Foreword

Indian economy has witnessed significant economic growth in recent past, growing at 7.3%. The size of Indian economy is estimated to be US$ 2.2tn (nominal GDP). Indian economy is the seventh largest economy globally. Recent economic policy changes are also expected to strengthen the Indian economy further, in a challenged economic scenario. The rapid growth of the Indian economy has led to a substantial expansion of India's "middle class". Rapid urbanization is the major structural change occurring in India as a result of expanding middle class.

India's burgeoning middle class and urbanization is creating significant demand for quality social infrastructure. Unlike most countries of comparable size & scale, private sector has played a significant role in providing quality social infrastructure across the urban India. As India moves to "Smart Cities", demand for social infrastructure and private investment in social infrastructure is expected to grow multifold in next few years.

Education, one of the key elements of social infrastructure, has seen tremendous growth in last few years. India is an important education hub in the global education industry with over 50% of its population falling under education seeking population. Rapid growth of the sector has also lead to shortage of teaching staff and high leverage at operational level. Such financial and operational challenges bolstered the need to increase private sector participation in the dynamic education system.

In 2015, the Government outlined its vision for the education sector by releasing themes of new education policy. According to the new policy, the Government will also promote the public-private partnerships (PPPs) to finance education and seek ways of increasing India's spend on education from existing 3.9% of gross domestic product (GDP) to more than 6%. Such support from the Government is expected to have a positive impact on the growth of private partnership in the sector.

Private sector participation is expected to increase leading to more focus on overall development, sports, technology etc., creating more demand for quality infrastructure. It is estimated that the school infrastructure requires an additional investment in the range of US$ 130 -140 billion by 2030.

The education sector has seen increased private sector involvement in last decade and is expected to further witness significant increase in next few years backed by increasing demand for quality education by growing middle class population and extended support from the Government.

With the increase of private sector involvement, the focus of Indian education has shifted from traditional methods of delivering academic knowledge to a balanced educational approach which gives importance to a holistic development of the student. The delivery methods have evolved with providing not just skills and knowledge but also a suitable environment in terms of quality infrastructure in education.

The education providers as well as seekers also realized that quality infrastructure is significant in enabling school to deliver improved education outcomes. Hence, school infrastructure, its design, quality and day-to-day management is becoming an integral part of the education system.

Currently there are an estimated 460,000 private schools with over 40% of the total student enrolment in India and is expanding further. As highlighted above, private sector participation is expected to further increase leading to more focus on overall development, sports, technology etc., creating more demand for quality infrastructure. Hence the infrastructure requirement per student is also expected to increase significantly in next few years. As per recent study undertaken by globally renowned real estate services firm & Eduvisors, our knowledge partners for this report, it is estimated that the school infrastructure requires an additional investment in the range of US$ 130 -140 billion by 2030.

This report attempts to provide a comprehensive view of education infrastructure opportunity and its likely growth trajectory in India. We have focused specifically on K12 infrastructure demand in this release. This report also discusses possible models for "OpCo" – "PropCo" structure and provides detailed overview on school chains in India.

Happy Reading !!

Jasmeet Chhabra
Managing Partner,
Cerestra Advisors Limited

Content

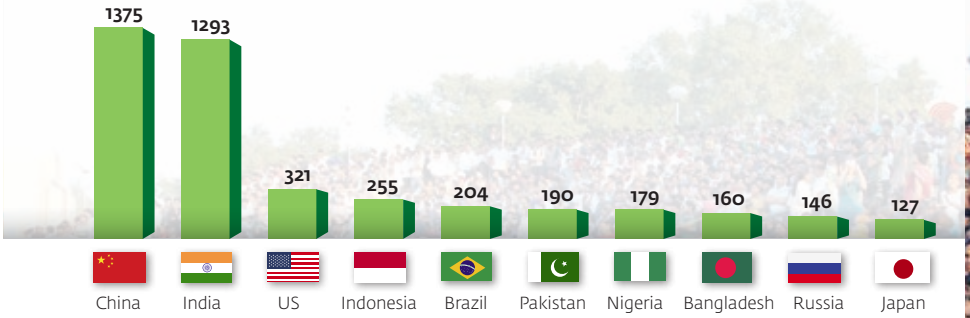
01

India Profile

Rapidly Growing **Human Capital of India**

India has the second largest population in the world

Total Population in 2015 (in millions)



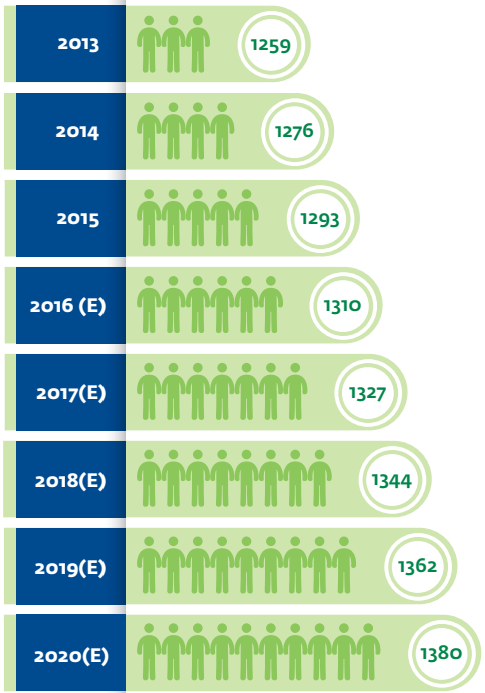
1293 million population in 2015

Source: IMF World Economic Outlook Database Oct 2015

Rapidly Growing **Human Capital of India**

With an estimated growth rate of 1.3%, India is projected to become the most populous country by 2020

Total Population
(in millions)



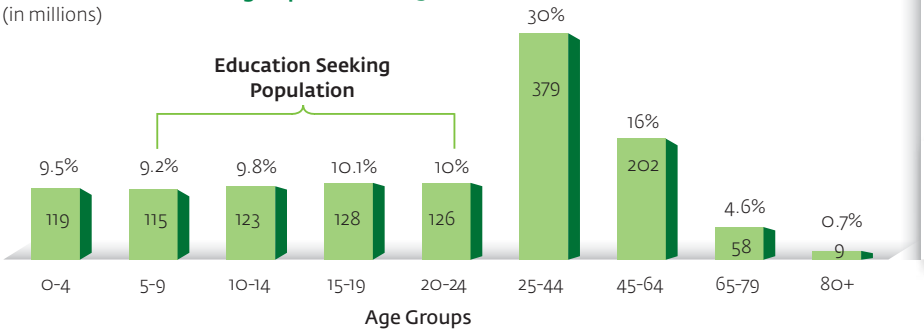
Source: IMF World Economic Outlook Database Oct 2015

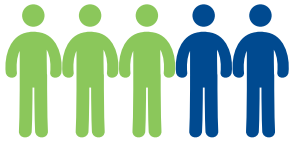
Expanding **Education Seeking Population**

Approximately 500 million people fall under education seeking population

Total Education Seeking Population 2015

(in millions)



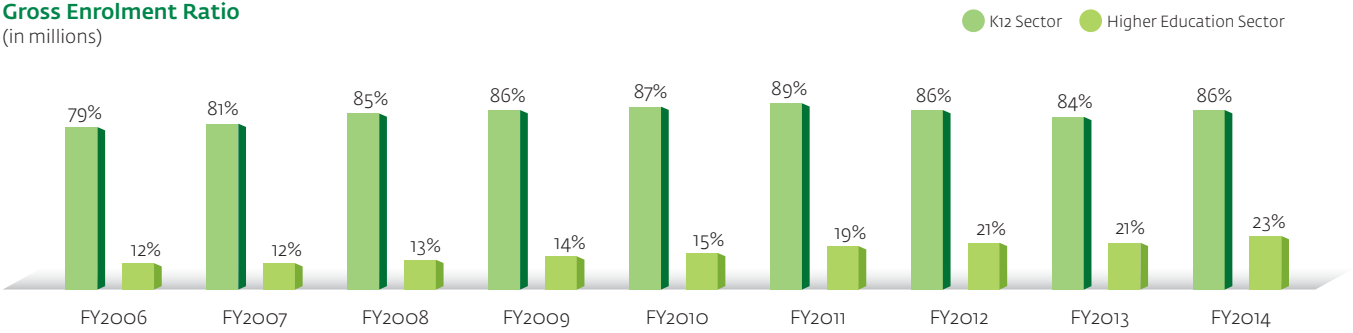


2/5 of India's population is seeking education in 2015

Although India's GER at K12 level is significantly high at 86%, GER at HE level is only 23% indicating high scope of enrolment

Gross Enrolment Ratio

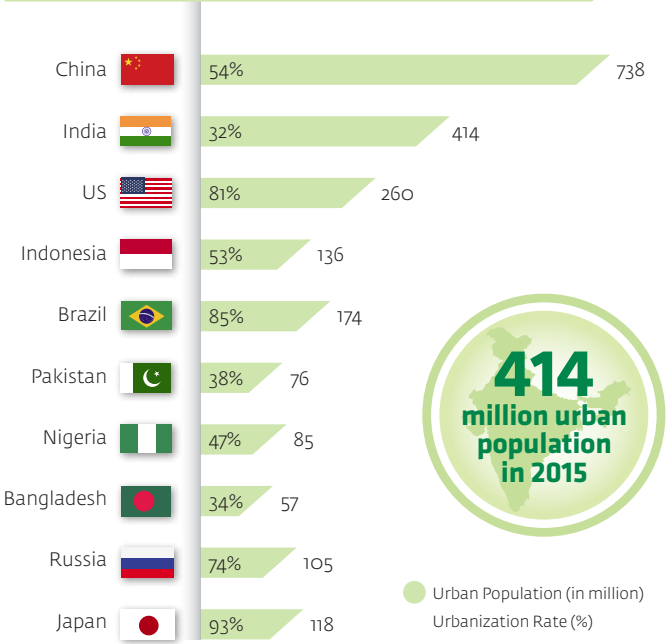
(in millions)



Source: Ministry of Human Resource & Development

Rapid **Urbanization**

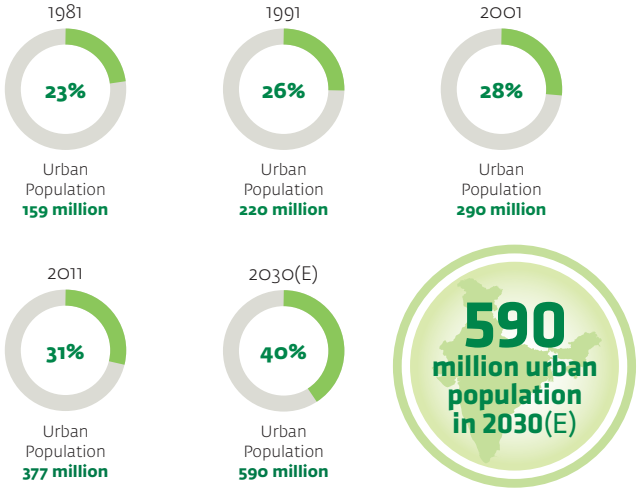
India has urbanized rapidly at 32% with current urban population of 414 mn people



414 million urban population in 2015

Source: World Bank Database 2015

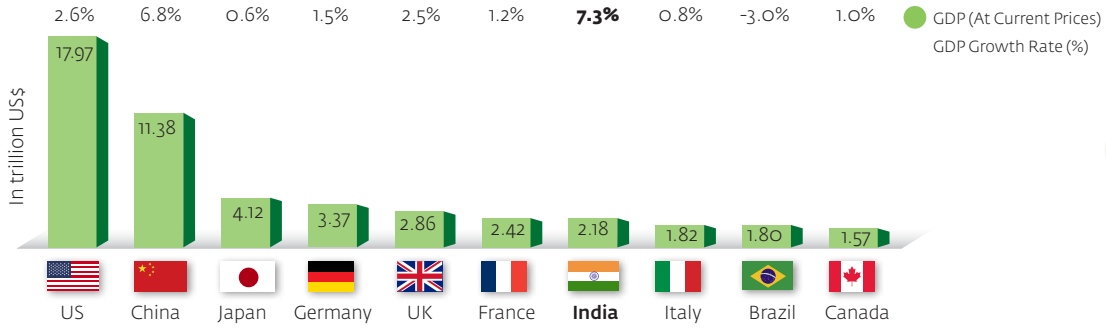
As a result of rapid urbanization, major Indian cities are likely to host 40% of the total population by 2030



Source: Census of India, 1981-2011, For 2030 estimates, MGI: India's Urban Awakening 2015

Transitioning to a **Strong Emerging Economy**

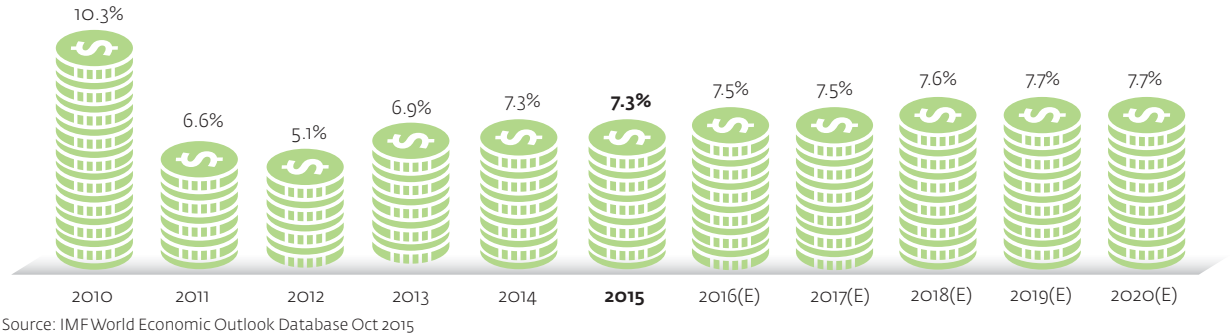
India is the 7th largest and one of the fastest growing economies in the world



Source: IMF World Economic Outlook Database Oct 2015

India has witnessed an impressive growth rate of 7% in the last decade

GDP Growth Rate %



Source: IMF World Economic Outlook Database Oct 2015

Transitioning to a **Strong Emerging Economy**

By 2030 India's GDP (in PPP terms) is projected to be 3 times the size of the next biggest economy in the world

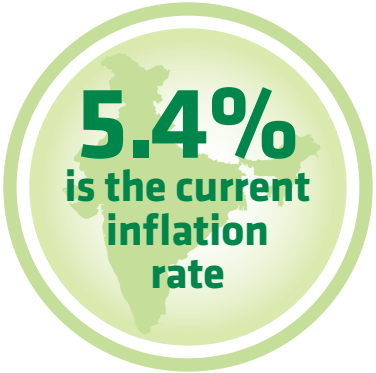
Growth Estimates of the Top 4 Economies of the World

Source: IMF World Economic Outlook Database Oct 2015, for 2015 estimates, PwC projections for 2030

Transitioning to a **Strong Emerging Economy**

One of the biggest challenges of the Indian economy – high level of inflation has also come under control in the recent past

Inflation Over the Years

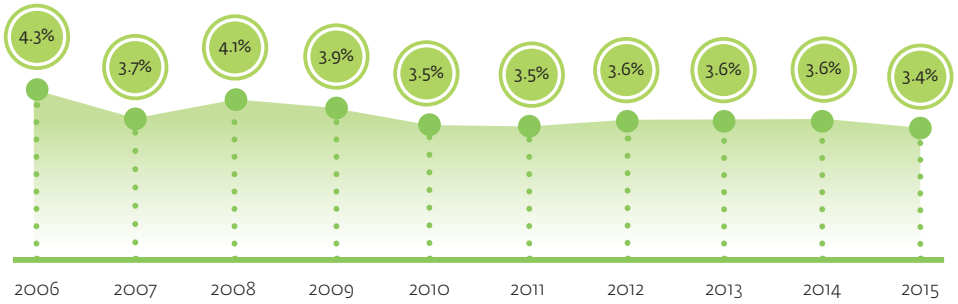


Source: IMF World Economic Outlook Database Oct 2015

Favorable **Market Environment**

Unemployment has decreased over the last decade

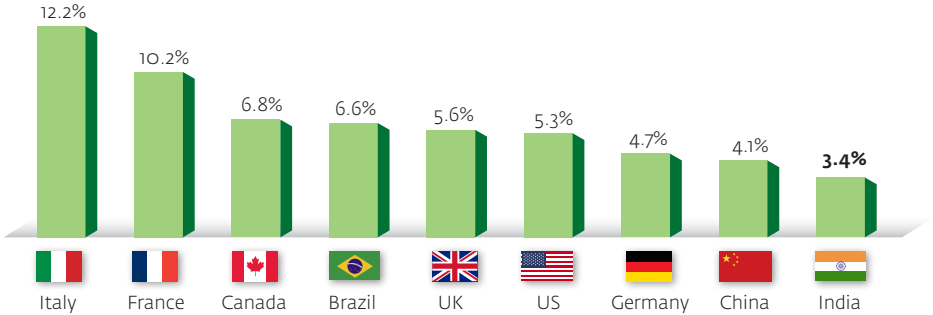
Unemployment as a % of labour force



Source: World Bank Databasse 2006-2014, 2015 values as per International Labour Organization

In comparison with other developed economies, India has a lower unemployment rate

Unemployment as a % of labour force

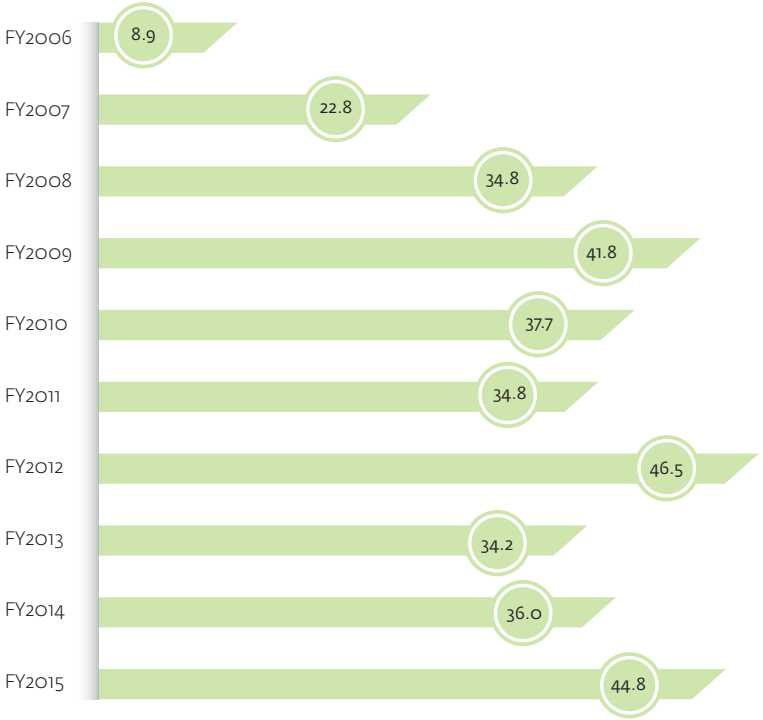


Source: IMF World Economic Outlook Database Oct 2015, India 2015 values as per International Labour Organization

Favorable **Market Environment**

Foreign Direct Investment (FDI) inflows have picked up in FY 2015, after witnessing a dip between 2012 and 2014

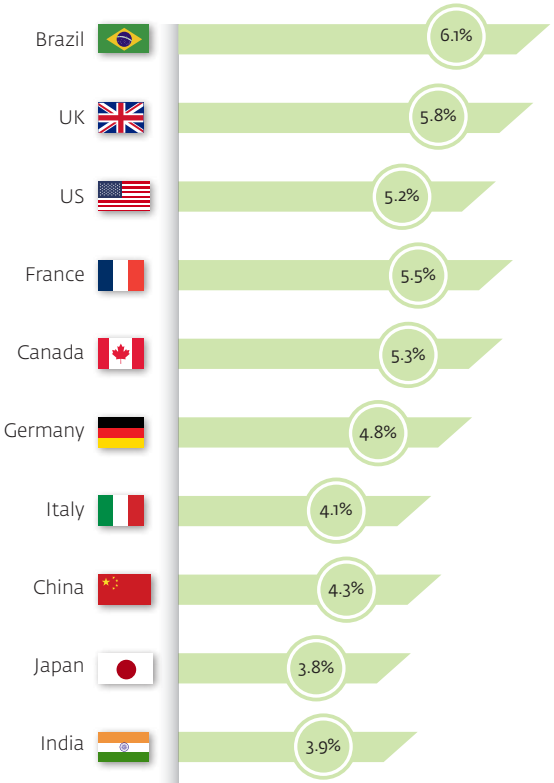
Foreign Direct Investment (FDI) Inflows (in billion US$)



Source: Department of Industrial Policy and Promotion, Government of India

Greater Need **for Expenditure in Education**

Public Expenditure on Education as a % of GDP



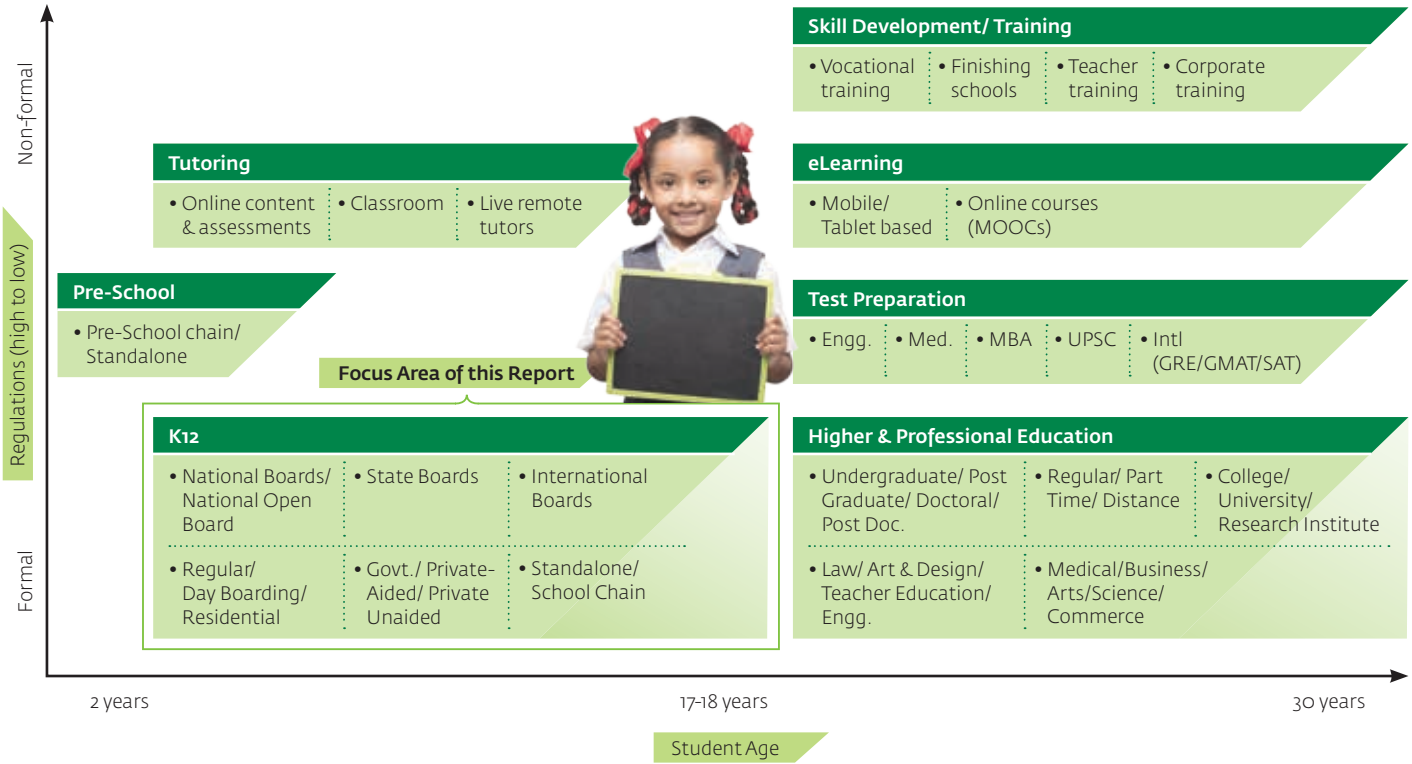
Source: UNESCO Institute of Statistics 2012 & World Bank database 2012 (Latest data post 2012 is not available)

02

Indian Education System

Indian Education Stack

Based on the student age group that various segments cater to, Indian Education System (IES) can be categorized under Formal and Non-formal segments



Indian Education: Regulatory Heatmap

K12 and Higher Education sectors constitute the core of IES and are most regulated sectors in the IES

	Pre-School	K12	Higher Education	Professional Education	Skill Development (Government)	Skill Development (Private)	Support Services
Major Entities	• Pre-School/ School Chains • Standalone Pre-Schools	• Schools (National Boards) • Schools (Intl. boards)	• University • College • Distance Education • Research Institute	• Technical Edu. Institute • Professional Edu. Institute	• Industrial Training Institutes (ITIs)	• Industrial Training Centres (ITCs) • NSDC Funded Institutes	• Tutoring • Test Prep. • Course content • ICT Providers • Publishers
Regulatory Control	• Not Regulated	• Federal and State Govt. • National Affiliating Board • State Govt. • Intl. Affiliating Board	• UGC • AICTE • State Laws	• AICTE • Statutory Authorities	• DGET • Various Govt. ministries / dept.	• DGET • Various Govt. ministries / dept.	• Not Regulated
Choice of Entity	• Not Regulated	• National Board: Society/Trust/ Section-8 Co. • Intl. Board – Subject to State Laws	• Society • Trust • Section 8 Co.	• Society • Trust • Section 8 Co.	• Society/ Trust if regulated • State Laws	• Not Regulated	• Not Regulated
Some Additional Conditions	• In case of Franchise – minimum requirement stated by Franchisor	• Minimum infrastructure requirement	• Minimum infrastructure requirement • Fee regulation	• Minimum infrastructure requirement • Fee may be regulated	• Minimum infrastructure requirement	• None	• None

