

Routes 2 Roots®



SOCIAL IMPACT

Assessment

REPORT

2024 - 2025

Assessed by:
ESGPRO Consultancy India LLP
H.O.: 1 Floor, A-14, Saraswati Vihar,
Pitampura, New Delhi-110034



Form 3.1 – Cum – Social Impact Assessment Report

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

Annual Social Impact Assessment Report 2024-25 – 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), 2015). 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.

Introduction

We, M/s ESGPRO Consultancy India LLP, a Social Impact Assessment Firm duly empanelled with the Self-Regulatory Organization under empanelment number ICMAI SAO/2024-25/SIAO/0001, were engaged by Routes 2 Roots (R2R) (“Client”), a Social Enterprise registered on the Social Stock Exchange (SSE) segment of the National Stock Exchange (NSE) on June 16, 2023 (Registration No. NSE-SSE NPO 0016), and with the Bombay Stock Exchange (BSE) on November 22, 2023 (Registration No. BSE-SSE 0035NP2324 and got listed on the NSE SSE platform on April 03, 2024, through an engagement letter dated 28th September 2024 to conduct an annual Social Impact Assessment (SIA) of specific project placed below for which funds were obtained through a process of listing on BSE/NSE Social Stock Exchange. The designated Social Impact Assessor for this assignment is Mr. Rakesh Tayal, holding membership number ISAI/SA 025. The boundary of our assessment is restricted to the activity in the financial year 2024-25 and for project with referenced appendices for Assessors’ Report as stated below:

S. No	Name of Project / Program / Intervention	State and Districts	SDGs	Financial Year	Appendix
1	Digital Learning of Performing Arts program on Art (Digital Learning Program)	12 districts in Himachal Pradesh, 13 districts in Uttarakhand	SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions)	2024-25	1

This report is prepared exclusively for the benefit of the Client, as defined in the engagement agreement between ESGPRO Consultancy India LLP, a Social Impact Assessment Entity (SRO registration number ICMAI SAO/2024-25/SIAO/0001) and the Client R2R.



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Management Responsibility

The management of R2R is, inter-alia, responsible for identification of program output in terms of eligible activities under Regulation 292E of SEBI (ICDR) Regulations, establishing and maintaining appropriate performance management and internal control systems and compilation of performance data for reporting purposes.

In relation to the Social Impact Report and more specifically Section 3, 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.

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

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.

Social Impact Assessor Responsibility

A Social Impact assessment, conducted as an independent, objective and reliable examination of impact of a project Digital teaching program on Art, Culture and Heritage by R2R, is designed to Assess whether the project 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.

This report also includes a specific review of and our comments on the matters as contained in the Social Impact Report prepared by R2R and placed before us in Form 2.1.

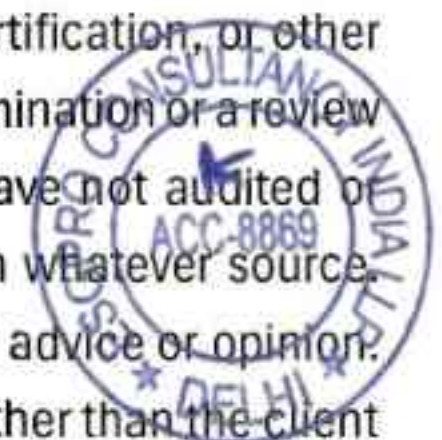
R2R implements similar project(s) in the same geographies funded through sources other than through the Stock Exchange. However, such projects, if any, have not been subject to Social Impact Assessment by us and are excluded from the scope and boundary of our assessment.

We conducted our engagement in accordance with SEBI Regulations/Guidelines, as applicable for Social Enterprises listed on a Social Stock Exchange and the terms of listing of the project on NSE.

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 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 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.

Work Undertaken

We have conducted a social impact assessment of the projects placed before us and also examined the Annual Social Impact Report in Form 2.1 by performing procedures including review of records of the Social Enterprise, documents in relation to project assessed, conduct of surveys, review of survey responses, field visits, meetings with communities served and such other procedures as considered relevant and necessary.

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.

Independence

The social impact 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 ICMAI SAO, 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 behaviour. The social impact assessment organization has systems and processes in place to monitor compliance with the Code and to prevent conflicts regarding independence.

Report

Our detailed report, concluded based on discussions with the client on each of the listed projects is placed in Appendix 1 appended to this report and includes the following details on a project wise basis:


Section A: Executive Summary

Section B: Name of the Project, Scope and Objectives of the Social Impact Assessment, Approach and Methodology

Section C: Gaps, Findings and Challenges identified along with recommendations

Section D: Annexures: Blank copy of survey forms, Photos of field survey

For ESGPRO Consultancy India LLP
ICMAI SAO/ 2024-25/SIAO/001

For ESGPRO CONSULTANCY INDIA LLP

Designated Partner
Partner



Social Impact Assessor Name & Membership No.: Rakesh Tayal, ISAI/SA-025

Unique Document Identification Number (UDIN): 25099700BNIMUR5294

Appendix 1: Social Impact Assessment Report 2024-25

Focus Area	Metrics
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	Uttarakhand and Himachal Pradesh
Number of Cultural Workshops Conducted	Total workshops and heritage training conducted
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	01.04.2024 to 31.03.2025
Framework used	Logical Framework Analysis and Theory of Change





Notice to Reader



- a. This report has been prepared solely for Routes 2 Roots, being the express addressee to this report as "Client" or "Routes 2 roots" or "R2R". ESGPRO Consultancy India LLP ("ESGPRO") does not accept or assume any liability, responsibility or duty of care for any use of or reliance on this report by anyone, other than (i) our Client, to the extent agreed in the relevant contract for the matter to which this report relates (if any), or (ii) as expressly agreed by ESGPRO at its sole discretion in writing in advance. Any person who
- b. The impact report has been assessed at the request of R2R for their project listed on the NSE Social Stock Exchange, in compliance with Form 3.1 issued by the exchange, and in accordance with the Social Audit Standards (SAS) issued by Sustainability Reporting Standard Board (SRSB) of ICAI, specifically SAS 300 and SAS 600."
- c. ESGPRO makes no representations or warranties regarding the information and expressly disclaims any contractual or other duty, responsibility or liability to any person or entity other than its client by the agreed terms of engagement. This 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. ESGPRO does not make any representation or warranty, express or implied, concerning the information contained in this report. The information contained in this report is selective and is subject to updating, expansion, revision, and amendment. It does not purport to include all the information that a recipient may require.
- d. While information obtained (if any) from the public domain or external sources has not been verified for authenticity, accuracy, or completeness, we have obtained information, as far as possible, from sources generally considered to be reliable. However, it is worth noting that some of these websites may not be updated regularly. We assume no responsibility for the reliability and credibility of such information.
- e. ESGPRO's observations represent ESGPRO's understanding and interpretation of the facts based on the reporting of beneficiaries and stakeholders. The recommendations provided may not be exhaustive in terms of bringing about improvements in the program, and additional steps or efforts may be required on the part of management to address these issues
- f. ESGPRO performed and conducted the assessment based on the Information and explanations provided by the client. Our report is based on the completeness and accuracy of the above-mentioned facts and assumptions, which, if not entirely complete or accurate, should be communicated to us immediately, as the inaccuracy or incompleteness could have a material impact on our conclusions.



g. Should any unauthorized person or any entity other than Routes 2 Roots obtain access to and read this report, by reading this report, such a person/entity accepts and agrees to the following terms:

- I. The reader of this report understands that the work performed by ESGPRO was performed by instructions provided by Routes 2 Roots and was performed exclusively for Routes 2 Roots' sole benefit and use.
- II. The reader agrees that ESGPRO, its partners, directors, principals, employees and agents neither owe nor accept any duty or responsibility to it, whether in contract or tort (including without limitation, negligence and breach of statutory duty), and shall not be liable in respect of any loss, damage or expense of whatsoever nature which is caused by any use the reader may choose to make of this report, or which is otherwise consequent upon the gaining of access to the report by the reader. Further, the reader agrees that this report is not to be referred to or quoted, in whole or in part, in any prospectus, registration statement, offering circular, public filing, loan, other agreement or document, and not to distribute the report without ESGPRO's prior written consent.

h. In no circumstances shall we be liable for any loss or damage, of whatsoever nature, arising from information material to our work being withheld or concealed from us or misrepresented to us by any person to whom we make an information request.



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Section A - Executive Summary



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

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

A.1 Background of the Engagement

Routes 2 Roots (R2R) is registered with NSE's SSE segment (Reg. No. NSESENPO0032) and BSE’s SSE segment (Reg. No. BSESSE0035NP2324) from 16.06.2023 and 22.11.2023 respectively and got listed on NSE’s SSE segment in 03 April 2024. SEBI's Regulation 91(E) mandates social enterprises to submit an Annual Impact Report assessed by an empaneled 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.
- 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 classroom



A.3 Program Activities

The program uses a digital-first approach, enabling students, educators, and enthusiasts in Himachal Pradesh and Uttarakhand to access resources and training in various performing arts disciplines. By utilizing interactive platforms and multimedia tools, Routes 2 Roots has successfully created a virtual space where traditional and contemporary art forms can thrive, even in the face of geographical, socio-economic, and logistical barriers.

Metrics	Target Nos.	Achieved Nos.
Digitizing the classrooms of school	100	100
Beneficiaries	1,00,000*	164104 including 39928 Direct beneficiaries

*Direct Beneficiaries only

The project empowered 100 selected schools—four from each district in Himachal Pradesh and Uttarakhand totaling 25 districts out of which 3 are Aspirational Districts—through the installation of state-of-the-art smart classroom equipment, complete with interactive digital panels, live cultural learning software, and teacher training.

A.4 Key Findings

The Routes 2 Roots (R2R) program has significantly enhanced cultural education through digital learning, reaching over 39982 students across 100 schools in 2024-25. The initiative has successfully integrated performing arts into education, improving student engagement, artistic appreciation, and mental well-being. Surveys indicate that 48% of students attend online classes daily/weekly, while 36% show a high interest rated ‘5’ in digital art and culture. Schools have reported a 86% teachers found content relevant with 57% of teachers observing substantial skill development among students. Despite its success, challenges remain, including 16% of students face lack of device and 46% facing connectivity issues. Additionally, 29% of teachers reported lack of training, and 57% 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 cross cultural integration. Stakeholder feedback highlights strong participation and a positive reception from both students and teachers. The program's structured monitoring, grievance redressal mechanisms, and commitment to quality assurance ensure long-term sustainability.

