. In the words of Lina Ashar, Founder, Kkel, "As a committed protector of the overall Indian social fabric, our goal is to change the futures and fortunes of generations to come through an empowering, holistic, internationally recognized method of learning. Today I am grateful Kkel has played a considerable role in breaking the status quo of conventional schooling and developed a new schooling vision; one that believes that we could allow children to be engaged in an environment where they could build their academic capacity but also build their emotional and spiritual capacity. Kkel will continue to balance the development of aptitude and attitude, to empower students to secure their highest potential for success, academically, and also through creativity, intuition & ingenuity."

INDIA'S BEST INSTITUTES ON ACADEMIC PARAMETERS

All India rank	Institute Name	Average Functional Score	Quality of Faculty	Quality of Infrastructure	Quality of overall teaching	Quality of extracurricular activities	Helps in next step of career	Helps develop student personality	Helps develop student network	Helps develop a good work ethic	Has innovative teaching methods	Helps build a high student competitive spirit	Value for money	Creates happy students	Creates thinking students
41	MDM College, Kota	85.14	83.13	88.44	84.06	82.81	85.00	85.00	85.31	86.88	83.75	86.25	82.50	87.19	86.56
42	National Institute Of Technology, Warangal	85.11	79.95	85.62	85.90	87.05	83.71	85.81	84.00	86.33	86.57	88.71	84.86	84.67	83.29
43	Chaitanya Bharathi Institute Of Technology, Hyderabad	85.05	84.58	83.60	84.18	86.63	83.48	85.98	86.53	85.88	85.25	84.15	84.30	84.80	86.35
44	NIT, Rourkela	85.03	85.56	85.00	85.56	83.70	84.81	84.81	85.56	85.19	85.19	85.56	85.37	84.44	84.63
45	Osmania University, Hyderabad	84.91	86.41	85.11	84.78	84.81	83.24	83.62	84.27	85.89	85.57	86.35	84.57	84.65	84.59
46	Bansal Classes, Kota	84.78	85.00	84.67	87.33	85.00	83.67	86.33	84.00	84.00	88.33	77.33	82.67	86.87	87.00
47	Vaishnav College, Indore	84.74	83.82	85.65	85.24	84.29	84.53	84.76	85.06	85.41	84.88	85.24	84.29	84.53	83.88
48	Maharashtra Institute Of Technology, Pune	84.72	90.88	88.54	83.26	81.90	82.96	83.26	82.38	84.98	83.50	84.38	81.58	84.86	88.82
49	MES College Of Arts Science And Commerce, Bangalore	84.71	86.18	83.94	87.47	85.65	86.12	85.24	84.29	83.53	83.88	81.59	84.47	84.41	84.53
50	Dr. SN Medical College, Jodhpur	84.64	88.57	83.57	82.14	85.71	85.00	81.79	83.57	84.29	83.57	85.36	82.86	86.07	87.86
51	Bangalore Medical College, Bangalore	84.63	85.91	84.35	83.87	83.96	84.78	83.26	84.09	84.96	84.87	84.70	85.09	84.87	85.48
52	Chaitanya College, Visakhapatnam	84.51	87.00	86.33	83.33	82.67	84.00	85.00	84.67	83.00	84.33	85.00	84.33	84.33	84.67
53	College Of Engineering Pune, Pune	84.43	84.65	85.12	85.06	83.82	86.35	84.00	85.53	80.00	81.94	84.94	84.71	86.06	85.47
54	HL College Of Commerce, Ahmedabad	84.41	88.15	90.35	86.95	83.50	82.10	85.10	83.55	82.90	83.30	80.40	81.40	84.55	85.10
55	Aishwarya College, Jodhpur	84.40	83.57	85.00	84.29	86.79	79.29	85.71	85.36	86.07	83.93	86.79	85.00	83.21	82.14
56	South Point School, Kolkata	84.30	89.47	83.37	85.32	83.16	88.63	85.11	83.95	81.89	84.79	83.26	83.95	81.21	81.79
57	Government Law College, Kota	84.18	80.67	83.67	85.00	85.67	86.67	83.00	82.67	81.00	86.67	85.33	85.00	84.00	85.00
58	Narayana College, Visakhapatnam	84.13	88.33	80.95	87.86	73.57	84.76	85.00	84.19	82.86	82.38	89.76	83.75	85.24	85.00
59	MG College, Thiruvananthapuram	84.13	84.06	82.81	84.38	83.44	83.44	83.13	84.69	83.44	86.56	86.25	84.69	82.81	83.94
60	IIM, Ahmedabad	84.12	87.64	88.58	85.73	85.22	84.36	85.64	84.12	82.83	82.37	83.08	82.14	81.07	80.76
61	Shri Bhagubhai Mafatlal Polytechnic, Mumbai	84.07	81.86	84.42	83.00	85.44	85.44	84.02	85.77	84.19	83.60	84.05	84.67	83.37	83.07
62	Christ College, Bangalore	84.04	84.83	84.06	84.39	83.72	83.94	83.78	83.56	83.50	84.17	83.94	83.94	84.56	84.17
63	Fergusson College, Pune	84.03	87.47	86.67	84.35	84.37	83.18	81.25	80.95	83.82	83.97	84.13	82.90	83.47	85.85
64	Lachoo Memorial College, Jodhpur	83.97	84.38	83.13	82.50	85.63	83.75	85.63	83.75	84.69	83.13	86.88	83.13	86.56	78.44
65	Delhi Public School, Hyderabad	83.89	83.69	83.69	83.81	79.38	83.69	85.25	84.94	85.56	84.63	84.81	81.94	85.00	84.25
66	Allen, Kota	83.77	82.81	82.81	82.19	85.31	84.38	84.38	82.50	83.75	83.44	86.25	83.44	84.38	83.44
67	KIIT University, Bhubaneshwar	83.77	83.88	84.22	83.71	83.93	83.88	83.97	83.88	84.05	83.79	83.45	83.97	82.93	83.36
68	SMS Medical College, Jaipur	83.64	84.12	83.62	83.41	83.62	83.71	83.02	84.22	83.28	83.62	83.28	83.19	83.66	84.57
69	Aptech Computer Education, Mumbai	83.55	80.54	79.67	80.41	82.19	85.04	84.52	84.63	86.56	85.67	83.67	85.44	85.59	82.19
70	Biju Patnaik University Of Technology, Rourkela	83.34	84.18	83.50	83.48	83.00	82.88	83.35	82.88	82.58	82.68	83.78	84.20	83.88	83.05
71	Army Public School, Bangalore	83.33	84.53	81.67	81.00	86.00	84.20	80.80	84.53	85.93	82.40	83.33	83.73	82.20	82.93
72	Kanpur University, Kanpur	83.31	86.08	86.84	81.45	82.07	80.13	81.90	84.16	83.88	84.06	85.51	82.36	81.29	83.35
73	IIT, Kharagpur	83.16	90.13	86.50	89.56	79.88	82.94	79.38	76.44	82.25	81.56	82.56	82.56	85.06	82.31
74	SNDT Women's University, Mumbai	83.12	78.11	77.56	77.41	80.67	79.72	81.17	84.06	85.33	82.33	86.61	87.33	90.94	89.38
75	Balbharti College, Mumbai	83.08	80.10	79.72	80.59	84.66	86.75	81.97	85.03	80.72	82.83	80.24	85.97	84.34	87.14
76	SRM College, Chennai	83.06	83.80	82.80	84.13	82.53	81.40	83.73	83.53	83.00	83.20	84.20	85.07	81.07	81.27
77	Asmita College, Mumbai	83.02	79.74	80.70	81.35	81.19	80.70	83.14	83.26	84.12	82.40	83.70	85.56	87.58	85.81
78	BMS College Of Engineering, Bangalore	82.88	86.14	82.54	82.11	83.89	83.06	83.40	82.34	82.14	79.83	83.91	80.26	83.31	84.51
79	Deshbandhu College, Delhi	82.86	84.39	87.31	80.49	82.01	82.96	84.51	77.72	81.60	83.76	86.63	79.64	81.93	84.18
80	University Of Madras, Chennai	82.85	83.82	81.12	81.00	83.35	83.71	81.06	81.59	83.53	82.18	86.88	82.94	83.18	82.65

ON TRUST

SUDHIR BHASKARAN

HEAD, GLOBAL LEARNING
SERVICES RED HAT, INDIA



RED HAT, GLOBAL LEARNING SERVICES
MUMBAI, MAHARASHTRA
INDIA



Leveraging knowledge and technology

Red Hat® is the world's leading provider of open source solutions, using a community-powered approach to provide reliable and high-performing cloud, virtualization, storage, Linux®, and middleware technologies. Red Hat also offers support, training and consulting services to its customers worldwide and through top-tier partnerships. Founded in 1993, Red Hat® is headquartered in Raleigh, North Carolina, with around 80 offices worldwide.

With more than 30 Linux® and middleware courses, Red Hat's comprehensive training curricula and certification program is oriented around real-world job roles and tasks. The certified instructors actively engage students in task-focused activities, lab-based knowledge checks, and facilitative discussions have helped nearly 2 million students worldwide. This best-of-breed contemporary teaching approach ensures maximum skills transfer and retention, which in turn enables increased productivity and a higher return on investment.

Now in their 15th year, Red Hat Training courses benefit both students and the companies they work for by delivering some of the most comprehensive curricula regarding open source technology. Trainings and certifications are oriented around real-world job roles and tasks, providing enterprises with assurance that their IT departments are getting the most out of their Red Hat environments.

To earn a Red Hat certification, candidates must pass a hands-on, practical exam in which they complete real-world tasks using Red Hat technologies, rather than just being asked questions about it. Training paths are available on our website to help IT professionals understand where they stand with reference to the pre-requisite for each module. With more than a hundred certified training partners focused on



retail and enterprise training across India, Bangladesh, Sri Lanka & Nepal, Red Hat® Academy gives education programs in high schools and higher education institutions worldwide the technology and support to offer a Linux® academic curriculum.

Courses designed to actively engage students in task-focused activities, lab-based knowledge checks, and facilitative discussions by providing job aids, exercise reinforcement, and task-based reference material. Through up-to-date training methodology and curriculum instills trust and confidence amongst individual, academic and enterprise customers, alike. Students have access to senior Red Hat® personnel by writing directly to training-in@redhat.com. Red Hat® constantly organizes common forums wherein users, trained and certified candidates, customer and partner organizations interact, so that they can leverage their knowledge and the technology to its optimum.

Red Hat works very closely with academic partners and local communities to encourage open source learning and knowledge. Students across Asia Pacific are invited to participate in the annual Red Hat Challenge – a knowledge-based competition to encourage hands-on participation of open source technologies and how they can be used in the real-world. This challenge has not only given the participants an opportunity to compete, but has also served as a platform for them to connect with other open source enthusiasts, build friendships and share stories.

Red Hat believes open source simply creates better software. Shared knowledge propels the whole of society forward; open technology development can drive innovation for an entire industry. As a result, the open source model builds higher-quality, more secure, more easily integrated software. And it does it at a vastly accelerated pace, often at a lower cost. Red Hat's business model is built around open source and its principles. Openness. Transparency. Collaboration. Diversity. Rapid prototyping.

As the world's leading provider of open source solutions, Red Hat is also the leading corporate contributor to many open source community projects and works to drive and support open standards across the industry. Red Hat is a partner to businesses in building and developing an effective technical team. Red Hat's hands-on, practical certification exams prove that the Red Hat Certified Professionals they hire and manage are qualified to work with their Red Hat products. More importantly, our certifications, skills assessments, and training—both self-paced and instructor-led—can help businesses develop a team of professionals ready to lead them into the future.

“Red Hat® is uniquely positioned with the richest available curriculum on open source platform, virtualization, cloud and middleware. The program exams are performance-based, where students perform tasks on a live system. Our certification program gives employers a way to find and develop qualified professionals and allows technical professionals to prove their skills and build their careers. Each year, Red Hat® recognizes a current Red Hat® Certified Professional who demonstrates ingenuity, hard work, and expertise.” – Sudhir Bhaskaran, Head, Global Learning Services, Red Hat, India

INDIA'S BEST INSTITUTES ON ACADEMIC PARAMETERS

All India rank	Institute Name	Average Functional Score	Quality of Faculty	Quality of Infrastructure	Quality of overall teaching	Quality of extracurricular activities	Helps in next step of career	Helps develop student personality	Helps develop student network	Helps develop a good work ethic	Has innovative teaching methods	Helps build a high student competitive spirit	Value for money	Creates happy students	Creates thinking students
81	National College, Bangalore	82.67	83.04	83.81	81.54	81.81	83.81	83.46	83.15	83.08	82.65	81.73	82.62	82.27	81.80
82	Maharaja College, Jaipur	82.63	82.73	83.18	81.06	82.58	82.12	82.73	82.12	81.97	82.42	84.24	83.79	82.58	82.73
83	Delhi University, Delhi	82.54	84.17	81.77	81.58	82.43	82.57	81.94	82.38	83.87	83.75	80.34	84.09	81.58	82.58
84	Holkar College, Indore	82.40	83.58	82.95	81.32	80.89	83.63	82.47	80.74	81.47	82.42	81.95	83.47	84.37	81.95
85	University Maharani's College, Jaipur	82.39	82.18	83.21	82.56	81.92	82.18	82.95	82.31	83.33	83.33	81.92	82.31	83.21	79.62
86	Allahabad University, Allahabad	82.32	84.07	84.40	83.60	84.23	80.63	79.27	81.70	81.77	81.97	80.53	81.07	83.07	83.87
87	Brihan Maharashtra College Of Commerce, Pune	82.31	83.79	82.82	84.55	81.21	81.21	81.79	83.30	80.42	81.85	82.15	81.97	80.76	84.15
88	IIT, Kanpur	82.28	85.86	81.29	79.34	81.00	83.89	82.98	82.25	80.43	81.18	80.83	84.80	82.23	83.57
89	IIT, Mumbai	82.27	81.31	85.25	84.56	83.50	82.31	81.56	82.00	82.44	77.38	82.25	81.38	81.56	84.00
90	HK College, Ahmedabad	82.23	86.40	87.35	84.30	82.75	83.75	84.40	82.15	81.05	81.95	78.90	78.90	78.25	78.80
91	Gujarat University, Ahmedabad	82.19	83.47	82.87	82.93	85.47	85.07	83.47	82.20	79.87	80.47	79.07	81.20	81.00	81.40
92	Banaras Hindu University, Varanasi	82.12	84.68	85.38	83.17	83.51	82.24	82.17	80.64	82.11	80.56	81.75	81.43	80.28	79.69
93	Lucknow University, Lucknow	82.01	86.15	83.93	82.43	80.84	81.57	81.97	81.13	79.84	80.84	80.41	81.62	82.00	83.36
94	Don Bosco School, Kolkata	81.97	83.04	85.70	82.61	82.00	83.17	81.52	81.74	78.39	78.65	82.43	81.17	82.65	82.57
95	Gujarat College, Ahmedabad	81.80	83.41	80.53	79.71	81.47	78.18	81.65	83.53	78.76	83.94	82.88	80.29	86.06	82.94
96	SRM University, Chennai	81.65	80.86	82.54	81.25	82.43	83.19	81.41	81.00	79.88	81.59	82.25	82.42	81.83	80.86
97	Modern College, Pune	81.61	89.25	84.00	82.36	78.19	79.44	78.33	80.33	79.83	80.22	80.25	79.58	81.94	87.17
98	Symbiosis International University, Pune	81.53	86.24	83.24	81.21	80.83	80.52	80.69	80.69	80.62	79.66	81.69	79.48	80.28	84.69
99	Utkal University, Bhubaneswar	81.51	81.67	80.05	81.95	82.13	81.82	81.03	79.90	81.74	81.33	81.46	82.69	82.15	81.67
100	Fakir Mohan University, Balasore	81.49	81.33	82.00	79.67	81.33	81.67	84.67	81.67	79.00	77.67	80.53	83.00	83.87	83.00
101	GLS College, Ahmedabad	81.44	87.17	85.83	84.78	86.70	83.83	82.74	82.00	79.96	80.83	76.26	76.48	75.48	76.74
102	RKDF College, Bhopal	81.40	80.77	80.82	83.77	81.35	79.95	80.59	81.00	83.86	86.09	80.09	80.32	81.00	78.64
103	SS Jain Subodh PG College, Jaipur	81.36	81.76	81.18	79.41	82.35	81.76	80.59	80.59	80.29	82.35	81.76	81.76	81.76	82.06
104	KIIT College Of Engineering, Gurgaon	81.34	80.53	79.12	84.00	85.35	80.12	77.47	79.35	80.65	80.65	82.29	83.82	83.47	80.65
105	Anna University, Tiruchirappalli	81.30	78.38	80.27	82.88	82.15	81.81	80.85	82.50	79.88	80.38	83.58	81.92	81.96	80.27
106	University Of Calcutta, Kolkata	81.24	82.53	81.32	82.40	80.47	80.89	81.48	82.86	81.68	81.02	81.28	78.91	79.86	81.35
107	Navgujarat College, Ahmedabad	81.22	85.24	85.47	82.82	82.35	80.41	80.59	79.06	78.65	80.06	77.12	82.71	80.47	80.94
108	Dr. MGR Educational And Research Institute, Chennai	81.17	83.33	79.86	79.25	83.75	82.50	81.25	79.75	80.75	82.25	81.50	81.50	78.75	80.75
109	Aggarwal College, Jaipur	81.17	80.84	80.88	81.76	80.98	82.00	81.92	81.43	81.67	81.08	81.18	80.78	81.12	79.51
110	Lakshmibai College, Delhi	81.03	77.76	75.45	79.07	79.00	80.62	81.55	83.00	84.00	82.21	82.97	80.93	80.72	86.07
111	Satyawati College, Delhi	80.83	75.12	78.54	78.27	82.65	80.15	80.27	80.85	81.46	82.42	82.08	84.04	82.80	82.12
112	Abhinav College, Mumbai	80.72	69.90	83.95	79.60	88.15	85.63	80.10	85.60	73.65	86.35	76.50	71.30	76.55	92.10
113	The National Institute Of Engineering, Mysore	80.64	78.05	75.89	73.58	78.95	84.16	85.00	82.11	81.00	79.53	80.84	84.63	81.26	83.32
114	Indira Gandhi National Open University, Bhubaneswar	80.63	79.67	78.78	81.44	81.17	80.61	79.56	82.78	79.00	78.72	80.22	82.61	83.33	80.28
115	Loyola College, Chennai	80.62	81.30	80.53	80.33	80.59	80.15	81.47	80.52	81.71	80.23	80.29	80.18	80.68	80.09
116	Jadavpur University, Kolkata	80.61	83.04	81.57	82.39	79.52	81.16	81.20	81.11	79.50	80.48	80.54	79.16	78.10	80.11
117	Acharya Institute Of Technology, Bangalore	80.60	84.06	81.87	79.23	80.35	80.45	80.74	80.74	80.29	79.65	79.00	82.06	80.10	79.23
118	Gargi College, Delhi	80.41	75.53	78.95	79.14	80.03	79.11	82.97	80.62	84.59	82.38	79.14	82.27	80.51	80.11
119	Sir Parashurambhau College, Pune	80.29	85.87	81.85	80.35	79.26	76.48	77.69	78.33	78.06	80.70	79.72	80.81	80.28	84.37
120	Divyapath Campus, Ahmedabad	80.26	88.80	85.33	84.27	81.67	79.13	80.13	83.80	76.53	75.20	77.13	76.27	76.73	78.33

INDIA'S BEST INSTITUTES ON ACADEMIC PARAMETERS

All India rank	Institute Name	Average Functional Score	Quality of Faculty	Quality of Infrastructure	Quality of overall teaching	Quality of extracurricular activities	Helps in next step of career	Helps develop student personality	Helps develop student network	Helps develop a good work ethic	Has innovative teaching methods	Helps build a high student competitive spirit	Value for money	Creates happy students	Creates thinking students
121	Babu Banarasi Das Institute Of Technology, Lucknow	80.15	84.44	80.56	81.33	85.39	81.94	79.72	78.78	77.22	79.72	78.06	78.44	77.83	78.56
122	Silicon Institute Of Technology, Bhubaneshwar	80.14	81.72	79.83	79.14	79.24	80.00	80.34	80.86	79.90	79.48	79.31	80.17	80.76	81.03
123	Jaya College, Chennai	80.07	82.11	77.37	80.00	75.26	80.00	81.84	81.05	81.84	82.37	80.53	79.32	78.42	80.79
124	Birla Institute Of Technology And Science, Hyderabad	80.03	79.54	83.96	80.88	80.43	82.08	82.29	78.67	78.75	79.83	76.54	78.21	78.29	80.96
125	City Montessori School, Lucknow	80.03	80.14	81.62	77.86	80.48	82.29	78.95	79.95	78.67	77.29	79.14	80.95	84.33	78.71
126	National College, Thiruvananthapuram	79.85	79.17	82.50	81.11	78.33	81.94	77.50	78.61	79.72	80.83	78.61	80.83	80.00	78.89
127	Hindu College, Delhi	79.80	80.04	81.14	77.80	79.25	80.90	81.65	78.11	78.06	80.05	81.95	79.26	79.56	79.61
128	City College, Kolkata	79.78	81.48	81.36	81.84	76.72	81.68	82.08	82.96	78.20	78.76	76.84	78.88	77.88	78.52
129	Bhide Classes, Mumbai	79.70	73.11	73.05	75.89	74.47	76.53	79.05	82.26	81.95	82.16	81.32	85.11	83.89	87.26
130	Hansraj College, Delhi	79.68	79.92	81.22	78.39	79.66	79.43	80.55	78.36	78.76	80.15	81.27	77.06	79.56	81.53
131	Bhashyam School, Visakhapatnam	79.65	85.16	79.03	84.84	70.48	78.39	77.90	78.39	78.39	76.94	81.77	84.52	79.68	80.00
132	Bansal Institute Of Technology, Lucknow	79.64	81.19	79.90	80.95	78.81	77.86	79.76	79.29	80.24	80.71	82.76	81.19	75.71	76.90
133	National College, Mumbai	79.59	80.00	75.85	82.65	73.70	78.30	76.85	75.20	82.55	80.50	80.85	78.80	81.10	88.35
134	IIT, Delhi	79.51	77.72	79.31	77.28	78.34	79.21	80.38	77.73	78.58	80.14	81.94	79.73	81.11	82.15
135	Xavier Institute Of Management, Bhubaneshwar	79.44	80.45	80.15	78.60	79.45	81.00	78.50	80.25	78.20	78.15	78.65	79.05	80.60	79.65
136	Shivaji University, Kolhapur	79.42	76.72	79.12	79.64	77.60	77.20	78.16	76.40	80.80	80.08	81.68	81.64	82.80	80.60
137	Bharti College, Delhi	79.40	80.08	80.92	79.38	80.33	82.58	78.21	76.42	78.25	78.75	78.96	77.29	80.75	80.29
138	MM College Of Technology, Raipur	79.28	78.05	78.68	76.79	78.05	77.63	81.68	80.95	77.05	80.53	80.42	80.05	80.32	80.47
139	Kirori Mal College, Delhi	79.24	79.93	82.30	75.36	80.40	80.85	82.38	75.49	77.96	80.07	82.34	74.62	78.29	80.16
140	Yuvaraja College Mysore, Mysore	79.08	82.47	81.47	78.29	75.18	72.65	78.06	84.59	84.00	77.18	77.71	72.88	76.53	87.06
141	Jagadguru Sri Shivarathreeswara University, Mysore	79.07	80.00	75.48	79.74	77.37	77.81	81.33	80.37	76.93	77.70	80.44	81.67	79.56	79.48
142	Punjab University, Chandigarh	78.96	77.33	78.67	84.67	85.33	79.67	77.33	77.00	76.33	75.67	78.20	78.13	80.00	78.20
143	Guru Nanak Khalsa College, Mumbai	78.95	71.04	69.92	74.58	77.42	76.38	76.38	78.69	81.08	81.77	82.96	80.19	87.15	88.73
144	Disha College, Raipur	78.93	81.55	81.25	80.65	75.70	71.45	73.45	79.80	78.50	80.95	77.35	83.75	78.65	83.10
145	JK College, Gurgaon	78.77	80.53	81.13	78.00	76.60	79.53	80.80	79.20	81.20	76.40	77.40	74.87	77.93	80.47
146	Presidency University, Kolkata	78.59	80.08	79.50	81.65	76.42	78.92	79.38	78.50	75.65	77.65	77.08	76.85	78.31	81.62
147	Maharaja Agrasen Institute Of Technology, Delhi	78.53	81.24	83.65	74.29	77.12	80.53	83.82	74.41	76.65	79.06	82.35	72.00	76.06	79.71
148	Shri Ram College Of Commerce, Delhi	78.48	76.64	77.83	74.34	76.25	78.29	79.89	76.34	78.38	80.52	81.43	78.05	80.17	82.14
149	CU Shah Arts College, Ahmedabad	78.43	85.04	86.41	83.74	80.00	77.19	79.22	77.26	75.85	74.19	78.78	71.30	75.78	74.85
150	Shia Degree College, Lucknow	78.35	81.00	81.12	83.59	78.35	82.47	76.65	78.71	76.24	77.82	73.00	76.59	78.06	75.00
151	Anna University, Chennai	78.28	78.75	79.21	76.90	77.28	78.11	77.62	77.84	78.12	77.99	79.03	79.62	78.97	78.25
152	Bangalore University, Mumbai	78.13	72.46	71.58	73.50	76.46	79.50	78.65	79.96	78.69	79.92	79.69	82.65	80.54	82.04
153	Trident, Bhubaneshwar	77.86	77.83	77.61	77.39	76.74	78.26	77.39	76.96	77.17	78.26	78.70	78.70	78.70	78.48
154	Career Point, Jaipur	77.85	77.50	77.78	78.52	77.04	79.63	77.04	78.89	76.67	77.96	77.59	77.52	77.96	77.96
155	Kalindi College, Delhi	77.72	71.45	78.55	79.95	78.20	74.85	79.35	83.70	77.20	75.35	77.70	78.45	76.00	79.55
156	Banga Basi College, Kolkata	77.67	67.40	73.00	78.73	79.80	81.13	81.47	82.93	79.33	84.53	77.80	71.67	75.20	76.67
157	Shivaji College, Delhi	77.56	75.90	74.18	76.15	74.90	78.85	78.90	78.07	77.59	78.15	79.02	82.07	77.80	76.66
158	ACCMAN College, Noida	77.35	81.20	79.60	76.93	79.53	73.67	73.33	71.47	79.27	80.40	80.40	75.40	77.53	76.87
159	DAV College, Kanpur	77.27	75.75	74.38	75.28	73.15	80.70	76.95	78.87	76.97	79.08	78.93	79.39	78.41	76.61
160	Podar School, Mumbai	77.26	78.53	74.42	78.11	78.79	69.58	76.11	79.32	77.84	81.53	75.37	78.11	71.37	85.26

ON TRUST

RAJESH BHATIA
MANAGING DIRECTOR



TREE HOUSE EDUCATION AND ACCESSORIES LIMITED
MUMBAI, MAHARASHTRA
INDIA



From roots to wings

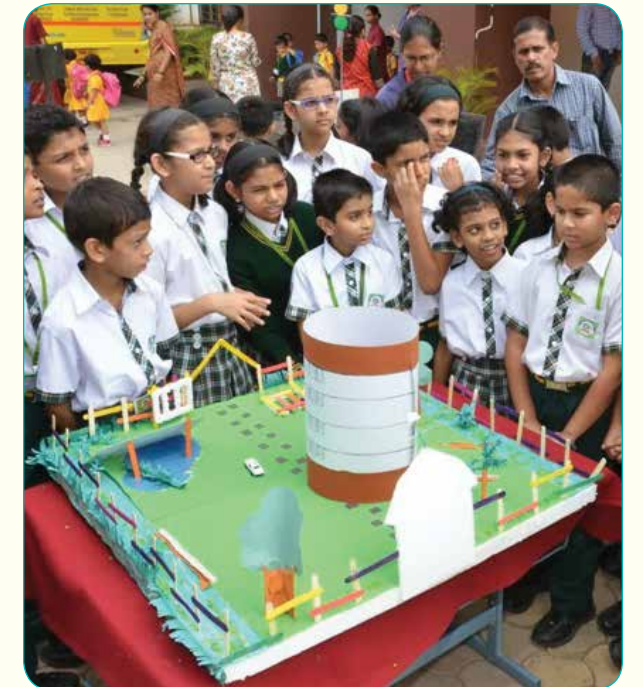
Tree House has stepped in to fill the mass vacancies in preschool, offering a combination of Montessori and 'play way' to children even as young as a year old. Tree House started in July 2006 and has within a very short span of time, become one of the leading providers of educational services in India, and a leader in its segment with nearly 500 centres across 63 cities, and is planning to add nearly 80-100 more in this financial year. The well thought-through Tree House curriculum and highly trained teachers reflect the exemplary standards of excellence that this institution strives to maintain. Tree House Education is privileged to run the largest network of self-operated preschools in the country.

