

Routes 2 Roots®



Social Impact Assessment Report

2023-2024





To

Board of Directors,
Routes 2 Roots,
S-43, Panchsheel Park,
New Delhi- 110017

Annual Social Impact Assessment Report 2023-24 – R2R

Dear Sirs,

We M/s ESGPRO Consultancy India LLP having registration no. ACC-8869 empanelled with ICMAISAO vide empanelment no. ICMAI SAO/ 2024-25/SIAO/001 are pleased to submit our Assessment report on the Annual Impact report of Routes 2 Roots hereinafter referred to as "R2R" or "NGO" or "NPO") for the financial year 2023-24 as required by Regulation 91 (E) of SEBI (Listing Obligation and Disclosure Requirements (LODR), 2018). The assessment has been carried out covering all the major aspects as prescribed by the Guidance Note issued by SEBI in Circular No 2022/120 dated 19th September 2022 covering all the significant activities carried out by R2R. The primary objectives of the assessment of the Routes 2 Roots program in the Digital Learning of Performing Arts.

Conformance to Framework for Social Audit Standards, Code of Conduct

This social impact assessment has been conducted in accordance with the Framework for Social Audit Standards and the applicable Social Audit Standards (SAS) viz SAS 300 – "Promoting Education employability and livelihoods" and SAS 600 – "Protection of National Heritage and Culture" issued by the Self-Regulatory Organization (SRO). The audit adheres to the ethical guidelines outlined in the Code of Conduct for Social Auditors, ensuring objectivity, confidentiality, and integrity throughout the process

Independence

The social impact¹ assessment was conducted by professionals with domain knowledge of the concerned thematic subject, and suitable skills, competence and experience in social impact assessment in the thematic area as per SEBI requirements for Social Impact Assessment.

Our work was performed in compliance with the requirements of the Code of Conduct for Social Impact Assessors of ICMAISAO, which requires, among other requirements, that the members of the assessment team be independent of the organization assessed. The Code also includes detailed requirements for practitioners in relation to integrity, objectivity, professional competence and due care, confidentiality and professional behavior. The social impact assessment organization has systems and processes in place to monitor compliance with the Code and to prevent conflicts regarding independence.



¹ Impact may not come in initial years and may come later in the fourth or fifth year onwards, in such cases there would not be any impact to report. Hence the word impact should be used very judiciously. Reference may be made to the logic model framework in this regard.

Responsibility of Reporting Entity (R2R) and Social Impact Assessor (ESGPRO)

a. R2R Responsibility

R2R is responsible for preparing a comprehensive Social Impact Assessment (SIA) report by identifying stakeholders, collecting baseline data or conducting situational analysis, and analysing potential social impacts (both positive and negative) of the proposed project while paying special attention to vulnerable groups and gender-specific concerns.

R2R is responsible to allocate adequate resources, maintain proper documentation, and prepare detailed implementation plans with clear timelines and budgets. Additionally, the R2R must develop appropriate mitigation measures, enhancement strategies, and monitoring frameworks, ensuring all processes are transparent and well-documented in order to comply with legal and policy frameworks, and present an unbiased, evidence-based report in a transparent manner.

In relation to the Social Impact Report, referred to in this report contained therein, the management is responsible for ensuring that the Report is prepared in accordance with established social impact assessment methodologies and relevant guidelines and the accuracy and completeness of the information as presented in the Report including a comprehensive assessment of the social impact arising from the organization's activities

R2R is also responsible for disclosing all relevant social impacts, even those that may be perceived as unfavorable. Transparency is crucial for stakeholders to understand the full range of potential social consequences.

b. Social Impact Assessment Firm (ESGPRO) Responsibility

A Social Impact assessment, conducted as an independent, objective and reliable examination of impact of a project / program / project-based activity of a social enterprise, is designed to Assess whether the project / program / project-based activity is operating in accordance with the stated strategic intent and planning, assesses the stated performance in terms of impacts/ outcomes and to provide suggestions, if any, to improve the impact measurement and/ or performance and to provide a report thereon

The Social Impact Assessment Report by its very nature involves numerous assumptions, inherent risks, and uncertainties, both general and specific. The conclusions drawn are based on the information available with us at the time of writing this report. No representation or warranty, express or implied, is made with respect to the information contained in this report

The work was limited to the samples/specific procedures described in this report and were based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the project, selected as sample respondents. Accordingly, changes in circumstances/samples/ procedures or information available could affect the findings outlined in this report.

The deliverables in this report in no way should be construed as an opinion, attestation, certification, or other form of assurance. We have not performed any procedure which can be constituted as an examination or a review in accordance with generally accepted auditing standards or attestation standards. We have not audited or otherwise verified the information supplied to us in connection with this engagement, from whatever source. Further, comments in our report are not intended, nor should they be interpreted to be legal advice or opinion.



To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the client for the report, or for the conclusions expressed in this independent Social Impact Assessment Report and the conduct of the engagement is based on the assumption that the data and information provided to us is complete and true. We expressly disclaim any liability or co-responsibility for any decision, a person or entity would make based on this report.

The assessor is responsible for evaluating the SIA report's quality, accuracy, and compliance with prescribed standards and in the prescribed format by Stock Exchange. The assessment has been carried out covering all the major aspects as prescribed by the Guidance Note issued by SEBI in Circular No 2022/120 dated 19th September 2022 covering all the significant activities carried out by R2R. The primary objectives of the assessment of the Educate Girls' program to assess the role of R2R in promotion of Digital Arts and Culture.

This further includes verifying baseline data or evaluating situational analysis, reviewing the impact analysis, and ensuring that mitigation measures are practical and effective. ESGPRO has to provide recommendations to improve the report and highlight any gaps, ensuring a fair and reliable assessment process.

Work Undertaken



We have conducted a social impact assessment of the projects(s) placed before us and also examined the Annual Social Impact Report in Form 1B by performing procedures including review of records of the Social Enterprise, documents in relation to projects assessed, conduct of surveys, review of survey responses, field visits, meetings with communities served and such other procedures as considered relevant and necessary. Any comments on the form are incorporated in our detailed report. We have also examined a sample of the data and the sources of information on which the Social Impact Assessment Report is based. The annual social impact assessment consisted of sample verification of communities/ segments.

Report

Our detailed report, concluded based on discussions with the client and contains the following Sections and form integral part of our assessment.

- Section A: Brief about the Project and Social Enterprise (Responsible Party)
- Section B: The Scope of Impact Assessment, Purpose, Approach, Methodology and Limitations
- Section C: Summary findings of survey undertaken, Alignment with national and State priorities
- Section D: Gaps or challenges identified along with recommendations
- Section E: Annexures: Blank Copy of Survey Forms, Photos of Field Survey

For ESGPRO Consultancy India LLP
FRN: ICAI SAO/ 2024-25/SIAO/001


31/01/2025
Rakesh Tayal
Designated Partner
M. No. – ISAI / SA -025
Delhi

Confirmation by Social Enterprise

I, Teena Vachani, General Secretary on behalf of Routes 2 Roots, confirm that the social impact assessment process was carried out as per the terms of reference of the engagement and the draft report was shared with us and our responses heard. Discussion has happened between Social Impact Assessment firm and the organisation Feedback as appropriate will be incorporated for review in the next social impact assessment cycle.

Remarks, (if any):

Authorised Representative of Routes 2 Roots

Name: Teena Vachani

Signed:TEENA VACHANI

Digitally signed by TEENA
VACHANI
Date: 2025.01.31 15:47:56 +05'30'

Date: 31th January 2025

Place: Delhi

Social Impact Assessment Report: 2023-24

Name of Social Enterprise	: Routes 2 Roots (R2R)
Popular Name	: Routes 2 Roots
NSE-SSE Reg. no.	: NSESENPO0016
Registered Address	: S-43, Panchsheel Park, New Delhi- 110017
Corporate Office	: Routes 2 Roots, G2, Max Towers, Delhi One, Sector-16B, Gautam Buddh Nagar, Noida, Uttar Pradesh 201301
Operating Locations	: 28 States and 8 Union territories and in 76 other countries

Report prepared by

Name of Social Impact Assessor	: Rakesh Tayal
Registration No.	: ISAI/SA 025
Name of SIA Firm	: ESGPRO Consultancy India LLP
Empanelment no.	: ICMAI SAO/2024-25/SIAO/0001
Period	: 01.04.2023 to 31.03.2024
Framework used	: Logical Framework Analysis



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SECTION A: Executive Summary

This report presents the findings of the social audit conducted for the Routes 2 Roots Digital Program – Digital Learning of Performing Arts. The audit evaluates the program’s implementation, outcomes, and alignment with regulatory and social objectives adhering to SEBI’s guidelines and Social Audit Standards (SAS) 300 and 600.

The Routes 2 Roots Digital Program is an innovative initiative designed to promote cultural education and preserve India’s rich heritage by leveraging digital platforms to bring performing arts to the forefront. The program aims to bridge the gap between rural and urban audiences by providing equitable access to quality cultural content, particularly for those in underserved and remote regions. This initiative aligns with the broader goals of inclusivity, education, and the empowerment of marginalized communities, contributing to the Sustainable Development Goals (SDGs) 4 (Quality Education) and 16 (Peace, Justice and strong institutions).

A.1 Background of the Engagement

Routes 2 Roots (R2R) is registered with NSE's SSE segment (Reg. No. NSESENPO0032) and BSE's SSE segment (Reg. No. **BSESE0035NP2324**) since **16.06.2023** and **22.11.2023** respectively. SEBI's Regulation 91(E) mandates social enterprises to submit an Annual Impact Report assessed by an empanelled Social Impact Assessment Firm. The assessment evaluates Routes 2 Roots' impact on students through the inclusion of digital arts, culture, and heritage, while addressing accountability, transparency, and alignment with SEBI's 2022 guidelines.

A.2 Key Program Objectives

- Upgrade an easier-to-use app with AI tools for a better student usage experience.
- Strengthen our capacity to deliver in-person workshops across all schools.
- Develop satellite studios in different parts of India to promote teaching in the local language about local culture.
- Strengthen the training, outreach, and engagement with the teachers in all the schools which are part of our program.
- Reach out to schools in stressed and backward areas where the existing infrastructure could be upgraded to modern digitalised classrooms.