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





Section B – About the Project, Social Enterprise (R2R) and Social Impact Assessment



1. Background of 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 the SSE segment of the National Stock Exchange on 16.06.2023 bearing registration no.: NSESENPO0016 and with the Bombay Stock Exchange on 22.11.2023 bearing registration No. BSESSE0035NP2324 and listed on NSE SSE on April 03, 2024

As required by Regulation 91 (E) of SEBI (Listing Obligation and Disclosure Requirements (LODR), 2018), every Social Enterprise which is either registered or listed 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 the self-regulatory authority carrying empanelment no. ICMAI SAO/2024- 25/SIAO/0001 vide engagement letter dated 04th February 2025. Mr. Rakesh Tayal is the Social Impact Assessor, with membership number ISAI/SA 025. The scope of Impact Assessment is limited to the program listed on NSE SSE.

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



2. About the Project

The Routes 2 Roots Digital Learning Project is a transformative initiative that aims to integrate Indian Art, Culture, and Heritage into the daily curriculum of government schools in Himachal Pradesh and Uttarakhand. The project seeks to empower 100 selected schools—four from each district in these two states, totaling 25 districts out of which 3 are Aspirational Districts like Haridwar, UDHAM SINGH NAGAR and CHAMBA—through the installation of state-of-the-art smart classroom equipment, complete with interactive digital panels, live cultural learning software, and teacher training.



Funded through a public issue of Zero Coupon Zero Principal (ZCZP) instruments worth ₹1 crore and ₹59,397 spent through donation Funding , the project ensures that 100% of the net proceeds are utilised directly for educational infrastructure, without any diversion to operating expenses. The hardware setup includes a 65” Android-based interactive smart panel with K12-compatible e-books, Routes 2 Roots’ exclusive cultural learning application, and 3 years of on-site maintenance.

By leveraging the Government’s existing investment in schools and aligning its program with the National Education Policy (NEP) 2020 and the Ministry of Culture’s Scheme for the Promotion of Art and Culture, Routes 2 Roots actively promotes digital performing arts education across the country. The organisation operates through a dedicated team of 10 employees, 307 artists, 4 volunteers and 4 technicians whose installation charges were included in cost of IFP Panel but physical training was supported by the Routes 2 Roots in close coordination with school teachers. The artists engaged in this program are the same as those involved in other projects funded through CSR Grant and donation initiatives.

Project Overview



By combining traditional Indian art forms, such as music, dance, theatre, and visual arts, with cutting- edge digital technology, the project bridges the gap between culture and modern pedagogy.

Targeting over 1 lakh Direct and Indirect Beneficiaries, the project addresses the emotional and educational needs of children affected by natural disasters. It not only revitalizes their academic environment but also fosters creativity, cultural identity, and mental well-being, laying the foundation for inclusive and balanced education in India’s hill states.



Target Segment:

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

i.	Segment	School students, especially in government schools. College students, teachers, principals, and indirectly parents and siblings of students.
ii.	Gender	All genders
iii.	Age Group	6 and above
iv.	Thematic Issue	“(iv) promoting education, employability and livelihoods and “(vii) Issue protection of national heritage and culture of SEBI (ICDR) Regulations 2018.
v.	Geography	a. States of Uttarakhand and Himachal Pradesh b. Ecosystem Characteristics: The focus is on schools and Universities which have been affected by natural calamities, which have destroyed infrastructure and properties. Additionally, it includes schools that do not offer arts and cultural activities, as well as teachers and resources.

Purpose / Objective of the Project

The purpose of this project is to establish technology-enabled smart classrooms in government schools to deliver structured cultural education in alignment with NEP 2020. The objective is to enhance access to formal learning in Art and Culture through real-time, interactive classes across 16 disciplines, including music, dance, theatre, and visual arts. These smart classrooms, equipped with AI-enabled panels and preloaded software, facilitate live instruction, archival access, and creative exploration. 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. The project is dedicated exclusively to promoting cultural education. Delivered to foster inclusivity, cultural integration, and emotional development among underprivileged children. All infrastructure, including hardware, installation, training, and maintenance—is provided at no cost to schools. The program reinforces national education priorities and aligns with SSE’s mandate for measurable, high-impact interventions in education and social development.

Name of the program	Routes 2 Roots Digital Learning Program
SDG Goal Alignment	SDG 4 – Quality Education and SDG 16 – Peace, Justice, and Strong Institutions
Duration of Program	12 months with outcome and impact tracking at the end.
Number of Beneficiaries FY 24-25	Direct (Students)- 39928 and Indirect (Teachers, sibling, peers and parents) –124122*

*Assuming 4 persons as sibling and parents in a family.



Problem Overview:

a. Problem Statement:

There is a significant lack of access to quality Art, Culture, and Heritage education for students, particularly in rural and underserved areas. Traditionally, arts education has been sidelined in the formal curriculum, treated as an extracurricular rather than a core subject. This gap limits students' exposure to cultural learning, emotional development, and stress relief, especially critical in trauma-affected regions like Himachal Pradesh and Uttarakhand.

Although the New Education Policy (NEP) 2020 has formally integrated arts into the core curriculum by shifting from STEM to STEAM, the need for structured, inclusive cultural education remains urgent. The challenge has grown in scope and urgency, particularly with Routes 2 Roots now focusing on disaster-affected students and aligning more deeply with national educational priorities.

b. Extent of Challenge:

Extent of the Challenge for Routes 2 Roots

- a. **Lack of Infrastructure:** Many schools lacked 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.
- b. **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.
- c. **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.
- d. **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.

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



Program / Intervention Summary:

Routes 2 Roots implements the Virsa – Digital Learning of Performing Arts Program, a cultural education initiative that delivers free, real-time, interactive classes in Indian classical music, dance, theatre, and visual arts. The program utilises customised software and smart classroom infrastructure to conduct live sessions and in-person workshops led by renowned artists. Aligned with the NEP 2020 (STEAM model), Virsa focuses on underserved, rural, and disaster-affected regions such as Himachal Pradesh and Uttarakhand. The intervention promotes cultural awareness, emotional resilience, mental well-being, and inclusive education, using the arts as a tool for social and educational transformation. With an emphasis on accountability, transparency, and alignment with SEBI's 2022 guidelines, Routes 2 Roots is designed to promote and empower the next generation of students with cultural heritage.

Parameter	Details
Goals and Objectives	<ul style="list-style-type: none">- Integrate Indian Art, Culture, and Heritage into the mainstream school curriculum.- Align with NEP 2020 by promoting STEAM (Science, Technology, Engineering, Arts, and Goals and Objectives Math) education.- Support the emotional and cognitive development of students in disaster-affected areas.- Promote inclusivity, creativity, and mental well-being.
Target Beneficiaries	<ul style="list-style-type: none">- 100 Government Schools (4 Schools per district in 25 districts across Himachal Pradesh and Uttarakhand, in which 3 are Aspirational Districts)- Over 1,00,000 students (estimated 1,000 per school)- Teachers and surrounding communities- Students from underprivileged and disaster-hit areas
Input Resources	<ul style="list-style-type: none">- ₹1 crore raised via Zero Coupon Zero Principal (ZCZP) instruments- Interactive 65" smart panels with cultural learning software- Free access to K12 digital books and cultural curriculum- Technical staff for installation and training- Content curated by renowned gurus and cultural advisors
Activities	<ul style="list-style-type: none">- Identification of 100 schools in collaboration with state governments- Installation of smart panels and software- Training teachers on smart board usage and cultural curriculum access- Daily live interactive cultural classes- Physical workshops by maestros- Technical support and maintenance for 3 year- Annual Cultural Competition
Outputs	<ul style="list-style-type: none">- 100 smart classrooms fully equipped- Teachers trained in smart learning and cultural teaching methods Outputs- Regular delivery of live and archived digital cultural content- Access to 16 art and culture disciplines for students- 100% digital art and culture integration in identified schools
Outcomes	<ul style="list-style-type: none">- Increased student participation in arts and cultural education- Enhanced teacher capacity in cultural delivery- To integrate Indian art, culture, and heritage into mainstream school education through digital learning, thereby fostering inclusivity, cultural awareness, improved learning outcomes, and mental well-being among students
Impact	<ul style="list-style-type: none">- Cultural revival in disaster-affected areas- Institutional shift towards holistic education aligned with NEP 2020- Over 1 lakh students emotionally empowered and culturally enriched- National recognition of digital art education at scale- Contribution to India's goal of promoting unity in diversity through "Ek Bharat Shreshtha Bharat"



3. KPIs:

Operational Target

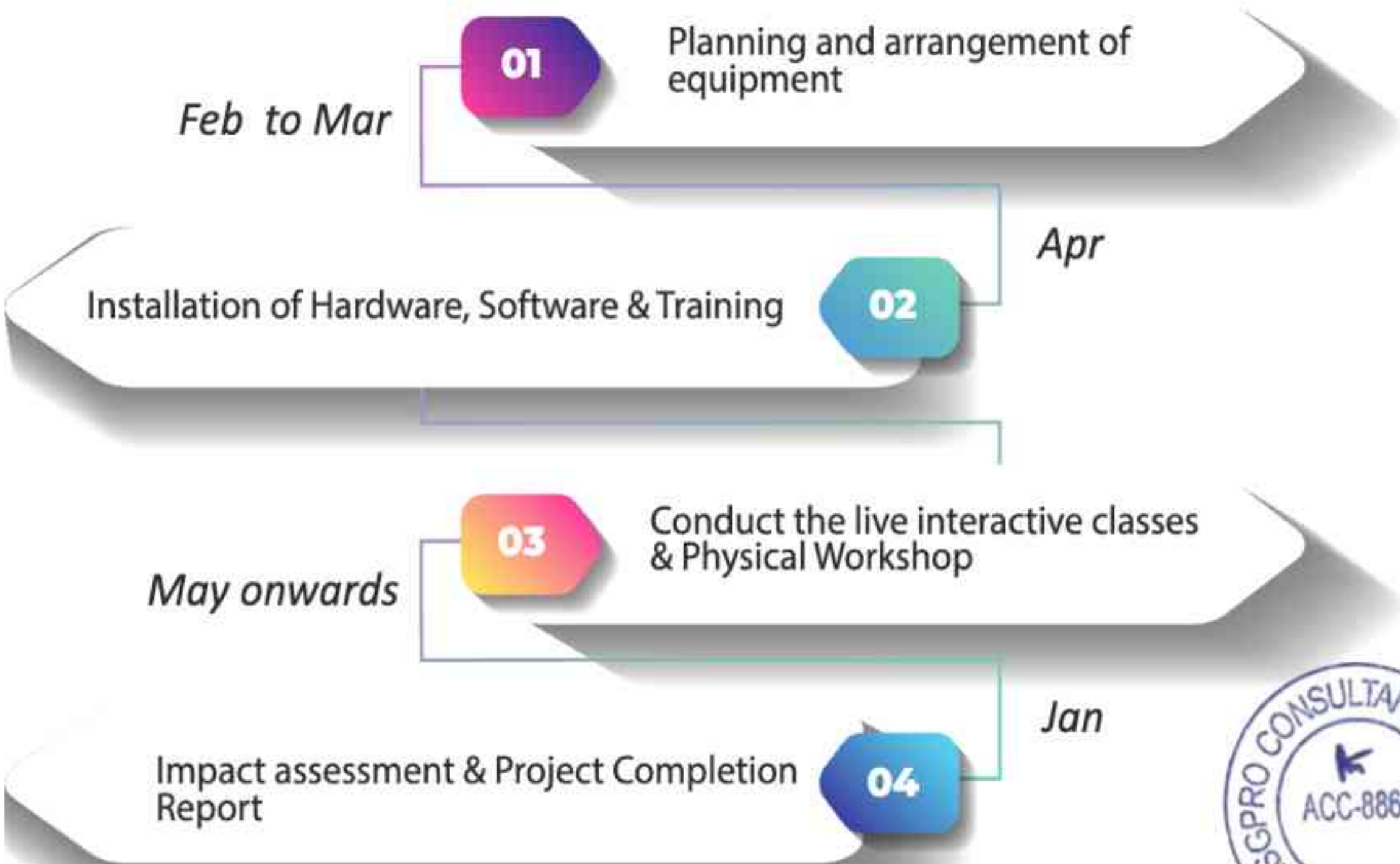
S. No	KPIs	Nos.
1	Digitizing the classrooms of the school	100
2	No. of Students	100,000

