

INDUSTRY REPORT ON THE K-12 EDUCATION & STUDENT ACCOMMODATION SECTOR IN INDIA

Prepared for Elevate Campuses Limited *(formerly known as Good Host Spaces Private Limited)*

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GLOSSARY

Term	Definition
Affiliated Colleges	Refer to colleges which are operating independently but are formally affiliated with a larger university, which oversees their academic standards, curriculum, and degree-granting processes.
Capitation fee	It refers to any amount regardless of its designation or whether paid in cash or kind that exceeds the prescribed or officially approved fee structure.
Central University	A university established or incorporated by the Central Act, as per AISHE 2021-22
Colleges	According to UGC Act section 12A[1][b], a college is any institution, that offers courses leading to qualifications from a university and is recognized by the university as competent to provide such courses and present students for examinations to award those qualifications.
Deemed University	An institution deemed to be university commonly known as Deemed University refers to a high-performing institute, which has been so declared by the Central Government under Section 3 of the University Grants Commission (UGC) Act, 1956, as per AISHE 2021-22
Foreign Exchange Rate	1 US\$= INR 87
Global Education Hub	Refers to a geographical region or city, or a country that has a particularly strong and well-developed education system, attracting students and institutions from other parts of the country or the world.
Government Aided Schools	Refers to the schools run by individual or private organization and receives grant from the government or local body.
Government Schools	Refers to the schools run by the state/central government or public sector undertaking and completely financed by the government.
Institute of National Importance	An Institution established by an Act of Parliament and declared as Institution of National Importance such as All Indian Institute of Technology (IIT), National Institute of Technology (NIT), as per AISHE 2021-22
Institute under State Legislature Act	Refers to any institute established or incorporated by a State Legislature Act, as per AISHE 2021-22
Middle- Income Group	Middle Income Group as per PRICE-ICE 360° Household surveys is defined as economically secure households with little chance of falling into poverty or vulnerability, earning INR 500,000 to INR 3,000,000 per household per annum or between INR 298 and INR 1,770 per person per day (US\$ 12.60-76.16 per person per day in 2021 PPP-adjusted terms). The terms "Middle-Income Group" and "Middle Class" refer to the same thing
Rich-Income Group	The Rich or High-Income Group are defined as individuals earning more than INR 30,00,000 per household per annum or above INR 1,770 per person per day (>US\$76.16 per person per day in 2021 PPP-adjusted terms).
Open University	Refers to the University which imparts education exclusively through distance education in any branch or branches of knowledge, as per AISHE 2021-22. It is categorized as central open university, state open university and state private open university
Other Schools	Other Schools as per UDISE are the unrecognised schools and madrasas (recognised by madrasa/wakf board, unrecognised madrasa, and aided madrasa)
Private Aided Colleges	Refers to colleges managed by individuals, trusts, societies, or other private organizations, and receive regular maintenance grants from the government or local bodies.
Private Final Consumption Expenditure	Refers to the expenditure incurred by the resident households and non-profit institutions serving households (NPISH) on final consumption of goods (such as food, beverages, clothing, footwear, water, electricity and, gas) and services (such as transport, communication, recreation, health and, education) whether made within or outside the economic territory.
Private Unaided Colleges	Refers to colleges managed by individuals, trusts, societies, or other private organizations, and do not receive regular maintenance grants from the government. They may receive one-time grants for specific purposes like building construction, library or laboratory enhancement, or teacher salary subsidies
Private Unaided Schools	Refers to the schools operated and financed by an individual or private organisation without any grant or subsidy from the government or local body.
Standalone Institutions	Several institutions operate outside the scope of Universities and Colleges. These institutions typically offer Diploma or PG Diploma programs and require recognition from various Statutory Bodies some of which include AICTE, State Directorate of Technical

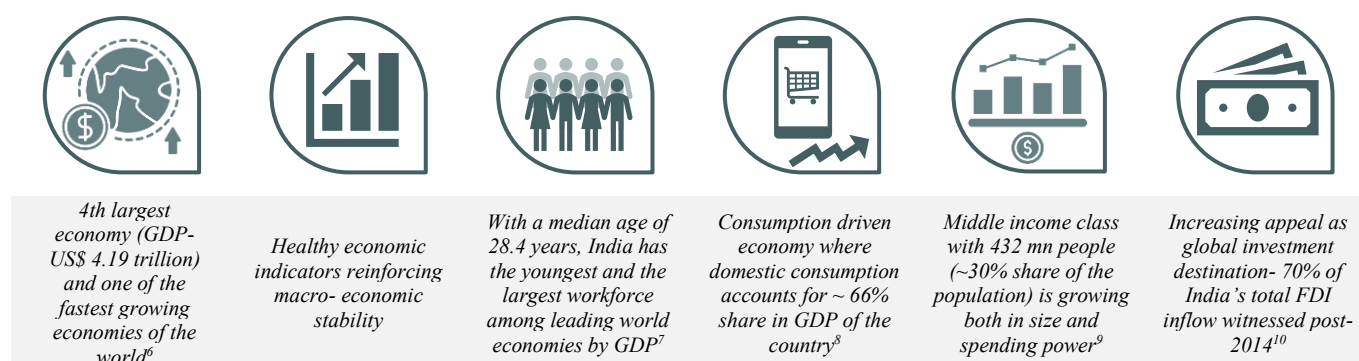
Term	Definition
	Education, Indian Nursing Council, State Nursing Council and various Central and State Ministries
State Private University	Refers to the University established through a State/ Central Act by a sponsoring body viz. a Society registered under the Societies Registration Act 1860, or any other corresponding law for the time being in force in a State or a Public Trust or a Company registered under Section 25 of the Companies Act, 1956, as per AISHE 2021-22
State Public University	State Public University is established or incorporated by a Provincial Act or by a State Act, as per AISHE 2021-22
University	According to University Grants Commission (UGC), university refers to an institution established or incorporated by or under a Central Act, Provincial Act, or State Act and is recognized by the Commission in accordance with the regulations established under this Act.
University/ Constituent Colleges	These colleges are directly maintained and operated by the university, often located within the same campus.
World Class Institution – Deemed to be University	A 'World Class Institution- Deemed to be University' in India refers to a higher education institution that has been conferred deemed university status by UGC (World Class Institutions - Deemed to be University) Regulations, 2016. These institutions are distinguished by their academic excellence and research output and are expected to attain global recognition with an aim to be ranked among the top 100 universities worldwide in terms of teaching and research over time.

INDIA MACRO - ECONOMIC OVERVIEW

Over the last decade, India has grown from the world's 10th largest economy to the 4th largest in FY 2025-26¹. Since the 1991 economic reforms, it has steadily transitioned from a regulated, state-owned economy to a liberalized market driven economy, with key reforms such as abolishing the industrial licensing, privatizing public enterprises, reduction in import tariffs and opening up to foreign investments. In the following years, India's Gross Domestic Product (GDP) grew by approximately 15 times from US\$ 0.28 trillion in FY 1991-92 to US\$ 4.19 trillion in FY 2025-26² largely on the back of domestic consumption³ which has consistently ranged between 66%-67% of the GDP over the past decade⁴. The economy over the years has shown resilience to several negative externalities including global economic slowdowns, oil price volatility, geopolitical events and recovered strongly from events like the Global Financial Crisis of 2008 and COVID-19⁵.

This section will cover India's growth compared to the leading economies, key indicators for economic stability, demographics, rising employment and consumption trends, as well as structural and education sector reforms which have driven economic growth.

KEY ATTRIBUTES OF INDIAN ECONOMY



Indian economy: Last decade

India has witnessed nearly two-fold increase in its GDP and emerged as the fastest growing major economy despite the COVID-19 pandemic, with increase in its per capita income from ~US\$1,500 to US\$2,500. It emerged as a global pioneer in real time payments¹¹ and became home to the world's 3rd largest startup eco-system¹².

Liberalized Foreign Direct Investment (FDI) policies in sectors such as defense, civil aviation, construction, and education attracted significant foreign investments, with cumulative FDI inflows surpassing US\$700 bn since 2014, accounting for around 70% of India's total FDI inflow since 2000¹³.

This period had a stable central government that has facilitated several structural reforms, including the implementation of the Goods and Services Tax (GST), the Make in India initiative, and the introduction of the Insolvency and Bankruptcy Code (IBC) amongst several others. These measures, along with reduced corporate tax rates, strengthened the foundation for the country's continued economic growth. Additionally, the government has focused on digitization and innovation as key drivers of economic growth and global competitiveness. Examples of such innovations include Aadhaar and Unified Payment Interface (UPI), which have revolutionized access to identity and payments respectively, while technology is also being leveraged across a broad range of society—improving financial inclusion, education access, and rural connectivity.

World's fastest growing major economy

India recently surpassed Japan's GDP, following the USA, China and Germany, contributing approximately 3.7% of the global GDP in FY 2025-26¹⁴. It is also one of the fastest growing economies in the world with a CAGR of 6.8% during FY during 2014-2025 period¹⁵ (compared to the global average of 3.3%). Further, International Monetary Fund (IMF) has forecasted a 6.5% p.a.

¹ IMF Data Mapper April 2025

² Second Advance Estimates of Annual Gross Domestic Product 2024-25, Economic Survey 2024-25 Statistical Appendix

³ Final consumption expenditure (formerly total consumption) is the sum of household final consumption expenditure (private consumption) and general government final consumption expenditure (general government consumption)

⁴ Second Advance Estimates of Annual Gross Domestic Product 2024-25

⁵ Economic Survey 2023-24

⁶ PIB release on June 2025

⁷ UN World Population Prospectus 2024

⁸ PIB release on June 2025

⁹ PRICE 360 survey 2021

¹⁰ Department of Promotion of Industry and Internal Trade

¹¹ PIB release on January 2025

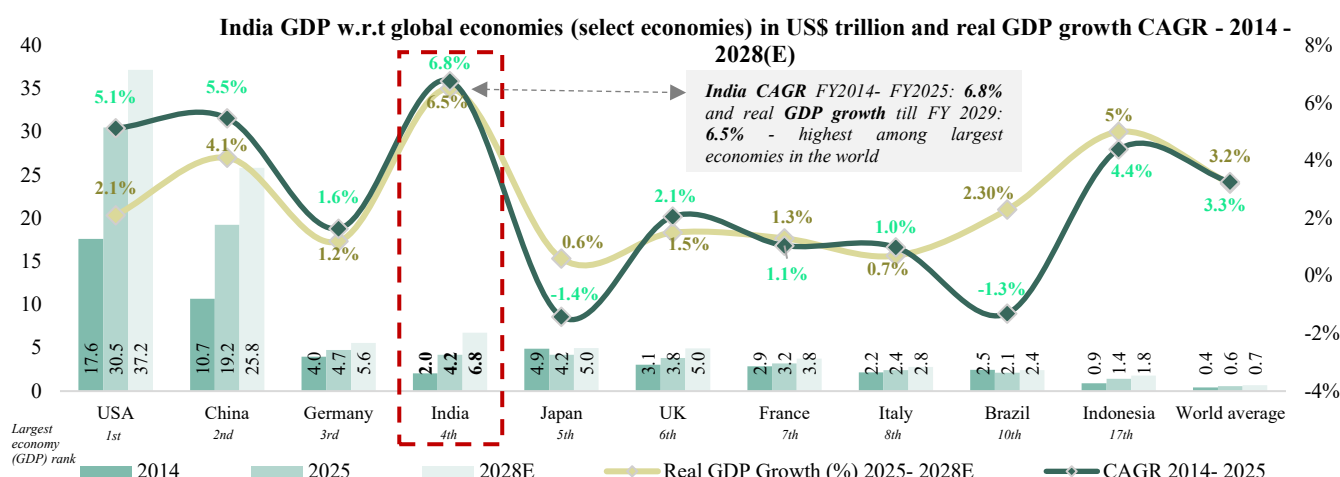
¹² PIB release on February 2025

¹³ Department of Promotion of Industry and Internal Trade

¹⁴ PIB release on May 2025

¹⁵ IMF, Data Mapper April 2025

growth in India's real GDP¹⁶ up to FY 2028-29 and it is expected to become the 3rd largest economy by FY 2028-29, with an estimated GDP of US\$ 5.6 trillion, surpassing Germany¹⁷.



Source: IMF estimates, Data mapper, April 2025

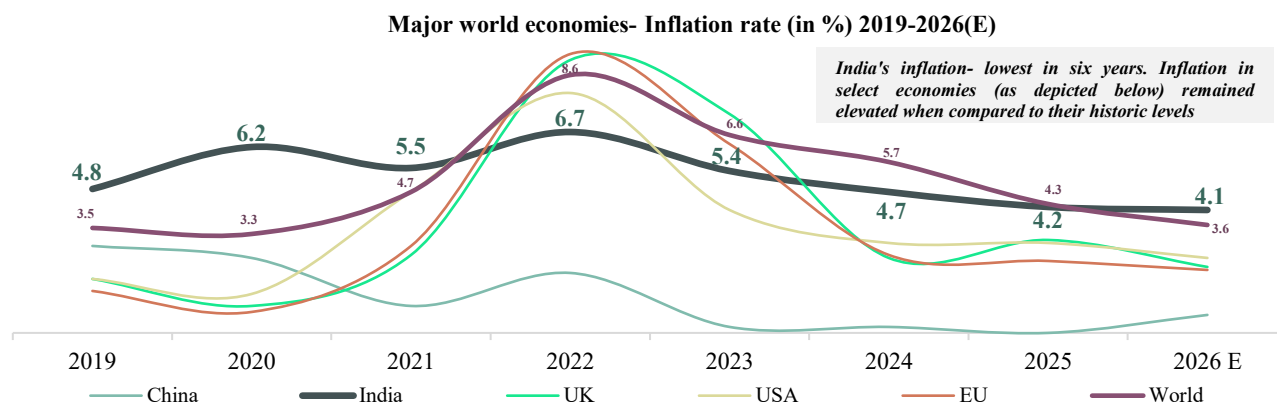
Note: IMF provides data for majority countries in Calendar Year (CY), the values for India are published in Fiscal Year (FY)

The IMF forecasts steady growth for the Indian economy driven by robust private consumption¹⁸. Ongoing infrastructure reforms, innovation and financial inclusion are expected to strengthen Indian economy's position as a one of the fastest growing major economies in the world.

Key economic indicators

The stability of the Indian economy is underpinned by robust macroeconomic fundamentals and has demonstrated resilience over the past decade, despite global challenges like high food, energy and commodity prices¹⁹.

Inflation environment: Post COVID-19, inflation surged in India, mirroring trends in western economies due to supply chain disruptions and geopolitical conflicts. India's inflation rose to 6.7% in FY 2022-23 which gradually reduced to 4.2% in FY 2025-26, the lowest level in six years and within Reserve Bank of India's (RBI) stated tolerance range of 2-6%²⁰. This decline was in contrast to the situation in select economies such as US, UK and European Union (EU) where the inflation levels remained elevated in relation to their historical levels. India's inflation decline was driven by RBI's monetary policy and government efforts to resolve supply-side issues, enabling lower interest rates and a more stable growth environment.



Source: IMF estimates, Data mapper, April 2025

Note: IMF provides data for majority countries in Calendar Year (CY), the values for India are published in Fiscal Year (FY)

Interest rates environment: RBI had increased the repo rate (in phases) by 250 basis points from 4.0% in January 2022 to 6.5% in February 2023 to curb rising inflation, and this rate was maintained till December 2024. This increase mirrored the global trend of rising interest rates, with the United States Federal Funds effective rate climbing from 0.08% in December 2021 to 4.1% in December 2022 and further to 5.3% in December 2023²¹. Following a decline in inflation, the Monetary Policy Committee

¹⁶ Real Gross Domestic Product (Real GDP) represents the total value of all goods and services produced within an economy in a specific year, adjusted for inflation to reflect true economic output.

¹⁷ IMF Data Mapper Real GDP April 2025

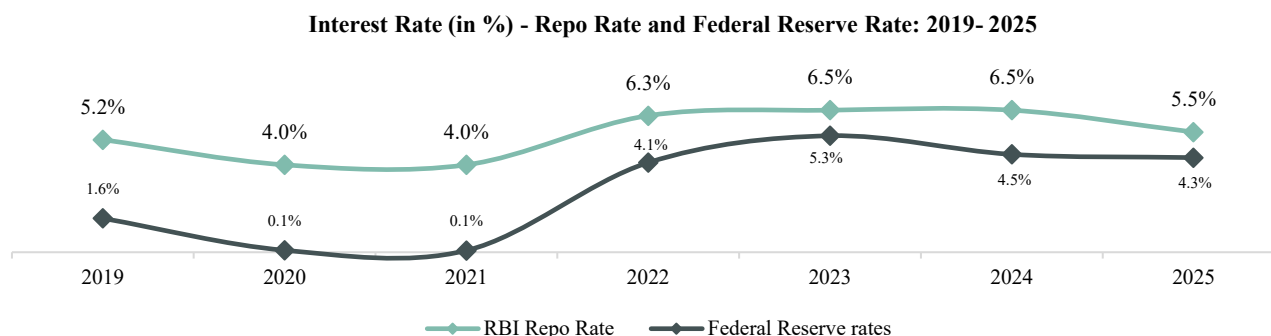
¹⁸ PIB release on April 2025

¹⁹ RBI Annual report 2023

²⁰ Ministry of Finance PIB released on July 2024

²¹ Board of Governors of the Federal Reserve System (US)

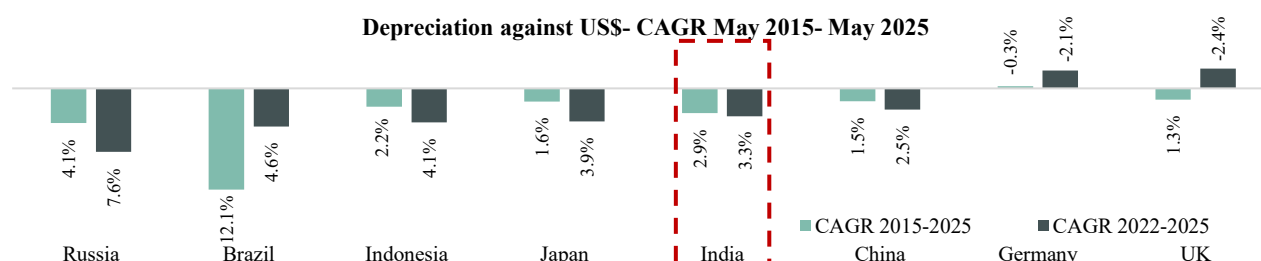
has reduced the repo rate by a cumulative 100 basis points (bps) to 5.5% between February and June 2025²², while the last rate cut by US Fed was in December 2024 (federal target range of 4.25%- 4.5%).



Source: Reserve Bank of India for RBI Repo rates, Board of Governors of the Federal Reserve System (US), Federal Funds Effective Rate [FEDFUNDS], retrieved from FRED, Federal Reserve Bank of St. Louis; <https://fred.stlouisfed.org/series/FEDFUNDS>, June 18, 2025

Notes: The interest rates mentioned above are for the month of December for every year, except for 2025, which is given for April

Depreciation of Indian currency against US dollar: Despite a notable 3.3% depreciation of the Indian rupee against the US dollar post COVID-19, favourable macro-economic factors, RBI's proactive measures and steadily rising forex reserves have helped stabilize the currency and reduce the volatility compared to other emerging economies. The graph below illustrates the CAGR depreciation of the local currency of various countries against the US\$.



Source: Bilateral Exchange Reserves, 2025

Foreign exchange reserves: India's foreign exchange reserves have grown to US\$688 bn as on August 1, 2025²³ and stand to be the 4th largest in the world following China, Japan and Switzerland²⁴. This reserve currently offers India's economy nearly 11 months of import cover²⁵, safeguarding the economy against any external challenges and stabilise exchange rate volatility as well as reduce the risk of capital flight²⁶.

Favorable demographics - Engine of India's economic growth

In 2024, India surpassed China to become the world's most populous country with approximately 1.4 bn people. India's consumption driven economy is underpinned by favourable demographic profile and growing urbanisation, with approximately 522 mn individuals (approximately 36.4% of the population)²⁷ residing in urban areas—both factors playing a pivotal role in growing domestic consumption demand. Further, India presently has and is expected to have the youngest and the largest workforces amongst all the major economies till 2030²⁸.

Youngest population among the largest world economies: With a median age of 28.4 years in CY 2024 and forecasted to be 30.8 years in CY 2030²⁹, India stands out as the youngest nation among the world's largest economies by GDP. India's youthful demographic, especially in contrast to the major developed economies, could be a key driver of the country's continued economic growth.

Largest population in the working age-group in the world: As of CY 2024, approximately 69% of India's population—equivalent to 1 bn individuals falls within the working-age bracket of 15 to 64 years, positioning India as the nation with the largest working-age population globally. This segment accounts for approximately 18.6% of the world's total working-age

²² Ministry of Finance, PIB released in June 2025

²³ Reserve Bank of India August 1, 2025

²⁴ PIB release on May 2025, IMF Data 2024

²⁵ Import cover refers to number of months a country can continue to pay for its imports using its current forex reserves, assuming no new foreign exchange inflows

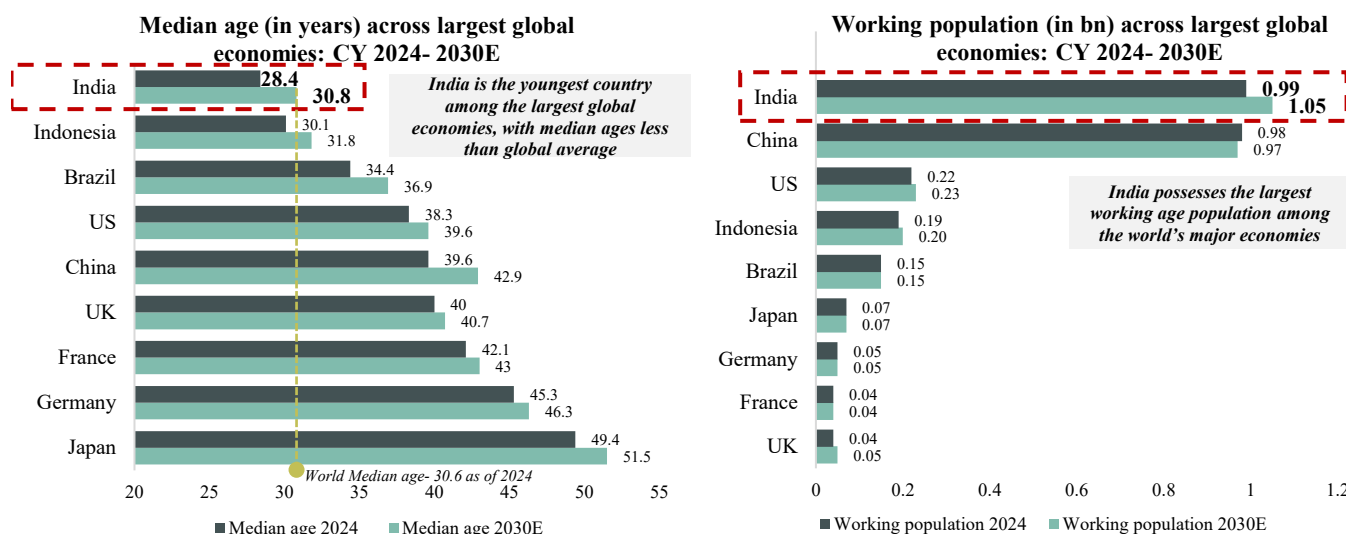
²⁶ Bank for International Settlements (BIS) February 2019

²⁷ World Bank open data

²⁸ United Nations Population Division, World Population Prospectus 2024

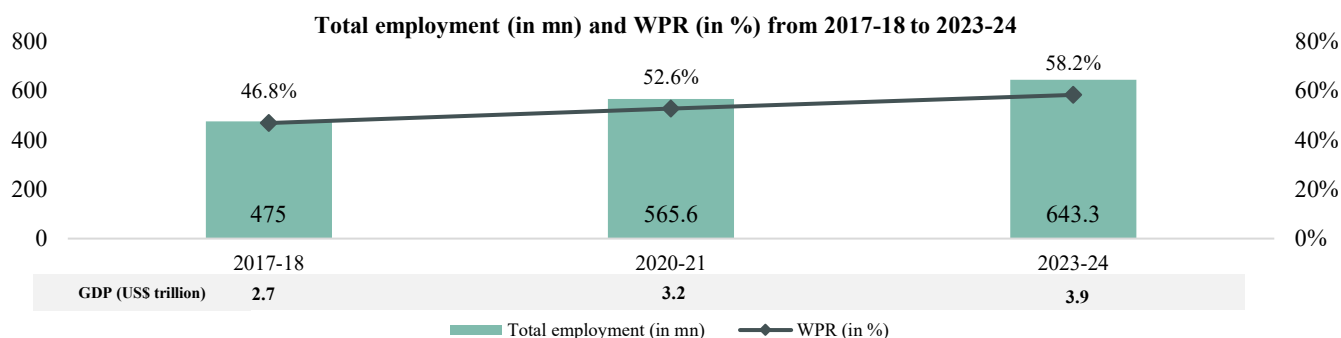
²⁹ United Nations Population Division, World Population Prospectus 2024

population, estimated at 5.3 bn³⁰. By CY 2030, India's working-age population is projected to rise to approximately 1.1 bn³¹, maintaining its status as the largest working age population.



Source: United Nations Population Division, World Population Prospectus 2024- downloaded on June 2025

Rapid strides in employment growth: Between 2017-18 to 2023-24, India has witnessed a significant increase in employment adding approximately 168 mn jobs with approximately 35% absolute growth. As per Periodic Labour Force Survey³² (PLFS) data, the increasing Worker Population Ratio³³ (WPR) for ages 15 years and above has resulted in a decline in unemployment rate from 6.0% in 2017-18 to 3.2% in 2024³⁴. The country's GDP during the same period grew at a CAGR of 6.3%, reflecting a mutually reinforcing relationship between employment and GDP growth.³⁵



Source: Directorate General of Employment- Revised Employment situation November 2024, PIB- Govt. of India October 2024, PLFS 2023-24 MoSPI
Note: The survey period of PLFS surveys is from 1st July to 30th June of next year. WPR is taken for age 15 years and above

The growing working-age and relatively young population has the potential for driving urbanization, domestic consumption, and furthering India's economic progress.

³⁰ Our World in data, 2024

³¹ UN world population prospectus 2024, Our World in data, 2024

³² The Periodic Labour Force Survey, conducted by the National Sample Survey Office since 2017, serves as the primary source of data on the employment and unemployment situation in India. (survey period is Jun to July), Directorate General of Employment- Revised Employment situation November 2024

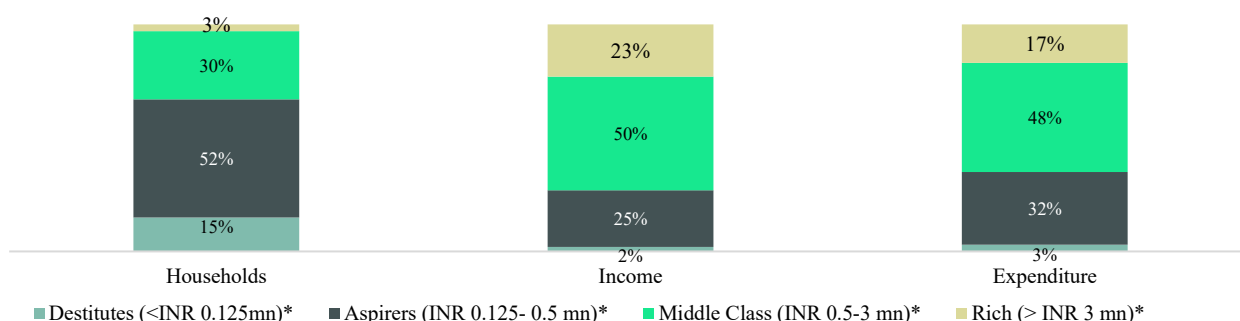
³³ WPR- Worker Population Ratio, measures the proportion of the working-age population that is employed.

³⁴ Directorate General of Employment- Revised Employment situation November 2024

³⁵ Research Unit, Press Information Bureau, Government of India, October 2024

Large and growing middle income class: India's sustained economic growth has expanded its middle class, which, along with the rich, comprises just 33% of the population but drives 73% of income and 65% of spending—fuelling demand across goods and services (such as retail, F&B, travel, e-commerce, private healthcare & education) in the consumption-driven economy.

Households, income and expenditure (in %) across various income groups in India, CY21

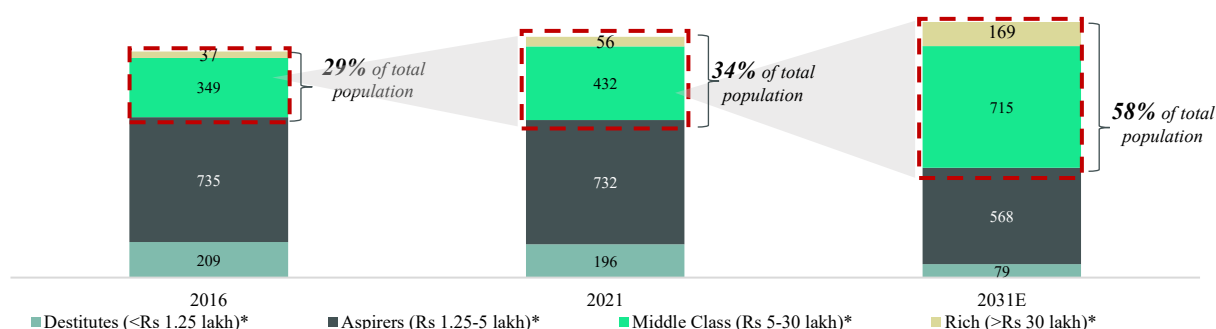


Source: People Research on India's Consumer Economy, PRICE- ICE 360° Household surveys

Note: * Annual household income at 2020-21 prices

India's middle and rich-income groups³⁶ are projected to further increase 1.6 times and 3 times respectively from CY 2021 to CY 2031. Together, these groups are anticipated to reach 58% by CY 2031 (1.8 times increase). As these households rise, there could be an associated rise in demand for quality services such as healthcare and education in India.

Population in different income groups in India (in mn) CY2016- CY2031(E)



Source: People Research on India's Consumer Economy, PRICE- ICE 360° Household surveys

Note: * Annual household income at 2020-21 prices

Other key economic drivers

Rapid urbanization in the country: India's urban population has grown from 31% (approximately 394 mn) in 2011 to 36.4% (approximately 522 mn) in 2023³⁷. By 2030, it is expected that over 40% of India's population (approximately 600 mn) will live in urban areas leading to more demand for housing, infrastructure spend, and greater demand for services like healthcare and education in the urban markets³⁸.

Consumption driven by the rising per capita income: Historically, there has been a strong correlation between rising per capita income and increased private consumption in India. From FY 2011-12 to FY 2023-24, the per capita private final consumption expenditure (PFCE)³⁹ grew at a healthy CAGR of 4.8%, consistently accounting for c. 57% of the per capita income, highlighting India's transition into a consumption-driven economy. As incomes rise, households increasingly allocate more resources towards improving their quality of life resulting in greater demand for the aforementioned goods and services (goods such as food, beverages, clothing, footwear, water, electricity, gas and services such as transport, communication, recreation, health, education)⁴⁰, of which PFCE on health and education are the fastest growing segment during the same period.

³⁶ Middle Class as per PRICE-ICE 360° Household surveys is defined as economically secure households with little chance of falling into poverty or vulnerability, earning Rs. 500,000 to Rs. 3,000,000 per household per annum or between Rs. 298 and Rs. 1,770 per person per day (US\$ 12.60-76.16 per person per day in 2021 PPP-adjusted terms). The rich or high income are defined as individuals earning more than Rs. 3,000,000 per household per annum or Rs. 1,770 per person per day (>US\$76.16 per person per day in 2021 PPP-adjusted terms).

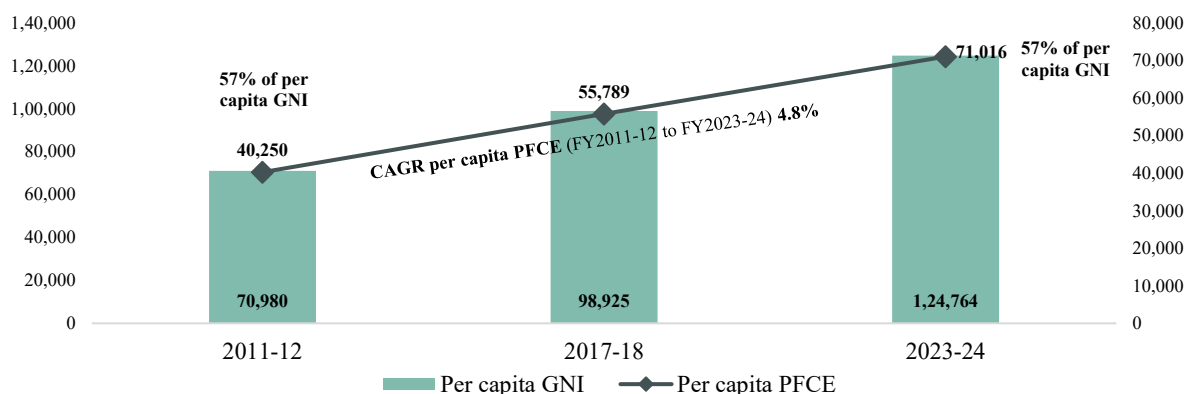
³⁷ World Bank Open Data

³⁸ Primary and secondary education refers to 12 years of schooling and tertiary education refers to higher education pursued after school education.

³⁹ Private final consumption expenditure (PFCE) is defined as the expenditure incurred by the resident households and non-profit institutions serving households (NPISH) on final consumption of goods (such as food, beverages, clothing, footwear, water, electricity, gas) and services (such as transport, communication, recreation, health, education) whether made within or outside the economic territory.

⁴⁰ AISHE report 2011-12 to 2021-22 and UDISE report 2013-14 to 2023-24

Per capita Gross National Income (GNI) in INR and Per capita Private Final Consumption Expenditure (PFCE) in INR at constant 2011 prices: FY 2011-12 to FY 2023-24



Source: National Accounts Statistics, Ministry of Statistics and Programme Implementation, February 2025

Structural reforms by the Indian Government: Over the last decade, the central government has implemented series of measures aimed at improving transparency, facilitating ease of doing business, and fostering overall economic growth. Some of the major initiatives and reforms are as below –

ECONOMIC REFORMS



Jan Dhan, Aadhar, Mobile (JAM) Trinity, 2014

The integration of bank accounts, Aadhaar, and mobile phones, along with streamlined Direct Benefit Transfers (DBT), has significantly enhanced financial inclusion and reduced subsidy leakages.

As of June 2025, more than 550 mn Jan Dhan accounts had been opened, marking a sixteen-fold increase since 2015, with total deposits reaching approximately INR 25,732 bn⁴¹.

Insolvency and Bankruptcy Code (IBC) 2016

To simplify the insolvency process, IBC was introduced to reduce delays, boost recovery rates, and help viable businesses stay afloat, resulting in an average recovery rate of 32% and a liquidation value recovery of 162.8%⁴².

These outcomes significantly outperformed the 5–20% recovery seen under previous mechanisms and contributed to India's improvement in the Ease of Doing Business ranking, rising from 136th in 2016 to 63rd in 2019⁴³.

Unified Payments Interface (UPI), 2016

Before the introduction of UPI, digital payments in India were hindered by complexity, limited bank interoperability, and a strong reliance on cash.

With over 180bn transactions, UPI enables instant bank transfers. The value of transactions surged from INR 1,414 thousand bn in FY 2020-21 to INR 2,330 thousand bn in FY 2024-25, driving widespread adoption and contributing to the formalization of the economy⁴⁴.

Goods and Services Tax, 2017

The Goods and Services Tax (GST) was introduced to reduce complexity web of indirect taxes with a single unified tax system, effectively eliminating cascading tax effects and enhancing cost efficiency. Since its inception, in 2017, the GST collections grew from INR 7,410 bn to INR 22,080 bn in FY 2024-25 at a CAGR of 14.6%⁴⁵.

REFORMS IN MANUFACTURING, INFRASTRUCTURE AND REAL ESTATE SECTOR



Manufacturing reforms since 2014

Launched in 2014, the Make in India initiative and the 2020 Production Linked Incentive (PLI) Scheme have boosted India's manufacturing sector, aided by corporate tax cuts to 22% for domestic firms and 15% for new manufacturers since FY 2019-20. Around 1.2 mn employment were generated under the PLI scheme⁴⁶.

Infrastructure initiatives since 2015

Initiatives such as the Bharatmala Scheme, UDAN Scheme, Sagarmala Project and National Infrastructure Pipeline (NIP) are aimed at enhancing the nation's infrastructure. NIP presently encompasses over 9,666 projects, of which 4,413 (46%) are currently under implementation, and 2,062 (21%) have been completed⁴⁷.

Real Estate Regulatory Authority Act (RERA) 2016

RERA was established to protect buyers' interests by promoting transparency, fairness, and quality standards in the real estate market. It aims to regulate the sector effectively, safeguarding home buyers and encouraging investment.

⁴¹ Pradhan Mantri Jan Dhan Yojana

⁴² PIB release April 2025

⁴³ PIB release on February 2024

⁴⁴ PIB release on March 2025

⁴⁵ PIB release on April 2018 and June 2025

⁴⁶ PIB release on March 2025

⁴⁷ Economic Survey 2023-24

EDUCATION SECTOR REFORMS



Skill India Initiative, 2015

The initiative aims to empower India's youth by equipping them with market-relevant skills to enhance their employability. As a result, India's ranking in the WorldSkills competition improved from 27th in 2015 to 13th in 2024⁴⁸, while the employability of Indian graduates increased from 33.9% in 2014 to 51.3% in 2024⁴⁹.

Samagra Shiksha Abhiyan, 2018

The program integrates school education from pre-primary to class 12, aiming to improve access, infrastructure, and the overall quality of education while promoting digital learning and the development of related infrastructure.

Liberalisation of FDI Policy for education, 2019

The total FDI inflow post-liberalization of FDI policy accounted for 77.8% of cumulative FDI inflows of ~US\$10 bn in India since 2000⁵⁰.

Advent of foreign university campuses in India- like Deakin, Wollongong and University of Southampton

National Education Policy (NEP), 2020

Policy replaces the decades older education policy, with emphasis on skill development, holistic learning, and universal access to education.

Targets 100% Gross Enrolment Ratio (GER) in school education by 2030 and a GER of 50% in higher education by 2035.

Key challenges for the Indian economy

India's recent economic growth, driven by reforms over the past years, has come with its own set of challenges⁵¹:

- **Domestic workforce skill gap:** India needs to ensure its workforce is skilled, educated, and healthy. This includes improving school learning outcomes and public health to support long-term economic productivity. The report titled Creating a Synergy between Education and Skilling – Future of Work advocates for a skill-oriented approach to bridge this gap, highlighting that higher education curricula often fall short of aligning with industry requirements, resulting in a disconnect between academic learning and employability.
- **Trade tariff dynamics and global supply chain:** India's global trade strategy is facing obstacles due to rising protectionism and growing geopolitical tensions. As China shifts toward higher-value manufacturing, India has opportunity to fill the gap in global production. However, to seize this opportunity, India must undertake substantial policy and structural reforms to scale up its manufacturing capabilities and become more integrated into global value chains⁵².
- **Commodity price volatility amidst rising geo- political tensions:** Commodity price fluctuations, largely influenced by geopolitical tensions, have the potential to deeply affect the Indian economy. The RBI's Financial Stability Report 2024 underscores that persistent geopolitical unrest and possible disruptions in global logistics and supply chains present a substantial and immediate threat, with wide-ranging implications for commodity prices, the ongoing disinflation process, and the overall global economic outlook.
- **Challenges from recent US tariffs on India:** The recent imposition of U.S. tariffs—ranging from 25% to 50% on Indian exports—has introduced significant challenges for the Indian economy, particularly in sectors heavily reliant on U.S. markets⁵³. The Economic Survey 2024-25 flagged concerns that these changes could impact key Indian export sectors, including chemicals, machinery, textiles, and electronics.
- **Impact of Artificial Intelligence (AI):** AI is changing the job landscape, especially in service sectors. A recent IMF report says 40% of global jobs are exposed to AI. While AI can boost productivity, it also risks job losses. Developing countries like India need to invest in digital infrastructure and skills to benefit from AI.
- **Global Geopolitical Uncertainty:** It's important to note that ongoing geopolitical tensions across various regions present significant uncertainty, with the potential for rapid escalation. Further, recent increases and proposed changes to international trade tariffs among major economies including India, and geopolitical risk relating to energy prices have added further volatility and uncertainty. Collectively, these factors contribute to elevated risks to global trade and economic stability. The potential impact on the Indian economy remains uncertain, with the possibility of heightened market volatility over the short-to-medium term.

⁴⁸ PIB release on September 2024

⁴⁹ PIB release on October 2024

⁵⁰ Department of Promotion of Industry and Internal Trade data from 2017- 2024

⁵¹ Indian Economy- Past, Present and Future, Department of Economic Affairs, January 2024

⁵² NITI Aayog working paper: India's path to global leadership: Strategic imperatives for Viksit Bharat @ 2047

⁵³ Press Information Bureau, Government of India

EDUCATION INDUSTRY OVERVIEW

The Indian formal education system encompasses both the school education (K–12) and higher education segments (graduate & post graduate education). The K–12 segment includes schools providing education from kindergarten to class 12th, while the higher education segment comprises universities, colleges, and standalone institutions, collectively referred to as Higher Educational Institutions⁵⁴ (HEIs).

India hosts the largest education-seeking population globally with approximately 508 mn in 3-23 years age⁵⁵ as of CY 2023-24, roughly one out of every five individuals in this age group being an Indian⁵⁶. As of Academic Year (AY) 2023-24, India has the estimated Gross Enrolment Ratio (GER) of 58.1%⁵⁷, translating to approximately 295 mn students enrolled across both the K-12 and higher education segments⁵⁸. Further, the Indian education sector is one of the fastest growing sectors in terms of its contribution to Gross Value Added (GVA)⁵⁹ and private consumption expenditure, and further growth could be possible through the aggressive GER targets set by the government in the near to medium term.

The section below elucidates the structure of the education system, the sector's growth, demand drivers, major challenges, and emerging opportunities within the sector.

KEY ATTRIBUTES OF INDIAN EDUCATION INDUSTRY



Largest formal education cohort globally (with ~508 mn in 3-23 age group as of AY 2023-24)



One of the largest school enrolments (~248 mn) as of AY 2023-24 and higher education enrolments (~43 mn) globally as of AY 2021-22



Potential to improve combined GER (K-12 and HEI) as it is estimated to be 58.1% for AY 2023-24



Education is one of the fastest-growing segments, both in services sector and in private household spending in the last decade



Internationalisation of education as foreign universities and school operators are setting up campuses in India



Inadequate capital expenditure (only 3-5% of total Ministry of Education's budgeted expenditure) for infrastructure related investments.

Education System Structure in India

India's education system includes formal education regulated by the Ministry of Education (MoE) and an unregulated non-formal education system such as coaching classes, multimedia schools, vocational training centers and pre-schools. The MoE consists of the Department of School Education, overseeing the 10+2 structure (till class 12th), and the Department of Higher Education, managing post-school education⁶⁰.

The Ministry of Education (MoE) formulated the National Education Policy (NEP) 2020 to overhaul the education system and align it with 21st-century goals⁶¹. NEP 2020 introduces a 5+3+3+4 structure (current 12 years plus additional 3 years in foundational classes)⁶² for school education, replacing the 10+2 structure, and emphasizes early childhood education and holistic development.

⁵⁴ Higher Educational Institutions (HEIs) in India comprises of universities, colleges and standalone institutions (for details refer India higher education overview section of the report)

⁵⁵ 3-17 age group population is from UDISE 2023-24 and 18-23 age group is from AISHE (for AY 2023-24, assumed 18-23 data same as AY 2021-22)

⁵⁶ UN World Population Prospectus, 2024

⁵⁷ For India, the recorded cumulative GER for AY 2021-22 is 68.1% for K-12 and HEI excluding pre-primary school level. For AY 2023-24, the estimated GER of 58.1% for India is low when compared to countries like Australia (GER- 119.1%), China (GER- 88.3%), Indonesia (GER- 82.6%) and UAE (GER- 92.9%). GER data for countries except India are sourced from UNESCO UIS.

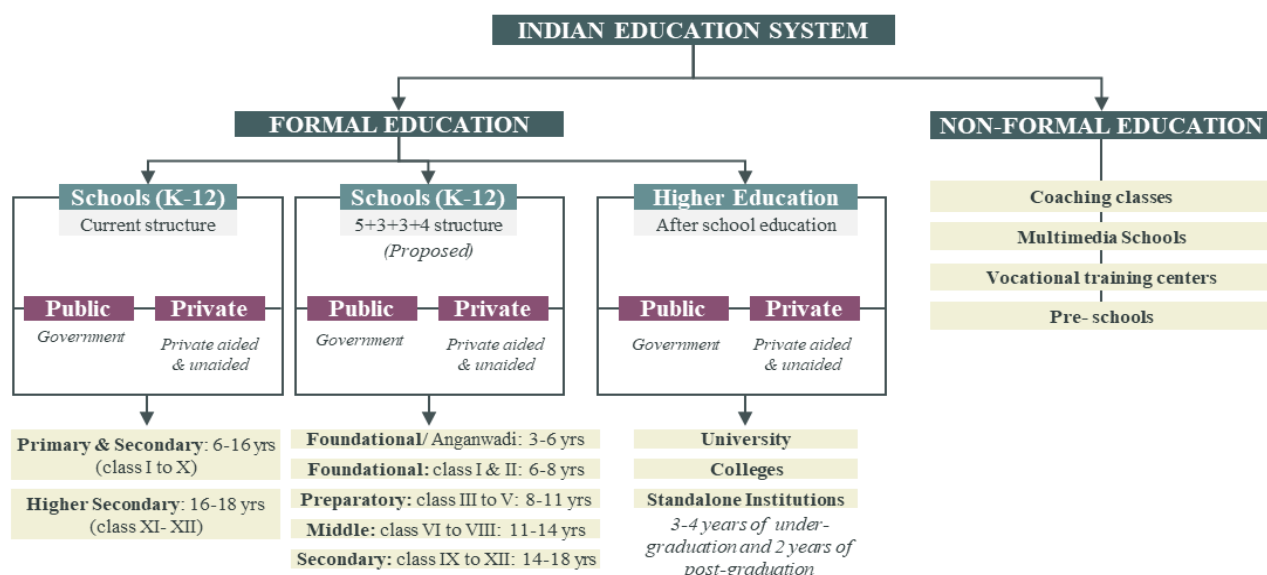
⁵⁸ Figure derived using UDISE Annual reports and AISHE Annual report 2021-22. GER for pre-primary level was considered based on UDISE reported data.

⁵⁹ Gross value added at basic prices: Gross value added at basic prices is defined as output valued at basic prices less intermediate consumption valued at purchasers' prices as per definition by National Accounts Statistics: Manual on Estimation of State and District Income, 2008, MoSPI

⁶⁰ Indian Standard classification of education (InSCED)

⁶¹ National Education Policy NEP 2020

⁶² National Education Policy NEP 2020



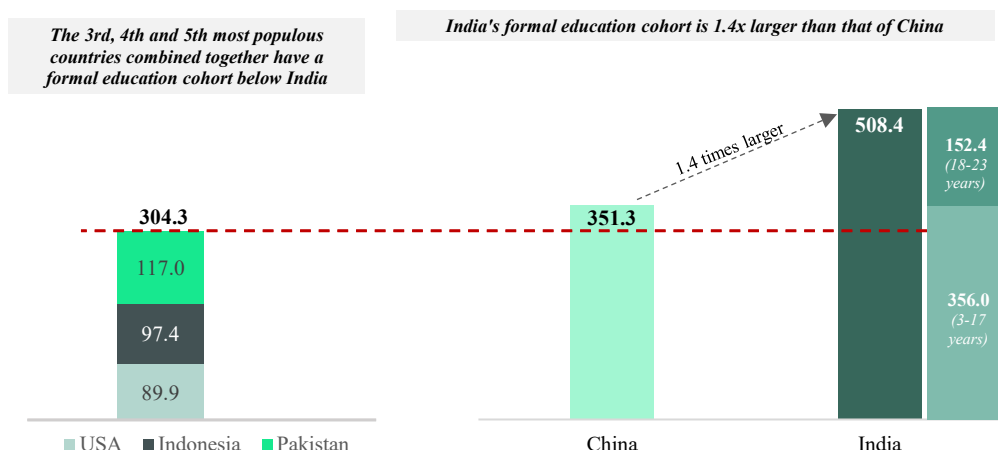
Source: National Education Policy (NEP) 2020, AISHE Annual reports

Note: National Education Policy (NEP) 2020 has been detailed out in subsequent sections for K-12 and Higher Education. As per UDISE, private aided schools are referred to as Government aided schools.

Indian education sector size & trends

Largest formal education cohort globally: India hosts the world's largest education seeking population with approximately 508 million individuals aged 3-23 years as of CY 2023⁶³, comprising of 18% of global population in this age group. India's formal education cohort⁶⁴ is 1.4 times larger than China's and 1.7 times that of the combined formal education cohorts of the next three most populous countries (USA, Indonesia and Pakistan).

Population (mn) in age group 3-23 across top 5 most populous of the world: CY 2023-24



Source: For India 3-17 age group population is from UDISE 2023-24 and 18-23 age group is from AISHE (for AY 2023-24, assumed 18-23 population data same as AY 2021-22); UN World Population Prospectus, 2024 (for other countries)

Note: The formal education cohort/education seeking population is considered as population in 3-23 age for all countries.

Indian education system has one of the largest enrolments and no. of institutions across the world: As of CY 2024, India is the youngest nation among the world's largest economies by gross domestic product ("GDP") and its K-12 education system is the largest globally, with over 248.0 mn students enrolled in 1.47 mn schools as of AY 2023-24. Further, India has the highest number of HEIs (58,642) globally and ranks second to China with 43.3 mn enrolments as of AY 2021-22⁶⁵, (as of AY 2023-24, the estimated enrolments in HEIs of India are approximately 47.2 mn). Despite its large size, the overall GER of 58.1% for AY 2023-24 (GER for K-12 including pre-primary school education is 69.7%, whereas from grade 1 to 12 it is 83.2%⁶⁶ and estimated GER for higher education is 31.0%) indicates significant growth potential as targeted by the government under the NEP 2020. Additionally, the gap between India's formal education cohort (508 mn in 3-23 age group in CY 2023) and students enrolled (295 mn in AY 2023-24) is approximately 213 mn.

⁶³ 3-17 age group population is from UDISE 2023-24 and 18-23 age group is from AISHE (for AY 2023-24, assumed 18-23 data same as AY 2021-22)

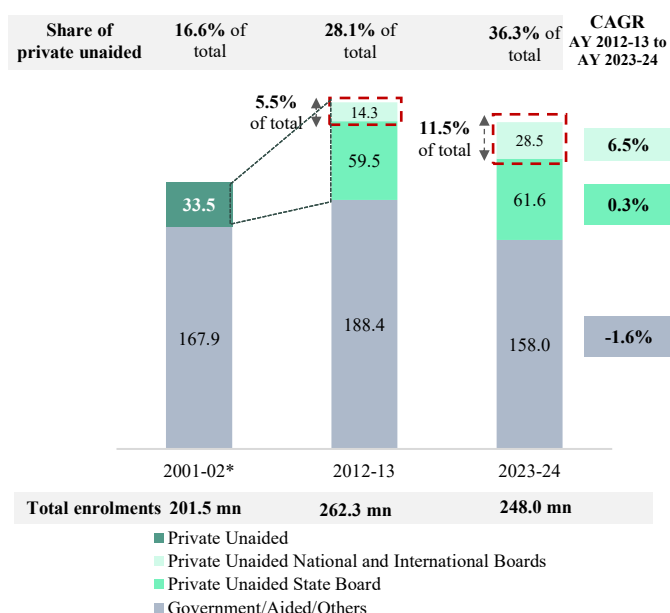
⁶⁴ The formal education cohort in India includes the population aged 5-24, representing those eligible for formal education.