A.3 Program Activities

The program uses a digital-first approach, enabling students, educators, and enthusiasts from across India to access

Metrics	Target Nos.	Achieved Nos.
Workshops	932	747
Live Classes yearly	308	308

resources and training in various performing arts disciplines. By utilizing interactive platforms and multimedia tools, Routes 2 Roots has successfully created a virtual space where traditional and contemporary art forms can thrive, even in the face of geographical, socio-economic, and logistical barriers.

The total no. of schools reached 24,497 out of which agreement with Haryana Government for Diksha Portal-14,132 schools, Punjab Government- 2342, Delhi Government – 1070 schools, NDMC-4000, MCD- 1700 Schools, Kendriya Vidyalaya- 1253.



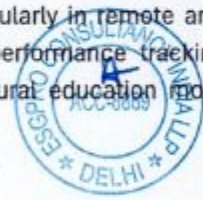
A.4 Key Findings

The Routes 2 Roots (R2R) program has significantly enhanced cultural education through digital learning, reaching over 1.35 million students across 1800 schools in 2023-24. The initiative has successfully integrated performing arts into education, improving student engagement, artistic appreciation, and mental well-being. Surveys indicate that **65% of students** attend online classes daily, while **55% show a high interest** in digital art and culture. Schools have reported a **73% improvement** in cultural awareness, with **74% of teachers** observing substantial skill development among students. Despite its success, challenges remain, including **27% of students** citing inadequate learning materials and **35% facing connectivity issues**. Additionally, **45% of teachers** reported technical difficulties, and **30% highlighted limited time for integration** into academic schedules. To maximize impact, addressing these gaps through infrastructure improvements, hybrid learning models, and better teacher facilitation is essential.

A.5 Conclusion

The Routes 2 Roots (R2R) program has successfully enhanced cultural education and digital learning, particularly benefiting marginalized students in rural and underserved regions. By digitizing classrooms and integrating performing arts into education, it has significantly improved student engagement, creativity, confidence, and mental well-being. Schools have reported reduced stress levels, improved student behaviour, and increased academic focus. Stakeholder feedback highlights strong participation and a positive reception from both students and teachers. The program's structured monitoring, grievance redressal mechanisms, and commitment to quality assurance ensure long-term sustainability.

To further enhance its impact, key recommendations include strengthening infrastructure to address connectivity challenges, expanding in-person workshops to boost student engagement, and refining hybrid learning models to improve accessibility. Enhanced teacher training and curriculum alignment with school schedules will optimize participation. Implementing targeted inclusivity measures will ensure broader reach, particularly in remote and economically disadvantaged communities. Strengthening risk mitigation strategies and performance tracking mechanisms will further ensure the program's sustainability and scalability, making cultural education more inclusive, impactful, and accessible.



SECTION B: About the Project and Routes 2 Roots

B.1 Background of the Engagement

Routes 2 Roots, also known as “R2R” (hereinafter referred to as “R2R” or “NGO” or “NPO” or “Society”) was registered and incorporated on December 1, 2004, as a Society, (validly existing under the Society Registration Act, 1860). The NPO is registered with SSE segment of National Stock Exchange on **16.06.2023** bearing registration no.: **NSESSENPO0016** and with the Bombay Stock Exchange on **22.11.2023** bearing registration No. **BSESSE0035NP2324**

As required by Regulation 91 (E) of SEBI (Listing Obligation and Disclosure Requirements (LODR), 2018), every Social Enterprise which is either registered with or raised funds through a Social Stock Exchange or a Stock Exchange shall be required to submit an Annual Impact Report to the Social Stock Exchange. The annual impact report shall be assessed by a Social Impact Assessment Firm employing the Social Impact Assessor.

Routes 2 Roots has engaged M/s ESGPRO Consultancy India LLP, a Social Impact Assessment Firm empaneled with self-regulatory authority carrying empanelment no. ICAI SAO/2024-25/SIAO/0001 vide engagement letter dated **28.09.2024**. Mr. Rakesh Tayal is the Social Impact Assessor having membership no. ISAI/SA 025.

The assessment has been carried out covering all the major aspects as prescribed by the Guidance Note issued by SEBI in Circular No 2022/120 dated 19th September 2022 covering all the significant activities carried out by R2R. The primary objectives of the assessment of the Routes 2 Roots program in the Digital Learning of Performing Arts.

B.2 About the Project

Routes 2 Roots focuses on exposure to students in the schools to the rich Indian cultural heritage thereby Educating the new generation with the Rich Indian art and culture. The Routes 2 Roots operates in all the states of the India and covers all the districts focusing on the backward regions. The program is designed to promote and empower the new generation with cultural heritage among the School and College Students. This also enables schools, especially in the backward area, to experience the digital classroom and hybrid learning.

The program is mapped with achieving the targets in area of **SDG4 “Quality Education”** by promoting mental and emotional wellness through its cultural and educational initiatives and **SDG 16 “Peace, justice and Strong Institutions”** Art projects revitalize urban areas, making cities more inclusive, safe and sustainable. Cultural initiatives promote sustainable urban development and community pride. The program objective is further matched its social intent by matching criterion as mentioned under regulation 292E “(iv) promoting education, employability and livelihoods and “(vii) protection of national heritage and culture of SEBI (ICDR) Regulations 2018.

By leveraging the Government’s existing investment in schools and alignment of program with National Education Policy 2020, Ministry of Culture Scheme for promotion of Art & Culture. Routes 2 Roots with the help of 34 employees, 327 Artists, 4 volunteers, with the coordination of school teachers and a huge base of 24000+ Schools and University works towards promotion of Digital Performing arts and culture This helps in growing interest of students in Indian Art, Heritage and Culture.

a. Target Segment:

The project serves the following target segment:

i.	Segment	Primarily Govt. aided School and College Students
ii.	Gender	All genders
iii.	Age Group	6 and above
iv.	Thematic Issue	“(iv) promoting education, employability and livelihoods and “(vii) protection of national heritage and culture of SEBI (ICDR) Regulations 2018.
v.	Geography	<ul style="list-style-type: none"> • All India. (28 States and 8 Union Territories) • Rural and Remote Areas: Routes 2 Roots also operates in some of the most educationally backward and geographically challenging regions of India. These areas include rural villages with sparse populations, limited infrastructure, and difficult terrains. • Ecosystem Characteristics: The focus is on schools and Universities which have been affected by natural calamities, which have destroyed infrastructure and properties. Also, includes the schools which do not have arts and cultural activities teachers and resources.
vi.	Income	Organisation is catering in Government Schools in low-income groups.

Internal Definition of Target Segments:

Routes 2 Roots defines its target segments based on the following criteria:

Students: Students studying from kindergarten to 12th and College University students.

b. Purpose / Objective

Its primary objective is to introduce Art and Culture in the main K12 education and thereafter. This objective has been further strengthened by addition of Arts in NEP 2020 making STEM to STEAM. Most of the schools in the rural areas did not have Art, Culture as a subject and therefore introducing this in the schools have addressed various issues including stress relief and mental health of the students. By addressing critical issues such as limited infrastructure, lack of arts and cultural resources, and skill development, the project seeks to empower students and schools.

Name of the program	Routes 2 Roots Program
SDG Goal Alignment	SDG 4 – Quality Education and SDG 16 – Peace, Justice and Strong Institutions
Thematic area under SEBI (ICDR) Regulation 2018 292E(iv) and (vii)	“(iv) promoting education, employability and livelihoods and “(vii) protection of national heritage and culture of SEBI (ICDR) Regulations 2018.
Purpose of the Project	<ol style="list-style-type: none"> 1. Upgrade an easier-to-use app with AI tools for enriching student usage experience. 2. Strengthen our capacity to deliver in-person workshops across all schools. 3. Develop Virtual Smart classrooms in different parts of India to promote teaching in the 120 languages about culture. 4. Strengthen the training, outreach, and engagement with the teachers in all the schools which are part of our program and



Name of the program	Routes 2 Roots Program
	support them in their innovative teaching style. 5. Reach out to schools in stressed and backward areas where the existing infrastructure could be upgraded to modern digitalized classrooms.
Duration of Program	It's an ongoing program; however, the curriculum is for 3 years for each discipline.
Number of Direct Beneficiaries FY 23-24	School Students: 13,58,410 (based on students in school with whom MOUs are entered).

Problem Overview:

i. Problem Statement:

Despite India’s rich cultural heritage, many students lack adequate exposure to traditional arts and cultural values, leading to a disconnect with their roots. The rapid adoption of gadgets, peer pressure, and academic stress have further contributed to declining mental well-being and social tolerance among youth. Additionally, schools face challenges in integrating cultural education into their curricula due to limited resources and expertise, hindering the holistic development of students.

Routes 2 Roots addresses these issues by promoting cultural preservation, fostering mental wellness, and enabling access to inclusive digital learning in arts and heritage, thus bridging the gap between tradition and modern education.

ii. Extent of Challenge:

Extent of the Challenge for Routes 2 Roots

• **Cultural Disconnect**

Many students in India are losing touch with their cultural roots, with limited exposure to traditional arts, heritage, and values in schools. This gap is further widened by modern influences and lack of resources for cultural education.

• **Increasing mental health issues and lack of emotional intelligence among students**

Rising stress levels due to academic pressure and peer influence have resulted in decreased tolerance and emotional resilience among students.

• **Health Issues**

Mental Health in students has taken the shape of pandemic, and educators are taking up this problem with all seriousness. High stress, anxiety, depression, social isolation, peer competition, difficult expressing emotions and processing trauma are causing mental stress.

• **Resource Constraints in Schools**

A significant number of schools lack infrastructure, funding, and trained personnel to integrate arts and culture into their curricula, which is essential for holistic development under the *New Education Policy 2020(NEP)*.

• **Digital Accessibility Divide**

While digital education has seen rapid growth, equitable access to high-quality content remains a challenge, particularly for underserved communities.

• **Sustainability and Scaling**

Ensuring consistent delivery of free, high-quality, real-time digital learning to thousands of schools nationwide while maintaining cultural relevance and engagement is an ongoing challenge.



Routes 2 Roots is committed to addressing these challenges through innovative digital platforms, partnerships, and outreach programs to ensure cultural preservation and student R2R well-being.

c. Program / Intervention Summary:

Routes 2 Roots focuses on reviving India's rich cultural heritage and fostering mental well-being among students through innovative digital education. Its flagship program, **VIRSA the digital learning of Performing Arts** imparts free, real-time interactive classes in over 16 disciplines of performing arts, including yoga, classical music, Dance etc.