Budget

S. No	KPIs	Rs.Crore
1	65" Android 13, 4K IPS panel/8-128/1TB SSD with Camera and Mic. With all 87,32,000 accessories, with K12 license offline/online, and Routes 2 Roots Application for daily live interactive classes with a 3-year on-site warranty, Wall mount stand & Installation and Training	87,32,000
2	Transportation Cost (Freight & Insurance)	6,00,000
3	Travel, Boarding and Lodging, Misc Expenses	7,00,000
	Total	1,00,00,000

*The cost of Musical Instruments, Onsite training & maintenance is not included. However, musical instruments are provided free of cost using grant funds.

4. Project of Timeline



5. Brief about Social Enterprise (Organization) - R2R

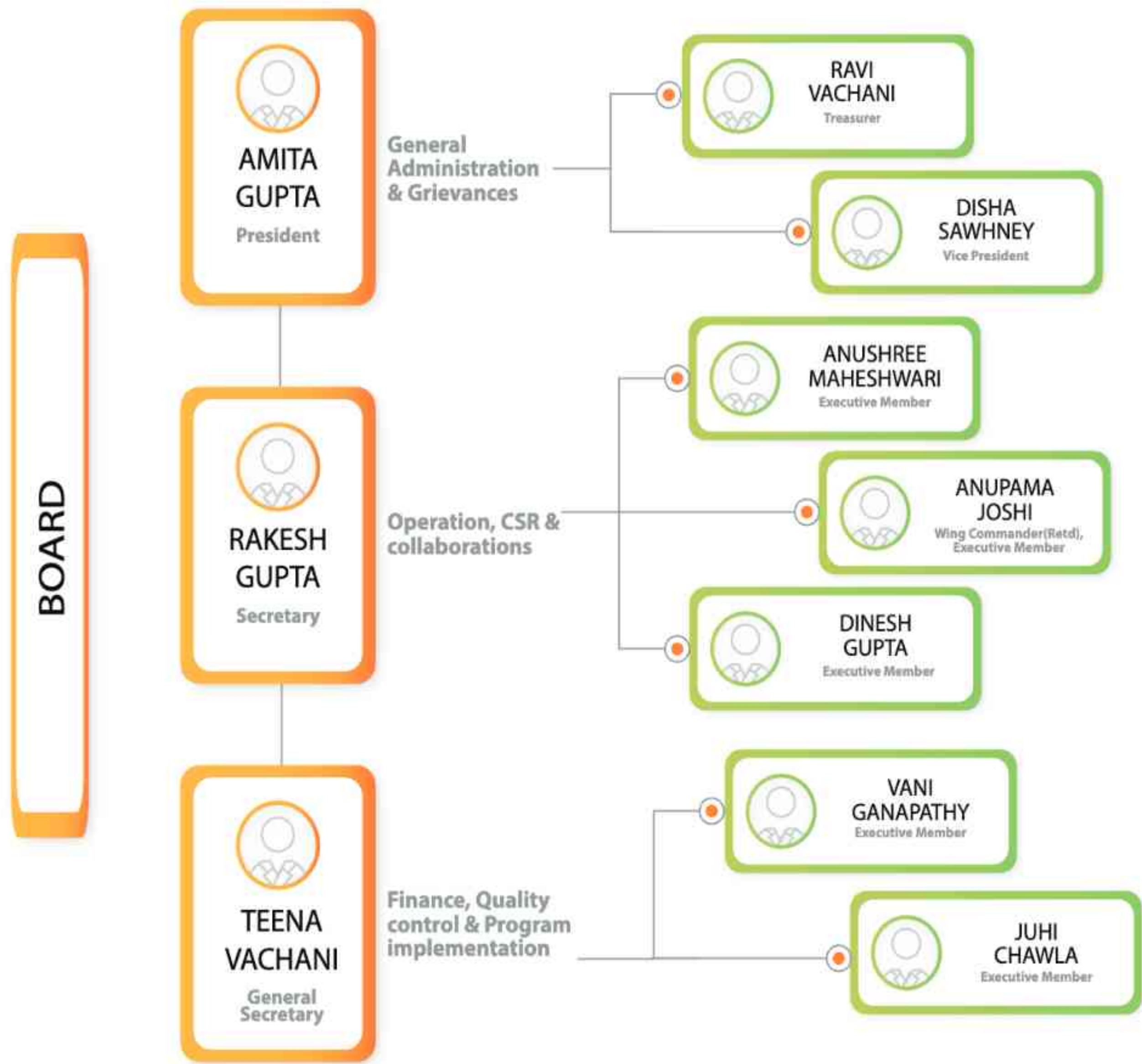
Routes 2 Roots (also known as “Routes 2 Roots”) (hereinafter referred to as “Routes 2 Roots” or “R2R” or “the Society” or “the Foundation”) was incorporated on December 1, 2004, validly existing under the Societies Registration Act 1860. The Society has its Registered Office at S-43, Panchsheel Park, New Delhi – 110017. Corporate/ Head Office/ Studio at G2, Max Towers, Delhi One, Sector-16 B, Gautam Buddh Nagar, Noida, Uttar Pradesh-201301. The Registration Number of the Society is Registration No.:S/50788/2004 and amended on 23rd November 2020 and amended Registration number is S/50788/2020. Routes 2 Roots operates all over India.

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

- i. Start educating school children in the field of culture, either physically or digitally.
- ii. Strengthen capacity to develop in-person workshops, physically or digitally, in schools.
- iii. Create Studios and all necessary facilities to enhance and promote cultural education in schools, both physically and digitally.
- iv. Identify and promote known and upcoming artists and performers from all over India and the world.
- v. Develop and upgrade an app that is easier to use, better references our archives, and integrates 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 areas with stressed and underdeveloped infrastructure, where existing facilities could be enhanced.



6. Organization Structure and Governance



7. 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).

Therefore, the Social Impact Assessment is done in terms of Regulation 91E (2) of SEBI (Listing Obligations and Disclosure Requirements) Regulations, 2015, in respect of the project for which funds have been raised through listing from SSE. The scope of our impact assessment is limited to the project listed on NSE SSE only.

The purpose of Social Impact Assessment (SIA) is to ensure transparency and accountability in the operations of social enterprises and non-profit 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.

Here, Our scope is limited to the listed project only.

Impact Metrics for R2R Social Audit as per SEBI Guidelines

Under the Securities and Exchange Board of India (SEBI) Social Stock Exchange (SSE) framework, organisations like Routes 2 Roots (R2R) must adhere to the defined guidelines and parameters for social assessment. These metrics focus on assessing the effectiveness, sustainability, and transparency of social initiatives.

Below are the Impact metrics aligned with SEBI guidelines, categorised for R2R’s core programs:

Focus Area	Metrics	Qualitative/ Quantitative
Education and Employability		
Number of Students Benefited	Total number of students who participated in educational programs	Quantitative
Improvement in Learning Outcomes	Pre- and post-program assessments on academic achievement, cultural awareness, and skill development	Qualitative
Teacher Training and Capacity Building	Number of educators trained in integrating cultural education into standard curricula	Quantitative
Infrastructure Support	Number of schools equipped with digital tools, cultural educational learning resources	Quantitative



Focus Area	Metrics	Qualitative/ Quantitative
Cultural Preservation and Awareness		
Number of Cultural Workshops Conducted	Total number of cultural workshops facilitated	Quantitative
Engagement of Grassroots Artists	Number of grassroots artists involved in teaching, mentorship, or performance	Quantitative
Digital Reach and Content Engagement	Digital content engagement metrics (e.g., number of views, shares, and user interactions)	Quantitative
Transparency and Governance		
Utilisation of ZCZP Funds	Proportion of funds spent on direct program delivery vs. administrative overheads	Quantitative
Impact Reporting and Compliance	Frequency and comprehensiveness of reporting as per SEBI SSE requirements	Qualitative
Grievance Redressal	Number of grievances received and resolved, including average resolution time	Quantitative
Monitoring and Evaluation		
Performance Tracking	Periodic evaluation of key program indicators (KPIs) aligned with SEBI impact categories	Qualitative
Beneficiary Feedback and Impact Surveys	Qualitative and quantitative feedback from students, teachers, and artists to assess effectiveness	Qualitative
Program Scalability	Number of regions/programs successfully replicated and potential for scale	Qualitative
Financial Efficiency		
Cost per Class digitisation, Workshop and live classes	Average cost per digital class, workshop, or session delivered	Quantitative
ZCZP Utilisation Efficiency	Proportion of ZCZP funds utilised directly for program execution	Quantitative

a. 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.

b. Alignment with National Policies

NEP 2020, and SDG 4 (Quality Education) and SDG 16 (Peace, Justice and strong institutions).



8. Objective of Social Impact Assessment

The Objective of Impact Assessment is to evaluate the effectiveness, efficiency and relevance of social interventions undertaken by R2R for the project listed on the Stock Exchange. The primary aim is to assess whether the project, program, or program-based activity is operating by the stated strategic intent and planning, to evaluate the indicated performance in terms of impact and outcomes, and to provide suggestions, if any, to improve the impact measurement and/or performance, and to provide a report thereon.

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

This social impact assessment aligns with the Social Audit Standards (SAS) issued by the Sustainability Reporting Standards Board (SRSB) of ICAI. Specifically, SAS 300: Promoting Education, Employability, and Livelihoods and SAS 600: Protection of National Heritage, Art and Culture guide the evaluation of education, skill development, and cultural preservation initiatives. The audit is conducted in strict compliance with the Code of Conduct for Social Auditors, ensuring independence, objectivity, and professional integrity. This adherence strengthens the credibility of impact reporting and ensures compliance with SEBI's Social Stock Exchange (SSE) regulations.