The Tree House vision is to nurture young minds through a positive, playful atmosphere and providing quality education through affordable value across India. Tree House was awarded as Fast Emerging Preschool Brand in Western India in the Education Excellence Award by ET Now. It was also awarded the 8th Most Innovative Companies 2012 by FastCompany.com and it was also winner of Best PE/VC-backed Education Company honoured at VC Circle Annual Awards 2013.

The Indian education system is one of the largest in the world and is divided into two major segments - core and non-core businesses. While, the core group has schools and higher education, the non-core business consists of preschools, vocational training and coaching classes. The concept of preschool has been gaining immense popularity due to increasing awareness that about 40% of a person's ability to learn is shaped during the first four years of the child's life. Not only this but other factors such as rising urbanization, growing aspirations for a quality education, improved affordability, more working women and subsequent changes in family structure, as well as an overall increase in the need for education have created an increasing need for preschools. Tree House understands this; hence handholds children for their future during their formative years.



In the words of Mr Rajesh Bhatia, Managing Director, Tree House Education & Accessories Ltd., "Tree House is one of the leading providers of educational services in India. We operate the largest number of self-operated pre-schools in India according to a CRISIL Report. Also, we are known for qualified & experienced teachers, our standardized curriculum and quality education. In addition, each Tree House centre is airy and spacious and operates under stringent hygiene norms. Further, to ensure high quality of education, we maintain a healthy teacher-student ratio across all our centres. At Tree House, we have the best-in-class curriculum developed in-house by our experts using play way and Montessori methods. Our teachers are all trained in early child care education. They are passionate about both teaching as well as nurturing children."



Tree House gives children positive learning experiences to help them grow intellectually, socially and emotionally so as to lay the foundation for later school and life success. Parents and Tree House share the same commitment to go the extra mile for the children. Another great advantage that Tree House offers in this itinerant age is making the child's school transfers easy and hassle-free with its centres spread throughout India.

It has also bought over Brainworks, a national chain of pre-schools and this transaction reinforces their staunch belief of consolidation in favour of quality players in the pre-school sector. The Brainworks network ensures Tree House's presence in new geographies thus expanding its reach.

Tree House, in a bid to improve the level of involvement of teachers, has been the first education brand to provide ESOPs (employee stock options) to its teachers. The idea of the ESOP programme is helping revolutionise the entire education ecosystem in India. Providing ESOPs to teachers will not only help them stay motivated as key stakeholders in the institution but it will also be a great leap towards evolution of the education industry, making it more lucrative for individuals seeking to teach as well as earn. The programme has also helped reduce attrition, and has made teachers more involved with the institution rather than just the curriculum. Tree House has successfully imprinted this core value on its key stakeholders, representatives and its teachers. Tree House has also launched 6 preschools for urban poor urban and rural community helpers. This ensures a 360 degree product offering to every section of the community and society thereby building this institution's integrity and Trust by not only improving the societal perceptions of the brand but by as creating the essential comfort level within its primary stakeholders.

In early education, Trust is one of the biggest contributors while choosing an institute. The right decision at the right time ensures a correct preschool choice. One of the major factors why parents enrol their child into Tree House is Trust, as parents completely entrust the child into the safe and nurturing environs of the Tree House environment.

INDIA'S BEST INSTITUTES ON ACADEMIC PARAMETERS

All India rank	Institute Name	Average Functional Score	Quality of Faculty	Quality of Infrastructure	Quality of overall teaching	Quality of extracurricular activities	Helps in next step of career	Helps develop student personality	Helps develop student network	Helps develop a good work ethic	Has innovative teaching methods	Helps build a high student competitive spirit	Value for money	Creates happy students	Creates thinking students
161	Rajdhani College, Delhi	76.70	74.69	75.07	73.96	76.34	76.38	76.24	77.41	78.12	78.79	77.38	77.03	77.31	78.36
162	Isha College, Delhi	76.69	78.68	78.18	72.55	74.64	76.14	79.09	74.91	78.36	76.14	79.36	74.68	77.18	77.05
163	SN College, Thiruvananthapuram	76.58	75.00	79.32	75.23	75.91	79.55	76.59	77.05	75.50	76.36	75.23	77.05	77.50	75.23
164	MP College, Thiruvananthapuram	76.56	75.21	76.25	77.92	75.63	78.75	74.58	75.21	77.29	77.71	77.50	74.79	76.04	78.46
165	SBOA School, Chennai	76.36	74.32	75.45	75.73	78.23	75.68	76.36	75.45	75.91	75.68	78.18	75.45	78.64	77.64
166	A J College Of Science & Technology, Thiruvananthapuram	76.32	76.35	77.31	75.58	77.88	76.54	75.38	76.35	75.96	75.77	77.50	75.77	76.35	75.38
167	Vivekanand College, Kolhapur	76.24	76.95	75.38	75.08	73.41	71.27	77.68	76.16	76.57	77.97	79.86	75.70	77.00	78.11
168	DP High School, Ahmedabad	76.15	87.52	85.43	84.05	83.90	79.57	78.43	77.29	74.62	71.19	71.00	68.57	65.95	62.38
169	Adarsha Balika Sikshayatan, Kolkata	75.86	70.65	69.53	76.06	77.53	73.06	79.71	81.29	78.47	76.06	75.29	74.06	75.94	78.59
170	Ramjas College, Delhi	75.83	75.36	77.75	73.75	75.29	76.34	77.11	73.84	75.55	77.09	77.63	73.26	75.45	77.32
171	Amity University, Lucknow	75.54	85.40	82.07	82.20	77.87	75.60	77.60	77.60	74.13	71.47	71.80	68.27	70.73	67.27
172	Vivek College, Mumbai	75.00	69.65	61.71	86.67	72.79	86.79	65.54	65.33	71.08	85.17	67.25	72.71	80.87	89.46
173	Chitra Degree College, Kanpur	74.91	75.85	76.88	79.54	74.77	75.65	78.31	72.62	74.77	70.96	77.31	71.42	71.65	74.12
174	KK Girl's College, Kanpur	74.86	74.21	75.38	76.31	78.07	79.90	73.86	73.36	73.74	73.14	71.52	72.76	72.21	78.71
175	Dayanand Brajendra Swarup College, Kanpur	74.81	68.72	71.83	72.94	75.17	73.83	79.06	70.78	75.78	75.67	70.28	81.00	78.11	79.39
176	Presidency College, Chennai	74.22	76.25	75.20	73.95	71.95	74.27	74.95	73.18	72.82	74.14	74.09	75.48	73.98	74.52
177	Shyama Prasad Mukherji College, Delhi	73.98	75.52	76.10	70.35	73.42	75.94	77.74	71.06	73.58	74.90	74.39	70.52	72.94	75.26
178	Rungta College, Raipur	73.96	75.09	79.43	74.52	72.04	76.00	72.13	75.35	70.35	70.78	71.35	73.22	75.43	75.74
179	Royals Classes, Kanpur	73.74	71.86	74.03	75.09	71.46	69.25	76.09	73.95	73.06	75.37	74.89	75.46	73.69	74.45
180	ML Dahanukar College Of Commerce, Mumbai	73.73	64.50	60.75	76.15	86.85	90.35	73.20	61.95	73.85	56.90	61.30	80.40	77.95	94.40
181	St. Stephen's College, Delhi	73.48	73.76	76.35	70.59	72.88	72.53	75.29	69.94	72.88	75.12	77.29	72.00	72.24	74.35
182	DAV College, Jalandhar	73.46	73.62	68.82	71.09	71.86	71.05	71.95	70.14	70.36	73.32	75.73	75.14	78.36	83.55
183	Dayanand Girl's College, Kanpur	73.41	73.15	73.67	73.86	74.57	72.48	72.21	76.94	77.46	74.89	72.21	71.75	68.65	72.49
184	Azad Mahavidyalaya, Kanpur	73.31	64.44	70.19	67.56	77.75	68.44	78.44	79.75	79.38	83.56	86.81	82.38	54.56	59.81
185	Dolna Creche And Day School, Kolkata	73.24	72.00	74.72	71.18	72.61	74.39	73.78	72.22	74.39	70.83	75.67	72.00	72.72	75.61
186	BBD University, Lucknow	72.63	77.26	73.96	73.09	70.35	69.09	70.74	69.61	74.04	74.22	71.87	72.87	71.17	75.96
187	IIM, Bangalore	72.62	70.21	70.32	68.52	69.68	72.04	73.68	70.72	72.88	74.56	76.76	73.76	74.72	76.24
188	IMS, Delhi	72.56	72.30	74.12	69.94	71.39	71.61	73.36	68.27	71.15	73.85	73.36	73.15	75.61	75.12
189	Banshi College Of Education, Kanpur	72.29	73.38	78.46	78.21	75.25	74.00	70.04	68.83	71.71	71.25	70.17	71.13	69.21	68.13
190	United College, Noida	72.25	69.13	66.63	68.75	71.69	71.56	73.56	72.38	74.00	71.00	74.63	75.31	74.44	76.19
191	Raheja College, Mumbai	72.10	57.20	69.48	81.88	62.04	84.00	68.76	77.04	74.36	66.12	69.88	72.88	56.96	96.72
192	Banshi College Of Education, Kanpur	72.02	68.27	70.73	73.79	67.55	70.06	69.08	72.94	71.65	72.90	72.05	72.61	76.60	78.08
193	DWT College, Kanpur	71.92	67.18	68.09	67.45	71.36	74.09	70.39	73.94	69.91	64.52	72.61	79.39	74.52	81.48
194	Deshbhakta Ratnappa Kumbhar College Of Commerce, Kolhapur	71.76	75.00	68.33	70.24	65.71	68.10	70.48	77.62	75.00	73.81	72.62	72.86	71.19	71.90
195	Savo College, Delhi	70.39	62.35	63.24	64.65	65.24	68.71	69.06	71.18	73.06	74.29	74.65	77.06	76.12	75.47
196	Marwari College, Ranchi	70.17	72.44	73.13	72.81	58.13	66.56	68.75	74.33	67.50	67.81	67.69	75.06	76.25	71.69
197	Bharath University, Chennai	69.23	75.91	71.74	67.17	66.52	67.61	68.26	67.61	70.65	68.91	69.35	68.70	69.35	68.26
198	Annamalai University, Chennai	69.21	78.33	72.33	66.67	68.00	66.67	67.33	67.67	69.00	70.33	66.73	67.33	69.33	70.00
199	Government Engineering College, Raipur	63.66	63.44	59.06	62.00	57.50	66.19	71.25	62.88	69.19	66.75	57.88	63.94	55.38	72.13
200	Patna College, Patna	56.41	57.13	60.54	47.19	59.91	56.74	57.01	62.16	55.11	60.55	60.12	49.55	50.11	57.32



07

MOST PREFERRED EDUCATIONAL COURSES

MOST PREFERRED EDUCATIONAL COURSES

In a country where there are more than 700 universities with more than 35,000 affiliated colleges, thousands of prep-test classes to coach the student to reach their first serious step towards their careers, the choice of a course is extremely difficult for the student. Most often, a fleeting childhood interest gets designated as a choice of career, or peer discussions herd most students to the same set of institutes and courses causing a lopsided demand.

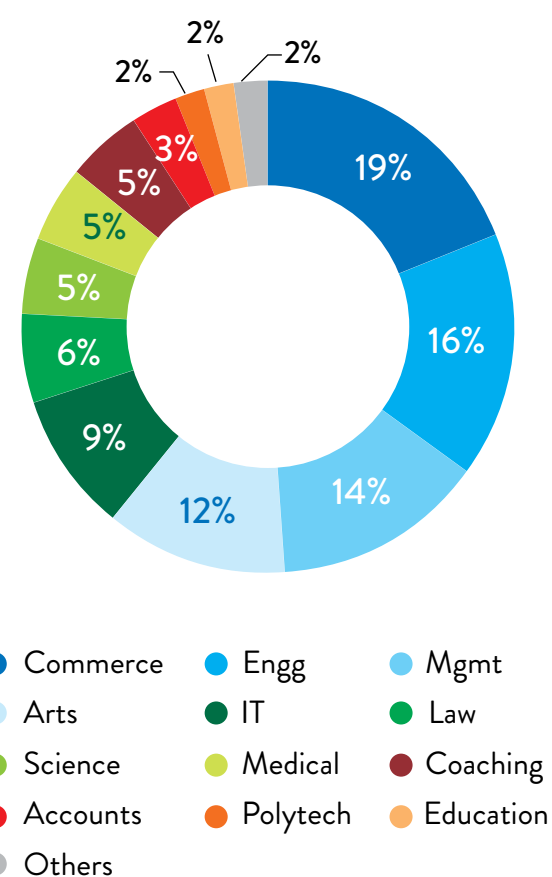
This is one of the most authentic and comprehensive studies for showing course preference, asking the core stakeholders of education regarding the education course they prefer. Each of the 7710 respondents had to name five courses, a specialization for each course (for example, for choice of MBA as a course, the specialization would be Marketing, Finance or HR), the name of the institute which offered the specific course and the city where the institute was located. A total of 22,857 unique courses emerged from a total of 38,550 responses to this question. From among these, the top 120 have been listed.

Preferences show the individual's attitude towards a set of attributes of the choice being made. This is typically evident in sum total of the decision making process. They are positive choices that one makes based on satisfaction, gratification, enjoyment, utility, fulfilment and ability. Therefore the Preference Index is a potent measure of the collective choices that students make.

The top five preferred course in the order of their preference are Commerce, IT, Engineering, Arts and Law. Among the top 120 courses, there were 40 unique courses named, from 78 different institutions in 22 different cities. An analysis of the top 120 course along with the Course Preference Index listed here shows a pattern similar the entire data but for a minor change in which IT moves to the 5th position in terms of preferred course. Commerce was the most preferred in the top 120 courses with 19% of the respondents choosing it, followed by Engineering

chosen by 16%. Management with 14% preference came 3rd, Arts ranked 4th with 12% and IT ranked 5th with 9% preferences. Law (6%), Medical (5%), Science (5%) had nearly the same preference. 5% of the top 120 also showed preference for coaching/prep-testing courses.

TOP 120 COURSES DIVISION

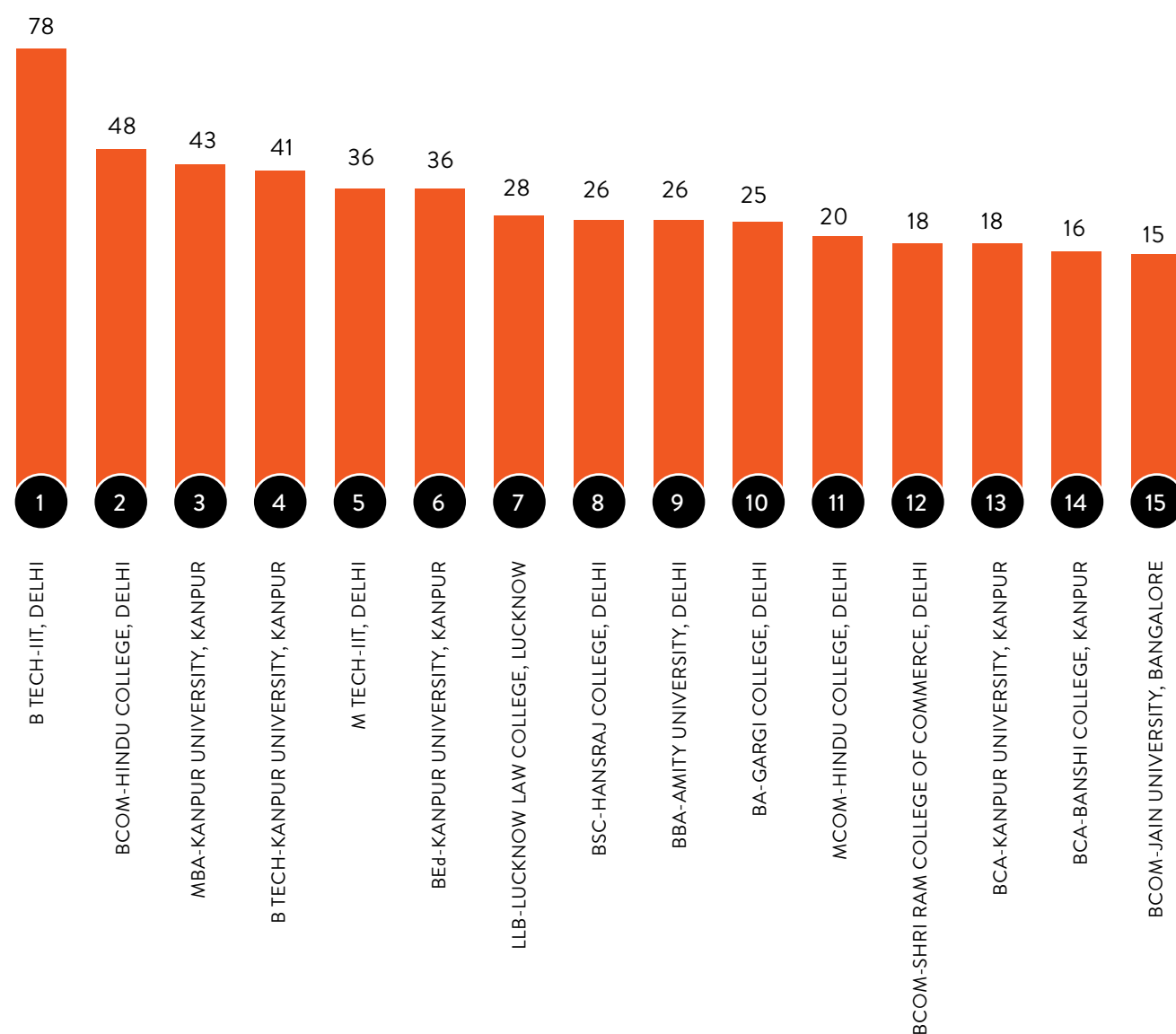


PREFERENCE FOR COURSES

The much sought after listing of India's courses, along with a preference index is listed here, of which the top 15 are shown in the graph below. BTech at IIT Delhi is India's Most Preferred Course with a Preference Index of 78. It has a 64% lead over the 2nd Most Preferred Course, BCom at Hindu College, Delhi which has a Preference Index of 48 (11% below). MBA from Kanpur University, Kanpur, ranks the 3rd Most Preferred Course, 5% below the previous and with a Preference Index of 43.

The 4th Most Preferred Course that emerges from this 40 city survey is BTech from Kanpur University, Kanpur, with a Preference Index of 41 and 15% below the previous. Just a hair's breadth behind at the 5th Most Preferred Course is MTech at IIT Delhi with almost the same Index as the previous at 36.

INDIA'S MOST PREFERRED EDUCATIONAL COURSES



BEd from Kanpur University, Kanpur ranks the 6th Most Preferred Course in India with Preference Index 36. LLB from Lucknow Law College, Lucknow, is the 7th Most Preferred Course, just 5% behind the previous at a Preference Index of 28. BSc from Hansraj College, New Delhi scored 26 on the Preference Index to be ranked the 8th Most Preferred Course in India, just 2% behind the previous. The Bachelor of Business Administration course (BBA) at Amity University, Delhi stood 9th just a shade behind the previous and BA from Gargi College, Delhi ranked 10th Most Preferred Course at a Preference Index of 25 and 25% below the previous.



Ranked 11th in the Most Preferred Course list is MCom from Hindu College, New Delhi, with a Preference Index of 20, 12% behind Gargi. BCom from SRCC is ranked 12th Most Preferred at a Preference Index of 18 and at the same Index is BCA from Kanpur University ranked 13th. The BCA Course from Banshi College, Kanpur is ranked 14th scoring 16 on the Preference Index. Ranked 15th on the Most Preferred Course is BCom from Jain University, Bangalore, scoring 15 on the index.

TRUST GYAN

**ARMED FORCES
MEDICAL COLLEGE**
PUNE
INDIA



Serving the Nation

Medicine is thought to be among the most noble of professions, and when one combines the honor and pride that comes with serving in the medical corps of the armed forces, the privilege gets multiplied manifold. It is this sense of pride that gets instilled among the students of the Armed Forces Medical College considering that it is possibly one of the most difficult entrance exams where thousands of students compete to get into the few seats available. It sets precedence for an arduous but rewarding path that the students have set out on. This center of excellence provides training to Under-Graduate and Post-Graduate medical and nursing students with exciting career prospects in the defense services.

The purpose of AFMC was simple, it was set up for the amalgamation of various defense medical organizations to train and enable medical officers for the Indian Armed Forces. The institute is presently affiliated to the Maharashtra University of Health Sciences and is recognized by the Medical Council of India for conducting Under-Graduate and various Post-Graduate medical courses across many disciplines.

One of the first plastic surgery departments in India was established at this medical college in early 1950s. AFMC is the only one of the two medical colleges in Asia where all expenses are paid by the Government (Ministry of Defence). Medical Cadets receive free tuition, free lodging and boarding, uniforms, book subsidies and an allowance for upkeep of the uniforms.

The institute is not just a college known for its affiliation to the army but it has also grown in terms of excellence and in the recent past has been listed among India's premiere medical institutes. AFMC provides broad based non-academic exposure too with facilities for sports, including tennis, squash, basketball, swimming pool, as well as an open-air cinema hall screens. In addition to this it has a large number of societies and clubs to which students can seek affiliation like the Student Scientific Society, Computer Club, Hobbies Club, Debating Club, Adventure Club, Musi-matics encourage students to discover and pursue extra-academic interests.



NATIONAL INSTITUTE OF SCIENCE EDUCATION AND RESEARCH
BHUBANESWAR
INDIA

Latest in research

Keeping in mind the need for the synergy between research and Higher education was the most important objective for the establishment of the National Institute of Science Education and Research (NISER) at Bhubaneswar on the lines of the Indian Institute of Science. Set in 2006, not only was the vision of the Prime Minister of India, Dr. Manmohan Singh, to have facilities and faculty with the best available, he envisaged the creation of a research institute here which will not only transform Odisha, but also research in India. The establishment would be one that nurtured world-class scientists, inspired to take on challenging industrial positions and dedicate their lives to the three tools that has the potential to facilitate global change, namely research, science and innovation.

Offering an integrated five year M.Sc programme in core and emerging branches of Basic Science, integrated doctrates (M.Sc along with Ph.D) and other Ph.D programs, the institute stands for exemplary teaching delivered to bright and meritorious talent in the field of science. This ability stems from generous grants given to the teaching faculty so that they invest their time in research and form a prosperous exploratory backdrop for the institute to thrive on. Apart from teaching and research, the accomplished teaching faculty at the institute takes on the complete responsibility of building every student's skills in modern science. NISER has enforced its mission on conducting scientific research based on the translation of scientific applications for the benefit of the society. The institute and its faculty hold the conviction that science promotes the development of a humanitarian approach at micro and macro levels. NISER has special focus on promoting communications and technology especially since they have a high potential to pursue this harmony of human existence and technology growth.



The first academic program of NISER was inaugurated around September 2007, with a batch of 40 exceedingly sharp minds enrolled into the institute having passed a rigorous entrance test. The institute has pledged to not only enhance studies undertaken by them, but go one step ahead by encouraging the augmentation of all academic institutions and academicians by taking part in seminars, workshops, symposia and conferences held helping wide ranging interactions that branch out from several disciplines. Students are kept aware of the foresight embodied by the institute, helping aligning individual goals to academic success.



Located in the capital city of Orissa, Bhubaneswar, the institute is emerging as the centre of scholastic excellence that is becoming home to ingenious minds from all over India. The curriculum at NISER conducts classroom teaching interlaced with web based learning, for students to strive harder to accrue more from the credit-system put to force. The library at NISER is in itself a landmark in the making, equipped with vast reading material on diverse areas, backed by modern facilities like wireless computer networks throughout the campus as well as electronic means to access different virtual sources.

The laboratories which will become the witnesses to great discoveries in the near future, is fully furnished with the latest apparatus, structured to experimentation. Today though NISER is still in its inception years, it still gets substantial support and contributions from several thinkers, scholars, educationists and researchers along with aid from the Central and State Governments.





Om·nis·cient adjective

having complete or unlimited knowledge, awareness, or understanding

Com·nis·cient adjective

having complete or unlimited knowledge, awareness, or understanding in communications



The Conniscent Group includes :

- **Blue Lotus Communications** – India's leading PR agency with several awards
- **bluebytes** - a gold-standard in media monitoring, analysis and reporting
- **TRA Research** – an actionable analytics company for brands
- **i9 Communications** – India's most creative PR agency
- **Brix Media** - a focused media delivery company



TRUST GYAN

**SHAILESH J. MEHTA
SCHOOL OF MANAGEMENT**
MUMBAI
INDIA



Technology Meets Management

Foresight is essential; especially in the fast paced business environment that often morphs unrecognizably, and which is precisely why in 1995, the Shailesh J. Mehta School of Management, an integral part of Indian Institute of Technology-Bombay, was established. The institute is an amalgam of technology and business acumen, and its objective is to promote complete learning, transforming its students to revolutionary leaders.

SJMSOM is designed such that each student's spirit of entrepreneurship is awakened. Their appetite for calculated risk taking sufficiently whetted, the students of this institute are given ample facilitates and opportunities to explore varied interdisciplinary sciences. The key objective of the institute is to hone the leadership skills of its students and provide them with a first-hand experience from which they can gain a wider perspective.