⁶⁵ UNESCO UIS data, 2024

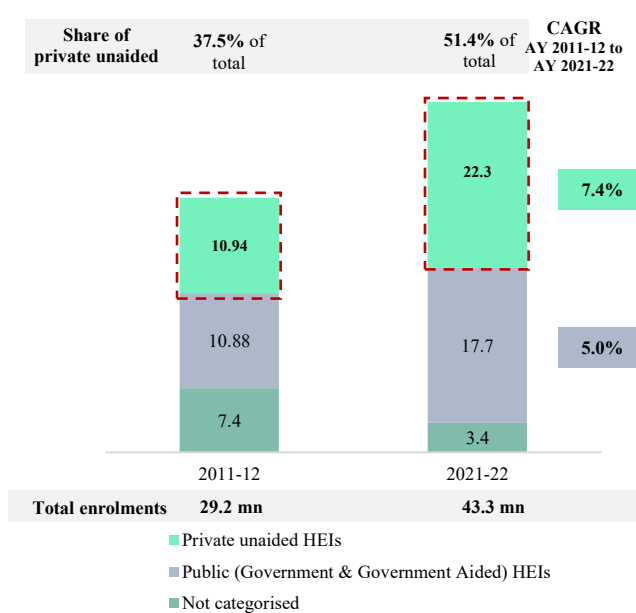
⁶⁶ As per UDISE report, for AY 2022-23 and AY 2023-24, the indicators such as Gross Enrolment Ratio (GER), Net Enrolment Ratio (NER), Dropout rates etc are incomparable with previous years. UDISE data on pre-primary enrolments only includes formal K-12 pre-primary enrolments and does not cover the enrolments in pre-schools.

While the demand for education has been steadily rising, there has been an asymmetrical growth in enrolments between public and private educational institutions both in K-12 and higher education (43.3mn enrolment for AY 2021-22) segments.

Enrolments (mn) in K-12 by management type from AY 2001-02 to AY 2023-24



Enrolments (mn) in Public and Private unaided HEIs from AY 2011-12 to AY 2021-22**



Source: UDISE reports from AY 2013-14 to AY 2023-24 and AISHE annual report from AY 2011-12 to AY 2021-22

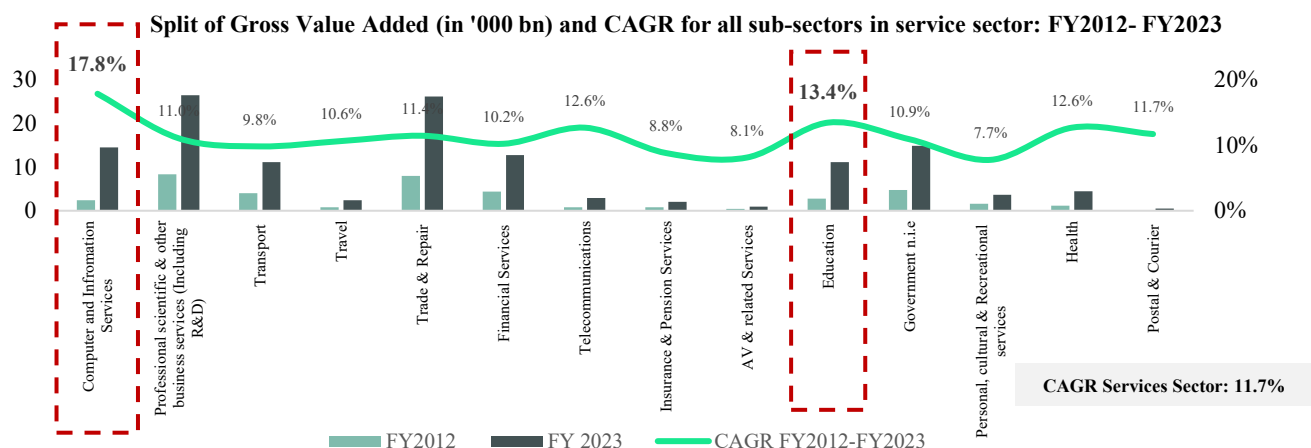
Note: Since higher education enrolment data is available only up to AY 2021-22, the comparison of enrolment growth between K-12 and higher education is limited to that period. For recent enrolment growth in K-12, refer to the subsequent section on “K-12 education segment and Regulation overview in India”.

* Private unaided K-12 enrolment data, categorized by board, is unavailable for AY 2001-02.

**The figures classified as 'not categorised' in higher education encompass enrolments from standalone institutions where data is not disaggregated by type of management, as well as from HEIs that did not respond to the survey.

India's education system is the largest globally in terms of K-12 enrolments and second largest in terms of HEI enrolments as of AY 2023-24 and has witnessed a significant shift to private sector educational institutions over the last two decades. While the overall demand for education in India has consistently grown, the expansion in enrolments varied between public and private institutions across both K-12 and higher education segments. Notably, the contribution of private unaided schools to total enrolments has more than doubled over the past two decades, rising to 36.3% in AY 2023-24, representing 90.0 mn enrolments from 16.6% in AY 2001-02, representing 33.5 mn enrolments. A similar trend is visible in higher education, where the share of private unaided enrolments has increased from 37.5% in 2011 to 51.4% in 2021. This shift reflects robust growth and increasing significance for private unaided education compared to public/ government enrolments within the broader education landscape in India. This is driven by rising aspirations, quality gaps in public education, and growing willingness to pay for better skill and employment outcomes.

One of the fastest growing service sectors in the country: India's education sector was the second fastest growing service sector, achieving a CAGR of 13.4% in Gross Value Added (GVA) between FY 2012- FY 2023, surpassing the overall service sector's CAGR of 11.7% during the same period. This growth is driven by rising private consumption and increased public spending on education. However, the sector witnessed a slowdown in growth on account of pandemic in recent years.

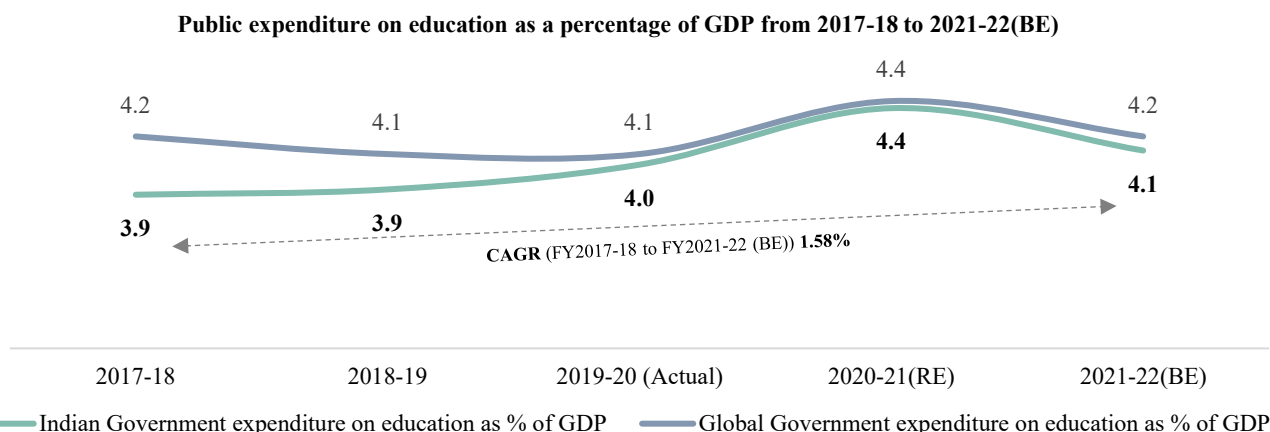


Source: Ministry of Statistics & Programme Implementation, Government of India 2024, Identifying potential service sub-sectors NITI Aayog 2024

Note: The absolute value for GVA of all sub-sectors of service sector is a derived value from MoSPI and NITI Aayog report on Identifying potential service sub-sectors

Education expenditure and income analysis

Public sector spending on Education in India: The total public expenditure on education in India as percentage of GDP has risen by 20 basis points between 2017 and 2021⁶⁷.

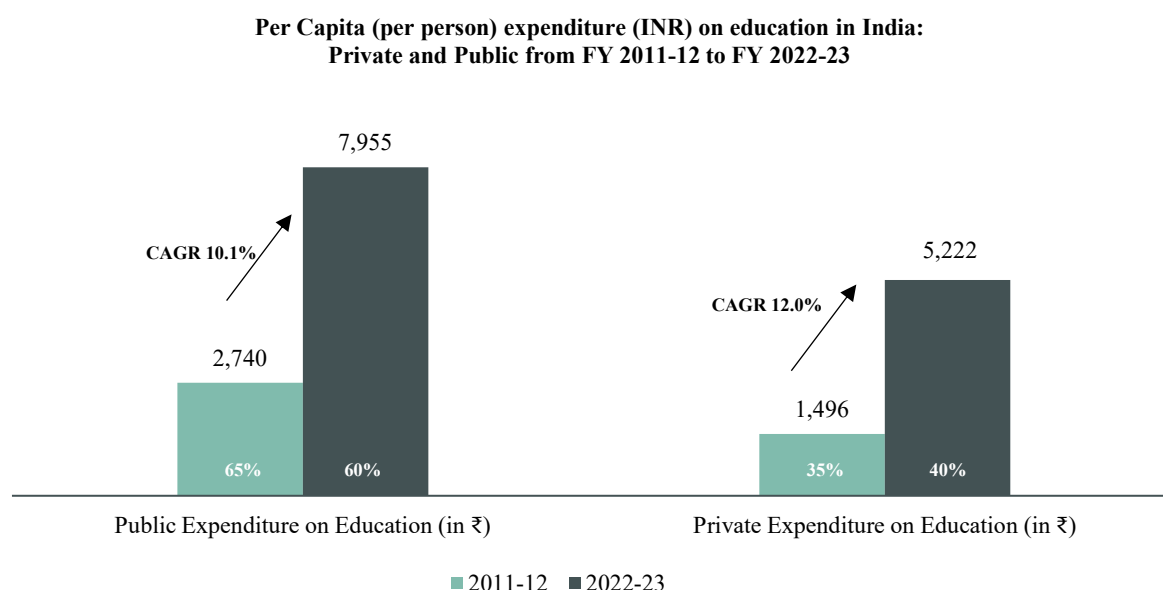


Source: Analysis of budgeted expenditure on education FY 2019-20 to FY 2021-22, Government of India, Ministry of Education, World Bank

Note: Since global data is available only up to the years 2021 and 2022, the India-specific data has also been presented up to the same period for consistency. RE – Revised Estimates, BE – Budget Estimates

In a concerted effort to boost education in the country, India has consistently allocated between 4.1% and 4.6%⁶⁸ of its GDP to education from 2015 to 2024 and is broadly in line with the global average of 4.2%. The National Education Policy 2020 (NEP 2020) envisions a substantial increase in public education expenditure by both the central and state governments to reach 6% of GDP⁶⁹ at the earliest. Approximately 95% to 97% of government education spending is primarily allocated toward administrative costs, teacher training, textbooks, scholarships, and other recurring expenses. In contrast, only 3% to 5% is invested in capital projects, resulting in the private sector predominantly leading the capital expenditure⁶⁹.

Private spending on education in India: The per capita private expenditure has grown faster than the public expenditure on education between 2011-12 and 2022-23 (CAGR of 12.0% v/s 10.1%), resulting in its share increasing from 35% to 40% over the same period.



Source: Indian Public Policy Review, Motkuri & Revathi: Education Expenditure, 2024, National Accounts Statistics (NAS); Reserve Bank of India (RBI); Ministry of Education, Government of India (GoI).

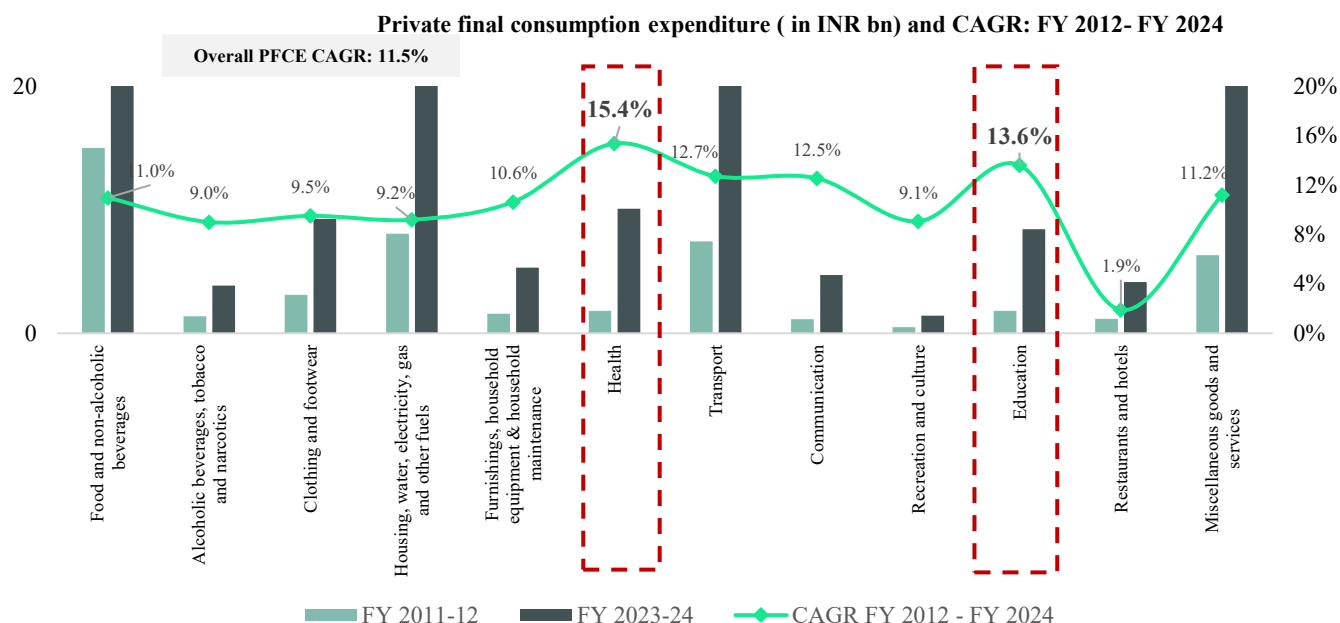
Notes: 1. Values are in INR and in Current Prices; 2. Public – Budget Expenditure on Education by both the Centre and State Governments, as is compiled by Min of Education, GoI 3. Private – PFCE on Education (i.e. households excluding the Government expenditure); 4. Per capita is per person; 5. Till FY 2018-19 figures are actuals and for the year FY 2022-23 figures are projected/extrapolated (forward) by Indian Public Policy Review based on the past growth.

⁶⁷ Analysis of budgeted expenditure on education 2019-20 to 2021-22, Ministry of Education, Government of India (GoI)

⁶⁸ India invests up to 4.6% of GDP in Education from 2015 to 2024

⁶⁹ Budget Allocation for Education, Ministry of Education, Government of India (GoI)

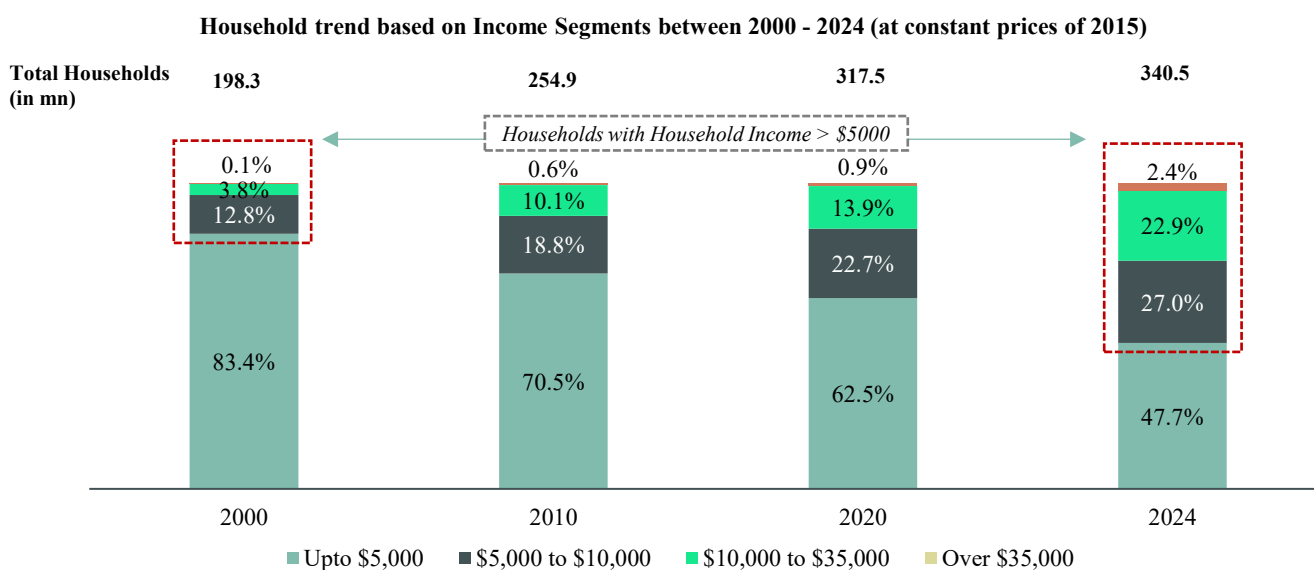
Another metric of private sector spend on education can be seen through the analysis of India's Private Final Consumption Expenditure⁷⁰ (PFCE). The total PFCE has risen from INR 49.1 trillion in FY 2011-12 to INR 181.3 trillion in FY 2023-24. The education sector is highly resilient given its nature of non-discretionary expenditure, and the sector's PFCE has grown at a 13.6% CAGR during FY 2012-24, which is the second fastest after healthcare, surpassing the overall PFCE CAGR of 11.5%.



Source: Ministry of Statistics & Programme Implementation, Government of India, National Accounts Statistics 2024

The private consumption on educational services demonstrated steady growth during both pre and post covid phases. From FY 2011–12 to FY 2019–20, the sector grew at a CAGR of 15%, a pace it sustained through the pandemic (FY 2020–21 to FY 2021–22). Although covid led to a temporary decline in growth (CAGR: -0.03%) during FY 2019–20 to FY 2020–21. In the post-Covid phase (FY 2021–22 to FY 2023–24), growth recovered and accelerated to 16.5%, nearly matching the health sector's 17%. This sustained growth in expenditure highlights the sector's resilience and continued importance despite the disruptions caused by the pandemic.

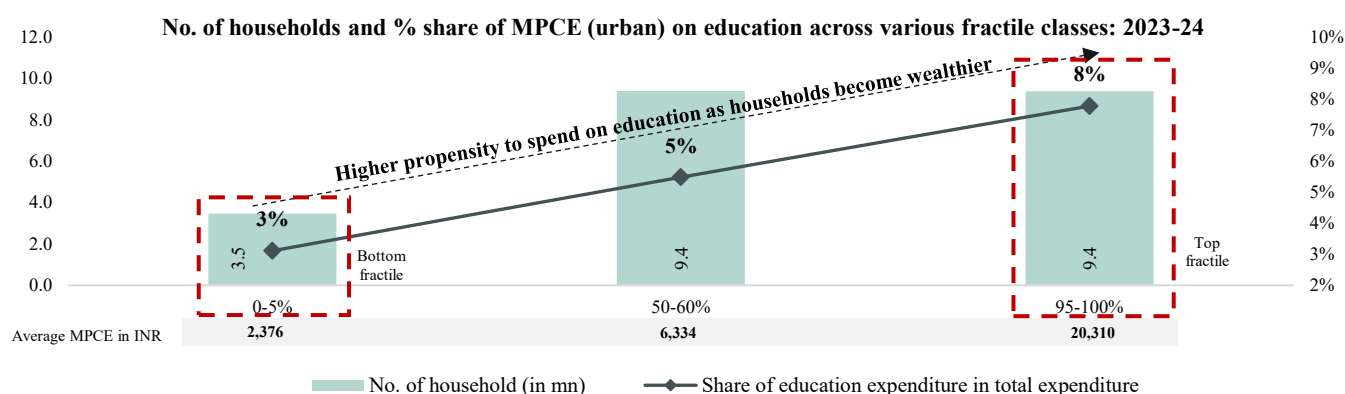
Consistent rise in households earning above US\$ 5,000: Rising incomes have shifted India's household distribution upward, with households earning over US\$5,000 growing fivefold since 2000. Within this, those earning above US\$35,000—key drivers of premium K-12 school demand—rose over 60 times from 0.13 mn to 8.34 mn.



Source: © Oxford Economics Limited [2025]

⁷⁰ As per MoSPI, the Private final consumption expenditure (PFCE) is defined as the expenditure incurred by the resident households and non-profit institutions serving households (NPISH) on final consumption of goods and services, whether made within or outside the economic territory

Household-consumption data further confirms that as incomes rise, household allocations towards education are expected to increase, with the top 5% spending fractile (approximately 9.4 mn households) dedicating 8% of its budget to education, compared to 3% for the bottom fractile, demonstrating higher propensity to spend on education with the rise in income.



Source: Survey on Household Consumption Expenditure FY 2023-24 by National Sample Survey, Ministry of Statistics and Programme implementation

Note: The latest survey on household consumption expenditure (previously known as household consumer expenditure survey) was conducted during the period August 2023 to July 2024.

Demand drivers for Education Sector

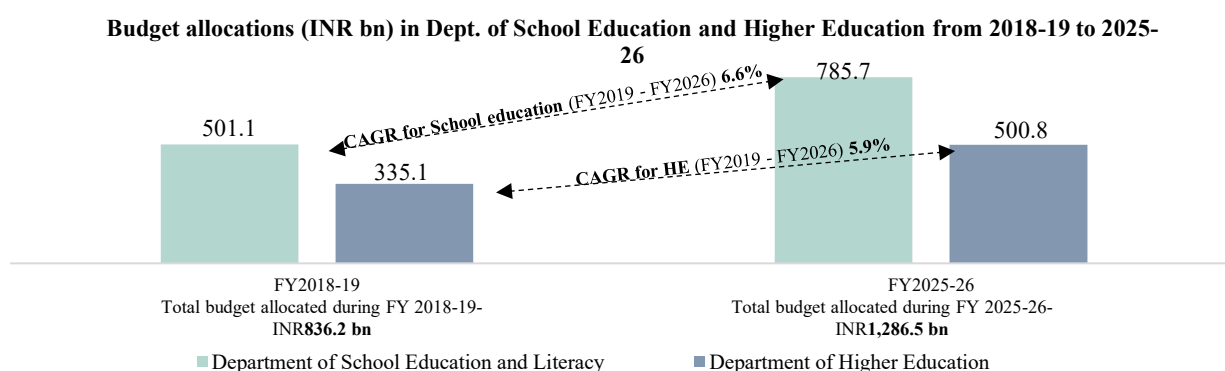
Several factors are driving the growth of investments in the education sector in India, some of which are highlighted below:

i) Favourable demographics, rising demand from growing middle income group and rapid urbanisation: As highlighted in the earlier sections, India has the largest global population within the age bracket of 3-23 years which is still under penetrated from a GER standpoint, and will continue to drive the demand for K-12 school and higher education. Urbanization, rising incomes, and an aspirational middle class are fuelling demand for quality private schooling and increased educational spending.

ii) Government initiatives promoting growth in the education sector: The Government of India, through policies like the National Education Policy (NEP) 2020, is focused on expanding the GERs in both school (from 69.7% in AY 2023-24⁷¹ to 100% GER by 2030 up to higher secondary level) and higher education (estimated 31.0% in AY 2023-24⁷² to 50% GER by 2035) segments. To achieve these goals, there is a need to double the educational network and infrastructure over the next decade.

It is also promoting the internationalisation of education by encouraging foreign universities to establish campuses in India. Complementing these national efforts, several state governments—Maharashtra, Karnataka and Tamil Nadu—have launched initiatives like Edu-City in Navi Mumbai, KWIN City in Bengaluru and Tamil Nadu Knowledge city (TKC) in Tiruvallur to support this objective.

iii) Increasing budget allocation for education sector: The Ministry of Education's budget for FY 2025-26 is INR1,287 bn, the highest to date. This growth in budgetary allocations is expected to boost the overall education sector in the country and also promote public- private partnerships in education sector to develop quality infrastructure facilities.



Source: Government of India, Ministry of Finance, Union Budget from FY2019 to FY2025

Impact of COVID on Education Sector

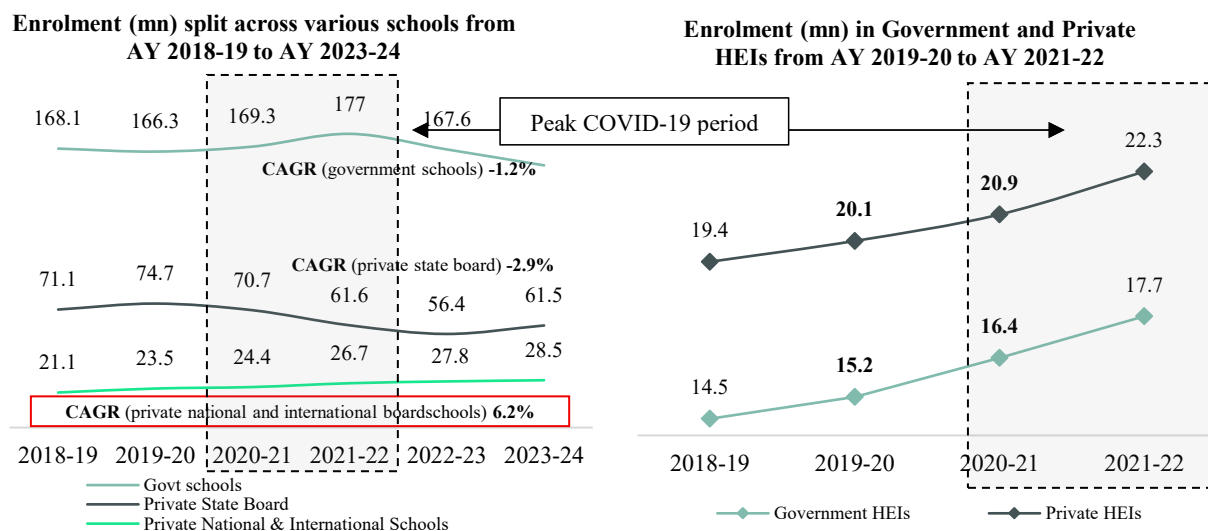
The COVID-19 pandemic accelerated the adoption of digital tools in education, leading to a rapid shift toward virtual learning. However, many schools particularly private unaided institutions affiliated with state board curricula faced significant challenges due to inadequate funding and limited digital literacy among the educators. During the COVID-19 pandemic, there was a noticeable shift in student enrolments from private to government schools, with states such as Uttar Pradesh, Tamil Nadu, Kerala, and Rajasthan particularly witnessing an increase in enrolments in government schools. This shift from private state board schools to government schools during the peak of the COVID-19 period is evidenced during AY 2020-21 and AY 2021-22 in

⁷¹ GER data for school excluding pre- primary classes is 83.2% (including class 1 to class 12)

⁷² Reported GER as per AISHE is 28.4% as of AY 2021-22

the chart below. According to UDISE, the enrolments in state board private schools witnessed a decline from 74.7mn in AY 2019-20 to 61.6mn in AY 2021-22 and government schools witnessed a rise from 166.3mn to 177mn during the same period.

In contrast, UDISE data shows that private unaided schools offering national and international curricula witnessed steady increase in enrolments from through and after the peak COVID-19 period. Their stronger digital infrastructure and operational agility enabled them to adapt more effectively to pandemic-related disruptions, ensuring continuity in education. As a result, even though physical campuses remained closed, national and international board school operators withstood the COVID impact, as enrolments remained strong and the institutions-maintained stability on tuition fee income.



Source: UDISE Annual reports from AY 2018-19 to AY 2023-24 and AISHE Annual reports from AY 2018-19 to AY 2021-22

For higher education, it was observed that the enrolments were less impacted during the COVID vis-à-vis K-12 segment, where the total enrolments grew from 38.5mn in AY 2019-20 to 41.4mn in AY 2020-21 and further reaching 43.3mn in AY 2021-22, witnessing a CAGR of 6% during AY 2019-20 to AY 2021-22. The enrolments in private HEIs (comprising state and deemed private universities and private unaided colleges) grew from 20.1mn in AY 2019-20 to 20.9mn in AY 2020-21, underscoring the sustained growth even during the COVID.

In AY 2020-21, to provide affordable and accessible education during the COVID-19 pandemic, the governments and courts in various states enforced fee restrictions for schools and higher education institutions. Further, due to the closure of campuses and the transition to online learning, many institutions experienced a decline in revenue, particularly from campus-related services like food, transport, and other ancillary income. However, on-campus hostel operators that had contractual agreements with universities with occupancy guarantees / minimum revenue commitments, and were able to sustain their revenues even when students were not utilizing hostel services. At the same time, the closure of physical campuses had led to cost savings from reduced maintenance and operational expenses, which marginally offset the impact on reduced revenue

Post COVID recovery phase of education sector: As COVID-19 restrictions eased post-2022, there was a significant push to return to physical classrooms, recognizing the importance of in-person interactions for students' holistic development. Learning transitioned to a hybrid format, particularly in K-12 schools, with the integration of technological tools like interactive whiteboards/smartboards and digital platforms/apps to enhance engagement with parents and students. To sustain educational continuity through alternative channels during and post pandemic, teachers were provided with enhanced training and upskilling sessions to effectively transition to hybrid modes of teaching⁷³. Educational institutions were also able to increase tuition fees following the lifting of the restrictions imposed during the academic years 2021 and/or 2022 across different jurisdictions

For HEIs, occupancy rates in on-campus student accommodation across all types of HEIs recovered following the pandemic, reaching 56% in AY 2023-24 compared to 51% in AY 2020-21, as HEIs reopened, and students resumed staying in hostels. Occupancy was even higher for private HEIs at approximately 90% during AY 2023-24 from 73% occupancy that was witnessed during AY 2020-21(private HEIs include state and deemed private universities and private unaided colleges). Post COVID, several professional student accommodation operators began offering value-added services with a focus on health and safety. These services include enhanced hygiene and sanitation protocols, contactless service options, emergency assistance and access to medical professionals on call.

Key challenges of the Indian education sector

Inadequate capital infusion: An analysis of the Ministry of Education's budgeted expenditure reports indicates that approximately 95% to 97% of education spending is routed through the revenue account, primarily allocated toward administrative costs, teacher training, textbooks, scholarships, and other recurring expenses. In contrast, only 3% to 5% is

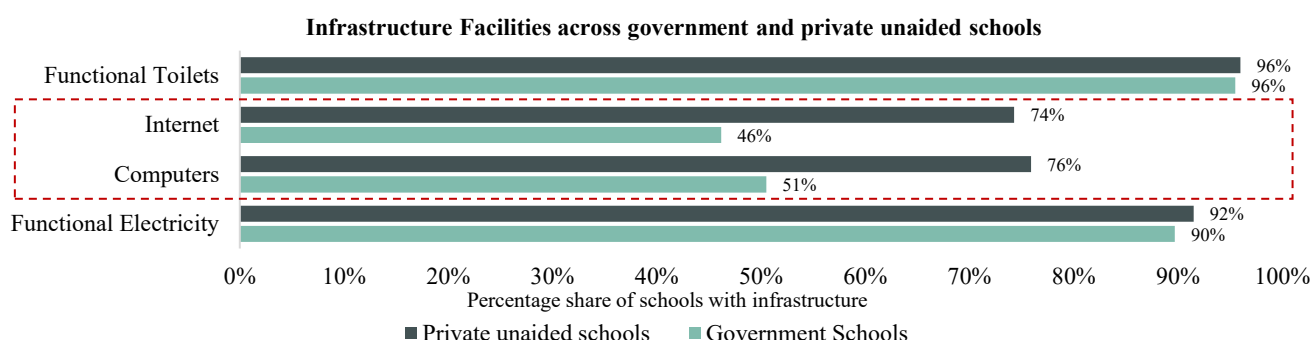
⁷³ India Report Digital Education- Ministry of Education 2021

directed to the capital expenditure, significantly limiting the scope for infrastructure-related investments. This could likely increase the reliance on the private sector investments to drive growth.

Key challenges in K-12 Segment

i) Limited digital infrastructure in government schools: The UDISE 2023-24 report highlights significant gaps in digital infrastructure in government schools across India. The report “Implementations in Private Schools” by the Department of School Education and Literacy highlights that Information and Communication Technology (ICT) use is not widespread in government schools. It also recommends that private schools implement advanced ICT solutions, including self-learning tools, assessment services, and content delivery platforms.

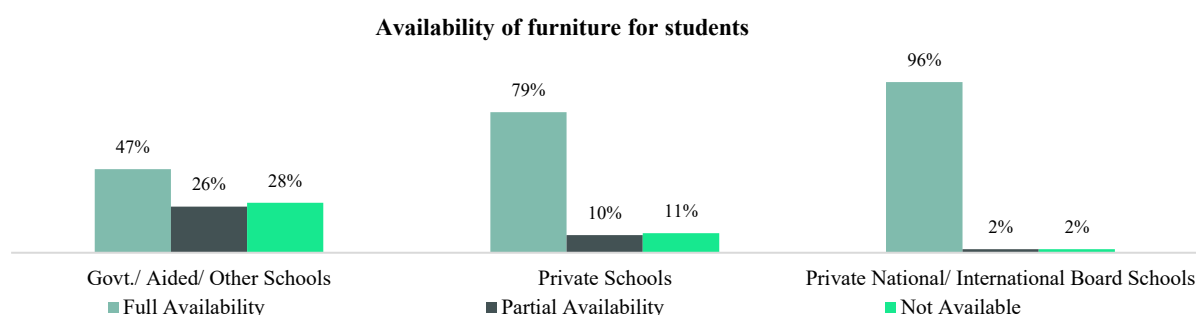
Further, private schools in India generally have more modern infrastructure than government schools, with amenities such as internet and computers. According to the UDISE 2023-24, the proportion of schools with internet and computers in government schools was 46% and 51%, compared to 74% and 76% respectively in private schools as represented in the graph below:



Source: UDISE Report 2023-24

ii) Lack of quality physical infrastructure:

- Playground Infrastructure:** The data below shows that only 70% of government/ government aided schools and 85% of private unaided schools have access to a playground. However, within the private unaided schools, 98% of the schools offering national/ international board curriculum are equipped with a proper playground facility reflecting alignment with the demands for quality infrastructure.
- Classroom Infrastructure:** 96% of private national/ international curriculum schools report full furniture availability as against only 79% of other private unaided schools and a meagre 47% for government/ government aided/ Other Schools.



Source: UDISE 2023-24

Key challenges in Higher Education segment

i) Absence of skill-based approach in curriculum in HEIs: The curriculum in higher education often fails to meet industry needs, creating a gap between education and employability. The report 'Creating a Synergy between Education and Skilling - Future of Work' suggests adopting a skill-based approach to address this gap⁷⁴.

ii) Challenges in governance of Indian HEIs: The regulatory framework for higher education involves multiple stakeholders with overlapping jurisdictions, with over 15 regulatory bodies overseeing the higher education institutions (HEIs) which will be replaced by a unified regulatory body- Higher Education Commission of India, as proposed in National Education Policy 2020.

iii) Lack of quality academic infrastructure: There is a lack of quality in academic infrastructure across many State Public Universities (SPUs) in India both in physical and digital infrastructure. This may also lead to reduced quality of research and development activities in such universities. The key contributor for this infrastructure gap is the constraint in funding in SPUs in India across many states⁷⁵.

⁷⁴ Creating a Synergy between Education and Skilling - Future of Work- Akhil Bhartiya Shiksha Samagam 2023

⁷⁵ Expanding Quality Higher Education through States and State Public Universities

iv) Shortage of faculty and staff: State Public Universities (SPUs) are facing a faculty shortage, further aggravated by delays in finalizing recruitment rules, making it difficult to maintain an optimal pupil-teacher ratio⁷⁶.

v) Limited presence of higher educational institutions in top global universities: As per the Quacquarelli Symonds (QS) world ranking 2025, only two Indian universities feature in the top 200 universities across the world while USA leads with 38 institutions featured in the top 200 rankings, followed by the United Kingdom with 27 and Australia with 15.

Emerging trend in the Indian education sector

India's education sector is experiencing profound changes, fueled by technological innovations, policy changes, and shifting societal demands. Simultaneously, there is an increasing global and domestic emphasis on sustainability and environmentally responsible development, particularly in the real estate and infrastructure sectors. Further, as part of regulatory policy shifts or institutional mandates, green building norms may become mandatory, particularly for projects involving public or private institutions. Some of the key trends that are shaping the future of education in India are outlined below:

Emerging trends in the K-12 segment

i) Emergence of international curriculum schools in India: Private schools offering international curricula viz. IB and CIE started meaningfully only in the last decade. The number of private schools affiliated with boards like IB⁷⁷ and CIE⁷⁸ increased approximately 3 times from 315 in AY 2012-13 to 938 in AY 2024- 25, with a CAGR of 9.5%⁷⁹.

ii) Emergence of international pre-schools and K-12 school chains in India: Post-pandemic, there has been a noticeable increase in demand for organized preschool chains in India. International operators have entered the market and are expanding gradually in cities like Bengaluru and Gurugram, reflecting a shift toward structured early education offerings.

Also, there is an increasing presence of reputed foreign operators such as International Schools Partnerships (ISP), Nord Anglia, Cognita and Global School Foundation, as well as renowned institutions from the UK like Harrow, Wellington College, and Shrewsbury entering the Indian market through strategic partnerships with notable local partners like Amity group, Jagran Social Welfare Society, and Unison Group among others.

Emerging trends in Higher education segment

i) Internationalisation of higher education and global collaborations: Efforts to internationalize India's education system include attracting foreign universities and students, making the education system self-reliant and globally compliant⁸⁰. Key regulations—such as the 2022 establishment of the International Financial Services Centres Authority (IFSCA) to facilitate foreign campuses in GIFT City, the University Grants Commission's 2023 rules for foreign higher education institutions, and NITI Aayog's 2024 Edu-City initiative now allows foreign universities to set up campuses in India. As a result, 15 universities have been approved to set-up their campuses in India. Some of the foreign universities setting up campuses in India include Deakin University, University of Wollongong, University of Southampton, University of Liverpool and University of York, UK (for details refer to section 'HIGHER EDUCATION SEGMENT IN INDIA').

ii) Increasing use of technology in education sector: Adaptive learning platforms offer personalized education, while online courses and Learning Management Systems (LMS) in higher education provide flexible learning options, allowing students to study at their own pace and from any location.

iii) Emergence of public private partnerships in developing infrastructure facilities for educational institutions: The Public Private Partnership (PPP) model is being implemented at institutions like IIT Madras, IIM Udaipur, IIT Hyderabad and IIIT Nagpur to modernize student hostels. Under the Design, Build, Finance, Operate and Transfer (DBFOT)⁸¹ framework, private partners handle construction and maintenance, with government viability gap funding ensuring financial feasibility. Concession periods range from 22 to 30 years, promoting long-term private sector commitment and improved services, including maintenance, sanitation, and additional amenities⁸².

⁷⁶ Expanding Quality Higher Education through States and State Public Universities

⁷⁷ IB- International Baccalaureate, "is continuum of programmes that are designed to develop well-rounded individuals who can respond to today's challenges with optimism and an open mind"- from IB official website

⁷⁸ CIE- Cambridge International Education "offers five stages of education from age 3 to 19, leading seamlessly from early years to pre-university"- from CIE official website

⁷⁹ Data from websites of private school boards in the period 2010- 2025

⁸⁰ National Education Policy 2020

⁸¹ The DBFOT (Design-Build-Finance-Operate-Transfer) model is a Public-Private Partnership (PPP) approach where a private entity designs, builds, finances, and operates a project for a specified period, then transfers ownership to the government at the end of the concession period.

⁸² Infrastructure support and Development Division, Dept. of Economic Affairs, Govt. of India

MODULE A: K-12 EDUCATION SEGMENT

GLOBAL OVERVIEW

The global K-12 education sector has witnessed steady growth over the past decade, with varying levels of market share and enrolment patterns across the regions. India has emerged as a key global K-12 education hub with approx. 1/6th share in the total global enrolments as of AY 2023-24, driven by a growing middle class with rising per capita income.

Further, a comparative analysis of global board (International Baccalaureate-IB) fee trends reveals the market's potential, as rising per capita and a growing preference for a global curriculum increase affordability and demand.

KEY ATTRIBUTES OF INDIAN K-12 EDUCATION: COMPARED TO GLOBAL TRENDS



Largest K-12 education system in the world based on enrolments (248 mn) and number of schools as of AY 2023-24 (1.47 mn)



Largest private K-12 market in the world in terms of private schools (0.33 mn) and enrolments as of AY 2023-24 (90.0 mn)



As India grows, greater investment in modern and spacious national and international board schools could help alignment with Global Education Standards

K-12 education share across global education hubs

According to UNESCO, the global enrolment in K-12 education reached approximately 1,615 mn students in AY 2023-24, up from 1,207 mn in AY 2000-01. India accounted for the largest share, with approximate overall enrolments of 248 mn in AY 2023-24, representing about 15% share of the total global enrolments.

Review of select global K-12 education hubs

To assess India's standing in the global K-12 education landscape, a comparative analysis was conducted involving six countries. These countries were selected based on four key indicators that significantly influence the scale of K-12 education systems.

These indicators include:



India's performance on these parameters offers a comprehensive picture of its relative scale, reach, and potential in comparison with other global education hubs. This comparative framework helps in highlighting both the strengths, weaknesses and areas of opportunity within the India's K-12 education sector.

Prominent countries such as **USA, Australia, UK, China, Indonesia and United Arab Emirates** were shortlisted for comparison. As per the latest data reported by UNESCO Institute for Statistics for AY 2022-23, the shortlisted countries including India accounted for approximately 40% of world's total enrolments and approximately 40% of world's total school age population.

The table below highlights the keys statistics across selected education hubs:

Disclaimer: It is important to note, that whilst the data contained in this table has been sourced from official government sources within each respective country, the definitions and parameters adopted may change between locations, and different assumptions and methods of collating the information may result in data being difficult to accurately compare and introducing significant uncertainty into comparisons between education hubs. On this basis, this information should only be used as a guide, and not a comprehensive comparison between each country.

Developed & Developing Countries						Portfolio Countries	
Parameters	USA (2022-23)	Australia (2022-23)	UK (2022-23)	China (2022-23)	Indonesia (2022-23)	UAE ⁸³ (2023-24)	India (2023-24)
Per Capita Income per annum in US\$	77,247	65,078	45,564	12,663	4,788	52,977	2,485
Total Schools (Nos.)	1,28,479	9,614	32,172	5,15,479	3,15,321	958	14,71,891

⁸³ The UAE has been included in the comparison of global education hubs due to the presence of the client's portfolio there.

Parameters	USA (2022-23)	Australia (2022-23)	UK (2022-23)	China (2022-23)	Indonesia (2022-23)	UAE ⁸³ (2023-24)	India (2023-24)
Total Private Schools (Nos.)	29,091	1,149	2,556	177,477	144,980	403	3,31,108
% of Private Schools	22.6%	12.0%*	7.9%	34.4%	46.0%	42.1%	22.5%
Total Student Enrolment-K-12 (in mn)	57.0	5.4	12.8	249.8	60.5	1.7	248.0
Private Enrolment as a % of Total Enrolment	13.3%	15.9%*	**	18.8%	38.6%	75.1%	36.3%
School Age population K-12 (in mn)	61.7	4.8	11.8	259.4	66.3	1.6	356.0
Gross Enrolment Ratio****	92.3%	112.4%	108.6%	96.3%	91.3%	102.5%	69.7%***
Expenditure on education as % of GDP	5.4%	5.2%	4.9%	3.4%	0.8%	3.9% (2021-22)	4.1% (2022-23)

Source: UNESCO Institute for Statistics (UIS), 2024, U.S. Department of Education. Institute of Education Sciences, BPS-Statistics Indonesia, Ministry of Education of the People's Republic of China, Emirates Schools Establishment, Australian Bureau of Statistics, GOV.UK, UDISE – Ministry of Education, Government of India, CBRE

* - The data on private schools for Australia includes only Independent Schools. Catholic schools are not a part of this dataset although commonly are referred to as Private Schools.

** - The private enrolments data of UK is ambiguous and hence excluded in the table.

*** - GER for India has been derived from UDISE report 2023-24 including pre-primary enrolments. Please note that the UDISE data on pre-primary enrolments only includes formal K-12 pre-primary enrolments. In addition, GER is 83.2% (for grade 1 to 12) comprising of primary to higher secondary level as of AY 2023-24 as per UDISE data.

**** - GER is defined as number of pupils (or students) enrolled in a given level of education regardless of age expressed as percentage of the population of the age group which officially corresponds to the given level of education. GER can exceed 100% due to the inclusion of over-aged and under-aged pupils/students because of early or late entrants, and grade repetition.

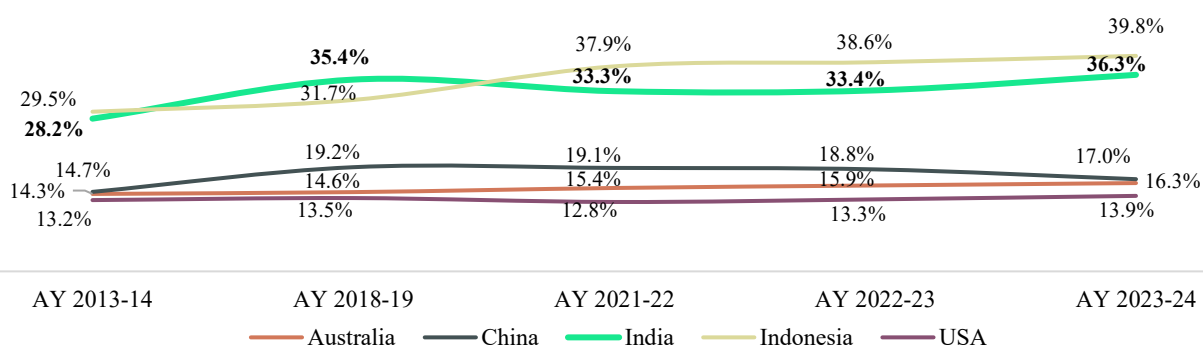
Note: School Age Population (Pre Primary, Primary and Secondary School age data as per UIS) considers Pre Primary School age, Primary school age and Secondary school age population and Total Student Enrolment (2022) considers Pre Primary, Primary and Secondary Enrolments; however, if the total student enrolments exceed the school-age population, it might be due to the enrolment of older students or students repeating a particular grade.

Private enrolments growth in the last decade in selected K-12 global hubs

India has seen a rise in total private school enrolments, increasing from 28.2% in AY 2013-14 to 36.3% in AY 2023-24, indicating a gradual shift toward private education over the years. Further, Indonesia as a developing economy has also experienced an increase, moving from 29.5% in AY 2013-14 to 39.8% of total school enrolments in AY 2023-24. During and after the COVID-19 pandemic, India has demonstrated resilience in maintaining a stable share of private school enrolments. In fact, enrolment levels have since rebounded, reaching the highest recorded percentage to date.

For other countries as shown in the graph, the share of private school enrolment has either remained stable or has marginally grown over the same period.

Share of private enrolments from AY 2013-14 to AY 2023-24

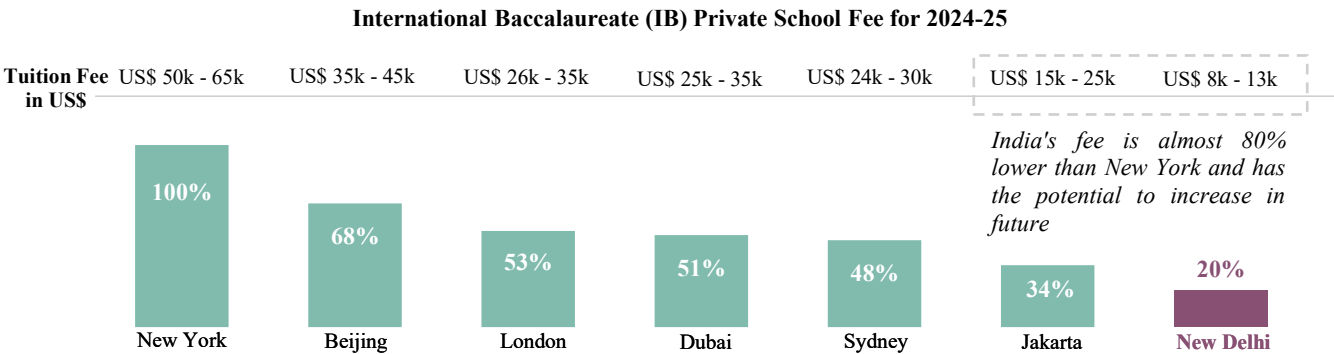


Source: UNESCO Institute for Statistics (UIS), U.S. Department of Education. Institute of Education Sciences, BPS-Statistics Indonesia, Ministry of Education of the People's Republic of China, Australian Bureau of Statistics, UDISE – Ministry of Education, Government of India, CBRE

Note: Due to data limitation AY 2014-15 data is considered for USA. The data on private schools for Australia includes only Independent Schools. Catholic schools are not a part of this dataset

IB Board School Tuition Fee Overview: Selected Global K-12 Hubs Cities

The International Baccalaureate (IB) school tuition fee trend reflects private education market dynamics across key cities globally. Typically, higher fees are observed in developed world cities viz. New York, London and Sydney, when compared to cities in Asia viz. Jakarta and New Delhi.



Source: CBRE
Note: The tuition fee is the average tuition fee for grade 6 to 8 from the selected IB schools of each city across the selected countries. The currency conversion rate used is INR 87 as of March 2025.

New Delhi’s (India) current IB private school fee is significantly lower when benchmarked against the New York, which is indexed at 100%. Beijing stands at 68%, Jakarta at 34%, and New Delhi at 20%. This suggests that cities in India are in the early stages of development of the international curricula K-12 market. With a growing upper middle-income population and a steady shift toward global curricula, India could represent a potential market for expansion and investment in international curricula education.

K-12 Infrastructure benchmarking and India’s consideration for growth

The comparative data highlights disparities between India and developed countries norms on three key K-12 infrastructure metrics:

Metric	Developed Countries	India (CBSE)
Classroom Area per Student	20 - 31 sft	min. 10 sft
Total Classroom Area	538 - 653 sft	500 sft
Typical Class Size	23 - 30 students	40 students

Source: Design Manual-Government of Abu Dhabi, Planning for Education-U.S. Department of Education, Building Bulletin 103-Department for Education UK, Class Size Policy-Australian Capital Territory (ACT), Central Board of Secondary Education (CBSE) India
Note: Developed countries considered: USA, UK, Australia & Abu Dhabi (UAE)
In India, CBSE norms are widely considered the standard for school infrastructure, as nearly 85% of private unaided schools under national and international boards follow the CBSE curriculum, and majority central government funded schools are CBSE-affiliated. However, private unaided schools affiliated with state boards often do not have clear or consistently enforced infrastructure guidelines.

India’s K-12 Infrastructure Gap:

- Undersized & overcrowded classrooms:** Indian classrooms are approximately 25–30% smaller and accommodate 30–40% more students than global norms, impacting student focus, safety, and learning quality.
- Learning outcomes at risk:** High student density limits individual teacher attention, leading to weaker academic performance and reduced student engagement.
- Capital-Intensive upgradation needed:** Bridging this gap requires significant investment in expanding classroom space, lowering student-teacher ratios, and upgrading facilities

Transitioning ahead

The previous section highlights India’s growing prominence as a global K-12 education hub, with growth potential driven by large student demographics along with rising per capita income. The next section delves into the structure of India’s private unaided K-12 sector, analyzing growth trends across public and private schools, various education boards, and the potential expansion of this segment in India.

K-12 EDUCATION SEGMENT & REGULATORY FRAMEWORK IN INDIA

India's K-12 education system is among the world's largest with over 248.0 mn students (including pre-primary as per UDISE) studying in 1.47 mn schools across public and private sectors during AY 2023-24. It features diverse curricula, including state, national and international boards. Private unaided schools affiliated to national and international boards have expanded steadily, driven by growing demand for quality education, urbanisation, and better physical infrastructure. The National Education Policy (NEP) 2020 signals a major shift towards holistic, flexible, and technology-enabled education. For those entering the sector, a clear understanding of regulatory framework, affiliations, and policies are essential.