10. Approach and Methodology

Guided by the Integrated Logical Framework Analysis (LFA) and Theory of Change model, the study employed a cohesive and structured approach to assess the project's impact.

The ESGPRO team initiated the assignment with a formal kick-off meeting with the Routes 2 Roots (R2R) team to clarify the scope of work, align expectations, and understand the project context. Key documents such as the Memorandum of Understanding (MoU) between R2R and schools and the comprehensive list of project beneficiaries were reviewed.

Using LFA principles, a detailed desk review was undertaken to:

Conduct stakeholder and contextual analysis.

Develop problem and solution trees.

Design the logical framework linking inputs, activities, outputs, outcomes, and impact.

Finalise key stakeholders for engagement.



The Theory of Change model was applied to validate causal pathways from Input to Impact, identify underlying assumptions and potential risks, and refine indicators for effective monitoring and evaluation.

a. Approach:

R2R partnered with the Government of Uttarakhand, Himachal Pradesh, Javahar navodaya vidhyalaya samiiti, Sainik school and Army Public Schools and deployed hardware, equipment, and software in these 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, as well as identify the key drivers and challenges influencing these changes.

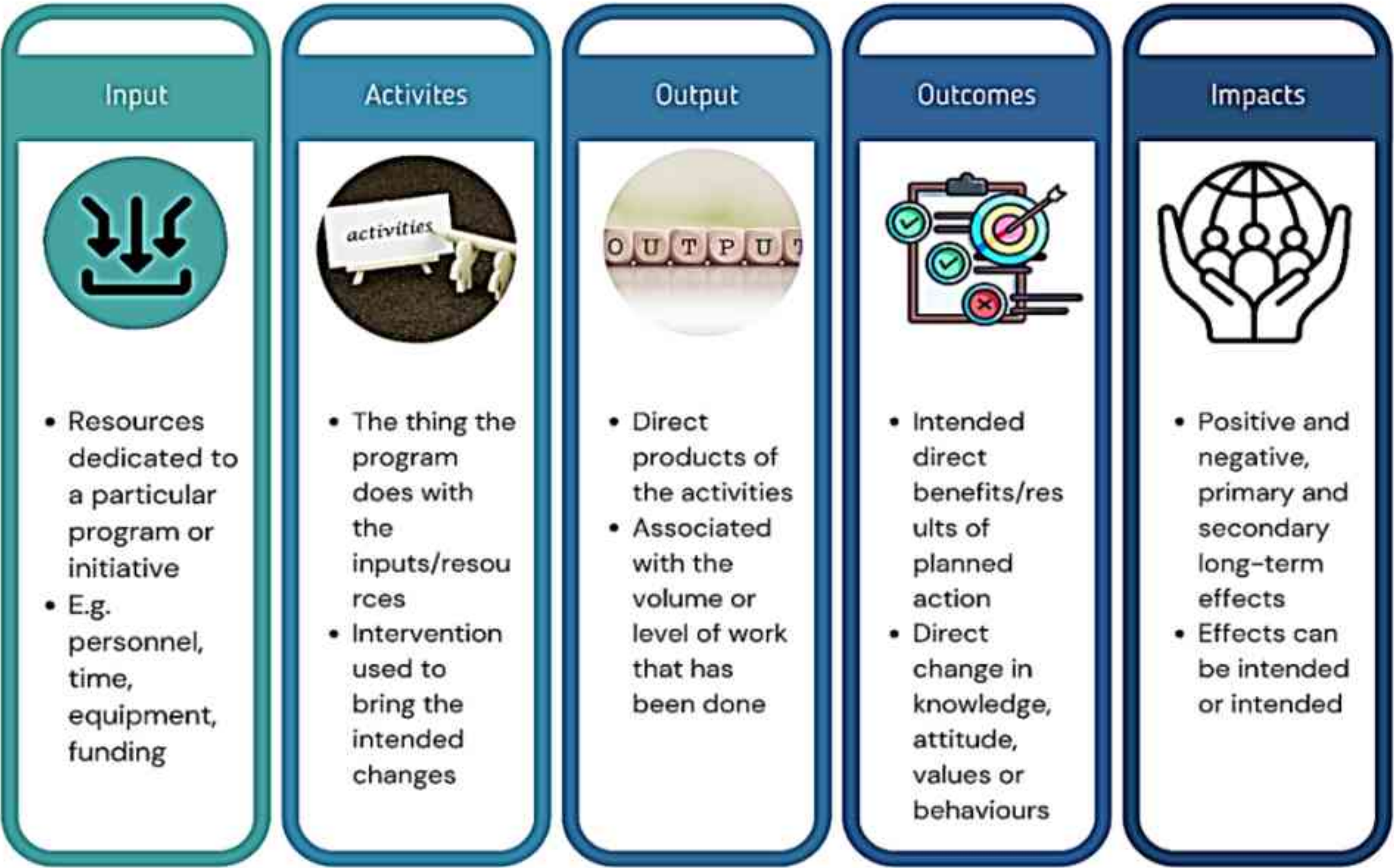
Log Frame Approach for R2R’s Project Interventions

This report applies to the LFA to better understand the output of the input array and to visualise the outcome and impact in both midterm and long-term projections. Usually, the LF approach is a systematic tool used for project planning, implementation, monitoring, and evaluation. This section provides a logical structure that links R2R’s inputs, activities, and outputs, connecting them to outcomes and expected impacts that lead to achieving project objectives. The LFA comprises the following elements:

Level	Description
Goal	Enhancing education, employability, and cultural preservation in underserved communities.
Outcomes	Improved access to quality education and cultural heritage integration, as well as 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.



Complementing this, A Theory of Change is a structured framework that explains how and why a program will lead to its intended long-term impact. It begins with inputs (resources like staff, funds, and tools), which support activities (such as training or awareness sessions). These result in outputs (immediate deliverables), which lead to outcomes (changes in behavior, skills, or attitudes). Ultimately, these outcomes contribute to broader impacts, reflecting the program’s overall success. It helps in planning, monitoring, and evaluating programs effectively



Methodology:

The methodology adopted for impact assessment is designed to evaluate the social impact created by Social Enterprises (SEs). 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 assessment process. By gathering input and feedback from diverse perspectives, the assessment reflects the experiences and insights of those directly or indirectly affected by the organisation’s initiatives.



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

The findings are compiled into a comprehensive Social Impact Assessment Report, which highlights the organisation’s performance in terms of social impact, governance, financial transparency, and stakeholder engagement.

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

1. Desktop Search

1.1 Information Required for Desktop Search

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

a. Inputs for the Intervention:

- i. Funding sources through NSE SSE.
- 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.
- ii. Availability of arts and heritage education resources.
- iii. Provision of teacher training and mentorship programs.

c. Activities Conducted for Awareness and Engagement:

- i. Student engagement through interactive heritage sessions.
- ii. 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 trained.
- ii. Availability of 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. Socio-economic 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 enrol 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).m:

b. Volunteer and Donor Information:

Database of volunteers and supporting organizations

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. Organisational 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 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: A record of attendance in schools

2.4. Learning Outcomes

Performance Data: Reports on students who attended the classes.

2.5. 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.

2.6. Financial Records

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

2.7. Policy and Compliance

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



2.8. 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 impact assessment process aligns with its mission while maintaining transparency, impact measurement, and compliance with regulatory standards.


3. Data Sampling:

- 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.

3.1 Sampling Methodology

- **Sample Universe:** 100 Schools and 39982 students participating in the program.
- **Sample Size:** 10 schools selected for teachers' and students' feedback.
- **Sampling Technique:** The sampling method employed was stratified random sampling. This approach involves dividing the population into distinct strata (in this case, districts with recorded achievements) and then randomly selecting samples from each stratum. This approach was chosen to ensure inclusivity and representativeness, so that feedback was gathered from stakeholders across all relevant districts.

For statistical validation, the sampling design was intended to achieve a 95% confidence level with a ±5% % margin of error, thereby ensuring that the collected data accurately represent the population’s characteristics.

The total sample size was calculated using the standard formula for sample size calculation:	
$n = \frac{Z^2 * p * (1 - p)}{e^2}$	
Where:	
n = required sample size	
Z = Z-score (1.96 for 95% confidence level)	
p = estimated proportion of the population (assumed at 50% for maximum variability)	
e = margin of error (0.05)	

3.2 Data Collection:

- a. Primary Data:** Face -to -face engagements, Surveys, interviews, and focus group discussions were conducted to gather first-hand feedback from stakeholders.
- b. Secondary Data:** Program -related data, including feedback forms, attendance records, competition participation lists, and performance reviews, were analysed to track progress and identify trends.

4. 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:

- i. Enhancing cultural awareness and knowledge among students.
- ii. Promoting inclusivity in access to cultural education.
- iii. Increasing livelihood opportunities for participating artists.

5. Mapping of Stakeholders

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

6. Field visit & data collection

The ESGPRO team also ensured that the implementing agencies and R2R team were sensitised to the requirements from the impact assessment study and communicated the dates for the field visits. Following the finalisation of the field plan, the research team from ESGPRO was oriented on the research tools (quantitative and qualitative) and the do's and don'ts for the field. Data collection for the the R2R Digital Program project was conducted from April 27, 2025, to May 2, 2025. A team was formed to collect data from the field for the respective project within the stipulated timeline. Once the quantitative and qualitative data were received from the field, data entry and cleaning were carried out.

7. Analysis & writing report.

After data entry and data cleaning, analysis was conducted. The draft consolidated report was prepared. The findings were discussed with the R2R team to obtain their feedback. ESGPRO submitted the final report to R2R for management's consideration, incorporating the inputs received from the team.



The subsequent sections discuss the detailed project's key findings and Log Frame and Theory of Change Model analysis based on the desk review and stakeholders' interactions carried out for the project.

b. Impact Assessment Timeline

The Assessment took 12 weeks/months and will be broken down into the following stages

Stage 1: Initial Review (2 weeks)

- i) Review of the SIA report and related documents.
- ii) Preparation of the audit plan and criteria.

Stage 2: Data Collection & Interviews (4 weeks)

- a. Interviews with stakeholders and the project team.
- b. Additional data collection and site visits.

Stage 3: Analysis and Evaluation (2 weeks)

- a. Comparison with regulatory and industry standards.
- b. Evaluation of data quality, stakeholder engagement, and impact analysis.

Stage 4: Draft Audit Findings (2 weeks)

- a. Preparation of audit report draft with findings and recommendations.

Stage 5: Review and Final Report (2 week)

- a. Review of draft findings with relevant parties.
- b. Finalization and submission of the audit report.

c. Assessment Team

The audit team consists of:

Social Impact Specialist: Rakesh Tayal and Nitesh Gupta- Experts in social impact assessments and community engagement.

Field Visit: - Payal Garg, Lakshya Gupta, Sneha Garg and Vidhi

Data Analyst and Reporting: Vidhi Mittal and Sheetal Agarw



SECTION C: Findings, Gaps and Recommendation



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

a. Analysis of Solution Implementation Plan

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.