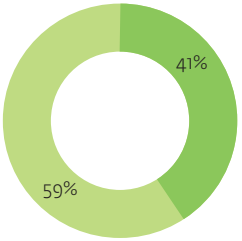
Highly Regulated Greater Autonomy Unregulated

Focus Area of this Report

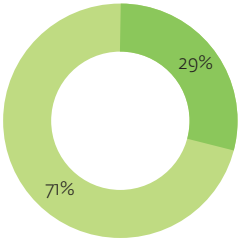
Core Indian Education Sectors: K12 and Higher Education

K12 sector, 2nd largest in the world, has ~290 million students* studying in ~1.6 million schools

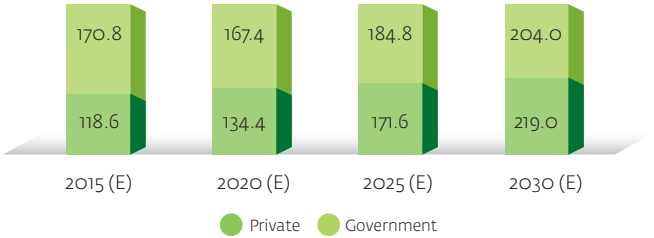
Distribution of Enrolment (2015)



Distribution of Schools (2015)



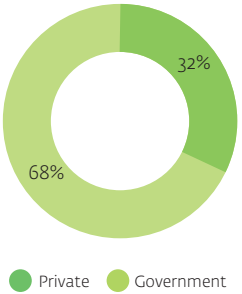
Enrolment Growth in K12 (in millions)*



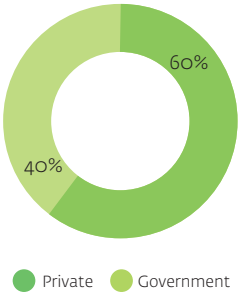
*Note: Due to unavailability of actual enrollment for 2015, student enrollment is estimated based on the past trends and available data, actual vales may vary

The higher education sector has more than 33 million students studying in over 700 Universities and 48,000 institutes

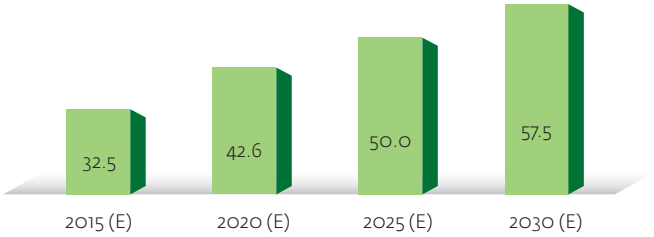
Distribution of Universities and University Level Institutions (2015)



Distribution of Colleges (2015)

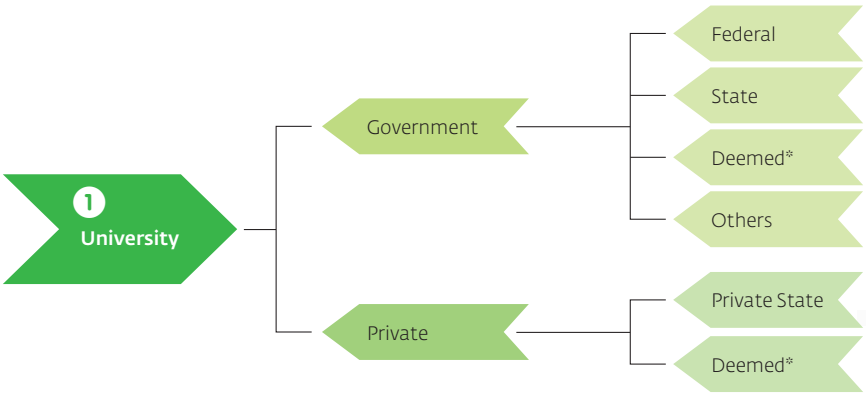


Enrolment in Higher Education (in millions)

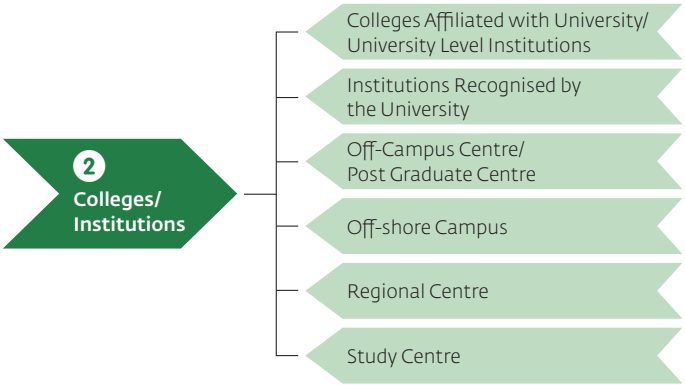


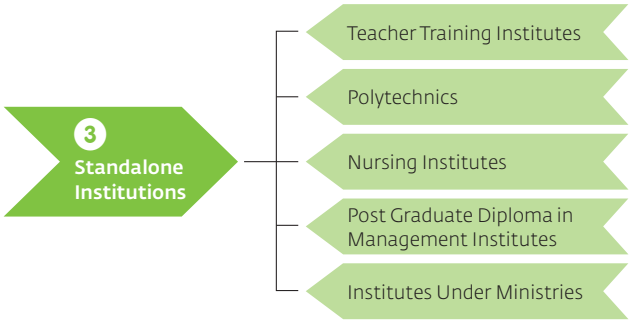
All 2015 numbers have been estimated by Eduvisors on available data | (E) – Estimated; Source: Ministry of Human Resource Development, District Information System for Education (DISE) Statistics

Higher Education Sector: Types of Institutions



*Status of autonomy granted by the Federal Govt. on advice of the main regulatory body – University Grants Commission (UGC). The status allows full autonomy in courses, syllabus, admissions and fees.

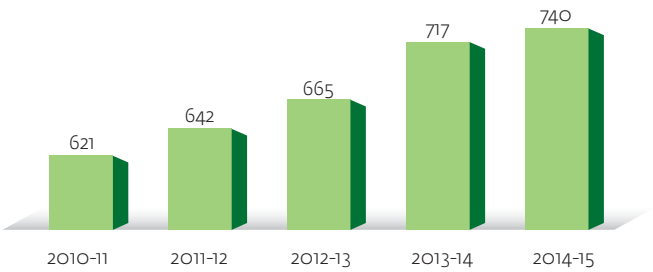




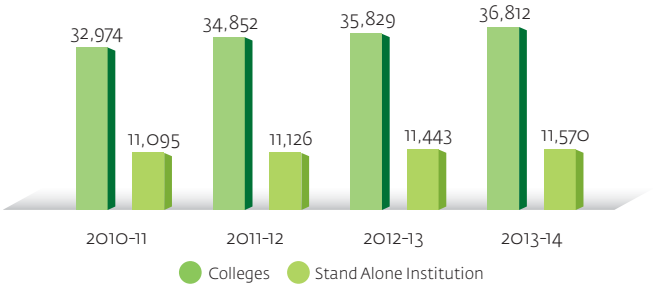
Higher Education Sector: Institute Growth Trends

HEIs (Universities, colleges and standalone institutes) constitute 48,000 institutions and have grown at average rate of 3% between 2010 and 2014, with Universities registering the highest growth

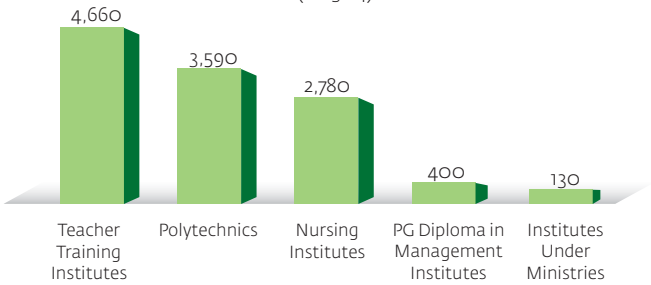
Growth in Number of Universities



Growth in Number of Colleges & standalone Institutions



Distribution of Standalone Institutes (2013 -14)



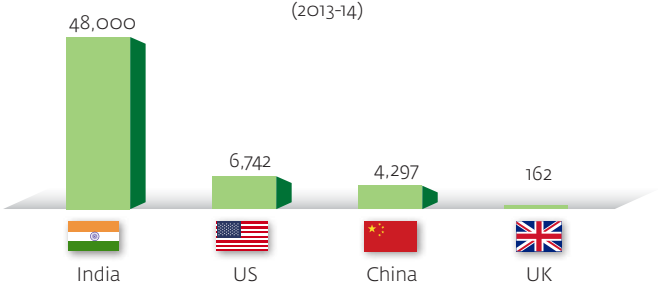
Source: All India Survey on Higher Education 2013-14 (P), Ministry of Human Resource Development

Note: No. of colleges and standalone institutes is not available post 2013-14

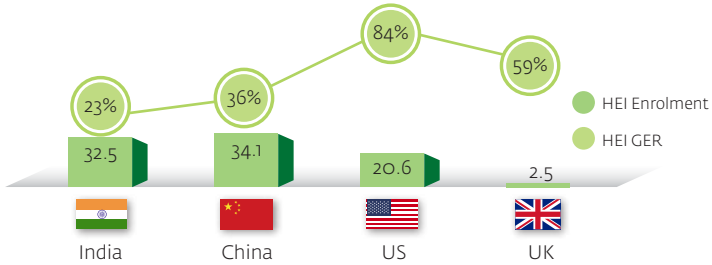
Higher Education Sector: Enrolment Growth Trends

India is the largest higher education provider in the world in terms of number of HEIs

Number of HEIs across countries
(2013-14)

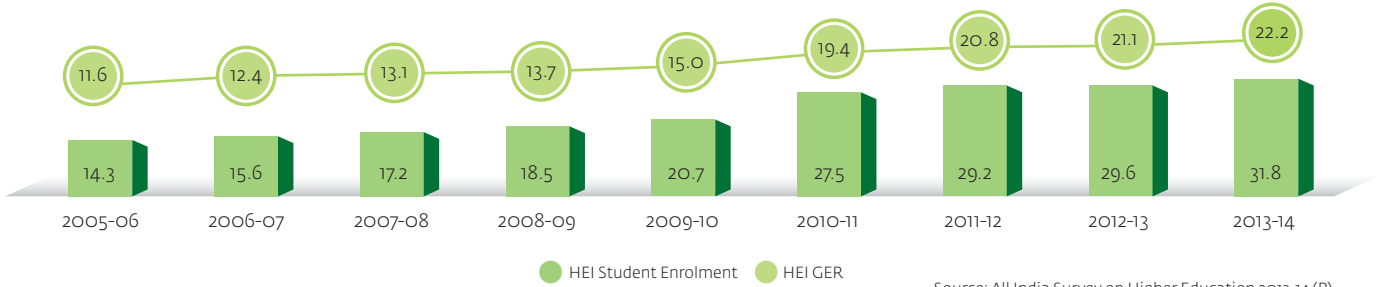


HEI enrolment and GER across countries (2014-15)
(in millions)



Higher education enrolment in India has seen tremendous growth in the past decade
Enrolment in higher education has gone up from 14 million in 2005-06 to 31.8 million in 2013-14

Growth in HEI Student Enrolment (in million) and GER

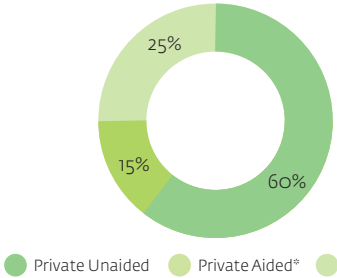


Source: All India Survey on Higher Education 2013-14 (P), Ministry of Human Resource Development

Higher Education Sector: Management & Mode of Delivery

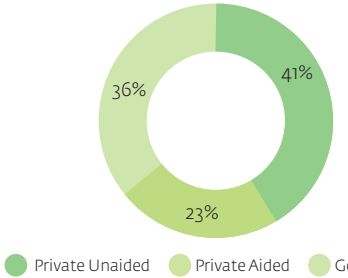
Govt. colleges make up 1/4th of all colleges but cater to more than 1/3rd of total enrolment

Colleges Based on Type of Management



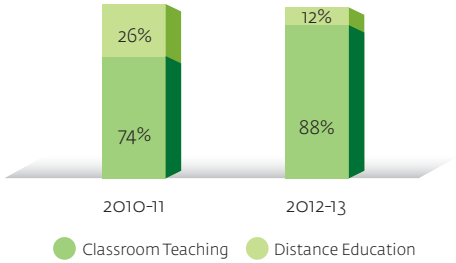
*Private aided colleges receive financial assistance from the Federal or State Government

Enrolment Based on Type of Management

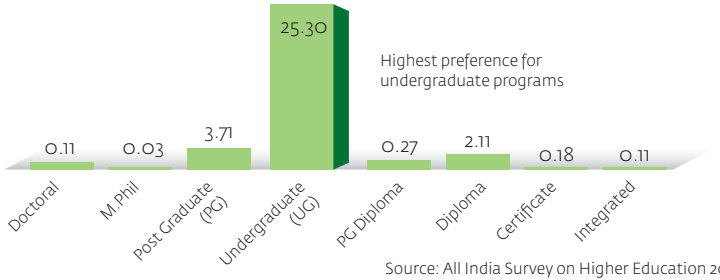


Between 2010-11 and 2012-13, distance education has seen a significant drop in enrolment; whereas enrolment in regular mode i.e. classroom teaching has surged, implying a preference for classroom teaching in recent years

Enrolment based on Mode of Delivery

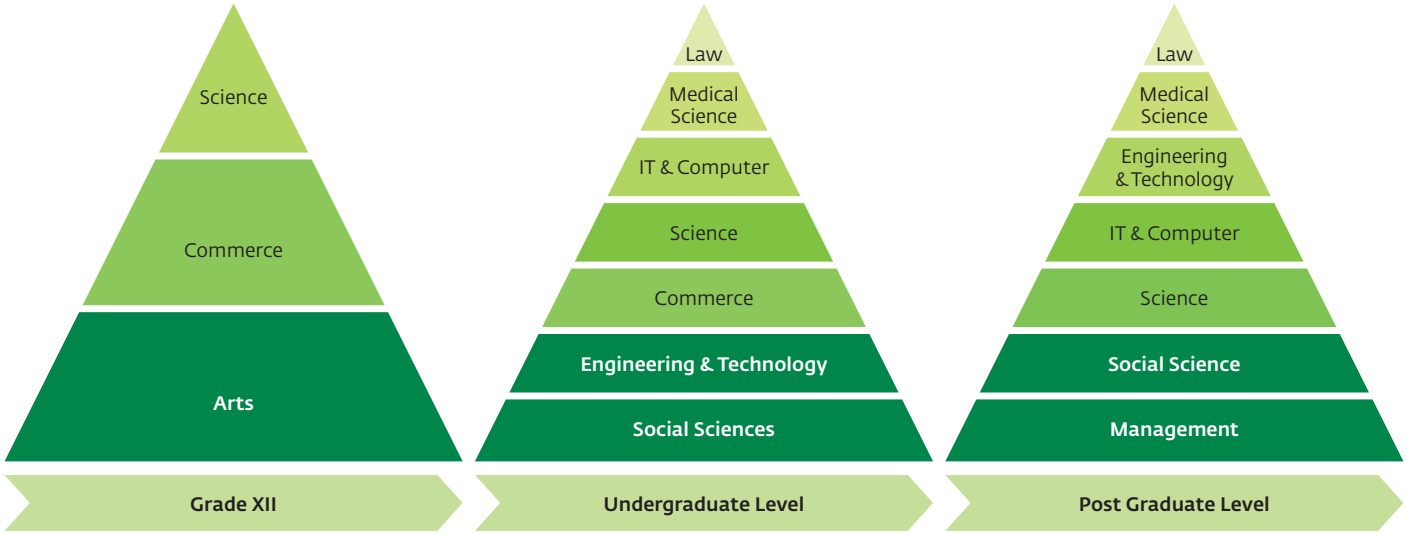


Enrolment Based on Type of Program (in millions)



Source: All India Survey on Higher Education 2013-14 (P), Ministry of Human Resource Development

Higher Education Sector: Discipline Preference

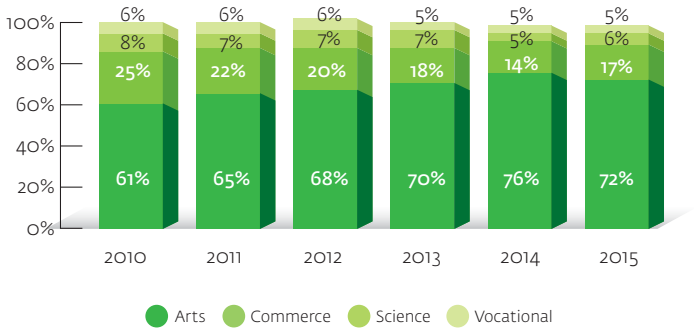


● Most preferred category at specific level of education

Higher Education Sector: Discipline Preference

Arts/ Humanities at the under graduate level and management at the post graduate level are the preferred discipline

Stream-wise Distribution of Students in Grade XII[1]



Discipline[2]	% of UG students	% of PG students
Management	2.1%	17.7%
IT & Computer	3.0%	9.9%
Education	3.1%	7.8%
Science	12.6%	12.8%
Medical Science	3.0%	2.9%
Agriculture	0.6%	0.5%
Law	0.9%	0.7%
Commerce	14.4%	7.8%
Arts/Humanities/Social Sciences	40.8%	17.1%
Engineering & Technology	17.3%	6.2%

Top Preference

- The trend for higher number of students opting for Arts/ Humanities/ Social Sciences is also followed at school level
- Compared with developed countries, India witnesses more enrolment in Arts and Engineering

Enrolment in	India	EU	Germany	UK	US
Arts	30%	14%	15%	18%	17%
Engineering	25%	15%	19%	9%	7%

Source:
1. Directorate of Education, GNCT of Delhi, Analysis of CBSE Result
2. All India Survey on Higher Education 2013-14 (P), Ministry of Human Resource Development

Indian Pre-School Sector: Landscape

Pre-School sector in India is mostly limited to unorganised neighbourhood pre-schools; however, the organized market of branded players is growing fast

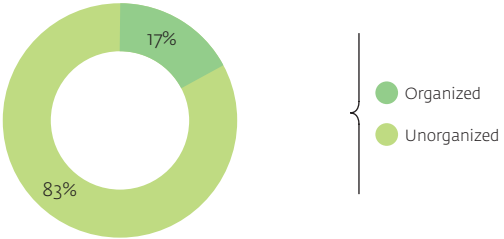
Organized Sector

- **Three types of pre-schools**
  1. Pre-schools set-up and operated by a corporate pre -school chain
  2. Pre-schools set-up under franchise model of corporate pre-school chain
  3. Pre-schools set up by existing formal school chains where pre-schools act as a feeder school to the formal school
- Pre-schools have established infrastructure, play area, standardized curriculum and books

Unorganized Sector

- Local standalone pre-schools set up by individuals with basic resource of land and finances
- Pre-schools operate out of single centres without any standardized processes or curriculum

Organized & Unorganized Pre-School Sector

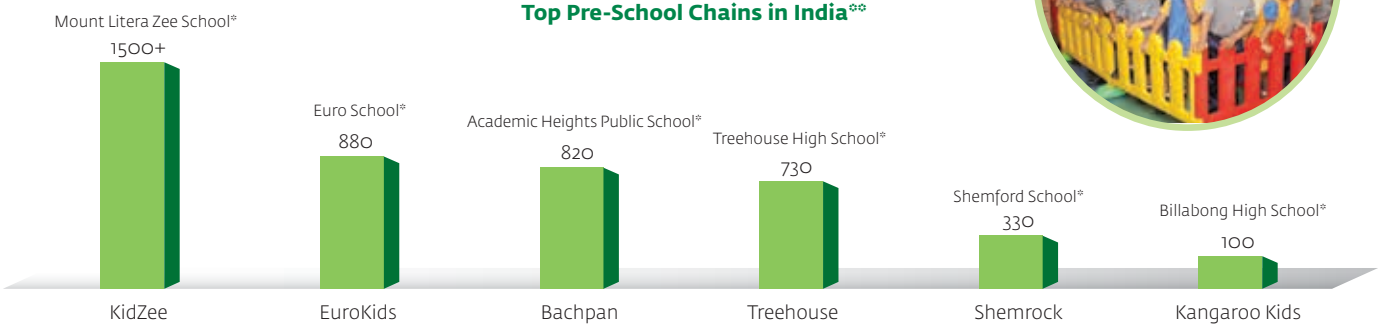


Source: Pre-School Education in India 2009, Netscribes

Indian Pre-School Sector: Landscape

Although majority of Pre-schools are unorganized, many private entities have set-up pre-school chains with each having over 100 centres across India

Top Pre-School Chains in India**



* Formal school of same parent company

Key Segmentation of Pre-Schools in India

1 Crèches

- **6 months-3 years**
- Personal care for Infant and babies
- Creative activities

2 Nurseries

- **2-3.5 years**
- Pre-primary education through games and activities
- Character building activities

3 Day Care Centres

- **3.5-6 years**
- Structured curriculum
- Basic academic education – alphabet and numbers

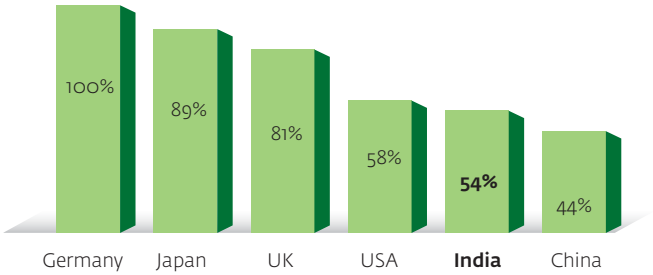
All the top pre-school chains cater to all three segments mentioned above

**All the pre-school numbers have been taken from respective player's website

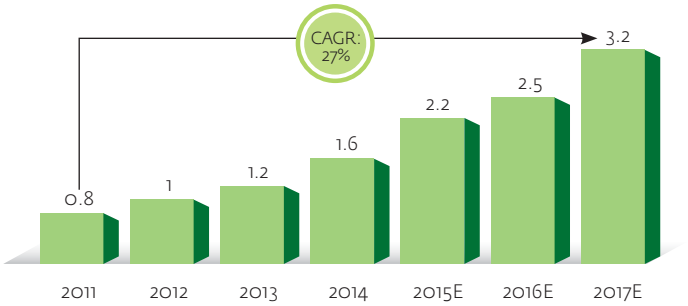
Indian Pre-School Sector: Market and Growth Projections

Pre-school sector with an expected CAGR of 27%, is a fast growing market and is attracting investments from private players

Pre-School GER in Major Countries



Pre-School Market Size (in US$ billion)



Key Factors in Pre-School Sector in India

- The Indian pre-school GER penetration is among the lowest in the world at 54% as against a global average which ranges from 80% to 90%
- Pre-schools are primarily an urban trend with rapid proliferation of organized pre-school chains in metro cities
- With low entry barriers and franchise business model, pre-school sector is set to flourish in India in the coming years

Source: UNICEF & UNESCO - Asia-Pacific End of Decade Notes on Education for All - Goal 1: Early Childhood Care and Education (ECCE)

Pre-School Market Trends

- Pre-school business is estimated to touch **US$ 3.2 billion by 2017***
- Number of pre-schools in India will reach the **33,000 mark by 2016** end with a CAGR of 26% between 2011 and 2017**

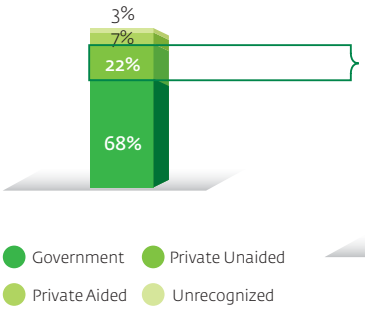
*Under penetrated pre-school opportunity in India, 2012 report by Gyananalytics
** Indian Education Investment Report 2013, published by Franchise India

Indian K12 Sector: School Landscape

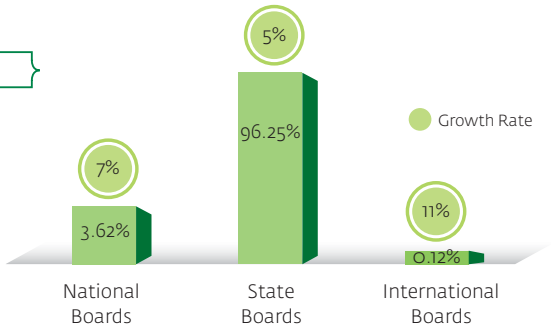
Indian K12 education segment comprises of 1.6 million schools

Board of Affiliation	Government	Private Aided & Unaided
International Board Cambridge International Examinations (CIE); International Baccalaureate (IB); Edexcel (Pearson); Central Board of Secondary Education – International (CBSE-i)	• Nil	• IB: 120 • CIE: 347 • CBSE-i: 50 • Edexcel: 74 **591**
National Board Central Board of Secondary Education (CBSE); Council for Indian School Certificate Examinations (CISCE)	• CBSE: **~1,800**	• CBSE: 15,020 • CISCE: 2,149 **17,169**
State Board State specific Department of Education	• State Board: **1,123,205**	• State Board: **400,000** • Unrecognized Boards: **55,905**

Distribution of K12 schools by Ownership



Distribution of Private Unaided K12 schools



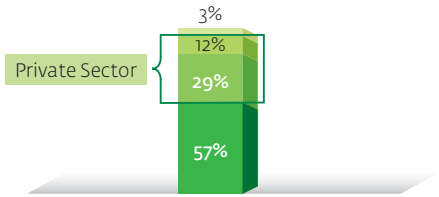
Source: Board Specific Websites; District Information System for Education (DISE) Statistics

- Private K12 schools affiliated to international boards are growing at the fastest rate, followed by national boards schools. State board schools have registered the slowest growth in the past decade.

