Date: 31.05.2025

The General Manager Department of Corporate Services **BSE Limited** Phiroze Jeejeebhoy Towers Dalai Street, Fort Mumbai-400 001	The Manager Listing Department **National Stock Exchanges of India Limited** "Exchange Plaza", 5th Floor, Plot No.C/1, G Block, Bandra-Kurla Complex Bandra (East), Mumbai 400051.
BSE SSE Registration No: BSESSE0035NP2324	**NSE SSE Registration No: NSESSENPO0016**

Dear Sir/Madam,

Sub: In Compliance with Regulation 91C of the Securities and Exchange Board of India (Listing Obligations and Disclosure Requirements) Regulations, 2015

In accordance with the disclosures outlined in sub-regulation (1) of Regulation 91C of the Securities and Exchange Board of India (Listing Obligations and Disclosure Requirements) Regulations, 2015 read with SEBI Circular Ref SEBI/HO/CFD/PoD-1/P/CIR/2022/120 dated September 19, 2022, BSE Notice No. 20240731-48 dated July 31, 2024 and NSE Circular Ref No: NSE/CML/2024/22 dated July 31, 2024, please find attached the Self-Reported Annual Disclosures of **Routes 2 roots** for the fiscal year 2024-25.

This is for your information and record.

Thanking you.
Yours Truly

Routes 2 roots

Teena Vadhani
General Secretary

Date: May 31, 2025.
Place: Noida Uttar Pradesh

Form 1A Annual Self-Disclosures Report

Based on requirements of SEBI Circular of September 19, 2022:
C - Annual disclosure by NPOs on SSE which have either raised funds through SSE or are registered with SSE in terms of Regulation 91C of the LODR Regulations,
D - Disclosure of Annual Impact Report by all Social Enterprises which have registered or raised funds using SSE in terms Regulation 91E of the LODR Regulations and Annexure I: Guidance notes for listed/ registered NPOs on disclosures of general, governance and finance aspects.
Please refer to the SEBI Circular of Sep 19, 2022 and its Annexure for detailed description of requirements.

Form 1A covers disclosures of general and governance aspects that are not dependant on statutory financial audit.
Form 1B covers *disclosures of general, governance and finance aspects that have a reference to audited financial statements and filings with Income Tax, FCRA, Charity Commissioner, Registrar of Societies, Registrar of Companies and other regulators as applicable.*

Instructions

All NPOs participating on the SSE (all registered regardless of whether they have currently listed securities or not) will **self-report annually in Form 1A Annual Self-Disclosures Report.** A copy will be filed **with the respective SSE within 60 days of the close of the previous financial year.**

Form 1A indicates which fields are mandatory for NPOs based on their annual spending

Annual Spending as per Audited Financial Statements of the previous financial year under review.
S1: Upto Rs1 Cr
S2: >Rs1 Cr

(These slabs may be reviewed by SEBI, periodically as per need.)

Form 1A - Annual Self-Disclosures Report for NPOs

Table of Contents

Form 1A.1

Self-Reported Annual Disclosures

of Routes 2 Roots

with BSE SSE Registration No: BSESSE0035NP2324

with NSE SSE Registration No: NSESSENPO0016

for the period from 1st April 2024 to 31st March 2025

Form 1A - Annual Self-Disclosures Report for NPOs

1) Disclosures on General aspects		
Item	***S1: Upto Rs1 Cr***	***S2: More than Rs1 Cr***

1a) Name of the organization
     Registered/Legal name - *Routes 2 Roots*
     Popular name(s), if any
The registered name and also any popular names the organization is known by among stakeholders
	Must reply	*Must reply*

1b) Location of headquarters and location(s) of operations **Head Quarters : Complete Address** **S-43, Panchsheel Park, New Delhi – 110017** **Operating Locations :** Location 1: Purpose and Address :- Routes 2 Roots, G2, Max Towers, Delhi One, Sector-16 B, Gautam Buddh Nagar, Noida, Uttar Pradesh 201301 Location 2: Purpose and Address Location 3: Purpose and Address	*Must reply*	*Must reply*

1) Disclosures on General aspects		
Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr*
1c1) Vision Statement *(A vision statement should be no more than one sentence. It should not be more than 20-25 words. It should be simple enough for every employee across all levels to express it easily. It is the end result of your organisation's work. If your organisation were to work for 30-35 years, what would you visualise as the final state of affairs? Every time you say the vision, you should be able to visualise the end situation. It is the final picture/ photo of the situation in your chosen theme or area of work in the end! It is a description of the "after" picture you would see as a result of your organisation's work at the end of its lifetime when you believe its purpose is accomplished.)* Our vision," Enable education for all with inclusion of art, culture and heritage for building an inclusive society"	*Desirable*	*Must Have*

1c2) Purpose & Mission	*Must reply*	*Must reply*
Why the organization exists and explain why the cause taken up by the organization matters? *What is your organisation aiming to accomplish? Use the below sentence construction format to state your mission.* *Clearly and concisely state your intended long term impact (description with a broad number)* *for (beneficiary[1]/ community group/ entity/ segment type)* *in (geographic area)* *by (timeframe).* The purpose of the organisation is to spread art, culture and heritage across the globe for peaceful co-existence. We believe if we can tolerate each other's culture peace can prevail. The aim was to create a new generation of our children and youth who are culturally aware and therefore can take rationale decisions as leaders of tomorrow. We pioneered a new way of integrating education with art and culture and digitally promote these in schools. We chose schools that are less privileged, remotely located so that we could reach most part of the country, and provide modern education along with art and culture. We aim to reach all the schools in the country, at present we could reach only 10% of the school going children though in numbers our presence is in all the districts of the country with 24000 schools and colleges as partner schools and influencing over 20 million students free of cost, a record in itself. The long term effect are manifold, i) Students get digitised classrooms and are able to learn from the most modern K-12 content. ii) Have appreciation of art and culture which was completely missing .iii) Ability to learn and retention is enhanced. iv) Encourage co-existence and peaceful/inclusive community living v) Taking care of Mental Health of the students which is a matter of great concern worldwide. This is an ongoing project with beneficiaries being school students and youth, spread all over the country.		

Form 1A - Annual Self-Disclosures Report for NPOs

1) Disclosures on General aspects		
Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr*

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[1] Beneficiary includes entities such as individual, person, thing, article, unit, body, creature

1d) Organisational goals, activities, products and services	*Must reply*	*Must reply*
Overall objectives of the organisation or activity/intervention/programs or projects. It shall also describe the organisation activities, including any products and services, which the organisation provides. *Clearly and concisely, state your organisation's ultimate goal for intended impact. Examine how your goals for the next three to five years (or an alternate timeframe specified in your answer) fit within your overall plan to contribute to lasting, meaningful change.* Routes 2 Roots was formed with a unique goal of preserving the rich Art, Culture and Heritage of our country. This goal was very ambitious as the art and culture of the country is vast and exhaustive in nature. It was painful to observe that performing art teaching is practically nonexistence in most of the schools. After a careful research we decided to introduce this as a form of education to school going children so that at least the new generation can learn and appreciate the Indian art in all its forms and be are able to learn inclusive living and at the same time take care of their mental health. The overall one line objective was to enable quality education for marginalised schools with infusion of art and culture in the curriculum. We have achieved our first goal of making this program reach all the states, and districts of the country. The ultimate Goal that we are in the process of implementing is reaching the block level of all the states so that the marginalized section of the society and their children are able to get this exposure in their classrooms without any cost. **Following Activities is conducted under Program** **Routes 2 Roots Project -IMPLEMENTATION** Since this is an ongoing program, over 24,000 participating schools and colleges are part of this program. Therefore, implementation is also an ongoing process with the new schools being continuously added along with the already participating schools. For the new schools, our team members visit each school to install, train, give orientation, hand over the curriculum, and provide them with the details of our IT support in case of any complaint resolution.		

Unlike other available solutions for digital classes like Zoom and Google Teams, where only passport-size photo is visible to the participants and all the participants are requested to shut their cameras and mikes. Participants feel restricted, and the very purpose of video conferencing is lost. Our program is run on specially customized in house-built software where the students can witness the classes virtually live in multi camera shoots in their classrooms, and all the participants are requested to switch on their cameras and mikes. This helps real-time interaction with the teachers in the studio, and the teacher can see the participating children. This is the creation of a virtual classroom in the school. This enables to overcome the fatigue of webinars and screen time.

Classes – Monday to Saturday, two to three classes are held digitally from our studio. Each school is sent the timetable a week before the commencement of each month (sample timetable is enclosed).

Workshops - Workshops are conducted nationwide in our participating schools, where our 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. Our coordinators also take feedback from the principals/teachers and students. The details of each workshop is documented and kept for our records. These workshops also enable us to record, document the impact of our project, and record the feedback of students, teachers, and principals. All these recordings and testimonials are documented for records and detailed analysis.
The workshops are conducted across the country reaching the most remote and difficult terrains whether it's Tawang or Leh Ladakh or challenging areas in Jammu and Kashmir, our team of Routes 2 Roots along with the Gurus have impacted school children and taken the Indian culture to their doorstep thereby enhancing art appreciation and creating awareness for their heritage. For a practical example, a remote area in Karnataka known as SIRSI, 50 workshops were carried out in the underprivileged schools. All appreciated this workshop of Bharatanatyam and our efforts in providing this outreach. Keeping in mind National Integration we mindfully conduct workshops to introduce the art form of South of India to the Northern belt and vice versa. Dances like Bharatnatyam are performed for the schools of Punjab, which encourages inclusivity and tolerances for each other's culture, and similarly the culture of Punjab is displayed to the students of South of India.

1) Disclosures on General aspects		
Item	*S1: Upto Rs1 Cr*	*S2: More than Rs1 Cr*
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 the 15th 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. We have 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. Our esteemed Gurus assess these entries, which further helps to study the impact of the program. **Distribution of Musical Instruments** -Most schools do not have instruments for the children to learn and practice the art form, which deprives them of proper learning. Routes 2 Roots provides musical instruments and costumes to schools with talented underprivileged children, channelling their energies into skill-building rather than wasting time on the streets. **International Children's film festival-** Routes 2 Roots has been holding a Children's International Film Festival every year which gives the students the opportunity to watch talented children's works of art from all over the world. These short movies from 20 countries for age group 6 years onwards had topics covering culture, environment and human values. These were broadcast to all the schools Free of Cost inspiring children and giving them world exposure. These are ways of motivating the children towards the vast canvas of art and culture, which can give them international exposure and create awareness in them to explore a platform to highlight their talent to the world.		

Form 1A - Annual Self-Disclosures Report for NPOs

2) Disclosures on Governance aspects

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
2a) Ownership and legal form **Legal Form : Society** **(Trust / Society / Sec 8 Company / Others)** **Ownership (as per table below)** The organization shall explain the nature of ownership and the legal form on the entity specific to its India operations.	Must Reply	Must Reply

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
2b) Governance Structure **(outlines board and management committee structures, mandates, membership, charters, policies and internal controls)** The governance structure is that the society has an executive committee, and under the same are sub-committees. We have a board of advisors who consists of the leading maestros in the field of art and culture who advises us in the matter of course material, Gurus, and take master CLASSES. The decision making body being the executive meeting we have check and balance procedures in place and for financial transparency we have internal and external auditors. We have very strong documented internal controls to mitigate any decisions that may be harmful for the society	Must Reply	Must Reply

Form 1A - Annual Self-Disclosures Report for NPOs

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
2c1) The role of the governance body	Must Reply	Must Reply
a. Governing Board / Board of Directors : Yes / No		
b. Number of members in Governing Body : 10		
c. Names of Committees and number of members i. Amita Gupta ii. Teena Vachani iii. Disha Sawhney iv. Anushree Maheshwari v. Anupama Joshi vi. Rakesh Gupta vii. Vani Ganapathy viii. Ravi Vachani ix. Juhi Chawla x. Dinesh Gupta		
d. Key Policy Documents of the Social Enterprise in relation to Finance, Operations, Internal Controls and Governance i. Related Party Transactions:- No Related Party Transactions ii. Mechanisms for advice and concerns about ethics, along with conflict of interest and communicating other critical concerns. As a policy in our NGO, we do not have any overlapping transactions, Purchases, or conflicting interest issues amongst the Governing Body. However, some of the Governing Body's relatives have donated to the NGO. iii. Remuneration Policies: - Remuneration in the NGO is decided according to each employee's Qualifications and responsibilities. An HR committee under the General Secretary is empowered to fix		

Form 1A - Annual Self-Disclosures Report for NPOs

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
remuneration, conduct appraisals, and fix increments. The remuneration for the Board of Advisors, consisting of eminent personalities and retired senior bureaucrats, is pre-fixed by the Governing Body and does not exceed Rs. 50.000/—per month, subject to Tax.		

Form 1A - Annual Self-Disclosures Report for NPOs

2c2) List of current Governing Body/ Board Members/ Trustees and their details

S1: Upto Rs1 Cr	**S2: More than Rs1 Cr**
Must Reply	*Must Reply*

Serial No.	Name	Identification[2]	Age in years	Gender	Occupation	Relation to other Members by blood/ marriage[3]	Date of Appointment on the Board (dd-mmm-yyyy)	Tenure/ Date of completion of term (dd-mmm-yyyy)	Past Tenure details (if any)	Position on the Board	Provide details of any remuneration and reimbursement paid
1	2	3	4	5	6	7	8	9	10	11	12
Explanation	Name as in PAN for Indian citizens and as per passport for foreign nationals	PAN Aadhaar & DIN (if available)	Age as on 31/3 of FY	Male/ Female/ Other	Source of Livelihood and area of competence	Mention not related OR related to who & how	Date of appointment of Current Tenure	Date when tenure got over during the FY or when would current term be over	Provide details of all past tenures (from dd-mmm-yyyy to dd-mmm-yyyy format); position on board/designation even if it's the same position as the current one.	Titles such as Managing Trustee, Treasurer, Secretary	Provide amount paid in the FY, whether remuneration or reimbursement in what capacity
1	Smt. Amita Gupta	AEUPG8795C	68	Female	Social Worker, Singing		01.04.2004			President	NA

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[2] If the person is not of Indian Nationality, please provide passport details
[3] Relation as defined under the Income Tax Act/ Companies Act

Form 1A - Annual Self-Disclosures Report for NPOs

Serial No.	Name	Identification[2]	Age in years	Gender	Occupation	Relation to other Members by blood/ marriage[3]	Date of Appointment on the Board (dd-mmm-yyyy)	Tenure/ Date of completion of term (dd-mmm-yyyy)	Past Tenure details (if any)	Position on the Board	Provide details of any remuneration and reimbursement paid
1	2	3	4	5	6	7	8	9	10	11	12
2	Smt Teena Vachani	ACHPV7825K	68	Female	Art curator events and social worker		01.04.2004			General Secretary	NA
3	Smt. Disha Sawhney	AHSPG6583D	40	Female	Free Lancer, Social worker and consultant		01.04.2004			Vice President	NA
4	Smt. Anushree Maheshwari	AHSPG6584E	35	Female	Social worker and advisor		01.04.2004			Executive Member	NA
5	Shri Ravi Vachani	AAFPV1260Q	69	Male	Business		01.04.2004			Executive Member	NA
6	Smt. Juhi Chawala	AABPC8849E	56	Female	Actress, Film Producer		23.01.2020			Executive Member	NA
7	Smt. Vani Ganaphatya	ABRPG2250N	74	Female	Artist		23.01.2020			Executive Member	NA
8	Shri Dinesh Gupta	ADBPJ0670R	65	Male	Business		23.01.2020			Executive Member	NA

Form 1A - Annual Self-Disclosures Report for NPOs

Serial No.	Name	Identification[2]	Age in years	Gender	Occupation	Relation to other Members by blood/ marriage[3]	Date of Appointment on the Board (dd-mmm-yyyy)	Tenure/ Date of completion of term (dd-mmm-yyyy)	Past Tenure details (if any)	Position on the Board	Provide details of any remuneration and reimbursement paid
1	2	3	4	5	6	7	8	9	10	11	12
9	Smt. Anupama Joshi	ACUPG8534H		Female	Director of Personnel at The Doon School and Retd. Wing commander Indian Air force		23.01.2020			Executive Member	NA
10	Shri Rakesh Gupta	ACZPG6386Q		Male	Retired - I.T Professional And consultant		01.04.2004			Executive member	NA

Add more rows, for additional names

2c3) Name and designation of the senior most decision maker (Chief Functionary)

S1: Upto Rs1 Cr	S2: More than Rs1 Cr
Must Reply	Must Reply

Name of the Chief Functionary (CEO/ Head of Management)	PAN number and Address	DIN, if available	Designation/ Role	From Date	To Date

Form 1A - Annual Self-Disclosures Report for NPOs

Smt Teena Vachani	ACHPV7825K		General Secretary	2004	Till Date
Smt. Amita Gupta	AEUPG8795C		President	2004	Till Date
(Provide names and tenure of all persons who have served as Chief functionaries)					

Form 1A - Annual Self-Disclosures Report for NPOs

2d) Executives with key responsibilities

S1: Upto Rs1 Cr	S2: More than Rs1 Cr
Must Reply	Must Reply

Sr. Number	Name of the Executive	Designation/ Title	Functions in-charge of
1	Mannu Kohli	Chief Operational Officer	Operations and Strategic Management
2	Amit Kumar	General Manager -IT	Information Technology and Infrastructure
3	Babita	Manager - Accounts	Finance and Compliance Manager
4	Om Prakash Pathak	Manager Technical Support	Technical Support and Maintenance
5	Khushboo Sharma	Creative Designer	Make all creative and Poster
6	Taukir Raza	Editlor	Video Editing and Post-Production

Disclosures on Governance aspects (continued)

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
2e) Number of meetings by governing body and other committees *formed by them along with attendance and the process of performance review*	*Must reply all points and desirable is process of performance review*	*Must reply*

2f) Organisation level potential risks and mitigation plan	*Desirable*	*Must Have*
Organization level Potential Risks A reduction or discontinuation in the donations or grants we receive may have an adverse impact on the operations. • Changes in CSR regulations or withdrawal of the statutory limit of CSR funding could result in freezing of CSR funding and hamper our existing operations, which is an unlikely event. • Termination and non-fulfilment of the MOU by Partners of their obligations. • Risk of fraud and other misconduct by employees or outsiders. • Electricity, internet connectivity and resources issue • The impact of COVID pandemic or the outbreak or of any new pandemic or natural disaster and attacks impact on the operations. • Natural disasters, floods, earthquakes, unrest, conflicts, terrorist attacks, etc., may cause temporary or permanent disruption in our ongoing activity and seriously affect our work. • Changes in teaching technology, National Educational Policy and/or some drastic change in education techniques may also affect the operation of our NGO. Technology advancements are a matter of routine and not all the past installations are affected by the technological advancements though newer installations are carried out with the modern advancements in place. **Risks mitigation** The NGO has been in operation for more than twenty years, and as per the experience, none of the above risk factors has affected the working or implementation to date. However, the CSR raising/marketing arm of the NGO is being strengthened to overcome funding issues. Our teams are experienced in handling small and big emergencies and yet keep delivering. However, per the Government guidelines, accounts are on PFMS (Public Financial Management System), where all payments are regulated and approved by the Ministry of Finance. Internal audits, financial controls, and SOPs are in place to avoid such risks. In addition, we are subject to regular audits by the Comptroller Auditor General of India. Operational risks are unlikely to happen, as we have a large pool of potential arts and music teachers—more than we currently need. We also know that even if a school's art teacher leaves, they are soon replaced. Education is a priority area worldwide; hence, minimum disruptions are ever seen in the education sector.		

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
Technology upgrades are an ongoing process, as we are a technology- driven organisation. Our software solutions predate Zoom and other video-conferencing apps, and they are stable and updated regularly. The Risk quantifications in our area of art, culture, and education are very limited as this is an ongoing process. In the worst-case scenario, one-day online classes or workshops could be affected. Still, the same is compensated with the archival classes already available on our channel and website, which can be accessed by students and teachers at the click of a button. These classes can be accessed from any location/device where internet connectivity is available. Routes 2 Roots is currently not involved in any litigation, including any tax-related litigation, and we have an internal process to ensure all Government and other compliances are met on priority and on time.		
2g) Mechanisms for advice and concerns about ethics, along with conflict of interest and communicating other critical concerns *Does the organisation have code of ethics pertaining to above issues: Yes* *Please provide a description of the organization's internal and external mechanisms for seeking inputs about ethical and lawful behaviour and organisation's integrity.* *Mention name and title of who in the organization is assigned the responsibility for this mechanism.* *If there were concerns related to any conflict of interest and other concerns raised by the mechanism, disclose these along with the actions the organization has taken in the previous year.* As a policy in our NGO, we do not have any overlapping transactions, Purchases, or conflicting interest issues amongst the Governing Body. However, some of the Governing Body's relatives have donated to the NGO. Mr Rakesh Gupta, Executive member and secretary of the society who has been assigned.	*Must have*	*Must have*

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
2h) Remuneration Policies *Remuneration policies for the governing body and the senior executives of the organization shall be reported. This shall include all kinds of fixed pay, variable pay and performance linked payments. It can also include any termination payments and claw backs. It is also important to bring out how performance of the organization is linked to remuneration.* Remuneration in the NGO is decided according to each employee's Qualifications and responsibilities. An HR committee under the General Secretary is empowered to fix remuneration, conduct appraisals, and fix increments. The remuneration for the Board of Advisors, consisting of eminent personalities and retired senior bureaucrats, is pre-fixed by the Governing Body and does not exceed Rs. 50.000/—per month, subject to Tax.	*Desirable*	*Must have*
2i) Stakeholder grievance, process of grievance redressal and number of grievance received and resolved *Does the organisation have a mechanism in place to confidentially receive and handle reports of abuse, fraud, bribery, or other wrongdoing from both external and internal parties?* We have a Grievance redressal committee headed by our President, Ms Amita Gupta, with three members: one from employees, one from the Governing Body, and one independent Member. Each Grievance is received and addressed on priority not later than ten days from the date of receipt. The grievances that we generally receive are technical issues that are resolved instantly by our technical team. We have so far not received any grievance from our employees, advisors, governing body, donors, or any other stakeholders. *Number of grievance received: 594* *Number of grievance resolved: 593*	*Desirable*	*Must have*

Form 1A - Annual Self-Disclosures Report for NPOs

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
2j) Organisation registration certificate and other licenses and certifications *NPO Registration as: Society* *(Trust/ Society/ Section25 or Section 8 Company)* *Registration Number and Date: S/50788/2020 and 01.04.2004* *Valid till (if any): NA* *State of Registration as NPO: NCT Delhi* *Income Tax Permanent Account No. (Must Have): AAATR9174N* *12A/ 12AA /12AB/ 10 (23C) Number (Must Have) : AAATR9174N23DL01* *12A/ 12AA /12AB/ 10 (23C) Valid till: A.Y- 2026-27* *80G Number (if you have)l: AAATR9174N23DL02* *80G Valid till: A.Y- 2026-27* *GST (if you have): NA* *Darpan ID: DL/2009/000429* *FCRA Number (if you have): 231660978* *FCRA Valid till: 20-12-2026* *CSR Registration with MCA: CSR00003417* *Third Party Certification/ Accreditations:* *GuideStar Number (GSN): GSN: 8631* *GuideStar India Certification Level and valid till:* *Other Certifications, if any: ISO- E2024017079*	*Must Have*	*Must Have*

Form 1A - Annual Self-Disclosures Report for NPOs

2k) List of documents to be attached

Item	NA	Yes	No
1. Copy of any amendments to Governing Documents (MoA & AoA, Trust Deed, Constitution)		YES	
2. Copies of change reports filed during the FY with statutory authorities		Yes	
3. *NPO Registration Certificate as: (Trust/ Society/ Section 25 or 8 Company)*		Yes	
4. *Income Tax Permanent Account Copy*		Yes	
5. *12A/ 12AA /12AB/ 10 (23C) Registration*		Yes	
6. *80G Registration*		Yes	
7. *GST Registration*		Yes	
8. *Darpan Profile*		Yes	
9. *FCRA Registration*		Yes	
10. *CSR Registration with MCA*		Yes	
11. *Third Party Certification/ Accreditations*			
12. *Completion certificate of CBF supported capacity building workshops*			

Note: Our accounts is under audit. So we are attaching provisional accounts and reports. As Routes 2 Roots accounts will be finalised we will submit the same to NSE and BSE

SSE may specify additional parameters that may be required to be disclosed by NPO on an annual basis.

Form 1A - Annual Self-Disclosures Report for NPOs

Form 1A.2 Capacity Building

S1: Upto Rs1 Cr	S2: More than Rs1 Cr
Must Reply	Must Reply

Details of capacity building workshops (supported by the Capacity Building Fund- CBF) attended by the organisation

Category of Workshop 1. Self-Disclosures by NPO 2. Social Impact Assessment by the NPO 3. External Social Assessment 4. Learning Loops	Name of Capacity Building Workshop	Organiser Name	Date(s) of workshop	Name and designation of person (s) who attended the workshop	Number of Certificates Attached #/No/ NA	Comments, if any
1. Social Impact Assessment by the NPO	*Leveraging SSE for Growth: Success Stories from Small NPOs*	*National Stock Exchange of India Limited (NSE)*	*23.01.2025*	Rakesh Gupta, Founder	*NA*	
2. Social Impact Assessment by the NPO	*Accelerating Social Impact with Social Stock Exchange (SSE)*	*National Stock Exchange of India Limited (NSE)*	*14.06.2024*	Rakesh Gupta, Founder And Babita, Manager Accounts		
3. External Social Assessment	Curated Learning Opportunities for Non Profits	Impact Foundation (Dasra)	21.08.2024	Hitesh Bubber- CSR and Marketing Head	NA	

Form 1A - Annual Self-Disclosures Report for NPOs

4.	**Self-Disclosures by NPO**	Virtual Workshop on Reporting Forms for NPOs on SSE	**National Stock Exchange of India Limited (NSE)**	28.08.2024	Babita, Manager Accounts	NA	
5.	**Learning Loops**	the Fundraising Masterclass	Atma empowers education NGOs to become bigger, better & stronger.	30.08.2024	Hitesh Bubber- CSR and Marketing Head	NA	
6.	**Learning Loops**	CSR Conclave 2024	Department of Public Enterprises Ministry of Finance	10.07.2024	Rakesh Gupta, Founder And Babita, Manager Accounts	NA	

Total Number of completion certificates attached as an appendix:_1

Form 1A.3 Declaration

S1: Upto Rs1 Cr	S2: More than Rs1 Cr
Must Reply	Must Reply

I hereby certify that all the information provided in this report are correct and that all documents submitted by our organisation are true copies.

Authorised Representative of Routes 2 Roots   Name: Teena vachani

Signed:………………………………… Date:31.05.2025 Place:Delhi
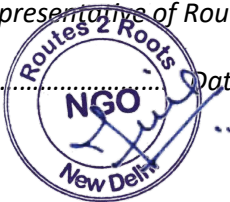
Seal of NPO:

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Form 1B Annual Self-Disclosures Report

Based on requirements of SEBI Circular of September 19, 2022:
C - Annual disclosure by NPOs on SSE which have either raised funds through SSE or are registered with SSE in terms of Regulation 91C of the LODR Regulations,
D - Disclosure of Annual Impact Report by all Social Enterprises which have registered or raised funds using SSE in terms Regulation 91E of the LODR Regulations and
Annexure I: Guidance notes for listed/ registered NPOs on disclosures of general, governance and finance aspects.
Please refer to the circular and its Annexures for detailed description of requirements.

Form 1A covers disclosures of general and governance aspects that are not dependant on statutory financial audit.
Form 1B covers disclosures of general, governance and finance aspects that have a reference to audited financial statements and filings with Income Tax, FCRA, Charity Commissioner, Registrar of Societies, Registrar of Companies and other regulators as applicable.

Instructions

All NPOs participating on the SSE (all registered regardless of whether they have currently listed securities or not) will **self-report annually in Form 1B Annual Self-Disclosures Report. A copy will be filed with the respective SSE by 31ˢᵗ Oct every year.**

Form 1B indicates which fields are mandatory for NPOs based on their annual spending

Annual Spending as per Audited Financial Statements of the previous financial year under review.
S1: Upto Rs1 Cr
S2: >Rs1 Cr

(These slabs may be reviewed by SEBI, periodically as per need.)

Form 1B - Annual Self-Disclosures Report for NPOs

Table of Contents

Form 1B.1

Self-Reported Annual Disclosures

of Routes 2 Roots

with BSE SSE Registration No: BSESSE0035NP2324

with NSE SSE Registration No: NSESSENPO0016

for the period from 1ˢᵗ April 2024 to 31ˢᵗ March 2025

1) Disclosures on General aspects

1a) Details of top programmes

List of Top 5 activities/ interventions/ programs/ project (budget wise) in the financial year

S1: *Upto Rs1 Cr*	S2: More than Rs1 Cr
Must Reply	*Must Reply*

Form 1B - Annual Self-Disclosures Report for NPOs

#	Programme Name Year Started Programme Duration (in years)	Geography	Total Programme Budget (in INR)	Expenditure in Previous year (in INR)	Cumulative Expenditure (in INR)	Total Reach (Direct, Indirect, Institutional) beneficiaries[1]	Names of Donors or Investors	SDG Goal	Alignment with National/State schemes or priority
1	2	3	4	5	6	7	8	9	10
Sr. No.	Name by which the programme is referred to by your organisation. Number of Years the programme is expected to run from its launch. If the programme go on forever, please mention ongoing	List the States with Districts covered by the programme. Mention how many of these cover aspirational blocks as per NITI Aayog.	Total Programme Cost across its life. In case of ongoing programme, at least 5 years	Expenditure in the Previous Financial Year under review	Expenditure from the programme start till the end of the Financial Year under review/ Total expenditure for at least last 5 Financial Year (if it is ongoing programme)	**Direct-** beneficiaries directly impacted like students of school **Indirect-** beneficiaries indirectly impacted like families of students **Institutional-** entities impacted like other schools in the area	Provide Donor's name (Top 5 Donors of the programme since the programme inception)	Select 1 SDG Goal that is most impacted by the programme	List the schemes or national goals to which programme is aligned, if any

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[1]Beneficiaries includes entities such as individual, person, thing, article, unit, body, creature

Form 1B - Annual Self-Disclosures Report for NPOs

#	Programme Name Year Started Programme Duration (in years)	Geography	Total Programme Budget (in INR)	Expenditure in Previous year (in INR)	Cumulative Expenditure (in INR)	Total Reach (Direct, Indirect, Institutional) beneficiaries[1]	Names of Donors or Investors	SDG Goal	Alignment with National/State schemes or priority
1	2	3	4	5	6	7	8	9	10
1	*Art, Culture and Education* *Ongoing*	*All India, Himachal Pradesh, Uttrakhand, Andhra Pradesh, Jharkhand Tamil Nadu Jammu & Kashmir Punjab* *Program covered aspirational blocks as per NITI Aayog.*	*15,15,05,875*	*14,70,54,013*	*14,70,54,013*	21329276	*Ministry of Culture,* *BMW India Foundation HMD Mobile India Private Limited Max India Foundation, Airports Authority of India, Kendriya Vidylaya Sangthan, APTWREIS(Government of AP), Zerodha Broking Limited, Dixon Technologies (India) Limited, A.T.E. Chandra Foundation, Krishna Buildestates Pvt Ltd, MAX Ventures Investment Holdings, FE Securities Pvt Ltd, Nitin Kumar (HUF) and Individual Donors*	SDG 4: Quality Education SDG 16: Peace, Justice, and Strong Institutions	*Yes*

5

Form 1B - Annual Self-Disclosures Report for NPOs

Add more rows, 1 row for each **of Top 5 activities/ interventions/ programs/ projects**

Form 1B - Annual Self-Disclosures Report for NPOs

1b) Details of Scale of operations
(Including Employee and Volunteer strength)

S1: *Upto Rs1 Cr*	*S2: More than* *Rs1 Cr*
Must Reply	*Must Reply*

Sr. Number	Item	Details
1	**Scale of Operations** The scale of the operations shall be explained by: 1.1 net turnover/annual budget/annual spending in last 3 years, 1.2 number of beneficiaries[2] 1.3 number of locations of operations 1.4 whether at the national/ state level/ district level	*122752477* *21329276* *All India and 93 Countries* *National Level*
2	**Number of Employees** Total number of employees shall be disclosed separately as 2.1 permanent employees, 2.2 Temporary employees and 2.3 employees on contract	 23 5 3
3	**Number of Volunteers** The nature and scale of activities performed by volunteers shall be disclosed.	5790

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[2] Beneficiaries includes entities such as individual, person, thing, article, unit, body, creature

Form 1B - Annual Self-Disclosures Report for NPOs

1c) Details of top donors or investors of the organisation

List of Top 5 donors or investors (budget wise*)***

S1: *Upto Rs1 Cr*	*S2: More than* *Rs1 Cr*
Must Reply	*Must Reply*

#	Donor or Investor Name	Geography	Total Programme Cost (in INR)	Expenditure in the Previous Year (in INR)	Cumulative Expenditure (in INR)	Total Outreach (to Beneficiaries[3])	SDG Goal	Alignment with National / State schemes or priority
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
Sr. No	*Provide Donor's name*	*List the States with Districts covered by the programme. Mention how many of these cover aspirational blocks as per NITI Aayog*	*Total Programme Budget supported/ sanctioned by the donor during the life of the project*	*Expenditure in the Previous Financial Year under review against this Donor's funding*	Expenditure against this Donor's funding from the programme inception till the end of the Previous Financial Year under review. If it is an ongoing funding from this donor, then at least for the last 5 Financial Years	***Direct**- beneficiaries directly impacted like students of school* ***Indirect**- beneficiaries indirectly impacted like families of students* ***Institutional**- entities impacted like other schools in the area*	*Select 1 SDG Goal that is most impacted by the programme*	*List the schemes or national goals to which programme is aligned, if any*

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[3] Beneficiaries includes entities such as individual, person, thing, article, unit, body, creature

Form 1B - Annual Self-Disclosures Report for NPOs

#	Donor or Investor Name	Geography	Total Programme Cost (in INR)	Expenditure in the Previous Year (in INR)	Cumulative Expenditure (in INR)	Total Outreach (to Beneficiaries[3])	SDG Goal	Alignment with National / State schemes or priority
1	2	3	4	5	6	7	8	9
1	ZCZP instruments	Every District of Himachal Pradesh, Uttarakhand *All aspirational district & blocks as per NITI Aayog are covered*	1,00,00,000	1,00,59,397.00	10059397	177064		Yes
	Kendriya Vidylaya Sangthan	All India *All aspirational district & blocks as per NITI Aayog are covered*	88,73,193	88,73,193	18932590	13,56,000		Yes
2	Max India Foundation	Punjab – *Moga, Firozpur*	75,00,000	7523116	26455706	103784		Yes
3	Sunil Vachani	Telangana	5006740	5006740	31462446	75,000		Yes

Form 1B - Annual Self-Disclosures Report for NPOs

#	Donor or Investor Name	Geography	Total Programme Cost (in INR)	Expenditure in the Previous Year (in INR)	Cumulative Expenditure (in INR)	Total Outreach (to Beneficiaries[3])	SDG Goal	Alignment with National / State schemes or priority
1	2	3	4	5	6	7	8	9
4	APTWREIS(Government of AP)	Andhra Pradesh *aspirational blocks as per NITI Aayog is Vijayawada, Parvathipuram Manyam, Y.S.R.*	2,06,50,000	20650000	52112446	51040		Yes
5	Ministry of Culture, Government of India	All India *All aspirational district & blocks as per NITI Aayog are covered*	60,00,000	6921657	59034103	19534468		Yes
6	BMW Indian Foundation	Jammu & Kashmir, Tamil Nadu, Jharkhand, Haryana Delhi	16,00,000	1,626,377.00	60660480	11920		Yes
7	HMD Mobile India Private Limited	Orissa, Karnataka	20,00,000	1999200.00	62659680	20000		Yes

Add more rows, 1 row for each **of Top 5 donors**

2) Disclosures on Governance aspects

2a) Reporting of related party transactions as per Income Tax Act section 13(3)

Form 1B - Annual Self-Disclosures Report for NPOs

The organization shall disclose all related party transactions entered by it and reasons for the same.							S1: Upto Rs1 Cr *Must comply*	S2: More than Rs1 Cr *Must comply*
Name of the Party	Nature of relationship	Nature of transaction	Amount in the current year	Amount in previous year	Balance Outstanding Current Year (Dr / Cr)	Balance Outstanding Previous Year (Dr / Cr)		
Teena Vachani	General Secretary	Loan	1077380	4261000	2264890 Cr	1187510 CR		
Virsa The Digital Learning Private Limited	Common Director	Purchases of Interactive Flat Panel for Digitizing the classroom . These were purchased as they were not available in the market and at the prices we procured from Virsa The Digital Learning Private limited	2668944	9251293	Nil	4226293 Cr		

Definition of Related Party

If there have been transactions between related parties, during the existence of a related party relationship, the reporting enterprise to disclose the following:

(i)   the name of the transacting related party;

(ii)   a description of the relationship between the parties;

(iii)   a description of the nature of transactions;

(iv)   volume of the transactions either as an amount or as an appropriate proportion;

(v)   any other elements of the related party transactions necessary for an understanding of the financial statements;

(vi)   the amounts or appropriate proportions of outstanding items pertaining to related parties at the balance sheet date and provisions for doubtful debts due from such parties at that date; and

(vii)   amounts written off or written back in the period in respect of debts due from or to related parties.

2b) Compliance management process

12

	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
Compliance management process	*Must have*	*Must have*
Routes 2 Roots has established robust compliance management processes designed to identify, assess, and mitigate risks associated with the operations. These processes are continuously monitored and updated to reflect changes in regulatory requirements and industry best practices. Critical components of the compliance management framework include:		
Policy Development: We have developed comprehensive policies and procedures to guide our conduct in areas such as breach of Data Privacy, misuse, or leakage, which may cause legal hurdles and affect our operations.		
Risk Assessment: We regularly assess potential compliance risks and implement controls to mitigate them effectively.		
Training and Awareness: We provide regular training and awareness programs to ensure that all employees understand their compliance obligations and are equipped to fulfil them.		
Monitoring and Reporting: We have established monitoring mechanisms to track compliance activities and promptly identify and address non compliance. We also maintain transparent reporting processes to inform stakeholders of our compliance efforts.		
Continuous Improvement: We are committed to ongoing evaluation and improvement of our compliance management processes to adapt to evolving regulatory landscapes and emerging risks.		
Routes 2 Roots is dedicated to upholding the integrity, transparency, and accountability of our regular operations. We recognise the trust placed in us by our stakeholders and are committed to maintaining their confidence through unwavering compliance with all applicable requirements		
Statement of compliance from senior decision maker (Chair/ CEO or equivalent) in Form 1B.4		
The Senior Management of Routes 2 Roots, consisting of Teena, Amita and Rakesh Gupta, acknowledges the responsibility to adhere to all applicable laws, regulations, standards, and internal policies governing its operations. Compliance is not merely a legal obligation but a fundamental aspect of our corporate culture		

3) Disclosures on Financial aspects

S1: Upto Rs1 Cr	S2: More than Rs1 Cr
Must Reply	*Must Reply*

Please attach the following documents:

Item	NA	Yes	No
1. Balance Sheet		Yes	
2. Income & Expenditure Statement		Yes	
3. Cash Flow Statement/ Receipts & Payments Account		Yes	
4. Schedules to Accounts		Yes	
5. Notes on Accounts & Significant Accounting Policies		Yes	
6. Program-wise fund utilization for the previous year		Yes	
7. Details of Auditors		Yes	
8. Copy of Income Tax Return			No
9. Copy of Form10B/ 10BB Audit report filed with Income Tax			No
10. Copy of FC Return (if NPO has FCRA)			No
11. Copy of Annual Returns filed with Registration Authority (Registrar of Companies, Registrar of Societies, Charity Commissioner)		Yes	

SSE may specify additional parameters that may be required to be disclosed by NPO on an annual basis.

Form 1B.2

This section covers the Annual Impact Report (AIR) that should, at a minimum, cover the aspects described below.

Form 1B - Annual Self-Disclosures Report for NPOs

This should cover at least the top 67 percent of programme spending for the reporting period. For each of the thematic areas the organisation works in, as per the SEBI defined 16 thematic areas, a separate AIR is to be prepared in Form 1B.2. This would help the organisation to determine eligibility for listing projects.

If the organisation has active listed securities in the same period, they should be covered using Form 2 that needs to be assessed by a competent social impact assessor of an empanelled social impact assessment firm, for each of the listed securities.

1B.2(i) List of Programmes funded through Listed Securities on SSE for which Form 2.1 is applicable

Serial No.	Listing ID	Programme/ Project Title	Total Spending in INR on this Programme in this FY	% spending on this Programme/ Project in the FY under review	Form 2.1 Prepared (Yes/ No)
1.	NSE-SSE NPO 0016	Routes 2 Roots Digital Program	1,00,59,397/-	18.05%	Yes
Add more rows, if needed					

1B.2(ii) List of Programmes for which AIR is prepared in this section

Serial No.	Programme/ Project Title	Total Spending in INR on this Programme in this FY	% spending on this Programme/ Project in the financial year under review	Page Nos in this report
1.	Routes 2 Roots Digital Program	44081090	100%	
Add more rows, if needed				

Please note: Total of 1B.2(i) and 1B.2(ii) should be at least the top 67 per cent of programme spending for the reporting period.

Sub-Section 1B.2.1 Annual Impact Report (AIR) Self-Reported

*of **Routes 2 Roots** for the period*

from 01.04.2024 to 31.03.2025

For Routes 2 Roots Digital Program comprising 18 % spending in the financial year under review

Under SSE Art, Culture and Education

Programme start date:

Programme Objective(s):

1) Strategic Intent and Planning

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
a) What is the social or environmental or cultural challenge the organization is addressing in this thematic area? Has this changed in the last year? *Routes 2 Roots is addressing a cultural and social challenge—specifically, the lack of access to quality art, culture, and heritage education for students, especially in underserved and rural areas of the country. Historically, arts education in India had taken a backseat in the formal education system and was often considered an extracurricular activity rather than a core subject.* *This challenge is being tackled through their Digital Learning of Performing Arts Program, which delivers free, real-time, interactive art and culture classes to students across thousands of schools in India. These classes help reduce student stress, improve focus, and foster inclusivity and appreciation for cultural heritage, which is particularly important in post-trauma contexts, such as the states of Himachal Pradesh, Uttarakhand, Andhra Pradesh, Punjab, Jammu and Kashmir and Jharkhand.* *Has this changed in the last year?*	*Must Reply*	*Must Reply*

Though the challenge has not changed, yes, there has been a significant alignment and strengthening of their mission due to external developments: *The New Education Policy (NEP) 2020 made art and culture a part of the core curriculum by shifting from STEM to STEAM education (adding 'A' for Arts).* *As a result, Routes 2 Roots' program has evolved from being supplemental to being integrated within the national educational framework, making their cultural mission more central to mainstream education.* *In the last year, their focus has expanded to include students in disaster-affected regions, further reinforcing the social and emotional learning aspects of their work.* *Thus, while the core challenge remains rooted in preserving and promoting cultural education, the scope, urgency, and institutional alignment of the challenge have intensified and broadened in the past year.*		
b) *How is the organization attending to the challenge or planning to attend to the challenge in this thematic area? Has this changed in the last year?* *Routes 2 Roots is addressing the cultural and social challenge through its Digital Learning of Performing Arts Program, which delivers free, real-time, interactive classes in Indian art, culture, and heritage to students in government and private schools across India. The key methods and recent changes include:* ***How the Organization Is Attending to the Challenge:*** ***Installation of Smart Classrooms:*** *Equipping schools with 65"/75" interactive smart panels, software, webcams, and accessories.* *These tools enable live, interactive art and culture classes, as well as access to recorded archival content.* ***Hybrid Model of Education:*** *Combining real-time digital teaching with in-person workshops conducted by professional artists and gurus.* *This enhances student engagement and cultural immersion.* ***Curriculum Integration:*** *Aligning with the New Education Policy 2020 (STEM to STEAM), ensuring art and culture are part of mainstream education.* ***Teacher Training and Support:*** *Training schoolteachers to use innovative classroom technology and support cultural classes.*	*Must Reply*	*Must Reply*

Continuous support through WhatsApp groups, emails, and helplines.

Targeting Underserved Areas:
Focused rollout in rural and underprivileged areas, such as 236 schools in Himachal Pradesh, Uttarakhand, Punjab, Jharkhand, Tamil Nadu, Haryana, Jammu & Kashmir and Delhi.

Ongoing Impact Measurement:
Collecting feedback from principals and teachers, tracking student well-being, stress reduction, and engagement.

Changes in the Last Year:
Geographical Shift: Focus expanded specifically to Rural, underprivileged and aspirational areas of India to help students cope with trauma through cultural education.

Program Scale-Up:
Implementation in 100 new schools with proceeds from a ₹1 crore fundraising issue through NSE Social Stock Exchange.
Estimated impact: 1.3 lakh students.

More Implementation in 136 new schools with the support of CSR funding/Grant from the Ministry of Culture, Government of India, Max India Foundation and BMW India Foundation, etc.
Estimated impact: 210 lakh students.

Technological Advancement:
Upgraded equipment and introduced AI-integrated learning tools.
Including free K-12 e-content for schools

Stronger Integration with Government Initiatives:
Deeper alignment with NEP and state education departments.
Participation in national programs like Ek Bharat Shreshtha Bharat for cultural integration.

	Must Reply	Must Reply
c) *Who or what is being impacted (target segment/ affected area)? Has this changed in the last year?* ***Target Segment / Affected Area:*** ***1. Primary Target Segment:*** *School students across India, especially in government schools.* *College students, teachers, principals, and indirectly, parents and siblings of students.* *Students from underprivileged, disaster-affected, and remote regions.* ***2. Geographical Focus:*** *Over the years, Routes 2 Roots has reached 22,000+ schools, including Kendriya Vidyalayas, Navodaya Vidyalayas, and other institutions across India.* *In the last year, a significant shift in focus has occurred toward:* *100 government schools in Himachal Pradesh and Uttarakhand (both recently affected by natural disasters).* ***Nature of the Impact:*** *Improved mental health: Reduced stress and anxiety among students.* *Cultural enrichment: Enhanced understanding and appreciation of Indian art and heritage.* *Educational engagement: Increased participation and interest in school.* *Technological access: Exposure to smart classrooms and digital learning tools.* *Introduction of modern K-12 content in schools* ***Has This Changed in the Last Year?*** *Yes. Major changes include:* *Focused Disaster Response:* *Newly targeted areas (Himachal Pradesh & Uttarakhand) were explicitly selected due to the impact of natural calamities.* *Objective: help students recover emotionally and psychologically through cultural learning.* *Expanded Beneficiary Base:* *From general school outreach to specifically trauma-affected students.* *An estimated 1 lakh students will benefit directly from the new initiative in these two states.* ***Increased Inclusivity:*** *With alignment to the New Education Policy (NEP), the arts are now a core part of education, ensuring a wider reach and integration among students.*	*Must Reply*	*Must Reply*

d) *What will be the outcomes of the activities, intervention, programs or project? Disclosure should include positive and potential unintended negative outcomes.* *Positive Outcomes:* *Emotional and Psychological Relief:* *Students in disaster-affected areas (Himachal Pradesh and Uttarakhand) will experience reduced trauma, anxiety, and stress through exposure to cultural education and artistic expression.* *Cultural Awareness and Preservation:* *Increased awareness and appreciation of Indian art, culture, and heritage among students.* *Revival and sustained interest in traditional art forms.* *Academic and Personal Development:* *Improved focus, creativity, and discipline among students.* *Enhancement of students' overall cognitive and behavioural skills through performing arts.* *Digital and Technological Empowerment:* *Access to innovative classroom technology improves digital literacy and familiarity with e-learning tools.* *Educational Inclusion:* *Integration with the National Education Policy (NEP 2020) enables arts education to reach even the most remote and underserved schools as a compulsory component of the curriculum.* *Community and Stakeholder Engagement:* *Involvement of teachers, parents, and local administrators promotes community ownership of education initiatives.* *Artists and gurus conducting workshops will foster intergenerational learning and inspiration.* *Scalability and Replicability:* *The model can be easily scaled across other states, replicating outcomes with minimal adaptation.* *Potential Unintended Negative Outcomes:* *Talent Drain from R2R's Own Pool:* *If student interest in the arts surges, there may be a rise in demand for personal teachers, reducing the availability of expert artists for R2R's teaching network.* *Mitigation: Considered a "welcome challenge"; more demand may attract more supply over time.* *Underutilization or Misuse of Resources:*	*Must Reply*	*Must Reply*

Smart classroom equipment may be diverted to non-cultural uses by schools or underutilised due to a lack of trained facilitators or administrative will. *Mitigation: Continuous monitoring, follow-ups, and technical support are in place.* *Vandalism and Equipment Damage:* *Schools have previously faced minor vandalism incidents, leading to repair or replacement costs.* *Mitigation: Advisories and better security protocols are shared with affected schools.* *Infrastructure Gaps:* *Power outages or poor internet connectivity may disrupt class continuity in certain areas.* *Mitigation: Offline access and recorded content help bridge gaps during downtimes.* *Disinterest or Resistance:* *Possible lack of interest from school staff or resistance to arts-based programs in favour of traditional academics.* *Mitigation: Training, integration with NEP mandates, and stakeholder sensitisation help overcome this.* *Technological Obsolescence:* *As technology evolves, current systems may become outdated.* *Mitigation: R2R has a history of staying ahead with updated systems and regular training.*		

2) Approach

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
a) What is the baseline status* at the start of the activity/intervention/programs or project and at the end of the last reporting period? *Baseline status incudes situation analysis/ context description at the start *At the start of the current project, particularly in the 100 targeted schools across Himachal Pradesh and Uttarakhand, the baseline situation was characterised by:* *1. Lack of Infrastructure:*	Must Reply	Must Reply

Most schools did not have smart classrooms or digital teaching aids.
There was minimal or no access to performing arts education through structured formats.
Musical instruments and art supplies were largely absent.

2. Limited Exposure to Art & Culture:
Students had little to no exposure to structured learning in Indian classical music, dance, theatre, or other cultural disciplines.

Art and culture were not actively integrated into the curriculum in these remote areas, especially in government schools.

3. Impact of Natural Disasters:
Both states were recently affected by natural disasters, which damaged infrastructure and disrupted schooling.

Students faced emotional and psychological trauma, increasing the need for stress-relieving and healing interventions.

4. Educational Gaps and Digital Divide:
Schools faced a digital divide—many lacked internet access, modern equipment, or teachers who were digitally trained.

Students were often not familiar with online or hybrid models of education.

5. Absence of NEP-aligned Implementation:
Although the New Education Policy (NEP 2020) mandates integration of arts in education (STEAM model), its implementation in these regions was delayed or non-existent due to resource constraints.

Status at the End of the Last Reporting Period (as per document):

While the current initiative's implementation is ongoing (as fundraising was initiated in March 2024), Routes 2 Roots' impact across earlier projects and schools provides a reliable comparative outcome baseline, including:

1. Large-Scale Digital Adoption:
Over 22,000 schools nationwide have been provided with smart classrooms and access to Routes 2 Roots' daily interactive digital art classes.

2. Proven Model from Past Projects: *Successful deployment in Kendriya Vidyalayas (1200+), Navodaya Vidyalayas (200+), and hundreds of other schools with sustained usage and engagement.* *3. Recognized Social Impact:* *Reports and feedback from school principals indicated:* *Reduced stress and anxiety among students.* *Improved classroom behaviour and inclusiveness.* *Increased interest in Indian arts and heritage.* *4. Pandemic Resilience:* *During the COVID-19 pandemic, the model pivoted effectively to at-home learning, providing students with continued access to art education through digital means.*		
b) *What has been the past performance trend? (if relevant)* *The past performance trend of Routes 2 Roots has demonstrated consistent growth, effectiveness, and a positive social impact in delivering cultural education across India. The key indicators of performance over the years include:* *1. Program Scale and Reach:* *Since launching its Digital Learning of Performing Arts Program in 2016, Routes 2 Roots has expanded operations to:* *Over 22,000 schools across India.* *Including 1,200+ Kendriya Vidyalayas, 200+ Navodaya Vidyalayas, and hundreds of other schools.* *Recognised by Limca Book of Records (2023) as the largest provider of cultural education in India.* *2. Quality of Delivery:* *The program features live, real-time interactive classes curated by highly decorated maestros (e.g., Padma Vibhushan and Padma Bhushan awardees).* *Includes archived classes, competitions, and in-person workshops to complement virtual sessions.* *3. Institutional Partnerships and Recognition:*	*Must Reply*	*Must Reply*

	Received sustained support from top donors, including: *Ministry of Culture, Government of India* *Max India Society* *Kendriya Vidyalaya Sangathan* *The integration of their cultural curriculum with the New Education Policy (NEP 2020) strengthened its legitimacy and relevance.* *4. Social and Emotional Impact:* *Based on feedback and internal assessments:* *Stress levels and behavioural issues among students have reduced.* *School principals report increased tolerance and inclusivity.* *Students became more creative, engaged, and culturally aware.* *5. Adaptive Capacity and Innovation:* *During the COVID-19 pandemic, Routes 2 Roots:* *Transitioned quickly to home-based digital learning.* *Maintained and even expanded class engagement, helping students deal with lockdown-induced stress.* *Demonstrated resilience and innovation, using existing infrastructure effectively.* *6. Financial and Operational Consistency:* *Continuously supported by grants and CSR from reputable institutions.* *Despite fluctuations in funding (e.g., during the pandemic), the NGO:* *Used reserves and founder support to maintain operations.* *Kept all key programs running without significant interruption.*		
c)	What is the solution implementation plan and the measures taken for sustainability of activity/intervention/programs or project outcomes? Has there been any material change in your implementation model in the last one year? *Solution Implementation Plan:* *Routes 2 Roots has a clearly defined and structured implementation plan for its cultural education initiative, particularly the current intervention targeting 100 schools in Himachal Pradesh and Uttarakhand.* *1. Infrastructure Deployment:* *Install smart classrooms in 100 schools (4 schools per district across 25 districts).*	*Must Reply*	*Must Reply*

Equipment includes:
65" interactive smart panels
Pre-loaded Routes 2 Roots cultural learning software
K12 e-books (provided free for educational support)

2. Program Delivery:
Conduct daily real-time interactive art and culture classes via the smart panels.
Subjects include music, dance, theatre, yoga, and more, curated by Padma award-winning advisors.
Complemented by archival content and in-person workshops by expert artists.

3. Training & Support:
Provide on-site training to school teachers at the installation.
Continuous support via WhatsApp groups, email, and helpline numbers.

4. Timeline:
Installation and training: Within 3–4 months from allotment of funds.
Project duration: 12 months with outcome and impact tracking at the end.

Sustainability Measures:
1. Equipment with Long-Term Utility:
Hardware comes with a 3-year on-site warranty and maintenance, ensuring continued functionality.
Software updates and troubleshooting are handled centrally by Routes 2 Roots' technical teams.

2. No Cost to Schools:
All installations, operations, and maintenance are provided at no cost, thereby removing a financial burden from schools.

3. Integrated Curriculum:
Alignment with the National Education Policy (NEP) 2020 ensures the program is not peripheral but central to school curricula, supporting long-term integration and relevance.

4. Financial Sustainability:

Ongoing support from the Ministry of Culture, CSR donors, and private contributors. *Strengthening of fundraising and CSR marketing arm to broaden the funding base and reduce dependency on top donors.* *5. Human Capital Strategy:* *A large pool of trained artists and cultural educators ensures consistent program delivery.* *Identified a strategy to manage future demand-supply balance in case more students pursue careers in the arts.* *Material Change in Implementation Model in the Last Year:* *Yes, there have been two significant changes:* *Geographic Targeting for Trauma Recovery:* *A shift toward disaster-affected and underserved regions (Himachal Pradesh and Uttarakhand), emphasizing psychosocial healing through culture.* *Enhanced Integration with National Policies and Technology:* *Deeper alignment with NEP 2020 (STEAM framework).* *Increased use of AI-powered tools, more innovative infrastructure, and expanded content access (e.g., free K-12 e-books).*		
d) *Please brief out alignment of solution to Sustainable Development Goals (SDGs)/national priorities/state priorities/ developmental priorities.* *1. SDG 4 – Quality Education* *Target 4.7: Ensure learners acquire knowledge and appreciation of culture and sustainable development.* *The program delivers inclusive and equitable cultural education, integrating Indian heritage into school systems.* *Promotes lifelong learning through exposure to performing arts, music, dance, and theatre.* *SDG 16 – Peace, Justice and Strong Institutions* *Fosters peace, tolerance, and inclusiveness through cultural education.* *Encourages non-violence, empathy, and social cohesion among students by teaching Indian heritage and values.* *Principals have reported a reduction in incidents of conflict and an improvement in behaviour among students exposed to the arts curriculum.*	*Must Reply*	*Must Reply*

e) How have you taken into consideration stakeholder feedback in this reporting period? *We have a robust, well-defined procedure for gathering stakeholders' feedback and documenting it. During the physical workshops in the schools, our coordinators record the input of students, Teachers and the Principal's feedback. In addition, the artist measures the impact of daily online classes being held. This is reported back to the office for further analysis. Additionally, our independent impact agency gathers feedback from stakeholders during their visits to the schools.*	*Must Reply*	*Must Reply*
f) In the last year, what have you seen as the biggest risks to the achievement of the desired impact? How are these being mitigated? *1. Reduction or Discontinuation of Donor Funding* *Risk: High dependency on a few major donors (e.g., Ministry of Culture, Max India Society, Kendriya Vidyalaya Sangathan). Any reduction or withdrawal could have a severe impact on ongoing programs.* *Mitigation:* *Strengthening the NGO's CSR marketing and fundraising arm.* *Engaging new donors and broadening the funding base through this ZCZP issue.* *Using internal reserves and founder support during crises like COVID-19.* *2. Infrastructure Challenges in Schools* *Risk: Lack of electricity, internet connectivity, and the possibility of equipment vandalism or diversion for other uses.* *Mitigation:* *Robust, rugged equipment with 3-year maintenance included.* *Technological support and real-time troubleshooting via WhatsApp, email, and calls.* *Training of local teachers for effective use and maintenance.* *Advisory measures to prevent repeat vandalism.* *3. Partner Institution Non-Compliance* *Risk: MoU partners (state governments and educational institutions) may not fulfil commitments, affecting program implementation.* *Mitigation:* *Active communication and monitoring.*	*Must Reply*	*Must Reply*

Selecting schools in coordination with the state Directorate of Education.

4. Human Resource Risk
Risk: Difficulty in attracting and retaining professional staff due to funding constraints.

Mitigation:
Strong existing team.
Founder and management backing during crises.
A large pool of trained art and music teachers ensures minimal operational disruption.

5. Technological and Data Security Risks
Risk: Data privacy breaches or misuse of equipment/software.

Mitigation:
Stable, in-house software predating Zoom, regularly updated.
Use of firewalls and secure server rooms.
Most data is non-private and already public.

6. Natural Disasters and Pandemics
Risk: Events like the COVID-19 pandemic or regional disasters could disrupt operations.

Mitigation:
Transitioned to remote digital learning during the pandemic within 15 days.
Preemptive measures to adapt to localised disruptions (e.g., state elections, curfews).

7. Unintended Consequences
Risk: Students may not pursue a career in the arts after exposure.

Mitigation:
The goal is not professional pursuit, but the appreciation and integration of the arts in education.
The program's success metric is broader cultural awareness and mental wellness.

3) **Impact Indicators**

Form 1B - Annual Self-Disclosures Report for NPOs

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr

a) What are the indicators used to evaluate the effectiveness and outcomes of programmes	Must Reply	Must Reply
1. Reach and Scale Indicators (Quantitative) Number of schools equipped with smart classrooms. Number of students benefited – a target for this project is approximately 1,00,000 students across 100 schools in Himachal Pradesh and Uttarakhand. Number of disciplines offered (e.g., Hindustani Vocal, Tabla, Kathak, etc. – currently 16). Number of live interactive classes conducted daily (Monday to Saturday). Participation in national inter-school competitions organised by Routes 2 Roots. Geographic spread – expansion across 25 districts in two states. **2. Engagement and Utilisation Indicators** Daily attendance in interactive digital classes. Teacher participation and engagement in training and support sessions. Use of archival content via the Routes 2 Roots platform. Feedback mechanisms via WhatsApp, email, and phone from principals and teachers. On-site workshops and face-to-face engagement with students and teachers by maestros. **3. Qualitative and Impact Indicators** Improvement in student behaviour and social interaction (e.g., reduced petty quarrels, improved tolerance). Stress and anxiety reduction among students (especially post-disaster or during pandemic recovery). Cultural appreciation and interest in Indian art forms. Feedback from principals and impact assessments confirms improved student focus and engagement. **4. Infrastructure and Technology Utilisation** Effective use and functionality of interactive smart panels and digital content. Timely installation and maintenance of hardware and software. Training effectiveness of school teachers in using the equipment and digital learning tools. **5. Long-Term Impact Indicators** Increased appreciation for Indian art and culture among students. Integration of art and culture into mainstream education, in line with India's New Education Policy (STEAM model). Sustained usage and continuation of the program post-funding period.		

Form 1B - Annual Self-Disclosures Report for NPOs

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
i) Timeline specific output indicators from inception to end of project *(1) Number of interventions implemented -100 smart classrooms in 100 government schools across 25 districts (12 in Himachal Pradesh, 13 in Uttarakhand).* *(2) Timeliness of intervention delivery – in 20 Days* *(3) % of planned vs. achieved programmes – 100%*	*Must Reply*	*Must Reply*

ii) Intermediate outcomes indicators (for e.g.) - starts around mid-term and continue to end-term of project	Must Reply when applicable	Must Reply when applicable
(1) *Increased awareness or knowledge among the target population* Digital exposure to Indian art and culture through daily live and archival classes. Access to 16 cultural disciplines such as Hindustani vocal, Bharatnatyam, theatre, etc. Integration of art with technology, in line with the STEAM model of education. The use of smart panels and e-learning content enhances students' digital literacy and cultural awareness. **Measurement:** Feedback from teachers and principals. Observation of class participation and quiz/competition engagement. Usage analytics from the Routes 2 Roots application.		
(2) *Changes in attitudes or perceptions* Reported reduction in student stress, anxiety, and disciplinary issues. Improved tolerance and inclusiveness, particularly in multi-cultural and rural schools. Enhanced interest in Indian traditions and heritage among children. Measurement: Principal and teacher testimonials. Behavioural observation and anecdotal evidence from workshops. Pre/post-implementation qualitative surveys.		
(3) *Adoption of new behaviours or practices* Regular participation in art and culture classes is part of the daily timetable. Students and teachers engage in competitions, workshops, and cultural events. Parents and schools begin to prioritise cultural education alongside academics. Measurement: Increased student participation in competitions and workshops. Number of schools actively incorporating cultural lessons in class schedules.		
(4) *Improved skills or capabilities* Students acquire foundational skills in performing arts, music, theatre, and mindfulness. Teacher upskilling on using digital tools and facilitating cultural curriculum. Exposure to national-level maestros improves learning quality and artistic capabilities. Measurement:		

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
(5) Talent identification by visiting gurus. Progress in inter-school competitions. Feedback from students and teachers. *Increased access to resources or services* Smart classrooms with modern technology are set up in underserved government schools. Free access to art education, real-time classes, e-books, and archival content. Technical support and training are provided to all participating schools. Measurement: Number of students using the smart panels. Number of schools receiving instruments and maintenance. Continued access post-project period.		

iii) Overall outcome indicators (for e.g.) towards end-term and after end of the project period (depends on project gestation period)	Must Reply when applicable	Must Reply when applicable
(1) *Behavioural change sustained over time* Students show continued interest and engagement in Indian art and culture, even after the formal project concludes. Daily participation in cultural activities becomes an embedded part of the school routine. Teachers and schools continue to use innovative classroom tools independently. Indicators: Continuation of art programs beyond initial funding. Sustained attendance and participation in digital classes. Requests for expansion to more schools or disciplines. (2) *Improved social or economic conditions* Students gain skills in music, drama, yoga, and mindfulness, which may lead to future career paths or vocational opportunities. Improved mental well-being enhances academic performance and social adaptability, especially in disaster-hit regions. Schools receive cost-free infrastructure upgrades, improving education delivery. Indicators: A rise in the number of students opting for the arts in higher education. Community recognition or engagement in cultural events. Economic value of reduced stress-related absenteeism or behavioural issues. (3) *Reduced rates of negative outcomes (e.g., poverty, disease, crime)* A decrease in student disciplinary issues, bullying, and emotional distress, as reported by school heads. Lower dropout rates, especially in marginalised communities, where children are now more engaged in school due to cultural learning. Improved attendance rates as students look forward to engaging classes. Indicators: Comparison of pre-/post-dropout and attendance data. Feedback from school administration on disciplinary trends. (4) *Enhanced quality of life* Students report better focus, emotional balance, and enthusiasm for learning.		

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
Art and culture become a source of joy and mental well-being, especially for children in trauma-affected zones (Himachal Pradesh, Uttarakhand). Parental and teacher satisfaction with the program's outcomes on student growth. Indicators: Student testimonials or surveys. Parent and teacher satisfaction levels. Participation in extracurricular art programs. **(5)** *Increased resilience to future challenges* Schools and students develop adaptive capacity to continue digital learning amid pandemics or natural disasters. Cultural education becomes a consistent support system, fostering identity, confidence, and unity. Teachers are better equipped to use educational technology and integrate the arts into recovery and rehabilitation efforts. Indicators: Schools' ability to maintain programs during disruptions. Adoption of the Routes 2 Roots model in other states. Expansion requests or replication in other disaster-prone areas.		