KEY ATTRIBUTES OF K-12 SEGMENT & REGULATORY FRAMEWORK IN INDIA



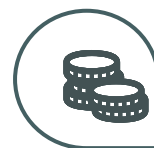
Significant growth at CAGR 6.5% from AY 2013 to AY 2024 in enrolments in private unaided schools affiliated to National Boards



International Board-affiliated schools are outpacing global growth with CAGR of 9.4% from AY 2013 to AY 2024, signalling rising demand for globally recognised education in India



India is targeting to achieve 100% GER up to higher secondary level by 2030 from estimated GER of 69.7% in AY 2023-24



Steady fee growth in private unaided national board schools driven by quality infrastructure and education offerings



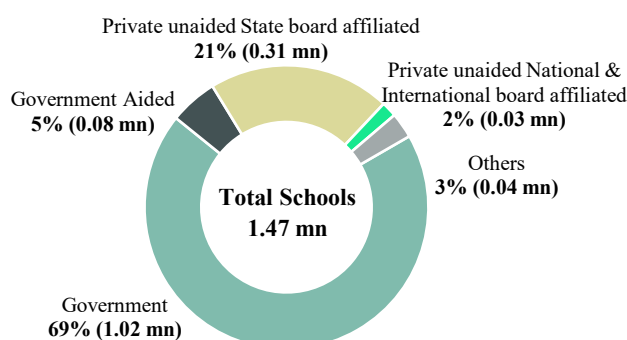
Conducive regulatory environment makes the sector private investment friendly

Overview of K-12 school types and enrolments in India

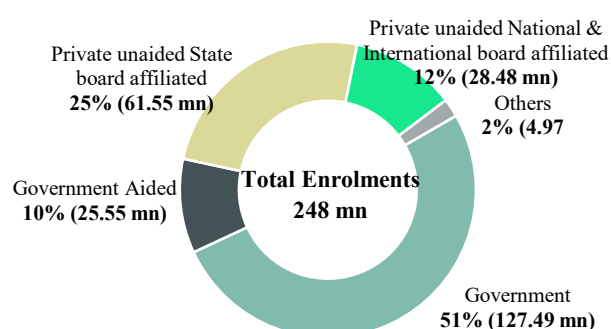
In India, schools are classified into four broad management categories⁸⁴: Government Schools⁸⁵, Government Aided Schools⁸⁶, Private Unaided Schools⁸⁷ (private unaided category is further classified based on the board affiliation) and Other Schools⁸⁸. For the purpose of this Industry Report, the focus segment would be Private Unaided Schools with national and international boards.

The following graphs depict the share of schools and enrolments in different management categories:

Number of Schools By Management AY 2023-24



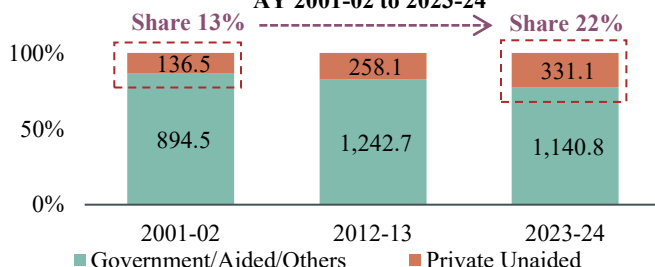
Number of Enrolments By Management AY 2023-24



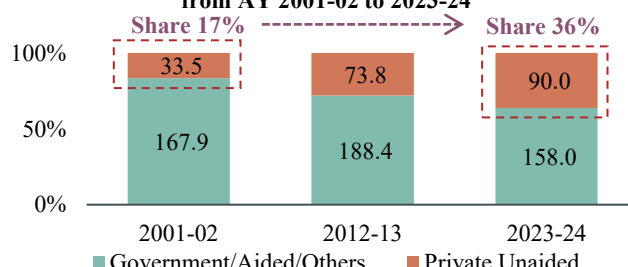
Source: UDISE Report 2023-24 – Ministry of Education, Government of India

There has been a steady shift in preference over the years from government/aided/other schools to private unaided schools as evidenced in the graphs below:

No. of Schools (in '000) by Management Type from AY 2001-02 to 2023-24



No. of Enrolments (in mn) by Management Type from AY 2001-02 to 2023-24



Source: Seventh All India School Education Survey 2002 - National Council of Educational Research and Training, UDISE Report 2023-24 – Ministry of Education, Government of India

⁸⁴ As per Ministry of Education, Government of India, UDISE reports

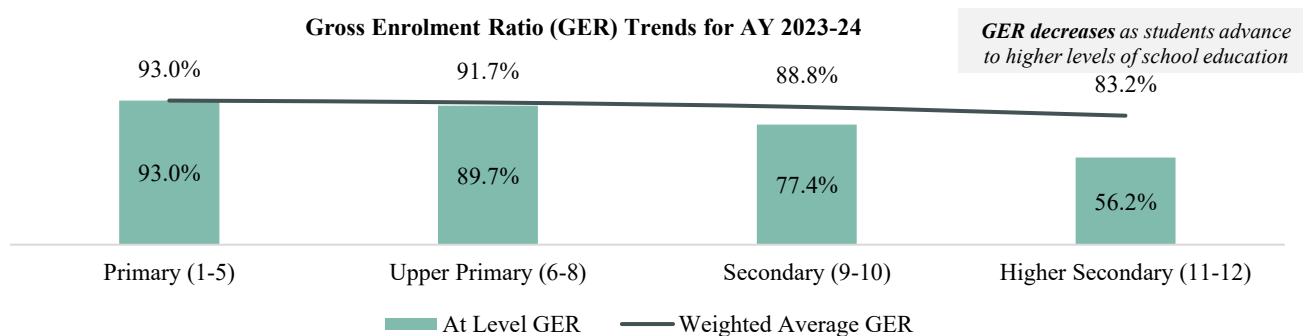
⁸⁵ Government schools are the schools run by state/central government or public sector undertaking and completely financed by the government.

⁸⁶ Government Aided schools are the schools run by individual or private organization and receives grant from government or local body.

⁸⁷ Private unaided schools are the recognised private schools by UDISE and managed by individuals or private organizations without receiving any financial assistance from the government or local authorities.

⁸⁸ Other schools as per UDISE are the unrecognised schools and madrasas (recognised by madrasa/wakf board, unrecognised madrasa, and aided madrasa)

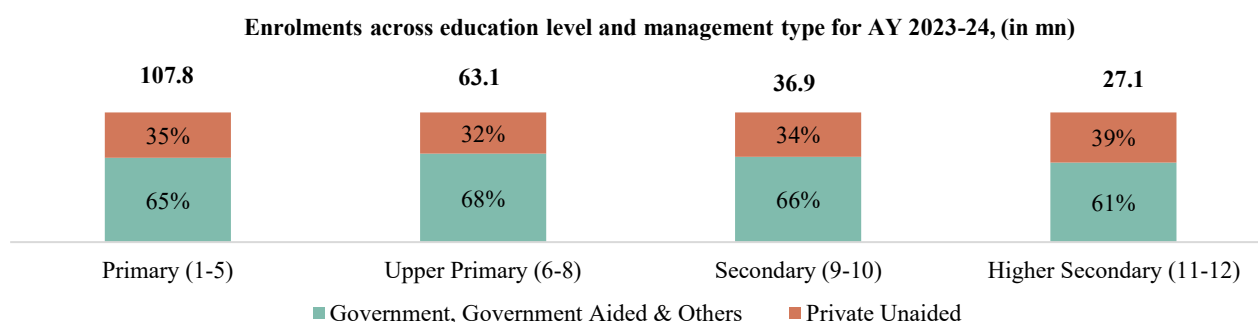
Gross Enrolment Ratio (GER): Gross Enrolment Ratio (GER) measures the enrolment at a specific level of education relative to the population of the age group that is most appropriate for that level.



Source: UDISE Report 2023-24 – Ministry of Education, Government of India; CBRE

According to the National Education Policy (NEP) 2020, the decline in the GER at higher educational levels is primarily due to the lack of good quality schools, inadequate and limited access to education in higher grades. To address this issue, NEP 2020 aims to focus on infrastructure such as sufficient well-trained teachers and increased student participation to achieve a 100% GER from pre-primary to higher secondary level, by 2030.⁸⁹ Currently, the weighted average GER from pre-primary to higher secondary level stands at approximately 69.7% with 248.0 mn enrolments (whereas GER is 83.2% for primary to higher secondary level with 235.0 mn enrolments) The policy aims to reach 100% GER, with projected enrolments of approximate 340⁹⁰ mn (from pre-primary to higher secondary level/age group 3-17) by 2030.

Note: GER for pre-primary is derived based on the relevant enrolments and 3-5 years population data as per UDISE and it does not include enrolments in pre-schools in the pre-primary data set. Hence currently out of 73.7 mn 3-5 age population only 13.1 mn enrolments in pre-primary are presented in UDISE.



Source: UDISE Report 2023-24 – Ministry of Education, Government of India

As of AY 2023-24, the GER stood at 77.4% for secondary and 56.2% for higher-secondary education, highlighting notable under penetration as students' progress to higher levels of study. While the GER is decreasing as the level of education increases, private unaided schools are having relatively increasing share of 39% at higher secondary level.

Evolution of private K-12 schools in India

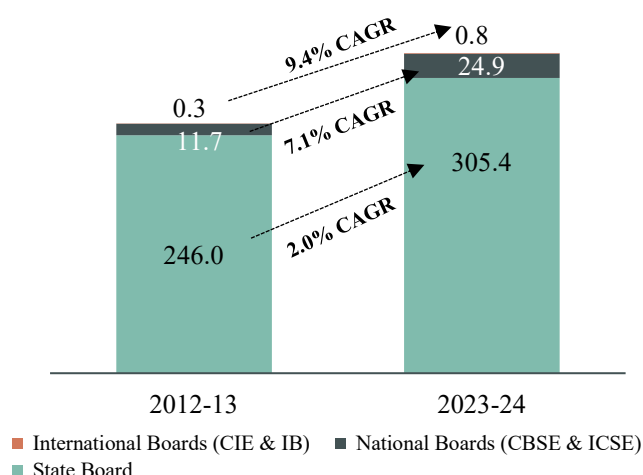


Over the last few decades, school education in India has evolved with evidence showing a gradual shift of preference from public to private education. Further, amongst private unaided schools, those following Central Board of Secondary Education (CBSE) and Indian Certificate of Secondary Education (ICSE) curricula are considered to provide superior quality of education and infrastructure. Recently, schools offering international curricula viz. International Baccalaureate (IB) and Cambridge International Examinations (CIE) are gaining popularity especially amongst the upper end of economic segments of the households as it is perceived to provide a differentiated and a more globally aligned pedagogy compared to conventional national curricula. This shift represents how families are looking for better quality, global standards, and modern learning environments for their children.

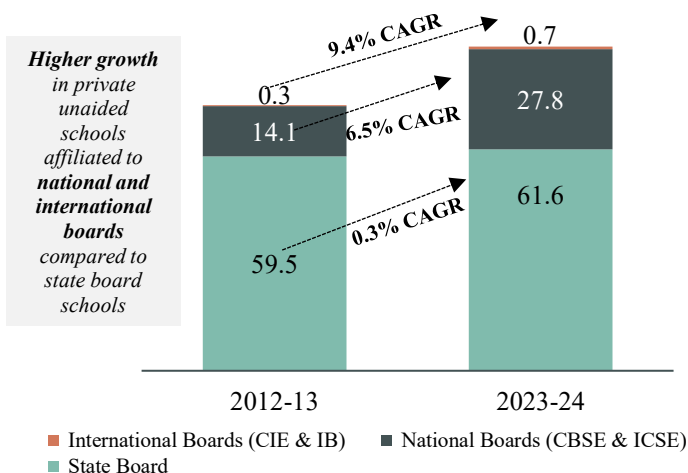
⁸⁹ National Education Policy (NEP) 2020; secondary is considered till grade 12 as per NEP

⁹⁰ Estimate based on Population Projections for India and States (2011-2036), Ministry of Health & Family Welfare, Government of India

Private Unaided Schools (in 000's) (Boardwise)



Private Unaided Enrolments (in mn) (Boardwise)

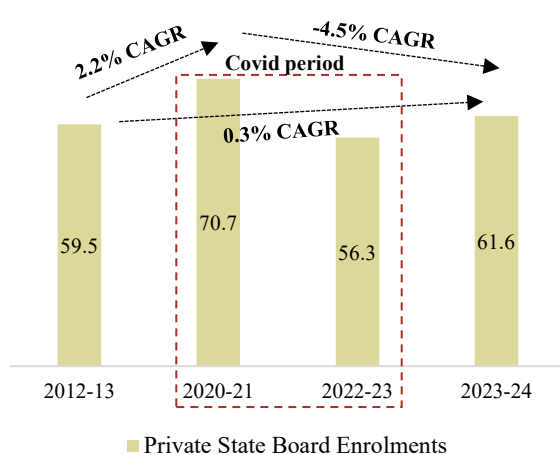


Private unaided schools affiliated to state boards

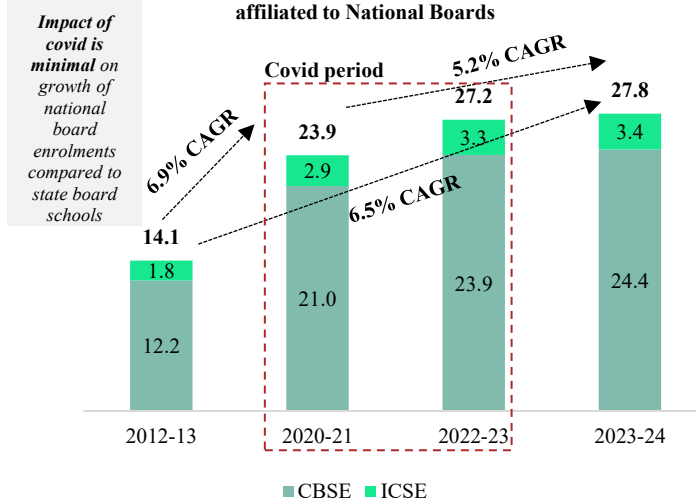
Private unaided schools in India are affiliated with over 30 boards, with the majority comprising of state board affiliations, followed by national board affiliations such as CBSE and ICSE and international curriculum board affiliation like IB and CIE. Of the total enrolments in private unaided schools, schools affiliated with state boards account for 68% enrolments as of AY 2023-24, while the remaining share is held by schools affiliated with national and international boards.

Number of private unaided schools affiliated with state boards has remained stable over the past few years, with a CAGR of 2.0% from 2,46,044 in AY 2012-13 to 3,05,392 in AY 2023-24. In terms of enrolments, these schools witnessed a CAGR of 2.2% for the period of AY 2012-13 to 2020-21, then witnessed a decline with CAGR of -4.5% during and post COVID-19 pandemic from AY 2020-21 to 2023-24 with overall CAGR of 0.3% from AY 2012-13 to 2023-24.

No. of Enrolments (in mn) in Private Unaided Schools affiliated to State Boards



No. of Enrolments (in mn) in Private Unaided Schools affiliated to National Boards



Source: CBRE, UDISE, Central Board of Secondary Education (CBSE), Council for The Indian School Certificate Examinations (CISCE)

Growth of Private unaided schools affiliated to national boards

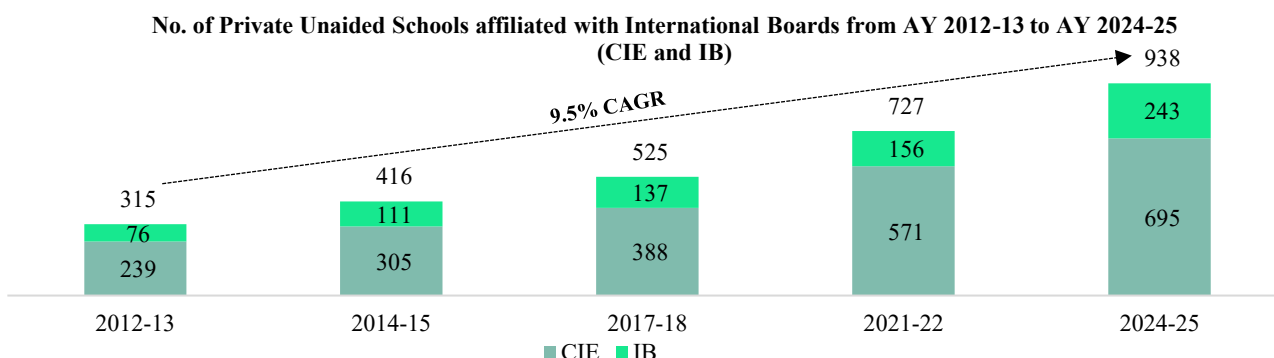
Schools affiliated with national boards have experienced a steady growth from 11,748 in AY 2012-13 to 24,868 in AY 2023-24, with a CAGR of approximately 7.1%. Among these, CBSE schools witnessed 7.4% growth whereas ICSE schools witnessed a growth of 5.0%. During the same period, enrolments in national boards experienced a CAGR of 6.5%.

National board-affiliated schools have consistently outpaced the growth witnessed in state board-affiliated schools. Anecdotal evidence suggests several factors that could explain this shift include:

- **Alignment with national entrance exams:** CBSE/ICSE are preferred for their alignment with national entrance exams like JEE and NEET
- **Standardized quality:** National boards offer consistent and rigorous curricula across India
- **Urban and aspirational appeal:** Growing preference among urban, middle-class families for better outcomes
- **Stronger private participation:** More private schools with modern facilities are affiliated to CBSE/ICSE.

Emergence of international boards

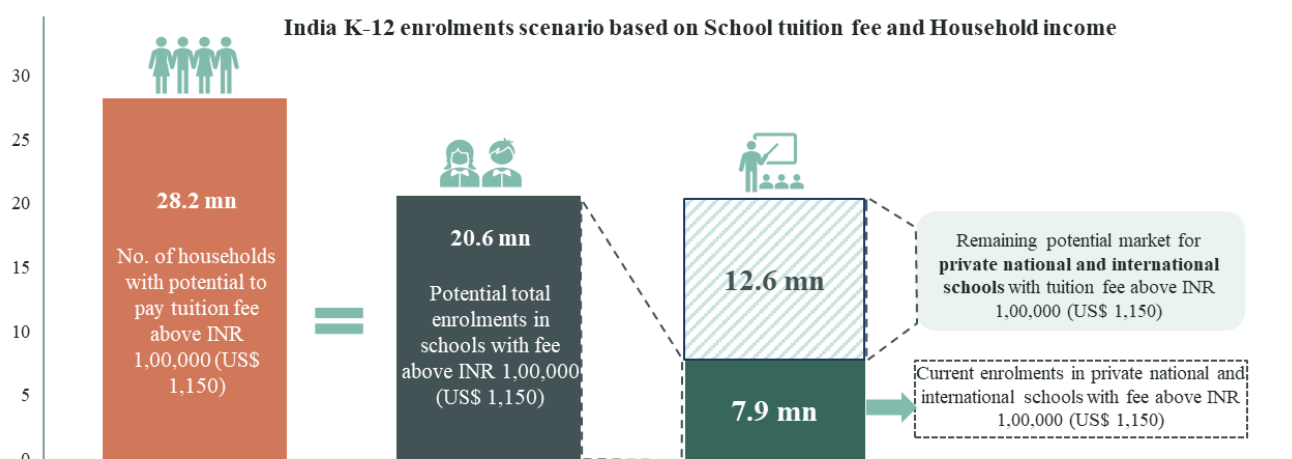
Although state and national board affiliated schools remain popular in India, recent years have seen a growing trend of schools partnering with international boards. Anecdotal evidence suggests this shift could be driven by rising income levels, growing aspirations for global recognition, better prospects at global universities, and increased acceptance of international board students by Indian universities. Notable international boards in India includes Cambridge International Examinations (CIE) and International Baccalaureate (IB).



Source: CBRE, Cambridge International Education, International Baccalaureate

The number of schools affiliated with CIE and IB increased from 412 in AY 2014-15 to 938 in AY 2024-25, reflecting a cumulative CAGR of 8.6% over this period. Whereas globally, international schools grew by 3.8% from 10,255 to 14,833 during the same period⁹¹. These schools are majorly present in Tier 1 cities catering to the high-income households.

Exploring the Potential: Between paying capacity and private national/international school enrolment in India for AY 2024-25



Source: © Oxford Economics Limited [2025], UDISE 2023-24, CBRE

Note: This analysis assesses the incremental market potential for enrolments in private national and international K-12 schools with fees exceeding INR 1,00,00 (US\$ 1,150) in India. It leverages Oxford Economics' 2024 household income distribution data and projected overall K-12 enrolments for AY 2024-25 from UDISE 2024 report, establishing an enrolment-per-household factor of 0.73. Further insights from CBRE's market study on AY 2024-25 enrolments in private national and international schools with annual tuition fees exceeding INR 1,00,000 (US\$ 1,150) were then integrated to determine the potential market. Remaining potential market is derived by deducting the existing households with paying capacity with the current enrolments in that category.

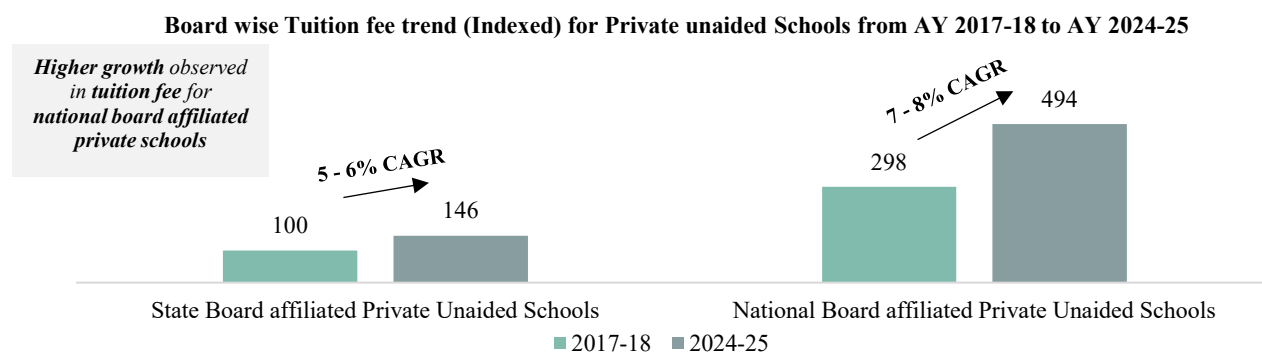
In AY 2024-25, an estimated 28.2 mn Indian households representing a segment of the total 340.5 mn households, are projected to have the financial capacity to afford annual school tuition fees exceeding INR 1,00,000 (US\$1,150⁹²). This demographic accounts for approximately 20.6 mn overall student enrolments. Despite this significant market potential, current enrolment in premium private schools (national and international boards with fee above INR 1,00,000) stands at approximately 7.9 mn only.

This indicates a market with students who could potentially enrol in such premium fee schools. Currently, these potential enrolments are likely distributed across lower-fee private schools, state board schools, or government/aided schools on account of limited availability of such schools closer to their residence. Hence an opportunity may exist for these students to transition to premium schools, driven by the appeal of superior teaching methodologies, quality infrastructure, and improved accessibility. As incomes rise, this trend could gain further traction, potentially increasing the demand for high-quality K-12 school infrastructure.

⁹¹ ISC Research

⁹² 1 US\$ = 87 INR (considered as of March 2025)

Tuition fee trends across different boards in India - School tuition fees for national board affiliated private unaided schools have grown faster than tuition fees for state board affiliated private unaided schools.



Source: CBRE Analysis

Note: Tuition fees of grade 6 for AY 2017-18 and AY 2024-25 of various schools is analysed, using the AY 2017-18 average for state board private schools as an index of 100. The study encompassed a total of 294 schools across various Tier 1 and Tier 2 cities (262 state board schools and 32 national board schools from states like Gujarat, Jammu and Kashmir, Madhya Pradesh, Maharashtra, Odisha, Puducherry, Tamil Nadu, Telangana, Uttar Pradesh and West Bengal).

From AY 2017-18 to AY 2024-25, tuition fees for state board affiliated private unaided schools have witnessed growth with CAGR of 5-6% and national board affiliated private unaided schools⁹³ with a CAGR of 7-8%. Anecdotal evidence indicates the difference in fees, with fees of national board schools being considerably higher than state board private schools, is primarily due to the superior infrastructure and qualified teachers required as per the national board curriculum.

K-12 school establishment & education board overview in India

In India, the government requires all formal schools to operate as not-for-profit entities such as Trusts, Societies, or Section 8 companies. Any surplus earned must be reinvested into the school to improve infrastructure, teaching quality, and student outcomes. While schools are allowed limited fee escalations to keep up with rising costs, profit-making is strictly prohibited, reinforcing the system focus on equitable and quality education.

The table below highlights regulatory implications of Government Aided and Private Unaided Schools in India -

Parameters	Government Aided	Private Unaided
Government Funding	Receive partial financial support from the government, primarily for staff salaries and certain operational expenses.	Operate without any financial assistance from the government; fully funded by private sources.
Fee Regulation	Subject to fee structures prescribed or approved by the respective State Education Department or regulatory authority.	Have the autonomy to determine their own fee structure, within the bounds of state-level fee regulation policies where applicable.
Admission Policy	Required to admit students if seats are available, as per government norms; must follow reservation and transparency guidelines.	Have greater autonomy in admissions, but are mandated to comply with statutory provisions such as the RTE Act (e.g. 25% reservation for Economically Weaker Section (EWS) students)

Source: CBRE

Brief Comparison Across National and International Boards: The education system in India includes a mix of state, national (CBSE, ICSE), and international (IB, CIE) boards, catering to different learning needs. These boards provide affiliation and accreditation to schools. Below is a comparison of the key parameters for the major national and international school boards operating in India. Each of these boards have distinct characteristics in terms of their governance, curriculum, and the number of affiliated schools as of March 2025.

Parameters	CBSE	ICSE	CIE	IB
Governance	Union Government of India	Private, Non-Governmental Board of school education in India	University of Cambridge	Non-profit educational foundation, led by Board of Governors
Number of Schools (as of March 2025)	30,750 +*	2,975 +	696 +	236 +
Ownership of schools (Public/Private)	Public – run by govt. departments Private - run by registered companies /societies /trust	Private - run by registered companies /societies /trust	Private - run by registered companies /societies /trust	Private - run by registered companies /societies /trust
Curriculum In-charge	National Council of Educational Research and Training (NCERT) Curriculum Framework	Council of Indian School Certificate Examinations (CISCE) Curriculum -	Cambridge Pathway - Curriculum framework	IB Curriculum - framework

Source: CBSE, CISCE, CIE, IB

⁹³ Private Unaided schools affiliated to CBSE Board are considered.

Note: The number of schools reported is accurate as of March 2025. The '+' sign following the number of schools indicates that this figure is subject to daily changes; * - In the AY 2023-24, the distribution of CBSE affiliated schools is as follows: Government Aided Schools constitute 3.7%, Government Schools account for 21.2%, and Private Schools represent 75.1% of the total. The overall number of CBSE schools stands at 30,750.

Statutory infrastructure requirements – National education boards

Understanding statutory infrastructure norms is crucial in the K-12 education infrastructure space. Below is a comparative summary that highlights land, building, and amenity requirements across CBSE, ICSE boards:

Infrastructure Element	CBSE	ICSE
Land Requirement	Minimum 8,000 sqm (relax able with enrollment limits); not below 1,600 sqm	Minimum 2,000 sqm
Building Infrastructure	Permanent structures meeting local building codes	Owned/leased allowed; regulated usable space/ student
Classroom Size	Minimum 8m x 6m (~500 sq. ft.), maximum 40 students; proper ventilation required	Minimum 400 sq. ft.; well-lit and ventilated
Laboratory Requirements	Mandatory Composite Science (Secondary), Separate Science Labs (Senior), Math & Computer Labs (1:20 computers)	Science & Computer Labs as per curriculum need
Security Standards	CCTV, secure perimeter, female staff, visitor log; safety compliance	Similar to CBSE; aligned with regulatory norms
Toilet & Sanitation	Gender-segregated, staff, and CWSN (Children with Special Needs) toilets mandatory	Similar to CBSE, with emphasis on hygiene

National boards in India set a baseline for quality infrastructure such as:

- Infrastructure as a Quality Benchmark:** National boards (CBSE and ICSE) establish minimum infrastructure standards—such as land size, lab facilities, and classroom dimensions—which act as a baseline for school quality and student welfare.
- Compliance Drives Differentiation:** While compliance with these norms is mandatory, exceeding them becomes a key differentiator for private schools looking to position themselves as premium institutions.
- Holistic Infrastructure Focus:** Both boards emphasize a well-rounded infrastructure approach—covering academics, safety, sports, and hygiene—reflecting the evolving expectations of modern schooling in India.

This creates a landscape where infrastructure becomes both a compliance necessity and a differentiator in school quality.

Overview of National Education Policy (NEP) 2020 and Right to Education Act (RTE) 2009

NEP 2020 aims to universalize pre-primary education, ensure foundational literacy and numeracy, and reform school education through the 5+3+3+4 structure, curriculum revamp, improved assessments, teacher training, and regulatory changes. It also promotes tech integration, vocational and adult education, and increased public investment. A few salient features of NEP⁹⁴ are as follows-

	Flexibility of choice: Removal of stream barriers, letting students choose subjects across arts, commerce, and science for flexible career paths.
	Curriculum Revision: Promotes concept-based, practical learning over rote memorization, with NCERT ⁹⁵ revising the curriculum for core content, experiential learning, and critical thinking.
	Board Exams: Board exams for classes 10 and 12 will focus on core competencies over memorization and can be taken twice a year. Exams will also be introduced for grades 3, 5, and 8.
	Pupil/Student-Teacher Ratio (PTR): Schools to ensure a PTR of under 30:1. Areas with many socio-economically disadvantaged students to aim for a PTR of under 25:1
	Curtailling Dropout Rates: Aim to achieve a 100% Gross Enrolment Ratio (GER) from preschool to secondary level by 2030, addressing the decline in GER post class 6-8.
	360-Degree Assessment Procedure: Shift from summative to formative, including self-assessment, peer-assessment, and teacher-assessment.
	Qualified and Skilled Teachers: The policy stresses teacher quality, mandating a 4-year B.Ed. degree for all teachers by 2030 and setting professional standards.
	Standard Setting and Accreditation: Each state will set up a State School Standards Authority (SSSA) to ensure quality standards, with mandatory enrolment for all schools.
	Transparency: Schools must publicly share details on infrastructure, staff, fees, and student outcomes on their websites and the SSSA portal.
	Digital Integration: The policy emphasizes technology in education through pilot studies on online learning, investment in digital infrastructure, multilingual e-learning via mass media, and teacher training in digital platforms

Source: CBRE, New Education Policy (NEP) 2020, Ministry of Education, Government of India

⁹⁴ This list provides an overview of some key features of NEP 2020. It is not exhaustive and does not cover all aspects of the policy.

⁹⁵ The National Council of Educational Research and Training (NCERT) assists the Indian government in improving school education through research, development, training, and international collaboration. It publishes educational materials, trains teachers, and promotes innovative practices to achieve Universalisation of Elementary Education.

Current implementation status of NEP 2020⁹⁶: Since its launch, implementation has steadily progressed across states through structural reforms, learning initiatives, and integration of technology. Below is an overview of key milestones and ongoing efforts.

- **New Education Structure:** The 5+3+3+4 model is being adopted; states like UP and Assam are integrating pre-primary education in schools.
- **Foundational Learning Gains:** Under the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat Mission) and Foundational Literacy and Numeracy (FLN), skills in Grade 3 students rose from 58% (2020) to 70% (2023).
- **Curriculum & Language Reforms:** 23 states have NEP-aligned curricula; bilingual teaching is being adopted to improve understanding.
- **Digital Learning Push & Innovative State Programs:** Platforms like Digital Infrastructure for Knowledge Sharing (DIKSHA) have reached over 50 mn users, improving access to resources. States like Delhi, Rajasthan, and Kerala have launched unique initiatives for well-being and tech integration.

Overview of the Right to Education Act (RTE Act), 2009⁹⁷: The Right to Education Act makes it the government's duty to provide free and compulsory education to all children between 6 and 14 years of age. It also requires private unaided (non-minority) schools to keep 25% of seats in entry-level classes for children from economically weaker sections and disadvantaged groups. The government pays the school for these students. However, this rule does not apply to minority-run private schools.

Fee regulation landscape in India

Due to diversity in boards, location, quality of teaching, amenities in the school, there have been varying degree of fee escalations in private schools, some which has been witnessed double digit escalations in premium schools over the last few years. Many Indian states are now evaluating or already have a fee regulation for private schools. Out of the total of 36 States and Union Territories, 19 states have a law, bill, or a Fee Regulatory Committee. In most of these, there is a fixed cap on total fee revenue raised by private schools per annum. In some States, fee escalation must first be approved by a Fee Regulatory Committee. Many states have also set up a Fee Revision Committee to manage complaints or disputes raised by parents or schools.

The following table depicts whether the state/ UTs has a fee regulatory act, bill, or committee with Fee cap/ Fee Threshold:

States/ UT with Fee Regulation Act/Bill and Defined Cap on Fee Escalation	States/ UT with Fee Threshold but No Statutory Cap	States/ UT with Fee Escalation Cap Requiring Regulatory Committee Approval	States/ UT without Cap but subject to Regulatory Committee Approval	States/ UT Without Any Formal Fee Regulation Framework
1. Maharashtra - 15% escalation every 2 years (maximum of 7.5% every year)	1. Gujarat - fee limit ranges from INR 15,000 pa for primary level to 27,000 pa for higher secondary level. Any escalation above this require to submit proposal to fee regulation committee.	1. Rajasthan – 10% 2. Jharkhand – 10% 3. Himachal Pradesh - 6%	1. Tamil Nadu 2. Andhra Pradesh 3. Mizoram 4. Delhi 5. Jammu and Kashmir	1. West Bengal 2. Odisha 3. Telangana*** 4. Meghalaya 5. Uttarakhand 6. Kerala 7. Arunachal Pradesh 8. Nagaland 9. Tripura 10. Manipur 11. Sikkim 12. Goa 13. Puducherry 14. Daman & Diu and Dadar & Nagar Haveli 15. Andaman & Nicobar Islands 16. Ladakh** 17. Lakshadweep
2. Uttar Pradesh - fee increase to not exceed yearly % rise in CPI+5%	2. Assam - fee limit ranges from INR 27,000 pa for pre primary level to 35,000 pa for higher secondary level.			
3. Madhya Pradesh – 10%				
4. Bihar – 7%				
5. Chhattisgarh – 8%				
6. Punjab – 8%				
7. Chandigarh* - 8%				
8. Haryana - fee increase to not exceed yearly % increase in CPI + 5%				
9. Karnataka - Fee escalation is based on the formula as prescribed in the bill (based on teacher salaries)				

Source: CBRE

* - The Chandigarh Administration, vide a notification in 2019, has extended The Punjab Regulation of Fee of Unaided Educational Institutions Act, 2016, to the Union Territory of Chandigarh. ** - Ladakh, previously under Jammu and Kashmir, had the same fee regulation committee. Post-bifurcation, its fee regulation status is unclear. *** - Telangana Private Unaided School Fee Regulatory and Monitoring Commission Draft Bill, 2025 is under discussion and a draft has been released by the Telangana Education Commission constituted on 4th September 2024⁹⁸

Transitioning Ahead

While rules still shape how new Private K-12 schools in India can open and operate, the real change is happening in how these schools are planned and expanded. As the needs of parents, students, and school operators become more complex—and as funding and infrastructure plans evolve—new ways of running schools are emerging. These approaches show a shift from traditional owner-run schools to more professionally managed systems that focus on long-term growth and quality.

⁹⁶ Implementing NEP 2020: Progress, challenges, and success stories in India – Economic Times

⁹⁷ Right of Children to Free and Compulsory Education Act, Ministry of Education, Government of India

⁹⁸ Telangana Education Commission

K-12 OPERATING MODELS & COMPETITIVE LANDSCAPE IN INDIA

This section provides an overview of how private K-12 schools in India are evolving. It explains the main types of business models being used and introduces some of the major national and regional school operators. One important trend is the growth of PropCo and PropCo-OpCo models where one company owns the school property and another runs the school. These models help fill infrastructure gaps, though they come with both benefits and challenges.

As parents now expect modern school buildings, and well-rounded learning for their children, more national and international school chains are expanding.

KEY TRENDS OF K-12 OPERATING MODELS IN INDIA



Emergence of multi-party models segregating specialized offerings



Asset-light models enable operators to scale up more efficiently



Several global PE investors have backed schools operators in the last couple of decades



Given India's demographics, potential demand for quality education and further based on previous trends, the private unaided sector (the K-12 national and international board schools) could experience continual institutional capital inflow to both operations and infrastructure segments

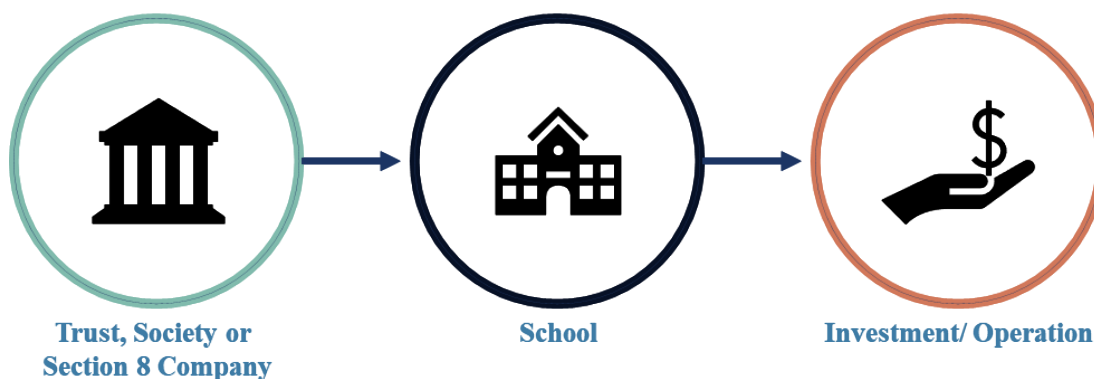
Prominent K-12 Private Unaided schools Operating Models

K-12 school operating models in India can be broadly categorized into two structures based on stakeholder involvement: The structures are further discussed below:

Traditional Single Party Operating Model (CoCo – Company Owned, Company Operated):

In this traditional model, a not-for-profit entity (Trust, Society, or Section 8 Company) owns and operates the school, investing directly in infrastructure and managing daily operations. This model ensures full control but is capital intensive and limits scalability—making it less viable in today's evolving education landscape.

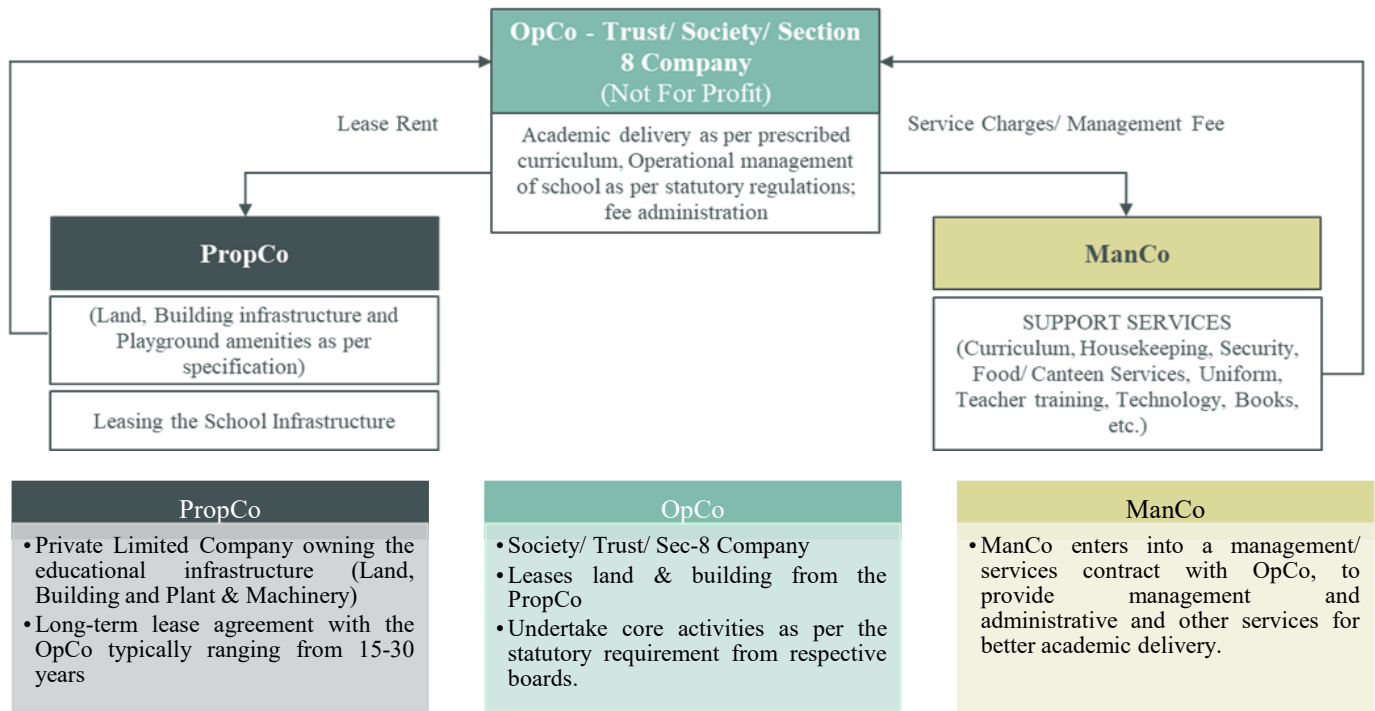
Traditional Single Party Operating Model



Multi-Party Model (Evolved, Scalable, and Capital-Efficient):

Driven by regulatory evolution and the need for capital efficiency, the multi-party model separates asset ownership, academic delivery, and management services. It aligns with Ministry of Education norms, ensuring only not-for-profits operate schools, while enabling private sector participation in infrastructure and other associated services through compliant structures. The model has been further explained below:

Entities in multi-party model



Source: CBRE

Several variations of the multi-party model exist depending on where the asset ownership and operations are housed such as follows:

- Asset owned model (Integrated)** - The school operator owns and invests in infrastructure, either directly (OpCo) or via a separate entity (PropCo), and may use a ManCo for non-academic services. This model offers control and integrated decision-making but limits scalability due to high capital needs. Common among family-led institutions and some chain operators, many are now shifting to asset-light models.
- Asset-Light Model (OpCo + ManCo)** - Operators lease infrastructure from a PropCo, enabling scalability and efficient capital use. A ManCo may provide centralized non-academic services across schools, allowing focus on core areas like staff, training, digital upgrades, and expansion.

Scalable Asset-Light Sub-Model

- Franchise Model** - Franchisor provides brand and support; franchisee manages operations. Scalable with low capital investment, but risks include inconsistent quality and limited oversight. Examples: DPS, G D Goenka, Birla Open Minds.
- Management Contract (ManCo)** - A specialized entity manages school operations without owning assets. In B2B, it partners with school owners (e.g., LEAD Group); in B2C, it leases campuses and runs schools under its own brand (e.g., K-12 Techno Services). Offers faster expansion and better quality control but requires strong legal frameworks and aligned incentives.

PropCo Ownership Structures (Education Infrastructure Investment)

Investors can either invest in education-related operations through ManCo or infrastructure through a separate property company - PropCo. PropCo investors focus on maximizing the asset value by improving and maintaining the property. The table below highlights the primary structures of PropCo investment:

Model	Operational Asset Brownfield Opportunity	Built-to-Suit Greenfield Opportunity
Definition	An investor buys an existing school building and leases it back to the school operator. It will also include expansion of operational school asset in the same campus.	An investor builds a new school campus tailored to the operator's needs and leases it upon completion.
Key Benefits	- Immediate rental income from an operating school - Lower risk due to proven operations and occupancy - Immediate returns with no construction delays	- Custom-built campus increases long-term value - Locked-in long-term lease ensures stable future cash flow - Control over design and efficiency from Day 1
Key Risks	- Older assets may need renovation or upgrades - Concentration risk with a single tenant - Reliance on operator's long-term performance	- Higher upfront capital and construction risk with delays/cost overruns - Lease risk if operator pulls out or delays operations

Model	Operational Asset Brownfield Opportunity	Built-to-Suit Greenfield Opportunity
Summary	Operational School Asset is a low-risk, income-focused option, ideal for investors seeking steady rental returns from existing schools.	Built-to-Suit offers higher growth potential but comes with development and tenant commitment risk.

Choosing between the two depends on the risk appetite and investment horizon of investors

Benefits and Risks of multiple party models in K-12 Segment for Investors and School Operators

Entities	PropCo Investors	School Operators
Benefits	Secured Asset Ownership: Investments are backed by tangible physical assets like land and buildings Steady Income: Through leases or revenue-sharing with school operators, investors have the potential to earn regular, predictable returns. Scalable Growth: Potential to replicate the model across multiple regions with different operators, enabling faster expansion and economies of scale. Efficient Capital Use: These models attract yield-seeking investors who prefer steady returns without getting involved in day-to-day school operations.	Lower Capital Burden: Operators can lease infrastructure instead of buying or building, enabling faster expansion with less money upfront. Focus on Academics: Freed from infrastructure worries, operators can concentrate on delivering quality education. Standardized Campuses: Infrastructure partners provide ready, compliant campuses with consistent quality and safety. Scalable Operations: Modular school models allow operators to expand or shrink based on local demand.
Risks	Operator Dependency: Returns depend on the operator's performance; if student enrolment or fee collection drops, rental service may be impacted. Limited Control: Investors usually don't control school operations, which may impact asset usage and maintenance. Regulatory Sensitivity: Education is a regulated sector. Changes in government rules or norms could affect the value or usage of school infrastructure.	Long-Term Rental Commitments: In asset light models, any decline in student enrolments or fee collections has a direct impact on the operator's margins, given the long-term fixed rental commitments. Operational Constraints: Operators may have limited flexibility or need to bear extra cost to modify or expand infrastructure.

Advantage of Institutional Investors in India's K-12 PropCo Space:

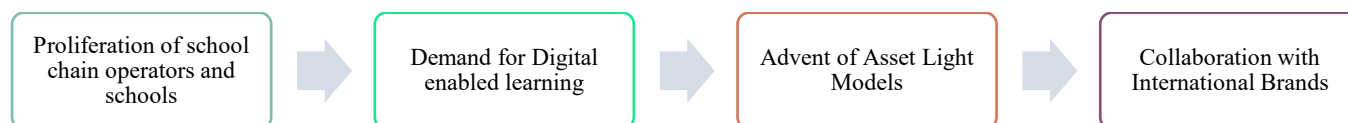
- High setup costs create demand for capital:** Data from UDISE and various school boards shows a clear shift in preference towards national and international boards like CBSE, ICSE, CIE and IB, which demand better infrastructure and facilities compared to state boards. Setting up such quality schools involves high upfront costs for land, approvals, and infrastructure. Most operators prefer to avoid tying up their capital in real estate and instead focus on academic delivery opening space for long-term institutional investors.
- Shift towards asset-light expansion:** Many school chains now prefer to lease campuses instead of owning them. In recent years, K-12 school operators have increasingly adopted asset-light models, optimizing capital allocation and enabling focus on core academic offerings. This creates a fit for the PropCo-OpCo model where investors build or own the property and operators run the school. It allows operators to scale faster and investors to achieve stable, long-term cash flows.
- Fragmented market with consolidation potential:** The K-12 real estate space is still largely informal and regional. Institutional investors can bring professionalism, governance, and scalability becoming valuable partners to school operators, especially in Tier 1 and Tier 2 cities.
- Reliable, long-term cash flows for investors:** School operations typically involve long leases (15–30 years) and stable cash flows. Institutional capital meets the need for dependable, growth-aligned funding often more suitable than traditional bank finance.

Key obstacles for Institutional Investors:

- Complex and varying regulations:** Education is a central and state subject with layered rules across geographies, including land use norms, fee caps, and RTE seat reservations requiring careful compliance planning.
- Land acquisition & scalability challenges:** Limited availability of suitable land parcels, particularly in urban areas, can pose significant operational challenges. This may lead to delays in project rollout and impact the overall scalability of operations.

Private equity participation in K-12 Segment in India

The emergence of multi-party ownership models enabling greater investor confidence and smoother project execution could see the capital investment into the sector increasingly feasible. The following are the factors that have resulted in increasing interest from institutional investors in the educational sector (in school infrastructure and non- academic operations):



Source: CBRE

Prominent Institutional Investor backed school chains in India

Private equity investment in K-12 segment in India is accelerating as school chains aim to modernize operations, upgrade infrastructure, and elevate educational standards. This trend is driven by a stable economic environment and rising demand for quality education. As competition intensifies, many established school chains are also embracing private equity in infrastructure and non- academic services to scale up faster. The following table lists some of the prominent schools:

Name of the School Chain/ School Brand	Group	Major Institutional Investors	Year of Establishment	Year of initial Investment	No. of Schools	No. of Students	Board(s) Offered	Presence
Multiple Brands[#]	Lighthouse Learning Group	KKR Asia Ltd.	1995	2019	53	62,000+	Cambridge CBSE ICSE IGCSE	Pan India (7 states) and global presence in Maldives
Multiple Brands^{##}	Global Schools Foundation	Apollo Global Management	2002	2021	29	45,000+	IB CBSE ICSE IGCSE	4 states in India and global presence in Singapore, UAE, Japan, Malaysia
Orchids International	K-12 Techno Services Pvt Ltd	Peak XV Partners Sofina, Kedaara Capital, Venturi Partners, Kenro Capital, Kedaara Capital	2010	Peak XV in 2010, Sofina in 2020, Kedaara in 2023 and rest in 2024	85	58,000+	Cambridge CBSE ICSE	Pan India (8 States and Delhi)
International Schools Partnership (ISP)	Partners Group	Partners Group and OMERS	2013	Partners started ISP in 2013 and OMERS invested in 2021	105	92,500+	CBSE International Boards	2 States in India and global presence in USA, Canada, Mexico, Malaysia, Vietnam, Thailand, etc.
Chirec International	Cognita	Jacobs Holding AG, BDT&MSD Partners and Sofina	2004	2018 (Jacobs Holding bought Cognita)	100	95,000+	13 Boards	1 State – Telangana and global presence in UK, Mexico, Europe, Malaysia, Thailand, Vietnam, etc.
Oakridge International	Nord Anglia	EQT, Neuberger Berman Private Markets, Canada Pension Plan Investment Board, Corporación Financiera Alba and Dubai Holding Investments	1972	EQT in 2008, CPP in 2017, recently in 2025 others joined	80+	80,000+	CBSE IB IGCSE in India	Majorly South India (4 states) and global presence in USA, UK, Malaysia, Thailand, China, etc.

Source: CBRE; Based on publicly available information

[#] - Euro School International, Billabong High, Centre Point Group of Schools, Heritage Xperiential Learning School

^{##} - In India - Glendale International School, Global Indian International School, One World International School, Vikaasa School, Witty; Global – Emirates American School, Dwight Seoul, Harrods International School, Chinese International School, Domuschola International School, Heath House Preparatory School, Regent International School

Leading Institutional Investor backed Education Service Providers with focus on Infrastructure:

Institutional/ Private Equity investments in education sector have seen significant traction over the last few years in India. While the majority of the investments have been undertaken at the operator level, there are a few service providers who have invested in the education infrastructure as well. A brief overview of key entities has been highlighted below:

Parameter	Elevate Campuses Limited	Service Provider 1	Service Provider 2	Service Provider 3	Service Provider 4
Year of Establishment / Year of entering Indian Market	2015 / 2015	1982 / 2019	2002 / 2011	2001 / 2001	1976 / 1976
Total no. of Schools	13	6	25 - 29	49 - 53	166 - 170
PropCo/ PropCo + OpCo Schools	13 / 0	6 / 0	0 / 10 - 12	0 / 4 - 6	0 / 150 - 155
OpCo only or Franchise Schools	0	0	15 - 17	45 - 47	15 - 17
Presence	Maharashtra, Telangana, Karnataka, Andhra Pradesh, Chhattisgarh and Dubai	Telangana, Maharashtra, Kerala, Tamil Nadu, Andhra Pradesh	Gujarat, Karnataka, Uttar Pradesh and Maharashtra	PAN India – 8 states	PAN India – 11 states
Operational Model	PropCo Only	PropCo Only	PropCo + OpCo	PropCo + OpCo	PropCo + OpCo

Source: CBRE; Inputs from ECL

Based on the aforesaid sections, the K-12 sector in India has been highly fragmented and school operators prefer to adopt asset light models and therefore engaging with reliable education service provider is essential which can comprehensively deliver across multiple locations. This sector has significant barriers to entry and necessitates a need for trusted brands capable of delivering safe, high-quality environment and managing complex non-academic operations. This opens a strong opportunity for specialized education infrastructure service provider to play a key role by building and owning school facilities. Elevate Campuses Limited, with 13 operational schools across 9 locations in India and Dubai in Gulf Cooperation Council (GCC), is the largest player in terms of owning K-12 schools in India, approximately the double the size of the next largest institutional property owner from India.