These classes are streamed to schools nationwide, leveraging advanced multi-camera setups for a virtual classroom experience. The program aligns with the New Education Policy (NEP) by integrating arts into school curricula and addressing key challenges like cultural disconnect, mental stress, and equitable access to education.

With an emphasis on accountability, transparency, and alignment with SEBI's 2022 guidelines, Routes 2 Roots is designed to promote and empower the **new generation with** cultural heritage among the School and College Students.

Brief Summary of the Programme intervention is given in following table:

Parameter	Details
Goals and Objectives	<ul style="list-style-type: none"> - Revive awareness of Indian cultural heritage among students. - Enhance mental well-being through performing arts and yoga. - Ensure equitable access to quality education.
Target Beneficiaries	<ul style="list-style-type: none"> - School and Colleges students across India (inclusive of underserved and rural communities).
Input Resources	<ul style="list-style-type: none"> - Partnerships with schools and stakeholders nationwide. - Creating Digital Classrooms and installation of equipment like LED/ Interactive flat panel, Wi-Fi Camera, Operating system, application and providing K12 Education Content and training the respective schoolteachers. - Expert reputed Gurus in various performing arts disciplines. - Creating state of art studio with multi cameras shoot and audio, video equipment. - Identifying coordinators in every school for smooth functioning
Activities	<ul style="list-style-type: none"> - Interactive digital learning in performing arts (16 disciplines including yoga, music, dance etc.). - Cultural education integrated into the school curriculum. - Daily free real-time classes streamed to schools. - Physical Workshops - Annual All India Competitions
Outputs	<ul style="list-style-type: none"> - Daily arts education to beneficiaries nationwide. - Increased awareness and appreciation for Indian culture among students. - Implementation support for NEP 2020 cultural curriculum integration.
Outcomes	<ul style="list-style-type: none"> - Improved mental health and emotional resilience in students. - Greater cultural literacy and pride in Indian heritage. - Enhanced creativity and holistic development in young learners.
Impact	<ul style="list-style-type: none"> - Sustainable preservation of Indian cultural heritage through youth engagement. - Bridging educational gaps in underserved communities through inclusive and equitable arts and K12 education.



- KPIs:

- i. Operational Target

#	KPIs	Nos.
1	Workshops	932
2	Daily live classes in a year	308
3	No. of Schools	500
4	No. of Annual Competition	1

- ii. Budget

#	KPIs	Rs. Crore
1	Digitising The Classrooms	2.65
2	Workshop	1.90
3	Class	1.01
4	Competitions	0.13
5	Musical Instruments	-
6	IT Expenses	0.18
7	Other	0.05
	Total	5.92



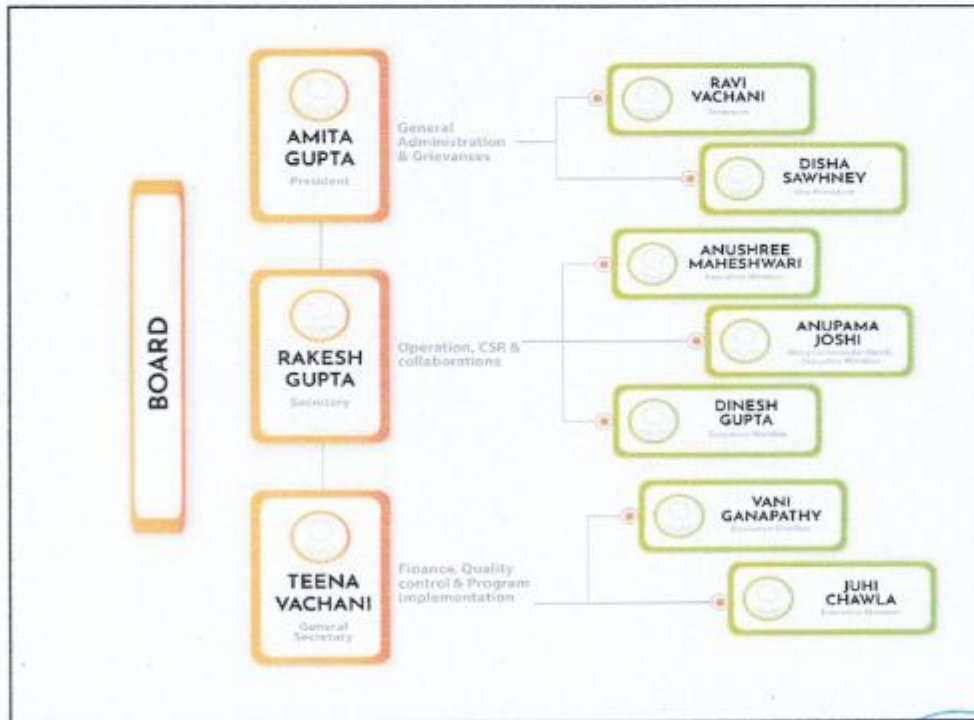
B.3. Brief about Social Enterprise (Organization) - R2R

Routes 2 Roots (also known as “Routes 2 Roots”) (hereinafter referred to as “Routes 2 Roots” or “R2R” or “the Society” or “the Foundation”) was incorporated on December 1, 2004, validly existing under the Societies Registration Act 1860. The Society has its Registered Office at S-43, Panchsheel Park, New Delhi – 110017. Corporate/ Head Office/ Studio at G2, Max Towers, Delhi One, Sector-16 B, Gautam Buddha Nagar, Noida, Uttar Pradesh-201301, The Corporate identification no. of the Society is L65110GJ1993PLC020769. Routes 2 Roots operates in all over India.

The objects to be pursued by the Society in line with **Memorandum of Society** are:

- i. Start education of school children in field of culture physically or digitally.
- ii. Strengthen capacity to develop in-person workshops Physically or digitally in schools.
- iii. Create Studios and all required facilities to achieve and enhance the cultural education in schools physically or digitally.
- iv. Identify and promote known / upcoming artist / performers from all over India / world.
- v. Develop and upgrade an easier-to-use app that better references our archives and integrate technology, including AI.
- vi. Strengthening the training, outreach and engagement with the teachers in all the schools that R2R reach.
- vii. Reach out to schools in stressed and backward areas and where existing infrastructure could be made more robust.

B.4. Organization Structure and Governance



B.5. Organizational Approach:

Routes 2 Roots adopts a structured and holistic approach to achieve its mission of promoting education, employability, and cultural preservation in underserved communities. The organization focuses on collaboration, inclusivity, and sustainability to ensure meaningful and long-term impact.

1. **Community-Centred Initiatives:**

The organization prioritizes working directly with schools, universities, and communities in rural and remote areas. It engages local stakeholders, including grassroots artists, educators, and community leaders, to co-create programs that address specific educational and cultural needs.

2. **Collaborations and Partnerships:**

Partnerships with **corporate social responsibility (CSR)** initiatives, government bodies, and cultural organizations form the backbone of its programs. These collaborations provide financial support, resources, and expertise required for implementing large-scale interventions like rebuilding disaster-affected schools and conducting cultural exchange programs.

3. **Education and Cultural Integration:**

The approach emphasizes integrating arts, culture, and heritage into mainstream education through specialized programs. For instance, "Exchange for Change" fosters cultural appreciation and cross-cultural learning among students, while workshops and events highlight the importance of preserving traditional art forms.

4. **Capacity Building:**

Routes 2 Roots focuses on capacity building by training teachers, empowering local artists, and equipping schools with the necessary tools and resources to sustain arts and cultural education. This ensures program continuity even after the organization's direct involvement.

5. **Monitoring and Evaluation:**

The organization employs a monitoring and evaluation framework to measure the impact of its interventions. It ensures accountability, tracks progress and continuously refines its approach to maximize outcomes.

Through this multi-dimensional and collaborative approach, Routes 2 Roots addresses critical educational and cultural gaps while fostering empowerment, sustainability, and social impact in underserved regions.

B.6 Output Monitoring

R2R has a robust monitoring process which is well defined.

1. Monthly attendance of each school is sent to the principals.
2. Schools not participating regularly in the classes are flagged and our coordinators contact the principal and the school coordinator for reasons of absence.
3. During the physical workshops direct feedback from the principal, teachers and beneficiary students is taken and acted upon after analysis.
4. The quality and the outcome of the art education is assessed during the annual all India school competition organized by R2R.

a. **Daily Live Classes**

Daily live classes are conducted through Routes 2 Roots application, Diksha Portal, E-Vidhyala Portal or YouTube. Monday to Saturday, two to three classes are held digitally from R2R studio. Each school is sent the timetable a week before the commencement of each month.

b. Workshops

Workshops are conducted nationwide in participating schools, where coordinator travels to each school along with the artist and the accompanist in all the genres mentioned above. The genres are selected according to the choices of the schools. The workshops consist of a lecture demonstration where the gurus inform the children about that art form, its origins, and the celebrated gurus of that specific discipline. The gurus conduct a performance for the children, and after that, children are made to perform with the gurus for better understanding and learning. The gurus take up the questionnaire from all the participating children and the teachers. Coordinators also take feedback from the principals/teachers and students. The detail of each workshop is documented and kept for records. These workshops also enable to record and document the impact of project and record the feedback of students, teachers, and principals. All these recordings and testimonials are documented for records and detailed analysis.

c. Annual Competitions

An important aspect of Routes 2 Roots program is to hold All India Annual Competitions across India. Schools enthusiastically participate by sending their entries digitally in different disciplines displaying their talent. The number of entries has been growing with each passing year and this year also the 14th All India Inter school competition received thousands of entries. All the winners are given attractive prizes for different category winners along with certificates for all the participants. The winners get attractive prizes viz LED 65" Televisions, Lenovo Tablets, Nokia Smart Phones, and cash prizes. The number prizes are distributed in a fashion that talent is recognized from each region and prizes are distributed to a larger number of students. R2R has divided the participants into three age categories and the country into five regions. In addition, group prizes are also distributed in each of the five regions.

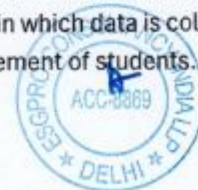
These entries are assessed by our esteemed Gurus which further helps to know the impact of the program.