4) Relevance and Sustainability
(Please share in 3-5 sentences with a supporting fact/ data point)

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
i)	*Relevance: Explain with a supporting fact/ data point how the initiative aligns with the organization's values and goals and is relevant to the target audience* *The organisation's goals are art, culture, and education, and ever since its inception, we have been exclusively engaged in these activities. The cultural education that we have integrated with K-12 education aims to introduce art as a curriculum-based learning, which has now been further endorsed by the New Education Policy, transitioning from STEM to STEAM by adding 'A', making the arts a formal curriculum activity.*	*Must Reply*	*Must Reply*
ii)	*Sustainability: Explain with a supporting fact/ data point how the initiative is sustainable and if it can continue to make a positive impact in the future.* The Routes 2 Roots program is structured to ensure financial, operational, and social sustainability through strategic partnerships, robust digital infrastructure, and capacity-building initiatives. By integrating technology, institutional support, and ongoing teacher development, the program is designed to thrive well beyond its initial implementation phase. Scalable Digital Infrastructure: More than 24,000 schools have been equipped with smart classrooms, interactive screens, and digital learning content, enabling continuous access to quality performing arts education across diverse geographies. Government and Institutional Support: Strategic alignment with state education departments, Corporate Social Responsibility (CSR) partnerships, and registration with the Social Stock Exchange (SSE) ensures long-term financial viability and institutional trust. Capacity Building through Teacher Training: Hundreds of teachers have been trained to independently deliver and sustain the curriculum, promoting self-sufficiency within schools and enabling the widespread dissemination of knowledge. Student Retention and Engagement: Quarterly assessments and annual inter-school competitions consistently show increased student participation and enthusiasm, affirming the program's ongoing relevance and impact. Resilience and Adaptability: The program's digital-first design has demonstrated resilience in the face of challenges such as the COVID-19 pandemic, highlighting its adaptability and sustainability in the face of future disruptions. Through these key pillars, the Routes 2 Roots initiative ensures long-term impact, replicability, and the continued promotion of cultural education in the school ecosystem.		

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
a) *Briefly include narratives of Social, Environmental, Cultural and Economic impact on target segment(s) in the reporting period.* 1. Social Impact The initiative has had a transformational social impact on students in government schools, especially in disaster-affected regions of Himachal Pradesh and Uttarakhand: Mental well-being improvement: Students showed reduced stress and anxiety through regular engagement in art and cultural classes. Inclusive behaviour and reduced conflict: Feedback from principals indicated fewer disciplinary issues and greater inclusivity and cooperation among students. 2. Environmental Impact While the initiative doesn't directly focus on environmental interventions, it contributes indirectly by: Reducing the need for physical infrastructure expansion through innovative classroom technology, making better use of existing space. Promoting digital learning over paper-based materials through e-books and preloaded content, supporting a low-paper, eco-friendly educational model. 3. Cultural Impact The core of Routes 2 Roots' initiative is to preserve and promote Indian art, culture, and heritage through accessible education: Students are introduced to 16 Indian disciplines, including vocal music, classical dance, theatre, and yoga. Thousands of children are connected to Indian culture and traditions daily, often for the first time in their academic journey. Workshops conducted by Padma award-winning maestros create a deep appreciation and cultural pride among youth. 4. Economic Impact The program supports economic inclusion and opportunity creation by:	*Must share any impact observed on the target segment*	*Must Reply*

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
Providing cost-free access to smart classrooms, educational software, and cultural classes in economically marginalised schools. Equipping teachers with tools and skills that enhance their instructional capabilities and long-term employability. Enable students to pursue careers in cultural industries or as future art educators.		
b) *Beneficiary[4]/Stakeholder Validation through surveys and other feedback mechanism* *Monitoring and Evaluation Framework of the Routes 2 Roots Program* *To assess the program's effectiveness and ensure continuous improvement, Routes 2 Roots implemented a comprehensive monitoring and evaluation strategy incorporating surveys, interviews, and quarterly assessments. Feedback was collected from all key stakeholders, including students, teachers, school administrators, parents, and participating artists.* *Student Feedback:* *Surveys conducted across participating schools revealed that over 80% of students reported increased cultural awareness and enhanced confidence in performing arts. Regular interactive sessions with Gurus allowed for real-time feedback and validation of learning.* *Teacher and Principal Insights:* *Educators and school heads observed increased student engagement, a noticeable decline in behavioural issues, and improved classroom discipline. Quarterly assessments contributed to the ongoing refinement of course content and teaching methodologies.* *Parental and Community Involvement:* *Active participation in workshops and competitions highlighted growing parental support for the integration of the arts into education. These events also helped strengthen community involvement and awareness.* *Digital Engagement and Monitoring:* *Online platforms, including the DIKSHA Portal, E-Vidyalaya, and YouTube, were utilised to track attendance and engagement metrics. These tools provided transparent and measurable insights into student participation and program reach.*	*Must Reply based on any simple method of validation*	*Must Reply*

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[4] Beneficiaries includes entities such as individual, person, thing, article, unit, body, creature

Item	S1: Upto Rs1 Cr	S2: More than Rs1 Cr
Artist and Mentor Feedback: *Feedback from over 327 artists and mentors offered valuable insights into students' progress, skill development, and cultural enrichment. Their contributions played a key role in enhancing curriculum design and delivery.* *These multi-tiered validation mechanisms confirmed high levels of beneficiary satisfaction, sustained engagement, and meaningful educational outcomes, demonstrating the program's success and potential for wider scalability.*		

5) Photographs conveying before and after impact of the Programme
(a maximum of 3 impact situations may be shared per Programme)

S1: Upto Rs1 Cr	S2: More than Rs1 Cr
Must Reply	Must Reply

Form 1B - Annual Self-Disclosures Report for NPOs
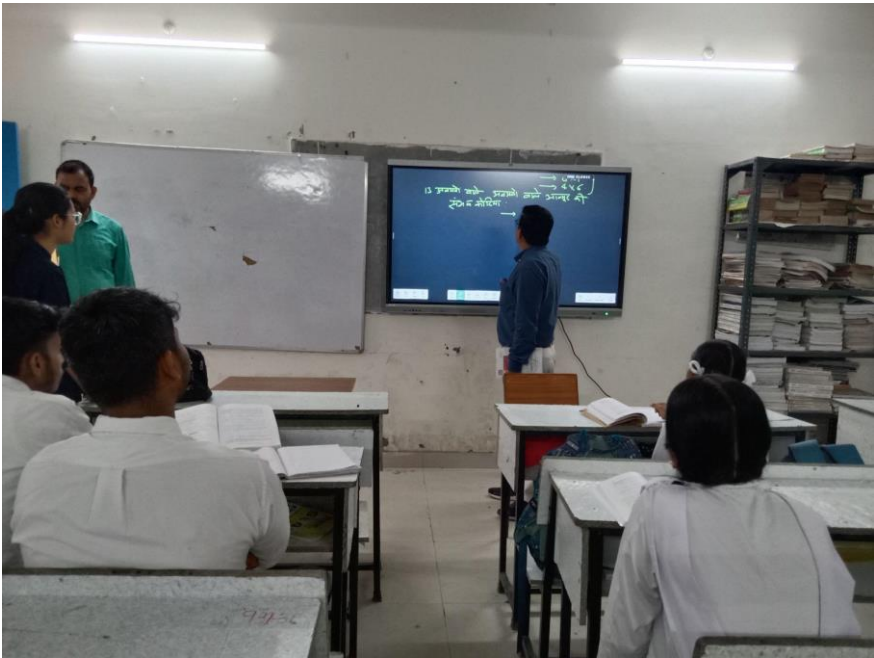
6) **Annexures**

S1: Upto Rs1 Cr	S2: More than Rs1 Cr
Must Reply	*Must Reply*

Item	NA	Yes	No

Form 1B - Annual Self-Disclosures Report for NPOs

1) Blank copy of any questionnaire or survey forms used	Yes
2) Summary analysis of surveys undertaken	Yes
3) Impact Map linking outputs and outcomes to activities	Yes
4) Copies of other consultation details (such as focus group write-ups, workshop notes, etc.)	Yes
5) Copies of evidence summarised or quoted in the social impact report	Yes
6) Notes of the previous social impact assessment meetings (when applicable)	NA
7) Past Social Impact Assessment Statements for the projects funded by the Listed Security (when applicable)	NA
8) Completion certificate of approved mandatory capacity building workshops	Yes
9) Case Studies/ Stakeholder Testimonials	Yes
10) All stand-alone reports and that have contributed to the organisation's impact reporting for this period	Yes

End of Sub-Section 1B.2.1Use Sub-Section 1B.2 format for each Programme Report[5] with Title Prefixed by Sub-section 1B.2.2, 1B.2.3, 1B.2.4, 1B.2.5 and so on for reporting additional projects totalling to 67 percent of total programme expenditure in the financial year under review mentioned at

SSE may specify additional parameters that may be required to be disclosed by SE in its AIR

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[5] For each programme reported in table 1.2.(ii) in Form 1.2

Form 1B.3
Declaration

S1: Upto Rs1 Cr	S2: More than Rs1 Cr
Must Reply	Must Reply

I hereby certify that all the information provided in this report are correct and that all documents submitted by our organisation are true copies.

Authorised Representative of Routes 2 Roots Name: Teena Vachani.

Signed:…………………………….   Date: 31.05.2025 Place:New Delhi …………………..

Seal of NPO:

===

Form 1B.4
Statement of Compliance

I, Teena Vachani.General Secretary of Routes 2 Roots certify that:

a. All activities undertaken by the Social Enterprise are in conformity with the objectives as stated in the relevant constitution documents and aligned to the vision, purpose and mission of the Social Enterprise.

b. Activities reflect primacy of Social intent in the functioning of the Social Enterprise as per SEBI Act and regulations made thereunder that at least 67 percent* of our organisation's activities cover target population segments/ entities that are under-served or less privileged or live in regions recording lower performance in the development priorities of central or state governments (immediately preceding 3-year average of revenues/ expenditure/ total customer base and/or total number of beneficiaries[6])

c. I have reviewed the financial statements prepared by the Social Enterprise for the year ended ….. and to the best of my knowledge and belief these Statements do not contain any materially untrue statement or omit any material fact or contain statements that might be misleading. Further, these Statements together present a true and fair view of the Social Enterprise's affairs and are in compliance with the relevant Accounting Standards, applicable laws and regulations

d. To the best of my knowledge and belief, no transactions entered into by the Social Enterprise during the year ended ….. are fraudulent, illegal or violative of the laws, regulations and policies and procedures of the Social Enterprise. The Social Enterprise has complied with all applicable laws and regulations as applicable for the Social Enterprise.

e. I accept responsibility for establishing and maintaining internal controls for operations, as well as financial reporting. The Social Enterprise has implemented and evaluated the effectiveness of its internal control systems in the conduct of operations and reporting thereon.

f. I am not aware of any instance during the year in which significant fraud occurred, involving management or any employee with a substantial role in the Social Enterprise's internal control systems.

Name: Teena Vachani
General Secretary of Routes 2 Roots
Signed:……………………………….. Date: 31.05.2025 Place: Delhi   Seal of NPO:

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[6] Beneficiaries includes entities such as individual, person, thing, article, unit, body, creature

Routes 2 Roots

Regd off: S-43, Panchsheel Park,New Delhi-110017

Corp off: G-2,Max Tower, Delhi One, Sector-16B, Gautam Buddh Nagar, Noida Uttar Pradesh-201301

Email: info@routes2roots.com, Contact: +91-0120-4123996

Provisional Balance Sheet as at 31st March, 2025   (Amount in ₹)

Particulars	Note No.	Figures as at the end of 31st March 2025	Figures as at the end of 31st March 2024
I. EQUITY AND LIABILITIES			
1 Owners funds			
(a) Capital Fund	2.01	17,001.12	17,001.12
(b) Reserve and Surplus	2.02	4,487,091.46	(4,764,109.80)
		4,504,092.58	(4,747,108.68)
2 Current liabilities			
(a) Short term borrowings	2.03	5,230,802.80	1,187,510.00
(b) Trade Payables	2.04		
Total Outstanding Dues of Micro Enterprises			
(i) and Small Enterprises			
Total Outstanding Dues of Creditors Other			
(ii) than Micro Enterprises and Small Enterprises		1,229,230.78	14,795,790.16
(c) Other current liabilities	2.05	1,049,664.88	3,937,111.80
		7,509,698.46	19,920,411.96
TOTAL (1+2)		12,013,791.04	15,173,303.28
II. ASSETS			
1 Non-current assets			
(a) Property, Plant & Equipment and Tangible Assets	2.06		
(i) Tangible assets		6,584,833.00	3,573,193.00
(b) Other non-current assets	2.07	-	-
		6,584,833.00	3,573,193.00
2 Current assets			
(a) Trade Receivables	2.08	452,438.00	136,000.00
(b) Cash and Bank Balance	2.09	3,279,063.04	10,297,071.31
(c) Short Term Loans and Advances	2.10	224,000.00	121,000.00
(d) Other current assets	2.11	1,473,457.00	1,046,039.00
		5,428,958.04	11,600,110.31
TOTAL(1+2)		12,013,791.04	15,173,303.28
Notes to Financial statements	1& 2		

FOR Routes 2 Roots

Teena Vachani
Secretary

Routes 2 Roots

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Provisional Statement of Income and expenditure for the year ended 31st March 2025

(Amount in ₹)

	Particulars	Note No.	Figures as at the end of 31st March 2025	Figures as at the end of 31st March 2024
	Income			
I.	**Revenue from operations**	2.12	55,718,071.00	39,108,100
II.	Other income	2.13	52,639.82	35,338
III.	**Total Income (I + II)**		55,770,710.82	39,143,438
IV.	Expenses:			
	Application towards object of the Institution	2.14	45,509,715.18	47,937,626.45
	Application for establishment and administrative expenses	2.15	1,009,794.38	854,754.24
	Total expenses		46,519,509.56	48,792,381
V.	**Profit before exceptional and extraordinary items and tax (III-IV)**		9,251,201.26	(9,648,942.80)
VI.	Exceptional items		-	-
VII.	**Profit before extraordinary items and tax (V - VI)**		9,251,201.26	(9,648,943)
VIII.	Extraordinary Items		-	-
IX.	**Profit before tax (VII- VIII)**		9,251,201.26	(9,648,942.80)
X	Tax expense:			
	(1) Current tax		-	-
	(2) Deferred tax		-	-
XI	**Profit (Loss) for the period from continuing operations (IX-X)**		9,251,201.26	(9,648,943)
XII	Profit/(loss) from discontinuing operations		-	-
XIII	Tax expense of discontinuing operations		-	-
XIV	**Profit/(loss) from Discontinuing operations (after tax) (XII-XIII)**		-	-
XV	**Profit (Loss) for the period (XI + XIV)**		9,251,201.26	(9,648,943)
	Notes to financial statements	1&2		

FOR Routes 2 Roots

Teena Vachani
Secretary

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Provisional Cash Flow Statement for the Year Ended 31st March 2025 (Amount in ₹)

Particular	Note No.	Year ended 31.03.2025	Year ended 31.03.2024
A. CASH FLOW FROM OPERATING ACTIVITIES			
Net Income before tax and extraordinary items		9,251,201	(9,648,943)
Adjusted for:			
Depreciation		-	-
lnterest on lT Refund			(1,851)
Adjusted for:		9,251,201	(9,650,794)
lncrease / (Decrease) in other current tiabilities		475,864	323,963
Increase / (Decrease) in trade and other payable		14,174,580	(705,626)
Increase / (Decrease) in trade and other receivable		4,714,000	(977,000)
Increase / (Decrease) in Current assets		433,601	3,828,026
Cash generated from Operations		29,049,246	(7,181,431)
Income Tax Refund Received			27,450
NET CASH FROM OPERATING ACTIVITIES		29,049,246	(7,153,981)
B. CASH FLOWS FROM INVESTING ACTIVITIES			
Purchase of Property Plant & Equipment		(3,011,640)	(361,387)
NET CASH USED IN INVESTING ACTIVITIES		(3,011,640)	(361,387)
C. CASH FLOWS FROM FINANCING ACTIVITIES			
Short term Borrowing		(4,366,686)	(2,131,860)
NET CASH FROM/(USED IN) FINANCING ACTIVITIES		(4,366,686)	(2,131,860)
Net (Decrease) Increase in Cash & Cash Equivalents (A+B+C)		21,670,920	(9,647,227.80)
Cash and Cash Equivalents at the beginning of the year		(7,433,075)	2,214,153
Cash and Cash Equivalents at the end of the year	2.09	14,237,845	(7,433,075)
Notes to Financial statements	1&2		

AS PER OUR SEPARATE REPORT OF EVEN DATE ATTACHED
FOR Routes 2 Roots

Teena Vachani
Secretary

Routes 2 Roots
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Provisional Notes to the financial statements for the year ended 31st March 2025   (Amount in ₹)

2.01 CAPITAL FUND

Particulars	March 31,2025	March 31,2024
General Fund	-	-
- Opening Balance	17,001.12	17,001.12
Add: During the year	-	-
Closing Balance	17,001.12	17,001.12

2.02 RESERVE AND SURPLUS

Particulars	March 31,2025	March 31,2024
Undistributed Surplus	-	-
- Opening Balance	(4,764,109.80)	4,884,833.00
Add: During the year	9,251,201.26	(9,648,942.80)
Closing Balance	4,487,091.46	(4,764,109.80)

2.03 SHORT TERMS BORROWINGS

Particulars	As at March 31,2025	As at March 31,2024
Loan from Members/Founder	5,230,802.80	1,187,510.00
Total	**5,230,802.80**	**1,187,510.00**

2.04 TRADE PAYABLES

	Particulars	As at March 31,2025	As at March 31,2024
(a)	Total Outstanding dues of Micro,small and medium enterprise	-	-
(b)	Total Outstanding dues of creditors other than micro, small and medium enterprise	1,229,230.780	14,795,790.16
	Total Trade Payables	**1,229,230.78**	**14,795,790.16**

Disclosures under the Micro, Small and Medium Enterprises Development Act, 2006:

Particular	2024-25		2024-25	
	Principle	Interest	Principle	Interest
Interest & principle paid beyond due date	-	-	-	-
Interest & principle o/s (Year end)	-	-	-	-
Interest due for principle paid beyond due date	-	-	-	-
Balance Interest accrued for principle unpaid (2-3)	-	-	-	-
Status of Interest up to reporting date	-	-	-	-

2.05 OTHER CURRENT LIABILITIES

Particulars	As at March 31,2025	As at March 31,2024
Others		
- Expenses Payable	1,049,664.88	962,111.80
Advances against programme	-	2,975,000.00
Total	**1,049,664.88**	**3,937,111.80**

2.07 OTHER NON-CURRENT ASSETS

Particulars	As at March 31,2025	As at March 31,2024
Electricity Security		
Studio Security		
Total	**-**	**-**

Routes 2 Roots
Regd off: S-43, Panchsheel Park,New Delhi-110017
Corp off: G-2,Max Tower, Delhi One, Sector-16B, Gautam Buddh Nagar, Noida Uttar Pradesh-201301
Email: info@routes2roots.com, Contact: +91-0120-4123996
Provisional Notes to the financial statements for the year ended 31st March 2025   (Amount in ₹)

2.08 TRADE RECEIVABLE

Particulars	As at March 31,2025	As at March 31,2024
Outstanding for a period less than 6 months from the date they are due for receipt		
(a) Secured Considered good	452,438.00	136,000.00
	452,438.00	136,000.00
Outstanding for a period exceeding 6 months from the date they are due for receipt		
(a) Secured Considered good	-	-
	-	-
Total	**452,438.00**	**136,000.00**

2.09 CASH AND BANK BALANCE

Particulars	As at March 31,2025	As at March 31,2024
Cash and Bank Balance		
Cash on hand	250,724.00	16,333.00
Balance with banks		
- In Current and deposit account	3,028,339.04	10,280,738.31
- Fixed Deposit with Bank	-	
	3,279,063.04	10,297,071.31
Total	**3,279,063.04**	**10,297,071.31**
Details of Balances in Current Account		
- HDFC Bank - 0104	1,856,755.04	42,401.31
- HDFC Bank- 6356	1,171,584.00	38,337.00
- SBI FCRA (Utilisation Account)	-	-
- SBI Current Account	-	-
- Axis Bank Escrow AC	-	10,200,000.00
	3,028,339.04	10,280,738.31

2.10 SHORT TERM LOANS AND ADVANCES

Particulars	As at March 31,2025	As at March 31,2024
(a) Other Loans and Advances		
Advance to staff	224,000.00	121,000.00
Adavance to Supplier	-	-
Total	**224,000.00**	**121,000.00**

2.11 OTHER CURRENT ASSETS

Particulars	As at March 31,2025	As at March 31,2024
Income Tax Refund Due	23,731.00	23,731.00
TDS Receivable	32,998.00	3,000.00
Other Current Assets	1,416,728.00	1,019,308.00
Total	**1,473,457.00**	**1,046,039.00**

2.12 REVENUE FROM OPERATIONS

Particulars	For the Year Ended 31st March 2025	For the Year Ended 31st March 2024

Routes 2 Roots
Regd off: S-43, Panchsheel Park,New Delhi-110017
Corp off: G-2,Max Tower, Delhi One, Sector-16B, Gautam Buddh Nagar, Noida Uttar Pradesh-201301
Email: info@routes2roots.com, Contact: +91-0120-4123996

Provisional Notes to the financial statements for the year ended 31st March 2025   (Amount in ₹)

Voluntary Donation	7,226,740.00	3,263,600.00
Receipt under CSR activity	32,396,760.00	5,000,000.00
Grant Received	6,000,000.00	20,844,500.00
Publice Issue		10,000,000.00
NABARD	500,000.00	-
Installation and Workshop	9,594,571.00	-
Total	**55,718,071.00**	**39,108,100.00**

2.13   OTHER INCOME

Particulars	For the Year Ended 31st March 2025	For the Year Ended 31st March 2024
Bank Interest	52,639.82	27,170.00
Interest on Income Tax Refund	-	-
Revenue from social media	-	8,167.89
Balance Written Off	-	-
Total	**52,639.82**	**35,337.89**

2.14   APPLICATION TOWARDS OBJECT OF THE INSTITUTION

Particulars	For the Year Ended 31st March 2025	For the Year Ended 31st March 2024
Salary Expenses	8,939,705.95	6,698,226.63
Staff Welfare Expense	65,041.61	48,458.38
Conveyance and Travelling Expenses	113,097.00	188,779.78
Electricity Expenses	348,410.76	396,427.04
Web Hosting and Virtual Expenses	1,221,294.20	41,389.19
Professional Charges	4,702,167.00	3,643,816.00
Studio Maintenance	1,008,499.36	1,028,011.96
Printing and Stationary	3,094,101.00	1,622,441.87
Repairs and Maintenance	105,416.00	248,402.16
Telephone Expenses	153,197.20	141,798.45
Workshop Expense	2,179,645.80	4,135,074.33
Installation and Training Expense	12,956,071.40	21,136,435.80
Business Promotion	18,880.00	28,215.00
Courier Expenses	46,984.96	33,253.00
Festival Expense	198,806.30	184,719.00
Miscellanous Expense	20,943.58	123,743.00
Musical Instruments	304,799.79	12,160.00
Office Expense	339,630.32	139,579.36
Honorarium	1,268,883.74	1,500,000.00
Patent & Trademark	-	41,720.00
Prize and Gifts	114,960.00	646,087.21
Rates and Taxes	838,195.60	974,233.02
Social Media & Public Relation Expenses	895,984.68	514,500.00
Studio and office Rent	3,101,513.76	3,555,064.33
Server and software	487,731.00	36,064.72
Tour and travel	58,821.12	457,411.50
Uniform Expense	9,927.00	13,204.71
Boarding And Lodging expenses	429,455.26	196,535.50
Listing & Registration Fee		36,561.50
Monitering & Assesment Expenses	8,076.00	17,180.00
Internet Conncetivity Expenses	42,376.00	98,133.00
Charity Expenses	200,000.00	-
Requiter Exp	3,546.16	-
NSE Listing	557,234.63	-
Cultural Book	15,900.00	-
Incentive	1,249,000.00	-
Hall Booking Exp	411,418.00	-
Total	**45,509,715.18**	**47,937,626.45**

2.15   APPLICATION FOR ESTABLISHMENT AND ADMINISTRATIVE EXPENSES

Particulars	For the Year Ended 31st March 2025	For the Year Ended 31st March 2024

Routes 2 Roots

Regd off: S-43, Panchsheel Park,New Delhi-110017

Corp off: G-2,Max Tower, Delhi One, Sector-16B, Gautam Buddh Nagar, Noida Uttar Pradesh-201301

Email: info@routes2roots.com, Contact: +91-0120-4123996

Provisional Notes to the financial statements for the year ended 31st March 2025   (Amount in ₹)

Bank Charges	469.52	12,159.16
Auditor Remuneration	158,190.00	20,000.00
Membership and subscription	318,600.00	235,800.00
House Tax & Licance fee	7,741.94	5,523.00
Short & Excess		272.45
Salary Expenses		404,272.45
Staff Welfare Expense		2,929.09
Conveyance and Travelling Expenses		11,410.87
Electricity Expenses		23,962.19
Studio Maintenance		-
Printing and Stationary	52,675.00	97,920.13
Repairs and Maintenance		15,014.76
Telephone Expenses	354,340.00	8,571.06
Office Expense	117,777.92	13,104.93
Studio and office Rent		-
Uniform Expense		798.16
Balance Writte off		3,016.00
Total	**1,009,794.38**	**854,754.24**

PAYMENT MADE TO AUDITORS

Particulars	For the Year Ended 31st March 2025	For the Year Ended 31st March 2024
For Statutory Audit fees	20,000.00	45,000.00
Total	**20,000.00**	**45,000.00**

1   Previous year figures have been regrouped and / or reclassified wherever necessary to make them

2   Amount in Financial Statements are rounded off to the nearest rupee value.

3   As per Accounting standard 18,there are no related parties transection during the year.

4   **Related Party Transactions :**

Trustee   Rakesh Gupta

Tina Vachani

Amita Gupta

Ravi Vachani

Disha Gupta

Anushree Gupta

Sahil vachani

Loan Taken and Repayment thereof

	Year Ended	Loan Taken	Repayment	Amount owed to Related Parties
Trustee				
Tina Vachani	31/03/2025	2,275,967.00	100,000.00	3,363,477.80
	31/03/2024	-	-	1,187,510.80

0   **-   0**

Place : New Delhi

Date:

Routes 2 Roots
Regd off: S-43, Panchsheel Park,New Delhi-110017
Corp off: G-2,Max Tower, Delhi One, Sector-16B, Gautam Buddh Nagar, Noida Uttar Pradesh-201301
Email: info@routes2roots.com, Contact: +91-0120-4123996
Provisional Notes to The Financial Statements For the Year ended 31st March 2025

2.06 Property, Plant & Equipments and Intangible Assets (Amount in ₹)

S.No	Property Plant & Equipment and Intangible Assets	Gross Carrying Amount			Accmulated Depreciation / Amortization			Net Carrying Amount	
		Balance as at 1 April 2024	Additions	Balance as at 31 March 2025	Balance as at 1 April 2024	Charge for the year	Balance as at 31 March 2025	Balance as at 31 March 2024	Balance as at 31 March 2025
	Tangible Assets								
1	Air Conditioner	217,720.00	-	217,720.00	-	-	-	217,720.00	217,720.00
2	Computers and its accessories	778,071.00	-	778,071.00	-	-	-	778,071.00	778,071.00
3	Laptops/Computers EFC	246,263.00	-	246,263.00	-	-	-	246,263.00	246,263.00
4	Furniture & Fittings	722,398.00	-	722,398.00	-	-	-	722,398.00	722,398.00
5	IT Equipment	730,196.00	-	730,196.00	-	-	-	730,196.00	730,196.00
6	Printer	59,545.00	21,099.00	80,644.00	-	-	-	59,545.00	80,644.00
7	Yamaha MGP Mixer	68,000.00	-	68,000.00	-	-	-	68,000.00	68,000.00
8	Video Camera	751,000.00	-	751,000.00	-	-	-	751,000.00	751,000.00
9	Vehical	-	2,990,541.00	2,990,541.00	-	-	-	-	2,990,541.00
	Total (a)	3,573,193.00	3,011,640.00	6,584,833.00	-	-	-	3,573,193.00	6,584,833.00
	Previous Year	-						3,573,193.00	

List of Unsecured Loans

S.No.	Particulars	As at March 31,2025	As at March 31,2024
1	Teena Vachani	3,363,477.80	1,187,510.00
2	Kotak Mahindra Bank	1,867,325.00	
	Total	**5,230,802.80**	**1,187,510.00**

List of Expenses Payable

S.No.	Particulars	As at March 31,2025	As at March 31,2024
1	Auditors Remuneration		
2	Electricity Expense Payable		5,440.05
3	TDS Payable	185,339.30	77,326.16
4	Outstanding Salary		70,000.00
5	Salary Payable	895,997.71	789,874.81
6	Telephone expenses		10,470.78
7	Bank Credit Card	(49,122.46)	
8	Artist Fee Payable	-	9,000.00
	Taukir Raza	17,450.33	
	Total	**1,049,664.88**	**962,111.80**

List of Advance Given

S.No.	Particulars	As at March 31,2025	As at March 31,2024
1		-	-
	Total	**-**	**-**

List of Advances received

S.No.	Particulars	As at March 31,2025	As at March 31,2024
1	Advance received for programme	-	2,975,000
	Total	**-**	**2,975,000**

List of Trade Payable

S.No.	Particulars	As at March 31,2025	As at March 31,2024
1	Max Asset Service Limited	95,451.21	286,356.49
2	Max tower Private limited	295,592.20	591,184.20
3	Parragon Publishing India Private Limited	15,900.00	-
4	India Interantional Center	178,200.00	-
5	Harsh Srivastava		49,500.00
6	Digital PR Medios Pvt Ltd	8,893.00	-
7	CAREER SKILLS EDUCATION AND RESEARCH	211,361.54	-
8	Aenox Digital Technology Limited	2,698.60	-

9	Amrit Musical Pvt Ltd	93,548.79	-
10	Virsa The Digital Learning Private Limited		4,226,293.00
11	Nagababu Vadhman		(6,247.50)
12	SGNA & Co.		16,700.00
15	Aaryavratt		12,000.00
16	A D Zone	2,894.00	6,359.00
17	Smart School Education Private Limited	21,240.00	8,732,000.00
18	VNB Technologies Private Limited	292,547.56	195,322.40
19	Axis Bank Credit Card		466,322.57
20	AKAR & Associates		20,000.00
21	ZCZP Oversubscriber		200,000.00
22	Speed Air Logistics Pvt Ltd	10,903.88	-
	Total	**1229230.78**	**14,795,790**

List of Other Current Assets

S.No.	Particulars	As at March 31,2025	As at March 31,2024
1	Equipments in hand for Virsa Programme		
	-LED TV 43/IFP	397,420	-
	-Tablet		-
	-Web Cam		-
2	Electricity Security	70,400	70,400
3	Studio Security	948,908	948,908
	Total	**1,416,728**	**1,019,308**

List of Trade Receivable

S.No.	Particulars	As at March 31,2025	As at March 31,2024
1	Workshop Reimburshment	452,438	124,000
2	Indian Institute of Packaging	-	12,000
3	Ministry of Culture	-	-
	Total	**452,438**	**136,000**

Independent Auditor's Report

To the Members of Routes 2 Roots
(a Society Registered under Societies Registration Act 1860)

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of **Routes 2 Roots (a Society Registered under Societies Registration Act 1860)** ("The Society"), which comprise the balance sheet as at 31 March 2024, the statement of Income and Expenditure for the year then ended and cash flows statement for the year ended, and a summary of significant accounting policies and other explanatory information.

In our opinion and to the best of our information and according to the explanations given to us, the aforesaid financial statements give the information required by the **Societies Registration Act 1860** ("the Act") in the manner so required and give a true and fair of the state of affairs (financial position) of the Society as at 31 March 2024, its Profit (financial performance) and its cash flows for the year ended on that date in accordance with accounting standards issued by the Institute of Chartered Accountant of India (ICAI).

Basis for opinion

We conducted our audit in accordance with the standards on auditing issued by the ICAI. Our responsibilities under those Standards are further described in the auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the Institution in accordance with the code of ethics issued by the Institute of Chartered Accountants of India (ICAI) together with the ethical requirements that are relevant to our audit of the financial statements under the provisions of the **Societies Registration Act 1860** and the rules thereunder, and we have fulfilled our other ethical responsibilities in accordance with these requirements and the ICAI's code of ethics. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of management and those charge with the Governance for the Financial Statements

The Governing body of the Soceity is the responsible for the preparation and fair presentation of the financial statements in accordance with the aforesaid accounting standards, and for such internal control as the Governing body determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, The Governing Body is responsible for assessing the Society's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless Governing body either intends to liquidate the Society or to cease operations, or has no realistic alternative but to do so.

Those charge with governance are also responsible for overseeing the Society's financial reporting process.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with SAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with SAs, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the society's internal control.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by Governing body of the Society.

- Conclude on the appropriateness of Governing body's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Society's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Society to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

We also provide those charged with governance with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on our independence, and where applicable, related safeguards.

Materiality is the magnitude of misstatement in the financial statement that individually or in aggregate make it probable that the economic decision of a reasonably knowledgeable user of the financial statement may be influenced. We consider quantitative materiality and qualitative factor in (i) planning the scope of our audit work and in evaluating the results of our work; and (ii) to evaluate the effect of any identified misstatements in the financial statement.

For AKAR & Associates

Chartered Accountants

ICAI FRN.NO:003753N

Annu Thapar

Partner

Membership: 085996

Date:

Place: New Delhi

UDIN: 24085996BKBLQV9421

Vivek Sanjay & Co.
Chartered Accountants

INDEPENDENT AUDITOR'S REPORT

To the members of Routes 2 Roots, S-43,Panchsheel Park, New Delhi-110017

Opinion

We have audited the financial statement of Routes 2 Roots, New Delhi,("The Society") which comprise the balance sheet as at March 31st 2023, and the statement of income and expenditure and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies and other explanatory information.

In our opinion and to the best of our information and according to the explanation given to us, the accompanying financial statements give the information required by the Societies Registration Act 1860 ("The Act") in the manner so required and give a true and fair view of the financial position of the entity as on March 31, 2023 and of its financial performance and its profit and its cash flows for the year then ended in accordance with the accounting standards issued by the Institute of Chartered Accountant of India (ICAI).

Basis for Opinion

We conducted our audit in accordance with the Standards on Auditing (SAs) issued by ICAI. our responsibilities under those standard are further described in the Auditor's Responsibilities for the audit of Financial Statement section of our report. We are independent of the entity in accordance with the ethical requirements that are relevant to our audit of the financial statement under the provision of Societies Registration Act 1860 and the rules there under in India, and we have fulfilled our other ethical responsibilities in accordance with these requirements and the code of ethics. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on the financial statement.

Responsibilities of management and Those Charge with Governance for the financial statements

The Governing Body of the Society is responsible for the preparation and fair presentation of the financial statements in accordance with the aforesaid Accounting standards, and for such internal control as The Governing Body determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, The Governing Body is responsible for assessing the entity's ability to continue as a going concern, disclosing, as applicable matters related to going concern and using going concern basis of accounting unless management either intends to liquidate the entity or to cease operations, or has no realistic alternative but to do so.

Those charge with governance are responsible for overseeing the entity's financial reporting process.

Auditor's responsibilities for the Audit of Financial Statements

Our objective are to obtain reasonable assurance about whether the financial statement as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with SAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate , they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with SAs, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is

sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Governing Body of the Society.

- Conclude on the appropriateness of Governing Body's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the entity to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings,

including any significant deficiencies in internal control that we identify during our audit.

We also provide those charged with governance with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on our independence, and where applicable, related safeguards.

Materiality is the magnitude of misstatement in the financial statement that individually or in aggregate make it probable that the economic decision of a reasonably knowledgeable user of the financial statement may be influenced. We consider quantitative materiality and qualitative factor in (i) planning the scope of our audit work and in evaluating the results of our work; and (ii) to evaluate the effect of any identified misstatements in the financial statement.

For Vivek Sanjay & Co.
Chartered Accountants
(Firm Registration No : 014189N)

(CA Vivek Gupta)
Partner
M. No. : 092554
UDIN : 23092554BGYGSA7635

Place of Signature : New Delhi
Date : 23/09/2023

Routes 2 Roots
S-43,Panchsheel Park,New Delhi-110017 (India)
Phone No. 011-41745198 Email: info@routes2roots.com

SCHEDULES FORMING PART OF THE ACCOUNTS FOR THE YEAR ENDED 31st MARCH 2023

1. STATUS AND PRINCIPAL ACTIVITIES

The Routes 2 Roots (the Society), has been registered as a Society under the Societies Registration Act, 1860 .

The primary objects of the Governing Body as per its Rules and Regulations are promoting and developing education through cultural program.

2. SIGNIFICANT ACCOUNTING POLICIES

a) Background & Accounting Convention

The financial statements are prepared in accordance with the stipulations of the Rules and Regulations of the Society.

The financial statements are prepared under the historical cost convention, following the accrual concept of accounting in accordance with the accounting principles generally accepted in India (Indian GAAP), including the applicable Accounting Standards, and on the basis of the decisions taken by the General Body, Governing Body and other related committees.

The accounting policies adopted in the preparation of the accounts are consistent with those followed in the previous year.

b) Use of Estimates

The presentation of financial statements in conformity with the generally accepted accounting principles requires estimates and assumptions to be made that affect the reported amount of assets and liabilities on the date of financial statements and the reported amount of revenues and expenses during the reporting period. Difference between the actual results and estimates are recognized in the year in which the results are known/ materialized.

c) Income and Expenditure Account

The Society has considered the incomes earned in the nature of Donation Received ,Revenue for Virsa Programme and Other Income etc. and the expenditure incurred for Virsa Programme,other Programme and Other Expenses etc. directly in the Income and Expenditure Account.

d) Property Plant & Equipments

The fixed assets are recognized in financial statements in accordance with AS-10 (amended). The cost of an item of property, plant & Equipment is recognized as an assets if and only if it is probable that future economic benefits associated with the item will flow to the association . Tangible Fixed assets

For Routes 2 Roots

Gen. Secretary

For Routes 2 Roots

President

SCHEDULES FORMING PART OF THE ACCOUNTS FOR THE YEAR ENDED 31st MARCH 2023

are stated at its purchase price including import duties, non refundable purchase taxes after deducting trade discount and rebate, duties, freight, insurance and other incidental expenses incurred for bringing the assets to the working condition required for their intended use, less depreciation and impairment. In case of import of capital assets, the effect of foreign exchange fluctuation has been adjusted to assets in accordance with AS-11.

e) Revenue Recognition

Revenue from Virsa Program, Grant & Other Income is recognized on accrual basis .

f) Expenses recognition

All Expenses are accounted for on accrual basis.

g) Foreign Currency Transactions

Foreign Currency Transactions are accounted at the exchange rates prevailing on the date of the transaction or at the rates which approximate the rates that prevailing on the date of the transaction. Year-end monetary items denominated in foreign currencies are restated at the exchange rates prevailing on the last day of the accounting year. The gain / loss arising on account of such translation / restatement is recognized in the Income and Expenditure Account.

h) Provisions, Contingent Liabilities and Contingent Assets

Provisions are recognized only when there is a present obligation as a result of past events and when a reliable estimate of the amount of obligation can be made. Contingent liabilities is disclosed for (1) Possible obligation which will be confirmed only by future events not wholly within the control of the society or (2) Present obligations arising from past events where it is not possible that an outflow of resources will be required to settle the obligation or a reliable estimate of the amount of obligation cannot be made. Contingent Assets are not recognized in the financial statements since this may result in the recognition of income that may never be realized.

For Routes 2 Roots

Gen. Secretary

For Routes 2 Roots

President

To
BMW India Foundation
1st Floor, Oberoi Centre, Building No. 11,
DLF Cyber City, Phase-II, Gurugram,
Haryana, India - 122002

We have examined the books of account, vouchers, bank statements and other relevant records maintained by Routes 2 Roots (a Society registered under Society Registration Act, 1860), having its registered office address at S-43, Panchsheel Park, New Delhi-110017. The company has received Total CSR Amount of INR 16 lacs from BMW India Foundation and the Utilization of the same is below mentioned:

Fund Utilization Statement

Particular	Amount (Rs)
Fund Received in First Trance – 14.11.2024	800,000.00
Fund Received in Second & Final Trance – 15.01.2025	800,000.00
Total CSR Amount Received	**16,00,000.00**
Expenditures till 31st December 2024	
75" IFD Panel, with the camera and microphones, K12 Education Application, Routes 2 Roots Application	1,362,900.00
Installation & Training Cost	82,046.00
Workshops Cost	121,831.00
Teacher Remuneration	10,000.00
Technical Support	30,000.00
Studio Cost	
Fibber connectivity for Studio	2,600.00
Rent & Electricity	16,000.00
Telecom, Internet & Connectivity & Misc	1,000.00
Total Expenditures	**1,626,377.00**

For AKAR & Associates
Chartered Accountants
Firm Reg No. 003753N

Annu Thapar
Partner
M. No. 085996
Date: April 12th, 2025
Place: New Delhi
UDIN: 25085996BMIBDE8350
Certificate No. AKAR/2024-25/085

Date: 12th April 2025

To,

Max India Foundation,
Level 21 - Max Towers, Sector 16B,
Gautam Buddh Nagar,
Noida, Uttar Pradesh – 201301

Sub: Utilisation of CSR fund amounting Rs. 75 Lakh received during the FY 2024-25

Dear Sir/Madam,

Based on the information, documents, bills etc and unaudited books of account provided to us by the Routes 2 Roots ("Society") having its office at G-2, Max Towers. Sec 16 B, Gautam Buddh, Noida, Uttar Pradesh -201301, we M/s AKAR and Associates, Chartered Accountant hereby certify that during the FY 2024-25 the society has received CSR fund amounting Rs 75 Lakh and funds are utilised for the purpose which they have been approved as detailed given in Annexure A enclosed herewith.

This certificate has been issued on the specific request made by the Routes 2 Roots ("Society").

For AKAR & Associates
Chartered Accountants
FRN No. 003753N

Annu Thapar
Partner
M.No: 085996

Place: New Delhi
UDIN: 25085996BMIBDF8005
Certificate No. AKAR/2025-26/086

1. Details of Fund Utilization during the year:

Particular		FY 2024-25 (Amount in INR)
(1) Total Amount Received From MIF during the financial year (18,75,000/- each Qtr)		**75,00,000**
Less : Amount Spent (detail of amount spent project wise) during the financial year.		
(A) Material Expenditure		
• 65" IFD Panel with camera and Microphone, K12 Education	21,89,035.00	
• Application, Routes 2 Roots Application	1,57,990.00	
• Musical Instruments	1,77,921.79	**25,24,946.79**
(B) Workshop Cost		**18,47,247.00**
(C) Resource Cost		**6,40,000.00**
(D) Public Relation Agency		**3,80,185.00**
(E) Classes Cost		
• Teacher Remuneration	3,03,460.00	
• Support Staff	8,45,000.00	
• Studio Cost	6,46,194.00	
• Others	3,11,152.00	
• Monitoring Cost	24,001.00	**21,29,807.00**
(2) Amount Spent		**75,22,185.79**
Balance amount carried forward to financial year (Closing Balance as at 31-03-2025) {Total (1)-(2)}		**(22,185.79)**

A K A R & ASSOCIATES
CHARTERD ACCOUNTANTS

B-6/25/1, Safdarjung Enclave,
New Delhi-110029, India
Tel. : 011-41652638, 011-79648196
E-mail : mthapar@outlook.com

To,
Dixon Technologies (India) Limited B 14 & 15,
Noida Phase II, Pin – 201305, U.P. India

Date:- 12.04.2025

Utilization certificate for the fund Subscribe by Dixon Technologies (India) Limited in subscription of Social stock exchange of NSE

Subscribed by Dixon Technologies (India) Limited – 19,60,000/-

Project;- Implementation of the free digital teaching program on Art, Culture and Heritage in 20 schools in Himachal Pradesh and Uttarakhand by providing Smart Classroom Equipment, installation and Training.

Expenditure	ZCZP Fund Raised Amount (Rs.)	ZCZP Fund Utilised Amount (Rs.)	Fund Remaining Utilised
ZCZP Instruments received through Social Stock Exchange for the Project from Dixon Technologies (India) Limited	19,60,000.00	19,60,000.00	-
Less:- To 65" Interactive Flat Panel Android 13, 4K IPS panel/8-128/1TB SSD with Camera and Mic With all accessories With K12 license offline/online and Routes 2 Roots Application for daily live interactive classes with 3 year on-site warranty Wall mount stand & Installation and Training	17,46,400.00	17,46,400.00	-
Less:-Transportation Cost (Freight & Insurance)	80,600.00	80,600.00	-
Less:- Travel, Boarding and Lodging, Misc Expenses	1,33,000.00	1,33,000.00	-

For AKAR & Associates
Chartered Accountants
FRN No. 003753N

Annu Thapar
Partner
M.No: 085996

Place: New Delhi
UDIN: 25085996BMIBDG4978
Certificate No. AKAR/2025-26/087

Routes 2 Roots®

ZCZP Funds Utilisation
REPORT 20 24

HIMACHAL PRADESH

UTTRAKHAND
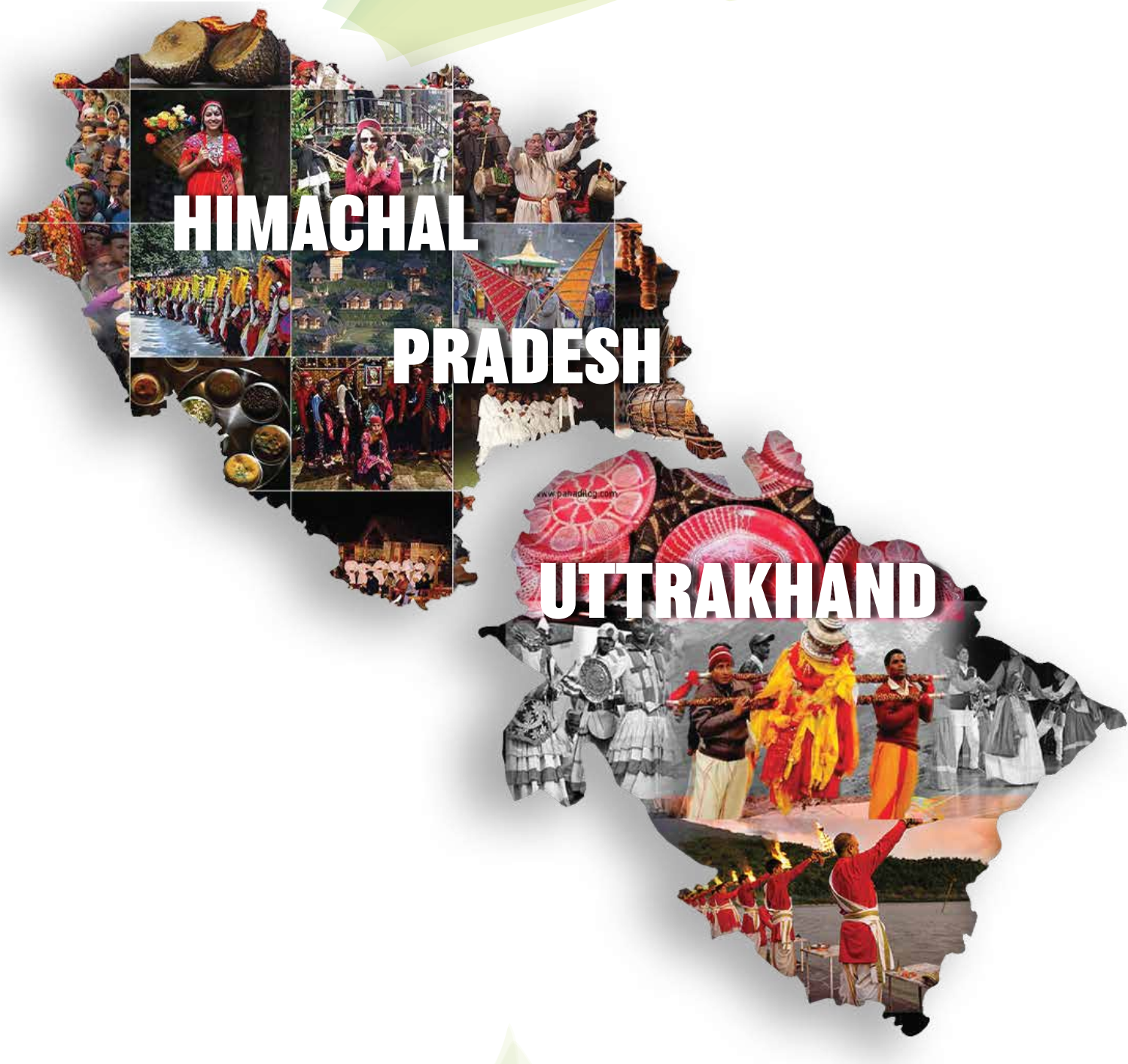
EXECUTION

LISTING **APRIL 2024**

MAY 2024 Installation of Hardware

Training the Teachers **MAY 2024**

Live intractive classes **MAY ONWARDS**

ROUTES 2 ROOTS

Routes 2 Roots registered on December 01, 2004, under the Societies Registration Act, 1860, in NCT Delhi with registration number S/50788/2020 issued by the Registrar of Societies, New Delhi ("RoS") and amended certificate of registeration received on 23/11/2020.

Society Registration No: S/50788/2020

Registered Office: S-43, Panchsheel Park, New Delhi – 110017

Corporate office: Routes 2 Roots, G2, Max Towers, Delhi One, Sector-16 B, Gautam Buddh Nagar, Noida, Uttar Pradesh 201301

Tel.: 01204123996 / 01204124949 / 9810113255

NSE REGISTRATION NO.: NSESSENP00016

BSE REGISTRATION NO : BSESSE0035NP2324

PAN: AAATR9174N

DARPAN ID: DL/2009/000429

Website: https://routes2roots.com

Email: info@routes2roots.com

ABOUT US

ROUTES 2 ROOTS is a prestigious Delhi-based non-profit NGO with a presence all over India and abroad and the world's most significant cultural NGO. Since its inception in 2004, the NGO Has constantly strived to disseminate culture, art, and heritage to people and children for inclusive and peaceful coexistence. Routes 2 Roots began its Digital Learning of Performing Arts program in 2016, with free interactive streaming of online classes comprising 15 Disciplines related to Art, Culture, and heritage. Routes 2 Roots has also created Digital classrooms nationwide by installing equipment like Computers, Web Cameras with microphones, LED Screens, and IFP Panels to equip schools in remote areas to be at par with any modern school in the city. After Installation, the schools are provided daily classes in art and culture, including Yoga, Mindfulness, AI, and K12 content, ensuring complete utilisation of digitisation with monthly attendance of all participating schools. All these are provided free of cost to these schools.

PROJECT

Implementation of the free digital teaching program on Art, Culture and Heritage in 100 schools in Himachal Pradesh and Uttarakhand by providing Smart Classroom Equipment, Musical Instruments, Training to teachers, and maintenance.

The equipment will help create a smart classroom in each school that students can use to learn subjects and act as hubs for nearby schools. Creating a smart classroom will enable the students to update themselves with technology in learning and be able to learn from e-books and K12 soft books online and offline. The students can learn in live, real-time interactive classes, which will enhance their learning skills. It will have an interactive panel and whiteboard for modern learning per international standards. The students can learn in live, real-time interactive classes, which will enhance their learning skills. The students will get connected with Art and culture with the support of technology and AI-enabled tools with the installation of Smart Panels and Smart Classrooms. This way the best classroom technology is integrated with traditional teachers and the most renowned gurus and maestros.

Our target segment is school students, college students, teachers, parents, siblings of students, and individuals desiring to learn Indian art forms, which are part of the cultural heritage of our country. With modern technology, it is essential to integrate technology with Art. Therefore, we have introduced these classes to the art classes. This will enable the integration of art and culture with technology, per the New Education Policy.

ZCZP ALLOTED

ISSUE OF ZCZP & ALLOTMENT

Value of ZCZP Instruments Rs. 1/- Per instruments
Total number of ZCZP - 1,00,00,000

ISIN: INS0R4Y12018
Script Code: R2R-SE

S.NO.	INVESTORS	ALLOTED ZCZP
1	Zerodha Broking Limited	49,00,000.00
2	Dixon Technologies (India) Limited	19,60,000.00
3	A.T.E. Chandra Foundation	14,70,000.00
4	Krishna Buildestates Pvt Ltd	9,80,000.00
5	MAX Ventures Investment Holidings	300,000.00
6	FE Securities Pvt Ltd	195,000.00
7	Nitin Kumar (HUF)	195,000.00

BENEFICIARY SCHOOLS

UTTRAKHAND

S. NO	District	School Name	No. of Teachers	No. of Students
1	Udham Singh Nagar	Army Public School, Hempur	36	850
2		G.G.I.C, Kashipur	33	1467
3		G.I.C, Ramnagar	20	299
4		G.I.C, Pratappur	20	700
5	Nainital	G.G.I.C, Kichha	17	1274
6		G.I.C, Phoolchaur	6	59
7		Sainik School Ghorakhal	26	525
8		G.I.C. peora	20	369
9	Almora	Army Public School , Almora	36	632
10		PM SHRI G.I.C, Almora	38	650
11		G.I.C, Bangora	16	131
12		G.I.C, Vinayak Jamoli (f)	16	91
13	Bageshwar	G.I.C, Kafligair	19	325
14		G.I.C, Bhatkola	17	304
15		G.I.C, Kaulag	11	134
16		Jawahar Navodaya Vidyalaya, Bageshwar	32	435
17	Pithoragarh	G.I.C, Hokara	11	185
18		Army Public School, Pithoragarh	65	1810
19		PM SHRI Jawahar Navodaya Vidyalaya, Pithoragarh	35	472
20		G.I.C, Salla Chingari	11	260
21	Champawat	G.I.C, Barakot	14	145
22		G.I.C Bhigrara	16	320
23		G.I.C, Sipti	17	148
24		Jawahar Navodaya Vidyalaya, Champawat	29	484
25	Haridwar	G.H.S. Akbarpur Jhojha	4	75
26		Babu Asharam G.H.S.S. Dadajalalpur	7	80
27		G.I.C, Niranjanpur	17	327
28		Jawahar Navodaya Vidyalaya, HaridwarPM SHRI	27	540
29	Dehradun	PEN India School	7	
30		Sainik School Dehradun - inst	18	400
31		Army Public School, Dehradun	128	3143
32		G.I.C, Nalapani	19	570
33	Tehri Garhwal	G.I.C, Jalal	12	150
34		G.I.C, Fakot	17	150
35		PM SHRI Jawahar Navodaya Vidyalaya, Tehri Garhwal	22	435
36		G.I.C, Paurikhal	19	177
37	Uttarkashi	G.I.C, Barethi Dharasu	15	160
38		G.I.C, Damta	19	260
39		PM SHRI G.I.C, Purola	18	337

40		Jawahar Navodaya Vidyalaya, Uttarkashi	22	570
41	Rudraprayag	G.I.C, Manipur	15	175
42		G.I.C, Basukedar	14	246
43		G.I.C, Ganeshnagar	13	163
44		PM SHRI Jawahar Navodaya Vidyalaya, Rudraprayag	23	537
45	Chamoli	G.G.I.C, Narayanbagar	16	109
46		PM SHRI G.I.C, Dewal	15	253
47		G.I.C, Mundoli	12	176
48		Jawahar Navodaya Vidyalaya, Chamoli	24	336

HIMACHAL PRADESH

49	Pauri Garhwal	G.I.C, Jagteshwar	15	250
50		G.I.C, Khirsu	9	120
51		G.I.C, ojali	16	112
52		Army Public School, Lansdowne	22	250
53	Bilaspur	Jawahar Navodaya Vidyalaya, Bilaspur	25	525
54		Govt. Sr. Sec School Namhol	25	372
55		Govt. Sr. Sec. School (B) Ghumarwin	40	400
56		Govt. Sr. Sec. School Dangar	30	284
57	Mandi	Govt. Sr. Sec. School (G) Mandi	38	633
58		Govt. Sr. Sec. School(B) Sunder Nagar Mandi	30	453
59		Jawahar Navodaya Vidyalaya, Mandi	42	540
60		Govt. Sr. Sec. School (G) Joginder Nagar	34	510
61	Kangra	Govt. Sr. Sec. School (Co Edu.) Palampur	30	205
62		Govt. Sr. Sec. School Jalag	18	70
63		Govt. Sr. Sec. School Daroh	30	428
64		Army Public School, Yol Cantt	85	2128
65	Chamba	Govt. Sr. Sec. School Thulel	19	149
66		Govt. Sr. Sec. School Khani	21	187
67		Govt. Sr. Sec. School Mangla	17	318
68		Jawahar Navodaya Vidyalaya, Chamba	29	532
69	Hamirpur	Govt. Sr. Sec. School Nadaun	32	346
70		Govt. Sr. Sec. School Sera	22	195
71		Sainik School Sujanpur Tira	25	505
72		Govt. Sr. Sec. School Bhoranj	35	325
73	Una	Govt. Sr. Sec. School Amb	32	397
74		Govt. Sr. Sec. School Ambota	31	580

75		Jawahar Navodaya Vidyalaya, Una	27	508
76		Govt. Sr. Sec. School (G) Santoshgarh	24	330
77	Sirmaur	Army Public School, Nahan	17	181
78		Govt. Sr. Sec. School (G) Nahan	32	560
79		Jawahar Navodaya Vidyalaya, Sirmaur	30	560
80		Govt. Sr. Sec. School (G) Paonta Sahib	34	920
81	Solan	army public school, dagshai	34	575
82		Govt. Sr. Sec. School Chail	21	189
83		Govt. Sr. Sec. School (B) Arki	27	301
84		Jawahar Navodaya Vidyalaya, Solan	27	512
85	Shimla	Govt. Sr. Sec. School Lakkar Bazar	32	240
86		Jawahar Navodaya Vidyalaya, Shimla	42	540
87		Govt. Sr. Sec. School Jubbal	23	180
88		Govt. Sr. Sec. School (G) Rampur	34	913
89	Kinnaur	Govt. Sr. Sec. School Reckong Peo	30	270
90		Govt. Sr. Sec. School Kalpa	32	112
91		Jawahar Navodaya Vidyalaya, Kinnaur	26	307
92		Govt. Sr. Sec. School Moorang	19	95
93	Lahaul and Spiti	Jawahar Navodaya Vidyalaya, Lahaul Spiti	18	237
94		Govt. Sr. Sec. School Maneyogma	15	35
95		Govt. Model Sr. Sec. School Kaza	78	23
96		Govt. Sr. Sec. School Shakoli	11	66
97	Kullu	Govt. Sr. Sec. School Katrain	14	300
98		Govt. Sr. Sec. School Manali	4	56
99		Govt. Sr. Sec. School Bhuntar	41	940
100		Jawahar Navodaya Vidyalaya,	26	530

NOTE : Number of direct beneficiaries (Students & Teachers) is 44266. Indirect beneficiaries are 177064 taking four person as sibling, peers & parents. Therefore, total benefeciaries numbers is 221330.

EQUIPMENT SPECIFICATION

The states of art IFP panel with configurations best in the class have been installed.

65 Inches Interactive Flat Panel (8 GB RAM, 128 GB ROM, 1 TB SSD)

- Key Features of the Educational Panel (IFP)
- 48MP Auto Motion Camera with 8 Microphones
- Android 13, dual-core ARM, 8 GB RAM, 128GB Flash, Crystal-clear 4K Resolution
- Best digital display, Multi-touch, Viewing angle of 120 degrees, Total 3 USB Ports,
- Product size- 5D x 50W x 33.86H cms, 74.4 Kg, Screen Resolution-- 3840 x 2160 pixel, Bluetooth & WiFi, Screen Recording, Built-in speakers, Android 13
- Integrated K-12 learning e-books (NCERT-based curriculum for all classes) with 50000 videos & 100000 question answers
- Performing Art & Culture real-time interactive application (S.T.E.A.M),
- Can be used as an Interactive whiteboard, Computer & TV, Hybrid and Remote Classroom Facility.
- Including Delivery, Installation, Online training and 3 Years on-site warranty)

IMPLEMENTATION

Routes 2 Roots is progressing steadily to make education inclusive and accessible to students in remote areas of India and for students who do not have easy access to such facilities. In its latest initiative, as part of its outreach to benefit students in inaccessible regions due to difficult terrain, such as mountains, the NGO's technical team installed IFPs (Interactive Flat Panels) in schools across Uttarakhand and Himachal Pradesh districts. These regions were severely affected by the unprecedented rainfalls in the last year's monsoon.

The adjoining states are among regions in which aspirational districts have been earmarked for levelling up in education and holistic development of schools and students. All 12 districts in Himachal Pradesh and 13 of Uttarakhand have been selected, and four schools in each district have been digitised. In addition to the art and culture content as per the curriculum of Routes 2 Roots, K12 content according to the approved curriculum of NCERT has also been provided to the students in these schools. This consists of 50,000 educational videos and 100,000 Question-Answers from the curriculum as student learning tools. It has enabled students in these distant regions with extreme terrains to receive quality education and facilities, bringing them on par with any modern school in the city. education.

TRAINING THE TEACHERS
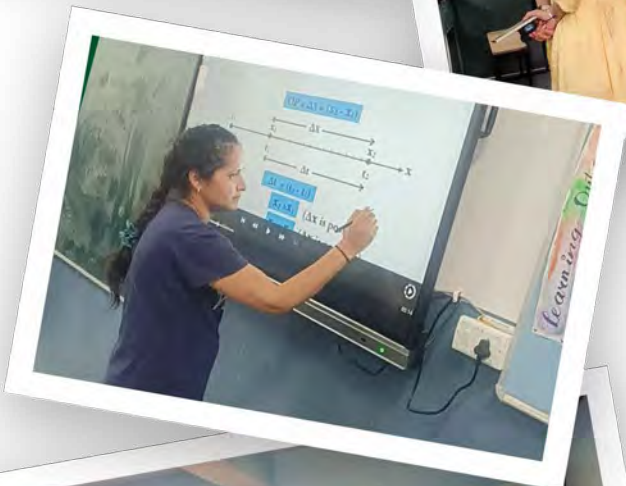
Comprehensive training has been given to teachers for using the latest equipment provided by the NGO. The new panels are special as they not only provide high quality broadcast of live classes from Routes 2 Roots but also extra space of 1 TB for storage of content when internet availability is a challenge.

CHALLENGES

Most of the schools selected for this activity in the two states are among those that suffered excessive damage during last year's flash floods. Students here do not have access to basic facilities such as chairs and desks in classrooms. The student's seating is on the floor for their classes, and many don't have classrooms at all. Their classes are being held in the open under trees. Every step taken by the NGO to provide facilities to these schools is in sync with its journey of creating high-quality learning opportunities for the country's future generations.

Some of the schools where team Routes 2 Roots has successfully reached and provided IFPs are in a famous location known as Auli. Best known as the skiing paradise of India, where tourists from across the world vacation, Auli is nestled in the Chamoli district of Uttarakhand and is at an altitude of 8200 feet above sea level. The team braved the weather conditions and challenges in the area surrounded by Nanda Devi and Nar Parvat mountains, which make the terrain harsh.

Another tricky location the NGO's team visited, among others, was Kedarnath, located in the Himalayas at 11755 feet above sea level. Flanked by snow-peaked mountains and a glacier, the closest road to Kedarnath is 16 km away from it. Due to a lack of proper motorable roads, the car of Routes 2 Roots' technical staff fell into a river on its way, causing damage to the vehicle and just about sparing the lives of its passengers. Furthermore, heavy pilgrimage rush in the area resulted in choked roads, caused delays and posed more challenges on the way.

Located in the North Eastern part of Himachal Pradesh, Spiti Valley, at an altitude of 12000 feet above sea level, is the land between Tibet and India. The cold desert presents every possible challenge in such a landscape. The NGO's team reached the beautiful but forbidding location and installed the equipment in schools that don't see many facilities and have also been ravaged by last year's floods. Kinnaur, another wonderland known especially for its abundant and high-quality apples, is also located at 13,000 feet. Our technical team managed to reach yet another location in our endeavour to provide equipment to schools. In the absence of vehicular traffic in the area, specially trained Sherpas, locally known as pitthus (human beings who carry luggage on their backs), had to be hired to carry the IFPs manually on their backs. A look at some of the most adventurous moments of this initiative.

TESTIMONIALS

CERTIFICATE

Today we installed a VIRSA IFD panel in our school, and the process of installation and training was very smooth. The quality and features of VIRSA panel are outstanding, specially the built in 1TB SSD, camera, and powerful microphones. The K12 content with thousands of questions and answers are very helpful for students. Virsa panel also helps our school implement NEP by providing application for daily live interactive Art classes which includes Yoga and AI classes.

(S. C. Joshi)
Principal

प्राचार्य / Principal
जवाहर नवोदय विद्यालय, कोठीपुरा
Jawahar Navodaya Vidyalaya, Kothipu
जिला बिलासपुर (हि.प्र.)-174001
Distt. Bilaspur (H.P.)-174001

Govt. Sr. Sec. School Thulel

Teh. Sihunta, Distt. Chamba (H.P.)

Ref. No........................

Dated....09-05-24....

We are very happy to install the New Age IFP panel in our school which not only has great features like built in camera, 1TB SSD and strong Microphone, But also gives our students the opportunities to benefits to K12 learning app, Routes to roots cultural education app and Biometric app for students assessment and counselling. All This will hugely add value to the education of our students.