Emerging Risks for Education Infrastructure Entities in Private K-12

As India's private school sector evolves, infrastructure entities face new risks that go beyond traditional challenges. These can affect demand, rental income, and long-term asset value. Key risks include:

- 1. Fee Regulations:** If the government enforces tighter limits on school fee increases, operators may struggle with rising costs. This reduces their ability to pay rentals, which can directly affect cash flows for infrastructure owners.
- 2. Upgradation of Public Schools:** As public schools improve infrastructure and digital learning, they begin to close the quality gap with private schools—while continuing to offer free or subsidized education. This narrows the value differentiation and may reduce enrolments in private schools—leading to lower demand for leased school infrastructure.
- 3. Reputational and Operational Exposure:** Issues like safety lapses, academic underperformance, or staff misconduct can harm a school's brand—often beyond the control of investors or infrastructure owners. For infrastructure entities and external investors, this creates reputational risk without direct operational control.
- 4. Limited Exit and Liquidity Options:** India's education asset market is still developing, with few proven routes to sell or exit. This makes monetization of assets challenging and increases the risk of being locked in for the long term.

MARKET SIZE ESTIMATION FOR K-12 PRIVATE UNAIDED EDUCATION SEGMENT IN INDIA

(AFFILIATED TO NATIONAL & INTERNATIONAL BOARDS)

Market size estimation has been undertaken to assess the potential fee revenue and infrastructure investment opportunities only in the private unaided K-12 segment affiliated to national/international boards in India. Key factors utilized as part of this estimation include number of schools and student enrolments in the country.

Potential Addressable Market (PAM)

As detailed in the preceding sections, the private unaided schools (affiliated to national and international boards) have witnessed relatively higher growth in the past few years, within the overall the private unaided category in India. These schools also offer generally superior infrastructure and better quality of education compared to other categories of schools which make them attractive to institutional investors. Therefore, private schools⁹⁹ and enrolments¹⁰⁰ affiliated to national boards and international boards have been considered as the PAM.

Target Addressable Market (TAM)

Target Addressable Market (TAM) has been determined as schools in PAM charging tuition fee¹⁰¹ upwards of INR 85,000 (US\$977.0) per annum in Tier 1 cities¹⁰² and upwards of INR 70,000 (US\$804.6) per annum in other cities¹⁰³. The TAM is further projected for the near 3 years between AY 2025-26 to AY 2027-28 based on the derived share¹⁰⁴ and estimated PAM.

KEY ATTRIBUTES OF RELEVANT MARKET SIZE ESTIMATION



TAM share (as % of PAM) in terms of schools and enrolments is at 26% for AY 2024-25 and estimated* to grow to 35% by AY 2027-28



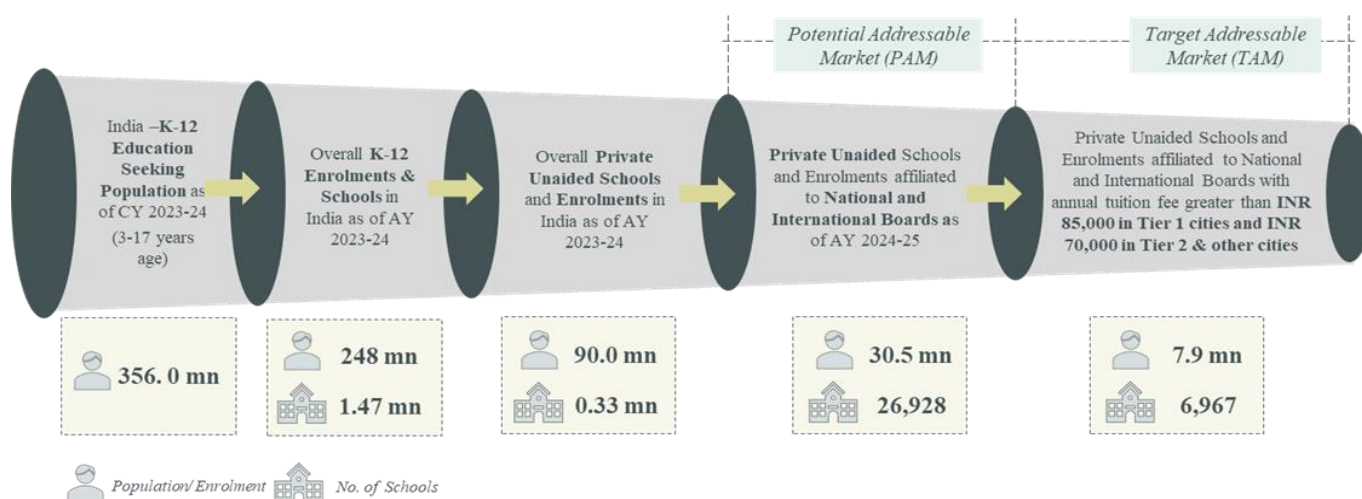
TAM share (as % of PAM) in terms of school tuition fee revenue is at 62% for AY 2024-25 and estimated* to grow to 70% by AY 2027-28



In terms of infrastructure opportunity, TAM is at 543 mn sft for AY 2024-25 and estimated* to grow to 921 mn sft by AY 2027-28

Note: *Based on historical trends and relevant assumptions

Based on the historical growth rate from AY 2010-11 to AY 2024-25, projected figures for the PAM and TAM indicate a notable expansion. In AY 2024-25, 26,928 schools and 30.5 mn enrolment in PAM are forecasted to grow to 33,082 schools and 37.8 mn by AY 2027-28, reflecting a CAGR of 7.1% and 7.4% respectively. The TAM's share of PAM, in terms of schools is forecasted to increase from 26% with 6,967 in AY 2024-25 to 35% with 11,629 schools by AY 2027-28, reflecting a CAGR of 18.6%. Similarly, enrolments are forecasted to increase from 7.9 mn in AY 2024-25 to 13.3 mn in AY 2027-28 with a CAGR of 19.0%.



⁹⁹ Data from CBSE website, SARAS, websites of IB, CIE

¹⁰⁰ Enrolments for CBSE & ICSE are calculated based on the number of registered students in 10th and 12th grade examinations. Enrolments for IB & CIE are calculated based on the average school strength of 800 students per school derived from the benchmarking exercise.

¹⁰¹ The annual tuition fee for 6th standard is considered as average annual tuition fee

¹⁰² Tier 1 cities are based on the Category X cities of Central Government House Rent Allowance guidelines- Ahmedabad, Bangalore, Chennai, Delhi, Hyderabad, Kolkata, Mumbai, and Pune

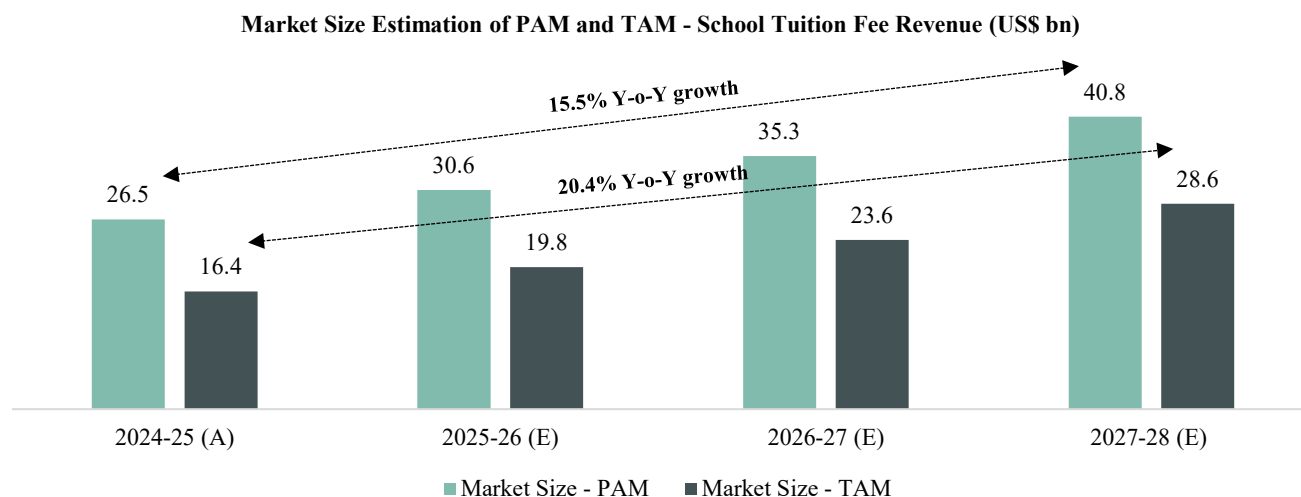
¹⁰³ All other cities apart from Tier 1 are categorised as other cities

¹⁰⁴ CBRE estimation – The percentage share of schools in TAM and the average fee have been determined using the Random Sampling Technique, based on data from the market study for AY 2024-25

Source: CBRE Analysis

Market size estimation – Tuition Fee Revenue¹⁰⁵

Market size in terms of revenue was determined based on the average annual tuition fee¹⁰⁶ and student enrolments in the relevant schools/TAM. A growth rate of 7.5% p.a. on annual fee is assumed for the projected period based on the market trends. The market size in terms of school tuition revenue for TAM accounts for 62% of total PAM market size for the years AY 2024-25 and set to increase to 70% by AY 2027-28

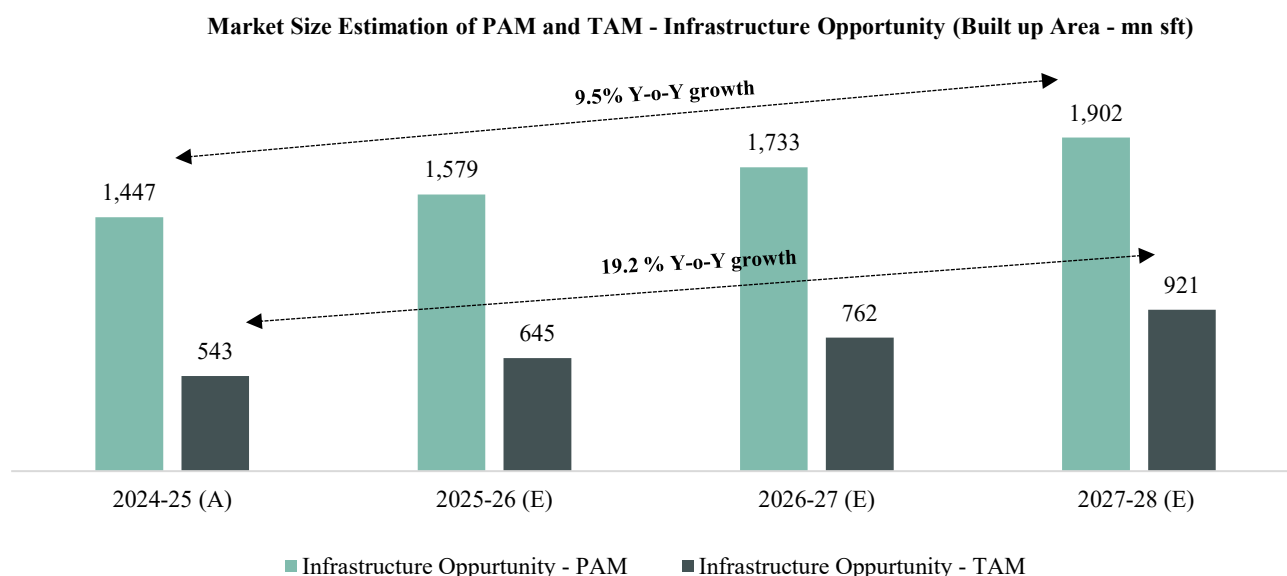


Source: CBRE Analysis

Market size estimation - Infrastructure Opportunity

Based on the empirical benchmarking exercise, the average built-up area per student has been factored based on the average annual tuition fee in private unaided schools affiliated to national and international boards (PAM) across varying fee slabs. The same was used to calculate the potential infrastructure opportunity for PAM and TAM at India level.

The market size in terms of infrastructure opportunity was derived by multiplying the total relevant student enrolments (TAM) and the average built-up area per student.



Source: CBRE Analysis

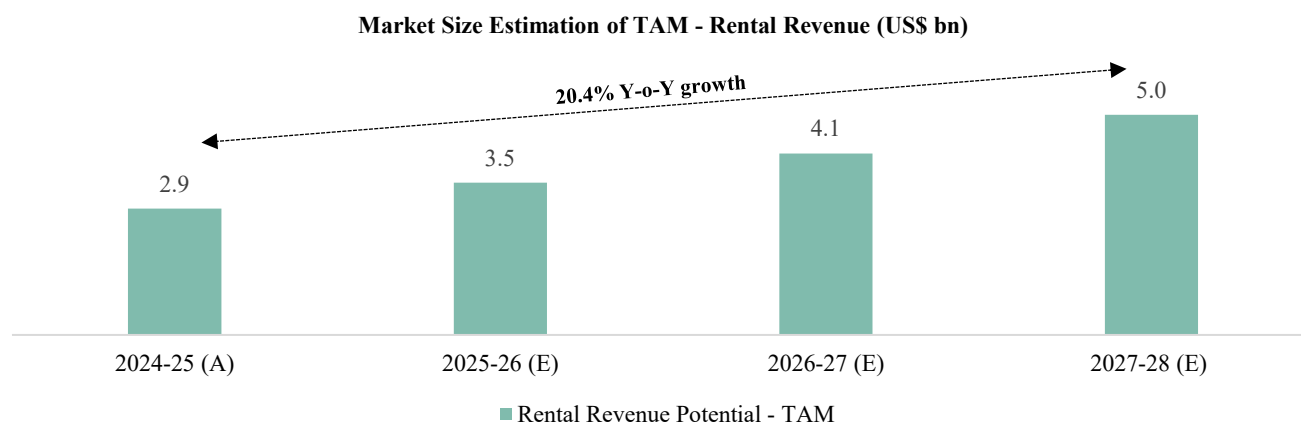
The data indicates a steady growth for the PropCo infrastructure opportunity within TAM, expanding at a CAGR of 19.2% from 543 mn sft in AY 2024-25 to 921 mn sft by AY 2027-28. Additionally, TAM's increasing share in PAM rising from 38% to 48% suggests a growing dominance and deeper market penetration.

¹⁰⁵ Considered 1 US\$ = 87 INR, conversion rate as of March 2025

¹⁰⁶ CBRE estimation

Market size estimation – Rental Revenue Opportunity

The market size for the annual rental revenue from school infrastructure has been estimated based on the potential revenue share of tuition fees for a stabilized operational school which would range between 15 -20% of tuition fees. This benchmark percentage is derived from market interactions and serves as the basis for projecting the overall rental market size. This percentage could be significantly vary for individual schools depending on the geography, curriculum, capacity, utilization, land values, quality of infrastructure, extent of amenities, etc. Further, this revenue is allocated towards renting the infrastructure (warm shell school building including the playground).



Source: CBRE Analysis

Market Size Estimation: Key Findings

Summary

Parameters	Units	AY 2024-25 (A)	AY 2025-26 (E)	AY 2026-27 (E)	AY 2027-28 (E)
India Level - Private Unaided Schools					
Total Number of Schools	mn	0.34 (E)	0.35	0.36	0.37
Total Student Enrolments	mn	91.7 (E)	93.3	95.0	96.8
India Level - Private Unaided Schools of National & International Boards (PAM)					
PAM - Number of Schools	Nos.	26,928	28,839	30,887	33,082
PAM - Student Enrolments	mn	30.5	32.8	35.2	37.8
Target Addressal Market (TAM)					
TAM - Number of Schools	Nos.	6,967	8,285	9,581	11,629
TAM - Student Enrolments	mn	7.9	9.4	10.9	13.3
TAM Share (% of PAM) (in terms of Schools and Enrolments)	% share	26%	29%	31%	35%
TAM Market Size –Tuition Fee Revenue	US\$ bn	16.4	19.8	23.6	28.6
TAM Share (% of PAM) (in terms of fee revenue)	% share	62%	65%	67%	70%
TAM - Infrastructure Opportunity	mn sft	543	645	762	921
TAM Share (% of PAM) (in terms of infrastructure opportunity)	% share	38%	41%	44%	48%
TAM Market Size – Rental Revenue Potential	US\$ bn	2.9	3.5	4.1	5.0

Disclaimer: The projections outlined are an estimate only based on previous trends which may not continue, it is not a guarantee and should not be relied upon. Future projections can be influenced by a wide variety of factors unknown at the time of this report

Currently there are 91.7 mn student enrolments in private unaided schools in India and this is expected to reach 96.8 mn by AY 2027-28, translating into a potential TAM rental revenue of US\$ 5.0 bn and an infrastructure opportunity of 921 mn sft. Despite representing only 26% of the total number of private unaided schools affiliated with national and international boards (PAM) in India, the TAM schools command a significant share of the market. They account for 62% of the PAM revenue as of AY 2024-25 and is forecast to touch 70% by AY 2027-28. Further, TAM accounts for 38% of the PAM infrastructure opportunity size as of AY 2024-25 and is forecast to touch 48% by AY 2027-28, highlighting the importance of this segment in the overall school ecosystem. This growth is focused on existing or emerging education hubs.

PROMINENT CITIES/DISTRICTS IN INDIA WITH PRIVATE UNAIDED K-12 EDUCATION ECOSYSTEM

To evaluate the potential of cities/districts in India with respect to their private unaided K-12 education ecosystem, a total of 779 districts¹⁰⁷ of India were assessed based on key parameters such as education¹⁰⁸, regulatory environment¹⁰⁹, socioeconomics and demographics¹¹⁰.

Each parameter was assigned a weightage (as depicted below) according to its direct impact on the private unaided K-12 education segment. Further, indexed scoring has been done to each district for all the parameters and then ranked basis the cumulative score of each district as per the weightage assigned.

Disclaimer: Parts of this analysis is subjective and can be influenced by a wide variety of factors.

Methodology for shortlisting

1 Identification and allocation of weightages for educational parameters



EDUCATION (75%)

Schools and Enrolments

No. of private unaided schools in urban areas (AY 2023-24) - 10%

No. of CBSE & ICSE schools (AY 2024-25) - 15%

No. of IB & CIE schools (AY 2024-25) - 15%

Enrolments in private unaided schools of urban areas (AY 2023-24) - 10%

Chain Operator run Schools

No. of schools run by private chain operators (AY 2024-25) - 20%

Teachers

Pupil Teacher ratio of schools in urban areas (AY 2023-24) - 5%

2 Identification and allocation of weightages for regulatory parameters



REGULATORY (15%)

Regulatory Framework (2024-25) - 15%

3 Identification and allocation of weightages for socio-economic and demographic parameters



SOCIO- ECONOMIC (5%)

Per capita Income (2020-21) - 5%



DEMOGRAPHIC (5%)

School Age Population (2023-24) - 5%

4 Identification of top 30 districts with robust K-12 education ecosystem based on educational, regulatory, socio- economic and demographic parameters

¹⁰⁷ Major cities like Mumbai, Bengaluru, Hyderabad and Chennai span across multiple districts. For shortlisting, the districts of Mumbai, Mumbai Suburban, and Thane are collectively considered as the city of Mumbai, forming the Mumbai Metropolitan Region (MMR). Similarly, the districts of Bengaluru Urban and Bengaluru Rural are grouped as the city of Bengaluru, while Hyderabad, Ranga Reddy, and Medchal-Malkajgiri are treated as the city of Hyderabad. Chennai, Chengalpattu, Kanchipuram and Thiruvallur are together considered as Chennai. All other cities are considered based on their respective individual districts

¹⁰⁸ The data for no. of private schools in urban areas, enrolments and pupil teacher ratio are derived from UDISE 2023-24 database.

The data for no. of CBSE, ICSE, IB and CIE schools is obtained from respective board websites

The data for no. of schools run by private chain operators is CBRE estimates based on the data from board websites. The chain operator is defined as the operator with at least 5 schools in India.

¹⁰⁹ The regulatory framework is evaluated based on the state's regulations regarding fee caps and limits on fee increases and adopting the same for respective districts

¹¹⁰ The school age population for each district is derived basis the total state population and state's school age population data from UDISE 2023-24

Key shortlisted cities/districts in India

The following figure highlights the geographical spread of key cities/districts in India with established K-12 education ecosystem. These cities/districts witness the largest school age population, highest share of private unaided schools and enrolments, good presence of private unaided schools affiliated to national and international boards, strong socio-economic & demographic factors and are major markets for K-12 education segment.

Map showing the top 25 cities/districts in terms of prominent K-12 education ecosystem



Summary of key parameters in each city/district as of AY 2024-25:

District/City	State	Tier	No. of private unaided schools in the district	Enrolments in private unaided schools in the district	Private unaided national schools	Private unaided international schools	Private unaided schools by Chain Operators
Bengaluru	Karnataka	Tier 1	4,365	18,40,214	950	106	345
Mumbai (MMR)	Maharashtra	Tier 1	3,500	17,70,403	366	155	159
Hyderabad	Telangana	Tier 1	5,508	22,90,379	403	87	132
Chennai	Tamil Nadu	Tier 1	2,601	16,00,972	499	77	167
Pune	Maharashtra	Tier 1	1,831	9,90,226	357	28	94
Jaipur	Rajasthan	Tier 2	2,679	7,98,893	240	17	60
Gurugram	Haryana	Tier 1	487	2,92,029	261	23	85
Total of Rank 8 – 25 districts			19,333	70,49,902	3,467	176	943
Grand Total of Top 25 districts			40,304	1,66,33,018	6,543	669	1,985
% share of Top 25 districts in India Total			12%	19%	25%	71%	28%

Source: CBRE analysis

Conclusion:

The leading cities/districts contributing to the growth of their respective states are ranking well due to a combination of factors, including a strong presence of the K-12 education infra, a higher proportion of the relevant population, robust economic activity, and significant interest from educational chain operators to expand in these cities. In addition to the Top 25 cities/districts, other notable locations are Nagpur, Gwalior, Gorakhpur, Jalandhar, Jodhpur, Sonipat, Thrissur, and Visakhapatnam.

Demand Drivers: High school enrolment in Tier 2 cities is rising due to urban migration and growing middle-class ambitions. This trend favours national schools (CBSE/ICSE) for their focus on competitive exam readiness. The Tier 1 and Tier 2 markets also seeing a rise in trusted school chains, particularly in hubs like Bengaluru, Chennai, Hyderabad, Lucknow, Mumbai, and Pune, demonstrating brand loyalty and scalability.

Key Risks: Frequent government policy changes create uncertainty for schools by affecting fees, licenses, and curricula. Expanding into Tier 2 cities may be difficult due to poor infrastructure and a lack of talent.

MODULE B: HIGHER EDUCATION AND STUDENT ACCOMMODATION SEGMENT

GLOBAL SNAPSHOT OF HIGHER EDUCATION AND STUDENT ACCOMMODATION SEGMENT

India's higher education system is one of the largest globally with around 58,642 institutions, serves approximately 43.3 mn students comprising approximately 17.5% of the global enrolments as of AY 2021-22¹¹¹. Despite its vast size, the higher education segment is considered under penetrated with a relatively low GER of 28.4%, when compared to select developed and developing economies such as US, UK, Australia, Germany, China and Brazil (estimated to 31.0% by AY 2023-24). With policy initiatives from the government to further boost enrolments, there could be a corresponding growth in demand for quality infrastructure, including quality and adequate student accommodation facilities. The following section explores the positioning of Indian higher education system and Purpose-Built Student Accommodation (PBSA)/ Professionally Managed Student Accommodation (PMSA) in comparison to select global economies.

INDIAN HIGHER EDUCATION AND STUDENT ACCOMMODATION SEGMENT W.R.T GLOBAL SCENARIO



India has the largest higher education market by no. of HEIs and second largest by student enrolment after China



Private HEIs dominate the system, unlike in developed countries where it is dominated by Public HEIs



India's Gross enrolment ratio (GER) is estimated to 31.0% AY 2023-24; NEP target to reach 50% by 2035.



Potential for growth in GER as country's GDP increases- similar to the trend seen in advanced economies



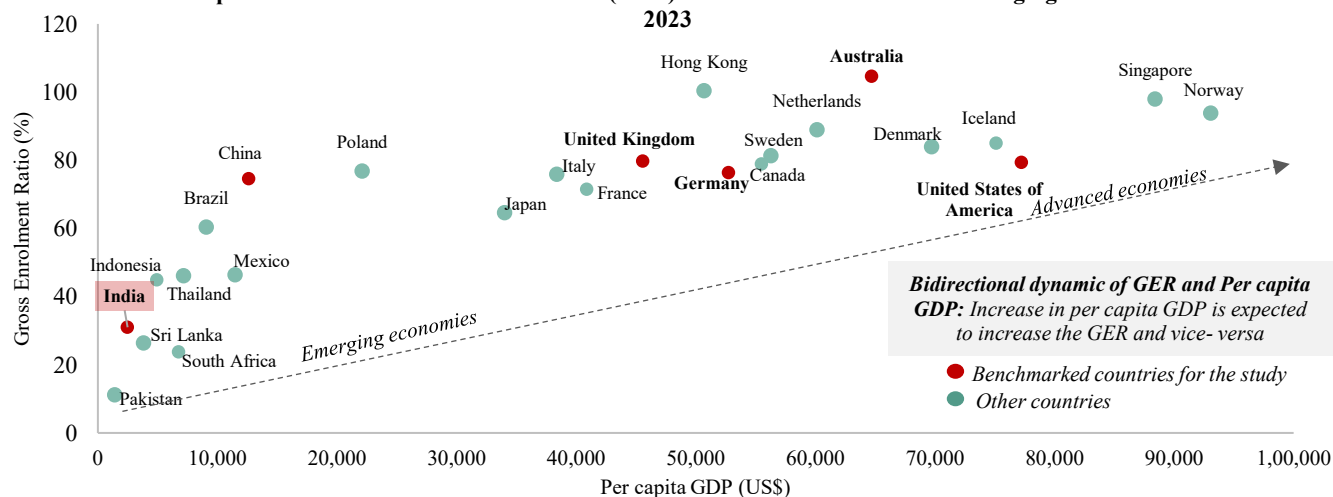
Lack of PBSA facilities unlike developed economies, but increasing presence of Professionally Managed Student Accommodation (PMSA) facilities

Higher education segment – global overview

According to UNESCO, tertiary or higher education comprises of all levels of education post completion of school education/ K-12. As per UNESCO, in AY 2023-24¹¹², approximately 264 mn students were enrolled in higher education globally, with a global Gross Enrolment Ratio (GER) of 43%. Both advanced and emerging economies¹¹³ have experienced growth in their average GER, along with an increase in average per capita GDP¹¹⁴. This could indicate that as country's population becomes wealthier, the enrolment ratio also witness a growth.

Rising GER with increasing per capita GDP: The relationship between GER and per capita GDP is mutually reinforcing. As per capita GDP increases, countries can invest more in higher education, raising its GER. Conversely, higher enrolment ratio contributes to economic growth by developing a skilled and educated workforce.

Per capita GDP and Gross Enrolment Ratio (GER) across select advanced and emerging economies - 2023



Source: UNESCO UIS, Data for AY 2022-23 used for Brazil, Canada, France, Iceland, Japan, Mexico, Singapore, South Africa, United Kingdom, United States of America. 31.0% projected GER for India in AY 2023-24, projected at 4.3% from 28.4% in AY 2021-22, NEP target of 50% GER by 2035 projects GER growth at 4.3%.

¹¹¹ AISHE Annual Report 2021-22 and UNESCO UIS data for 2021

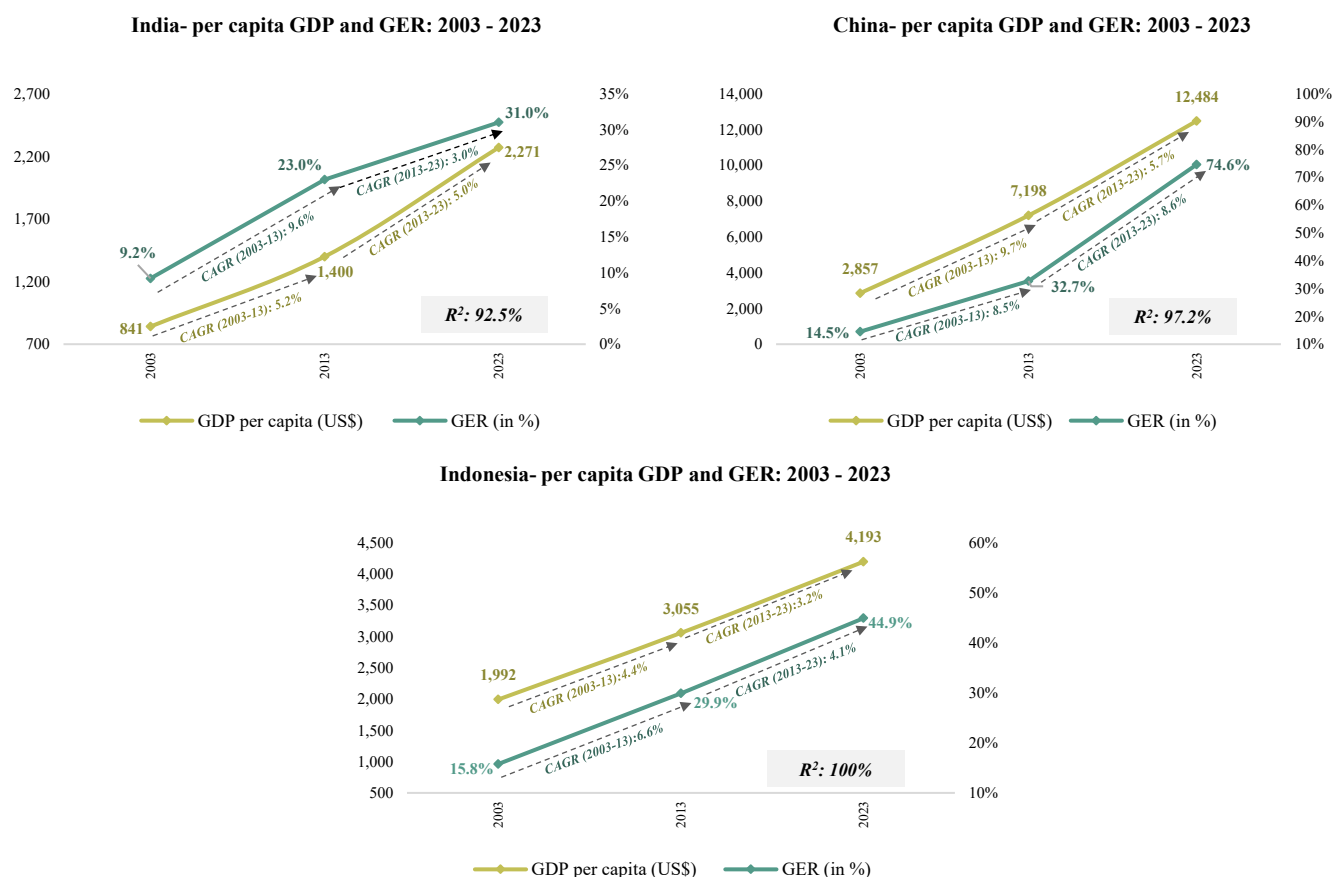
¹¹² AY 2023-24: Academic year 2023-24 begins in 2023 and ends in 2024

¹¹³ The IMF World Economic Outlook identifies 39 economies as "advanced" due to high per capita income, diversified exports, and strong global financial integration. The rest are classified as "emerging market and developing" economies.

¹¹⁴ World Bank data for per capita GDP and Gross Enrolment Ratio for Tertiary Education, 2021- For emerging economies: GER for bottom 10 countries were 14.8% which increased to 64.6% in top 10 countries. For advanced economies: GER for bottom 10 countries were 82.5% which increased to 88.5%.

GER and per capita GDP growth in most populous developing Asian Economies: Among the most populous Asian economies—India, China and Indonesia, there has been a strong positive correlation between rising per capita GDP and GER in higher education from 2003 to 2023. In India, during 2013- 2023, per capita GDP grew at a CAGR of 5.0%¹¹⁵, in tandem with a projected increase in GER from 23.0% in AY 2013-14 to a 31.0%¹¹⁶ in AY 2023-24, with a CAGR of 3.2%¹¹⁷. This trend indicates that growth in per capita income typically leads to increased access to and demand for higher education.

Rise in GER with increasing per capita GDP among most populous Asian countries (AY 2003-2023)



Source: World Bank Open data for per capita GDP at 2015 constant prices in US\$ and Gross Enrolment Ratio (GER) from 2003- 2023.

Note: R² value greater than 90% indicates strong correlation between parameters. The GER data for China and Indonesia from UNESCO UIS, India from AISHE. The GER for India in AY 2023-24 is projected from AY 2021-22 GER based on NEP targets

Comparative analysis of higher education in select global countries

To analyse the scale and market dynamics of the higher education sector in India, six global locations, namely USA, UK, Australia, China, Germany and Brazil have been selected¹¹⁸ on the basis of student enrolment in higher education, government expenditure on tertiary education and presence of top higher educational institutes (HEIs)¹¹⁹.

Disclaimer: It is important to note, that whilst the data contained in this table has been sourced from official government sources within each respective country, the definitions and parameters adopted may change between locations, and different assumptions and methods of collating the information may result in data being difficult to accurately compare. On this basis, this information should only be used as a guide, and not a comprehensive comparison between each country.

Key Parameters	United States ¹³¹	United Kingdom ¹³¹	Australia ¹³¹	China	Germany	Brazil	India
Gross Enrolment Ratio (GER)							
Gross Enrolment Ratio (GER) (AY 2023) ¹²⁰	79.4%	79.7%	104.6% ¹²¹	74.6%	76.3%	60.4%	31.0%

¹¹⁵ World Bank Data 2024

¹¹⁶ 31.0% is the estimated GER for India in AY 2023-24 considering a CAGR of 4.4% from 28.4% in AY 2021-22, based on NEP target of 50% GER by 2035

¹¹⁷ AISHE Annual Reports from 2011-2021

¹¹⁸ Methodology for shortlisting: Initially top 20 largest economies were selected based on their Gross Domestic Product (GDP). Top 3 countries under each parameter mentioned above were shortlisted from the leading 20 economies for comparative assessment.

¹¹⁹ Top higher educational institutes in a country are considered based on QS World Ranking 2025

¹²⁰ GER for United States, United Kingdom & Brazil as on AY 2022-23, 31.0% projected GER for India in AY 2023-24, projected at 4.4% from 28.4% in AY 2021-22, NEP target of 50% GER by 2035 projects GER growth at 4.4%.

¹²¹ GER can exceed 100% due to the inclusion of over-aged and under-aged pupils/students because of early or late entrants, and grade repetition.

Key Parameters	United States ¹³¹	United Kingdom ¹³¹	Australia ¹³¹	China	Germany	Brazil	India
Absolute growth rate in GER (AY 2015-16 – AY 2023-24) ¹²²	-10.7%	41.1%	-12.6%	58.3%	11.8%	24.7%	26.5%
India's HEI segment presents a significant opportunity for increased penetration, with a GER of 31.0% (estimated) in AY 2023-24, compared to 76.3% in Germany and 74.6% in China.							
Student enrolment in higher education institutions							
Total Student Enrolment in mn (Annual) (AY 2023-24) ¹²³	~18.0	~3.1	~ 1.7	~ 59.4	~3.3	~10.3	~47.2
Absolute growth rate in Student Enrolment (%) (AY 2015-16 – AY 2023-24) ¹²⁴	-7.6%	34.3%	-9.8%	37.0%	12.0%	24.3%	36.5%
Share of student enrolment in Private HEIs (in AY 2023-24) in % ¹²⁵	27.6%	100.0%	22.7%	15.3%	17.8%	77.3%	54.9%
India has the second largest student enrolment, with a substantial share of student enrolment occurring in private institutions							
World Higher Education Database (WHED) listed higher educational institutions							
Total WHED ¹²⁶ Listed HEIs (as of March 2025)	2,552	245	94	1,034	358	1,445	831
WHED Private HEIs as a percentage of total (as of March 2025)	~ 70.0%	~0.03%	~ 57.0%	~27.2%	~33.5%	~83.0%	~38.0%
Of the countries benchmarked, India has the fourth largest share of WHED listed HEIs as well as WHED listed private universities. WHED listing is critical as it helps enhance global recognition, networking opportunities and access to global education resources.							
Government Expenditure on Education							
Expenditure on higher education (as a % of GDP) as of 2021	~1.7%	~1.6%	~1.2%	~0.8%	~1.4%	~1.0%	~1.6%
Expenditure on higher education per students enrolled for 2021 (in US\$)	~22,180	~16,851	~11,259	~2,834	~17,591	~1,755	~1,160
In India, with US\$ 1,160 spent by government on each student enrolled in higher education, there could be potential for private sector investment to bridge the funding gaps in infrastructure, research and development, and enhance access to quality education							
Source: UNESCO UIS data 2024, WHED data 2024, India- AISHE reports 2018-19 to 2021-22							
Note: As per UNESCO UIS data, GER is calculated using number of students enrolled in tertiary education, expressed as percentage of the 5-year age group immediately following upper secondary education. The population of the official age for tertiary education is estimated to be the 5-year age group immediately following upper secondary education. The GER can be above 100% if students repeat grades or start a particular level of schooling late.							

Student accommodation segment – global overview

Student accommodation refers to accommodation specifically designed or designated for students enrolled in higher educational institutions. It comprises various types of residences such as tradition college/ university provided hostels, privately operated accommodation facilities, shared apartments, and paying guest (PG) facilities. Higher education student enrolment growth is the major demand driver for the student accommodation segment both on campus & off campus facilities. The presence of prominent universities that attract a large number of domestic outstation students and international students further fuels this demand.

Student accommodation can be broadly categorised as follows:

1. **Unorganized student accommodation** – these include paying guest accommodations (PGs), multi- family housing/ rental apartments
2. **Organized student accommodation** – these may fall under one of the following categories
 - **Conventional hostels or university provided accommodation:** facilities that are exclusively owned and managed by the university
 - **Purpose Built Student Accommodation (PBSA):** In countries such as USA, UK and Australia, student accommodation facilities are often built and operated by specialized private players specifically catering to the higher

¹²² Absolute Growth Rate in GER for United States, United Kingdom & Brazil calculated from AY 2015- AY 2022

¹²³ Student enrolment for United Kingdom for AY 2022-23. India student enrolment for AY 2023-24 is estimated at 4.4% CAGR from 43.3 Mn in AY 2021-22

¹²⁴ Absolute Growth Rate for student enrolment for United Kingdom calculated for AY 2015-16 to AY 2022-23

¹²⁵ Share of student enrolment in Private HEIs for United Kingdom for AY 2022-23

¹²⁶ The World Higher Education Database (WHED) is the International Association of Universities' (IAU) exclusive online reference portal. It offers authoritative information on approximately 19,800 accredited higher education institutions, as well as details on higher education systems and credentials across 196 countries and territories. To be listed in the WHED, an HEI should: i) be from a Member State or a Permanent Observer of the UN or from an Associate Member State of UNESCO, ii) be recognized and referenced by the national competent body, iii) be a degree-conferring institution offering at least a four-year degree or a four-year professional diploma and iv) have had at least three cohorts of graduates at undergraduate level or its equivalent at a postgraduate institution.. WHED listing would help enhancing global visibility, networking opportunities for member institutions, access to global educational resources like international conferences and workshops, and research opportunities

education students. Such facilities are typically asset heavy (PropCo + OpCo model) and are referred to as Purpose-Built Student Accommodation (PBSA).–These facilities usually feature amenities like study areas, cafeterias, fitness centers, sports/ recreational areas and other community spaces designed to address student needs.

In India, the concept of Purpose-Built Student Accommodation (PBSA) is still emerging; however, there are several on-campus and off-campus student accommodation facilities managed by private operators, which maybe asset light (ManCo model) or asset heavy (PropCo + OpCo) and are more accurately termed **Professionally Managed Student Accommodation (PMSA)**. On campus PMSA facilities refer to the ones taken over from the HEI (either on ownership or management or both are transferred), while off-campus facilities are typically residential properties converted into multi-bed student accommodations, offering a full range of services similar to PBSA. Given that the PMSA sector in India is still nascent compared to developed markets, institutional owners may prefer acquiring existing on-campus facilities backed by university contracts.

Understanding the student accommodation segment (PBSA/ PMSA) across select global locations

Serving around 13-19% of its total student enrolments, UK and USA are the established markets in PBSA segment, offering one bed for every six students enrolled, underscoring their markets’ maturity. The UK and Australia attract interest from both domestic and international students seeking quality housing, while the US education system primarily caters to domestic students. On the contrary, the PMSA sector in India is still emerging, serving less than 0.5% of the total student enrolment and the demand for quality accommodation is primarily driven by domestic enrolments. The PMSA segment is growing due to increasing student enrolment in private higher education, urban migration, and rising private sector investments.

Key Parameters	United States	United Kingdom	Australia	China ¹²⁷	Germany	Brazil	India
Total PBSA/ PMSA Beds (2023-24)	2.70 mn- 2.75 mn	0.51 mn- 0.56 mn	0.09 mn- 0.10 mn	NA	0.23 mn- 0.25 mn	0.01 mn- 0.015 mn	0.14 mn- 0.15 mn
Beds (PBSA/PMSA) per enrolment in % (2023-24)	13-15%	17-19%	5-7%	NA	7-9%	<0.5%	<0.5%
Av. Monthly Rent/ Bed (2024) in US\$	\$800- \$1,000	\$1,600 - \$1,700	\$1,400- \$1,500	NA	\$700- \$750	\$500- \$550	\$160- \$170

Source: CBRE, Data for United States from US Student housing REIT, data for UK, Brazil and Germany from BONARD Student Housing Annual Report 2024 and 2023, figures for Australia from CBRE report on Accommodating the growth in students, July 2024. Data for China not available in public sources.

Note: Average monthly rent per bed in UK, Germany and Brazil is given for a studio in a private residence.

PBSA beds in UK as of 2025: 0.75mn beds- data provided by Bonard Student housing company

Compared to other benchmarked countries, India typically provides more affordable student accommodation rentals per bed, attributed to lower overall housing costs and a prevalent supply from the unorganised PG¹²⁸ and shared rental segments. Furthermore, PMSA/ PBSA segment in India is still emerging as an recognised asset class.

In prominent PBSA markets like US, the most prevalent operating model is ‘own-and-operate’ model. India is also moving towards such models from the typical lease model. Increasing capital infusion and higher market acceptability for the segment may fuel growth and promote entry of new domestic/international operators and potentially aid expansion strategies of existing operators in the market.

Prominent student accommodation operators: The following table depicts top 10 operators based on beds inventory, having their origin of operations in the benchmarked countries. Globally, Harrison Street has the largest no of beds with no presence in India. However, Indian student accommodation operator- Elevate Campuses Limited has emerged as one of the largest players in India with a capacity of more than 65,000 beds.

S. No	Operator	Country Of Origin	Portfolio Size (No. Of Beds)	Key Locations
1	Harrison Street	USA	2,00,000- 2,22,000	USA, UK, France, Spain
2	American Campus Communities	USA	1,30,000- 1,40,000	USA, Canada
3	Greystar Real Estate Partners	USA	1,00,000- 1,10,000	USA, UK, Germany, France
4	The Scion Group	USA	90,000- 92,000	USA and Canada
5	Landmark Properties	USA	70,000- 71,000	USA, UK, Ireland
6	Unite Students	UK	65,000- 68,000	UK
7	Elevate Campuses Limited	India	66,272*	Bangalore, Mangalore, Jaipur, Sonipat, Manipal, Solan, Coimbatore
8	Prominent Indian PMSA Operator	India	38,000 – 43,000	Delhi, Bangalore, Pune, Hyderabad, Chennai

¹²⁷ Data for China not available in public domain

¹²⁸ Paying Guest facilities

S. No	Operator	Country Of Origin	Portfolio Size (No. Of Beds)	Key Locations
9	Yugo	UK	40,000- 45,000	USA, Australia
10	Homes for Students	UK	35,000- 40,000	UK

Source: CBRE

Note: *Based on the data provided by the Client

Investments in student accommodation segment (PBSA/ PMSA): The student accommodation sector attracts investments predominantly from institutional investors and real estate developers. Major investments in student accommodation segment are as follows:

Transactions	Country	Year	Key Insights
Empiric Student Property PLC takeover by Unite Students	UK	2025	Acquired 7,685 beds in 23 towns
Unite Students enter a JV with Manchester Metropolitan University	UK	2025	To develop 2,300 beds at the University's Cambridge Halls site in Manchester city centre for delivery in 2029 and 2030
International Campus (IC) under its brand FIZZ acquires 5 asset student housing	Germany	2025	Five student housing apartment blocks comprising 1,900 beds
KKRs Acquisition of BREIT Portfolio	USA	2024	Acquired 19 PBSA from a prominent real estate income trust
Harrison Street's Portfolio Sale	USA	2024	8700 beds at universities including Arkansas and Missouri
Greystar enters agreement with Share student living and CIX Capital to operate and manage PBSA in Brazil	Brazil	2024	The 1,900-bed student housing portfolio consists of four assets located in central neighbourhoods of São Paulo
Acquisition of American Campus Communities (ACC)	USA	2022	166 Properties and management of 38 additional properties
Harrison Street & Global Student Affiliations (GSA) Partnership	USA	2022	Acquired 5 properties adding 1600 beds across 23 states, expanding GSA's portfolio to 46 properties in US

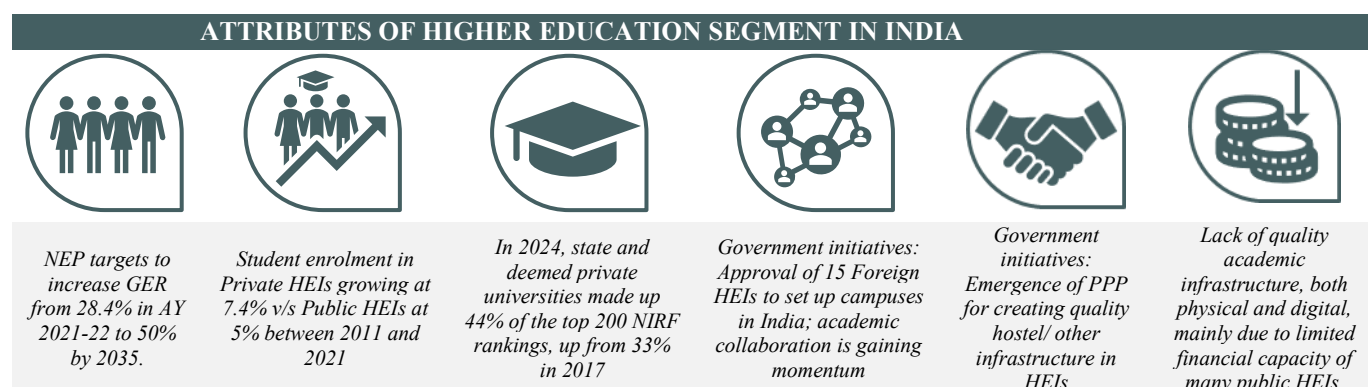
Source: CBRE; Based on publicly available information

Currently, PMSA segment in India serves less than 0.5% of the total student enrolment in higher education. As this segment is still in its nascent stages, it would have growth potential, particularly with rising private enrolments, increasing urban migration, and a growing preference for organized, quality living spaces.

HIGHER EDUCATION SEGMENT IN INDIA

The Indian higher education sector is witnessing steady growth, characterized by rising quality expectations from a growing middle class and favourable government initiatives. From AY 2011-12 to AY 2021-22¹²⁹, private HEIs expanded in both the number of new institutions and student enrolments, primarily due to the private sector's capacity to develop capital intensive infrastructure, offer industry relevant courses more rapidly than public institutions, limited expansion capacity of public HEIs¹³⁰, and favourable government policies & support promoting the segment. This trend is likely to continue with the private sector expected to drive the future growth of Indian higher education.

The following section highlights the higher education ecosystem in the country by providing insights into the public and private HEIs landscape, regulatory overview of higher education and initiatives by the government, promoting private sector participation in this segment.



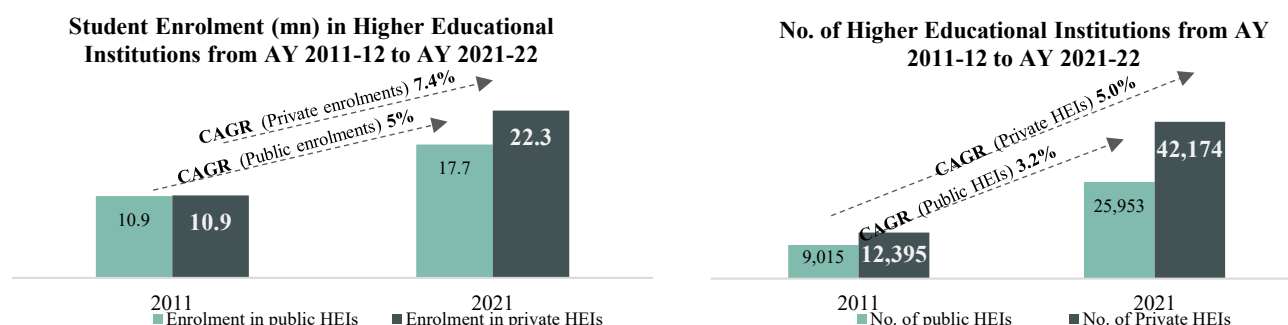
Rising enrolments and GER in Indian higher education

India's higher education GER rose from 20.8% in AY 2011-12 to 28.4% in AY 2021-22 with a CAGR of 3.2%, alongside student enrolment growth from 29.2 mn to 43.3 mn (with a CAGR of 4.0%)¹³¹. Projections estimate the GER will reach 31.0% and enrolment will reach 47.2 million by AY 2023-24. Achieving the NEP 2020 target of 50% GER by 2035 will require sustaining this 4.3% annual growth, necessitating additional capacity for approximately 47 million students (as per NITI Aayog target of increasing enrolments to 90mn by 2035¹³²). This requires expanding academic infrastructure, faculty, and student services, establishing new HEIs as well as increasing the availability of quality student accommodation.

Classification of Higher Education Institutions (HEIs) by Management

Higher educational institutes in India are categorized into public and private based on their management. Public HEIs are managed by the government, while private HEIs, which include aided and unaided institutions, are managed by individuals, trusts, societies, or other private organizations that operate on a not-for-profit basis¹³³.

Higher growth witnessed in private HEIs compared to public HEIs in India: As of AY 2021-22, India's higher education landscape has been dominated by private institutions, accounting for 71.9% of total number of HEIs and 51.4% of total student enrolment¹³⁴. Further, the HEI segment is undergoing a transformative shift, with private HEI enrolments growing at a CAGR of 7.4% from AY 2011-12 to AY 2021-22. The increased participation of the private sector has impacted the higher education landscape by tapping the latent demand and enhancing access to quality higher education.



Source: AISHE Annual Reports from 2011-12 to 2021-22

¹²⁹ Latest data on higher education provided by All India Survey on Higher Education (AISHE) is available as of 2021-22.

¹³⁰ NITI Aayog report on Expanding quality education through States and State public universities

¹³¹ AISHE Annual Report 2011-12 to 2021-22

¹³² PIB release on Feb 2025

¹³³ AISHE Annual Report 2021-22

¹³⁴ AISHE Annual Report 2021-22

Note: The graph above displays enrolments and no. of HEIs exclusively from universities and colleges and does not include those in standalone institutions. Private HEIs include state private universities, deemed private universities, state private open universities, private aided colleges and private unaided colleges. The latest figures are published till AY 2021-22 by AISHE.