Weaknesses and Areas for Improvement

Strengthening Implementation Phases: While the SIP outlines key activities, further detailing each phase would enhance clarity and understanding. A well-structured plan for hybrid learning, which effectively integrates both online and offline modes, can maximise learning outcomes.

Optimizing Resource Allocation: Providing a more transparent 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.

Expanding Scalability Strategies: The success of in-person workshops presents a strong foundation. Developing a structured and adaptable framework will support seamless scaling across diverse regions, ensuring a broader impact.

Building Resilience through Risk Mitigation: Incorporating a comprehensive risk mitigation strategy will enhance program sustainability. Proactive measures for infrastructure challenges and technology resilience will ensure uninterrupted learning experiences. With these refinements, the SIP can drive even greater effectiveness, ensuring a well-rounded, scalable, and resilient implementation.

Strengths of the SIP

Clear Activity Mapping: The SIP outlines key activities, including the use of technology (digital TV, music systems), as well as 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.

Risk Awareness: Identified real-world risks like equipment issues with partial mitigation.

Broad Reach: Covers 100 schools, including remote, disaster-hit, and aspirational districts.

Suggestions for Improvement

1. Develop a detailed hybrid learning roadmap, spanning from pre-deployment to evaluation.
2. Develop a Resource Allocation Matrix: finances, staff, tech, infra.
3. Introduce a formal Risk Management Framework: risk matrix, SOPs.
4. Establish M&E KPIs: digital literacy, mental health, cultural awareness.
5. Create scalable, localised implementation toolkits.



b. Key Performance Indicators (KPIs)

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

Strengths of the KPIs	Weaknesses and Areas for Improvement	Suggestions for Improvement
<p>1. Outcome-Oriented Metrics: Digital Access to Heritage and Well-being: The program effectively integrates Indian art, culture, and heritage into mainstream school education through digital learning, fostering inclusivity, enhancing cultural awareness, improving learning outcomes, and supporting students' mental well-being.</p> <p>2. Cultural Relevance: Metrics tracking participation in traditional art forms (Kathak, Bharatnatyam, Hindustani vocal, etc.) align with the mission of cultural education.</p>	<p>a. Inclusion Gaps: No explicit disaggregation of KPIs by socio-economic backgrounds, rural vs. urban, or trauma-affected students, despite being a program focus.</p> <p>b. Depth of Learning: While participation is tracked, depth-related indicators like retention, comprehension, or student reflection are lacking.</p> <p>c. Verification Mechanisms: Although feedback is collected via WhatsApp and surveys, systematic third-party or cross-validation checks are not detailed.</p> <p>d. Clear Output Metrics: Live sessions conducted, and disciplines taught offer.</p>	<p>a. Develop Inclusion-Specific KPIs: Add KPIs to measure participation by first-generation learners, tribal belts, and disaster-affected zones.</p> <p>b. Integrate Depth Metrics: Use quizzes, skill assessments, and post-program tests to assess long-term learning impact.</p> <p>c. Strengthen Verification Tools: Implement standardized, technology-enabled tools for consistent validation of attendance, teacher feedback, and student progress across schools.</p>



c. RDI Matrix (Reach, Depth and Inclusion Matrix)

Dimension	Key Indicator	Description & Evidence
Reach	Coverage of 100 Govt. Schools	<ul style="list-style-type: none">- Implemented in 100 government schools across 25 districts in Himachal Pradesh and Uttarakhand, including three aspirational districts identified by NITI Aayog.- Directly reached 39,982 students through structured, arts-integrated digital education and indirect reach to 124122 parents, teachers, principals and siblings.
Depth	<ul style="list-style-type: none">-Improving Commitment towards promotion of Art, Culture and preservation of cultural heritage-Safeguarding living heritage	Routes 2 Roots promotes and preserves India’s living heritage by digitally educating youth and connecting traditional artists with schools to sustain cultural knowledge and practices.

Dimension	Key Indicator	Description & Evidence
Inclusion	Cross culture Integration	Integrated the Indian art, culture, and heritage into mainstream school education through digital learning, thereby fostering inclusivity, cultural awareness, improved learning outcomes, and mental well-being among students, especially in underprivileged and remote government schools across India.

2. Previous Social Impact Assessment

Previous impact Assessment report clause is Not applicable in the first year of the Social Impact Assessment of the project

3. Report on Performance

The Routes 2 Roots Digital Program, as implemented in the FY 2024–25 assessment cycle, has demonstrated alignment with its overarching objective—to promote cultural integration and quality education through digital mediums targeting students and teachers in Himachal Pradesh and Uttarakhand. The project has reached about 39,982 students and 124122 teachers, parents, siblings and principals in 25 Districts, including three aspirational districts. Real-time digital cultural education, featuring recorded modules and live sessions, has enhanced inclusivity and increased exposure to India’s intangible cultural heritage. Qualitative and quantitative tracking confirm that the program is meeting its commitment to expand access to non-traditional learning tools, empower teachers with digital capabilities, and enhance students' learning experiences through engaging cultural performances and arts-based pedagogy.

Qualitative Assessment:

For the qualitative assessment of R2R programs, FGD and in-depth individual interviews are conducted:

Dimension	Total (Population)	Targeted (Sample Plan)	Actual Taken (Sample Implemented)
No. of Schools	100 Schools	10 Schools	9 Schools
No. of Students	39,982 Students	381 Students	525 Students

Beneficiary / Stakeholder	FGD	IDI
Students	12	500
Teachers	4	20
Principal	-	7
Total	5	527

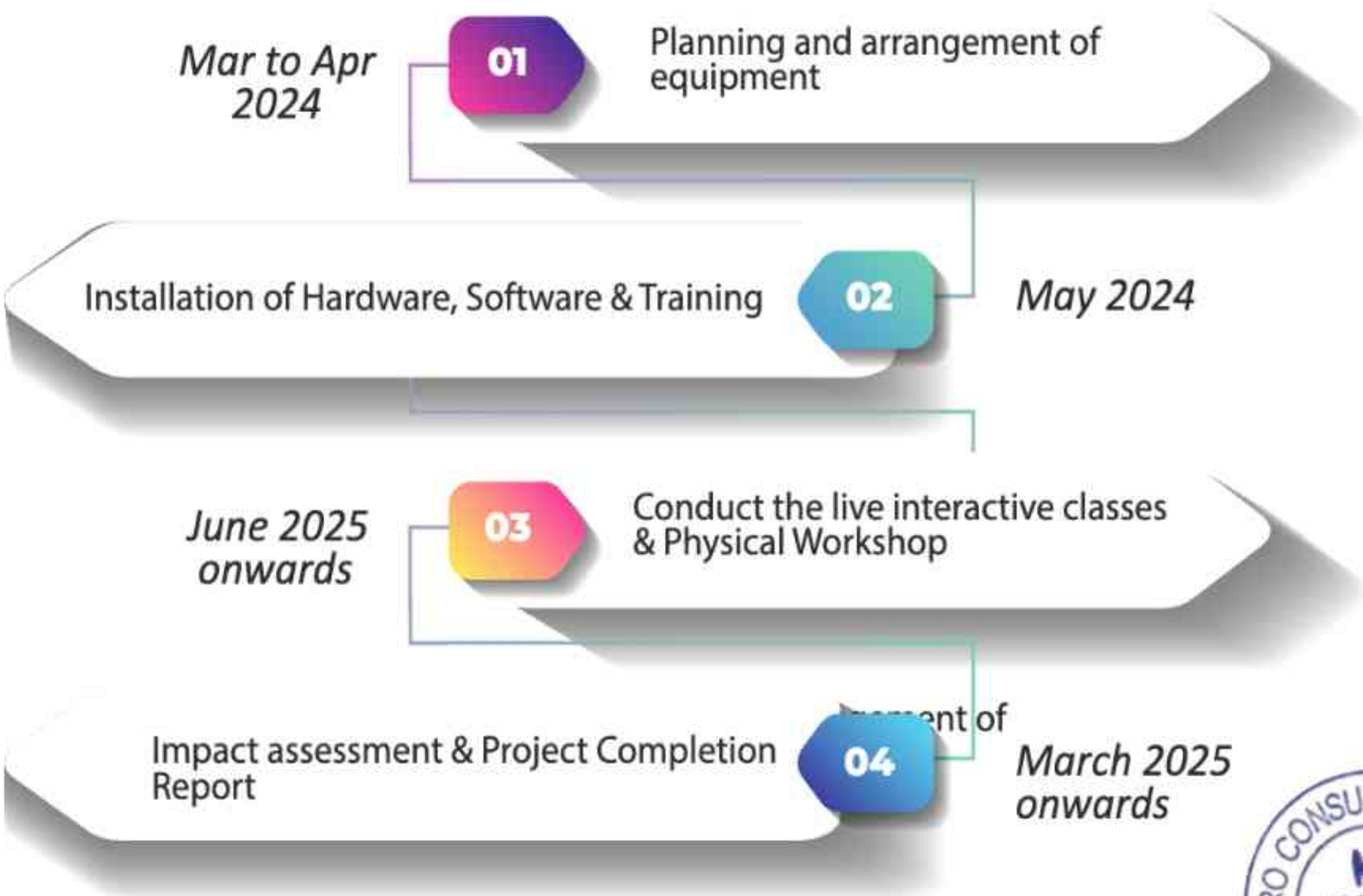


Quantitative Criteria for KPI Assessment:

#	KPIs	Nos.
1	Digitising the classrooms of the school	100
2	No. of Beneficiaries (No. of Direct beneficiaries 39982)	164104*

* No. of beneficiaries includes indirect beneficiaries like teachers, parents, siblings assumed 4 per direct beneficiary.

Actual Project Timeline



Quantitative Criteria for Financial KPI Assessment:

S. No.	Cost head*	Fund Raised (Rs.)	Fund Utilised (Rs.)
1	65" 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 a 3-year on-site warranty Wall mount stand & Installation and Training	87,32,000	87,32,000
2	Transportation Cost (Freight & Insurance)	6,00,000	6,07,535
3	Travel, Boarding and Lodging, Misc Expenses	7,00,000	7,19,862
	Total	1,00,00,000	1,00,59,397

* Excluding project issue related expenses and impact assessment expenses

Analysis and interpretation of the outputs

The output indicators, as per the SIP—installation of panels, sessions conducted, teachers trained, and students reached, were achieved.

Notably, engagement levels varied: certain tribal and high-altitude schools experienced slower initial uptake due to terrain or power constraints; however, targeted follow-up via cluster monitoring and refresher training effectively addressed this issue. Feedback mechanisms were activated to recalibrate content pacing and timing, resulting in higher mid-year interaction rates. These outputs suggest logistical planning and operational execution were effective and responsive.