Indian K12 Sector: Enrolment Distribution

The current student enrolment in India stands at 290 million

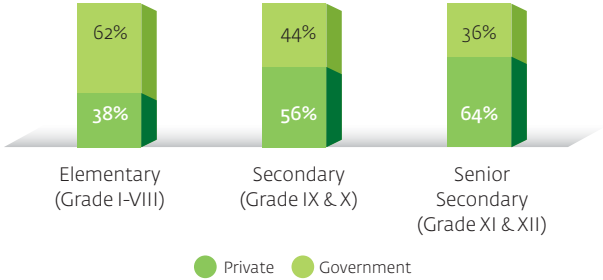
Distribution of K12 Enrolment by Ownership



- Private K12 sector is currently expanding at a rate of 10-12% and accounts for **41%** of the total enrolment in only **29%** of the total schools
- Government schools enroll over **170 million** students while Private schools account for **118 million** students

Source: Ministry of Human Resource and Development; District Information System for Education (DISE) Statistics

Distribution of Enrolment by Education Level



- 77% of enrolment is at elementary level; followed by 14% at secondary level and only 9% are in senior secondary level
- The transition rate from elementary to sec. and from sec. to sr. sec. is very low, therefore the actual percentage of students finishing school – either till Grade X or XII is alarmingly low

Indian K12 Sector: Segmentation of Schools

The K12 system in India can be segmented by ❶ Management | ❷ Ownership | ❸ Board of affiliation

Management		Government		Private Aided		Private Unaided	
School Type		School Chain	Standalone	School Chain	Standalone	School Chain	Standalone
Model**		• Government owned and Government operated		• Privately owned; funding provided by Government		• SS/ FS/ MS/ MFS/ SALS/ MALS/ FALS/ MFALS	• SS/MS SALS/ MALS
Board	International Board* *(CIE, IB, Edexcel, CBSE-i)*	-	-	-	-	• Pathways • Oakridge	• Scottish High International • Riverside School
	National Board *(CBSE, CISCE)*	• Kendriya Vidyalayas • Jawahar Navodaya Vidyalayas	-	• High proportion of DAV Schools	• Guru Nanak Khalsa Sr. Secondary School	• Delhi Public School • GD Goenka Public School	• Mother's International School • Sanskriti School
	State Board *(State specific Department of Education)*	• State Govt. Sec. / Sr. Sec. School	-	• Adarsh High School	• Budhh Singh Janta School	• Aditya Public Schools	• Gyan Jyoti Sr. Secondary School • Harish Residential School

*Schools offering international board, typically also offer national board as well
**Standard Schools (SS)
Franchise Schools (FS)
Managed Schools (MS)
Managed Franchise Schools (MFS)
Standard Asset Light Schools (SALS)
Managed Asset Light Schools (MALS)
Franchise Asset Light Schools (FALS)
Managed Franchise Asset Light Schools (MFALS)

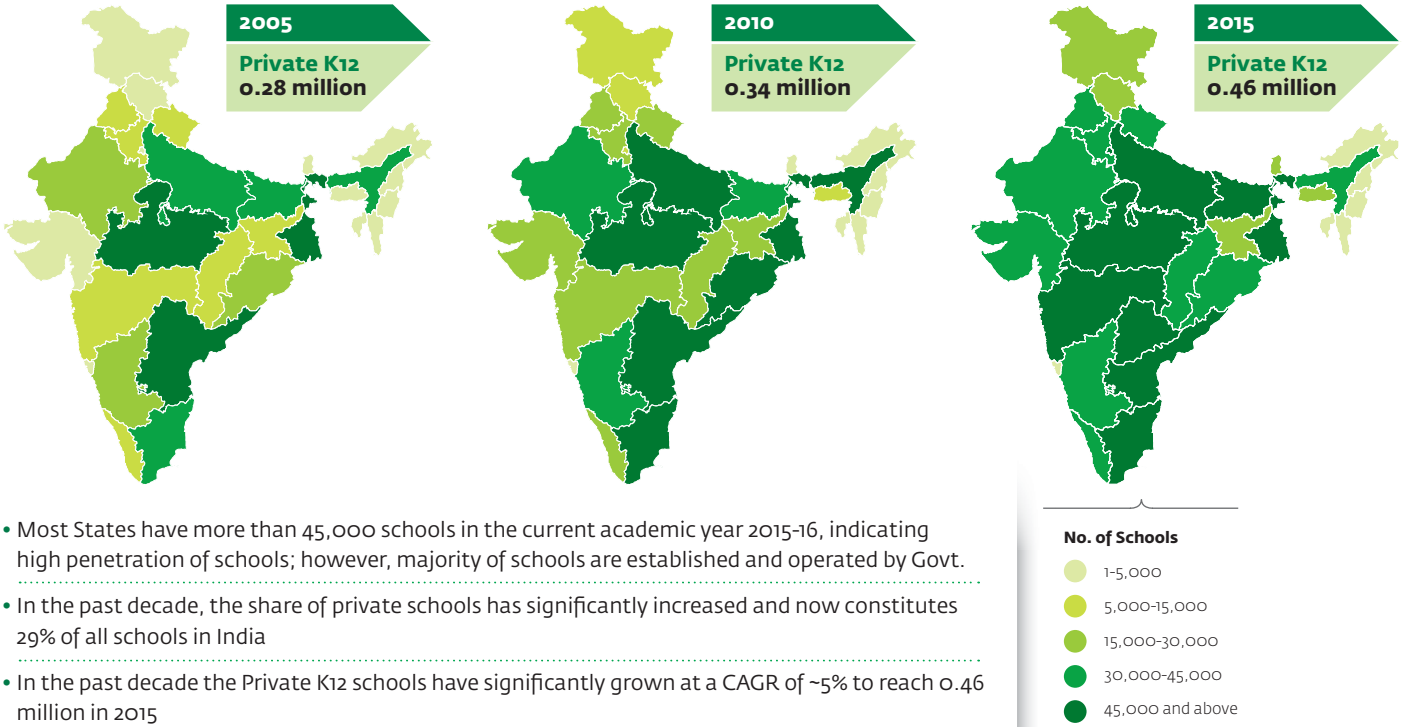
03

Evolution of Private K12

CERESTRA

Growth of Private K12 Across India

The number of schools in India has grown at a CAGR of 10.66% from 2005-2015 and private schools have penetrated all cities across India



- Most States have more than 45,000 schools in the current academic year 2015-16, indicating high penetration of schools; however, majority of schools are established and operated by Govt.
- In the past decade, the share of private schools has significantly increased and now constitutes 29% of all schools in India
- In the past decade the Private K12 schools have significantly grown at a CAGR of ~5% to reach 0.46 million in 2015

Source: District Information System for Education (DISE) Statistics

*Map not to scale

Evolution of Private K12 in India

Private K12 education in India has evolved many folds, from dominance of standard private schools in the 1990s to reputed international K12 education providers

Timeline of Private K12 Industry

Pre 2000

2000-2010

- **Geographic Presence**
  - ~ Schools present largely in metro cities
- **Operating Model**
  - ~ Standard Model
  - ~ Franchise Model
- **Teaching Methods**
  - ~ Traditional approach to learning
- **Legal Framework**
  - ~ Single entity brands

2010-2015

- **Geographic Presence**
  - ~ Started to penetrate in Tier I and Tier II cities along with expansion in metro cities
- **Operating Model**
  - ~ Standard Model
  - ~ Franchise Model
  - ~ Managed School
- **Teaching Methods**
  - ~ Holistic approach to learning
- **Legal Framework**
  - ~ School Education Co.
  - ~ Private Limited Co. for school management and infrastructure

2015 onwards

- **Geographic Presence**
  - ~ Pan India presence including penetration in rural towns
- **Operating Model**
  - ~ Standard Model/Asset Light Standard Model
  - ~ Franchise Model/ Asset Light Franchise Model
  - ~ Managed School/Asset Light Managed School
  - ~ Managed Franchise Schools/ Asset Light Managed Franchise School
- **Teaching Methods**
  - ~ Unique and comprehensive approach to learning and delivery
  - ~ International standard education
  - ~ Enhanced usage of technology
- **Legal Framework**
  - ~ Established school education providers

Note: The list of school groups mentioned is only indicative and not exhaustive. All the school group logos have been taken from their respective websites

Common Operating Models in Private K12

Ownership Type
1. Non Asset Based Models
2. Asset Light Based Models

1 Non Asset Based Models

Key Aspects	Standard Schools	Managed Schools	Franchise Schools	Managed Franchise Schools
Land & Building	• Not for Profit Entity – School Operations Entity (NPE – SOE)	• NPE – SOE	• NPE – SOE	• NPE – SOE
Brand and Know-how			• Third Party	
Management & Operations		• For Profit Entity - ManCo (Management Company)	• NPE - SOE	• For Profit Entity - ManCo
Example	• Scottish High International School	• Pearson Managed Schools	• Mount Litera Zee Schools	• Global Discovery Schools
Main Characteristics	• Most prevalent model amongst the private unaided schools • Comprising over 80% of the K12 schools	• New age model with limited number of players • When owners are disinterested in operations and management	• Most successful partnership model • Use of established brand & know-how	• Mainly under CSR (Corporate Social Responsibility) activities or by wealthy investors who invest and ask established players to manage
Scalability	• Poor	• Medium	• High to Very High	• Low to Medium

Common Operating Models in Private K12

Ownership Type
1. Non Asset Based Models
2. Asset Light Based Models

2 Asset Light Based Models

Key aspects	Asset Light Standard Schools	Asset Light Managed Schools	Asset Light Franchise Schools	Asset Light Managed Franchise Schools
Land & Building	• **For Profit Entity – PropCo** (Potential Investment Opportunity for Education Infrastructure Funds)			
Brand and Know-how	• NPE - SOE	• NPE - SOE	• Third Party	• Third Party
Management & Operations	• NPE - SOE	• FPE - ManCo	• NPE - SOE	• FPE - ManCo
Example	• Educomp Millennium Schools	• Kunskapsskolan Schools	• Schools operated by India Today Group	• GEMS Schools
Main Characteristics	• There are many such new schools which have leased land and building and are run as standard schools	• Limited in availability as they come up mostly when the operations & management is expensive	• Management & operations is local • Brand and know-how is specialized	• Most evolved model for Indian market where each entity brings unique value to partnership
Scalability	• High	• Medium	• Medium	• Medium to High

Legal Construct of a Typical K12

- Being a not-for-profit sector, K12 schools are operated and managed by:
  - ~ Trusts registered under Indian Trusts Act, 1882 or formed under local State laws
  - ~ Societies registered under Societies Registration Act, 1860
  - ~ Company incorporated under the Section - 8 of the Companies Act, 2013
- The not-for-profit entity is responsible for complete operations of the school – academic and non-academic

Expenditure

- Academic and non-academic
- Teacher salaries
- Staff salaries
- All other operating expenditure

School Trust / Society / Section - 8 Company

- Non-profit body generating a 'reasonable surplus'
- Responsible for complete operations
- Owns real estate

Revenue

Non-academic revenue

- Transport
- Uniform
- Books
- Others

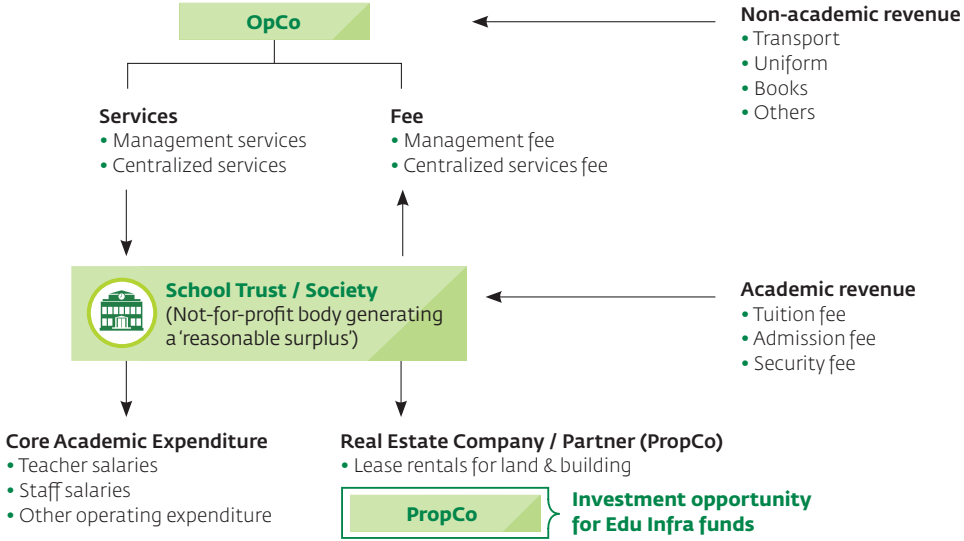
Academic revenue

- Tuition fee
- Admission fee
- Security fee

Evolved Legal Construct in New Private K12

Private unaided schools have adopted the legally acceptable two-level structure to address the not-for-profit regulatory regime, wherein:

- The **School Trust/Society/Section-8 Company** is responsible for all 'core' academic operations
- **Operating Company** or an OpCo is responsible for **all non-core operations** of the school
- Real estate infrastructure is owned by a **Property Company** or PropCo and leased to the operating Trust/ Society/Section - 8 Company, long-term, for a period as mandated by the affiliating Board – e.g., minimum of 30 years for CBSE affiliated schools*



*Affiliation By Laws - CBSE

Building Blocks and Ownership/ Control Mechanisms in K12

K12

- Not-for-profit – School Operating Entity (**NPE – SOE**)
- Trust / Society / Sec-8 Company
- Not-for-profit 'Essential Entity' for the purpose of recognition and affiliation by Department of Education and affiliation Boards, respectively

1 Land & Building

(Must for educational purpose in all government records)

- For Profit Entity – Property Company (**FPE-PropCo**)
- Pvt. Ltd. / Ltd.
- For profit 'optional entity' that owns the real estate needed to run the school

2 Management & Operations

(Capability to manage and operate the school on day-to-day basis)

- For Profit Entity - Management Services Company (**FPE-ManCo**)
- Pvt. Ltd. / Ltd. / LLP
- For profit 'optional entity' that provides management and operations or other related services to the school

3 Brand & Know-how

(Brand of existing school/s and Knowhow of setting-up an operating schools)

- Trust / Society / Sec-8 Company / Pvt. Ltd. /Ltd. / LLP
- Third Party 'optional entity' with brand and know-how to establish & operate schools

Evolution of K12 Infrastructure

With the ever increasing global exposure and awareness, the private K12 infrastructure and facilities have undergone tremendous change in the past two decades. Specifically, Information and Communication Technology (ICT) and sports facilities have grown manifold in the K12 segment.

	Pre 2000	2000 - 2010 (In addition to Pre 2000 Facilities)	Post 2010 (In addition to 2000-10 Facilities)
Infrastructure and Facilities	• Basic construction • No centralized air conditioning • Music room • Dance room • Art room • Auditorium • Canteen • Open assembly area	• Air conditioning • Basement • Multipurpose hall • Activity rooms • Seminar hall • Amphitheatre • Conference room • Language labs	• Evolved design, student flow • Centralized air conditioning • Special Education Needs facilities • Parent lounge • Cafe
Classroom	• Blackboards • Wooden furniture • Fans	• Smart boards • Projectors • Wooden furniture with storage	• Customised ergonomic furniture • Multiple seating options • Additional storage • Air conditioners • CCTV
Technology	• Shared desktop • No internet	• Individual desktop • Internet • Audio-visual aids • Library Management System • School Management System	• Laptops/Tablets • Wi-Fi campus • Video conferencing
Sports	• Hockey • Football • Cricket • Basketball • Indoor sports room • Judo • Karate • Table tennis	• Basic swimming pool • Lawn tennis • Gymnastics • Horse riding	• Astro-Turf fields • Olympic size swimming pool • Squash • Gymnasium • Psychomotor gym • Indoor sports complexes
Typical Cost of Construction*	**$10 per sq. ft.**	**$20-$30 per sq. ft.**	**$30-$60 per sq. ft.**

*1 US$ = ₹63

High Technology Penetration in Private K12

Information and Communications Technology (ICT) has made deep inroads into K12 education sector. The use of devices and digital technologies has become so pervasive in Indian educational institutions that for many young students tablets, smart phones and computers are regular tools for learning.

Common Usage of Technology

Students

- Exposure to real life applications by use of smart boards
- View class schedule
- View reports & assignments
- Submit assignments online
- Get alerts from school admin & teachers

Parents

- Monitor student's progress
- View report cards of student
- Get alerts from school admin regarding parent meet, examination schedule etc.

School Administration

- Control all school activities online i.e. admission management, fee management, staff payroll management, library system management etc.
- Monitor staff & students progress

Faculty

- Manage work online
- Assign tasks to students and get reports
- Send notification via SMS alerts
- View class time table and real time attendance
- Use of smart boards for simulations and adopting new methodologies

Leading Players	Pearson Digiclass	Extramarks	Tata Interactive Systems	HCL Learning	EduComp
Digitalized Class Syllabus	✓	✓	✓	✓	✓
Digitalized Modules for Competitive Exam	✓	x	✓	✓	x
Digitalized content for English Improvement	x	x	x	x	✓

Evolving Landscape of School Chains

Pre 1947

Conventional School Chains*

- Part of religious/ social movement
- National presence/ Household brand
- Traditional approach to learning
- Basic infrastructure and facilities
- K12 and Higher Education offering

1947-2000

Evolved and Dominant School Chains*

- Education Group
- National presence/ Recognized brands
- Evolved approach to learning; focus still on traditional approach
- Limited usage of technology
- Importance given to campus and infrastructure

2000-Present

New Millennia School Chains*

- Professionally backed
- Growing national presence/ Establishing brands
- Innovative approach to learning
- High usage of technology
- Well designed, modern campuses

*Note: Example of each school chain category provided in the following pages

Note: The list of school groups mentioned is only indicative and not exhaustive. All the school group logos have been taken from their respective websites

Conventional School Chain:
Dayanand Anglo Vedic (DAV) School Chain

About the Chain

- The first DAV school was established in 1885
- The DAV College Trust and Management Society was established in 1886
- DAV has a total of 780 educational institutions comprising of public schools, grants-in-aid schools, colleges, institutes of professional education and research institutions
- Being the oldest school chain in India, DAV schools are known for their academic rigour

DAV Schools		
Year of Establishment	1885	
Foundation	DAV College Trust and Management Society	
No. of Schools (K12)	650 Schools	
Board(s) Offered	• CBSE	• State Boards
Operating Model	• COCO	• Franchise
Presence	National	

1885
- 1st DAV was opened in Lahore (now in Pakistan)

1886
- Formation of DAV College and Management Society

Pre 2000
- Basic facilities with single building
- Sports facilities were not up to standards of other school
- Basic - Science labs/ library/ labs

Post 2000
- Modern multiple buildings
- Sports facilities have improved drastically
- Fully equipped Science and Maths labs
- Library equipped with large collection of books
- Some DAV schools have smart classes

2015
- 650 Branches

Source: Group website

Conventional School Chain: Bhartiya Vidya Bhavan

About the Chain

- Bhartiya Vidya Bhavan was established in 1938
- The Shikshan Bharati – an Educational Unit of Bharatiya Vidya Bhavan was formed in the year 1993
- It is one of the oldest school chain in India and operates schools under three brand names: **Bharatiya Vidya Mandir, Bhavan's Vidya Mandir, or Bhavan's Vidyalaya**
- Bhartiya Vidya Bhavan Schools are famous for emphasis on academics
- The chain also runs higher education institutes across India and abroad

Bhartiya Vidya Bhavan Educational Trust		
Year of Establishment	1938	
Foundation	Bhartiya Vidya Bhavan Educational Trust	
No. of Schools (K12)	83 (79 in India ; 4 Abroad)	
Board(s) Offered	• CBSE	• State Boards
Operating Model	• COCO	• Franchise
Presence	National and International	

1938

- First School was opened

Pre 1980

- Single building
- Limited sports infrastructure
- Traditional teaching aids
- Basic lab facilities

Pre 2000

- Multiple buildings
- Improved sports infrastructure with equal attention on sports and academics
- Use of computer for teaching
- Fully equipped labs

2000 -15

- 83 Branches
- Multiple large buildings for every level
- Modern sports infrastructure with dedicated trainers and coaches
- Smart Classes
- Labs for Science, Maths and Language
- Digital library facility

Source: Group website

Dominant School Chain: Delhi Public Schools

About the Chain

- Delhi Public School is a chain of schools providing education from pre-nursery to XII
- The 1st school came into existence in 1941 by the name of "Church High School"
- In 1949, the 1st school by the name of "Delhi Public School" under Delhi Public School Society came into existence
- DPS schools are one of the most sought after schools in India with Delhi Public School - RK Puram, New Delhi branch being in top 10 schools of India for last 3 decades and is well known for its emphasis on academics and sports
- The Society has its own human resource development cell to train DPS teachers across schools so as to deliver consistent and high quality education

Delhi Public School Society		
Year of Establishment	1949	
Foundation	Delhi Public Society	
No. of Schools	207 (188 in India ; 19 Abroad)	
No. Of Students	~250,000	
Board(s) Offered	• CBSE • CISCE	• CIE
Operating Model	• COCO	• Franchise
Presence	National and International	

1941

- First school was opened

1949

- Formation of DPS Society
- Traditional school
- Basic facilities
- Located only in Delhi

1972

- 2nd Branch is opened in Delhi
- Modern infrastructure
- Emphasis on sports and academics
- Considered one of the top private school in the country

School started offering Franchisee Licenses for expansion

2015

- 207 Branches
- Ultra modern infrastructure
- Emphasis on sports and education
- Technology enabled classrooms
- Modern teaching methodology
- Teacher training programmes

Source: Group website

Dominant School Chain: Podar Group of Schools

About the Chain

- The Podar Group of Schools was established in 1927 with headquarters in Mumbai
- The Podar Group operates pre-schools, K12 schools, undergraduate colleges, part-time courses and teacher training courses
- The K12 schools are spread across 8 States under the brands Podar International Schools and Podar World Schools
- The group operates pre-schools and day-care centres under the brand Podar Jumbo Kids and Podar Jumbo Kids Plus

Anandilal Podar Trust		
Year of Establishment	1927	
Foundation	Anandilal Podar Trust	
No. of Schools	83	
Board(s) Offered	• CBSE, CBSE-i • CISCE • State Board	• IB • CIE
Operating Model	• COCO	• Franchise
Presence	National	

Pre 1980

- Single building
- CBSE and CISCE Boards
- Basic sports infrastructure
- These schools initially had basic infrastructure and have now been renovated with modern facilities

1980-00

- Single building
- CBSE and CISCE Boards
- Improved sports infrastructure
- Computer labs
- These schools have now been upgraded with smart classrooms and digital libraries

2000 -15

- Multi storey buildings with basements
- Introduction of IB and CIE curricula
- Introduction of CBSE-i curriculum
- Smart classrooms
- Digital libraries
- State-of-the-art sports infrastructure
- CCTV cameras in campus
- Auditorium

Source: Group website

New Millennia School Chain: Zee Learn Schools

About the Chain

- The chain is part of India's leading business house having its interest in media, packaging, healthcare and entertainment sectors
- Zee Learn runs ~1,500 branches of pre-school across 550 cities of India
- The school chain is one of the fastest growing school chain
- It has mainly grown on franchise model with limited company owned schools

Mount Litera Schools		
Year of Establishment	2006	
Parent Company	Essel Group	
No. of Schools (K12)	89	
Board(s) Offered	• CBSE	• CIE
Operating Model	• COCO	• Franchise
Presence	National	

KidZee
~1500 Branches

Mount Litera Schools
88 CBSE Schools & 1 CIE School

Mount Litera World Pre- School
International Standard Pre-School

2003
- Started KidZee Play School

2006
- First Mount Litera School is opened

2008
- Franchise model is adopted for expansion

2015
- Total 89 branches across India
- Acquisition of Tree House Education and Accessories Ltd

Source: Group Website

New Millennia School Chain: GEMS Education

GEMS EDUCATION

About the Chain

- GEMS is a Dubai based education company established in 1959
- Presence in 14 countries with ~82 schools
- Entered Indian market in 2000
- The Group has various schools by the name of: GEMS Public school, GEMS Modern Academy, GEMS World Academy and Dream India Schools
- The Group has had organic and inorganic growth in India
  - ~ Organically it has opened GEMS Modern Academy and GEMS World Academy
  - ~ Inorganically GEMS acquired Everonn schools and re-branded them as GEMS Public School

GEMS		
Year of Establishment	2000	
Parent Company	Gems Education	
No. of Schools (K12)	13	
Board(s) Offered	• CBSE	• CIE
Operating Model	• COCO	• Franchise
Presence	National & International	

Types of GEMS Schools in India

1. GEMS Public School
2. GEMS International School
3. GEMS Modern Academy
4. GEMS World Academy

Source: Group website

Growth Model

- Franchise Model
- COCO Model

Future Plans

- The Group further plans to invest $200 million in coming 5 years

Source: Economics Times Article: GEMS Education to invest US$ 200 million in India, May 2015

New Millennia School Chain: EduComp Group of Schools

Educomp Solutions Ltd., an organisation recognised for bringing the digital revolution in education in India, provides Smartclass™ interactive multimedia smart board, English mentor, 3D lab, insight and other education based learning systems as teaching tools in the classrooms

Schools	Launched	Board(s) Offered	Number of Schools	Fee Range	Target Group
International Schools	-	• CISCE • CIE • IB	1	$ 3,000 to $ 4,500	High income group, currently only in Tier II city
Millennium Schools	2008	• CBSE	45	$ 730 to $ 1,600	Tier I & Tier II cities
Takshila Schools	-	• CBSE	11	$ 400 to $ 700	Tier III & Tier IV cities
Universal Academy	2008	• CBSE • State	9	$ 158 to $ 250	Budget schools targeted at semi-urban towns

1994

Educomp was founded
- Focus was on curriculum and digital learning equipments

2006

Little Millennium Pre-School
- Launched pre-schools with focus on curriculum
- Became a publicly traded company on BSE and NSE

2008

Launched Universal Academy and Millennium Schools
- Launched K12 schools for various market segments

2009

Educomp Co-branded Schools
- Initiated Educomp co-branded schools
  - ~ PSBB Millennium Group of Schools
  - ~ Shri Ram Millennium Schools
  - ~ Sri Kanchi Sankara Unviersal Academy
  - ~ Vasant Valley Schools

2011

Higher Education Institutes
- Made investment in Beacon Higher Educational Institutes

Source: Group website

04

Private Sector Education

Key Trends in Private K12 Education

Failure of the public education system, coupled with a high propensity of India's middle class to spend on education has resulted in the emergence of private schools. Most attractive segment for investment within the education sector, **private K12** is witnessing the following key trends:

1 Emergence of New Operating Models

- Companies are using a mix of franchise and self-owned schools in order to scale up
- Players (OpCo) are also adopting a model of setting up schools through joint ventures with real estate developers/ land owners (PropCo)
- These models are driven by the need to scale up and ensure economic viability

2 Entry of International K12 Education Providers

- Increasing demand for quality education has attracted international partnerships
- International K12 providers such as Pearson and GEMS education have entered the market and are currently expanding

3 Private Schools Adopting Hybrid Teaching Methods

- Private schools are moving from traditional blackboard to digital content to enhance effectiveness of teaching
- Schools outsource installation and maintenance of IT hardware, content and training to private parties
- Increased focus on delivery quality through technology adoption

4 Rapid Growth of International Schools in India

- Schools offering international curriculum have grown in the past decade, with 200-250 schools offering international curriculum in 2005 to more than 500 in 2015
- Earlier, only children of expatriates, business class and multinational professionals were going to international schools but now even middle class families are sending their children to these schools

5 Growing acceptance of CBSE-i (locally developed international standard curriculum)

- CBSE developed a curriculum for schools located abroad to maintain international standards in learning
- CBSE-i has garnered local interest lately with more than 80 schools in India adopting this international standard curriculum

6 Increased Usage of Technology

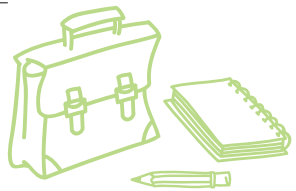
- Private K12 are utilizing technology, not only to enhance student learning but also to streamline key processes in school operations
- Two major tools which are prevalent in most private K12s are:
  - ~ ICT penetration in classrooms through Smart Boards, Projectors etc.
  - ~ School Management Systems

Categorization of Private K12s by Fee Point

Private schools in India can be broadly classified based on the income segment they cater to:

Segmentation Based on Spending Capacity				
Income Segment ($ p.a.)	**<5,000**	**5,000-17,500**	**17,500-30,000**	**>30,000**
	Aspirers	**Seekers**	**Strivers**	**Global**
Segment description	• Rural and semi urban areas • Lower and lower-middle class	• Urban and semi urban areas • Middle class and upper middle class	• Urban areas • Upper middle and Upper class	• Urban areas • Upper class • Non-Resident Indians • Expatriates
Share of education expenditure per child (national or international boards)	4%-6%	6%-9%	8%-10%	13.5%
Spending on education per child (~$ p.a.)	<300	300-1,200	1,400-2,500	>4,000

Private School Category*	❶ LFS Low Fee Schools	❷ MFS Medium Fee Schools	❸ HFS High Fee Schools	❹ UHFS Ultra High Fee Schools
Total Cost to Parent ($ p.a.)	80-300	300-1,500	1,500-3,000	>3,000



US $1 = ₹ 63 | Source: National Sample Survey Office, 2011

*Examples of each category of schools (categorized by fee point) are provided in the followings pages followed by a note on private residential schools with examples. It may be noted that private residential schools operate across multiple fee point categories.