Other key aspects are as follows:

a. Quality Assurance & Monitoring Activities:

The quality monitoring process includes the following types of activities:

- i. **Trace verification:** Trace and verify reported numbers in data collection according to the formats and specifications that the data must be received.
- ii. **Cross Verification:** Perform "cross-checks" of the reported numbers for a randomly selected sample (stratified when necessary), by visiting the source where primary data is collected from by the Impact Team. The sample size selected is based on a 95% confidence level with a range of 10% for sampling errors. Typically, 15% of all data is cross-verified.
- iii. **Spot checks:** Perform "spot-checks" to observe the quality of program delivery in community mobilization, enrolment, learning and retention activities. Record observations in prescribed formats. Typically, R2R run spot checks across 10% of the community mobilization activities and across 10% of the schools across the program.
- iv. **Classroom observations through R2R studios** of our learning program in structured formats. The observation of all aspects of delivery including session planning, strategies used, student engagement and these observations are used to inform course correction in process and content.
- v. **Internal Audit:** In addition to the first level of verification that is done by the Impact Team, R2R also has a dedicated and independent **Internal Audit** team that conducts data audits to further validate the quality of our data. The auditors perform both desk audits of the paper formats in which data is collected, as well as field audits wherein they make school visits to cross check the engagement of students. Audit reports are used for continuous process improvement and course correction.



SECTION C: Social Impact Assessment

C.1 Scope of Social Impact Assessment

The **Securities and Exchange Board of India (SEBI)** introduced amendments to the **Listing Obligations and Disclosure Requirements (LODR)** Regulations in 2021, integrating social impact assessment into the reporting framework for entities listed on the **Social Stock Exchange (SSE)**.

The purpose of Social Impact Assessment (SIA) is to ensure transparency and accountability in the operations of social enterprises and non-profits listed entities on the Social Stock Exchange (SSE). It evaluates the social impact, effectiveness, and sustainability of projects or initiatives implemented by these entities, fostering stakeholder trust and driving improvements in their activities.

Impact Metrics for R2R Social Audit as per SEBI Guidelines

Under the **Securities and Exchange Board of India (SEBI) Social Stock Exchange (SSE)** framework, the social assessment of organizations like Routes 2 Roots (R2R) must adhere to the defined guidelines and parameters. These metrics focus on assessing the effectiveness, sustainability, and transparency of social initiatives. Below are the **impact metrics** aligned with SEBI guidelines, categorized for R2R's core programs:

Focus Area	Metrics
Education and Employability	
Number of Students Benefited	Total students enrolled, categorized by region, and education level
Improvement in Learning Outcomes	Pre- and post-program evaluations on academic progress, cultural knowledge, and skills
Teacher Training and Capacity Building	Number of teachers trained in cultural education integration
Infrastructure Support	Number of schools receiving support for digital resources, and cultural activities
Cultural Preservation and Awareness	
Number of Cultural Workshops Conducted	Total workshops and heritage training conducted
Engagement of Grassroots Artists	Number of grassroots artists involved in mentorship and cultural education
Student Participation in Cultural Programs	Increase in student participation in arts and heritage activities
Digital Reach and Content Engagement	Engagement rates on digital platforms (views, shares, interactions)
Disaster Rehabilitation and Sustainability	
Sustainability of Interventions	Programs sustaining beyond initial support period, evaluated through school reports

Focus Area	Metrics
Community Engagement	Parental and community involvement in cultural and educational programs
Transparency and Governance	
Utilization of CSR Funds and Donations	Percentage of funds allocated to direct program implementation vs. administration
Impact Reporting and Compliance	Frequency of impact assessment reports published as per SEBI SSE norms
Grievance Redressal	Number of actions taken
Monitoring and Evaluation	
Performance Tracking	Regular assessment of program outcomes using key performance indicators (KPIs)
Beneficiary Feedback and Impact Surveys	Surveys and qualitative feedback from students, teachers, and artists to gauge program effectiveness
Program Scalability	Replication of successful programs in additional regions and scalability potential
Financial Efficiency	
Cost per Class digitisation, Workshop and live classes	Total expenditure divided by the number of activities conducted
CSR and Grant Utilization Efficiency	Percentage of CSR and grant funds effectively utilized for direct program impact

i. Alignment with SEBI Guidelines

These metrics align with SEBI's emphasis on:

- **Transparency:** Clear, measurable outcomes reported annually.
- **Accountability:** Regular stakeholder engagement and independent audits.
- **Sustainability:** Long-term impact demonstrated through improved retention, infrastructure, and community ownership.

ii. Alignment with Social Audit Standards

Social Impact Assessment should align with the Social Audit Standards (SAS) set by the Institute of Chartered Accountants of India (ICAI). Key examples include **SAS 300**, focusing on Social Impact Assessment, and **SAS 600**, "Protection of National Heritage and Culture"

iii. Alignment with National Policies: NEP 2020, and SDG 4 (Quality Education) and SDG 16 (Peace, Justice and strong institutions).

C.2 Objectives of Social Impact Assessment

The **primary objectives** of the assessment of the Routes 2 Roots' program are as follows:

- Dissemination of Art and Culture to the education institutions in India.
- Integrating Art with education.
- Holistic development of students.



C.3 Responsibility of Reporting Entity (R2R) and Social Impact Assessor (ESGPRO)

a. R2R Responsibility

R2R is responsible for preparing a comprehensive Social Impact Assessment (SIA) report by identifying stakeholders, collecting baseline data or conducting situational analysis, and analysing potential social impacts (both positive and negative) of the proposed project while paying special attention to vulnerable groups and gender-specific concerns.

R2R is responsible for allocating adequate resources, maintain proper documentation, and prepare detailed implementation plans with clear timelines and budgets. Additionally, the R2R must develop appropriate mitigation measures, enhancement strategies, and monitoring frameworks, ensuring all processes are transparent and well-documented in order to comply with legal and policy frameworks, and present an unbiased, evidence-based report in a transparent manner.

In relation to the Social Impact Report, referred to in this report contained therein, the management is responsible for ensuring that the Report is prepared in accordance with established social impact assessment methodologies and relevant guidelines and the accuracy and completeness of the information as presented in the Report including a comprehensive assessment of the social impact arising from the organization's activities

R2R is also responsible for disclosing all relevant social impacts, even those that may be perceived as unfavorable. Transparency is crucial for stakeholders to understand the full range of potential social consequences.

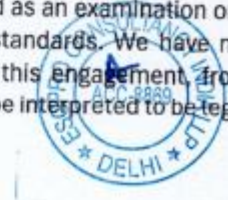
b. Social Impact Assessment Firm (ESGPRO) Responsibility

A Social Impact assessment, conducted as an independent, objective and reliable examination of impact of a project / program / project-based activity of a social enterprise, is designed to Assess whether the project / program / project-based activity is operating in accordance with the stated strategic intent and planning, assesses the stated performance in terms of impacts/ outcomes and to provide suggestions, if any, to improve the impact measurement and/ or performance and to provide a report thereon

The Social Impact Assessment Report by its very nature involves numerous assumptions, inherent risks, and uncertainties, both general and specific. The conclusions drawn are based on the information available to us at the time of writing this report. No representation or warranty, express or implied, is made with respect to the information contained in this report

The work was limited to the sample/specific procedures described in this report and was based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the project, selected as sample respondents. Accordingly, changes in circumstances/samples/ procedures or information available could affect the findings outlined in this report.

The deliveries in this report in no way should be construed as an opinion, attestation, certification, or other form of assurance. We have not performed any procedure which can be constituted as an examination or a review in accordance with generally accepted auditing standards or attestation standards. We have not audited or otherwise verified the information supplied to us in connection with this engagement from whatever source. Further, comments in our report are not intended, nor should they be interpreted to be legal



advice or opinion.

To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the client for the report, or for the conclusions expressed in this independent Social Impact Assessment Report and the conduct of the engagement assumes that the data and information provided to us is complete and true. We expressly disclaim any liability or co-responsibility for any decision a person or entity would make based on this report.

The assessor is responsible for evaluating the SIA report's quality, accuracy, and compliance with prescribed standards and in the prescribed format by Stock Exchange. The assessment has been carried out covering all the major aspects as prescribed by the Guidance Note issued by SEBI in Circular No 2022/120 dated 19th September 2022 covering all the significant activities carried out by R2R. The primary objectives of the assessment of the Educate Girls' program are to assess the role of R2R in promotion of Digital Arts and Culture.

This further includes verifying baseline data or evaluating situational analysis, reviewing the impact analysis, and ensuring that mitigation measures are practical and effective. ESGPRO has to provide recommendations to improve the report and highlight any gaps, ensuring a fair and reliable assessment process.

C.4 Conformance to Framework for Social Audit Standards, Code of Conduct

This social impact assessment has been conducted in accordance with the Framework for Social Audit Standards and the applicable Social Audit Standards (SAS) viz SAS 300 – “Promoting Education employability and livelihoods” and SAS 600 – “Protection of National Heritage and Culture” issued by the Self-Regulatory Organization (SRO). The audit adheres to the ethical guidelines outlined in the Code of Conduct for Social Auditors, ensuring objectivity, confidentiality, and integrity throughout the process.

C.5 Approach and Methodology

a. Approach:

R2R partner with – government or private schools - and deploy hardware, equipment, and software in these schools. R2R has partnered with schools which include Navodaya Vidyalaya, Army Public Schools, Kendriya Vidyalaya, Sainik Schools, BSF schools and Bal Bharati schools to name a few, in addition to this, state Government of Haryana, Karnataka, Punjab, Delhi, Uttarakhand, Andhra Pradesh and Telangana schools/colleges are part of our participating schools.

A combination of quantitative surveys and qualitative evaluations has been conducted to assess the program's impact and understand the overall changes brought about by the intervention, along with identifying the key drivers and challenges influencing these changes.