There has been an increase both in number of private HEIs and student enrolments in private HEIs in India which has been partly facilitated by and likely to be further bolstered in the future by favourable central government initiatives:

- **Regulations for World Class Institution¹³⁵- Deemed to be University, 2016:** It is aimed at providing 'deemed to be universities' more autonomy with respect to their academics and governance structure, aiming to elevate them to global standards in education and research.
- **Institutes of Eminence, UGC 2017:** These regulations grant greater academic, administrative and financial autonomy, allowing institutions to set their own curriculum, admit foreign students, collaborate globally, and even establish offshore campuses.
- **National Education Policy (NEP), 2020:** Aims to increase enrolments and promote internationalisation of education.
- **Regulations for setting up Foreign HEIs in India:** The International Financial Services Centres Authority (IFSCA) regulations in 2022 and UGC regulations in 2023 enable setting up of foreign institutions in India.

Classification of Higher Education Institutions (HEIs) by Constitution:

HEIs in India are classified into three categories: universities¹³⁶, colleges¹³⁷ and standalone institutions¹³⁸. Of the total student enrolment, colleges have the largest share at 72.7%, followed by universities at 22.3%, and standalone institutions at 5.0%. Below is the break-up of HEIs in India:

	Total	Universities	Colleges	Standalone Institutions
No. of HEIs	58,643	1,168	45,473	12,001
Student Enrolment (in mn)	43.3	9.6	30.3*	2.2
% Student Enrolment	100%	22.3%	72.7%	5.0%
CAGR Student Enrolment (2011-2021)	4.0%	5.7%	6.4%	1.8%

Source: AISHE Annual Report 2021-22

Note: *The enrolment number for colleges is only inclusive of the ones responding to the AISHE survey (actual enrolment). The enrolment in colleges inclusive of the ones not responded is 31.5mn which is an estimated figure provided by AISHE.

Profiling of universities in India

Indian universities are primarily public, constituting around 59.6% of the total, while the private sector, accounting for about 40.4%, is growing rapidly at a CAGR of 11.2% compared to 4.3% for public universities between AY 2011-12 and AY 2021-22¹³⁹.

The various types of universities in India are as follows:

Type Of University	No. Of Universities (AY 2021-22)	Share In Total No. Of Universities	Total Student Enrolment in mn (AY 2021-22)	Share in Total University Enrolment
State Public University¹⁴⁰	423	36.2%	3.0	30.9%
State Private University¹⁴¹	391	33.5%	1.6	16.8%
Institute of National Importance¹⁴²	153	13.1%	0.3	3.4%

¹³⁵ A 'World Class Institution- Deemed to be University' in India refers to a higher education institution that has been conferred deemed university status by UGC (World Class Institutions Deemed to be Universities) Regulations, 2016. These institutions are distinguished by their academic excellence and research output and are expected to attain global recognition with an aim to be ranked among the top 100 universities worldwide in terms of teaching and research over time.

¹³⁶ University: According to University Grants Commission (UGC), university refers to an institution established or incorporated by or under a Central Act, Provincial Act, or State Act and is recognized by the Commission in accordance with the regulations established under this Act.

¹³⁷ Colleges: According to UGC Act section 12A[1][b], a college is any institution, that offers courses leading to qualifications from a university and is recognized by the university as competent to provide such courses and present students for examinations to award those qualifications.

¹³⁸ Standalone Institutions: Several institutions operate outside the scope of Universities and Colleges. These institutions typically offer Diploma or PG Diploma programs and require recognition from various Statutory Bodies some of which include AICTE, State Directorate of Technical Education, Indian Nursing Council, State Nursing Council and various Central and State Ministries.

¹³⁹ AISHE Annual Reports from 2011- 2021

¹⁴⁰ State public university: established or incorporated by a Provincial Act or by a State Act, AISHE 2021-22

¹⁴¹ State private university: A university established through a State/ Central Act by a sponsoring body viz. a Society registered under the Societies Registration Act 1860, or any other corresponding law for the time being in force in a State or a Public Trust or a Company registered under Section 25 of the Companies Act, 1956, AISHE 2021-22

¹⁴² Institute of National Importance: An Institution established by Act of Parliament and declared as Institution of National Importance such as All India Institute of Technology (IIT), National Institute of Technology (NIT), AISHE 2021-22

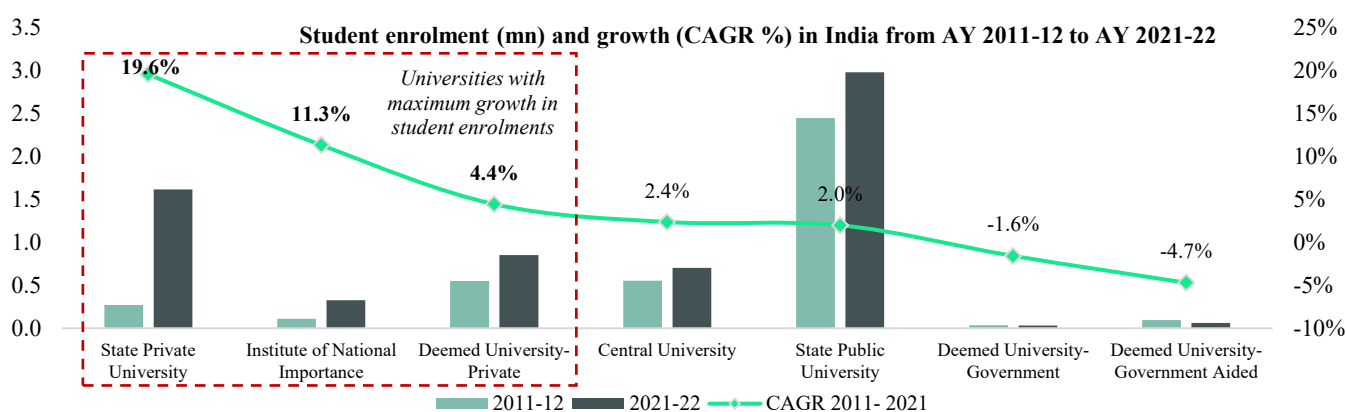
Type Of University	No. Of Universities (AY 2021-22)	Share In Total No. Of Universities	Total Student Enrolment in mn (AY 2021-22)	Share in Total University Enrolment
Deemed ¹⁴³ Private University	81	6.9%	0.9	8.8%
Central University ¹⁴⁴	53	4.5%	0.7	7.3%
Deemed Government University	33	2.8%	0.03	0.3%
Open University ¹⁴⁵	18	1.5%	3.1	31.8%
Deemed Government Aided University	10	1.0%	0.1	0.6%
Institute under State legislature Act ¹⁴⁶	6	0.5%	0.01	0.1%
Type of university based on Management				
Public Universities	695	59.6%	7.1	74.4%
Private Universities	473	40.4%	2.5	25.6%
Total	1,168		9.6	

Source: AISHE Annual Reports 2021-22

Growing significance of private universities in India

Growth in no. of private universities in India: From AY 2011-12 to AY 2021-22, the no. of private universities in India grew with a CAGR of 9.9%, while the same for public universities stood at 4.3%.

Rising enrolments in private universities in India: In higher education, private universities accounted for 25.6% of total university enrolments as of AY 2021-22 and have grown at a CAGR of 11.6% from AY 2011-12 to AY 2021-22, compared to 4.3% CAGR for public university enrolments over the same period. Amongst key categories of universities, State Private Universities have seen the maximum growth in enrolments with a CAGR of approximately 19.6%, followed by Institute of National Importance and Deemed Private Universities with a CAGR of approximately 11.3% and 4.4% respectively during AY 2011-12 to AY 2021-22. These universities together comprise of 29% of total enrolment in universities. On the other hand, Central and State Public universities had a minimal growth in enrolment with a CAGR of 2.4% and 2.0% respectively.



Source: AISHE Annual Reports from 2011-12 to 2021-22

Note: The graph above does not include enrolments from Open university and Institutes under State Legislature Act.

This growth in private universities (State Private Universities and Deemed University Private) is on account of the states' limited financial capacity, outdated curricula and lack of variety of courses in public institutions¹⁴⁷. It could be further augmented on account of rising per capita income of people leading to more affordability and demand for quality education in the private sector. Various government initiatives, as highlighted earlier, have also fostered the growth of private universities.

Quality of education witnessed in private universities in India: Private universities have earned national recognition, affirming their role in enhancing the quality of higher education in the country. Multi-campus private universities, research intensive programmes, international collaborations like student exchange programmes, industry aligned modules, infrastructural facilities, autonomy and flexibility in operations are some of the measures leading to improved quality of education as further evidenced by the increasing share of private universities in the top 200 universities NIRF rankings.

¹⁴³ Deemed university: An Institution Deemed to be university commonly known as deemed university refers to a high-performing institute, which has been so declared by Central Government under Section 3 of the University Grants Commission (UGC) Act, 1956, AISHE 2021-22

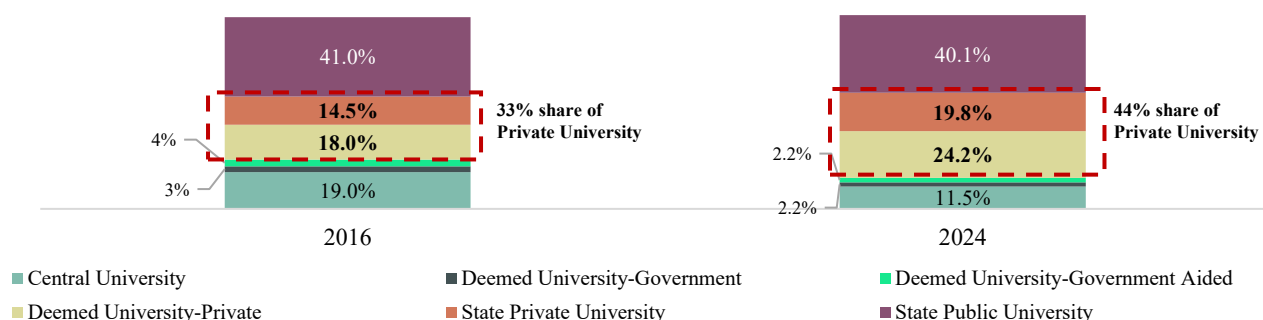
¹⁴⁴ Central university: established or incorporated by a Central Act, AISHE 2021-22

¹⁴⁵ Open university: A university which imparts education exclusively through distance education in any branch or branches of knowledge, AISHE 2021-22. It comprises of Central open university, state open university and state private open university

¹⁴⁶ Institute under State Legislature Act: An institution established or incorporated by a State Legislature Act, AISHE 2021-22

¹⁴⁷ NITI Aayog report on Expanding quality education through States and State public universities

Share of various universities in Top 200 NIRF Rankings for 2016 and 2024



Source: NIRF Ranking CY 2024 and CY 2016, AISHE 2021-22

The share of state private universities and deemed private universities in top 200 NIRF rankings increased to 44% in CY 2024, from 32.5% in CY 2016, while the share of state public universities and central universities saw a decline during the same period.

Among the top 200 NIRF-ranked universities, which collectively enrolls around 3.2 mn students, only one-fourth of the total student population is provided with accommodation facilities. In contrast, State Private Universities provide student accommodation to approximately one-third of their enrolled students, while Deemed Private Universities accommodate nearly half of their student population¹⁴⁸.

Prominent private universities in Higher Education segment in India: Some of the prominent private universities¹⁴⁹ in India with respect to student enrolment are as follows:

S. No	University Name	Year of establishment	Student enrolment (2023-24)	Campuses across India	Tier I/II cities	NIRF ranking 2024	Location
1	Amity University	2005	95,367	11	I & II	32 (for Uttar Pradesh Campus)	Noida, Kolkata, Gurugram, Lucknow, Raigad, Gwalior, Jaipur, Raipur, Patna, Ranchi, Mohali
2	Lovely Professional University	2005	91,308	1	II	27	Phagwara
3	Vellore Institute of Technology	1984	73,266	4	I&II	10 (for Vellore campus)	Vellore, Chennai, Amaravati, Bhopal
4	SRM University	1985	80,197	3	I&II	12 (for Chennai campus)	Chennai, Amaravati, Sonipat
5	Manipal University	2001	46,636	2	II	4 (for Manipal Campus) and 64 (for Jaipur campus)	Manipal, Jaipur
6	Chandigarh University	2012	56,945	1	II	20	Mohali
7	Maharishi Mahesh Yogi Vedic Vishwavidyalaya	1995	42,980	1	II	-	Bhopal
8	Christ University	1969	36,532	1	I	60	Bangalore
9	Jain University	1990	45,455	1	I	65	Bangalore
10	Dr. D.Y.Patil Vidyapeeth, Pune	2003	35,911	1	I	-	Pune

Source: AISHE 2023-24 excel database from AISHE website, CBRE, NIRF Ranking 2024

Many leading private universities in India, in terms of student enrolment, are also featured in the top 100 institutions in the NIRF Ranking provided by the Ministry of Education (MoE), highlighting their academic quality¹⁵⁰. Manipal Academy of Higher Education (MAHE) is one of India's foremost academic and research institution and was ranked fourth in top 100 universities among 10,845 participating institutions in India in the NIRF ranking 2024. MAHE is also recognized as an 'Institute of Eminence (IoE)' by the Government of India, placing it among the top 12 public and private universities across India. Other 11 IoEs in the country include 8 public universities namely Indian Institute of Science, Bangalore, IIT Delhi, IIT Bombay, IIT Madras, IIT Kharagpur, University of Delhi, University of Hyderabad and Banaras Hindu University, and 3 private universities namely Birla Institute of Technology and Science, Pilani, OP Jindal Global University and Shiv Nadar University¹⁵¹. Private universities with multiple campuses and high NIRF rankings are gaining prominence. Their wide reach improves access to education, while strong rankings boost their reputation, together driving growth, influence, and access to education.

Profiling of Colleges in India

¹⁴⁸ AISHE excel database 2023-24

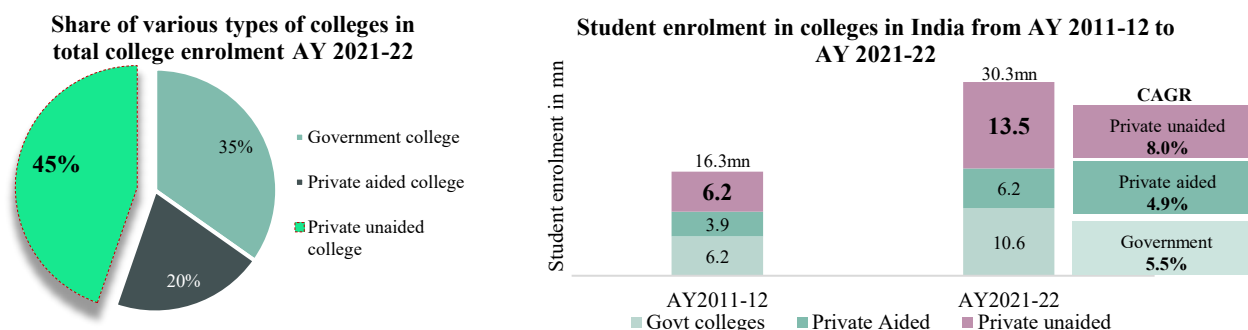
¹⁴⁹ Private universities are selected based on higher student enrolments

¹⁵⁰ NIRF Parameters

¹⁵¹ University Grants Commission, list of Institutes of Eminence

Colleges are classified based on their administrative and operational structure into university/constituent colleges and affiliated colleges, and by their management type into government, private aided, and private unaided institutions.

Growth trend of colleges in India: From AY 2011-12 to AY 2021-22, student enrolments in colleges grew at a CAGR of 6.4%, with 30.3 million students, accounting for 72.7% of total higher education institution (HEI) enrolments. Private unaided colleges exhibited the highest growth rate at 8.0% CAGR, followed by government colleges, which grew at 5.5% CAGR during the same period.

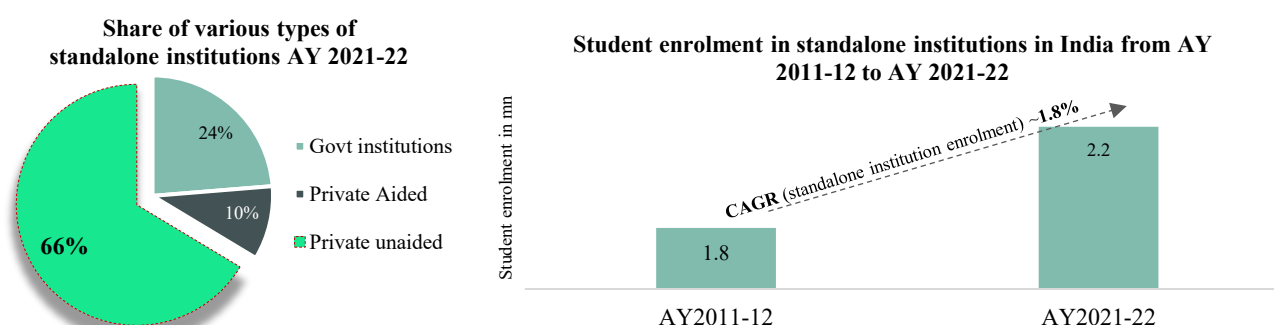


Source: AISHE reports from 2011-12 to 2021-22

Profiling of standalone institutions in India

There are numerous institutions that operate independently of universities and colleges which fall under 7 major categories¹⁵² and typically offer Diploma and Postgraduate Diploma programs. As of AY 2021-22, there were approximately 12,000 standalone institutions in India which are categorised into government institutions, private aided institutions and private unaided institutions.

Growth trend of standalone institutions in India: As of AY 2021-22, there were approximately 2.2mn students enrolled in standalone institutions, which comprises 5% of total enrolment¹⁵³.



Source: AISHE reports from 2011-12 to 2021-22

Note: The management wise enrolment data for standalone institutions are not available in AISHE Annual Report 2021, as enrolments for the same are given with respect to type (such as nursing, teacher training, paramedical and hotel management) and level wise (such as PG, M.Phil, UG, PG Diploma and Diploma)

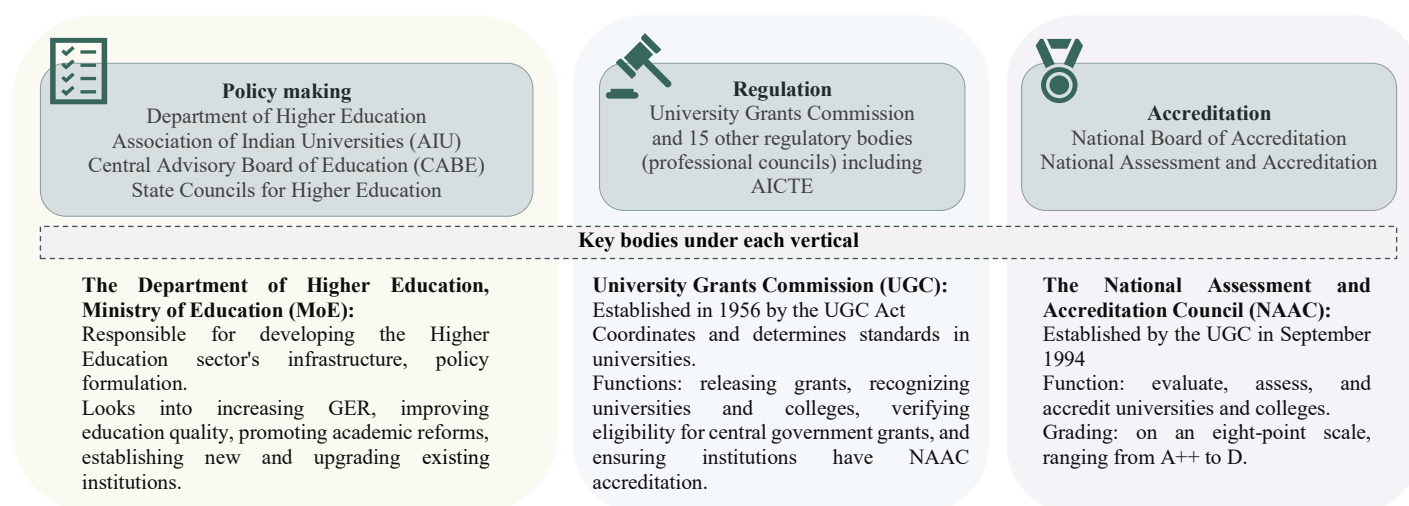
Regulatory framework for Higher Education in India

India's higher education regulatory framework is multi-layered, with the University Grants Commission (UGC) acting as the central authority. 15 regulatory bodies¹⁵⁴ oversee the financing, establishment, and regulation of the HEIs.

¹⁵² Seven categories of Standalone institutions are: i) Polytechnics (Technical Institutions), Nursing Institutions, Teacher training institutes, Post Graduate Diploma in Management (PGDM), Institutes under ministry, Paramedical institutes and Hotel management and catering institutes

¹⁵³ AISHE Annual Report 2021-22

¹⁵⁴ Regulatory bodies in Higher Education in India- University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Medical Commission (NMC), Dental Council of India (DCI), Pharmacy Council of India (PCI), National Council for Teacher Education (NCTE), Rehabilitation Council of India (RCI), Indian Council for Agriculture Research (ICAR), Bar Council of India (BCI), Indian Nursing Council (INC), Council of Architecture (COA), Central Council for Homeopathy and Central Council of Indian Medicine



Fee regulation in Indian HEIs: In India, fees for professional courses provided by HEIs are regulated by the fee regulatory committees at the State level, which also prohibits the collection of capitation fees¹⁵⁵ (donation fees).

In the case of unaided colleges, fee regulation is managed by Fee Regulatory Committees established under various state-specific fee regulation acts¹⁵⁶. These committees determine the permissible fee structure for each academic year, considering multiple factors such as the institution's revenue, maintenance and operational expenses, infrastructure development costs, and the provision of special amenities for students. The specific criteria used for fee determination vary from state to state.

Similarly, for State Private Universities, internal committees constituted under the respective State Private Universities Acts are responsible for regulating fee structures. In the case of Deemed Universities offering professional courses, the University Grants Commission (UGC) oversees fee regulation, through the University Grants Commission Act of 1956.

Fee trends and growth – Tuition fee and Hostel fee

Higher education fees in India typically comprises of two major components: Tuition Fee and Hostel fee (for student accommodation in hostels). Hostel fee is mostly charged as a composite fee which includes the bed fee as well charges for services such as mess/ food, laundry and utilities such as electricity.

- Typically, hostel fees in prominent private universities and HEIs may range from 20 to 50% of the average tuition fee. Hostel fee usually includes the charges for room, mess/food, electricity, wi-fi/internet and other utility charges.
- Hostel fee has been observed to be a function of the location, quality of infrastructure and the course (which impacts tuition fee and in turn hostel fee). Hostel fee per annum for private universities may vary from INR 0.07 mn to INR 0.18 mn per annum for non-AC double sharing room and INR 0.12 to INR 0.22 mn per annum for AC double sharing room.

The table below highlights the highest ranked 7 private universities on NIRF¹⁵⁷ with their respective fee breakup:

University Name	Year of Establishment ¹⁵⁸	NIRF Ranking ¹⁵⁹	Annual Tuition Fee- B Tech/ B.E (INR mn) ¹⁶⁰	Annual Tuition Fee- MBA (INR mn)	Annual Hostel Fee (Non-AC 2 Sharing) (INR mn)	Annual Hostel Fee (AC 2 Sharing) (INR mn)	Hostel Fee* as a % of Average Tuition Fee
Manipal Academy of Higher Education, Manipal	2001	4	0.35 – 0.56	0.94	0.12 – 0.15	0.19 – 0.22	19%
Vellore Institute of Technology, Vellore	1984	10	0.17 – 0.21	0.34- 0.35	0.12 – 0.14	0.15 – 0.17	49%
S.R.M. Institute of Science & Technology, Chennai	1985	12	0.28 – 0.48	0.45 – 0.48	0.16 – 0.17	0.26 – 0.27	39%
Siksha 'O' Anusandhan	1996	14	0.24 – 0.32	0.17 – 0.39	0.07 – 0.08	0.13 – 0.14	27%
Kalinga Institute of Industrial Technology, Bhubaneswar	1997	15	0.39 – 0.40	0.48 - 0.49	0.12 – 0.13	0.16 – 0.17	28%

¹⁵⁵ "Capitation fee" refers to any amount—regardless of its designation or whether paid in cash or kind—that exceeds the prescribed or officially approved fee structure.

¹⁵⁶ Private unaided colleges admission and fee regulation Act for respective states

¹⁵⁷ Top 20 also includes universities from other categories i.e. Central University, Deemed University – Government/ Government Aided, State Public University

¹⁵⁸ AISHE Excel Report 2022-23

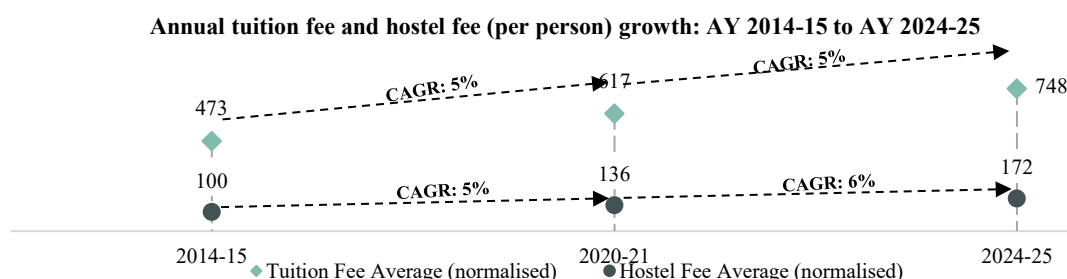
¹⁵⁹ NIRF top 100 Universities Ranking 2024

¹⁶⁰ Respective University Websites, B.E fee has been considered where B.Tech course is not available

University Name	Year of Establishment ¹⁵⁸	NIRF Ranking ¹⁵⁹	Annual Tuition Fee- B Tech/ B.E (INR mn) ¹⁶⁰	Annual Tuition Fee- MBA (INR mn)	Annual Hostel Fee (Non-AC 2 Sharing) (INR mn)	Annual Hostel Fee (AC 2 Sharing) (INR mn)	Hostel Fee* as a % of Average Tuition Fee
Birla Institute of Technology & Sciences, Pilani	1964	19	0.60 – 0.61	0.60- 0.61	0.08	Not applicable	13%
Chandigarh University	2012	20	0.22 – 0.30	0.30 – 0.31	0.16 – 0.17	0.19 – 0.20	58%

Source: CBRE

* Hostel fee covers non-AC rooms and meals per student. The % of the hostel fee to the tuition fee is calculated based on the combined average tuition fee for the B.Tech and MBA programs.



Source: CBRE

Note: The fee growth assessment has been conducted using a sample set of universities.

Student hostel fees and tuition fees¹⁶¹ have grown at a CAGR of 5-6% on an average in the last decade. The segment has witnessed stable fee growth with limited fluctuations.

National Education Policy (NEP) 2020: The National Education Policy (NEP) 2020, formulated by the Government of India, aims to reform the education sector. It addresses gaps in the current system and proposes key reforms to drive growth. Additionally, NEP also aims to curb the commercialization of higher education, where all institutions will be subject to rigorous audits and transparency standards akin to not-for-profit entities, with any surplus mandatorily reinvested into the education sector.

Government initiatives encouraging private sector in the higher education segment

i) Emergence of Public- Private Partnerships in Higher Education segment in India: Public-Private Partnerships (PPPs) are being adopted in higher education segment by leading public institutions such as Indian Institute of Technology (IIT) and Indian Institute of Management (IIM), presents opportunities to provide student accommodation and related services under long term contracts.

Example includes the proposed development of student hostels at IIIT Nagpur on a DBFOT (Design, Build, Finance, Operate and Transfer) basis under the PPP model. Similar projects at IIT Madras and IIM Hyderabad are also in the process of being awarded¹⁶². IIM Udaipur has become country's first IIM to initiate campus expansion in India under PPP mode to meet growing demand for accommodation facilities.

ii) Emergence of Foreign higher educational institutions in India: To promote internationalisation of education in India, top 100 foreign universities in the world would be approved to operate in the country. Currently 15 universities have received approval to set up their campuses in India.

Under UGC's 2023 regulations (one of the two regulatory bodies approving foreign universities to operate in India and the other being International Financial Services Center Authority, IFSCA), eight foreign universities have received approval to set up campuses in India, and over 50 HEIs have applied for approval. The University of Southampton became the first to receive a Letter of Intent (LoI) and establish its campus in Gurgaon in August 2025. Other approved HEIs include Illinois Institute of Technology (USA), University of Liverpool (UK), Victoria University and Western Sydney University (Australia), Istituto Europeo di Design (Italy), and University of Aberdeen. Lincoln University (Malaysia) has applied to establish a campus in Telangana. The University of Western Australia is opening campuses in Mumbai and Chennai.

The IFSCA issued regulations titled "Setting up and Operation of International Branch Campuses and Offshore Education Centres," which is applicable to foreign educational institutions establishing themselves in Gujarat International Finance Tec (GIFT) City, India¹⁶³. Deakin University and University of Wollongong have received approval from IFSCA and began its operations in 2024. Other universities such as University of Surrey, Coventry University and Queens university, Belfast are planning to set up their campuses in GIFT City.

¹⁶¹ Considered a sample set of 15 prominent private universities. Hostel fee is considered for double occupancy AC rooms and tuition fee is considered as an average of annual tuition fee for BTech, MBA, MBBS and B.Com. Hostel and tuition fee source from respective university websites

¹⁶² PPP in HEI infrastructure projects in India, Dept. of Economic Affairs

¹⁶³ Setting up and Operation of International Branch Campuses and Offshore Education Centres

iii) Creation of Edu city for promoting foreign universities in India: NITI Aayog's plan to develop MMR as a global economic hub includes an Edu City near Panvel to attract top foreign universities. Five institutions—including University of York (UK), University of Western Australia (UWA), University of Aberdeen (UK), Illinois Institute of Technology (USA) and Istituto Europeo di Design (Italy) —have received LoIs from UGC, while five more are in talks with Maharashtra to set up campuses in Navi Mumbai.

In Tamil Nadu, Tamil Nadu Industrial Development Corporation (TIDCO) plans to develop the Tamil Nadu Knowledge City (TKC) across approximately 1400 acres, aiming to attract top global universities and tech-driven organizations. RWTH Aachen University is to set up an innovation lab at TKC, and the state government has partnered with Times Higher Education Institute of London to bring foreign university within TKC, bringing global research excellence to the region.

Similarly in Karnataka, Knowledge, Well-being and Innovation (KWIN) City is proposed as a hub for education and industry, with plans to host world-class universities. At the Invest Karnataka 2025 summit, 10 Memoranda of Understanding (MoUs) were signed under the KWIN initiative with various domestic and international institutions, including St. John's University (New York) and the University of Liverpool¹⁶⁴.

As private sector participation in Indian higher education accelerates, the growth in student enrolments is expected to continue, driven by ambitious targets like the NEP 2020's goal of achieving a 50% GER by 2035. This growth will not only require the expansion of academic infrastructure and faculty resources, but also a significant increase in quality student accommodation. Private sector, with their capacity for large capital investment and campus development, are uniquely positioned to address this emerging need. By investing in this segment, the private sector can ensure that students from diverse backgrounds have access to safe, comfortable, and quality housing.

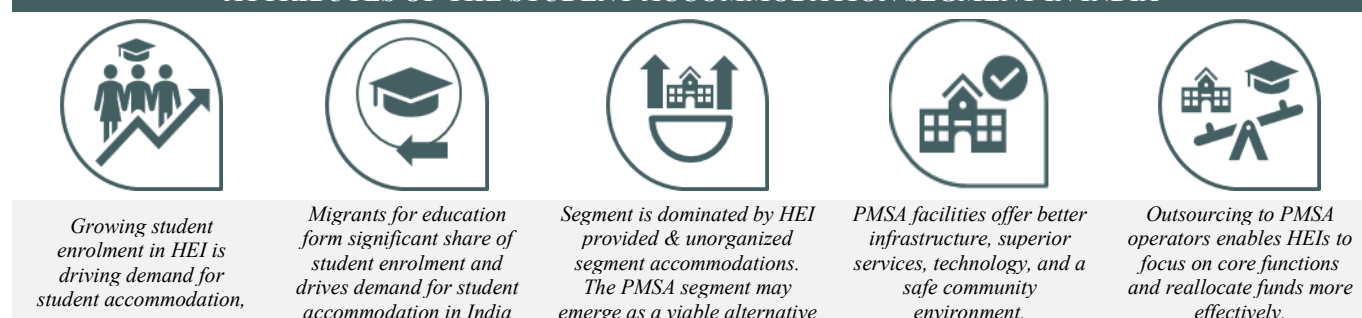
¹⁶⁴ Invest Karnataka 2025

STUDENT ACCOMMODATION SEGMENT IN INDIA

The growth in HEIs and regular influx of migrant students have created demand for student accommodation segment in India. Historically, this demand has been primarily met by the university/ college provided accommodation and unorganized alternatives like Paying Guest Accommodations (PGs)¹⁶⁵ and rented apartments. These alternatives are not purpose built and often have limited services and infrastructure to meet student specific needs. In recent years, this gap has led to the emergence of specialized providers offering Professionally Managed Student Accommodations (PMSAs), both on and off-campus. PMSAs are usually designed with amenities and services that cater specifically to student lifestyles. Moreover, PMSA facilities acquired and managed by private companies/ operators, may allow HEIs to focus on their core competence which is academic education and associated infrastructure.

The PMSA segment, however, is still in a nascent stage of development and accounts for less than 0.5%¹⁶⁶ of the total student enrolments¹⁶⁷ in India as of AY 2024-25. In contrast, as previously noted, the student accommodation landscape in the developed countries is dominated by Purpose-Built Student Accommodation (PBSA) facilities, both on and off-campus. In a mature market like USA and UK, the share of PBSA beds to student enrolment is in the range of 13% - 19% as on AY 2023-24¹⁶⁸. As India continues to develop economically, there is the possibility for the market share of PMSAs to increase, potentially mirroring trends seen in mature global markets. This potential expansion could be fuelled by growing student expectations, increasing student mobility, and increasing professionalization of student housing providers.

ATTRIBUTES OF THE STUDENT ACCOMMODATION SEGMENT IN INDIA



This section covers the growth drivers for student accommodation segment, the present student accommodation landscape in India, key operators, various operating models, features and merits of PMSA facilities and key challenges of the segment.

Rising demand for student accommodation segment in India

India currently has approximately 43.3 million students enrolled across 58,600⁺ HEIs. A significant portion of these students leave their hometowns to pursue higher studies, referred to as migrant students, which creates demand for student accommodation. According to the 2011 census, migrant students accounted for 19% of the total enrolment. This figure could now be as high as approximately 22–23%, assuming the historical annual growth rate of 5–6% has continued.¹⁶⁹ In prominent private universities, the proportion of migrant students could be even higher, ranging between 60–65% approximately¹⁷⁰. Despite this demand, hostel capacity for HEIs in India stands at 18% of student enrolments. The remaining majorly rely on the unorganised sector including PGs, shared apartments, and private hostels, which often fall short in terms of quality, safety and amenities. There is a growing preference from students for managed accommodation and purpose-built student housing, which offer modern amenities, safety, and a community-focused environment, reflecting the aspirational lifestyles and increasing disposable incomes of students and their families.

Growth drivers for student accommodation segment in India

- **Demographic advantage:** India's youthful demographic and expanding middle class are boosting demand for higher education. The 20–34 age group will remain steady at 23–26% (approximately 350 million) until 2036¹⁷¹.
- **Growing middle income group:** The middle income group is set to grow from 31% in 2021 to 47% by 2031, which could potentially increase the no. of families with greater disposable income and thereby affording quality HEIs for their children.

¹⁶⁵ Paying Guest facilities in Indian context usually refer to shared accommodation facility in a host property where shared rooms and meals are provided at a monthly fee

¹⁶⁶ PMSA supply for India has been estimated for prominent 15 players

¹⁶⁷ Estimated student enrolment for AY 2024-25 is based on extrapolation of the AY 2021-22 enrolment data from the AISHE 2021-22 Report

¹⁶⁸ Source: Data for United States from US Student housing REIT, data for UK and Germany from Bonard Student Housing Report 2021 & 2024

¹⁶⁹ Based on historical growth rate from Census 2001 and 2011, Outstation students (outside state and outside country) share to student enrolment for colleges/ universities registered for NIRF (National Institutional Ranking Framework) rating

¹⁷⁰ Determined by taking weighted average of migrant share across universities in different categories based on sample size, CBRE

¹⁷¹ Report of the Technical Group on Population Projections, National Commission on Population, Ministry of Health and Family Welfare, 2020

- **Rising enrolments and GER targets are driving demand for student housing:** The student enrolment witnessed a 4% growth from AY 2011-12 to AY 2021-22. This coupled with the target to increase GER and thereby a subsequent increase in student enrolment directly contributes to the demand for student accommodation.
- **International Students:** As per AISHE Report 2021-22, approx. 46,878 international students are enrolled in Indian universities from 170 countries¹⁷². Study in India and Internationalization of Education campaigns have the potential to attract over 500,000 students by 2047¹⁷³.
- **Migration for Education:** The migrants for education have grown at a rate of 5% annually from 2001 to 2011. Assuming a growth at a rate of 5-6%, migrants for education could now account for approximately 10.6 Mn in 2024¹⁷⁴ (22-23% approx. of total enrolments) population driving the demand for student accommodation.

The demand for student accommodation is currently addressed through a variety of options, differing in the type of operators managing the facility, the organised¹⁷⁵ or unorganised¹⁷⁶ nature of the development, and the location, whether on or off-campus.

Types of Student Accommodation Facilities

Migrant students pursuing higher education often reside in either on-campus or off-campus accommodation facilities which can be organized or unorganized. Organized student accommodations refer to on-campus housing managed directly by colleges and universities, as well as on & off-campus PMSA facilities, whereas unorganized accommodations include rented houses, PGs, or hostels managed by individuals which typically provide limited amenities and services compared to organized accommodations.

PMSA includes hostels acquired from HEIs/ facilities converted from standalone developments, which are refurbished and managed by private operators or developers. These facilities specifically catering to student needs by offering various amenities and an overall community experience, including study areas, fitness centre, sports/ recreational areas and social events. PMSA is an outcome of the demand for good quality infrastructure and services from India's rapidly growing consumer class.

Location	On – Campus		Off – Campus	
Operator	Owned & Operated by University	PMSA (Operated by organised player)		Operated by unorganised player
Type of Facility	Traditional Hostel Accommodation On-Campus	On-Campus Accommodation run by Private Operators	Off-Campus Accommodation run by Private Operators	Unorganized PG facilities
Features	• Situated within premises/close to academic blocks and other facilities • Limited amenities provided (refer section 'Product Profiling: PMSA V/s other alternatives') • Fees including room and mess charged per semester or annually • Security and discipline ensured by HEI appointed warden	• Hostel facilities owned by universities or by the specialized private operator • Operations are managed by a specialised private operator • Situated within or in close proximity to the academic premises • Fees including room and mess charged per semester or annually • Usually involves refurbishment of older facilities; services focussed on delivering a community experience • Minimum occupancy guarantees are often provided by universities to the private operator. • Security and discipline ensured by HEI appointed wardens.	• Facilities are seldom owned; typically leased from landlords • Hostel facilities operated by a specialized private operator • Situated off-campus in proximity to major institutional areas – may house students from multiple institutes. • Fees charged annually or monthly – room and food charges	• PG facilities operated by unorganised private players • Situated off-campus in proximity to major institutional areas – may house students from multiple institutes • Limited amenities provided (refer section 'Product Profiling: PMSA V/s other alternatives') • Fees charged monthly– room and mess fee

¹⁷² AISHE Report 2021-22

¹⁷³ Report on the Akhil Bharatiya Shiksha Samagam 2023 - Thematic Session 8: Internationalization of Education, Ministry of Human Resource Development, Government of India

¹⁷⁴ Net student migrant number has been considered i.e. Total migrants for education – Students migrating abroad out of India, Projected at 5-6% from Census 2011

¹⁷⁵ Organised facilities may be defined as those operated by organised/institutional private operators or HEIs.

¹⁷⁶ Unorganised facilities may be defined as those operated by unorganised players such as landlords or local operators not registered as an entity

Location	On – Campus		Off – Campus	
Operator	Owned & Operated by University	PMSA (Operated by organised player)		Operated by unorganised player
Type of Facility	Traditional Hostel Accommodation On-Campus	On-Campus Accommodation run by Private Operators	Off-Campus Accommodation run by Private Operators	Unorganized PG facilities
Differentiator		- Specialized private operators’ core competency lies in managing PMSA facilities. Amenities that cater specifically to student lifestyles, including well-designed modern facilities, spacious rooms, common study areas & recreational spaces, sports and fitness amenities, etc. - Use of professional service providers and vendors to provide value-added services such as meals, laundry, housekeeping, IT, security, etc. - PMSA facilities foster collaboration amongst students with a greater focus on community living though regular social events and gatherings Use of technology for student on-boarding, service complaints, community engagement, etc.		
		PMSA Facilities		

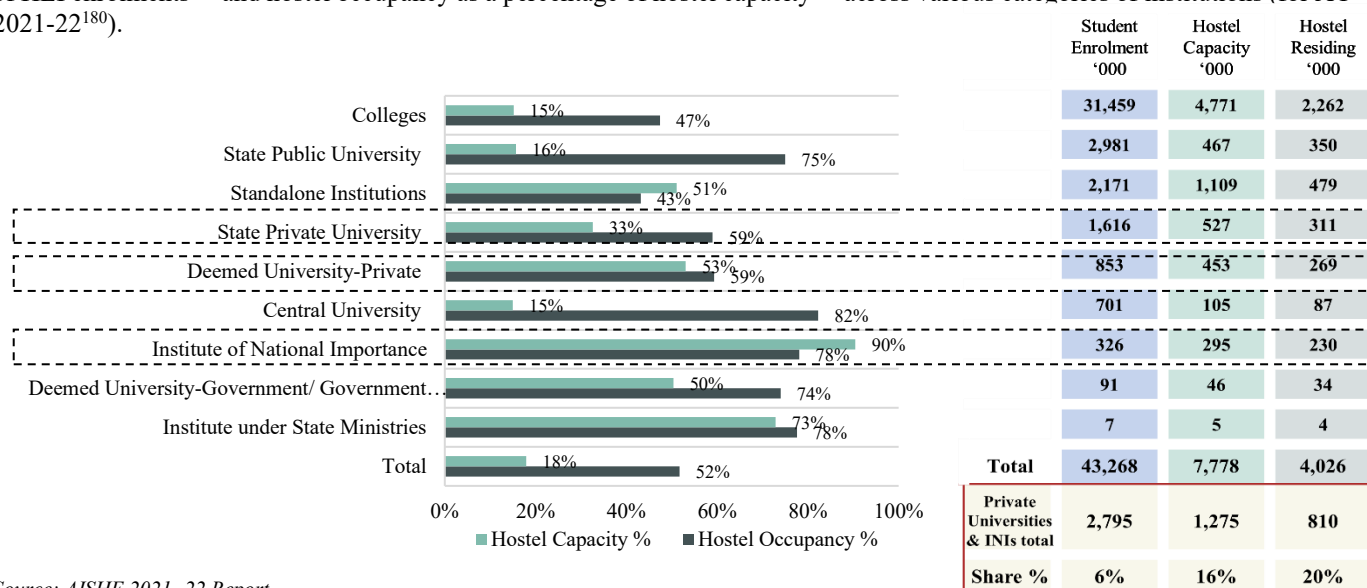
Overview of HEI Provided Accommodation

India's HEIs account for 43.3 mn student enrolment and a hostel capacity of 7.8 mn beds¹⁷⁷ for AY 2021-22 accounting for 18-19% of the enrolment. As of AY 2023-24, the enrolments in HEIs is estimated to be 47.2mn with an estimated hostel capacity of 8.5mn beds.

Key higher education hubs/ states in India: Across India, the top 10 states with the highest share of student enrolment—Uttar Pradesh, Maharashtra, Tamil Nadu, Madhya Pradesh, West Bengal, Rajasthan, Bihar, Karnataka, Andhra Pradesh, and Gujarat—account for 73% of total student enrolments.

The distribution of hostel facilities is highly uneven across states, while southern states such as Karnataka, Andhra Pradesh, and Tamil Nadu offer hostel capacity to a higher percentage of their enrolled students, major northern and eastern states like Uttar Pradesh, Madhya Pradesh and Rajasthan provide beds for less than 10% of their student population, highlighting significant infrastructure disparities. To address the growing demand, private investment in student housing is accelerating, with top players and institutional collaborations expected to add significant capacity in the coming years, though policy support and quality improvements remain critical to bridge the gap.

Hostel capacity and occupancy patterns in HEI provided accommodation: Figure below depicts hostel capacity as a percentage of HEI enrolments¹⁷⁸ and hostel occupancy as a percentage of hostel capacity¹⁷⁹ across various categories of institutions (for AY 2021-22¹⁸⁰).



Source: AISHE 2021 -22 Report

¹⁷⁷ AISHE report 2021-22

¹⁷⁸ Hostel Capacity % may be defined as the percentage of hostel beds supply (defined as hostel intake by AISHE) in an HEI to the total student enrolment

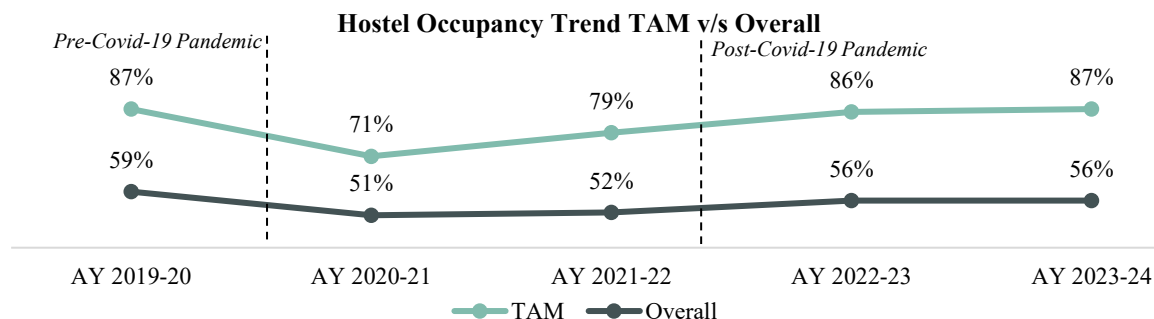
¹⁷⁹ Hostel occupancy % may be defined as % of occupied beds in a hostel (defined as hostel residing by AISHE) to the total hostel intake

¹⁸⁰ Latest data on higher education provided by All India Survey on Higher Education (AISHE) is available as of 2021-22

Hostel Capacity – AISHE defines hostel capacity of any HEI as the ‘Hostel Intake’

Hostel Occupancy may be defined as the ratio of students residing termed as “Hostel Residing” by AISHE to the Hostel Intake

- The overall occupancy level in AY 2021-22 was lower at 52% compared to 59% in 2019-20, primarily due to the impact of the Covid-19 pandemic and the resulting shift to remote learning in many higher education institutions. This has marginally increased post covid, with the overall occupancy at 56% for AY 2023-24. Target Addressable Market (TAM) for PMSA segment (Refer Section ‘Market Size Estimation for PMSA Segment in India’), witnessed occupancy levels of 87% pre-pandemic, dipping to 71% in 2020-21, and have since recovered to 87% in 2023-24¹⁸¹.



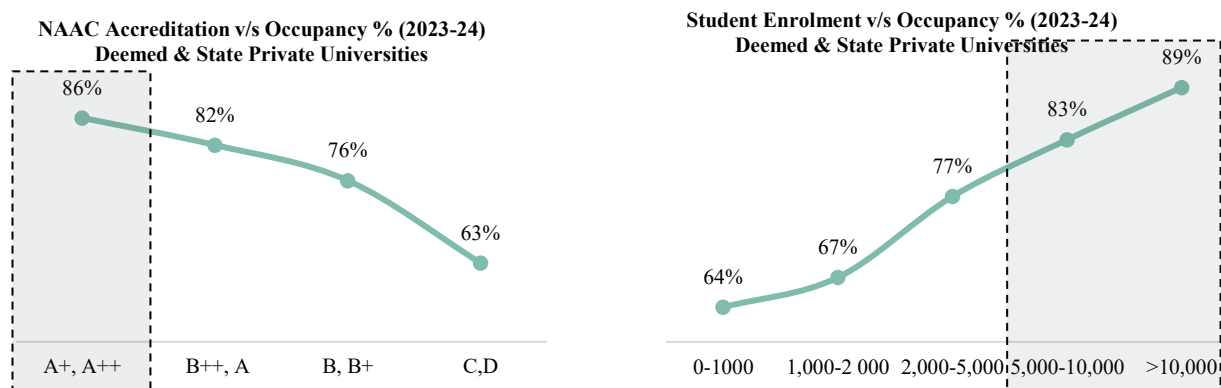
- Deemed and State Private Universities, along with Institutes of National Importance, have exhibited the highest growth rate in enrollments (refer to the Overview of the Higher Education Segment in India) and are consequently driving demand for PMSAs in India.
- Private universities lead demand for PMSA segment through steady enrolment growth and higher occupancy levels:** In AY 2021-22, occupancy rates in private universities were notably higher at 59-60%, compared to an overall level of 51-52%, driven by a higher influx of student migrants. Occupancy rates for private universities were even higher pre-Covid at 79-80% (in AY 2019-20) and have since bounced back to 82-83% in AY 2023-24. Some private institutions also made it mandatory for students to reside in hostels on-campus, contributing to higher occupancies. High tuition and relatively higher hostel fees, combined with increased enrollment and occupancy rates, make private HEIs particularly attractive for on-campus PMSA facilities.
- Institutes of National Importance attracting private investment through PPP based developments:** Institutes of National Importance have gained significance due to governmental initiatives promoting the development of hostel and student accommodation facilities through PPP models, thereby encouraging private sector involvement in both the development and operation of PMSA facilities within these institutions. While, enrolments in this segment constitute only 1%¹⁶⁹ of total enrolments in HEIs in India, they have demonstrated a high growth rate of 11.3% (AY 2011-12 to 2021-22, refer Higher Education Segment in India), hostel capacity of 90%, and occupancy of 78%.
- Private HEIs and Institutes of National Importance** are expected to significantly contribute to overall PMSA demand in the future.¹⁸² Although the relevant segment constitutes a small portion of total enrollment, it has a significantly higher share in hostel capacity and occupied beds. This segment provides 1.27 mn beds for 2.79 mn students, resulting in an capacity-to-enrollment ratio of 46%, well above the overall average of 18%. Hostel occupancy for relevant segment of 64%, is also higher than the overall occupancy of 52%.
- Hostel Occupancy Trends Influenced by Infrastructure Quality and Scale of Private HEIs:** An analysis of occupancy rates at the Deemed and State Private Universities shows a correlation between hostel occupancy, enrolment size and university accreditation. Universities with higher enrolments have exhibited higher occupancy levels. Further, premier institutes with A+ & A++ NAAC accreditation also show higher occupancy level as depicted below. Higher NAAC ratings are indicative of the superior quality of academic and hostel infrastructure. However, it is pertinent to note that there are universities such as Amity University, Mumbai, Azim Premji University, IES University, Poornima University¹⁸³ which are non NAAC accredited but has witnessed healthy occupancies in student accommodation due to teaching quality and infrastructure.