1 Low Fee Schools: New Age Agents of Change

LFS are located in rural, semi-urban and urban regions and are majorly affiliated to State or National boards

Characteristics

- Focus is primarily on academics, and limited promotion of sports and extra curricular activities
- Follow basic curriculum as prescribed by board; use national or local publishers
- Infrequent professional development activities
- Only basic sports facilities
- None or limited external tie-ups for academics, sports and ICT
- Residential facilities are usually not available

Target Group	• **Aspirers** - Lower Class/ Lower Middle Class
Income ($ p.a.)	• Income: <5,000 • TCP: 80-300
Board Affiliation	• State Boards • CBSE/ CISCE
Main Presence	• Rural • Semi-Urban
K12 Strength	• 250 to 3,000 students
Student Teacher Ratio	• >30:1

Indicative Infrastructure and Facilities

School Infrastructure	Academic Infrastructure	ICT Infrastructure	Sports Infrastructure
Single building for all levels	Composite Science labs	Minimal computer facilities	Multi-purpose sports field
Basic toilet facilities	Library	Limited usage of ICT	Cricket/ Football/ Volleyball
Leased transportation	No language/ mathematics labs	Limited internet utilization	Kho-Kho/ Kabaddi
No canteen facilities			

Universal Academy Schools

Universal Academy is an initiative of Educomp Solutions – one of the first organizations to bring unique technology learning tools into the classroom

- Educomp currently has 45 schools and 241 pre-schools under its brand umbrella
- Schools under the brand cater to different target audiences and include:
  - ~ Little Millennium Pre-Schools
  - ~ The Millennium Schools
  - ~ Takshila Schools
  - ~ Universal Academy
- Besides K12 and pre-school the group also has presence in higher education

Universal Academy Schools		
Website	www.universalacademy.in	
Est.	2008	
Parent Company	Educomp Solutions Ltd.	
No. of Schools	9	
Board(s) Offered	• CBSE • Educomp Solutions Ltd.	
Operating Model	• COCO	• Franchise
Fee Range	$ 150 to $ 250	
Presence	Tier II, III and IV cities	

Note: All information has been gathered from group and school's website

Universal Academy School, Dehradun, Uttrakhand	
Established	2010
Students	~350
Board Offered	CBSE
Area	3 acres
STR	30:1
Class Size	25-30
School Infrastructure	• Single building with play ground
ICT Infrastructure	• Computer lab • Smart boards
Extra-curricular Infrastructure and Activities	• Arts and Craft • Dance & Music rooms
Academic Infrastructure	• Composite Science lab • Library
Sports Infrastructure	• Basketball • Cricket • Volleyball • Gymnastics • Football • Covered play area • Kids play area, Toy room

Dream India Schools

Founded in 2003, Dream India Schools are a part of Varkey Group's education business and are located in rural towns of in South-East India. GEMS India is also a chain of schools operated by the Varkey Group

- The school chain started with play schools called Krishnaveni Talent School and later expanded into the Low Fee School segment
- Features of Dream India school include guided study hour system, integrated test preparation curriculum, technology enabled education, special focus on English, computer and co-curricular activities at par with medium fee schools

Dream India Schools		
Website	www.dreamindia.com	
Est.	2003	
Parent Company	Varkey Group	
No. of Schools	~370	
Board(s) Offered	State Board	
Operating Model	• COCO	• JV
Fee Range	$ 160 to $ 200	
Presence	Tier II ,III and IV cities	

Dream India School, Vishakhapatnam, Andhra Pradesh	
Established	2003
Students	~600
Board(s) Offered	State Board
Area	2.7 acres
STR	30:1
Class Size	35-40
School Infrastructure	• Single building with basic facilities
ICT Infrastructure	• Computer lab • LCD projectors
Extra-curricular Infrastructure	• Dance & Music rooms • Art Room
Academic Infrastructure	• Composite Science lab • Library
Sports Infrastructure	• Basic sports facilities for cricket, football etc.

Note: All information has been gathered from group and school's website

Gowtham Model Schools

Founded in 1984, Gowtham Group started Gowtham Model Schools (GMS) as a technology enabled education provider in Tier II and III cities

- With significant presence in Andhra Pradesh, GMS caters to low income groups
- GMS promotes increased usage of technology through computer labs, digital classrooms, and video conferencing facilities
- Parental engagement is promoted through Student Information Portal and regular communication through SMS etc
- Other institutes under Gowtham Group include **Orchids International Schools** and **Gowtham Junior College**

Gowtham Model Schools	
Website	www.gowtham.org
Est.	1984
Parent Company	Gowtham Group
No. of Schools	53
Board(s) Offered	• CBSE • State Board
Operating Model	• COCO
Fee Range	$ 200 to $ 250
Presence	Metros, Tier I and II cities

Note: All information has been gathered from group and school's website

Gowtham Model School, Hyderabad	
Students	~600
Board Offered	State Board
Area	1 acre
STR	35:1
Class Size	40-45
School Infrastructure	• Single Building
ICT Infrastructure	• Computer lab
Extra-curricular Infrastructure	• Music & Dance room • Art room
Academic Infrastructure	• Science lab • Library
Sports Infrastructure	• Tie-up with cricket coaching academies • Indoor sports such as Chess, Table tennis etc.

2 Medium Fee Schools:
Dominant Segment Catering to the Masses

MFS are located in semi-urban and urban regions and are affiliated predominantly to National boards and few are even affiliated to international boards

Characteristics

- Focus is on overall development of the student; however few schools focus primarily on competitive exam preparation for engineering and medicine
- Different approaches to teaching, complementing existing curriculum are prevalent amongst these types of shools
- Regular professional development activities undertaken
- Extra curricular activities such as debates, seminars, inter-school quizzes etc are encouraged
- Boast of tie-ups for academics, sports, ICT in order to differentiate offerings
- Residential facilities are provided but regular school is dominant category

Target Group	• **Seekers** – Lower Middle and middle income
Income ($ p.a.)	• Income: 5,000-17,500 • TCP: 300-1,500
Board Affiliation	• CBSE/ CISCE • CIE
Main Presence	• Semi Urban • Urban
K12 Strength	• 500 to 5,000 students
Student Teacher Ratio	• 30:1 to 40:1

Indicative Infrastructure and Facilities

School Infrastructure	Academic Infrastructure	ICT Infrastructure	Sports Infrastructure
Separate buildings for Junior, Middle and Senior school	Lab facilities	Limited SMART Class facilities	Athletics/Football/Cricket / Hockey field
Modern toilets	Library	Multimedia labs	Volleyball/Basketball courts
Auditorium	Coaching for competitive exams	Computer labs	Badminton/Tennis/Squash courts
Cafeteria	Separate Science labs	Broadband Internet	Skating rink
Infirmary/ Medical room			Swimming pool
Own transport service			

Edify Schools

Founded in 2003, by the DRS Group, a leading supply chain and logistics firm in India. MDN Edify Education, an initiative of DRS Group, caters to the varied requirements of different stages of schooling - Pre-Primary, Primary, Secondary and Higher Secondary education

- The Group has ~210 schools (164 Edify Kids Schools and 56 Edify Schools) running under the DRS Group and caters to various target segements
- Schools operating under the Group include pre-schools - Edify Kids, LFS - MDN Future Schools, MFS - Edify Schools and HFS - DRS International School which offers both National and International curriculum.

Edify Schools		
Website	www.edifyschools.com	
Est.	2003	
Parent Company	MDN Edify Education Pvt Ltd	
No. of Schools	15 operational	
Board(s) Offered	• CBSE • CIE	
Operating Model	• COCO	• Franchise
Presence	Metros and Tier I cities	Tier II cities
Fee Range	$ 400 to $ 700	$ 200 to $ 400

Edify School, Bengaluru	
Established	2011
Students	210
Board Offered	CBSE
Area	6.85 acres
STR	28:1
Class Size	~35
School Infrastructure	• Single building • Amphitheatre • Large playground
ICT Infrastructure	• Computer lab
Extra-curricular Infrastructure	• Activity block • Art room
Academic Infrastructure	• Lab facilities • Library
Sports Infrastructure	• Basketball • Cricket • Gymnastics • Football • Roller skating • Kids play area

Note: All information has been gathered from group and school's website

Pearson Schools

Pearson is an international media company with businesses in education, consumer publishing (Penguin Group), and has presence in more than 60 countries

- Pearson only provides school management and operations and does not own the infrastructure
- Pearson services to schools include re-positioning, branding, promotional activities, staff training, implementing academic quality management systems, infrastructure upgrading, maintenance and managing everyday operations
- In a recent survey, conducted by Education World, 8 Pearson Schools were ranked 1st and 2nd in various cities across India

Pearson Schools		
Website	www.pearsonschools.in	
Est.	2008	
Parent Company	Pearson India Education Services Pvt. Ltd	
No. of Schools	23	
Board(s) Offered	• CBSE • CISCE	• CIE • IB
Operating Model	Joint Venture	
Presence	Metros	Tier I and II cities
Fee Range	$ 720 to $ 900	$ 300 to $ 500

Pearson School, Kompally, Hyderabad	
Established	2012
Students	186
Board	CBSE
Area	3 acres
STR	15:1
Class Size	~20-25
School Infrastructure	• Modern building
ICT Infrastructure	• Computer lab • Smart boards
Extra-curricular Infrastructure	• Music rooms • Art room
Academic Infrastructure	• Science lab facilities • Library
Sports Infrastructure	• Basketball • Cricket • Covered play area • Gymnastics • Football

Note: All information has been gathered from group and school's website

Vibgyor High Schools

Founded in 2004, Vibgyor High is a chain of schools located in the South and South West region of India

- The Group's curriculum is based on Dr. Howard Gardner's Theory of Multiple Intelligences. Inclusive education and imparting life skills forms the foundation of the learning system

Vibgyor High Schools		
Website	www.vibgyorhigh.com	
Est.	2004	
No. of Schools	20 (including 2 commencing operations in 2016-17)	
Operating Model	• COCO	• Joint Venture
Board(s) Offered	• CBSE • CISCE	• CIE
Fee Range	$950 to $1,200	$1,200 to $1,600
Presence	Metro, Tier I, Tier II cities	Metro, Tier I, Tier II cities

Vibgyor High, Goregaon, Mumbai		
Established	2004	
No. of students	~2,000	
Boards Offered	CISCE - I to X, CIE - I to X, A-Levels - XI - XII	
STR	20:1	
Class Size	30-35	
School Infrastructure	• Single temperature controlled building • Auditorium	
ICT Infrastructure	• Computer Lab	
Extra-curricular Infrastructure	• Speech & Drama room • Dance & Music rooms • Art room	
Academic Infrastructure	• Science labs • Library	
Sports Infrastructure	• Basketball • Cricket • Swimming • Handball • Covered Play Area	• Kids play area, Toy room • Judo • Football • Gymnasium

Note: All information has been gathered from group and school's website

Indus World Schools

Indus World Schools are a professionally managed school chain promoted by CL Educate (Career Launcher). Headquartered in Delhi NCR, the school chain has 5 pre-schools and 13 K12 schools spread across metros and Tier I and II cities

- The school follows 5 Es for effective learning: Engage, Explore, Explain, Expand, and Evaluate
- The Indus Stages of Learning are Learning through Enjoying ('Ananda' - up to class II), Discovering through Experimentation ('Jigyasa' - classes II to VIII), and Practicing to Perfection ('Sadhana' - classes from IX to XII)
- The schools are located on campuses of 2 to 5 acres

Indus World Schools		
Website	www.indusworldschool.com	
Est.	2005	
Parent Company	Career Launcher	
No. of Schools	13	
Board(s) Offered	• CBSE	• CIE
Operating Model	• COCO	• Joint Venture
Fee Range	$700 to $1,300	
Presence	Metros and Tier I and II cities	

Indus World School, Ludhiana		
Established	2005	
Boards Offered	CBSE , CIE is proposed	
STR	30:1	
Class Size	30-35	
School Infrastructure	• Basic school infrastructure	
ICT Infrastructure	• Computer lab	
Extra-curricular Infrastructure	• Dance room • Music rooms • Art room	
Academic Infrastructure	• Laboratory facilities • Library	
Sports Infrastructure	• Basketball • Cricket • Football • Hockey • Lawn tennis • Table tennis	• Badminton • Archery • Volley Ball • Skating • Indoor games

Note: All information has been gathered from group and school's website

3 High Fee Schools: Premium Offerings for the Driven

HFS are located in urban regions affiliated to National and international boards catering to the higher middle and high income households

Characteristics

- Focus is on providing facilities for holistic development of students
- Curriculum is defined by external or internal specialists and in line with the specifications of affiliated boards
- Regular usage of international publishers
- Regular teacher training and refresher programs are conducted
- Extra curricular activities like educational trips, national Olympiads etc. are encouraged
- Tie-ups with external agencies for academics, sports, teacher training, ICT etc
- Day cum Residential facilities are usually provided

Target Group	• **Strivers** – High middle and high income
Income ($ p.a.)	• Income: 17,500 - 30,000 • TCP: 1,500-3,000
Board Affiliation	• CBSE/ CISCE • CIE/ IB/ EdExcel/CBSE-i
Main Presence	• Urban
K12 Strength	• 500 to 1,500 students
Student Teacher Ratio	• 15:1 to 25:1

Indicative Infrastructure and Facilities

School Infrastructure	Academic Infrastructure	ICT Infrastructure	Sports Infrastructure
Separate buildings for Junior, Middle and Senior School	Computerized lab facilities	Smart Boards	Athletics/Football/Cricket / Hockey field
Modern toilets	Digital Library	Multimedia labs	Volleyball/Basketball courts
Auditorium/ Amphitheater		Computer labs	Badminton/Tennis/Squash courts
Cafeteria/ Dining hall	Math/ Language labs	AV labs	Skating Rink
Infirmary/ Clinic		Subject specific software	Swimming pool
Centrally Air conditioned		Wi-Fi campus	Multi sports facility
24/7 Security			Gymnasium
Own or leased transport			

GEMS Education

Founded in 2000, GEMS Education in one of the leading K12 education providers in India. Headquartered in Dubai, GEMS has presence across the UK, the US, Singapore, Saudi Arab, Qatar, Egypt, Switzerland and the UAE

- GEMS Education established its 1st school in India in 2006
- With presence across 8 cities, GEMS schools are established in various price brackets, catering to all target audiences
- GEMS Education plans to invest $ 200 million in the coming 3-5 years to establish nearly 100 schools across India

GEMS Education in India				
Website	www.gemseducation.com			
Est.	2000			
No. of Schools	13			
Board(s) Offered	• CBSE	• IB		
Operating Model	COCO and Franchise			
Brands	GEMS Public School	GEMS International School	GEMS Modern Academy	GEMS World Academy
Fee Range	$ 600-1,000	$ 1,200-1,600	$ 1,900-2,300	$ 6,000-8,000
Presence	Tier-II & III cities	Metro, Tier-I & II cities	Metro & Tier-I cities	Metro Cities

Note: All information has been gathered from group and school's website

GEMS Modern Academy, Gurgaon	
Established	2015
No. of students	~120
Boards Offered	CBSE - I to X (Affiliation applied)
STR	12:1
Class Size	25
Area	5 acres
School Infrastructure	• Centrally air-conditioned Wi-Fi enabled campus
ICT Infrastructure	• Smart Classes & Computer lab
Extra-curricular Infrastructure	• Speech & Drama room • Art, Dance & Music rooms
Academic Infrastructure	• Lab facilities • Library
Sports Infrastructure	• Badminton court • Indoor swimming pool • Psychomotor gym • Tennis court • Basketball courts • Skating area • Football • Squash court • 200m running track with playground • Gymnasium

Billabong High International Schools

Kangaroo Kids Education started with Kangaroo Kids preschool in 1993 and ventured into K12 schools in 2003 under the brand Billabong High International School. The Group has K12 schools and Pre- Schools in 30 cities across India as well as in Dubai, Maldives and Qatar

- The Group has a proprietary pedagogical model which incorporates contemporary education research, neuroscience and energy science

Billabong High International Schools			
Website	www.kkel.com		
Est.	1991		
Parent Company	Kangaroo Kids Education Ltd		
No. of Schools	16		
Operating Model	• COCO	• Franchise	
Board(s) Offered	• CBSE	• CISCE	• CIE
Fee Range	$1,200 to $4,000	$1,200 to $4,000	$2,300 to $3,200
Presence	Metro, Tier I, Tier II cities	Metro, Tier I cities	Metro, Tier I cities

Foster Billabong High International School, Hyderabad		
Established	2012	
Boards Offered	CBSE	
Area	2.34 acres	
STR	28:2	
Class Size	24	
School Infrastructure	• Auditorium • Dining hall	
ICT Infrastructure	• Computer lab • Smart boards	
Extra-curricular Infrastructure	• Dance room • Music room • AV room • Speech & Drama room	
Academic Infrastructure	• Science labs • Library	
Sports Infrastructure	• Basketball • Cricket • Football • Tennikoit • Table / Lawn tennis	• Splash pool • Badminton • Karate • Skating • Gymnasium • Volleyball

Note: All information has been gathered from group and school's website

Ryan International Schools

The Ryan International Group of Institutions started its first school in Mumbai in 1976. The Group has over 128 schools spread across 18 states in the country and two schools in UAE. The Group also operates schools under other brands such as Ryan Global Schools, St. Xavier's High Schools, etc.

- The Group follows KASSM approach for curriculum i.e., Knowledge, Attitude, Skills, Social and Moral Values
- Ryan International Group of Institutions was declared one of Asia's best K12 education institutes at the Asia's Best and Fastest Growing Institutes Awards held in Singapore in May 2015

Ryan Schools		
Website	www.ryaninternational.org	
Est.	1976	
No. of Schools	130+	
Operating Model	• COCO	• Franchise
Board(s) Offered	• CBSE • CISCE	• IB • CIE
Fee Range	$1,000 to $2,000	$4,500 to $6,500
Presence	Metros, Tier I, Tier II cities	Metro, Tier I cities

Ryan International School, Noida, Uttar Pradesh		
Established	2003	
Students	~2,500	
Boards Offered	CBSE	
Area	12.5 acres	
STR	25:1	
School Infrastructure	• Auditorium • Open air theatre	
ICT Infrastructure	• Computer lab • Smart boards	
Extra-curricular Infrastructure	• Dance room • Music rooms • AV room	
Academic Infrastructure	• Laboratory facilities • Library	
Sports Infrastructure	• Basketball • Cricket • Football • Handball • Table Tennis	• Judo • Badminton • Swimming • Skating • Indoor games

Note: All information has been gathered from group and school's website

Amity International Schools

The Amity Schools are established by Ritnand Balved Education Foundation which is the umbrella organisation for all Amity institutions from pre-schools to higher education. The Group caters to 95,000 students across 5 universities, 17 schools and pre-schools in India and abroad

- The Amity International Schools were founded in 1991 and offer CBSE curriculum. The group also ventured into international curricula, CIE and IB through Amity Global Schools in 2008

Amity Schools		
Website	www.amity.edu	
Est.	1991	
No. of Schools	CBSE - 10, CIE - 1, IB - 1	
Operating Model	COCO	
Board(s) Offered	• CBSE	• CIE • IB
Fee Range	$1,200 to $4,000	$4,000 to $8,000
Presence	Metro, Tier I cities	Metro

Note: All information has been gathered from group and school's website

Amity International School, Sector 46, Gurgaon		
Established	2003	
No. of students	~3,500	
Boards Offered	CBSE	
Area	5 acres	
STR	20:1	
Class Size	35	
School Infrastructure	• Auditorium	
ICT Infrastructure	• Computer lab • Smart boards • CCTVs	• Intranet - Amitranet • Parent Portal • Intercoms
Extra-curricular Infrastructure	• Dance room • Music rooms	• AV room
Academic Infrastructure	• Science/Subject labs • Multiple Intelligence lab • SEN lab • Library	
Sports Infrastructure	• Basketball • Cricket • Football • Archery • Table / Lawn tennis • Volleyball	• Badminton • Taekwondo • Skating • Throw ball • Yoga • Rock climbing

Oakridge International Schools

Founded in 1993, People Combine Educational Initiatives is an education services company operating a chain of K12 schools and playschools in South India. The Company's flagship brand is known as "Oakridge International School (OIS)"

- The first Oakridge International School was launched at Visakhapatnam in 2008
- In 2010, the Group started Oi Playschool and currently has 49 centres across India
- OISs are spread across the country with branches in Bengaluru, Mohali, Vizag and Hyderabad (with two campuses)
- The school has been ranked #1 international school by The Pioneer 2015, Times School Survey 2015 and Education World Surveys

Oakridge International Schools		
Website	www.oakridge.in	
Est.	1994	
No. of Schools	5 (1 Residential)	
Board(s) Offered	• CBSE • IB	• CIE
Operating Model	COCO	
Fee Range	$ 2,000 to $ 3,500	
Presence	Metro and Tier I cities	

Note: All information has been gathered from group and school's website

Oakridge International School, Bengaluru		
Established	2012	
No. of students	~350	
Boards Offered	CBSE & IB (Class I-XII)	
STR	13:1	
Class Size	25	
Area	4.5 acres	
School Infrastructure	• Dome shaped modern architectural building	
ICT Infrastructure	• Smart classes & Computer lab	
Extra-curricular Infrastructure	• Audio-Visual room • Dance & Music rooms • Activity rooms	
Academic Infrastructure	• Lab facilities • Library and Learning Resource Centre	
Sports Infrastructure	• Tennis court • Volleyball court • Basketball court • Cricket ground • Swimming pool • Badminton courts	• Table tennis • Football • Track field • Skating rink • Toddlers play area

Oberoi International School

Promoted by Oberoi Realty, Oberoi International School was founded in 2008 in Mumbai. The school was ranked #6 among international schools nationally and #3 in Maharashtra State in Education World India School Ranking 2013

- Offers a holistic curriculum based on IB programme in KG-class V and classes XI-XII, and CIE for classes VI-X
- Catering to high income group in metro city, the school offers a mix of academic, sports and extra curricular opportunities to students for overall student development
- Rigorous faculty recruitment with a selection ratio of 1:20
- School has 190 teachers, with 54 having foreign professional qualification

Key Facts	
Website	www.oberoi-is.org
Parent Company	Oberoi Realty
No. of Schools	1
Operating Model	COCO
Fee Range	$ 2,500 to $ 12,500

Note: All information has been gathered from group and school's website

Oberoi International School, Mumbai		
Established	2008	
No. of students	1,510	
Boards Offered	IB and CIE	
STR	8:1 to 6:1	
Class Size	15-20 students	
B.U.A. (Built-up Area)	0.4 million sq. ft.	
School Infrastructure	• Internationally-styled Wi-Fi enabled campus • Auditorium (400 seater) • Dining hall • Multi-Purpose hall	
ICT Infrastructure	• Smart classes & Computer lab • CCTV surveillance	
Extra-curricular Infrastructure	• Dance & Music rooms • Creative Art studio • Drama studio	
Academic Infrastructure	• Lab facilities • 2 Modern libraries	
Sports Infrastructure	• Squash courts • Swimming pool • Rock climbing • Cricket pitch • Badminton court • Gymnasium	• Indoor Basketball courts • Tennis courts • Kids play area, Toy room