Thankyou

Principal
G.S.S School Thulel
Distt. Chamba H.P
DDO Code 211

GSSS Thulel

Army Public School

A Senior Secondary School Affiliated to CBSE
Clement Town, Dehradun -248002
Phone: (Off.) :0135-2970277, 2970278
E-mail: apsclementtown@gmail.com

We have other panels installed in our school, but today we installed a VIRSA IFP panel in our school, and the process of installation and training was very smooth. The quality and features of VIRSA panel are outstanding, specially the built in 1TB SSD, camera, and powerful microphones. The K12 content with thousands of questions and answers are very helpful for students. Virsa panel also helps our school implement NEP by providing application for daily live interactive Art classes which includes Yoga and AI classes.

(Bhavna Bhargava)
Offg Principal

PM SHRI

कार्यालय– प्रधानाचार्य अ.उ.रा.इ.का. ढुकाणा, पुरोला उत्तकाशी।
gicpurola01@gmail.com/ 83283@cbseshiksha.in
2024–25 दिनांक –12 मई 2024

Today on 12-may-2024 we received a smart T.V. interactive panel 65"Android 13-D with 84.8 GB RAM 128 gb storage & 1TBSD Card attached with a Camera from N.G.O. Routes to roots.

We the all Staff of AUGIC Dhukana,Purola Uttarkashi are very grateful to the NGO Routes to Roots for Assembling Smart T.V. panel in our College Facilitated to our Students for enhance our teaching learning strategy. I hope this will help a lot for the betterment of our student's.

Once again, we are Very thankful to all providing agencies.

With Thanks.

Principal
A.U.G.C.Dhukana,Purola
Uttarkashi.

PRINCIPAL
(C.S. CHAUHAN)
A.U.G.I.C. DHUKANA,PUROLA
UTTARKASHI
12.5.24

J.N.V. PUROLA UTTARKASHI

Today on 12/05/2024, we received a smart T.V. interactive panel of 65" Android 13.0 with 8GB RAM, 128 GB storage & 1 TB SD card attached with a camera from the N.G.O. Routes to Roots.

We, the teachers of JNV Uttarkashi are very grateful to the NGO Routes to Roots for providing us such a wonderful and interactive smart T.V. panel to teach our students in a fantastic manner that will enchance our teaching learning strategy. I hope this will help a lot for the betterment of our students

Once again, we are very thankful to you for this.

Thanking you

Hemlate Negi Bisht
Principal
JNV Uttarkashi

कार्यालय

अटल उत्कृष्ट रा0इ0का0 जाजल, टिहरी गढ़वाल

E-mail- gicjajal@rediffmail.com   Mob-9193998482

Date:- 09/05/2024

आज दिनांक 09 मई 2024 को एक IFP 65" एन्ड्रायड 13 8 GB Ram, 128 GB स्टोरेज, 1TB कार्ड और वेब कैमरा रूट्स टु रूट्स एन जी ओ द्वारा प्राप्त हुआ। रूट्स टु रूट्स NGO को सादर आभार जिन्होंने छात्रों-छात्राओं का ध्यान में रखते हुए हमारे विद्यालय में स्मार्ट क्लास की स्थापित किया जिससे सभी विद्यार्थी लाभान्वित होगें और उनके भविष्य का निर्माण होगा। उक्त स्मार्ट क्लास से लगभग सभी विषय आच्छादित होंगे अध्यापकों को शिक्षण में सहायता मिलेगी।

PRINCIPAL
ATAL UTKRISHT
G.I.C. JAJAL
TEHRI GARHWAL

Date:- 09 05/2024
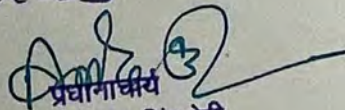
Today We have recieved a Smart-interactive Panel of 65" Anroid 13, 8 GB RAM, 128 GB Storage, 1 TB SSD card and with camera from Route 2 Route, Routes to Route team has Demonstrate the Function of the System. i think it will help teachers and Students to learn all Subjects in better way and will help a lot in learning & Teaching. Most of the subject related Contents are installed (Stored) in the System which will help us in teaching apart from teaching other important Functions of the System will help Students in their over all devlopment, there it will be very usful. for all Students of our School for their teaching. learning Skills & other Activities

कान्० सुन्दर सिंह नेगी
रा0इ0का0 फकोट टि0ग0

will thanks
Vinod Sign
Lect Biology,
Gic Fakot (T.g)

पीएम श्री स्कूल जवाहर नवोदय विद्यालय, पीपलकोटी, चमोली
PM SHRI SCHOOL JAWAHAR NAVODAYA VIDYALAYA, PIPALKOTI, CHAMOLI
(An Autonomous Organization under ministry of Education)
Department of School Education and Literacy, Govt. of India
ग्राम एवं पोस्ट – पीपलकोटी, जनपद – चमोली (उत्तराखण्ड) पिन – 246472
VILLAGE & POST – PIPALKOTI, DISTRICT – CHAMOLI (UTTRAKHAND) PIN – 246472
E-mail -jnvchamoli@gmail.com, jnvchamolinew@gmail.com, School No-84069, Affiliation No-3540008
Website: https://navodaya.gov.in/nvs/nvs-school/CHAMOLI/en/home/
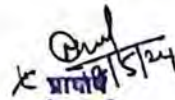
आज दिनांक 18.05.2024 को पीएम श्री स्कूल जवाहर नवोदय विद्यालय पीपलकोटी, चमोली में **Routes 2 Roots, G2, Max Towers, NOIDA, 201301 Uttar Pradesh** द्वारा एक **VIRSA IFD Interactive Panel** स्थापित किया गया। पैनल की मदद से विद्यालय में शिक्षण अधिगम को और अधिक मनोरंजक बनाने के साथ–साथ छात्र/छात्राओं के अध्ययन में अत्यन्त मददगार होगा। पैनल का स्थापन सावधानीपूर्वक कर लिया गया तथा इसके संचालन हेतु आवश्यक प्रशिक्षण विद्यालय को प्राप्त किया गया। पैनल के अन्तर्गत ई–सामग्री के बारे में पैनल स्थापित करने आयी टीम द्वारा बताया गया जिसमें कक्षा नर्सरी से 12 तक का शैक्षणिक सामग्री सम्मिलित है। इसकी मदद से विद्यालय छात्र/छात्राओं के बीच सहयोग, साझाकरण और विचारों के आदान–प्रदान की सुविधा प्रदान करने में आसानी होगी। इसके अलावा स्मार्ट क्लास शिक्षण दृष्टिकोण कक्षा के भीतर एक एकीकृत वातावरण को बढ़ावा देता है, जहां छात्र सामूहिक रूप से चर्चाओं, प्रस्तुतियों और ज्ञान साझा करने में संलग्न हो सकते हैं। जैसे कि समस्त जवाहर नवोदय विद्यालयों का उद्देश्य हैं कि ग्रामीण अचंल के मेधावी छात्र/छात्राओं को मुख्य धारा में लाना जिसमें यह पैनल एक महत्वपूर्ण भूमिका निभा सकता है।

सधन्यवाद।

प्राचार्य
पी.एम.श्री
जवाहर नवोदय विद्यालय
पीपलकोटी चमोली (उ.ख.)

FEW ACKNOWLEDGEMENTS

UDISE CODE : 02070500304

Ph. : 01976-292055

Govt. Model Senior Secondary School Amb

DISTT. UNA (H.P.)-177203

Email ID : gsssamb@gmail.com

Ref. No. ....

Date ....

RECEIPT

Date:- 16/05/2024

To
Routes 2 Roots,
G2, Max Towers,
NOIDA, 201301
Uttar Pradesh

Received the following items from Routes 2 Roots for project Routes 2 Roots Digital Program "Promoting Cultural Heritage through Digital Learning" and the IFD Panel has been installed.

- Qty. 1
- 65" VIRSA Brand Ultra Touch Series Interactive Flat Panel with all accessories
- Installation of equipment Completed
- Training imparted Completed
- All the access details to login the program Provided

It is certified that we have received all the above material and we have not paid any cost to Routes 2 Roots. It is further certified that Installation has been completed and our teacher has received detailed training.

We have also been provided with the details of the people who can help us online with any future technical support.

Technical assistance Mr. Amit Kumar: - +91-9582904553/8810330803.

For any other assistance, Please Call: +91-01204123996– Project Manager
- +91-9870192408
- +91-9667166988

The details of our coordinating Principal/teacher is Contact No: **94180-92454, 70183-22232.**
E-Mail ID:**gsssamb@gmail.com**

Thank You

Sign & Seal:-

Principald Kumar Banyal- Principal
Govt. Model Senior Secondary School Amb, Distt. Una (H.P.).
Amb, Distt. Una (H.P.)-177203

तमसो मा ज्योतिर्गमय   Ph.#256160 (O)

PRINCIPAL, GOVT. GIRLS SR. SECONDARY SCHOOL

SANTOKHGARH , Distt Una (H.P.) 174301

Ref. No. ....1087.....   RECEIPT   Dated.16:5:24

Date:-16-05-2024

To
Routes 2 Roots,
G2, Max Towers,
NOIDA,201301
Uttar Pradesh

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              - +91-9870192408
              - +91-9667166988

The details of our coordinating Principal/teacher is Contact No: 9418071635
E-Mail ID: principalgirlsss123@gmail.com

Thank You

Sign& Seal:-

Principal
Govt. Girls Sr. Sec. School
Santokhgarh, Distt. Una (H.P.

Gurbachan Lal,
Principal,
Govt. Girls Sr. Sec. School Santokhgarh
Distt. Una HP: 174301

RECEIPT

15 May 24

To
Routes 2 Roots,
G2, Max Towers,
NOIDA, 201301
Uttar Pradesh

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                                        - +91-9870192408
                                        - +91-9667166988
The details of our coordinating Principal/teacher is
Contact No: 8628860966
E-Mail ID: principal@sainikschoolsujanpurtira.org

Thank You

Lt Col Rajinder Singh
Administrative Officer
Sainik School Sujanpur Tira
District Hamirpur, Himachal Pradesh: 176110

Administrative Officer
Sainik School Sujanpur Tira
Distt. Hamirpur (HP)-176110

OFFICE OF THE PRINCIPAL

GOVT. MODEL SR. SEC. SCHOOL KALPA

DISTRICT KINNAUR HIMACHAL PRADESH-172108

RECEIPT

Date:- 14/05/2024

To
Routes 2 Roots,
G2, Max Towers,
NOIDA, 201301
Uttar Pradesh

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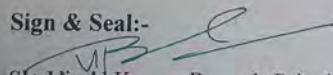- +91-9870192408
- +91-9667166988

The details of our coordinating Principal/teacher is Contact No: 7010923100
E-Mail ID: gssskalpa @ gmail.com

Thank You

Sign & Seal Principal _14/5/24_
Govt. Sr. Sec. School
Govt. Model Sr. Sec. School Kalpa (H.P.)
District Kinnaur Himachal Pradesh: 172108

PM SHRI School

पीएम श्री स्कूल
जवाहर नवोदय विद्यालय
शिक्षा मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
भारत सरकार
बनिया देवी, कुनिहार
जिला सोलन हि0प्र0 173207

JAWAHAR NAVODAYA VIDYALAYA
Under Ministry of Education
(Dept. of School Education & Literacy)
Govt. of India
Baniya Devi, P.O. Kunihar
Distt. Solan H.P. 173207

CBSE Aff. No. 640010

RECEIPT

Date:- 11-05-2024

To
Routes 2 Roots,
G2, Max Towers,
NOIDA, 201301
Uttar Pradesh

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For any other assistance, Please Call: +91-01204123996– Project Manager
- +91-9870192408
- +91-9667166988

The details of our coordinating Principal/teacher is Contact No: 7589291904
E-Mail ID: Jhusolan@gmail.com

Thank You

Sign & Seal:-

JAWAHAR NAVODAYA VIDYALAYA KUNIHAR
DISTT SOLAN HP -173207
प्रधानाचार्य
Principal
ज0 न0 वि0 कुनिहार सोलन (हि0 प्र0)
J.N.V. Kunihar Solan (H.P.)

Army Public School
Nahan - 173001 (H.P.)

RECEIPT

Date:- 06|05|2024

To
Routes 2 Roots,
G2, Max Towers,
NOIDA, 201301
Uttar Pradesh

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For any other assistance, Please Call: +91-01204123996– Project Manager
- +91-9870192408
- +91-9667166988
The details of our coordinating Principal/teacher is Contact No: 9759072550
E-Mail ID: apsnahan@awesindia.edu.in

Thank You

Sign & Seal:-

Principal
Army Public School,
Nahan (H.P.)

Army Public School, Nahan
Army area, Nahan, Himachal Pradesh: 173001

MONTHLY CLASS SCHEDULE

Routes 2 Roots ®

Class Schedule July 2024

Date	09:00-09:30 AM & 09:31-10:01 AM	10:20 AM to 11:00 AM	12:00-12:30 PM & 12:31-1:01 PM
1st July 2024 | Monday	**Tabla** **Tushar Goyal** Basic Terminologies of Indian Classical Music		**Hindustani Classical Vocal** **Sankumay Debnath** Introduction of Raga Bhairav
2nd July 2024 | Tuesday	**Carnatic Vocal** **Aadarsh M Nair** Introduction of Vande Meenakshi - Note Swaram		**Hindustani Classical Harmonium** **Fareed Ahmed Khan** Introduction of Raga Bhairav with Aaroh, Avroh and Taan
3rd July 2024 | Wednesday	**Kathak** **Richa Jain** Revision of Aamad and Salami		**Bharatanatyam** **Madhura Bhrushundi** Introduction of Drishti Bheda
4th July 2024 | Thursday	**Guitar** **Chirodeep Mitra** Introduction of Pentatonic Scale		**Keyboard** **Siddartha Atal** Introduction of Dm Scale (Right & Left Hand) and Song "Khamoshiyan"
5th July 2024 | Friday	**Fun With Art** **Shahbaaz Khan** Drawing of Perspective	**Coding and Game Designing** **Sarita Doshi** Collect the Egg Game	**Theatre** **Manu Gupta** Modulation and Speaking Patterns
6th July 2024 | Saturday	**Yoga** **Dr. Sanjiv Pathak** Yoga For Stress Management		**Brain Development** **Ameesha Awana** Revision Class
8th July 2024 | Monday	**Tabla** **Tushar Goyal** New Kaida in Teentaal		**Hindustani Classical Vocal** **Vivek Bhola** Introduction of Raga Bhairav and Some Palte in Raga Bhairav
9th July 2024 | Tuesday	**Flute** **Amit Singhal** Introduction of Raga Bhopali		**Hindustani Classical Harmonium** **Dr. Ashique Kumar** Introduction of Raga Malkauns and Some Alankar Patterns with Finger Technique
10th July 2024 | Wednesday	**Kathak** **Shikha Sharma** Introduction of Kavitt		**Bharatanatyam** **Sayani Chakraborty** Introduction of Tatta, Natta and Pakka Adavu
11th July 2024 | Thursday	**Guitar** **Chirodeep Mitra** Introduction to Improvisation		**Keyboard** **Siddartha Atal** Primary Chords in C Major Scale, About the Blues and Song "Got Those Blues"
12th July 2024 | Friday	**Fun With Art** **Shahbaaz Khan** Drawing of House & Buildings	**Coding and Game Designing** **Sarita Doshi** Bouncing Ball Game	**Theatre** **Manu Gupta** Movements of Human and Animals
15th July 2024 | Monday	**Tabla** **Tushar Goyal** Introduction of Advance Tukras in Teentaal		**Hindustani Classical Vocal** **Vivek Bhola** Completion of Raga Bhairav
16th July 2024 | Tuesday	**Carnatic Vocal** **Aadarsh M Nair** Completion of Vande Meenakshi		**Hindustani Classical Harmonium** **Dr. Ashique Kumar** Introduction of Bandish of Raga Malkauns Including Notation and Finger Technique

Date	Subject	Subject	Subject
18th July 2024 | Thursday	Guitar		Keyboard
	Chirodeep Mitra		Siddartha Atal
	Recap of Major Scale		The G Major Scale (Right & Left Hand), The Key of G Major Scale, A New Trick and Song "The Can-Can"
19th July 2024 | Friday	Fun With Art	Coding and Game Designing	Theatre
	Shahbaaz Khan	Sarita Doshi	Jyoti Upadhyay
	Drawing of Fruits as Cartoon Character	Hungry Shark Game	English Skit on Delhi's Heat
20th July 2024 | Saturday	Yoga		Brain Development
	Dr. Sanjiv Pathak		Ameesha Awana
	Yoga For Concentration and Memory		Stress Management
22nd July 2024 | Monday	Tabla		Hindustani Classical Vocal
	Tushar Goyal		Sankumay Debnath
	Introduction of New Rela in Teentaal		Introduction of Raga Yaman
23rd July 2024 | Tuesday	Sitar		Hindustani Classical Harmonium
	Subrata De		Fareed Ahmed Khan
	Completion of Raga Yaman		Completion of Raga Bhairav with Aaroh, Avroh and Taan
24th July 2024 | Wednesday	Kathak		Bharatanatyam
	Richa Jain		Madhura Bhrushundi
	Introduction of Thaat		Introduction of Pakka Adavu
25th July 2024 | Thursday	Guitar		Keyboard
	Chirodeep Mitra		Siddartha Atal
	Minor Scale and Their Variations		Primary Chords in G Major and Song "The Marines"
26th July 2024 | Friday	Fun With Art	Coding and Game Designing	Theatre
	Shahbaaz Khan	Sarita Doshi	Manu Gupta
	Drawing of Landscape	Completion of Hungry Shark Game	Human Behaviour and Psychology
27th July 2024 | Saturday	Yoga		Brain Development
	Dr. Sanjiv Pathak		Deepak Thukrela
	Yoga For Strength and Flexibility		Eye Exercise for Strong Concentration
29th July 2024 | Monday	Tabla		Hindustani Classical Vocal
	Akram Khan		Vivek Bhola
	Importance of Tabla For Classical Music, Semi Classical Music and Film Music		Revision of Raga Bhairav and Bandish
30th July 2024 | Tuesday	Carnatic Vocal		Hindustani Classical Harmonium
	Aadarsh M Nair		Dr. Ashique Kumar
	Introduction of Kamala Jadal - Kalyani		Some Alaap and Sargam Patterns in Raga Malkauns
31st July 2024 | Wednesday	Kathak		
	Richa Jain		
	Completion of Thaat and Revision of Aamad, Salami & Thaat		

GLIMPSE OF DAILY CLASSES & SPECIAL PROGRAMS

MEDIA COVERAGES

NEWS

Dainik Jagran 8th June, 2024

दैनिक जागरण

रूट्स टू रूट्स ने सुदूरवर्ती क्षेत्रों में स्थापित किए डिजिटल क्लासरूम

जागरण संवाददाता, देहरादून : प्रदेश के दूरदराज क्षेत्र में छात्रों के लिए शिक्षा को सुलभ और समावेशी बनाने के लक्ष्य से रूट्स टू रूट्स ने उत्तराखंड के प्रत्येक जनपद में चार-चार सरकारी स्कूलों में डिजिटल क्लासरूम स्थापित किए हैं, ताकि ग्रामीण क्षेत्र के बच्चे भी हाईटेक शिक्षा से जुड़ सकें।

रूट्स टू रूट्स संगठन देश में कला, संस्कृति और विरासत को बढ़ावा देने की दिशा में कार्य कर रहा है। इस संगठन ने उत्तराखंड और हिमाचल प्रदेश में 100 इंटरेक्टिव फ्लैट पैनल (आइएफपी) लगाए हैं।

आइएफपी एक डिसप्ले समाधान है, जो आन-स्क्रीन सामग्री के साथ छात्र और शिक्षक के संवाद को सक्षम करने के लिए एक टच-संसिटिव स्क्रीन है।

इस पहल के लिए विशेषकर चमोली जनपद के औली, रुद्रप्रयाग जनपद के केदारनाथ के आसपास के स्कूलों को रूट्स टू रूट्स डिजिटाइज्ड किया जा रहा है, क्योंकि दोनों जनपद सुदूर हैं। इनके कई विद्यालयों अति दुर्गम में हैं। इस महत्वाकांक्षी योजना से शिक्षा व छात्रों के सर्वांगीण विकास में सुधार पर ध्यान दिया जा रहा है।

Amar Hindustan 7th June, 2024

रूट्स2रूट्स ने सुदूरवर्ती इलाकों में स्थापित किए 100 डिजिटल क्लासरूम

इस पहल के लिए ओली, केदारनाथ, स्पीति घाटी और किन्नौर आदि जिलों को चुना गया है।

Chardham Times 7th June, 2024

रूट्स2रूट्स ने उत्तराखंड और हिमाचल प्रदेश के सुदूरवर्ती इलाकों में स्थापित किए 100

Uttrakhand Bhaskar

साप्ताहिक उत्तराखंड भास्कर

पेन-इंडिया स्कूल के बच्चों को मिलेगी हाईटेक तरीके से शिक्षा, विरसा आईएफडी पैनल स्थापित

Rastriya Sahara 20th May, 2024

राष्ट्रीय सहारा

पेन इंडिया में बच्चों को मिलेगी हाईटेक तरीके से शिक्षा

Uttar Ujala 7th June, 2024

उत्तर उजाला

उत्तराखंड के सुदूरवर्ती इलाकों में डिजिटल क्लासरूम बन रहे वरदान

अब और भी....
पढ़ाई हुई आसान

---

iw इंडिया वार्ता
न्यूज पोर्टल

रूट्स2रूट्स ने उत्तराखंड और हिमाचल प्रदेश के सुदूरवर्ती इलाकों में स्थापित किए 100 डिजिटल क्लासरूम

इंडिया वार्ता ब्यूरो

देहरादून। देश के दूरदराज के इलाकों में छात्रों के लिए शिक्षा को सुलभ और समावेशी बनाने के उद्देश्य से, दिल्ली स्थित गैर-मुनाफा प्राप्त संगठन रूट्स2रूट्स (RwR) ने उत्तराखंड तथा हिमाचल प्रदेश के दूरस्थ भागों में डिजिटल क्लासरूम स्थापित किए हैं। यह संगठन देश में कला, संस्कृति और विरासत को बढ़ावा देने के लिए समर्पित है। रूट्स2रूट्स (RwR) ने इन दो राज्यों में 100 इंटरैक्टिव फ्लैट पैनल (आईएफपी) लगाए हैं।

इस पहल के लिए, औली, केदारनाथ, स्पीति घाटी और किन्नौर आदि जिलों को चुना गया है। रूट्स2रूट्स (RwR) ने हिमाचल प्रदेश के 12 तथा उत्तराखंड के 13 जिलों में प्रत्येक में चार स्कूलों को डिजिटाइज्ड किया है, जिसके परिणामस्वरूप देश के सबसे सुदूर भागों में आधुनिक एजुकेशनल टूल्स को पहुंचाया गया है।

रूट्स2रूट्स (RwR) द्वारा तैयार किए गए आर्ट एवं कल्चर कन्टेंट के अलावा, आईएफपी को एनसीईआरटी पाठ्यक्रम के अनुसार K-12 शैक्षिक कन्टेंट से भी सुसज्जित किया गया है। इनमें 50,000एजुकेशनल वीडियो और 100,000प्रश्न एवं उत्तर, शामिल हैं जो छात्रों के लर्निंग अवसरों को बढ़ाएंगे। इस पहल के अंतर्गत शिक्षकों को भी विस्तृत ट्रेनिंग की व्यवस्था को गई है ताकि वे नए उपकरणों को कारगर तरीके से इस्तेमाल कर सकें।

इस पहल के बारे में, राकेश गुप्ता, संस्थापक, रूट्स2रूट्स (RwR) ने कहा, "Routes2Roots में हमारा मिशन अत्यंत दूरस्थ इलाकों समेत देशभर के सभी छात्रों के

महत्वाकांक्षी जिलों के तौर पर चिन्हित इन जिलों में शिक्षा तथा छात्रों के सर्वांगीण विकास में सुधार पर ध्यान दिया जा रहा है।

लिए लर्निंग के समान अवसरों को उपलब्ध कराना है। हम भविष्य की पीढ़ियों के लिए उत्तम शिक्षा उपलब्ध कराने वाले डटोरेक के तौर पर पहचान बनाने का इरादा रखते हैं। हालांकि कुछ इलाकों तक पहुंचना बेहद कठिन है लेकिन हमारी टीम ने ऐसी बाधाओं को पार कर हरेक छात्र के लिए क्वालिटी एजुकेशन उपलब्ध कराने की प्रतिबद्धता प्रदर्शित की है। हम आगे भी देश के सुदूरतम भागों में रहने वाले छात्रों को उसी प्रकार की शैक्षिक सुविधाएं मुहैया कराने के प्रयास जारी रखेंगे जैसे कि शहरी इलाकों में रह रहे छात्रों के लिए उपलब्ध होती हैं।

रूट्स2रूट्स ने उत्तराखंड और हिमाचल प्रदेश के सुदूरवर्ती इलाकों में स्थापित किए 100 डिजिटल क्लासरूम

शाह बुलेटिन ब्यूरो

देहरादून। देश के दूरदराज के इलाकों में छात्रों के लिए शिक्षा को सुलभ और समावेशी बनाने के उद्देश्य से, दिल्ली स्थित गैर-मुनाफा प्राप्त संगठन रूट्स2रूट्स (R2R) ने उत्तराखंड तथा हिमाचल प्रदेश के दूरस्थ भागों में डिजिटल क्लासरूम स्थापित किए हैं। यह संगठन देश में कला, संस्कृति और विरासत को बढ़ावा देने के लिए समर्पित है। रूट्स2रूट्स (R2R) ने इन दो राज्यों में 100 इंटरैक्टिव फ्लैट पैनल (आईएफपी) लगाए हैं।

इस पहल के लिए औली, केदारनाथ, स्पीति घाटी और किन्नौर आदि जिलों को चुना गया है। रूट्स2रूट्स (R2R) ने हिमाचल प्रदेश के 12 तथा उत्तराखंड के 13 जिलों में प्रत्येक में चार स्कूलों को डिजिटाइज्ड किया है, जिसके परिणामस्वरूप देश के सबसे सुदूर

भागों में आधुनिक एजुकेशनल टूल्स को पहुंचाया गया है। महत्वाकांक्षी जिलों के तौर पर चिन्हित इन जिलों में शिक्षा तथा छात्रों के सर्वांगीण विकास में सुधार पर ध्यान दिया जा रहा है।

रूट्स2रूट्स (R2R) द्वारा तैयार किए गए आर्ट एवं कल्चर कन्टेंट के अलावा, आईएफपी को एनसीईआरटी पाठ्यक्रम के अनुसार K-12 शैक्षिक कन्टेंट से भी सुसज्जित किया गया है। इनमें 50,000एजुकेशनल वीडियो और 100,000प्रश्न एवं उत्तर, शामिल हैं जो छात्रों के लर्निंग अवसरों को बढ़ाएंगे।

Routes2Roots Brings Digital Classrooms To Remote Uttarakhand and Himachal Prad

Routes2Roots establishes 100 digital classrooms in remote Uttarakhand and Himachal Pradesh, bringing modern education tools to underserved regions, facilitating holistic development

With an aim to make education accessible and inclusive for students in remote corners of India, Routes2Roots (R2R), a Delhi-based non-profit organisation dedicated to promoting art, culture and heritage, in its latest initiative has created digital classrooms in the remote areas of Uttarakhand & Himachal Pradesh. Routes2Roots carried out the installation of a total of 100 Interactive Flat Panel (IFPs) across the two states.

The targeted districts include Auli, Kedarnath, Spiti Valley and Kinnaur, among others. Routes2Roots has digitised four schools in each of the 12 districts in Himachal Pradesh and 13 districts in Uttarakhand, bringing modern educational tools to some of the most remote regions in India. These areas, marked as aspirational districts, are being focused on for improvements in education and holistic development of students.

Alongside art and culture content developed by Routes2Roots, the IFPs are equipped with K-12 educational content as per the NCERT curriculum. This includes 50,000 educational videos and 1,00,000 questions and answers, enhancing learning opportunities for students. The initiative also provides comprehensive training for teachers to effectively use the new equipment.

Most of these locations where the panels have been installed are hard to reach areas through regular transportation modes. In Uttarakhand, the team navigated through the harsh weather conditions of Auli and Kedarnath, both situated at high altitudes with challenging access. In Himachal Pradesh, installations in Spiti Valley and Kinnaur were equally challenging. In Kinnaur, where traditional vehicular transport was impractical, local Sherpas, known as 'pitthus', were employed to manually carry the IFPs to their destinations.

उत्तराखंड और हिमाचल प्रदेश के सुदूरवर्ती इलाकों में स्थापित किए 100 डिजिटल क्लासरूम

देहरादून। देश के दूरदराज के इलाकों में छात्रों के लिए शिक्षा को सुलभ और समावेशी बनाने के उद्देश्य से दिल्ली स्थित गैर-मुनाफा प्राप्त संगठन रूट्स2रूट्स ;आर2आरद्ध ने उत्तराखंड तथा हिमाचल प्रदेश के दूरस्थ भागों में डिजिटल क्लासरूम स्थापित किए हैं। यह संगठन देश में कलाए संस्कृति और विरासत को बढ़ावा देने के लिए समर्पित है। रूट्स2रूट्स ;आर2द्ध ने इन दो राज्यों में 100 इंटरेक्टिव फ्लैट पैनल ;आईएफपीद्ध लगाए हैं। इस पहल के लिए औलीए केदारनाथए स्पीति घाटी और किन्नौर आदि जिलों को चुना गया है। ने हिमाचल प्रदेश के 12 तथा उत्तराखंड के 13 जिलों में प्रत्येक में चार स्कूलों को डिजिटाइज्ड किया हैए जिसके परिणामस्वरूप देश के सबसे सुदूर भागों में आधुनिक एजुकेशनल टूल्स को पहुंचाया गया है। महत्वाकांक्षी जिलों के तौर पर चिन्हित इन जिलों में शिक्षा तथा छात्रों के सर्वांगीण विकास में सुधार पर ध्यान दिया जा रहा है। द्वारा तैयार किए गए आर्ट एवं कल्चर कंटेंट के अलावाए आईएफपी को एनसीईआरटी पाठ्यक्रम के अनुसार ड.12 शैक्षिक कंटेंट से भी सुसज्जित किया गया हैं। इनमें 50,000एजुकेशनल वीडियो और 100,000 प्रश्न एवं उत्तरए शामिल

हैं जो छात्रों के लर्निंग अवसरों को बढ़ाएंगे। इस पहल के अंतर्गत शिक्षकों को भी विस्तृत ट्रेनिंग की व्यवस्था की गई है ताकि वे नए उपकरणों का कारगर तरीके से इस्तेमाल कर सकें। जिन स्थानों पर पैनल स्थापित किए गए हैं उनमें से अधिकांश लोकेशंस इतनी दुर्गम हैं कि वहां तक सामान्य परिवहन साधनों से पहुंचना कठिन है। उत्तराखंड में टीम को औली और केदारनाथ के विषम मौसम की चुनौतियों से जूझना पड़ा था और अधिक ऊंचाई पर होने की वजह से यहां तक कठिनाई से पहुंचा गया। उपरोहिमाचल प्रदेश की स्पिति घाटी और किन्नौर में भी संस्थापना का काम काफी चुनौतीपूर्ण रहा था। किन्नौर मेंए जहां कि पारंपरिक वाहनों से आवागमन अव्यावहारिक थाए स्थानीय शेरपाओं की मदद लेए जिन्हें धिढ्घु कहा जाता हैए आईएफपी की ढुलाई निर्धारित स्थानों तक की गई। इस पहल के बारे में रूट्स गुप्ताए संस्थापकए रूट्स2रूट्स ;द्ध ने कहाए रूट्स2रूट्समें हमारा मिशन अत्यंत दूरस्थ इलाकों समेत देशभर के सभी छात्रों के लिए लर्निंग के समान अवसरों को उपलब्ध कराना है। हम भविष्य की पीढ़ियों के लिए उत्तम शिक्षा उपलब्ध कराने वाले ट्रेंडसेटर के तौर पर पहचान

बनाने का इरादा रखते हैं। हालांकि कुछ इलाकों तक पहुंचना बेहद कठिन है लेकिन हमारी टीम ने ऐसी बाधाओं को पार कर हरेक छात्र के लिए क्वालिटी एजुकेशन उपलब्ध कराने की प्रतिबद्धता प्रदर्शित की है। हम आगे भी देश के सुदूरतम भागों में रहने वाले छात्रों के लिए उसी प्रकार की शैक्षिक सुविधाएं मुहैया कराने का प्रयास जारी रखेंगे जैसे कि शहरी इलाकों में रह रहे छात्रों के लिए उपलब्ध होती हैं। दिल्ली स्थित

गैर.मुनाफ प्राप्त संगठन लनरजमे2लबवजे ;र2रद्धजो देश में कलाए संस्कृति और विरासत को बढ़ावा देने के लिए समर्पित है र2ए नेशनल स्टॉक एक्सचेंज ;एसएसईड पर सूचीबद्ध होने वाला कला एवं संस्कृति के क्षेत्र में कार्यरत भारत का पहला गैर.मुनाफा प्राप्त संगठन है। र2ए को लिम्का बुक ऑफ रिकॉर्ड्स ने सबसे बड़े कल्चरल प्रोग्राम के तौर पर मान्यता दी है। स्थापना अमित गुप्ता टीना वाचानी

रवि वाचखानी तथा राकेश गुप्ता न डायनमिक टीम द्वारा की गई। संगठ में संगीतए सिनेमा कला रखा त प्रशासनिक सेवाओं जैं अलग.अलग क्षेत्रों से जुड़े सलाहक एवं कार्यकारी सदस्य शामिल टीम को देशभर में ही नहीं बल्कि चीनए रूसए पाकिस्तानए दक्षि अफ्रीका इंग्लैंड और कीलंका समे विदेश में भी कई प्रोजेक्ट्स ला हासिल है। संगठन ने कला ए संस्कृति से जुड़े श्रेष्ठ भारती कलाकारों को एकजुट क संस्कृतिक जागरूकता तथा शि को बढ़ावा देने की दिशा में महत्त काम किया है। संगठन के प्रया को संस्कृति मंत्रालयए भारत सरक और भारतीय सांस्कृतिक संबं परिषद ;आईसीसीआरद्धए जो कि विदेश मंत्रालयए भारत सरका के अधीनस्थ कार्यरत स्वायत संगठ हैए का समर्थन हासिल है।

उत्तराखंड के दूरस्थ इलाकों में डिजिटल क्लास शुरू

● रूट्स2रूट्स ने स्थापित किए हैं यह क्लासरूम

देहरादून। देश के दूरदराज के इलाकों में छात्रों के लिए शिक्षा को सुलभ बनाने के उद्देश्य से दिल्ली स्थित गैर-मुनाफा प्राप्त संगठन रूट्स2रूट्स ने उत्तराखंड तथा हिमाचल प्रदेश के दूरस्थ भागों में डिजिटल क्लासरूम स्थापित किए हैं। इन दो राज्यों में 100 इंटरेक्टिव फ्लैट पैनल लगाये गये हैं।

रूट्स2रूट्स के संस्थापक राकेश गुप्ता ने बताया कि इस पहल के लिए औली, केदारनाथ, स्पीति घाटी और किन्नौर आदि जिलों को चुना गया है। हिमाचल प्रदेश के 12 तथा उत्तराखंड के 13 जिलों में प्रत्येक में चार स्कूलों को डिजिटाइज्ड किया है, जिसके परिणामस्वरूप देश के सबसे सुदूर

भागों में आधुनिक एजुकेशनल टूल्स को पहुंचाया गया है। महत्वाकांक्षी जिलों के तौर पर चिन्हित इन जिलों में शिक्षा तथा छात्रों के सर्वांगीण विकास में सुधार पर ध्यान दिया जा रहा है। बताया कि रूट्स2रूट्स द्वारा तैयार किए गए आर्ट एवं कल्चर कंटेंट के अलावा, आईएफपी को एनसीईआरटी पाठ्यक्रम के अनुसार के-12 शैक्षिक कंटेंट से भी सुसज्जित किया गया है। इनमें 50,000 एजुकेशनल वीडियो और 100,000 प्रश्न एवं उत्तर शामिल हैं, जो छात्रों के लर्निंग अवसरों को बढ़ाएंगे।

पेन-इंडिया स्कूल को रूट्स ने प्रदान किया विरसा आइएफडी पैनल

डोईवाला ः पेन-इंडिया स्कूल, भानियावाला में संचालित सीएससी बाल विद्यालय में अध्ययनरत बच्चों को अब और भी हाईटेक तरीके से शिक्षा मिल सकेगी। सामाजिक सरोकारों को समर्पित रूट्स टू रूट की ओर से गुणवत्तापरक शिक्षा के लिए विरसा आइएफडी पैनल प्रदान किया गया।

पेन-इंडिया फाउंडेशन (पीआईएफ) के संस्थापक अनूप रावत ने कहा कि रूट्स टू रूट के संस्थापक राकेश गुप्ता व टीना वचानी सहित पूरी टीम के सहयोग से बच्चों को गुणवत्तापरक शिक्षा दी जा सकेगी। पीआईएफ के सहसंस्थापक संतोष बुढ़ाकोटी ने बताया कि विरसा आइएफडी पैनल में डिजिटल व्हाइट बोर्ड इंस्टाल है। इसके अतिरिक्त पैनल में योग और एआइ सहित अन्य एक्टिविटी आधारित कक्षाएं शामिल हैं। इससे बच्चों को काफी सीखने को मिलेगा। इस दौरान शिक्षिकाएं ऋतु शर्मा, दीपालिका नेगी, दीपाली तोपवाल, निर्मला गुसांई, किरण पंवार, प्रविंदर आदि मौजूद रहे। (संस)

शिक्षा को सुलभ और समावेशी बनाने की रूट्स 2 रूट्स की पहल

उत्तराखंड और हिमाचल में स्थापित किए 100 डिजिटल क्लासरूम

देहरादून,लोकसतय।

देश के दूरदराज के इलाकों में छात्रों के लिए शिक्षा को सुलभ और समावेशी बनाने को संगठन रूट्स2रूट्स (R2R) ने उत्तराखंड तथा हिमाचल प्रदेश के दूरस्थ भागों में डिजिटल क्लासरूम स्थापित किए हैं। यह संगठन देश में कला, संस्कृति और विरासत को बढ़ावा देने के लिए समर्पित है। रूट्स2रूट्स (R2R) ने इन दो राज्यों में 100 इंटरेक्टिव फ्लैट पैनल (आईएफपी) लगाए हैं।

इस पहल के लिए औली, केदारनाथ, स्पीति घाटी और किन्नौर आदि जिलों को चुना गया है। रूट्स2रूट्स (R2R) ने हिमाचल प्रदेश के 12 तथा उत्तराखंड के 13

जिलों में प्रत्येक में चार स्कूलों को डिजिटाइज्ड किया है, जिसके परिणामस्वरूप देश के सबसे सुदूर भागों में आधुनिक एजुकेशनल टूल्स को पहुंचाया गया है। महत्वाकांक्षी जिलों के तौर पर चिन्हित इन जिलों में शिक्षा तथा छात्रों के सर्वांगीण विकास में सुधार पर ध्यान दिया जा रहा है। इस पहल के बारे में संस्थापक, रूट्स2रूट्स राकेश गुप्ता ने कहा हमारा मिशन अत्यंत दूरस्थ इलाकों समेत देशभर के सभी छात्रों के लिए लर्निंग के समान अवसरों को उपलब्ध कराना है। हम भविष्य की पीढ़ियों के लिए उत्तम शिक्षा उपलब्ध कराने वाले उत्प्रेरक के तौर पर पहचान बनाने का इरादा रखते हैं।

रूट्स2रूट्स ने उत्तराखंड और हिमाचल के सुदूरवर्ती इलाकों में स्थापित किए 100 डिजिटल क्लासरूम

देहरादून (नजरिया खबर ब्यूरो)। देश के दूरदराज के इलाकों में छात्रों के लिए शिक्षा को सुलभ और समावेशी बनाने के उद्देश्य से, दिल्ली स्थित गैर-मुनाफा प्राप्त संगठन रूट्स2रूट्स (र2र) ने उत्तराखंड तथा हिमाचल प्रदेश के दूरस्थ भागों में डिजिटल क्लासरूम स्थापित किए हैं। यह संगठन देश में कला, संस्कृति और विरासत को बढ़ावा देने के लिए समर्पित है। रूट्स2रूट्स (र2र) ने इन दो राज्यों में 100 इंटरेक्टिव फ्लैट पैनल (आईएफपी) लगाए हैं।

इस पहल के लिए औली, केदारनाथ, स्पीति घाटी और किन्नौर आदि जिलों को चुना गया है। रूट्स2रूट्स (र2र) ने हिमाचल प्रदेश के 12 तथा उत्तराखंड के 13 जिलों में ब्लॉक में चार स्कूलों को डिजिटाइज्ड किया है, जिसके परिणामस्वरूप देश के सबसे सुदूर भागों में आधुनिक एजुकेशनल टूल्स को पहुंचाया गया है। महत्वाकांक्षी जिलों के तौर पर चिन्हित

इन जिलों में शिक्षा तथा छात्रों के सर्वांगीण विकास में सुधार पर ध्यान दिया जा रहा है। रूट्स2रूट्स (र2र)द्वारा तैयार किए गए आर्ट एवं कल्चर कन्टेंट के अलावा, आईएफपी को एनसीईआरटी पाठ्यक्रम के अनुसार झ-12 शैक्षिक कन्टेंट से भी सुसज्जित किया गया है।

इनमें 50,000एजुकेशनल वीडियो और 100,000प्रश्न एवं उत्तर, शामिल हैं जो छात्रों के लर्निंग अवसरों को बढ़ाएंगे। इस पहल के अंतर्गत शिक्षकों

की भी विस्तृत ट्रेनिंग की व्यवस्था की गई है ताकि वे नए उपकरणों को कारगर तरीके से इस्तेमाल कर सकें। इस पहल के बारे में, राकेश गुप्ता, संस्थापक, रूट्स2रूट्स (र2र) ने कहा, "र्वनजमेट्त्ववजेमें हमारा मिशन अत्यंत दूरस्थ इलाकों समेत देशभर के सभी छात्रों के लिए लर्निंग के समान अवसरों को उपलब्ध कराना है। हम आगे भी देश के सुदूरतम भागों में रहने वाले छात्रों के लिए उसी प्रकार की शैक्षिक सुविधाएं मुहैया कराने का प्रयास जारी रखेंगे जैसे कि शहरी इलाकों में रह रहे छात्रों के लिए

का इरादा रखते हैं। हालांकि कुछ इलाकों तक पहुंचना बेहद कठिन है लेकिन हमारी टीम ने ऐसी बाधाओं को पार कर हरेक छात्र के लिए क्वालिटी एजुकेशन उपलब्ध कराने की प्रतिबद्धता प्रदर्शित की है। हम भविष्य की पीढ़ियों के लिए उत्तम शिक्षा उपलब्ध कराने वाले उत्प्रेरक के तौर पर पहचान बनाने

उपलब्ध होती हैं।"

Routes2Roots establishes 100 Digital Classrooms in remote areas of Uttarakhand and Himachal Pradesh

The Uttarakhand Tribune
Correspondent

DEHRADUN: With an aim to make education accessible and inclusive for students in remote corners of India, Routes2Roots (R2R), a Delhi-based non-profit organization dedicated to promoting art, culture, and heritage, in its latest initiative has created digital classrooms in the remote areas of Uttarakhand & Himachal Pradesh.

Routes2Roots carried out the installation of a total of 100 Interactive Flat Panels (IFPs) across the two states. The targeted districts include Auli, Kedarnath, Spiti Valley, and Kinnaur, among others.

Routes2Roots has digitized four schools in each of the 12 districts in Himachal Pradesh and 13 districts in Uttarakhand, bringing modern educational tools to some of the most remote regions in India.

These areas, marked as aspirational districts, are being focused on for improvements in education and holistic development of students. Commenting on the initiative, Rakesh Gupta, Founder, Routes2Roots, said,

"At Routes2Roots, our mission is to create equal learning opportunities for students across the country, including those that are in very remote corners of the country. We want to be catalysts for providing high quality education for future generations.

रूट्स ने सुदूरवर्ती इलाकों में स्थापित किए डिजिटल क्लास रूम

देहरादून। दूरदराज के इलाकों में छात्रों के लिए शिक्षा को सुलभ और समावेश बनाने के उद्देश्य से रूट्स ने उत्तराखंड तथा हिमाचल प्रदेश के दूरस्थ भागों में डिजिटल क्लास रूम स्थापित किए हैं। संगठन देश में कला, संस्कृति और विरासत को बढ़ावा देने के लिए समर्पित है। रूट्स ने इन दो राज्यों में 100 इंटरेक्टिव फ्लैट पैनल (आईएफपी) लगाए हैं। इस पहल के लिए औली, केदारनाथ, स्पीति घाटी और किन्नौर आदि जिलों को चुना गया है। रूट्स ने हिमाचल प्रदेश के 12 तथा उत्तराखंड के 13 जिलों में प्रत्येक में चार स्कूलों को डिजिटाइज़्ड किया है। यह जानकारी रूट्स के संस्थापक राकेश गुप्ता ने दी।

पेन-इंडिया स्कूल के बच्चों को मिलेगी हाईटेक तरीके से शिक्षा

स्वतंत्र चेतना
डोईवाला। पेन-इंडिया स्कूल, भानियावाला में संचालित सीएससी बाल विद्यालय में अध्ययनरत बच्चों को अब और भी हाईटेक तरीके से शिक्षा मिल सकेगी। सामाजिक सरोकारों को समर्पित 'रूट्स टू रुट' की ओर से गुणवत्तापरक शिक्षा हेतु विरसा आईएफडी पैनल प्रदान किया गया। पेन-इंडिया फाउंडेशन (पीआईएफ) के संस्थापक अनूप रावत ने कहा कि 'रूट्स टू रुट' के संस्थापक राकेश गुप्ता जी, टीना वचानी सहित पूरी टीम के सहयोग से बच्चों को गुणवत्तापरक तकनीकी शिक्षा दी जा सकेगी। पीआईएफ के सहसंस्थापक संतोष बुड़ाकोटी ने बताया कि स्कूल में नौनिहालों को गुणवत्तापरक शिक्षा हेतु निरंतर सुविधाओं में इजाफा किया जा रहा है। इसी कड़ी में विद्यालय की ओर से रूट्स टू रुट के प्रमुख सलाहकार संजय गैरोला जी को विरसा आईएफडी पैनल प्रदान करने हेतु ज्ञापन दिया था। इसके बाद संजय गैरोला जी के प्रयासों की बदौलत रूट्स टू रुट की ओर से स्कूल में विरसा आईएफडी स्थापित करवाया गया। उन्होंने बताया कि विरसा आईएफडी पैनल में डिजिटल व्हाइट बोर्ड इंस्टॉल है। इसके अतिरिक्त पैनल में योग और एआई सहित अन्य एक्टिविटी आधारित कक्षाएं शामिल हैं। रूट्स टू रुट के एक्सपर्ट पैनल के सदस्यों में से ट्रेनर शिवम चौहान की ओर से स्कूल के सभी शिक्षिकाओं को विरसा आईएफडी पैनल के संचालन की ट्रेनिंग भी दी गई। इस दौरान शिक्षिकाएं ऋतु शर्मा, दीपालिका नेगी, दीपाली तोपवाल, निर्मला गुसाई, किरण पंवार, प्रविंदर आदि मौजूद रहे।

Routes 2 Roots ने उत्तराखंड और हिमाचल प्रदेश के सुदूरवर्ती इलाकों में स्थापित किए 100 डिजिटल क्लासरूम

देश के दूरदराज के इलाकों में छात्रों के लिए शिक्षा को सुलभ और समावेशी बनाने के उद्देश्य से, दिल्ली स्थित गैर-मुनाफा प्राप्त संगठन रूट्स2रूट्स (R2R) ने उत्तराखंड तथा हिमाचल प्रदेश के दूरस्थ भागों में डिजिटल क्लासरूम स्थापित किए हैं। यह संगठन देश में कला, संस्कृति और विरासत को बढ़ावा देने के लिए समर्पित है। रूट्स2रूट्स (R2R) ने इन दो राज्यों में 100 इंटरेक्टिव फ्लैट पैनल (आईएफपी) लगाए हैं।

इस पहल के लिए औली, केदारनाथ, स्पीति घाटी और किन्नौर आदि जिलों को चुना गया है। रूट्स2रूट्स (R2R) ने हिमाचल प्रदेश के 12 तथा उत्तराखंड के 13 जिलों में प्रत्येक में चार स्कूलों को डिजिटाइज़्ड किया है, जिसके परिणामस्वरूप देश के सबसे सुदूर भागों में आधुनिक एजुकेशनल टूल्स को पहुंचाया गया है। महत्वाकांक्षी जिलों के तौर पर चिन्हित इन जिलों में शिक्षा तथा छात्रों के सर्वांगीण विकास में सुधार पर ध्यान दिया जा रहा है।

रूट्स2रूट्स (R2R) द्वारा तैयार किए गए आर्ट एवं कल्चर कन्टेंट के अलावा, आईएफपी को एनसीईआरटी पाठ्यक्रम के अनुसार K-12 शैक्षिक कन्टेंट से भी सुसज्जित किया गया है। इनमें 50,000 एजुकेशनल वीडियो और 100,000 प्रश्न एवं उत्तर, शामिल हैं जो छात्रों के लर्निंग अवसरों को बढ़ाएंगे। इस पहल के अंतर्गत शिक्षकों की भी विस्तृत ट्रेनिंग की व्यवस्था की गई है ताकि वे नए उपकरणों का कारगर तरीके से इस्तेमाल कर सकें।

इस पहल के बारे में, राकेश गुप्ता, संस्थापक, रूट्स2रूट्स (R2R) ने कहा, "Routes2Roots में हमारा मिशन अत्यंत दूरस्थ इलाकों समेत देशभर के सभी छात्रों के लिए लर्निंग के समान अवसरों को उपलब्ध कराना है। हम भविष्य की पीढ़ियों के लिए उत्तम शिक्षा उपलब्ध कराने वाले उत्प्रेरक के तौर पर पहचान बनाने का इरादा रखते हैं।

हालांकि कुछ इलाकों तक पहुंचना बेहद कठिन है लेकिन हमारी टीम ने ऐसी बाधाओं को पार कर हरेक छात्र के लिए क्वालिटी एजुकेशन उपलब्ध कराने की प्रतिबद्धता प्रदर्शित की है। हम आगे भी देश के सुदूरतम भागों में रहने वाले छात्रों के लिए उसी प्रकार की शैक्षिक सुविधाएं मुहैया कराने के प्रयास जारी रखेंगे जैसे कि शहरी इलाकों में रह रहे छात्रों के लिए उपलब्ध होती हैं।"

लोकसत्य
राष्ट्रीय हिंदी दैनिक
दिल्ली ● लखनऊ ● मेरठ ● देहरादून ● चंडीगढ़ ● भोपाल से प्रकाशित

सत्य के संग, असत्य से जंग

03 ...   07 ...

पेन-इंडिया स्कूल के बच्चों को मिलेगी हाईटेक शिक्षा

"रूट्स टू रुट" की ओर से स्कूल में विरसा आईएफडी स्थापित

डोईवाला, लोकसत्य।

पेन-इंडिया स्कूल, भानियवाला में संचालित सीएससी बाल विद्यालय में अध्ययनरत बच्चों को अब और भी हाईटेक तरीके से शिक्षा मिल सकेगी। समाजिक सरोकारों को समर्पित रूट्स टू रुट की ओर से गुणवत्तापरक शिक्षा हेतु विरसा आईएफडी पैनल प्रदान किया गया।

पेन-इंडिया फाउंडेशन (पीआईएफ) के संस्थापक अनूप रावत ने कहा कि रूट्स टू रुट के संस्थापक राकेश गुप्ता जी, टीना वचानी सहित पूरी टीम के सहयोग से बच्चों को गुणवत्तापरक तकनीकी शिक्षा दी जा सकेगी। पीआईएफ के सहसंस्थापक संतोष बुड़ाकोटी ने बताया कि स्कूल में नौनिहालों को गुणवत्तापरक शिक्षा हेतु निरंतर सुविधाओं में इजाफा किया जा रहा है। इसी कड़ी में विद्यालय की ओर से रूट्स टू रुट के प्रमुख सलाहकार संजय गैरोला जी को विरसा आईएफडी पैनल प्रदान करने हेतु ज्ञापन दिया था। इसके बाद संजय गैरोला जी के प्रयासों की बदौलत रूट्स टू रुट

की ओर से स्कूल में विरसा आईएफडी स्थापित करवाया गया।

संजय गैरोला ने बताया कि रूट्स टू रुट की ओर से उत्तराखंड के प्रत्येक जिले के चार सरकारी विद्यालयों में आईएफडी पैनल निशुल्क प्रदान किये गए हैं। श्री गैरोला ने बताया की विरसा आईएफडी पैनल में डिजिटल व्हाइट बोर्ड इंस्टॉल है। इसके अतिरिक्त पैनल में योग और एआई सहित अन्य

एक्टिविटी आधारित कक्षाएं, शामिल हैं। रूट्स टू रुट के एक्सपर्ट पैनल के सदस्यों में से ट्रेनर शिवम चौहान की ओर से स्कूल के सभी शिक्षिकाओं को विरसा आईएफडी पैनल के संचालन की ट्रेनिंग दी गई।

इस दौरान शिक्षिकाएं ऋतु शर्मा, दीपालिका नेगी, दीपाली तोपवाल, निर्मला गुसाई, किरण पंवार, प्रविंदर आदि मौजूद रहे।

DOON HORIZON.

Routes 2 Roots ने उत्तराखंड और हिमाचल प्रदेश के सुदूरवर्ती इलाकों में स्थापित किए 100 डिजिटल क्लासरूम

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By Shaily S   Jun 6, 2024, 15:54 IST

दून हॉरिज़न, देहरादून (उत्तराखंड)

देश के दूरदराज के इलाकों में छात्रों के लिए शिक्षा को सुलभ और समावेशी बनाने के उद्देश्य से, दिल्ली स्थित गैर-मुनाफा प्राप्त संगठन रूट्स2रूट्स (R2R) ने उत्तराखंड तथा हिमाचल प्रदेश के दूरस्थ भागों में डिजिटल क्लासरूम स्थापित किए हैं। यह संगठन देश में कला, संस्कृति और विरासत को बढ़ावा देने के लिए समर्पित है। रूट्स2रूट्स (R2R) ने इन दो राज्यों में 100 इंटरेक्टिव फ्लैट पैनल (आईएफपी) लगाए हैं।

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रूट्स2रूट्स (R2R) द्वारा तैयार किए गए आर्ट एवं कल्चर कन्टेंट के अलावा, आईएफपी को एनसीईआरटी पाठ्यक्रम के अनुसार K-12 शैक्षिक कन्टेंट से भी सुसज्जित किया गया है। इनमें 50,000एजुकेशनल वीडियो और 100,000प्रश्न एवं उत्तर, शामिल हैं जो छात्रों के लर्निंग अवसरों को बढ़ाएंगे। इस पहल के अंतर्गत शिक्षकों की भी विस्तृत ट्रेनिंग की व्यवस्था की गई है ताकि वे नए उपकरणों का कारगर तरीके से इस्तेमाल कर सकें।

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Garhwal Post
For Tomorrow's People!

PEN-India students to receive high-tech education with installation of Virsa IFD panel

By OUR STAFF REPORTER

DEHRADUN, 19 May: Children studying at CSC Bal Vidyalaya operated PEN-India School at Bhaniawala, will now receive even more high-tech education. "Routes 2 Roots," dedicated to social causes, has provided the Virsa IFD panel for quality education.

Anoop Rawat, founder of the PEN-India Foundation (PIF), said that with the support of Rakesh Gupta, Tina Vachani, and the entire "Routes 2 Roots" team, children will receive quality technical education.

Santosh Budakoti, co-founder of PIF, mentioned that continuous improvement in being made to provide quality education to the young students. In this series, a memorandum was given by the school to Sanjay Gairola, the chief advisor of "Routes 2 Roots," to provide the Virsa IFD panel. Following the efforts of Sanjay Gairola, "Routes 2 Roots" established the Virsa IFD panel at the school.

Gairola mentioned that "Routes 2 Roots" has provided IFD panels free of cost to four

government schools in each district of Uttarakhand. He added that the Virsa IFD panel includes a digital whiteboard and activity-based classes such as yoga and AI.

Shivam Chauhan, one of the expert panel members trained all the school teachers on operating the Virsa IFD panel.

Teachers present during the event included Ritu Sharma, Deepalika Negi, Deepali Topwal, Nirmala Gusain, Kiran Panwar, and Pravindar Kaur.

दैनिक जनभारत मेल
तीखी नजर ! तेज खबर

रूटस2रूटस ने उत्तराखंड और हिमाचल प्रदेश के सुदूरवर्ती इलाकों में स्थापित किए 100 डिजिटल क्लासरूम

देहरादून, संवाददाता। देश के दूरदराज के इलाकों में छात्रों के लिए शिक्षा को सुलभ और समावेशी बनाने के उद्देश्य से, दिल्ली स्थित गैर-मुनाफा प्राप्त संगठन रूट्स2रूट्स (ऋऋर) ने उत्तराखंड तथा हिमाचल प्रदेश के दूरस्थ भागों में डिजिटल क्लासरूम स्थापित किए हैं। यह संगठन देश में कला, संस्कृति और विरासत को बढ़ावा देने के लिए समर्पित है।

रूट्स2रूट्स (R2R) ने इन दो राज्यों में 100 इंटरेक्टिव फ्लैट पैनल (आईएफपी) लगाए हैं। इस पहल के लिए औली, केदारनाथ, स्पीति घाटी और किन्नौर आदि जिलों को चुना गया है। रूट्स2रूट्स (R2R) ने हिमाचल प्रदेश के 12 तथा उत्तराखंड के 13 जिलों में प्रत्येक में चार स्कूलों को डिजिटाइज़्ड किया है, जिसके परिणामस्वरूप देश के सबसे सुदूर भागों में आधुनिक एजुकेशनल टूल्स को पहुंचाया गया है। महत्वाकांक्षी जिलों के तौर पर चिन्हित इन

जिलों में शिक्षा तथा छात्रों के सर्वांगीण विकास में सुधार पर ध्यान दिया जा रहा है।

रूट्स2रूट्स (R2R) द्वारा तैयार किए गए आर्ट एवं कल्चर कन्टेंट के अलावा, आईएफपी को एनसीईआरटी पाठ्यक्रम के अनुसार K-12 शैक्षिक कन्टेंट से भी सुसज्जित किया गया है।

इनमें 50,000एजुकेशनल वीडियो और 100,000प्रश्न एवं उत्तर, शामिल हैं जो छात्रों के लर्निंग अवसरों को बढ़ाएंगे।

इस पहल के अंतर्गत शिक्षकों की भी विस्तृत ट्रेनिंग की व्यवस्था की गई है ताकि वे नए उपकरणों का कारगर तरीके से इस्तेमाल कर सकें।

Routes2Roots Establishes 100 Digital Classrooms in Remote Areas of Uttarakhand and Himachal Pradesh

Routes2Roots has installed 100 Interactive Flat Panels in remote areas of Uttarakhand and Himachal Pradesh to enhance education accessibility and inclusivity.

Routes2Roots Establishes 100 Digital Classrooms in Remote Areas of Uttarakhand and Himachal Pradesh

With an aim to make education accessible and inclusive for students in remote corners of India, Routes2Roots (R2R), a Delhi-based non-profit organization dedicated to promoting art, culture, and heritage, in its latest initiative has created digital classrooms in the remote areas of Uttarakhand & Himachal Pradesh. Routes2Roots carried out the installation of a total of 100

The targeted districts include Auli, Kedarnath, Spiti Valley, and Kinnaur, among others. Routes2Roots has digitized four schools in each of the 12 districts in Himachal Pradesh and 13 districts in Uttarakhand, bringing modern educational tools to some of the most remote regions in India. These areas, marked as aspirational districts, are being focused on for improvements in education and holistic development of students.

The targeted districts include Auli, Kedarnath, Spiti Valley, and Kinnaur, among others. Routes2Roots has digitized four schools in each of the 12 districts in Himachal Pradesh and 13 districts in Uttarakhand, bringing modern educational tools to some of the most remote regions in India. These areas, marked as aspirational districts, are being focused on for improvements in education and holistic development of students.

Alongside art and culture content developed by Routes2Roots, the IFPs are equipped with K-12 educational content as per the NCERT curriculum. This includes 50,000 educational videos and 100,000 questions and answers, enhancing learning opportunities for students. The initiative also provides comprehensive training for teachers to effectively use the new equipment.

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Commenting on the initiative, Rakesh Gupta, Founder, Routes2Roots, said, "At Routes2Roots, our mission is to create equal learning opportunities for students across the country, including those that are in very remote corners of the country. We want to be catalysts for providing high quality education for future generations. Though some of these regions are hard to reach, our team has successfully managed to overcome such obstacles, and this showcases our commitment to providing quality education to every child. We will continue to work towards providing educational facilities and ensuring that students in the remotest parts of India receive the same level of education as their counterparts in urban areas."

കഥക് നൃത്ത ശില്പശാല സംഘടിപ്പിച്ചു

16 hours ago 🔥 970

ഇടുക്കി പിഎം ശ്രീ കേന്ദ്രീയ വിദ്യാലയത്തിൽ കലാകാരിയായ അർപിത ബാനർജിയുടെ നേതൃത്വത്തിൽ കഥക് നൃത്ത ശില്പശാല സംഘടിപ്പിച്ചു

കലയും സംസ്കാരവും വളർത്തിയെടുക്കാൻ വിദ്യാർത്ഥികളെ സഹായിക്കുന്നതിന് വിദൂര നഗരങ്ങളിൽ പോലും എത്തിച്ചേരാൻ ലക്ഷ്യമിടുന്ന റൂട്ട്സ് 2 റൂട്ട്സിന്റെ ഒരു സംരംഭമായിരുന്നു ഈ ശില്പശാല. സാംസ്കാരിക വിനിമയത്തിലൂടെ സമാധാനവും

ധാരണയും പ്രോത്സാഹിപ്പിക്കുന്ന ഒരു ലാഭേച്ഛയില്ലാത്ത സ്ഥാപനമാണ് റൂട്ട്സ് 2 റൂട്ട്സ്. 2004-ൽ സ്ഥാപിതമായ ഈ സംഘടന, സംഗീതം, നൃത്തം, കല, മറ്റ് സാംസ്കാരിക ആവിഷ്കാരങ്ങൾ എന്നിവയിലൂടെ ആളുകളെ ഒരുമിച്ച് കൊണ്ടുവരാൻ 100-ലധികം രാജ്യങ്ങളുമായി പ്രവർത്തിച്ചിട്ടുണ്ട്.

റൂട്ടുകൾ 2 ലോകത്തിലെ നന്മയ്ക്കുള്ള ശക്തമായ ശക്തിയാണ് സംസ്കാരമെന്ന് റൂട്ട്സ് വിശ്വസിക്കുന്നു. വ്യത്യസ്ത സംസ്കാരങ്ങളിൽ നിന്നുള്ള ആളുകൾ അവരുടെ കഥകളും അനുഭവങ്ങളും പങ്കുവെക്കുമ്പോൾ, അത് തടസ്സങ്ങൾ തകർത്ത് ധാരണയുടെ പാലങ്ങൾ നിർമ്മിക്കാൻ കഴിയും. കൂടുതൽ സമാധാനപരവും നീതിയുക്തവുമായ ഒരു ലോകം സൃഷ്ടിക്കുന്നതിന് ഈ ധാരണ അത്യന്താപേക്ഷിതമാണ്.

സംഘടനയുടെ പ്രവർത്തനത്തിൽ ഇവ ഉൾപ്പെടുന്നു: സാംസ്കാരിക വിനിമയ പരിപാടികളും ഇവന്റുകളും ഹോസ്റ്റുചെയ്യുക, വ്യത്യസ്ത സംസ്കാരങ്ങളെക്കുറിച്ചുള്ള വിദ്യാഭ്യാസ വിഭവങ്ങൾ നിർമ്മിക്കുക, സാംസ്കാരിക ധാരണ പ്രോത്സാഹിപ്പിക്കുന്നതിന് സ്കൂളുകളുമായും കമ്മ്യൂണിറ്റി സംഘടനകളുമായും പ്രവർത്തിക്കുക, സാംസ്കാരിക വിനിമയത്തെ പിന്തുണയ്ക്കുന്ന നയങ്ങൾക്കായി വാദിക്കുക അദ്ധ്യാപകരെയും ബഹുമാനപ്പെട്ട പ്രിൻസിപ്പൽ ശ്രീ കെവി, ഇടുക്കി-ശ്രീ.

NATIONAL NEWS

Routes2Roots Establishes 100 Digital Classrooms In Remote Areas Of Uttarakhand And Himachal Pradesh

Delhi : With an aim to make education accessible and inclusive for students in remote corners of India, Routes2Roots (R2R), a Delhi-based non-profit organization dedicated to promoting art, culture, and heritage, in its latest initiative has created digital classrooms in the remote areas of Uttarakhand & Himachal Pradesh. Routes2Roots carried out the installation of a total of 100 Interactive Flat Panels (IFPs) across the two states.

The targeted districts include Auli, Kedarnath, Spiti Valley, and Kinnaur, among others. Routes2Roots has digitized four schools in each of the 12 districts in Himachal Pradesh and 13 districts in Uttarakhand, bringing modern educational tools to some of the most remote regions in India. These areas, marked as aspirational districts, are being focused on for improvements in education and holistic development of students.