Analysis and interpretation of the outcomes

Outcome tracking focused on cognitive and behavioral shifts, such as cultural curiosity, digital confidence, attention span, and inclusive participation. Baseline vs. midline comparisons revealed measurable improvement in students' expressive skills, especially in underserved districts. Survey responses indicated that over 83% of schools found that their classrooms became more interactive after the panel deployment. At the same time, student feedback suggested a reduction in stage fright and greater engagement during art-integrated sessions.

Interpreting and explaining the impact

The social impact of the program is particularly notable in terms of emotional resilience and identity expression among students. Art, previously considered peripheral, emerged as a key lever for mainstream engagement, especially for students from disaster-prone or economically disadvantaged regions.

The multi-state delivery model and digital-first approach facilitated scale without diluting local cultural relevance. Evidence from case studies and student-led performances reflects the project's success in bridging geographic and cultural divides. In some districts, regional administrations have now begun to integrate cultural education as part of co-curricular planning, indicating a systemic influence beyond the immediate program footprint. Overall, the impact aligns with SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions), reinforcing the program's strategic design and its relevance within India's evolving educational priorities.

Analysis and Interpretation of Field Visit

The program has been analysed using the Log Frame Model, categorised into six categories, with the cumulative impact being the primary objective of R2R.



i. Digitization of Classrooms

Component	Details
Goal	Improve learning through digital classroom integration.
Purpose	Enable access to interactive, curriculum-based content.
Activities	Smart TV installation, teacher orientation.
Observations	Training gaps, positive student and teacher feedback.
Assumptions	Continued support, teacher adaptability, and administrative alignment.

ii. Live Classes & Studio-Recorded Content

Component	Details
Goal	Deliver educational and cultural content via live and recorded sessions.
Purpose	Foster real-time engagement with trained artists and educators.
Activities	Live interactive sessions and streaming of archived recordings
Field Observations	Internet issues in some schools, while others require regular participation.
Assumptions	Reliable connectivity, access to archived content, and effective scheduling.

iii. Workshops on Performing Arts & Culture

Component	Details
Goal	Cultivate awareness and skills in traditional performing arts among school children.
Purpose	Facilitate hands-on learning through artist-led workshops in schools.
Activities	Workshops in music and dance, artist collaboration, and cultural competitions.
Field Observations	High student interest, access varied across schools; competitions enhanced engagement.
Assumptions	Sustained artist involvement, equitable access, and school-level support.

iv. Faculty & Student Engagement Support

Component	Details
Goal	Promote sustained engagement of students and faculty with R2R educational and cultural resources.
Purpose	Strengthen implementation in low-resource schools and among first-generation learners.
Activities	Teacher mentoring, content monitoring, and capacity-building for cultural integration.
Field Observations	Teachers requested structured monitoring; students responded well to orientation.
Assumptions	Ongoing institutional support, effective monitoring, and faculty



Alignment of R2R Initiatives with SDG and National / State Policy

Routes 2 Roots' initiatives are deeply aligned with global and national development agendas. At the international level, its programs directly contribute to SDG 4: Quality Education by providing equitable access to culturally enriched digital learning and to SDG 16: Peace, Justice, and Strong Institutions by fostering inclusivity, cultural tolerance, and social cohesion. Nationally, R2R's integration of performing arts into school education aligns with NEP 2020, which promotes a shift from STEM to STEAM by recognising 'Arts' as essential to holistic learning. The program is implemented in both government and private schools, with a strong focus on NITI Aayog's aspirational districts, reinforcing alignment with state and central educational priorities.

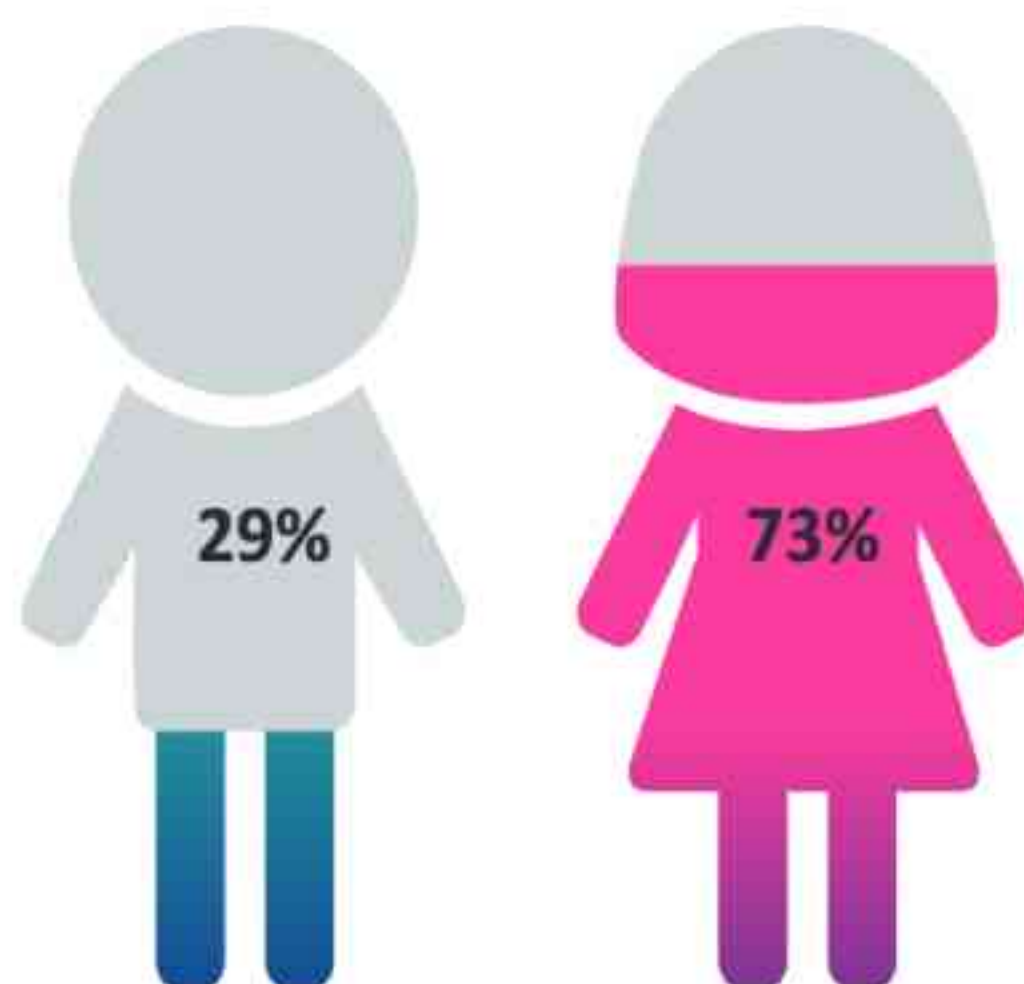
Collaborations with the Ministry of Culture, Kendriya Vidyalaya Sangathan, Navodaya Vidyalayas, and several state-run education bodies further reinforce its policy relevance. R2R's emphasis on digitised classrooms, inclusion, and mental well-being of students demonstrates strong resonance with India's goals of universal access, innovation in learning, and cultural preservation.

4. Stakeholder Feedback

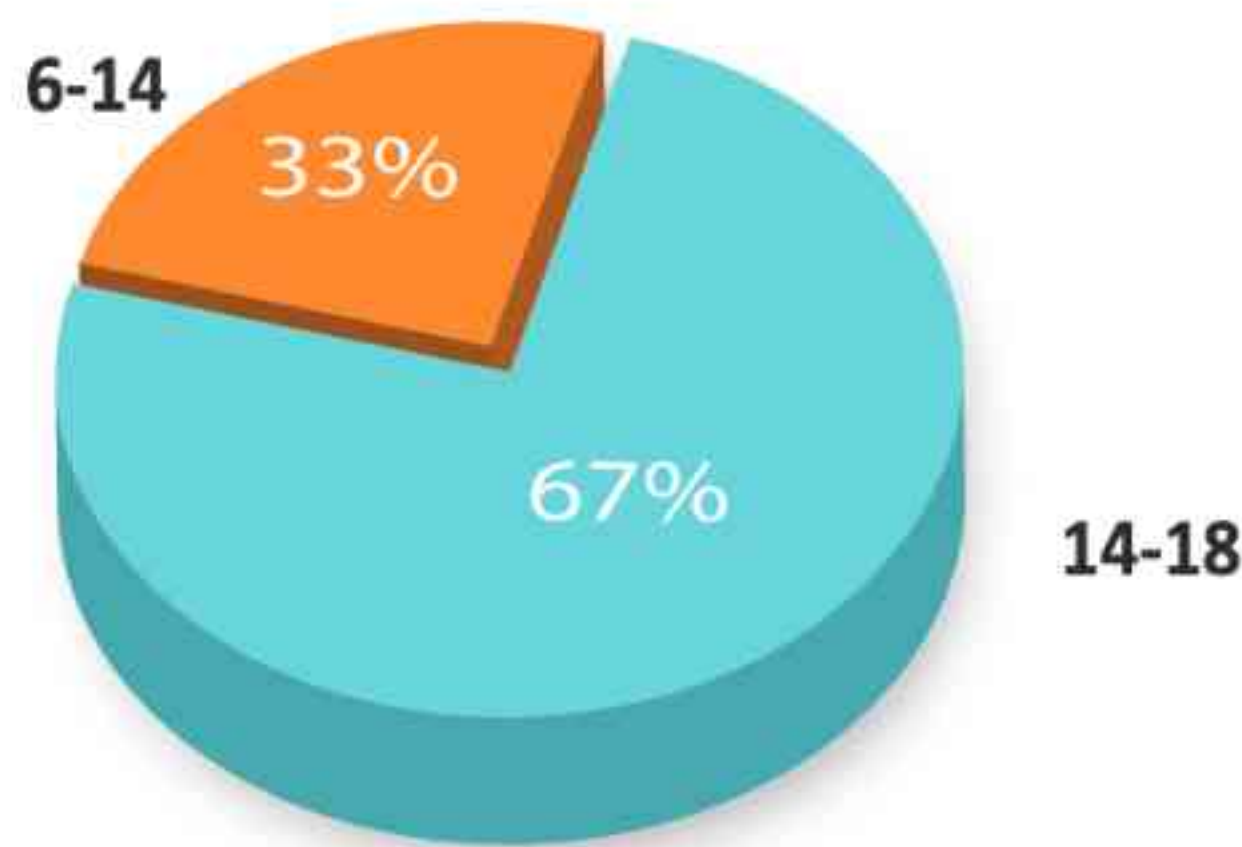
a. Insights from Stakeholders

The following data is based on inputs collected from a sample size of 104 students. The following analysis presents the profile of the respondents based on various demographic indicators, including age, Gender, and Grade Level of the students.