GD Goenka Group

Founded in 1994, Gayatri Devi Goenka Group started its operation with establishing its first school in Vasant Kunj, New Delhi

- The Group offers education to all age groups ranging from pre-schools, K12 (both national and international curriculum) to higher education institution
- The group has established GD Goenka Education City spread over a campus of 60 acres which hosts GD Goenka World School, GD Goenka World Institute and GD Goenka University

GD Goenka Group		
Website	www.gdgoenka.com	
Year of Establishment	1994	
No. of Schools	45 (9 Planned)	
Operating Model	Franchise and COCO	
Brand	G.D Goenka Public School	G.D Goenka World School
Board(s) Offered	• CBSE	• IB
Fee Range	$ 1,800-2,500	$ 4,500-13,000
Presence	Tier-I & II cities	Metro city

Note: All information has been gathered from group and school's website

GD Goenka Public School, Vasant Kunj, New Delhi		
Established	1994	
No. of students	~3500	
Boards Offered	CBSE - I to XII	
STR	25:1	
Class Size	30-35	
Area	3.8 acres	
School Infrastructure	• Unique V-shaped building with 90 rooms • Infirmary • Cafeteria	
ICT Infrastructure	• Smart classes & Computer lab	
Extra-curricular Infrastructure	• Drama room • Art, Dance and Music rooms	
Academic Infrastructure	• Lab facilities • Library	
Sports Infrastructure	• Basketball • Football • Swimming • Cricket ground • Volleyball	• Track and field • Fitness centre • Table tennis • Taekwondo

4 Ultra-High Fee Schools:
International Quality for the Global Citizen

UHFS are located in urban regions and are affiliated predominantly to international boards and to national boards

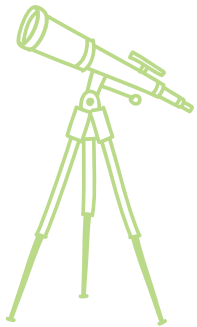
Characteristics

- Focus is to provide high end infrastructure and facilities which enable the school to promote academic, sports and extra curricular activities for overall development
- Curriculum is defined by external or internal specialists and in line with the specifications of affiliating boards
- Variety of tie-ups or in-house specialist for activities pertaining to academics, sports, ICT, teacher training etc
- Day cum Residential boarding facilities are usually provided
- Various kinds of extra curricular activities are encouraged by the schools such as foreign educational trips, international and national Olympiads, etc

Target Group	• **Global** – High Income groups
Income ($ p.a.)	• Income: >30,000 • TCP: >3,000
Board Affiliation	• CIE/ IB/ EdExcel/CBSE-I • CBSE/ CISCE
Main Presence	• Urban
K12 Strength	• 500 to 1,000 students
Student Teacher Ratio	• 10:1 to 15:1

Indicative Infrastructure and Facilities

School Infrastructure	Academic Infrastructure	ICT Infrastructure	Sports Infrastructure
Separate buildings for Junior, Middle and Senior School	Computerized lab facilities	Smart Classrooms	Athletics/Football/Cricket /Hockey
Modern toilets	Digital Library	Multimedia labs	Volleyball/Basketball courts
Auditorium/ Amphitheater	Math labs	Computer labs, AV labs	Badminton/Tennis/Squash courts
Cafeteria/ Dining hall	Language labs	Subject specific software	Skating rink
Infirmary/ Clinic	Special Education Needs rooms	Wi-Fi campus	Swimming pool
Centrally air conditioned		Multimedia Library	Shooting range
24/7 Security			Horse riding track
Own transport			Fencing/Golf/Martial Arts
Elevators			Gymnasium



Ecole Mondiale World School

Established in 2004, Ecole Mondiale World School is one of the leading international schools in Mumbai. The promoters also expanded operations into higher education with the establishment of Russell Square International College in Mumbai

- Catering to high income group within metro city and offering education opportunities to NRIs and expatriate segment
- The school has 90 highly trained faculty members, both international and Indian, to provide the students with a balanced educational offering
- Faculty regularly engages in professional development activities

Key Facts	
Website	www.ecolemondiale.org
No. of Schools	1
Operating Model	COCO
Fee Range	$ 15,000 to $ 17,500

Note: All information has been gathered from group and school's website

Ecole Mondiale World School, Mumbai		
Established	2004	
No. of students	>1,000	
Boards Offered	IB and CIE	
STR	6:1	
Class Size	12-15 students	
Area	1.5 acres	
School Infrastructure	• Fully air conditioned campus • 8 floor building • Auditorium • Dining Hall/ Cafeteria	
ICT Infrastructure & Security	• Smart classrooms with PCs, Tablets, Laptops, and interactive whiteboards with • 24X7 Wi-Fi • Level 4 security system	
Extra-curricular Infrastructure	• Dance & Music rooms • Visual Art studio • Performance arts studio	
Academic Infrastructure	• Science and Math labs • Two libraries	
Sports Infrastructure	• Squash courts • Outdoor swimming pool • Football • Table tennis	• Badminton court • Indoor basketball courts • Gymnasium • Tennis courts

The International School Bangalore

Founded by Dr. K. P. Gopal Krishnan, Founder & Chairman - NPS Group of Institutions, the school is a sister school of National Public School (NPS) Bengaluru. The school offers full time residential facilities on campus

- The school offers **IB** programme for KG-class VIII and classes XI-XII and offers CIE for classes XI-X
- Catering to high income group, the school offers a lavish infrastructure providing opportunities for holistic development of students in academics, sports and extra curricular activities

Key Facts	
Website	www.tisb.org
No. of Schools	1
Operating Model	COCO
Fee Range	$ 9,000 to $ 10,500

Note: All information has been gathered from group and school's website

The International School, Bengaluru		
Established	2001	
No. of students	>1,000	
Boards Offered	IB and CIE	
STR	20:1	
Class Size	12-15 students	
Area	5.6 acre	
School Infrastructure	• 5-star quality kitchen and dining services • 1,400 seat International Convention Centre • Dining hall • 24x7 medical care • Amphitheatre	
ICT Infrastructure & Security	• Smart classrooms • Wi-Fi campus	
Extra-curricular Infrastructure	• Music & Dance room • Creative Art room • Audio-Video room	
Academic Infrastructure	• 24X7 Wi-Fi enabled library • Lab facilities	
Sports Infrastructure	• Table tennis • Athletic track • Hockey • Cricket pitch • Badminton court • Football field	• Gymnastics • Billiard room • Karate • Squash court • Swimming pool

Private Residential Schools: Evolving Landscape

- **Residential schools** are schools wherein majority of students are provided food and lodging facilities within the school campus and all academic and sports activities are conducted at the school
- Residential schools in India have evolved over the last decade as can be seen from the change in trends and offerings by these schools

	Location & Type	Classroom	Sports	Curriculum	Food and Lodging
Established Players	• Located in hill stations, small towns and scenic locations such as Ajmer, Ooty, Sanawar etc • Pure residential school, wherein students stay on campus for 3-4 months at a stretch	• Old- school classroom, designed for traditional academic delivery	• High focus given on sports but sporting activities were restricted to only popular sports such as Basketball, Cricket or Tennis	• Academic results have been one of strong characteristics but are restricted to national board curriculum	• Healthy menu provided with fixed menu every week • Basic lodging facility
Recent Entrants	• The current trend is to have school in tier I, II or metro cities or cities with better connectivity and are easily accessible to large cities or town by road or air • Variety of options available – term boarding/ fortnight boarding / week boarding	• Schools have smart boards, Wi-Fi connectivity and air conditioned classrooms	• Sports is still the focus but with better facility and more sporting activities • Sports such as Horse riding, Water sports, Polo, Golf and Fencing are promoted	• Offer international curriculum such as IB and CIE which allows a student to pursue career in greater number of fields and anywhere in world	• Buffet services are used, wherein students have wide variety to choose from • Menu routinely changes and nutritional needs are well taken care of • Lodging facility are premium with air conditioners and heaters

Top Private Residential Schools in India

Residential schools are classified on the basis of era of establishment i.e. schools established prior to 1995 and schools established after 1995

Top Established Residential Schools

Name	Est.	Board	TCP ($)*
Lawrence School, Sanawar	1847	CBSE	4,700
Sherwood College, Nainital	1869	CISCE	3,200
Mayo College, Ajmer	1875	CBSE	7,600
Daly College, Indore	1882	CBSE	6,300
Rishi Valley School, Madanapalle	1926	CISCE	5,700
The Doon School, Dehradun	1935	CISCE / IB	18,000

Top New Age Residential Schools

Name	Est.	Board	TCP ($)*
Sahyadri School, Pune	1995	CISCE	5,600
Assam Valley School, Guwahati	1995	CISCE	5,900
Chinmaya International Residential School, Coimbatore	1996	CBSE	4,800
Jain International Residential School, Bengaluru	1999	CBSE	5,900
Mahindra United World College, Pune	1999	IB	27,000
Pathways School, Gurgaon	2003	IB / CIE	5,700
Genesis Global School, Noida	2009	CISCE / IB / CIE	5,800

*TCP: Total annual cost to parent for the student of grade V

Key Trends

- The established players are mostly pre-independence era (pre 1947) schools and have legacy, brand recognition and accomplished alumni base; Few established players were established post independence
- Recent entrants have modern Infrastructure and amenities which attract high income groups looking for residential schools
- Most residential schools come under the category of Ultra High Fee schools, with majority of top schools charging more than $ 3,000 p.a. – both established and recent entrants

The Doon School

Founded in 1935 only for boys, based on the education pattern for Manchester Grammar School. The school has since been one of the most premium schools in India

- It is a fully residential school with British era architecture
- The strength of the school is its legacy and academic integrity
- Besides education, school takes good care of pastoral development in order to make child self dependent

The Doon School	
Website	www.doonschool.com
Est.	1935
Operating Model	COCO
Fee Range	$ 15,000 to $ 18,000

Note: All information has been gathered from group and school's website

The Doon School , Dehradun, Uttrakhand		
Established	1935	
No. of students	500	
Boards Offered	CISCE/IB	
Area	70 acres	
STR	20:1	
Class Size	~35	
School Infrastructure	• British era building • Modern residential building	
ICT Infrastructure	• Computer lab • Smart classes	
Extra-curricular Infrastructure & Activities	• Clubs & Societies • Dance & Music rooms • Leadership training • Aero-Modelling • Social services	
Academic Infrastructure	• Lab facilities for all science subjects • Library	
Sports Infrastructure	• Basketball • Cricket • Swimming • Polo • Martial arts • Gymnasium	• Football • Covered play area • Horse riding • Volleyball

Pathways World School

Pathways World School was the first school to be launched under the Pathways umbrella in the year 2003. The campus is situated in an elevated, wooded site along the foothills of the Aravali Hills. The school has two other day boarding branches in Delhi-NCR

- The school offers both day and boarding options for students while providing flexibility in the boarding options with choices among week, fortnight and term boarding
- The school received the 'Designshare Award' from New York, USA in 2003 for its aesthetic and purposeful infrastructure design

Pathways World School	
Website	www.pathways.in
Est.	2003
No. of Schools	3
Board(s) Offered	• IB
Operating Model	COCO
Fee Range	$ 5000 - $ 10,000
Presence	Metro

Note: All information has been gathered from group and school's website

Pathways World School, Gurgaon		
Established	2003	
No. of students	1,100	
Boards Offered	IB	
Fee Range	$ 9,000-10,000	
Area	32 acres	
STR	15:1	
Class Size	~15-20	
School Infrastructure	• Residential complex • Amphitheatre • Auditorium	
ICT Infrastructure	• Computer lab • Smart boards • Projection screens	
Extra-curricular Infrastructure	• Dance & Music rooms • Aero-Modelling centre	
Academic Infrastructure	• Science lab • Maths lab	• Library
Sports Infrastructure	• Basketball • Cricket • Football • Swimming • Golf • Squash	• Indoor sports • Horse riding • Gymnasium • Volleyball • Yoga • Billiards

Jain International Residential School

Founded in 1999 by JGI, Jain International Residential School (JIRS) is a residential school for students from grade IV to XII. JIRS is a part of the Jain Group of Institutions (JGI) which has Pre-schools, K12 and Higher Education Institutes under its brand umbrella

- The school has a state-of-the-art multi-purpose indoor stadium, with a seating capacity for 2,000 spectators and has facilities for almost all indoor games
- The school has been ranked #2 among Top 10 International Boarding Schools in India and Bengaluru by Education Today Survey 2015

Jain Group of Institution		
Website	www.jgi.ac.in	
Est.	1990	
Parent Company	Jain Group of Institution	
No. of Schools	26	
Board(s) Offered	• CBSE • State Board	• IB • CIE
Operating Model	COCO	
Fee Range	$ 400 to $ 9,000	
Presence	Metro, Tier I, II and III cities	

Note: All information has been gathered from group and school's website

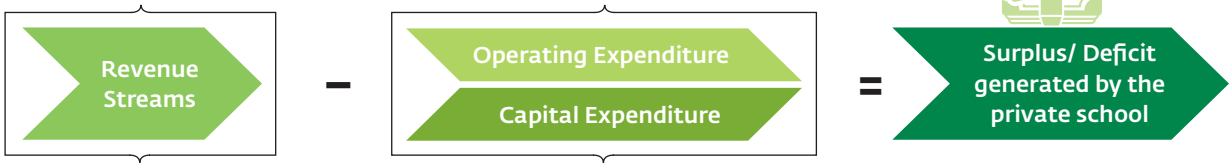
Jain International Residential School, Bengaluru		
Established	1999	
No. of students	750	
Board	• CBSE - Class IV-XII • CIE - Class VII-XII • IB - Class XI-XII	
Fee Range	$ 7,000 to $ 9,000	
Area	350 acres	
STR	20:1	
Class Size	~30	
School Infrastructure	• Auditorium and Amphitheatre • Sports stadium • Residential dorms	
ICT Infrastructure	• Computer lab	
Extra-curricular Infrastructure & Activities	• Clubs & Societies • Music room • Dance room	• Leadership training • Aero-Modelling • Social Services
Academic Infrastructure	• Science labs • Language labs	• Library
Sports Infrastructure	• Basketball • Cricket • Swimming • Golf • Squash • Table tennis	• Volleyball • Bowling alley • Judo • Gymnasium • Football

School Economics of a Typical Private K12

It is important to understand school economics* as variety of factors ranging from revenue generated to the expenses incurred have direct impact on the operational and financial viability of an entity operating a private school in India

Fee charged to students:
- Prospectus
- Registration fee
- Admission fee
- Security deposit
- Tuition fee
- Term fee
- Books and Uniform
- ICT fee
- Sports fee
- Transportation fee

Different types operating expenditures:
- Academic staff salaries
- Non academic staff salaries
- Staff welfare
- Teacher training
- Infrastructure running expenses
- Sales, Marketing and PR
- Academic and Co-curricular activities
- Sports
- IT



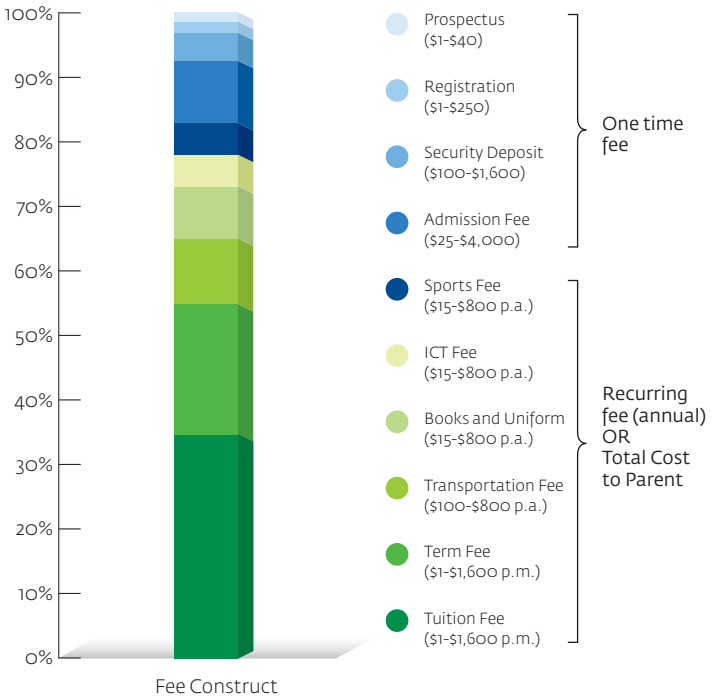
Additional revenue streams:
- Conducting events such as fairs, national and local competitions etc
- Providing after school activities
- Becoming an external exam centre
- RTE reimbursement by State Govt.

Main CapEx items:
- Land
- Building construction and renovation
- Transportation
- School furniture
- Sports equipment
- IT

*Representative example of typical revenue and expenditure incurred by a private K12 in India

Typical Fee Construct of Private K12 – Variety of Fees Charged

Typically private K12s in India have different fee schedules depending on the infrastructure and facilities that they are providing



Revenue Streams – Op. Ex / Cap. Ex = Surplus/ Deficit

One Time Fee

- These charges are taken at the time of admission of the student
- Few private schools in India also charge a re-admission fee; however, this practice is considered unethical with many State governments issuing a ban on such fee

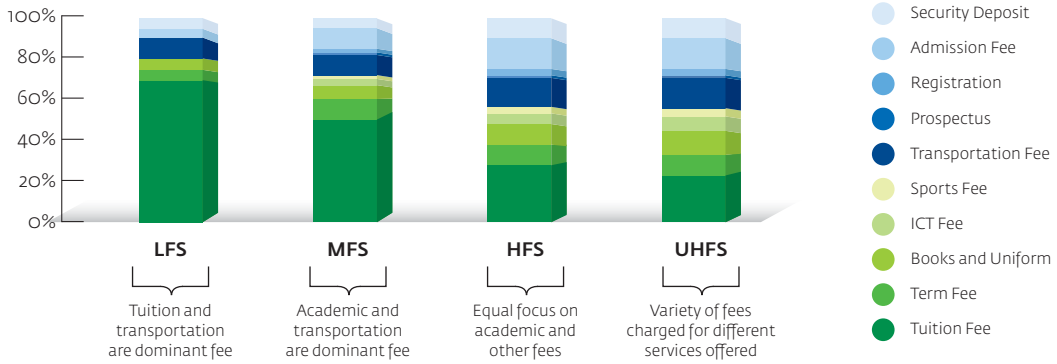
Recurring - Total Cost to Parent (TCP)

- All these fees combined is known as the annual **Total Cost to Parent**
- Depending on the fee item, the fee can be charged monthly, term wise (quarterly) or annually
- In case of late fee, an additional late payment charge per day/ week/ month is evoked

Distribution of Fee Construct

Distribution of fees charged by different private school categories

Fee Distribution Across Private K12



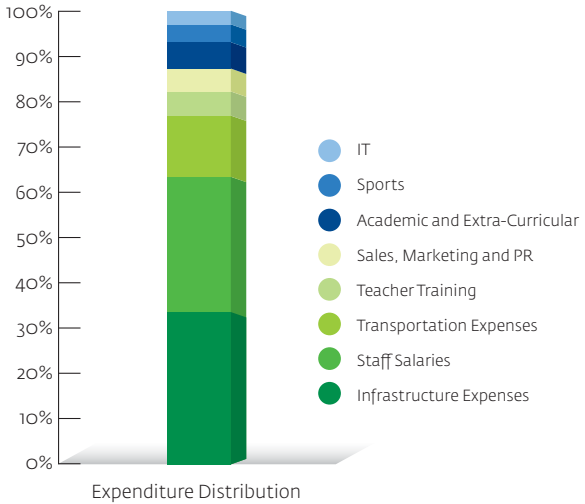
Key Trends

- **LFS**: Only charge tuition fee, with nominal one time fee. Besides tuition fee, transportation fee is one of the highest fees charged. These schools rarely offer specialized ICT, extra-curricular and sports facilities
- **MFS**: Charge tuition and term fee both pertaining to academics and additionally charge for ICT and sports. Besides academic fees (tuition and term), transportation fee is one of the highest fees charged
- **HFS and UHFS**: Offer a variety of services pertaining not only to academics but also to technology, sports and other areas and hence schools charge a differentiated fee for all services provided. Due to the services offered by this category of schools, the schools are able to charge a wide variety of fees

Key Operating Expenditure

Variety of expenditures need to be incurred to operate a K12 school.
An indicative example of major expense items has been showcased below:

Revenue Streams – Op. Ex / Cap. Ex = Surplus/ Deficit



Expenditure Distribution

Key Trends

- Across private schools in India, two major expenses incurred while running a school are infrastructure running expenses (~35-40% of exp.) and teacher salaries (30-35% of exp.)
- High proportion of schools claim to offer State or Central pay commission salaries; however, majority pay less than the pay commission recommended salaries

Operating Expenditure of a Private K12 School (Day)

Direct Expenditure

- **Staff Salaries**
  - ~ Principal Salary
  - ~ Teacher Salary
  - ~ Non Academic Staff Salary
- **Staff Welfare**
- **Teacher Training**
  - ~ In-house
  - ~ External agency

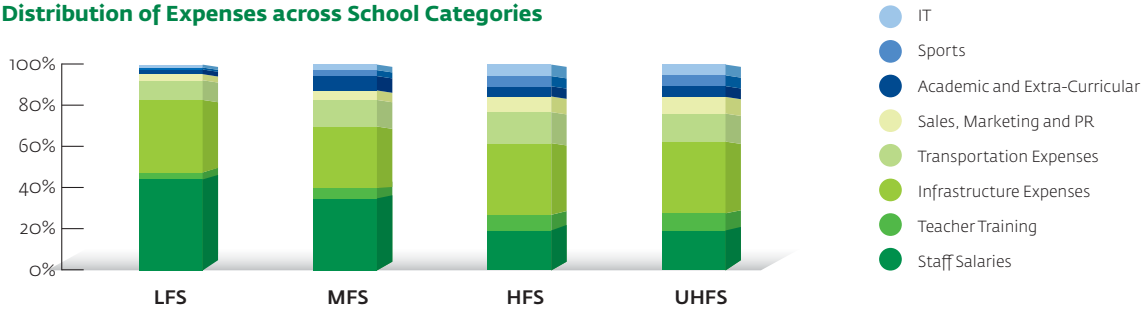
Indirect Expenditure

- **Infrastructure running expenses**
  - ~ Building Maintenance
  - ~ Electricity and Water
  - ~ Housekeeping
  - ~ Communications
  - ~ Transportation
- **Sales, Marketing and PR**
- **Academics and Extra-curricular**
  - ~ Curriculum and Content
  - ~ Teaching and Learning Aids
  - ~ ICT in Classrooms
  - ~ Lab Supplies
- **Sports**
  - ~ Licensing and Content
  - ~ Fitness Assessment
  - ~ Sports Equipment
- **IT**
  - ~ School Management System
  - ~ Website

Distribution of Operating Expenditure

Variety of expenditures need to be incurred to operate a K12 school.