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Commenting on the initiative, Rakesh Gupta, Founder, Routes2Roots, said, "At Routes2Roots, our mission is to create equal learning opportunities for students across the country, including those that are in very remote corners of the country. We want to be catalysts for providing high quality education for future generations. Though some of these regions are hard to reach, our team has successfully managed to overcome such obstacles, and this showcases our commitment to providing quality education to every child. We will continue to work towards providing educational facilities and ensuring that students in the remotest parts of India receive the same level of education as their counterparts in urban areas."

IMPACT & ASSESSMENTS

The 100 schools have now joined the mainstream of learning and education with the digitisation of their schools. Almost 100,000 beneficiaries will benefit from this digitisation, which proves that our country is on the path to quality education in the remotest part. It is also imperative to bind the country into the diverse art and culture spearheaded by Routes 2 Roots by providing daily live interactive classes in more than 16 disciplines. These classes are provided without any cost for a lifetime, ensuring continuity.

The assessment and benefit of this program can only be assessed at least after a year when these students have attended the classes when their schools reopen after the summer vacations.

CONCLUSION

We have only sown the seed of cultural awareness in 100 schools, and that too in two states. There is a long way to go in digitising schools across the country and spreading our rich culture, which will bind the country into an inclusive society. Our digitisation not only brings culture together but also enriches the quality of K12 education in these remote schools, which will enable our children to contribute to our country as educated youth.

FEEDBACKS
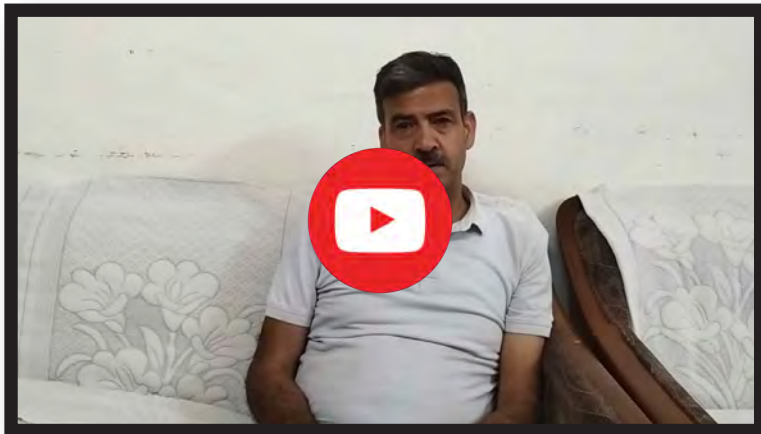
Routes 2 Roots®

BMW INDIA FOUNDATION

REPORT
2024-2025

BEYOND EDUCATION
Bringing **Positive** Change Through Education in **Art & Culture**

Name of Organisation	:	Routes 2 Roots
Type of Registration	:	Society
Registration No.	:	S/50788/2020
Registered Office	:	S43, Panchsheel park, New Delhi-110017
Corporate Office	:	G2, Max Towers, Delhi One, Sector-16 B, Gautam Buddh Nagar, Noida, Uttar Pradesh 201301
Website	:	https://routes2roots.com
Email	:	info@routes2roots.com
Project Name	:	Digital Learning of Performing Art, Education
Reporting Period	:	F.Y. 2024-2025
Funding	:	16,00,000
Unutilised Funding	:	Nil
Total Direct Beneficiaries	:	11920
Pan Number	:	AAATR9174N
DARPAN ID	:	DL/2009/000429
CSR No.	:	CSR00003417
80G	:	AAATR9174N23DL02
12AA	:	AAATR9174N23DL01
Valid TAN	:	DELR16405E
SDGs	:	SDGs -4 & SDGs-16

Routes 2 Roots is a Delhi-based non-profit NGO with a presence all over India and in over 64 countries across the world making it the most significant cultural NGO. Since its inception in 2004, the NGO has constantly strived to disseminate culture, art, and heritage to all ages and in particular children for inclusive and peaceful coexistence. Routes 2 Roots began its Digital Learning of Performing Arts program in 2016, with free interactive streaming of online classes comprising 15 Disciplines related to Art, Culture, and Heritage. Routes 2 Roots has also created Digital classrooms nationwide by installing equipment like Computers, Web Cameras with Microphones, LED Screens, and IFP Panels to equip schools in remote areas to be at par with any modern school in the city. After Installation and orientation the schools are provided daily classes in art and culture, including Yoga, Mindfulness, AI, and K-12 content, ensuring complete utilisation of digitisation with monthly attendance of all participating schools. All these are provided free of cost to these schools.

The BMW India Foundation is a key player in advancing the company's commitment to corporate social responsibility (CSR) in India. It serves as a platform for BMW Group's efforts to make a positive, lasting impact on society, with a focus on promoting sustainability, education, and community well-being.

The foundation supports initiatives across several key sectors, including education, environmental sustainability, health and well-being, and cultural preservation. In particular, the foundation emphasizes empowering individuals through education and skill development, which are integral to fostering a brighter, more equitable future for communities in India.

Through strategic partnerships with NGOs, local communities, and other organizations, the BMW India Foundation champions initiatives that drive social change, aligning with BMW Group's core values of responsibility and innovation.

Vision & Mission

Routes 2 Roots

Our vision, "With Society, towards Serenity," aims to touch different facets of human life to make society a better place to live by our objectives. Our vision embodies the concept of inclusive growth that creates a future generation of youth who appreciate art and culture and at the same time addresses their stress levels and mental health for holistic growth.

We aim to deliver knowledge of Indian art and culture, including music, theatre, art, and heritage. The inclusion of ARTS in the new education policy, where STEM has been made to STEAM, has encouraged our mission. Therefore, education in art and culture is no longer an extracurricular activity. This will also help to create an inclusive and tolerant society for a peacefull world.

BMW India Foundation

BMW India Foundation is committed to enhancing the lives of people in India through innovative and sustainable solutions to pressing social issues, thus, creating a better future.

Create a world where everyone believes they have the POWER TO PROGRESS.

To be a catalyst of progress in society by ENABLING, EMPOWERING AND ENRICHING individuals to reimagine a better future.

Routes 2 Roots ®

BMW
BMW INDIA
FOUNDATION

Partnership Overview

BMW India Foundation adds its might to Routes 2 Roots in their endeavour to provide digital education to students across the country through its CSR funding. With the support of the mega brand coming in, the NGO will be able to further expand its program of digital education of performing arts, digitising marginalised schools of the country and offering them digital classes by leading exponents. These classes featuring the finest exponents of performing arts as well as state-of-the-art equipment such as Smart Interactive Flat Panels with Tata Class Edge K-12 educational content is aimed to make education more inclusive and beneficial for those who do not have easy access to it, thereby bringing them at par with the modern educational institutes of the cities of the country. We would like to extend our gratitude to BMW for their faith in our program as well their belief in the might and role of culture and heritage in development of future generations.

Key Areas

K12 Content – This initiative equips schools with Smart Interactive Flat Panels featuring K–12 content, providing online classes in 16 cultural disciplines. It fosters inclusive education, connecting students to performing arts and modern learning while highlighting the role of culture in shaping future generations. These digital tools facilitate inclusive education and offer schools access to performing arts and modern educational resources.

Cultural Preservation and Education – Initiatives aimed at preserving, promoting, and educating children and others about cultural heritage and diversity.

Education and Skill Development – Efforts aimed at improving education and providing skill-building opportunities to individuals, particularly underprivileged or marginalized groups.

Digital Education – Using digital tools and platforms to educate and raise awareness about cultural heritage, arts and traditions and provide knowledge in AI.

Health and Well-being – Efforts to improve physical and mental health in communities, and promote well-being by teaching yoga.

Community Development – Programs designed to enhance the well-being and quality of life for local communities, particularly those in need and provide an additional skill set.

> *"Through a strategic partnership, the BMW India Foundation has supported Routes 2 Roots in cultural and education. Their funding has played a crucial role to students in remote areas enabling them to provide excess quality K12 education and hybrid cultural classes in expanding our outreach programs, including cultural exchanges, workshops, and school-based educational modules focusing on India's rich history."*

List of Schools

S.No	State	Name of the School	Direct Benefeciaries
1	Bihar	Kendriya Vidyalaya, Jhajha	428
2	Jammu & Kashmir	Kendriya Vidyalaya CRPF Bantalab	1919
3	Jharkhand	Kendriya Vidyalaya Surda	980
4	Tamil Nadu	Kendriya Vidyalaya No.1 Tambaram	1668
5	Tamil Nadu	Kendriya Vidyalaya Minambakkam	1631
6	Delhi	MCD Primary School, Kapashera	1276
7	Haryana	GSSS Boys Civil Lines, Gurugram (2 shift)	984
8	Jharkhand	SS=2 High School, Patamda	1019
9	Jammu & Kashmir	Kendriya Vidyalaya No.1 Srinagar	991
10	Haryana	PM SHRI Govt Sr Sec School Chakkarpur, Gurugram	1024
		Total	**11920**

Project Activities

Digitising Classrooms

Installation of state-of-the-art panels in select schools supported by BMW india foundation in Jammu & Kashmir, Delhi NCR, Bihar, Jharkhand and Tamil Nadu.
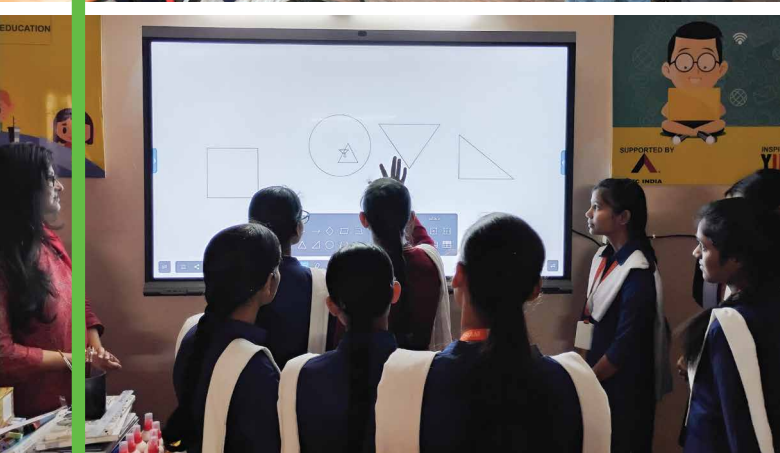
Interactive Classes

Monday to Saturday, two to three classes are held digitally from our studio. Each school is sent the timetable a week before the commencement of each month and the attendence of the students is shared with the schools.

Workshops

Workshops were conducted in all the 10 Schools supported by BMW india Foundation. These inculcated awareness, interest in participation and building confidence.Some glimpses of the same.

Thank you Routes 2 Roots and BMW India Foundation for organizing the physical Kathak workshop in Kendriya Vidyalaya, Surda on 31st January 2025. It was a wonderful opportunity for our students to learn and experience the beauty of this classical dance form. The fact that the workshop was conducted free of cost made it even more accessible, allowing maximum student participation. Such initiatives play a vital role in promoting cultural heritage and nurturing young talent.

Dear Team Routes 2 Roots and BMW India Foundation,

On behalf of S.S. +2 High School, Patamda, Jharkhand, we extend our heartfelt gratitude for organizing the physical Kathak workshop on 31st January, 2025. It was a wonderful opportunity for our students to learn and experience the beauty of this classical dance form. The fact that the workshop was conducted free of cost made it even more accessible, allowing maximum student participation.

Sustainability and Long-term Goals

"Looking ahead, Routes 2 Roots aims to expand its cultural education programs across rural India, ensuring that future generations are equipped with the knowledge and understanding to preserve their cultural heritage, create art appreciation and have holistic growth. The continued support from BMW India Foundation will be instrumental in achieving this vision."

Conclusion and Gratitude

"We extend our heartfelt gratitude to the BMW India Foundation for their unwavering support. This partnership has allowed us to touch countless lives and foster a deeper connection to our cultural roots. Together, we are building a more inclusive and culturally aware future."

*Our culture is a gift to the future,
ensuring our stories and traditions
live on for generations to come.*

Registered Office -
S-43, Panchsheel Park,New Delhi- 110017

Corporate Office & Studio -
Routes 2 Roots,
G2 Level, Max Towers,Delhi One, Sector-16 B,
Gautam Buddh Nagar, Noida,Uttar Pradesh 201301
Email:- info@routes2roots.com
Tel. No. - 01204123996, 01204124949
www.routes2roots.com

Routes 2 Roots®

Andhra Pradesh Tribal Welfare Residential Educational Institutions Society(Gurukulam)
REPORT

List Of Schools

S. No	New District	Name of the Institution	No. of Class Rooms
1	Srikakulam	APTWR EMRS(Co-Edu), Meliaputti	3
2	P. Manyam	APTWR EMRS(Co-Edu), Bhamini	6
3	P. Manyam	APTWR EMRS(Co-Edu), GLPuram	7
4	P. Manyam	APTWR EMRS(Co-Edu), Anasabhadra	11
5	P. Manyam	APTWR EMRS(Co-Edu), Kotikapenta	2
6	ASR	APTWR EMRS(Co-Edu), Arakuvalley	4
7	ASR	APTWR EMRS(Co-Edu), Ananthagiri	3
8	ASR	EMRS(Co-Edu), Hukumpeta	3
9	ASR	EMRS(Co-Edu), Paderu	3
10	ASR	EMRS(Co-Edu), Munchigput	4
11	ASR	EMRS(Co-Edu), G.Madugula	6
12	ASR	EMRS(Co-Edu), Chintapalli	12
13	ASR	EMRS(Co-Edu), Koyyuru	7
14	ASR	EMRS(Co-Edu), Addatheegala	3
15	ASR	EMRS(Co-Edu), Chintoor	12
16	ASR	EMRS(Co-Edu), Peddabayalu	4

Implementation of Digital Classrooms
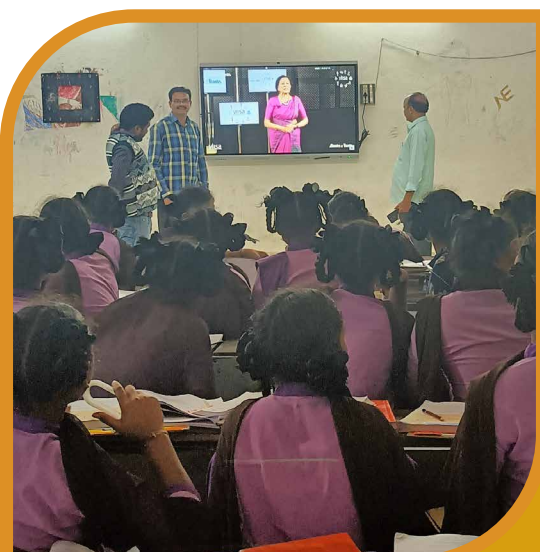
Teachers Training

Free Books
Distribution

Monthly Class Schedule

Date	09:00-09:30 AM & 09:31-10:01 AM	10:20 AM to 11:00 AM	12:00-12:30 PM & 12:31-1:01 PM
1st July 2024 | Monday	Tabla **Tushar Goyal** Basic Terminologies of Indian Classical Music		Hindustani Classical Vocal **Sankumay Debnath** Introduction of Raga Bhairav
2nd July 2024 | Tuesday	Carnatic Vocal **Aadarsh M Nair** Introduction of Vande Meenakshi - Note Swaram		Hindustani Classical Harmonium **Fareed Ahmed Khan** Introduction of Raga Bhairav with Aaroh, Avroh and Taan
3rd July 2024 | Wednesday	Kathak **Richa Jain** Revision of Aamad and Salami		Bharatanatyam **Madhura Bhrushundi** Introduction of Drishti Bheda
4th July 2024 | Thursday	Guitar **Chirodeep Mitra** Introduction of Pentatonic Scale		Keyboard **Siddartha Atal** Introduction of Dm Scale (Right & Left Hand) and Song "Khamoshiyan"
5th July 2024 | Friday	Fun With Art **Shahbaaz Khan** Drawing of Perspective	Coding and Game Designing **Sarita Doshi** Collect the Egg Game	Theatre **Manu Gupta** Modulation and Speaking Patterns
6th July 2024 | Saturday	Yoga **Dr. Sanjiv Pathak** Yoga For Stress Management		Brain Development **Ameesha Awana** Revision Class
8th July 2024 | Monday	Tabla **Tushar Goyal** New Kaida in Teentaal		Hindustani Classical Vocal **Vivek Bhola** Introduction of Raga Bhairav and Some Palte in Raga Bhairav
9th July 2024 | Tuesday	Flute **Amit Singhal** Introduction of Raga Bhopali		Hindustani Classical Harmonium **Dr. Ashique Kumar** Introduction of Raga Malkauns and Some Alankar Patterns with Finger Technique
10th July 2024 | Wednesday	Kathak **Shikha Sharma** Introduction of Kavitt		Bharatanatyam **Sayani Chakraborty** Introduction of Tatta, Natta and Pakka Adavu
11th July 2024 | Thursday	Guitar **Chirodeep Mitra** Introduction to Improvisation		Keyboard **Siddartha Atal** Primary Chords in C Major Scale, About the Blues and Song "Got Those Blues"
12th July 2024 | Friday	Fun With Art **Shahbaaz Khan** Drawing of House & Buildings	Coding and Game Designing **Sarita Doshi** Bouncing Ball Game	Theatre **Manu Gupta** Movements of Human and Animals
15th July 2024 | Monday	Tabla **Tushar Goyal** Introduction of Advance Tukras in Teentaal		Hindustani Classical Vocal **Vivek Bhola** Completion of Raga Bhairav
16th July 2024 | Tuesday	Carnatic Vocal **Aadarsh M Nair** Completion of Vande Meenakshi		Hindustani Classical Harmonium **Dr. Ashique Kumar** Introduction of Bandish of Raga Malkauns Including Notation and Finger Technique

Date				
18th July 2024 | Thursday	**Guitar**			**Keyboard**
	Chirodeep Mitra			**Siddartha Atal**
	Recap of Major Scale			The G Major Scale (Right & Left Hand), The Key of G Major Scale, A New Trick and Song "The Can-Can"
19th July 2024 | Friday	**Fun With Art**	**Coding and Game Designing**		**Theatre**
	Shahbaaz Khan	**Sarita Doshi**		**Jyoti Upadhyay**
	Drawing of Fruits as Cartoon Character	Hungry Shark Game		English Skit on Delhi's Heat
20th July 2024 | Saturday	**Yoga**			**Brain Development**
	Dr. Sanjiv Pathak			**Ameesha Awana**
	Yoga For Concentration and Memory			Stress Management
22nd July 2024 | Monday	**Tabla**			**Hindustani Classical Vocal**
	Tushar Goyal			**Sankumay Debnath**
	Introduction of New Rela in Teentaal			Introduction of Raga Yaman
23rd July 2024 | Tuesday	**Sitar**			**Hindustani Classical Harmonium**
	Subrata De			**Fareed Ahmed Khan**
	Completion of Raga Yaman			Completion of Raga Bhairav with Aaroh, Avroh and Taan
24th July 2024 | Wednesday	**Kathak**			**Bharatanatyam**
	Richa Jain			**Madhura Bhrushundi**
	Introduction of Thaat			Introduction of Pakka Adavu
25th July 2024 | Thursday	**Guitar**			**Keyboard**
	Chirodeep Mitra			**Siddartha Atal**
	Minor Scale and Their Variations			Primary Chords in G Major and Song "The Marines"
26th July 2024 | Friday	**Fun With Art**	**Coding and Game Designing**		**Theatre**
	Shahbaaz Khan	**Sarita Doshi**		**Manu Gupta**
	Drawing of Landscape	Completion of Hungry Shark Game		Human Behaviour and Psychology
27th July 2024 | Saturday	**Yoga**			**Brain Development**
	Dr. Sanjiv Pathak			**Deepak Thukrela**
	Yoga For Strength and Flexibility			Eye Exercise for Strong Concentration
29th July 2024 | Monday	**Tabla**			**Hindustani Classical Vocal**
	Akram Khan			**Vivek Bhola**
	Importance of Tabla For Classical Music, Semi Classical Music and Film Music			Revision of Raga Bhairav and Bandish
30th July 2024 | Tuesday	**Carnatic Vocal**			**Hindustani Classical Harmonium**
	Aadarsh M Nair			**Dr. Ashique Kumar**
	Introduction of Kamala Jadal - Kalyani			Some Alaap and Sargam Patterns in Raga Malkauns
31st July 2024 | Wednesday	**Kathak**			
	Richa Jain			
	Completion of Thaat and Revision of Aamad, Salami & Thaat			

Glimpse of Daily
Classes

Ministry of Culture
Government of India

Routes 2 Roots®

REPORT
2024

F.NO.P-1-29/1/2022-P.Arts-1

namaste

Promoting Art, Culture & heritage keeps our society alive, connecting us to our roots, bridging the past and future, and inspiring future generations.

Performance and Achievement Report

Routes 2 Roots received the first grant instalment under the scheme "Financial Assistance to cultural organisations with national presence" for the grant year 2023-24 under the scheme 'Kala Sanskriti Vikas Yojana' File no. F.NO.P-1-29/1/2022-P.Arts-1

We are submitting the program details and the utilization certificate and request the release of the balance of 25% second and final instalment of the grant amount.

About The Program

Routes 2 Roots is a Pan India NGO with a presence in all the states/districts and some blocks of the country, is engaged in promoting art, culture and heritage amongst the students and the youth of the country. Routes 2 Roots launched its flagship program - "Digital learning of Performing Arts", which is one of its kind most extensive such program in the world, teaching more than 16 disciplines of Indian classical art and culture to students from more than 24,000 schools across India and impacting more than 2 crore students through its program. This program has been recognized as the "Largest Digital Cultural Program" by the Limca Book of Records.

Routes 2 Roots has a distinguished panel of advisors consisting of Padma Vibhushan awardee – Ustad Amjad Ali khan (the sarod legend), Winner of Grammy Award & Padma Bhushan- Pandit Vishwa Mohan Bhatt, Padma Vibhushan Dr L Subramaniam, Padma Bhushan Pandit Sajan Mishra, Padma Shri Shovana Narayan, Padma Shri Kavita Krishnamurthy, Bollywood Actor - Juhi Chawla, Padama Shri Kiran Segal, Bollywood Singer Shafqat Amanat Ali and Musician Ehsaan Noorani, U. N. Khaware, Upendra Dutta Choubey and contributing maestros Amaan Ali Bangash, Ayaan Ali Bangash, Shubendra Rao, Ritesh Misra, Rakesh Chaurasia, Rajnish Misra, Kaushiki Chakrabarty and Mohd Akram Khan who continuously contributes for the upgradation of the curriculum and the program at large. Padma

Bhushan recipient Late Dr Saroja Vaidyanathan,Late Padma Vibhushan Pandit Birju Maharaj and Padma Bhushan Rajan Mishra were also our advisory board members and continue their blessings to our endeavor.

This one of its kind programs conducts 2/3 live interactive classes daily (Mon to Sat) to all the schools Free of Cost imparting art and cultural education. A timetable is drawn monthly and shared with all the participating schools. In addition to the real-time interactive digital classes, we also conduct workshops making this a Hybrid learning program, which makes it unique. Our gurus visit each participating school throughout the country tutoring the students and assessing the benefits the students are deriving from these classes.

Unlike other available solutions for digital classes like Zoom and Google Teams, where only passport-size photo is visible to the participants and all the participants are requested to shut their cameras and mikes. Participants feel restricted, and the very purpose of video conferencing is lost. Our program is run on specially customized in house-built software where the students can witness the classes virtually live in multi camera shoots in their classrooms, and all the participants are requested to switch on their cameras and mikes. This helps real-time interaction with the teachers in the studio, and the teacher can see the participating children. This is the creation of a virtual classroom in the school.

Project Activities

367
PHYSICAL WORKSHOPS

345
LIVE INTERACTIVE CLASSES

3000+
CLASSROOM DIGITISED
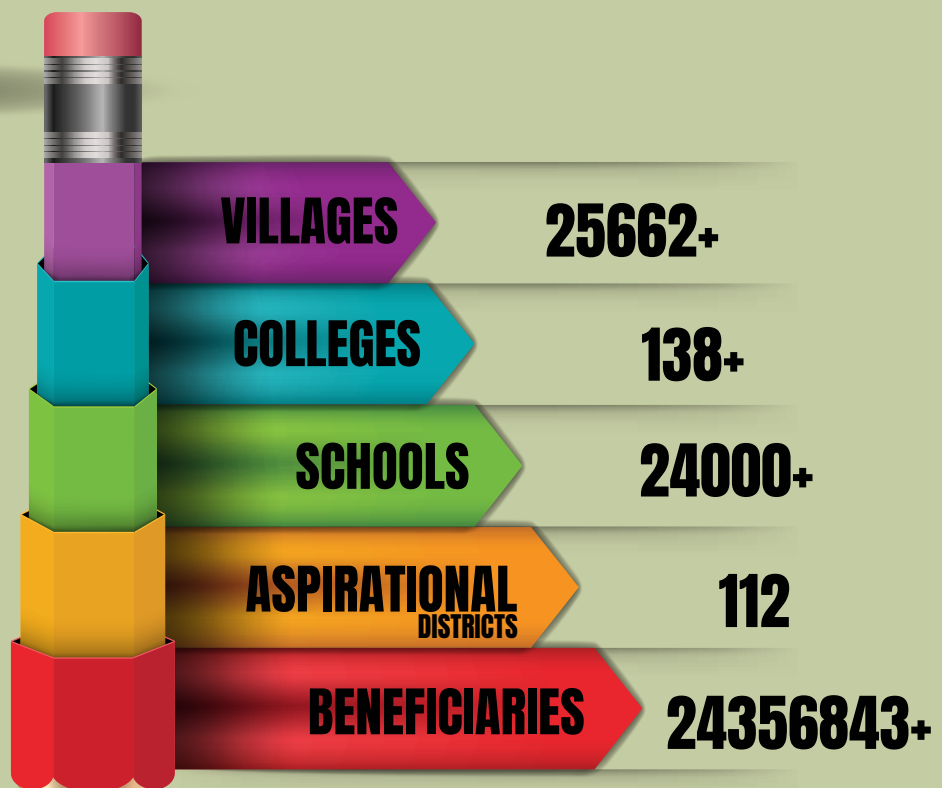
CULTURAL PROGRAMS
5+

COMPETITION PARTICIPATION
2165

Our Footprints

DISTRICTS 788

CITIES 4000

UT's 8

STATES 28

COUNTRIES 65+

VILLAGES 25662+

COLLEGES 138+

SCHOOLS 24000+

ASPIRATIONAL DISTRICTS 112

BENEFICIARIES 24356843+
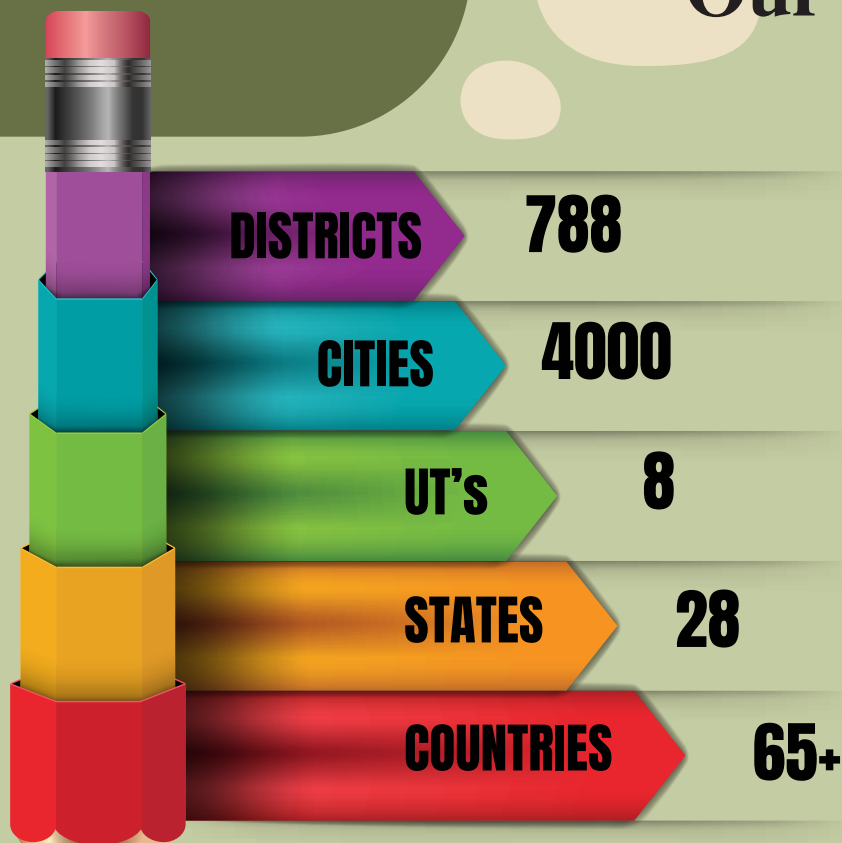
Implementation of the program

Since this is an ongoing program, over 24,000 participating schools and colleges are part of this program. Therefore, implementation is also an ongoing process as new schools are continuously being added along with the already participating schools. For the new schools, our team members visit each school to install, train, give orientation, hand over the curriculum, and provide them with the details of our IT support in case of any complaint resolution.

Routes 2 Roots®

DIGITAL LEARNING OF PERFORMING ARTS

www.routes2roots.com

To Download Routes 2 Roots App

Download on the App Store

ANDROID APP ON Google play
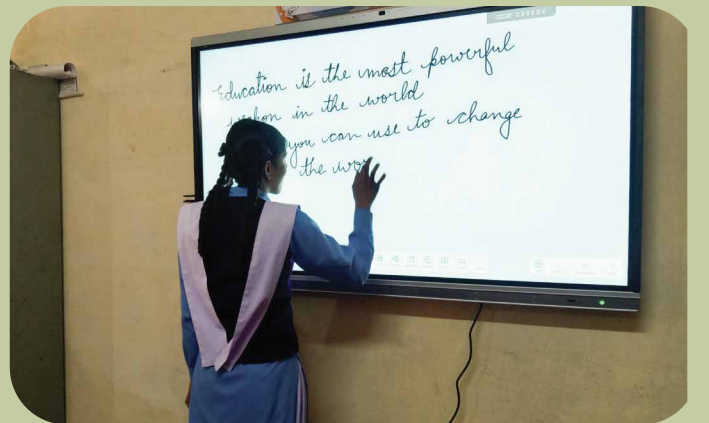
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GOVERNMENT OF INDIA · MINISTRY OF CULTURE

Digital Classrooms

Digital Classrooms

Interactive Classes

Monday to Saturday, two to three classes are held digitally from our studio. Each school is sent the timetable a week before the commencement of each month (sample timetable is enclosed). A total of 16 disciplines are being taught, which are Kathak, Bharatnatyam, Tabla, Carnatic Vocal, Hindustani Classical Vocal, Flute, Harmonium, Theatre, Guitar, Keyboard, Yoga, Brain Development, Punjabi Literature and Culture, Sitar, Fun with Arts, Artificial Intelligence, and Gaming & Coding classes.

Sample of monthly class schedule sent to the schools

Routes 2 Roots®
Class Schedule July 2024

Date	09:00-09:30 AM & 09:31-10:01 AM	10:20 AM to 11:00 AM	12:00-12:30 PM & 12:31-1:01 PM
1st July 2024 | Monday	**Tabla** **Tushar Goyal** Basic Terminologies of Indian Classical Music		**Hindustani Classical Vocal** **Sankumay Debnath** Introduction of Raga Bhairav
2nd July 2024 | Tuesday	**Carnatic Vocal** **Aadarsh M Nair** Introduction of Vande Meenakshi - Note Swaram		**Hindustani Classical Harmonium** **Fareed Ahmed Khan** Introduction of Raga Bhairav with Aaroh, Avroh and Taan
3rd July 2024 | Wednesday	**Kathak** **Richa Jain** Revision of Aamad and Salami		**Bharatanatyam** **Madhura Bhrushundi** Introduction of Drishti Bheda
4th July 2024 | Thursday	**Guitar** **Chirodeep Mitra** Introduction of Pentatonic Scale		**Keyboard** **Siddartha Atal** Introduction of Dm Scale (Right & Left Hand) and Song "Khamoshiyan"
5th July 2024 | Friday	**Fun With Art** **Shahbaaz Khan** Drawing of Perspective	**Coding and Game Designing** **Sarita Doshi** Collect the Egg Game	**Theatre** **Manu Gupta** Modulation and Speaking Patterns
6th July 2024 | Saturday	**Yoga** **Dr. Sanjiv Pathak** Yoga For Stress Management		**Brain Development** **Ameesha Awana** Revision Class
8th July 2024 | Monday	**Tabla** **Tushar Goyal** New Kaida in Teentaal		**Hindustani Classical Vocal** **Vivek Bhola** Introduction of Raga Bhairav and Some Palte in Raga Bhairav
9th July 2024 | Tuesday	**Flute** **Amit Singhal** Introduction of Raga Bhopali		**Hindustani Classical Harmonium** **Dr. Ashique Kumar** Introduction of Raga Malkauns and Some Alankar Patterns with Finger Technique
10th July 2024 | Wednesday	**Kathak** **Shikha Sharma** Introduction of Kavitt		**Bharatanatyam** **Sayani Chakraborty** Introduction of Tatta, Natta and Pakka Adavu
11th July 2024 | Thursday	**Guitar** **Chirodeep Mitra** Introduction to Improvisation		**Keyboard** **Siddartha Atal** Primary Chords in C Major Scale, About the Blues and Song "Got Those Blues"
12th July 2024 | Friday	**Fun With Art** **Shahbaaz Khan** Drawing of House & Buildings	**Coding and Game Designing** **Sarita Doshi** Bouncing Ball Game	**Theatre** **Manu Gupta** Movements of Human and Animals
15th July 2024 | Monday	**Tabla** **Tushar Goyal** Introduction of Advance Tukras in Teentaal		**Hindustani Classical Vocal** **Vivek Bhola** Completion of Raga Bhairav
16th July 2024 | Tuesday	**Carnatic Vocal** **Aadarsh M Nair** Completion of Vande Meenakshi		**Hindustani Classical Harmonium** **Dr. Ashique Kumar** Introduction of Bandish of Raga Malkauns Including Notation and Finger Technique

Sample of monthly class schedule sent to the schools

18th July 2024 | Thursday	**Guitar**		**Keyboard**
	Chirodeep Mitra		**Siddartha Atal**
	Recap of Major Scale		The G Major Scale (Right & Left Hand), The Key of G Major Scale, A New Trick and Song "The Can-Can"
19th July 2024 | Friday	**Fun With Art**	**Coding and Game Designing**	**Theatre**
	Shahbaaz Khan	**Sarita Doshi**	**Jyoti Upadhyay**
	Drawing of Fruits as Cartoon Character	Hungry Shark Game	English Skit on Delhi's Heat
20th July 2024 | Saturday	**Yoga**		**Brain Development**
	Dr. Sanjiv Pathak		**Ameesha Awana**
	Yoga For Concentration and Memory		Stress Management
22nd July 2024 | Monday	**Tabla**		**Hindustani Classical Vocal**
	Tushar Goyal		**Sankumay Debnath**
	Introduction of New Rela in Teentaal		Introduction of Raga Yaman
23rd July 2024 | Tuesday	**Sitar**		**Hindustani Classical Harmonium**
	Subrata De		**Fareed Ahmed Khan**
	Completion of Raga Yaman		Completion of Raga Bhairav with Aaroh, Avroh and Taan
24th July 2024 | Wednesday	**Kathak**		**Bharatanatyam**
	Richa Jain		**Madhura Bhrushundi**
	Introduction of Thaat		Introduction of Pakka Adavu
25th July 2024 | Thursday	**Guitar**		**Keyboard**
	Chirodeep Mitra		**Siddartha Atal**
	Minor Scale and Their Variations		Primary Chords in G Major and Song "The Marines"
26th July 2024 | Friday	**Fun With Art**	**Coding and Game Designing**	**Theatre**
	Shahbaaz Khan	**Sarita Doshi**	**Manu Gupta**
	Drawing of Landscape	Completion of Hungry Shark Game	Human Behaviour and Psychology
27th July 2024 | Saturday	**Yoga**		**Brain Development**
	Dr. Sanjiv Pathak		**Deepak Thukrela**
	Yoga For Strength and Flexibility		Eye Exercise for Strong Concentration
29th July 2024 | Monday	**Tabla**		**Hindustani Classical Vocal**
	Akram Khan		**Vivek Bhola**
	Importance of Tabla For Classical Music, Semi Classical Music and Film Music		Revision of Raga Bhairav and Bandish
30th July 2024 | Tuesday	**Carnatic Vocal**		**Hindustani Classical Harmonium**
	Aadarsh M Nair		**Dr. Ashique Kumar**
	Introduction of Kamala Jadal - Kalyani		Some Alaap and Sargam Patterns in Raga Malkauns
31st July 2024 | Wednesday	**Kathak**		
	Richa Jain		
	Completion of Thaat and Revision of Aamad, Salami & Thaat		

Bharatanatyam

Tabla

Flute

Hindustani Classic Vocal

Snapshots of Live Class Discipline

Kathak

Keyboard

Brain Development

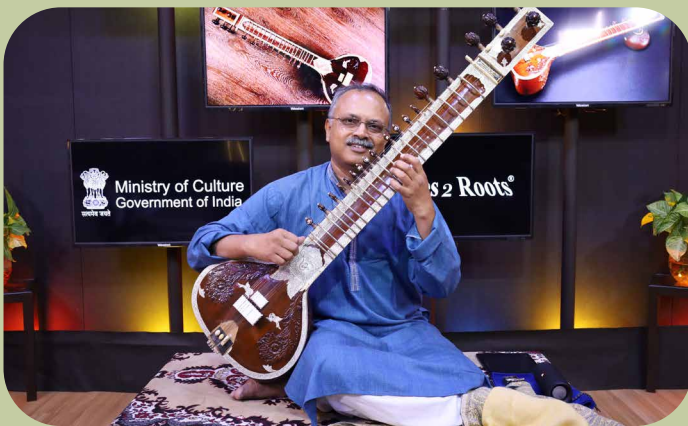

Carnatic Vocal

Snapshots of Live Class Discipline

Fun With Art

Harmonium

Sitar

Theatre

Snapshots of Live Class Discipline

Guitar

Punjabi Litrature and Culture

Coding And Game Designing

Artificial Intelligence

Interactive Classes attended by the Beneficiaries

Interactive Classes attended by the Beneficiaries

Pariksha pe Charcha
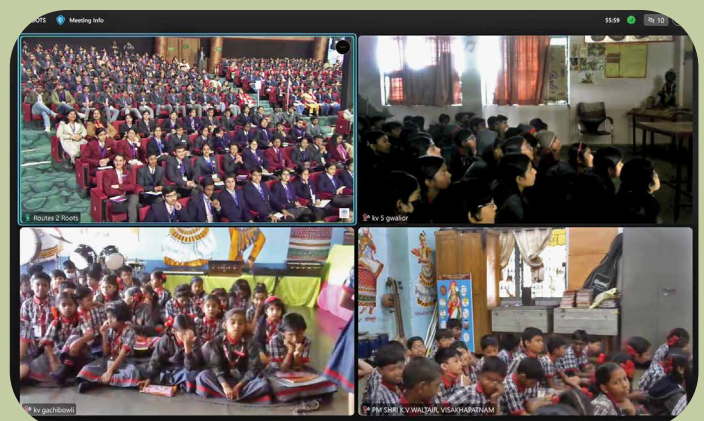
International Children's Film Festival

Routes 2 Roots has been holding yearly International Children's Film Festival which gives the students the opportunity to watch talented children's works of art from all over the world. These movies are broadcast to all the schools Free of Cost inspiring children and giving them world exposure. These are ways of motivating the children towards the vast canvas of art and culture which can give them international exposure and a platform to highlight their talent to the world.

International Interactive Classes in English

ART HAS NO BOUNDARIES: ROUTES 2 ROOTS GOES INTERNATIONAL. WE TEACH OUR INDIAN CULTURE TO MORE THAN 65 COUNTRIES WITH ENGLISH AS THE MEDIUM OF TEACHING IN ACCORDANCE WITH THE INTERNATIONAL TIME ZONE.

R2R–ICCR-CCRT TOGETHER INTRODUCE INDIAN DANCES TO THE INTERNATIONAL PARTICIPANTS

Teaching Indian Dance Forms Internationally

The tremendous success and response to the pilot Kathak classes prompted ICCR to join hands with Routes 2 Roots and CCRT in introducing the Indian classical dance forms like Odissi, Kathak and Bharatnatyam to the International participants. All the Indian Missions (Embassies) across the world enrolled international participants for these digital classes held weekly in English language. These classes are curated and broadcast from Routes 2 Roots studio and have been instrumental in spreading Indian culture across more than 65 countries with hundreds of participants keen to learn these dance forms. Our dedicated and reputed expert Gurus take them through each step patiently, assist them with learning techniques and answer all their queries promptly thus receiving great appreciation from all participants. Routes 2 Roots feels privileged to spread and promote Indian culture across the world, its prime objective.
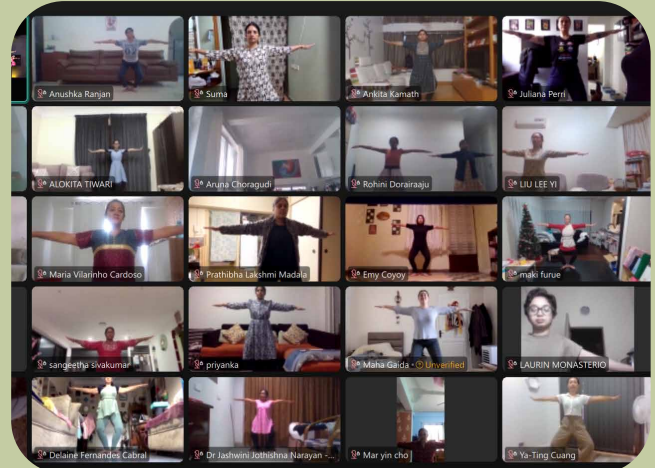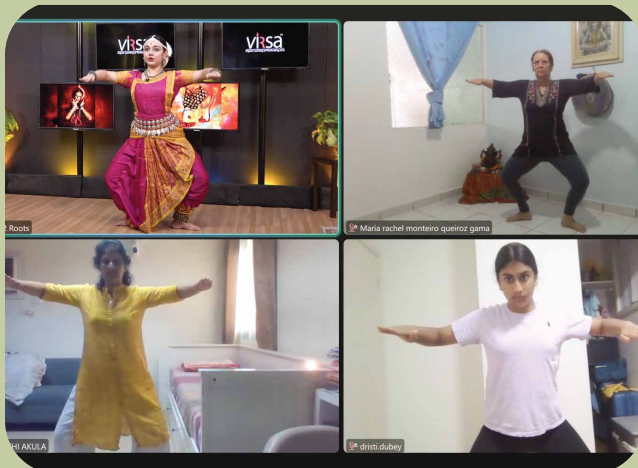
Workshops

Workshops are conducted nationwide in our participating schools, where our 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 choice of the schools. The workshops consist of a lecture demonstration where the Gurus educate the children about that art form, its origins, and the celebrated Gurus of that specific discipline. The Guru conducts 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. Our coordinators also take feedback from the principals/teachers and students. The detail of each workshop is documented and kept for our records. These workshops also enable us to record and document the impact of our project and record the feedback of students, teachers, and principals. All these recordings and testimonials are documented for records and detailed analysis.

The workshops are conducted across the country reaching the most remote and difficult terrains whether its Tawang or Leh Ladakh or challenging areas in Jammu and Kashmir, our team of Routes 2 Roots along with the Gurus have impacted school children and taken the Indian culture to their doorstep thereby enhancing art appreciation and creating awareness for their heritage. More than 50 workshops were carried out in the most underprivileged schools of Karnataka in the SIRSI region. All appreciated this workshop of Bharatanatyam and our efforts in providing this outreach. Keeping in mind National Integration we mindfully conduct workshops to introduce the art form of South of India to the Northern belt and vice versa. Dances like Bharatanatyam is performed for the schools of Punjab which encourages inclusivity and tolerances for each other's culture and similarly the culture of Punjab is portrayed to the students of South of India.

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Ministry of Culture
Government of India

Routes 2 Roots®

THE WORLD'S
LARGEST
INTERACTIVE
DIGITAL
PROGRAM
OF TEACHING
PERFORMING
ARTS

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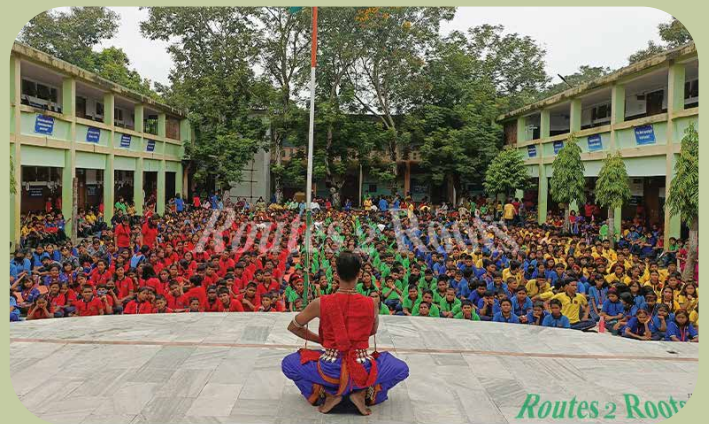
Few glimpses of workshops in South zone

Few glimpses of workshops in Central zone

Few glimpses of workshops in North zone

Few glimpses of workshops in East zone

Few glimpses of workshops of West zone

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, Lenevo Tablets, Nokia Smart Phones, and cash prizes. The numerous prizes are distributed in a fashion that talent is recognized from each region and prizes are distributed to a larger number of students. We have 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.

Awareness of Swachh Bharat

We are committed to promoting the Swachh Bharat Campaign and have a prominent display of Swachh Bharat Campaign logos and signage for all the workshops and classes. Our Gurus reiterate the program by guiding children on the importance of cleanliness and the ways to implement the same. Special drives are carried out in the school to ensure the school premises are kept clean and the importance of cleanliness is created in the minds of the students. This also helps in maintaining hygiene in schools and awareness amongst the faculty.

Digitization of Remote Schools

Culture is not restricted to Towns or cities, in fact culture flows from the Rural India to the cities. To bring the culture to the doorstep of our Rural and Remote India we took up the most difficult part of digitizing schools in the remote hilly regions of north India and Naxalite hit Tribal areas of Andhra Pradesh.

Digitization of remote schools in all the Districts of Uttarakhand and Himachal Pradesh

Routes 2 Roots digitized 100 schools of Uttarakhand and Himachal Pradesh with most modern Interactive Flat Panels which included K-12 e-content with educational videos (50,000) along with 100,000 questions and answers for assisting Teachers in imparting quality education. Along-side that we also provided a bouquet of numerous Routes 2 Roots cultural education classes in 16 disciplines-all Free of Cost. Schools in remote locations like Spiti close to Tibet and China border and difficult terrains like Auli in Chamoli district of Uttarakhand, which is at a height of 8200, were selected to bring them on par with the urban school education. We selected 4 schools from 25 districts of Uttarakhand and Himachal which included Government schools, Sainik schools, Army Public schools etc and installed and trained the teachers with the state-of-the-art Interactive Flat Panels which are the future learning medium thus enabling the teachers to impart quality and standard education to the students.

Routes 2 Roots signs an MoU with the Government of Andhra Pradesh to provide cultural education to Tribal Schools (APTWREIS)

Routes 2 Roots has tied up with the Government of Andhra Pradesh, Ministry of Tribal Welfare to include the Tribal schools of Andhra Pradesh and provide them with interactive flat panels in their classes. Select 102 classrooms were converted into smart classrooms which lack desks and chairs but have students with abundant passion to learn. We witnessed enthusiastic children receptive to modern technology and after the training session they were all adept to learning on this new medium under the guidance of their teachers. Thereby giving them the live experience of learning to enhance and enrich their education. Along with the daily cultural classes, K-12 e-content is also being given free of cost to all the schools.

Routes 2 Roots adds more schools in Rural Areas of Punjab

Routes 2 Roots has further added more schools of Punjab to its bouquet. These schools are specially selected from rural areas having little access to cultural education. Interactive Flat Panels have been installed in the 20 schools bringing 140 in total on par with the city school education. This program equips each school in a way that it provides daily free of cost cultural classes giving equal opportunity to all children irrespective of their caste, color, creed, or social background to have quality education from the Gurus. The workshops further enhance their interest in the genre, giving them deeper insight generating interest and overcoming their inhibitions with the help of the Guru present. These schools are also provided with musical Instruments to enable the student's easy learning.

Minority Schools of Telangana to benefit from Routes 2 Roots program.

Another milestone achievement for Routes 2 Roots has been the inclusion of Minority schools of Telangana to the cultural education program giving them equal opportunities to display and explore their talent.

It's a heartwarming moment for Routes2 Roots to expand its cultural reach to the 20 Tribal and Minority schools of Telangana as a pilot project and enable them to benefit from the esteemed artists of the country. This will give an equal opportunity to all sections of society to imbibe the rich Indian culture.

NDMC Delhi Schools joins Routes 2 Roots cultural education initiative

Routes 2 Roots endeavor to make Indian Art and culture education accessible to every child got further impetus when we forged a tie up with the 46 NDMC schools bringing into its fold all the Navyug schools and Atal Adarsh Vidyalayas to provide free cultural education to their students. This program helps them benefit from the 16 disciplines of performing arts being taught by the leading exponents in this field.

Special Child Care Institutes in Uttarakhand spread all over the state join Routes 2 Roots and bring in their portion of the invaluable talent.

Routes 2 Roots is obligated to address the cultural needs of Special Children and bring smiles on their faces.

Routes 2 Roots has tied up with the Uttarakhand Government to provide Free educational classes to the children staying in the government's Special Child Care homes and studying in its institutions statewide The NGO provided these schools equipment and classes free of cost to give them equal opportunity to learn from the reputed Gurus and interact with

them through these live interactive classes and receive learning edge knowledge about the various disciplines.

Routes 2 Roots Joins the Delhi Government in infusing Art and Culture in 1079 schools of the Government Schools.

An MOU was signed with the Director of Education, Government of Delhi, thereby introducing Routes 2 Roots classes in schools of the Delhi Government. Routes 2 Roots widens the expanse of its cultural education program through a tie up with the Directorate of Education, Government of NCT of Delhi to provide free cultural education in all the Delhi government schools which come under the preview of the DOE.

Municipal Schools of Delhi (1716 Schools) to benefit from Routes 2 Roots cultural education program.

The grassroot of education in any part of the country starts from the doorstep of local wards where municipal schools play an important role in providing early education up to class V. This is an important foundation building education for the weaker section of the society and their infusion of culture will teach them inclusiveness and tolerances most required in our society. Routes 2 Roots continues to promote its endeavor to build an inclusive society.

Achievements

Since 2016 Routes 2 Roots has been doing "SEVA" by spreading Indian culture across all the states, districts and many villages and blocks "Free of Cost "Our concept of Ghar Ghar Culture has got recognition by the Limca Book of Records.

Today we are reaching 24000 schools in our Bharat impacting over 2 crore children creating a inclusive society

1ˢᵗ Cultural NGO to be listed on NSE

A MEMORABLE EVENT IN THE FIELD OF ART AND CULTURE. ROUTES 2 ROOTS BECOMES THE FIRST CULTURAL NGO TO BE LISTED ON THE NATIONAL STOCK EXCHANGE (NSE). A NEW CHAPTER IN THE FIELD OF CULTURE IS TAKING SHAPE.

A big first for Routes 2 Roots NGO and arts fraternity was the Bell Ringing ceremony to mark its listing on the National Stock Exchange's Social platform created for the first time ever to help nonprofit NGO's raise funds. Routes 2 Roots became the first cultural NGO in India to be listed on the Social Stock Exchange of the National Stock Exchange. This further validates the credibility of the NGO which passionately believes in fulfilling its commitments and compliances on time.

1ˢᵗ Cultural NGO to be listed on NSE

ROUTES 2 ROOTS LARGEST CULTURAL EDUCATION PROGRAM

Limca Book of Records Indian Record

India's Record keeper the Limca Book of Records Recognized Routes 2 Roots as the largest cultural education organization providing Digital classes to over 24,000 schools.

This honor is humbling and gives us the impetus to work harder to not only make the program more meaningful for the future generations of this country but to also spread it worldwide and create a world that is culturally rich and harmonious.

We would also like to extend our gratitude to our esteemed advisors, faculty of gurus, donors, schools, and our team who have made this possible through their relentless work, and consistent guidance.
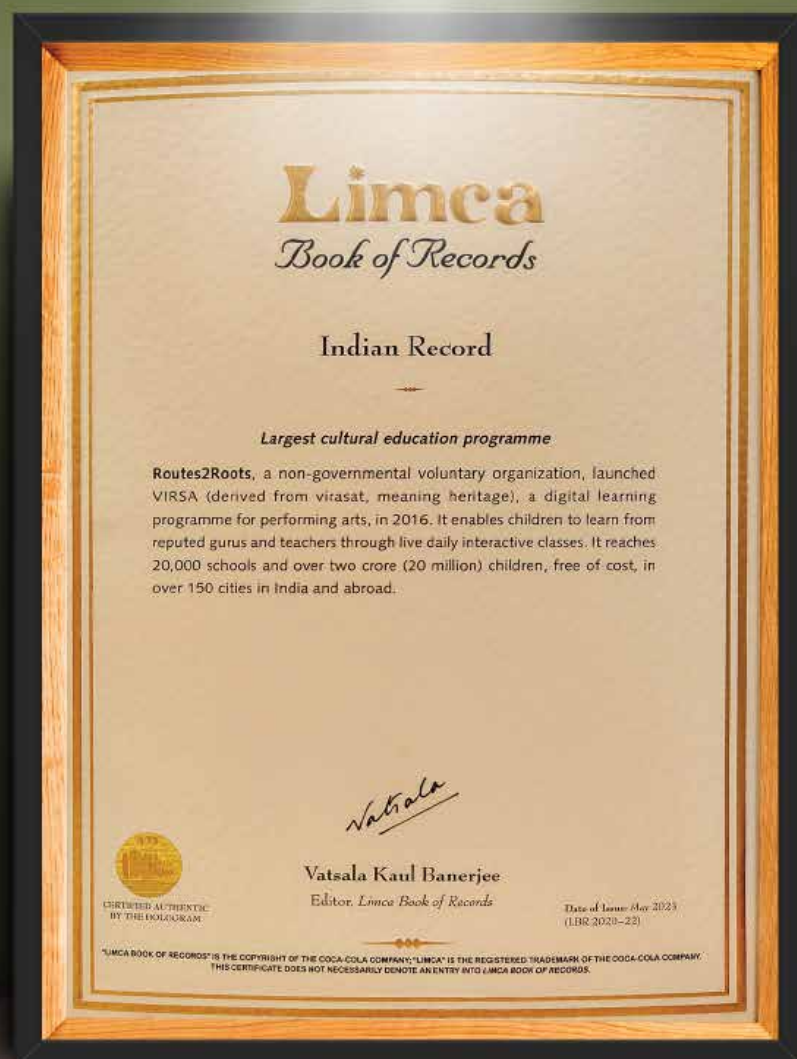
Prestigious Indira Gandhi Delhi Technical University for Women with over 6000 girl students join Routes 2 Roots Cultural Program

Routes 2 Roots entered a tie up with Indira Gandhi Delhi Technical University for Women bringing the students at the esteemed institute into its fold to provide the students cultural education. Free of cost daily live interactive classes are being relayed to the students helping create awareness about the rich Indian heritage and help in holistic development. This MOU also provides us with an opportunity to culturally co curate programs for the college and affiliates of the University.

Routes 2 Roots enters path-breaking alliance with Dr. B. R. Ambedkar University, Delhi

The iconic Dr.B.R Ambedkar University has entered a unique pact with cultural education pioneers Routes 2 Roots NGO to join hands in an endeavor to jointly spread awareness on Indian Heritage and Art forms.

Routes 2 Roots cultural education content available on the Dikhsha portal of Haryana Government and PM eVidya channels by NCERT

In another landmark development, Routes 2 Roots made its cultural educational content available on the Diksha Portal of Haryana Government available to students across the schools of the states and the same is being viewed by the students of Haryana for digital education. Diksha is the digital platform mounted by the Ministry of Education, Government of India for taking education to the leading edge by making it accessible online.

We were also not left far behind when NCERT approved the inclusion of Routes 2 Roots art and culture program to be part of PM eVidya channels. This approval gives us the accreditation that we are moving on the right path of unifying our country culturally.

Universities and Colleges of Uttarakhand embrace Routes 2 Roots Cultural Educational Program

Routes 2 Roots achieved another milestone by signing an MOU with the Vice Chancellor in the presence of The Minister of Education, Government of Uttarakhand with the Higher Education Department to include all the colleges and Universities of the state in the cultural learning program of Routes 2 Roots. More than 100 colleges have already been trained and installation completed. The Performing Arts Free cultural learning is now available to all the students at Uttarakhand college and Universities

Special Events

Routes 2 Roots has achieved many milestones in its 2 decade journey and played a crucial role in fostering community engagement, providing opportunities for inclusivity irrespective of caste ,color ,creed or geographical boundaries thereby creating memorable experiences.

World Music Day and International Day of Yoga celebrated by Routes 2 Roots

International Day of Yoga was celebrated from our Studios in Delhi with Routes 2 Roots Yoga Guru. Lakhs of children from thousands of schools joined Dr Pathak as he guided them through special asanas. The session was curated in keeping with this year's theme of Women Empowerment and Yoga for Society.

Students from Dr B R Ambedkar School of specialized excellence, Amity University and T.A. Pai Management Institute specially curated a musical concert and quiz for a World Music Day event for students. Thousands of students from every corner of the country participated in this celebration with dance and music being played in every classroom.

Workshops conducted in Observation Home for Boys who have no interaction with outsiders and are unaware of the softer side of life.

In its first ever initiative for boys who are part of the Observation Home for corrective behavior, Routes 2 Roots organized a Theatre and a musical workshop.200 boys in the age group of 16-18 years who are in the Observation Home attended this workshop by Routes 2 Roots Theatre expert.

The Observation Home comes under the department of Women and Child Development, where children who have criminal cases are housed and mentored. While most of them are talented, they are unable to follow their passion as they get sucked into crime due to their circumstances. The workshop and interaction served as a platform to expand their horizons and realize their creative passion through this exposure which they are rarely exposed to. The session was successful where the boys shed their inhibitions and participated in the activity and musical medley performed by the Routes 2 Roots team. A perfect fulfilling way to celebrate World Music Day! This also helped the inmates to explore the possibility of living a crime-free life. Power of CULTURE.

Routes 2 Roots Forays into Integration of Culture with Technology

The fast emerging technology in our daily lives needed course correction in the age-old Art and Culture. Routes 2 Roots collaborated with IROBOKID a leading company in the space of Artificial Intelligence, Gaming and Coding thereby integrating culture with technology. The western cultural maestros have already mastered the art of integration of their culture with technology and the Indian artists especially in the popular culture are not far behind. The aim of Routes 2 Roots with this collaboration was and is to take technology and integrate it with the Indian classical performing arts

Conference to create awareness of the role of "A" in STEAM in the new National Education Policy.

Routes 2 Roots hosted a conference to create a confluence between culture, technology, and the New Education Policy of India. A lot of emphasis was laid on discussing the methodologies to be adopted to successfully incorporate "A" which besides denoting Art and Culture also stands for assessment and counselling and to integrate the same into the implementation of the National Education Policy with technology.

DELHI TEACHERS UNIVERSITY TIE UP

Delhi Teachers University established as a Teaching University is engaged in teaching and research in emerging areas of Teacher Education with focus on promoting multidisciplinary teaching and research to achieve Excellence in Teacher Education, School education and connected fields.

Routes 2 Roots is imparting its cultural education classes for the benefit of the teachers in the University to give them an art appreciation and awareness of the rich Indian heritage. The Vice Chancellor and Founder Routes 2 Roots had a tie up to empower the Delhi University Teachers for an enriched approach to education.

Routes 2 Roots Workshops Capture Media Attention

The cultural education workshops being conducted by the esteemed faculty of outstanding artists of the country are not only captivating the innumerable students attending these workshops but is creating waves with the media as well who are writing about the reach of these workshops in the most remote areas of the country like Tawang in North East or Leh ,Ladakh to name a few.

06th June, 2024

The Uttarakhand Tribune

Routes2Roots establishes 100 Digital Classrooms in remote areas of Uttarakhand and Himachal Pradesh

The Uttarakhand Tribune
Correspondent

DEHRADUN: With an aim to make education accessible and inclusive for students in remote corners of India, Routes2Roots (R2R), a Delhi-based non-profit organization dedicated to promoting art, culture, and heritage, in its latest initiative has created digital classrooms in the remote areas of Uttarakhand & Himachal Pradesh.

Routes2Roots carried out the installation of a total of 100 Interactive Flat Panels (IFPs) across the two states. The targeted districts include Auli, Kedarnath, Spiti Valley, and Kinnaur, among others.

Routes2Roots has digitized four schools in each of the 12 districts in Himachal Pradesh and 13 districts in Uttarakhand, bringing modern educational tools to some of the most remote regions in India.

These areas, marked as aspirational districts, are being focused on for improvements in education and holistic development of students. Commenting on the initiative, Rakesh Gupta, Founder, Routes2Roots, said,

"At Routes2Roots, our mission is to create equal learning opportunities for students across the country, including those that are in very remote corners of the country. We want to be catalysts for providing high quality education for future generations."

27th June, 2024

ನಮ್ಮನಾಡು

ಕರ್ನಾಟಕ ಶಾಲೆಗಳಲ್ಲಿ ಕಲಾ ಕಾರ್ಯಾಗಾರ ಪ್ರಾರಂಭಿಸಲಿದೆ ರೂಟ್ಸ್ 2 ರೂಟ್ಸ್

ಮಂಗಳೂರು: ಕಲೆ, ಸಂಸ್ಕೃತಿ ಮತ್ತು ಪರಂಪರೆಯನ್ನು ಉತ್ತೇಜಿಸಲು ಮೀಸಲಾಗಿರುವ ದೆಹಲಿ ಮೂಲದ ಲಾಭರಹಿತ ಸಂಸ್ಥೆ ರೂಟ್ಸ್ 2 ರೂಟ್ಸ್ ಕರ್ನಾಟಕ ಶಾಲೆಗಳಲ್ಲಿ ಕಲಾ ಕಾರ್ಯಾಗಾರವನ್ನು ಆಯೋಜಿಸಲಿದೆ...

04th April, 2024

UNI BREVITY ACCURACY SPEED

United News of India
India's Multi Lingual News Agency

Wednesday, Apr 17 2024 | Time 12:53 Hrs(IST)

Business Economy

Posted at: Apr 4 2024 7:49PM

R2R becomes India's first non-profit NGO in art & culture

Mumbai, Apr 4 (UNI) Routes 2 Roots (R2R), a Delhi-based non-profit NGO dedicated to promoting art, culture, and heritage, is listed on the Social Stock Exchange (SSE).

R2R's listing on the SSE comes on the heels of its recent IPO, which saw overwhelming demand and was completely sold out in record time.

The event witnessed the presence of esteemed guests from various fields as well, including Bollywood and music industry stalwarts such as renowned actor Juhi Chawala and others.

UNI JM GNK

Tags: **Please log in to get detailed story.**
#R2R becomes India's first non-profit NGO in art & culture

20th May, 2024

https://epaper.loksatya.com

लोकसत्य
राष्ट्रीय हिंदी दैनिक
सत्य के संग, असत्य से जंग

पेन-इंडिया स्कूल के बच्चों को मिलेगी हाईटेक शिक्षा
"रूट्स टू रूट" की ओर से स्कूल में विरासा आईएफडी स्थापित

डोईवाला,लोकसत्य।

पेन-इंडिया स्कूल, भानियावाला में संचालित सीबीएसई बाल विद्यालय में अध्ययनरत बच्चों को अब भी हाईटेक तरीके से शिक्षा मिल सकेगी। सामाजिक सरोकारों को समर्पित रूट्स टू रूटर की ओर से गुणवत्तापरक शिक्षा हेतु विरासा आईएफडी पैनल प्रदान किया गया।

पेन-इंडिया फाउंडेशन ('पीआईएफ') के संस्थापक अनूप रावत ने कहा कि रूट्स टू रूटर के संस्थापक राकेश गुप्ता जी, टीना बचानी सहित पूरी टीम के सहयोग से बच्चों को गुणवत्तापरक तकनीकी शिक्षा दी जा सकेगी। पीआईएफ के सहसंस्थापक संतोष बडथ्वाल ने बताया कि स्कूल में नौनिहालों को गुणवत्तापरक शिक्षा हेतु निरंतर सुविधाओं में इजाफा किया जा रहा है। इसकी कड़ी में विद्यालय की ओर से रूट्स टू रूटर के प्रमुख सलाहकार संजय गैरोला जी की विरासा आईएफडी पैनल प्रदान करने हेतु आभार प्रकट किया...

03th November, 2023

दैनिक जागरण

विद्यार्थियों ने सीखीं भरतनाट्यम की बारीकियां

केंद्रीय विद्यालय भनाला में वीरांगना को रूट्स टू रूट्स संस्था की ओर से भरतनाट्यम नृत्य पर आधारित कार्यक्रम में प्रस्तुति देते कलाकार • जागरण

संवाद सूत्र, शहपुर : केंद्रीय विद्यालय भनाला में रूट्स टू रूट्स संस्था की ओर से भरतनाट्यम नृत्य पर आधारित कार्यक्रम का आयोजन किया गया। जिसमें बनारस उत्तर प्रदेश की कलाकार डा. प्रियवंदा तिवारी ने भरतनाट्यम के विषय में जानकारी दी और मंझमुग्ध करने वाली प्रस्तुति दी।

इस कार्यक्रम में समस्त शिक्षकों ने भाग लिया और विद्यालय की कुछ छात्राओं ने भरतनाट्यम की मुख्य भूमिका निभाई। कार्यक्रम में बताया गया संस्था भारत में इंटरेक्टिव डिजिटल कक्षाओं और कार्यशालाओं के माध्यम से दैनिक...