Log Frame Approach for R2R's Project Interventions

This report applies the LFA to better understand the output against the input array and to visualize the outcome and impact in midterm and long-term projections. Usually, LF approach is a systematic tool used for project planning, implementation, monitoring, and evaluation. In this section it gives us a logical structure that links R2R's inputs, activities that connect or project a bin of outputs, outcomes, and leads to expected impacts to achieve project objectives. The LFA comprises of following elements:



Level	Description
Goal	Enhancing education, employability, and cultural preservation in underserved communities.
Outcomes	Improved access to quality education and cultural heritage integration, art appreciation and community participation.
Outputs	Increased student engagement, teacher training, cultural programs, and disaster recovery efforts.
Activities	Conducting workshops, digital learning, cultural exchanges, school rehabilitation, and teacher training.
Indicators	Number of students impacted, trained teachers, cultural events held, schools rehabilitated, and digital engagement metrics.
Means of Verification	Program reports, surveys, school assessments, cultural impact evaluations, and digital tracking.
Impact	Long-term positive changes in education, employability, and cultural awareness among students and communities.
Risks & Assumptions	Availability of funds, stakeholder participation, sustained community interest, and policy support.

b. Methodology:

The **methodology** adopted for impact assessment is designed to evaluate the social impact created by Social Enterprises (SEs) and Not-for-Profit Organizations (NPOs). It focuses on ensuring transparency, accountability, and alignment of organizational activities with stated social objectives. The methodology integrates stakeholder feedback and data-driven analysis to provide an accurate assessment of the impact, ensuring compliance with SSE standards.

A critical aspect of the social impact assessment is **stakeholder mapping and engagement**. This involves identifying key stakeholders, including beneficiaries, donors, employees, government agencies, and community members, and ensuring their active participation in the audit process. By gathering input and feedback from diverse perspectives, the audit reflects the experiences and insights of those directly or indirectly affected by the organization's initiatives.

Data collection is a cornerstone of the methodology, utilizing both qualitative and quantitative tools. Qualitative methods include focus group discussions, interviews, and case studies, while quantitative approaches involve surveys, reports, and performance metrics.

Key Performance Indicators (KPIs) are developed to measure success across inputs, outputs, outcomes, and impacts. These KPIs are aligned with global frameworks like the Sustainable Development Goals (SDGs) or IRIS+ standards to ensure relevance and consistency. The collected data is then analysed and verified through third-party validation or independent audits to enhance credibility and objectivity.

The **findings are compiled** into a comprehensive Social Audit Report, which highlights the organization's performance in terms of social impact, governance, financial transparency, and stakeholder engagement.

The final stage involves **institutionalizing the insights** gained from the audit to improve future strategies and operations.

Steps Followed in Impact Assessment for Routes 2 Roots (R2R)

1. Desktop Search

1.1 Information Required for Desktop Search

Related to Project: "Promoting Cultural Education, Employability, and Heritage Preservation"



- a. **Inputs for the Intervention:**
 - i. Funding sources, donor contributions, and corporate CSR initiatives.
 - ii. Educational materials, technology, and digital learning resources.
 - iii. Training manuals, arts and heritage curricula, and teacher development resources.
 - iv. Infrastructure support provided by R2R (e.g., school rehabilitation, digital labs, cultural centers).
- b. **Facilities Provided by R2R:**
 - i. Infrastructure improvements in schools and cultural institutions.
 - ii. Availability of arts and heritage education resources.
 - iii. Provision of teacher training and mentorship programs.
- c. **Activities Conducted for Awareness and Engagement:**
 - i. Cultural exchange programs, workshops, and art exhibitions.
 - ii. Student engagement through interactive heritage sessions.
 - iii. Collaboration with schools, universities, and local artists.
- d. **Frequency and Reach of Training Programs:**
 - i. Number of training sessions per school.
 - ii. Geographic reach and duration of each training program.
- e. **Output of Activities:**
 - i. Number of students enrolled and trained.
 - ii. Availability of enrolment records, attendance registers, and student feedback forms.
 - iii. Assessment formats (baseline, midline, and end-line evaluations).
 - iv. Review of curricula, program designs, and cultural content delivered.
- f. **Surveys Conducted:**
 - i. Analysis of barriers preventing students from engaging in cultural education.
 - ii. Socioeconomic data comparing beneficiaries and non-beneficiaries.
- g. **Retention and Follow-up Data:**
 - i. Number of students continuing cultural education programs in subsequent years.
 - ii. Breakdown of students who:
 - a) Fully adopted the program,
 - b) Participated but did not continue,
 - c) were influenced by peers to enroll later.
- h. **Impact on Confidence and Social Awareness:**
 - i. Surveys assessing changes in students' confidence and social participation.
 - ii. Identification of positive and negative societal impacts.

1.2 About Stakeholders Other Than Direct Beneficiaries

- a. **Program Management Team:**
Names, qualifications, and remuneration of key personnel (program managers, trainers, communication officers, procurement leads).
- b. **Community Stakeholders:**
Local political leaders, panchayat members, educational administrators, and community influencers.
- c. **Volunteer and Donor Information:**
Database of volunteers and supporting organizations.
- d. **Implementation Partners:**
Details of partner agencies supporting project execution.



2. Document Review

A thorough examination of R2R's social impact assessment (SIA) reports and supporting documents.

List of Documents for Review in R2R Social Impact Assessment

2.1. Organizational Documents

- a) **Mission and Vision Statements:** Alignment with cultural education and heritage preservation.
- b) **Annual Reports:** Summary of achievements, impact metrics, and financial performance.
- c) **Legal Registrations:**
 - a. Section 12A registration for tax benefits.
 - b. FCRA certification (if applicable) for foreign contributions.
 - c. Registration under relevant legal frameworks.
 - d. Under section 80G for tax benefits.
 - e. CSR -1 registration

2.2. Program Design and Implementation

- **Project Proposals:** Objectives, strategies, and expected outcomes.
- **Program Work Plans:** Timelines, milestones, and resource allocations.
- **Training Manuals and Modules:** Content for teacher training and student engagement.

2.3. Beneficiary Data

Attendance Records: Monitoring retention rates in programs.

2.4. Community Engagement

- **Meeting Reports:** Agendas, minutes, and outcomes of stakeholder consultations.
- **Parent and Community Feedback:** Surveys and consultation records.

2.5. Learning Outcomes

- **Performance Data:** Reports on student attended the classes.

2.6. Monitoring and Evaluation

- **Monitoring Tools:** Real-time tracking via geo-tagged data or digital platforms.
- **Audit Reports:** Third-party evaluations verifying program impact.
- **Spot-Check Logs:** Quality assurance measures to validate implementation.

2.7. Financial Records

- **Program Budgets:** Allocation of funds across different initiatives.
- **Expenditure Reports:** Breakdown of actual spending.
- **Fund Utilization Statements:** Tracking donor contributions and spending efficiency.

2.8. Policy and Compliance

- **Education Compliance Reports:** Adherence to national education and heritage conservation policies.
- **Social Audit Standards (SAS) Compliance:** Documentation supporting transparency and accountability.

2.9. Stakeholder Feedback

- **Beneficiary Feedback:** Responses from students, parents, and schools on program effectiveness.
- **Donor and Partner Communications:** Reports and agreements outlining collaboration efforts.

This revised framework ensures that R2R's social audit process aligns with its mission while maintaining transparency, impact measurement, and compliance with regulatory standards.

3. Data Collection:

- **Primary Data:** Surveys, interviews, and focus group discussions were conducted to gather first-hand feedback from stakeholders.



- **Secondary Data:** Program related data from feedback forms, attendance records, competition participation lists and performance reviews were analysed to track progress and identify trends.

4. Data Sampling:

- Gathered qualitative and quantitative data from beneficiaries and stakeholders through surveys, interviews, and focus group discussions.
- Leveraged program-specific tools such as feedback forms, attendance records, competition participation lists and performance reviews to evaluate learning outcomes and stakeholder satisfaction.
- Reviewed baseline, mid-line, and end-line data for consistency and effectiveness in achieving intended objectives.

Sampling Methodology

- **Sample Universe:** 1800+ Schools and 13.58 Lacs students participating in the program.
- **Sample Size:** 320 schools selected for teachers and student feedback.
- **Sampling Technique:** Stratified random sampling to ensure representation.

5. Evaluation Framework:

- Employed SAS 300's guidelines for promoting education and employability, and SAS 600's focus on protecting national heritage and culture, to assess the impact of the program on:
 - a. Enhancing cultural awareness and knowledge among students.
 - b. Promoting inclusivity in access to cultural education.
 - c. Increasing livelihood opportunities for participating artists.
- Evaluated outputs (e.g., number of schools reached, students engaged) and outcomes (e.g., improved cultural understanding, increased appreciation for arts).

6. Mapping of Stakeholders

Stakeholders included students, teachers, program facilitators, and school administrators. Each group was mapped based on their interaction with the program.

c. Impact Assessment Timeline

The Assessment took 15 weeks/months and will be broken down into the following stages:

- Stage 1: Initial Review (2 week)**
 - a. Review of the SIA report and related documents.
 - b. Preparation of audit plan and criteria.
- Stage 2: Data Collection & Interviews (6 weeks)**
 - a. Interviews with stakeholders and project team.
 - b. Additional data collection and site visits (if applicable).
- Stage 3: Analysis and Evaluation (3 weeks)**
 - a. Comparison with regulatory and industry standards.
 - b. Evaluation of data quality, stakeholder engagement, and impact analysis.
- Stage 4: Draft Audit Findings (2 week)**
 - a. Preparation of audit report draft with findings and recommendations.
- Stage 5: Review and Final Report (1 week)**
 - a. Review of draft findings with relevant parties.
 - b. Finalization and submission of the audit report.

d. Assessment Team

The audit team consists of:

- Social Impact Specialist:** Rakesh Tayal and Nitesh Gupta- *Expert in social impact assessments and community engagement.*
- Data Analyst:** Vidhi Mittal



C.6. Limitations of the Social Impact Assessment Process

Social impact assessment processes are essential for ensuring transparency, accountability, and measurable impact. However, like any evaluative mechanism, they have inherent limitations. Below are key limitations that apply to social audits, followed by how they relate to the Routes 2 Roots (R2R):

- a) Limited access to data from the program's location and delayed feedback impacted survey response.
- b) Difficulty in tracking long-term outcomes due to limited follow up mechanisms.
- c) Our report doesn't conduct an assessment of the international operations / beneficiaries of the Organisation.
- d) Data for Indirect beneficiaries is not available and thus report can be biased to that extent.
- e) **Limited Resources for Comprehensive Audits**
Operating in 24000+ school and universities with diverse socio-economic contexts makes a detailed review resource intensive.
- f) **Community Resistance**
Cultural resistance to Art and cultural activities in certain regions could limit open feedback during audits.
- g) **Audit Fatigue**
Frequent surveys and monitoring activities may disengage beneficiaries, particularly in regions with repetitive audits.
- h) **Bias in Reporting**
Field teams may unintentionally overemphasize successes, especially when reporting progress to donors.
- i) **Time-Limited Impact Assessment**
Social Impact Assessment may not capture long-term impacts like intergenerational benefits or sustained literacy improvements.