This institute organizes leadership summits at the grandest scale inviting not only India's most prolific business people but leaders from all over the world. The open forum encourages students to ask crucial questions to these trend setting and path breaking individuals. Courses available in leadership, economics, marketing, entrepreneurship, organizational behavior, technology management, operations, strategy and other areas ensure that the students have the edge to survive in the cut-throat world of business. The school also offers short-term programs in areas of management for the faculty of technical and management institutions during summer and winter seasons and many of these courses are sponsored by organizations such as AICTE, ISTE and DSIR.

The school also undertakes sponsored Research & Development projects from industrial and other organizations in Management and Policy-making. This allows the students the most hands on experience where they get a taste of the real world while being within the safe cocoon of the institution allowing them to grow and blossom. Shailesh J. Mehta School of Management provides a unique opportunity in that the institute extends consulting facilities to organizations with a view to help address management issues. Faculty and students participate in these projects. Organizations for which the school carried out consultancy projects include ICICI, The World Bank, Indian Oil Corporation, Indian Tube Manufacturers, Geologistics India, Tata Auto Plastics, Pawan Hans Helicopters, Kirloskar Institute of Advanced Management Studies, ICRA, among several others.

CITY WISE PREFERENCE OF COURSES

NCR leads in the number of preferred courses from among the top 120 Most Preferred Courses, with 23 courses being named from here (22 from Delhi and 1 from Gurgaon). Mumbai comes second, with 16 courses being named from here, Bangalore with 13 courses is third, Kanpur with 10 course is fourth and Kolkata with 7 courses is fifth. Lucknow, Patna and Ahmedabad all three have 6 courses named from the respective cities and Pune and Vizag have five courses named from them. Guwahati, Kota, Ranchi, Chennai and Bhubaneshwar have three courses each, while Bhopal and Rourkela have two courses among the top 120. Jodhpur, Jaipur and Indore have one course each which makes it India's Most Preferred 120 courses list.

Most Preferred Courses

	CITY	MOST PREFERRED COURSES	%
1	NCR	23	19%
2	Mumbai	16	13%
3	Bangalore	13	11%
4	Kanpur	10	8%
5	Kolkata	7	6%
6	Lucknow	6	5%
7	Patna	6	5%
8	Ahd	6	5%
9	Pune	5	4%
10	Vizag	5	4%
11	Guwahati	3	3%
12	Kota	3	3%
13	Ranchi	3	3%
14	Chennai	3	3%
15	Bhubaneshwar	3	3%
16	Bhopal	2	2%
17	Rourkela	2	2%
18	Jodhpur	1	1%
19	Jaipur	1	1%
20	Indore	1	1%

INDIA'S MOST PREFERRED COURSES



INDIA'S MOST PREFERRED COURSES



All India Ranking	Course	Name Of Institution	City	Course Preference Index
1	BTech	IIT	Delhi	78
2	BCom	Hindu College	Delhi	48
3	MBA	Kanpur University	Kanpur	43
4	BTech	Kanpur University	Kanpur	41
5	MTech	IIT	Delhi	36
6	BE	Kanpur University	Kanpur	36
7	LLB	Lucknow Law College	Lucknow	28
8	BSc	Hansraj College	Delhi	26
9	BBA	Amity University	Delhi	26
10	BA	Gargi College	Delhi	25
11	MCom	Hindu College	Delhi	20
12	BCom	Shri Ram College Of Commerce	Delhi	18
13	BCA	Kanpur University	Kanpur	18
14	BCA	Banshi College	Kanpur	16
15	BCom	Jain University	Bangalore	15
16	MBBS	PMCH	Patna	15
17	MBA	Lucknow University	Lucknow	14
18	MA	Calcutta University	Kolkata	12
19	CA Coaching	Arihant Institute	Ahmedabad	12
20	MA	KK Girl's College	Kanpur	12
21	MBA	IIM	Ahmedabad	11
22	MA	Kanpur University	Kanpur	11
23	BTech	Gandhi Institute Of Technology & Management	Visakhapatnam	11
24	BA	Rajdhani College	Delhi	11
25	BCom	Lucknow University	Lucknow	11
26	BCA	Jain College	Bangalore	11
27	BCA	Jain University	Bangalore	11
28	BBM	Jain University	Bangalore	11
29	Vocational Music	Bengal Music College	Kolkata	10
30	WBCS	Roy's Institute Of Competitive Examination	Kolkata	10
31	Diploma	KIIT University	Bhubaneshwar	10
32	BSc	Hindu College	Delhi	10
33	MBA	IIM	Bangalore	9
34	MBA	Zakir Husain Institute	Patna	9
35	MBBS	Calcutta Medical College	Kolkata	9
36	MCA	Jain University	Bangalore	9
37	BA	Kanpur University	Kanpur	9
38	BA	Hindu College	Delhi	8
39	MTech	Gandhi Institute Of Technology & Management	Visakhapatnam	8
40	BA	Cotton College	Guwahati	8

All India Ranking	Course	Name Of Institution	City	Course Preference Index
41	BSc	St Xavier's College	Ranchi	8
42	BCom	New College	Chennai	8
43	MCom	MMCC	Pune	8
44	BE	Patna University	Patna	8
45	BBA	Indraprastha University	Delhi	8
46	Science	Mithibai College	Mumbai	8
47	LLB	Calcutta University	Kolkata	8
48	BE	Rajiv Gandhi Proudlyogiki Vishwavidlaya	Bhopal	8
49	BCom	Jain College	Bangalore	8
50	BTech	Andhra University	Visakhapatnam	7
51	BTech	RK College	Mumbai	7
52	LLB	Government Law College	Kota	7
53	Social Science	Thakur College	Mumbai	7
54	BCom	Podar College	Mumbai	7
55	CA Coaching	Navkar Institute	Ahmedabad	7
56	BSc	Cotton College	Guwahati	7
57	MBA	Jain University	Bangalore	7
58	MA	KK Girl's College	Kanpur	7
59	Polytechnic	PES Law College	Mumbai	7
60	BCom	Vijaya College	Bangalore	7
61	BDS	Saraswati Dental College	Lucknow	6
62	BTech	BITS	Ranchi	6
63	BTech	Gayatri Vidya Parishad College Of Engineering	Visakhapatnam	6
64	BBM	Jain College	Bangalore	6
65	MA	Gargi College	Delhi	6
66	MBA	Christ College	Bangalore	6
67	LLB	NMIMS School Of Law	Mumbai	6
68	MBA	IIM	Any	6
69	BA	Ramjas College	Delhi	6
70	BBA	Loyola College	Chennai	6
71	BCA	Aishwarya College	Jodhpur	6
72	MCA	Lucknow University	Lucknow	6
73	BSc	Ramjas College	Delhi	6
74	MCom	Delhi University	Delhi	5
75	BA	JK Business School	Gurgaon	5
76	BCom	Sir Parashurambhau College	Pune	5
77	BCom	Kelkar College	Mumbai	5
78	IIT Coaching	Bansal Classes	Kota	5
79	Banking Coaching	Halder Institute	Kolkata	5
80	MD	PMCH	Patna	5

**ZEE LEARN LIMITED**MUMBAI, MAHARASHTRA
INDIA

Helping India Achieve its Potential

Zee Learn Limited, started in 1994 with a vision to improve Human Capital through quality education and development, is one of the leading companies in education in India. Its portfolio includes pre-schools, K-12 Schools, school solution programme & vocational courses for the youth.

Beyond the regimented and extensive curriculum, sincere efforts of 'Prayas' an initiative which emphasizes the need for reaching out to the rural population through activities like computer literacy, career counselling, blood donation, free dental check-up, etc to inculcate these values in students across age groups and streams of academics.

At Zee Learn, the values of Integrity, Ownership, Leadership, Trust and Continuous Learning are at the core of all relationships, be it with students, parents or business partners. Trust is the foundation stone of the organization as it is the single biggest reason why parents send their children to Zee Learn.

Zee Learn invests in the holistic development of a child from a pre-school going age to an age where the child completes his/her graduation. Zee Learn runs Asia's largest network of pre-schools, Kidzee, with more than 1350+ pre-schools in more than 500+ cities. A pioneer in organized and standardized pre-schooling in the country and has nurtured the lives of more than 400,000 children since its inception in 2003. The approach is of complete care helps a mother feel assured about the safety and wellbeing of the child.



The minimum age of entry to Kidzee is 18 months whereas in case of Mount Litera Zee Schools, the fastest growing chain of private-unaided schools, the minimum age is 3 years. With more than 80 schools since its inception in 2008 Mount Litera Zee, follows an interdisciplinary, project-based, and research-driven curriculum and is affiliated under CBSE board. In the school domain Zee Learn also has a school solutions brand under the name of BrainCafe that reach out to schools across India and enable them with an innovative and interactive learning environment.

Based on the philosophy of 'What's Right For the Child' where academicians, children, parents, teachers, management of schools are brought together to deliver a unique and trademarked learning module in pre-schools called iLLUME, a program designed to help the child realize their unique abilities in a systematic, synergetic, and self-paced manner. Through iLLUME, the children discover their own individual learning style and achieve the desired learning outcomes, in-sync with the high level social, emotional, linguistic, and other developmental milestones. The pedagogy in Mount Litera School defined as Litera Octave is a curriculum that has certain critical attributes, the foremost among which is being connected to the community – local, state, national and global. The curriculum incorporates higher order thinking skills, multiple intelligences, technology and multimedia. The curriculum and instruction are designed to challenge all students, and provides for differentiation. Both the pedagogies are created in such an integrated manner such that learnings from one have get enhanced to an advanced level for maximizing the benefits to the child. In these institutions great attention is given to special children and thorough guidance is given to their parents for child development. Zee Learn has also introduced "iCARE", a program to create awareness about child abuse as an societal endemic and to coach children to recognize and react to it appropriately.



K. V. S Seshasai, CEO, Zee Learn adds in his own words, "At Zee Learn Limited, 'Helping India Achieve its Potential' is not just a theme, it is the vision, the commitment and the belief that gives us the impetus to go a step further and make quality education the right of every child. We are dedicated to supporting India's brightest and promising minds so that they achieve their potential and in turn help India become a leader in innovation, thought leadership and technical prowess. And to deliver this we have brands in the portfolio that takes care of the child, from early pre-schooling age to the graduate level to ensure that his full potential is met and he/she is successful in his life."

Usage of interactive and immersive learning modules even at a pre-school level and constant updation of curriculum and methodologies from time to time is one clear example of Zee Learn's policy of constant improvement. Usage of trademarked content and delivery and blending of technology helps implement Zee Learn's policy of constant improvement.

In addition to all this, to cater to the need of today's youth of vocational education outside the ambit or traditional higher education, Zee Learn has established Zee Institute of Media Arts (ZIMA). A TV and Film training institute in Mumbai that offers diploma courses in Direction, Acting, Sound, Editing, Production and Cinematography and also Zee Institute of Creative Art (ZICA), the nation's first full-fledged Classical and Digital Animation Training Academy that trains youth in classical 2D and modern 3D animation in 15 cities across the country.

INDIA'S MOST PREFERRED COURSES

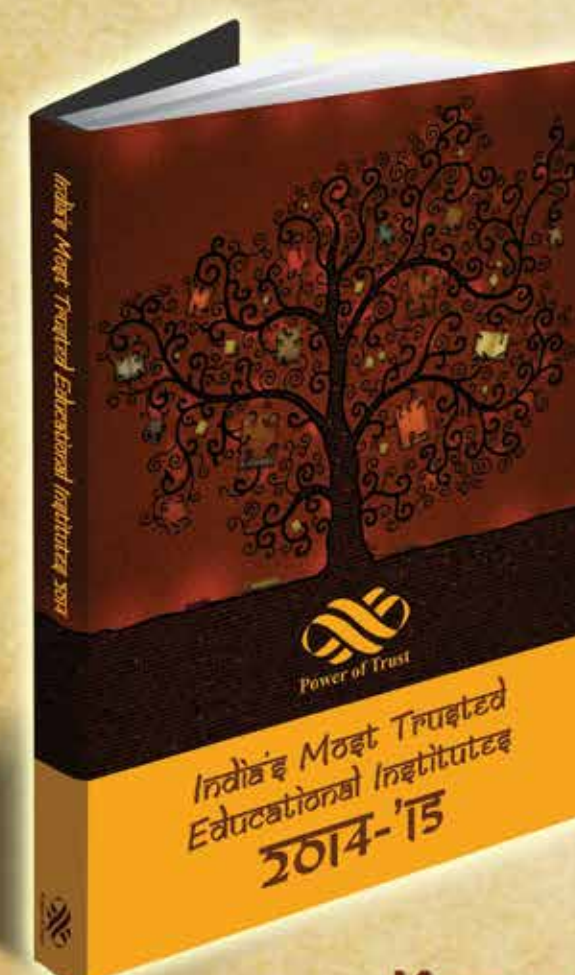


All India Ranking	Course	Name Of Institution	City	Course Preference Index
81	Medical Coaching	Allen	Kota	5
82	LLB	Pratham College	Mumbai	5
83	BCom	Hinduja College	Mumbai	5
84	DTP	Juba Kalyan	Kolkata	5
85	Diploma	Government Polytechnic College	Visakhapatnam	5
86	MCA	Christ College	Bangalore	5
87	MCA	Jain College	Bangalore	5
88	BBA	Hindu College	Delhi	5
89	BCom	Ramjas College	Delhi	5
90	MCA	IGNOU	Ahmedabad	5
91	BCom	Brihan Maharashtra College Of Commerce	Pune	5
92	BBA	MIT	Pune	5
93	MCA	NIIT	Patna	5
94	BSc IT	Thakur College	Mumbai	5
95	BTech	KIIT University	Bhubaneshwar	5
96	LLB	Law College	Patna	5
97	BCom	Presidency College	Chennai	5
98	BCom	Babu Banarsi Das University	Lucknow	5
99	LLB	Rajasthan University	Jaipur	5
100	MA	Banshi College	Kanpur	5
101	BCom	Thakur College	Mumbai	5
102	BArch	Burhani College	Mumbai	5
103	BA	SNDT College	Pune	5
104	BE	SGSITS	Indore	5
105	BCom	Guwahati Commerce College	Guwahati	5
106	MTech	KIIT University	Bhubaneshwar	5
107	MBA	Truba College	Bhopal	5
108	MCom	Ramjas College	Delhi	5
109	MSc	Hansraj College	Delhi	5
110	MCA	Biju Patnaik University Of Technology	Rourkela	5
111	BArch	Sir JJ College of Architecture	Mumbai	5
112	MBA	Jain College	Bangalore	5
113	MCom	Shri Ram College Of Commerce	Delhi	4
114	BTech	IIT	Mumbai	4
115	MBBS	Grant Medical College	Mumbai	4
116	Science	Guru Nanak College	Mumbai	4
117	MBA	HR College	Mumbai	4
118	CS Coaching	Navkar Institute	Ahmedabad	4
119	BCom	Marwari College	Ranchi	4
120	MBA	Biju Patnaik University Of Technology	Rourkela	4

INDIA'S LARGEST & MOST COMPREHENSIVE STUDY ON EDUCATIONAL INSTITUTES

40 cities
61-components of Brand Trust™
8000 'influencer' respondents
20,000 hours of fieldwork
7 million datapoints

The Yearbook on Educational Institutes



Limited Period Offer

~~Rs. 2,400~~
Now
only Rs. 2,000

Know the Educational Institute
before you make a choice

To book your copy contact
Antarang Das, Research Executive
Call : +91 9987 772509
email: antarang@trustadvisory.info



India's Most
Trusted Educational
Institutes 2014 - '15

PART IV

LISTINGS





ALL INDIA LISTING

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
1	Hindu College, Delhi	Post Graduation	Diversified
2	IIT, Delhi	Professional	Engineering
3	Loyola College, Chennai	Post Graduation	Diversified
4	Anna University, Chennai	University	-
5	Hansraj College, Delhi	Post Graduation	Diversified
6	Delhi Public School, Delhi	High School	CBSE
7	PES University, Bangalore	University	-
8	Ramjas College, Delhi	Post Graduation	Diversified
9	DAV School, Delhi	High School	CBSE
10	Agarwal College, Jaipur	Post Graduation	Diversified
11	SRM University, Chennai	Deemed University	-
12	Narsee Monjee College Of Commerce And Economics, Mumbai	Post Graduation	Commerce
13	Viswanadha Institute Of Technology & Management, Visakhapatnam	Professional	Engineering
14	Sawai Mansingh Medical College, Jaipur	Professional	Medicine
15	Raghu Engineering College, Visakhapatnam	Professional	Engineering
16	Veta Insitute, Delhi	Training	English
17	IIT, Bhubaneshwar	Professional	Engineering
18	IMS, Delhi	Professional	Management
19	RV College Of Engineering, Bangalore	Professional	Engineering
20	David School, Delhi	High School	CBSE
21	Truba Group Of Institutes, Bhopal	Professional	Diversified
22	Mithibai College, Mumbai	Post Graduation	Diversified
23	Gitam University, Visakhapatnam	University	-
24	Presidency College, Chennai	Post Graduation	Diversified
25	Shri Ram College Of Commerce, Delhi	Post Graduation	Commerce
26	Victoria Memorial School, Delhi	High School	CBSE
27	Thakur College Of Science And Commerce, Mumbai	Post Graduation	Diversified
28	Radha Devi School, Delhi	High School	Other
29	Asha School, Delhi	Special School	-
30	Gayatri Vidya Parishad College Of Engineering, Visakhapatnam	Professional	Engineering
31	Lucknow University, Lucknow	University	-
32	PVP College For Women, Bangalore	Women's Inter College	Diversified
33	Anil Neerukonda Engineering College, Visakhapatnam	Professional	Engineering
34	The New College, Chennai	Post Graduation	Diversified
35	Chhatrapati Shahu Ji Maharaj University, Kanpur	University	-
36	IIT, Kanpur	Professional	Engineering
37	Maharaja College, Jaipur	Post Graduation	Diversified
38	Aakash Educational Services Limited, Delhi	Coaching	Diversified
39	Sri Jayachamarajendra Polytechnic, Bangalore	Diploma	Diploma
40	Jain College, Bangalore	Post Graduation	Diversified

10 ALL INDIA LISTING





ALL INDIA LISTING

INDIA

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
41	University Maharani's College, Jaipur	Post Graduation	Diversified
42	Delhi Public School, Bhopal	High School	CBSE
43	National College, Mumbai	Post Graduation	Diversified
44	Tecnia Group Of Institutions, Delhi	Post Graduation	Diversified
45	Kanoria Mahila Mahavidyalaya, Jaipur	Women's College	Diversified
46	Royal Guidance Center, Kanpur	Coaching	Diversified
47	Vijaya College, Bangalore	Post Graduation	Diversified
48	Shivaji College, Delhi	Post Graduation	Diversified
49	Rajdhani College, Delhi	Post Graduation	Diversified
50	Dayanand Girl's College, Kanpur	Women's College	Diversified
51	Oxford Software Institute, Delhi	Training	Software
52	Gargi College, Delhi	Post Graduation	Diversified
53	Career Point, Jaipur	Coaching	Diversified
54	Christ University, Bangalore	Deemed University	-
55	Satyawati College, Delhi	Post Graduation	Diversified
56	Rajiv Gandhi Proudlyogiki Vishwavidyalaya, Bhopal	Professional	Engineering
57	IIT, Mumbai	Professional	Engineering
58	Saraswati Model School, Delhi	High School	Other
59	Fergusson College, Pune	Post Graduation	Diversified
60	Shyamaprasad Mukherji College For Women, Delhi	Post Graduation	Diversified
61	Jadavpur University, Kolkata	University	-
62	Bharath University, Chennai	University	-
63	Bhashyam Educational Institutions, Visakhapatnam	Group of Institutions	-
64	Gujarat Arts And Commerce College, Ahmedabad	Post Graduation	Diversified
65	Panimalar Engineering College, Chennai	Professional	Engineering
66	Jaya Engineering College, Thiruninravur	Professional	Engineering
67	Vivekanand College, Kolhapur	Post Graduation	Diversified
68	Utkal University, Bhubaneshwar	University	-
69	IIM, Ahmedabad	Professional	Management
70	MES College Of Arts Science And Commerce, Bangalore	Post Graduation	Diversified
71	DAV College, Kanpur	Post Graduation	Diversified
72	Sathyabama University, Chennai	Deemed University	-
73	Sir Parashurambhau College, Pune	Post Graduation	Diversified
74	KLE Society College, Bangalore	Graduation	Law
75	MVGR College Of Engineering, Visakhapatnam	Professional	Engineering
76	Maharaja Agrasen Institute Of Technology, Delhi	Professional	Engineering
77	Visvesvarya National Institute Of Technology, Nagpur	Professional	Engineering
78	Kirori Mal College, Delhi	Post Graduation	Diversified
79	Dr. MGR Educational And Research Institute, Chennai	Deemed University	-
80	Haragopal School, Visakhapatnam	High School	Andhra State Board

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
81	Bhavans College, Mumbai	Post Graduation	Diversified
82	HL College Of Commerce, Ahmedabad	Post Graduation	Commerce
83	Bansal Classes, Kota	Coaching	Diversified
84	KC College, Mumbai	Post Graduation	Diversified
85	PEN School, Visakhapatnam	High School	Other
86	SNDT Women's University, Mumbai	University	-
87	Nirma University, Ahmedabad	University	-
88	Rizvi College, Mumbai	Post Graduation	Diversified
89	KK Girl's College, Kanpur	Women's College	Diversified
90	Jaipur Engineering College, Jaipur	Professional	Engineering
91	Biju Patnaik University Of Technology, Rourkela	University	-
92	SBOA School, Chennai	High School	Tamil Nadu State Board
93	Guru Nanak Khalsa College, Mumbai	Post Graduation	Diversified
94	Shivaji Science College, Nagpur	Post Graduation	Science
95	Shivaji University, Kolhapur	University	-
96	Expert Institute, Delhi	Training	Hardware
97	SS Jain Subodh College, Jaipur	Post Graduation	Diversified
98	Chitra College, Kanpur	Post Graduation	Diversified
99	Allen, Kota	Coaching	Diversified
100	Cotton College, Guwahati	Post Graduation	Diversified
101	Government Boy's School, Delhi	High School	CBSE
102	Banshi College Of Education, Kanpur	Professional	Management
103	Bharati College, Delhi	Post Graduation	Diversified
104	University Of Rajasthan, Jaipur	University	-
105	Kanta Institute Of Technology And Management, Delhi	Professional	Diversified
106	KJ Somaiya College, Mumbai	Post Graduation	Diversified
107	Narayana Group Of Educational Institutions, Hyderabad	Group of Institutions	-
108	Shree Bhavans Bharti Public School, Bhopal	High School	CBSE
109	GH Raison College Of Engineering, Nagpur	Professional	Engineering
110	Amity University, Noida	Post Graduation	Diversified
111	University Of Madras, Chennai	University	-
112	Pannalal Girdharlal Dayanand Anglo-Vedic College, Delhi	Graduation	Diversified
113	JSS University, Mysore	University	-
114	Poornima College Of Rural Management, Jaipur	Graduation	Agriculture
115	Delhi University, Delhi	University	-
116	DWT College, Kanpur	Graduation	Teacher Training
117	MIT, Pune	Professional	Diversified
118	Government Engineering College, Thiruvananthapuram	Professional	Engineering
119	PSG College Of Technology, Coimbatore	Professional	Engineering
120	BMS College Of Engineering, Bangalore	Professional	Engineering



ALL INDIA LISTING

INDIA

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
121	Mahatma Gandhi Medical College, Jaipur	Professional	Medical
122	Annamalai University, Chennai	University	-
123	New College, Kolhapur	Post Graduation	Diversified
124	CU Shah Arts College, Ahmedabad	Post Graduation	Arts
125	Silicon Institute Of Technology, Bhubaneshwar	Professional	Engineering
126	Sri Chaitanya Educational Institutions, Visakhapatnam	Post Graduation	Diversified
127	Surana College, Bangalore	Post Graduation	Diversified
128	Tagore School, Jaipur	High School	CBSE
129	Jawaharlal Nehru Technological University, Kakinada	Professional	Engineering
130	Queen Mary's College, Chennai	Post Graduation	Diversified
131	DRBCCC Hindu College, Chennai	Post Graduation	Diversified
132	Royal Global School, Guwahati	High School	CBSE
133	Jai Hind College, Mumbai	Post Graduation	Diversified
134	MP College, Thiruvananthapuram	Post Graduation	Diversified
135	RES Polytechnic, Bangalore	Diploma	Diploma
136	Aishwarya College Of Education, Jodhpur	Post Graduation	Diversified
137	Trident Group Of Institutions, Bhubaneshwar	Group of Institutions	-
138	RKDF Institute Of Science And Technology, Bhopal	Professional	Engineering
139	Amar Concept School, Visakhapatnam	High School	Diversified
140	Shyam Lal College, Delhi	Post Graduation	Diversified
141	Lucknow School, Lucknow	High School	UP State Board
142	Yeshwantrao Chavan College Of Engineering, Nagpur	Professional	Engineering
143	Shia College, Lucknow	Post Graduation	Diversified
144	Xavier Institute Of Management , Bhubaneshwar	Professional	Management
145	Kalindi College, Delhi	Post Graduation	Diversified
146	National Institute Of Technology, Rourkela	Professional	Diversified
147	College Of Engineering Pune, Pune	Professional	Engineering
148	Andhra University, Visakhapatnam	University	-
149	HR College Of Commerce And Economics, Mumbai	Post Graduation	Commerce
150	Oriental Group Of Institutes, Bhopal	Professional	Diversified
151	Modern College, Pune	Post Graduation	Diversified
152	Banaras Hindu University, Varanasi	University	-
153	Janta Girl's College, Lucknow	Women's College	Diversified
154	MM College Of Technology, Raipur	Professional	Engineering
155	Allen, Jaipur	Coaching	Diversified
156	Rawat Girl's College, Jaipur	Women's College	Diversified
157	Delhi Public School, Indore	High School	CBSE
158	Women's Christian College, Chennai	Women's College	Diversified
159	Government College, Kota	Post Graduation	Diversified
160	South Point School, Kolkata	High School	West Bengal State Board