01th November, 2023

दैनिक भास्कर

बकापुर के सरकारी स्कूल में भारत नाट्यम नृत्य प्रोग्राम का आयोजन

पोजेवाल। गांव बकापुर के सरकारी सीनियर सेकेंडरी स्कूल में मैक्स इंडिया फाउंडेशन स्पांसर्ड रूट्स टू रूट्स संस्था दिल्ली की ओर से शास्त्रीय कला से संबंधित भारत नाट्यम नृत्य प्रोग्राम का आयोजन किया गया। कार्यक्रम में माधुरा भरूसुंडी ने विद्यार्थियों को भारत नाट्यम के संबंध में बारीकियां समझाते हुए नृत्य के महत्वपूर्ण नुक्तों पर चर्चा की। उन्होंने बच्चों को संबंधित नृत्य के प्रारंभिक स्टेप...

लंबे अभ्यास तथा समर्पण भावना से सीखा जा सकता है। इस दौरान मैक्स इंडिया फाउंडेशन माधुरा भरूसुंडी की पेशकारी ने सभी को मंत्रमुग्ध कर दिया। इस मौके पर प्रिंसिपल निशि कामरा, लेंबर राम, वरिंदर बंगा, नरिंदर बेगमपुरी, अनिल राणा, जसवीर सिंह, कुलविंदर राम, अवतार सिंह, बलविंदर कुमार, हरप्रीत मान, इंद्रजीत सिंह, गुरदीप राम, संदीप कुमार, नछतर सिंह, अवतार कौर, जोगिंदर सिंह, मनीषा वर्मा, कुल...

07th June, 2024

रूट्स2रूट्स ने उत्तराखंड और हिमाचल प्रदेश के सुदूरवर्ती इलाकों में स्थापित किए 100 डिजिटल क्लासरूम

पौड़ी/शहर, संवाददाता ... के अंतराल, आदिवासी में एन्सीबीआई ने भी सुसंगत किया गया है इसमें हिमाचल प्रदेश के 12 तथा उत्तराखंड के 13 जिलों में प्रत्येक में चार स्कूलों को डिजिटलाइज किया गया...

10th October, 2024

बाड़मेर में कथक नृत्य कार्यशाला का हुआ आयोजन

बाड़मेर/बायतू। ...संगत ने बाड़मेर किट जो बायतू के बालोतरा के कथक नृत्य को बढ़ावा देने के लिए कथक नृत्य की कार्यशाला का आयोजन किया। जिसमें कलाकार कथक नृत्य को बढ़ावा देने...रूट्स टू रूट्स संस्था...

FAKE NEWS NEWS NEWS SSS

4ᵗʰ April,2024

the hindu **businessline**

RINGING TRUE

NSE

SOCIAL CAUSE. Actor Juhi Chawla at the bell ringing ceremony of NGO 'Routes 2 Roots' that was registered on NSE's Social Stock Exchange, Mumbai, on Wednesday. Routes 2 Roots is dedicated to propagating culture, art and heritage among the common people and children around the world through the medium of digital learning.

4ᵗʰ April,2024

PTI PRESS TRUST OF INDIA
India's premier news agency

Routes 2 Roots listed on NSE's Social Stock Exchange

MUMBAI: The NSE's Social Stock Exchange on Wednesday announced the listing of sixth non-profit organisation, Routes 2 Roots, on its platform.

The Delhi-based non-profit organisation became the first art and culture NGO to be listed on the Social Stock Exchange (SSE).

A SSE allows listing of social impact organisations (nonprofit and for-profit) on stock exchanges that provide an alternative fund-raising structure.

21ˢᵗ June,2023

उत्तम हिन्दू

शास्त्रीय कत्थक नृत्य कार्यशाला का आयोजन

फरीदकोट/विपन मित्तल : प्राचार्य डॉ. हरजिंदर कौर की अध्यक्षता एवं निर्देशन में केंद्रीय विद्यालय फरीदकोट में सिंक मैके के अंतर्गत एवं 'Routes w root' एनजीओ के द्वारा शास्त्रीय कत्थक नृत्य कार्यशाला का आयोजन किया गया। इस कार्यक्रम की अगुवाई एनजीओ सदस्य अमन सिंह जी के द्वारा किया गया। आज के इस विशेष दिवस पर प्राचार्या मौना पुनिया व्राह्म मुख्य अतिथि के रूप में उपस्थित थीं। इस मौके पर मंच संचालन अमर चंद के द्वारा किया गया तथा इस कार्यक्रम का आगाज स्वर्ण पदक

विजेता नृत्यांगना अर्शदीप कौर के द्वारा किया गया। जयपुर घराने की इस कत्थक नृत्यांगना ने सर्वप्रथम विद्यार्थियों को नृत्य के विभिन्न प्रकारों के बारे में जानकारी दी। विद्यार्थियों ने कत्थक की सभी प्रक्रियाओं को बहुत ध्यान से समझा और सीखा। अंत में प्राचार्य डॉ. हरजिंदर कौर एवं मुख्य अध्यापिका वीना शर्मा के द्वारा नृत्यांगना अर्शदीप कौर एवं उनके सभी साथियों का आभार प्रकट किया गया तथा उन्हें स्मृति चिन्ह भेंट की गई। राष्ट्रगान के मंगल ध्वनि के साथ ही इस कार्यक्रम का समापन किया गया।

Punjab-Chandigarh Edition
Jul 21, 2023 Page No. 5
Powered by : eRelego.com

10ᵗʰ August,2023

≣ The Indian EXPRESS

ROUTES 2 ROOTS, in collaboration with Irobokid, organised a unique seminar to discuss NEP 2020 and its new integration and massive thrust towards art and culture, metamorphosing the already well-established STEM into STEAM. Teena Vachoni and Rakesh Gupta, Founders of Routes 2 Roots, along with Kaushal Chedda, founder Director Irobokid welcomed the chief guest and all the dignitaries. Innumerable events have been held to discuss NEP 2020 & its impact in the future. However, event of Routes 2 Roots is the first of its kind seminar.

24ᵗʰ July,2023

YUGMARG
Your Region, Your Paper.

Routes 2 roots concludes one-day workshop successfully

VERMA
GURDASPUR, JULY 24

"Routes 2 Routes" a NGO organized a workshop on the theme Bharatanatyam under the chairmanship of Principal Sh. Pratap Singh Thakur at Kendriya Vidyalaya No.1, Air Force Station Pathankot. Dr. Priyamvada Tiwari Paudyal and Amanjot Singh attended this workshop as chief guests.

On this occasion, Dr. Priyamvada Tiwari presented the enchanting gestures of Bharatanatyam dance and told the students about Indian cultural dance.

On this occasion, the students learned the nuances of the dimensions of Bharatnatyam dance. At

the end of the program, Principal Pratap Singh Thakur and HM Mrs Poonam Chopra honored the chief guests by presenting mementos and expressed gratitude. About 500 students participated

in the workshop. In-charge CCA SUNENA Sharma, Samta Arya, Sunil Shastri, Chain Singh, Geetanjali, Karandeep Singh and others were present on this occasion.

23ʳᵈ June,2023

سچ کی آواز
SACH KI AWAZ • सच की आवाज

اوڈیسی ڈانس ورکشاپ کا انعقاد

NEWS NEWS NEWS NEWS (FAKE NEWS)

29th July, 2023

प्रभात खबर

सांस्कृतिक विरासत के संवर्द्धन के लिए छात्रों को मिलेगा विशेष प्रशिक्षण

संवाददाता, टेढ़र

रामकृष्ण मिशन विद्यापीठ में प्रोजेक्ट विरस के तहत डिजिटल लर्निंग के माध्यम से सांस्कृतिक विरासत को बढ़ावा देने के लिए कार्यक्रम की शुरुआत की गयी। केंद्रीय विद्यालय संगठन से संबंधित अपर आयुक्त उदय नारायण खड़ाई ने कार्यक्रम का शुभारंभ किया। उन्होंने कहा कि सूचना क्रांति के दौर में सांस्कृतिक विरासत को सहेजने का यह सशक्त माध्यम है। संगठन ने वैश्विक स्तर पर पथ-प्रदर्शक का काम किया है। निश्चित रूप से इसका लाभ देशवासियों को मिलेगा, आरके मिशन विद्यापीठ के

सचिव स्वामी जयंतानंद जी महाराज ने कहा कि डिजिटल लर्निंग के माध्यम से सांस्कृतिक विरासत के संवर्द्धन के लिए परफॉर्मिंग आर्ट में छात्रों को विशेष रूप से प्रशिक्षण देने के लिए दिल्ली स्थित रूट्स 2 रूट्स स्वयं सेवी संस्था ई-लर्निंग एप के माध्यम से विद्यापीठ में विशेष कक्षा शुरू करने जा रही है। प्रिंसिपल स्वामी दिव्यसुधानंद जी महाराज ने कहा कि डिजिटल क्लासेस के लिए संस्था की ओर से विद्यापीठ कैंपस में आवश्यक उपकरण इंस्टॉल किया गया है।

शुभारंभ करते मुख्य अतिथि संबंधित अपर आयुक्त उदय नारायण खड़ाई व अन्य।

प्रभात खबर Sat, 29 July 2023
https://epaper.prabhatkhabar.com/c/73067831

8th July, 2023

hindustantimes

KV-AFS HOSTS WORKSHOP ON CLASSICAL MUSIC

ZIRAKPUR : A Hindustani classical vocal workshop was conducted by KV, AFS High Grounds.

The students learnt the basics of classical music from artist Avinash Mishra.

The workshop was an initiative by Routes 2 Roots with an aim to reaching out to students even in the remotest cities to help them inculcate art and culture in their lives.

The event helped in promoting art of Hindustani classical vocal in their region and gave an opportunity to the students to build confidence and self-esteem.

The workshop was supervised by school principal Gurpreet Singh, who appreciated the efforts and dedication of Avinash Mishra.

He further motivated the students to keep benefitting from such events so as to learn more and hone their skills.

7th July, 2023

हिन्दुस्तान epaper

भरतनाट्यम के गुर सिखाए गए

कार्यशाला

समस्तीपुर, हिन्दुस्तान संवाददाता। समस्तीपुर जिला मुख्यालय स्थित पूर्व मध्य रेल के परिसर स्थित केंद्रीय विद्यालय में गुरुवार को रूट्स टू रूट्स 2023-24 कार्यशाला योजना के तहत भरतनाट्यम एवं कत्थक नृत्य के लिए कार्यशाला का आयोजन किया गया।

इसमें नर्तक पंडित सौरभी त्रिपाठी के निर्देशन में नयी राष्ट्रीय शिक्षा नीति के तहत भरतनाट्यम एवं कत्थक नृत्य कार्यशाला हुई। इसमें छात्रों को भी भरतनाट्यम एवं कत्थक नृत्य का गुर बताने के साथ पूर्वाभ्यास कराया गया।

कार्यशाला में कत्थक नृत्य प्रस्तुत करते नर्तक व उपस्थित बच्चे।

मौके पर स्कूल के प्राचार्य सहित सभी शिक्षक एवं छात्र-छात्रा उपस्थित थे। विदित हो कि राष्ट्रीय शिक्षा नीति 2020 में कला और संस्कृति के प्रति विद्यार्थियों की रुचि जागृत करने एवं उन्हें धारित

करने के लिए संगीत, नृत्य आदि विधाओं को देश के केंद्रीय विद्यालयों में लोकप्रिय बनाने एवं विधाओं को बच्चों को प्रशिक्षित करने का काम रूट्स टू रूट्स द्वारा किया जा रहा है।

4th July, 2023

hindustantimes

Classical musicians performing during a music workshop.

Kendriya Vidyalayas hold music workshops

CHANDIGARH : Kendriya Vidyalayas, Sector 29 and 31, organised "Routes 2 roots" workshops separately on July 3 wherein classical musicians Avinash Mishra and Anirudh Mishra were invited to teach the students the beauty of classical music.

The workshop aimed at reaching out to even the remotest cities to help students inculcate art and culture. It helped to promote the art of Hindu-

stani classical vocal in their region and gave an opportunity to young adults to build confidence and self-esteem. The students actively participated in the event. KS Pathania, KV-29 principal, appreciated the event and motivated the students to keep participating in such events which hone their skills and talent. Subhash Chander, KV-31 principal, called the workshop a great success.

21st June, 2023

Voice of Ladakh

Ladakh's Largest Circulated Newspaper

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Bharatanatyam Workshop Organized by Routes 2 Roots at KV Kargil

21 JUNE 2023   NO COMMENTS

TAGS: KENDRIYA VIDYALAYA KARGIL

NEWS DESK

Kargil, June 21: A captivating Bharatanatyam dance workshop took place at Kendriya Vidyalaya, Kargil, led by renowned artist Varun Khanna. The workshop, organized by the esteemed non-profit organization Routes 2 Roots, aimed at reaching out to even the remotest cities to help students inculcate art and culture. It helped to promote the art of Bharatanatyam in the Kargil region.

Routes 2 Roots, known for their commitment to promoting peace and understanding through cultural exchange, brought this transformative opportunity to the remote city of Kargil. Since its establishment in 2004, Routes 2 Roots has collaborated with over 100 countries, transcending boundaries through music, dance, art, and various cultural expressions.

Recognizing the power of culture to bridge divides, Routes 2 Roots firmly believes that sharing stories and experiences across different cultures can dismantle barriers and nurture a more harmonious world. The organization's work encompasses hosting cultural exchange programs and events, producing educational resources on diverse cultures, partnering with schools and community organizations to foster cultural understanding, and advocating for policies that support cultural exchange.

Under the guidance of Mr. Gulzar Hussain, the respected principal of KV. Kargil, and with the support of dedicated teachers, the Bharatanatyam workshop proved to be a resounding success. Not only did it promote the art form within the Kargil region, but it also provided a platform for young adults to

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21st July, 2023

JOURNALISM TODAY

जर्नलिज़्म टुडे

हेडलाइन रूट्स 2 द्वारा भरतनाट्यम नृत्य कार्यशाला का आयोजन

जर्नलिज्म टुडे, संवाददाता

बीकानेर- केंद्रीय विद्यालय जवाहरनगर के सूत्रधार को कलकत्ता से मोर्चा निकाली द्वारा भरतनाट्यम नृत्य की गुर को बतो जाने को सिखाने और सिखलाने के लिए मूक भरतनाट्यम नृत्य कार्यशाला आयोजित की गई। सा कार्यशाला रूट्स 2 की ओर से की गई। इसमें भरतनाट्यम नृत्य की कला और संस्कृति विरासत रोषी जब उनके क्षेत्र में भरतनाट्यम नृत्य की कला को बढ़ावा देने के लिए मिलेगी। मुंबई की आत्मविश्वास और आत्मसम्मान बढ़ाने का अवसर मिलेगा। रूट्स 2 एक गैर-लाभकारी संगठन है, जो सांस्कृतिक आयोजित करता रहा। संस्था को बढ़ावा देने हैं 2004 में स्थापित संगठन ने 100 से अधिक देशों के साथ कला विनिमय में संगीत, नृत्य, कला और सांस्कृतिक अभिव्यक्ति के माध्यम से लोगों को एक साथ जोड़ने का प्रयास

है कि संस्कृति, दुनिया में अशांति के लिए एक सांस्कृतिक माध्यम है। जब विभिन्न संस्कृतियों के लोग अपनी कहानियां और अनुभवों को साझा करने के लिए एक साथ आते हैं, तो यह बाधाओं को तोड़ सकता है और सद्भाव का पूरा कर सकता है। रूट्स 2 का मानना है कि संस्कृति में बाधाओं को तोड़ने और सद्भावपूर्ण दुनिया बनाने के लिए आवश्यक है। संगठन के कार्यों में सांस्कृतिक आदान-प्रदान कार्यक्रमों

और आयोजनों की मेजबानी करना, उत्पादन करना तथा विविध संस्कृतियों के बारे में शैक्षिक संसाधन, स्कूलों और समुदाय के साथ काम करता शामिल है। प्रधानाचार्य श्री गुलजार हुसैन की अगुआई, समर्पित शिक्षकों के सहयोग से भरतनाट्यम नृत्य कार्यशाला ने इस क्षेत्र में इस कला के साथ-साथ सांस्कृतिक आदान-प्रदान को बढ़ावा देने वाले एक सशक्त कार्यशाला बहुत सफल रही।

FAKE NEWS
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21th June,2023

diprkargil

21 likes

diprkargil PRESS RELEASE

Workshop on Bharatanatyam organized by Routes 2 Roots held in KV, Kargil

Kargil, June 21, 2023: A Bharatantyam dance workshop was conducted by an artist Varun Khanna at Kendriya Vidyalaya, Kargil to inculcate and enlighten students of Kargil about the basics of Bharatanatyam.

This workshop was an initiative by Routes 2 Roots that aims at reaching out to even the remotest cities to help students inculcate art and culture.

22nd November,2023

अंबिकापुर 22-11-2023

भारतीय संस्कृति को जानना है, तो संगीत व साहित्य को जानना होगा: प्राचार्य सिन्हा

केवी में छात्रों को कथक प्रशिक्षण देने के लिए कार्यशाला का किया आयोजन

25th November,2023

NBT नवभारत टाइम्स

केबी कुसमुंडा में रूट टू रूट के अंतर्गत कथक नृत्य की प्रस्तुति

21th June,2023

Department of Information & Public Relations, Kargil, Ladakh

PRESS RELEASE

Workshop on Bharatanatyam organized by Routes 2 Roots held in KV, Kargil

10th August,2023

प्रभात खबर

रूट्स 2 रूट्स द्वारा संस्कृति और विज्ञान-प्रौद्योगिकी के संगम से प्रेरित एक सशक्त भारत की दिशा

22nd November,2023

घटती घटना

हमें अपने परंपरागत संगीत,कला और साहित्य को जानना होगा: एन.के.सिन्हा

21th June,2023

DIPR Kargil
@DIPR_Kargil

Workshop on Bharatanatyam organized by Routes 2 Roots held in KV, Kargil

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@LadakhSecretary
@Info_Ladakh

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11th July,2023

हिन्दुस्तान

एक दिवसीय कार्यशाला का आयोजन

12th October,2023

Cherish Times · 2 days ago · 0 · 4
1 minute read

रतन बहनों की जोड़ी से मीशा रतन दे रहीं प्रदेश में रूट्स टू रूट्स' कथक प्रशिक्षण

लखनऊ : राजधानी की युवा नृत्यांगना मीशा रतन रूट्स टू रूट्स प्रदेश के विद्यार्थियों में जवाहुल्ला छात्र-छात्राओं को सांस्कृतिक विरासतों के प्रति जागरूक करते हुए शास्त्रीय नृत्य कथक की कार्यशालाओं में प्रशिक्षित कर रही हैं।

रूट टू रूट के ताज़ा सत्र में मीशा रतन बरेली, बदायूं, नीलोखेड़ा, पनियाला कलां, लखमीनपुर अौरी, जालन्धर, आमटली और वल्लभनगर के बाद आज अयोध्या रायनगर के केन्द्रीय विद्यालय के विद्यार्थियों को शास्त्रीय नृत्य कथक की विरासत से परिचित कराती हैं। रतन बरेला के बाद मंडे प्रेरक प्रदर्शन के साथ तीन ताल में कथक के प्रारम्भिक बोलों, हस्तक आदि के अंगों का प्रदर्शन करते हुए उनकी खूबियों को बतलाया।

9th November,2023

केंद्रीय विद्यालय सी.टी.पी.पी. छबड़ा में ओडिसी शास्त्रीय नृत्य कार्यक्रम आयोजित

12th October,2023

रतन बहनों की जोड़ी से मीशा रतन दे रहीं प्रदेश में रूट्स टू रूट्स' कथक प्रशिक्षण

11th November,2023

केंद्रीय विद्यालय नलेटी में हुआ भरतनाट्यम नृत्य कार्यशाला का आयोजन

प्रतापपुर 8 नवंबर 2023 (दस्तक हलचल बुधवार को छात्रों को भरतनाट्यम की मूल बातें सिखाने और समझाने के लिए केंद्रीय विद्यालय, नलेटी में कलाकार प्रियंवदा तिवारी द्वारा एक भरतनाट्यम नृत्य कार्यशाला आयोजित की गई। केंद्रीय विद्यालय नलेटी की प्रभारी प्राचार्य श्रीमती शशिकला कटोच और सम्मानित शिक्षकों की मदद से कार्यशाला बहुत सफल रही। यह कार्यशाला रूट्स 2 रूट्स की एक पहल थी, जिसका उद्देश्य दूरदराज के शहरों में स्थित छात्रों में कला और संस्कृति को विकसित करने में मदद करना है जिससे उनके क्षेत्र में भरतनाट्यम नृत्य की कला को बढ़ावा देने में मदद मिले और युवा वयस्कों को आत्मविश्वास और आत्म-सम्मान बनाने का अवसर मिलेगा।

रूट्स 2 रूट्स एक गैर-लाभकारी संगठन है जो सांस्कृतिक आदान-प्रदान के माध्यम से शांति और समझ को बढ़ावा देता है। 2004 में स्थापित, संगठन ने संगीत, नृत्य, कला और सांस्कृतिक अभिव्यक्ति के अन्य रूपों के माध्यम से लोगों को एक साथ लाने के लिए 100 से अधिक देशों के साथ काम किया है। रूट्स 2 रूट्स का मानना है कि जब विभिन्न संस्कृतियों के लोग अपनी कहानियों और अनुभवों को साझा करने के लिए एक साथ आते हैं, तो यह बाधाओं को तोड़ सकता है और समझ के पुल का निर्माण कर सकता है। अधिक शांतिपूर्ण और न्यायपूर्ण विश्व बनाने के लिए यह समझ आवश्यक है।

संगठन के काम में शामिल हैं सांस्कृतिक आदान-प्रदान कार्यक्रमों की मेज़बानी करना, विभिन्न संस्कृतियों के बारे में शैक्षिक संसाधन तैयार करना, सांस्कृतिक समझ को बढ़ावा देने के लिए स्कूलों और सामुदायिक संगठनों के साथ काम करना, सांस्कृतिक आदान-प्रदान का समर्थन करने वाली नीतियों की वकालत करना।

केंद्रीय विद्यालय नलेटी की प्रभारी प्राचार्य शशिकला कटोच और सम्मानित शिक्षकों की मदद से कार्यशाला बहुत सफल रही।

8th November,2023

केंद्रीय विद्यालय एनटीपीसी में ओडिसी नृत्य कार्यशाला हुई

अंता कस्बे के एनटीपीसी में स्थित केंद्रीय विद्यालय में मंगलवार को रूट्स टू रूट्स की ओर से ओडिसी शास्त्रीय नृत्य की मूल बातें बच्चों को विकसित करना है। कार्यक्रम की शुरुआत में प्राचार्य कृष्णकुमार चड्ढा का अभिनंदन किया इसके बाद प्राचार्य वर्मा सहित मुख्य अतिथि नृत्यांगना वृंदा चड्ढा। यह कार्यशाला रूट्स 2 रूट्स का एक पहल थी जिसमें दूरदराज शहरों में स्थित छात्रों को ओडिसी शास्त्रीय नृत्य की मूल बातें सिखाई। कार्यशाला का उद्देश्य विद्यार्थियों में कला और संस्कृति को विकसित करना है।

14th October,2023

शास्त्रीय नृत्य पर हुई कार्यशाला, विद्यार्थियों को भरतनाट्यम, कथकली, कथक के बारे में बताया

केंद्रीय विद्यालय सूरतगढ़ कैंट में शास्त्रीय नृत्यांगना शोभा विष्ट द्वारा विद्यार्थियों को ओडिसी शास्त्रीय नृत्य की मूल बातें समझने और उन्हें परिचित करने के लिए एक ओडिसी शास्त्रीय नृत्य कार्यशाला आयोजित की गई। यह कार्यशाला रूट्स 2 रूट्स का एक पहल थी जिसमें दूरदराज शहरों में स्थित छात्रों को ओडिसी शास्त्रीय नृत्य की मूल बातें सिखाई।

रूट्स 2 रूट्स एक गैर-लाभकारी संगठन है जो शांति और समझ को बढ़ावा देता है। सांस्कृतिक विनिमयन 2004 में स्थापित, संगठन ने संगीत, नृत्य, कला और सांस्कृतिक अभिव्यक्ति के अन्य रूपों के माध्यम से लोगों को एक साथ लाने के लिए 100 से अधिक देशों के साथ काम किया है। रूट्स 2 रूट्स का मानना है कि

20th October,2023

पी एम श्री केंद्रीय विद्यालय में हुआ कथक कार्यशाला का आयोजन

21st November,2023

हमें अपने परंपरागत संगीत, कला और साहित्य को जानना होगा–सिन्हा

केंद्रीय विद्यालय चिरिमिरी में कथक नृत्य कार्यशाला

21st June,2023

ओडिसी शास्त्रीय नृत्य कार्यशाला का आयोजन

10th August,2023

ROUTES 2 ROOTS. in collaboration with Irobokid, organised a unique seminar to discuss NEP 2020 and its new integration and massive thrust towards art and culture, metamorphosing the already well-established STEM into STEAM. Teena Vachani and Rakesh Gupta, Founders of Routes 2 Roots, along with Kaushal Chedda, founder Director Irobokid welcomed the chief guest and all the dignitaries. Innumerable events have been held to discuss NEP 2020 & its impact in the future. However, event of Routes 2 Roots is the first of its kind seminar.

FAKE NEWS FAKE NEWS FAKE NEWS

7th June, 2024

Onलाइन पोस्ट
अब इंडिया रहेगा ऑनलाइन

Routes 2 Roots ने उत्तराखंड और हिमाचल प्रदेश के सुदूरवर्ती इलाकों में स्थापित किए 100 डिजिटल क्लासरूम

5th April, 2024

लोकसत्ता
लोकमान्य लोकशक्ती

7th June, 2024

राष्ट्रीय सहारा
पेन इंडिया में बच्चों को मिलेगी हाईटेक तरीके से शिक्षा

Routes टू रूट ने गुणवत्ताधारक शिक्षा के लिए स्कूल को दिया विद्या आईएफपी पैनल

7th June, 2024

उत्तर उजाला
उत्तराखंड के सुदूरवर्ती इलाकों में डिजिटल क्लासरूम बन रहे वरदान

उत्तर उजाला ब्यूरो
देहरादून।

7th November, 2023

दैनिक नवज्योति
Kota City - 07 Nov 2023 - Page 8

ओडिसी नृत्य प्रशिक्षण कार्यक्रम का आयोजन

4th November, 2023

दैनिक भास्कर — नीमकाथाना भास्कर 04-11-2023

कार्यशाला में ओडिशी नृत्य का सांस्कृतिक महत्व समझाया

भास्कर न्यूज | खेतड़ी नगर

1st November, 2023

पंजाबी ट्रिब्यून
कला सिखलाई वर्कशाप लाई

11th November, 2023

पत्रिका
भाव-भंगिमाओं के साथ शास्त्रीय नृत्य ओडिसी का प्रदर्शन किया

7th June,2024

DOON HORIZON.

Routes 2 Roots ने उत्तराखंड और हिमाचल प्रदेश के सुदूरवर्ती इलाकों में स्थापित किए 100 डिजिटल क्लासरूम

By Shely S · Jun 6, 2024, 11:54 IST

3rd June,2024

india
EducationDiary.com

Routes2Roots Establishes 100 Digital Classrooms In Remote Areas Of Uttarakhand And Himachal Pradesh

Delhi - With an aim to make education accessible and inclusive for students in remote corners of India, Routes2Roots (R2R), a Delhi-based non-profit organization dedicated to promoting art, culture, and heritage, in its latest initiative has created digital classrooms in the remote areas of Uttarakhand & Himachal Pradesh. Routes2Roots carried out the installation of a total of 100 Interactive Flat Panels (IFPs) across the two states.

The targeted districts include Auli, Kedarnath, Spiti Valley, and Kinnaur, among others. Routes2Roots has digitized four schools in each of the 12 districts in Himachal Pradesh and 12 districts in Uttarakhand, bringing modern educational tools to some of the most remote regions in India. These areas, marked as aspirational districts, are being focused on for improvements in education and holistic development of students.

Alongside art and culture content developed by Routes2Roots, the IFPs are equipped with K-12 educational content as per the NCERT curriculum. This includes 50,000 educational videos and 100,000 questions and answers, enhancing learning opportunities for students. The initiative also provides comprehensive training for teachers to effectively use the new equipment.

Most of these locations where the panels have been installed are hard to reach areas through regular transportation modes. In Uttarakhand, the team navigated through the harsh weather conditions of Auli and Kedarnath, both situated at high altitudes with challenging access. In Himachal Pradesh, installations in Spiti Valley and Kinnaur were equally challenging. In Kinnaur, where traditional vehicular transport was impractical, local Sherpas, known as 'pitthus', were employed to manually carry the IFPs to their destinations.

Commenting on the initiative, Rakesh Gupta, Founder, Routes2Roots, said, "At Routes2Roots, our mission is to create equal learning opportunities for students across the country, including those that are in very remote corners of the country. We want to be catalysts for providing high-quality education for future generations. Though some of these regions are hard to reach, our team has successfully managed to overcome such obstacles, and this showcases our commitment to providing quality education to every child. We will continue to work towards providing educational facilities and ensuring that students in the remotest parts of India receive the same level of education as their counterparts in urban areas."

7th June,2024

दैनिक जागरण

रूट्स टू रूट्स ने सुदूरवर्ती क्षेत्रों में स्थापित किए डिजिटल क्लासरूम

जागरण संवाददाता, देहरादून : प्रदेश के दूरदराज क्षेत्र में छात्रों के लिए शिक्षा को सुलभ और समावेशी बनाने के उद्देश्य से रूट्स टू रूट्स ने उत्तराखंड के प्रत्येक जनपद में चार-चार सरकारी स्कूलों में डिजिटल क्लासरूम स्थापित किए हैं, ताकि ग्रामीण क्षेत्र के बच्चे भी हाईटेक शिक्षा से जुड़ सकें।

रूट्स टू रूट्स संगठन देश में कला, संस्कृति और विरासत को बढ़ावा देने की दिशा में कार्य कर रहा है। इस संगठन ने उत्तराखंड और हिमाचल प्रदेश में 100 इंटरेक्टिव फ्लैट पैनल (आइएफपी) लगाए हैं।

आइएफपी एक डिसप्ले समाधान है, जो आन-स्क्रीन सामग्री के साथ छात्र और शिक्षक के संवाद को सक्षम करने के लिए एक टच-सेंसिटिव स्क्रीन है।

इस पहल के लिए विशेषकर चमोली जनपद के औली, रुद्रप्रयाग जनपद के केदारनाथ के आसपास के स्कूलों को रूट्स टू रूट्स डिजिटाइज्ड किया जा रहा है, क्योंकि दोनों जनपद सुदूर हैं। इनके कई विद्यालयों अति दुर्गम में हैं। इस महत्वाकांक्षी योजना से शिक्षा व छात्रों के सर्वांगीण विकास में सुधार पर ध्यान दिया जा रहा है।

3rd June,2024

KJ KRISHI JAGRAN

Routes2Roots Establishes 100 Digital Classrooms in Remote Areas of Uttarakh and Himachal Pradesh

Routes2Roots has installed 100 Interactive Flat Panels in remote areas of Uttarakhand and Himachal Pradesh to enhance education accessibility and inclusivity.

With an aim to make education accessible and inclusive for students in remote corners of India, Routes2Roots (R2R), a Delhi-based non-profit organization dedicated to promoting art, culture, and heritage, in its latest initiative has created digital classrooms in the remote areas of Uttarakhand & Himachal Pradesh. Routes2Roots carried out the installation of a total of 100 IFPs.

The targeted districts include Auli, Kedarnath, Spiti Valley, and Kinnaur, among others. Routes2Roots has digitized four schools in each of the 12 districts in Himachal Pradesh and 12 districts in Uttarakhand, bringing modern educational tools to some of the most remote regions in India. These areas, marked as aspirational districts, are being focused on for improvements in education and holistic development of students.

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14th June,2024

iL IdukkiLIVE

കഥക് നൃത്ത ശില്പശാല സംഘടിപ്പിച്ചു

16 hours ago · 970

ഇടുക്കി പിഎം ശ്രീ കേന്ദ്രീയ വിദ്യാലയത്തിൽ കഥകാലിയോയെ അടിപ്പിച്ച ഒരാഴ്ചയിലെ നൃത്തശിൽപ്പശാല കഥക് നൃത്ത ശിൽപ്പശാല സംഘടിപ്പിച്ചു.

[Malayalam body text continues]

7th June,2024

लोकसत्य
राष्ट्रीय हिंदी दैनिक

शिक्षा को सुलभ और समावेशी बनाने की रूट्स 2 रूट्स की पहल

उत्तराखंड और हिमाचल में स्थापित किए 100 डिजिटल क्लासरूम

देहरादून, लोकसत्य।

देश के दूरदराज के इलाकों में छात्रों के लिए शिक्षा को सुलभ और समावेशी बनाने को संगठन रूट्स2रूट्स (R2R) ने उत्तराखंड तथा हिमाचल प्रदेश के दूरस्थ भागों में डिजिटल क्लासरूम स्थापित किए है। यह संगठन देश में कला, संस्कृति और विरासत को बढ़ावा देने के लिए समर्पित है। रूट्स2रूट्स (R2R) ने इन दो राज्यों में 100 इंटरेक्टिव फ्लैट पैनल (आईएफपी) लगाए है।
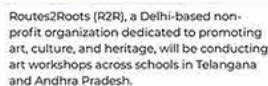
इस पहल के लिए औली, केदारनाथ, स्पीति घाटी और किन्नौर आदि जिलों को चुना गया है। रूट्स2रूट्स (R2R) ने हिमाचल प्रदेश के 12 तथा उत्तराखंड के 13 जिलों में प्रत्येक में चार स्कूलों को डिजिटाइज्ड किया है, जिसके परिणामस्वरूप देश के सबसे सुदूर भागों में आधुनिक एजुकेशनल टूल्स को पहुंचाया गया है। महत्वाकांक्षी जिलों के तौर पर चिन्हित इन जिलों में शिक्षा तथा छात्रों के सर्वांगीण विकास में सुधार पर ध्यान दिया जा रहा है। इस पहल के बारे में संस्थापक, रूट्स2रूट्स राकेश गुप्ता ने कहा हमारा मिशन अत्यंत दूरस्थ इलाकों समेत देशभर के सभी छात्रों के लिए लर्निंग के समान अवसरों को उपलब्ध कराना है। हम भविष्य की पीढ़ियों के लिए उत्तम शिक्षा उपलब्ध कराने वाले उत्प्रेरक के तौर पर पहचान बनाने का इरादा रखते हैं।

7th June,2024

दैनिक जनभारत मेल
तीखी नजर। तेज खबर

रूट्स2रूट्स ने उत्तराखंड और हिमाचल प्रदेश के सुदूरवर्ती इलाकों में स्थापित किए 100 डिजिटल क्लासरूम

देहरादून, संवाददाता। देश के दूरदराज के इलाकों में छात्रों के लिए शिक्षा को सुलभ और समावेशी बनाने के उद्देश्य से, दिल्ली स्थित गैर-मुनाफा प्राप्त संगठन रूट्स2रूट्स (R2R) ने उत्तराखंड तथा हिमाचल प्रदेश के दूरस्थ भागों में डिजिटल क्लासरूम स्थापित किए है। यह संगठन देश में कला, संस्कृति और विरासत को बढ़ावा देने के लिए समर्पित है। रूट्स2रूट्स (R2R) ने इन दो राज्यों में 100 इंटरेक्टिव फ्लैट पैनल (आईएफपी) लगाए है।

इस पहल के लिए औली, केदारनाथ, स्पीति घाटी और किन्नौर आदि जिलों को चुना गया है। रूट्स2रूट्स (R2R) ने हिमाचल प्रदेश के 12 तथा उत्तराखंड के 13 जिलों में प्रत्येक में चार स्कूलों को डिजिटाइज्ड किया है।

7th June,2024

शाह टाइम्स

रूट्स2रूट्स ने उत्तराखंड और हिमाचल प्रदेश के सुदूरवर्ती इलाकों में स्थापित किए 100 डिजिटल क्लासरूम

शाह बुलेटिन ब्यूरो

देहरादून। देश के दूरदराज के इलाकों में छात्रों के लिए शिक्षा को सुलभ और समावेशी बनाने के उद्देश्य से, दिल्ली स्थित गैर-मुनाफा प्राप्त संगठन रूट्स2रूट्स (R2R) ने उत्तराखंड तथा हिमाचल प्रदेश के दूरस्थ भागों में डिजिटल क्लासरूम स्थापित किए है। यह संगठन देश में कला, संस्कृति और विरासत को बढ़ावा देने के लिए समर्पित है। रूट्स2रूट्स (R2R) ने इन दो राज्यों में 100 इंटरेक्टिव फ्लैट पैनल (आईएफपी) लगाए है।

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FAKE NEWS
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DECCAN Chronicle

Routes 2 Roots Launches Art Workshops across TS and AP Schools

29 July 2024 5:43 PM

Routes2Roots (R2R), a Delhi-based non-profit organization dedicated to promoting art, culture, and heritage, will be conducting art workshops across schools in Telangana and Andhra Pradesh.

This initiative is designed to support the implementation of India's New Education Policy (NEP) by incorporating the arts into the traditional STEM (Science, Technology, Engineering, and Mathematics) curriculum, transforming it into STEAM (Science, Technology, Engineering, Arts, and Mathematics).

The workshops will feature live sessions with esteemed artists and art teachers who will visit schools to educate students in two art forms - Odissi and Kathak. The interactive sessions will provide students with a unique opportunity to learn directly from experts, watch live performances, and engage in Q&A sessions.

The workshops commenced on 26th July and will continue till 9th of August across schools in Telangana and Andhra Pradesh. Artist Akhilesh Patel, a renowned Kathak dancer will conduct workshops in Andhra Pradesh, and Shomrita Mandal, Odissi Dancer, will conduct workshops in Telangana.

Commenting on the initiative, Rakesh Gupta, Founder, Routes2Roots, said, "Integrating arts into the curriculum is essential for the holistic development of students. It enhances their cultural awareness and creativity. Our offline art workshops are well aligned with NEP's vision of fostering creativity and cultural awareness among young learners. By experiencing and engaging with various art forms, students can develop a deeper appreciation for their cultural heritage. We are excited to have a team of talented and experienced artists collaborating with us to bring the richness of the arts to every child. This initiative is a significant step towards making art education accessible to students across the country"

తెలుగు రాష్ట్రాల పాఠశాలల్లో రూట్స్ 2 రూట్స్ ఆర్ట్ వర్క్షాప్లు

నవతెలంగాణ – హైదరాబాద్
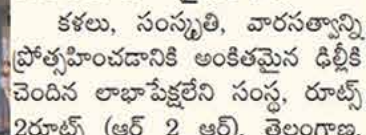
కళలు, సంస్కృతి, వారసత్వాన్ని ప్రోత్సహించడానికి అంకితమైన ఢిల్లీకి చెందిన లాభాపేక్షలేని సంస్థ, రూట్స్ 2రూట్స్ (ఆర్ 2 ఆర్), తెలంగాణ, ఆంధ్రప్రదేశ్లోని పాఠశాలల్లో ఆర్ట్ వర్క్షాపులను నిర్వహించనుంది. సాంప్రదాయ స్టెమ్ (ఎస్ఓఏఎం–సైన్స్, టెక్నాలజీ, ఇంజనీరింగ్ మరియు మ్యాథమెటిక్స్) పాఠ్యాంశాల్లో కళలను చేర్చడం ద్వారా దానిని స్టీమ్((ఎటూఏఎం–సైన్స్, టెక్నాలజీ, ఇంజనీరింగ్, ఆర్ట్స్, మరియు గణితం)గా మార్చడం ద్వారా భారతదేశ నూతన విద్యా విధానం (ఎన్ఎస్ఈపి) అమలుకు మద్దతుగా ఈ కార్యక్రమం రూపొందింది, ఈ వర్క్షాప్లో కళాకారులు, ఆర్ట్ టీచర్లతో లైవ్ సెషన్లు ఉంటాయి. వారు ఒడిస్సీ, కథక్ కళారూపాలలో విద్యార్థులకు విద్యను అందించడానికి పాఠశాలలను సందర్శిస్తారు. ఇంటరాక్టివ్ సెషన్లు విద్యార్థులకు నిపుణుల నుండి నేరుగా నేర్చుకోవడానికి, ప్రత్యక్ష ప్రదర్శనలను చూడటానికి, ప్రశ్నోత్తరాల సెషన్లో పాల్గొనడానికి ప్రత్యేకమైన అవకాశాన్ని అందిస్తాయి.

THE NEW INDIAN EXPRESS

Routes 2 Roots launches art workshops

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ಹಾಯ್ ಕರಾವಳಿ
KARAVALI

ಕರ್ನಾಟಕ ಶಾಲೆಗಳಲ್ಲಿ ಕಲಾ ಕಾರ್ಯಾಗಾರ

ಮಕ್ಕಳ ಕಲೆ, ಸಂಸ್ಕೃತಿ ಮತ್ತು ಪರಂಪರೆಗಳ ಉತ್ತೇಜನ ಕೊಡಲೆಂದು ಮೀಸಲಾಗಿರುವ ದೆಹಲಿ ಮೂಲದ ಲಾಭರಹಿತ ಸಂಸ್ಥೆ ರೂಟ್ಸ್ 2 ರೂಟ್ಸ್ ಕರ್ನಾಟಕ ಶಾಲೆಗಳಲ್ಲಿ ಕಲಾ ಕಾರ್ಯಾಗಾರವನ್ನು ಆಯೋಜಿಸಲಿದೆ. ಸಾಂಪ್ರದಾಯಿಕ

ಚಕ್ರವರ್ತಿ

ಕಲಾ ಕಾರ್ಯಾಗಾರ ಆರಂಭ

रूट्स2रूट्स ने सुदूरवर्ती इलाकों में स्थापित किए 100 डिजिटल क्लासरूम

इस पहल के लिए ओली, केदारनाथ, खीति घाटी और किन्नौर आदि जिलों को चुना गया है।

FAKE NEWS
FAKE NEWS
FAKE NEWS

21st August, 2024

WED,21 AUGUST 2024
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बठक करक किया जाएगा।

यह टूर्नामेंट प्रताप वर्ल्ड स्कूल की

अधिकारी (स) राजेश कुमार ने शिरकत

स्कूल का समस्त स्टाफ उपस्थित था।

बच्चों को शास्त्रीय गायन के बारे में जानकारी दी

पठानकोट, 20 अगस्त (शारदा): पी.एम. श्री केन्द्रीय विद्यालय क्रमांक-1 वायु सेवा स्थल पठानकोट में शनिवार को रूट्स 2 रूट्स संस्था के द्वारा हिंदोस्तानी शास्त्रीय गायन कार्यशाला का आयोजन किया गया। सर्वप्रथम रूट्स 2 रूट्स संस्था के ख्याति प्राप्त शास्त्रीय गायक समप्रीत सिंह और उनकी टीम का स्वागत प्रभारी प्राचार्य निधि सूद ने हरित पौधा भेंट कर किया।

अपने स्वागती भाषण में निधि सूद ने कहा कि शास्त्रीय संगीत भारत की पहचान है और समप्रीत सिंह जैसे कलाकार इस परम्परा को आगे बढ़ा रहे हैं।

उन्होंने तबला वादक आशीष कुमार और रूट्स 2 रूट्स के मोहित कुमार का भी स्वागत किया। कार्यक्रम का शुभारंभ करते हुए समप्रीत सिंह ने मंगलाचरण के रूप में ईश वंदना प्रस्तुत की। इसके पश्चात उन्होंने बच्चों को शास्त्रीय गायन के बारे में जानकारी दी। उन्होंने राग, सरगम, थाट, ताल आदि के बारे में विस्तार से बताया।

उन्होंने बताया कि सा रे गा मा पा को एक क्रम में गाने से थाट बनता है। थाट में से राग बनते हैं। थाट दस होते हैं। राग के वर्ग को जाति कहते हैं। इसके अलावा उन्होंने बच्चों को गायन की विविध शैलियां सिखाई। बच्चों ने भी अनेक गाने गाए और शास्त्रीय संगीत की बारीकियां सीखीं।

उन्होंने भजो रे मन राम नाम सुखदाई भजन सुनाया जिसने श्रोताओं को मंत्रमुग्ध कर दिया। कार्यशाला का प्रबंधन संगीत शिक्षक सूरज कुमार ने किया। कार्यशाला में तबले पर आशीष कुमार ने साथ दिया और रूट्स 2 रूट्स संचालक मोहित कुमार ने इस कार्यशाला का निर्देशन किया।

रूट्स-2 रूट्स संस्था द्वारा हिंदोस्तानी शास्त्रीय गायन कार्यशाला का दृश्य। (शारदा)

30th July, 2024

తెలంగాణ - ఆంధ్రప్రదేశ్ పాఠశాలల్లో ఆర్ట్ వర్క్‌షాప్‌లను ప్రారంభించిన రూట్స్ 2 రూట్స్

హైదరాబాద్, జూలై 29 (ప్రభ న్యూస్): కళలు, సంస్కృతి, వారసత్వాన్ని ప్రోత్సహించడానికి అంకితమైన ఢిల్లీకి చెందిన లాభాపేక్షలేని సంస్థ రూట్స్2రూట్స్ (ఆర్ 2 ఆర్), తెలంగాణ,

ఆంధ్రప్రదేశ్‌లోని పాఠశాలల్లో ఆర్ట్ వర్క్‌షాప్‌లను నిర్వహించనుంది. సాంప్రదాయ స్టెమ్ (సైన్స్, టెక్నాలజీ, ఇంజనీరింగ్, మ్యాథమెటిక్స్) పాఠ్యాంశాల్లో కళలను చేర్చడం ద్వారా దానిని స్టెమ్ (సైన్స్, టెక్నాలజీ, ఇంజనీరింగ్, ఆర్ట్స్ అండ్ గణితం) గా మార్చటం ద్వారా భారతదేశ నూతన విద్యా విధానం (ఎన్ఈపి) అమలుకు మద్దతుగా ఈ కార్యక్రమం రూపొందించబడింది. ఈ కార్యక్రమం గురించి రూట్స్ 2 రూట్స్ వ్యవస్థాపకుడు రాకేష్ గుప్తా మాట్లాడుతూ.... విద్యార్థుల సమగ్ర వికాసానికి కళలను పాఠ్యాంశాల్లోకి చేర్చడం చాలా అవసరమన్నారు. ఇది వారి సాంస్కృతిక అవగాహన మెరుగు పరచడంతో పాటుగా సృజనాత్మకతను పెంచుతుందన్నారు. ఈ కార్యక్రమం దేశవ్యాప్తంగా ఉన్న విద్యార్థులకు ఆర్ట్ ఎడ్యుకేషన్ ను అందుబాటులోకి తీసుకువచ్చే దిశగా ఒక ముఖ్యమైన ముందడుగుగా నిలుస్తుందన్నారు.

4th August, 2024

భరత నాట్యం వర్క్‌షాప్

అనంతపురం సెంట్రల్, ఆగస్టు 3: భరత నాట్యం శిక్షణపై ఎస్కే యూ కేంద్రీయ విద్యాలయంలో శనివారం వర్క్‌షాపును నిర్వహించారు. కళాకారిణి ఆత్మనాధన్ విద్యార్థులకు నాట్యంలోని భంగిమలు, ముద్రలు, ముఖకవళికలపై శిక్షణ ఇచ్చారు. అనంతరం ఇన్‌చార్జి ప్రిన్సిపాల్ మా ర్కండేయులు మాట్లాడుతూ భారతీయ సంస్కృతి వారసత్వాన్ని ప్రోత్సహించేలా ఇలాంటి ప్రత్యేక కార్యక్రమాలు నిర్వహిస్తున్నట్లు తెలిపారు.

విద్యార్థులకు శిక్షణ ఇస్తున్న దృశ్యం

30th July, 2024

DECCAN Chronicle

Routes 2 Roots Launches Art Workshops across TS and AP Schools

29 July 2024 5:43 PM

Routes2Roots (R2R), a Delhi-based non-profit organization dedicated to promoting art, culture, and heritage, will be conducting art workshops across schools in Telangana and Andhra Pradesh.

This initiative is designed to support the implementation of India's New Education Policy (NEP) by incorporating the arts into the traditional STEM (Science, Technology, Engineering, and Mathematics) curriculum, transforming it into STEAM (Science, Technology, Engineering, Arts, and Mathematics).

The workshops will feature live sessions with esteemed artists and art teachers who will visit schools to educate students in two art forms - Odissi and Kathak. The interactive sessions will provide students with a unique opportunity to learn directly from experts, watch live performances, and engage in Q&A sessions.

The workshops commenced on 26th July and will continue till 9th of August across schools in Telangana and Andhra Pradesh. Artist Akhilesh Patel, a renowned Kathak dancer will conduct workshops in Andhra Pradesh, and Shomrita Mandal, Odissi Dancer, will conduct workshops in Telangana.

Commenting on the initiative, Rakesh Gupta, Founder, Routes2Roots, said, "Integrating arts into the curriculum is essential for the holistic development of students. It enhances their cultural awareness and creativity. Our offline art workshops are well aligned with NEP's vision of fostering creativity and cultural awareness among young learners. By experiencing and engaging with various art forms, students can develop a deeper appreciation for their cultural heritage. We are excited to have a team of talented and experienced artists collaborating with us to bring the richness of the arts to every child. This initiative is a significant step towards making art education accessible to students across the country"

7th June,2024

दैनिक भास्कर

उत्तराखंड के दूरस्थ इलाकों में डिजिटल क्लास शुरू

● रूट्स2रूट्स ने स्थापित किए हैं यह क्लासरूम

देहरादून। देश के दूरदराज के इलाकों में छात्रों के लिए शिक्षा को सुलभ बनाने के उद्देश्य से दिल्ली स्थित गैर-मुनाफा प्राप्त संगठन रूट्स2रूट्स ने उत्तराखंड तथा हिमाचल प्रदेश के दूरस्थ भागों में डिजिटल क्लासरूम स्थापित किए हैं। इन दो राज्यों में 100 इंटरेक्टिव फ्लैट पैनल लगाये गए हैं।

रूट्स2रूट्स के संस्थापक राकेश गुप्ता ने बताया कि इस पहल के लिए औली, केदारनाथ, स्पीति घाटी और किन्नौर आदि जिलों को चुना गया है। हिमाचल प्रदेश के 12 तथा उत्तराखंड के 13 जिलों में प्रत्येक में चार स्कूलों को डिजिटाइज्ड किया है, जिसके परिणामस्वरूप देश के सबसे सुदूर

भागों में आधुनिक एजुकेशनल टूल्स को पहुंचाया गया है। महत्वाकांक्षी जिलों के तौर पर चिन्हित इन जिलों में शिक्षा तथा छात्रों के सर्वांगीण विकास में सुधार पर ध्यान दिया जा रहा है। बताया कि रूट्स2रूट्स द्वारा तैयार किए गए आर्ट एवं कल्चर कन्टेंट के अलावा, आईएफपी को एनसीईआरटी पाठ्यक्रम के अनुसार के-12 शैक्षिक कन्टेंट से भी सुसज्जित किया गया है। इनमें 50,000 एजुकेशनल वीडियो और 100,000 प्रश्न एवं उत्तर शामिल हैं, जो छात्रों के लर्निंग अवसरों को बढ़ाएंगे।

7th June,2024

दैनिक आज
हर खबर आप तक

उत्तराखंड और हिमाचल प्रदेश के सुदूरवर्ती इलाकों में स्थापित किए 100 डिजिटल क्लासरूम

6th June,2024

DEVPATH NEWS 24 X 7
www.devpath.in

रूट्स2रूट्स ने उत्तराखंड और हिमाचल प्रदेश के सुदूरवर्ती इलाकों में स्थापित किए 100 डिजिटल क्लासरूम

देहरादून (नि॰स॰)। देश के दूरदराज के इलाकों में छात्रों के लिए शिक्षा को सुलभ और समावेशी बनाने के उद्देश्य से, दिल्ली स्थित गैर-मुनाफा प्राप्त संगठन रूट्स2रूट्स (RwR) ने उत्तराखंड तथा हिमाचल प्रदेश के दूरस्थ भागों में डिजिटल क्लासरूम स्थापित किए। यह संगठन देश में कला, संस्कृति और विरासत को बढ़ावा देने के लिए समर्पित है। रूट्स2रूट्स (रूट्स) ने इन दो राज्यों में 100 इंटरेक्टिव फ्लैट पैनल (आईएफपी) लगाए हैं। इस पहल के लिए औली, केदारनाथ, स्पीति घाटी और किन्नौर आदि जिलों को चुना गया है। रूट्स2रूट्स (RwR) ने हिमाचल प्रदेश के 12 तथा उत्तराखंड के 13 जिलों में प्रत्येक में चार स्कूलों को डिजिटाइज्ड किया है, जिसके परिणामस्वरूप देश के सबसे सुदूर भागों में आधुनिक एजुकेशनल टूल्स का पहुंचाया गया है। महत्वाकांक्षी जिलों के तौर पर चिन्हित इन जिलों में शिक्षा तथा छात्रों के सर्वांगीण विकास में सुधार पर ध्यान दिया जा रहा है। रूट्स2रूट्स (RwR) द्वारा तैयार किए गए आर्ट एवं कल्चर कन्टेंट के अलावा, आईएफपी को एनसीईआरटी पाठ्यक्रम के अनुसार-12 शैक्षिक कन्टेंट से भी सुसज्जित किया गया है। इनमें 50,000एजुकेशनल वीडियो और 100,000प्रश्न एवं उत्तर, शामिल हैं जो छात्रों के लर्निंग अवसरों को बढ़ाएंगे। इस पहल के अंतर्गत शिक्षकों की भी विस्तृत ट्रेनिंग की व्यवस्था की गई है ताकि वे नए उपकरणों का कारगर तरीके से इलेमाल कर सकें। इस पहल के बारे में, राकेश गुप्ता, संस्थापक, रूट्स2रूट्स (RwR) ने कहा, "RouteswRoots में हमारा मिशन अत्यंत दुरस्थ इलाकों समेत देशभर के सभी छात्रों के लिए लर्निंग के समान अवसरों को उपलब्ध कराना है। हम भविष्य की पीढ़ियों के लिए उत्तम शिक्षा उपलब्ध कराने उत्प्रेरक के तौर पर पहचान बनाने का इरादा रखते हैं। हालांकि कुछ इलाकों तक पहुंचना बेहद कठिन है लेकिन हमारी टीम ने ऐसी बाधाओं को पार कर हरेक छात्र के लिए क्वालिटी एजुकेशन उपलब्ध कराने की प्रतिबद्धता प्रदर्शित की है। हम आगे भी देश के सुदूरतम भागों में रहने वाले छात्रों के लिए उसी प्रकार की शैक्षिक सुविधाएं मुहैया कराने के प्रयास जारी रखेंगे जैसे कि शहरी इलाकों में रह रहे छात्रों के लिए उपलब्ध होती हैं।

4th June,2024

BW BUSINESSWORLD
www.businessworld.in

Routes2Roots Brings Digital Classrooms To Remote Uttarakhand and Himachal Prad

Routes2Roots establishes 100 digital classrooms in remote Uttarakhand and Himachal Pradesh, bringing modern education tools to underserved regions, facilitating holistic development

With an aim to make education accessible and inclusive for students in remote corners of India, Routes2Roots (R2R), a Delhi-based non-profit organisation dedicated to promoting art, culture and heritage, in its latest initiative has created digital classrooms in the remote areas of Uttarakhand & Himachal Pradesh. Routes2Roots carried out the installation of a total of 100 Interactive Flat Panels (IFPs) across the two states.

The targeted districts include Auli, Kedarnath, Spiti Valley and Kinnaur, among others. Routes2Roots has digitised four schools in each of the 12 districts in Himachal Pradesh and 13 districts in Uttarakhand, bringing modern educational tools to some of the most remote regions in India. These areas, marked as aspirational districts, are being focused on for improvements in education and holistic development of students.

Alongside art and culture content developed by Routes2Roots, the IFPs are equipped with K-12 educational content as per the NCERT curriculum. This includes 50,000 educational videos and 1,00,000 questions and answers, enhancing learning opportunities for students. The initiative also provides comprehensive training for teachers to effectively use the new equipment.

Most of these locations where the panels have been installed are hard to reach areas through regular transportation modes. In Uttarakhand, the team navigated through the harsh weather conditions of Auli and Kedarnath, both situated at high altitudes with challenging access. In Himachal Pradesh, installations in Spiti Valley and Kinnaur were equally challenging. In Kinnaur, where traditional vehicular transport was impractical, local Sherpas, known as 'pitthus', were employed to manually carry the IFPs to their destinations.

Acknowledgement

"Don't just take our word for it –check out what our beneficiaries have to say about the Routes 2 Roots Cultural Education Program."

Credibility of our work as documented across multiple school Principals, Teachers and students across India

CERTIFICATE

Today we installed a VIRSA IFD panel in our school, and the process of installation and training was very smooth. The quality and features of VIRSA panel are outstanding, specially the built in 1TB SSD, camera, and powerful microphones. The K12 content with thousands of questions and answers are very helpful for students. Virsa panel also helps our school implement NEP by providing application for daily live interactive Art classes which includes Yoga and AI classes.

(S. C. Joshi)
Principal
प्राचार्य / Principal
जवाहर नवोदय विद्यालय, कोठीपुरा
Jawahar Navodaya Vidyalaya, Kothipu
ज़िला बिलासपुर (हि.प्र.)-174001
Distt. Bilaspur (H.P.)-174001

Mob. : 98825-30932

Govt. Sr. Sec. School Thulel

Teh. Sihunta, Distt. Chamba (H.P.)

Ref. No.........................

Dated.........09-05-24.....

We are very happy to install the New Age IFP panel in our school which not only has great features like built in camera, 1TB SSD and strong Microphone, But also gives our students the opportunities to benefits to K12 learning app, Routes to roots cultural education app and Biometric app for students assessment and counselling. All This will hugely add value to the education of our students.

Thankyou

Principal
G.S.S School Thulel
Distt. Chamba H.P
DDO Code 211

GSSS Thulel

Army Public School

A Senior Secondary School Affiliated to CBSE
Clement Town, Dehradun -248002
Phone: (Off.) :0135-2970277, 2970278
E-mail: apsclementtown@gmail.com

We have other panels installed in our school, but today we installed a VIRSA IFP panel in our school, and the process of installation and training was very smooth. The quality and features of VIRSA panel are outstanding, specially the built in 1TB SSD, camera, and powerful microphones. The K12 content with thousands of questions and answers are very helpful for students. Virsa panel also helps our school implement NEP by providing application for daily live interactive Art classes which includes Yoga and AI classes.

(Bhavna Bhargava)
Offg Principal

कार्यालय– प्रधानाचार्य अ.उ.रा.इ.का. ढुकाणा, पुरोला उत्तकाशी।
gicpurola01@gmail.com/ 83283@cbseshiksha.in
2024–25 दिनांक –12 मई 2024

Today on 12-may-2024 we received a smart T.V. interactive panel 65"Android 13-D with 84.8 GB RAM 128 gb storage & 1TBSD Card attached with a Camera from N.G.O. Routes to roots.

We the all Staff of AUGIC Dhukana,Purola Uttarkashi are very grateful to the NGO Routes to Roots for Assembling Smart T.V. panel in our College Facilitated to our Students for enhance our teaching learning strategy. I hope this will help a lot for the betterment of our student's.

Once again, we are Very thankful to all providing agencies.

With Thanks.

Principal

A.U.G.C.Dhukana,Purola

Uttarkashi.

12.5.24
PRINCIPAL
(C.S. CHAUHAN)
A.U.G.I.C. DHUKANA,PUROLA
UTTARKASHI

![Bal Bharati Public School logo] **Bal Bharati**
PUBLIC SCHOOL

An Institution of the Child Education Society (Regd.), Delhi

Ganga Ram Hospital Marg, New Delhi-110 060, India
Tel: +91 11 2578 6897, 2578 2419
Email: bbpsgrh@balbharati.org
bbpsgr.balbharati.org

Acknowledgment Letter

Date: 25.8.2023

Guru Dr Avinash Kumar an artist of Hindustani Classical Vocal Music conducted a workshop in Bal Bharati Public School, GangaRam Marg, organized by Routes 2 Roots. Students from middle and senior departments participated in the workshop. It was a very informative, interactive, and engaging session where students also got the opportunity to learn the nuances of Hindustani Classical Vocal Music and they freely interacted with the artist.

We would appreciate it if, Routes 2 Roots can conduct more such workshops which will help students in clearing the doubts that they may have in digital learning of performing art by Routes 2 Roots.

Principal's Signature and Stamp

[signature]
25.8.23

Bal Bharati Public School
Ganga Ram Hospital Marg,
New Delhi-110060

- 26 schools pan-India with a legacy of over 75 years
- CBSE-affiliated, co-educational, English-medium schools
- 360° approach that combines a new-age, global outlook with Indian ethos
- Tech-enabled education for remote learning and community outreach
- Consistently ranked among top schools in leading surveys

ਸਰਕਾਰੀ ਕੰਨਿਆਂ ਸੈਕੰਡਰੀ ਸਕੂਲ

ਮਹਾਂ ਸਿੰਘ ਗੇਟ (ਸ਼ਿਵਾਲਾ ਰੋਡ), ਅੰਮ੍ਰਿਤਸਰ ।

Government Girls Secondary School
MAHAN SINGH GATE (SHIVALA ROAD), AMRITSAR.

ਨੰਬਰ/No.............   ਮਿਤੀ/Date. 5-2-2023

Acknowledgment Letter

A Hindustani classical vocal workshop was organized in our Govt. Girls Sr Sec. school, MS Gate, Shivala Today by Routes 2 Roots NGO under the CSR Support by Max India foundation. The workshop has certainly helped our students to know the importance of culture in academics. This workshop also helped the students to be distressed from the routine of academic pressures. It has generated interest in the students to participate in the Routes 2 Roots digital classes which are held on a daily basis This workshop is held here of free of cost.

for Sumanlata

ਪ੍ਰਿੰਸੀਪਲ ਪੀ.ਈ.ਐਸ.
ਸ. ਕ. ਸੀ. ਸੈਕੰ. ਸਕੂਲ,
ਮਹਾਂ ਸਿੰਘ ਗੇਟ, ਅੰਮ੍ਰਿਤਸਰ

ਸਰਕਾਰੀ ਹਾਈ ਸਕੂਲ ਟਕਾਰਲਾ

ਜ਼ਿਲ੍ਹਾ : ਸ਼ਹੀਦ ਭਗਤ ਸਿੰਘ ਨਗਰ

ਸੰਪਰਕ ਨੰ: 7589384746, ਈ-ਮੇਲ : **sbsnagar.ghs.takarla@punjabeducation.gov.in**

Govt. High School Takarla

District : Shaheed Bhagat Singh Nagar

Contact No. 7589384746, Email: **sbsnagar.ghs.takarla@punjabeducation.gov.in**

ਅੱਜ ਸਾਡੇ ਸਕੂਲ ਵਿੱਚ (ਗੋ.ਹਾਈ ਸਮਾਰਟ ਸਕੂਲ, ਟਕਾਰਲਾ) ਰੱਖਰ ਦਾ
ਵਰਕਸ਼ੌਪ ਹੋਇਆ Routes 2 Roots NGO ਦੇ ਸੋਹਯੋਗ ਨਾਲ
Max India Foundation ਦੀ ਸ਼ਰਹ ਨਾਲ ਇਸ ਵਰਕਸ਼ੌਪ ਵਿੱਚ
ਬੱਚਿਆਂ ਨੂੰ ਬਹੁਤ ਕੁਝ ਸਿੱਖਣ ਨੂੰ ਮਿਲਿਆ। ਬੱਚਿਆਂ ਨੇ ਸਰੇਜ
ਉੱਤੇ ਜਾ ਕੇ Shikha Sharma ਜੋ ਕਿ ਰੱਖਰ Artist ਹਨ
ਉਹਨਾਂ ਤੋਂ ਰੱਖੀ ਪ੍ਰਕਾਰ ਦੀ ਸ਼ਰਗਵਾਂ ਸਿੱਖਿਆਂ ਅਤੇ ਇਹ
ਵਰਕਸ਼ਾਪ ਬੱਚਿਆਂ ਲਈ ਬਹੁਤ ਲਾਭਦਾਈ ਸੀ। ਸਾਰਿਆਂ ਨੇ
ਇਹ ਵਰਕਸ਼ਾਪ ਪਿਆਰ ਨਾਲ ਰੱਖੀ ਅਤੇ ਰਹੀ ਤਰ੍ਹਾਂ ਸਿੱਖਿਆਂ।
ਇਹ ਵਰਕਸ਼ਾਪ ਰੱਖ ਕੇ ਬੱਚੇ ਅਤੇ ਅਧਿਆਪਕ ਬਹੁਤ ਖੁਸ਼ ਹੋਏ।
ਇਹ ਪ੍ਰੋਗਰਾਮ ਬਿਲਕੁਲ ਸ਼ਫਲ ਹੋਇਆ। ਅਸੀਂ ਚਾਹੁੰਦੇ ਹਾਂ
ਕਿ ਬੱਚਿਆਂ ਨੂੰ ਕਲਾ ਨਾਲ ਜੋੜਨ ਲਈ MIF ਇਹੋ ਜਿਹੇ ਪ੍ਰੋਗਰਾਮ
ਕਰਵਾਉਂਦਾ ਹੋ।

for ਸ.ਹੈ.ਸ.