Being the program is online physical expression to the school is limited and survey tools have been shared online, and limited responses were received.



D.3 Analysis and Interpretation of Field Visit

The program has been analysed by way categorisation into four categories cumulative impact of which is the primary objective of R2R.

a. Digitization of Classrooms

- i. **Input:** Smart TVs, cameras, and digital infrastructure were provided to enhance interactive learning.
- ii. **Activity:** A total of **125 classrooms** were digitized against a target of **150**.
- iii. **Output:** Students gained access to digital learning platforms, supporting curriculum-based teaching and interactive education.
- iv. **Outcome:** Improved accessibility to structured digital content, though minor connectivity issues occasionally affected productivity

b. Live Classes & Studio-Recorded Content

- i. **Input:** R2R created high-quality educational content through studio-recorded sessions and live classes led by trained artists.
- ii. **Activity:** 308 live classes were conducted, achieving 100% budget utilization.
- iii. **Output:** Students participated in real-time interactive sessions, engaging with expert faculty and artists.
- iv. **Outcome:** Strengthened engagement in music, dance, and cultural learning, making education more dynamic and experiential.

c. Workshops on Performing Arts & Culture

- i. **Input:** R2R collaborated with artists and educators to conduct structured workshops in music, dance, and cultural studies.
- ii. **Activity:** 747 workshops were conducted, achieving 80% of the planned target (932 workshops).
- iii. **Output:** Students explored disciplines like Bharatnatyam, Kathak, and music, with many excelling in school performances.
- iv. **Outcome:** Increased student interest in performing arts, with notable success stories of students representing their schools in cultural events.

d. Faculty & Student Engagement Support

- i. **Input:** Schools received guidance from trained artists and faculty to maximize the use of R2R resources.
- ii. **Activity:** R2R integrated cultural education into school curriculums and provided structured learning opportunities.
- iii. **Output:** First-generation learners and students from resource-constrained backgrounds accessed **enriched cultural and digital learning experiences**.
- iv. **Outcome:** Improved confidence, skill development, and broader exposure to **holistic learning opportunities**.

D.4 Stakeholder Feedback

a. Students

The **Routes 2 Roots (R2R) initiative** has garnered significant participation and interest among students, with **65% attending online classes daily, 24% occasionally, and 11% rarely**.

Digital art and culture have been well-received, with **55% of students showing high interest and 45% expressing moderate interest**.



Infrastructure quality has been rated exceptionally well, with **99% responding positively**. However, challenges persist, with **27% citing inadequate materials** and **35% facing connectivity issues**.

Program awareness has been primarily driven by **teacher recommendations (83%)**, while **17% learned about it through social media and other channels**.

Participation remains strong, with **52% engaging daily**, while **45% show intermittent interest**.

Students have rated their engagement highly, with **53% finding the program very interesting** and **47% somewhat engaging**.

Regarding program content, student preferences vary, with **30% favouring Cultural History and Music**, **24% Traditional Art and Culture**, and **23% Digital Painting and Illustration**.

The program has been found engaging, with **60% considering it highly interactive** and **40% somewhat engaging**.

Overall, the initiative has been well-received, though addressing resource gaps and connectivity concerns could further enhance its impact and accessibility.

b. Teachers Feedback

The **Routes 2 Roots (R2R) initiative** has been widely recognized for its **relevant program content and high-quality teaching materials**. **74% of teachers found the program highly relevant**, while **27% considered it moderately relevant**, indicating strong alignment with educational objectives. The most effective content areas included **Traditional Art and Heritage (27%)**, **Multimedia and Animation (18%)**, **Digital Art Techniques (18%)**, and **Cultural History and Music (18%)**, showcasing a balanced interest across artistic disciplines. The **quality of materials** received high ratings, with **55% rating it a 5** and **36% rating it a 4**. Student engagement levels remained strong, with **27% reporting consistent participation** and **73% engaging frequently**. The online platform was perceived as **user-friendly** by **64% of users**, with **36% finding it somewhat user-friendly**. However, **technical difficulties (45%)**, **limited time for integration (30%)**, and **student engagement challenges (24%)** were noted as areas requiring improvement.

In terms of **learning outcomes and skill development**, the program has had a **significant impact** on students' artistic and cultural abilities. **74% of teachers observed substantial improvement in student skills**, and **36% reported moderate growth**. The knowledge gained has also been applied across subjects, with **64% of students frequently integrating their learning into other academic areas**. The program has been **highly influential** in increasing student interest in art and culture (**55% highly influenced, 45% moderately influenced**). Additionally, **73% of respondents highlighted a very positive impact on cultural awareness**, reinforcing the program's effectiveness in **broadening students' creative and cultural perspectives**. Addressing **technical and engagement challenges** could further optimize student participation and ensure a **more seamless learning experience**.

c. Feedback Analysis:

The **Routes 2 Roots (R2R) initiative** has successfully **enhanced student engagement, digital learning, and cultural education**, receiving **positive feedback from both students and teachers**. The program is widely appreciated for its **high-quality content, structured digital classes, and interactive learning experiences**. Students find the subjects engaging, particularly **cultural history, digital art, and traditional arts**, while teachers recognize its **relevance and impact on skill development and cultural**

awareness. The **digital infrastructure and teaching materials** have been well-received, contributing to an enriched learning experience.

However, a few areas require attention for **further optimization.** **Resource gaps, connectivity issues, and technical difficulties** have been cited as challenges affecting seamless learning. Some teachers highlighted the need for **more training and facilitation techniques** to improve student interaction. Additionally, aligning **class schedules with academic priorities** and providing **hybrid learning options** can further enhance participation.

With continued **resource enhancement, improved engagement strategies, and better technical support,** R2R can further **expand its reach and effectiveness,** making cultural and digital education more **inclusive, accessible, and impactful.**

D.5 Contribution

The Art and Culture education has transformed the schools in numerous areas including Art appreciation. One of the senior official of chain of schools commented that ever since R2R program in their schools have started, they have witnessed lesser quarrel and vandalism. It has also been noticed that now students are stress free and are able to concentrate better in their education. This has been studied during the psychometric analysis and counselling.

D.6 Key measures taken for the sustainability of the project

The sustainability of this kind of project largely depends on the fund raising. However, it is important the quality of the education, redressal of complaints and refresher training at the beneficiary's end. R2R has 24/7 redressal platform with escalation so that the grievances/ technical faults/ suggestions are resolved in real time.

D.7 Identified Risks & Mitigation Measures:

a. Risk / Challenges

i. Daily Class Schedule

Schools may face scheduling challenges to run our classes; they may divert the smart classroom fund to other uses. There may also be an advisory from the Government not to carry on art and culture activities in schools, which may hamper our operations. This event is most unlikely, as Arts has now been made curriculum activity in the National Educational Policy.

ii. Lack of Interest of Schools Teachers

Schools may be unable to attract and retain teachers who can facilitate our learning with students. The schools may withdraw learning of art and culture from their students. However, this risk is mitigated because the National Education Policy makes art education compulsory.

R2R had faced Vandalism in a few schools, but the instances were very marginal therefore, financial impact was bearable without any major obstruction. The affected schools were advised precautions to be taken to avoid reoccurrences.

iii. Electricity, internet connectivity and resources issue

Schools may face electricity/internet and other infrastructure constraints that can interrupt our curriculum. In the event of natural calamities, electricity and/or internet connectivity may be seriously impacted for a long period and therefore may hamper daily classes. This event may occur only in a small area of the country and therefore may not have serious effect throughout the country where R2R is currently present.



R2R may not be able to have enough artists with us who can conduct workshops in schools that complement online learning. The artists may not want to travel to remote areas of the country thereby hampering the overall implementation of the program.

iv. Deficiency in program

The only deficiency foreseen is non-availability or disruption in internet connectivity and electricity. This deficiency will only be temporary and for a very short period and can be recovered quickly without any adverse effect. R2R has an illustrious board of advisors from the Art fraternity consisting of Padma Vibhushan Ustad Amjad Ali Khan, Padma Vibhushan Dr. L. Subramaniam, Padma Bhushan Sajjan Mishra, Padma Bhushan Pandit Vishwa Mohan Bhatt, Padma Shri Shovna Narain, Padma Shri Kavita Krishnamurthy and many more; hence, the quality and content cannot be deficient and the content of teaching Indian art and Culture is tradition followed from generations and is constant.

b. Risk mitigation measures.

R2R management regularly assesses both strategic and operational risks. Learning from our work and see how to prevent mistakes and reduce risk for operational issues like content creation, maintenance of equipment, travel of staff, security of Data etc. Strategically, R2R focus is to increase the numbers of schools—both public and private, so that Society is not dependent on few agencies or governments for access for the program.

D.8 Unintended Negative Outcomes (Programmatic):

- i. The unintended negative outcome that has been reported by few schools is that the equipment installed by R2R is being misused for watching films and YouTube. Though these are very rare instances.
- ii. Teachers have reported that some students who are not interested in K12 education tend to only attend these music classes and avoid their education. Such reports are of few students.

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D.9 Key Metrics

a. Analysis of the Solution Implementation Plan (SIP) and Key Performance Indicators (KPIs):

The SIP generally aligns with the Guiding Framework on Logic Model by addressing activities, outputs, and outcomes that focus on Reach, Depth, and Inclusion. However, it can be improved by explicitly defining how resources, activities, and outputs will be monitored to ensure measurable progress on these parameters.