Distribution of Expenses across School Categories



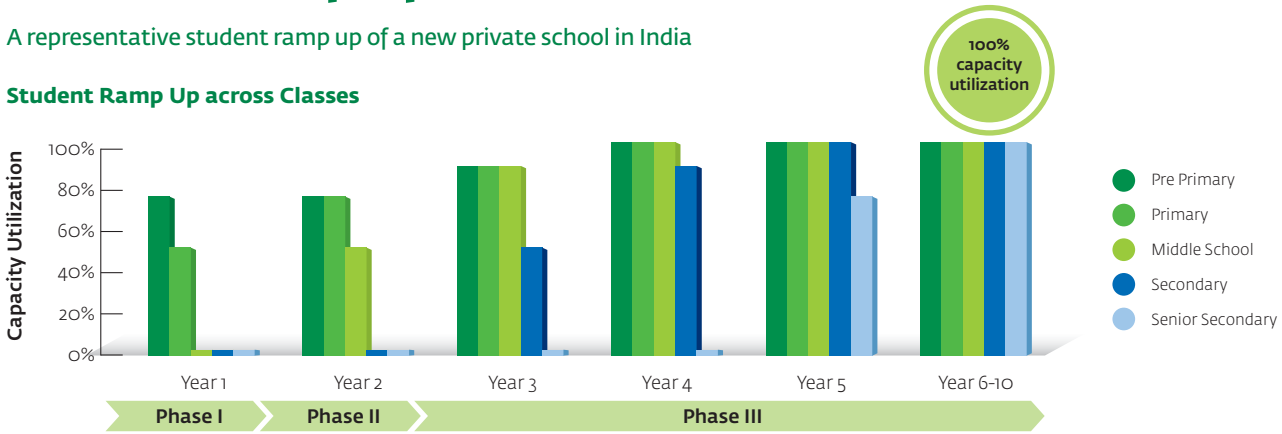
Key Trends

- **Teacher salaries** and **infrastructure running expenses** are the highest expense items incurred by all categories of schools
- **LFS & MFS**: Transportation expenses are one of the highest operating expenditures
- **HFS & UHFS**: These schools provide variety of services for academics, extra-curricular, computers and sports – expenditure related to these items is also high along with high infrastructure running expenses
- Based on prevailing market conditions, operating capability and the type of services offered, **LFS & MFS** usually operationally break even between the 3rd and 5th year of operations and are able to recover capital expenditure between 8th and 10th year of operations
- The timelines are slightly longer for **HFS & UHFS** as they have high infrastructure running expenses, high cost of infrastructure and are located in prime real estate (thus, high capital expenditure)

Student Ramp Up – Greenfield to Mature Private School

A representative student ramp up of a new private school in India

Student Ramp Up across Classes



Student Ramp Up Process

- The capacity utilization of any new school depends on the following factors:
  - ~ Location (rural/ urban/ semi urban) and Geography (metro/ tier I, II,II or IV)
  - ~ Brand of the school (Part of school chain/ independent school)
  - ~ Type of school (Day boarding/ Residential)
- The student ramp up of any new K12 school is done in a phased manner:
  - ~ **Phase I (Year 1)**: Pre primary and Primary classes
  - ~ **Phase II (Year 2)**: Middle school classes
  - ~ **Phase III(Year 3-6)**: Secondary and Senior secondary classes
- From Phase III onwards, one new class is started every year till the school reaches its final Grade – X or XII

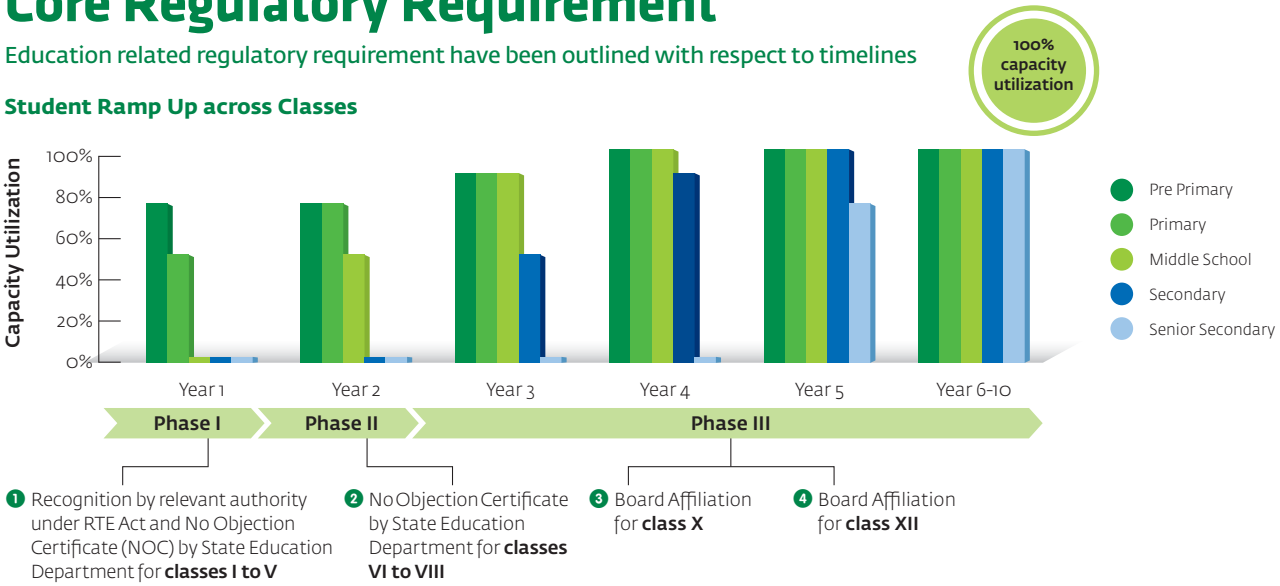
Key Considerations regarding Phased Approach

- In sync with school construction schedule
- Linked to timelines prescribed by State government and board of affiliation
- Creates strong foundation of school (pre primary and primary classes)
- Financially feasible due to low to medium capacity utilization in initial years

Core Regulatory Requirement

Education related regulatory requirement have been outlined with respect to timelines

Student Ramp Up across Classes



A) RTE Compliance, NOCs and Board Affiliation

- The school needs to obtain the certificate of recognition from relevant authority under RTE Act and once the school has started classes in the first year the school must apply for the following:
  - **For classes I to VIII**: Depending on the State, a NOC is required from the State education department to commence operations for a private K12 school – usually up to class V or class VIII; and
  - **For classes X to XII**: Once the NOC has been received the school applies for board affiliation up to class X (if applying to national or international boards) and then up to class XII (if applying to national or international boards)

B) Other regulations

- Besides the above necessary regulatory requirement, a host of other requirement* are needed by a private school which include various licenses, permits, registrations, governmental approvals and clearances

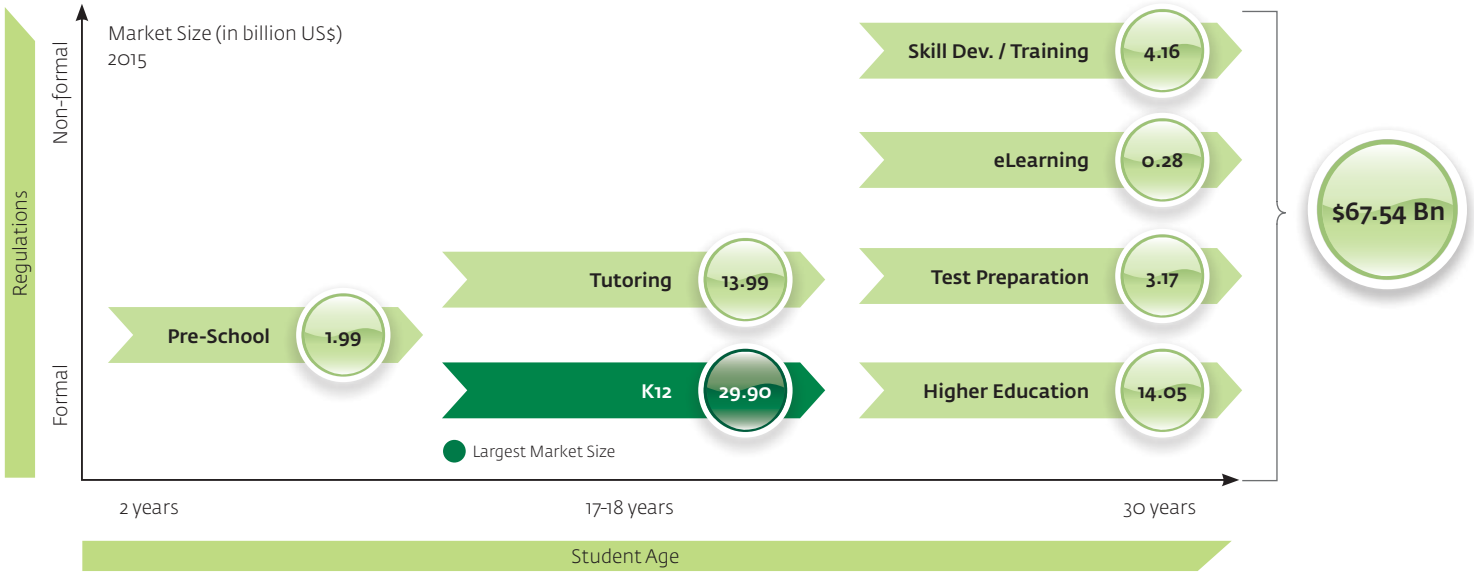
***Indicative list of Regulatory Documents required to setup a school:**

- NOC from Fire Department
- Health & Sanitation Certificate
- Building Permit
- Building Safety Certificate
- Occupancy Certificate

05

Opportunities in Private Sector Education

Investment Potential in the Indian Education Sector

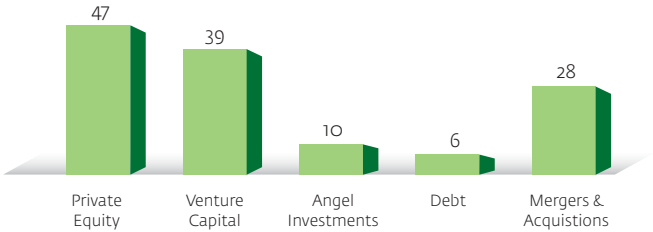


Source: Projection based on CLSA Report on Indian Education and Eduvisors Analysis

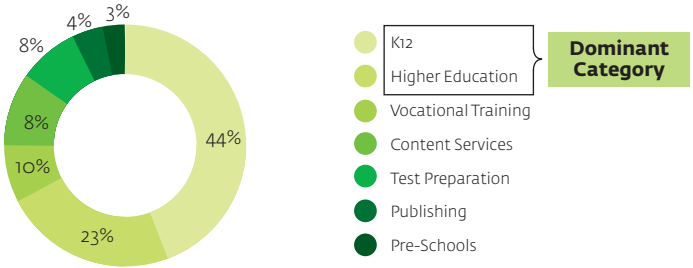
Investment Potential in the Indian Education Sector

Between 2010-13, the private education players have raised equity or debt capital aggregating over 980 million US$

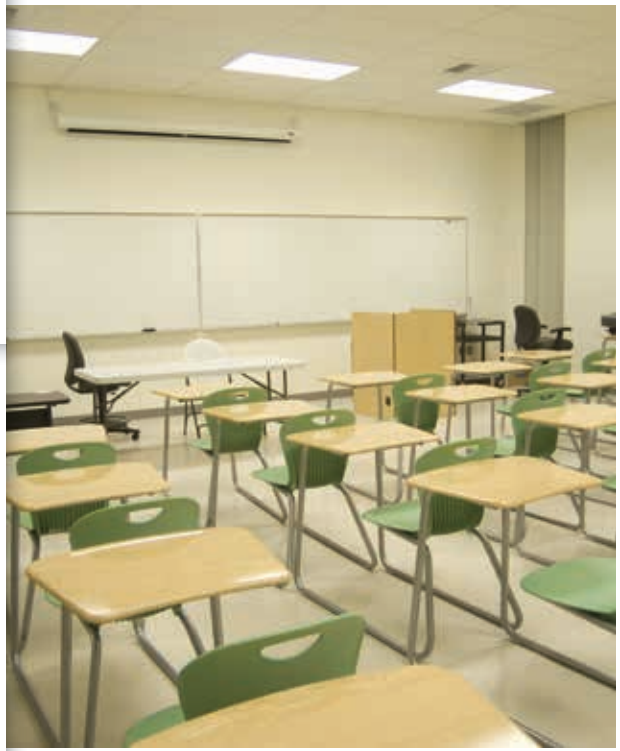
No. of Transactions in the Indian Education Sector between 2010-13



Transaction Distribution between 2010-13



Source: Trends in the Indian Education Investment in India, India Investment Journal - V1/I1, Industry Insights



Key Growth Drivers for Private Sector Participation in K12 Schools

Increasingly Indian Education Sector is witnessing greater dependence on the private sector to provide quality education to the expanding school going population. This fact is further bolstered by the growth of Indian economy resulting in the financial well-being of the parent profile.

Moving from Low to a Dominant Middle Income Class

- India is witnessing a growing middle class due to creation of more job opportunities and favorable economic conditions
- With growing middle class and higher income, parent expectations are rising – a clear opportunity for private players with a clear vision and capability to provide high quality K12 education

Need for Significant Private Investment

- The annual Government spend of ~US $63 billion (nearly 3.4% of GDP) and annual private spend of US $56 billion on education makes it one of the highest capitalized sectors in India
- Despite having such a large network, the Government spending on education lags many folds as compared with developed and several developing countries

Supply Demand Mismatch

- Although the Government strives to achieve access and quality for Everyone, the quality of education in terms of learning outcomes is far below desired standards
- The sheer size of the country and the number of school going children adds to the complexity of education delivery – leading to greater demand for private K12 education players
- High influx of population to urban areas has created additional demand for private schools

Increased Government Support and Private Sector Participation

- Ambitious enrolment targets set by the Government, requires greater private sector participation
- Through favorable policy initiatives and increased investment by private investors, India is likely to witness sizeable increase in investment in education infrastructure
- Government's Smart City programme is technology driven, thereby promoting the rapid up-gradation and need of technology in the existing education sector – signaling greater participation of the private sector

Public Private Partnership Investment Models in K12

1 Capacity Building Initiatives

- Curriculum & pedagogical support; management & administrative training; teacher training; professional tie-ups, etc
- The Govt. of Gujarat puts out tenders to private operators to assist in delivery of projects focussing exclusively on improving the quality of education and/ or building capacity of teachers and educational personnel

2 Management Services

- Management of Government school or certain aspects of Government school operations by private organisations
- Management of Govt. of Punjab's Adarsh Schools by private entities like Bharti Enterprises

3 School Voucher Program

- A school voucher is a certificate or entitlement that parents can use to pay for the education of their children at a public or private school of their choice. Vouchers are paid directly from a public entity to parents or to schools directly on parents' behalf
- Ark (Absolute Return for Kids), India's 'Ensure Access to Better Learning Experiences' (ENABLE) project in Delhi

4 Educational Services

- Govt. sponsors government school students to attend private institutions
- Gyan Shala, an education service organization based out of Gujarat, provides elementary education for out-of-school children living in slums and villages. This program is partly funded by the Govt's Sarva Shikha Abhiyan program

Public Private Partnership in Infrastructure

Options	Asset Ownership	Operations & Management	Capital Investment	Commercial Risk	Duration
Management contract	Public	Private	Public	Public	3-5 Years
Lease	Public	Private	Public	Shared	8-15 Years
Concession (Build Operate Transfer - BOT)	Public	Private	Public	Private	25-30 Years
Build Own Operate Transfer (BOOT)/ Build Own Operate (BOO)	Private / Public	Private	Private	Private	20-30 Years

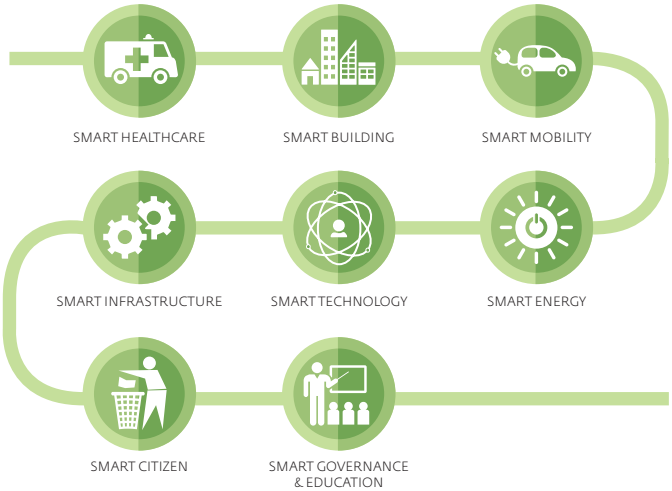
Education Sector Opportunities in SMART Cities

- By 2050, the population of Indian cities will touch 843million, ~**45%** of the total population. To accommodate this massive urbanization, Government launched **Smart City Programme in June 2015**
- Government plans to establish **100 new smart cities** and will develop modern satellite towns around existing cities under this programme

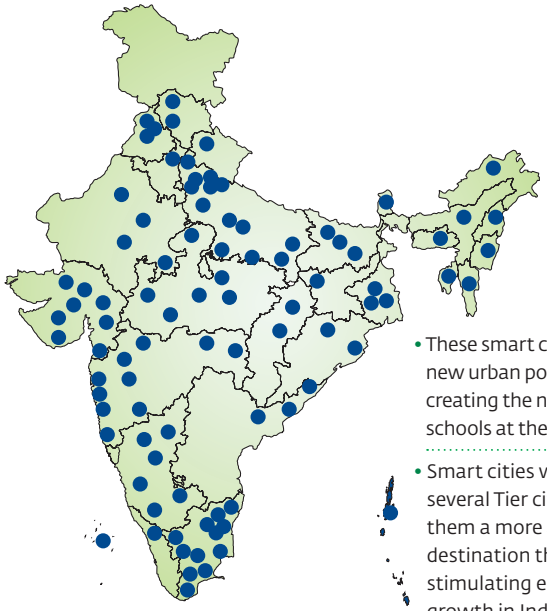
Features of Smart City

A city outfitted with high-tech communication capabilities that allow to enhance performance and well being, to reduce costs and resource consumption, and to engage more effectively with its citizens

Allocation of US$ 1.2 bn by Govt.



Location of Proposed 98 Smart Cities



- These smart cities will create new urban pockets thereby creating the need for new schools at these locations
- Smart cities will rejuvenate several Tier cities, making them a more attractive destination thereby stimulating economic growth in India

Key Characteristics of a Smart City
with Education at the core

1 Dominance of National Board Schools

- Content relevant & activity based curriculum and detailed teaching methodologies offer holistic development of the students

2 Presence of National School Chains

- Higher the presence of national school chains, greater and more consistent the standards of school education

3 High number of HEIs

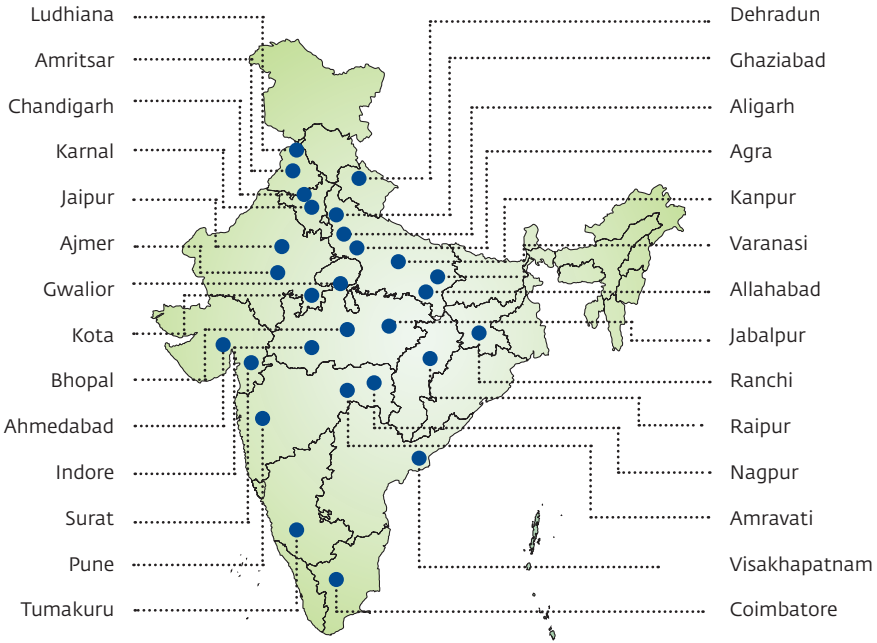
- Presence of top-ranked HEIs offering programmes across various streams provide inhabitants with the opportunity of versatile career profiles
- Greater academic oriented demographic profile

4 Development of Education Hubs

- With the growth of schools and HEIs, dedicated zones or hubs for the education sector, promoting other ancillary services as well such as test preparation, skill training etc.

Identifying Smart Cities with Education Potential

30 Shortlisted Smart Cities with Education Potential



Key Criteria for Shortlisting Cities

1 Categorization of Cities

- Categorization of cities into X, Y and Z category as per Government classification of cities based on standard of living
- X and Y cities have been given preference over Z cities due to higher growth potential

2 Existing Number of K12 Schools

- All the existing school which offers national boards curriculum i.e. CBSE and CISCE have been considered
- Number of existing schools in the each smart city range from 2 to 203
- Cities with higher number of existing schools have been given preference

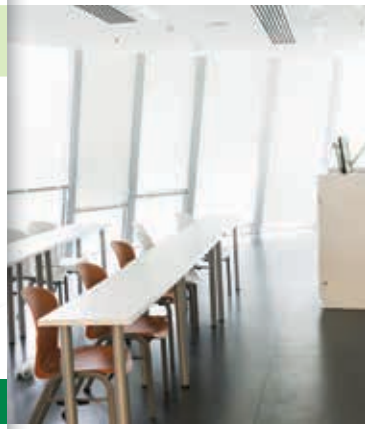
3 Demand-Supply Gap

- Demand-supply gap has been estimated based on school going target population and available capacity in existing schools
- Cities with excess demand have been shortlisted

Investment Opportunity in Private K12 Segment

Of the private schools in India, there is immense potential of investment in national and international board affiliated schools due to higher growth potential than schools affiliated with other boards

Private K12 segment comprises of ~17,000 national board schools, ~500 international board schools and 0.45 million State & unrecognized schools



- Gradually low to middle income groups, which traditionally preferred State board schools, are transitioning to national board schools due to an up-grade in quality of education and infrastructure vis-à-vis State board at an affordable fee

Understanding Education Infrastructure

The term Infrastructure as defined by the Ministry of Finance has sub-sectors divided into five broad categories:

#	Category	Sub Sectors	
1	**Transport**	• Roads and Bridges • Ports • In-land Waterways	• Airports • Railway Tracks, Tunnels, Viaducts, Bridges • Urban Public Transport
2	**Energy**	• Electricity – Generation, Transmission, Distribution	• Oil Pipelines • Oil/ Gas/ LPG Storage Facilities • Gas Pipelines
3	**Water & Sanitation**	• Solid Waste Management • Water Supply Pipelines • Water Treatment Plants • Sewage Collection etc.	• Irrigation • Storm Water Drainage System • Slurry Pipelines
4	**Communication**	• Telecommunication & Telecom Services • Telecommunication – Fixed Networks/ Towers	
5	**Social and Commercial Infrastructure**	• **Education Institutions** • Hospitals • 3 star or higher category Hotels • Common Infrastructure for Industrial Parks, SEZs, Tourism Facilities, Agriculture Markets • Fertilizer • Terminal Markets	• Soil Testing Labs • Cold Storage Chains • Storage Infrastructure – Agriculture, horticulture including cold storage • Hotels with project cost more than US$ 32 million • Convention Centers with project cost more than US$ 48 million

Social and commercial infrastructure as a sub-sector is characterized by assets that accommodate common social services

- These social services can pertain to various service oriented sectors such as:
  - ~ **Education**
  - ~ Health
  - ~ Tourism
  - ~ Civic and utilities
  - ~ Hotels etc
- For the purpose of this report **Education Institutions** have been defined as:
  - ~ Pre -schools
  - ~ **K12 Schools**
  - ~ Colleges
  - ~ Autonomous Institutes
  - ~ Universities
- Following pages will focus on **K12 Education Infrastructure (Edu Infra)**

K12 Education Infrastructure

Education Infrastructure in K12 Schools rests on the following pillars of tangible and intangible interdependent assets

1

Real Estate

Land and building premises of education institutes, core opportunity for investments

2

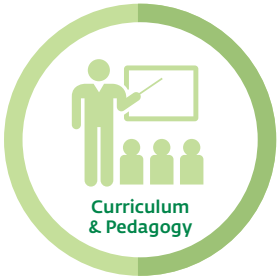
Ancillary Facilities and Services

Equipment and furniture; Technology in and out side classroom, Residential facilities and services; Sports facilities and services, etc

3

Curriculum & Pedagogy

Adherence to regulatory norms such as Student Teacher Ratio; Staff qualification; Curriculum norms and standards; teaching methodology, etc



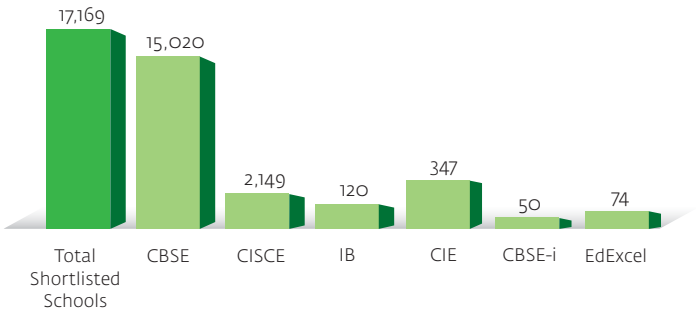
Distribution of Schools with Potential for Investment in Infrastructure

Out of 1.6 million K12 schools, we estimate ~17,500* private unaided schools affiliated to national and international boards have potential for investment**

#	Board*	Schools**	Potential for Investment
1	**National Boards**	**17,169**	
	CBSE Private	15,020	✓
	CISCE	2,149	✓
2	**State Boards**	**400,000**	x
3	**International Boards**	**591**	
	IB	120	✓
	CIE	347	✓
	CBSE-i	50	✓
	EdExcel	74	✓
4	**Other Boards**	**55,905**	x

*Board Specific Websites – CBSE, CISCE, CIE, IB; No. Of CBSE-i and Edexcel have been estimated from other reliable sources (reports, articles) due to unavailability of data
** Does not include pre-schools as they come under non-formal school education sector
*** Many schools in India offer dual board curriculum i.e. either offering both national board or national board and international board(s) for different classes. Hence, there is some overlap in number of schools reported

No. of Schools with Potential of Investment in Education Infrastructure



Approach & Methodology

1 Student-Centric Approach (By Real Estate Consultants)

- Of 116 million enrolment in private K12 schools, 13% enrolment has been short listed based on the paying capacity
- Households with annual income >US$ 7,930* have been targeted
- Infrastructure opportunities and market size have been projected with estimations of area required per student and investment required for base infrastructure per sq ft

Key Assumptions

A. Target Market Earnings Capacity	**>US$ 7,930 p.a.**
B. % Enrolment in Target Market in 2015	**13%**
C. Area Required per Student	**75 sq ft**
D. Investment Required for Base Infrastructure per sq ft	**$ 40-60**

Source: CBRE Analysis
*Target Market is defined as "Households Earning US$ 7,930 and above' owing to the higher propensity to spend on 'quality education'
US$ = ₹63

2 School-Centric Approach (By Educational Consultants)

- Of the 1.6 million K12 schools in India, preference to 1% private K12 schools - national and international boards
- Private schools have been given preference because of availability of feasible infrastructure and high potential growth prospects
- Infrastructure opportunities and market size have been projected with estimations of school growth rate, average built-up area required per school and average cost of construction per sq ft.