27/10/2023

ਦਫਤਰ ਸਰਕਾਰੀ ਹਾਈ ਸਕੂਲ, ਗੰਭੀਰਪੁਰ (ਰੂਪਨਗਰ)

ਮਿਤੀ: 27.10.2023

ACKNOWLEDGEMENT LETTER

A Bharatnatyam workshop was organized by Mr. Varun Khanna in our school Govt. High. School Gambhirpur Upper Distt Roopnagar today on dated 27.10.2023. This workshop was organized by **Routes 2 Roots NGO** under CSR support by **Max Indian Foundation** and totally free of cost. This Programme helped the students to know about their cultural music of different Indian state. Student fully enjoyed this programme and got knowledge about our cultural music. It has generated interest in students to participate in the Route 2 Roots digital classes which held on daily basis.

Headmaster 27/10/23
Govt. High School
Gambhirpur (Roopnagar)

From/ ਵਲੋਂ :
Headmaster/ Principal
ਮੁੱਖ ਅਧਿਆਪਕ/ ਪ੍ਰਿੰਸੀਪਲ
Govt. Secondary School
ਸਰਕਾਰੀ ਸੈਕੰਡਰੀ ਸਕੂਲ
Kalitran (Ropar) ਕਲਿੱਤਰਾਂ (ਰੋਪੜ)

To/ ਵੱਲ :
....
....
....

Ref. No.................

Date 27-10-2023

Acknowledgement Letter

A workshop on Indian classical dance Bharatnatyam was organised in my school on 27-10-2023. Mr. Varun Khanna gave his performance on Bharatnatyam and inspired the students towards it. He also shared very relevant information regarding Indian dances. It was organised by Routes 2 Roots NGO under CSR support by Max Indian Foundation. In this workshop students as well as all the staff members enjoyed and learned a lot. I am really thankful for selecting my school for such workshop.

Neelam
ਮੁੱਖ ਅਧਿਆਪਕ
ਸਰਕਾਰੀ ਹਾਈ ਸਕੂਲ
ਕਲਿੱਤਰਾਂ (ਰੂਪਨਗਰ)

F.N0.12/1059/KVBLY/2022-23/   Date:24.11.2022

ACKNOWLEDGEMENT

A Kathak Workshop was organized in our Vidyalaya today by Routes 2 Roots NGO. The Workshop has certainly helped our students to know the importance of culture in academics. This workshop also helped the students to be distressed from the routine of Academic pressures. It has generated interest in the students to participate in the Routes 2 Roots digital classes which are held on a daily basis

PRINCIPAL

ಪ್ರಾಂಶುಪಾಲರು / प्राचार्य / PRINCIPAL
ಕೇಂದ್ರೀಯ ವಿದ್ಯಾಲಯ / केन्द्रीय विद्यालय / KENDRIYA VIDYALAYA
ಬಳ್ಳಾರಿ / बल्लारी / BALLARI-583102.

27

केन्द्रीय विद्यालय सी.सु.बल तेलियामुरा
KENDRIYA VIDYALAYA BSF TELIAMURA
खासियामंगल सी.सु.बल तेलियामुरा,जिला- खोवाई त्रिपुरा 799205
Khasiamangal, BSF Campus Teliamura, Khowai Tripura 799205
ई-मेल E-mail ID: kvbsfteliamura@rediffmail.com
Website: www.bsfteliamura.kvs.ac.in
दूरभाष Ph: 03825 - 262130

केन्द्रीय विद्यालय संगठन
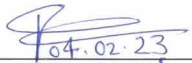
Acknowledgment Letter

Date- 04.02.2023

Guru Soma Mandal an artist of Bharatanatyam conducted a workshop in our Kendriya Vidyalaya BSF, Teliamura organized by Routes 2 Roots. Many students participated in the workshop and it was a very informative, interactive, and engaging session where students also got the opportunity to learn the nuances of Bharatanatyam Discipline and they freely interacted with the artist.

We will appreciate it if Routes 2 Roots can conduct more such workshops which will help students in clearing the doubts that they may have in digital learning of performing art by Routes
2 Roots.

Principal's Signature and Stamp

04.02.23

PRINCIPAL / प्राचार्य
KENDRIYA VIDYALAYA / केन्द्रीय विद्यालय
B.S.F. TELIAMURA / बी०एस०एफ०, तेलियामुरा

OFFICE OF THE SUPERINTENDENT
OBSERVATION HOME FOR BOYS-II
Deptt. of Women and Child Development, Govt. of NCT of Delhi
Sewa Kutir Complex, Kingsway Camp, Delhi -110009

Date: 28.05.2024

To,
Routes 2 Roots NGO,
Max Towers, G 2 Floor, Delhi One,
Noida, U.P.

We extended our heartfelt gratitude to Routes 2 Roots NGO for successfully

conducting Theatre and Music Workshop for Children in Conflict with Law in Observation

Home for Boys -II, Sewa Kutir Complex on 28.05.2024. It was an engaging and

entertaining workshop. The Children were very happy and enjoyed a lot.

We apreciate the organization's efforts for organizing the workshop. We look

forward for more such programmes in the future.

Superintendent, OHB-II

Superintendent
Observation Home for Boys-II
Deptt. of Women & Child Development
Govt. of NCT of Delhi
Sewa Kutir, Kingsway Camp, Delhi-110009
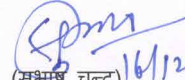
केन्द्रीय विद्यालय लखीमपुर-खीरी

तृतीय वाहिनी ,सशस्त्र सीमा बल परिसर,

गढ़ी रोड, लखीमपुर खीरी (उ०प्र०)

पिन कोड-262701

दूरभाष न०-05872-266431

e-mail- kvlakhimpurkheri@gmail.com

website - lakhimpurkheri.kvs.ac.in

फा.26029/2022-23/के०वि०लखीमपुर खीरी/312   दिनांकः 16.12.2022

आभार पत्र

केन्द्रीय विद्यालय लखीमपुर खीरी लंबे समय से रूट्स 2 रूट्स द्वारा आयोजित वर्कशॉप का इंतजार कर रहा था। कोविड महामारी के कारण लंबे अंतराल के बाद विद्यालय में रूट्स 2 रूट्स के अंतर्गत आयोजित होने वाली यह पहली कार्यशाला है। भरतनाट्यम कार्यशाला में केन्द्रीय विद्यालय, लखीमपुर खीरी के छात्र उत्साहित रहे, छात्रों ने बड़ी रुचि के साथ भाग लिया और गुरु वरुण खन्ना के साथ उनका जुड़ाव बहुत सार्थक रहा।

16/12/2022

(सुभाष चन्द)

प्रभारी प्राचार्य

प्राचार्य/Principal

कन्द्रीय विद्यालय/Kendriya Vidyala,

लखीमपुर-खीरी/Lakhimpur-Kheri

Pin - 262701

<u>Acknowledgement Letter</u>

On 16 Jan 2023, Routes 2 Roots held a Bharatanayam workshop at Kendriya Vidyalaya Lunglei premises. Artist Atanu Das was very interactive and the students enjoyed the workshop and at the same time learned about Bharatanatyam.

This workshop is very useful as it is an extension of Routes 2 Roots online daily interactive classes. I am hopeful more and more students will participate in your programme.

(Prashant Singh)
प्रभारी प्राचार्य/In-Charge Principal
केन्द्रीय विद्यालय/Kendriya Vidyalaya
लुंगलई (मिजोरम)/Lunglei (Mizoram)
PIN : 796701

16 Jan 2023

केन्द्रीय विद्यालय मुंगावली

(शिक्षा मंत्रालय, भारत सरकार के अधीन स्वायत निकाय)

KENDRIYA VIDYALAYA MUNGAOLI

(An Autonomous Body Under Ministry of Education, Government of India)

मुंगावली, जिला-अशोकनगर-473443(म.प्र.) Mungaoli, Distt- Ashok Nagar-473443 (M.P.)

Mail address:ppl.moongawali@kvs.gov.in   Web-Site: mungaoli.kvs.ac.in

फ.क्र. के.वि.सं./2022-23/   दिनांक: 13.12.2022

Acknowledgment Letter

We had been looking forward to the workshop organized by Routes 2 Roots for a long time. This is the first workshop being held in our KendriyaVidyalaya, Mungaoli after the long break due to the pandemic. The students of the Vidyalaya were excited and with great interest participated in the Bharatanatyam workshop and their engagement with Guru PriyamBada Tiwari was very meaningful.

Principal

प्राचार्य/Principal
केन्द्रीय विद्यालय मुंगावली/
Kendriya Vidyalaya Mungaoli

केन्द्रीय विद्यालय द म रे नांदेड़

KENDRIYA VIDYALAYA SCR NANDED

मंडल रेल कार्यालय परिसर , ऐरपोर्ट रोड, नांदेड़ – ४३१६०५

दूरभाष :9112233516 / 9112233517   Phone: 9112233516 / 9112233517

Email – kvnanded1@gmail.com, website: www.scrnanded.kvs.ac.in

CBSE SCHOOL NO. 34109 AND AFFILIATION NO. 1100055

Ref.No.F27/KVN/2022-23/   Date: 12.01.2023

*ACKNOWLEDGEMENT *

आज हमारे केन्द्रीय विद्यालय द.म.रे. नांदेड में **Routs2Roots** के द्वारा कथक कार्यशाला गुरु श्री अखिलेश पटेल जी के द्वारा आयोजित की गई | उनके द्वारा कथक की संक्षिप्त जानकारी दी गई | बच्चो और शिक्षकों ने बहुत आनंद लिया, हम चाहते है की, भविष्य में ऐसी कार्यशाला पुन: आयोजित की जाए |

दिलिप यु.सोनाले

प्राचार्य/Principal

केंद्रीय विद्यालय/Kendriya Vidyalaya

द.म.रेल्वे परिसर,नांदेड.(महाराष्ट्र)

S.C.Railway Campus,Nanded(MS)

F. 28/KVN/2023-24/0 18
40

Date: 27.04.2023

<u>पावती पत्र</u>

रूट्स 2 रूट्स एनजीओ ने आज हमारे विद्यालय केंद्रीय विद्यालय, नजीरा (शिवसागर) में कथक कलाकार श्री अखिलेश पटेल के साथ एक कार्यशाला का आयोजन किया। कार्यशाला को छात्रों द्वारा बहुत पसंद किया गया और 500 से अधिक छात्रों ने भाग लिया । कथक कलाकारों ने इस विषय के बारे में विस्तार से बताया और साथ ही छात्रों के साथ बातचीत की और उन्हें इस अनुशासन के बारे में सिखाया । रूट्स 2 रूट्स द्वारा यह एक उत्कृष्ट व्याख्यान सह प्रदर्शन था।

Acknowledgment Letter

Routes 2 Roots NGO organized a workshop with Kathak Artist Akhilesh Patel in our school Kendriya Vidyalaya, Nazira (Sivasagar) today. The workshop was very well received by students and more than 500 students participated Kathak artist explained in detail about the discipline as well as interacted with the students and taught them about the discipline. This was an outstanding lecture cum demonstration by Routes 2 Roots.

Principal's Signature and Stamp

प्राचार्य / Principal
केन्द्रीय विद्यालय / Kenuriya Vidyalaya
ओ.एन.जी.सी नाजिर /O: GC, Nazira
शिवसाग/'(स   (अ) ३८.85

27
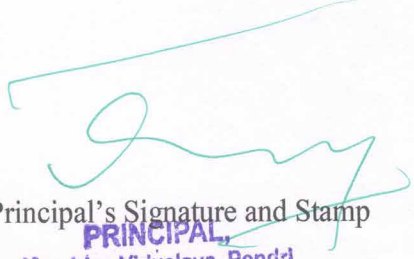
केन्द्रीय विद्यालय राजनांदगाँव (छ.ग.)
KENDRIYA VIDYALAYA RAJNANDGAON (C.G.)
पेंड्री ,राजनांदगाँव
PENDRI,RAJNANDGAON
जिला – राजनांदगाँव (छ.ग.) 491441 दूरभाष क्र. 07067579182
DISTRICT – RAJNANDGAON (C.G.) 491441 Ph. No. 07067579182
Email-rajnandgaonkv@gmail.com Website: www.kvrajnandgaon.com

F.1-15/ KVRJN **/** 2022-23/ 1*p*8   दिनांक 04/11/2022

Acknowledgment Letter

Routes 2 Root NGO organized a workshop with Hindustani Classical Vocal Artist Pranav Kumar and Yash Raj as Tabla Player in our School Kendriya Vidyalaya, Pendri, Rajnandgaon today. The workshop was very well received by students and more than 500 students participated Hindistani Classical Vocal artist explained in detail about the discipline as well as interacted with the students and taught them about discipline. This was an outstanding lecture cum demonstration by Routes 2 Roots.

Principal's Signature and Stamp
PRINCIPAL,
Kendriya Vidyalaya, Pendri
RAJNANDGAON (C.G.)

F. 373 / KVT /2022-23 /243   Date: 27/01/2023

Acknowledgment Letter

We had been looking forward to the workshop organized by Routes 2 Roots for a long time. This is the first workshop being held in our Kendriya Vidyalaya, Tawang after the long break due to the pandemic. The students of the school were excited and with great interest participated in the Bharatanatyam workshop and their engagement with Guru Saurabh Tripathi was very meaningful.

Principal's Signature and Stamp

28/01/2023

(Aamir Ahsan)
Officiating Principal
Kendriya Vidyalaya Tawang

प्राचार्य/Principal
केन्द्रीय विद्यालय तवांग (अ.प्र.)
KENDRIYA VIDYALAYA TAWANG (AP)

Program Links

Routes 2 Roots believes in documenting its content and the impact the program has been able to create on its beneficiaries. Daily classes conducted from our studio, workshops held in participating schools, feedback from the Principals, Teachers and students all help us in adding value to our program which is shared through the links

International Class Links

1	https://www.youtube.com/watch?v=8BLOOB32E6Q
2	https://youtube.com/live/_rfiglnPQxU?feature=share
3	https://youtube.com/live/jL0k00-SDPo?feature=share
4	https://youtube.com/live/O2qi3u7IA9M?feature=share
5	https://youtube.com/live/UYDiaNQp70w?feature=share
6	https://youtube.com/live/O6EyFSLcMoI?feature=share
7	https://youtube.com/live/Kr4p-sL_o-g?feature=share
8	https://youtube.com/live/zU30GsPPELo?feature=share
9	https://youtube.com/live/jCLWvISF9iA?feature=share
10	https://youtube.com/live/BRCgyxvqEC0?feature=share
11	https://youtube.com/live/Qwb-enC_WS4?feature=share
12	https://youtube.com/live/2Enz9UCzKcs?feature=share
13	https://youtube.com/live/tGUXgfIcN40?feature=share
14	https://youtube.com/live/c3CI96TCbhM?feature=share
15	https://youtube.com/live/scCrFN4AlWo?feature=share
16	https://youtube.com/live/dBNr9NnTu6E?feature=share
17	https://youtube.com/live/0HUmhhieDUY?feature=share
18	https://youtube.com/live/wKUR4SeHjSg?feature=share
19	https://youtube.com/live/x7H2fRfNDaE?feature=share
20	https://youtube.com/live/vHS5Hd99w5I?feature=share
21	https://youtube.com/live/LLb6CPdbC9o?feature=share
22	https://youtube.com/live/Fm_RANs_B7M?feature=share
23	https://youtube.com/live/rfMsBMbG5pk?feature=share
24	https://youtube.com/live/vdSGuL_C1hc?feature=share
25	https://youtube.com/live/7g4eEwSqmvs?feature=share
26	https://youtube.com/live/4xvQCFufBw8?feature=share
27	https://youtube.com/live/2Wxz_LIZqBQ?feature=share
28	https://youtube.com/live/vxOcPjSpzX0?feature=share
29	https://youtube.com/live/lhuNka561Rw?feature=share
30	https://youtube.com/live/Ji9_JF-awA4?feature=share
31	https://youtube.com/live/aRx3p6JUuwA?feature=share
32	https://youtube.com/live/MpGivOHyyRY?feature=share
33	https://youtube.com/live/DMQIPdsL2eM?feature=share
34	https://youtube.com/live/oIcSgGRtwDc?feature=share
35	https://youtube.com/live/6LjgRyuP1O4?feature=share

36	https://youtube.com/live/XkZlniSCZTw?feature=share
37	https://youtube.com/live/2D6ZQZPVBf8?feature=share
38	https://youtube.com/live/VvQiVsE8Abs?feature=share
39	https://youtube.com/live/K3E0a4_mlSU?feature=share
40	https://youtube.com/live/kWu6BJj_VzM?feature=share
41	https://youtube.com/live/T2z02KEHUlI?feature=share
42	https://youtube.com/live/kIH3jFKLB1g?feature=share
43	https://youtube.com/live/GGn1ASbzeX4?feature=share
44	https://youtube.com/live/0WF6ui1si54?feature=share
45	https://youtube.com/live/sR1fkTjqzXA?feature=share
46	https://youtube.com/live/PpTF-pADGGU?feature=share
47	https://youtube.com/live/Rha6tnnjbmI?feature=share
48	https://youtube.com/live/Z30Bod7ldEQ?feature=share
49	https://youtube.com/live/VkCJYh4MxQk?feature=share
50	https://youtube.com/live/DFAl8cJzblE?feature=share
51	https://youtube.com/live/hs7gVg8Pln4?feature=share
52	https://youtube.com/live/lfPOEKAbh5Y?feature=share
53	https://youtube.com/live/YTPv8uPO3Yw?feature=share
54	https://youtube.com/live/MGFE9d8G49c?feature=share
55	https://youtube.com/live/TP0cU9FQ054?feature=share
56	https://youtube.com/live/yJrBenFNP7k?feature=share
57	https://youtube.com/live/HqDbaZmZ8Sc?feature=share
58	https://youtube.com/live/uWh1kijltAE?feature=share
59	https://youtube.com/live/JDTlR1TRZcU?feature=share
60	https://youtube.com/live/m9Hh8rxkecg?feature=share
61	https://youtube.com/live/sU1ScBWcQvo?feature=share
62	https://youtube.com/live/dsoJEFAwyzA?feature=share
63	https://youtube.com/live/YeF13Cl-lyA?feature=share
64	https://youtube.com/live/5QJ3d09yuiE?feature=share
65	https://youtube.com/live/5QJ3d09yuiE?feature=share
66	https://youtube.com/live/17WkRMgNia4?feature=share
67	https://youtube.com/live/RYKrycQ0OQU?feature=share
68	https://youtube.com/live/DJGo04tnGDQ?feature=share
69	https://youtube.com/live/_hMuq3tJbfM?feature=share
70	https://youtube.com/live/SzKKvDVK0bg?feature=share

71	https://youtube.com/live/5w85mKEuSlU?feature=share
72	https://youtube.com/live/_uzqyKQJrzs?feature=share
73	https://youtube.com/live/4fvyJH1FA18?feature=share
74	https://youtube.com/live/jjq1ke-jZVo?feature=share
75	https://youtube.com/live/zRHm-I59qjc?feature=share
76	https://youtube.com/live/bW_AIuyf4lU?feature=share
77	https://youtube.com/live/C3l48DTlkdM?feature=share
78	https://youtube.com/live/-LlvOE6UlQA?feature=share
79	https://youtube.com/live/6-DfAmQ-Ic4?feature=share
80	https://youtube.com/live/00RbRK6LA5Q?feature=share
81	https://youtube.com/live/qIu9FjAg7M8?feature=share
82	https://youtube.com/live/aJBefKLF188?feature=share
83	https://youtube.com/live/ZSwcjMcxwto?feature=share
84	https://youtube.com/live/WUWZ8OZ7x2Q?feature=share
85	https://youtube.com/live/gb7-F_A4HX0?feature=share
86	https://youtube.com/live/YaKMlIh_iZU?feature=share
87	https://youtube.com/live/e8Es95qpgPI?feature=share

Daily Interactive Classes Links

1	https://youtube.com/live/Ghev3pR7xYM?feature=share
2	https://youtube.com/live/G-MOc_CZalE?feature=share
3	https://youtube.com/live/v8Mvul6y9_g?feature=share
4	https://youtube.com/live/NzyVraXCeSg?feature=share
5	https://youtube.com/live/by5sdeF4AHg?feature=share
6	https://youtube.com/live/idKpzqSyqZA?feature=share
7	https://youtube.com/live/l7RxBxX9S44?feature=share
8	https://youtube.com/live/-xF3OEPc030?feature=share
9	https://youtube.com/live/bXwEwUQVIIM?feature=share
10	https://youtube.com/live/o7ucWf3A4Mo?feature=share
11	https://youtube.com/live/PPazbakPiiI?feature=share
12	https://youtube.com/live/qDAnwmkyQtI?feature=share
13	https://youtube.com/live/w4mvBNKCeJE?feature=share
14	https://youtube.com/live/qq3DLD8WEzM?feature=share

15	https://youtu.be/igZFQGyVo0o	49	https://youtu.be/iYdpgzcx4cw
16	https://youtu.be/yBHHAISv8Oo	50	https://youtu.be/s832NQs2sQU
17	https://youtu.be/KdxrbOepAe0	49	https://youtu.be/iYdpgzcx4cw
18	https://youtu.be/7MEtbPLziAM	50	https://youtu.be/s832NQs2sQU
19	https://youtu.be/Us4tGuCO108	51	https://youtu.be/KtzD6BK4Hp0
20	https://youtu.be/vNNn19QscZQ	52	https://youtu.be/YGWfNCQrvxk
21	https://youtu.be/vXzOm60cRSc	53	https://youtu.be/ieJ0QcJ2law
22	https://youtu.be/oHaim75ZQQ0	54	https://youtu.be/nqA91NzTqIQ
23	https://youtu.be/7yHMH_tyErs	55	https://youtu.be/ROiUBcmqcFM
24	https://youtu.be/s832NQs2sQU	56	https://youtu.be/igZFQGyVo0o
25	https://youtu.be/bVShIAwJnJ0	57	https://youtu.be/KfH9hlK_l2Y
26	https://youtu.be/fjUL8wLkoOU	58	https://youtu.be/EVgRXsEtpCk
27	https://youtu.be/aYKJ_WVKg6Q	59	https://youtu.be/_iQNmHjOaXU
28	https://youtu.be/eUpXGY289i8	60	https://youtu.be/lnNaNQrlHbg
29	https://youtu.be/g9WkSJmhBgQ	61	https://youtu.be/NScWUEWJOGs
30	https://youtu.be/gVDVsZsfx2U	62	https://youtu.be/xWxhHh91dPs
31	https://youtu.be/htwzLuNOq-g	63	https://youtu.be/Ar3698Sx05Q
32	https://youtu.be/xivpLzye67g	64	https://youtu.be/aYKJ_WVKg6Q
33	https://youtu.be/yPeNKFYVHHI	65	https://youtu.be/CfdmxaLm76A
34	https://youtu.be/u5vapz7QPg8	66	https://youtu.be/qwZdnuYEfRw
35	https://youtu.be/5DXo5quHMWs	67	https://youtu.be/JHybKByAm5k
36	https://youtu.be/KfH9hlK_l2Y	68	https://youtu.be/vXzOm60cRSc
37	https://youtu.be/mAsSyAz868s	69	https://youtu.be/yPeNKFYVHHI
38	https://youtu.be/XMbOQMU0gA8	70	https://youtu.be/kAy9Upz5law
39	https://youtu.be/R-HhkOye_N4	71	https://youtu.be/QCK7GdlcBJA
40	https://youtu.be/zD-VQvVase4	72	https://youtu.be/c8-YHjZQGo4
41	https://youtu.be/7MEtbPLziAM	73	https://youtu.be/W-SRw4t7R1o
42	https://youtu.be/R-HhkOye_N4	74	https://youtu.be/lr0jIbObWd8
43	https://youtu.be/jO0ACW0p6Ts	75	https://youtu.be/thsGWiopAJ4
44	https://youtu.be/rmMnoF1KXdo	76	https://youtu.be/lRRNZ36r2lM
45	https://youtu.be/XTQmZopjwkk	77	https://youtu.be/lC3kHuwZHWs
46	https://youtu.be/gigzXsg_r04	78	https://youtu.be/C38B_yPd1dA
47	https://youtu.be/qqdjKiSBess	79	https://youtu.be/4qVykZNG3_4
48	https://youtu.be/l6YOGvyyUks	80	https://youtu.be/9dJCN3HRADA

81	https://youtu.be/hezYCDemlXA	115	https://youtu.be/HHWKye1V8aA
82	https://youtu.be/g1_KrJ6nl3k	116	https://youtu.be/H2RKyxNZwjM
83	https://youtu.be/Z102mKjwB1c	117	https://youtu.be/k_TTn32VBQg
84	https://youtu.be/BxnEJpxaA-c	118	https://youtu.be/XZ44lcLDK0s
85	https://youtu.be/6zr0I8GLND0	119	https://youtu.be/Ab7zhTvL4zl
86	https://youtu.be/oNOHdKZ1veM	120	https://youtu.be/qYwrG6YknoE
87	https://youtu.be/yBHHAISv8Oo	121	https://youtu.be/zD-VQvVase4
88	https://youtu.be/eUpXGY289i8	122	https://youtu.be/mNoODg64JaM
89	https://youtu.be/mAsSyAz868s	123	https://youtu.be/MfiPm2TVlsA
90	https://youtu.be/B46qCFbQ3Nc	124	https://youtu.be/l574Oj6cGj8
91	https://youtu.be/rKAPcYWm9Es	125	https://youtu.be/CSOcV0tDQD8
92	https://youtu.be/Q8VxpltMn60	126	https://youtu.be/YuCy9EBRMyA
93	https://youtu.be/2TBp6aJJNhU	127	https://youtu.be/ATKgLVr6apM
94	https://youtu.be/vFX6txGs65w	128	https://youtu.be/e-oEoGJC8gs
95	https://youtu.be/OongmoBnzS0	129	https://youtu.be/VLjeyF4N4lE
96	https://youtu.be/a7bCdDNYdu4	130	https://youtu.be/xsqBhkwn4dA
97	https://youtu.be/ytQnM0pZAbo	131	https://youtu.be/s3Zu_qy7_xl
98	https://youtu.be/Pq4ad_uhTnk	132	https://youtu.be/5iPRiPiC7Kl
99	https://youtu.be/AalYrpdT2nU	133	https://youtu.be/PlSeUL1ihHk
100	https://youtu.be/_lYbWm5-A98	134	https://youtu.be/FhqqtUAyJmk
101	https://youtu.be/bVShIAwJnJ0	135	https://youtu.be/U6bLwGR-YDl
102	https://youtu.be/5DXo5quHMWs	136	https://youtu.be/fjUL8wLkoOU
103	https://youtu.be/ayUM4quTz9s	137	https://youtu.be/u5vapz7QPg8
104	https://youtu.be/9JYWFDOPb1Q	138	https://youtu.be/HVBdNOxKpPo
105	https://youtu.be/HKjsYsf3uxs	139	https://youtu.be/EHhAIeW9i5Q
106	https://youtu.be/noDswunrHfA	140	https://youtu.be/4GflY9WjDRE
107	https://youtu.be/UiArpkOGwa0	141	https://youtu.be/0jlWHXigz_4
108	https://youtu.be/zzgBxT-q6YA	142	https://youtu.be/qgliF8Vx1dg
109	https://youtu.be/ru0xmymgKPl	143	https://youtu.be/9Dfl1e3WTQA
110	https://youtu.be/lfOlxqmQQ64	144	https://youtu.be/rXlRgP74CJU
111	https://youtu.be/WyRy1IFT5YU	145	https://youtu.be/xivpLzye67g
112	https://youtu.be/g9WkSJmhBgQ	146	https://youtu.be/O9-vVxhPU0A
113	https://youtu.be/XMbOQMU0gA8	147	https://youtu.be/xiQ-TCEFd4s
114	https://youtu.be/G1WPexwwYNl	148	https://youtu.be/1rGRGV0luk4

149   https://youtu.be/dePa3eHT7v8
150   https://youtu.be/FuUZxwLJGQg
151   https://youtu.be/XQIwQYe7O94
152   https://youtu.be/dwDwqsObfaA
153   https://youtu.be/xkT3gbcDffQ
154   https://youtu.be/7yHMH_tyErs
155   https://youtu.be/LSjrGqH4hNg
156   https://youtu.be/Yb6PyHKNStQ
157   https://youtu.be/34ltXTkcrF0
158   https://youtu.be/zX99hFwtX9I
159   https://youtu.be/GecY6zGiWbo
160   https://youtu.be/D5XnvnjAbXE
161   https://youtu.be/HcvRU9xbXHs
162   https://youtu.be/GpUoVd7pv5s

Principal Feedback

1   https://youtu.be/p8XYbKHTqm4
2   https://youtu.be/79Z4Be5o7VU
3   https://youtu.be/YDjQXQ7Dqx0
4   https://youtu.be/wY0mssXEoHM
5   https://youtu.be/47lW0VA4JUM
6   https://youtu.be/ynEhkN6S9yc
7   https://youtu.be/Z3lHnNuB0AY
8   https://youtu.be/WEE1pW7B0hw
9   https://youtu.be/WZiAxVhUpdA
10   https://youtu.be/9NQbR3IAV_Q
11   https://youtu.be/KH-YZGOLdHE
12   https://youtu.be/vhPciqOtpvA
13   https://youtu.be/BG-9g32sAJo
14   https://youtu.be/Vn-uoaRijJI
15   https://youtu.be/6IUJ744iXoE
16   https://youtu.be/BPTDpbCmRUI
17   https://youtu.be/mcMd6a1YaaI

18   https://youtu.be/9twVlZz9c5k
19   https://youtu.be/ndYXhRzRC2U

Teachers feedback

1   https://youtu.be/4gqI_bmFpl0
2   https://youtu.be/pzMk5QVyImg
3   https://youtu.be/6pRLe2S8vCQ
4   https://youtu.be/CR6J9quh9wE
5   https://youtu.be/CuUbztVnza4
6   https://youtu.be/lQBxFgr0PsA
7   https://youtu.be/ttqQ40Kj3vs
8   https://youtu.be/UzRQtBE8NdQ
9   https://youtu.be/X8MoXOCrpZ4
10   https://youtu.be/nW-PWNl0izw
11   https://youtu.be/r4-QewuiWnw
12   https://youtu.be/pZDYwGZTklc
13   https://youtu.be/28DRXpW2klc
14   https://youtu.be/mcMd6a1YaaI
15   https://youtu.be/WU2CPcPnv80

Students Feedback

1   https://youtu.be/91lQCKnRXA0
2   https://youtu.be/AcCL7OUoTuY
3   https://youtu.be/Q4jcXCAmcyY
4   https://youtu.be/KawfecKGEEc
5   https://youtu.be/7-EkvLlJKuA
6   https://youtu.be/4Nl79Mo2pvE
7   https://youtu.be/mcMd6a1YaaI
8   https://youtu.be/9twVlZz9c5k
9   https://youtu.be/U8afR_Dwt-M
10   https://youtu.be/RM4hT5Ohml0
11   https://youtu.be/cR-bNHwHqRQ

Performance

1   https://youtu.be/ZyoxY0lwZpE

2   https://youtu.be/gW29lN_nan0

3   https://youtu.be/L4-pzKrFd6o

4   https://youtu.be/nm43ssjthvI

5   https://youtu.be/XnOxBY6gjXs

6   https://youtu.be/0oNN2lnvSu4

7   https://youtu.be/yrDuUFfSdGU

8   https://youtu.be/W9eEi_vDx2s

9   https://youtu.be/RGW1xvhUSgE

10   https://youtu.be/22VzUsHHHXI

11   https://youtu.be/SLr0PNtv3lI

12   https://youtu.be/pE9vdqftRA0

13   https://youtu.be/Yv90FTBrdfI

14   https://youtu.be/YRqrx-plHR4

15   https://youtu.be/bUtwP29yHu4

16   https://youtu.be/wQ3h8Nv2M84

17   https://youtu.be/Q2_Wtcnf6jk

18   https://youtu.be/4ZxMHCW1G0I

19   https://youtu.be/lOVBPVuiO8A

20   https://youtu.be/VAfsU70Soic

21   https://youtu.be/v9QdjKOsRzg

22   https://youtu.be/NhVFI3ZfN9o

23   https://youtu.be/_c3eDnKf7l4

24   https://youtu.be/4Nl79Mo2pvE

25   https://youtu.be/MSAm5r9wB_s

26   https://youtu.be/PUmysgWR13E

27   https://youtu.be/idr-xNfCx08

28   https://youtu.be/rQZmpKv7dDk

29   https://youtu.be/wcm42ZK17zc

30   https://youtu.be/kKlTp5E6gQk

31   https://youtu.be/9bDYaEEPu4s

32   https://youtu.be/mcMd6a1YaaI

33   https://youtu.be/rrJHp1qWwJk

34   https://youtu.be/NVBdMbAPcGc

35   https://youtu.be/J3HtBmRwOIs

36   https://youtu.be/sUGpS71EZ8Y

37   https://youtu.be/BcwW-shS6sU

38   https://youtu.be/NaHNqtrZgMM

Routes 2 Roots®

MAX | INDIA FOUNDATION

Annual Report

20 24/25

NAME OF THE ORGANISATION
Routes 2 Roots

TYPE OF REGISTRATION
Society

REGISTRATION NO.
S/50788/2020

REGISTERED OFFICE
S43, Panchsheel park, New Delhi-110017

CORPORATE OFFICE
G2, Max Towers, Delhi One, Sector-16 B, Gautam Buddh Nagar, Noida, Uttar Pradesh 201301

WEBSITE
https://routes2roots.com

EMAIL
info@routes2roots.com

PROJECT NAME
Digital Learning of Performing Art, Education

REPORTING PERIOD
F.Y. 2024-2025

FUNDING
75,00,000

UNUTILISED FUNDING
NIL

TOTAL DIRECT BENEFICIARIES
103784

PAN NUMBER
AAATR9174N

DARPAN ID
DL/2009/000429

CSR NO.
CSR00003417

80G
AAATR9174N23DL02

12AA
AAATR9174N23DL01

VALID TAN
DELR16405E

SDGs
SDGs -4 & SDGs-16

THE ORGANISATION

Routes 2 Roots is a Delhi-based non-profit NGO with a presence all over India and in over 64 countries across the world making it the most significant cultural NGO. Since its inception in 2004, the NGO has constantly strived to disseminate culture, art, and heritage to all ages and in particular children for inclusive and peaceful coexistence. Routes 2 Roots began its Digital Learning of Performing Arts program in 2016, with free interactive streaming of online classes comprising 15 Disciplines related to Art, Culture, and Heritage. Routes 2 Roots has also created Digital classrooms nationwide by installing equipment like Computers, Web Cameras with Microphones, LED Screens, and IFP Panels to equip schools in remote areas to be at par with any modern school in the city. After Installation and orientation the schools are provided daily classes in art and culture, including Yoga, Mindfulness, AI, and K-12 content, ensuring complete utilisation of digitisation with monthly attendance of all participating schools. All these are provided free of cost to these schools.

ABOUT PARTNER

Max India Foundation established in 2008, serves as the CSR arm of the Max Group. Initially focusing on healthcare initiatives, MIF has evolved to emphasize education and sustainable livelihood skills, aiming to create opportunities for underprivileged communities across India.

In partnership with Routes 2 Roots, MIF has significantly contributed to enhancing digital education in rural Punjab. This collaboration led to the installation of state-of-the-art 75-inch Interactive Flat Panels in schools, facilitating access to cultural education in 16 performing arts disciplines and providing K-12 content, including 50,000 instructional videos and 100,000 Q&A resources . The initiative has expanded digital classrooms to 140 schools in the region, bringing modern educational resources to rural students.

Beyond this partnership, MIF has impacted over 19 million lives through various CSR initiatives, including healthcare services, health awareness programs, and environmental conservation efforts . Their commitment to social responsibility continues to drive positive change in communities across India.

PROJECT IN BRIEF

Routes 2 Roots (R2R) is a pioneering non-governmental organization established in 2004, dedicated to enriching education through cultural integration. It is the only cultural NGO registered with the Bombay Stock Exchange and listed on the National Stock Exchange, reflecting its credibility and institutional transparency.

R2R provides real-time, online interactive classes to students across the globe, aiming to transform traditional teaching methods by embedding arts and culture into the core of K-12 education. This innovative approach has turned R2R into a national movement, recognized by the Limca Book of Records as the largest initiative of its kind in India.
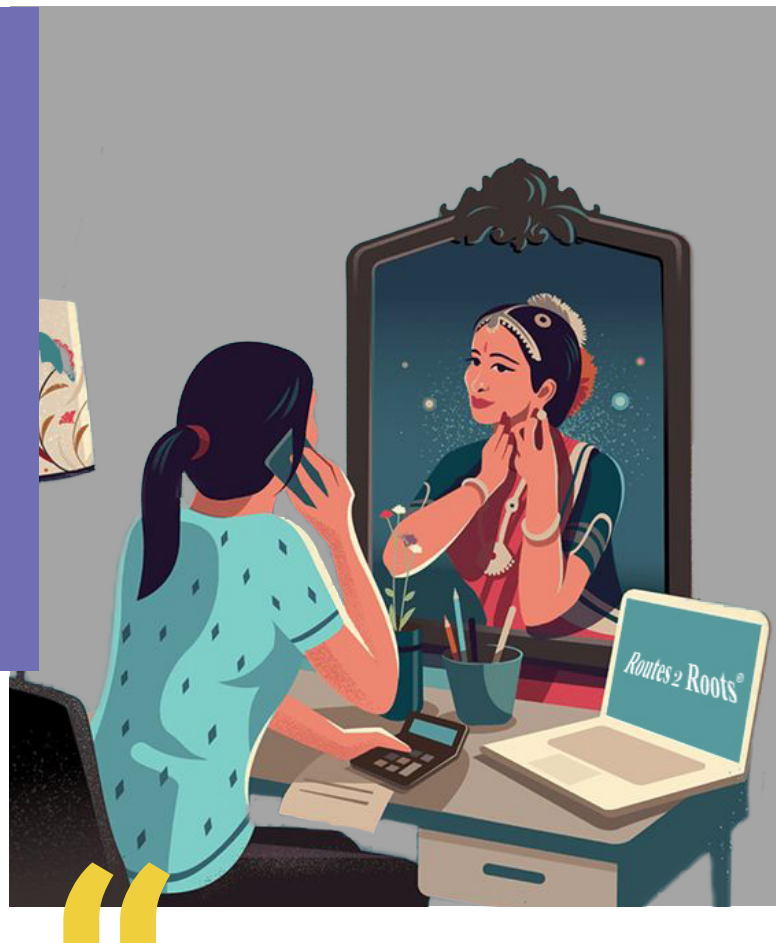
To date, R2R has reached over 24,000 schools and colleges, directly benefiting more than 22 million students through live cultural and educational sessions. The organization has also supported the modernization of classrooms by installing advanced educational technology, particularly Interactive Flat Panels, in collaboration with premier institutions such as Kendriya Vidyalayas, Army Public Schools, and multiple state government and underserved schools across the country. R2R's efforts align closely with the goals outlined in the National Education Policy (NEP), supporting the integration of high-quality academic content with culturally rich, interactive learning experiences.

Routes 2 Roots ®

The organization is guided by an esteemed advisory board that includes cultural legends such as Padma Vibhushan Ustad Amjad Ali Khan, Grammy Award-winning Padma Bhushan Pandit Vishwa Mohan Bhatt, Padma Vibhushan Dr. L. Subramanian, and Padma Shri Shovana Narain.

Through the strategic use of technology and deep-rooted cultural engagement, R2R continues to bridge the gap between arts and education—creating meaningful impact at scale.

OBJECTIVE

The core objective of Routes 2 Roots is to transform the way education is delivered by seamlessly integrating India's rich cultural heritage into mainstream academic learning. R2R aims to provide students—regardless of their geographic or socio-economic background—with equitable access to real-time, interactive online classes that focus on music, dance, theatre, and other cultural art forms alongside traditional curriculum subjects.

Through strategic partnerships with central and state government schools, including Kendriya Vidyalayas, Army Public Schools, and institutions in remote and underserved areas, R2R strives to modernize classrooms with state-of-the-art digital infrastructure such as Interactive Flat Panels. This initiative not only enhances the learning environment but also aligns with the vision of the National Education Policy (NEP) to deliver holistic, multidisciplinary, and inclusive education.

PROJECT IMPLEMENTATION STATUS

Through the strategic use of technology and deep-rooted cultural engagement, R2R continues to bridge the gap between arts and education creating meaningful impact at scale.

01

Earlier we were installing the 55'' Smart LED but this time we have installed the 75'' State of the **Art Interactive Flat Panel** including the **K-12 content** which includes 50,000 videos and 1,00,000 question answers based on the NCERT Curriculum which enables them to learn and understand the concepts virtually. Through this K-12 content, the students of Punjab can learn and experience modern education in addition to R2R on-line cultural classes. This has enabled the school to make use of the equipment for the entire day and at the same time access the most modern teaching tools. This has enabled these schools to get the education that any modern school has in the city.

Routes 2 Roots technical team installed the equipment in all the 20 schools added this year and gave the training to the teachers and the principals on the newly installed k-12 content and our application to attend the regular cultural classes.

LIVE INTERACTIVE DIGITAL CLASSES

02

Routes 2 Roots conducts *live interactive digital classes* every Monday to Saturday, offering lessons in 15 different performing arts disciplines. Students from schools across India actively participate in these sessions, gaining exposure to the rich and diverse cultural heritage of the country. These classes not only help students learn various art forms but also support their overall growth and development, making the learning experience more enjoyable, creative, and engaging.

PARIKSHA PE CHARCHA

03

In this quarter, On February 10th, 2025, Routes 2 Roots proudly aired the nationally acclaimed *"Pariksha Pe Charcha"* program, led by Hon'ble Prime Minister Narendra Modi. This annual initiative is designed to guide secondary and senior secondary students as they prepare for board exams, offering practical tips on exam strategy, time management, and stress relief. By broadcasting the program through its digital platform, Routes 2 Roots ensured that students and teachers across the country, including remote and rural areas, had access to this motivational session. The initiative also helped educators adopt new approaches to support their students, furthering Routes 2 Roots' mission of inclusive, impactful education.

14TH ALL INDIA INTER SCHOOL COMPETITION

Routes 2 Roots has announced the **14th All India Inter-School Competition** for students across the country. Numerous entries have been received from students of Punjab schools, supported by MIF. The evaluation process is currently underway, and the results will be announced in July. Winners will receive certificates and attractive prizes. All participants will also receive certificates for showcasing their talent on the platform.

04

MUSIC DAY

Every year, Routes 2 Roots celebrates World Music Day and International Day of Yoga with students nationwide. This year was no exception, as these occasions were celebrated with children once again. On World Music Day, students from the Music School of Excellence performed songs from various genres. In addition to the performances, there was a quiz session where a student from the studio asked questions, and the children eagerly answered. Both students and teachers enjoyed the event with great enthusiasm. Students from Punjab also joined and actively participated in the session.

05

YOGA DAY

In this quarter, On February 10th, 2025, Routes 2 Roots proudly aired the nationally acclaimed **"Pariksha Pe Charcha"** program, led by Hon'ble Prime Minister Narendra Modi. This annual initiative is designed to guide secondary and senior secondary students as they prepare for board exams, offering practical tips on exam strategy, time management, and stress relief. By broadcasting the program through its digital platform, Routes 2 Roots ensured that students and teachers across the country, including remote and rural areas, had access to this motivational session. The initiative also helped educators adopt new approaches to support their students, furthering Routes 2 Roots' mission of inclusive, impactful education.

06

INTERNATIONAL FILM FESTIVAL

07

Routes 2 Roots conducted the fifteen-day School Cinema International Film Festival (SCIFF) through its digital platform for the students. SCIFF, curated for children, featured movies from 20 plus countries including Saudi Arabia, France, Spain, Iran, Mexico, Germany, USA, UK, China, India, Netherlands etc. Movies in different genres and languages were screened daily for the students of the cultural education program. Thousands of students joined and enjoyed the films from different countries. Each film had a message to be conveyed on different aspect of student's journey thereby enriching the thought process of the students and their knowledge.

NUKKAD NATAK WORKSHOPS

In this quarter, Routes 2 Roots organised Nukkad Natak Theatre Workshops in schools across Punjab that are part of the program. Renowned actors from leading theatre repertory companies in Delhi, associated with the NGO, conducted these workshops on Nukkad Natak (Street Theatre) for the students. The workshops covered various important topics, with actors performing and teaching the art of Street Theatre. The topics included 'Swachh Bharat, Environmental Awareness and Climate Change', 'Say No to Drugs', 'The Dangers of Excessive Screen Time on Phones and Gadgets', and 'Mental Health'. The students actively participated, with many coming forward to join the workshops. They gained valuable insights, and the message was well received and positively influenced the students.

08

INSTRUMENT DISTRIBUTION

09

As part of the project, Routes 2 Roots donated musical instruments to schools in Punjab that were added to the program. The purpose of giving these musical instruments of their choice is to enable them to learn in online classes and practice them while learning, as most schools do not have these instruments.

RE-ORIENTATION
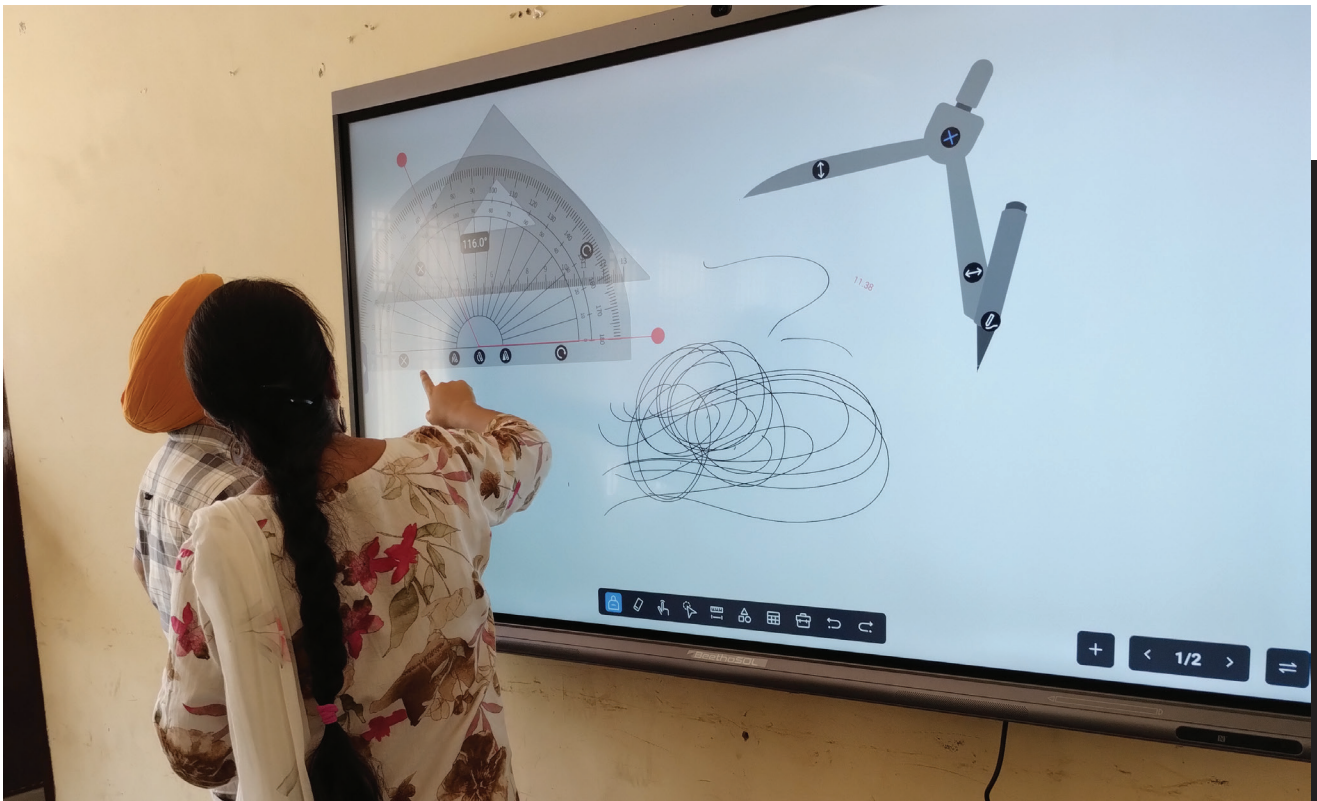
Routes 2 Roots' technical engineers and coordinators conducted follow-up visits to schools to provide re-orientation and refresher training on the software and program. This ensured that students could seamlessly access the classes and continue learning their preferred art forms without facing any technical difficulties.

10

TOPPAN - ANNUAL PROGRAM

11

The Annual Day of M/s Toppan was held on 9th November, where we were requested for the performance by the students from the MIF-funded schools. We selected the students from Government Adarsh School and asked our Guru, Fareed Ahmed Khan, to help rehearse a few pieces of Vocal Singing. The Guru and the students rehearsed the melody of prayers throughout the entire week, and for the very first time, the students performed the melody in front of hundreds of people. This kind of exposure and cultural activity will enhance the confidence and interest of the students in learning, displaying their talent, and overcoming hesitation. All the attendees at the function appreciated the program. Participating students were presented with gift hampers and certificates.

K12 Content - This initiative equips schools with Smart Interactive Flat Panels featuring K-12 content, providing online classes in 16 cultural disciplines. It fosters inclusive education, connecting students to performing arts and modern learning while highlighting the role of culture in shaping future generations. These digital tools facilitate inclusive education and offer schools access to performing arts and modern educational resources.

Cultural Preservation and Education - Initiatives aimed at preserving, promoting, and educating children and others about cultural heritage and diversity.

Education and Skill Development - Efforts aimed at improving education and providing skill-building opportunities to individuals, particularly underprivileged or marginalized groups.

Digital Education - Using digital tools and platforms to educate and raise awareness about cultural heritage, arts and traditions and provide knowledge in AI.

Health and Well-being - Efforts to improve physical and mental health in communities, and promote well-being by teaching yoga.

Community Development - Programs designed to enhance the well-being and quality of life for local communities, particularly those in need and provide an additional skill set.

KEY AREAS

"Through a strategic partnership, the MAX India Foundation has supported Routes 2 Roots in cultural and education. Their funding has played a crucial role to students in remote areas enabling them to provide excess quality K12 education and hybrid cultural classes in expanding our outreach programs, including cultural exchanges, workshops, and school-based educational modules focusing on India's rich history."

TESTIMONIALS
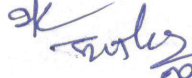
From
Head Master
Govt. High School
Manakpur Sharif (S.A.S Nagar)
e-mail: ghs.mks@gmail.com

To
— Routes 2 Roots

No: SP/24

Date: 28/10/24

[Handwritten letter in Punjabi/Gurmukhi script]

[Signature]
28/10/24

[Official stamp: Head Master, Government High School, Manakpur Sharif (S.A.S. Nagar)]

From :
Headmaster/Headmistress
Govt. High Smart School
Dasgrain-140133, Distt. Rupnagar (Punjab)
ਮੁੱਖ ਅਧਿਆਪਕ/ਅਧਿਆਪਕਾ
ਸਰਕਾਰੀ ਹਾਈ ਸਮਾਰਟ ਸਕੂਲ
ਦਸਗਰਾਈ–140133, ਜ਼ਿਲ੍ਹਾ ਰੂਪਨਗਰ (ਪੰਜਾਬ)
ਫੋਨ 01887-210530
email : rup.ghsdasgrain@punjabeducation.gov.in

GHS DASGRAIN
ਫੈਲੇ ਵਿਦਿਆ ਚਾਨਣ ਹੋਏ

ਵੱਲ :–
_____
_____
_____
ਹਵਾਲਾ ਨੰ: _____

ਪੱਤਰ ਨੰ: : 215   **Acknowledgment Letter**   ਮਿਤੀ : 21 – 10 – 2024

Routes 2 Roots NGO organized a workshop with Nukkad Natak Artists **Kamaal Mirza, Aryan , Abhishek** in our school **Govt. High School Dasgrain** District Rupnagar Punjab Today. The workshop was very well received by students and more than 200 students participated. The Nukkad Natak Team explained in detail about the discipline and interacted with the students while teaching them about the discipline. This was an outstanding lecture cum demonstration training by Routes 2 Roots.

Paramjeet Kaur

ਮੁੱਖਅਧਿਆਪਕ
ਸਰਕਾਰੀ ਹਾਈ ਸਕੂਲ ਦਸਗਰਾਈ
ਰੂਪਨਗਰ (ਪੰਜਾਬ)

Headmaster

Govt. High School Dasgrain

District Rupnagar (Pb)
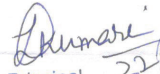
GOVT. GIRLS SEN. SEC. SCHOOL, TAKHATGARH (RUPNAGAR)

Letter No. ....   Date:.. 22-10-24

Acknowledgement Letter

Routes 2 Roots NGO organized a workshop with Nukkad Natak Artist Kamaal Mirza and Team Members Mr. Aryan Mr. Abhishek in our school Govt. Girls Sen. Sen. School, Takhatgarh Distt. Rupnagar Punjab today. The workshop was very well received by students and more than 170 students participated. The Nukkad Natak explained in detail about Swachhatha Abhiyan, Drug Abuse, ill use of Mobile phones, Mental Health and interacted with student while teaching them about above said topics. This is was an outstanding lecture cum demonstration training by Routes 2 Roots. It should be repeated again if possible.

Principal 22/10/24
G. G. S. S. School
Takhatgarh (Ropar)

GOVT. HIGH SCHOOL

Daroli (Upper), Ropar (Pb.)

Form :	To :
Head Master **Govt. High School** **Daroli (Ropar)**	---------------------------- ---------------------------- ----------------------------

D. No..........................   Dated.. 21/10/2024 .

Acknowledgment Letter

Routes 2 Roots NGO organized a workshop with Nukkad Natak Artist Kamaal Mirza and Team Members Mr.Aryan and Mr. Abhishek in our school Govt. High School Daroli Upper Distt Roopnagar Punjab today. The workshop was very well received by students and more than 170 students participated . The Nukkad Natak explained in detail about Swachhatha Abhiyan ,Drug Abuse, ill use of Mobiles phones , Mental Health and interacted with students while teaching them about Above said topics. This was an outstanding lecture cum demonstration training by Routes 2 Roots.

Neetu Sharma 21/10/24.
Head Master
G.H. School
Daroli (Rupnagar)

![Routes 2 Roots logo] ![MAX INDIA FOUNDATION logo]

Date :- 21.10.2024   Ref no. Spl. 01

"Routes 2 Roots " NGO organized a workshop with NUKADD NATAK , Artist Named Kamaal Mirza,Aryan and Abhishek in our school i.e, Govt. Adarsh senior Secondary Smart School, Lodhipur, Distt. Rupnagar, Punjab performed successfully. The Topics of Nukadd Natak were Drug Abuse, Swachh Bharat Abhiyan, More use of Mobile Phone and Mental Health etc. The Workshop was very impressive and well received by the student and more than ...650 students participated. Participation of the students in the Nukaad Natak/Workshop was praise worthy. The topics of the workshop were logical and according to the contemporary society. It was an outstanding lecture –cum- demonstration training by "Routes 2 Roots".

Total No. of Students :- 854

Total No. of Teachers :- 25

Total No. of Students participated in Routes 2 Roots Physical Workshop :- 652

Principal
Principal
Govt. Adarsh Sen. Sec. Smart School
Lodhipur, Sri Anandpur Sahib
Distt. Rupnagar (Punjab) Pin:140118

दैनिक जागरण

स.स.स.स. लंगडोआ में रूट्स-टू-रूट्स संस्था द्वारा नुक्कड़ नाटक खेलने के मौके पर उपस्थित सदस्यों के अलावा विद्यार्थी।

रूट्स-टू-रूट्स संस्था ने सामाजिक कुरीतियों के विरुद्ध नुक्कड़ नाटक खेला

नवांशहर, 25 अक्तूबर (हरिंदर सिंह) : समाज सेवी संस्था रूट्स-टू-रूट्स द्वारा सरकारी सीनियर सेकेंडरी स्कूल लंगडोआ में सामाजिक बुराइयों के विरुद्ध जागरूकता पैदा करने के लिए नुक्कड़ नाटक खेला गया जिसमें उनके द्वारा नशों को खत्म करना, बेटी बचाओ बेटी पढ़ाओ, स्वच्छता अभियान, मोबाइल का दुरुपयोग के नुकसान आदि तथा अन्य सामाजिक बुराइयों के विरुद्ध बच्चों को जागरूक किया गया। प्रिंसीपल डा. सुरिंद पाल अग्निहोत्री ने रूट्स टू रूट्स संस्था के कोआडिनेटर निशान जैसवाल, कमाल मिरजा डायरेक्टर तथा उनके साथ आए सदस्य आर्यन तथा अभिषेक द्वारा नुक्कड़ नाटक खेलने पर विशेष धन्यवाद किया गया। वर्णनीय है कि रूट्स टू रूट्स संस्था द्वारा संस्था को इंटर एक्टिव पैनल जोकि एल.ई.डी. स्क्रीन की किस्म है तथा जिसकी कीमत 85000 रुपए के करीब बनती है दान के रूप में दिया था। इस मौके पर स्कूल के प्रिंसीपल अग्निहोत्री तथा समूचे स्टाफ के अलावा विद्यार्थी उपस्थित थे।

DEV TIMES NEWS

'Roots to Roots' played a street play against social evils

Nawanshahr 25 October (Jatinder Pal Singh kaler) Social service organization 'Roots' 'Two Roots' creates awareness against social evils at Government Senior Secondary School, Langhoa Street theater was played to perform. In which he has made efforts to eliminate drugs, save children, educate children, cleanliness campaign, mobile phone etc. Children were made aware about the disadvantages of using belodi and other social evils. On this occasion Principal Dr. Surinder Pal Agnihotri, Coordinator of Roots to Roots organization, Nishan Jaiswal, Kamal Mirza director and his accompanying members Aryan and Abhishek special on performing street play Thanks were given. It is noteworthy that 'Roots to Roots' organization has provided interactive panel to the organization which is a type of LED screen. And the value of which was around Rs 85,000 which was given as donation. On this occasion, the school's Principal Agnihotri and the entire staff and students were present. Apart from the members present at the occasion of playing street theater by Roots to Roots organization at Sssas Langhoa. student photo

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ਰੋਜ਼ਾਨਾ ਸੱਚ ਟਾਈਮਜ਼

Rozana sach times news • Web channel (7900067196)

ਸ਼ਨੀਵਾਰ : 26 ਅਕਤੂਬਰ 2024 // ਕਾਨੂੰਨੀ ਸਲਾਹਕਾਰ ਐਡਵੋਕੇਟ ਪਰਮਜੀਤ ਕੁਮਾਰ // ਉਪ ਸੰਪਾਦਕ ਸਤਨਾਮ ਸਿੰਘ

ਰੂਟਸ ਟੂ ਰੂਟਸ ' ਵਲੋਂ ਸਮਾਜਿਕ ਕੁਰੀਤੀਆਂ ਵਿਰੁੱਧ ਨੁੱਕੜ ਨਾਟਕ ਖੇਡਿਆ

ਸਸਸਸ ਲੰਗੜੋਆ ਵਿਖੇ ਰੂਟਸ ਟੂ ਰੂਟਸ ਸੰਸਥਾ ਵੱਲੋਂ ਨੁੱਕੜ ਨਾਟਕ ਖੇਡਣ ਮੌਕੇ ਹਾਜ਼ਰ ਮੈਂਬਰਾਂ ਤੋਂ ਇਲਾਵਾ ਵਿਦਿਆਰਥੀ

ਨਵਾਂਸ਼ਹਿਰ : 25 ਅਕਤੂਬਰ (ਜਤਿੰਦਰਪਾਲ ਸਿੰਘ ਕਲੇਰ / ਰੋਜ਼ਾਨਾ ਸੱਚ ਸੱਚ ਟਾਈਮਜ਼) ਸਮਾਜ ਸੇਵੀ ਸੰਸਥਾ 'ਰੂਟਸ ਟੂ ਰੂਟਸ' ਵੱਲੋਂ ਸਰਕਾਰੀ ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਸਕੂਲ ਲੰਗੜੋਆ ਵਿਖੇ ਸਮਾਜਿਕ ਬੁਰਾਈਆਂ ਵਿਰੁੱਧ ਜਾਗਰੂਕਤਾ ਪੈਦਾ ਕਰਨ ਲਈ ਨੁੱਕੜ ਨਾਟਕ ਖੇਡਿਆ ਗਿਆ। ਜਿਸ ਵਿੱਚ ਉਨ੍ਹਾਂ ਵੱਲੋਂ ਨਸ਼ਿਆਂ ਨੂੰ ਖਤਮ ਕਰਨਾ, ਬੇਟੀ ਬਚਾਓ ਬੇਟੀ ਪੜ੍ਹਾਓ, ਸਵੱਛਤਾ ਅਭਿਆਨ, ਮੁਬਾਇਲ ਫੋਨ ਦੀ ਬੇਲੋੜੀ ਵਰਤੋਂ ਦੇ ਨੁਕਸਾਨ ਆਦਿ ਅਤੇ ਹੋਰ ਸਮਾਜਿਕ ਬੁਰਾਈਆਂ ਵਿਰੁੱਧ ਬੱਚਿਆਂ ਨੂੰ ਜਾਗਰੂਕ ਕੀਤਾ ਗਿਆ।ਇਸ ਮੌਕੇ ਪ੍ਰਿੰਸੀਪਲ ਡਾਕਟਰ ਸੁਰਿੰਦਰ ਪਾਲ ਅਗਨੀਹੋਤਰੀ ਨੇ ਰੂਟਸ ਟੂ ਰੂਟਸ ਸੰਸਥਾ ਦੇ ਕੋਆਰਡੀਨੇਟਰ ਨਿਸ਼ਾਨ ਜੈਸਵਾਲ, ਕਮਾਲ ਮਿਰਜ਼ਾ ਡਾਇਰੈਕਟਰ ਅਤੇ ਉਹਨਾਂ ਨਾਲ ਆਏ ਮੈਂਬਰ ਆਰੀਅਨ ਤੇ ਅਭਿਸ਼ੇਕ ਨੁੱਕੜ ਨਾਟਕ ਖੇਡਣ ਤੇ ਵਿਸ਼ੇਸ਼ ਧੰਨਵਾਦ ਕੀਤਾ ਗਿਆ। ਜ਼ਿਕਰਯੋਗ ਹੈ ਕਿ 'ਰੂਟਸ ਟੂ ਰੂਟਸ ਸੰਸਥਾ ਵੱਲੋਂ ਸੰਸਥਾ ਨੂੰ ਇੰਟਰਐਕਟਿਵ ਪੈਨਲ ਜੋ ਕਿ ਐਲ.ਈ.ਡੀ ਸਕਰੀਨ ਦੀ ਕਿਸਮ ਹੈ ਅਤੇ ਜਿਸਦੀ ਕੀਮਤ 85000 ਰੁਪਏ ਦੇ ਕਰੀਬ ਬਣਦੀ ਹੈ ਦਾਨ ਵਜੋਂ ਦਿੱਤਾ ਸੀ। ਇਸ ਮੌਕੇ ਸਕੂਲ ਦੇ ਪ੍ਰਿੰਸੀਪਲ ਅਗਨੀਹੋਤਰੀ ਅਤੇ ਸਮੂਚੇ ਸਟਾਫ ਇਲਾਵਾ ਵਿਦਿਆਰਥੀ ਹਾਜ਼ਰ ਸਨ।

DEV TIMES NEWS

ਰੂਟਸ ਟੂ ਰੂਟਸ ' ਵਲੋਂ ਸਮਾਜਿਕ ਕੁਰੀਤੀਆਂ ਵਿਰੁੱਧ ਨੁੱਕੜ ਨਾਟਕ ਖੇਡਿਆ

ਦੇਵ ਟਾਈਮਜ਼

ਨਵਾਂਸ਼ਹਿਰ, 25 ਅਕਤੂਬਰ (ਜਤਿੰਦਰਪਾਲ ਸਿੰਘ ਕਲੇਰ) ਸਮਾਜ ਸੇਵੀ ਸੰਸਥਾ 'ਰੂਟਸ ਟੂ ਰੂਟਸ ਵੱਲੋਂ ਸਰਕਾਰੀ ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਸਕੂਲ ਲੰਗੜੋਆ ਵਿਖੇ ਸਮਾਜਿਕ ਬੁਰਾਈਆਂ ਵਿਰੁੱਧ ਜਾਗਰੂਕਤਾ ਪੈਦਾ ਕਰਨ ਲਈ ਨੁੱਕੜ ਨਾਟਕ ਖੇਡਿਆ ਗਿਆ। ਜਿਸ ਵਿੱਚ ਉਨ੍ਹਾਂ ਵੱਲੋਂ ਨਸ਼ਿਆਂ ਨੂੰ ਖਤਮ ਕਰਨਾ, ਬੇਟੀ ਬਚਾਓ ਬੇਟੀ ਪੜ੍ਹਾਓ, ਸਵੱਛਤਾ ਅਭਿਆਨ, ਮੁਬਾਇਲ ਫੋਨ ਦੀ ਬੇਲੋੜੀ ਵਰਤੋਂ ਦੇ ਨੁਕਸਾਨ ਆਦਿ ਅਤੇ ਹੋਰ ਸਮਾਜਿਕ ਬੁਰਾਈਆਂ ਵਿਰੁੱਧ ਬੱਚਿਆਂ ਨੂੰ ਜਾਗਰੂਕ ਕੀਤਾ ਗਿਆ। ਇਸ ਮੌਕੇ ਪ੍ਰਿੰਸੀਪਲ ਡਾਕਟਰ ਸੁਰਿੰਦਰ ਪਾਲ ਅਗਨੀਹੋਤਰੀ ਨੇ ਰੂਟਸ ਟੂ ਰੂਟਸ ਸੰਸਥਾ ਦੇ ਕੋਆਰਡੀਨੇਟਰ ਨਿਸ਼ਾਨ ਜੈਸਵਾਲ, ਕਮਾਲ ਮਿਰਜ਼ਾ ਡਾਇਰੈਕਟਰ ਅਤੇ ਉਹਨਾਂ ਨਾਲ ਆਏ ਮੈਂਬਰ ਆਰੀਅਨ ਤੇ ਅਭਿਸ਼ੇਕ ਨੁੱਕੜ ਨਾਟਕ ਖੇਡਣ ਤੇ ਵਿਸ਼ੇਸ਼ ਧੰਨਵਾਦ ਕੀਤਾ ਗਿਆ। ਜ਼ਿਕਰਯੋਗ ਹੈ ਕਿ 'ਰੂਟਸ ਟੂ ਰੂਟਸ ਸੰਸਥਾ ਵੱਲੋਂ ਸੰਸਥਾ ਨੂੰ ਇੰਟਰਐਕਟਿਵ ਪੈਨਲ ਜੋ ਕਿ ਐਲ.ਈ.ਡੀ ਸਕਰੀਨ ਦੀ ਕਿਸਮ ਹੈ ਅਤੇ ਜਿਸਦੀ ਕੀਮਤ 85000 ਰੁਪਏ ਦੇ ਕਰੀਬ ਬਣਦੀ ਹੈ ਦਾਨ ਵਜੋਂ ਦਿੱਤਾ ਸੀ। ਇਸ ਮੌਕੇ ਸਕੂਲ ਦੇ ਪ੍ਰਿੰਸੀਪਲ ਅਗਨੀਹੋਤਰੀ ਅਤੇ ਸਮੂਚੇ ਸਟਾਫ ਇਲਾਵਾ ਵਿਦਿਆਰਥੀ ਹਾਜ਼ਰ ਸਨ।

CASE STUDIES

Our case study demonstrates the steady growth of our educational programs in Punjab, driven by our Corporate Social Responsibility (CSR) efforts and generously funded by MIF. Every year, we expand our network by adding new schools, ensuring that an increasing number of students in Punjab receive quality education and opportunities for personal development.