¹⁸¹ AISHE Excel Reports 2019-20, 2020-21, 2021-22, 2022-23 and 2023-24

¹⁸² AISHE Reports 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22

¹⁸³ As per List of HEIs having valid NAAC Accreditation Status as on 16.01.2025, NAAC

Better NAAC rated and larger scaled assets have higher occupancies



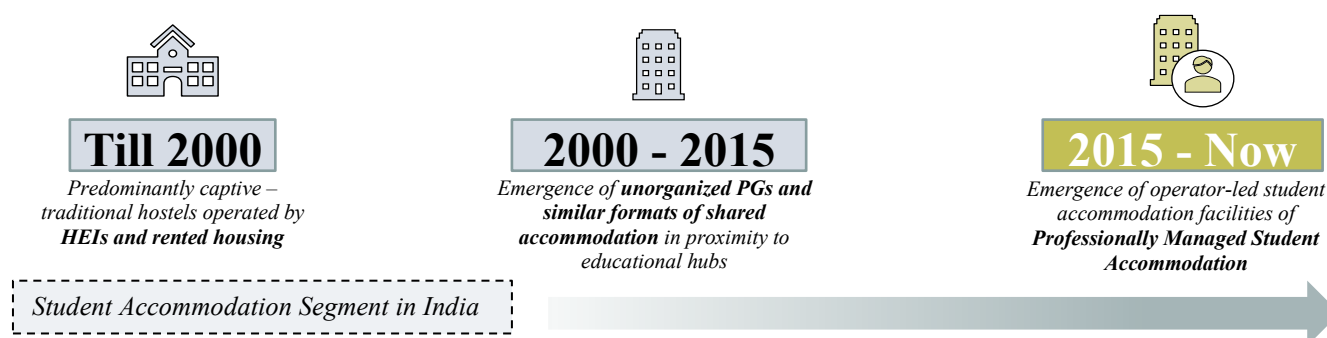
Source: AISHE Excel Report 2023-24, NAAC

- Hostel Capacity is dependent on the scale of student enrolment in universities. 41% of universities in AY 2023-24 (approximately 220 private universities), offered hostels with more than 1,000 beds. These larger hostels accounted for 88% of total hostel capacity of private universities. The average occupancy rate for hostels with over 1,000 beds was 84%, significantly higher than the average occupancy rate of 65% for universities with hostel capacity under 1,000 beds. Therefore, universities with hostels of more than 1,000 beds could be considered the most relevant market for Professionally Managed Student Accommodation (PMSA) operators due to their operational scale and higher occupancy rates.

While lower quality of infrastructure is a major factor for low occupancy in hostels of private HEI, other contributing factors include a lack of basic services like laundry and housekeeping, restrictive rules and regulations, and the availability of lower-priced, better-suited options in nearby areas.¹⁸⁴

Emergence & Benefits of PMSA Facilities

The student accommodation segment has primarily been dominated by university owned accommodation and unorganised PGs or shared apartments. Recently, this segment has witnessed the introduction of PMSA solutions, where facilities are either owned (acquired from the HEI/ purpose built) or leased and refurbished and managed by an independent specialized operator. With the emergence of PMSAs, the segment is becoming increasingly organised and on-campus student accommodations are becoming prominent. The off-campus segment is also highly fragmented with several unorganized PG facilities and private operators providing accommodation facilities to students. On-campus student accommodation is the preferred solution for both HEIs and students and parents in comparison to unorganised off campus student accommodation. For students, the education platform provides a convenient and comfortable living environment located close to academic buildings, along with 24/7 access to essential amenities such as cafeterias, fitness centres, laundry services, and reliable internet connectivity. From the institution's perspective, having on-campus PMSA supports student safety and discipline while fostering a holistic and supportive learning environment. On-campus PMSA is therefore generally preferred over unorganised off-campus alternatives due to its institutional quality, enhanced safety and security measures, and strong alignment with parental preferences.



¹⁸⁴ Based on site visits by CBRE for sample universities

Benefits to Students

In recent years, the PMSA sector in India has become increasingly prominent, setting itself apart from traditional student accommodation with a wide array of facilities and amenities benefitting students. In general, these facilities have the following benefits

- Leveraging modern technologies such as facial recognition software at entry points and ensuring quick turnaround times for service requests, repairs and maintenance.
- Provision of common study areas and lounges, multifunctional spaces allow for collaboration, study, and social interaction. Optimized layout designs often provide more space for rooms, kitchens, dining areas, common rooms.
- PMSA facilities also foster community living through shared recreational spaces and organization of community events throughout the year.

Benefits to the HEIs

- For universities and other HEIs, partnerships with PMSA operators for sale of assets and operations are an opportunity to unlock capital to shore up academic infrastructure faster and more efficiently.
- Managing hostels is not the core competence of HEIs, hence partnering with PMSA operators can potentially bring added value to their HEIs.
- Outsourcing can also lead to cost savings by leveraging economies of scale and potentially lowering costs compared to in-house management.

Risks to the HEIs

- Long-term nature of contracts pose risk in case service quality, safety and health standards are not met by operators.

Product Profiling: PMSA V/s other alternatives

The table below describes the quality of amenities and services provided across the three broad types of student accommodation facilities i.e. PMSA facilities, traditional hostels operated by HEIs and unbranded PGs¹⁸⁵.

Type of Student Accommodation Product	PMSA Facilities	Traditional Hostels ¹⁸⁶	Unbranded PGs
Location	On or Off campus	On or Off campus	Off Campus
Occupancy Types	Single, double, triple up to 4 students per room sharing	Single, double, triple up to 4 students per room sharing	Single, double, triple up to 4 students per room sharing
Average Fee/Rent¹⁸⁷ (Indexed value)	100	80 - 50	50 - 30
SBUA¹⁸⁸/bed	160 – 170 sft (on-campus) 140 – 150 sft (off-campus)	130 – 140 sft	100 – 110 sft
Meals Provision	3 - 4 meals - 7 days in a week	3 - 4 meals - 7 days in a week	2 - 3 meals - 7 days in a week
Meal Service quality¹⁸⁹	Good	Medium	Average/ Below Average
Attached Washroom			
Fire Safety Provisions			
Additional Security (CCTV camera, biometric systems, night security)			
Laundry Service			
Community spaces and events			
Doctor-on-call/ Clinic			
Kitchenette¹⁹⁰			

¹⁸⁵ The following table summarizes findings from a sample of facilities which includes PMSA, traditional hostels, and unbranded PGs.

¹⁸⁶ Traditional hostels include hostels across Deemed and State Private Universities, Private un-aided colleges, not operated by a professional PMSA operator

¹⁸⁷ Indexed considering fee for PMSA facility as 100. For comparison, facilities in same city, proximate locations have been chosen, non-AC double occupancy room considered, sample set of 8-9 cities, CBRE

¹⁸⁸ SBUA – Super Built-Up Area includes all common areas and amenities, Based on a sample set of 12-15 facilities of each type in Tier 1 cities, CBRE

¹⁸⁹ Variety, number of items per meal, availability of non-veg option

¹⁹⁰ Microwave, coffee machine, induction stove etc. provisions provided

Type of Student Accommodation Product	PMSA Facilities		Traditional Hostels ¹⁸⁶		Unbranded PGs
Common Study Areas/Library					
Fitness Centre					
Indoor Sports & Gaming Zone					
Sports Court					
Cinema/ TV Rooms					
 Mostly Present	 Sometimes Present	 Rarely Present			

Traditional hostels and unbranded PG facilities usually provide limited amenities and value-add services in comparison to most PMSA facilities. Facilities like common study areas, recreational spaces, sports and fitness amenities as well as fire safety and additional security provisions are only provided in some traditional hostels and unbranded PGs but are commonly present in PMSA facilities. Further, housekeeping, meal services in traditional hostels and PGs may not be handled by professional vendors and service providers as is the case with PMSA facilities, impacting the service turnaround time and quality.

Typical PMSA Operating Models

PMSA operators in India operate on either the speculative lease model where the facility is procured on lease/revenue share basis and bed inventory is marketed to individual students or the B2B models involving long term contracts with the HEIs with occupancy and hostel fees escalation guarantees. The latter are common as part of the sale of the hostel assets by the HEI to PMSA. Unlike established economies such as the US and Australia, only a few operators such as Elevate Campuses Limited, and Curated Living have moved towards capital intensive (ownership) on-campus models in India.

Parameters	PropCo + OpCo Model	OpCo Only Model	ManCo Model	
	Ownership model	Revenue sharing model	Lease & operate model	Management model
Description	Operators acquire hostel blocks/land from HEIs on freehold/ long-term lease basis.	The model involves long-term agreements between operators & landowners wherein operators pay a percentage of revenue as a predetermined fee	The model involves operators leasing properties on a long-term/short-term basis with fixed lease rental payable to landlord	The operators take charge of the day-to-day operations along with the overall marketing of the said property for a management fee
Land Ownership	HEI/ Operator	Landlord	Landlord	Landlord/HEI
Asset Ownership	Operator	Landlord	Landlord	Landlord/HEI
Asset Construction	Operator	Landlord	Operator	Landlord/HEI
Asset Refurbishment	Operator	Landlord/ Operator	Operator	Landlord/HEI
Operational Expenses	Operator	Operator	Operator	Landlord/HEI
Maintenance Services & Expenses	Operator	Operator	Operator	Operator
Revenue	100% with the Operator	Revenue is split between operator & landlord (varies based on location, type of building, age of the property)	100% with operator Fixed rental to the landlord	100% with Landlord or HEI - 10-15% of gross revenue paid to operator as management fee
HEI Partnership	Yes (predominantly)	May/ May not	May/ May not	Yes
Minimum Occupancy Guaranteed	Yes	No	No	Yes
Marketed by the HEI for its students	Yes	No	No	Yes
Contract/MoU Terms and Lock-in period	Long term lease for 30-60 years	Usual lease terms are from 6 – 9 years with a lock-in period of 3-5 years.	Shorter contracts 1-5 years as per negotiation	

Source: CBRE

Emerging Model: Additionally, Design-build-finance-own-operate-transfer (D.B.F.O.O.T) models in public-private partnership (PPP) mode, involving concession agreements between operators and universities/colleges, could become more prevalent in the future.

Merits of PropCo + OpCo model: The ownership model has several benefits for the PMSA operator including -

- Long term agreements provide stable revenue streams
- Occupancy and fee escalation guarantees from the HEIs provide cash flow visibility, reasonable growth and downside protection
- Tie-ups Partnerships with HEIs present greenfield/ brownfield growth opportunities as the HEI expands/ enrolment grows
- Greater per bed profitability compared to OpCo only players
- Risk: Investment outcomes face major risks from factors beyond PMSA operators' control, such as institutional & financial mismanagement or reputational damage of the partner HEI

Merits of the OpCo/ ManCo Model:

- Permit the operator to scale up and diversify in an asset light manner
- Presence near the education clusters lower vacancy risk
- Ability to command pricing premium over unorganized accommodations through delivery of superior service and infrastructure
- Risk: This model doesn't ensure guaranteed revenue as in the case of PropCo + OpCo model

PMSA Segment – Key Operators

Although the PMSA market in India is still in its early stages, demand for student accommodation is anticipated to be catered by increased private sector participation and partnerships between operators and universities in India.

Prominent Operators in the Professionally Managed Student Accommodation (PMSA) Segment in India (with supply of above 5,000 beds) -accounting for >80% of total PMSA market in India

Name of the operators	Presence across key cities	Prominent operating models	Inventory of PMSA Beds*	Operation year	HEI Partnership
Elevate Campuses Limited- ECL (client)	Bangalore, Delhi-NCR, Jaipur, Solan	PropCo+ OpCo, ManCo Model	66,272	2017	Yes
Operator 2	Delhi-NCR, Bangalore, Pune, Hyderabad, Chennai,	OpCo Only Model	38,000 – 43,000	2017	Yes
Operator 3	Ahmedabad, Bangalore, Delhi NCR, Mumbai, Pune	OpCo Only Model	11,000 - 13,000	2016	No
Operator 4	Hyderabad	ManCo Model	8,000 - 10,000	2017	Yes
Operator 5	Bangalore, Pune	PropCo+ OpCo, ManCo Model	7,000 - 9,000	2019	Yes

Source: CBRE, as on 08.05.2025. Disclaimer: Additional details such as revenue, EBITDA, fee per student, occupancy, lease period are not disclosed by the operators

Note: *Data for Elevate Campuses Limited has been provided by the Client, while information on other operators was sourced through on ground market study and their respective websites.

As of June 2025, there were approximately 1,50,000 - 1,60,000¹⁹¹ operational on & off-campus PMSA beds in India.¹⁹² Most of the inventory is spread across Bangalore, Delhi NCR, Pune, Mumbai, and Hyderabad. Key operators active in this segment include Elevate Campuses Limited, Stanza living, Your Space, Isthara, Curated Living, Hello World, Tribe Living, Colive, Hive Hostels and Olive Living. Majority of the inventory in the market are in the asset light model, however there are few players like Elevate Campuses Limited which has inventory in PropCo (asset heavy) model.

As per our analysis of prominent PMSA operators in India, Elevate Campuses Limited is the largest institutional operator of hostel beds with an inventory of 66,272 beds as of August 2025, making it approximately 1.7 times the second largest and approximately 5 times the third largest operator in India. It is also the largest owner-operator of beds in PMSA segment (16,934 as of August 2025). Currently there is limited presence of scalable investor-backed players, operating facilities in the PMSA segment– Only 5 specialized operators have a PMSA inventory above 5,000 beds.

The Prop-Co + OpCo model although gaining popularity, is practiced by only few operators such as Elevate Campuses Limited and Curated Living due to the capital-intensive nature.

Key Investment Insights

The PMSA market in India has gained momentum following the entry of various operators since 2018-19 backed by global and domestic institutional investors and venture capitalists. Combined global and domestic capital commitments to the PMSA segment account for approximately \$800-900 mn from 2015 to Q1 2025.

¹⁹¹ Supply of prominent operators with presence across multiple geographies is considered

¹⁹² CBRE

This growth trajectory could continue as major operators, supported by regional and global funds, continue to expand near educational hubs in Tier I and II cities. The table below highlights some of the key investments that have been witnessed in the segment over the past 4-5 years:

Key Investment Partner	Operator	Year
General Atlantic	Your Space	2025
Castle Investments	Your Space	2025
Alphawave Incubation	Stanza Living	2024
Peak XV Partners, Accel	Stanza Living	2024
Anchorage Capital Fund and others	Hive Hostels	2024
Innoven Capital	ZoloStays	2024
DivyaSree Group	Curated Living Solutions	2022
Alteria Capital, Kotak Mahindra Bank	Stanza Living	2022
General Atlantic	Your Space	2022
Nexus Venture Partners and others	ZoloStays	2022
Alphawave Incubation	Stanza Living	2021
InvestCorp	Zolo Stays	2020
Warburg Pincus	Elevate Campuses Limited	2020

Source: Tracxn, Curated Living

Elevate Campuses Limited was acquired from erstwhile global investors viz. Goldman Sachs & Warburg Pincus in CY 2023 and has the largest portfolio of owned PMSA facilities. In April 2025, Elevate Campuses Limited has also acquired a majority stake in the student accommodation business of Zolo Stays that manages hostels for colleges and universities¹⁹³.

Way Forward for PMSA Segment: With the student accommodation sector growing and gradually expanding across major educational centres in India, growth in the segment is expected to be driven by both asset heavy (PropCo + OpCo models) and asset light (ManCo) models. PropCo+ OpCo model benefits operators with long-term stability of revenues, however, is capital-intensive in nature. ManCo model is the least capital intensive with minimised risks but faces strong competition from regional facility management players, catering vendors, etc. Both have various benefits and risks as highlighted in above sections.

Current share of PMSA facilities among the overall hostel capacity of the country is significantly less compared to developed economies and an emerging shift from traditional hostels to operator led PMSA facilities is being observed in India though still in the nascent stage. Student accommodation in the form PMSAs is increasingly institutionalised and focussed on addressing the growing demand for quality student accommodation in the country.

Risk Factors for the PMSA Segment

The growth of the PMSA segment in India while being steady, has been marred with certain structural challenges as well as market entry barriers for new entrants. The PMSA segment in the country is still developing with limited recognition as a distinct asset class. Some of the key challenges faced by the industry include:

Entry barrier in the university partnership model: Traditionally, the onus of providing student accommodation has rested solely with HEIs who are often unaware of the inherent benefits of outsourcing hostel operations to operators and monetizing hostel assets to unlock capital. Further, HEIs land may be under trusts and ownership models that make it a challenge to acquire university assets and land for PMSA operators.

Acquisition of assets is capital intensive which is a major barrier for smaller players not backed by institutional investors to enter the PropCo+ OpCo model with HEI partnerships.

Branding and Credibility: New entrants in the student accommodation sector face challenges in acquiring hostels and partnering with HEIs due to a lack of trust from HEIs and lack of established track record. Further significant experience is required for successful operation of a PMSA facility. HEIs prefer established players with proven experience or institutional backing.

Sourcing suitable real estate: In the lease & operate model for PMSA facilities, particularly off-campus, a major challenge faced by operators is finding suitable real estate assets that comply with regulations and can be refurbished to meet student needs. Common practice involves converting residential apartment buildings or Coliving facilities into PMSA facilities. The limited supply of quality, purpose-built real estate assets for students poses a significant challenge in this segment.

Increased policy support required: Considering the potential growth within the student accommodation industry, governmental bodies in various European countries and the United States have extended essential support to foster the sector's development. Real Estate Investment Trusts (REITs) in the student accommodation sector rank among the top-performing asset classes globally, offering investors a robust diversification strategy. Currently, in India, the student accommodation sector has yet to

¹⁹³ Elevate Campuses (Good Host Spaces)

attract significant interest from policymakers as it is still in the nascent stage and has not been recognised as a separate asset class

Student Accommodation Providers Forum of India (SAPFI) is an organisation working with government and other stakeholders to empower businesses through policy and regulatory support and targeted advocacy. However, despite these efforts, there have not been significant policy reforms specifically aimed at boosting investment in the student accommodation segment in India. The sector continues to face challenges such as unclear tax liabilities, lack of standardization, and insufficient regulatory clarity.

GST Implication: The GST Council mandates that any entity offering commercial services from rented or leased residential properties must pay 18% GST on the rent to the property owner. As a result, operators are required to pay 18% GST to landlords, which can only be passed on to tenants if the fee surpasses a threshold¹⁹⁴, creating a financial burden for the operators. Consequently, student accommodation operators may have to absorb this additional cost or pass it on to the students through higher base fees. In contrast, PGs currently operate in an unregulated environment and typically do not incur this GST liability.

Competition from Unorganised Sector: The unorganised rental and PG market currently caters to a significant share of migrant students. These usually operate at lower fees compared to the organised sector and therefore pose a significant threat to off campus PMSA in cost sensitive markets where tuition fees in HEIs may be low.

Risks in university-partnership model: The viability and long-term success of student accommodation investments are intrinsically linked to the performance and reputation of the associated Higher Education Institutions (HEIs). However, investors in this sector possess no direct influence over the governance or operational integrity of these institutions. Consequently, factors such as institutional & financial mismanagement, or reputational damage—beyond the control of PMSA operators—pose substantial risks to investment outcomes. Furthermore, the sector may be vulnerable to external variables, including shifts in government policy and evolving educational paradigms.

¹⁹⁴ Post the 53rd GST Council meeting and Budget 2024 there was the insertion of exemption entry 12AA, effective July 15, 2024, allowing GST exemptions for “accommodation services priced below Rs. 20,000 per month per person for stays of 90 days or more”

MARKET SIZE ESTIMATION FOR PMSA SEGMENT IN INDIA

The market size estimation has been undertaken to assess the estimated real estate opportunity in the PMSA segment in India. Key factors directly driving demand for PMSA are the number of student enrolments and the share of migratory student population in the private HEIs in the country.

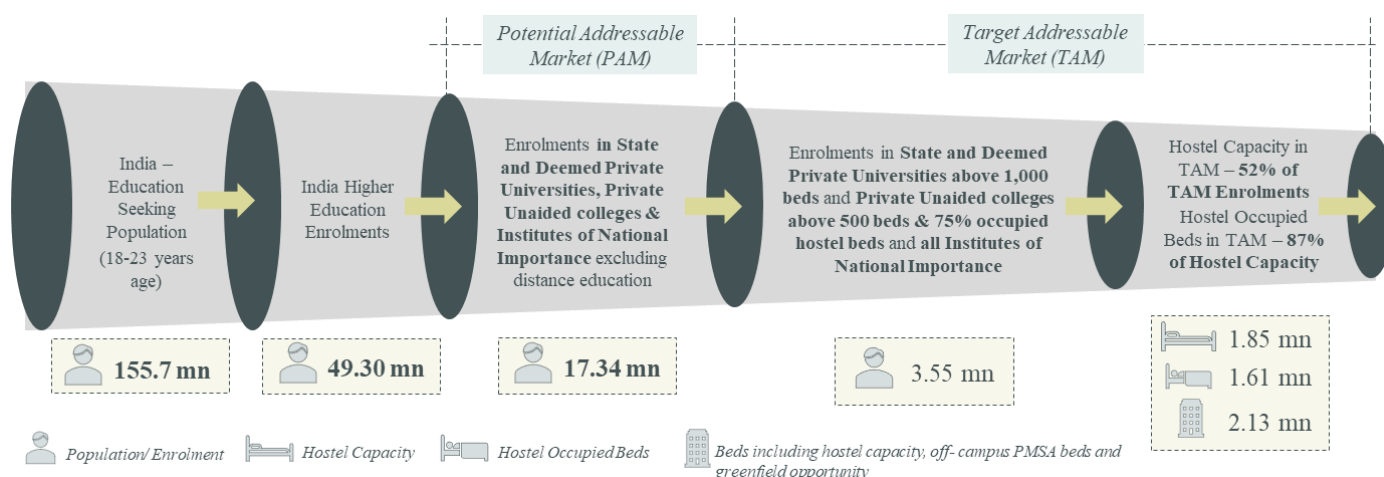
Potential Addressable Market (PAM)

State Private Universities, Deemed Private Universities, Private Un-aided Colleges, and Institutes of National Importance have been considered as a Potential Addressable Market (PAM) for the PMSA segment, as these institutions are experiencing substantial enrolment growth historically compared to public universities & other categories, which directly drives demand for PMSA and creates a scalable real estate opportunity for investment. Further, private HEIs have been observed to have higher tuition and hostel fees compared to public HEIs making these HEIs more viable for PMSA operators to partner with.

Target Addressable Market (TAM) for the PMSA segment for the purposes of identifying infrastructure opportunities.

Subsequently, a **Target Addressable Market (TAM)** segment has been identified, considering the minimum accreditation thresholds for institutions, occupancy rates, and hostel capacity, which ensures the commercial viability of a PMSA facility as follows:

- For State Private and Deemed Private Universities, TAM includes those with over 1,000 beds hostel capacity, as they offer higher scale, occupancy and fee levels for PMSA operators
 - For private unaided colleges affiliated with Central and State Public Universities, TAM includes those with hostel capacities over 500 beds and occupancy above 75%, since these are attractive from a PMSA opportunity standpoint.
 - Due to increased focus on Public-Private Partnerships for student accommodation in Institutes of National Importance, total student enrollment is used as TAM for market sizing
 - For AY 2024-25, the estimated national average occupancy of TAM was in the range of 85 - 90%,
- The TAM, projected until AY 2027-28, outlines the revenue and RE potential in the PMSA segment.



Source: Education Seeking Population as per UN World Population Prospectus, PAM and TAM figures projected based on AISHE excel report 2023-24
Note: The off-campus PMSA beds for AY 2024-25 stands at 0.07mn beds and the greenfield opportunity is estimated to be 0.21mn beds for AY 2024-25

Market Size Estimation

- Student enrolments for both PAM and TAM are projected using historical growth rates
- The current and projected supply of student accommodation beds is estimated by analyzing historical growth rates for hostel capacity and the planned expansion of off-campus PMSA bed supplies by key operators¹⁹⁵
- Projected cumulative student accommodation supply is then used to calculate the total built-up area, representing the investable real estate market opportunity

The PAM enrolments for A.Y. 2021-22¹⁹⁶ were estimated to grow at a CAGR of 10% for Deemed and State Private Universities, CAGR of 5% for Private un-aided colleges and CAGR of 10% for Institutes of National Importance based on historical trends.

PAM ENROLMENT PROJECTIONS (EXCLUDING DISTANCE EDUCATION) (in mn)					
INSTITUTE TYPE	AY 2023-24 E	AY 2024-25E	AY 2025-26F	AY 2026-27F	AY 2027-28F
Deemed & State Private Universities	2.70	2.99	3.31	3.66	4.04

¹⁹⁵ CBRE

¹⁹⁶ AISHE Annual Report 2021-22

PAM ENROLMENT PROJECTIONS (EXCLUDING DISTANCE EDUCATION) (in mn)					
INSTITUTE TYPE	AY 2023-24 E	AY 2024-25E	AY 2025-26F	AY 2026-27F	AY 2027-28F
Private Un-Aided Colleges	13.32	13.97	14.64	15.35	16.09
Institute of National Importance	0.35	0.39	0.43	0.47	0.52

TAM enrolment has been projected till AY 2027-28 using the share of enrolments in TAM across all 3 categories of institutions in AY 2023-2024¹⁹⁷

TAM ENROLMENT PROJECTIONS (in mn)							
INSTITUTE TYPE	AY 2023-24E ¹⁹⁸ NO. OF HEIs	AY 2023-24E ¹⁹⁹	SHARE OF RELEVANT SEGMENT	AY 2024-25E	AY 2025-26F	AY 2026-27F	AY 2027-28F
Deemed & State Private Universities	222	1.83	68%	2.02	2.24	2.48	2.74
Private Un-Aided Colleges	533	1.08	8%	1.14	1.19	1.25	1.31
Institute of National Importance	158	0.35	100%	0.39	0.43	0.47	0.52
Total TAM Enrolment	913	3.27		3.55	3.86	4.19	4.56

Disclaimer: The projections outlined are an estimate only, not a guarantee, and should not be relied upon. Future projections can be influenced by a wide variety of factors.

The enrolment projections were further used to project hostel capacity for the forecast period till AY 2027-28. Hostel capacity was 52% of student enrolment in TAM in A.Y. 2023-34²⁰⁰, which has been used to forecast share for hostel capacity till A.Y. 2027-28. Projecting hostel capacity ensures that demand is captured only for migrant students who require student accommodation.

STUDENT HOUSING BEDS SUPPLY PROJECTIONS (mn)					
PARAMETER	AY 2023-24E	AY 2024-25E	AY 2025-26F	AY 2026-27F	AY 2027-28F
Hostel Capacity for TAM	1.70	1.85	2.01	2.19	2.38

The projections for the PMSA beds supply are done through an assessment of expansion plans of operators and historical growth in beds supply²⁰¹ both in the On-campus and Off-campus PMSA segments.

Market Size Estimation: Summary of Key Findings

By AY 2027-28, it is forecasted that the PMSA market in India will have an investible RE opportunity of 347 mn sft with an annual revenue potential of US\$ bn 3.78 from a bed inventory of 2.48 mn

PARAMETERS	UNITS	AY 2023-24E	AY 2024-25E	AY 2025-26F	AY 2026-27F	AY 2027-28F
Total Student Enrolment - Higher Education	Mn	47.20	49.30	51.49	53.78	56.18
Target Addressable Market - Enrolment	Mn	3.27	3.55	3.86	4.19	4.56
Hostel Capacity (A)	Beds Mn	1.70	1.85	2.01	2.19	2.38
Off Campus PMSA beds (B)	Beds Mn		0.07	0.08	0.09	0.10

¹⁹⁷ AISHE excel report 2023-24

¹⁹⁸ AISHE excel report 2023-24

¹⁹⁹ AISHE excel report 2023-24

²⁰⁰ AISHE excel report 2023-23

²⁰¹ CBRE

PARAMETERS	UNITS	AY 2023-24E	AY 2024-25E	AY 2025-26F	AY 2026-27F	AY 2027-28F
Cumulative student accommodation beds inventory (A) + (B)	Beds Mn		1.92	2.09	2.28	2.48
RE opportunity for PMSA 202	Mn sft		269	293	319	347
CAGR RE opportunity (AY 2024-25 to AY 2027-28)	%	9%				
Annual Revenue Potential	US\$ bn		2.53	2.89	3.31	3.78
CAGR Annual Revenue Potential (AY 2024-25 to AY 2027-28)	%	14%				
Source: AISHE Annual Report 2021-22, CBRE Disclaimer: The projections outlined are an estimate only, not a guarantee, and should not be relied upon. Future projections can be influenced by a wide variety of factors. The above estimates for PMSA beds are based on the current and historic supply trends and expansion plans of operators. It assumes that the market continues to display similar characteristics over the forecast period. Forecasts are inherently uncertain, and not a guarantee						

Market Size Estimation - PMSA Greenfield Opportunity

In addition to the investible real estate opportunity estimated based on current supply of student accommodation beds, there is also opportunity for development of Greenfield PMSA facilities catering to the demand-supply gap in the market in this segment.

- The number of migrants for education²⁰³ has been assumed (based on interactions conducted with a sample of HEIs as part of the study) to determine the overall student accommodation demand at present
- The current supply has been assessed considering on-campus hostel capacity²⁰⁴ and off-campus PMSA facilities
- By comparing the overall demand with the available supply, a demand-supply gap is calculated
- A similar demand supply gap has been calculated for the TAM. This is estimated by taking a weighted average²⁰⁵ of migrant share in total enrolment across institute categories

The below table summarizes the opportunity in the greenfield development in the TAM:

Parameters	Units	Overall	TAM
Student enrolment – AY 2024-25E	Nos Mn	49.30	3.55
Migrant share in net enrolment ²⁰⁶	share %	22%	60% ²⁰⁷
Existing Demand i.e. Migrant students – AY 2024-25E (A)	Nos Mn	10.61 ²⁰⁸	2.13
Existing Hostel Beds– AY 2024-25E	Beds Mn	8.86	1.85
Existing Hostel Beds Occupied – AY 2024-25E	Beds Mn	5.07 (57%)	1.67
Off-Campus PMSA– AY 2024-25E	Beds Mn	0.07	0.07
Current Supply = Existing Hostel Beds + off-campus PMSA beds - AY 2024-25E (B)	Beds Mn	8.93	1.92
Current demand supply gap (A) – (B)	Beds Mn	1.67	0.21
RE opportunity	Mn sft	234	29

*Disclaimer: The projections for migrant students, outlined below are an estimate only, not a guarantee, and should not be relied upon. Future projections can be influenced by a wide variety of factors. *Due to rounding of numbers presented in table may not add up precisely.*

Based on the analysis, within the student accommodation segment, there could be an opportunity for the organized third-party providers to address the estimated demand-supply gap of approximately 0.21mn (2,06,397) beds within the Target Addressable

²⁰² Considering an average size of 140 sq. ft. super built-up area (includes built up area + loading of common areas and facilities) per bed considering various types

²⁰³ Census 2011

²⁰⁴ AISHE Report 2021-22

²⁰⁵ Share of migrants is considered 60%, determined by taking weighted average of migrant share across universities in different categories based on sample size, CBRE

²⁰⁶ Net Enrolment in TAM is taken excluding distance education enrolment

²⁰⁷ Share of migrants is considered 60%, determined by taking weighted average of migrant share across universities in different categories based on sample size, CBRE

²⁰⁸ Projected from Census 2011 migration data, considering reason for migration as education: net migration = gross migration for education – students migrating out of India for higher education as per data released by Bureau of Immigration

Market in AY 2024-25. This demand presents a significant greenfield opportunity for institutional players owning and operating PMSA facilities to bridge the gap.

Market Size Estimation – Management Model Beds

The opportunity for management model is estimated considering a minimum hostel capacity of 500 beds for private universities and private unaided colleges. Private HEIs have been considered as the relevant market due to the better student enrolment growth rate and higher fee. The market opportunity for management model is estimated to be 3.03 mn beds in AY 2024-25 and is estimated to grow at 8% CAGR to 3.80 mn beds by AY 2027-28

PARAMETERS	UNITS	AY 2023-24E	AY 2024-25E	AY 2025-26F	AY 2026-27F	AY 2027-28F
Management Model TAM enrolments	Mn	4.17	4.49	4.84	5.22	5.64
Hostel Beds Opportunity	Beds Mn	2.90	3.03	3.26	3.52	3.80
CAGR Hostel Beds Opportunity (AY 2024-25 to AY 2027-28)	%	8%				

Source: AISHE Excel report 2023-24, CBRE

Disclaimer: The projections outlined are an estimate only, not a guarantee, and should not be relied upon. Future projections can be influenced by a wide variety of factors. The above estimates for PMSA beds are based on the current and historic supply trends and expansion plans of operators. It assumes that the market continues to display similar characteristics over the forecast period. Forecasts are inherently uncertain, and not a guarantee

PROMINENT CITIES/DISTRICTS IN INDIA WITH PRIVATE HIGHER EDUCATION ECOSYSTEM

To evaluate the potential of cities/districts in India with respect to their higher education ecosystem, a total of 769 districts¹⁰⁷ of India were assessed based on key parameters such as education²⁰⁹, migrants for education and student accommodation facilities²¹⁰, regulatory environment²¹¹, socioeconomics and connectivity²¹².

Each parameter was assigned a weightage (as depicted below) according to its direct impact on the higher education segment. Further, indexed scoring has been done to each district for all the parameters and then ranked basis the cumulative score of each district as per the weightage assigned.

Disclaimer: Parts of this analysis is subjective and can be influenced by a wide variety of factors.

Methodology for shortlisting

1 Identification and allocation of weightages for educational parameters



EDUCATION (45%)

<i>Enrolments and no. of HEIs</i>	<i>NIRF Rankings 2024</i>
Enrolments in private universities (AY 2023-24) - 15%	No. of top 100 NIRF universities and colleges (2024) - 5%
Enrolments in private unaided colleges (AY 2023-24) - 10%	No. of top 100-300 NIRF universities and colleges (2024) - 5%
No. of institutes of National Importance (AY 2023-24) - 5%	<i>Teachers</i>
	Pupil Teacher ratio of schools in urban areas (AY 2023-24) - 5%

2 Identification and allocation of weightages for migration and student accommodation parameters



MIGRATION AND STUDENT ACCOMMODATION (35%)

<i>Migration</i>	<i>On-campus student accommodation</i>
Migrants for Education (2011) - 15%	On campus hostel capacity State private & deemed private universities (2023-24) - 15%
	On campus hostel capacity private unaided colleges (2023-24) - 5%

3 Identification and allocation of weightages for regulatory parameters



REGULATORY (10%)

Regulatory Framework - 10%

4 Identification and allocation of weightages for socio-economic and connectivity parameters



SOCIO- ECONOMIC (5%)

Per capita Income (2020-21) - 5%



CONNECTIVITY (5%)

Connectivity Airports (2024) - 5%

²⁰⁹ The data for enrolment in private HEIs and pupil teacher ratio are from AISHE 2023-24 excel database.

The data for 2024 NIRF ranked universities and colleges are obtained from NIRF website

²¹⁰ Migrants for education is from Census 2011

The data for on-campus student accommodation in private HEIs is from AISHE 2023-24 excel database

²¹¹ The regulatory framework is evaluated based on the state's acts/ regulations on fee for private universities and unaided colleges and adopting the same for respective districts

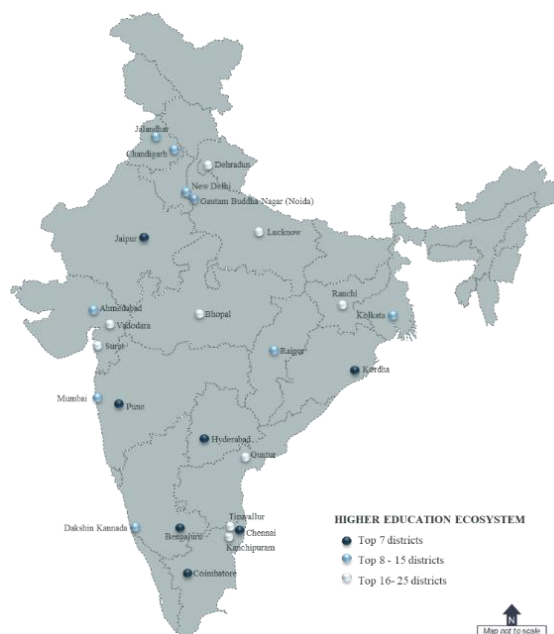
²¹² The data for per capita income is sourced from Economic Survey and Directorate of Economic and Statistics for respective states, while the data for airport connectivity is sourced from Airports Authority of India

5 Identification of top 25 districts with robust higher education ecosystem based on educational, migrants for education, student accommodation facilities regulatory, socio-economic and connectivity parameters

Key shortlisted districts in India

The following figure highlights the geographical spread of key districts in India with sound higher education ecosystem. These districts account for the highest share of enrolments in private higher education institutions (HEIs), host the largest number of NIRF-ranked HEIs, attract the most educational migrants, and have highest share of on-campus student accommodation. With strong socio-economic conditions and excellent connectivity, they have emerged as key hubs in the higher education landscape.

Map showing the top 25 districts in terms of robust Higher education ecosystem:



Summary of key parameters in each district/city:

District	State	Total student enrolment	No. of private HEIs	Total enrolment in private HEIs	Hostel Intake in private HEIs
Top 7 districts					
Bengaluru	Karnataka	8,32,254	1,014	5,89,961	3,05,267
Pune	Maharashtra	7,29,753	549	4,70,099	1,79,829
Chennai	Tamil Nadu	6,67,521	188	3,22,667	91,172
Hyderabad	Telangana	9,63,205	687	5,82,843	1,03,055
Jaipur	Rajasthan	5,14,250	534	3,48,224	67,837
Coimbatore	Tamil Nadu	3,90,846	241	2,81,649	1,95,719
Khordha (Bhubaneswar)	Odisha	2,76,164	200	1,55,186	98,798
Top 8- 25 districts					
8- 25 districts	-	77,23,961	3,736	25,15,103	8,84,079
Total		12.1 mn	7,149	5.27 mn	1.93 mn
% share of India Total		28%	22%	30%	39%

Source: AISHE 2023-24 excel data

Conclusion:

The leading cities/districts contributing to the growth of their respective states are ranking well due to a combination of factors, including presence of scaled & high quality private HEIs, existing hostel capacity in private HEIs, connectivity & economic activity in the district.

Demand Drivers: Private HEIs enrolments and demand for PMSA are mainly driven by proximity to key job markets primarily Tier 1 cities, regulatory and investment landscape in the state and strong presence of migrant students, drawn to high quality and scaled private institutions.

Key Risks: Private investments in setting up HEIs is driven by the ease of investment in the state, streamlined approval processes and flexible regulations governed by the State level legislation. High minimum land requirements and prices, tedious approval processed and dated legislation can lead to private HEIs being concentrated in few states and districts

CITY PROFILING- PORTFOLIO CITIES OVERVIEW

Overview of Elevate Campuses Limited (ECL)²¹³:

The previous sections—covering market growth trends, competitive landscape, segment sizing, and key educational hubs, have provided a comprehensive overview of the education sector in India with focus on K-12 and student accommodation in higher education.

Within this evolving landscape, ECL is the largest institutionalized and independent education platform engaged in owning, operating and managing on-campus student accommodation across HEIs and owning K-12 Assets in India by student capacity as of August 31, 2025. As of August 31, 2025, ECL capacity enables them to cater to an estimated 94,758 students and are present across 20 cities²¹⁴ in India and one city in United Arab Emirates, wherein some of these locations represent key education hubs and metro cities characterized by favourable demographic trends.²¹⁵ ECL is present across 4 out of top 5 K-12 and 3 out of top 6 higher education cities/districts, including cities like Jaipur in Rajasthan, Hyderabad in Telangana, Pune in Maharashtra, Bengaluru in Karnataka, Chennai and Coimbatore in Tamil Nadu.

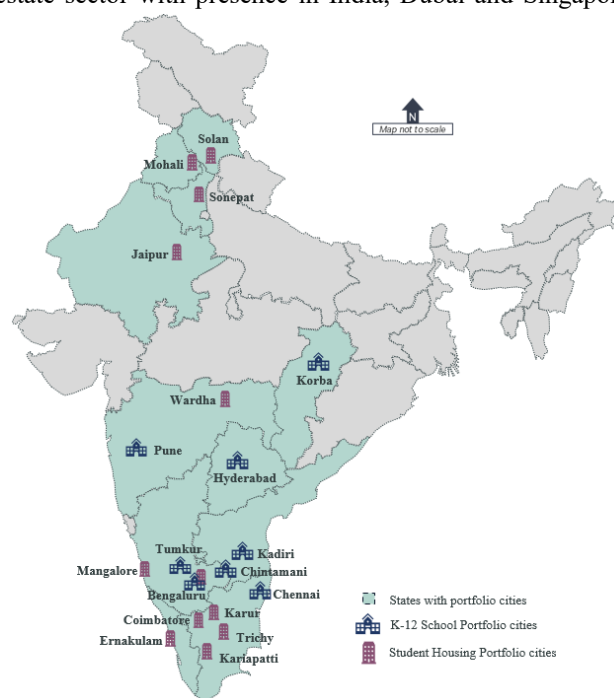
As on August 31, 2025, ECL has 18 assets²¹⁶ (comprising 13 operational schools, 3 planned schools and 2 student accommodation assets²¹⁷ together referred as “K-12 Assets”) including two schools in Dubai with an estimated K-12 student capacity of 28,486²¹⁸ and 66,272 owned and managed beds, with partnership across 15 HEIs²¹⁹ in student accommodation segment. Despite this, they serve only approximately 0.83% of the total student enrolment (11.45 mn) in TAM in India as of AY 2024-25. Additionally, as of August 31, 2025, ECL’ student accommodation portfolio comprises 16,934 owned beds, representing approximately 0.48% of the Total Addressable Market, indicating substantial headroom for expansion. Further, as of August 31, 2025, ECL cater to 0.36% of the K-12 school TAM enrolments.

The company runs its student housing operations under the brands “Good Host Spaces” and “Elevate Hostels”. As of August 31, 2025, ECL portfolio includes collaborations with highly reputed and top ranked HEIs in their respective fields, and 9 out of 15 HEIs in their Owned Portfolio and Managed Portfolio have received a “NAAC A” or better rating. Further, Meraki (which has over two decades of experience in the K-12 and residential real estate sector with presence in India, Dubai and Singapore) operates K-12 schools such as HIS Dubai and NLCS Dubai. Also, HIS Dubai is recognized as Outstanding by British Schools Overseas (BSO) as of April 2025. Both HIS and NLCS have been rated ‘Very Good’ by Knowledge and Human Development Authority (KHDA) for AY 2023-24.

ECL commenced on-campus PMSA operations in 2017 and has since played a key role in India’s fragmented student housing landscape. Analysis of information supplied by ECL indicates that their portfolio operates across three distinct models: PropCo-only (asset ownership), PropCo + OpCo (ownership with operations) and Management-only (asset-light operations). Unlike other operators that are active in either K-12 or student accommodation segment, ECL is currently the only major institutional entity with a presence in both K-12 education and the organized on-campus PMSA segment in India. K-12 schools in prominent cities such as Hyderabad, Chennai and Pune are strategically located near dense residential areas and are well-connected to transport and social infrastructure. K-12 schools in these cities are operated by well recognized players. In addition, ECL have one residential school in Ramnagara district closer to Bangalore city.

Overview of Portfolio Cities

As per information supplied by ECL, their K-12 and student accommodation portfolio is spread across various Tier 1 and Tier 2 cities of India. The following section presents a



²¹³ This section is based on information provided by the client. CBRE assume this information is correct and reserve the right to modify our report if it is later found to be incorrect. CBRE has not audited or independently verified the data provided by the client and cannot be held responsible for its accuracy.

²¹⁴ Portfolio cities for K-12 include- Bangalore, Hyderabad, Pune, Chennai, Tumkur, Chintamani, Kadiri and Korba in India, Dubai in UAE and for student accommodation, it includes Bangalore, Jaipur, Solan, Sonapat, Mangalore, Udupi, Wardha, Ernakulam, Kariapatti, Coimbatore, Karur, Trichy and Mohali

²¹⁵ Refer sections – ‘Prominent Cities/Districts in India with Private Un-aided K-12 Education Ecosystem’ & ‘Prominent Cities/Districts in India with Private Higher Education Ecosystem

²¹⁶ Based on the Client’s representation, the ECL, as on August 31, 2025, owns a portfolio of 16,934 owned student accommodation beds and 49,338 managed student accommodation beds. Further, the Client has represented that it has acquired K-12 assets of Hartland International School and North London Collegiate School in Dubai on September 23, 2025, and has further entered into definitive binding agreements on September 24, 2025, to acquire a portfolio of 14 K-12 school assets and 2 student accommodation assets from certain affiliates of its promoters from the IPO proceeds. Presentation of the Client’s portfolio and any references to such information in this Report have been made under the assumption that such acquisition of the 14 K-12 school assets and 2 student accommodation assets has already been consummated as of August 31, 2025, and the investors should take note of such presumption made herein.

²¹⁷ On Sale and Lease back basis and these 2 assets are operated by HEIs

²¹⁸ CBRE estimates

²¹⁹ Excludes County & Woodstock assets which are not captured as HEIs in the AISHE database

comprehensive overview of cities which contain ECL’ assets focusing on key parameters related to the education and student housing landscape. It includes macroeconomic indicators such as population, along with detailed data on K-12 and higher education enrolments. The section also examines the student accommodation ecosystem, highlights prominent micro-markets, and outlines the key demand drivers.

K-12 School Portfolio Cities Overview

Profiling of Tier 1/ Metro Cities:

Bengaluru City

Bengaluru, the capital of the southern state Karnataka, is the largest IT/ITeS hub including presence of large global and national tech giants (viz. Google, Wipro, Infosys, Amazon, Microsoft and IBM). It is also renowned for its strong startup ecosystem and hailed as the ‘Silicon Valley of India,’²²⁰. Bengaluru is the third largest city in India in terms of population²²¹ and one of the fastest growing cities in terms of GDP in Asia Pacific (APAC)²²². Additionally, the presence of numerous Global Capability Centres also drives significant employment within the city.

Key Facts and Overview of K-12 Segment in Bengaluru

Total Population (2024) ²²³	Total K-12 Student Enrolments ²²⁴	Total Schools ²²⁵	Private Unaided National Schools ²²⁶	International Schools ²²⁷	Average Annual Tuition Fee of National Schools ²²⁸	Average Annual Tuition Fee of International Schools ²²⁹
13.3mn (20% of state population)	2.31 mn (19% of state enrolments)	7,710	950 (22% of total private schools)	106	INR 81,000 – INR 1,25,000	INR 1,82,000 – INR 4,50,000

Source: UDISE 2023-24, CBRE

Prominent School Chains and Operators

Bengaluru is an established destination for international school operators with strong and growing presence in the city. Notable institutions include Harrow International School, Canadian International School, Oakridge International School (Nord Anglia Education), all of which offer global curricula.

Alongside this, the city’s private unaided school sector comprises 74 school chains with 385 schools in total as of AY 2024-25, offering both national and international curricula. Among the established, national operators are Orchids International Schools, Vibgyor Schools, Narayana and Sri Chaitanya Schools. Regional chains like National Public Schools, New Baldwin Schools, continue to have a strong footprint, while other prominent chain operators such as Podar International Schools, Global Indian International Schools and Euro School (Lighthouse Learning) are gradually expanding their presence.

²²⁰ Bengaluru Urban District, Developed and hosted by National Informatics Centre, Ministry of Electronics & Information Technology, Government of India

²²¹ World Population review 2025

²²² © Oxford Economics Limited [2025]- Regional Outlook Asia Pacific in 2024

²²³ Population Projections by International Institute of Population Sciences, 2022

²²⁴ UDISE 2023-24

²²⁵ Total schools include schools of all management categories such as government/aided, private unaided and others

²²⁶ Private unaided national schools are the schools which are affiliated with CBSE and ICSE boards.

²²⁷ Private unaided international schools are the schools which are affiliated with IB and Cambridge boards.

²²⁸ Fee range is an estimate based on CBRE’s analysis of sample data for 6th standard; however, it may vary depending upon the location, facilities and infrastructure in the school.

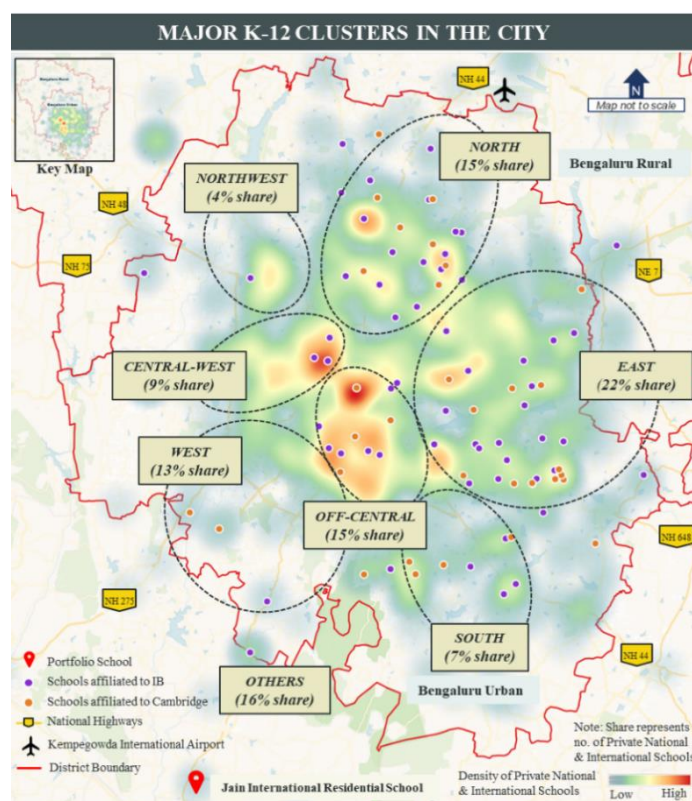
²²⁹ Fee range is an estimate based on CBRE’s analysis of sample data for 6th standard; however, it may vary depending upon the location, facilities and infrastructure in the school.

Portfolio asset micro market profiling

Located on the outskirts of Bengaluru city, the 57.8-acre portfolio asset in the Jakkasandra micro market of Ramnagara district which is expected to be merged into South Bengaluru²³⁰ to enable more integrated urban development as part of a proposal by government of Karnataka. The micro market offers good connectivity to the core city via NH948, leveraging its vast expanse and affiliated infrastructure. The region has been witnessing steady development in its education infrastructure. The region is home to approximately: 12 National curriculum – CBSE board schools viz. Green Bell High, Rishi Public School, Mount Carmel School, Orchids the International School amongst others and 3 International schools – Cambridge and IB board schools viz. Jain International Residential School (portfolio asset), Edify School, Pramiti School. This growing institutional presence reflects Ramnagara's evolving position as an education hub catering to both local and Bengaluru-linked demand.

Demand Drivers and Outlook

- **Higher share of educated and aspirational parents:** The city hosts a large IT/ITES, startup, and professional class. Parents are highly education-conscious and prefer branded schools, international curricula (IB, Cambridge), and holistic development models. This group drives demand for both premium and mid-segment schools.
- **Dominance of private schooling:** 79.5% of students in Bengaluru are enrolled in private schools — among the highest in India. Across Karnataka, private high school enrolment rose by 68% between AY 2013–14 and AY 2023–24, compared to just 13% growth in government schools. This shift is driven by parental preference for english medium instruction, better infrastructure and consistent academic delivery in private institution.



Chennai Metropolitan Area²³¹

Chennai is the capital of Tamil Nadu and is the 4th largest metropolitan area in India. The Chennai Metropolitan Area (CMA) spans districts such as Tiruvallur, Kancheepuram, Chengalpattu and Ranipet owing to the urban outgrowth and sprawl.

The city has a diversified economic base, with notable presence across IT/ITeS, manufacturing, automotive, and logistics sectors. Chennai hosts several Global Capability Centers (GCCs) of firms like Cognizant, Barclays, and Accenture. Often referred to as the “Detroit of India²³²,” it is a prominent hub for automobile manufacturing, with companies such as Hyundai, TVS and Renault-Nissan operating large facilities. The strategically located Chennai Port and Kamarajar Port are vital gateways for India's export-driven economy, primarily facilitating the global outreach of automotive, engineering goods, textiles, garments, and leather product industries from Tamil Nadu to key markets across Africa, Latin America among others.

Overview of K-12 Segment in Chennai Metropolitan Area

Total Population (2024) ²³³	Total Student Enrolments ²³⁴	Total Schools ²³⁵	Private Unaided National Schools ²³⁶	International Schools ²³⁷	Average Annual Tuition Fee of National Schools ²³⁸	Average Annual Tuition Fee of International Schools ²³⁸
13.2 mn (17% of state population)	2.50 mn (19% of state enrolments)	6,665	499 (19% of total private schools)	77	INR 45,000 – INR 67,000	INR 2,50,000 – INR 3,00,000

Source: UDISE 2023-24, CBRE

Prominent School Chains and Operators

Chennai Metropolitan Area's (CMA) private unaided school segment comprises 44 school chains with 184 schools in total as of AY 2024-25, offering both national and international curricula. Among these, the established national operators are Billabong Schools, Orchids International Schools, Jain Group of Schools, Birla Open Minds, Narayana Schools and Sri Chaitanya Schools.