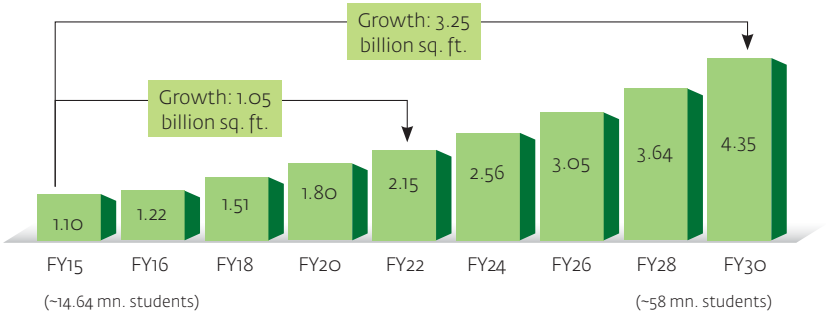
Key Assumptions

A. Growth of Schools (CAGR)*	
National Boards	**8%**
International Boards	**7%**
B. Average Built-Up Area per school**	
National Boards	**85,625 sq ft**
International Boards	**97,500 sq ft**
C. Average Cost of Construction per sq ft**	
National Boards	**$ 40**
International Boards	**$ 55**

Source: Eduvisors Analysis
*As per Times of India news article: "CBSE schools triple as board's popularity grows across India" and "IB schools in India post 10-fold growth in 10 years"
**Based on primary and secondary research

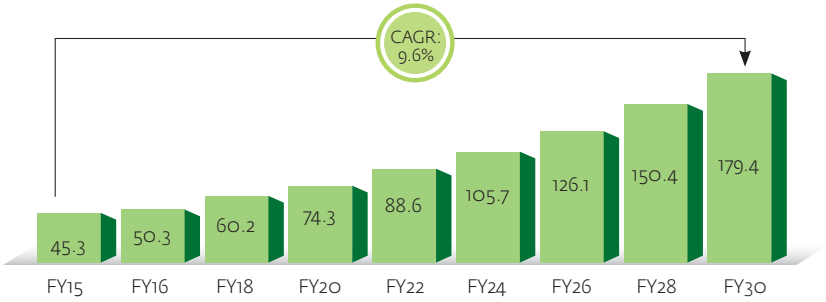
Student-Centric Estimated Growth & Market Size
of Investible K12 Edu Infra

Projected Growth in Built-Up Area Available for Investment (in billion sq. ft.)*



- The targeted enrolment is estimated to grow at a CAGR of 8-10% in the next 15 years. Therefore, the target student enrolment will increase from 15 million in FY15 to ~58 million by FY30
- ~50% of targeted student enrolment is coming from KG and primary education level
- With rapid urbanization, majority of this student population growth is estimated to be in Tier-II & III cities
- The current overall built-up area stands at 1.1 billion in FY15 and is projected to grow at 9.6% to 4.35 billion by FY30

Projected Market Size of Available Built-Up Area in K12 Schools (in billion US$)*

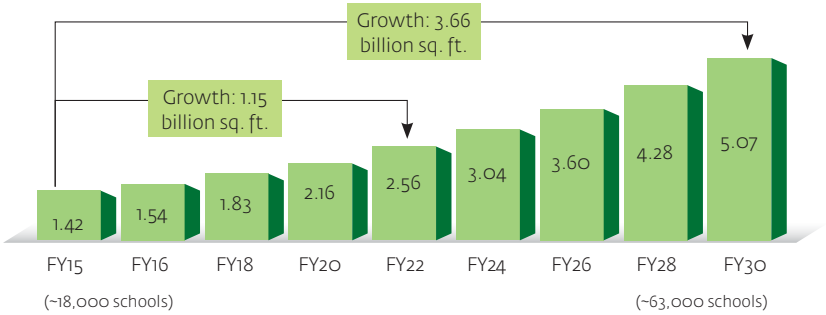


- The current market size for the target student enrolment segment stands at US$ 45.3 billion and is estimated to grow at a CAGR of 9.6% to 179.4 billion in the next 15 years (FY30)
- It is estimated that the market size will increase nearly 4 times in the next 15 years, indicating strong potential for education infrastructure funds

*Source: CBRE Analysis

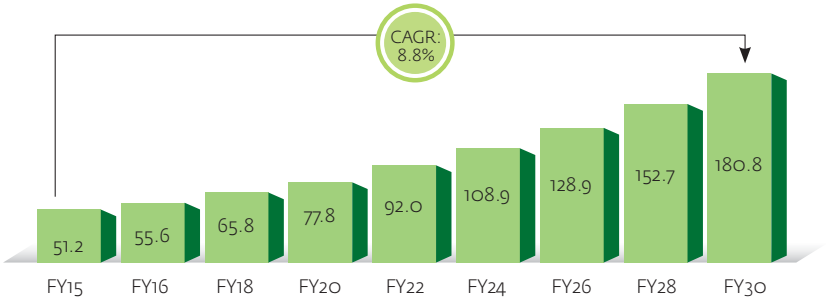
School-Centric Estimated Growth & Market Size
of Investible K12 Edu Infra

Projected Growth in Built-Up Area Available for Investment (in billion sq.ft.)*



- Private schools in India are estimated to grow at 7-10%. As a result, potential school available for investment will increase from ~18,000 in FY15 to 63,000 in 15 years (FY30)
- Majority of this growth is estimated to be focused in Tier II and III cities, where there is growing demand for quality private K12 education
- Schools affiliated to international boards are expected to grow at ~6%, majority of which are expected in Tier-I cities
- The overall built-up area is estimated to grow at 8.8%, from 1.42 billion sq ft. in FY15 to 5.07 billion sq ft. in FY30

Projected Market Size of Available Built-Up Area in K12 Schools (in billion US$)*

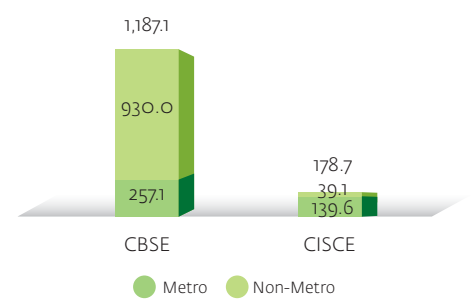


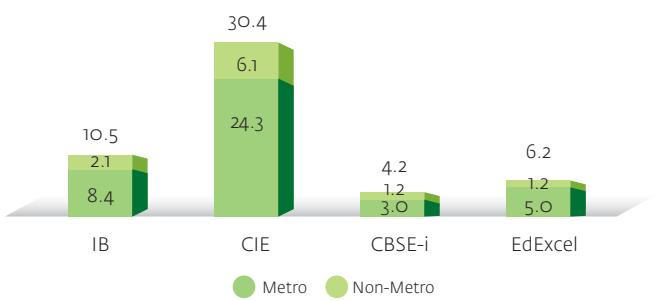
- The current market size for shortlisted schools for investment stands at **US$ 51.2 billion** and is projected to grow at **8.8%** CAGR over the next 15 years
- It is estimated that the market size will increase by close to 4 times in the next 15 years, indicating strong potential for education infrastructure funds

*Source: Eduvisors Analysis

K12 Edu Infra Amenable for Investment

A total of 1.42 billion sq ft built-up area is estimated to be available for private sector investment in K12 education segment, 96% of which lies with schools affiliated to national boards and remaining 4% with schools affiliated to international boards





Total Available Infrastructure in 2015-16: 1,417 million sq ft*

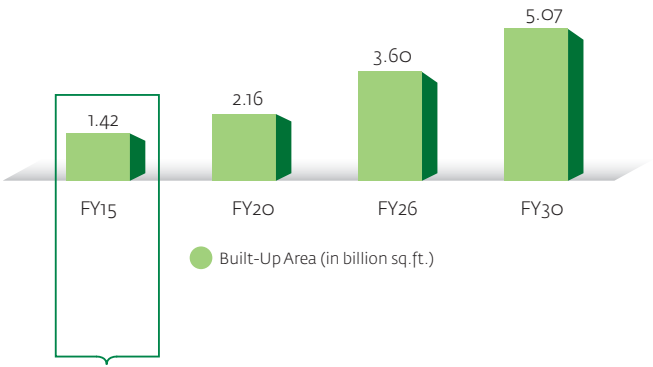
National Boards (1,366 million sq ft, 96% of total)	International Boards (51 million sq ft, 4% of total)

*Eduvisors Analysis - School Centric Approach

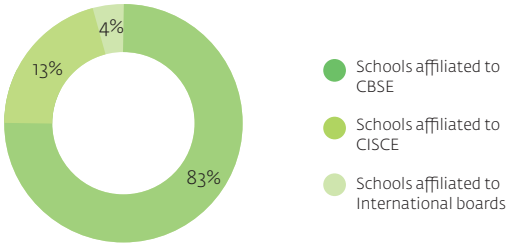
Uncapping the Potential of K12 Edu Infra

The current built-up area which has potential for investments stands at 1.42 billion sq. ft., majority of which lies with CBSE schools

Projected growth in built-up area available for investment*



Built-up Area (billion sq. ft.) in FY15



*Eduvisors Analysis

Favorable Conditions for Investment in K12 Infrastructure

- Top schools affiliated to CBSE or international boards such as IB and CIE
- ~15% of all private schools are part of schools chains which have favourable legal structures. ~17% of all CBSE schools have favourable legal structure
- A large proportion of school in schools chains operate under COCO model

Challenges in Investment in K12 Infrastructure

- High proportion of schools are standalone schools and do not have favourable legal structure
- 13% of identified school segment are affiliated to CISCE, a large proportion of which are minority educational institutions
- Schools affiliated to International Boards usually have favourable legal structure but are negligible in number (4%)

Investment Potential in School Chains

Parameter	Religious Group/ Minority Backed	Non-Corporate Education Group*	Corporate Group	
			Core Education*	Non Core Education
Board Preference	• National Boards • State Boards	• State Boards • National Boards • International Boards	• State Boards • National Boards • International Boards	• State Boards • National Boards • International Boards
Fee Range	Low to Medium Fee	Low to Premium Fee	Medium to Premium Fee	Low to Premium Fee
Schools (examples)	• DAV Schools • Montfort Schools • Guru Harikishan Public Schools	• Delhi Public Schools • City Montessori Schools • Bharitiya Vidya Bhavan's Schools	• Mount Litera Zee Schools • Indus World Schools • Millennium Schools	• Aditya Birla Schools • Shiv Nadar School • DY Patil International Schools
Investment Potential	**Low to medium** • Charity and providing affordable education is end objective • Adequate funds for scaling up • Operating at peak capacity • Unfavorable legal structure of schools	**High** • Funds required for scaling up and expanding operations • Usually in growth phase and yet to achieve peak capacity • Favourable legal structure of schools	**High** • Funds required for scaling up and expanding operations • Usually in growth phase and yet to achieve peak capacity • Favourable legal structure of schools	**Low** • Requirement of funds is usually fulfilled internally • Revenue maximization and rapid expansion is usually not the objective

Amenable segments for investments

*Including Franchise

Value Proposition of School Chains

A School Chain is a group of schools (typically more than 5) which are managed by a single entity (Government or Private) under different school operating models operating in different geographies

Key Advantages of School Chains

Brand and Reputation	• Creation of unique brand • Brand recognition across multiple geographies
Scale and Reach	• Scale up exponentially after setting up 2-3 successful schools • Rapid expansion in multiple regions due to standard operating models and practices in place
Processes	• Structured and systematic policy and procedures • Centralized team handling: ~ Operations ~ Academic delivery ~ Human resources ~ Finances ~ Marketing
Legal Structure and Finances	• Favourable legal structure • Operate under different operating models – JV/ Franchise • Single PropCO and Single OpCO catering to multiple schools • Economies of scale
Diversification	• School chain can diversify business under same brand into: ~ Pre-schools ~ Different types of schools catering to different target audiences ~ After school services ~ Test preparation

- **53 private school chains in India**
- **2,000 schools part of private school chains**
- **At least 60% of private school chains accounting for 35-40% (750-800) schools have favourable legal structure and potential for investment in Edu Infra**

Top School Chains in India

Minority Educational Institutions	Non-Corporate Education Group*	Corporate Group	
		Core Education*	Non Core Education
Akal Academy	Apeejay School	Amazon International School	Aditya Birla School
Chinmaya Vidyalaya	Bhartiya Vidya Bhavan's School	Amity International School	DY Patil Schools
DAV School	Central Academy School	Billabong High International School	Shiv Nadar School
Don Bosco School	Centre Point School	Bivha International School	Open Minds - A Birla School
Guru Harikishan Public School	City Montessori School	Calorx Public School	
Krishnamurti Foundation India	Delhi Public School	Career Point School	
Maharishi Vidya Mandir School	Dhilwan International Public School	Delhi School of Excellence	
Montfort School	Doon International School	Edify School	
MSB Educational Institute	Dayal Singh Public School	Euro Group of Schools	
Nashik District Maratha Vidhya Prasarak Samaj	GD Goenka School	Euro School India	
Sacred Heart School	Meghe Group of Schools	FIITJEE World School	
Seventh Day Adventist High School	National Public School	GEMS Education	
Shree Swami Narayana Gurukul	Seth M.R. Jaipuria School	Global Discovery School	
Society of Jesus School	Shemford School	Gowtham Model School	
St. Joseph Public School Foundation	Sunbeam Eduserve	Indus World School	
St. Xavier's School	The Gitanjali Group of Schools	Jain Group of Institutions	
Vidya Bharati Akhil Bharatiya Shiksha Sanstha	The PSBB Millennium Group	Oakridge International School	
Government School Chains	The Shri Ram School	Orchids The International School	
Kendriya Vidyalaya	Witty Group of Institutions	Pearson School	
Jawahar Navodaya Vidyalaya		Podar Group	
Army Public School		Radcliffe School	
		Ryan International Group of Institution	
		The Millennium School	
		VIBGYOR High School	
		Universal Academy	

*Including Franchise

Target School Chains – Representative sample with scope for investment

Distribution of Prominent School Chains

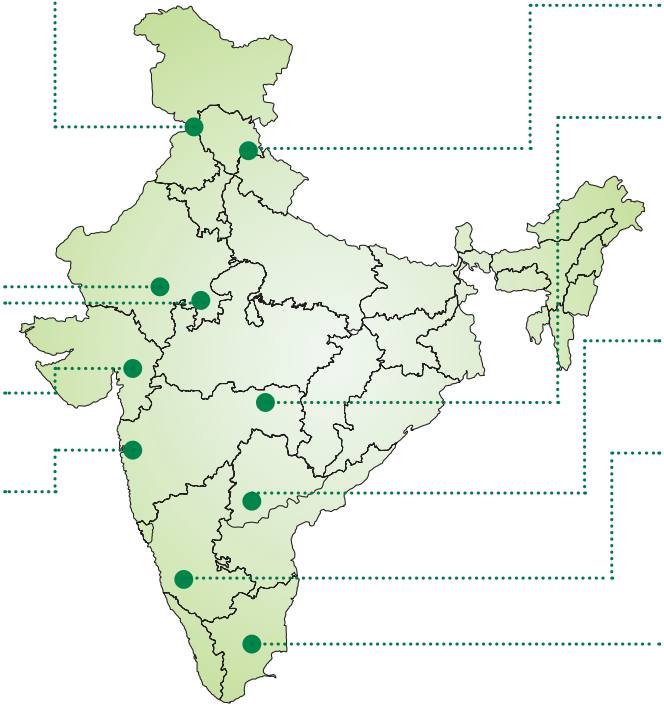
Most large chains have schools distributed nationally or in the local region, across Tier I, II & III cities. The map below is indicates the headquarters of some leading school chains*

Delhi NCR	**Schools**
DAV Public School	650
Delhi Public School	207
Shemford School	100
Central Academy School	44
GD Goenka School	45
The Millennium School	45
Amity International School	12
Indus World School	13

Kota / Udaipur	**Schools**
Career Point School, Kota	6
EDEN Int. School, Udaipur	27

Vadodara	**Schools**
Global Discovery Academy	11

Mumbai Metropolitan Region	**Schools**
Ryan International Group	130
Mount Litera Zee School/ School International	89
Podar School	83
VIBGYOR High	20
Euro School India	20
Billabong High International School	16



Dehradun	**Schools**
Aditya Birla Group School	37

Nagpur	**Schools**
Meghe Group of Schools	18

Hyderabad	**Schools**
Edify School	56

Bangalore	**Schools**
Jain Group of Institutions	26
Pearson Education Service	22
Orchid International School	13

Salem	**Schools**
Amazon International School	25

*Not an exhaustive list

Comparison of Top School Chains Based on Location

#	School Chain	No. of K12 Schools	Student Enrolment	Presence of Schools				Focus Region
				Metro	Tier-I	Tier-II	Other	
1	DAV Public School	650	>6 lacs	59	33	156	403	• Strong pan India presence
2	Delhi Public School	207	>2 lacs	23	35	50	99	• Mild metro & strong non-metro presence
3	Ryan International Group Of Institution	130	~199,000	96	13	14	7	• Metro focused; strong pan India presence
4	Edify School	56	~22,000	3	8	8	37	• Non-metro focused; strong pan India presence
5	Podar School	83	80,000	12	23	10	38	
6	Zee Learn Pvt. Ltd	89	30,600	9	12	9	60	
7	The Millennium School	45	21,000	8	16	13	8	
8	Aditya Birla School	37	40,500	1	1	3	32	
9	GD Goenka School	45	~38,000	17	9	9	11	• Metro focused; strong pan India presence
10	VIBGYOR High	20	24,000	13	4	3	0	
11	Euro School India	20	~12,000	10	8	0	2	
12	Orchids The International School	13	~4,200	12	1	0	0	
13	Billabong High International School	16	10,000	8	4	0	4	
14	Amity International School	12	N/A	10	0	2	0	

Low Presence (<6 Schools) Moderate Presence (6-20 Schools) Strong Presence (>20 Schools)

Comparison of Top School Chains Based on Location

#	School Chain	No. of K12 Schools	Student Enrolment	Presence of Schools				Focus Region
				Metro	Tier-I	Tier-II	Other	
15	Amazon International School	25	6,625	3	8	6	8	• Non-metro focused; moderate pan India presence
16	Pearson School	22	21,000	3	5	7	8	
17	Indus World School	13	15,000	1	7	3	1	
18	Open Minds A Birla School	5	1,000	1	0	0	4	
19	Shemford School	100	25,000	0	15	26	59	• Non-metro; pan India presence
20	Central Academy School	44	20,000	0	12	12	19	
21	Everonn Schools	15	5,000	0	4	6	6	
22	EDEN International School	27	18,900	0	0	1	26	• Presence only in tier-II & other cities
23	Meghe Group Of Schools	18	21,000	0	0	18	0	
24	Global Discovery School	11	5,000	0	0	4	7	
25	Career Point School	6	2,000	0	0	5	2	

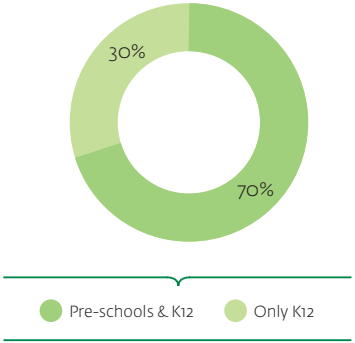
Low Presence (<6 Schools) Moderate Presence (6-20 Schools) Strong Presence (>20 Schools)

School Chains: Key Facts

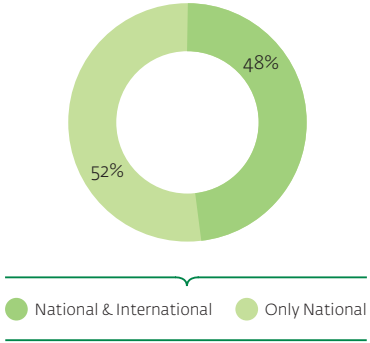
#	School Chain	Offerings		Affiliating Board		School Format	
		Pre-School	K12	National	International	Regular	Residential
1	DAV Public School		✓	✓		✓	✓
2	Delhi Public School		✓	✓		✓	✓
3	Ryan International Group Of Institution		✓	✓	✓	✓	
4	Edify School	✓	✓	✓	✓	✓	
5	Podar School	✓	✓	✓	✓	✓	
6	Mount Litera Zee School/ School International	✓	✓	✓	✓	✓	
7	The Millennium School	✓	✓	✓		✓	
8	Aditya Birla School		✓	✓	✓	✓	✓
9	GD Goenka School	✓	✓	✓	✓	✓	✓
10	VIBGYOR High	✓	✓	✓	✓	✓	
11	Euro School India	✓	✓	✓		✓	
12	Orchids The International School		✓	✓	✓	✓	
13	Billabong High International School	✓	✓	✓	✓	✓	
14	Amity International School		✓	✓	✓	✓	
15	Amazon International School	✓	✓	✓		✓	✓
16	Pearson School	✓	✓	✓	✓	✓	
17	Indus World School	✓	✓	✓		✓	
18	Open Minds A Birla School	✓	✓	✓	✓	✓	
19	Shemford School	✓	✓	✓		✓	
20	Central Academy School		✓	✓		✓	
21	Everonn School	✓	✓	✓		✓	
22	EDEN International School		✓	✓		✓	
23	Meghe Group Of School	✓	✓	✓		✓	
24	Global Discovery School		✓	✓		✓	
25	Career Point School		✓	✓		✓	✓

School Chains: Key Trends

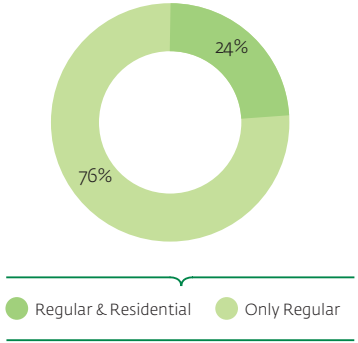
School Chain Offerings



Affiliating Board



School Format

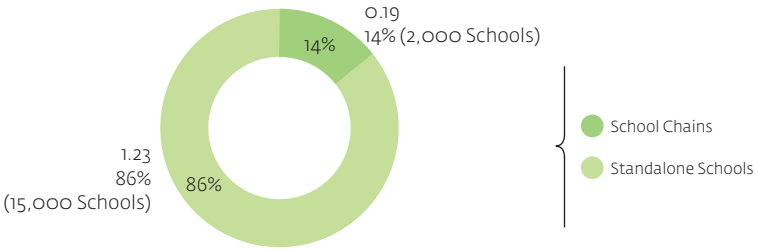


- 70% School chains offer both pre-schools and K12
- While most of the school chains offer both national and international boards, the board of affiliation depends on the trend and demand in the catchment area
- Most of the schools which are a part of a school chain do not offer residential facilities

Estimated Growth in Investible Edu Infra in School Chains

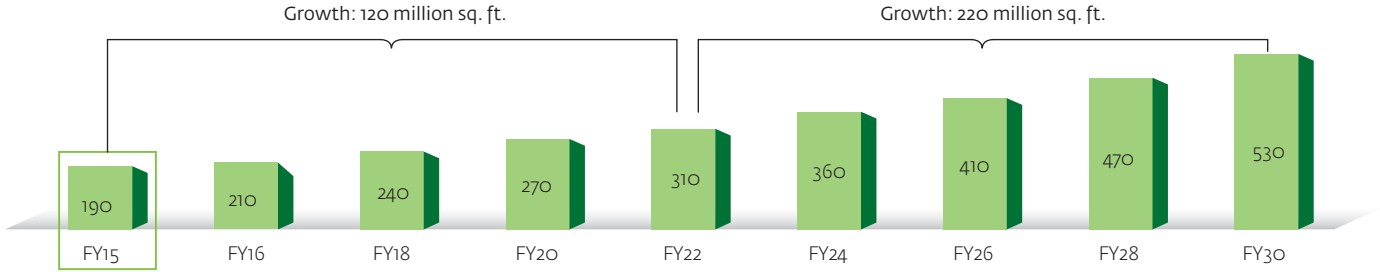
Out of 1.42 billion sq ft. of available built-up area, it is estimated that 0.19 billion sq ft. is with top 53 school chains (~2,000 schools)

Distribution of total Built-Up Area in K12 education segment (in billion sq. ft.)



The available built-up area with school chains is expected to increase at a CAGR of 7% and reach up to 0.53 billion sq. ft by FY30

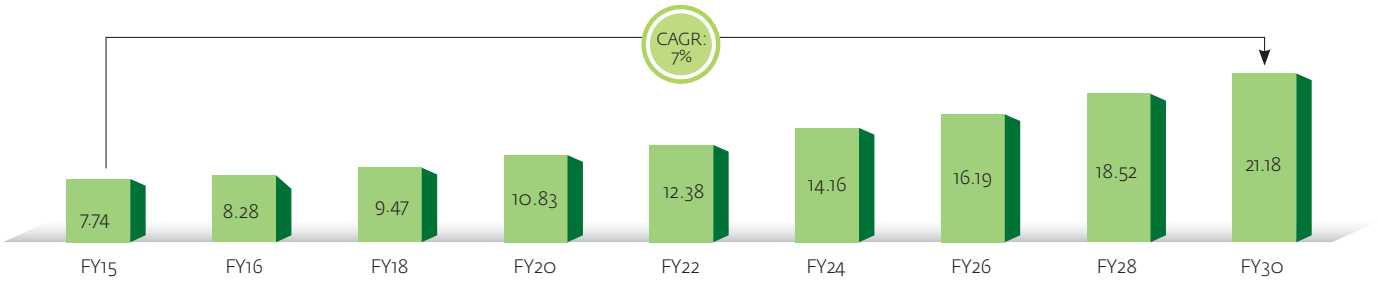
Projected growth in built-up area available for investment in School Chains (in million sq. ft.)



Market Size in Investible Education Infrastructure in School Chains

- The current **market size for top 53 school chains** for investment stands at **US$ 7.7 billion** and is projected to grow at 7% CAGR over the next 15 years
- It is estimated that the market size will increase by close to 3 times in the next 15 years, indicating strong potential for education infrastructure funds

Projected Market Size of Available Built-Up Area in 53 School Chains (in billion US$)**



Key Assumptions

1 Growth Of Schools (CAGR)*

- CBSE Board **8%**
- CISCE Board **8%**
- International Boards **7%**

2 Average Built-Up Area per school**

- Metro Region **98,832 sq ft**
- Non-Metro Region **79,830 sq ft**

3 Average Cost of Construction per sq ft**

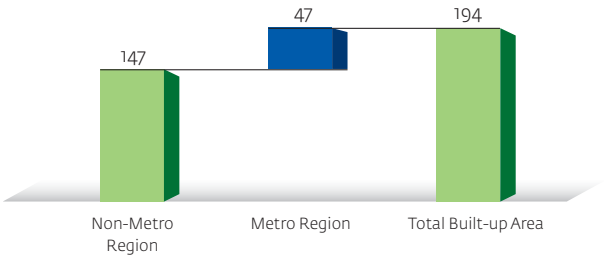
- Metro Region **$ 44**
- Non-Metro Region **$ 38**

Source:
*As per Times of India news article: "CBSE schools triple as board's popularity grows across India" and "IB schools in India post 10-fold growth in 10 years"
**Eduvisors Analysis based on primary and secondary research

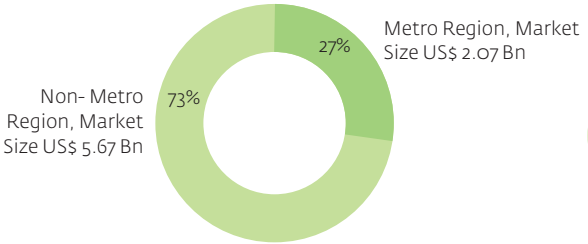
Potential for Investment in School Chains

Metro region constitutes ~27% of current market size of US$ 7.7 billion, indicating huge potential for investment in education infrastructure

Total Built-Up Area available*
(in million sq.ft.)