This year, during our shortlisting for 20 new schools in SBS and Ropar, we discovered a unique response, which was encouraging from Government Adarsh Sr. Sec. School, Lodhipur Anandpur Sahib. They expressed their eagerness to join the Routes 2 Roots program and were appreciative of our culturally uniting the country. It was apparent that the students and Principal of this school are eager to explore various art forms, particularly dances like Kathak and Bharatnatyam. When we informed them about our focus on imparting knowledge of Indian Performing Arts and Culture, both teachers and students were delighted. They have already participated in some of our sessions through their devices to learn more about various art forms. They eagerly await the upcoming physical workshops and the installation of interactive flat panels to further enhance their learning experiences.

This year our case study demonstrates the steady growth of our educational program in Punjab, supported by MIF.

This year during our installation and training of our program, we have seen a remarkable change in the students of Punjab towards the learning of Indian Performing Arts. The students were very excited and interested in learning from our classes like Theatre and Flute in addition to the earlier disciplines of Tabla and Harmonium. Not only the students the teachers were also very excited to learn more about the cultural education program. The students and teachers of Government High School Boothgarh were eager to learn the new art forms of Indian art and culture. When we informed them about our digital live interactive classes and physical workshops, they were delighted. The students of this school are participating in all the classes and now they are eager to attend the physical workshop which will be going to held in their school this month. The teachers and Students are also very happy to have the modern K-12 content, which has made their learning, and understanding much better.

The case study of Government Sr. Sec. School Langdua, SBS Nagar, was added this year under MIF's CSR support.

This year, physical workshops were organised in 50 schools in Punjab, and the students of Government Sr. Sec. School Langdua, SBS Nagar School participated with great enthusiasm. They quickly grasped the topics and techniques presented during the sessions. After completing the workshop, the school participated in district and state-level programs, effectively demonstrating the skills and knowledge they had learned from our teachers. Their ability to replicate what they had learned highlights not only their dedication but also their strong interest in both learning and performing. The student's engagement in these activities reflects their commitment to excellence and eagerness to display their talents at every level.

The case study of Government Senior Secondary School, Dalla (Ropar), was included in 2023 as part of a CSR initiative supported by MIF.

Before the program began, many students lacked regular engagement in school activities. But with the introduction of structured, hands-on art classes, things started to change. Students began showing up to school more regularly, not just to learn, but to express themselves through painting, music, theatre, and other creative forms. Their enthusiasm grew with every class.

The impact went beyond the classroom. For the first time, students from Dalla started performing confidently at state-level cultural competitions. These were students who had never stepped onto a stage before, now proudly representing their school and showcasing their talent in front of large audiences.

This program has brought new energy to the school. It's helped students discover hidden talents, boosted their confidence, and created a space where learning feels exciting. The case of Dalla School proves that with the right support, even a small initiative can spark big changes in a community.

PICTURE REQUIRED FROM GURPREET

QUANTITATIVE REPORT

S.no	Measure of Impact	Annual Target	Actual Number in Quarter 4	Cumulative Number upto Quarter 4
1	Number of schools	139	139	139
2	Number of students impacted	102575	102575	102715
3	Number of teachers impacted	1029	1029	1069
4	Metrics of progress for students	-	-	-
5	Metrics of progress for teachers	-	-	-
6	New enrolments during the period	15919	-	15919
7	Average attendance during the period	91629	67705	84449

Our culture is a gift to the future,
ensuring our stories and traditions
live on for generations to come.

Thank You
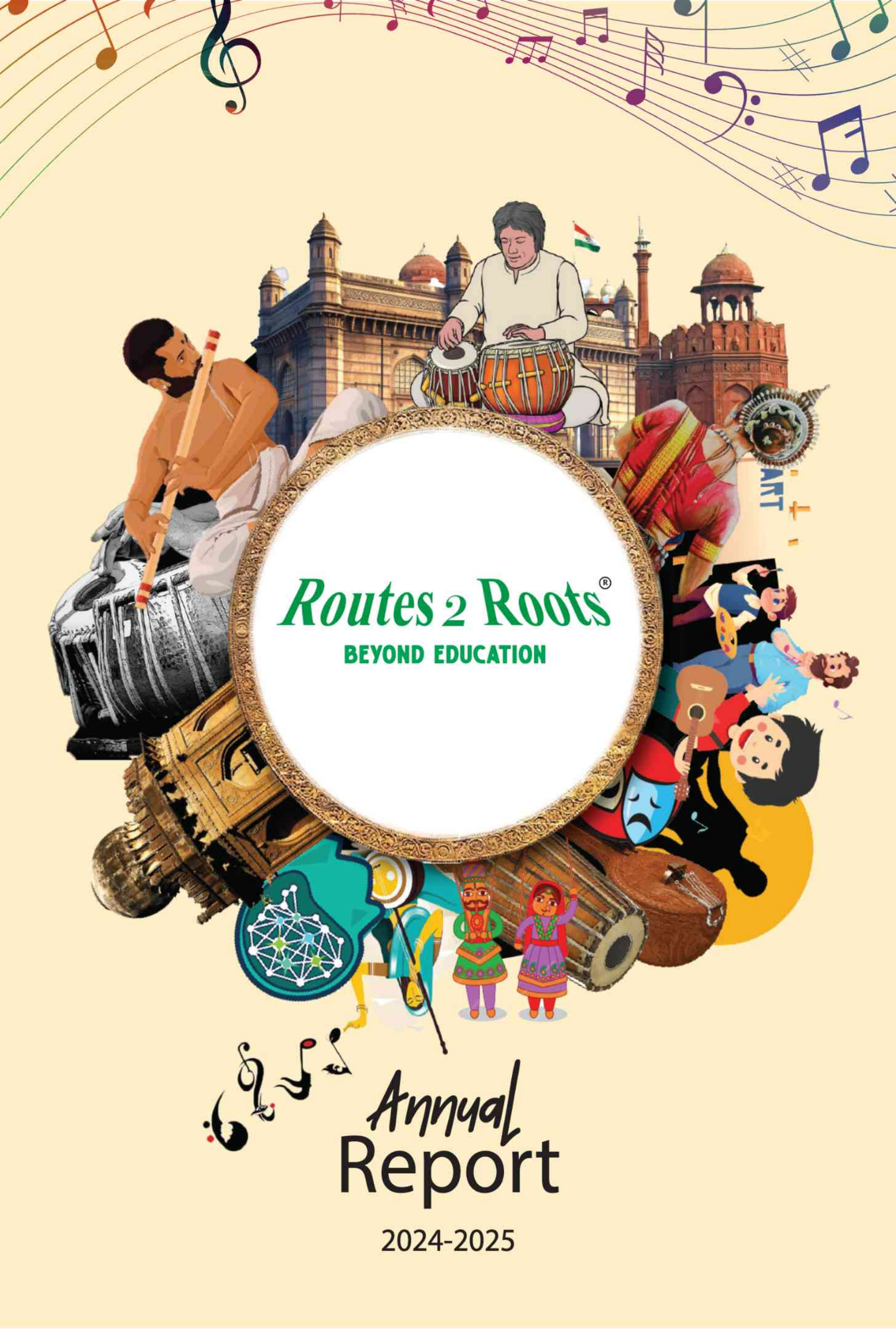
Routes 2 Roots®

BEYOND EDUCATION

Annual
Report

2024-2025

EXCHANGE
FOR CHANGE

JUHI CHAWLA

JOURNEY OF ROUTES 2 ROOTS

TWENTY YEARS OF BRIDGING CULTURES

For the past 21 years, Routes 2 Roots has been passionately promoting art, culture, and heritage across the globe. With a commitment to non-commercial outreach, the organization has hosted numerous international events, exhibitions and concerts all free and open to the public to foster cross-cultural unity.

In partnership with Ministry of Culture, Govt of India, Indian Council for Cultural Relations (ICCR), State & Foreign Governments, Cultural Ministries, and Embassies, Routes 2 Roots has curated meaningful Indian cultural experiences attended by the President of India, Governors, Ministers, and diverse global audiences.

Routes 2 Roots continues to inspire through heritage preservation and global cultural integration aspiring towards a tolerant and peaceful world.

Outstanding Accomplishments

- Celebrated 60 years of Indo-China Diplomatic ties with a Film Festival in Beijing and Guangzhou with film star Sharman Joshi showcasing movie "3 idiots" and exhibition on the "Journey of Indian Cinema" in collaboration with ICCR

- In collaboration with ICCR marked 65 years of Indo-Russian Diplomatic ties in Moscow and St. Petersburg with an Indian cultural festival which travelled to 5 cities in Russia

- Organized "Journey of Indian Cinema" with Ministry of Culture of the Russian Federation and ICCR in Moscow and Vladikavkaz, inaugurated by filmstar Rishi Kapoor where we facilitated and got him honoured with knighthood by the Mayor

- Hosted Festival of India in South Africa in collaboration with ICCR which was complemented with cultural performances and an exhibition on "Journey of Indian Cinema"

- Hosted a grand ceremony in london, UK to honour film personality Shahrukh Khan with a Doctorate from the University of Bedfordshire for his contribution towards Art & Culture

- Preservation of our heritage by digitising all four Vedas with authentic Sanskrit chanting by scholars and subtitled in 9 global languages, marketed by Times Music which was a Nationwide Bestseller

- Organised a cultural evening at the 3rd SAARC Conclave held in Sri Lanka

- Conducted India's largest Oral Histories and Student Exchange Program over a period of 6 years engaging thousands of students building bridges and fostering friendships towards a peaceful co-existance

- Hosted the Centenary Celebrations of the famous subcontinent poet Faiz Ahmad Faiz across many cities in India, which was inaugurated by the President of India

- Held memorable concerts at historic monuments like Qutub Minar, Old Fort (Delhi), and Chowmahalla Palace (Hyderabad) to name a few to highlight our historical heritage

VISION AND MISSION

Our vision, "With Society, towards Serenity," aims to touch different facets of human life to make society a better place to live by our objectives. Our vision embodies the concept of inclusive growth that creates a future generation of youth who appreciate art and culture and at the same time addresses their stress levels and mental health for holistic growth.

We aim to deliver knowledge of Indian art and culture, including music, theatre, art, and heritage.

The inclusion of ARTS in the new education policy, where STEM has been made to STEAM, has further enhanced our mission. Therefore, education in art and culture is no longer an extracurricular activity. This will also help to create an inclusive and tolerant society for a peaceful world.

GOALS

- Implemented digital teaching of Indian art and culture in 100 government schools in Himachal Pradesh and Uttarakhand.

- Install smart classrooms with interactive panels, K-12 e-content, and Routes 2 Roots daily art and culture classes.

- Reach over 1,00,000 student beneficiaries across 25 districts.

- Strengthen cultural education as a mainstream part of the curriculum aligned with the New Education Policy (NEP 2020).

- Conduct real-time interactive art and culture classes, physical workshops, and national-level competitions.

- Scale-up efforts to reach more schools across less privileged and backward areas.

CORE VALUES

- **Cultural Preservation:** Promoting Indian heritage and traditional art forms.

- **Inclusivity:** Reaching underprivileged communities and remote geographies giving equal opportunities to all

- **Technology Integration:** Bridging art and modern education through digital tools.

- **Empathy & Mental Wellness:** Helping students reduce stress and build holistic personalities.

- **Transparency:** Ensuring clarity in use of funds and impact measurement.

- **Service Orientation:** No commercial motive – purely driven by social impact.

As we reflect on the past year, I am filled with deep gratitude for the incredible journey we have had in promoting our mission of spreading cultural education to the last mile. Our endeavor has been to inculcate the cultural ethos in our young generation to give them an all rounded development and we continue to enhance this with modern learning techniques to equip them for today's world. This would not be possible without our team's dedication, passion and hard work which have driven remarkable progress and I am proud of what we have achieved together and excited for the opportunities ahead. As we look to the future , I am inspired by the potential for growth, impact and positive change. Our mission remains our guiding force and I am confident that together we will continue to make a difference.
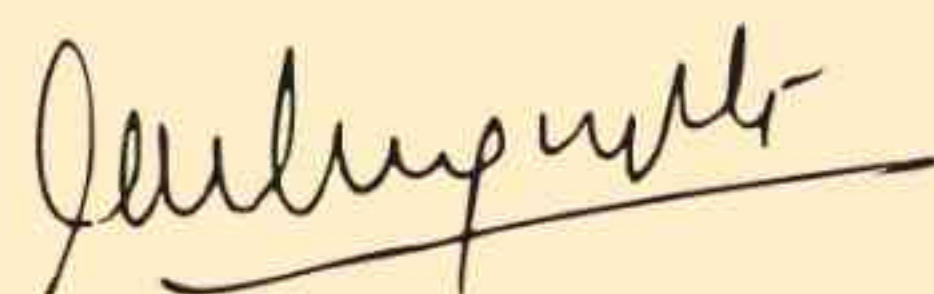
Teena Vachani
Founder

MESSAGE

The last year has been full of challenges and achievements. After the glittering star-studded listing on the SSE platform of the National Stock Exchange in Mumbai in early April 2024, it was a year to prove ourselves again, especially to our new donors. The adoption of 100 schools in all 25 districts of Himachal Pradesh and Uttarakhand, and completing the digitisation of classrooms in the remotest areas where even last-mile connectivity by road was unavailable. Compliance with the SEBI and NSE guidelines was ensured by promptly uploading the quarterly reports, followed by the annual and impact assessment reports prepared by SEBI-registered independent assessors. This year, more schools were added to the Routes 2 Roots program, and the reach of the digital classroom reached more than 93 countries internationally. For a long time, Routes 2 Roots contemplated publishing the books on Indian Art and culture. Finally, three books written by the faculty of Routes 2 Roots were published by Parragon, and the launch was held at a large gathering of art lovers, artists, and other dignitaries. The books are being well-received by the schools for their libraries.

Rakesh Gupta
Founder

SUSTAINABLE DEVELOPMENT GOALS
ART & CULTURE

17 — Partnership for the Goal

03 — Good Health & Well Being

04 — Quality Education

05 — Gender Equality

08 — Economic Growth

10 — Reduced Inequalities

11 — Sustainable Cities

12 — Responsible Consumption

16 — Peace, Justice, & Strong Institution

SDG 3: Good Health and Well-being

SDG 4: Quality Education

SDG 8: Decent Work and Economic Growth

SDG 10: Reduced Inequalities

SDG 11: Sustainable Cities and Communities

SDG 16: Peace, Justice, and Strong Institutions

SDG 17: Partnerships for the Goals

Routes 2 Roots is a Delhi-based non-profit NGO with a presence all over India and in over 64 countries across the world making it the most significant cultural NGO. Since its inception in 2004, the NGO has constantly strived to disseminate culture, art, and heritage to all ages and in particular children for inclusive and peaceful coexistence. Routes 2 Roots began its Digital Learning of Performing Arts program in 2016, with free interactive streaming of online classes comprising 16 Disciplines related to Art, Culture, and Heritage. Routes 2 Roots has also created Digital classrooms nationwide by installing equipment like Computers, Web Cameras with Microphones, LED Screens, and IFP Panels to equip schools in remote areas to be at par with any modern school in the city. After Installation and orientation the schools are provided daily classes in art and culture, including Yoga, Mindfulness, AI, and K-12 content, ensuring complete utilisation of digitisation with monthly attendance of all participating schools. All these are provided free of cost to these schools.

OUTLINE OF THE PROJECT

ROUTES 2 ROOTS TRANSITION TO THE DIGITAL LEARNING PROGRAM

Between 2010 and 2015, Routes 2 Roots engaged with schools across India—from low-income municipal schools to elite schools. A study conducted during this period revealed a shocking gap in the presence,awareness and learning of Indian classical art and culture in school education. Where music existed, it was limited to one or two art forms, often diluted with popular (filmy) culture, compromising the authenticity of India's classical heritage.

This inspired Routes 2 Roots to conceptualize VIRSA, a project aimed at reviving and preserving authentic Indian classical performing arts in schools. Under the guidance of an esteemed advisory board of classical art stalwarts, the NGO developed a curriculum rooted in traditional Gharana styles.

In 2016, with token support from the Ministry of Culture, Routes 2 Roots developed its own real-time interactive software—a pioneering step when platforms like Zoom and Google Meet weren't even in common use. This led to the official launch of Project VIRSA in August 2016 by the Hon'ble Minister of Culture, starting with 50 schools.

Today, VIRSA has expanded to over 24,000 schools, impacting more than 2 crore students across India. The program uses a hybrid model, blending live digital classes with physical workshops, enabling students to interact with Gurus and allowing for direct assessment of impact.

The program's scale and impact have been recognized by the Limca Book of Records as the largest cultural education initiative in India. With the support of ICCR and Indian missions abroad, the program has also extended to over 93 countries, offering training in English of traditional dance forms Kathak, Bharatanatyam, Odissi, and folk arts like Mehndi, Rangoli, Puppetry, and Madhubani painting accommodating their time zones.

VIRSA remains the only initiative of its kind in India—offering cultural education of this magnitude completely free of cost, preserving and promoting India's rich artistic heritage for generations to come.

KEY AREAS OF ROUTES 2 ROOTS

Cultural Education

- Teaching of Indian classical music, dance, theatre, and visual arts.
- 16 disciplines offered: Hindustani & Carnatic Vocal, Tabla, Flute, Harmonium, Sitar, Guitar, Keyboard, Kathak, Bharatnatyam, Art, Theatre, AI, Mindfulness, Punjabi Literature and Yoga.
- Real-time interactive classes by renowned Gurus and Maestros.

Digital Learning Infrastructure

- Setup of Smart Classrooms in schools (65"/75" smart panels, e-books, and software).
- Access to live and archival cultural classes via proprietary software.
- Integration with AI tools and K-12 content (free of cost, not part of fundraising).

School Outreach

Not to scale

- Operates in over 24,000 schools including Kendriya Vidyalayas, NavodayaVidyalayas, BSF, Sainik, Army, Govt schools of Punjab and Haryana, MCD, NDMC Telangana schools and many more.
- Digitized 100 more schools in Himachal Pradesh and Uttarakhand through the ZCZP Issue.

Teacher Training & Support

- On-ground training and orientation for teachers to use smart classroom equipment to support their lessons.
- Continuous technical and academic support via Whatsapp, calls, and emails.

Social Impact & Mental Wellness

- Focus on reducing student stress, enhancing creativity and promoting inclusiveness.
- Special focus on **disaster-affected and underprivileged areas.**

Monitoring & Impact Assessment

- Quarterly reporting of fund utilization.
- Outcome tracking after 12 months.
- Audited by internal auditors and reviewed by the Governing Body.

Maintenance & Sustainability

- 3 years of equipment maintenance included.
- Long-term support with physical workshops and digital updates.

HIGHLIGHTS OF THE PROJECT

DIGITISING SMART CLASSROOM
235

WORKSHOPS
273

LIVE INTERACTIVE CLASSES
305

ART & OTHER ACTIVITIES
138

ANNUAL COMPETITION PARTICIPANTS
1635

INTERNATIOAL LIVE CLASSES
164

COUNTRIES
93

SCHOOLS
24733

BENEFICIERIES
21329276

PROJECT ACTIVITIES

Digitising Classrooms

Gaming & Coding

Art and Culture Activities

Physical Workshops

Vocational Training

Yoga

21st Century Learning Skills

All India Competition

Mehendi

Handicraft Activity

Guidance and Career counselling

Kathak

Musical Instrument Distribution

Puppet Making

Tabla

Hindustani Classical Vocal

K12 Education Content

Brain Development

Guitar

Citizenship Skills

Live Interactive Classes

International Live Classes

Odissi

Psychometric Test

Carnatic vocal

Madhubani

Hindustani Classical Harmonium

Sitar

Flute

Bharatanatyam

AI

GLOBALIZING INDIAN CULTURE ROUTES 2 ROOTS AND ICCR INTRODUCES CLASSES

Following the remarkable success of live digital classes in **Kathak, Bharatanatyam,** and **Odissi** for international students across **93 countries,** Routes 2 Roots, in collaboration with **ICCR,** launched pilot sessions in popular folk art forms—Madhubani Painting, Rangoli Design, Henna Design, and Puppet Making.

These short, introductory courses were taught by master artisans who carry forward family legacies in these traditional crafts. This initiative marks a unique step in connecting global learners with India's vibrant cultural heritage through real-time, hands-on learning experiences. These courses received a **record-breaking number of enrolments,** offering students a foundational understanding of each art form. The overwhelming response and student feedback have led to growing demand for future sessions—highlighting the program's global impact and appeal.

Installation of state-of-the-art panels in the rural areas and aspirational districts of India with facility of real time interactive art & culture classes with digital e-books for online and offline education at par with any school in the country.

DIGITISING CLASSROOMS

Routes 2 Roots conducts cultural workshops nationwide, even in remote areas like Tawang and Leh. Artists demonstrate and teach Indian classical art forms, followed by student participation and feedback collection. Over 50 such workshops were held in underprivileged schools, promoting national integration by showcasing diverse regional art forms across India.

PHYSICAL WORKSHOPS

Art has no boundaries—Routes 2 Roots, in collaboration with ICCR and CCRT, conducts weekly online Indian classical dance classes in English for participants from over 93 countries. With support from Indian Missions, expert Gurus teach Kathak, Odissi, Bharatanatyam, Madhubani, Rangoli, Heena and Puppet making spreading Indian culture globally.

ONLINE INTERNATIONAL CLASSES

Monday to Saturday, two to three classes are held digitally from our studio. The three camera shoot enhances the experience of learning the art form giving a real time feeling. Each school is sent the timetable a week before the commencement of each month & monthly attendance is shared with the schools.

LIVE INTERACTIVE CLASSES

Most schools do not have instruments for the children to learn and practice the art form which deprives them of proper learning. Routes 2 Roots provides musical instruments and costumes to schools with talented underprivileged children, channeling their energies into skill-building rather than wasting time on the streets.

DISTRIBUTION OF MUSICAL INSTRUMENTS

ANNUAL COMPETITION

Routes 2 Roots also organizes an annual All India Inter-School Competition, receiving thousands of digital entries in various art forms. Winners across regions and age groups receive prizes like TVs, tablets, smartphones, and cash coupons, with all participants getting certificates. Esteemed Gurus judge the entries, helping assess program impact.

Focus on developing students capacities to become global citizens through communication skills, Creative activities, literary activities, Presentations, Group discussions, brainstorming talks etc.

21ST CENTURY LEARNING AND INFORMATION SKILL

The product is unique and innovative as it does not entirely depend on pen-and-paper, these tests are conducted online on specially designed AI enabled software the reports instantly generated so that counselling can be conducted.

GUIDANCE AND CAREER COUNSELLING THROUGH PSYCHOMETRIC TEST

Conduct Workshops by the civic leaders, and historians to share their. knowledge about the constitution of India on two major pillars. Organize contests and quiz shows with prizes included. Shown a documentary created by the students on the Constitution of India.

CITIZENSHIP SKILLS, CONSTITUTIONAL VALUES AND KNOWLEDGE OF INDIA

WORKSHOPS CONDUCTED PAN
INDIA THROUGH ALL SEASONS
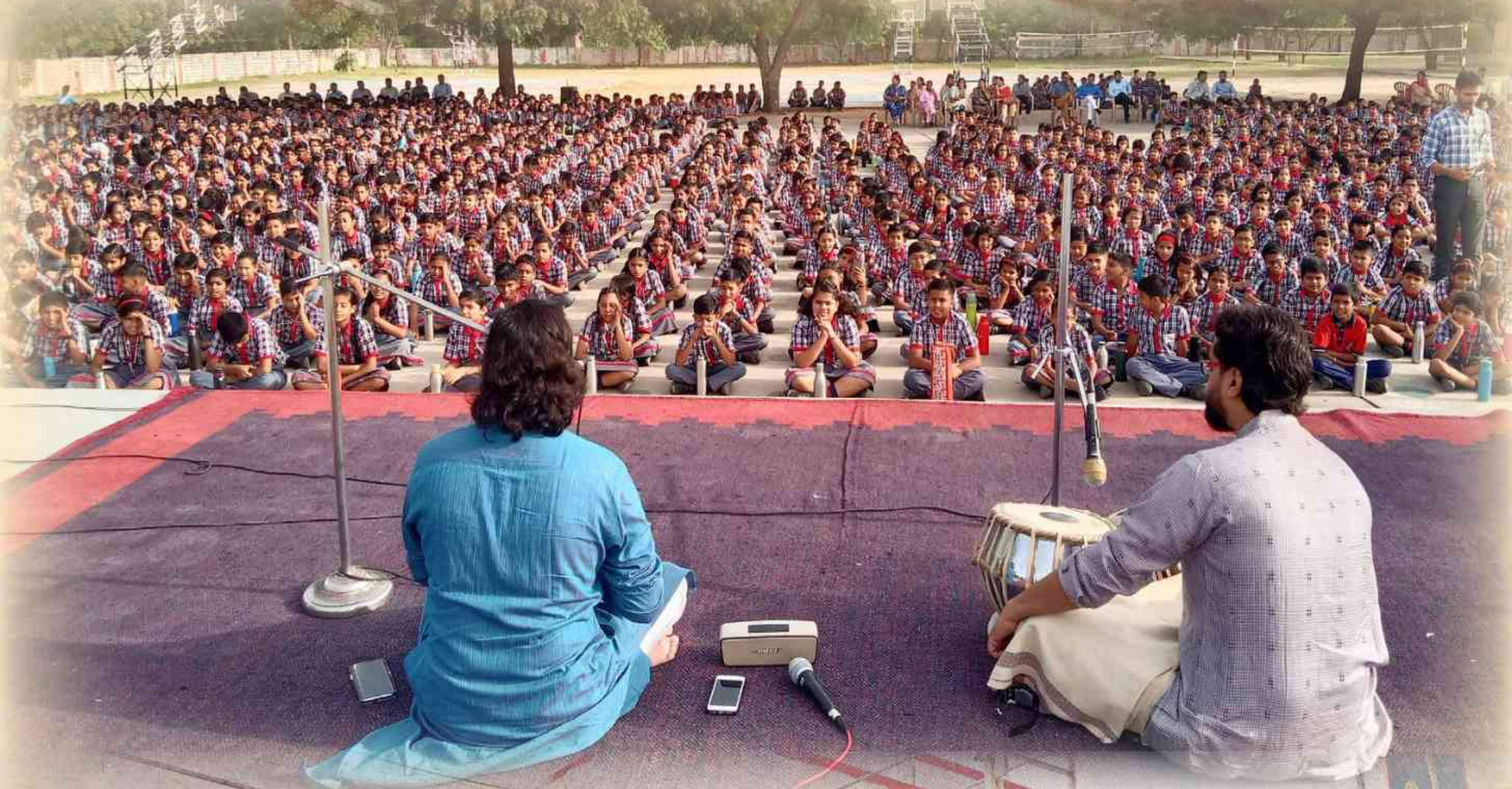
SPECIAL EVENTS

INAUGURATION OF CULTURAL EDUCATION PROGRAM IN SCHOOLS DIGITISED UNDER BMW FOUNDATION'S CSR SUPPORT

Beginning with the Impressive Bharatanatyam Workshop On December 20th, Routes 2 Roots launched its cultural education program at PM Shri Government Sr. Secondary School, Chakkarpur, Gurgaon, supported by BMW India Foundation under CSR. The event featured a Bharatanatyam workshop and a lively Garbha performance by students.

All schools under this grant—including those in Jammu, Kashmir, Bihar, Jharkhand, and Tamil Nadu—had joined the program. Attendees included Vinod Pandey and Paramanu Roy from BMW Foundation, Tina Vachani, Rakesh Gupta, advisor U.N. Khaware, and the school Principal. The initiative brings online cultural classes in 16 disciplines and K–12 content to participating schools, enriching their educational experience.

ROUTES 2 ROOTS GURU CURATES SPECIAL PERFORMANCES FOR STUDENTS ANNUAL FUNCTION

In another first, the NGO curated the dance performance of the Annual Function of Bal Bharati schools in the NCR. The function held on 3rd February brought together schools from different branches of Bal Bharati, where students converged to present a cultural piece for parents, educationists and other luminaries. Routes 2 Roots curated the centre-piece dance performance, which was designed and choreographed by the NGO's senior Kathak guru, Rani Khanam.

The celebrated Kathak artiste choreographed two pieces and took rehearsals for over a month-and-a-half to select the right students and teach them the dance to prepare for the big day. She also designed their costumes, styling, sets and lighting for the performances, which mesmerised the school management, administration and the audience. A look at some moments from the stunning performances!

DIGITISING REMOTE SCHOOLS IN UTTARAKHAND AND HIMACHAL PRADESH

Routes 2 Roots continues its mission to make education inclusive and accessible, especially in remote and difficult terrains like Uttarakhand and Himachal Pradesh. As part of its latest outreach, the NGO installed Interactive Flat Panels (IFPs) in schools across 25 aspirational districts—digitizing four schools per district. Alongside art and culture curriculum, K-12 NCERT-aligned content with 50,000 videos and 100,000 Q&As has been provided. Teachers received extensive training, and the IFPs, equipped with 1 TB storage, support learning even in low-connectivity zones.

Many of these schools were severely affected by last year's flash floods and lack basic infrastructure. Classes are often held outdoors or on the floor. Routes 2 Roots' efforts are bridging this gap, empowering students with quality education and modern tools for a brighter future.

Our team braved tough terrains to reach the remote schools of Auli in Uttarakhand despite rough weather conditions and faced extreme risks to reach Kedarnath another difficult destination situated amid glaciers and snow clad peaks to install the IFP's.

Similarly Routes 2 Roots team installed equipment in schools in **Spiti Valley** (12,000 ft) and **Kinnaur** (13,000 ft), regions marked by extreme terrain and last year's flood damage but the mission to equip these schools was the driving force behind the teams efforts who at places had to carry the IFP on their backs for lack of transport in these remote areas.

WORLD MUSIC DAY AND INTERNATIONAL DAY OF YOGA CELEBRATED

To celebrate World Music Day, students from Dr. B.R. Ambedkar School of Specialized Excellence, Amity University, and T.A. Pai Management Institute curated a special musical concert and quiz for Routes 2 Roots students from the studio. The event saw thousands of students nationwide joining in, filling classrooms with vibrant performances of dance and music.

On International Day of Yoga, a special session was broadcast live from Routes 2 Roots' Delhi studio, led by Yoga Guru Dr. Sanjeev Pathak. Lakhs of children from thousands of schools participated as Dr. Pathak guided them through asanas themed around Women Empowerment and Yoga for Society — promoting holistic well-being and unity.

MAX INDIA FOUNDATION SUPPORT CONTINUES TO TRANSFORM LIVES THROUGH CULTURAL EDUCATION

Max India Foundation (MIF), a key donor of Routes 2 Roots, has once again pledged its support to expand the cultural education program, especially across the less privileged schools in Punjab. Their funding enables us to add more schools in SBS Nagar and Ropar District, reaching thousands of students with free digital classes in 16 art disciplines. Routes 2 Roots also provides these schools free musical instruments to enable their participation and enhance their learning. Schools receive state-of-the-art Interactive Flat Panels installed by our team and the teachers are given orientation to help them with optimum usage. On ground workshops are conducted in these schools where they are briefed with the history and significance of the art form followed by a short performance and then students are encouraged to perform and practice alongside the Guru enhancing their confidence and interest which helps them benefit from expert-led workshops. We sincerely thank MIF for their continued support in advancing our mission.

ROUTES 2 ROOTS CELEBRATED CHILDREN'S DAY BY INTRODUCING AND DIGITISING AN ART AND CULTURE CLASS AT ASPAM SCOTTISH SCHOOL

This year, Routes 2 Roots celebrated Children's Day, with the students of ASPAM Scottish School. The students were overjoyed to witness the digitisation of their music room with live interactive art and culture classes. An intelligent interactive panel loaded with K-12 educational content was installed, creating an innovative space where students can explore Indian music and arts. This initiative aims to foster a deeper connection with cultural roots while embracing modern educational practices. The esteemed Founder of Routes 2 Roots, Rakesh Gupta, in the presence of the Chairman, Mr Ashok Mangaliwala, Principal Ms Meenakshi Zarabi and faculty, inaugurated the program on Children's Day, adding to the joy and enthusiasm of the students.

BRINGING HOPE AND HEALING THROUGH THEATRE AND MUSIC WORKSHOP FOR BOYS OF OBSERVATION HOME

In its first initiative for boys at an Observation Home in Delhi, Routes 2 Roots organized a theatre workshop for 200 children aged 16–18. Conducted by the NGO's theatre expert, the session also featured interns from B.R. Ambedkar School of Specialised Excellence, Amity University, and Manipal's TAPMI, who performed popular songs, bringing joy to the participants. The event ended on a sweet note with ice creams for all.

The home, under the Department of Women and Child Development, houses boys with pending criminal cases. This workshop offered them a rare opportunity to express creativity in a safe environment—helping them explore their potential through art and culture.

BOOK DONATION DRIVE UNDERTAKEN BY ROUTES 2 ROOTS IN COLLABORATION WITH NASSCOM FOUNDATION

Continuing its mission to empower education, Routes 2 Roots, in collaboration with Nasscom Foundation, carried out a book distribution drive for Municipal schools in Delhi. Books were donated to MCD School, DDA Flats, Ghazipur, and MCD School, Joshi Road, Karol Bagh, enriching their libraries with valuable learning materials.

The donated books included storybooks, EVS kits, and other educational resources aimed at enhancing concept clarity and visual learning for young students—further strengthening foundational education in these schools.

ROUTES 2 ROOTS CELEBRATES INDIAN ART WITH EXHIBITION AT AIFACS GALLERY, DELHI

Routes 2 Roots, known for its long-standing commitment to cultural exchange, continues to support visual artist **Bhaskar Singha**, whose paintings were recently featured in a group exhibition at **AIFACS Gallery, Delhi**, inaugurated by the NGO's founder, **Rakesh Gupta**, on 21st March.

The event brought together artists from across India and included notable guests like Biman B. Das, Sushma K. Bhal, and Ashok Bhowmik, reflecting the NGO's dedication to artistic collaboration. Singha's journey continues with a solo exhibition at Jehangir Art Gallery, Mumbai, scheduled for April 2025.

Annual Trip to
KASHMIR

At Routes 2 Roots, we believe in working hard and partying even harder. Every year, the team organises an annual trip to another part of the country to let off steam, celebrate the year's achievements and bond together as a cohesive unit. This year, the locale was picturesque Kashmir. The team spent four mesmerising days between Srinagar and Gulmarg being awe-struck by the natural beauty of the land, doing Shikara rides, Gondola rides, Sledging and site-seeing beautiful locations such as the Shankaracharya Temple and the iconic Lal Chowk.

If the evenings were filled with taking in the stunning beauty of the state, the nights were spent dancing and singing around spirited bonfires and cosy late-night chat sessions. This trip was one of the most memorable one besides the previous ones at Udaipur, Dalhousie & Mussorie.

MILESTONES AND TRIUMPHS
OF THE YEAR
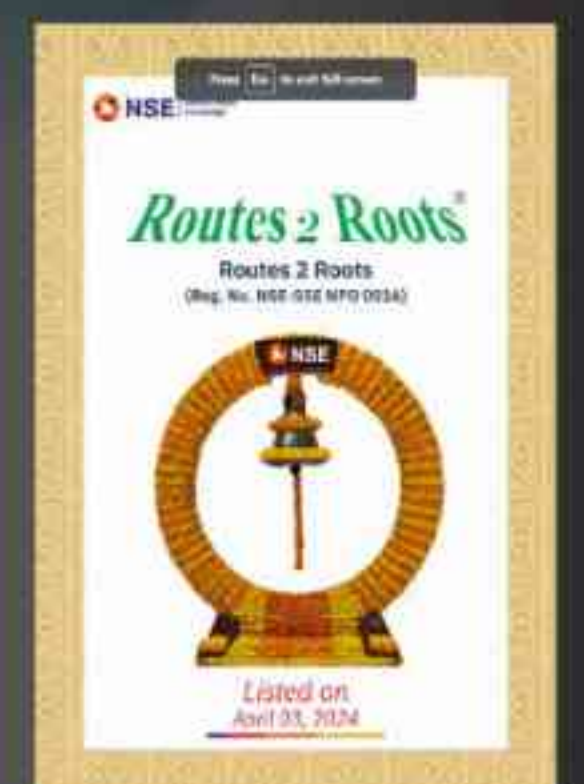
NSE WITNESSES STAR STUDDED LISTING CEREMONY OF ROUTES 2 ROOTS

Year 2024 was a landmark for Routes 2 Roots as the NGO had its bell ringing ceremony to mark its listing on the National Stock Exchange's Social platform, created for the first time ever to help non-profit NGOs to raise funds. Routes 2 Roots became the first cultural NGO in India to be listed on the National Stock Exchange and celebrated the occasion with an oversubscribed first public issue on the SSE.

An awe-inspiring listing program was organised with the support and assistance of the NSE on 3rd April, 2024. The event, which was unprecedented even for the NSE, was attended by Mr Ashishkumar Chauhan , Managing Director & CEO, NSE as well as Dr R Balasubramaniam, Chairman, Social Stock Exchange & Advisory Committee of SEBI. The entertainment industry and cultural fraternity who added sparkle and soul to the event included actor and Routes 2 Roots advisor Juhi Chawla, music composer Shankar-Ehsaan-Loy, Ehsaan Noorani, IPL Kolkata Knight Riders Owner Jay Mehta, Sitar Maestro and Routes 2 Roots advisor Purbayan Chatterjee, renowned Ghazal Singer Sudeep Banerjee, music composer Joi Barua and film director Sudipto Sen among other luminaries from the business fraternity. Senior students from Commerce stream were also invited from our participating schools to experience the listing ceremony. The special guests were honoured with unique mementos and the ceremonial bell was rung by Routes 2 Roots founders and special guests along with Mr Chauhan and Dr Balasubramaniam at 12 PM following an exciting countdown. The historic listing was broadcast live to more than 24000 schools across India.

# A COLLECTION OF TIMELESS ART BOOKS - A PROJECT BY ROUTES 2 ROOTS
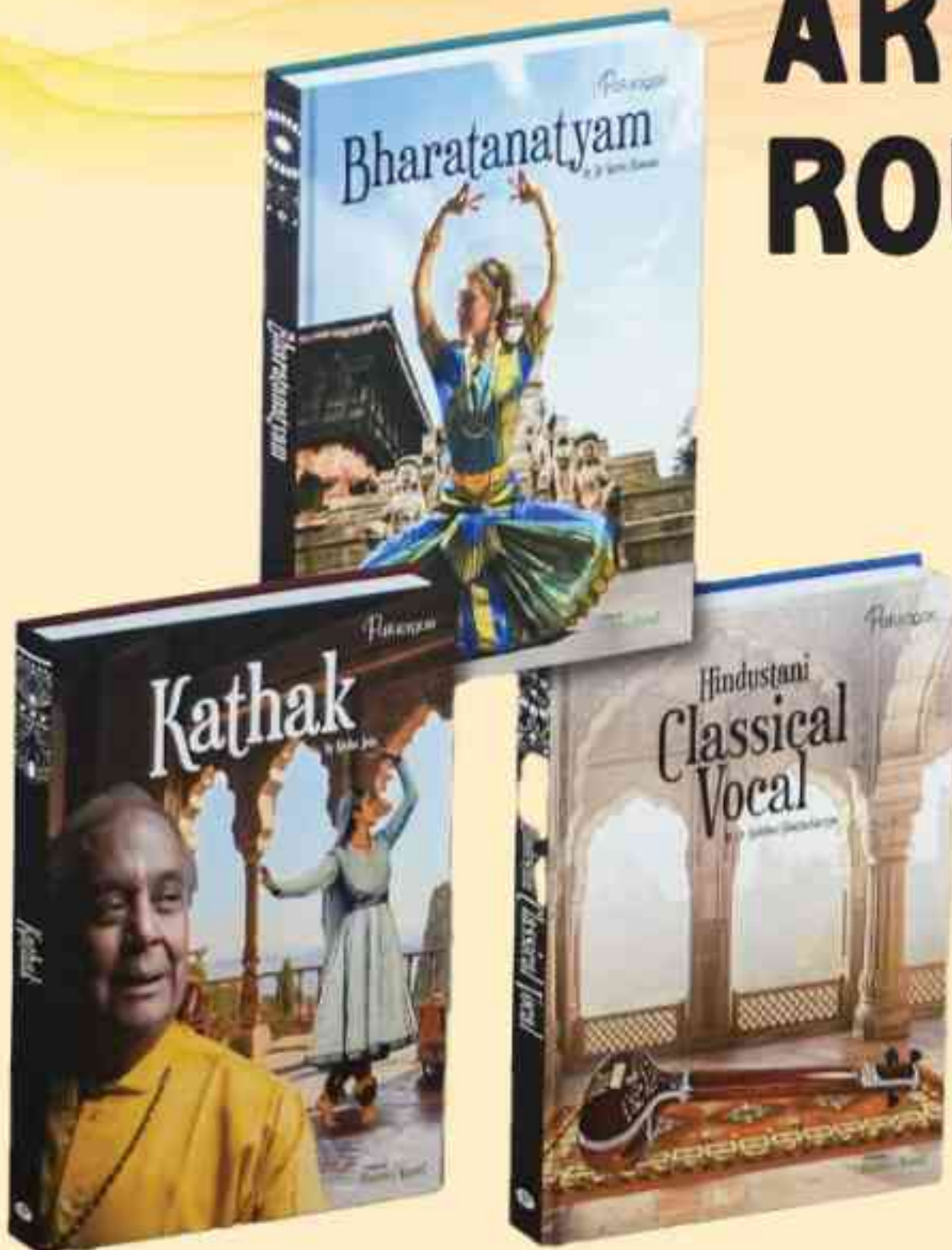
On 7th February 2025, Routes 2 Roots launched three landmark books on Hindustani Classical Vocal Music, Kathak, and Bharatanatyam at an event at India Habitat Centre, Delhi.These books, published in collaboration with Parragon Publishers, are an extension of the NGO's cultural education initiative reaching over 2 crore students. They delve into the history, evolution, gharanas, and unique elements of each art form, making them essential for students and art lovers alike.

These books, offering deep insights into classical art forms, are in high demand and are quickly becoming essential resources in school libraries.

Aligned with the National Education Policy's focus on cultural education, schools across states have shown keen interest in the books that serve as valuable tools for aspiring artists and cultural enthusiasts alike. With author visits and book signings underway, these publications are playing a key role in preserving and promoting India's artistic heritage.
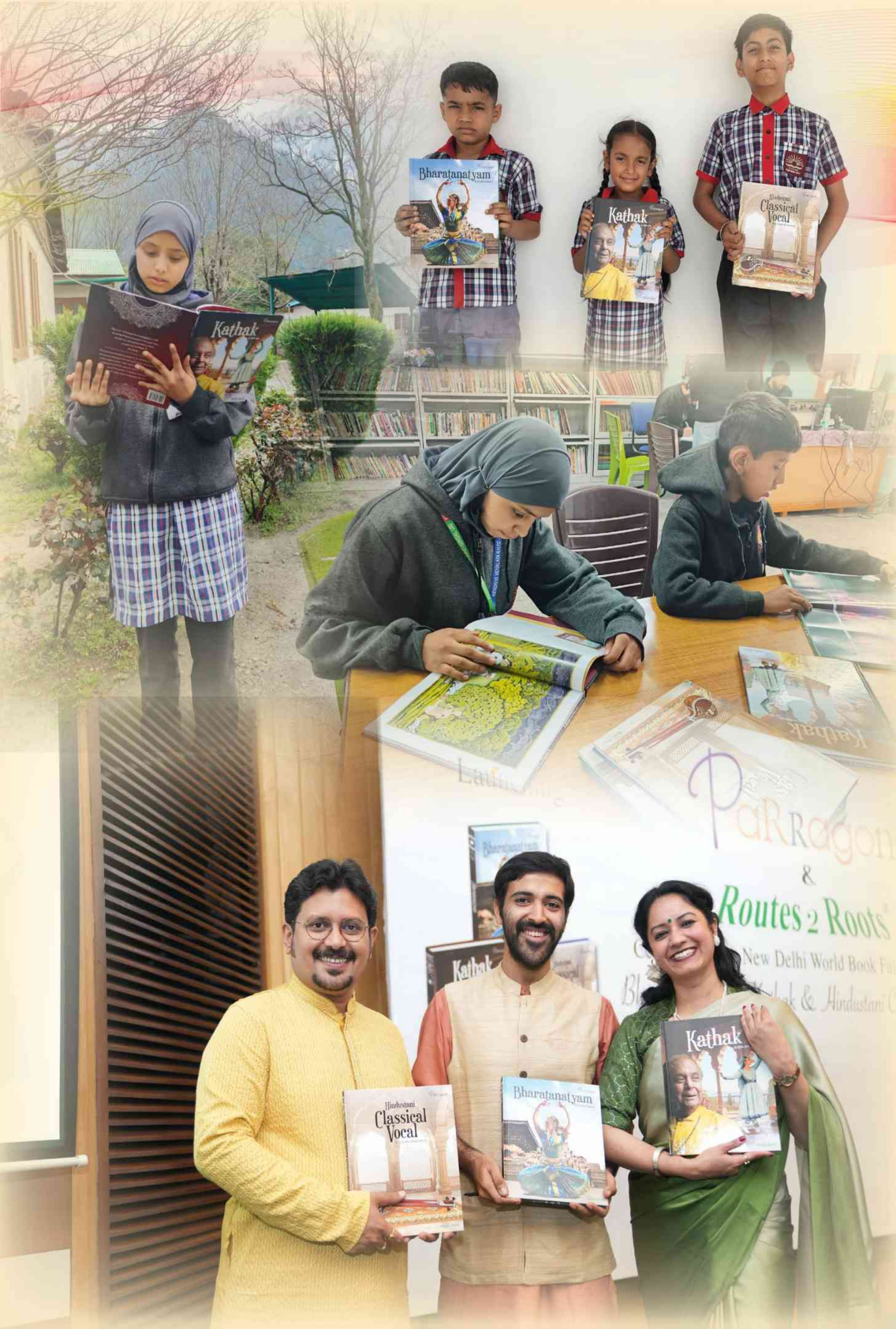
ROUTES 2 ROOTS & TATA CLASS EDGE JOINS HANDS TO PROVIDE QUALITY K-12 CONTENT TO PROMOTE DIGITISATION IN CLASSROOMS

Among many firsts this year, Routes 2 Roots entered into another novel tie-up with Tata Class Edge Limited (Smart Class Edge Systems Limited), a subsidiary of Tata Industries Limited, to solely and non-exclusively integrate TCE's proprietary educational content into its Interactive Flat Panels. The IFPs, which are being installed in schools across the country to provide education to remote and underprivileged educational institutions, will feature this special content. This initiative is yet another milestone in providing free of cost education to enhance the learning capabilities of students across the country. This tie-up also enables Routes 2 Roots to continue in its efforts to provide quality educational content and comes as a boon for its digital cultural education program. This also takes education in remote areas to new levels driven by technological advancement.

TEENA VACHANI, CO-FOUNDER ROUTES 2 ROOTS RECEIVES THE "STREE SHAKTI SAMMAN 2025" ON WOMEN'S DAY CELEBRATIONS.

On Women's Day, Delhi Teachers University honored exceptional women at a special event, where Teena Vachani, Co-founder of Routes 2 Roots, received the **"Stree Shakti Samman 2025"** for her remarkable contributions to education and cultural preservation.

Her efforts have empowered countless students and helped preserve India's rich heritage globally through innovative learning programs. The award celebrates her vision, leadership, and dedication to cultural education.

The ceremony was attended by prominent dignitaries including Sangeeta Saxena, Dr. Shobha Vijendra, and Vice Chancellors of leading universities—highlighting the importance of women in shaping a culturally enriched and progressive future.

ROUTES 2 ROOTS RECOGNISED FOR OUTSTANDING CONTRIBUTION TO EDUCATION BY DELHI TEACHERS UNIVERSITY

Routes 2 Roots, known for its unwavering commitment to inclusive education, has grown from 50 schools to 24,000, reaching over 2 crore students across India. In recognition of this transformative impact, Delhi Teachers University conferred the 'Shiksha Seva Samman' on the NGO.

The award was presented to Founder Rakesh Gupta on 6th September, during a Teachers' Day ceremony, by NCTE Chairman Pankaj Arora and Vice Chancellor Prof. Dhananjay Joshi, in the presence of dignitaries including Prof. C.K. Saluja, Honorary Director of Academics, Sanskrit Promotion Foundation.

ROUTES 2 ROOTS-ICCR'S PLATFORM FOR EMERGING GLOBAL FILMMAKING COMPETITION

The **Routes 2 Roots–ICCR International Filmmaking Competition** recently announced its winners, with the top prize going to **Arun Ashok** from Melbourne, Australia, for his impactful short film "The Throw" on the theme "Beyond Borders."

The award ceremony at the **Indian Consulate** in **Melbourne** was led by **Dr. Sushil Kumar**, Consul General, who felicitated Arun. This initiative continues to promote global cultural exchange and support emerging talent, offering filmmakers a platform to share stories across boundaries.

OUR INTERNATIONAL PRESENCE

Bahrain

Fiji

Cote dâ€™lvoire

Vietnam Bulgaria Chile Guyana

Estonia Denmark

Tanzania Croatia Angola Australia

Brunei

Spain Egypt Argentina Guatemala

Algeria Italy

Namibia Zambia Ireland Turkey

Venezuela Antigua Finland Belarus

South korea INDIA Bangladesh

Jamaica Tunisia

Lebanon Morocco Ghana

Sudan Qatar

Germany

Colombia Netherland Brazil Armenia

New Zealand

Cyprus Saudi Arabia Switzerland

Damascus United Kingdom Kazakhstan

KUWAIT China / Hong Kong Thailand South Africa

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Padma Bhushan
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Padma Shri
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Bollywood Singer

Padma Shri
Shovana Narayan
Kathak Legend

Juhi Chawla
Actress &
Recepient of Champion of Change Award

Padma Shri
Kiran Sehgal
Odissi Dance Legend

Shafqat Amanat Ali
Singer

U N Khaware
Educationist

Eshaan Noorani
National Film Award for Best Music Direction
Bollywood Music Director

Upendra Dutta Choubey
Former IAS

art

NEW DELHI FRIDAY 2 - 8 AUGUST 2024

In a first, an art and culture NGO gets listed on stock exchange

ROUTES2ROUTES, WHICH IMPARTS CULTURAL EDUCATION TO OVER 22 MILLION STUDENTS IN MORE THAN 24,000 SCHOOLS FREE OF COST, HAS BEEN LISTED ON NSE'S SOCIAL STOCK EXCHANGE

दैनिक जागरण

केवी के विद्यार्थियों को दी गई सांस्कृतिक शिक्षा की जानकारी

शैक्षणिक कार्यक्रम में शामिल स्कूल के बच्चे॰ जागरण

संवाद सहयोगी, जागरण, वनौपुर : पीएम श्री केंद्रीय विद्यालय आगरा में छात्राओं को सांस्कृतिक शैक्षणिक सिखाने के लिए भारत सरकार की संस्कृति मंत्रालय की ओर से एक एनजीओ की मदद से रूट्स टू रूट कार्यक्रम का आयोजन गुरुवार को विद्यालय में किया गया। इस कार्यक्रम की शुरुआत विधिवत प्राचार्य कपिल सहगल ने दीप प्रज्वलित कर किया।

इसके अंतर्गत एक ओडिसी नृत्य कार्यशाला आयोजित की गई। जिसमें विद्यार्थियों को भारतीय सांस्कृतिक विरासत और शास्त्रीय नृत्य शैलियों में उत्सुक शिक्षार्थी और भागीदार बनने के लिए प्रेरित किया गया। नृत्य कार्यक्रम का संचालन प्रख्यात शास्त्रीय कलाकार अर्चना चटर्जी और ओम प्रकाश पाठक ने किया। कार्यक्रम की शुरुआत स्थल के प्रधानाचार्य कपिल सहगल सर द्वारा अतिथियों का स्वागत किया और सभी ने दीप प्रज्वलित किया। इसके बाद अर्चना

केवी आगरा में कार्यक्रम के दौरान संबोधित करते प्राचार्य कपिल सहगल॰ जागरण

चटर्जी ने गुरु वंदना के साथ कार्यक्रम की शुरुआत की। इसके बाद उन्होंने नृत्य के माध्यम से विभिन्न मुद्राएं, आसन, ताल और मन, सिर और हृदय के अभिविन्यास का प्रदर्शन किया। यह सत्र नृत्य, प्रदर्शन, प्राण और उत्सव और छात्रों के व्यावहारिक प्रदर्शन का एक जीवंत संबोधन था। विद्यार्थियों ने डेढ़ घंटे के सत्र का भरपूर आनंद लिया। प्राचार्य कपिल सहगल ने कहा कि बच्चों के सर्वांगीण विकास ही इसके लिए संस्कृतिक शैक्षणिक कार्यक्रम रखा गया है।

दैनिक भास्कर

आईसीसीआर, रूट्स 2 रूट्स और यूपी राजर्षि टंडन ओपन यूनिवर्सिटी ने कक्षाएं शुरू करने के लिए मिलाया हाथ

भास्कर समाचार सेवा

नई दिल्ली। भारतीय सांस्कृतिक संबंध परिषद आईसीसीआर, रूट्स 2 रूट्स और यूपी राजर्षि टंडन ओपन यूनिवर्सिटी यूपीआरटीओयू ने 30 अप्रैल, 2025 को आईसीसीआर मुख्यालय, आजाद भवन, नई दिल्ली में एक महत्वपूर्ण त्रिपक्षीय समझौते पर हस्ताक्षर किए। इस समझौते पर हस्ताक्षर आईसीसीआर की कार्यक्रम निदेशक, अर्चना शर्मा, रूट्स 2 रूट्स के संस्थापक, राकेश गुप्ता; और यूपीआरटीओयू के रजिस्ट्रार, कर्नल विनय कुमार द्वारा किए गए। इस समारोह में यूपीआरटीओयू के कुलपति प्रो. सत्यकाम, आईसीसीआर और रूट्स 2 रूट्स के अन्य अधिकारी उपस्थिति रहे। इस ऐतिहासिक सहयोग का उद्देश्य भारत की महान संस्कृति का प्रचार-प्रसार करना है, जिसके तहत अंतरराष्ट्रीय छात्रों और दुनिया भर के भारतीय प्रवासियों के लिए भारतीय प्रदर्शन अथवा निष्पादन कलाओं

की लाइव, इंटरएक्टिव ऑनलाइन कक्षाएं आयोजित की जाएंगी। यह समझौता भारत के नवाचार और रचनात्मकता के माध्यम से वैश्विक सांस्कृतिक संबंधों को बढ़ावा देने की प्रतिबद्धता का प्रतीक है। प्रस्तावित कला विधाएँ हैं: कथक, भरतनाट्यम, ओडिसी, तबला, हारमोनियम, हिंदुस्तानी वोकल, कठपुतली निर्माण, रंगोली, मधुबनी कला, मेंहदी और बॉलीवुड लोकप्रिय नृत्य। 2023 और 2024 में, रूट्स 2 रूट्स एनजीओ ने आईसीसीआर भारत सरकार के विदेश मंत्रालय का स्वायत्त निकाय के सहयोग से कथक, भरतनाट्यम, ओडिसी, कठपुतली निर्माण, रंगोली, और मधुबनी कला में प्रायोगिक कक्षाएं संचालित कीं।

Business Minutes
CURRENT BUSINESS UPDATES

Routes 2 Roots Launches Art Workshops across Tamil Nadu Schools

CHENNAI

Routes2Roots (R2R), a Delhi-based non-profit organization dedicated to promoting art, culture, and heritage, will be conducting art workshops across schools in Tamil Nadu.

This initiative is designed to support the implementation of India's New Education Policy (NEP) by incorporating the arts into the traditional STEM (Science, Technology, Engineering, and Mathematics) curriculum, transforming it into STEAM (Science, Technology, Engineering, Arts, and Mathematics).

The workshops commenced on 20th of August will continue till the 7th of September across schools in Tamil Nadu. Experienced artists Ashna Dev, Padmapriya NV, Karthik Manikandan will conduct Bharatanatyam workshops across schools in Thanjavur, Rameshwaram, Nagercoil, Ooty, Coimbatore, etc.

Commenting on the initiative, Rakesh Gupta, Founder, Routes2Roots, said, "Integrating arts into the curriculum is essential for the holistic development of students. It enhances their cultural awareness and creativity. Our offline art workshops are well aligned with NEP's vision of fostering creativity and cultural awareness among young learners. By experiencing and engaging with various art forms, students can develop a deeper appreciation for their cultural heritage. We are excited to have a team of talented and experienced artists collaborating with us to bring the richness of the arts to every child. This initiative is a significant step towards making art education accessible to students across the country"

अजीत समाचार

ਮ.ਮ.ਮ. ਸੰਗਤੌਆ ਵਿਬੇ ਰੁਟਸ ਟੂ ਰੁਟਸ ਸੰਸਥਾ ਵਲੋਂ ਨੁੱਕੜ ਨਾਟਕ ਖੇਡਦੇ ਹੋਏ ਸੀਬਾਰ ਤੋਂ ਇਲਾਕਾ ਵਿਦਿਆਰਥੀਆਂ।
ਤਸਵੀਰ : ਪਰਵਿੰਦ ਸਿੰਘ

ਰੁਟਸ ਟੂ ਰੁਟਸ ਸੰਸਥਾ ਵਲੋਂ ਸਮਾਜਿਕ ਕੁਰੀਤੀਆਂ ਵਿਰੁੱਧ ਨੁੱਕੜ ਨਾਟਕ ਖੇਡਿਆ

ਰਾਮਾਂਮੰਡੀ, 25 ਅਕਤੂਬਰ (ਹਰਵਿੰਦਰ ਸਿੰਘ) – ਸਮੂਹ ਸਥੀ ਸੱਭਾ 'ਰੁਟਸ ਟੂ ਰੁਟਸ' ਵੱਲੋਂ ਸਰਕਾਰੀ ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਸਕੂਲ ਠੇਕੇਡਾਂਗਾ ਵਿਬੇ ਸਮਾਜਿਕ ਕੁਰੀਤੀਆਂ ਵਿਰੁੱਧ ਜਾਗਰੂਕਤਾ ਪੈਦਾ ਕਰਨ ਲਈ ਨੁੱਕੜ ਨਾਟਕ ਖੇਡਿਆ ਗਿਆ। ਸਿਸ 'ਚ ਉੱਤ੍ਰਾ ਵੱਲੋਂ ਨਸ਼ਿਆਂ ਨੂੰ ਖ਼ਤਮ ਕਰਨ, ਬੇਟੀ ਬਚਾਓ ਬੇਟੀ ਪੜਾਓ, ਸਰਕਾਰ ਅਧਿਕਾਰ, ਸੰਗਠਿਤ ਭੈਣ ਦੀ ਖੇਡੀ ਵਰਗੇ ਦੇ ਨੁਕਸਾਨ ਬਾਰੇ ਅਤੇ ਤੇ ਸਮਾਜਿਕ ਬੁਰਾਈਆਂ ਵਿਰੁੱਧ ਜਾਗਰੂਕ ਕੀਤਾ ਗਿਆ। ਪ੍ਰਿੰਸੀਪਲ ਡਾ. ਸੁਖਦੇਵ ਧਨ ਅਗਨੀਹੋਤਰੀ ਨੇ ਰੁਟਸ ਟੂ

ਰੁਟਸ ਸੰਸਥਾ ਦੇ ਕੋਆਰਡੀਨੇਟਰ ਨਿਤਾਨ ਸੋਰਠਣ, ਕਲਾ ਸ਼ਿਕਸ਼ਾ ਕੋਆਰਡੀਨੇਟਰ ਅਤੇ ਉਨ੍ਹਾਂ ਨਾਲ ਆਏ ਨੁੱਕੜ ਅਧਿਕੳਂ ਦੇ ਸਨਮਾਨ ਕੀਤਾ। ਸਿਬਦਾਰੀ ਹੈ ਕਿ 'ਰੁਟਸ ਟੂ ਰੁਟਸ ਸੰਸਥਾ ਵੱਲੋਂ ਸੰਸਥਾ ਨੂੰ ਇੰਟਰੈਕਟਿਵ ਫੈਨਲ ਪੇਨਲ ਜੋ ਕਿ ਖੇਤ ਲੀ ਗੀ ਸਕੂਲੀ ਦੀ ਬਿਲਡਿੰਗ ਵੀ ਅਤੇ ਜਿਸ ਦੀ ਕੀਮਤ 85000 ਰੁਪਏ ਦੇ ਕਰੀਬ ਬਣਦੀ ਹੈ ਦਾਨ ਕੀਤਾ ਸੀ। ਇਸ ਮੌਕੇ ਸਕੂਲ ਦੇ ਪ੍ਰਿੰਸੀਪਲ ਸਾਹਬਦੀ ਅਤੇ ਸਮੂਹ ਸਟਾਫ ਤੇ ਇਲਾਕਾ ਵਿਦਿਆਰਥੀਆਂ ਹਾਜਰ ਸਨ।

रूट्स2रूट्स ने सुदूरवर्ती इलाकों में स्थापित किए 100 डिजिटल क्लासरूम

इस पहल के लिए औली, केदारनाथ, स्पीति घाटी और किन्नौर आदि जिलों को चुना गया है।

अमर हिन्दुस्तान

देहरादून। देश के दूरदराज के इलाकों में छात्रों के लिए शिक्षा को सुलभ और समावेशी बनाने के उद्देश्य से, दिल्ली स्थित गैर-मुनाफा प्राप्त संगठन रूट्स2रूट्स ने उत्तराखंड तथा हिमाचल प्रदेश के दूरस्थ भागों में डिजिटल क्लासरूम स्थापित किए हैं। यह संगठन देश में कला, संस्कृति और विरासत को बढ़ावा देने के लिए समर्पित है। रूट्स2रूट्स ने इन दो राज्यों में 100 इंटरैक्टिव फ्लैट पैनल (आईएफपी) लगाए हैं। इस पहल के लिए, औली, केदारनाथ, स्पीति घाटी और किन्नौर आदि जिलों को चुना गया है। रूट्स2रूट्स ने हिमाचल प्रदेश के 12 तथा उत्तराखंड के 13 जिलों में प्रत्येक में चार स्कूलों को डिजिटाइज्ड किया है, जिसके परिणामस्वरूप देश के सबसे सुदूर भागों में आधुनिक एजुकेशनल

टूल्स को पहुंचाया गया है। महात्याकांक्षी जिलों के तौर पर चिन्हित इन जिलों में शिक्षा तथा छात्रों के सर्वांगीण विकास में सुधार पर ध्यान दिया जा रहा है।रूट्स2रूट्स द्वारा तैयार किए गए, आर्ट एवं कल्चर कन्टेंट के अलावा, आईएफपी को एनसीईआरटी पाठ्यक्रम के अनुसार के-12 रोकिक कन्टेंट

से भी सुसज्जित किया गया है। इनमें 50,000एजुकेशनल वीडियो और 100,000प्रश्न एवं उत्तर, शामिल हैं जो छात्रों के लर्निंग अवसरों को बढ़ाएंगे। इस पहल के अंतर्गत शिक्षकों की भी विस्तृत ट्रेनिंग की व्यवस्था की गई है ताकि वे नए उपकरणों का कारगर तरीके से इस्तेमाल

कर सकें। इस पहल के बारे में, राकेश गुप्ता, संस्थापक, रूट्स2रूट्स ने कहा, कि हमारा मिशन अलंत दूरस्थ इलाकों समेत देशभर के सभी छात्रों के लिए, लर्निंग के समान अवसरों को उपलब्ध कराना है।

हम भविष्य की पीढ़ियों के लिए उत्तम शिक्षा उपलब्ध कराने उद्देश्यक के तौर पर पहचान बनाने का इरादा रखते हैं। हालांकि कुछ इलाकों तक पहुंचना बेहद कठिन है लेकिन हमारी टीम ने ऐसी बाधाओं को पार कर हरेक छात्र के लिए क्वालिटी एजुकेशन उपलब्ध कराने की प्रतिबद्धता प्रदर्शित की है। हम आगे भी देश के सुदूरतम भागों में रहने वाले छात्रों के लिए, उसी प्रकार की शैक्षिक सुविधाएं, मुहैया कराने के प्रयास जारी रखेंगे जैसे कि शहरी इलाकों में रह रहे छात्रों के लिए उपलब्ध होती हैं।"

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प्रयागराज

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ओडिसी नृत्य

आज हमारे विद्यालय में Routes 2 Roots गतिविधि के अंतर्गत कीनिश्वा जी हमारे विद्यालय की आये। उन्होंने हमें ओडिसी नृत्य के बारे में बताया और हमें अपने देश के कुछ नृत्य और पारंपरिक चीजें सिखने का मौका मिला, जिससे हम लायता थे। हमें सीखने का मौका मिला, उन्होंने इस नृत्य करने के बाद हमें उसके बारे में भी बताया। उन्होंने छोटे-छोटे बच्चों को नृत्य पर कुछमकर नृत्य सिखाया और बच्चों ने भी वह नृत्य काफी खुशी-खुशी सिखा उन्होंने हमें आठ (8) प्रकार के ठहलग-मठलग जगहों में नृत्य के बारे में बताया हमें बहुत अच्छा लगा कि वह अपना कीमती समय निकालकर कर, हमारे विद्यालय आये और हमें सिखाया।

धन्यवाद!