²³⁰ Karnataka renames Ramanagara district as Bengaluru South

²³¹ Considered districts of Chennai, Tiruvallur, Kancheepuram, Chengalpattu

²³² Chennai – The Detroit of India

²³³ Population Projections by International Institute of Population Sciences, 2022

²³⁴ UDISE 2023-24

²³⁵ Total schools include schools of all management categories such as government/aided, private unaided and others

²³⁶ Private unaided national schools are the schools which are affiliated with CBSE and ICSE boards.

²³⁷ Private unaided international schools are the schools which are affiliated with IB and Cambridge boards.

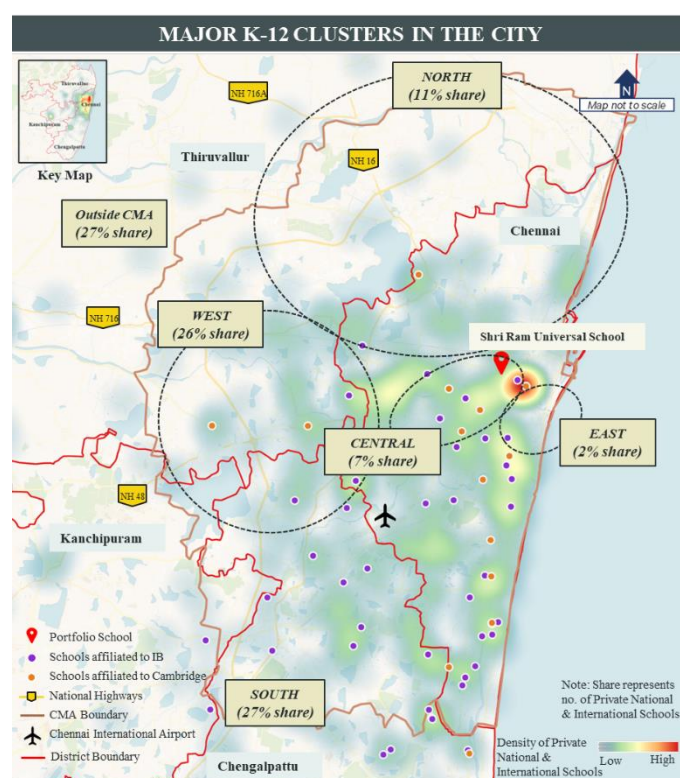
²³⁸ Fee range is an estimate based on CBRE's analysis of sample data for 6th standard; however, it may vary depending upon the location, facilities and infrastructure in the school.

Regional chains like CPS Global Schools, Velammal Vidyalaya and The Indian Public Schools continue to have a strong footprint, while prominent operators such as Ryan International and Amrita Vidyalaya are gradually expanding their presence.

Demand Drivers and Outlook

The key demand drivers for K-12 segment in Chennai are:

- **Dominance of Private Schools:** 64.0% of students in Chennai are enrolled in private schools. Across Tamil Nadu, private high school enrolment rose by 6% from 5.7 mn in 2013–14 to 6.0 mn in 2023–24, compared to a dip by 15% in enrolments of government schools from 5.7 mn to 4.8 mn during same time period.
- **Urban Agglomeration and Quality of Life:** Chennai is the one of the prominent metropolitan cities (4th largest urban agglomeration) in India and the most densely populated city in the state. It also ranks 4th in India in the Ease of Living Index 2024²³⁹, with a robust ecosystem in health, education, mobility, and safety.
- **Robust Economic and Employment Base:** The city has a thriving commercial ecosystem with over 89 msf, driven by MNCs, leading to high employment potential.
- **Educational and Talent Hub:** Chennai houses premier institutions like IIT Madras, Anna University, MIT, and NIFT, making it a center for talent development and innovation.
- **Affordable Real Estate Market:** Compared to other southern metros like Bangalore and Hyderabad, land and capital values in Chennai remain competitive, offering value-driven investment opportunities.



Hyderabad Agglomeration²⁴⁰

Hyderabad, the capital of the southern state Telangana, is one of the prominent metro cities in India and the leading contributor to the state's GDP and tax revenues. The larger agglomeration spans several key districts, including Ranga Reddy, Hyderabad, and Medchal–Malkajgiri. Among these, Ranga Reddy district has witnessed the highest level of economic activity, followed by Hyderabad and Medchal–Malkajgiri, driven by rapid urban expansion and infrastructure development.

The city serves as a significant economic hub, ranking as the fourth-largest IT/ITeS center in India with 137 msf of commercial office space, anchored by prominent GCCs such as Amazon and Microsoft. It has the second-highest number of Ultra High Net-Worth Individuals (UHNIs) after Mumbai²⁴¹. It is also recognized as the “Bulk drug capital of India²⁴²”, contributing approximately 40% to the country's bulk drug production, with a strong presence of international pharmaceutical companies such as Novartis and Sanofi.

Overview of K-12 Segment in Hyderabad

Total Population (2024)	Total K-12 Student Enrolments	Total Schools	Private Unaided National Schools	International Schools	Average Annual Tuition Fee of National Schools	Average Annual Tuition Fee of International Schools
10.63 mn (28% of state population)	2.79 mn (38% of state enrolments)	8,559	403 (7% of total private schools)	87	INR 66,000 – INR 1,01,000	INR 1,83,000 – INR 3,60,000

Source: UDISE 2023-24, CBRE

Prominent School Chains and Operators

²³⁹ Chennai ranks 4th in the Ease of Living Index 2024

²⁴⁰ Includes Hyderabad, Medchal–Malkajgiri and Ranga Reddy districts

²⁴¹ Hyderabad is home to 467 uber rich, second highest after Mumbai

²⁴² Hyderabad: Bulk Drug Capital of India

Hyderabad is becoming a preferred destination for international school operators, as they are making a significant and increasing footprint in the city. Several notable schools are operated by some of the world's largest international school chains and provide globally recognised curricula. These include Global Indian International School (part of the Global Schools Foundation), Oakridge International School (Nord Anglia Education) and CHIREC International (Cognita).

Alongside this, the city's private unaided school sector comprises 49 school chains and 139 schools in total as of AY 2024-25, offering both national and international curricula. Among the established, national operators are Delhi Public School, GD Goenka Schools, Birla Open Minds, Euro Schools (Lighthouse Learning), and Sri Chaitanya Schools. Regional chains like Bhashyam Schools and Gowtham Model Schools continue to have a strong footprint, while prominent operators such as Ryan International, Podar International School and Sancta Maria are gradually expanding their presence.

Further, as of AY 2024-25, three K-12 schools namely St. Andrews Suchitra, St. Andrews Keesara and St. Michaels Alwal are amongst only five schools in India that have been awarded with prestigious WELL Health-Safety Rating²⁴³, which is a globally recognized standard for health, safety and sustainability. These schools are among the first in Hyderabad and India to receive this recognition, having successfully met 16 out of 29 global health and safety criteria, including those related to air and water quality, cleaning and sanitization protocols, emergency preparedness, and innovation—demonstrating commitment to creating healthier, safer learning environments.

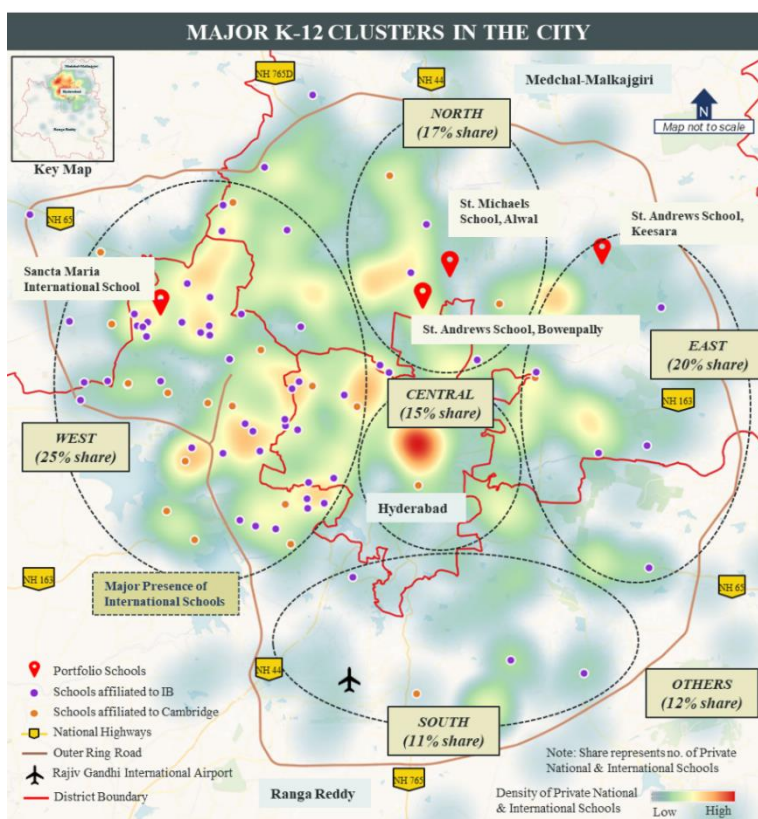
Demand Drivers and Outlook

The key demand drivers for K-12 segment in Hyderabad are:

- **Robust Residential and Commercial Pipeline:** Approximately 0.23 mn dwelling units and 28 msf of commercial office space are slated for completion by 2027, driven by strong demand from sectors such as IT, Pharma, GCCs, Manufacturing, and F&B. This is expected to drive steady population growth, supported by robust employment opportunities and significant inward migration from other cities.
- **High Per Capita Income Sustaining Private School Demand:** The city also has a per capita income that is 2.6 times the national average²⁴⁴, along with a growing aspirational service-class segment, supporting demand for private education.
- **Rising UHNI Population Driving Premium Education Needs:** Hyderabad ranks 2nd nationally in terms of UHNI population²⁴¹, which is contributing to increased demand for premium national and international curriculum schools.
- **New Growth Nodes supporting Educational Investment:** North and East Hyderabad are witnessing growth, driven by ongoing and planned developments such as logistics parks, industrial clusters, and select IT-SEZs. Meanwhile, West Hyderabad continues to lead demand, anchored by established IT corridors like Gachibowli and the Financial District, driving steady residential expansion and the development of educational infrastructure.

Pune Urban Agglomeration²⁴⁵

Pune's urban agglomeration has established itself as one of India's prominent economic hubs. The city boasts a robust and diversified industrial base, with key sectors including IT/ITeS, automotive, engineering, pharmaceuticals, and education. Often referred to as the "Oxford of the East"²⁴⁶, Pune is a leading education center, home to premier institutions such as Fergusson College, Symbiosis International University, FTII, COEP, and the National Chemical Laboratory. This strong academic ecosystem supports a high-quality talent pipeline for industries across the board.



²⁴³ WELL Projects Directory

²⁴⁴ GDP per capita for India

²⁴⁵ Includes Pune Municipal Corporation and Pimpri-Chinchwad Municipal Corporation

²⁴⁶ Pune: Oxford of the East

Additionally, Pune plays a vital role in national defense, hosting the National Defence Academy and key Indian Armed Forces units, contributing to both economic and strategic significance. For investors, Pune offers a compelling mix of infrastructure, talent, industrial diversity, and policy support, making it a high-potential destination for long-term capital deployment.

Overview of K-12 Segment in Pune

Total Population (2024)	Total K-12 Student Enrolments	Total Schools	Private Unaided National Schools	International Schools	Average Annual Tuition Fee of National Schools	Average Annual Tuition Fee of International Schools
11.9 mn (9% of state population)	2.17 mn (10% of state enrolments)	7,379	357 (19% of total private schools)	28	INR 60,000 – INR 80,000	INR 1,15,000 – INR 2,40,000

Source: UDISE 2023-24, CBRE

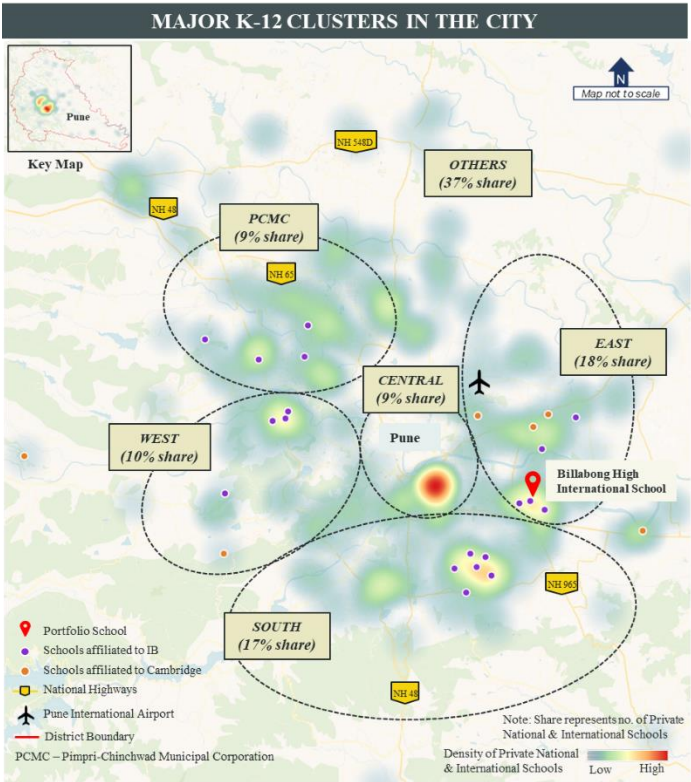
Prominent School Chains and Operators

The private unaided school sector in Pune consists of 46 school chains and 109 schools as of AY 2024-25 providing both national and international curricula. Leading international schools include Wellington College International, which is directly affiliated with the UK's Wellington College, as well as Mahindra International School, Indus International School and Global Indian International School (GIIS) are present in Pune. Among the national operators with a presence are Podar International School, Vibgyor Schools, Orchids International Schools, and Euro Schools (Lighthouse Learning). Regional players such as Pawar Public Schools and Tree House High School also operate here, while Sri Chaitanya Schools and Radcliffe School are increasing their reach.

Demand Drivers and Outlook

The key demand drivers for K-12 segment in Pune are:

- Dominance of Private Schooling:** 45.7% of students in Pune are enrolled in private schools. Across Maharashtra, private high school enrolment rose by 46% 4.2 mn in AY 2013–14 to 6.2 mn in AY 2023–24, compared to a dip by 20% in enrolments of government schools from 6.7 mn to 5.3 mn during same time period.
- Rising Student Base and Urban Population Growth:** Pune’s district population is projected to exceed 12.4 million by 2031, up from approximately 11.9 million in 2024, marking a growth of 5%²⁴⁷. This expansion is accompanied by a sharp rise in the school-age population across both urban and peri-urban areas of Pune district. Migration from neighbouring districts is further accelerating school enrolments, as families move to Pune seeking better academic infrastructure and opportunities. This trend is particularly fuelling demand for mid-segment private schools that offer a balance of affordability and quality.
- High Quality of Life and City Attractiveness:** According to the Ease of Living Index 2024 (Ministry of Housing and Urban Affairs), Pune ranks 2nd nationally and tops the Quality-of-Life pillar, which evaluates cities across indicators like health, education, mobility, safety, and recreation. This positioning enhances Pune’s appeal for working professionals and families relocating from across Maharashtra and beyond, further driving the need for high-quality schooling options.
- Expanding IT & Industrial Workforce:** Pune's development as a major technology and industrial hub—anchored by IT parks like Hinjewadi, Magarpatta, and Kharadi, and manufacturing zones like Chakan and Talegaon—has attracted a steady influx of skilled migrant professionals.
- High Per Capita Income and Educational Spend Potential:** Pune district has the 3rd highest per capita income in Maharashtra, standing at INR 0.37 mn per annum in FY 2024²⁴⁸. This reflects a prosperous, upwardly mobile population with greater willingness and capacity to invest in quality education. As a result, demand is rising for premium and mid-premium schools, including those offering international curricula and holistic development models.



²⁴⁷ Population Projections by International Institute of Population Sciences, 2022

²⁴⁸ First revised estimates from Economic Survey of Maharashtra 2024-25

Profiling of Other Cities

Tumakuru (Tumakuru District)

Tumkur, officially known as Tumakuru, is an industrial city located towards the north - western periphery of Bangalore City. Tumkur City forms the district headquarters of Tumakuru district which includes other regions such as Sira, Gubbi, Kunigal, Tipaturu, Koratagere, Chikkanayakanahalli, Pavagada, Madhugiri and Turuvekere. Subsequently, the city has developed into an industrial hub (with the setting up of HMT factory) and has since tried to gain prominence as an alternative to Bengaluru as an investment destination, being located 70kms from Bengaluru. Majority of the real estate activity in Tumkur is confined within 3-4 km radius of the Tumkur city.

The city is spread across a 5 km radius around two intersecting axes, one along the Bengaluru-Honnavaara (BH Road - NH 73) and the other axis along the Mumbai Highway (NH 48) running from north to south.

Overview of K-12 Segment in Tumkur District

Total Population (2024)	Total Student Enrolments	Total Schools	Private Unaided Schools	Enrolments in Private Unaided Schools	Private Unaided National Schools	Average Annual Tuition Fee of National Schools
2.30 mn	0.41 mn	4,586	531	1,52,161	53	INR 40,000 – INR 62,000

Source: UDISE 2023-24, CBRE

Note: Total schools include schools of all management categories such as government/aided, private unaided and others; Private unaided national schools are the schools which are affiliated with CBSE and ICSE boards; Fee range is an estimate based on CBRE's analysis of sample data for 6th standard, however, it may vary depending upon the location, facilities, and infrastructure in the school.

School Landscape in Tumkur city

The K-12 education landscape in Tumkur is characterized by a mix of government, government aided, and private schools. The city also has reasonable social infrastructure facilities owing to the presence of several prominent educational institutions such as Bishop Sargant School, Prudence International Residential School, Arvind International Residential School, and schools by few prominent operators viz. Jain Group of Institution, Podar International School, Sri Chaitanya Schools, amongst others.

Chintamani (Chikkaballapura District)

Chintamani is a town in the Chikkaballapura district in the state of Karnataka, India. It is located at a distance of 75kms northeast of Bengaluru and 40kms east of Chikkaballapura city. The town and its surroundings of Chintamani Taluk of Chikkaballapura district are emerging as an important urban center due to its proximity and connectivity to Bengaluru city. It is one of the well planned and developed town in the district. The region is known for its silk and tomato production and their largest markets in Karnataka. Due to its proximity to Bengaluru, the district is also home to Geetanjali International School which is a Cambridge board affiliated private unaided school.

Overview of K-12 Segment in Chikkaballapura District

Total Population (2024)	Total Student Enrolments	Total Schools	Private Unaided Schools	Enrolments in Private Unaided Schools	Private Unaided National Schools	Average Annual Tuition Fee of National Schools
1.40 mn	0.20 mn	2,020	338	1,02,472	20	INR 51,000 – INR 66,000

Source: UDISE 2023-24, CBRE

School Landscape in Chintamani city

Chintamani offers K-12 educational options ranging from public schools like Government Lower Primary School, to highly rated private unaided schools like Jain Public School. Further, the schools' landscape is at a nascent stage with 6 schools in and around the city.

Kadiri (Sathya Sai District)

Sri Sathya Sai district is located in Andhra Pradesh, with its administrative headquarters in Puttaparthi. It is recognised for its spiritual and cultural significance. It borders Anantapur district to the north, Annamayya and Kadapa districts to the east, and several Karnataka districts to the west and southwest. The district is divided into 4 revenue divisions: Dharmavaram, Kadiri, Penukonda and Puttaparthi, which are further subdivided into a total of 32 mandals. The district is home to over 2,500 schools and has prominent schools' operators viz. The Millennium Schools, Krishna Public School, Lotus International School, among others.

Overview of K-12 Segment in Sathya Sai District

Total Population (2024)	Total Student Enrolments	Total Schools	Private Unaided Schools	Enrolments in Private Unaided Schools	Private Unaided National Schools	Average Annual Tuition Fee of National Schools
1.84 mn	0.28 mn	2,592	462	1,18,226	10	INR 37,000 – INR 43,000

Source: UDISE 2023-24, CBRE

School Landscape in Kadiri

Kadiri is a major town within the Sri Satya Sai District and serves as the headquarters of the Kadiri Revenue Division and Kadiri Mandal. The K-12 schools’ landscape is at a nascent stage. However, it has presence of few educational institutes such as Jain Public School, Valmeeki High School and college, Harish International School, S.V College and Municipal School, etc.

Note: There are a total of 6 private schools in Kadiri town including Jain Public School. However, there are limited schools offering CBSE or ICSE boards curriculum apart from Jain Public School. Also, the district has limited schools which offer 11th and 12th grade admissions.

Korba (Korba District)

Korba district is located in the northern part of Chhattisgarh state surrounded by districts like Korea (Koriya), Surguja, Bilaspur, and Janjgir-Champa., This region is known for its significant industrial activity, especially in the power and coal mining sectors. It is often referred to as the power capital of Chhattisgarh due to the concentration of power plants in the area such as NTPC Korba Super Thermal Power Plant. Besides power generation and coal mining, Korba is home to other major industries such as aluminum major Bharat Aluminum Company Limited (BALCO).

Overview of K-12 Segment in Korba District

Total Population (2024)	Total Student Enrolments	Total Schools	Private Unaided Schools	Enrolments in Private Unaided Schools	Private Unaided National Schools	Average Annual Tuition Fee of National Schools
1.40 mn	0.26 mn	2,480	304	91,291	23	INR 28,000 – INR 42,000

Source: UDISE 2023-24, CBRE

School Landscape in Korba city

The school landscape in Korba, Chhattisgarh includes both public and private institutions, with a mix of CBSE and other boards. The city has few schools by prominent chain operators viz. Delhi Public School, Jain Public School, New Era Progressive School, Nirmala Higher Secondary School, among others. The presence of these schools underscores the city's expanding educational ecosystem and the diverse range of opportunities available to students from national boards.

Student Accommodation Portfolio Cities Overview

Bengaluru City

Bengaluru, the capital of the southern state Karnataka, is the largest IT/ITeS hub including presence of large global and national tech giants (viz. Google, Wipro, Infosys, Amazon, Microsoft and IBM). It is also renowned for its strong startup ecosystem and hailed as the ‘Silicon Valley of India,’²⁴⁹. Bengaluru is the third largest city in India in terms of population²⁵⁰ and one of the fastest growing cities in terms of GDP in Asia Pacific (APAC)²⁵¹. Additionally, the presence of numerous Global Capability Centres also drives significant employment within the city.

Key facts and higher education segment in Bengaluru

Total Population (2024)	Total HE Enrolment in the district	No. of HEIs	Share of private HEI ²⁵²	Enrolment in private HEI	Average intake in private universities ²⁵³	Hostel capacity in private HEIs	Beds per enrolment in private HEI	No. of private HEI in Top 500 NIRF Ranking ²⁵⁴
13.3mn (20% of state population)	0.8mn (33% of state enrolment)	1,530	1,014 (66.3%)	0.6mn (district with largest share in India at 3.3%)	6,500 - 6,600	0.3mn (largest in India accounting for 33% of total hostel capacity in private HEIs in the country)	50.7%	6 ²⁵⁵ (out of 134 NIRF ranked private HEIs in India)

Source: AISHE 2023-24 excel database, as on August 2025

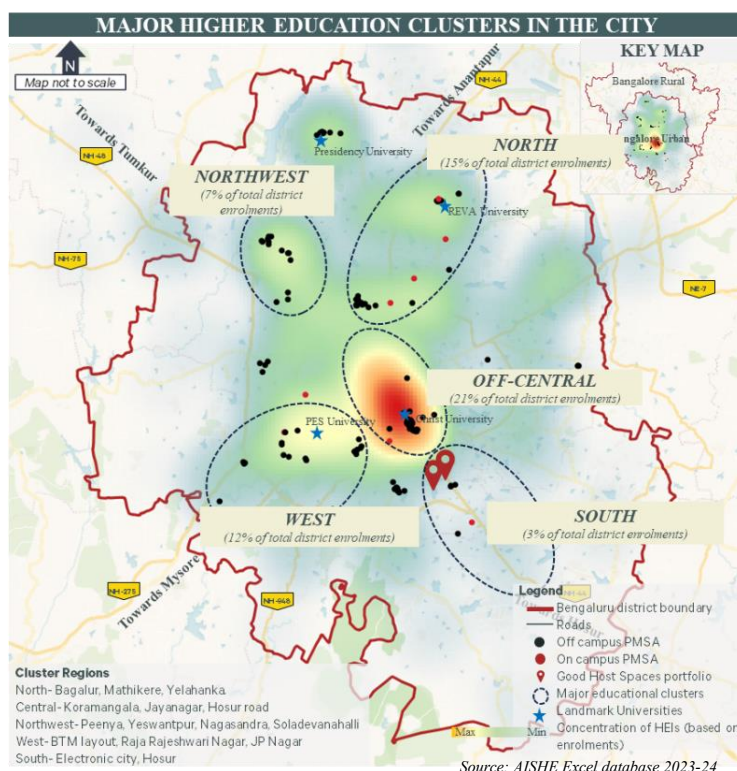
²⁴⁹ Bengaluru Urban District, Developed and hosted by National Informatics Centre, Ministry of Electronics & Information Technology, Government of India
²⁵⁰ World Population review 2025
²⁵¹ © Oxford Economics Limited [2025]- Regional Outlook Asia Pacific in 2024
²⁵² Includes State Private University, Deemed Private University and Private unaided colleges
²⁵³ Average intake in private universities is derived from the ratio between its total student enrolment and its no.
²⁵⁴ NIRF Rankings covers top 200 universities and top 300 colleges were considered
²⁵⁵ Of the 6 private HEIs in NIRF Rankings in Bengaluru, 2 are private universities and 4 are private unaided colleges

Bengaluru hosts about 1,000+ private Higher Education Institutions (HEIs)²⁵⁶ and 3 Institutes of National Importance²⁵⁷, contributing to its vibrant academic environment. The city offers a wide range of academic programmes and has several prestigious institutions like Indian Institute of Management, Bengaluru (IIM-B) and Indian Institute of Science (IISc), Bengaluru.

Major clusters for higher education in the district: In terms of student concentration in HEIs, there are 5 major clusters: *Off- central, North, Northwest, South and West*. Together, these clusters account for approximately 57.9% of total enrolment from private HEIs in the district.

Student accommodation segment in Bengaluru

Student accommodation in Bengaluru is dominated by captive accommodation provided by universities/ colleges, as well as the unorganized segment, such as PGs and shared apartments. However, PMSA is also emerging as a preferred segment in Bengaluru, accounting for a significant 17% of the total PMSA in the country. PMSA facilities are mainly located within major private HEI clusters, with the norther cluster holding the largest share at 41.3%, followed by the off-central cluster at 17.1%



The table below depicts the inventory and occupancy across various categories of accommodation available in the city:

Student Accommodation	Existing No. Of Beds	Occupancy (%)	Average Per Bed Fee ²⁵⁸
University Accommodation	2,80,000- 2,90,000	80-85%	INR 7,000- 10,000/ month
On Campus (PMSA)²⁵⁹	14,000- 14,500	90-92%	INR 12,000- 15,000/ month
Off-Campus (PMSA)	14,000- 15,000	80-85%	INR 11,000-14,000/ month

Source: AISHE database, CBRE

PMSA Operators in the city: Stanza Living, My Roomie and Your Space are the major off-campus PMSA operators in the city and is mainly present in West and North cluster in the city. Similarly, for on- campus PMSA facilities, Curated Living and Elevate Campuses Limited (under brand name of Good Host Spaces) are major operators, mainly present across north and south clusters²⁶⁰, prominent clusters in terms of presence of private HEIs.

Demand Drivers and Outlook

- Largest share of private HEI enrolments in the country:** Bengaluru leads India in private student enrolments²⁶¹ with a 3.3% share in AY 2023-24, ahead of Hyderabad (3.2%) and Pune (2.6%). Given that private HEI enrolments drive demand in the PMSA segment, this positions Bengaluru as a key market for student accommodation.
- Private HEI enrolment growth in city surpasses national average:** During AY 2016-17 to AY 2023-24, the enrolments in private HEIs²⁶² in Bengaluru grew at a CAGR of approximately 10.9%, while the same for India grew at a CAGR of approximately 6.1% during the same period. This sustained growth in student enrolment has emerged as a key demand driver for the student accommodation sector in the city²⁶³.
- Largest share of migrants for education in the country:** As per the 2011 Census, Bengaluru district recorded the highest share of migrants for education in India, accounting for 2.6% of the total. It is followed by Hyderabad with 2.4% and Delhi with 1.9%. This indicates growing demand for student accommodation.
- Talent-Driven Employment Growth in the Region:** Bengaluru has emerged as a leading technology employment hub in India, generating approximately 1.2 million direct jobs in IT sector and hosting 30% of the nation's GCCs and 35% of

²⁵⁶ Prominent Private HEIs in Bengaluru with respect to student enrolment are Christ University, Presidency University, REVA University and PES University

²⁵⁷ Institutes of National Importance includes Indian Institute of Management (IIM), National Institute of Fashion Technology (NIFT) and National Institute of Mental Health and Neurosciences NIMHANS

²⁵⁸ Average rental per bed is the monthly charges for double occupancy non-AC room inclusive of food

²⁵⁹ Includes supply from only major on- campus PMSA operators who have presence across multiple cities in India

²⁶⁰ CBRE

²⁶¹ Enrolments from state private university, deemed private university and private unaided colleges

²⁶² Private HEIs include state private universities, deemed private universities and private unaided colleges

²⁶³ AISHE reports from AY2017-18 to AY2021-22 for India figures and AISHE excel for AY2017-18 to AY2021-22 for Bengaluru district figures

India's GCC workforce²⁶⁴. It has been hailed as the world's second-largest center for AI talent, and as India's largest start-up ecosystem.

Jaipur City

Jaipur has become a key economic hub in Rajasthan, with a diverse base spanning tourism, handicrafts, textiles, and gemstones. Growth in IT and education sectors has further strengthened its role in the regional and national economy. Jaipur falls in the influence area of the DMIC corridor ²⁶⁵and Asia's largest incubator, the Bhamashah Techno Hub ²⁶⁶is also located here. Additionally, it has emerged as a key educational hub with approximately 0.5 mn students enrolled and accounting for 20% of state enrolments. It currently ranks 7th among all Indian districts in terms of overall private HEI enrolments²⁶⁷ and 1st in terms of private university enrolments followed by Chengalpattu (Chennai), Pune and Gautam Buddha Nagar (Noida) districts.

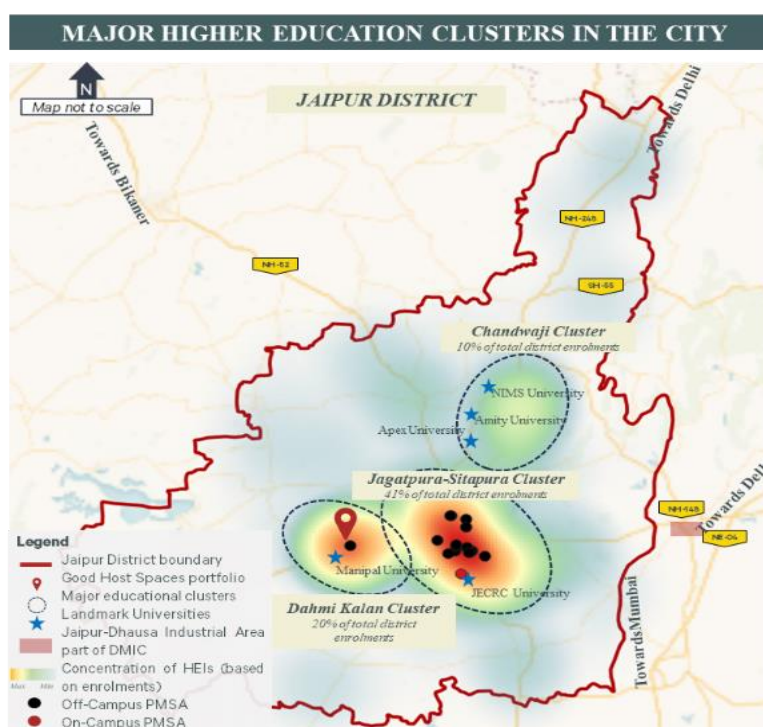
Key facts and higher education segment in Jaipur

Total Population (2024)	Total enrolment in the district	No. of HEIs	Share of private HEI ²⁶⁸	Enrolment in private HEI	Average intake in private universities ²⁶⁹	Hostel capacity in private HEIs	Beds per enrolment in private HEI	No. of private HEI in Top 500 NIRF Ranking ²⁷⁰
8.2 mn (20% of state population)	0.5 mn (20% of state enrolment)	821	541 (66%)	0.35 mn (68% of total student enrolment)	6,500 - 6,600	67,837 (38.3% of total private HEI hostel capacity in the state)	19.5%	5 ²⁷¹ (out of 135 NIRF ranked private HEIs in India)

Source: AISHE 2023-24 excel database, as on August 2025

Jaipur's higher education landscape comprises a mix of public and private HEIs offering diverse academic programs. The city is home to well-regarded public universities like the University of Rajasthan and Institutions of National Importance such as Malaviya National Institute of Technology, Jaipur. It also hosts NIRF-ranked private universities such as Manipal University, which is also the first private university in Rajasthan to receive NAAC A+ accreditation, NIMS University, and Amity University, Jaipur.

Major clusters for higher education in the district: In terms of student enrolment concentration in private HEIs, there are 3 major clusters: *Jagatpura-Sitapura cluster*, *Dehmi-Kalan cluster* & *Chandwaji cluster*. Together, these clusters account for approximately 71% of total enrolment from private HEIs in the district, with the Jagatpura-Sitapura cluster representing the largest share at 41% of the total private enrolment.



Student accommodation segment in Jaipur

PMSA segment in Jaipur is still emerging and forms only 9-10% of total student accommodation beds capacity in the district. Further, on-campus PMSA facilities include 5,920 bedded PMSA facility at Manipal University owned and managed by Elevate Campuses (under the brand name of Good Host Spaces). Organized off-campus developments are majorly concentrated in regions like Gopalpura, Mansarovar, Jagatpura & Sitapura owing to presence of private higher education institutes in the region. Off-campus operators include Your Space & Hello World.

PMSA Operators in the city

HelloWorld has the major share in off-campus PMSA inventory in the city and is mainly present in Jagatpura-Sitapura cluster in proximity to HEIs. On-campus PMSA facility operators include Elevate Campuses and Stanza Living.

²⁶⁴ Karnataka Global Capability Center (GCC) Policy 2024- 2029

²⁶⁵ DMIC Rajasthan- Unleashing Rajasthan Business Potential, Report by Rajasthan Government

²⁶⁶ iStart, Government of Rajasthan

²⁶⁷ Includes State private Universities, Deemed Private Universities and Private Un-aided Colleges

²⁶⁸ Includes State Private University, Deemed Private University and Private unaided colleges

²⁶⁹ Average intake in private universities is derived from the ratio between its total student enrolment and its no.

²⁷⁰ NIRF Rankings covers top 200 universities and top 300 colleges

²⁷¹ Of the 5 private HEIs in NIRF Rankings in Jaipur, all 5 are private universities

The table below depicts the inventory and occupancy across various categories of accommodation available in the city:

Student Accommodation	Existing no. of beds	Occupancy (%)	Average fee per bed
University Accommodation	88,000- 89,000	84- 85%	INR 8,000- 11,000/ month
On campus (PMSA)²⁷²	9,000- 10,000	90-95%	INR 13,000- 14,000/ month
Off campus (PMSA)²⁷³	1,000- 1,050	75-80%	INR 6,500- 8,000/ month

Source: AISHE database, CBRE, as on August 2025

Demand Drivers and Outlook

- **Jaipur leading in private university enrolments:** Jaipur leads among all Indian districts in number of private universities (26) and enrolments in private universities (0.15mn), indicating substantial investment in higher education from private sector in the city over the past decade. Further, prominent private universities in Jaipur have shown high growth rates in student enrolment from 2016-17 to 2023-24 such as Manipal University at 36%, JECRC University at 21% and Poornima University at 15%, and overall at 13% much higher than the national average of 6%. CAGR²⁷⁴
- **Growth in high-skill sectors:** Presence of large scale projects such as Mahindra World City are also expected to drive employments in high skill sectors such as IT/ITeS & Engineering, Automotive and Auto Ancillary. Companies such as Infosys, Wipro, Sigma Electric are already present²⁷⁵. Further, Jaipur has been identified as one of the major emerging technology hubs among Tier 2 cities in India.²⁷⁶
- **Infrastructure & connectivity:** Jaipur's strategic position within the Delhi-Mumbai Industrial Corridor (DMIC) is expected to drive significant growth in investment, employment, and industrial output.²⁷⁷ This expansion will increase demand for skilled labor, underscoring the need to strengthen technical education infrastructure.

Sonepat²⁷⁸

Sonepat, a district in the northern state of Haryana, is recognized for its industrial activity and strategic geographical location. Located approximately 40 kilometres from Delhi (Capital of India), it plays an important role in connecting the national capital with northern states. Its position along the Delhi-Mumbai Industrial Corridor (DMIC) has supported the development of areas such as the Kundli-Sonepat Investment Region and the Barhi Industrial Area, contributing to regional economic growth. Sonepat is also emerging as an important centre for higher education in Haryana due to a combination of location advantages and government led infrastructure development.

Key facts and higher education segment in Sonepat

Total district population (2024)	Total district enrolment (AY2023-24)	No. of HEIs	Share of private HEI ²⁷⁹	Enrolment in private HEI	Average intake in private universities ²⁸⁰	Hostel capacity in private HEIs	Beds per enrolment in private HEI	No. of private HEI in Top 500 NIRF Ranking ²⁸¹
1.7mn (5.7% of state population)	0.08mn (7.8% of state enrolment)	123	77 (62.6%)	46,828 (57.1% of total student enrolment in the district)	3,500- 4,000	21,808 (38.1% of total private HEI hostel capacity in the state)	46.6%	1 (out of 134 NIRF* ranked private HEIs in India)

Source: AISHE 2023-24 excel database, as on August 2025

* Indicates that of the top 500 HEIs (top 200 universities and top 300 colleges), there are 134 private HEIs

Rajiv Gandhi Education City (RGEC), developed by Haryana Sehari Vikas Pradhikaran (HSVP) over 5,000 acres, has significantly boosted higher education in the region. Its first phase hosts top institutions like Ashoka University, SRM University and National Law University.

Major clusters for higher education in the district: RGEC is the major private HEI cluster in the district, with a total student enrolment in private HEIs of 24,500 accounting for 52.3% of total private enrolment in the district. Around 79.4% of this cluster's total enrolment— translating to 19,450 students—are enrolled in five private universities. Improved regional connectivity is expected to further spur new university setups and further boost enrolments.

²⁷² Includes supply from only major on- campus PMSA operators who have presence across multiple cities in India

²⁷³ Includes supply from only major operators who have presence across multiple cities in India

²⁷⁴ AISHE 2016-17 and 2023-24 Excel Report

²⁷⁵ Mahindra World City Jaipur, official website

²⁷⁶ NASSCOM: Emerging Technology Hubs In India

²⁷⁷ DMIC in Rajasthan – Unleashing Rajasthan's Business Potential

²⁷⁸ Sonepat district is a part of 24 districts that together form the National Capital Region (NCR)

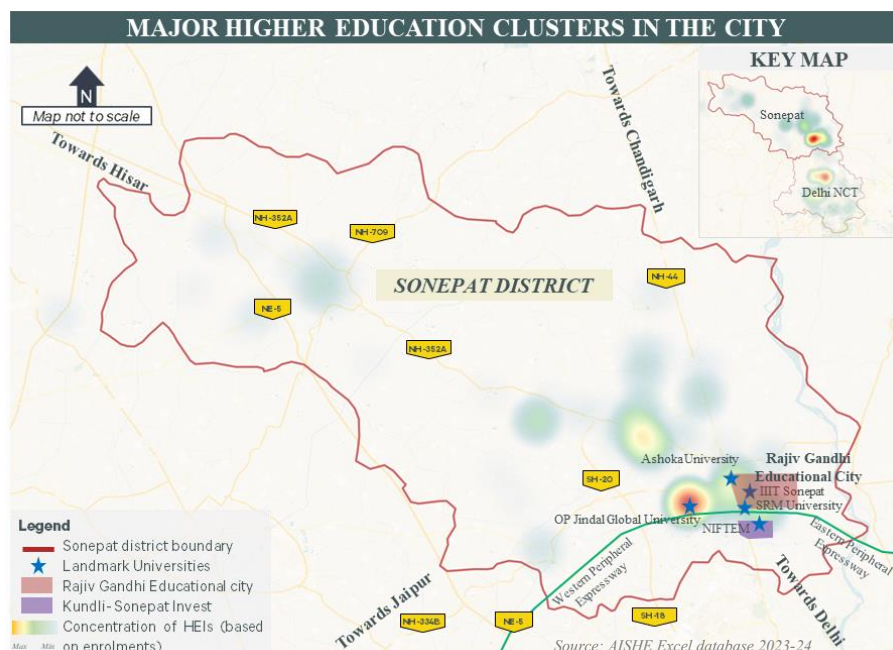
²⁷⁹ Includes State Private University, Deemed Private University and Private unaided colleges

²⁸⁰ Average intake in private universities is derived from the ratio between its total student enrolment and its no.

²⁸¹ NIRF Rankings covers top 200 universities and top 300 colleges were considered

Student accommodation segment in Sonapat: The city's student housing market is primarily driven by university-managed facilities and informal PG accommodation, with limited presence of organized off-campus PMSA providers. On campus PMSA facilities include a 7,100-bed capacity accommodation facility owned and operated by Elevate Campuses (Good Host Spaces).

Private universities in RGEN cluster maintain high occupancy (80-85%) in their student accommodation facilities by offering quality infrastructure and catering to a student base with higher migrant share (65–70%) — demonstrating healthy and sustained demand for student accommodation facilities. The following table depicts enrolments, occupancy and average accommodation fee across major private universities in the district.



University Name	Student Enrolment 2023-24	Hostel Capacity	Occupancy (%)	Average Fee Per Bed ²⁸²
ECL operated student accommodation	11,485	7,100	100%	INR 19,000- 20,000/ month
Ashoka University	3,017	3,410	81%	INR 16,500- 17,000/ month
SRM University, Sonapat	3,645	430	86%	INR 19,500- 20,000/ month
World University of Design	1,059	703	70%	INR 14,500- 15,000/ month

Source: AISHE database, respective university website, as on August 2025

Demand Drivers and Outlook

- **Private HEIs in the district saw higher enrolment growth than those in the country:** During AY 2016-17 to AY 2023-24, enrolments in private HEIs in Sonapat district grew at a CAGR of 15.2%, outpacing the enrolment growth in private HEIs in the country at a CAGR of 6.1% for the same period. This higher growth in private HEIs has emerged as a key demand driver for student accommodation facilities in the district driven mainly by universities being set up in RGEN cluster founded in 2012.
- **Strategic location and proximity to NCT:** Sonapat's alignment with the Delhi-Mumbai Industrial Corridor (DMIC) and its proximity to the National Capital Territory (NCT) of Delhi, position it as a key player in the region's educational and economic integration. This strategic location enhances Sonapat's appeal for students and educational institutions seeking connectivity to Delhi's dynamic ecosystem.
- **Major upcoming infrastructure initiatives:** Strategic infrastructure proposals, including the Eastern and Western peripheral expressway, extension of the Delhi Metro Yellow Line to Sonapat via Nathupur and the implementation of the high-speed Namo Bharat Rapid Rail (RRTS), are poised to significantly strengthen regional connectivity and improve accessibility across the National Capital Region.
- **Presence of major warehousing and manufacturing hubs:** The development of industrial estates and the integration of Sonapat into DMIC have significantly enhanced regional infrastructure and connectivity. These advancements have spurred industrial growth, exemplified by the proposed Maruti Suzuki plant, which is expected to create approximately 1,000 jobs.

Solan

Solan, located in the northern state of Himachal Pradesh, is known for its Industrial town and is emerging as an educational and digital agriculture marketing hub²⁸³. The presence of major industrial areas such as Baddi Barotiwala Nalagarh (known as BBN), Industrial estates in Chambaghat and Parwanoo, has enabled the district to have a strong industrial base with highest contribution to State domestic product, followed by Kangra and Shimla district. Solan is also a major higher education centre in Himachal Pradesh.

Key facts and higher education segment in Solan

²⁸² Average rental per bed is the monthly charges for double occupancy AC room inclusive of food

²⁸³ Himachal Pradesh State Agricultural Marketing Board

Total district population ²⁸⁴ (2024)	Total district enrolment ²⁸⁵ (2024)	No. of HEIs	Share of private HEI ²⁸⁶	Enrolment in private HEI	Average intake in private universities ²⁸⁷	Hostel capacity in private HEIs	Beds per enrolment in private HEI	No. of private HEI in Top 500 NIRF Ranking ²⁸⁸
0.6mn (8.6% of state population)	0.08mn (7.8% of state enrolment)	59	34 (57.6%)	25,379 (63.8% of total student enrolment in the district)	2,400- 2,500	14,839 (47.1% of total private HEI hostel capacity in the state)	58.5%	1 (out of 134 NIRF ranked private HEIs in India)

Source: AISHE 2023-24 excel database, as on August 2025

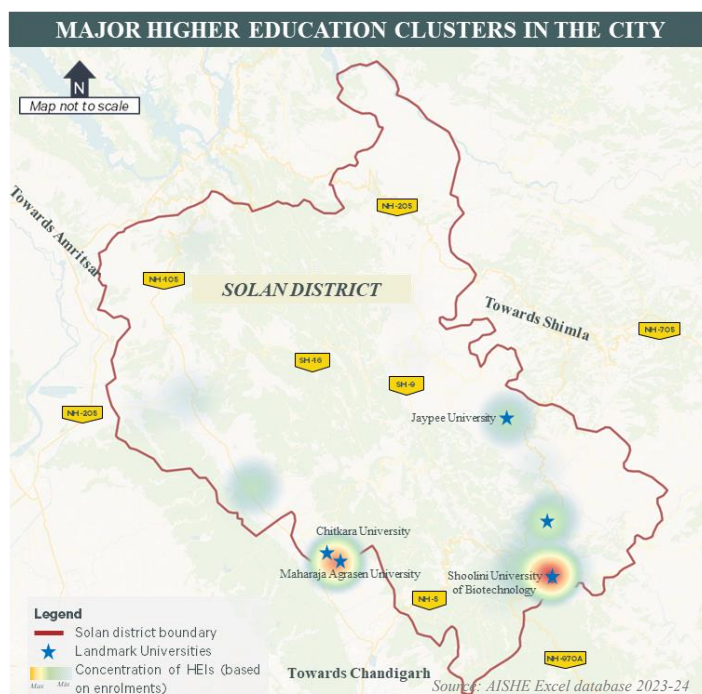
Solan district is significant for private higher education in Himachal Pradesh, hosting 9 of the state's 16 private universities and accounting for 74.1% of private student enrolments in the state.

Major clusters for higher education in the district: In terms of student enrolment concentration in HEIs, there are 2 major clusters in the district: *Solan Cluster* and *Baddi Cluster*. Together, these clusters account for 84.5% of total enrolment from private HEIs in the district.

Student accomodation segment in Solan: The city's student accommodation market is primarily driven by university-managed facilities, with limited presence of organized off-campus PMSA facilities and informal PG accommodations. On- campus PMSA facilities include a 1,735-bed capacity accommodation facility owned and operated by Elevate Campuses (under brand name of Good Host Spaces). Private universities in Solan cluster witnessed high occupancy (85–90%), owing to substantial proportion of migrant students (60–65% of total enrolment) and quality infrastructure, indicating a consistent and robust demand for such facilities.

Demand Drivers and Outlook

- **District with largest share of private enrolments in the state:** Private HEIs in the district, with approximately 23,800 students, comprise 74.1% of the state's private student enrollment. This high concentration of students fuels considerable demand for student accommodation in the area.



²⁸⁴ International Institute of Population Sciences

²⁸⁵ AISHE Excel database 2023-24

²⁸⁶ Includes State Private University, Deemed Private University and Private unaided colleges

²⁸⁷ Average intake in private universities is derived from the ratio between its total student enrolment and its no.

²⁸⁸ NIRF Rankings covers top 200 universities and top 300 colleges were considered

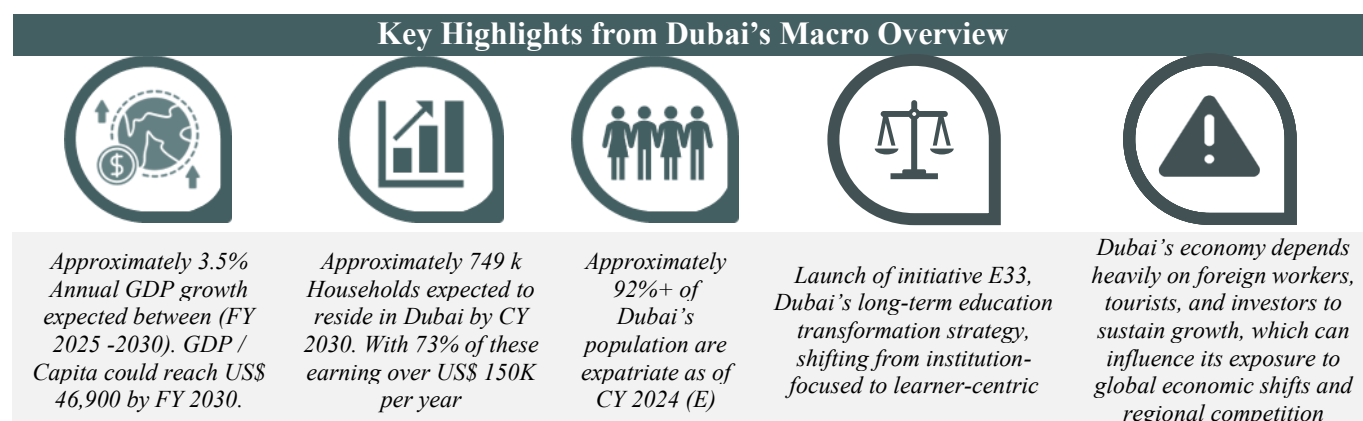
DUBAI K-12 MARKET OVERVIEW

Dubai Macro– Economic Overview

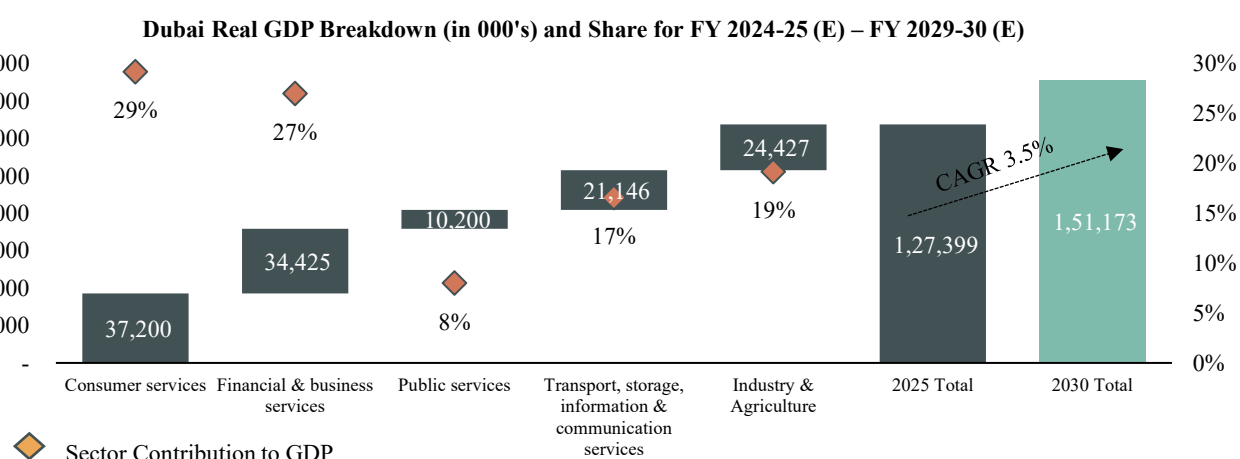
Dubai, positioned at the southwest corner of the Arabian Gulf, spans approximately 4,114 square kilometres, making it the second-largest city in the United Arab Emirates²⁸⁹. With a real GDP of approximately US\$127 bn in FY 2024-25, Dubai constitutes approximately 26% of the total GDP of UAE; it has experienced a real GDP CAGR of approximately 1.9% historically between FY 2015 - FY 2025²⁹⁰. Dubai is an emerging global hub for trade, commerce, and tourism, facilitating strong international connectivity and economic integration.