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
161	OP Jindal Institute Of Technology, Raipur	Professional	Engineering
162	Pollocks School, Visakhapatnam	High School	Other
163	Career Point, Jodhpur	Coaching	Diversified
164	BMC, Bangalore	Professional	Medicine
165	KTG Group Of Institutions, Bangalore	Post Graduation	Diversified
166	PSG College Of Arts And Science, Coimbatore	Post Graduation	Diversified
167	University Of Kota, Kota	University	-
168	MD Mission College, Kota	Graduation	Nursing
169	IIM, Lucknow	Professional	Management
170	Rungta Colleges Of Engineering And Technology, Raipur	Professional	Engineering
171	Deshbandhu College, Delhi	Post Graduation	Commerce
172	Indore Public School, Indore	High School	CBSE
173	Bhiilai Institute Of Technology, Raipur	Professional	Engineering
174	Rishiraj College Of Dental Sciences And Research Centre, Bhopal	Professional	Medicine - Dental
175	Delhi Public School, Visakhapatnam	High School	CBSE
176	Vibrant Academy, Kota	Coaching	Diversified
177	Sathaye College, Mumbai	Post Graduation	Diversified
178	Government Law College, Kota	Graduation	Law
179	Viswateja Convent School , Visakhapatnam	High School	Andhra State Board
180	Commerce College, Jaipur	Post Graduation	Commerce
181	Azad Mahavidyalaya, Kanpur	Post Graduation	Diversified
182	NMIMS, Mumbai	Professional	Management
183	Osmania University, Hyderabad	University	-
184	Amity International School, Noida	High School	International Baccalaureate
185	Shri Vaishnav Institute Of Technology And Science, Indore	Professional	Engineering
186	SFS School, Visakhapatnam	High School	Andhra State Board
187	South Indian Education Society, Mumbai	Post Graduation	Diversified
188	Lachoo Memorial College Of Science And Technology, Jodhpur	Post Graduation	Diversified
189	Aditya College, Visakhapatnam	Graduation	Diversified
190	Delhi Public School, Jodhpur	High School	CBSE
191	Ethihaj College For Women, Chennai	Women's College	Diversified
192	Saveetha Engineering College, Chennai	Professional	Engineering
193	HA College Of Commerce, Ahmedabad	Post Graduation	Commerce
194	GD School, Coimbatore	High School	Tamil Nadu State Board
195	Cochin College, Cochin	Post Graduation	Diversified
196	Calcutta University, Kolkata	University	-
197	LNCT Group Of Colleges, Bhopal	Post Graduation	Diversified
198	East West Institute Of Technology, Bangalore	Professional	Engineering
199	LS Raheja College Of Arts And Commerce, Mumbai	Post Graduation	Diversified
200	Sanjay Ghodawat Group Of Institutions, Kolhapur	Professional	Diversified



ALL INDIA LISTING

INDIA

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
201	Career Point, Kota	Coaching	Diversified
202	Vellore Institute Of Technology, Vellore	Professional	Diversified
203	Delhi Public School, Guwahati	High School	CBSE
204	Stella Maris College, Chennai	Post Graduation	Diversified
205	Ravenshaw University, Cuttack	Post Graduation	Diversified
206	Spring Valley School, Bhopal	High School	CBSE
207	Vivekananda College, Delhi	Post Graduation	Diversified
208	Sree Narayana College, Thiruvananthapuram	Post Graduation	Diversified
209	Jawaharlal Nehru University, Delhi	Post Graduation	Diversified
210	SSV College, Perumbavoor	Post Graduation	Diversified
211	VELS University, Chennai	Deemed University	-
212	Shri Ramdeobaba College Of Engineering And Management, Nagpur	Professional	Diversified
213	Kruti Institute Of Technology And Engineering, Raipur	Post Graduation	Diversified
214	DBS College, Kanpur	Post Graduation	Diversified
215	SNM College, Maliankara	Post Graduation	Diversified
216	Brihan Maharashtra College Of Commerce, Pune	Post Graduation	Commerce
217	Disha Institute Of Management And Technology, Raipur	Professional	Management
218	MMCC, Pune	Professional	Architecture
219	Maharishi Arvind Institute Of Science Management, Jaipur	Professional	Diversified
220	Resonance, Kota	Coaching	Diversified
221	Oxford Educational Institutions, Bangalore	Post Graduation	Diversified
222	Holy Cross School, Chennai	High School	Tamil Nadu State Board
223	Al-Ameen College, Cochin	Post Graduation	Diversified
224	Blue Star School, Puducherry	High School	Other
225	Khar Education Society, Mumbai	Graduation	Diversified
226	IIT, Jodhpur	Professional	Engineering
227	DAV College, Lucknow	Post Graduation	Diversified
228	HB Kapadia School, Ahmedabad	High School	Gujarat State Board
229	KCG College Of Technology, Chennai	Professional	Engineering
230	Prince School, Delhi	High School	CBSE
231	Tagore Arts College, Puducherry	Post Graduation	Arts
232	Ambedkar College, Nagpur	Post Graduation	Diversified
233	Ramanujan College, Delhi	Post Graduation	Diversified
234	BIT PU College, Bangalore	Graduation	Diversified
235	University Of Allahabad, Allahabad	University	-
236	Janta Shiksha Sansthan Mahavidyalaya, Kanpur	Post Graduation	Diversified
237	Raj Engineering College, Jodhpur	Professional	Engineering
238	LD College Of Engineering, Ahmedabad	Professional	Diversified
239	Jodhpur National University, Jodhpur	University	-
240	Sri Chaitanya Educational Institutions, Ahmedabad	Post Graduation	Diversified

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
241	Avanthi College, Visakhapatnam	Professional	Diversified
242	Truba Group Of Institutes, Indore	Professional	Diversified
243	Kamla Nehru Mahavidyalaya, Nagpur	Post Graduation	Diversified
244	Patna College, Patna	Post Graduation	Diversified
245	Ace College Of Engineering, Thiruvananthapuram	Professional	Engineering
246	Sri Jayachamarajendra College Of Engineering, Mysore	Professional	Engineering
247	Government Holkar Science College, Indore	Post Graduation	Diversified
248	MES College, Marampally	Post Graduation	Diversified
249	Somalwar Academy Education Society, Nagpur	Group of Institutions	-
250	Columbia Institute Of Engineering And Technology, Raipur	Professional	Engineering
251	Dr. Ambedkar Institute Of Technology, Bangalore	Professional	Engineering
252	Global Institute Of Technology, Jaipur	Professional	Diversified
253	Nirmala Memorial Foundation College, Mumbai	Post Graduation	Diversified
254	Bharatiya Samskriti Vidyapith, Bangalore	Post Graduation	Diversified
255	Apollo College Of Engineering, Chennai	Professional	Engineering
256	Amala High School, Puducherry	High School	Tamil Nadu State Board
257	SCMS School Of Technology And Management, Cochin	Post Graduation	Diversified
258	Daulat Ram College , Delhi	Post Graduation	Diversified
259	City Montessori School, Lucknow	High School	-
260	Thangavelu Engineering College , Kanchipuram	Professional	Diversified
261	Chennai National College Of Arts And Science, Chennai	Post Graduation	Diversified
262	Subhash College, Kanpur	Graduation	Diversified
263	Central College Of Engineering & Management, Raipur	Professional	Diversified
264	Army Public School, Lucknow	High School	CBSE
265	Jaipur Dental College, Jaipur	Professional	Medicine - Dental
266	National Institute Of Engineering, Mumbai	Professional	Diversified
267	JSS Academy Of Technical Education, Noida	Professional	Diversified
268	Dyal Singh College , Delhi	Post Graduation	Diversified
269	HK Arts College, Ahmedabad	Post Graduation	Diversified
270	Don Bosco School, Mumbai	High School	Maharashtra State Board
271	TIME Coaching Classes, Delhi	Coaching	Diversified
272	SGSITS, Indore	Professional	Diversified
273	Hindustan University, Chennai	Professional	Engineering
274	Birla Institute Of Scientific Research, Jaipur	Professional	Diversified
275	Veeramata Jijabai Technological Institute, Mumbai	Professional	Engineering
276	Dhanalakshmi Engineering College, Chennai	Professional	Diversified
277	DAV School, Chennai	High School	CBSE
278	Sarada Vilas College Of Pharmacy, Mysore	Professional	Pharmacy
279	Meenakshi College For Women, Chennai	Post Graduation	Diversified
280	Manipal University, Jaipur	Deemed University	-



ALL INDIA LISTING

INDIA

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
281	MAM School, Tiruchirappalli	High School	Tamil Nadu State Board
282	Jayarani School, Puducherry	High School	Tamil Nadu State Board
283	Gauhati University, Guwahati	University	-
284	Lakshmibai College, Delhi	Post Graduation	Diversified
285	Jodhpur Institute Of Engineering & Technology, Jodhpur	Professional	Engineering
286	Delhi Public School, Ahmedabad	High School	CBSE
287	German International School, Chennai	High School	International Baccalaureate
288	Ram Lal Anand College, Delhi	Post Graduation	Diversified
289	Avanthi Engineering College, Visakhapatnam	Professional	Engineering
290	Aarupadai Veedu Institute Of Technology, Chennai	Professional	Diversified
291	Sri Sairam Institute Of Technology, Chennai	Professional	Engineering
292	Alpha College Of Engineering And Technology, Puducherry	Professional	Engineering
293	MCC School, Chennai	High School	Tamil Nadu State Board
294	Kumaraguru College Of Technology, Coimbatore	Professional	Diversified
295	A J College Of Science And Technology, Thiruvananthapuram	Post Graduation	Diversified
296	Maharaja Surajmal Institute Of Technology, Delhi	Professional	Engineering
297	Hinduja College Of Commerce, Mumbai	Post Graduation	Commerce
298	IPS Academy, Indore	Post Graduation	Diversified
299	Christian College, Thiruvananthapuram	Graduation	Diversified
300	Dr. SN Medical College, Jodhpur	Professional	Medicine
301	Presidency University, Kolkata	University	-
302	St. Anne's College Education And Research Centre, Puducherry	Graduation	Teacher Training
303	SNDT Women's University, Pune	University	-
304	Shri Shakti Mahavidyalaya, Kanpur	Post Graduation	Diversified
305	Ghanshyamdas Saraf College Of Arts And Commerce, Mumbai	Post Graduation	Diversified
306	Lord Buddha Institute Of Technology And Science, Kota	Professional	Diversified
307	Delhi Public School, Lucknow	High School	CBSE
308	Indira Gandhi National Open University, Bhubaneshwar	University	-
309	SICA School, Indore	Graduation	Arts
310	SNS College Of Nursing, Mysore	Graduation	Nursing
311	MIT, Chennai	Professional	Engineering
312	Laurels School International, Indore	High School	International Baccalaureate
313	Vidyavardhaka College Of Engineering, Mysore	Professional	Engineering
314	Asian Institute Of Management And Technology, Guwahati	Professional	Diversified
315	Clear Vision Institute, Jaipur	Coaching	Diversified
316	Priyadarshini College Of Engineering, Nagpur	Professional	Engineering
317	Birla Institute Of Technology, Jaipur	Professional	Engineering
318	NERIM, Guwahati	Professional	Management
319	St. Peter's School, Visakhapatnam	High School	Andhra State Board
320	Yuvaraja College, Mysore	Post Graduation	Diversified

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
321	RA Podar College Of Commerce And Economics, Mumbai	Post Graduation	Commerce
322	Government Medical College, Nagpur	Professional	Medicine
323	Chetana College, Mumbai	Post Graduation	Diversified
324	St. Xavier's College, Ahmedabad	Post Graduation	Diversified
325	St. Peter's University, Chennai	Post Graduation	Engineering
326	TIT Group Of Institutions, Bhopal	Professional	Diversified
327	Government Engineering College, Raipur	Professional	Engineering
328	Don Bosco School, Chennai	High School	Tamil Nadu State Board
329	St. Xavier's College, Kolkata	Post Graduation	Diversified
330	Sanjuba School, Nagpur	High School	Maharashtra State Board
331	Chirayu Medical College, Bhopal	Professional	Medicine
332	Patna Medical College, Patna	Professional	Medicine
333	Kota College Of Pharmacy, Kota	Professional	Pharmacy
334	Guru Nanak College, Chennai	Post Graduation	Diversified
335	St. Xavier's School Fort, Mumbai	High School	Maharashtra State Board
336	Pune University, Pune	University	-
337	Christ College Of Engineering And Technology, Puducherry	Professional	Engineering
338	Bharati Vidyapeeth, Kolhapur	Deemed University	-
339	SEM College Of Education, Srinagar	Post Graduation	Diversified
340	Don Bosco School, Kolkata	High School	West Bengal State Board
341	Rajalakshmi Institute Of Technology, Chennai	Professional	Engineering
342	Bangalore School, Bangalore	High School	Karnataka State Board
343	Mumbai University, Mumbai	University	-
344	Devi Ahilya Vishwavidyalaya, Indore	University	-
345	SJB Institute Of Technology, Bangalore	Professional	Engineering
346	Raipur Institute Of Technology, Raipur	Professional	Engineering
347	RVS College Of Engineering And Technology, Puducherry	Professional	Engineering
348	United Group Of Institutions, Noida	Post Graduation	Diversified
349	Dayanand College, Kanpur	Graduation	Law
350	IIT, Hyderabad	Professional	Engineering
351	BJB College, Bhubaneshwar	Graduation	Diversified
352	Ranker's Point, Indore	Coaching	Diversified
353	Shri Jagwant Singh Bhadouria College, Kanpur	Graduation	Diversified
354	Sri Chaitanya Educational Institutions, Hyderabad	Coaching	Diversified
355	St. Philomena's College, Mysore	Post Graduation	Diversified
356	ER School, Tiruchirappalli	High School	Tamil Nadu State Board
357	Step By Step School, Jaipur	High School	CBSE
358	Madras Medical College, Chennai	Professional	Medicine
359	Vishwakarma Institute Of Technology, Pune	Professional	Engineering
360	Dr. GR Damodaran College of Science, Coimbatore	Post Graduation	Diversified



ALL INDIA LISTING

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
361	Loyola College Of Social Sciences, Thiruvananthapuram	Post Graduation	Arts
362	Doaba College, Jalandhar	Post Graduation	Diversified
363	Indian School Of Business, Hyderabad	Professional	Management
364	Gauhati Medical College And Hospital, Guwahati	Professional	Medicine
365	National Institute Of Design, Ahmedabad	Post Graduation	Design
366	Jagran College Of Arts Science And Commerce, Kanpur	Post Graduation	Diversified
367	NRI College, Visakhapatnam	Post Graduation	Diversified
368	RV Group Of Institution, Bangalore	Post Graduation	Diversified
369	Dwarkadas J Sanghvi College Of Engineering, Mumbai	Professional	Engineering
370	Maharaja's College, Mysore	Post Graduation	Diversified
371	Kirodimal Institute Of Technology, Raipur	Professional	Engineering
372	College Of Engineering, Chennai	Professional	Engineering
373	Unique Institute, Delhi	Training	English
374	Sri Shakthi Institute Of Engineering And Technology, Chennai	Professional	Engineering
375	Aptech Computer Education, Mumbai	Training	Software
376	Little Flower School, Bangalore	High School	ICSE
377	NIIT, Kanpur	Training	Software
378	CIS Ewart School, Chennai	High School	Tamil Nadu State Board
379	Max Muller School, Bangalore	High School	Karnataka State Board
380	Kempegowda Institute Of Medical Sciences, Bangalore	Professional	Medicine
381	SJ Mahavidyalaya, Kanpur	Graduation	Teacher Training
382	Global Institute Of Information Technology, Noida	Professional	Engineering
383	DAV School, Noida	Post Graduation	Diversified
384	CHMM College For Advanced Studies, Thiruvananthapuram	Post Graduation	Diversified
385	Brightways School, Jaipur	High School	CBSE
386	APS College Of Engineering, Bangalore	Professional	Engineering
387	Tolani College Of Commerce, Mumbai	Post Graduation	Commerce
388	Nivedita Girl's College, Varanasi	Women's Inter College	Diversified
389	Global Academy Of Technology, Bangalore	Professional	Engineering
390	Icon Academy, Guwahati	Graduation	Diversified
391	Delhi Public School, Kolkata	High Schoo	CBSE
392	Hindu School, Kolkata	High School	West Bengal State Board
393	SSM College, Mysore	Graduation	Diversified
394	DG Ruparel College Of Arts Science And Commerce, Mumbai	Post Graduation	Diversified
395	VTMNSS College, Dhanuvachapuram	Post Graduation	Diversified
396	DAV College, Jalandhar	Post Graduation	Diversified
397	St. Peter's College, Ernakulam	Post Graduation	Diversified
398	Asutosh College, Kolkata	Post Graduation	Diversified
399	Aishwarya Institute Of Management Studies & Research, Bangalore	Professional	Management
400	NIIT, Mumbai	Training	Software

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
401	Unity School, Chennai	High School	CBSE
402	Pole Star School, Delhi	High School	CBSE
403	Christ School, Bangalore	High School	ICSE
404	Sri Chaitanya School, Visakhapatnam	High School	CBSE
405	Harlal Institute Of Management And Technology, Noida	Professional	Diversified
406	Hislop College, Nagpur	Post Graduation	Diversified
407	Grant Medical College, Mumbai	Professional	Medicine
408	SLBS Engineering College, Jodhpur	Professional	Engineering
409	SRM University, Tiruchirappalli	Deemed University	-
410	Sinhgad Institutes, Pune	Group of Institutions	-
411	Mahesh Tutorial, Mumbai	Coaching	Diversified
412	Abhinava Sewa Sansthan Mahavidyalaya, Kanpur	Graduation	Diversified
413	GLS Institute Of Commerce, Ahmedabad	Post Graduation	Commerce
414	RN Podar School, Mumbai	High School	CBSE
415	Patkar Varde College, Mumbai	Post Graduation	Diversified
416	Shri Datta Meghe Polytechnic, Nagpur	Diploma	Diploma
417	PS School, Chennai	High School	CBSE
418	SRPW TT College, Kota	Graduation	Teacher Training
419	St. Thomas School, Puducherry	High School	CBSE
420	KLE Society's School, Bangalore	High School	International Baccalaureate
421	BSPS School, Delhi	High School	CBSE
422	VG Vaze College, Mumbai	Post Graduation	Diversified
423	Mahatma Gandhi College, Thiruvananthapuram	Post Graduation	Diversified
424	Pydah College Of Engineering And Technology, Visakhapatnam	Professional	Engineering
425	Osteen College, Bangalore	Post Graduation	Diversified
426	St. Andrew's College, Mumbai	Graduation	Diversified
427	Shivlok Mahila Mahavidyalaya, Kanpur	Graduation	Teacher Training
428	MBM Engineering College, Jodhpur	Professional	Engineering
429	DWS College, Bangalore	Graduation	Diversified
430	Delhi Technological University, Delhi	University	-
431	Apex Institute Of Management And Science, Delhi	Professional	Management
432	Mysore Education Society, Mysore	Post Graduation	Diversified
433	Prestige School, Indore	High School	CBSE
434	Best School, Ahmedabad	High School	-
435	Sri Ramachandra University, Chennai	Deemed University	-
436	Wilson College, Mumbai	Post Graduation	Diversified
437	Byramjee Jeejeebhoy Parsee Charitable Institution, Mumbai	Graduation	Diversified
438	BSP School, Delhi	High School	CBSE
439	Girijananda Chowdhury Institute Of Management & Technology, Guwahati	Professional	Diversified
440	VSSD College, Kanpur	Post Graduation	Diversified



ALL INDIA LISTING

INDIA

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
441	Iqbal College, Thiruvananthapuram	Post Graduation	Diversified
442	Lucky TT College, Kota	Graduation	Teacher Training
443	Som Lalit Education And Research Foundation, Ahmedabad	Professional	Management
444	NSS College For Women, Thiruvananthapuram	Women's College	Diversified
445	National College Of Arts And Science, Thiruvananthapuram	Post Graduation	Diversified
446	Shri Shantadurga School, Bicholim	High School	Goa State Board
447	Bharatiya Vidya Bhavan's Sheth R.A. College Of Science, Ahmedabad	Post Graduation	Science
448	Chennai Public School, Chennai	High School	CBSE
449	JSS Mahavidyapeeth, Bangalore	Deemed University	-
450	Bhavans School, Nagpur	High School	CBSE
451	Sacred Heart College Of Communication, Kota	Graduation	Diversified
452	Vivek College Of Commerce, Mumbai	Post Graduation	Diversified
453	National Law University, Jodhpur	Post Graduation	Law
454	Dr. B R Ambedkar University, Agra	University	-
455	Holy Cross College Of Education, Tiruchirappalli	Post Graduation	Diversified
456	All Saints College, Thiruvananthapuram	Post Graduation	Diversified
457	DY Patil College Of Engineering And Technology, Kolhapur	Professional	Engineering
458	Nagindas Khandwala College Of Commerce And Economics, Mumbai	Post Graduation	Diversified
459	Malar School, Puducherry	High School	Tamil Nadu State Board
460	SV Arts And Commerce College, Ahmedabad	Post Graduation	Diversified
461	Navgujarat College Of Computer Application, Ahmedabad	Post Graduation	Commerce
462	Sanketika Vidya Parishad Engineering College, Visakhapatnam	Professional	Engineering
463	Mahavir College, Kolhapur	Graduation	Diversified
464	Vidyodaya School, Mysore	Post Graduation	Diversified
465	Billabong High International, Bhopal	High School	International Baccalaureate
466	Champion School, Bhopal	High School	MP State Board
467	IIT, Guwahati	Professional	Engineering
468	Pachaiyappa's College, Chennai	Graduation	Diversified
469	Government Commerce College, Kota	Post Graduation	Commerce
470	Regional Institute Of Science And Technology, Guwahati	Professional	Diversified
471	ML Dahanukar College, Mumbai	Post Graduation	Commerce
472	St. Paul's College, Kalamassery	Post Graduation	Diversified
473	Karunya University, Coimbatore	Deemed university	-
474	BGS Global Institute Of Medical Sciences, Bangalore	Professional	Medicine
475	RLV College Of Music And Fine Arts, Cochin	Graduation	Fine Arts
476	GBSS School, Delhi	High School	CBSE
477	GT Institute Of Management Studies And Research, Bangalore	Professional	Management
478	Symbiosis Law School, Pune	Graduation	Law
479	Polytechnic College, Bhopal	Diploma	Diploma
480	CT Institute Of Advanced Management Studies, Jalandhar	Professional	Management

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
481	Kammavari Sangha Institute Of Technology, Bangalore	Professional	Engineering
482	Rajdhani College, Bhubaneswar	Post Graduation	Diversified
483	Stanes Anglo Indian School, Coimbatore	High School	Tamil Nadu State Board
484	St. Joseph Of Cluny School, Puducherry	High School	Tamil Nadu State Board
485	Jodhpur Institute Of Law, Jodhpur	University	-
486	Sanghvi Institute Of Management And Science, Indore	Professional	Diversified
487	Kamala Nehru College, Delhi	Post Graduation	Diversified
488	Delhi Public School, Hyderabad	High School	CBSE
489	Holy Angels School, Bangalore	High School	ICSE
490	St. Peter's School, Rae Bareli	High School	ICSE
491	NL Dalmia Institute, Mumbai	Professional	Management
492	DRIEMS, Cuttack	Professional	Engineering
493	Vivek International School, Delhi	High School	International Baccalaureate
494	SSN College Of Engineering, Kalavakkam	Professional	Engineering
495	University Of Hyderabad, Hyderabad	University	-
496	PMB Gujarat Commerce College, Indore	Post Graduation	Commerce
497	Guru Nanak Girl's College, Kanpur	Women's College	Diversified
498	Sophia College For Women, Mumbai	Women's College	Diversified
499	Government Arts College, Chennai	Post Graduation	Arts
500	Rajasthan Technical University, Kota	Professional	Engineering
501	Akashdeep Public School, Jaipur	High School	Rajasthan State Board
502	Janki Devi Memorial College, Delhi	Post Graduation	Diversified
503	DAV College, Bhubaneswar	Post Graduation	Diversified
504	Treehouse School, Mumbai	Pre-School	-
505	CADD Centre, Mumbai	Training	CAD
506	Joshi Institute Of Paramedical Sciences, Bangalore	Professional	Diversified
507	Rishiraj Institute Of Technology, Indore	Professional	Engineering
508	Alpha CBSE School, Chennai	High School	CBSE
509	Mata Sundri College For Women, Delhi	Women's College	Diversified
510	IIT, Chennai	Professional	Engineering
511	Pragati Teachers Training College, Kota	Graduation	Teacher Training
512	Jogamaya Devi College, Kolkata	Post Graduation	Diversified
513	Chaitanya Bharathi Institute Of Technology, Hyderabad	Professional	Engineering
514	Chatrabhuj Narsee Memorial School, Mumbai	High School	ICSE
515	Vidya Vikas Educational Trust, Mysore	Post Graduation	Diversified
516	MG Convent School, Shajapur	High School	MP State Board
517	Port School, Visakhapatnam	High School	Andhra State Board
518	Vel Tech Engineering College, Chennai	Professional	Engineering
519	Jawaharlal Nehru Technological University, Kakinada	University	-
520	Prestige Institute Of Management And Research, Indore	Professional	Management



ALL INDIA LISTING

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
521	Heera College Of Engineering And Technology, Thiruvananthapuram	Professional	Engineering
522	St. Xavier's College, Patna	Graduation	Diversified
523	DAV Public School, Chennai	Post Graduation	Diversified
524	SDM College Of Ayurveda, Udupi	Graduation	Ayurveda
525	Smt. Radhikatai Pandav College Of Engineering, Nagpur	Professional	Engineering
526	Trinity Institute Of Technology And Research, Bhopal	Professional	Engineering
527	Gyan Ganga College Of Technology And Management, Bhopal	Professional	Diversified
528	The Modern School, Lucknow	High School	ICSE
529	Army Public School, Jodhpur	High School	Rajasthan State Board
530	Ram Institute, Delhi	Training	Industry
531	SSMRV College, Bangalore	Graduation	Diversified
532	Queen's College, Indore	High School	CBSE
533	SSIPMT, Raipur	Professional	Diversified
534	LN College, Mumbai	Graduation	Diversified
535	GEMS NPS School, Guwahati	High School	International Baccalaureate
536	DY Patil College Of Engineering And Technology, Mumbai	Professional	Engineering
537	DAV College, Dehradun	Post Graduation	Diversified
538	Siddharth College Of Arts, Science & Commerce, Mumbai	Post Graduation	Diversified
539	Kali Charan Nigam Institute Of Technology, Banda	Professional	Engineering
540	Mysore Medical College, Mysore	Professional	Medicine
541	Ankur School, Bhopal	High School	MP State Board
542	IIT, Kharagpur	Professional	Engineering
543	St Michael's School, Bangalore	High School	ICSE
544	Seshadripuram School, Bangalore	High School	CBSE
545	SBOA School, Coimbatore	High School	Tamil Nadu State Board
546	Jain Institute Of Technology, Devangere	Professional	Engineering
547	Malini Sanghvi College Of Commerce And Economics, Mumbai	Post Graduation	Diversified
548	BVK College, Visakhapatnam	Graduation	Diversified
549	Indian Institute Of Science, Bangalore	Graduation	Science
550	Vesavi Educational Trust, Bangalore	Post Graduation	Diversified
551	Government College Of Technology, Coimbatore	Professional	Engineering
552	Durga College, Raipur	Post Graduation	Diversified
553	CC Sheth College Of Commerce, Ahmedabad	Post Graduation	Commerce
554	Shahaji Law College, Kolhapur	Professional	Law
555	Prince Institute Of Innovative Technology, Noida	Professional	Engineering
556	BGS Public School, Bangalore	High School	CBSE
557	Motilal Nehru College, Delhi	Post Graduation	Diversified
558	International Institute Of Information Technology, Hyderabad	Professional	Engineering
559	Malaviya National Institute Of Technology, Jaipur	Professional	Engineering
560	Mahila Maha Vidyalaya, Jodhpur	Women's College	Diversified