Strengths of the SIP	Weaknesses and Areas for Improvement	Suggestions for Improvement
<p>Clear Activity Mapping: The SIP outlines key activities such as workshops, the use of technology (smart TVs, music systems), and in-person events. This structured approach provides clear direction for the program.</p> <p>Cultural Relevance: The inclusion of culturally relevant programs such as Kathak and Bharatnatyam is a positive feature, particularly considering the diversity within the student demographic.</p> <p>Identification of Technological Barriers: The SIP acknowledges challenges such as connectivity issues and non-functional equipment, demonstrating an awareness of real-world implementation constraints.</p>	<p>a. Strengthening Implementation Phases: While the SIP outlines key activities, further detailing each phase would enhance clarity. A well-structured plan for hybrid learning, integrating both online and offline modes effectively, can maximize learning outcomes.</p> <p>b. Optimizing Resource Allocation: Providing a clearer framework on resource distribution, including teacher training and physical coordination, will strengthen the program. Addressing infrastructure challenges with targeted resource planning will ensure smoother execution.</p> <p>c. Expanding Scalability Strategies: The success of in-person workshops presents a strong foundation. Developing a structured, adaptable framework will support seamless scaling across diverse regions, ensuring broader impact.</p> <p>d. Building Resilience through Risk Mitigation: Incorporating a comprehensive risk mitigation strategy will enhance program sustainability. Proactive measures for infrastructure challenges and technology resilience will ensure uninterrupted learning experiences.</p> <p>With these refinements, the SIP can drive even greater effectiveness, ensuring a well-rounded, scalable, and resilient implementation.</p>	<ul style="list-style-type: none"> o a detailed breakdown of implementation steps, particularly for hybrid learning. o Include a comprehensive resource management plan that covers human resources, infrastructure, and technological tools. o Incorporate a risk management framework to proactively address potential setbacks.



b. Key Performance Indicators (KPIs)

The KPIs are appropriate but should be refined to make them more objectively verifiable, particularly in terms of reach (geographic and socio-economic diversity), depth (measurable learning outcomes), and inclusion (tracking marginalized groups). Furthermore, the means of verification must be clearly defined and standardized for consistent and accurate tracking across all program locations.

Strengths of the KPIs	Weaknesses and Areas for Improvement	Suggestions for Improvement
<p>Outcome-Oriented Metrics: The KPIs focus on student engagement, participation rates, and learning outcomes, which are directly aligned with the program’s overarching goals.</p> <p>Clear Output Metrics: KPIs related to the number of workshops conducted, students engaged, and resources distributed offer tangible outputs that are valuable for tracking progress.</p> <p>Cultural Program KPIs: Metrics such as the number of students participating in Kathak and Bharatnatyam are aligned with the program’s core objective of promoting cultural learning.</p>	<p>Strengthening Inclusion Metrics: The program’s commitment to engaging students from diverse backgrounds can be further reinforced by incorporating specific KPIs to track participation from marginalized groups, such as rural students, first-generation learners, and economically disadvantaged students. This will help ensure inclusivity remains a core focus.</p> <p>Deepening Impact Measurement: While participation metrics are well-defined, adding measures to assess the depth of learning—such as post-program assessments and student feedback—can provide valuable insights into long-term impact and effectiveness.</p> <p>Clarifying Verification Mechanisms: Strengthening the verification process for student engagement across different schools will enhance consistency. Additionally, refining the approach to collecting and validating teacher feedback can further improve the reliability of program assessments.</p>	<ul style="list-style-type: none"> • Include specific inclusion metrics to track the engagement of marginalized groups. • Develop depth-focused KPIs that measure learning effectiveness, skill retention, and long-term impact. • Clarify the verification mechanisms for each KPI to ensure consistent and reliable data collection.

D.10 Alignment of R2R Initiatives with SDG and National / State Policy

The program aligns well with the National Education Policy (NEP) 2020, which promotes the integration of arts and culture within the STEAM framework. NEP 2020 emphasizes interdisciplinary learning, combining arts with STEM subjects to foster creativity and critical thinking. This program successfully incorporates cultural education into the STEAM curriculum, which has been positively reflected in feedback, where students gained not just artistic exposure but also developed problem-solving and creative skills. However, there is scope for deeper integration of arts with STEM subjects to enhance learning outcomes.

The NEP also advocates for holistic education, developing well-rounded individuals capable of adapting to change. The program’s focus on cultural awareness and life skills aligns with this priority, helping students develop empathy and social awareness. Survey feedback confirmed that the program contributed to students’ personal development, although further emphasis on emotional intelligence could be beneficial.



The program's focus on underserved regions aligns with NEP 2020's call for equity in education. Targeting aspirational districts and economically disadvantaged communities, it directly supports the policy's inclusivity goal. However, survey responses highlighted challenges in reaching the most marginalized sub-groups, suggesting that more targeted outreach could improve impact.

At the state level, the program complements regional cultural priorities, though there were concerns about adapting the program to reflect specific local traditions. Strengthening state-specific relevance could further enhance its impact.

Overall, the program aligns well with NEP 2020's priorities but could benefit from greater integration of arts and STEM, improved inclusivity, and stronger regional customization.

D11. Gaps identified

The assessment of the Routes 2 Roots (R2R) Digital Learning of Performing Arts program highlights several critical gaps and challenges that hinder its full potential despite its successful reach and positive feedback. These gaps pertain to connectivity issues, uneven regional artist engagement, limited inclusion strategies, and challenges in delivering a meaningful cultural experience. Below is a detailed analysis:

- **Connectivity Issues in Remote Areas**

A significant barrier to the program's effectiveness was poor internet connectivity in remote regions. This challenge was particularly pronounced during online sessions, where students faced difficulties accessing the content.

- **Impact:**

- i. Students experienced interruptions and delays, with sessions often losing 15–20 minutes due to connectivity or equipment issues.
- ii. As a result, engagement and learning outcomes in these areas were compromised, leaving certain regions underserved.

- **Limited Artist Engagement in Certain Regions**

The program aimed to include local artists to enhance cultural relevance, but certain regions lacked access to a diverse pool of professionals. This gap was more pronounced in rural and remote areas, where artist involvement was minimal or absent.

- **Impact:**

- i. Students in these regions were deprived of exposure to a rich diversity of artistic styles and cultural practices.
- ii. Reduced regional relevance and missed opportunities to foster local talent.

- **Challenges in Hybrid Learning Models**

While the hybrid learning approach (online and offline) was intended to bridge access gaps, its implementation faced several challenges.

- **Impact:**

- i. In-person workshops were more effective in fostering engagement, as evidenced by successful workshops at Kendriya Vidyalaya.
- ii. However, these initiatives were not uniformly scaled across regions, leaving gaps in accessibility and depth of learning.

- **Inclusivity Challenges**

Despite the program's efforts to target underserved regions and economically weaker sections, certain subgroups, such as children with disabilities and those from extremely rural poverty, were not adequately represented.

- **Impact:**

- i. Marginalized communities within target regions faced barriers, such as economic burdens related to participation, which affected the program's inclusivity goals.



- ii. Lack of specific metrics to track and address these disparities further compounded the issue.
- **Superficial Cultural Engagement**
Some feedback indicated that the program’s content was perceived as generalized, with insufficient emphasis on regional diversity and hands-on cultural experiences.
- **Impact:**
 - i. Students in certain regions found the content disconnected from their local cultural context, which limited its depth and authenticity.
 - ii. Practical application of skills was minimal, reducing long-term impact and retention of cultural knowledge.

D12. Recommendations

These recommendations aim to address the challenges and gaps while further aligning the program with its goals of inclusivity and regional relevance, thereby maximizing its impact on students and their communities.

- a. **Infrastructure Enhancement:** Addressing recurring technical challenges, such as external damage to wiring, by implementing **durable infrastructure solutions** like protected wiring and alternative connectivity measures to ensure uninterrupted learning.
- b. **Teacher Training & Facilitation:** Enhancing teacher training programs to **promote interactive teaching methods**, transforming educators into facilitators who can bridge the gap between digital content and student engagement.
- c. **Expanding Interactive Learning Opportunities:** Increasing the frequency of **in-person and hands-on workshops**, as these have proven to significantly boost student interest and participation in cultural and artistic subjects.
- d. **Flexible Curriculum Integration:** Aligning R2R classes with **school schedules and academic priorities** to prevent conflicts and enhance student attendance without disrupting core subjects.
- e. **Hybrid Teaching Models for Better Engagement:** Introducing **hybrid learning approaches**, combining **online modules with live teacher interaction**, to cater to student preferences and improve overall engagement in digital learning environments.

D13. Conclusion

The Routes 2 Roots (R2R) program has successfully enhanced cultural education and digital learning, particularly benefiting marginalized students in rural and underserved regions. By digitizing classrooms and integrating performing arts into education, it has significantly improved student engagement, creativity, confidence, and mental well-being. Schools have reported reduced stress levels, improved student behaviour, and increased academic focus. Stakeholder feedback highlights strong participation and a positive reception from both students and teachers. The program’s structured monitoring, grievance redressal mechanisms, and commitment to quality assurance ensure long-term sustainability.

To further enhance its impact, key recommendations include strengthening infrastructure to address connectivity challenges, expanding in-person workshops to boost student engagement, and refining hybrid learning models to improve accessibility. Enhanced teacher training and curriculum alignment with school schedules will optimize participation. Implementing targeted inclusivity measures will ensure broader reach, particularly in remote and economically disadvantaged communities. Strengthening risk mitigation strategies and performance tracking mechanisms will further ensure the program’s sustainability and scalability, making cultural education more inclusive, impactful, and accessible.