Potential Market Size of Education Infrastructure across 53 school chains*



Total Market Size $ 7.74 billion

*Eduvisors Analysis based on primary and secondary research

Impediments to Private Sector Participation

The K12 education is plagued with multiple challenges, broadly categorized as the following:

1 Regulatory

- **Inflexible input based norms**: Regulatory requirement related to land and infrastructure make it difficult to start a school
- **Complex regulatory framework**: Overlapping regulations, need for licenses and multiple approvals (e.g. State NOC requirement for CBSE / CISCE schools, RTE mandate to obtain State Regulator approval, etc.) make the process complex and time consuming

2 RTE Impact

- **Poor implementation of RTE**: While RTE has played a crucial role in increasing enrolment and providing basic infrastructure, quality of education still has a long way to go
- **Inadequate compensation and late reimbursements by the government for 25% EWS**: Compensation is calculated based on per student cost, considering only the recurring costs and not capital costs

3 Financial

- **High capital cost**: Unavailability or high/unviable cost of land is a key deterrent
- **Inability to access equity funding**: Due to high capital and operational costs in initial years, it is critical for schools to have equity funding. However, sources providing funding are almost non-existent
- **High upfront cost in initial years**: Debt servicing, impact of central pay commission coupled with fee restrictions in some States make it difficult to manage operational costs in the initial years

Solutions to Overcome Challenges

Detailed below are some of the solutions to overcome challenges plaguing private sector participation:

1 Regulatory

- **Inflexible input based norms**
- **Complex regulatory framework**

- Setup compliance department to handle all complex regulatory processes
- Single window clearance for all regulatory norms
- Moving from input to output based norms
- Reduce land area requirement
- Offer flexibility in land ownership

2 RTE Impact

- **Poor implementation of RTE**
- **Inadequate compensation and late reimbursements by the government for 25% EWS**

- Timely payment of reimbursement
- Improving standards and quality of govt. schools
- Efficient capacity utilization of existing govt. schools
- Better implementation of Public Private Partnerships
- Turning around weak Govt. schools with the help of the private sector

3 Financial

- **High capital cost**
- **Inability to access equity funding**
- **High upfront cost in initial years**

- Raising capital from venture capitalist, private equity investors
- Asset Light Business models
- Capital structuring through Special Purpose Vehicle Finance

06

Future of School Education:
An Industry Roundtable

Round Table Discussion
of Leading School Education Experts

- Eduvisors conducted a brief online round table to understand the vision and approach of leading entities in the school education space
- Following topics were broadly covered during our interactions:
  - ~ Key growth drivers
  - ~ Vision and philosophy of their school group
  - ~ Future plans and expansion objectives
  - ~ Understanding their current and prospective target audience

Dr. Vinay Jain

CEO & Managing Director, Witty Group of institutions - an Organisation founded and promoted under the aegis of VJTF Group of Companies

Mr. Prabhat Jain

Director, Pathways - leading international K12 and pre-primary schools in Delhi NCR

Mrs. Sunita Nambiar

COO, Kunskapsskolan Eduventures - a Sweden based company offering a modern educational concept through Kunskapsskolan Schools

Mrs. Manjula Pooja Shroff

Chairperson, Calorx Group - Professionally managed autonomous institution focusing its activities on K12 education

Mr. Prajodh Rajan

Promoter, Executive Director and CEO of EuroKids International – a network of pre-schools (Eurokids) and schools (EuroSchool)

Mr. C.N. Radhakrishnan

Senior Executive Director, Head of Chairman's Office GEMS Education- a Dubai based firm having schools and education services in 14 countries

Mr. Gilbert James

Director, NACE Schools (A leading international educational group with presence in India, France, Spain, UK and USA. In India, NACE schools operate under the brand TIPS - The Indian Public School)

Key Growth Drivers International School Segment

Your views on the rapid growth in the international school segment in the past decade and the key drivers fuelling this growth

Today, the world is rapidly becoming more connected and people are travelling and learning about new ways of approach based learning. There is a growing awareness about the impact of global and cross curricular learning and parents today would like to provide that opportunity to their children. While academic success is important to most, parents are also focusing on a more holistic learning experience. They also would like to prepare their children for the prospects in areas beyond the standard venues such as engineering and medicine and also the possibility of undertaking further studies in foreign universities.

Mrs. Sunitha Nambiar
COO, Kunskapsskolan Eduventures

The need of the hour is to prepare our students today for something that doesn't exist today. Thus, the education system has to change from teaching based to a learning based model. The International Curriculums are the ones which follow a learning based model more than the traditional teaching based one which is the requirement in today's world and hence there is an increase in international curriculum focused schools in the past decade. Several households are mobile and move from one country to another due to which they want their children to follow one curriculum that is acceptable and available everywhere. India has already become a working place for expats who also have children here and they need a uniform curriculum.

Mr. Prabhat Jain
Director, Pathways Schools

Key Growth Drivers International School Segment

Your views on the rapid growth in the international school segment in the past decade and the key drivers fuelling this growth

Indian education system continues to adopt the traditional **LEARNING BY ROTE** methodology. The International system adopts the **LEARNING BY COMPREHENSION** methodology. The International programmes are more practical and application-based. They have a broader spectrum of subjects that lead to all-round development. The examinations test students' knowledge, not their memory and speed. The focus of the International schools is on 'how to learn' rather than 'what to learn'. The purpose is to produce global citizens. The curriculum delivered is more challenging, but the challenge is in the quality of assignments, not in the quantity of the assignments. Parents and teachers are quick to realise the fact that the traditional systems adopted have lost its relevance in today's context. Information based education pattern has become outdated today. Application of Information is the need of the hour and any curriculum that is challenging, application based and involving in nature is accepted by the parent community.

Dr. Vinay Jain
CEO & Managing Director, Witty Group of Institutions

Key Growth Drivers Private K12

Your views on key growth drivers for increased participation of the private sector so as to meet the growing demand for private education in India

In a single word – Quality. As also the ability to deliver relevant and contemporary education. Speaking from Calorx's standpoint the pedagogical approaches are designed and refined on a continuous basis. The Academic Taxonomy is the guiding framework for education philosophies, learning standards and practices.

Mrs. Manjula Pooja Shroff
Chairperson, Calorx Group

Shrinking public expenditure on school education coupled with inefficient public schooling system has lead to a vastly unorganized growth of private education, primarily taking advantage of regulations which are still emerging and parallel means of financing. Though this has resulted in capacity addition in most places, these private schools are yet to meet the growing demands of the aspiring population and find sustainable ways of funding.

Mr. Gilbert James
Director, NACE Schools

Government run Institutions are unable to set quality benchmarks and hence there has been an enormous increase in the number of private institutions.

Families are relatively smaller nowadays with just one or two children per family and with disposable incomes, parents not only expect good quality in education but also look out for technology advancements, service oriented approach from schools for their children. This need is catered by the private Institutions today and hence the demand.

Dr. Vinay Jain
CEO & Managing Director, Witty Group of Institutions

Key Growth Drivers Private K12

Your views on key growth drivers for increased participation of the private sector so as to meet the growing demand for private education in India

The gap in supply of "quality" in education is staggering in India, calling for investment in terms of billions of dollars. Investment is required to be made in hard infrastructure such as school campuses/building, school specific fit- outs and various types of teaching aids, provision of appropriate technology in schools and most importantly creation of a steady pipeline of talented and motivated teachers. For the private sector to be encouraged in making large scale investments in these areas require a change in regulatory framework with in which educational institutions are required to operate today in India. We should not hide behind this notion that "education should be a not for profit, charitable activity". Similar to the healthcare sector, if educational institutions are allowed to operate under the organized corporate sector, investments will increase substantially. While the above will result in increased supply, there must be a parallel action by the govt for solving the issue of parent's ability to fund, accessing quality education. A voucher system enabling parents to pay for their choice of school (private, fee-paying schools) for their children could be introduced.PPP models which incentivizes private sector in participating in turning average/ poorly performing state owned schools to good or outstanding schools, will be another key driver".

Mr. C.N Radhakrishnan
Senior Executive Director, Head of Chairman's Office GEMS Education

Few of the key growth drivers for increased private sector participation include:

- Perception among parents that private schools provide high quality education
- Better school infrastructure along with facilities and amenities which aid all round development
- Teaching faculty which is accountable and focussed on delivering outcomes
- Curriculum which promotes whole child development
- Easy accessibility & choice

Mr. Prajodh Rajan
CEO, Eurokids International

Impediments to Growth

Your views on the key challenges that your group/ organization has faced in the Indian K12 education system and the way forward to overcome these challenges

K12 is a capital intensive sector. In the initial stages raising even debt was quite a challenge. Due to regulatory norms institutional funds and private equity funds remained restricted. If Education was treated at par with Infrastructure sector it would ease this pressure of funding.

Mrs. Manjula Pooja Shroff
Chairperson, Calorx Group

Private sector participation in K12 education has to be formally recognized and long term sustainability through profit should be allowed as it has happened in other key sectors such as healthcare, infrastructure and power. This will facilitate the inflow of private capital as well other means of affordable long term funding.

Mr. Gilbert James
Director, NACE Schools

Education sector is full of challenges. Regulatory norms, State laws in development of school infrastructure, delay in permissions have been a major deterrent to education entrepreneurs. Politicians continue to rule the education industry and hence do not wish to bring in changes in the same so as to avoid private players entering into the industry.

We need changes at the policy level. The industry needs support from the State education department, HRD Ministry, RBI and Finance Ministry. A simple housing loan is available under priority lending for a 30 year tenure, but schools are expected to repay capital borrowed from bank along with interest in a span of seven years maximum. Many banks are averse to funding schools. Raising capital on these terms is very challenging for the industry. With the launch of education infra focused funds, we are optimistic about the future.

Dr. Vinay Jain
CEO & Managing Director, Witty Group of Institutions

Impediments to Growth

Your views on the key challenges that your group/ organization has faced in the Indian K12 education system and the way forward to overcome these challenges

A major part (almost 75%) of the capital outlay in setting up and operationalizng a school is for its physical infrastructure namely land and building. GEMS believes that in order for children to have a relevant, congenial and productive learning environment, the size and quality of land & building that houses the school should be appropriate. While this can be modelled depending on different tuition fee points, it is still substantial. GEMS operating model envisages this part of the school investments sourced externally from real estate investors, in a lease model. However, the challenge that we have seen in the market is that cost of land in most cities and towns are mapped to return expectations from a commercial development which is not in sync with the fee paying capacity of the target population. Land valuations should be linked to its use.

Mr. C.N. Radhakrishnan
Senior Executive Director, Head of Chairman's Office GEMS Education

Euro Schools have always been a strong proponent of moving away from the input driven model to the outcome based model for scaling K12 schools in India. Sadly the change is very slow and this sector is saddled by over regulation and the recent RTE Act being a case in point.

Mr. Prajodh Rajan
CEO, Eurokids International

Vision and Philosophy

What is the vision of your institution currently in India?
What are some of the growth strategies that your school will adopt?

Calorx Vision reads :" Being the first choice of all possible target groups in providing quality education". Calorx as a brand is about 5 years old. The growth strategies include brand awareness on one hand and market penetration on the other in areas where our K12 schools exist.

Mrs. Manjula Pooja Shroff
Chairperson, Calorx Group

TIPS/NACE Schools have been striving to provide access to International education at affordable pricing. TIPS schools are known for its holistic education provided through globally recognized curriculums at a fee point which makes it affordable to vast sections of populations even in Tier II cities. TIPS will continue to expand its high impact offering in other parts of India through inorganic and organic opportunities.

Mr. Gilbert James
Director, TIPS

The vision for Euro Schools is to provide 'Balanced Schooling' to our students focused on 21st century skills. Our educators are our greatest assets hence we ensure that teachers constantly update their skill sets through periodic in-house training sessions which ultimately aid the students. Besides, there is great emphasis placed on the safety for students and we adhere to the highest quality of safety standards at the school premises. At Euro Schools, our growth strategy revolves around expanding our presence in those locations where we have an aggregation of Euro Kids (Pre-K) centres.

Mr. Prajodh Rajan
CEO, Eurokids International

Vision and Philosophy

What is the vision of your institution currently in India ?
What are some of the growth strategies that your school will adopt ?

Our philosophy was to set up a learning institution that is futuristic and prepares students to be successful in this competitive world. Therefore, we finalised IB as the curriculum which fit very well into this philosophy and model of Pathways. Everything we do, we do it passionately because we don't borrow someone else's philosophy. Competition is more like a mindset and thus we set our own benchmarks and improvise from there. We have revised our vision statement 3 times since schools as institutions can never be static in their approach.

Mr. Prabhat Jain
Director, Pathways Schools

The Vision of GEMS Education for the Indian market is to set up 150 schools of different fee points across various cities and towns in India. GEMS would also invest in low cost schools, where our aspiration is to set up a model that can be scaled up in thousands, to meet the requirements of the lower segments of the economic strata.As mentioned earlier, removing the regulatory hurdles explained earlier is key in our ability to scale up. Raising capital, executing school projects and operating high quality schools are matters that can be handled. Like in many other parts of the world, there is a serious gap that exist in the supply of "quality' in K-12 education in India. This coupled with the size of the population, current as well as future, provides huge market opportunity for an education operator like GEMS. India has a very large young population who needs to be educated and skilled so as to become a productive member of the society. Given that the owners of GEMS Education are Indian by origin, there is a desire and commitment within GEMS to contribute towards the development of our mother country and there is no better way than to be able to help educate our children well.

Mr. C.N. Radhakrishnan
Senior Executive Director, Head of Chairman's Office GEMS Education

Vision and Philosophy

What is the vision of your institution currently in India ?
What are some of the growth strategies that your school will adopt ?

The vision of Kunskapsskolan is to set up schools that help empower students to achieve more than they thought possible while encouraging them to take ownership of their own learning.
This is achieved through the implementation of the KED program, which is a method to personalize education for students. In Kunskapsskolan, students from grade 1 onwards, set their own academic and learning goals and work towards achieving them with the help of a personal coach. Development of life skills such as self management, money management, management of time, perseverance, ability to evaluate ones own learning process and using of strategies to achieve goals is an integral part of being a Kunskapsskolan learner.

Mrs. Sunitha Nambiar
COO, Kunskapsskolan Eduventures

We wish to create safe and structured learning environment where students and staff, along with parents and guardians, come together as a community of life-long learners. We intend to foster individual differences, encourage each other, and set challenging goals. At Witty International School, child is the only priority and imparting quality education to them is our prime duty. The school adheres in word and deed to the philosophy of "DISCOVERY WITH ACTION", following with the universal values of Love, Truth and Tolerance. The school will continue to deliver the best possible education at the most reasonable pricing.

We are widely accepted by the Upper Middle Class strata of the society and we aim to cater to their requirements.

Dr. Vinay Jain
CEO & Managing Director, Witty Group of Institutions

Expectations of Parents

With many international students in your school, what are the expectations of their parents? Do you see a difference in expectations vis-à-vis Indian parents?

GEMS caters to all segments of the market. Like any other item that people normally pay for, there are different expectations from parents belonging different economic strata. GEMS establishes different models of schools from a Premium to Budget categories. However, a common thread across all GEMS schools is the quality of educational outcomes for its children which is also value driven. The values listed in the question above are embedded in the way students are taught their respective curriculum.

Mr. C.N. Radhakrishnan
Senior Executive Director, Head of Chairman's Office GEMS Education

Children, irrespective of their ethnicity are born learner, inquisitive, energetic and willing to take risks. While, parents across the nations expect that the school ensure the safety and well being of their children. Academic expectations do differ, but in a system that works towards personalizing learning experiences for the students , we are able to meet these expectations.

Mrs. Sunitha Nambiar
COO, Kunskapsskolan Eduventures

We at Pathways treat everyone alike. Our learning model is aligned to the 21st century and is open to all students. We do not see expectations of International and National parents differently. Everyone wants good education these days and household profiles of Indian parents is in no way less demanding than the parents of International students. Indian parents these days are quite aware and their expectations are same like those of International parents or vice-versa.

Mr. Prabhat Jain
Director, Pathways Schools

Competitive Advantage

What are some of the unique offerings of your school that have enabled you to differentiate your offering in a competitive private K12 school education market?

Calorx Academic Taxonomy, Calorx Quality Management, Learning & Development in addition to tech-enabled learning, holistic growth and contemporary teaching pedagogies through Multiple Intelligence Theory, Piaget Cognitive Theory in Preschools to Theories of Constructivism & Connectivism in k12.

Mrs. Manjula Pooja Shroff
Chairperson, Calorx Group

Personalised attention, Limited students per class, structured curriculum, Innovative student programmes, Technological advancements, unbeatable infrastructure, child centered policies and systems are a few features that have helped us create a mark over others.

Dr. Vinay Jain
CEO & Managing Director,
Witty Group of Institutions

Euro Schools give adequate importance on maintaining a relevant student teacher ratio thereby enabling a better teaching-learning process in the class room. Our approach of providing 'Balanced Schooling' with equal focus given to academic and non-academic initiatives fosters a confident and self- reliant learner for life. We seek to provide a stress-free and no textbook environment for our children at younger grades and use technology enabled tools towards imparting 21st century skills.

Mr. Prajodh Rajan
CEO, Eurokids International

Enabling Environment and Future Prospects

Moving forward, what kind of support is required by your institutions for expanding your operations in India - in terms of funding, regulatory, ancillary support services etc

After setting up the first school Kunskapsskolan, Gurgaon in 2013, we are launching two more schools, the second school in Gurgaon i,e. Kunskapsskolan International in sector 70 A and the third Kunskapsskolan, Lucknow. Kunskapsskolan International besides offering a life skills program, robotics and yoga curriculum for students of grade 1 onwards, will offer students of grade 7 onwards the option of CIE/IGCSE curriculum. Kunskapsskolan India plans to set up a network of 10 schools in the next 5-6 years. We are aligning with like-minded partners to set up more schools in India. Finding appropriate partners with a similar vision is a challenge but we have been fortunate with our partners.

Mrs. Sunitha Nambiar
COO, Kunskapsskolan Eduventures

The Calorx legal structure is robust and strong. Going forward there will be a need for Growth Fund to scale up further and the need for expanded resources with the right skill set to deliver academics in the teaching learning process and capabilities to create a sustained brand.

Mrs. Manjula Pooja Shroff
Chairperson, Calorx Group

A stronger partnership between the players to voice the concerns of this key sector for social and economic development is the need of the hour. Organized representations to change the regulatory framework and capital access in the form of infrastructure finance can help TIPS in its India plans.

Mr. Gilbert James
Director, NACE Schools

Enabling Environment and Future Prospects

Moving forward, what kind of support is required by your institutions for expanding your operations in India - in terms of funding, regulatory, ancillary support services etc

So far we have a good coverage in Delhi/NCR and we are looking at expanding to other locations specifically national metro cities. We believe that a pure IB school is demanded in national metros where as state metros will take sometime before they accept the International curriculums that openly. A lot of infrastructure is required before setting up a school along with being compliant with regulations in the country. In order to target different states in the country to spread our presence we would have to look at the regulatins everywhere which vary from one state to another. This is one of the impediments which we will need to overcome to achieve our growth plans in cities other than Delhi/NCR.

Mr. Prabhat Jain
Director, Pathways Schools

More than low cost funding, we need long tenure funding. Also, permissions need to be granted at a faster pace. Infrastructure development control regulations (D.C Regulations) need urgent modifications in metro cities like Mumbai. Schools must be allowed to have the option of running under the 'For Profit' model as per the rules and regulations applicable for other sectors. Private School fees can drastically be lowered if some amendments are made on the regulatory fronts. RTE act needs to be implemented practically and wisely by the Government so that it serves the very purpose for which it was enforced.

Dr. Vinay Jain
CEO & Managing Director, Witty Group of Institutions

Enabling Environment and Future Prospects

Moving forward, what kind of support is required by your institutions for expanding your operations in India - in terms of funding, regulatory, ancillary support services etc

Recently, we have been approached by one of the state governments in India, inviting us to set up International Curriculum schools in tier II and III cities. Given the growing size of the middle income segment in India, and given this segment's growing aspirations in terms of bringing up their children as truly world citizens. With its track record of having set up and operated a number of high quality International Curricula schools (IB, British & American) in markets as far spread from US in the west to Singapore in the East, GEMS Education is well placed in meeting this requirement of Indian parents.

Mr. C.N. Radhakrishnan
Senior Executive Director, Head of Chairman's Office GEMS Education

Glossary

A

• Admin	Administrations
• AICTE	All India Council for Technical Education
• A-Levels	Advanced levels; Commonly referred as GCE A levels (General Certificate of Education Advanced Level)

B

• BCI	Bar Council of India
• Bn	Billion
• BOO	Build Own Operate
• BOOT	Build Own Operate Transfer
• BOT	Build Operate Transfer
• BSE	Bombay Stock Exchange

C

• CAGR	Compounded Annual Growth Rate
• CapEx	Capital Expenditure
• CBRE	A leading international real estate services firm
• CBSE	Central Board of Secondary Education
• CBSE-i	Central Board of Secondary Education – International
• CCTV	Closed Circuit Television
• CIE	Cambridge International Examinations
• CISCE	Council for Indian School Certificate Examinations
• Co.	Company
• COCO	Company Owned Company Operated
• CSR	Corporate Social Responsibility

D

• DAV Schools	Dayananad Anglo Vedic Schools
• dept.	Department
• Dev.	Development
• DGET	Directorate General of Employment & Training
• DISE	District Information System for Education
• DPS	Delhi Public School

E

• ECCE	Early Childhood Care and Education
• Edu Infra	Education Infrastructure
• Edu.	Education
• Engg.	Engineering
• Est.	Establishment Year
• EU	European Union
• EWS	Economically Weaker Section
• exp.	Expenditure

Glossary

F

- FALS — Franchise Asset Light Schools
- FDI — Foreign Direct Investment
- FIITJEE — Forum for Indian Institute of Technology and Joint Entrance Examination; Test preparation company
- FOCO — Franchise Owned Company Operated
- FOFO — Franchisee Owned Franchisee Operated
- FPE-ManCo — For Profit Entity - Management Services Company
- FPE-PropCo — For Profit Entity – Property Company
- FS — Franchise Schools
- FY — Financial Year

G

- GD Goenka — Gayatri Devi Goenka Schools
- GDP — Gross Domestic Product
- GER — Gross Enrolment Ratio
- GMAT — Graduate Management Admission Test
- GMS — Gowtham Model Schools
- GNCT — Government of National Capital Territory
- Govt. — Government
- GRE — Graduate Record Examination

H

- HE — Higher Education
- HEIs — Higher Education Institutes
- HFS — High Fee School

I

- IB — International Baccalaureate
- IB-DP — International Baccalaureate-Diploma Programme
- ICSE — Indian Certificate for Secondary Education
- ICT — Information and Communications Technology
- IES — Indian Education System
- IGCSE — International General Certificate of Secondary Education
- IMS — Institute of Management Studies; Test preparation company
- Intl — International
- IT — Information Technology
- ITC — Industrial Training Centre
- ITI — Industrial Training Institute

J

- JGI — Jain Group of Institutions
- JV — Joint Venture

K

- K12 — Kindergarten till grade 12
- KASSM — Knowledge, Attitude, Skills, Social and Moral Values
- KG — Kindergarten

Glossary

L

- LFS — Low Fee Schools
- Lab — Laboratory
- LCD — Liquid Crystal Display
- LLP — Limited Liability Partnership
- LPG — Liquefied Petroleum Gas
- Ltd. — Limited

M

- M.Phil — Master of Philosophy
- MALS — Managed Asset Light Schools
- ManCo — Management Services Company
- MBA — Management of Business Administration
- Med. — Medical
- MFALS — Managed Franchise Asset Light Schools
- MFS — Medium Fee School
- MFS — Managed Franchise Schools
- mn. — Million
- MOOC — Massive Open Online Course
- MS — Managed Schools

N

- NCR — The National Capital Region
- No. — Number
- NOC — No Objection Certificate
- NPE — Not for Profit Entity
- NPS — National Public Schools
- NRI — Non-Resident Indian
- NSDC — National Skill Development Corporation
- NSE — National Stock Exchange

O

- OIS — Oakridge International School
- Op. — Operation
- Op. Ex. — Operating Expenditure
- OpCo — Operating Company

P

- p.a. — Per annum
- PC — Personal Computer
- PE — Private Equity
- PG — Post Graduate
- PGDM — Post Graduate Diploma in Management
- Ph.D. — Doctor of Philosophy
- Post Doc. — Post-doctoral
- PPP — Public Private Partnership
- PR — Public Relations
- PropCo — Property Company
- PSBB — Padma Seshadri Bala Bhavan
- Pvt. Ltd. — Private Limited

Glossary

R

- req. Requirement
- RTE Right To Education Act, 2009

S

- SALS Standard Asset Light Schools
- SAT Scholastic Assessment Test
- sec. Secondary
- SEN Lab Special Educational Needs Lab
- SEZs Special Economic Zones
- SMS School Management System
- SMART Science Math And Reading Tutoring
- SOE School Operating Entity
- Sq. ft. Square Feet
- Sr. Senior
- SS Standard Schools
- STR Student Teacher Ratio

T

- TCP Total Cost to Parent
- Test Prep. Test Preparation
- TIME Triumphant Institute of Management Education
- TM Trademark

U

- UG Under Graduate
- UGC University Grants Commission
- UHFS Ultra High Fee School
- UNESCO United Nations Educational, Scientific and Cultural Organization
- UNICEF United Nations Children's Fund
- UPSC Union Public Service Commission

Alphanumeric

- $ US Dollar
- ₹ Indian Rupee
- % Percentage; also written as %age
- (E) Estimated
- (F) Forecast
- (P) Projection
- 5 Es Engage, Explore, Explain, Expand, and Evaluate
- 3D Three Dimensional