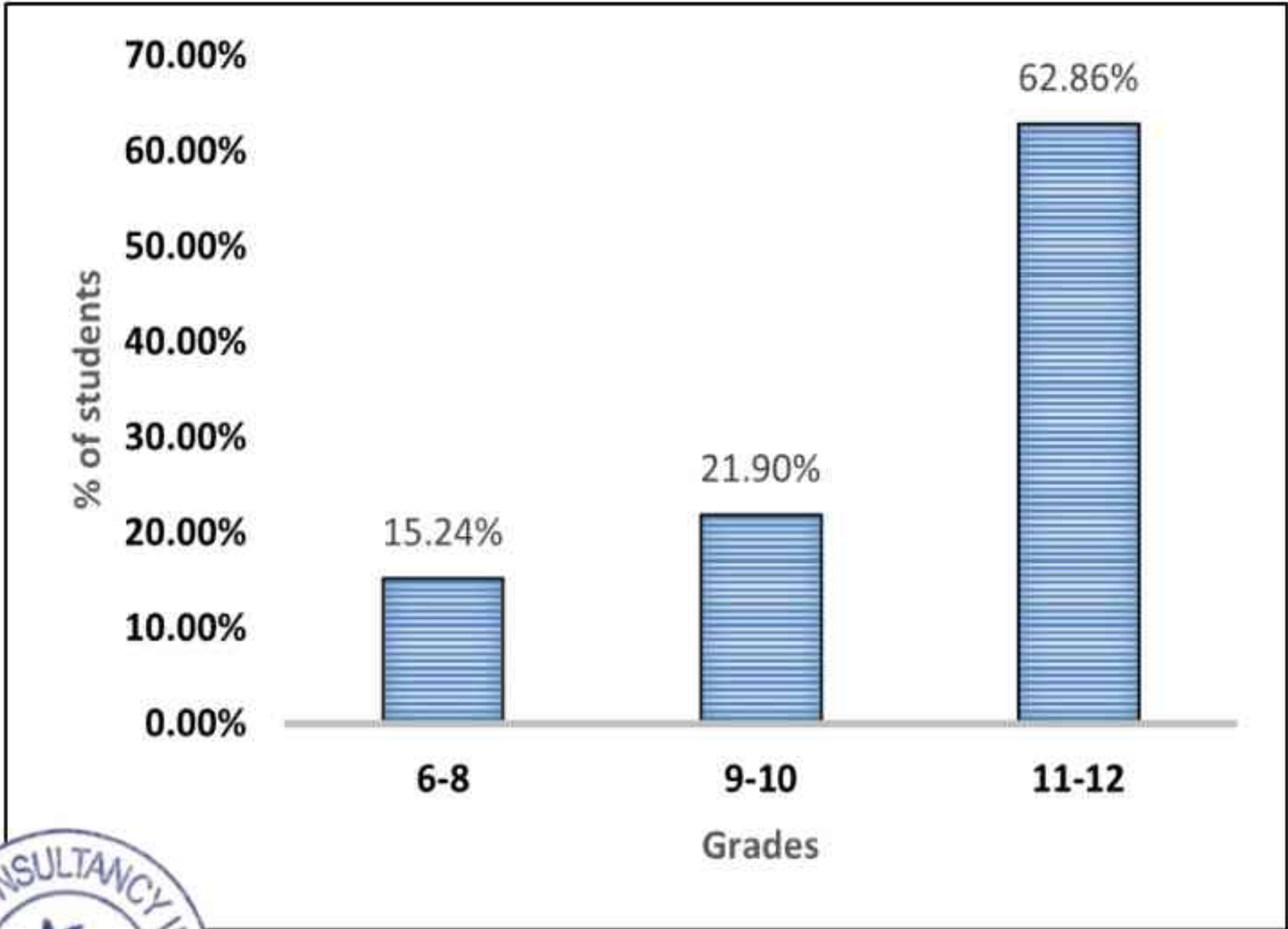
"An encouraging aspect of the survey was the overwhelming response from female students, who made up 71% of the total participants. This strong representation reflects their growing interest and active involvement in the program. Male students, comprising 29% of the respondents, also contributed meaningfully to the feedback. The gender-wise participation reflects a healthy and inclusive engagement, reinforcing the program's reach among diverse student groups.



The survey saw enthusiastic participation from students across age groups. Notably, 67% of the respondents were from the 14–18 age group, reflecting a strong engagement from older students. Meanwhile, 33% of the participants were from the 6–14 age group, showcasing the interest and involvement of younger students as well.



"The majority of survey respondents, 62.86%, were students from grades 11 and 12, indicating strong engagement from senior secondary levels. This was followed by 21.90% participation from students in grades 9 and 10, showing steady interest from the middle secondary segment. Meanwhile, 15.24% of responses came from students in grades 6 to 8, reflecting early-stage involvement and interest in the program."



a. Student Feedback

Program Awareness and Involvement

Aspect	Details
Source of Awareness	40% teacher recommendation, 45% school announcement, 7% Peers and social media and 8% others
Frequency of Participation	48% Daily/Weekly, 17% Occasionally, 12% Rarely, 20% Monthly, and 3% not responded.
Overall Interest	36% rated 5, 30% rated 4, 14% rated 3, 6% rated 2, 11% rated 1, and 2 % not respond



Frequency of Participation

Infrastructure and online classes (Input)

Aspect	Details
Internet Facility	51% said yes always,30% said sometimes,14% said they often faced issues 5% not respond
Infrastructure Quality	50% rated excellent, 32% rated good, 11% rated average, 4% rated poor, and 3% not respond
Challenges Faced	46% faced Internet connectivity issues, 16% faced a Lack of a proper Challenges Faced device (laptop/tablet), 7% faced issues of Inadequate learning materials,1% faced Distractions at home, 28% faced No problems, while 2% not respond

Program content and Quality (Activities)

Aspect	Details
Most interesting topics	37% found cultural history and music,36% found traditional art and heritage, 10% found Digital art techniques, 8% found multimedia and animation, 6% found other, and 4% not respond
Rating to teaching method	40% rated 5, 30% rated 4, 11% rated 3, 7% rated 2 7 7 7% rated 1 and 5% not respond
Relevancy to interest and learning	53% rated highly relevant, 29% rated somewhat relevant, 10% rated not learning relevant, 3% rated not relevant and 5% not respond
Encouraging student interaction	34% said sometimes, 27% said always, 25% said often, 10% said never, 3% said rarely, and 4% not respond



Learning outcomes and Skills development (Outputs and Outcomes)

Aspect	Details
New skills gained	30% said Traditional art techniques, 27% found Cultural appreciation, 14% found Digital art techniques, 8% found Critical thinking and creativity, 8% found Multimedia editing (video, audio), 8% found other and 6% not respond
Improvement in skills	24% rated 5, 30% rated 4, 18% rated 3, 12% rated 2, 10% rated 1 and 5% not respond
Level of Confidence in practical application	36% were very confident, 23% said neutral, 21% said somewhat confident, application 10% said not very confident, 6% said not satisfied at all and 5% not respond
Application of skills	40% said occasionally, 35% said frequently, 10% said not yet, 10% said rarely, and 6% not respond

Impact Assessment (Outcomes and Impact)

Aspect	Details
Level of influence	24% rated 5, 27% rated 4, 22% rated 3, 9% rated 2, 15% rated 1, and 4% not respond
Helpfulness in connectivity with culture	51% rated yes significantly, 28% rated somewhat, 15% rated a little, 2%
Culture	rated not at all, and 4% responded

Logical Framework Analysis

Aspect	Details
Achievement of the goal	50% said very effectively, 38% said moderately effectively, 7% said not very effectively, 1% said not at all, and 4% not respond
Indicators of program success	35% said Increased cultural awareness and appreciation, 35% said Improved skills in digital and traditional Art, 15% said Better quality of online classes and infrastructure, 6% said Higher student participation and engagement, 4% said Recognition in school or local events for arts and 5% not respond
Possible Challenges	34% said Limited time or scheduling conflicts, 27% Lack of interest from students, 18% said Poor infrastructure for online classes, 9% said other, 9% said Inadequate support from teachers or schools, and 4% responded
Likeliness to participate	49% said very likely, 21% said likely, 17% said not sure, 8% said unlikely, 2% said not at all, and 4% responded



Feedback conclusion:

The program reflected strong engagement, with 86% of students learning about it through school-based channels and 84% participating at least occasionally. Seventy per cent rated the teaching methods highly, and 82% found the content relevant to their interests. 71% reported gaining new skills, primarily in traditional arts and cultural appreciation, while 57% expressed confidence in applying them. A significant cultural connection was established, with 79% of participants feeling that the program helped them engage with their heritage. Notably, 88% believed the program effectively met its goals, and 70% indicated a willingness to continue participating—demonstrating a clear impact on learning, skill-building, and cultural enrichment.



b. Teachers Feedback

Program Awareness and Involvement (Input)

Aspect	Details
Source of Awareness	57.1% school announcement, 42.9% others
Role in program	57.1% teaching facilitator, 14.3% coordinator, 14.3% support staff, 14.3% other
Frequency of participation	57.1% daily, 28.6% weekly, 14.3% occasionally
Sufficiency of Infrastructure	71.4% said entirely sufficient, and 28.6% said adequate but with some limitations

Program content and Teaching Quality (Activities/Processes)

Aspect	Details
Relevancy of content	85.7% rated highly relevant and 14.3% rated somewhat relevant
Most engaging content	42.9% found cultural history and music, 14.3% found traditional art and heritage, 14.3% found Digital art techniques, 14.3% found multimedia and animation, 14.3% found other
Rating to instructional material	57.1% rated 5, 28.6% rated 2, 14.3% rated 4
Student active participation	71.4% always, 14.3% often and 14.3% sometimes
Usage of online platform	100% said very user friendly
Biggest challenge	57.1% said Limited time to integrate with other curriculum requirements, 28.6% said Inadequate training for teachers, 14.3% said others

Learning outcomes and student skill development (outputs)

Aspect	Details
New skills gained	57% found Critical thinking and creativity, 43% found Multimedia presentations
Improvement in student skills	28.6% rated 5, 42.9% rated 4, 28.6% rated 2
Improvement in overall student engagement	100% replied significantly
Application of skills	71.4% said frequently, 28.6% said sometimes

Program impact and sustainability (outcomes and impact)

Aspect	Details
Level of influence	57.1% rated highly influential, 42.9% rated slightly influential
Implications for student awareness of culture	85.7% rated very positively, 14.3% rated moderately positively



Logical Framework Analysis

Aspect	Details
Achievement of the goal	86% said very effectively, 14% said moderately effectively
Indicators of program success	57% said Improved student skills in Digital Art, 57% said increased student interest in arts and culture
Possible Challenges	43% said Time constraints or scheduling issues, 29% Insufficient infrastructure or technical support, 14% said other, 14% said lack of interest from students
Likelihood of lasting impact	100% said very likely

Additional Survey Questions for Routes 2 Roots Initiative

Aspect	Details
Encouraging students to attend	43% said interesting topics and content, 43% said Recognition attend (certificates/awards), 14% said flexible session timings
Reasons for missing classes	43% said Scheduling conflicts with other activities, 29% Technical difficulties (internet/device issues), 14% Lack of interest in specific topics, 14% said Other
Prioritising classes over extracurricular activities	14% rated 5, 43% rated 4, 29% rated 3, 14% rated 2

Reducing Pressure Among Students

Aspect	Details
Helpful in reducing academic pressure	43% said significantly, 43% said somewhat,14% said not much
Aspects of stress relief	43% said Engaging in creative activities, 29% Interacting with peers in a relaxed setting, 14% Receiving guidance and mentorship, 14% said Learning about cultural heritage
Additional activities that help in reducing stress	57% Guided relaxation or mindfulness sessions, 43% Fun cultural quizzes and games
Support from instructors	42% said neutral, 29% somewhat supported, 29% very supported
Rating to effectiveness of the program	42% rated 5, 29% rated 4, 29% rated 3

Teachers Feedback

Teachers reported high satisfaction with the program's relevance and delivery. 87.5 per cent of participants were actively engaged, and 100% found the digital platform user-friendly. 85.7% rated student engagement as frequent, and 71.4% found instructional content highly effective. The initiative significantly improved student engagement (100%) and cultural awareness (85.7%). 85.7% confirmed the program's goals were effectively achieved, and 100% believe its impact is sustainable. 85.8% also reported that the program helped reduce academic pressure through creative activities. Despite time and integration challenges cited by 42.9%, the overall response from educators affirms the program's effectiveness in enhancing arts-based learning outcomes.