SECTION E: Annexures

Field Visit Glimpses



Detailed Questionnaire for Students Survey for Routes 2 Roots Initiative

#	Particulars	Options
Section 1 Demographic Information		
	What is your name?	
	How old are you?	
	What class/grade are you in?	
	What is the name of your school?	
	Gender	
	Where do you live? (State/ City)	
Section 2 Program Awareness and Participation		
	How did you learn about the digital art and cultural education program by Routes 2 Roots?	School announcement Teacher recommendation Social media Friends/Peers Other (please specify)
	How frequently do you participate in the program?	Daily Weekly Monthly Occasionally Rarely
	On a scale of 1 to 5, how would you rate your overall interest in digital art and cultural education before joining the program?	1 (Not Interested) 2 3 4 5(Very Interested)
Section 3: Infrastructure and Online Classes (Input)		
	Do you have access to a reliable internet connection for attending online classes?	Yes, always Sometimes No, I often face issues
	How would you rate the quality of the infrastructure provided for online classes?	Excellent Good Average Poor
	What challenges do you face in accessing online classes?	Internet connectivity issues Lack of a proper device Inadequate learning materials Distractions at home No issues
Section 4: Program Content and Quality (Activities/Processes)		
	Which topics have you found most interesting in the program?	Digital painting and illustration Traditional art forms and heritage Cultural history and music Animation and multimedia



#	Particulars	Options
		Other (please specify)
	On a scale of 1 to 5, how engaging do you find the teaching methods used in the program?	1 (Not Engaging) 2 3 4 5 (Very Engaging)
	Do you feel the course content is relevant to your interests and learning needs?	Yes, very relevant Somewhat relevant Not really relevant Not relevant at all
	How often do the instructors encourage student participation and interaction during classes?	Always Often Sometimes Rarely Never
Section 5: Learning Outcomes and Skills Development (Outputs and Outcomes)		
	What new skills have you gained from participating in the program?	Digital art techniques Traditional art techniques Cultural appreciation Multimedia editing (video, audio) Critical thinking and creativity Other (please specify)
	On a scale of 1 to 5, how much do you feel your skills in digital art and cultural understanding have improved since joining the program?	
	How confident are you in applying the skills learned from the program in real-world scenarios or future opportunities?	Very confident Somewhat confident Neutral Not very confident Not confident at all
	Have you applied any skills or knowledge from the program in your personal projects or school assignments?	Yes, frequently Occasionally Rarely No, not yet
Section 6: Impact Assessment (Outcomes and Impact)		
	On a scale of 1 to 5, how much has the program influenced your interest in pursuing a career or further studies in arts or cultural fields?	1 (No Influence) 2 3 4 5 (Strong Influence)

#	Particulars	Options
	Do you think the skills you have gained through the program can help you in other subjects or areas of life? Please explain. (Open-ended)	Yes, significantly Somewhat A little Not at all
Section 7: Logical Framework Analysis		
	Do you feel the program is achieving its goal of promoting digital art and cultural education effectively?	Yes, very effectively Moderately effectively Not very effectively Not at all
	Which of the following do you consider indicators of the program's success?	Improved skills in digital and traditional art Increased cultural awareness and appreciation Better quality of online classes and infrastructure Higher student participation and engagement Recognition in school or local events for arts
	What factors could prevent the program from achieving its desired outcomes?	Lack of interest from students Poor infrastructure for online classes Limited time or scheduling conflicts Inadequate support from teachers or schools Other (please specify)
Section 8: Open Feedback		
	Any additional comments or suggestions for the program or Routes 2 Roots? (Open-ended)	



Detailed Questionnaire for Teachers – Assessing Qualitative and Quantitative Impact.

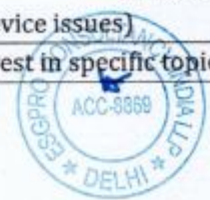
#	Particulars	Options
Section 1: Demographic Information		
	1. Name (optional):	
	2. School Name:	
	3. Grade/Classes Taught:	
	4. Subject Specialization:	
	5. Number of Years in Teaching:	
	6. Location (City, State)	
Section 2: Program Awareness and Involvement		
	How did you hear about the digital art and cultural education program by Routes 2 Roots?	School announcement
		Peer/Colleague
		social media
		Other (please specify)
	What is your role in the program?	Teaching Facilitator
		Coordinator
		Support Staff
		Other
	What grades do you teach or manage (if applicable)?	
	How frequently do you participate or support the digital art and cultural education program?	Daily
		Weekly
		Occasionally
	Do you think the infrastructure provided for the online classes is sufficient to meet the students' needs?	Yes, fully sufficient
		Sufficient but with some limitations
		Not sufficient
	What additional support or infrastructure do you believe is necessary for effective online learning in this program? (Open-ended)	
Section 3: Program Content and Teaching Quality (Activities/Processes)		
	In your opinion, how relevant is the digital art and cultural education content to the current curriculum or students' interests?	Highly relevant
		Moderately relevant
		Somewhat relevant
		Not relevant
	Which aspects of the program content do you think are the most effective in engaging students?	Digital art techniques
		Traditional art and heritage
		Multimedia and animation
		Cultural history and music
		Other (please specify)
	How often do you observe students actively participating in the program?	Always
		Often
		Sometimes



#	Particulars	Options
		Rarely
		Never
	Do you feel that the online platform used for the program is user-friendly for both teachers and students?	Yes, very user-friendly
		Somewhat user-friendly
		Not user-friendly
		Needs improvement
	What are the biggest challenges you face in delivering or supporting the program?	Technical difficulties (internet or software issues)
		Lack of student engagement
		Limited time to integrate with other curriculum requirements
		Inadequate training for teachers
		Other (please specify)
Section 4: Learning Outcomes and Student Skill Development (Outputs)		
	What new skills or knowledge have you observed students developing through the program?	Improved creativity and critical thinking
		Digital art and design skills
		Cultural appreciation and understanding
		Confidence in multimedia presentations
		Other (please specify)
	On a scale of 1 to 5, how much improvement have you noticed in students' abilities related to art and culture since they joined the program?	(No Improvement)
		(Significant Improvement)
	Do you feel the program has improved students' overall engagement and interest in the arts?	Yes, significantly
		Somewhat
		No noticeable improvement
		No, it has not
	Are students able to apply what they learn from the program to their other subjects or extracurricular activities?	Yes, frequently
		Occasionally
		Rarely
		Not at all
Section 5: Program Impact and Benefits (Outcomes and Impact)		
	In your opinion, how much has the program influenced students' interest in pursuing arts or cultural studies in the future?	Highly influential
		Moderately influential
		Slightly influential
		Not influential
	Do you think the program has made a positive impact on the students' awareness and appreciation of cultural heritage?	Yes, very positively
		Moderately positively
		Slightly influential
		No impact



#	Particulars	Options
	What long-term benefits do you foresee from this program for students in terms of their personal or academic growth? (Open-ended)	
	Are there any changes or improvements you would suggest for the program to enhance its effectiveness? (Open-ended)	
Section 6: Logical Framework Analysis (LFA)		
	Do you believe the program is achieving its goal of promoting digital art and cultural education effectively?	Yes, very effectively
		Moderately effectively
		Not very effectively
		Not at all
	Which of the following would you consider as indicators of the program's success?	Improved student skills in digital art
		Increased student interest in arts and culture
		Higher student participation and engagement
		Improved infrastructure for online learning
		Enhanced cultural awareness
	What factors could hinder the program from achieving its desired outcomes?	Insufficient infrastructure or technical support
		Lack of interest from students
		Limited training for teachers
		Time constraints or scheduling issues
		Other (please specify)
	How likely is it that the skills and knowledge gained through the program will have a lasting impact on the students' future academic or career paths?	Very likely
		Somewhat likely
		Not sure
		Unlikely
Section 7: Additional Survey Questions for Routes 2 Roots Initiative		
Increasing Attendance		
	What factors encourage Students to attend sessions regularly?	Interesting topics and content
		Recognition (certificates/awards)
		Peer interaction and collaborative projects
		Flexible session timings
		Other (please specify)
	What are the main reasons for missing sessions?	Technical difficulties (internet/device issues)
		Lack of interest in specific topics



#	Particulars	Options
		Scheduling conflicts with other activities Difficulty understanding the content Other (please specify)
	On a scale of 1 to 5, how likely are you to prioritize attending these classes over other extracurricular activities?	Very likely Likely Not sure Unlikely
Reducing Pressure Among Students		
	Do you feel that participating in the Routes 2 Roots program has helped reduce academic pressure among students?	Yes, significantly Somewhat Not much No, not at all
	Which aspects of the program contribute to stress relief?	Engaging in creative activities Learning about cultural heritage Interacting with peers in a relaxed setting Receiving guidance and mentorship Other (please specify)
	What additional activities could help reduce pressure during the program?	Guided relaxation or mindfulness sessions Flexible deadlines for project submissions Fun cultural quizzes and games More interactive group activities Other (please specify)
	How supported do you feel by the instructors in managing your learning challenges?	Very supported Somewhat supported Neutral Not very supported Not supported at all
	On a scale of 1 to 5, how effective is the program in balancing learning with enjoyment?	(Not effective) (Very effective)
Section 8: Open Feedback		
	Any additional comments or suggestions for Routes 2 Roots or the digital art and cultural education program? (Open-ended)	

Name of the Volunteer conducting Survey:

Phone no.:

Date:



ABBREVIATIONS	
CSR	Corporate Social Responsibility
FCRA	Foreign Contribution and Regulation Act
FGD	Focused Group Discussion
FY	Financial Year
ICAI	Institute of Chartered Accountants of India
ICDR	Issue of Capital and Disclosure Requirements
IDI	In depth Interview
KPI	Key Performance Indicator
LODR	Listing Obligations and Disclosure Requirements
NEP	National Education Policy
NSE	National Stock Exchange
R2R	Routes to Roots
SAS	Social Audit Standards
SDG	Sustainable Development Goals
SE	Social Enterprise
SEBI	Securities and Exchange Board of India
SIA	Social Impact Assessment
SIP	Solution Implementation Plan
SRO	Self-Regulatory Organisation
SSE	Social Stock Exchange



Disclaimer

- i. Our services were performed in accordance with the terms of our engagement letter to perform Social Impact Assessment. When performing our work, R2R has relied on data given by the Routes 2 Roots as per the Documents and information provided to us and Discussions with concerned personnel.
- ii. The Client remains responsible for the scope of work and these reviews covered processes and activities that were mandated by the Routes 2 Roots. ESGPRO shall not be responsible for the use or implementation of the output of the services.
- iii. The analysis included in the report is based on the information provided to us by the management. R2R has assumed the authenticity of all documents submitted to us as original, and the conformity of the copies or extracts submitted to us with that of the original documents. Our findings and recommendations shall be based on the evidence obtained by us which must be considered as persuasive rather than conclusive.
- iv. This report is confidential and has been prepared exclusively by the board and management of the Society for further submission to the Social Stock Exchange (NSE). This will not be used by, or circulated, quoted, disclosed, or distributed to, nor will reference to such reports be made to anyone who is not a member of the management or a member of Board of Directors of the Routes 2 Roots or external auditors or external regulators except as specified for the purpose unless the NSE-SSE require to publish in public domain. Our responsibility is restricted.
- v. Statement of Responsibility: Routes 2 Roots is responsible for preparing a comprehensive Social Impact Assessment (SIA) report by identifying stakeholders, collecting baseline data or conducting situational analysis, and analysing potential social impacts (both positive and negative) of the proposed project while paying special attention to vulnerable groups and gender-specific concerns.

The management of Routes 2 Roots is, and will continue to be, solely responsible for establishing and maintaining an effective framework for social audit practices, including, without limitations, systems designed to ensure alignment with organizational objectives, adherence to policies, procedures, and compliance with applicable laws, regulations, and social impact assessment standards.