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
561	Holy Saint School, Bangalore	High School	Karnataka State Board
562	University Of Pune, Pune	University	-
563	Akhil Bharatiya Vidyarthi Parishad School, Delhi	High School	CBSE
564	Sai Ganapathi Engineering College, Visakhapatnam	Professional	Engineering
565	BR Birla Public School, Jodhpur	High School	CBSE
566	JG College Of Commerce, Ahmedabad	Post Graduation	Commerce
567	Deep Public School, Lucknow	High School	Other
568	Sydenham College Of Commerce And Economics, Mumbai	Post Graduation	Commerce
569	Diwan Ballubhai School, Ahmedabad	High School	Gujarat State Board
570	Sahajanand Arts And Commerce College, Ahmedabad	Post Graduation	Diversified
571	Gowtham Concept School , Visakhapatnam	High School	Other
572	RC School, Tiruchirappalli	High School	Tamil Nadu State Board
573	Arabic College, Tiruchirappalli	Post Graduation	Diversified
574	Pandu College, Guwahati	Post Graduation	Diversified
575	Kamala Girl's High School, Kolkata	High School	West Bengal State Board
576	Shivani Education Center, Bangalore	High School	Other
577	Bharatiya Vidya Bhavan Vidyabhavan, Jaipur	Post Graduation	Diversified
578	Shivam Institute, Delhi	Post Graduation	Diversified
579	Aminabad College, Lucknow	Inter College	Diversified
580	SP Jain Institute Of Management And Research, Mumbai	Professional	Management
581	Babu Banarasi Das National Institute Of Technology & Management, Lucknow	Professional	Diversified
582	Aurora Engineering College, Hyderabad	Professional	Engineering
583	RK Sree Rangammal Kalvi Nilayam School, Coimbatore	High School	Tamil Nadu State Board
584	JKBK Government College, Cuttack	Graduation	Arts
585	Trivandrum University College, Thiruvananthapuram	Post Graduation	Diversified
586	Maharani Science College For Women, Mysore	Post Graduation	Diversified
587	Navyug Kanya Mahavidyalaya, Lucknow	Post Graduation	Diversified
588	Royal Crescent Group Of Colleges, Bhopal	Group of Institutions	-
589	Ramanand Teacher Training College, Kota	Graduation	Teacher Training
590	JK Shah Classes, Mumbai	Coaching	CA
591	Basanti Devi College, Kolkata	Post Graduation	Diversified
592	Sri Ganesh College Of Engineering And Technology, Puducherry	Professional	Engineering
593	Matha College Of Technology, Manakkapadi	Professional	Engineering
594	Ravi Institute Of Computer Education, Delhi	Training	Computers
595	Wisdom School, Puducherry	High School	Other
596	Westwood International School, Visakhapatnam	High School	International Baccalaureate
597	Acropolis Institute Of Management Studies And Research, Indore	Professional	Management
598	St. Rock's College Of Commerce And Science, Mumbai	Graduation	Diversified
599	St. Stephen's College, Delhi	Post Graduation	Diversified
600	IIPM, Mumbai	Professional	Management



ALL INDIA LISTING

INDIA

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
601	Air Force School, Jodhpur	High School	CBSE
602	Amity University, Lucknow	University	-
603	South Point School, Nagpur	High School	Other
604	Regional College Of Managment College, Bhubaneshwar	Professional	Management
605	Centre Point School, Nagpur	High School	Other
606	JH Academy, Delhi	Others	Hair Academy
607	Maharaja's College, Ernakulam	Post Graduation	Diversified
608	SKV School, Delhi	High School	CBSE
609	DAV Public School, Noida	High School	CBSE
610	Gurukul College, Jodhpur	Post Graduation	Commerce
611	Jain Public School, Bangalore	High School	Karnataka State Board
612	KLE Society Engineering College, Bangalore	Professional	Engineering
613	Pandit Prithi Nath College, Kanpur	Post Graduation	Diversified
614	SNR Sons College, Coimbatore	Post Graduation	Diversified
615	Assam Engineering College, Guwahati	Professional	Engineering
616	Maharani Lakshmi Ammanni College For Women, Bangalore	Women's College	Diversified
617	Vidyalankar Institute Of Technology, Mumbai	Professional	Engineering
618	Yuvashakti Model School, Delhi	High School	CBSE
619	RMK Engineering College, Kavaraipttai	Professional	Engineering
620	Pushpa Devi Dugad College, Pune	Inter College	Diversified
621	Suguna Pip School, Coimbatore	High School	Tamil Nadu State Board
622	YWCA School, Coimbatore	High School	Tamil Nadu State Board
623	Kangaroo Kids, Mumbai	Pre-School	-
624	B Borooh College, Guwahati	Post Graduation	Diversified
625	Bishop Cotton Schools, Bangalore	High School	Karnataka State Board
626	SS College Of Distance Education, Mumbai	Distance Education	Diversified
627	Nirmala College, Ernakulam	Post Graduation	Pharmacy
628	Acropolis Institute Of Technology And Research, Indore	Professional	Engineering
629	MSL College Of It And Management, Delhi	Professional	Diversified
630	Al-Ameen Educational Society, Bangalore	Post Graduation	Diversified
631	Indore Indira School Of Career Studies, Indore	Post Graduation	Diversified
632	Saltlake Point School, Kolkata	High School	West Bengal State Board
633	BNM Institute Of Technology, Bangalore	Professional	Engineering
634	Medi-Caps Insitute Of Technology And Management, Indore	Professional	Diversified
635	Ramnarain Ruia College, Mumbai	Graduation	Diversified
636	Mount Carmel School, Indore	High School	MP State Board
637	CMR National PU College, Bangalore	Inter College	Diversified
638	RMK Residential School, Chennai	High School	Other
639	Terf School, Ahmedabad	High School	Other
640	Saraswati Mahavidyalaya, Kanpur	Post Graduation	Diversified

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
641	A-One School, Ahmedabad	High School	Gujarat State Board
642	BNES College, Bangalore	Inter College	Diversified
643	St. Xavier's College, Mapusa	Post Graduation	Diversified
644	Delhi Public School, Jaipur	High School	CBSE
645	SN Sen BV College, Kanpur	Post Graduation	Diversified
646	St. Paul's School, Kolkata	High School	West Bengal State Board
647	LD Arts And Commerce College, Ahmedabad	Post Graduation	Diversified
648	Bal Vidya Mandir, Lucknow	High School	UP Board
649	Rabindra Bharati University, Kolkata	University	-
650	St. Peter's School, Puducherry	High School	Other
651	Saraswathi Vidyalaya, Chennai	High School	Karnataka State Board
652	Appu School, Puducherry	High School	Other
653	Don Bosco School, Guwahati	High School	CBSE
654	City College, Kolkata	Post Graduation	Diversified
655	Deshbhakt Ratnappa Kumbhar College Of Commerce, Kolhapur	Graduation	Commerce
656	Nutan Marathi Vidyalaya School, Pune	High School	Maharashtra State Board
657	Bhel Matriculation School, Tiruchirappalli	High School	Tamil Nadu State Board
658	JJ College Of Engineering And Technology, Poolangulathupatti	Professional	Engineering
659	Muktangan School, Pune	High School	Diversified
660	Community Institute Of Management Studies, Bangalore	Professional	Management
661	Sai College, Mumbai	Post Graduation	Diversified
662	RMD Engineering College, Tiruvallur	Professional	Engineering
663	Nahata Professional Academy, Indore	Coaching	Commerce/CA
664	Main Rajaram School, Kolhapur	High School	Other
665	DAV School, Jaipur	High School	CBSE
666	Emerald Heights School, Indore	High School	CBSE
667	Hyderabad Public School, Hyderabad	High School	CBSE
668	Mahatma Gandhi Memorial Medical College, Indore	Professional	Medicine
669	MES College Of Engineering, Pune	Professional	Engineering
670	PSG School, Coimbatore	High School	Tamil Nadu State Board
671	BRCM College, Visakhapatnam	Professional	Engineering
672	Goenka College Of Commerce And Business Administration, Kolkata	Professional	Engineering
673	Indira Group Of Institutes, Pune	Professional	Management
674	Army School, Bangalore	High School	CBSE
675	Baba Institute Of Technology And Sciences, Visakhapatnam	Professional	Engineering
676	KG College Of Arts And Science, Coimbatore	Post Graduation	Diversified
677	Ankur School, Ahmedabad	High School	Gujarat State Board
678	St. Franci's Institute Of Management And Research, Mumbai	Professional	Management
679	Model College, Cochin	Professional	Engineering
680	Carmel School, Kolkata	High School	West Bengal State Board



ALL INDIA LISTING

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
681	Indraprastha College For Women, Delhi	Women's College	Diversified
682	Heritage School, Delhi	High School	CBSE
683	Acharya Arts And Science Colege, Puducherry	Post Graduation	Diversified
684	Infocity Science College, Gandhinagar	Inter College	Science
685	Dolna Creche And Day School, Kolkata	Pre-School	-
686	All India Shri Shivaji Memorial Society, Pune	Professional	Engineering
687	P Jog Group Of Institutes, Pune	Group Of Institutions	-
688	Assam Down Town University, Guwahati	University	-
689	Shankar Narayan College Of Arts And Commerce, Mumbai	Graduation	Commerce
690	Ashok Hall Group Of Schools, Kolkata	High School	CBSE
691	Acharya Narendra Dev Nagar Nigam Mahila Mahavidyalaya, Kanpur	Women's College	Diversified
692	Bunts Sangha's S M Shetty College, Mumbai	Graduation	Diversified
693	Glory Public School, Jodhpur	High School	CBSE
694	Aklank Girl's PG College, Kota	Women's College	Diversified
695	Balaji Institute Of Modern Management, Pune	Professional	Management
696	Adarsh Vidya Mandir, Jodhpur	High School	CBSE
697	Sri Sai Ushodaya School, Visakhapatnam	High School	Andhra State Board
698	Akshar Coaching Institute, Ahmedabad	Coaching	Diversified
699	Tas School, Puducherry	High School	Puducherry State Board
700	Hillwoods School, Gandhinagar	High School	CBSE
701	DAV Boy's School, Chennai	High School	CBSE
702	Rajeev Gandhi College, Bhopal	Post Graduation	Diversified
703	Government Arts College, Coimbatore	Post Graduation	Arts
704	Keshav Mahavidyalaya, Delhi	Post Graduation	Diversified
705	BMS English School, Bangalore	High School	Karnataka State Board
706	SVK Smart School, Bangalore	High School	CBSE
707	Hare School, Kolkata	High School	West Bengal State Board
708	NETES, Guwahati	Professional	Engineering
709	Doon School, Dehradun	High School	CBSE
710	Reva University, Bangalore	Deemed University	-
711	AG High School, Ahmedabad	High School	Gujarat State Board
712	Zakir Husain Delhi College, Delhi	Post Graduation	Diversified
713	RNS Institute Of Technology, Bangalore	Diploma	Diploma
714	Bethune College, Kolkata	Graduation	Diversified
715	Gurukul International School, Jodhpur	High School	CBSE
716	Mahendras Institute, Lucknow	Coaching	Diversified
717	Sriram College Of Arts And Science College, Chennai	Post Graduation	Diversified
718	Armapur College, Kanpur	Post Graduation	Diversified
719	National College, Bangalore	Graduation	Diversified
720	CSI Boy's School, Coimbatore	High School	Tamil Nadu State Board

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
721	Doon International School, Ahmedabad	High School	International Baccalaureate
722	St. Xavier's School Loyola Hall, Ahmedabad	High School	Diversified
723	DAV Training College, Kanpur	Graduation	Teacher Training
724	Triveni School, Visakhapatnam	High School	Andhra State Board
725	Kidzee, Mumbai	Pre-School	-
726	Amity Global Business School, Bhubaneshwar	Post Graduation	Diversified
727	Pooja Public School, Jodhpur	High School	Other
728	St. Thomas' School, Kolkata	High School	West Bengal State Board
729	Bridgeport University, London	International	-
730	Lady Brabourne College, Kolkata	Post Graduation	Diversified
731	Satya College Of Engineering And Technology, Coimbatore	Professional	Engineering
732	La Martiniere Girl's College, Lucknow	High School	Diversified
733	Himalaya Public School, Delhi	High School	CBSE
734	TIME Coaching Classes, Mumbai	Coaching	MBA
735	Adarsh Vidyalaya Higher Secondary School, Chennai	High School	Diversified
736	Tilak School, Jaipur	High School	CBSE
737	Mahatma Gandhi Medical College And Research Institute, Delhi	Professional	Medicine
738	National Model School, Coimbatore	High School	Tamil Nadu State Board
739	Calcutta Public School, Kolkata	High School	West Bengal State Board
740	Model Engineering College, Cochin	Professional	Engineering
741	Loreto Convent, Lucknow	High School	UP Board
742	Orissa Engineering College, Bhubaneshwar	Professional	Engineering
743	Aroma School, Ahmedabad	High School	Gujarat State Board
744	Guru Nanak College, Lucknow	Graduation	Diversified
745	Divya Path Campus, Ahmedabad	High School	International Baccalaureate
746	Sanskrit Collegiate School, Kolkata	High School	West Bengal State Board
747	Chate Coaching Classes, Pune	Coaching	Diversified
748	DAV Public School, Delhi	High School	CBSE
749	National College, Lucknow	Post Graduation	Diversified
750	Krupajal Engineering College, Bhubaneshwar	Professional	Engineering
751	Nava Nalanda School, Kolkata	High School	West Bengal State Board
752	Eurokids, Mumbai	Pre-School	-
753	Kilbil School, Pune	Pre-School	-
754	Julien Day School Nursery, Kolkata	Pre-School	-
755	Mar Athanasius International School, Kothamangalam	High School	International Baccalaureate
756	PA Aziz College Of Engineering And Technology, Thiruvananthapuram	Professional	Engineering
757	Army Institute Of Management And Technology, Noida	Professional	Diversified
758	Ram Lakhan Singh Yadav College, Patna	Graduation	Diversified
759	St. Anne's School, Kota	High School	CBSE
760	Biyani Girl's College, Jaipur	Women's College	Diversified



ALL INDIA LISTING

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
761	Kanya Maha Vidyalaya, Jalandhar	Women's College	Diversified
762	St. Xavier's College, Thiruvananthapuram	Post Graduation	Diversified
763	Sanjeevan School, Kolhapur	High School	Maharashtra State Board
764	St. Lawrence School, Kolkata	High School	West Bengal State Board
765	Nutan Vidya Vihar, Ahmedabad	High School	Gujarat State Board
766	Haribhai V Desai College, Pune	Post Graduation	Diversified
767	RD Rajpal School, Delhi	High School	CBSE
768	Dayanand College Of Law, Kanpur	Graduation	Law
769	Birla Institute Of Technology And Science, Hyderabad	Professional	Engineering
770	Assam Don Bosco University, Guwahati	University	-
771	VESASC College Of Arts Science And Commerce, Mumbai	Graduation	Diversified
772	HV Desai College, Pune	Post Graduation	Diversified
773	ALG Matric Higher Secondary School, Coimbatore	High School	Tamil Nadu State Board
774	Softvision College, Indore	Post Graduation	Diversified
775	Symbiosis International University, Pune	University	-
776	SRM Institute Of Science And Technology, Chennai	Professional	Engineering
777	Lakshmi Narayan College And Technology, Bhopal	Professional	Engineering
778	Halim Muslim College, Kanpur	Post Graduation	Diversified
779	CTM College Of Arts And Science, Chennai	Graduation	Diversified
780	IEC College Of Engineering And Technology, Noida	Professional	Engineering
781	Educomp, Mumbai	Smart Classes	Diversified
782	Marthoma School, Indore	High School	Diversified
783	Sharda Mandir School, Ahmedabad	High School	Other
784	Gandhi Medical College, Bhopal	Professional	Medicine
785	Shri Guru Teg Bahadur Khalsa College, Delhi	Post Graduation	Diversified
786	Swastik School, Ahmedabad	High School	Gujarat State Board
787	SD Bansal College Of Technology, Bhopal	Professional	Engineering
788	Asmita College Of Arts Commerce And Science, Mumbai	Graduation	Diversified
789	CVR College Of Engineering, Hyderabad	Professional	Engineering
790	Coimbatore Institute Of Technology, Coimbatore	Professional	Engineering
791	Oxford School, Delhi	High School	CBSE
792	PD Pandya Mahila Commerce College, Ahmedabad	Women's College	Commerce
793	BVK High School, Visakhapatnam	High School	Andhra State Board
794	Chameli Devi Group Of Institutions, Indore	Group of Institutions	-
795	The New Tulip International School, Ahmedabad	High School	International Baccalaureate
796	Walchand College Of Engineering, Sangli	Professional	Engineering
797	DBIT, Bangalore	Professional	Engineering
798	Ishan Institute Of Management And Technology, Noida	Post Graduation	Diversified
799	Surendranath College, Kolkata	Graduation	Diversified
800	Heramba Chandra College, Kolkata	Graduation	Commerce



INDIA

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
801	Bharat Shakti School, Delhi	High School	CBSE
802	MES, Mysore	Post Graduation	Diversified
803	Hansraj Mahila Maha Vidyalaya, Jalandhar	Women's College	Diversified
804	Velammal School, Chennai	High School	Tamil Nadu State Board
805	PT Arts And Commerce College, Ahmedabad	Graduation	Diversified
806	Bullayya College, Visakhapatnam	Post Graduation	Diversified
807	Sri Krishna College Of Engineering And Technology, Coimbatore	Professional	Engineering
808	St. Antony's School, Puducherry	High School	Pondicherry board
809	DMI College Of Engineering, Chennai	Professional	Engineering
810	Jesus And Mary College, Delhi	Women's College	Diversified
811	NMKRV College For Women, Bangalore	Women's Inter College	Diversified
812	Mrs. AVN College, Visakhapatnam	Post Graduation	Diversified
813	Roy's Institute Of Competitive Exams, Kolkata	Coaching	Govt/Civil Services
814	Prist University, Tiruchirappalli	University	-
815	Shri Jai Narain College, Lucknow	Post Graduation	Diversified
816	Vidyasagar School, Indore	High School	MP Board
817	Burhani College, Mumbai	Graduation	Diversified
818	Pt. RK Shukla College Of Law, Kanpur	Graduation	Law
819	Dr. Rammanohar Lohiya Mahavidyalaya, Kanpur	Graduation	Diversified
820	Vagdevi Vilas Institutions, Mysore	High School	Other
821	Hadas School, Nagpur	High School	Maharashtra State Board
822	Seth Anandram Jaipuria College, Kolkata	Graduation	Diversified
823	Prism College, Visakhapatnam	Post Graduation	Diversified
824	Government Law College, Mumbai	Graduation	Law
825	Government Polytechnic, Nagpur	Diploma	Diploma
826	John Cox Memorial Csi Institute Of Technology, Thiruvananthapuram	Professional	Engineering
827	Sardar Vallabh Bhai Polytechnic College, Bhopal	Diploma	Diploma
828	St. Soldier Group Of Institutions, Jalandhar	Group of Institutions	-
829	Toc H Institute Of Science And Technology, Cochin	Professional	Engineering
830	Prin. M C Shah Commerce College, Ahmedabad	Graduation	Commerce
831	CMS College Of Science And Commerce, Coimbatore	Graduation	Diversified
832	Meera Devi School, Delhi	High School	CBSE
833	Central Polytechnic College, Thiruvananthapuram	Diploma	Diploma
834	Bhagubhai Mafatlal Polytechnic, Mumbai	Diploma	Diploma
835	Ramniranjan Jhunjhunwala College, Mumbai	Graduation	Diversified
836	Department Of Management Studies - Nit, Tiruchirappalli	Professional	Management
837	Birla Institute Of Management Technology, Noida	Professional	Management
838	Samata College, Visakhapatnam	Post Graduation	Diversified
839	SIWS College, Mumbai	Graduation	Diversified
840	SES School, Coimbatore	High School	Tamil Nadu State Board



ALL INDIA LISTING

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
841	Gowtham Model Schools, Hyderabad	High School	Andhra State board
842	Apeejay College Of Fine Arts, Jalandhar	Graduation	Arts
843	BEL Composite College, Bangalore	Inter College	Diversified
844	RK College, Mumbai	Graduation	Diversified
845	Alpha Plus Matriculation Higher Secondary School, Tiruchirappalli	High School	Tamil Nadu State Board
846	Bright Institute, Delhi	Coaching	MBA
847	Central School, Delhi	High School	CBSE
848	Marthoma College Of Management And Technology, Cochin	Professional	Diversified
849	St. Anthony's School, Tiruchirappalli	High School	Tamil Nadu State Board
850	Hail Mary School, Perumpally	High School	Kerala State Board
851	St. Paul's School, Coimbatore	High School	Tamil Nadu State Board
852	National College, Tiruchirappalli	Graduation	Diversified
853	Bgs Apollo Nursing College, Mysore	Graduation	Nursing
854	Shri Krishna Arts And Science College, Coimbatore	Post Graduation	Diversified
855	Sri Aurobindo Institute Of Medical Sciences, Indore	Professional	Medicine
856	St. Peter's School, Chennai	High School	Tamil Nadu State Board
857	BD Memorial School, Kolkata	High School	International Baccalaureate
858	Sigma English School, Puducherry	High School	Puducherry State Board
859	Lakshmi Narayan College And Technology, Indore	Professional	Engineering
860	PK Model School, Delhi	High School	CBSE
861	Som Lalit Institute Of Business Management, Ahmedabad	Professional	Management
862	DAV Public School, Kolkata	High School	CBSE
863	Saurabh School, Ahmedabad	High School	Other
864	Dadi College Of Engineering And Technology, Visakhapatnam	Professional	Engineering
865	Planet Kids, Mumbai	Pre-School	-
866	Christ Church College, Kanpur	Post Graduation	Diversified
867	Mahatma Jyotiba Phule Rohilkhand University, Rae Bareli	Deemed University	-
868	Bal Bharati Public School, Delhi	High School	CBSE
869	Vision Group Of Institutions, Kanpur	Group of Institutions	-
870	Mansarovar Dental College, Bhopal	Professional	Medicine-Dental
871	Children TT College, Kota	Graduation	Teacher Training
872	Kanpur Vidya Mandir Mahila Vidyalaya, Kanpur	Women's College	Diversified
873	Indian Institute Of Management Science, Delhi	Professional	Management
874	Hiramani School, Ahmedabad	High School	Gujarat State Board
875	VVC India Education And Media, Patna	Counselling	-
876	MMK College, Mumbai	Graduation	Diversified
877	Atharva Educational Trust, Mumbai	Graduation	Engineering
878	CBM College, Coimbatore	Graduation	Diversified
879	ICFAI Business School, Bhubaneshwar	Post Graduation	Business School
880	Delhi Public School, Bangalore	High School	CBSE

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
881	Nelson School, Ahmedabad	High School	International Baccalaureate
882	Mount Carmel School, Gandhinagar	High School	Gujarat State Board
883	Kothari College Of Management Science And Technology, Indore	Post Graduation	Diversified
884	Government Jubilee College, Lucknow	Post Graduation	Diversified
885	Symbiosis College Of Arts And Commerce, Pune	Post Graduation	Diversified
886	Oxford Engineering College, Tiruchirappalli	Professional	Engineering
887	JDB Government Girl's College, Delhi	Women's College	Diversified
888	Juhari Devi Girl's College, Kanpur	Women's College	Diversified
889	St. Lawrence School, Bangalore	High School	Karnataka State Board
890	Shree Swaminarayan Gurukul Vidyalaya, Gandhinagar	High School	CBSE
891	Jodhpur Park Girls School, Kolkata	High School	Rajasthan Board
892	BGS College, Mysore	Post Graduation	Diversified
893	LN Medical College And Research Centre, Bhopal	Professional	Medicine
894	MNR Coaching Centre, Visakhapatnam	Coaching	Diversified
895	Durga School, Ahmedabad	High School	Gujarat State Board
896	Apollo Polytechnic, Bangalore	Diploma	Diploma
897	GD Birla Centre For Education, Kolkata	High School	West Bengal State Board
898	Punjab Technical University, Jalandhar	Post Graduation	Science And Technology
899	LJ Group Of Institutes, Ahmedabad	Group of Institutions	-
900	RG Patel Arts And Commerce College, Ahmedabad	Graduation	Diversified
901	Apex Institute Of Management And Research, Indore	Training	Management
902	Annoor Dental College, Cochin	Professional	Medicine - Dental
903	Prakash School, Ahmedabad	High School	Gujarat State Board
904	JB Law College, Guwahati	Graduation	Law
905	Dr. Ambedkar College, Nagpur	Professional	Management
906	IGM Teachers Training College, Jaipur	Graduation	Teacher Training
907	DK College, Guwahati	Graduation	Diversified
908	Oxford University, London	International	-
909	Maheswari School, Jaipur	High School	Rajasthan Board
910	Brilliant School, Indore	High School	MP Board
911	Roop Rani Sukhnandan Singh Mahavidyalaya, Kanpur	Post Graduation	Diversified
912	Topper's Student Academy, Pune	Coaching	Diversified
913	RKDF School Of Engineering, Indore	Professional	Engineering
914	NIIT, Patna	Training	Software
915	St. Wilfred Group Of Colleges, Jaipur	Group of Institutions	-
916	Kerala Law Academy, Thiruvananthapuram	Graduation	Law
917	IIM, Indore	Professional	Management
918	Red Rose School, Lucknow	High School	UP Board
919	SNS College Of Technology, Coimbatore	Professional	Engineering
920	Perks School, Coimbatore	High School	Tamil Nadu State Board



ALL INDIA LISTING

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
921	Mansarovar Institutes, Bhopal	Professional	Engineering
922	Renaissance College Of Commerce And Management, Indore	Graduation	Diversified
923	Maa Bharti Teachers Training College, Kota	Graduation	Teacher Training
924	Focus Institute, Delhi	Coaching	Diversified
925	Kerala Institute Of Tourism And Travel Studies, Thiruvananthapuram	Graduation	Travel And Tourism
926	St. Joseph's Girl's School, Visakhapatnam	High School	Andhra State Board
927	New Law College, Mumbai	Post Graduation	Law
928	CREA Childrens Academy, Tiruchirappalli	Elementary School	-
929	Tecnia International School, Delhi	High School	International Baccalaureate
930	Victoria Institution, Delhi	Graduation	Diversified
931	National School, Bangalore	High School	Karnataka State Board
932	Lad College, Nagpur	Women's College	Diversified
933	Shaheed Bhagat Singh Sikshan Sansthan, Kanpur	Post Graduation	Diversified
934	Rajajinagar PU College, Bangalore	Graduation	Diversified
935	SNBP Group Of Institutes, Pune	High School	CBSE
936	Shri Krishna Teacher Training College, Kota	Graduation	Teacher Training
937	Punjab University, Punjab	University	-
938	Guru Nanak Khalsa College, Jalandhar	Post Graduation	Diversified
939	Nalanda Talent School, Visakhapatnam	High School	Andhra State Board
940	ICFAI University, Mumbai	University	-
941	St. Xavier's College, Mumbai	Post Graduation	Diversified
942	Pondicherry Engineering College, Puducherry	Professional	Engineering
943	Techno India Group, Kolkata	Professional	Engineering
944	Mani School, Coimbatore	High School	Tamil Nadu State Board
945	Sree Sankara College, Cochin	Graduation	Diversified
946	Arena Multimedia, Kolkata	Training	Animation Education
947	UGC Point Academy, Delhi	Coaching	Science
948	Magadh Mahila College, Patna	Women's College	Diversified
949	Sri Venkateshwara College Of Engineering, Bangalore	Professional	Engineering
950	Maharashtra College Of Arts Science And Commerce, Mumbai	Graduation	Diversified
951	M.Ct.M Chidambaram Chettyar International School, Chennai	High School	International Baccalaureate
952	Dinabandhu Andrews College, Kolkata	Post Graduation	Diversified
953	Sushila Devi Bansal College Of Technology, Indore	Professional	Engineering
954	St. Francis' College, Lucknow	High School	ICSE
955	Gitarattan International Business School, Delhi	Professional	Engineering
956	Vijaya School, Bangalore	High School	Karnataka State Board
957	Pragathi Central School, Hyderabad	High School	CBSE
958	Dayal Singh College, Delhi	Post Graduation	Diversified
959	JES College, Mumbai	Graduation	Diversified
960	Guru Nanak College Of Arts, Science And Commerce, Mumbai	Graduation	Diversified