Whilst oil base revenues continue to significantly contribute to the UAE's economy, Dubai's economy is diversified, encompassing twenty economic sectors, with over 95% of its Gross Domestic Product (GDP) derived from non-oil industries²⁹¹. This diversification underscores Dubai's resilience and adaptability, reinforcing its status as a leading financial and commercial centre in the Middle East. Dubai is strategically positioned on the West-Asia trade corridor to capture current and future trade flows and expat inflows. Expat inflow in Dubai is expected to increase driven by non-oil GDP growth of UAE and favourable visa regulations²⁹². Moreover, the Dubai Economic Agenda D33 presents a detailed plan, targeting to double the size of Dubai's economy by FY 2032-33, by launching 100 transformational projects over the next decade which could result in a higher influx of expats migration²⁹³.

Key Highlights from Dubai's Macro Overview



The below figure illustrates Dubai's GDP breakdown for FY 2024-25, and GDP forecast until FY 2029-30 and its CAGR. Dubai could witness GDP growth with a projected real GDP growth rate of 3.5% p.a. over the next five years largely potentially driven by Financial & Business Services and Consumer Services sectors which have consistently accounted for over 50% of Dubai's total GDP.



Source: © Oxford Economics Limited [2025], Databank

While Dubai's sectoral composition underscores its services-led economy, analyzing output on a per capita basis offers a more calibrated view of economic performance. The figure below illustrates GDP per capita levels for Dubai, regional peers, and

²⁸⁹ UAE Governmental Portal accessed July 2025

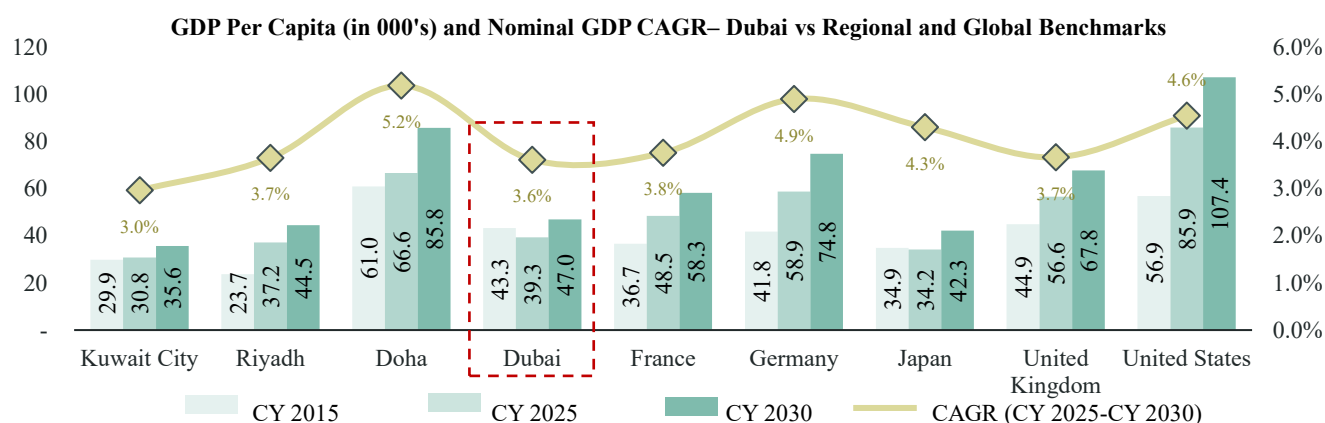
²⁹⁰ © Oxford Economics Limited [2025], Databank, accessed July 2025

²⁹¹ Dubai Public Debt Management Office

²⁹² IMF, Press Release, IMF E-Library, July 2024

²⁹³ UAE Governmental Portal, Dubai Economic Agenda (D33), accessed July 2025

select global benchmarks in FY 2014-15, FY 2025, and FY 2029-30, along with each city's projected CAGR over the latter half of the period.

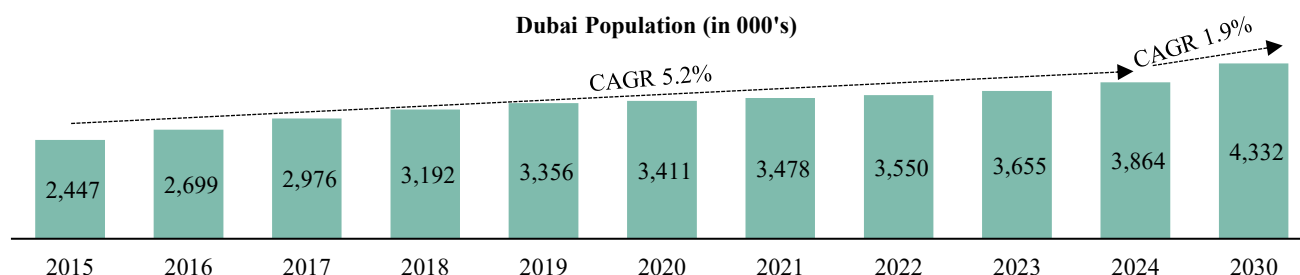


Source: © Oxford Economics Limited [2025], Data Banks

Note: GDP per capita figures for the Middle Eastern cities are presented at the city level, whereas figures for advanced economies are only available at the national level. The latter are included for illustrative purposes only and should not be interpreted as directly comparable to the city-level figures.

Despite a temporary dip witnessed in recent years, Dubai's GDP per capita could rebound by FY 2029-30, potentially driven by high-value sectors and policy-led growth. According to Oxford Economics, Dubai may have a higher GDP per Capita than most of its regional peers with the exception of Doha by FY 2029-30. This highlights the importance of sustaining productivity gains and sectoral diversification to elevate per capita output over the long term. Potential growth in GDP and per capita income could signal increasing household spending capacity, a factor that could be useful to understand long-term demand in the education sector.

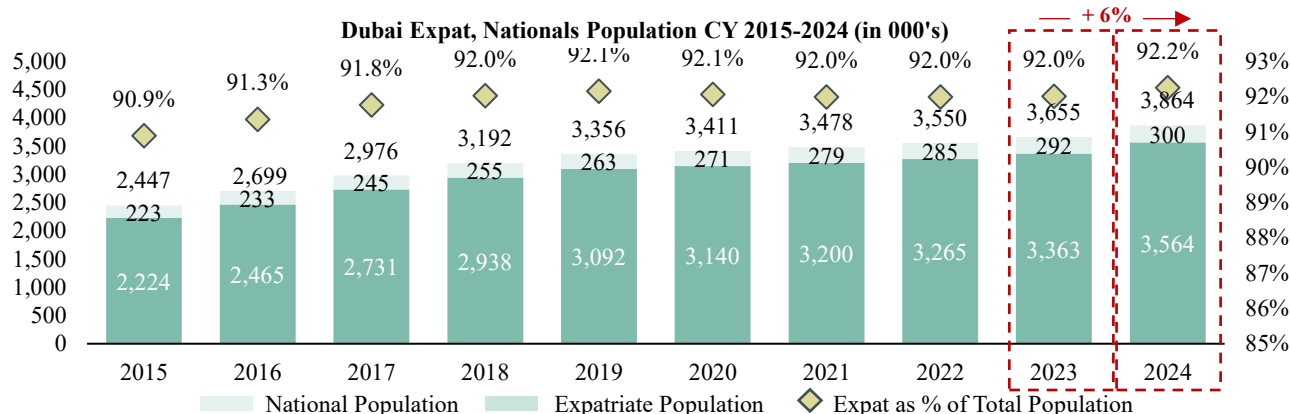
Growing Population Mainly Driven by Expats: Dubai has become a regional hub characterized by a rapid population growth. The below figure illustrates Dubai's historic and forecasted population and household growth:



Source: Actuals Until 2024 From Dubai Data & Statistics Centre, Forecasts from © Oxford Economics Limited [2025], Databanks

Population growth at 5.2% CAGR between CY 2015 and CY 2024 could signal a steady rise in demand for education services, reinforcing the need for continued capacity expansion and investment in Dubai's education sector. Dubai's Population is also notable for its diversity. As of CY 2024, Emirati nationals comprised only approximately 8% of the city's total population²⁹⁴.

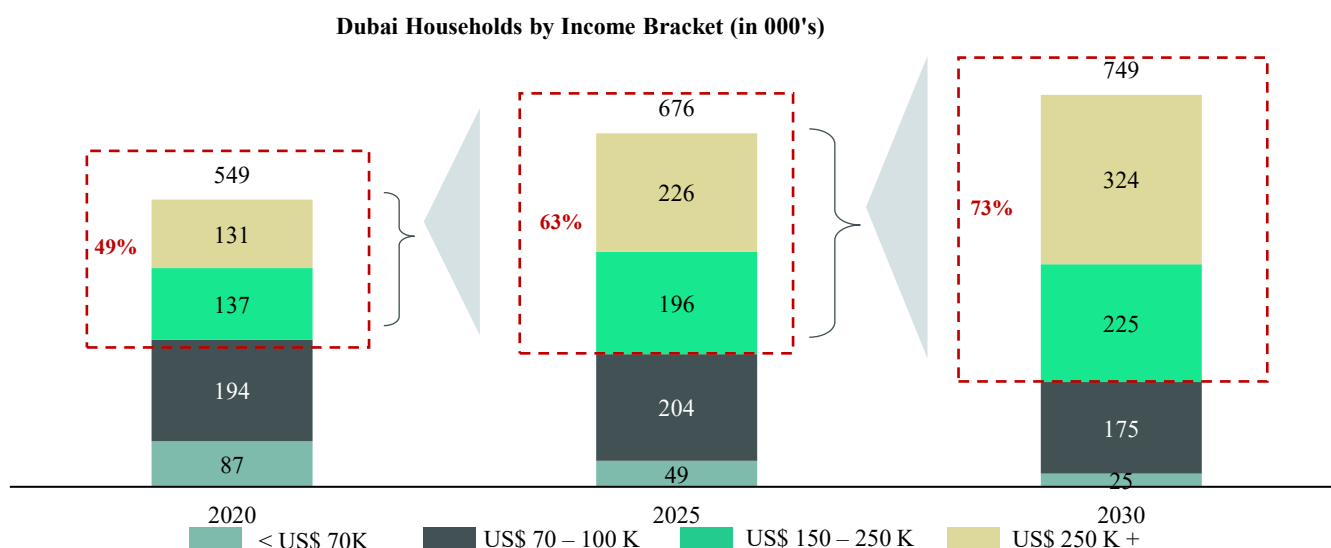
The below figure illustrates the split between expatriates and Emirati nationals, offering critical context for analyzing demand dynamics in sectors such as education, where preferences, affordability, and policy frameworks vary significantly across population groups



²⁹⁴ Dubai Data & Statistics Centre, Vital Statistics 2024

As illustrated, expatriates comprise the overwhelming majority of Dubai’s population, accounting for over 90% of total residents consistently since CY 2015.

Rising incomes reshaping demand: In parallel with Dubai’s growing and predominantly expatriate population, income distribution across households presents a key dimension in understanding the socioeconomic dynamics and service demand. The Emirate’s population spans a wide income spectrum from labor-dependent households to globally mobile high-income earners creating a multi-tiered market landscape. The below figure presents household distribution by income groups, offering insight into affordability thresholds and the potential addressable market for private education and other demand-driven sectors.



Source: © Oxford Economics Limited [2025], Databanks

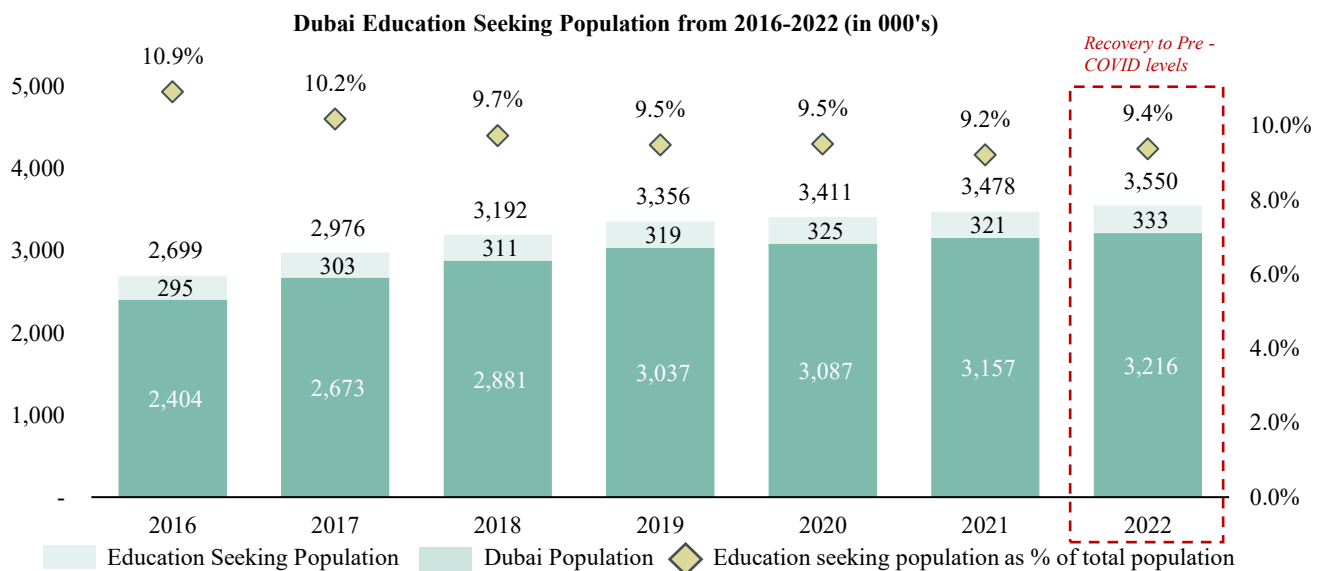
As shown, Dubai’s household income distribution is expected to shift over the coming years, with the proportion of households earning above US\$150,000 increasing from approximately 49% in 2020 to potentially 73% by CY 2030. This potential upward income mobility reflects sustained economic growth and the rising share of middle- to high-income expatriates. The growing presence of affluent households could theoretically have a direct implication for demand in premium segments of the education sector, particularly within the private K–12 space, where income is a key determinant of both affordability and school tier preference.

Dubai Education Sector Overview and Market Landscape

Age Demographics & Education Seeking Population: Age demographics play a foundational role in shaping education sector demand. As a city characterized by a young and predominantly working-age population, Dubai’s demographic structure sets it apart from more traditional education markets. The following exhibits explore the distribution of residents by age and identify the share of the population most relevant to education planning and delivery.

Dubai Population Distribution

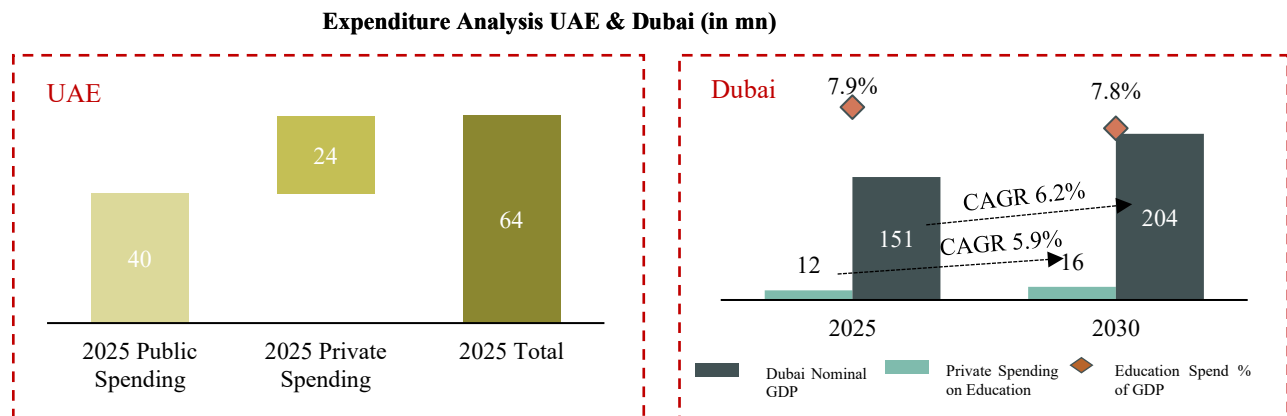
The population distribution highlights Dubai’s unique demographic profile, with a dominant share of residents between the ages of 20 and 39, consistently accounting for more than half of the total population across the forecast period. In contrast, the share of children and adolescents remains relatively limited, with the 5–19 age group comprising only 12–13% of the population through CY 2030. This reflects Dubai’s labor-driven, expatriate-heavy structure and underscores the importance of quantifying the actual education-seeking population within this segment. The following chart isolates the K–12 age cohort to better understand its scale and relevance to private education demand.



Source: Dubai Data & Statistics Centre

The education-seeking population refers to the cohort of residents aged between 4 and 17²⁹⁵, typically seeking K-12 education. While this group represents only a small share of Dubai's total population, its size has grown in absolute terms over recent years. As shown, the number of school-aged increased from 295,000 in AY 2016 to approximately 333,000 in AY 2022, representing 9–10% share of the total population over this period.

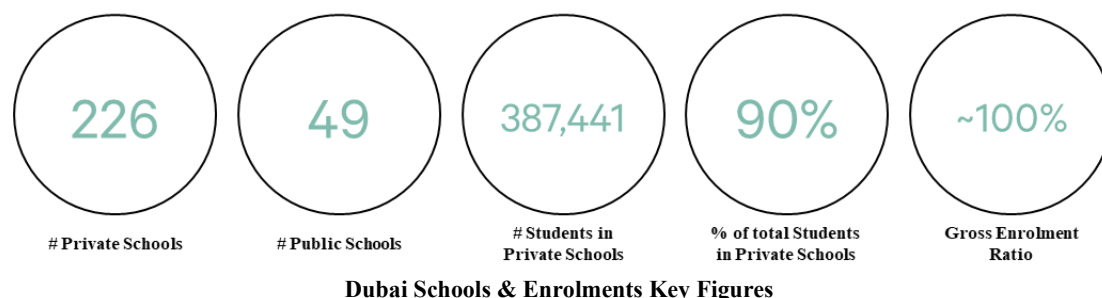
Education Expenditure Analysis: Education is a focus area in the UAE representing 15.3% of its CY 2025 budget at the federal level. Consumer spending on education in Dubai represent 8% of the city's GDP. Public K-12 education in the UAE is provided free of charge for Emirati citizens, with funding sourced from government resources at all levels. This public investment encompasses teacher salaries, school facilities, and curriculum development within government schools. In Dubai, the private sector represents most of the K-12 educational expenditure, contributing to a significant education market⁷. As illustrated in the below figure, consumer spending on education in Dubai reached US\$12 bn in CY 2025 and is projected to grow to US\$16 bn by CY 2030, representing 8.0% and 7.7% of the city's GDP for those respective years. Conversely, the UAE government's budget for education reached US\$40 bn in CY 2025, while consumer spending on education at the national level totalled US\$24 bn, culminating in an overall expenditure of US\$64 bn for that year.



Source: UAE Governmental Portal, © Oxford Economics Limited [2025], Databanks

²⁹⁵ UAE Governmental Portal accessed July 2025

Current Structure of the Education Sector in Dubai: Dubai's education sector as of end of 2024 has 226 schools serving 387,411²⁹⁶ students with a 100% gross enrolment ratio- Dubai's school system comprises public (government) schools and a dominant private school sector. Dubai has built a robust education system with widespread school participation, largely driven by its growing and diverse population. The following visual outlines the current scale and reach of school provision across the emirate. The below depicts key figures regarding number of schools & enrolment figures:

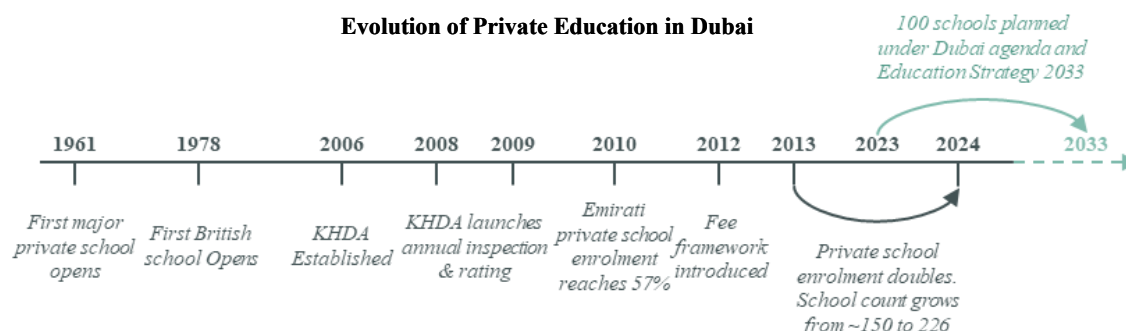


Source: KHDA, AETNA, DDSC

The dominance of private schools in student enrolment highlights the private sector's critical role in Dubai's education landscape, signalling a mature yet essential market where private investment is necessary to meet demand.

Evolution of the Private Education Sector in Dubai: The education sector in Dubai has grown throughout the years to become well-established, regulated and diverse in its curricula and program offering, undergoing a transformation, shaped by demographic shifts, regulatory reforms, and rising demand for international curricula.

The Figure below shows key milestones that illustrate how the sector has evolved from community-based schools into the current education ecosystem:



Source: KHDA, International Trade Organization

Building on this foundation, different curricula have evolved reflected through shifting parental preferences, market positioning, and policy influences across the private education spectrum. British curriculum has the highest adoption in Dubai accounting for ~35% of all private school enrolments as of AY 2023-24 and has continuously witnessed some of the fastest growths in private enrolments at ~8% between AY 2017-18 and AY 2023-24.²⁹⁷

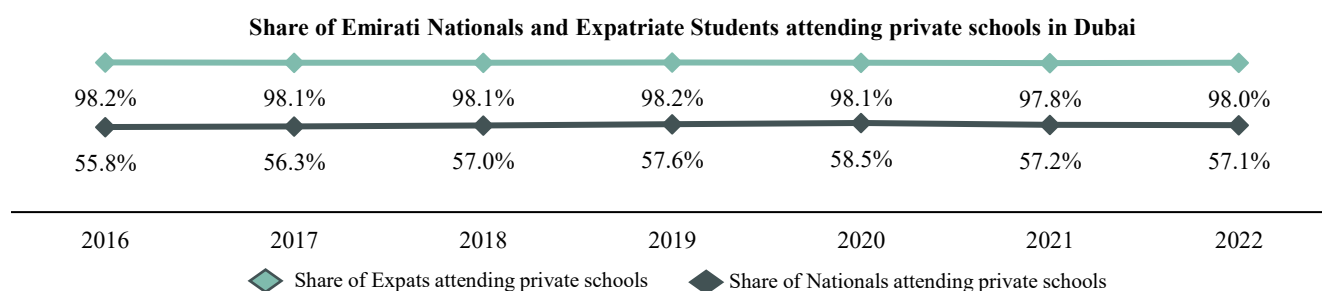
The following table shows the enrolment in Dubai's K-12 growth based on different curricula:

Curriculum	CAGR AY 2011-18	CAGR AY 2018-24
MOE	-1%	1%
UK	8%	8%
American	4%	3%
Indian	4%	5%
French	10%	10%
UK/IB	12%	4%
SABIS (UK/US)	9%	0%

Enrolment in Public vs Private Schools: Private school enrolments have experienced a CAGR of 2.3% from AY 2015-16 to AY 2021-22, whereas public school enrolment figures have shown a modest growth of 0.4% CAGR during the same period. This can be attributed to the steadily rising percentage of Emirati nationals attending private schools as well as the historically high percentage of expatriates choosing private schools. The figure below portrays the strong preference in Dubai towards private schools.

²⁹⁶ Knowledge & Human Development Authority, 2024

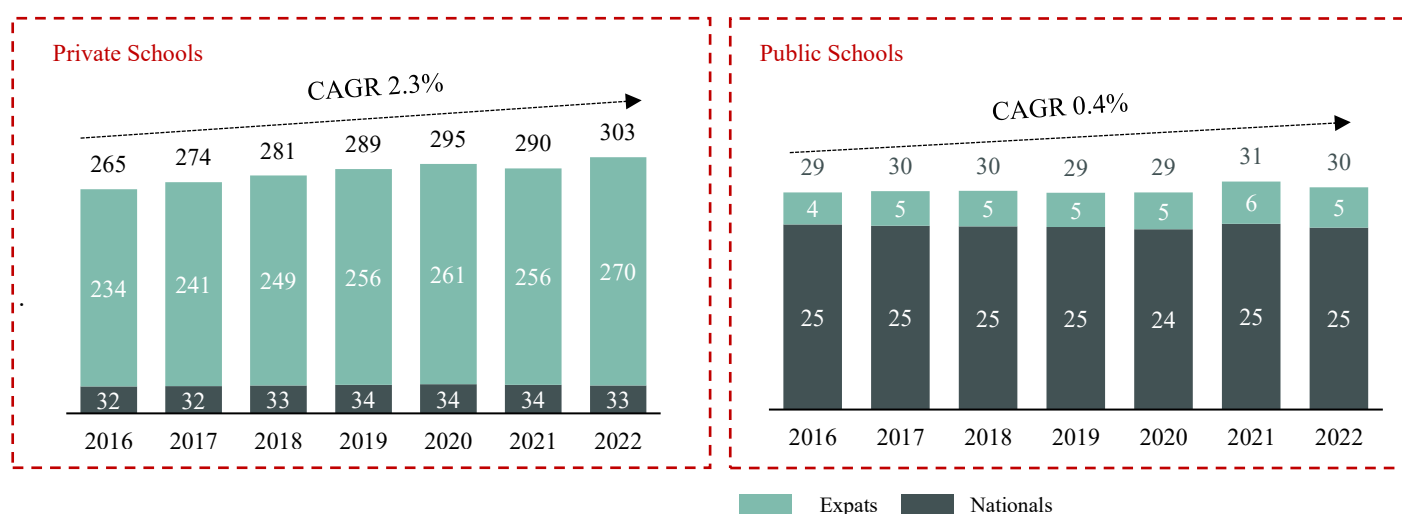
²⁹⁷ Knowledge & Human Development Authority, 2025



Source: Dubai Data & Statistics Centre

The strong preference for private education in Dubai is clearly reflected in the approximately 98% of expatriate students enrolled in the private schools and steadily rising share of Emirati students studying in private schools (55.8% from AY 2015-16 to 57.1% in AY 2021-22). This gradual shift suggests a growing acceptance of private education among nationals, likely driven by perceived quality, international curricula, and differentiated offerings. These enrolment trends reinforce the sector's importance. The charts below summarize enrolment insights for public & private schools in Dubai.

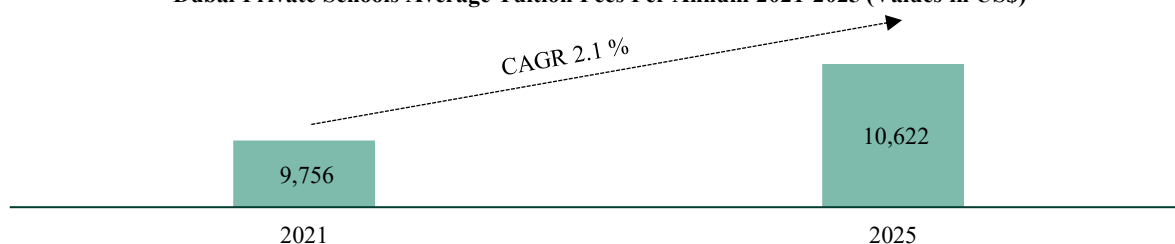
Dubai Enrolments in Public and Private Schools 2016-2022 (units in Thousands)



Source: Dubai Data & Statistics Centre, 2024

Tuition fee trends in Dubai are closely regulated by the Knowledge and Human Development Authority (KHDA). School tuition fees have experienced a compound annual growth rate (CAGR) of 2% from AY 2020-21 to AY2024-25. The below figure presents tuition fee for the past 5 years:

Dubai Private Schools Average Tuition Fees Per Annum 2021-2025 (Values in US\$)



Source: Knowledge & Human Development Authority

While tuition fees have grown at a 2% CAGR over the past five years, these average masks short-term volatility driven by external factors such as COVID-19.

Dubai E33 Strategic Initiative: Education E33 is a strategic initiative by the Government of Dubai aimed at transforming the emirate into a top 10 global education hub by CY 2033. It targets the establishment of at least 100 new private schools and the creation of 49,000 new affordable school seats by 2033. As part of the plan, 10 new private schools were opened in the AY 2024-25. The strategy also aims to ensure that 90% of schools achieve a rating of “Good” or higher in educational quality and student wellbeing. Additionally, E33 plans to recruit 3,000 Emirati teachers into private schools to support capacity expansion and local representation.²⁹⁸

²⁹⁸ Knowledge & Human Development Authority

Key growth Drivers for investments in the K-12 Sector in Dubai:

- Population growth and expatriate inflows continue to fuel underlying education demand, with demographic expansion serving as a structural enabler of long-term enrolment growth.²⁹⁹
- High household incomes have supported the rapid growth of the premium and upper-mid private school segments.³⁰⁰
- Government strategy targets expansion of private sector capacity, with plans to add over 100 schools aimed at addressing population growth and broadening curriculum choice.³⁰¹
- Regulatory transparency and performance monitoring—including KHDA’s inspection-based rating system—enhance trust and investment appetite in Dubai’s private education sector.³⁰²
- Dubai market attractiveness is due to Dubai's government support, a wealthy and diverse population and growing demand for high quality education

Regulatory Landscape & Compliance

Dubai’s education sector has a reputation for having regulatory clarity - The Education sector in Dubai is primarily governed by the KHDA which is in turn overseen by the Ministry of Education at the federal Level. The below table summarises different regulations governing the sector:

Section	Regulations
Regulatory body	• KHDA (Knowledge and Human Development Authority) is the regulator for private K–12 and higher education sector in Dubai
Licensing criteria	• Applicants must get approvals from municipality, and other relevant authorities. before filing a licensing request • Operators are free to choose from mainland Dubai, freehold areas or purpose-built free zones
Foreign investment	• Since 2020, Foreign Direct Investment (FDI) laws have changed, including the new Companies Law effective January 2, 2022, under which foreign investors can fully own companies (except in some restricted areas) including primary and secondary schools. The law applies to all entities outside UAE free zones.
For-profit operations	• For-profit operations are allowed; most private and international schools are set up as for-profits • Repatriation of profits is allowed
School capacity increase	• Capacity increase is regulated; prior approvals are needed from the regulator to upgrade capacity; process for capacity addition is transparent
Fee increase	• Schools can increase fee based on Education Cost Index (ECI); fee increase is regulated by KHDA. • Quantum of permissible fee increase is a function of the school’s inspection rating; schools with a rating upgrade can increase fee at a multiple in the range of 1.5-2.0x of the ECI only in the year of the upgrade • Schools with no change in rating can increase fee at ECI and those with a downgrade are not allowed a fee increase.

Private School Ratings: School Quality Assurance is governed by KHDA’s school inspection and rating framework which was introduced in CY 2008. This system The following table presents the distribution of private schools by KHDA rating level, reflecting the overall performance of the sector. A summary of ratings of schools for the AY 2023 - 2024 is outlined below:

AY 2022-2023 DSIB Rating ³⁰³	Count of Private Schools	Percentage of Private Schools
Weak	1	0.4%
Acceptable	54	23.9%
Good	84	37.2%
Very Good	38	16.8%
Outstanding	21	9.3%
New	9	4%
NA	19	8.4%
Total	226	100%

The ratings distribution reveals over 50% of schools rated “Good” or above and less than 1% receiving a “Weak” rating. Notably, nearly one-third of schools fall into the top tiers (“Very Good” and “Outstanding”). This could reflect the KHDA’s performance-driven oversight and the competitive pressure within the sector to improve school outcomes and attract discerning parents.

Competitive Landscape & Compliance

Profiling Prominent School Chains in Dubai: Many international school chains have exposure to the Dubai education sector. For the most part, these chains are considered prestigious and score high KHDA’s ratings . Nord Anglia Education, International

²⁹⁹ © Oxford Economics Limited [2025]

³⁰⁰ GEMS Education, 2025

³⁰¹ Knowledge & Human Development Authority, Dubai Private School Landscape 2024-2025

³⁰² Knowledge & Human Development Authority, Inspection Outcomes 2024-2025

³⁰³ KHDA, Dubai Private Schools Open Data, 2024

School Partnerships, Cognita and GEMS Education are some of the most prominent school chains in Dubai. Prominent school chains in Dubai have an average tuition fee of US\$ 18,826 which is substantially higher than the emirate average of US\$ 10,719. Additionally, these chains usually offer schools with diverse curricula choices.

The following table presents information regarding a selected number of schools forming part of the school chains with a focus on curricula offering, school rating, student capacity and average tuition fee³⁰⁴:

Name	School Chain	Curriculums Offered	Average Tuition Fee (US\$) (AY 2024-25)	Enrolment (AY 2023-24)	Inspection Rating
Nord Anglia Intl. School	Nord Anglia	IB, national Curriculum for England, AS & A Level	23,540	2,440	Outstanding
Swiss Intl. Scientific School	Nord Anglia	IB	27,079	2,155	Outstanding
Nibras International School	International School Partnerships	American Curriculum	9,794	1,525	Acceptable
Star International School	International School Partnerships	IB, British, Hamilton thematic	10,699	643	Good
The Aquila School	International School Partnerships	IB, British curriculum	16,243	1,131	Good
The English College	International School Partnerships	British Curriculum	15,361	1,335	Very Good
Horizon English School	Cognita	British Curriculum	10,807	1,313	Outstanding
Horizon International School	Cognita	British Curriculum	14,791	1,393	Good
Ranches Primary School	Cognita	British Curriculum	15,522	935	Very Good
Repton	Cognita	A Levels, British Curriculum, IGCSEs, International Baccalaureate	20,810	2,329	Outstanding
Royal Grammar School	Cognita	British Curriculum	26,063	1,272	N/A
Gems Dubai American Academy	GEMS Education	American Curriculum, IB	23,591	3,066	Outstanding
Gems Jumeirah Primary School	GEMS Education	British Curriculum	14,318	1,466	Outstanding
Gems Modern Academy	GEMS Education	IB, Indian Curriculum	12,511	3,840	Outstanding
Gems Wellington International School	GEMS Education	British Curriculum, IB	19,464	2,903	Outstanding
North London Collegiate School	-	International Baccalaureate	31,188	1,825*	Very Good
Hartland International School	-	British Curriculum / IB	18,223	2,021*	Very Good

Source: CBRE

Note: * The enrolment data is as of AY 2024-25(based on the data shared by client)

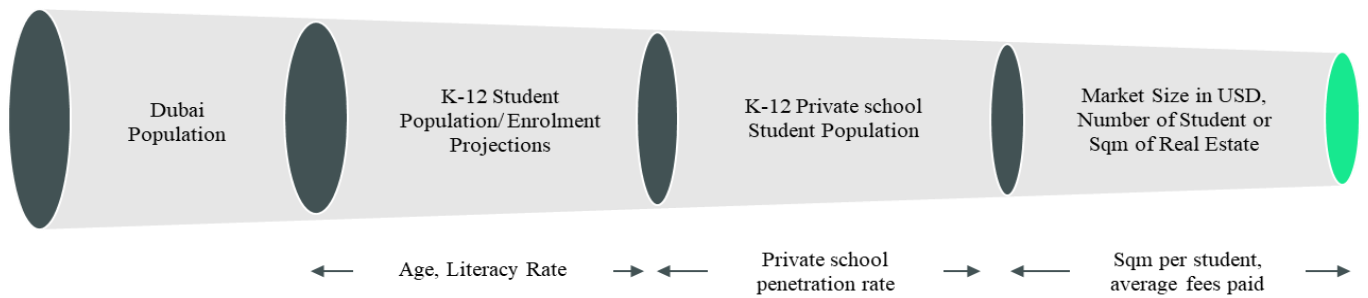
Private Equity Investments in the Private K-12 Sector: Dubai's private school sector has attracted notable private equity activity between 2015 and 2025, with transactions spanning both individual schools and larger school groups. These deals have typically involved high-profile international funds such as Al Mal Capital REIT, Taalem, among others reflecting the sector's strong fundamentals and long-term growth appeal. The majority of the assets transacted have been international schools, with examples including GEMS Education, Hartland International School, and North London Collegiate School, among others.

K-12 Education Market Size Estimation

The approximate Gross Floor Area of private schools' education facilities and sector wide revenues market size has been estimated as follows. Variables considered included enrolment figures, the historic trend towards private schools as well as gross floor area and average tuition per student.

³⁰⁴ The Average tuition fee represents the simple average of grade wise tuition fees offered by the school

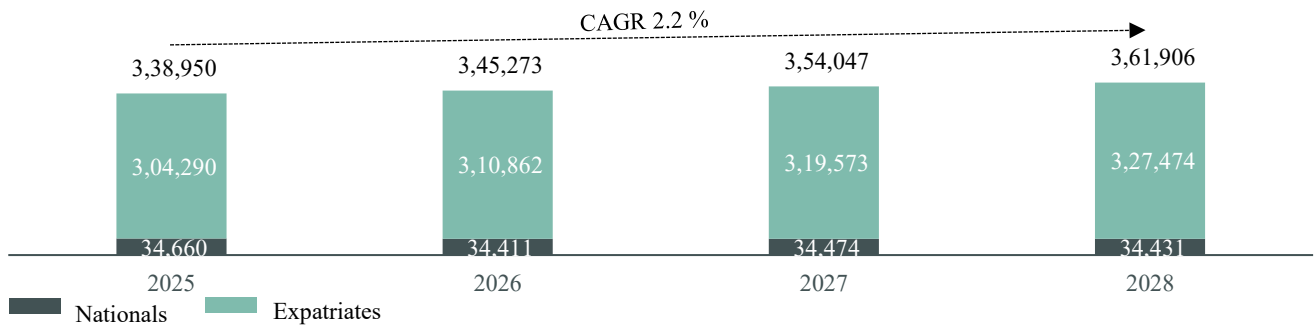
Dubai K-12 Education Market Size Estimation



Market size estimation – Enrolment Forecasts

The potential market size in terms of revenue was derived by forecasting the enrolment of private schools by AY 2028. This took into consideration previously studied metrics such as education seeking population, split of enrolment between Emirati nationals and expatriates as well as the preferences with regards to private schools. Summary of K-12 private school enrolments is summarized below

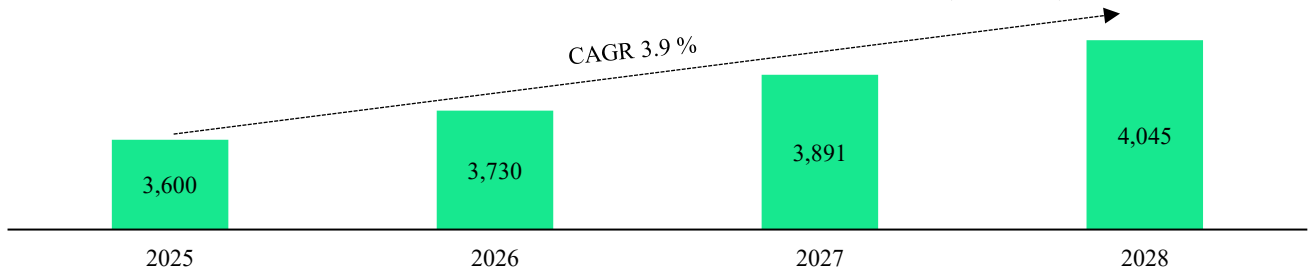
Dubai Forecast of Enrolment from AY 2024-25 to AY 2027-28



Market size estimation – Revenue

The market size estimation in terms of revenues was done by anchoring to K-12 enrolment forecasts taking into consideration forecasted annual average tuition fees. As can be seen below, the approximate estimation yields US\$4.0 Bn in annual tuition revenues by AY 2027-28 (E).

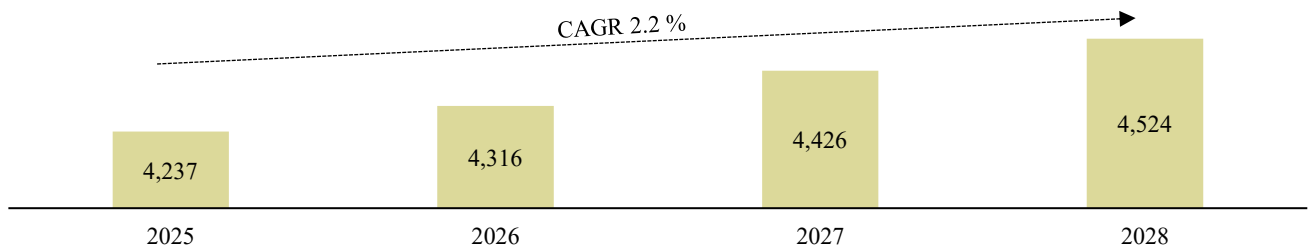
Tuition Revenue Forecast from AY 2024-25 to AY 2027-28 (in US\$ mn)



Market size estimation – Infrastructure Opportunity

The gross floor area (GFA) per student was estimated using a hybrid approach. The first method involved a bottom-up estimation based on the required space for each amenity within a school, as outlined by the KHDA, resulting in an estimated GFA of 14 square meters per student. The second method utilized industry averages, which indicate a GFA of 11 square meters per student (118.4 sq ft) (Source: GSIN Education International School Consultants). Based on these figures, a market size in terms of infrastructure was estimated at approximately 4.2 mn Sqm (45.6 mn sq ft) for AY 2024-25 and is forecasted to reach approximately 4.5 mn Sqm (48.7 mn sq ft) by AY 2027-28 (E).

Infrastructure Opportunity Forecast from AY 2024-25 to AY 2027-28 (in GFA Thousands)



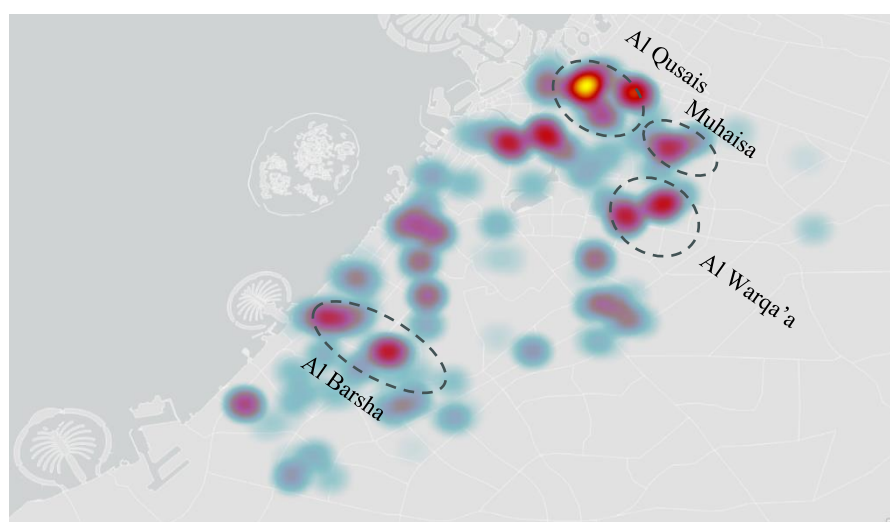
Disclaimer: The projections outlined are an estimate only based on previous trends which may not continue, it is not a guarantee and should not be relied upon. Future projections can be influenced by a wide variety of factors unknown at the time of this report.

Dubai: Catchment Analysis

To identify top catchment areas, we analysed private school enrolment across Dubai's districts from AY 2017-18 to AY 2023-24. Four districts consistently ranked highest: Al Barsha, Al Qusais, Al Warqaa, Al Muhaisnah. Below is a brief snapshot of each including demographic and geographic context:

- **Al Barsha:** is a centrally located district in west Dubai, situated within proximity to Cheikh Zayed Road with direct access to key business and residential corridors³⁰⁵. The area mid to high income expatriate families. The area is also renowned for hosting high calibre schools.³⁰⁶
- **Al Qusais:** is located in eastern Dubai, directly bordering Sharjah and positioned along key transit corridors such as Sheikh Mohammed Bin Zayed Road and the Emirates Road. The community primarily consists of mid-income expatriate families, with a substantial share of long-standing residents working in service and industrial sectors³⁰⁷.
- **Al Warqa'a:** is located in eastern Dubai, bordered by Emirates Road (E311) to the west and Al Awir Road (E44) to the south, with close proximity to International City and Dubai Safari Park³⁰⁸. The district is predominantly a lower- to mid-income, family-oriented expat community, known for its affordable housing and appeal to young families seeking value and space.³⁰⁹
- **Muhaisanah:** Situated in eastern Dubai near the Sharjah border, Al Muhaisnah comprises four sub-communities and is intersected by major highways including Sheikh Mohammed Bin Zayed Road, offering accessible connectivity³¹⁰. The area is one of the most densely populated communities in Dubai, home to many mid- to low-income expatriate families, particularly South Asian workers and their dependents³¹¹.

The figure below presents a heat map of enrolments comprising data relevant to AY 2023-24 in Dubai



Additionally, data regarding growth of enrolments within the table below³¹²:

Location	CAGR AY 2018 - AY 2020	CAGR AY 2020 – AY 2022	CAGR AY 2022 – AY 2024
Al Barsha	11%	8%	12%
Al Qusais	1%	(-5%)	14%
Al Warqa'a	3%	(2%)	9%
Muhaisanah	(1%)	(2%)	3%

The table above illustrates enrolment growth across key school districts in Dubai between AY 2017-18 and AY 2023-24. Notably, most districts experienced stagnation or decline during the 2020–2022 period, likely due to COVID-related disruptions and subdued population growth. Al Barsha stands out as the only district to maintain consistently positive growth across all periods, reinforcing its role as a stable hub for educational institutions. Moreover, rebound is observed in all four districts between AY 2021-22 and AY 2023-24 suggests a return of demand, potentially driven by improving macroeconomic conditions and renewed expatriate inflows.

³⁰⁵ DXB Properties, Dubai, 2023

³⁰⁶ KHDA School Directory, list of private schools, accessed July 2025

³⁰⁷ Bayut Area Guide, 2025

³⁰⁸ Binaa Investment, 2025

³⁰⁹ Arabmls, 2024

³¹⁰ Vartur Dubai Guide, 2025

³¹¹ Arabmls Guide, 2025

³¹² Data sourced from KHDA Open Data release 2024

POTENTIAL THREATS AND CHALLENGES ASSOCIATED WITH THE EDUCATION SECTOR

The education sector has experienced significant growth in recent years. However, there are inherent risks that must be carefully considered when making any investment decision. These crucial risk factors can potentially impact the performance of the segment and the general market.

Economic Uncertainty: There is a strong correlation between the demand for education and macroeconomic conditions. During economic downturns, families may reduce spending on private schooling and higher education, leading to a decline in student enrolment and tuition revenue for private institutions. Additionally, government funding for public education may be cut, impacting budgets for infrastructure, salaries, and programs.

Inflation: While inflation levels are decreasing gradually, a potential increase in inflation may pose a challenge for the sector. Higher inflation results in higher operating costs, including staff salaries, utilities, and educational materials. It also increases the cost of new campus construction and upgrades, making expansion more expensive.

Interest Rate Fluctuations: Rising interest rates increase the cost of financing for educational projects. This can make it more expensive for institutions to acquire land, construct new buildings, or refinance existing loans, leading to lower profit margins. Conversely, falling interest rates can make financing more affordable.

Geopolitical Tension: There are currently numerous geopolitical tensions across the world such as Russia-Ukraine war, conflicts in the Middle East etc., the outcomes of which are uncertain, with a potential for rapid escalation which could produce a significant impact on global trade and economies. These factors have created significant risk to global economic conditions. How these events may impact the Indian economy is unknown, and there is an increased risk to all forecasts outlined within the Industry Report.

Trade Tariffs: Potential trade tariffs introduced by the US across the globe have created market uncertainty and could delay decision making. It is uncertain how future trade tariffs will eventuate, and the impact on both the global and Indian economies in the near future.

Competition Risk: The education market in many regions, including India, is becoming increasingly competitive, with new entrants and established players expanding with high-grade infrastructure and specialized programs. This can pose a significant threat to the student intake and profitability of existing educational institutions.

Regulatory Policy Changes: Government regulatory changes, such as alterations in curriculum standards, accreditation requirements, funding models, and zoning regulations for new campuses, can significantly influence the value of educational institutions. These changes can increase operational costs and raise compliance expenses.

Talent Acquisition and Retention of Faculty: The education sector faces challenge in terms skilled educators, researchers, and administrators. Qualified faculty members, especially in specialized fields like technology and business, are often drawn to more lucrative opportunities in other sectors. Attracting and retaining top talent requires significant investment in salaries, research facilities, and professional development.

ANNEXURES

ABBREVIATIONS

ABC	Academic Bank of Credits
AISHE	All India Survey of Higher Education
AIU	Association of Indian Universities
AY	Academic Year
B2C	Business to Consumer
Bn	Billion
CABE	Central Advisory Board of Education
CAG	Comptroller and Auditor General
CAGR	Compound Annual Growth Rate
CBSE	Central Board of Secondary Education
CIE	Cambridge International Education
CoCo	Company Owned Company Operated
CRE	Commercial Real Estate
CY	Calendar Year
DBFOT	Design Built Finance Operate and Transfer
DIKSHA	Digital Infrastructure for Knowledge Sharing
ECCE	Early Childhood Care and Education
FDI	Foreign Direct Investment
FHEIs	Foreign Higher Educational Institutions
FLN	Foundational Literacy and Numeracy
FY	Financial Year
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GIFT city	Gujarat International Finance Tec-City
GoI	Government of India
GST	Goods and Services Tax
GVA	Gross Value Added
HECI	Higher Education Commission of India
HEIs	Higher Education Institutions
HESA	Higher Education Statistics Agency
IAU	International Association of Universities
IB	International Baccalaureate
ICSE	Indian Certificate of Secondary Education
ICT	Information Communication Technology
IFSCA	International Financial Services Centres Authority
IIM	Indian Institute of Management
IIPS	International Institute of Population Sciences
IIT	Indian Institute of Technology
IMF	International Monetary Fund
INR	Indian National Rupee
ISC	Indian School Certificate
ISP	International Schools Partnership
JICA	Japan International Cooperation Agency
K-12	Kindergarten to 12th grade
LFPR	Labour Force Participation Rate
LMS	Learning Management Systems
LoI	Letter of Intent
ManCo	Management Company
MMR	Mumbai Metropolitan Region

Mn	Million
MoE	Ministry of Education
MoSPI	Ministry of Statistics and Programme Implementation
MoU	Memorandums of Understanding
MPCE	Monthly Per Capita Consumption Expenditure
NAAC	National Assessment and Accreditation Council
NCERT	National Council of Educational Research and Training
NCES	National Center for Education Statistics
NEP	National Education Policy
NIPUN	National Initiative for Proficiency in Reading with Understanding and Numeracy
NIRF	National Institutional Ranking Framework
NSS	National Sample Survey
NSSO	National Sample Survey Office
OBC	Other Backward Caste
OECD	Organisation for Economic Co-operation and Development
OpCo	Operating Company
PAM	Potential Addressable Market
PBSA	Purpose-Built Student Accommodation
PFCE	Private Final Consumption Expenditure
PG	Paying Guest
PIB	Press Information Bureau
PMSA	Professionally Managed Student Accommodation
PPP	Public Private Partnership
PRICE	People Research on India's Consumer Economy
PropCo	Property Company
PTR	Pupil Teacher Ratio
QS World Ranking	Quacquarelli Symonds World University Rankings
RBI	Reserve Bank of India
RE	Real Estate
REIT	Real Estate Investment Trusts
RTE	Right to Education
SARAS	School Affiliation Re-Engineered Automation System
SC	Scheduled Caste
SSSA	State School Standards Authority
ST	Scheduled Tribe
TAM	Target addressable market
UAE	United Arab Emirates
UDISE	Unified District Information System for Education
UGC	University Grants Commission
UIS	UNESCO Institute for Statistics
UK	United Kingdom
UN	United Nation
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
USD	United States Dollars
WEF	World Economic Forum
WHED	World Higher Education Database
WPR	Worker Population Ratio
Y-o-Y	Year over year