नाम:- श्रुति
कक्षा:- 10वीं
अनुक्रमांक:- 3

Routs to Roots

1) मैंने पञ्चम वेद नाट्य शास्त्रम के बारे में जाना।
2) मैंने भरतनाट्यम के चोथा मतलबों को सीखा। पहला है - एक भरतनाट्यम भाव, राग, ताल और नाट्य व और दूसरा भार भरत ऋषि के बारे में
3) हमारे भारतीय संस्कृति के बारे में कई ऐसी चीजें जानने को मिली जो हमें पहले पता नहीं थे।
4) हमें उन्होंने अपनी संस्कृति के बारे में जागरूक किया।
* हम सौरव सर और शिवम सर सर को बहुत बहुत धन्यवाद, देना चाहती हूँ।
5) हमें प्रेरित भी किया।

धन्यवाद

शैलजा नन्दन सरस्वती
कक्षा- नौंवीं / 9th
पी एम श्री केंद्रीय
विद्यालय सिद्धार्थ न॰

ROUTES 2 ROOTS

नाम - रितुल
कक्षा - X
विद्यालय - केन्द्रीय विद्यालय बंगाणा
समीक्षा / feedback-

आज हमारे विद्यालय में ROUTES 2 Roots कार्यक्रम के अंदर एक नृत्य का कार्यक्रम हुआ नृत्यकार ने सबको पहले नृत्य का अर्थ समझाया और उसकी महत्ता बताई। उन्होंने हमें फिर नृत्य के प्रकारों के बारे में बताया व हमें शास्त्रीय नृत्य के आठ प्रकारों के बारे में अवगत कराया। फिर हमें ओडिसी नृत्य की एक सुंदर प्रस्तुति देखने का मौका मिला जो कि बहुत ही मनमोहक थी। फिर सर ने हमें शास्त्रीय नृत्य के इतिहास के बारे में जानकारी दी व उसके बाद हमें पल्लवी नृत्य की एक छोटी सी प्रस्तुति दिखाई। अंत में सर हमें व हमारे विद्यालय के छात्र व छात्राओं को नृत्य की मुद्राओं के बारे में बहुत जानकारी पूर्ण ज्ञान दिया। बहुत सी नयी चीजों के बारे में सीख कर मुझे बहुत सारा ज्ञान मिला व मैं चाहती हूँ कि भविष्य में हमें और ऐसे ज्ञान की प्राप्ति हो व यह नृत्यकार वापिस हमारे विद्यालय में आये, इनका हमेशा हमारे विद्यालय में दिल से स्वागत है।

PM SHRI KENDRIYA VIDYALAYA SIDDHARTH NAGAR

For both of you,

First of all thank you to both of you and Routes 2 Roots for coming in our school and teaching us about our culture and tradition. Today we learned alot of things. Saurabh Sir, your expressions, gestures were extremely good. and Shivam Sir, your way of presenting things were really good. I was dumbstruck. take your dance was mesmerising. We learnt that persuing cmy art form is great. We have to work towards it. We also learnt how rich our culture and tradition is. Once again thank you.

Priiyanka kumari
Class X

IMPACT

In this year Routes 2 Roots (R2R) enhanced cultural education by reaching over 1.36 million students across 24,497 schools in India, with a strong presence in rural and underserved regions. Using a hybrid model of digital live classes, recorded content, and in-person workshops, the program promoted performing arts education, improving student well-being, creativity, and cultural awareness.

KEY METRICS AT A GLANCE

Teachers Reporting Skill Growth
74%

Improvement in Cultural Awareness
73%

IMPACT HIGHLIGHTS

- 65% of students attended online classes daily
- 25% of students attended archival classes
- 55% of students showed high interest in digital arts & culture
- 99% rated digital infrastructure positively
- 45% of teachers faced technical challenges

STUDENT INTEREST IN DIGITAL ARTS

High Interest   55%   45%   Moderate Interest
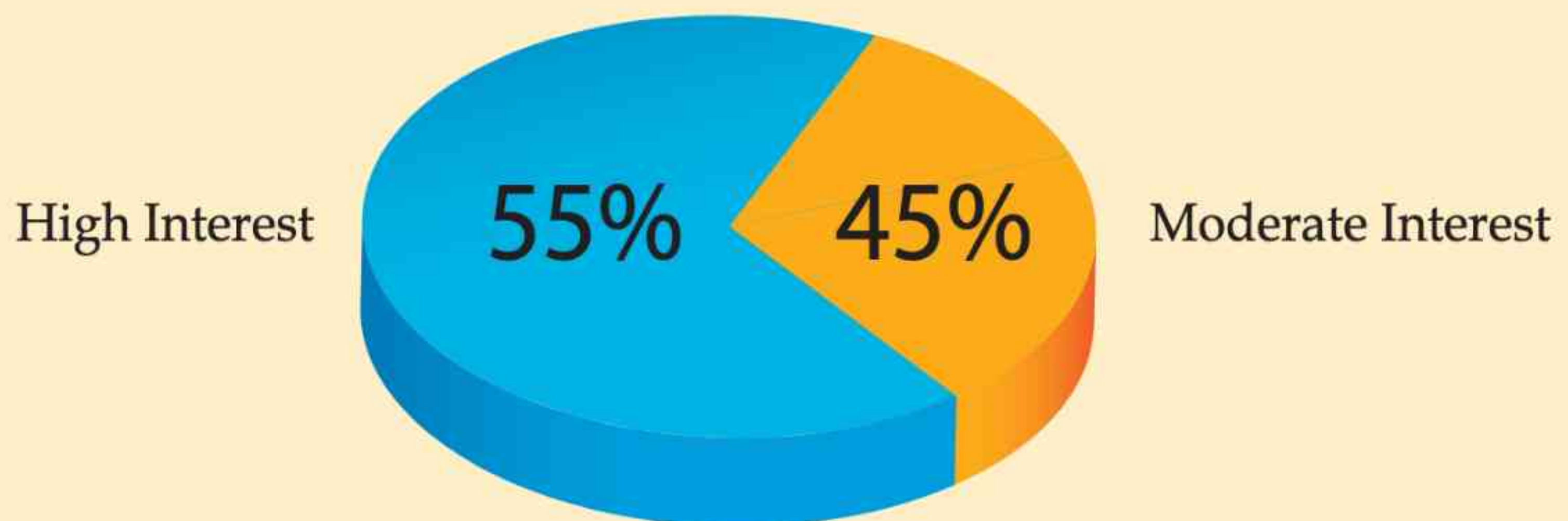
STRATEGIC ALIGNMENT

- SDGs: SDG 4 (Quality Education), SDG 16 (Peace, Justice, Strong Institutions)
- National Education Policy (NEP) 2020: STEAM framework integration

Routes 2 Roots continues to build bridges between tradition and modern education by digitising India's rich cultural heritage for the next generation.

Registered Office -
S-43, Panchsheel Park,New Delhi- 110017

Corporate Office & Studio -
Routes 2 Roots,
G2 Level, Max Towers, Delhi One, Sector-16 B,
Gautam Buddh Nagar, Noida, Uttar Pradesh 201301
Email:- info@routes2roots.com
Tel. No. - 01204123996, 01204124949
www.routes2roots.com

OFFICE OF THE REGISTRAR OF COOPERATIVE SOCIETIES, GOVT. OF N.C.T. OF DELHI, OLD COURT'S BUILDING PARLIAMENT STREET, NEW DELHI-110001

Provisional of Annual Return to be submitted With O/o Registrar Coop. Societies by all Societies registered

Date: -31.05.2025

A.   Society Details: -

1. Financial Year **(2024-2025)**

2. Registration No. of the Society   **S/50788/2020**

3. Zone in which functioning   **South Delhi**

4. Name of Society.   **Routes 2 Roots**

5. (a) Registered Address   **S-43, Panchsheel Park, New Delhi -110017**

    (b) Working Address   **Max Towers, G2, Sector 16B, Noida, 201301 – Uttar Pradesh**

    PIN 201301

6. Phone No. **0120-4123996**   Email **info@routes2roots.com**

7. Total No. of Members   **10**

8. Share Capital   **17,001/-**

9. Deposits (Rs. In Lakhs)   **557.20/- Lakhs**

B. Election Detail: -

10. Date of Last Election (dd/mm/yyyy) **01/12/2024**

11. Due date of next Election (dd/mm/yyyy) **01/12/2029**

12. Details of Elected Members: -

S. No.	Name of Office Bearers	Designation	Address	Tel. No.
1.	Smt. Amita Gupta	President	E-55, Sainik Farm ,Club Road, New Delhi-110062	9810111842
2.	Shri Ravi Vachani	Treasurer	S-43, Panchsheel Park, New Delhi-110017	9811061630
3.	Smt Teena Vachani	General Secretary	S-43, Panchsheel Park, New Delhi-110017	9811054681
4.	Shri Rakesh Gupta	Secretary	E-55, Sainik Farm ,Club Road, New Delhi-110062	9810113255
5.	Smt. Disha Sawhney	Vice President	401B, BEVERLY PARK - 1, M.G. ROAD, DLF PHASE -2, GURGAON, HARYANA,122009	9810390030
6.	Smt. Anushree Maheshwari	Executive Member	973 , Sector -4 Urban Estate Gurgaon Haryana HARYANA 122001	9810813255
7.	Smt. Juhi Chawala	Executive Member	Veer Bhavan 222 B.G Kher Road, Op sahyadri Guest House Malabar Hill, Mumbai, Maharashtra 400006	9820288088
8.	Smt. Vani Ganaphatya	Executive Member	458 4th Main HMT Layout, Anandnagrar Bangalore north Karnataka-560024	9880211552
9.	Shri Dinesh Gupta	Executive Member	8th floor, omaxe forest spa, Sector B, Gutam Buddha Nagar, Noida Uttar Pradesh	9910234841
10.	Smt. Anupana Joshi	Executive Member	D-71, Sector-4, Defence Colony Dehradun, Uttrakhand-248001	9760696778

13. Date of last AGM (dd/mm/yyyy) 26/09/2024

14. Date of last SGBM (dd/mm/yyy). – 17/08/2024

15. Whether Annual General Body Meeting held by 31st Oct. 2017 (Yes/ No) **Yes**

16. If no whether extension given by the RCS in this regard, give details

C.   Audit Details: -

17. Year up to which Audit held   **31/03/2025**

18. **(A) Whether Auditor appointed for the current Financial Year?(if audit held upto date)**
   If Yes,

     (1) Name of Auditor **AKAR & Associates**

     (2) Panel No of Auditor **085996**

     (3) Date and Form No (issued by RCS office) through which appointed
   03/09/2024, Annual General Meeting

     (4) Auditor's fees (in Rs.)   **20,000 Plus GST**

     (5) Date of submission of Audit Report to the RCS Office

     (6) Whether objections have been settled (YES/No) Yes

     (7) Whether accounts for this year adopted by AGM (Yes/No)   Yes

     (8) If Yes: - Date of AGM in which accounts were adopted (dd/mm/yyyy) 03/09/2024

     (9) If No: - reasons thereof

  If No : -
     Reasons thereof

18. **(B)** If accounts not audited for last Financial Year (2015-2017), give reasons
   NA

D. Details of Inspection/Enquiries

19. Is there any Enquiry/inspection pending (Yes/NO)   NO

20. Inspection or Enquiries (Inspection u/s 61 & Enquiry u/s 62   NA

21. Name of Inspecting/Enquiry Officer NA

22. Address and Tel. No. of Enquiry Officer   NA

23. Date of Appointment NA

24. Target date of submission of report _____NA_____

25. Whether repot submitted (if yes) date of submission: _____NA_____

    (If no) Reason for delay _____NA_____

E. Details of Group Housing & House Building Society only : -

26. Whether any waiting list (for HB Society Only)(Yes/No) ___NO_____

    If yes, status date of waiting list members (dd/mm/yyyy) NA_____

27. Total No. of waiting list members (HB Society Only) NA_____

28. Whether upto date list of members submitted as per rule_____(Yes/No.) _____

29. Year upto which upto-date list of members submitted to RCS Office

    _____

30. Date when list submitted (dd/mm/yyyy) _____

31. Whether all resignations, expulsions and enrolments upto that year (ref. serial No.30)

    approved by RCS Office (Yes/No) NA_____

32. No. of members cleared for draw NA_____

33. No. of members awaiting clearance NA_____

34. Vacancy position NA_____

35. Freeze Strength (Initial) NA_____

36. Current Strength, if FAR increased by DDA NA_____

37. Land Allotted (Yes/No) NA_____

38. Date of allotment of Land NA_____

39. Date of obtaining the Architects Certificate NA_____

F. **MEMBERSHIP DETAILS**

S. No.	Memb ership No.	Name of Members			Father's/ Spouse's Name			Address	Date of Birth (D.O.B.) of Members	PAN
		First Name	Mid dle Nam e	Last Name	First Name	Middle Name	Last Name			
1		Amita		Gupta	Rakesh		Gupta	E-55, Sainik Farm, Club Road, New Delhi-110062	29/11/1957	AEUPG8795C
2		Ravi		Vachani	Sunder		Vachani	S-43, Panchsheel Park, New Delhi-110017	29/03/1956	AAFPV1260Q
3		Teena		Vachani	Ravi		Vachani	S-43, Panchsheel Park, New Delhi-110017	29/10/1956	ACHPV7825K
4		Rakesh		Gupta	Satya	Prakash	Gupta	E-55, Sainik Farm, Club Road, New Delhi-110062	02/08/1955	ACZPG6386Q
5		Disha		Sawhney	Raghav		Sawhney	401b, Beverly park-1, M G Road, DLF Phase-2, Gurgaon, Haryana- 122001	26/02/1983	AHSPG6583D
6		Anushree		Maheshwari	Rakesh		Maheshwari	973 , Sector -4 Urban Estate Gurgaon Haryana HARYANA 122001	05/04/1988	AHSPG6584E
7		Juhi		Chawala	Jay	Mehend ra	Mehta	Veer Bhavan 222 B.G Kher Road, Opposite sahyadri Guest House Malabar Hill, Mumbai, Maharashtra 400006	13/11/967	AABPC8849E
8		Dinesh		Gupta	Satya	Prakash	Gupta	8th floor, omaxe forest spa, Sector B, Gutam Buddha Nagar, Noida Uttar Pradesh	28/02/1960	ACUPG8534H
9		Anupma		Joshi	Subhash	Chandra	Joshi	D-71, Sector-4, Defence Colony Dehradun, Uttrakhand-248001	26/07/1968	ADBPJ0670R
10		Vani		Ganapathy	K	V	Ganapathy	458 4th Main HMT Layout, Anandnagrar Bangalore north Karnataka-560024	11/05/1952	ABRPG2250N

- Note : - if required, attach additional paper for membership information as per above Performa

G. Finance Details of T/C Society

40. Maximum Credit Limit NA

41. Total Advance (in Rs.) NA

42. Total Recovery (in Rs.) NA

43. Outstanding Recovery NA

Signature_____

Name   TEENA VACHANI

Tel. No. 0120-4125996

Designation General Secretary

1. Registration No. of the Society S/50788/2020

2. Zone in which functioning   South Delhi

3. Name of Society. ROUTES 2 ROOTS

(H) Liquidated Society Information (Common for all types of societies)

Liquidator Details

4. Whether Liquidator Appointed: - Yes/No. NO

5. Name of Liquidator NA

6. Address and Telephone of liquidator NA

7. Date of appointment NA

8. Liquidation procedure completed within three years : - Yes/No. NA

  (a) If yes date of submission of final report (dd/mm/yyyy) NA

  (b) If No, whether approval of Hon'ble LG obtained NA

(I) Details of administrator (common for all types of societies)

9. Name of the present Administrator

10. Address & Telephone No.

11. Tenure of Administrator

  (a) From date (dd/mm/yyyy)

  (b) To date (dd/mm/yyyy)

12. If under supercession for more than three years ()five years in case of Bank)

     extension   if   taken   from   Hon'ble   L.G.   give   details

13. Last status report of Administrator

  (a) Date of submission (dd/mm/yyyy)

  (b) Details

(J) Amendment of bye laws (common for all types of societies)

14. Whether any amendment of bye-laws pending: yes/No

  If yes reasons thereof:

Prepared By

Signature of Dealing Assistant

Checked and Verified By Asstt. Registrar

Detailed Questionnaire for Student Survey for Routes 2 Roots Initiative

This survey is designed to gather feedback from students involved in the "Routes 2 Roots" NGO initiative. It aims to assess both qualitative and quantitative aspects of their involvement in helping the students to learn digital arts and cultural education. The questionnaire is structured according to the **Logical Framework Model (LFM)** to analyze inputs, activities, outputs, outcomes, and long-term impact.

Section 1: Demographic Information

1. Name (optional):

2. Age:

3. Grade/Year of Study:

4. School Name:

5. Gender:

6. Location (City, State):

Section 2: Program Awareness and Participation

7. 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)

8. How frequently do you participate in the program?

- Daily
- Weekly
- Monthly
- Occasionally
- Rarely

9. 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)

10. Do you have access to a reliable internet connection for attending online classes?

- Yes, always
- Sometimes
- No, I often face issues

11. How would you rate the quality of the infrastructure provided for online classes?

- Excellent
- Good
- Average
- Poor

12. What challenges do you face in accessing online classes?

- Internet connectivity issues
- Lack of a proper device (laptop/tablet)
- Inadequate learning materials
- Distractions at home
- No issues

Section 4: Program Content and Quality (Activities/Processes)

13. 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
- Other (please specify)

14. 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)

15. 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

16. 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)

17. 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)

18. 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?

- 1 (Not Improved)
- 2
- 3
- 4
- 5 (Significantly Improved)

19. 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

20. 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)

21. 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)

22. Do you feel the program has helped you connect better with cultural heritage and traditional art forms?

- Yes, significantly
- Somewhat
- A little
- Not at all

23. In your opinion, how can the program be improved to better meet students' needs? (Open-ended)

24. 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)

Section 7: Logical Framework Analysis

25. 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

26. 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

27. 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)

28. How likely are you to continue participating in the program if it extends to future sessions?

- Very likely
- Likely
- Not sure
- Unlikely
- Not at all likely

29. What new topics, skills, or activities would you like to see included in future digital art and cultural education programs? (Open-ended)

Section 8: Open Feedback

30. Any additional comments or suggestions for the program or Routes 2 Roots? (Open-ended)

Name of the Volunteer conducting Survey:
Phone no.:
Date:

Routes 2 Roots Survey

Name: Mrs Pragati Pandey

Designation: Music Teacher

Email id: pramod08041963@gmail.com

Contact No.: 9406736121

Name of the School: K V Garha

City & State: Jabalpur MP   **Date:** 12/09/2022

Please rate your answer on 5-0 scale. 5 being excellent & 0 being very poor

A] Curriculum & Course Content

1. Do you have the course curriculum? Are you familiar with it?

   ☑ (i) Yes   (ii) A little bit   (iii) Not at all

2. How relevant is the subject matter or course content? _Relevant_

3. How simple and clear is it to follow? _Easy_

4. What additional material would you like presented?

   Music and use of instruments

B] Artist/Gurus Feedback

5. How would you rate the quality of Artists? _Excellent_

6. Is the language of instructions easy to follow?

   ☑ (i) Yes   (ii) A little bit   (iii) Not at all

6. Are the instructions clear, simple and understandable?

   ☑ (i) Yes   (ii) A little bit   (iii) Not at all

7. Are the teachers/Gurus friendly and open to questions and discussions?

   ☑ (i) Yes   (ii) A little bit   (iii) Not at all

C] Technical Support

8. Is the quality of video and sound clear? Yes/No   _Yes_

9. Is the technical support and resolution of the complaint satisfactory? YES /No

10. Rate the quality of the offline/recorded classes. _Excellent_

D] Website/Application software

11. How user-friendly is the website routes2roots.com? _Good_

12. Is all the information available on the website?

    ✓ (i) Yes   (ii) A little bit   (iii) Not at all

13. What would you like to be added or changed to the website?

    Timing of programme should be extended

14. Do you visit the Routes 2 Roots website for archival classes?

15. (i) Almost Every day   ✓ (ii) a Few times a week   (iii) Not at all

Have you downloaded the R2r App? Yes/No is the navigation of the app user-friendly? Yes/ No

E] Course Timeline

16. Are you satisfied with the pace of learning/ teaching by the Routes 2 Roots gurus? Yes/No

17. What was the (average) amount of time you spent on the Routes 2 Roots e-learning course?

    20 minutes per day.

F] E-Learning

18. Are you satisfied with the teachers/Gurus' interaction with your students? Yes/No

19. Identify three ways to improve this Routes 2 Roots e-learning course.

    1. _Budding artist should be given Chance_
    2. _Easy access of app._
    3.

20. Which discipline classes are the students regularly attending in your school?

    ✓ Hindustani Classical Vocals   ✓ Yoga
    ✓ Hindustani Classical Harmonium   • Sitar
    ✓ Tabla   ✓ Flute
    • Carnatic Vocal   ✓ Brain Development
    ✓ Keyboard   • Sitar
    ✓ Guitar   • Punjabi Literature
    • Bharatanatyam   • Fun with Art
    • Kathak
    ✓ Theatre

21. Does the program meet your and your children's expectations if not, what would you suggest to make it up to your expectation?

    All good.

G] Workshops

21. Have you attended the workshop conducted in your school? Digitally/Physically Yes/No

22. Do you feel the students benefit from these kinds of workshops and they should be conducted more often?

Yes, Frequently

H] Timings

23. Are the timings of live classes [9-10 pm, 11-12 pm, 12-1 pm] suitable? Yes/No

24. What would be the most suitable timing for live classes for your students?

Evening 6 to 8

25. Do you feel that the Routes 2 Roots program has gained more importance after the implementation of NEP 2020? Yes/No

26. Please mention the total number of students (approx.) participating in Routes 2 Roots classes, workshops, and competitions from your school. Along with their age group.

400.

Are the students satisfied with the distribution of participation certificates, Winning certificates/ Trophies, and other prizes? Yes/No

Suggestions (If Any)

Signature of the Principal with stamp

प्राचार्य/Principal
केन्द्रीय विद्यालय/Kendriya Vidyalaya
गढ़ा/Garha
जबलपुर/Jabalpur

Routes 2 Roots®

ESGPRO

Social Impact
Assessment Report

20 23 24

ESGPRO Consultancy India LLP
(With you for Sustainable Growth)
Regn. No.: ACC-8869

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 impact[1] 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: ICMAI 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.	:	NSESSENPO0016
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

	Context	Page No.
Section A: Executive Summary		
Section B: About the Project and Social Enterprise (RR)		
B.1	Background of the Engagement	5
B.2	About the Project	5
B.3	About Social Enterprise - R2R	10
B.4	Organisational Structure and Governance	10
B.5	Organisational Approach	11
B.6	Output Monitoring	15
Section C: Social Impact Assessment		17
C.1	Scope of Social Impact Assessment	18
C.2	Objectives of Social Impact Assessment	19
C.3	Responsibilities of Reporting Entity and Impact Assessment Firm	19
C.4	Conformance to framework for SAS	21
C.5	Approach and Methodology	21
C.6	Limitations of the Social Impact Assessment Process	25
Section D: Findings, Gaps and Recommendations		26
D.1	R2R Program Implementation and Reach	27
D.2	Social Impact Assessment: Data Sample and Study Design	27
D.3	Analysis and Interpretation of Field Visit	28
D.4	Stakeholder Feedback	29
D.5	Contribution	33
D.6	Key measures taken for the sustainability of the project	34
D.7	Identified Risks & Mitigation Measures	34
D.8	Unintended Negative Outcomes (Programmatic)	34
D.9	Key Metrics: Solution Implementation and KPIs	35
D.10	Alignment of R2R Initiatives with SDG and National / State Policy	37
D.11	Gaps Identified	37
D.12	Recommendations	38
D.13	Conclusion	39
Section E: Annexures		40
E.1	Sample Photos of Field visit	41
E.2	Survey Forms	42
E.3	Abbreviations	46

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 andsocial 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 (RR) is registered with NSE's SSE segment (Reg. No. NSESSENPO0032) and BSE's SSE segment (Reg. No. BSESSE0035NP2324) since16.06.2023 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

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

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 (RR) 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 wil further ensure the program's sustainability and scalability, making cultural education more inclusive, impactful, and

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. ICMAI 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.

Routes 2 Roots

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 Gender
III	Age Group	6 and Above
IV	Thematic Issue	"(iv) promoting education, employability and livelihoods and "(vii) protection of issue national heritage and culture of SEBI (ICDR) Regulations 2018.
V	Geography	• Al 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	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

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. ONSULTANCA AC-869 ESGPRO dated 28.09.2024. Mr. Rakesh Tayal is the Social Impact Assessor having membership no. ISAI/SA 025.

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.

Parameter	Details
Goals and Objectives	- 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	- School and Colleges students across India (inclusive of underserved and rural communities).
Input Resources	- 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	- 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 Al India Competitions
Outputs	- Daily arts education to beneficiaries nationwide. - Increased awareness and appreciation for Indian culture among students. - Implementation support for NEP 2020 cultural curriculum integration.
Outcomes	- 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	- 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

S No.	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

| S No.	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 Buddh 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

ESGPRO
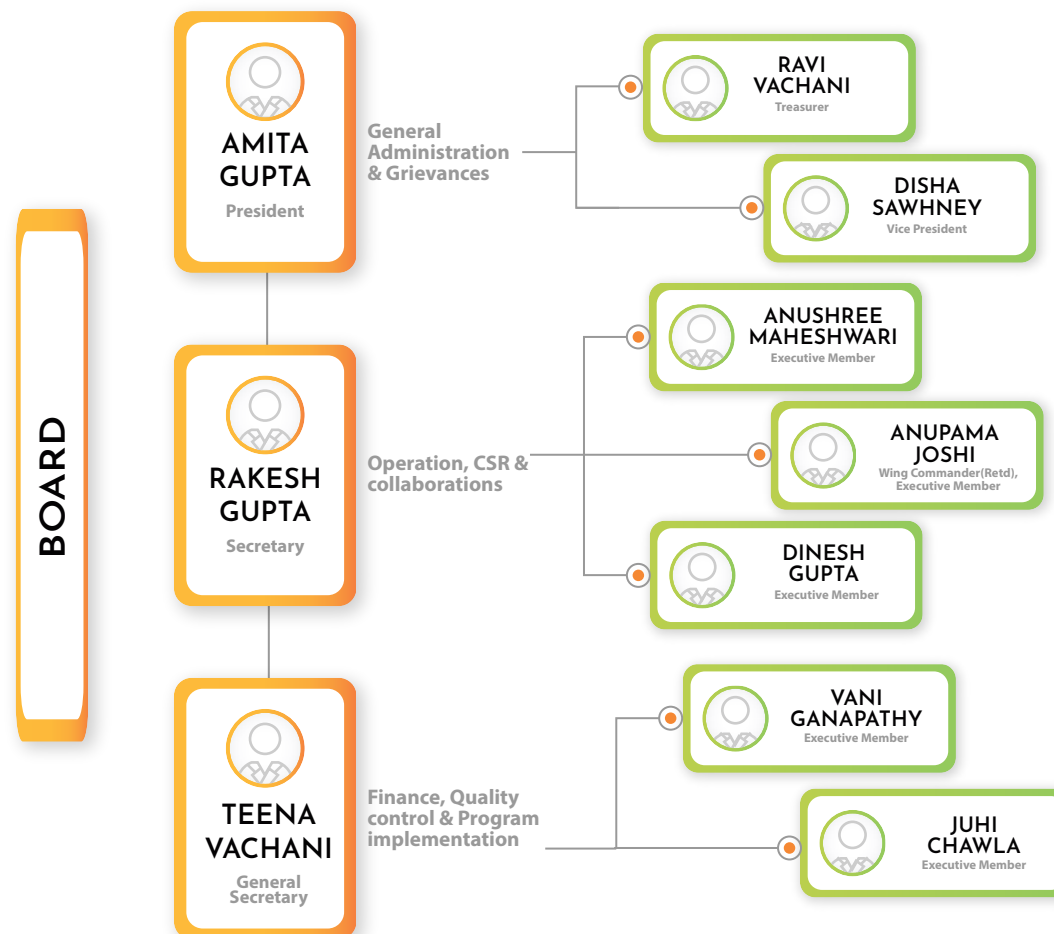
B.5. Organizational Approach:

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 Al 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 14*h Al India Inter school competition received thousands of entries. Al 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.

1. 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 (RR) 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
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

Focus Area	Metrics
Engagement of Grassroots Artists	Total students enrolled, categorized by region, and education level.
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
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.

i. Alignment with SEBI Guidelines

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"

i. Alignment with SEBI Guidelines

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:

a. Dissemination of Art and Culture to the education institutions in India.
b. Integrating Art with education.
c. 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 Telanganaschools/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 RR'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
Goals	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 (RR)

1. Desktop Search
1.1 Information Required for Desktop Search

Related to Project: "Promoting Cultural Education, Employability, and Heritage Preservatio-B"69

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

c. Impact Assessment Timeline

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

i. **Stage 1: Initial Review (2 week)**
a. Review of the SIA report and related documents.
b. Preparation of audit plan and criteria.
ii. **Stage 2: Data Collection & Interviews (6 weeks)**
a. Interviews with stakeholders and project team.
b. Additional data collection and site visits (if applicable).
iii. **Stage 3: Analysis and Evaluation (3 weeks)**
a. Comparison with regulatory and industry standards.
b. Evaluation of data quality, stakeholder engagement, and impact analysis.
iv. **Stage 4: Draft Audit Findings (2 week)**
a. Preparation of audit report draft with findings and recommendations.
v. **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 t e a m consists of:

i. **Social Impact Specialist:** Rakesh Tayal and Nitesh Gupta- Expert in social impact assessments and community engagement.
ii. **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.

SECTION D: Findings, Gaps and Recommendation

D.1 R2R Program Implementation and Reach

The Routes 2 Roots (RR) continued its mission in FY 2023-24 to transform education specially for marginalized students, with a particular focus on Rural India. R2R has successfully increased its reach to all the districts of the country. The implementation program involves in person training to the teachers in each school for optimum utilisation of the equipment installed. Operating across rural and underserved regions, R2R program has its coverage to 810 districts and has reached to 24000+ schools, addressing critical barriers to education and fostering inclusive learning environments. R2R have contributed to digitisation of classrooms in the remotest parts of the country and enabled the student's quality education as available in any modern school in the country.

D. 2 Social impact Assessment: Data Sample and Study Design

To assess the effectiveness of the Routes 2 Roots (R2R) initiative, a comprehensive data collection approach was employed, combining qualitative and quantitative methods. Surveys, interviews, and focus group discussions were conducted with beneficiaries and stakeholders to gather insights. Program-specific tools such as feedback forms, attendance records, competition participation lists, and performance reviews were utilized to evaluate learning outcomes and stakeholder satisfaction. Additionally, baseline, mid-line, and end-line data were reviewed for consistency and effectiveness in achieving program objectives. The sampling methodology ensured a well-represented dataset, covering a sample universe of schools and students participating in the program. A stratified random sampling technique was adopted to maintain diversity, with a sample size of 1600 schools have been selected across various regions. This structured approach provided a holistic understanding of the program's impact, guiding future improvements and scalability.

Qualitative Assessment:

For the qualitative assessment of R2R programs, FGD and in-depth individual interviews are conducted:

Beneficiary / Stakeholder	FGD	IDI
Students	5	200
Teachers	-	10
Principal	-	3
Total	5	213

Quantitative Criteria for KPI Assessment

KPI - Financials Rs. Crore	Budget	Actual
Digitising The Classrooms	2.65	2.21
Workshop	1.90	0.99
Class	1.01	1.00
Competitions	0.13	0.08
Other	0.05	0.44
Musical instruments	-	0.01
IT Expenses	0.18	0.14
Total	5.92	4.85

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.
ili. **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.
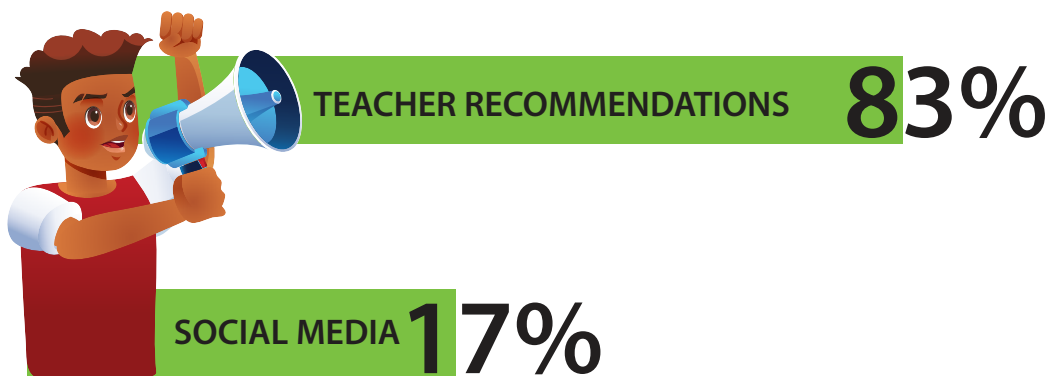
Students Interest
in Daily Online Classes

Daily

Occassionaly

67%

24%

Rarely

11%
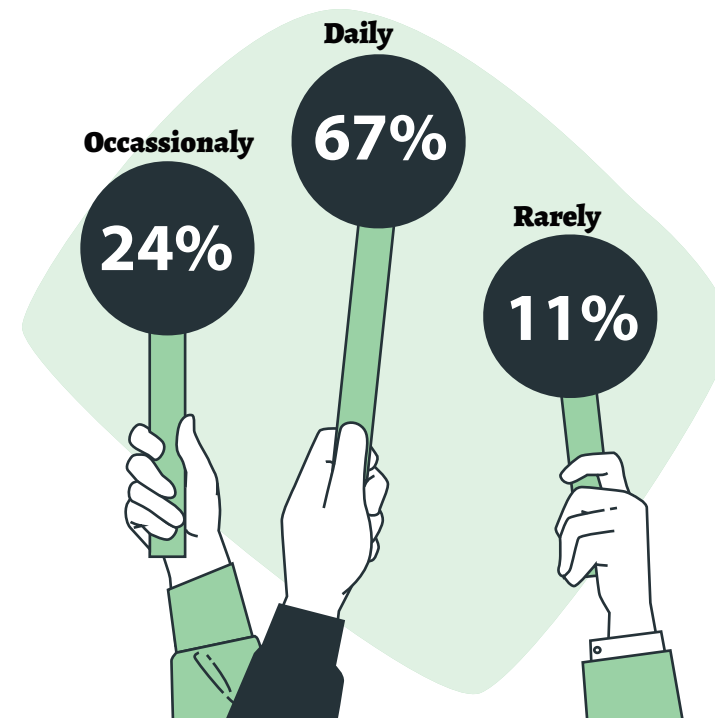
Digital art and culture have been well-received, with 55% of students showing high interest and 45% expressing moderate interest.

Interest in Digital Art & Culture

55%

45%
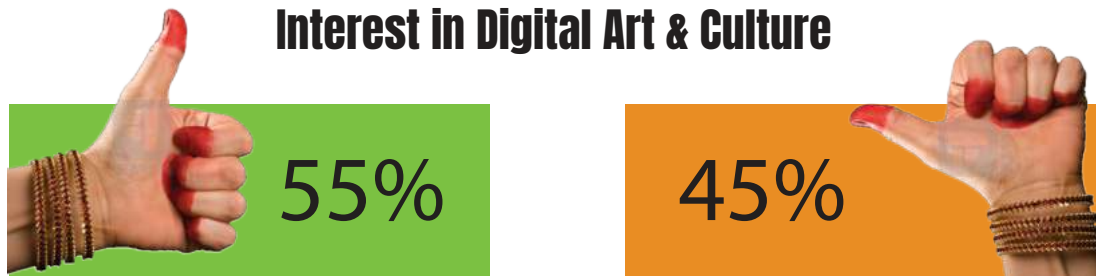
Infrastructure quality has been rated exceptionally well, with 99% responding positively. However, challenges persist, with 27% citing inadequate materials and 35% facing connectivity issues. Program awareness has been primarily driven by teacher recommendations (83%), while 17% learned about it through social media and other channels.

INFRASTRUCTURE QUALITY	**99%**
INADEQUATE MATERIALS	**27%**
CONNECTIVITY ISSUES	**35%**

Program awareness

TEACHER RECOMMENDATIONS **83%**

SOCIAL MEDIA **17%**

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.

Student Engagement Rating

53%
Very Interesting

47%
Engaging
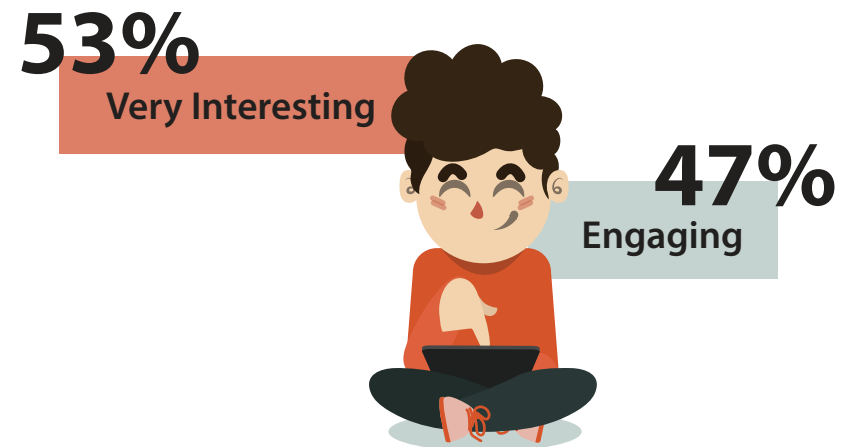
Regarding program content, student preferences vary, with 30% favouring Cultural History and Music, 24% Traditional Art and Culture, and 23% Digital Painting and Illustration. The program has been found engaging, with 60% considering it highly interactive and 40% somewhat engaging.

Program Content

Cultural History and Music
30%

Traditional Art and Culture
24%

Painting and Illustration
23%

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 (RR) 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.

Program Relevance

Highly 74%
Moderate 26%

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.

Effective Content Areas

Traditional Art & Heritage	Cultural History & Music	Multimedia & Animation	Digital Art Technics
27%	18%	18%	18%

The quality of materials received high ratings, with 55% rating it a 5 and 36% rating it a 4.

QUALITY OF MATERIALS
55%
36%

Student engagement levels remained strong, with 27% reporting consistent participation and 73% engaging frequently.

### Student Engagement Level

73% Frequent
27% Consistent

31

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.

Challenges
- Technical Difficulties **45%**
- Time Limit for integration **30%**
- Student Engagement **24%**
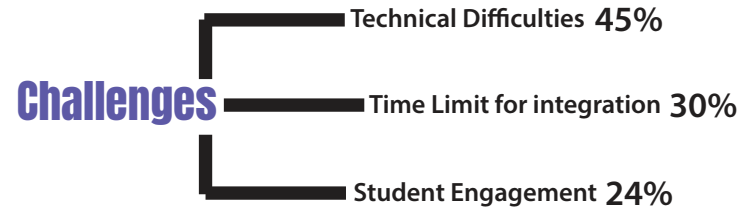
In terms of learning outcomes and skill development, the program has had a significant impact on students' artistic and cultural abilities. 74% of teachers observed substantial improvement in student skills, and 36% reported moderate growth. The knowledge gained has also been applied across subjects, with 64% of students frequently integrating their learning into other academic areas.

Learning Outcomes & Skill Development Growth

Substantial Growth — **74%**

Moderate Growth — **36%**

Subject Integration — **64%**
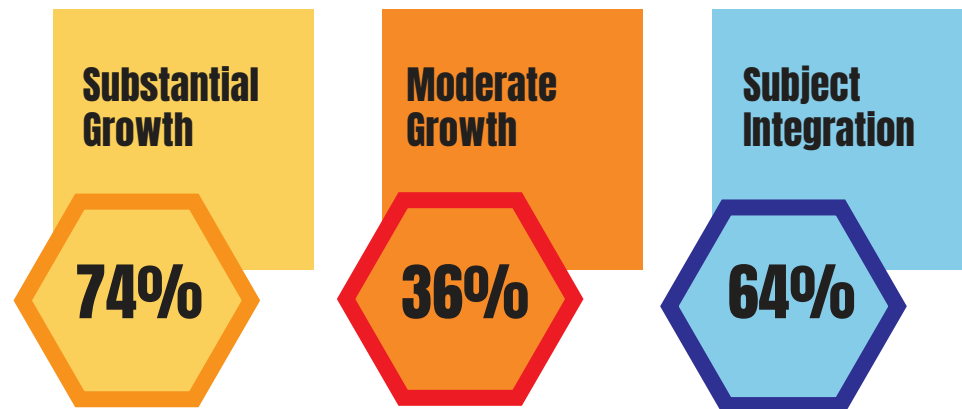
The program has been highly influential in increasing student interest in art and culture (55% highly influenced, 45% moderately influenced). Additionally, **73% of respondents highlighted a very positive impact on cultural awareness**, reinforcing the program's effectiveness in broadening students' creative and cultural perspectives. Addressing technical and engagement challenges could further optimize student participation and ensure a more seamless learning experience.

Influenced Art & Culture

- Very positive impact on cultural awareness **73%**
- Highly **55%**
- Moderately **45%**
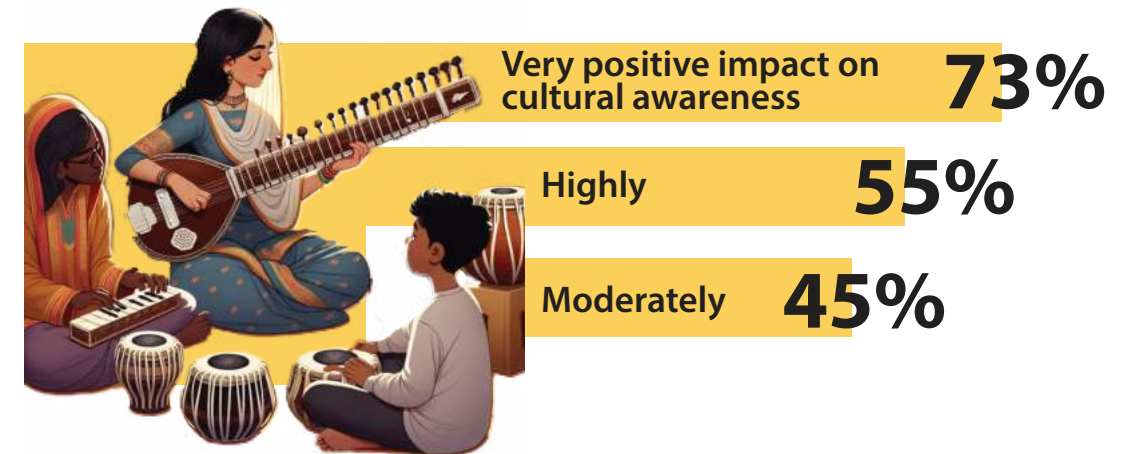
c. Feedback Analysis:

The Routes 2 Roots (RR) 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.

D5. 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 Sajan Mishra, Padma Bushan. 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.

Routes 2 Roots

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
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. **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. **Identification of Technological Barriers:** The SIP acknowledges challenges such as connectivity issues and non-functional equipment, demonstrating an awareness of real-world implementation constraints.	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 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. 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. d. **Building Resilience Through Risk Mitigation:** Incorporating a comprehensive risk mitigation strategy will enhance program sustainability. Proactive measure for infrastructure challenges and technology resilience will ensure uninterrupted learning experiences. **With these refinements, the SIP can drive even greater effectiveness, ensuring a well-rounded, scalable and resilient implementation.**	a detailed breakdown of implementation steps, particularly for hybrid learning. Include a comprehensive resource management plan t h a t covers h u m a n resources, infrastructure, and technological tools. Incorporate a risk management framework to proactively address potential setbacks.

b. Key Performance Indicators (KPis) 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 SIP	Weaknesses and Areas for Improvement	Suggestions for Improvement
Outcome-Oriented Metrics: The KPIs focus on student engagement, participation rates, and learning outcomes, which are directly aligned with the program's overarching goals. **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. **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.	**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. **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. **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.	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 mechanism for each KPI to ensure consistent and reliable data collection.

36

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

TThe 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 (RR) 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.
i. 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 bürdens 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:

Students in certain regions found the content disconnected from their local cultural context, which limited its depth and authenticity.

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 (RR) 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

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

#	Particulars	Options
	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

#	Particulars	Options
	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)

#	Particulars	Options
	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

#	Particulars	Options
	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

#	Particulars	Options
	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

#	Particulars	Options
	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:
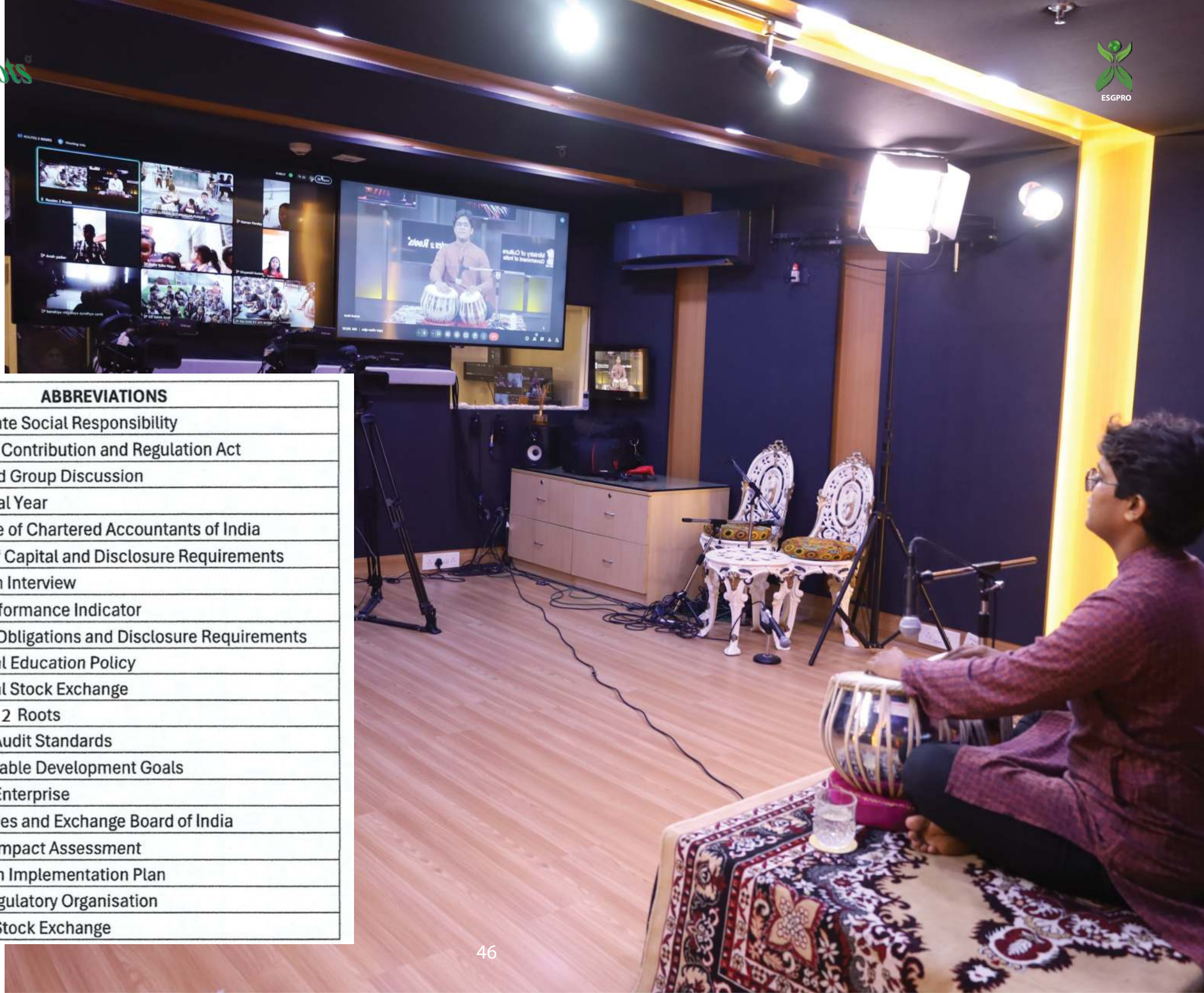
ABBREVIATIONS	
CSR	Corporate Social Responsibility
FCRA	Foreign Contribution and Regulation Act
FGD	Focused Group Discussion
FY	Financial Year
ICAI	Institute of Chartered Accountants of India
ICDR	Issue of Capital and Disclosure Requirements
IDI	In depth Interview
KPI	Key Performance Indicator
LODR	Listing Obligations and Disclosure Requirements
NEP	National Education Policy
NSE	National Stock Exchange
R2R	Routes 2 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.

End of the Report

Routes 2 Roots <info@routes2roots.com>

Fwd: Resources & Templates from Day 2 of the Fundraising Masterclass

Hitesh Bubbar <marketing@routes2roots.com>   Sat, May 31, 2025 at 12:18 PM
To: Routes 2 Roots <info@routes2roots.com>

---------- Forwarded message ---------
From: **Megha Amati** <megha@atma.org.in>
Date: Fri, Aug 30, 2024 at 5:41 PM
Subject: Resources & Templates from Day 2 of the Fundraising Masterclass
To: <neelanjanabkarunashechen@gmail.com>, <sugant@dsfindia.org>, Henal Shah <henal.shah@givingforgood.org>, <monica@raahfoundation.org>, <Kushal.agarwal@monkeysports.in>, <accounts@presencefoundation.org>, Hitesh Bubbar <marketing@routes2roots.com>, <connect@ayang.org.in>, MURALIDHAR ATCHULA <dharanilifeskills@gmail.com>, <abcdwelfarefoundation@gmail.com>, <sarthak.suhasini@gmail.com>, <Lightupeducation@gmail.com>, Harshvardhan Singh <Harshvardhansingh2877@gmail.com>, Human Hope Foundation <humanhopeindia@gmail.com>

Dear Participants,

I hope you're doing well.

Thank you for your active participation on Day 2 of the Fundraising Masterclass! Your engagement made the session truly impactful.

As promised, we've been diligently collating the resources and templates you requested during the session. It took us a little extra time to ensure everything is accurate and useful for your needs.

Please find the links to the Day 2 resources and templates below:

Day 2 Resources & Templates:

Presentation deck - attached
Donor Pipeline tracker 1 - attached
Donor Pipeline Tracker 2 - attached
Funder Hunt template - attached

Resources:

Resources:
1. India Philanthropy Report 2024
2. Wealth with Purpose – A report on Indian philanthropy
3. IDR read – A guide to digital crowdfunding
4. Tamuku
5. National CSR Portal
6. Daan Utsav
7. NGO Box
8. Understanding the Basics of Crowdfunding (Funds for NGOs) - attached
9. DaanUtsav Ideas and Examples Toolkit - attached
10. Atma Webinar on Canva

We would also appreciate it if you could take a moment to fill out the feedback form for Day 2, if you haven't done so already. Your insights help us improve future sessions.

We hope these materials support your fundraising efforts. If you have any questions or need additional assistance, please don't hesitate to reach out.

Thank you again for your dedication and engagement.

Best regards

Megha

	Megha Amati Consultant, Accelerator +91 8104243513 Atma empowers education NGOs to become bigger, better & stronger. www.atma.org.in

--
Warm Regards,
Hitesh Bubbar
Head - Marketing & CSR
Phone: 9810876610

6 attachments

📄 **Understanding the Basics of Crowdfunding_Funds for NGOs.pdf**
729K

📊 **Template 1-Donor pipeline.xlsx**
63K

📊 **Template 2-Donor pipeline tracker.xlsx**
207K

📄 **Masterclass Fundraising Deck - Day 2_27.08.24.pdf**
15596K

📄 **DaanUtsav_Ideas and Examples Toolkit.pdf**
6061K

📊 **Funder Hunt Template .pptx**
136K

सन्दर्भ सं/ Ref No:एफ.25350/1260/के.वि.(आई.आई.टी.)खड़गपुर/23-24/   दिनांक/ Date: 16·11·2024

Acknowledgement Letter

On behalf of PM SHRI Kendriya Vidyalaya No. 1, IIT Kharagpur, I would like to extend our sincere gratitude for organizing the enriching Kathak Classical Dance workshop conducted by Sh Anjan Mandal. We are pleased to inform you that the workshop was a tremendous success and was very well received by our students.

Sh Anjan Mandal, with his exceptional expertise and mastery of Kathak, conducted an informative and interactive session, which allowed students to gain a deeper understanding of this classical dance form. The students not only had the opportunity to learn the intricate techniques and movements of Kathak but also engaged in free-flowing discussions with the artist, enriching their learning experience.

The workshop provided invaluable insights into the nuances of Kathak, sparking curiosity and creativity among the students. It was a unique learning opportunity that allowed them to explore the art form in a more personal and interactive manner.

We highly appreciate the efforts of Routes 2 Roots in facilitating this workshop and encouraging the holistic development of our students.

We would be grateful if Routes 2 Roots could organize more such workshops in the future, as they significantly contribute to our students' understanding of performing arts, especially in bridging the gap between online learning and practical application.

Once again, we thank Sh Anjan Mandal and Routes 2 Roots for their dedication and support in promoting the cultural and artistic education of our students.

Rikisha Bhaumik

Principal

प्राचार्य / Principal

पीएम श्री केन्द्रीय विद्यालय क्र-१

PM SHRI KENDRIYA VIDYALAYA No.1

IIT KHARAGPUR / भा.प्रौ.सं. खड़गपुर

केंद्रीय विद्यालय क्रमांक 2 वायुसेना, सूरतगढ़
(शिक्षा मंत्रालय, भारत सरकार)
जिला- श्रीगंगानगर, राजस्थान-335804
KENDRIYA VIDYALAYA NO.2 AFS SURATGARH
(Ministry of Education, Govt. of India)
DISTT.SRIGANGANAGAR, RAJASTHAN-335804
KV Code: 1637 // Station Code: 350 // Region code: 13
CBSE Affi. No.1700057 // School CBSE Code: 14182 // Contact: 01509-294641
Web Site: no2suratgarhafs.kvs.ac.in // E-mail: kvno2afssuratgarh@gmail.com

तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

फा.सं.1637/के.वि.2/एएफएस/सूरतगढ़ /2024-25/Routes2Roots/   दिनांक:28.11.2024
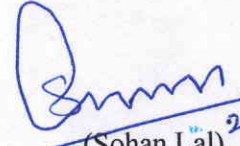
CERTIFICATE OF APPRICIATION

Dear Mr. Krishnendu Saha,

On behalf of Kendriya Vidyalaya No.2 AFS Suratgarh and our entire school community, I would like to extend our heartfelt appreciation for the enchanting performance and enriching training session you conducted as part of the Routes 2 Roots program. It was truly an honor to witness your profound artistry in Bharatanatyam and experience the cultural depth and expressive power of this classical dance form.

Your dedication to the art and your generosity in sharing your expertise with our students reflects the very essence of Routs 2 Roots' mission to connect hearts through cultural exchange. Your visit has had a transformative impact on our students, and we are grateful for the inspiration and joy you have brought to our school.

We hope to welcome you again in the future and look forward to any opportunity for our students to further learn and grow.

(Sohan Lal) 28/11/24
PRINCIPAL
KV NO.2 AFS SURATGARH

(सोहन लाल/SOHAN LAL)
प्राचार्य/PRINCIPAL
के. वि. क्र. 2 वायुसेना सूरतगढ़
KV NO. 2 AFS SURATGARH

पी. एम. श्री. केन्द्रीय विद्यालय मुजफ्फरपुर
(प्रथम पाली)

(शिक्षा मंत्रालय, भारत सरकार के अधीन स्वायत्त निकाय)

पो.: रमणा, गन्नीपुर

मुजफ्फरपुर – 842002 (बिहार)

वेबसाइट : www.muzzaffarpur.kvs.ac.in

PM SHRI KENDRIYA VIDYALAYA MUZAFFARPUR(FIRST SHIFT)

[An Autonomous Body under Ministry of Education, Govt. of India]

P.O.: Ramna, Gannipur

Muzaffarpur – 842002 (Bihar)

Telephone No.9471298960, 9471298961

E-mail: kvmuz2@gmail.com, kvmuzaffarpur@gmail.com

फा.28029/1839/KVM/FS/2024-25/ -964   दिनांक: 21-11-2024

Acknowledgment Letter

Guru Adarsh Kumar Sharma, an artist of Hindustani Classical Vocal, conducted a workshop in our school **PM SHRI KV Muzaffarpur First Shift** organized by Routes 2 Roots.

Many students participated in the workshop and it was a very informative, interactive, and engaging session where the student also got the opportunity to learn the nuances of Hindustani vocal discipline and they freely interacted with the artist.

We will appreciate it if Routes 2 Roots can conduct more such workshops which will help students in cleaning the doubts that they may have in the digital classes of learning of performing arts conducted by routs 2 Roots on a daily basis.

(Roopali Parihar)
Principal

प्राचार्य/Principal
पी.एम.श्री. केन्द्रीय विद्यालय PM SHRI Kendriya Vidyalaya
मुजफ्फरपुर/Muzaffarpur

ಪಿ.ಎಂ ಶ್ರೀ ಕೇಂದ್ರೀಯವಿದ್ಯಾಲಯ, ಎಂ.ಇ.ಜಿ ಮತ್ತು ಸೆಂಟರ್

(ಸೇಂಟ್‌ಜಾನ್ಸ್‌ರೋಡ್‌, ಬೆಂಗಳೂರು – 560042)

पी.एम.श्री. **केन्द्रीय विद्यालय एम ई जी एवं केंद्र**

(सेंटजॉन्सरोड, बेंगलूरु- ५६००४२)

PM SHRI KENDRIYA VIDYALAYA, MEG & CENTRE

Affiliation No.: 800002 (ST.JOHNS ROAD, BENGALURU – 560042)
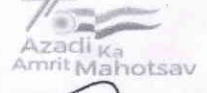**(An Autonomous Body under Ministry of Education, Government of India)**
KV Code:1050   RegionCode : 02School No. : 49008Station Code : 027UDISE Code : 29280601823
E-mail: kvmegbangalore@gmail.comWebsite: www.megcentre.kvs.ac.in/☏: (080-25365053)

F:13-351/KVMEG/2024-25   Date: 03.07.2024

FEED BACK ON THE PROGRAM BY ROUTES TO ROOTS

We are delighted to offer our sincere appreciation and gratitude to Routes 2 Roots for the enchanting program presented by the revered Kuchipudi dancer, Natya Bhusana, Ms. Ashwini C H, at PM SHRI KV MEG & Centre, Bengaluru on 3rd July 2024 in the morning assembly. The event was a resounding success, leaving the audience spellbound and enthralled. Approximately 500 students of classes V to VII attended this cultural feast along with a set of teachers.

Ms. Ashwini C H's insightful introduction, juxtaposing Bharatanatyam and Kuchpudi, skilfully drew the children into the performance. Her artistry was on full display when she began the session with an interesting story about the history of dance in India. She also narrated the origin of Kuchipudi dance form, briefed the purpose of bowing to the Mother Earth and other deities, artists and musicians. Thereafter, she performed **"Pushpanjali"**, followed by a mesmerising dance **'Tharangam'**, besides the depiction of mythological characters, including Lord Ganesha and Goddess Saraswati, her performance was indeed a true masterpiece that surpassed words.

The program's inclusivity was evident in the beginner-friendly dance movements, while the diverse nature of her performance, left the children in a state of wonder. The interactive question-answer session further immersed them in a rich tapestry of mythology. Students were enlightened about basic steps of like Aramandala and other dance mudras and their significance. The session was quite mesmerizing and left everyone wanting for more.

PM SHRI KV PM SHRI KV MEG & Centre, Bengaluru extends its heartfelt gratitude to Routes 2 Roots for crafting an unforgettable experience that will resonate with us for a long time. Their dedication to promoting cultural heritage is truly commendable.

Lokesh Bihari Sharma,
Principal

ಪ್ರಾಂಶುಪಾಲರು/प्राचार्य / PRINCIPAL
ಕೇಂದ್ರೀಯ ವಿದ್ಯಾಲಯ/ केन्द्रीय विद्यालय / KENDRIYA VIDYALAYA
ಎಂ.ಈ.ಜಿ ಮತ್ತು ಕೇಂದ್ರ/एम.ई.जी एवं केंद्र / MEG & CENTRE
ಬೆಂಗಳೂರು-42/बेंगलूरु/ BENGALURU-42

ओडिसी नृत्य

आज हमारे विद्यालय में Routes 2 Roots गतिविधि के अंतर्गत दीनानाथ
लाई जी हमारे विद्यालय के आए। उन्होंने हमें ओडिसी नृत्य के बारे में
बताया और हमें अपने देश के कुछ नृत्य और पारंपरिक चीज़ें
सिखने का मौका मिला, जिससे हम लापता ये। हमें सीखने का
मौका मिला, उन्होंने हर नृत्य करने के बाद हमें उसके बारे में
भी बताया। उन्होंने छोटे-छोटे बच्चों को मंच पर बुलाकर नृत्य सिखाय
और बच्चों ने भी वह नृत्य काफी खुशी-खुशी सिखा। उन्होंने
हमें आठ (8) प्रकार के अलग-अलग जगहों ने नृत्य के बारे में बताया।
हमें बहुत अच्छा लगा कि वह अपना कीमती समय निकालकर कर, हमारे
विद्यालय आए और हमें सिखाया।

धन्यवाद!

नाम :- भुति
कक्षा :- 10वीं
अनुक्रमांक :- 3

ROUTES 2 ROOTS

नाम - रिज़ुल
कक्षा - X
विद्यालय - केन्द्रीय विद्यालय बंगाणा
समीक्षा / feedback -

आज हमारे विद्यालय में ROUTES 2 Roots कार्यक्रम के अंदर एक नृत्य का कार्यक्रम हुआ। नृत्यकत्तर ने सबसे पहले नृत्य का अर्थ समझाया और उसकी महत्वता बताई। उन्होंने हमें फिर नृत्य के प्रकारों के बारे में बताया व हमें शास्त्रीय नृत्य के आठ प्रकारों के बारे मे अवगत कराया। फिर हमें ओड़िशी नृत्य की एक सुंदर प्रस्तुति देखने का मौका मिला जो कि बहुत ही मनमोहक थी। फिर सर ने हमें शास्त्रीय नृत्य के इतिहास के बारे में जानकारी दी व उसके बाद हमें पल्लवी नृत्य की एक धोटी सी प्रस्तुति दिखाई। अंत में सर हमें व हमारे विद्यालय के छात्र व छात्राओं को नृत्य की मुद्राओं के बारे में बहुत जानकारी पूर्ण ज्ञान दिया। बहुत सी नयी चीज़ों के बारे में सीख कर मुझे बहुत सारा ज्ञान मिला व मैं चाहती हूँ कि

भविष्य में हमें और ऐसे ज्ञान की प्राप्ति हो व यह नृत्यकर वापिस हमारे विद्यालय में आर , इनका हमेशा हमारे विद्यालय में दिल से स्वागत है ।

Name - Anshika
Class - X (10th)
Roll no - 17

Routes 2 Roots Workshop

Today in the workshop of routes 2 roots we learned alot of things from respected sir,

We are lucky that we have the opportunity to learn about the different types of classical dance.

Sir explained everything very clearly about the culture amd the dance. with a very great expression and his greatful moves. we learned alot of things about the culture and classical. We the students of PM Shai K.V Dharamshala comtt feel so lucky that we had an great opportunity by learning from a great dancer with greatful moves amd expression.

by Mr. Dinabandhu Dalai

Thankyou