INDIA'S MOST TRUSTED EDUCATIONAL INSTITUTES 2014-2015

Rank	Institute Name	Category	Sub-Category
961	St. Xavier's School, Mapusa	High School	Other
962	SDPY Girl's School, Cochin	High School	-
963	Surya School, Lucknow	High School	UP Board
964	SSVPS Bapusaheb Shivajirao Deore College Of Engineering, Bangalore	Professional	Engineering
965	Poorna Prajna College, Udupi	Graduation	Diversified
966	St. Albert's College, Ernakulam	Graduation	Diversified
967	Shri Gujarati Samaj Amnem School, Indore	Graduation	Diversified
968	Jai Hind College Of Engineering, Pune	Professional	Engineering
969	Tata Institute Of Fundamental Research, Mumbai	Professional	Diversified
970	Ahmedabad University, Ahmedabad	University	-
971	Bangabashi College, Kolkata	Graduation	Diversified
972	IIPM, Rourkela	Post Graduation	Business School
973	Ramakrishna Mission Vivekananda College, Chennai	Post Graduation	Diversified
974	Aruna Institute Of Fashion Management, Bangalore	Professional	Fashion
975	Trinity College Of Engineering, Thiruvananthapuram	Professional	Engineering
976	Velammal Engineering College, Chennai	Professional	Engineering
977	IMS, Patna	Coaching	Management
978	RKDF Medical College, Bhopal	Professional	Medicine
979	PMS College Of Dental Science And Research, Thiruvananthapuram	Professional	Medicine - Dental
980	Mulund College Of Commerce, Mumbai	Graduation	Commerce
981	Jamal Mohamed College, Tiruchirappalli	Post Graduation	Diversified
982	Prarthana School, Bangalore	High School	Other
983	St. Mark's School, Lucknow	High School	UP Board
984	Sri Indu College Of Engineering And Technology, Hyderabad	Professional	Engineering
985	KAP Viswanatham Government Medical College, Tiruchirappalli	Professional	Medicine
986	National School, Kolkata	High School	West Bengal State Board
987	Poona College Of Arts Science & Commerce, Pune	Post Graduation	Diversified
988	GS College Of Commerce And Economics, Nagpur	Post Graduation	Commerce
989	BJ Medical College, Ahmedabad	Professional	Medicine
990	Kiran School, Bangalore	Special School	-
991	Padmashree Institute Of Management Studies, Bangalore	Professional	Management
992	Aligarh Muslim University, Aligarh	University	-
993	Goodwill College, Pune	High School	Diversified
994	Center For Environmental Planning And Technology, Ahmedabad	Deemed University	-
995	S M Patel Institute Of Commerce, Ahmedabad	Post Graduation	Commerce
996	International Institute Of Management, Patna	Professional	Management
997	Balaji Classes, Jodhpur	Coaching	Diversified
998	Valluvar School, Puducherry	High School	Puducherry State Board
999	Sri Sai College Of Dental Surgery, Hyderabad	Professional	Medicine - Dental
1000	DA Pandu Memorial RV Dental College, Bangalore	Professional	Medicine - Dental



CATEGORY LISTING

PRE-SCHOOL CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	504	Treehouse School, Mumbai	Pre-School	-
2	623	Kangaroo Kids, Mumbai	Pre-School	-
3	685	Dolna Creche And Day School, Kolkata	Pre-School	-
4	725	Kidzee, Mumbai	Pre-School	-
5	752	Eurokids, Mumbai	Pre-School	-
6	753	Kilbil School, Pune	Pre-School	-
7	754	Julien Day School Nursery, Kolkata	Pre-School	-
8	865	Planet Kids, Mumbai	Pre-School	-

ELEMENTARY SCHOOL CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	928	CREA Children's Academy, Tiruchirappalli	Elementary School	-

HIGH SCHOOL / INTERMEDIATE CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	6	Delhi Public School, Delhi	High School	CBSE
2	9	DAV School, Delhi	High School	CBSE
3	20	David School, Delhi	High School	CBSE
4	26	Victoria Memorial School, Delhi	High School	CBSE
5	28	Radha Devi School, Delhi	High School	Other
6	42	Delhi Public School, Bhopal	High School	CBSE
7	58	Saraswati Model School, Delhi	High School	Other
8	80	Haragopal School, Visakhapatnam	High School	Andhra State Board
9	85	PEN School, Visakhapatnam	High School	Other
10	92	SBOA School, Chennai	High School	Tamil Nadu State Board
11	101	Government Boy's School, Delhi	High School	CBSE
12	108	Shree Bhavans Bharti Public School, Bhopal	High School	CBSE
13	128	Tagore School, Jaipur	High School	CBSE
14	132	Royal Global School, Guwahati	High School	CBSE
15	139	Amar Concept School, Visakhapatnam	High School	Diversified
16	141	Lucknow School, Lucknow	High School	UP State Board
17	157	Delhi Public School, Indore	High School	CBSE
18	160	South Point School, Kolkata	High School	West Bengal State Board
19	162	Pollocks School, Visakhapatnam	High School	Other
20	172	Indore Public School, Indore	High School	CBSE



CATEGORY LISTING

CATEGORY

HIGH SCHOOL / INTERMEDIATE CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
21	175	Delhi Public School, Visakhapatnam	High School	CBSE
22	179	Viswateja Convent School , Visakhapatnam	High School	Andhra State Board
23	184	Amity International School, Noida	High School	International Baccalaureate
24	186	SFS School, Visakhapatnam	High School	AP State Board
25	190	Delhi Public School, Jodhpur	High School	CBSE
26	194	GD School, Coimbatore	High School	Tamil Nadu State Board
27	203	Delhi Public School, Guwahati	High School	CBSE
28	206	Spring Valley School, Bhopal	High School	CBSE
29	222	Holy Cross School, Chennai	High School	Tamil Nadu State Board
30	224	Blue Star School, Puducherry	High School	Other
31	228	HB Kapadia School, Ahmedabad	High School	Gujarat State Board
32	230	Prince School, Delhi	High School	CBSE
33	256	Amala High School, Puducherry	High School	Tamil Nadu State Board
34	259	City Montessori School, Lucknow	High School	-
35	264	Army Public School, Lucknow	High School	CBSE
36	270	Don Bosco School, Mumbai	High School	Maharashtra State Board
37	277	DAV School, Chennai	High School	CBSE
38	281	MAM School, Tiruchirappalli	High School	Tamil Nadu State Board
39	282	Jayarani School, Puducherry	High School	Tamil Nadu State Board
40	286	Delhi Public School, Ahmedabad	High School	CBSE
41	287	German International School, Chennai	High School	International Baccalaureate
42	293	MCC School, Chennai	High School	Tamil Nadu State Board
43	307	Delhi Public School, Lucknow	High School	CBSE
44	312	Laurels School International, Indore	High School	International Baccalaureate
45	319	St. Peter's School, Visakhapatnam	High School	Andhra State Board
46	328	Don Bosco School, Chennai	High School	Tamil Nadu State Board
47	330	Sanjuba School, Nagpur	High School	Maharashtra State Board
48	335	St. Xavier's School Fort, Mumbai	High School	Maharashtra State Board
49	340	Don Bosco School, Kolkata	High School	West Bengal State Board
50	342	Bangalore School, Bangalore	High School	Karnataka State Board
51	356	ER School, Tiruchirappalli	High School	Tamil Nadu State Board
52	357	Step By Step School, Jaipur	High School	CBSE
53	376	Little Flower School, Bangalore	High School	ICSE
54	378	CIS Ewart School, Chennai	High School	Tamil Nadu State Board
55	379	Max Muller School, Bangalore	High School	Karnataka State Board
56	385	Brightways School, Jaipur	High School	CBSE
57	391	Delhi Public School, Kolkata	High School	CBSE
58	392	Hindu School, Kolkata	High School	West Bengal State Board
59	401	Unity School, Chennai	High School	CBSE
60	402	Pole Star School, Delhi	High School	CBSE

HIGH SCHOOL / INTERMEDIATE CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
61	403	Christ School, Bangalore	High School	ICSE
62	404	Sri Chaitanya School, Visakhapatnam	High School	CBSE
63	414	RN Podar School, Mumbai	High School	CBSE
64	417	PS School, Chennai	High School	CBSE
65	419	St. Thomas' School, Puducherry	High School	CBSE
66	420	KLE Society's School, Bangalore	High School	International Baccalaureate
67	421	BSPS School, Delhi	High School	CBSE
68	433	Prestige School, Indore	High School	CBSE
69	434	Best School, Ahmedabad	High School	-
70	438	BSP School, Delhi	High School	CBSE
71	446	Shri Shantadurga School, Bicholim	High School	Goa State Board
72	448	Chennai Public School, Chennai	High School	CBSE
73	450	Bhavans School, Nagpur	High School	CBSE
74	459	Malar School, Puducherry	High School	Tamil Nadu State Board
75	465	Billabong High International, Bhopal	High School	International Baccalaureate
76	466	Champion School, Bhopal	High School	MP State Board
77	476	GBSS School, Delhi	High School	CBSE
78	483	Stanes Anglo Indian School, Coimbatore	High School	Tamil Nadu State Board
79	484	St. Joseph Of Cluny School, Puducherry	High School	Tamil Nadu State Board
80	488	Delhi Public School, Hyderabad	High School	CBSE
81	489	Holy Angels School, Bangalore	High School	ICSE
82	490	St. Peter's School, Rae Bareilly	High School	ICSE
83	493	Vivek International School, Delhi	High School	International Baccalaureate
84	501	Akashdeep Public School, Jaipur	High School	Rajasthan State Board
85	508	Alpha CBSE School, Chennai	High School	CBSE
86	514	Chatrabhuj Narsee Memorial School, Mumbai	High School	ICSE
87	516	MG Convent School, Shajapur	High School	MP State Board
88	517	Port School, Visakhapatnam	High School	Andhra State Board
89	528	The Modern School, Lucknow	High School	ICSE
90	529	Army Public School, Jodhpur	High School	Rajasthan State Board
91	532	Queens College, Indore	High School	CBSE
92	535	GEMS NPS School, Guwahati	High School	International Baccalaureate
93	541	Ankur School, Bhopal	High School	MP State Board
94	543	St. Michael's School, Bangalore	High School	ICSE
95	544	Seshadripuram School, Bangalore	High School	CBSE
96	545	SBOA School, Coimbatore	High School	Tamil Nadu State Board
97	556	BGS Public School, Bangalore	High School	CBSE
98	561	Holy Saint School, Bangalore	High School	Karnataka State Board
99	563	Akhil Bharatiya Vidyarthi Parishad School, Delhi	High School	CBSE
100	565	BR Birla Public School, Jodhpur	High School	CBSE
101	567	Deep Public School, Lucknow	High School	Other



CATEGORY LISTING

CATEGORY

HIGH SCHOOL / INTERMEDIATE CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
102	569	Diwan Ballubhai School, Ahmedabad	High School	Gujarat State Board
103	571	Gowtham Concept School , Visakhapatnam	High School	Other
104	572	RC School, Tiruchirappalli	High School	Tamil Nadu State Board
105	575	Kamala Girl's High School, Kolkata	High School	West Bengal State Board
106	576	Shivani Education Center, Bangalore	High School	Other
107	583	RK Sree Rangammal Kalvi Nilayam School, Coimbatore	High School	Tamil Nadu State Board
108	595	Wisdom School, Puducherry	High School	Other
109	596	Westwood International School, Visakhapatnam	High School	International Baccalaureate
110	601	Air Force School, Jodhpur	High School	CBSE
111	603	South Point School, Nagpur	High School	Other
112	605	Centre Point School, Nagpur	High School	Other
113	608	SKV School, Delhi	High School	CBSE
114	609	DAV Public School, Noida	High School	CBSE
115	611	Jain Public School, Bangalore	High School	Karnataka State Board
116	618	Yuvashakti Model School, Delhi	High School	CBSE
117	621	Suguna PIP School, Coimbatore	High School	Tamil Nadu State Board
118	622	YWCA School, Coimbatore	High School	Tamil Nadu State Board
119	625	Bishop Cotton Schools, Bangalore	High School	Karnataka State Board
120	632	Saltlake Point School, Kolkata	High School	West Bengal State Board
121	636	Mount Carmel School, Indore	High School	MP State Board
122	638	RMK Residential School, Chennai	High School	Other
123	639	TERF School, Ahmedabad	High School	Other
124	641	A-One School, Ahmedabad	High School	Gujarat State Board
125	644	Delhi Public School, Jaipur	High School	CBSE
126	646	St. Paul's School, Kolkata	High School	West Bengal State Board
127	648	Bal Vidya Mandir, Lucknow	High School	UP Board
128	650	St. Peter's School, Puducherry	High School	Other
129	651	Saraswathi Vidyalaya, Chennai	High School	Karnataka State Board
130	652	Appu School, Puducherry	High School	Other
131	653	Don Bosco School, Guwahati	High School	CBSE
132	656	Nutan Marathi Vidyalaya School, Pune	High School	Maharashtra State Board
133	657	BHEL Matriculation School, Tiruchirappalli	High School	Tamil Nadu State Board
134	659	Muktangan School, Pune	High School	Diversified
135	664	Main Rajaram School, Kolhapur	High School	Other
136	665	DAV School, Jaipur	High School	CBSE
137	666	Emerald Heights School, Indore	High School	CBSE
138	667	Hyderabad Public School, Hyderabad	High School	CBSE
139	670	PSG School, Coimbatore	High School	Tamil Nadu State Board
140	674	Army School, Bangalore	High School	CBSE
141	677	Ankur School, Ahmedabad	High School	Gujarat State Board
142	680	Carmel School, Kolkata	High School	West Bengal State Board

HIGH SCHOOL / INTERMEDIATE CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
143	682	Heritage School, Delhi	High School	CBSE
144	690	Ashok Hall Group Of Schools, Kolkata	High School	CBSE
145	693	Glory Public School, Jodhpur	High School	CBSE
146	696	Adarsh Vidya Mandir, Jodhpur	High School	CBSE
147	697	Sri Sai Ushodaya School, Visakhapatnam	High School	Andhra State Board
148	699	Tas School, Puducherry	High School	Puducherry State Board
149	700	Hillwoods School, Gandhinagar	High School	CBSE
150	701	DAV Boys' School, Chennai	High School	CBSE
151	705	BMS English School, Bangalore	High School	Karnataka State Board
152	706	SVK Smart School, Bangalore	High School	CBSE
153	707	Hare School, Kolkata	High School	West Bengal State Board
154	709	Doon School, Dehradun	High School	CBSE
155	711	AG High School, Ahmedabad	High School	Gujarat State Board
156	715	Gurukul International School, Jodhpur	High School	CBSE
157	720	CSI Boy's School, Coimbatore	High School	Tamil Nadu State Board
158	721	Doon International School, Ahmedabad	High School	International Baccalaureate
159	722	St. Xavier's School Loyola Hall, Ahmedabad	High School	Diversified
160	724	Triveni School, Visakhapatnam	High School	Andhra State Board
161	727	Pooja Public School, Jodhpur	High School	Other
162	728	St. Thomas' School, Kolkata	High School	West Bengal State Board
163	732	La Martiniere Girl's College, Lucknow	High School	Diversified
164	733	Himalaya Public School, Delhi	High School	CBSE
165	735	Adarsh Vidyalaya Higher Secondary School, Chennai	High School	Diversified
166	736	Tilak School, Jaipur	High School	CBSE
167	738	National Model School, Coimbatore	High School	Tamil Nadu State Board
168	739	Calcutta Public School, Kolkata	High School	West Bengal State Board
169	741	Loreto Convent, Lucknow	High School	UP Board
170	743	Aroma School, Ahmedabad	High School	Gujarat State Board
171	745	Divya Path Campus, Ahmedabad	High School	International Baccalaureate
172	746	Sanskrit Collegiate School, Kolkata	High School	West Bengal State Board
173	748	DAV Public School, Delhi	High School	CBSE
174	751	Nava Nalanda School, Kolkata	High School	West Bengal State Board
175	755	Mar Athanasius International School, Kothamangalam	High School	International Baccalaureate
176	759	St. Anne's School, Kota	High School	CBSE
177	763	Sanjeevan School, Kolhapur	High School	Maharashtra State Board
178	764	St. Lawrence School, Kolkata	High School	West Bengal State Board
179	765	Nutan Vidya Vihar, Ahmedabad	High School	Gujarat State Board
180	767	RD Rajpal School, Delhi	High School	CBSE
181	773	ALG Matric Higher Secondary School, Coimbatore	High School	Tamil Nadu State Board
182	782	Marthoma School, Indore	High School	Diversified
183	783	Sharda Mandir School, Ahmedabad	High School	Other



CATEGORY LISTING

HIGH SCHOOL / INTERMEDIATE CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
184	786	Swastik School, Ahmedabad	High School	Gujarat State Board
185	791	Oxford School, Delhi	High School	CBSE
186	793	BVK High School, Visakhapatnam	High School	AP board
187	795	The New Tulip International School, Ahmedabad	High School	International Baccalaureate
188	801	Bharat Shakti School, Delhi	High School	CBSE
189	804	Velammal School, Chennai	High School	Tamil Nadu State Board
190	808	St. Antony's School, Puducherry	High School	Pondicherry board
191	816	Vidyasagar School, Indore	High School	MP Board
192	820	Vagdevi Vilas Institutions, Mysore	High School	Other
193	821	Hadas School, Nagpur	High School	Maharashtra State Board
194	832	Meera Devi School, Delhi	High School	CBSE
195	840	SES School, Coimbatore	High School	Tamil Nadu State Board
196	841	Gowtham Model Schools, Hyderabad	High School	AP board
197	845	Alpha Plus Matriculation Higher Secondary School, Tiruchirappalli	High School	Tamil Nadu State Board
198	847	Central School, Delhi	High School	CBSE
199	849	St. Anthony's School, Tiruchirappalli	High School	Tamil Nadu State Board
200	850	Hail Mary School, Perumpally	High School	Kerala State Board
201	851	St. Paul's School, Coimbatore	High School	Tamil Nadu State Board
202	856	St. Peter's School, Chennai	High School	Tamil Nadu State Board
203	857	BD Memorial School, Kolkata	High School	International Baccalaureate
204	858	Sigma English School, Puducherry	High School	Puducherry State Board
205	860	PK Model School, Delhi	High School	CBSE
206	862	DAV Public School, Kolkata	High School	CBSE
207	863	Saurabh School, Ahmedabad	High School	Other
208	868	Bal Bharati Public School, Delhi	High School	CBSE
209	874	Hiramani School, Ahmedabad	High School	Gujarat State Board
210	880	Delhi Public School, Bangalore	High School	CBSE
211	881	Nelson School, Ahmedabad	High School	International Baccalaureate
212	882	Mount Carmel School, Gandhinagar	High School	Gujarat State Board
213	889	St. Lawrence School, Bangalore	High School	Karnataka State Board
214	890	Shree Swaminarayan Gurukul Vidyalaya, Gandhinagar	High School	CBSE
215	891	Jodhpur Park Girl's School, Kolkata	High School	Rajasthan Board
216	895	Durga School, Ahmedabad	High School	Gujarat State Board
217	897	GD Birla Centre For Education, Kolkata	High School	West Bengal State Board
218	903	Prakash School, Ahmedabad	High School	Gujarat State Board
219	909	Maheswari School, Jaipur	High School	Rajasthan Board
220	910	Brilliant School, Indore	High School	MP Board
221	918	Red Rose School, Lucknow	High School	UP Board
222	920	Perks School, Coimbatore	High School	Tamil Nadu State Board
223	926	St. Joseph's Girl's School, Visakhapatnam	High School	Andhra State Board
224	929	Tecnia International School, Delhi	High School	International Baccalaureate

HIGH SCHOOL / INTERMEDIATE CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
225	931	National School, Bangalore	High School	Karnataka State Board
226	935	SNBP Group Of Institutes, Pune	High School	CBSE
227	939	Nalanda Talent School, Visakhapatnam	High School	Andhra State Board
228	944	Mani School, Coimbatore	High School	Tamil Nadu State Board
229	951	M. CT. M Chidambaram Chettyar International School, Chennai	High School	International Baccalaureate
230	954	St. Francis' College, Lucknow	High School	ICSE
231	956	Vijaya School, Bangalore	High School	Karnataka State Board
232	957	Pragathi Central School, Hyderabad	High School	CBSE
233	961	St. Xaviers' School, Mapusa	High School	Other
234	962	SDPY Girl's School, Cochin	High School	-
235	963	Surya School, Lucknow	High School	UP Board
236	982	Prarthana School, Bangalore	High School	Other
237	983	St. Mark's School, Lucknow	High School	UP Board
238	986	National School, Kolkata	High School	West Bengal State Board
239	993	Goodwill College, Pune	High School	Diversified
240	998	Valluvar School, Puducherry	High School	Puducherry State Board

INTER COLLEGE CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	579	Aminabad College, Lucknow	Inter College	Diversified
2	620	Pushpa Devi Dugad College, Pune	Inter College	Diversified
3	637	CMR National Pu College, Bangalore	Inter College	Diversified
4	642	BNES College, Bangalore	Inter College	Diversified
5	684	Infocity Science College, Gandhinagar	Inter College	Science
6	843	BEL Composite College, Bangalore	Inter College	Diversified

COUNSELLING CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	875	VVC India Education And Media, Patna	Counselling	-

DISTANCE EDUCATION CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	626	SS College Of Distance Education, Mumbai	Distance Education	Diversified



CATEGORY LISTING

CATEGORY

WOMEN'S INTER COLLEGE CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	32	PVP College For Women, Bangalore	Women's Inter College	Diversified
2	388	Nivedita Girls College, Varanasi	Women's Inter College	Diversified
3	811	NMKRV College For Women, Bangalore	Women's Inter College	Diversified

WOMEN'S COLLEGE CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	50	Dayanand Girl's College, Kanpur	Women's College	Diversified
2	89	KK Girl's College, Kanpur	Women's College	Diversified
3	153	Janta Girl's College, Lucknow	Women's College	Diversified
4	156	Rawat Girl's College, Jaipur	Women's College	Diversified
5	158	Women's Christian College, Chennai	Women's College	Diversified
6	444	NSS College For Women, Thiruvananthapuram	Women's College	Diversified
7	497	Guru Nanak Girl's College, Kanpur	Women's College	Diversified
8	498	Sophia College For Women, Mumbai	Women's College	Diversified
9	616	Maharani Lakshmi Ammanni College For Women, Bangalore	Women's College	Diversified
10	681	Indraprastha College For Women, Delhi	Women's College	Diversified
11	691	Acharya Narendra Dev Nagar Nigam Mahila Mahavidyalaya, Kanpur	Women's College	Diversified
12	694	Aklank Girl's PG College, Kota	Women's College	Diversified
13	760	Biyani Girl's College, Jaipur	Women's College	Diversified
14	761	Kanya Maha Vidyalaya, Jalandhar	Women's College	Diversified
15	792	PD Pandya Mahila Commerce College, Ahmedabad	Women's College	Commerce
16	803	Hansraj Mahila Maha Vidyalaya, Jalandhar	Women's College	Diversified
17	810	Jesus And Mary College, Delhi	Women's College	Diversified
18	872	Kanpur Vidya Mandir Mahila Vidyalaya, Kanpur	Women's College	Diversified
19	887	JDB Government Girl's College, Delhi	Women's College	Diversified
20	888	Juhari Devi Girl's College, Kanpur	Women's College	Diversified
21	932	Lad College, Nagpur	Women's College	Diversified
22	948	Magadh Mahila College, Patna	Women's College	Diversified

SPECIAL SCHOOL CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	29	Asha School, Delhi	Special School	-
2	990	Kiran School, Bangalore	Special School	-

SMART CLASSES CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	781	Educomp, Mumbai	Smart Classes	Diversified

GRADUATION CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	74	KLE Society's College, Bangalore	Graduation	Law
2	112	Pannalal Girdharlal Dayanand Anglo-Vedic College, Delhi	Graduation	Diversified
3	114	Poornima College Of Rural Management, Jaipur	Graduation	Agriculture
4	116	DWT College, Kanpur	Graduation	Teacher Training
5	168	MD Mission College, Kota	Graduation	Nursing
6	178	Government Law College, Kota	Graduation	Law
7	189	Aditya College, Visakhapatnam	Graduation	Diversified
8	225	Khar Education Society, Mumbai	Graduation	Diversified
9	234	BIT PU College, Bangalore	Graduation	Diversified
10	262	Subhash College, Kanpur	Graduation	Diversified
11	299	Christian College, Thiruvananthapuram	Graduation	Diversified
12	302	St. Anne's College Education And Research Centre, Puducherry	Graduation	Teacher Training
13	309	SICA School, Indore	Graduation	Arts
14	310	S N S College Of Nursing, Mysore	Graduation	Nursing
15	349	Dayanand College, Kanpur	Graduation	Law
16	351	BJB College, Bhubaneshwar	Graduation	Diversified
17	353	Shri Jagwant Singh Bhadouria College, Kanpur	Graduation	Diversified
18	381	SJ Mahavidyalaya, Kanpur	Graduation	Teacher Training
19	390	Icon Academy, Guwahati	Graduation	Diversified
20	393	SSM College, Mysore	Graduation	Diversified
21	412	Abhinava Sewa Sansthan Mahavidyalaya, Kanpur	Graduation	Diversified
22	418	SRPW TT College, Kota	Graduation	Teacher Training
23	426	St. Andrew's College, Mumbai	Graduation	Diversified
24	427	Shivlok Mahila Mahavidyalaya, Kanpur	Graduation	Teacher Training
25	429	DVVS College, Bangalore	Graduation	Diversified
26	437	Byramjee Jeejeebhoy Parsee Charitable Institution, Mumbai	Graduation	Diversified
27	442	Lucky TT College, Kota	Graduation	Teacher Training
28	451	Sacred Heart College Of Communication, Kota	Graduation	Diversified
29	463	Mahavir College, Kolhapur	Graduation	Diversified
30	468	Pachaiyappa's College, Chennai	Graduation	Diversified
31	475	RLV College Of Music And Fine Arts, Cochin	Graduation	Fine Arts
32	478	Symbiosis Law School, Pune	Graduation	Law
33	511	Pragati Teacher's Training College, Kota	Graduation	Teacher Training
34	522	St. Xavier's College, Patna	Graduation	Diversified
35	524	SDM College Of Ayurveda, Udupi	Graduation	Ayurveda
36	531	SSMRV College, Bangalore	Graduation	Diversified
37	534	LN College, Mumbai	Graduation	Diversified
38	548	BVK College, Visakhapatnam	Graduation	Diversified
39	549	Indian Institute Of Science, Bangalore	Graduation	Science
40	584	JKBK Government College, Cuttack	Graduation	Arts
41	589	Ramanand Teacher Training College, Kota	Graduation	Teacher Training



CATEGORY LISTING

GRADUATION CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
42	598	St. Rock's College Of Commerce And Science, Mumbai	Graduation	Diversified
43	635	Ramnarain Ruia College, Mumbai	Graduation	Diversified
44	655	Deshbhakt Ratnappa Kumbhar College Of Commerce, Kolhapur	Graduation	Commerce
45	689	Shankar Narayan College Of Arts And Commerce, Mumbai	Graduation	Commerce
46	692	Bunts Sangha's S M Shetty College, Mumbai	Graduation	Diversified
47	714	Bethune College, Kolkata	Graduation	Diversified
48	719	National College, Bangalore	Graduation	Diversified
49	723	DAV Training College, Kanpur	Graduation	Teacher Training
50	744	Guru Nanak College, Lucknow	Graduation	Diversified
51	758	Ram Lakhan Singh Yadav College, Patna	Graduation	Diversified
52	768	Dayanand College Of Law, Kanpur	Graduation	Law
53	771	VESASC College Of Arts Science And Commerce, Mumbai	Graduation	Diversified
54	779	CTM College Of Arts And Science, Chennai	Graduation	Diversified
55	788	Asmita College Of Arts Commerce And Science, Mumbai	Graduation	Diversified
56	799	Surendranath College, Kolkata	Graduation	Diversified
57	800	Heramba Chandra College, Kolkata	Graduation	Commerce
58	805	Pt Arts And Commerce College, Ahmedabad	Graduation	Diversified
59	817	Burhani College, Mumbai	Graduation	Diversified
60	818	Pt. RK Shukla College Of Law, Kanpur	Graduation	Law
61	819	Dr. Rammanohar Lohiya Mahavidyalaya, Kanpur	Graduation	Diversified
62	822	Seth Anandram Jaipuria College, Kolkata	Graduation	Diversified
63	824	Government Law College, Mumbai	Graduation	Law
64	830	Prin. M C Shah Commerce College, Ahmedabad	Graduation	Commerce
65	831	CMS College Of Science And Commerce, Coimbatore	Graduation	Diversified
66	835	Ramniranjan Jhunjhunwala College, Mumbai	Graduation	Diversified
67	839	SIWS College, Mumbai	Graduation	Diversified
68	842	Apeejay College Of Fine Arts, Jalandhar	Graduation	Arts
69	844	RK College, Mumbai	Graduation	Diversified
70	852	National College, Tiruchirappalli	Graduation	Diversified
71	853	BGS Apollo Nursing College, Mysore	Graduation	Nursing
72	871	Children TT College, Kota	Graduation	Teacher Training
73	876	MMK College, Mumbai	Graduation	Diversified
74	877	Atharva Educational Trust, Mumbai	Graduation	Engineering
75	878	CBM College, Coimbatore	Graduation	Diversified
76	900	RH Patel Arts And Commerce College, Ahmedabad	Graduation	Diversified
77	904	JB Law College, Guwahati	Graduation	Law
78	906	IGM Teacher's Training College, Jaipur	Graduation	Teacher Training
79	907	DK College, Guwahati	Graduation	Diversified
80	916	Kerala Law Academy, Thiruvananthapuram	Graduation	Law
81	922	Renaissance College Of Commerce And Management, Indore	Graduation	Diversified
82	923	Maa Bharti Teacher's Training College, Kota	Graduation	Teacher Training

GRADUATION CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
83	925	Kerala Institute Of Tourism And Travel Studies, Thiruvananthapuram	Graduation	Travel And Tourism
84	930	Victoria Institution, Delhi	Graduation	Diversified
85	934	Rajajinagar PU College, Bangalore	Graduation	Diversified
86	936	Shri Krishna Teacher Training College, Kota	Graduation	Teacher Training
87	945	Sree Sankara College, Cochin	Graduation	Diversified
88	950	Maharashtra College Of Arts Science And Commerce, Mumbai	Graduation	Diversified
89	959	JES College, Mumbai	Graduation	Diversified
90	960	Guru Nanak College Of Arts Science And Commerce, Mumbai	Graduation	Diversified
91	965	Poorna Prajna College, Udupi	Graduation	Diversified
92	966	St. Albert's College, Ernakulam	Graduation	Diversified
93	967	Shri Gujarati Samaj Amnem School, Indore	Graduation	Diversified
94	971	Bangabashi College, Kolkata	Graduation	Diversified
95	980	Mulund College Of Commerce, Mumbai	Graduation	Commerce

POST GRADUATION CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	1	Hindu College, Delhi	Post Graduation	Diversified
2	3	Loyola College, Chennai	Post Graduation	Diversified
3	5	Hansraj College, Delhi	Post Graduation	Diversified
4	8	Ramjas College, Delhi	Post Graduation	Diversified
5	10	Agarwal College, Jaipur	Post Graduation	Diversified
6	12	Narsee Monjee College Of Commerce And Economics, Mumbai	Post Graduation	Commerce
7	22	Mithibai College, Mumbai	Post Graduation	Diversified
8	24	Presidency College, Chennai	Post Graduation	Diversified
9	25	Shri Ram College Of Commerce, Delhi	Post Graduation	Commerce
10	27	Thakur College Of Science And Commerce, Mumbai	Post Graduation	Diversified
11	34	The New College, Chennai	Post Graduation	Diversified
12	37	Maharaja College, Jaipur	Post Graduation	Diversified
13	40	Jain College, Bangalore	Post Graduation	Diversified
14	41	University Maharanis College, Jaipur	Post Graduation	Diversified
15	43	National College, Mumbai	Post Graduation	Diversified
16	44	Tecnia Group Of Institutions, Delhi	Post Graduation	Diversified
17	45	Kanoria Mahila Mahavidyalaya, Jaipur	Post Graduation	Diversified
18	47	Vijaya College, Bangalore	Post Graduation	Diversified
19	48	Shivaji College, Delhi	Post Graduation	Diversified
20	49	Rajdhani College, Delhi	Post Graduation	Diversified
21	52	Gargi College, Delhi	Post Graduation	Diversified
22	55	Satyawati College, Delhi	Post Graduation	Diversified
23	59	Fergusson College, Pune	Post Graduation	Diversified
24	60	Shyamaprasad Mukherji College For Women, Delhi	Post Graduation	Diversified



CATEGORY LISTING

POST GRADUATION CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
25	64	Gujarat Arts And Commerce College, Ahmedabad	Post Graduation	Diversified
26	67	Vivekanand College, Kolhapur	Post Graduation	Diversified
27	70	MES College Of Arts Science And Commerce, Bangalore	Post Graduation	Diversified
28	71	DAV College, Kanpur	Post Graduation	Diversified
29	73	Sir Parashurambhau College, Pune	Post Graduation	Diversified
30	78	Kirori Mal College, Delhi	Post Graduation	Diversified
31	81	Bhavans College, Mumbai	Post Graduation	Diversified
32	82	HL College Of Commerce, Ahmedabad	Post Graduation	Commerce
33	84	KC College, Mumbai	Post Graduation	Diversified
34	88	Rizvi College, Mumbai	Post Graduation	Diversified
35	93	Guru Nanak Khalsa College, Mumbai	Post Graduation	Diversified
36	94	Shivaji Science College, Nagpur	Post Graduation	Science
37	97	SS Jain Subodh College, Jaipur	Post Graduation	Diversified
38	98	Chitra College, Kanpur	Post Graduation	Diversified
39	100	Cotton College, Guwahati	Post Graduation	Diversified
40	103	Bharati College, Delhi	Post Graduation	Diversified
41	106	KJ Somaiya College, Mumbai	Post Graduation	Diversified
42	110	Amity University, Noida	Post Graduation	Diversified
43	123	New College, Kolhapur	Post Graduation	Diversified
44	124	CU Shah Arts College, Ahmedabad	Post Graduation	Arts
45	126	Sri Chaitanya Educational Institutions, Visakhapatnam	Post Graduation	Diversified
46	127	Surana College, Bangalore	Post Graduation	Diversified
47	130	Queen Marys College, Chennai	Post Graduation	Diversified
48	131	DRBCCC Hindu College, Chennai	Post Graduation	Diversified
49	133	Jai Hind College, Mumbai	Post Graduation	Diversified
50	134	MP College, Thiruvananthapuram	Post Graduation	Diversified
51	136	Aishwarya College Of Education, Jodhpur	Post Graduation	Diversified
52	140	Shyam Lal College, Delhi	Post Graduation	Diversified
53	143	Shia College, Lucknow	Post Graduation	Diversified
54	145	Kalindi College, Delhi	Post Graduation	Diversified
55	149	HR College Of Commerce And Economics, Mumbai	Post Graduation	Commerce
56	151	Modern College, Pune	Post Graduation	Diversified
57	159	Government College, Kota	Post Graduation	Diversified
58	165	KTG Group Of Institutions, Bangalore	Post Graduation	Diversified
59	166	PSG College Of Arts And Science, Coimbatore	Post Graduation	Diversified
60	171	Deshbandhu College, Delhi	Post Graduation	Commerce
61	177	Sathaye College, Mumbai	Post Graduation	Diversified
62	180	Commerce College, Jaipur	Post Graduation	Commerce
63	181	Azad Mahavidyalaya, Kanpur	Post Graduation	Diversified
64	187	South Indian Education Society, Mumbai	Post Graduation	Diversified
65	188	Lachoo Memorial College Of Science And Technology, Jodhpur	Post Graduation	Diversified

POST GRADUATION CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
66	191	Ethihaj College For Women, Chennai	Post Graduation	Diversified
67	193	HA College Of Commerce, Ahmedabad	Post Graduation	Commerce
68	195	Cochin College, Cochin	Post Graduation	Diversified
69	197	LNCT Group Of Colleges, Bhopal	Post Graduation	Diversified
70	199	LS Raheja College Of Arts And Commerce, Mumbai	Post Graduation	Diversified
71	204	Stella Maris College, Chennai	Post Graduation	Diversified
72	205	Ravenshaw University, Cuttack	Post Graduation	Diversified
73	207	Vivekananda College, Delhi	Post Graduation	Diversified
74	208	Sree Narayana College, Thiruvananthapuram	Post Graduation	Diversified
75	209	Jawaharlal Nehru University, Delhi	Post Graduation	Diversified
76	210	SSV College, Perumbavoor	Post Graduation	Diversified
77	213	Kruti Institute Of Technology And Engineering, Raipur	Post Graduation	Diversified
78	214	DBS College, Kanpur	Post Graduation	Diversified
79	215	SNM College, Maliankara	Post Graduation	Diversified
80	216	Brihan Maharashtra College Of Commerce, Pune	Post Graduation	Commerce
81	221	Oxford Educational Institutions, Bangalore	Post Graduation	Diversified
82	223	Al-Ameen College, Cochin	Post Graduation	Diversified
83	227	DAV College, Lucknow	Post Graduation	Diversified
84	231	Tagore Arts College, Puducherry	Post Graduation	Arts
85	232	Ambedkar College, Nagpur	Post Graduation	Diversified
86	233	Ramanujan College, Delhi	Post Graduation	Diversified
87	236	Janta Shiksha Sansthan Mahavidyalaya, Kanpur	Post Graduation	Diversified
88	240	Sri Chaitanya Educational Institutions, Ahmedabad	Post Graduation	Diversified
89	243	Kamla Nehru Mahavidyalaya, Nagpur	Post Graduation	Diversified
90	244	Patna College, Patna	Post Graduation	Diversified
91	247	Government Holkar Science College, Indore	Post Graduation	Diversified
92	248	MES College, Marampally	Post Graduation	Diversified
93	253	Nirmala Memorial Foundation College, Mumbai	Post Graduation	Diversified
94	254	Bharatiya Samskriti Vidyapith, Bangalore	Post Graduation	Diversified
95	257	SCMS School Of Technology And Management, Cochin	Post Graduation	Diversified
96	258	Daulat Ram College, Delhi	Post Graduation	Diversified
97	261	Chennai National College Of Arts And Science, Chennai	Post Graduation	Diversified
98	268	Dyal Singh College, Delhi	Post Graduation	Diversified
99	269	HK Arts College, Ahmedabad	Post Graduation	Diversified
100	279	Meenakshi College For Women, Chennai	Post Graduation	Diversified
101	284	Lakshmibai College, Delhi	Post Graduation	Diversified
102	288	Ram Lal Anand College, Delhi	Post Graduation	Diversified
103	295	A J College Of Science And Technology, Thiruvananthapuram	Post Graduation	Diversified
104	297	Hinduja College Of Commerce, Mumbai	Post Graduation	Commerce
105	298	IPS Academy, Indore	Post Graduation	Diversified
106	304	Shri Shakti Mahavidyalaya, Kanpur	Post Graduation	Diversified



CATEGORY LISTING

POST GRADUATION CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
107	305	Ghanshyamdas Saraf College Of Arts And Commerce, Mumbai	Post Graduation	Diversified
108	320	Yuvaraja College, Mysore	Post Graduation	Diversified
109	321	RA Podar College Of Commerce And Economics, Mumbai	Post Graduation	Commerce
110	323	Chetana College, Mumbai	Post Graduation	Diversified
111	324	St Xavier's College, Ahmedabad	Post Graduation	Diversified
112	325	St Peter's University, Chennai	Post Graduation	Engineering
113	329	St Xavier's College, Kolkata	Post Graduation	Diversified
114	334	Guru Nanak College, Chennai	Post Graduation	Diversified
115	339	SEM College Of Education, Srinagar	Post Graduation	Diversified
116	348	United Group Of Institutions, Noida	Post Graduation	Diversified
117	355	St. Philomena's College, Mysore	Post Graduation	Diversified
118	360	Dr. GR Damodaran College of Science	Post Graduation	Diversified
119	361	Loyola College Of Social Sciences, Thiruvananthapuram	Post Graduation	Arts
120	362	Doaba College, Jalandhar	Post Graduation	Diversified
121	365	National Institute Of Design, Ahmedabad	Post Graduation	Design
122	366	Jagran College Of Arts Science And Commerce,Kanpur	Post Graduation	Diversified
123	367	NRI College, Visakhapatnam	Post Graduation	Diversified
124	368	RV Group Of Institution, Bangalore	Post Graduation	Diversified
125	370	Maharaja's College, Mysore	Post Graduation	Diversified
126	384	CHMM College For Advanced Studies,Thiruvananthapuram	Post Graduation	Diversified
127	387	Tolani College Of Commerce, Mumbai	Post Graduation	Commerce
128	394	DG Ruparel College Of Arts Science And Commerce, Mumbai	Post Graduation	Diversified
129	395	VTMNSS College, Dhanuvachapuram	Post Graduation	Diversified
130	396	DAV College, Jalandhar	Post Graduation	Diversified
131	397	St. Peter's College, Ernakulam	Post Graduation	Diversified
132	398	Asutosh College, Kolkata	Post Graduation	Diversified
133	406	Hislop College, Nagpur	Post Graduation	Diversified
134	413	GLS Institute Of Commerce, Ahmedabad	Post Graduation	Commerce
135	415	Patkar Varde College, Mumbai	Post Graduation	Diversified
136	422	VG Vaze College, Mumbai	Post Graduation	Diversified
137	423	Mahatma Gandhi College, Thiruvananthapuram	Post Graduation	Diversified
138	425	Osteen College, Bangalore	Post Graduation	Diversified
139	432	Mysore Education Society, Mysore	Post Graduation	Diversified
140	436	Wilson College, Mumbai	Post Graduation	Diversified
141	440	VSSD College, Kanpur	Post Graduation	Diversified
142	441	Iqbal College,Thiruvananthapuram	Post Graduation	Diversified
143	445	National College Of Arts And Science,Thiruvananthapuram	Post Graduation	Diversified
144	447	Bharatiya Vidya Bhavan'S Sheth R.A. College Of Science,Ahmedabad	Post Graduation	Science
145	452	Vivek College Of Commerce, Mumbai	Post Graduation	Diversified
146	453	National Law University, Jodhpur	Post Graduation	Law

POST GRADUATION CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
147	455	Holy Cross College Of Education, Tiruchirappalli	Post Graduation	Diversified
148	456	All Saints College,Thiruvananthapuram	Post Graduation	Diversified
149	458	Nagindas Khandwala College Of Commerce And Economics, Mumbai	Post Graduation	Diversified
150	460	SV Arts And Commerce College, Ahmedabad	Post Graduation	Diversified
151	461	Navgujarat College Of Computer Application, Ahmedabad	Post Graduation	Commerce
152	464	Vidyodaya School, Mysore	Post Graduation	Diversified
153	469	Government Commerce College, Kota	Post Graduation	Commerce
154	471	ML Dahanukar College, Mumbai	Post Graduation	Commerce
155	472	St. Paul's College, Kalamassery	Post Graduation	Diversified
156	482	Rajdhani College, Bhubaneshwar	Post Graduation	Diversified
157	487	Kamala Nehru College, Delhi	Post Graduation	Diversified
158	496	PMB Gujarat Commerce College, Indore	Post Graduation	Commerce
159	499	Government Arts College, Chennai	Post Graduation	Arts
160	502	Janki Devi Memorial College, Delhi	Post Graduation	Diversified
161	503	DAV College, Bhubaneshwar	Post Graduation	Diversified
162	512	Jogamaya Devi College, Kolkata	Post Graduation	Diversified
163	515	Vidya Vikas Educational Trust, Mysore	Post Graduation	Diversified
164	537	DAV College, Dehradun	Post Graduation	Diversified
165	538	Siddharth College Of Arts, Science & Commerce, Mumbai	Post Graduation	Diversified
166	547	Malini Sanghvi College Of Commerce And Economics, Mumbai	Post Graduation	Diversified
167	550	Vesavi Educational Trust, Bangalore	Post Graduation	Diversified
168	552	Durga College, Raipur	Post Graduation	Diversified
169	553	CC Sheth College Of Commerce, Ahmedabad	Post Graduation	Commerce
170	557	Motilal Nehru College, Delhi	Post Graduation	Diversified
171	560	Mahila Maha Vidyalaya, Jodhpur	Post Graduation	Diversified
172	566	JG College Of Commerce, Ahmedabad	Post Graduation	Commerce
173	568	Sydenham College Of Commerce And Economics, Mumbai	Post Graduation	Commerce
174	570	Sahajanand Arts And Commerce College, Ahmedabad	Post Graduation	Diversified
175	573	Arabic College, Tiruchirappalli	Post Graduation	Diversified
176	574	Pandu College, Guwahati	Post Graduation	Diversified
177	577	Bharatiya Vidya Bhavan Vidyabhavan, Jaipur	Post Graduation	Diversified
178	578	Shivam Institute, Delhi	Post Graduation	Diversified
179	585	Trivandrum University College, Thiruvananthapuram	Post Graduation	Diversified
180	587	Navyug Kanya Mahavidyalaya, Lucknow	Post Graduation	Diversified
181	591	Basanti Devi College, Kolkata	Post Graduation	Diversified
182	599	St. Stephen's College, Delhi	Post Graduation	Diversified
183	607	Maharaja's College, Ernakulam	Post Graduation	Diversified
184	610	Gurukul College, Jodhpur	Post Graduation	Commerce
185	613	Pandit Prithi Nath College, Kanpur	Post Graduation	Diversified
186	614	SNR Sons College, Coimbatore	Post Graduation	Diversified



CATEGORY LISTING

POST GRADUATION CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
187	624	B Borooah College, Guwahati	Post Graduation	Diversified
188	627	Nirmala College, Ernakulam	Post Graduation	Pharmacy
189	630	Al-Ameen Educational Society, Bangalore	Post Graduation	Diversified
190	631	Indore Indira School Of Career Studies, Indore	Post Graduation	Diversified
191	640	Saraswati Mahavidyalaya, Kanpur	Post Graduation	Diversified
192	643	St. Xavier's College, Mapusa	Post Graduation	Diversified
193	645	SN Sen BV College, Kanpur	Post Graduation	Diversified
194	647	LD Arts And Commerce College, Ahmedabad	Post Graduation	Diversified
195	654	City College, Kolkata	Post Graduation	Diversified
196	661	Sai College, Mumbai	Post Graduation	Diversified
197	676	KG College Of Arts And Science, Coimbatore	Post Graduation	Diversified
198	683	Acharya Arts And Science College, Puducherry	Post Graduation	Diversified
199	702	Rajeev Gandhi College, Bhopal	Post Graduation	Diversified
200	703	Government Arts College, Coimbatore	Post Graduation	Arts
201	704	Keshav Mahavidyalaya, Delhi	Post Graduation	Diversified
202	712	Zakir Husain Delhi College, Delhi	Post Graduation	Diversified
203	717	Sriram College Of Arts And Science College, Chennai	Post Graduation	Diversified
204	718	Armapur College, Kanpur	Post Graduation	Diversified
205	726	Amity Global Business School, Bhubaneshwar	Post Graduation	Diversified
206	730	Lady Brabourne College, Kolkata	Post Graduation	Diversified
207	749	National College, Lucknow	Post Graduation	Diversified
208	762	St. Xavier's College, Thiruvananthapuram	Post Graduation	Diversified
209	766	Haribhai V Desai College, Pune	Post Graduation	Diversified
210	772	HV Desai College, Pune	Post Graduation	Diversified
211	774	Softvision College, Indore	Post Graduation	Diversified
212	778	Halim Muslim College, Kanpur	Post Graduation	Diversified
213	785	Shri Guru Teg Bahadur Khalsa College, Delhi	Post Graduation	Diversified
214	798	Ishan Institute Of Management And Technology, Noida	Post Graduation	Diversified
215	802	MES, Mysore	Post Graduation	Diversified
216	806	Bullayya College, Visakhapatnam	Post Graduation	Diversified
217	812	Mrs Avn College, Visakhapatnam	Post Graduation	Diversified
218	815	Shri Jai Narain College, Lucknow	Post Graduation	Diversified
219	823	Prism College, Vishakhapatnam	Post Graduation	Diversified
220	838	Samata College, Visakhapatnam	Post Graduation	Diversified
221	854	Shri Krishna Arts And Science College, Coimbatore	Post Graduation	Diversified
222	866	Christ Church College, Kanpur	Post Graduation	Diversified
223	879	ICFAI Business School, Bhubaneshwar	Post Graduation	Business School
224	883	Kothari College Of Management Science And Technology, Indore	Post Graduation	Diversified
225	884	Government Jubilee College, Lucknow	Post Graduation	Diversified
226	885	Symbiosis College Of Arts And Commerce, Pune	Post Graduation	Diversified

POST GRADUATION CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
227	892	BGS College, Mysore	Post Graduation	Diversified
228	898	Punjab Technical University, Jalandhar	Post Graduation	Science And Technology
229	911	Roop Rani Sukhnandan Singh Mahavidyalaya, Kanpur	Post Graduation	Diversified
230	927	New Law College, Mumbai	Post Graduation	Law
231	933	Shaheed Bhagat Singh Sikshan Sansthan, Kanpur	Post Graduation	Diversified
232	938	Guru Nanak Khalsa College, Jalandhar	Post Graduation	Diversified
233	941	St. Xavier's College, Mumbai	Post Graduation	Diversified
234	952	Dinabandhu Andrews College, Kolkata	Post Graduation	Diversified
235	958	Dayal Singh College, Delhi	Post Graduation	Diversified
236	972	IIPM, Rourkela	Post Graduation	Business School
237	973	Ramakrishna Mission Vivekananda College, Chennai	Post Graduation	Diversified
238	981	Jamal Mohamed College, Tiruchirappalli	Post Graduation	Diversified
239	987	Poona College Of Arts Science & Commerce, Pune	Post Graduation	Diversified
240	988	GS College Of Commerce And Economics, Nagpur	Post Graduation	Commerce
241	995	S M Patel Institute Of Commerce, Ahmedabad	Post Graduation	Commerce

DIPLOMA CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	39	Sri Jayachamarajendra Polytechnic, Bangalore	Diploma	Diploma
2	135	RES Polytechnic, Bangalore	Diploma	Diploma
3	416	Shri Datta Meghe Polytechnic, Nagpur	Diploma	Diploma
4	479	Polytechnic College, Bhopal	Diploma	Diploma
5	713	RNS Institute Of Technology, Bangalore	Diploma	Diploma
6	825	Government Polytechnic, Nagpur	Diploma	Diploma
7	827	Sardar Vallabh Bhai Polytechnic College, Bhopal	Diploma	Diploma
8	833	Central Polytechnic College, Thiruvananthapuram	Diploma	Diploma
9	834	Bhagubhai Mafatlal Polytechnic, Mumbai	Diploma	Diploma
10	896	Apollo Polytechnic, Bangalore	Diploma	Diploma



CATEGORY LISTING

CATEGORY

PROFESSIONAL CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	2	IIT, Delhi	Professional	Engineering
2	13	Viswanadha Institute Of Technology And Management, Visakhapatnam	Professional	Engineering
3	14	Sawai Mansingh Medical College, Jaipur	Professional	Medicine
4	15	Raghu Engineering College, Visakhapatnam	Professional	Engineering
5	17	IIT, Bhubaneshwar	Professional	Engineering
6	18	IMS, Delhi	Professional	Management
7	19	RV College Of Engineering, Bangalore	Professional	Engineering
8	21	Truba Group Of Institutes, Bhopal	Professional	Diversified
9	30	Gayatri Vidya Parishad College Of Engineering, Visakhapatnam	Professional	Engineering
10	33	Anil Neerukonda Engineering College, Visakhapatnam	Professional	Engineering
11	36	IIT, Kanpur	Professional	Engineering
12	56	Rajiv Gandhi Proudlyogiki Vishwavidyalaya, Bhopal	Professional	Engineering
13	57	IIT, Mumbai	Professional	Engineering
14	65	Panimalar Engineering College, Chennai	Professional	Engineering
15	66	Jaya Engineering College, Thiruninravur	Professional	Engineering
16	69	IIM, Ahmedabad	Professional	Management
17	75	MVGR College Of Engineering, Visakhapatnam	Professional	Engineering
18	76	Maharaja Agrasen Institute Of Technology, Delhi	Professional	Engineering
19	77	Visvesvarya National Institute Of Technology, Nagpur	Professional	Engineering
20	90	Jaipur Engineering College, Jaipur	Professional	Engineering
21	102	Banshi College Of Education, Kanpur	Professional	Management
22	105	Kanta Institute Of Technology And Management, Delhi	Professional	Diversified
23	109	GH Rasoni College Of Engineering, Nagpur	Professional	Engineering
24	117	MIT, Pune	Professional	Diversified
25	118	Government Engineering College, Thiruvananthapuram	Professional	Engineering
26	119	PSG College Of Technology, Coimbatore	Professional	Engineering
27	120	BMS College Of Engineering, Bangalore	Professional	Engineering
28	121	Mahatma Gandhi Medical College, Jaipur	Professional	Medical
29	125	Silicon Institute Of Technology, Bhubaneshwar	Professional	Engineering
30	129	Jawaharlal Nehru Technological University, Kakinada	Professional	Engineering
31	138	RKDF Institute Of Science And Technology, Bhopal	Professional	Engineering
32	142	Yeshwantrao Chavan College Of Engineering, Nagpur	Professional	Engineering
33	144	Xavier Institute Of Management, Bhubaneshwar	Professional	Management
34	146	National Institute Of Technology, Rourkela	Professional	Diversified
35	147	College Of Engineering, Pune	Professional	Engineering
36	150	Oriental Group Of Institutes, Bhopal	Professional	Diversified
37	154	MM College Of Technology, Raipur	Professional	Engineering
38	161	OP Jindal Institute Of Technology, Raipur	Professional	Engineering
39	164	BMC, Bangalore	Professional	Medicine
40	169	IIM, Lucknow	Professional	Management
41	170	Rungta Colleges Of Engineering And Technology, Raipur	Professional	Engineering

PROFESSIONAL CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
42	173	Bhiilai Institute Of Technology, Raipur	Professional	Engineering
43	174	Rishiraj College Of Dental Sciences And Research Centre, Bhopal	Professional	Medicine - Dental
44	182	NMIMS, Mumbai	Professional	Management
45	185	Shri Vaishnav Institute Of Technology And Science, Indore	Professional	Engineering
46	192	Saveetha Engineering College, Chennai	Professional	Engineering
47	198	East West Institute Of Technology, Bangalore	Professional	Engineering
48	200	Sanjay Ghodawat Group Of Institutions, Kolhapur	Professional	Diversified
49	202	Vellore Institute Of Technology, Vellore	Professional	Diversified
50	212	Shri Ramdebaba College Of Engineering And Management, Nagpur	Professional	Diversified
51	217	Disha Institute Of Management And Technology, Raipur	Professional	Management
52	218	MMCC, Pune	Professional	Architecture
53	219	Maharishi Arvind Institute Of Science Management, Jaipur	Professional	Diversified
54	226	IIT, Jodhpur	Professional	Engineering
55	229	KCG College Of Technology, Chennai	Professional	Engineering
56	237	Raj Engineering College, Jodhpur	Professional	Engineering
57	238	LD College Of Engineering, Ahmedabad	Professional	Diversified
58	241	Avanthi College, Visakhapatnam	Professional	Diversified
59	242	Truba Group Of Institutes, Indore	Professional	Diversified
60	245	ACE College Of Engineering, Thiruvananthapuram	Professional	Engineering
61	246	Sri Jayachamarajendra College Of Engineering, Mysore	Professional	Engineering
62	250	Columbia Institute Of Engineering And Technology, Raipur	Professional	Engineering
63	251	Dr. Ambedkar Institute Of Technology, Bangalore	Professional	Engineering
64	252	Global Institute Of Technology, Jaipur	Professional	Diversified
65	255	Apollo College Of Engineering, Chennai	Professional	Engineering
66	260	Thangavelu Engineering College, Kanchipuram	Professional	Diversified
67	263	Central College Of Engineering & Management, Raipur	Professional	Diversified
68	265	Jaipur Dental College, Jaipur	Professional	Medicine - Dental
69	266	National Institute Of Engineering, Mumbai	Professional	Diversified
70	267	JSS Academy Of Technical Education, Noida	Professional	Diversified
71	272	SGSITS, Indore	Professional	Diversified
72	273	Hindustan University, Chennai	Professional	Engineering
73	274	Birla Institute Of Scientific Research, Jaipur	Professional	Diversified
74	275	Veer mata Jijabai Technological Institute, Mumbai	Professional	Engineering
75	276	Dhanalakshmi Engineering College, Chennai	Professional	Diversified
76	278	Sarada Vilas College Of Pharmacy, Mysore	Professional	Pharmacy
77	285	Jodhpur Institute Of Engineering & Technology, Jodhpur	Professional	Engineering
78	289	Avanthi Engineering College, Visakhapatnam	Professional	Engineering
79	290	Aarupadai Veedu Institute Of Technology, Chennai	Professional	Diversified
80	291	Sri Sairam Institute Of Technology, Chennai	Professional	Engineering
81	292	Alpha College Of Engineering And Technology, Puducherry	Professional	Engineering
82	294	Kumaraguru College Of Technology, Coimbatore	Professional	Diversified



CATEGORY LISTING

PROFESSIONAL CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
83	296	Maharaja Surajmal Institute Of Technology, Delhi	Professional	Engineering
84	300	Dr. SN Medical College, Jodhpur	Professional	Medicine
85	306	Lord Buddha Institute Of Technology And Science, Kota	Professional	Diversified
86	311	MIT, Chennai	Professional	Engineering
87	313	Vidyavardhaka College Of Engineering, Mysore	Professional	Engineering
88	314	Asian Institute Of Management And Technology, Guwahati	Professional	Diversified
89	316	Priyadarshini College Of Engineering, Nagpur	Professional	Engineering
90	317	Birla Institute Of Technology, Jaipur	Professional	Engineering
91	318	NERIM, Guwahati	Professional	Management
92	322	Government Medical College, Nagpur	Professional	Medicine
93	326	TIT Group Of Institutions, Bhopal	Professional	Diversified
94	327	Government Engineering College, Raipur	Professional	Engineering
95	331	Chirayu Medical College, Bhopal	Professional	Medicine
96	332	Patna Medical College, Patna	Professional	Medicine
97	333	Kota College Of Pharmacy, Kota	Professional	Pharmacy
98	337	Christ College Of Engineering And Technology, Puducherry	Professional	Engineering
99	341	Rajalakshmi Institute Of Technology, Chennai	Professional	Engineering
100	345	SJB Institute Of Technology, Bangalore	Professional	Engineering
101	346	Raipur Institute Of Technology, Raipur	Professional	Engineering
102	347	RVS College Of Engineering And Technology, Puducherry	Professional	Engineering
103	350	IIT, Hyderabad	Professional	Engineering
104	358	Madras Medical College, Chennai	Professional	Medicine
105	359	Vishwakarma Institute Of Technology, Pune	Professional	Engineering
106	363	Indian School Of Business, Hyderabad	Professional	Management
107	364	Gauhati Medical College And Hospital, Guwahati	Professional	Medicine
108	369	Dwarkadas J Sanghvi College Of Engineering, Mumbai	Professional	Engineering
109	371	Kirodimal Institute Of Technology, Raipur	Professional	Engineering
110	372	College Of Engineering, Chennai	Professional	Engineering
111	374	Sri Shakthi Institute Of Engineering And Technology, Chennai	Professional	Engineering
112	380	Kempegowda Institute Of Medical Sciences, Bangalore	Professional	Medicine
113	382	Global Institute Of Information Technology, Noida	Professional	Engineering
114	386	APS College Of Engineering, Bangalore	Professional	Engineering
115	389	Global Academy Of Technology, Bangalore	Professional	Engineering
116	399	Aishwarya Institute Of Management Studies And Research, Bangalore	Professional	Management
117	405	Harlal Institute Of Management And Technology, Noida	Professional	Diversified
118	407	Grant Medical College, Mumbai	Professional	Medicine
119	408	SLBS Engineering College, Jodhpur	Professional	Engineering
120	424	Pydah College Of Engineering And Technology, Visakhapatnam	Professional	Engineering
121	428	MBM Engineering College, Jodhpur	Professional	Engineering
122	431	Apex Institute Of Management And Science, Delhi	Professional	Management
123	439	Grijananda Chowdhury Institute Of Management And Technology, Guwahati	Professional	Diversified

PROFESSIONAL CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
124	443	Som Lalit Education And Research Foundation, Ahmedabad	Professional	Management
125	457	DY Patil College Of Engineering And Technology, Kolhapur	Professional	Engineering
126	462	Sanketika Vidya Parishad Engineering College, Visakhapatnam	Professional	Engineering
127	467	IIT, Guwahati	Professional	Engineering
128	470	Regional Institute Of Science And Technology, Guwahati	Professional	Diversified
129	474	BGS Global Institute Of Medical Sciences, Bangalore	Professional	Medicine
130	477	GT Institute Of Management Studies And Research, Bangalore	Professional	Management
131	480	CT Institute Of Advanced Management Studies, Jalandhar	Professional	Management
132	481	Kammavari Sangha Institute Of Technology, Bangalore	Professional	Engineering
133	486	Sanghvi Institute Of Management And Science, Indore	Professional	Diversified
134	491	NL Dalmia Institute, Mumbai	Professional	Management
135	492	DRIEMS, Cuttack	Professional	Engineering
136	494	SSN College Of Engineering, Kalavakkam	Professional	Engineering
137	500	Rajasthan Technical University, Kota	Professional	Engineering
138	506	Joshi Institute Of Paramedical Sciences, Bangalore	Professional	Diversified
139	507	Rishiraj Institute Of Technology, Indore	Professional	Engineering
140	510	IIT, Chennai	Professional	Engineering
141	513	Chaitanya Bharathi Institute Of Technology, Hyderabad	Professional	Engineering
142	518	Vel Tech Engineering College, Chennai	Professional	Engineering
143	520	Prestige Institute Of Management And Research, Indore	Professional	Management
144	521	Heera College Of Engineering And Technology, Thiruvananthapuram	Professional	Engineering
145	525	Smt. Radhikatai Pandav College Of Engineering, Nagpur	Professional	Engineering
146	526	Trinity Institute Of Technology And Research, Bhopal	Professional	Engineering
147	527	Gyan Ganga College Of Technology And Management, Bhopal	Professional	Diversified
148	533	SSIPMT, Raipur	Professional	Diversified
149	536	DY Patil College Of Engineering And Technology, Mumbai	Professional	Engineering
150	539	Kali Charan Nigam Institute Of Technology, Banda	Professional	Engineering
151	540	Mysore Medical College, Mysore	Professional	Medicine
152	542	IIT, Kharagpur	Professional	Engineering
153	546	Jain Institute Of Technology, Devangere	Professional	Engineering
154	551	Government College Of Technology, Coimbatore	Professional	Engineering
155	554	Shahaji Law College, Kolhapur	Professional	Law
156	555	Prince Institute Of Innovative Technology, Noida	Professional	Engineering
157	558	International Institute Of Information Technology, Hyderabad	Professional	Engineering
158	559	Malaviya National Institute Of Technology, Jaipur	Professional	Engineering
159	564	Sai Ganapathi Engineering College, Visakhapatnam	Professional	Engineering
160	580	SP Jain Institute Of Management And Research, Mumbai	Professional	Management
161	581	Babu Banarasi Das National Institute Of Technology And Management, Lucknow	Professional	Diversified
162	582	Aurora Engineering College, Hyderabad	Professional	Engineering
163	592	Sri Ganesh College Of Engineering And Technology, Puducherry	Professional	Engineering
164	593	Matha College Of Technology, Manakkapadi	Professional	Engineering



CATEGORY LISTING

CATEGORY

PROFESSIONAL CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
165	597	Acropolis Institute Of Management Studies And Research, Indore	Professional	Management
166	600	IIPM, Mumbai	Professional	Management
167	604	Regional College Of Managment College,Bhubaneshwar	Professional	Management
168	612	KLE Society Engineering College, Bangalore	Professional	Engineering
169	615	Assam Engineering College, Guwahati	Professional	Engineering
170	617	Vidyalankar Institute Of Technology, Mumbai	Professional	Engineering
171	619	RMK Engineering College, Kavaraipeitai	Professional	Engineering
172	628	Acropolis Institute Of Technology And Research,Indore	Professional	Engineering
173	629	MSL College Of IT And Management, Delhi	Professional	Diversified
174	633	BNM Institute Of Technology, Bangalore	Professional	Engineering
175	634	Medi-Caps Insitute Of Technology And Management, Indore	Professional	Diversified
176	658	JJ College Of Engineering And Technology,Poolangulathupatti	Professional	Engineering
177	660	Community Institute Of Management Studies, Bangalore	Professional	Management
178	662	RMD Engineering College, Tiruvallur	Professional	Engineering
179	668	Mahatma Gandhi Memorial Medical College, Indore	Professional	Medicine
180	669	MES College Of Engineering, Pune	Professional	Engineering
181	671	BRCM College, Visakhapatnam	Professional	Engineering
182	672	Goenka College Of Commerce And Business Administration,Kolkata	Professional	Engineering
183	673	Indira Group Of Institutes, Pune	Professional	Management
184	675	Baba Institute Of Technology And Sciences, Visakhapatnam	Professional	Engineering
185	678	St. Francis' Institute Of Management And Research, Mumbai	Professional	Management
186	679	Model College, Cochin	Professional	Engineering
187	686	All India Shri Shivaji Memorial Society, Pune	Professional	Engineering
188	695	Balaji Institute Of Modern Management, Pune	Professional	Management
189	708	NETES, Guwahati	Professional	Engineering
190	731	Satya College Of Engineering And Technology, Coimbatore	Professional	Engineering
191	737	Mahatma Gandhi Medical College And Research Institute, Delhi	Professional	Medicine
192	740	Model Engineering College, Cochin	Professional	Engineering
193	742	Orissa Engineering College, Bhubaneshwar	Professional	Engineering
194	750	Krupajal Engineering College, Bhubaneshwar	Professional	Engineering
195	756	PA Aziz College Of Engineering And Technology,Thiruvananthapuram	Professional	Engineering
196	757	Army Institute Of Management And Technology, Noida	Professional	Diversified
197	769	Birla Institute Of Technology And Science, Hyderabad	Professional	Engineering
198	776	SRM Institute Of Science And Technology, Chennai	Professional	Engineering
199	777	Lakshmi Narayan College And Technology, Bhopal	Professional	Engineering
200	780	IEC College Of Engineering And Technology, Noida	Professional	Engineering
201	784	Gandhi Medical College, Bhopal	Professional	Medicine
202	787	SD Bansal College Of Technology, Bhopal	Professional	Engineering
203	789	CVR College Of Engineering, Hyderabad	Professional	Engineering
204	790	Coimbatore Institute Of Technology, Coimbatore	Professional	Engineering
205	796	Walchand College Of Engineering, Sangli	Professional	Engineering

PROFESSIONAL CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
204	790	Coimbatore Institute Of Technology, Coimbatore	Professional	Engineering
205	796	Walchand College Of Engineering, Sangli	Professional	Engineering
206	797	DBIT, Bangalore	Professional	Engineering
207	807	Sri Krishna College Of Engineering And Technology,Coimbatore	Professional	Engineering
208	809	DMI College Of Engineering, Chennai	Professional	Engineering
209	826	John Cox Memorial Csi Institute Of Technology, Thiruvananthapuram	Professional	Engineering
210	829	Toc H Institute Of Science And Technology, Cochin	Professional	Engineering
211	836	Department Of Management Studies - NIT, Tiruchirappalli	Professional	Management
212	837	Birla Institute Of Management Technology, Noida	Professional	Management
213	848	Marthoma College Of Management And Technology,Cochin	Professional	Diversified
214	855	Sri Aurobindo Institute Of Medical Sciences, Indore	Professional	Medicine
215	859	Lakshmi Narayan College And Technology, ndore	Professional	Engineering
216	861	Som Lalit Institute Of Business Management, Ahmedabad	Professional	Management
217	864	Dadi College Of Engineering And Technology, Visakhapatnam	Professional	Engineering
218	870	Mansarovar Dental College, Bhopal	Professional	Medicine-Dental
219	873	Indian Institute Of Management Science, Delhi	Professional	Management
220	886	Oxford Engineering College, Tiruchirappalli	Professional	Engineering
221	893	LN Medical College And Research Centre, Bhopal	Professional	Medicine
222	902	Annoor Dental College, Cochin	Professional	Medicine - Dental
223	905	Dr. Ambedkar College, Nagpur	Professional	Management
224	913	RKDF School Of Engineering, Indore	Professional	Engineering
225	917	IIM,Indore	Professional	Management
226	919	SNS College Of Technology,Coimbatore	Professional	Engineering
227	921	Mansarovar Institutes, Bhopal	Professional	Engineering
228	942	Pondicherry Engineering College, Puducherry	Professional	Engineering
229	943	Techno India Group, Kolkata	Professional	Engineering
230	949	Sri Venkateshwara College Of Engineering, Bangalore	Professional	Engineering
231	953	Sushila Devi Bansal College Of Technology, Indore	Professional	Engineering
232	955	Gitarattan International Business School, Delhi	Professional	Engineering
233	964	SSVPS Bapusaheb Shivajirao Deore College Of Engineering, Bangalore	Professional	Engineering
234	968	Jai Hind College Of Engineering, Pune	Professional	Engineering
235	969	Tata Institute Of Fundamental Research, Mumbai	Professional	Diversified
236	974	Aruna Institute Of Fashion Management, Bangalore	Professional	Fashion
237	975	Trinity College Of Engineering, Thiruvananthapuram	Professional	Engineering
238	976	Velammal Engineering College, Chennai	Professional	Engineering
239	978	RKDF Medical College, Bhopal	Professional	Medicine
240	979	PMS College Of Dental Science And Research, Thiruvananthapuram	Professional	Medicine - Dental
241	984	Sri Indu College Of Engineering And Technology, Hyderabad	Professional	Engineering
242	985	KAP Viswanatham Government Medical College, Tiruchirappalli	Professional	Medicine
243	989	BJ Medical College, Ahmedabad	Professional	Medicine
244	991	Padmashree Institute Of Management Studies, Bangalore	Professional	Management



CATEGORY LISTING



PROFESSIONAL CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
245	996	IIM, Patna	Professional	Management
246	999	Sri Sai College Of Dental Surgery, Hyderabad	Professional	Medicine - Dental
247	1000	DA Pandu Memorial RV Dental College, Bangalore	Professional	Medicine - Dental

GROUP OF INSTITUTIONS CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	63	Bhashyam Educational Institutions, Visakhapatnam	Group of Institutions	-
2	107	Narayana Group Of Educational Institutions, Hyderabad	Group of Institutions	-
3	137	Trident Group Of Institutions, Bhubaneshwar	Group of Institutions	-
4	249	Somalwar Academy Education Society, Nagpur	Group of Institutions	-
5	410	Sinhgad Institutes	Group of Institutions	-
6	588	Royal Crescent Group Of Colleges, Bhopal	Group of Institutions	-
7	687	P Jog Group Of Institutes, Pune	Group of Institutions	-
8	794	Chameli Devi Group Of Institutions, Indore	Group of Institutions	-
9	828	St. Soldier Group Of Institutions, Jalandhar	Group of Institutions	-
10	869	Vision Group Of Institutions, Kanpur	Group of Institutions	-
10	899	LJ Group Of Institutes, Ahmedabad	Group of Institutions	-
10	915	St. Wilfred Group Of Colleges, Jaipur	Group of Institutions	-

DEEMED UNIVERSITY CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	11	SRM University, Chennai	Deemed University	-
2	54	Christ University, Bangalore	Deemed University	-
3	72	Sathyabama University, Chennai	Deemed University	-
4	79	Dr. MGR Educational And Research Institute, Chennai	Deemed University	-
5	211	VELS University, Chennai	Deemed University	-
6	280	Manipal University, Jaipur	Deemed University	-
7	338	Bharati Vidyapeeth, Kolhapur	Deemed University	-
8	409	SRM University, Tiruchirappalli	Deemed University	-
9	435	Sri Ramachandra University, Chennai	Deemed University	-
10	449	JSS Mahavidyapeeth, Bangalore	Deemed University	-
11	473	Karunya University, Coimbatore	Deemed university	-
12	710	Reva University, Bangalore	Deemed University	-
13	867	Mahatma Jyotiba Phule Rohilkhand University, Rae Bareli	Deemed University	-
14	994	Center For Environmental Planning And Technology, Ahmedabad	Deemed University	-

UNIVERSITY CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	4	Anna University, Chennai	University	-
2	7	PES University, Bangalore	University	-
3	23	Gitam University, Visakhapatnam	University	-
4	31	Lucknow University, Lucknow	University	-
5	35	Chhatrapati Shahu Ji Maharaj University, Kanpur	University	-
6	61	Jadavpur University, Kolkata	University	-
7	62	Bharath University, Chennai	University	-
8	68	Utkal University, Bhubaneshwar	University	-
9	86	SNDT Women's University, Mumbai	University	-
10	87	Nirma University, Ahmedabad	University	-
11	91	Biju Patnaik University Of Technology, Rourkela	University	-
12	95	Shivaji University, Kolhapur	University	-
13	104	University Of Rajasthan, Jaipur	University	-
14	111	University Of Madras, Chennai	University	-
15	113	JSS University, Mysore	University	-
16	115	Delhi University, Delhi	University	-
17	122	Annamalai University, Chennai	University	-
18	148	Andhra University, Visakhapatnam	University	-
19	152	Banaras Hindu University, Varanasi	University	-
20	167	University Of Kota, Kota	University	-
21	183	Osmania University, Hyderabad	University	-
22	196	Calcutta University, Kolkata	University	-
23	235	University Of Allahbad, Allahbad	University	-
24	239	Jodhpur National University, Jodhpur	University	-
25	283	Gauhati University, Guwahati	University	-
26	301	Presidency University, Kolkata	University	-
27	303	SNDT Women's University, Pune	University	-
28	308	Indira Gandhi National Open University, Bhubaneshwar	University	-
29	336	Pune University, Pune	University	-
30	343	Mumbai University, Mumbai	University	-
31	344	Devi Ahilya Vishwavidyalaya, Indore	University	-
32	430	Delhi Technological University, Delhi	University	-
33	454	Dr. B R Ambedkar University, Agra	University	-
34	485	Jodhpur Institute Of Law, Jodhpur	University	-
35	495	University Of Hyderabad, Hyderabad	University	-
36	519	Jawaharlal Nehru Technological University, Kakinada	University	-
37	562	University Of Pune, Pune	University	-
38	602	Amity University, Lucknow	University	-
39	649	Rabindra Bharati University, Kolkata	University	-
40	688	Assam Down Town University, Guwahati	University	-



CATEGORY LISTING

CATEGORY

UNIVERSITY CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
41	770	Assam Don Bosco University, Guwahati	University	-
42	775	Symbiosis International University, Pune	University	-
43	814	Prist University, Tiruchirappalli	University	-
44	937	Punjab University, Punjab	University	-
45	940	ICFAI University, Mumbai	University	-
46	970	Ahmedabad University, Ahmedabad	University	-
47	992	Aligarh Muslim University, Aligarh	University	-

TRAINING CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	16	Veta Insitute, Delhi	Training	English
2	51	Oxford Software Institute, Delhi	Training	Software
3	96	Expert Institute, Delhi	Training	Hardware
4	373	Uniqe Institute, Delhi	Training	English
5	375	Aptech Computer Education, Mumbai	Training	Software
6	377	NIIT, Kanpur	Training	Software
7	400	NIIT, Mumbai	Training	Software
8	505	CADD Centre, Mumbai	Training	CAD
9	530	Ram Institute, Delhi	Training	Industry
10	594	Ravi Institute Of Computer Education, Delhi	Training	Computers
11	901	Apex Institute Of Management And Research, Indore	Training	Management
12	914	NIIT, Patna	Training	Software
13	946	Arena Multimedia, Kolkata	Training	Animation Edu.

COACHING CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	38	Aakash Educational Services Limited, Delhi	Coaching	Diversified
2	46	Royal Guidance Center, Kanpur	Coaching	Diversified
3	53	Career Point, Jaipur	Coaching	Diversified
4	83	Bansal Classes, Kota	Coaching	Diversified
5	99	Allen, Kota	Coaching	Diversified
6	155	Allen, Jaipur	Coaching	Diversified
7	163	Career Point, Jodhpur	Coaching	Diversified
8	176	Vibrant Academy, Kota	Coaching	Diversified
9	201	Career Point, Kota	Coaching	Diversified

COACHING CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
10	220	Resonance, Kota	Coaching	Diversified
11	271	TIME Coaching Classes, Delhi	Coaching	Diversified
12	315	Clear Vision Institute, Jaipur	Coaching	Diversified
13	352	Ranker's Point, Indore	Coaching	Diversified
14	354	Sri Chaitanya Educational Institutions, Hyderabad	Coaching	Diversified
15	411	Mahesh Tutorial, Mumbai	Coaching	Diversified
16	590	JK Shah Classes, Mumbai	Coaching	CA
17	663	Nahata Professional Academy, Indore	Coaching	Commerce/CA
18	698	Akshar Coaching Institute, Ahmedabad	Coaching	Diversified
19	716	Mahendra's Institute, Lucknow	Coaching	Diversified
20	734	TIME Coaching Classes, Mumbai	Coaching	MBA
21	747	Chate Coaching Classes, Pune	Coaching	Diversified
22	813	Roy's Institute Of Competitive Exams, Kolkata	Coaching	Govt/Civil Services
23	846	Bright Institute, Delhi	Coaching	MBA
24	894	MNR Coaching Centre, Visakhapatnam	Coaching	Diversified
25	912	Topper's Student Academy, Pune	Coaching	Diversified
26	924	Focus Institute, Delhi	Coaching	Diversified
27	947	UGC Point Academy, Delhi	Coaching	Science
28	977	IMS, Patna	Coaching	Management
29	997	Balaji Classes, Jodhpur	Coaching	Diversified
40	688	Assam Down Town University, Guwahati	University	-

INTERNATIONAL CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	729	Bridgeport University, London	International	-
2	908	Oxford University,London	International	-

OTHERS CATEGORY

Category Rank	MTEI 2014 rank	Institute Name	Category	Sub-Category
1	606	JH Academy, Delhi	Others	Hair Academy

Legend has it that
when the blue lotus blooms, universal goodness reigns.



Our clients know it to be true in public relations.

2010



Indian Consultancy of the Year

2011



Best PR Agency of the Year

2014



Excellence in Government
& Corporate PR

The essence of Public Relations is the
professional and dedicated effort of
reputation building.

With more than a glorious decade of experience in diverse clients
ranging from Education, Healthcare, Corporate, Finance and Technology,

Blue Lotus Communications has been setting benchmarks in PR.

Today Blue Lotus retains the objectives it started off with – it still does

PR differently, it still works for the fortunes of their clients and yes,

it still does its best to give back to society.

A
COMNISCIENT
GROUP
COMPANY



bluelotus
COMMUNICATIONS

To know more log on to www.bluelotuspr.com

ACKNOWLEDGMENTS

Trust Research Advisory acknowledges the many thousand hours of dedicated effort put in by all our partners, researchers and fieldwork staff to maintain the strict rigour of this study.

Research Methodology



Fieldwork



Creatives



www.konectdesignstudio.com

NOTES

NOTES