Case Stories



1. Case Story: **Unlocking Creative Potential – A Principal’s Perspective from Army Public School, Nahan**

Context:

As per Ms. Divya Bhardwaj, (principal since 9 years and in this school since 2 years), Army Public School, Nahan, located in a resource-constrained setting, got introduced to the Routes 2 Roots Digital Arts & Cultural Education Program through AWES (Army Welfare Education Society). The school caters to students from Nursery to Class XII and strives to offer holistic learning opportunities despite infrastructural limitations.

Stakeholder Voice:

“The school came to know about the Routes 2 Roots initiatives through AWES. Being a school with limited resources, the initiative opened pathways to learning in performing arts. The program is being run for Class Nursery to X. Students have shown keen interest and have scaled their skills with the help of this program. Since the program has a very wide spectrum with a variety of performing arts, it gives students various options to choose from as per their liking. Introduction of this program in the school has led to active participation of nearly all 182 students in one or the other art/craft/activity. A very good initiative with good technical support and content. All the Best!”



Recommendations: Given the advanced nature of the content, the course should be structured into progressive levels or stages to support better student understanding. Moreover, re-telecast of the live classes should be made available allowing students to revisit the sessions.

Reflections:

The principal’s remarks highlight how the program bridged gaps caused by limited resources and enabled students to explore diverse art forms. With nearly 100% student participation, the initiative clearly resonated with learners. Strong content and technical support were also key enablers of success.

2. Case Story: **Harmony Beyond Borders – A Music Teacher’s R2R Experience**

Context:

At **PM SHRI JNV Thong, Shimla**, where hills echo with tradition and youth hum with creativity, **Sanju Devi**, a dedicated TGT Music teacher, brings cultural learning to life. Through her association with **Routes 2 Roots (R2R)**, she has witnessed music and cultural exchange evolve into powerful tools for student transformation.

Stakeholder Voice:

“Cultural activities play a vital role in a student’s life by enhancing creativity, building confidence, improving communication skills, and fostering team spirit. R2R has significantly contributed to cultural exchange by organizing events that promote understanding and appreciation across traditions. My experience has been inspiring and enriching—broadening my worldview and helping me build lasting friendships beyond borders. The inclusive and motivating environment encourages students to express themselves freely. I suggest adding more virtual exchanges to reach those unable to travel. The R2R panel has helped in planning, sharing feedback, and staying connected—it’s a space where cultures meet and ideas flow.”



Reflections:

Ms. Sanju Devi’s journey captures the **essence of cultural education**—connection, confidence, and community. Her call for more **virtual inclusion** speaks to the program’s evolving potential.



3. Case Story: *Dancing Through Screens – A Trio’s Tale of Rhythm and Expression*

Context:

At a time when physical classrooms were replaced by screens, three students—**Vanshika, Anjali, and Kashish**—found a way to stay connected, expressive, and inspired through the **online dance sessions** organized under the Routes 2 Roots cultural education program.

Stakeholder Voice:

“We would like to express our appreciation for the online classes organized by our school. The sessions on Kathak and freestyle were not only engaging but also very well structured. The instructors were patient, encouraging, and explained each step clearly, making it easy to follow—even in an online setting. Kathak classes helped us connect with our classical Indian roots, while freestyle sessions were energetic and fun, allowing space for creativity and self-expression. These classes became a great outlet for both physical activity and artistic growth. Thank you to the school and instructors for this valuable opportunity to learn and enjoy dance from home. We’re excited and eager to continue participating!”



Reflections:

The voices of Vanshika, Anjali, and Kashish highlight the **transformative power of digital art education**. Even remotely, the sessions managed to spark joy, discipline, and creativity. Their enthusiasm reflects how **structured, yet fun learning environments** can nurture both cultural roots and personal growth.

In-depth Interviews:

1. Shreyansh Gupta, Class X, Army Public School, Dehradun

“I’ve always been interested in Yoga, especially advanced Yoga. Through the R2R panel, our school coordinator took regular yoga sessions, which helped me improve my skills a lot. I feel more focused and disciplined now. I’m excited to take part in international competitions through R2R in the future.”

2. Pratigya Grover, Class X, Army Public School, Dehradun

“I love participating in extracurriculars, and R2R gave me the perfect platform. I’m really into singing, and the classes helped me a lot. I think we need to spread more awareness so that more students know when classes happen. Also, more internet support and regular class periods would make learning even more better. I give the program 5 stars and will definitely be taking part in upcoming competitions being conducted by the R2R!”



3. Anshika Sharma, Class XI (Science), Government School

“After the introduction of the R2R program, I started participating in competitions for the first time. I never thought I’d enjoy cultural activities this much. I especially liked classical dance forms like Bharatanatyam. These classes helped me break out of my shell. I’d really love to see regular periods for these sessions in our timetable. I give this program a 5-star rating for opening up new interests for me.”

Focused Group Discussion:

Focus Group Discussions (FGDs) were held with teachers and students who participated in the Routes 2 Roots (R2R) cultural education program across different grade levels to gather qualitative feedback on the program’s relevance and delivery. These discussions provided critical insights into how the content was received in classrooms, levels of student engagement, and the practical challenges faced during implementation.

Feedback Analysis:

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



5. Identified Risks & Mitigation Measures for the sustainability of the project Risk / Challenges

1. Lack of Interest of Schools Teachers

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

2. R2R had faced Vandalism in a few schools, but the instances were very marginal; therefore, the financial impact was bearable without any significant obstruction. The affected schools were advised to take steps to prevent future occurrences.

3. Electricity, internet connectivity and resource issues

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 severely impacted for an extended period, potentially hampering daily classes. This event may occur only in a small area of the country and therefore may not have a profound effect throughout the country where R2R is currently present.

4. R2R may not 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, which could hinder the overall implementation of the program.

5. Deficiency in the 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.



Risk mitigation measures.

Routes 2 Roots proactively monitors strategic and operational risks. With 20+ years of experience, no major disruptions have occurred. A growing CSR arm supports funding, and finances are managed via PFMS with strict audits. Operational risks, including content creation, equipment, travel, and data security, are regularly reviewed. A surplus of trained teachers ensures smooth delivery. Strategically, R2R expands to more schools to reduce dependency on specific partners and ensure wider program access.

Unintended Negative Outcomes (Programmatic):

1. A few schools have reported an unintended negative outcome: the equipment installed by R2R is being misused for watching films and YouTube. However, these are sporadic instances.
2. Teachers have reported that some students who are not interested in K-12 education tend to attend these music classes only and avoid their regular education. Such reports are of a few students.



6. Gaps & Recommendations

Gaps identified

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

Connectivity Issues in Remote Areas

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

Impact:

- b. Students experienced interruptions and delays, with sessions often losing 15–20 minutes due to connectivity or equipment issues.
- c. 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:

- a. Students in these regions were deprived of exposure to a rich diversity of artistic styles and cultural practices.
- b. 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:

- a. In-person workshops were more effective in fostering engagement, as evidenced by the success of workshops at Kendriya Vidyalaya.
- b. However, these initiatives were not uniformly scaled across regions, resulting in gaps in accessibility and the depth of learning.



Inclusivity Challenges

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

Impact:

- a. Marginalised communities within target regions faced barriers, such as economic burdens related to participation, which affected the program's inclusivity goals.
- b. 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 generalised, with insufficient emphasis on regional diversity and hands-on cultural experiences.

Impact:

- a. Students in certain regions found the content disconnected from their local cultural context, which limited its depth and authenticity.
- b. The practical application of skills was minimal, which reduced the long-term impact and retention of cultural knowledge.

Shortfall in estimation of Student's Reach

The project estimated 1000 students per school where smart equipment is to be installed as a part of the intervention. The actual number of students is lower in strength at an average of 400 students per school i.e. 39982 students in total. However, the number of total beneficiaries including Direct beneficiaries are 164104 assuming 4 persons per students (parents, siblings and peers were indirectly benefited through program).

Non-Maintenance of a Separate Fund Utilisation Account

According to compliance norms, unutilized funds must be held in a separate bank account, ensuring they are not commingled with other organisational funds. However, during the assessment period, such a separate account was not maintained, resulting in a deviation from prescribed financial governance practices.

Impact:

- a. Lack of financial segregation may lead to reduced transparency in fund tracking and reporting.
- b. Non-compliance with regulatory guidelines could invite scrutiny and affect the organisation's credibility.
- c. Future audits and impact evaluations may encounter difficulties in verifying the accuracy of fund utilisation.



Limited Access to K-12 Content

Limited online Access to K-12 Content for one with all updates.

The Project includes K-12 educational content as part of the intervention as provided by equipment supplier at no extra cost. Such content is online and offline in both available at no extra cost. Update in K 12 will not be available after one year it will be accessible without update offline in future

Impact:

- a. The actual value and duration of the intervention may have been overestimated in initial reports and planning.

Absence of Project-Specific Allocation of Corporate Shared Expenses

The financial reporting does not reflect a disaggregated allocation of corporate shared expenses specific to this project. As a result, the precise proportion of overheads attributable to project implementation remains unclear.

Impact:

- a. This limitation restricts the ability to assess cost-effectiveness fully and may impact transparency in evaluating the actual administrative burden associated with the program.

No Formal Disaster Impact Classification

The schools covered under the project are situated in remote, high-altitude, and difficult-to-access areas. However, these regions are not officially designated as disaster-affected. This limits the ability to position the intervention as a disaster response initiative, despite the challenging geographic conditions that impact access and service delivery.

Recommendations

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

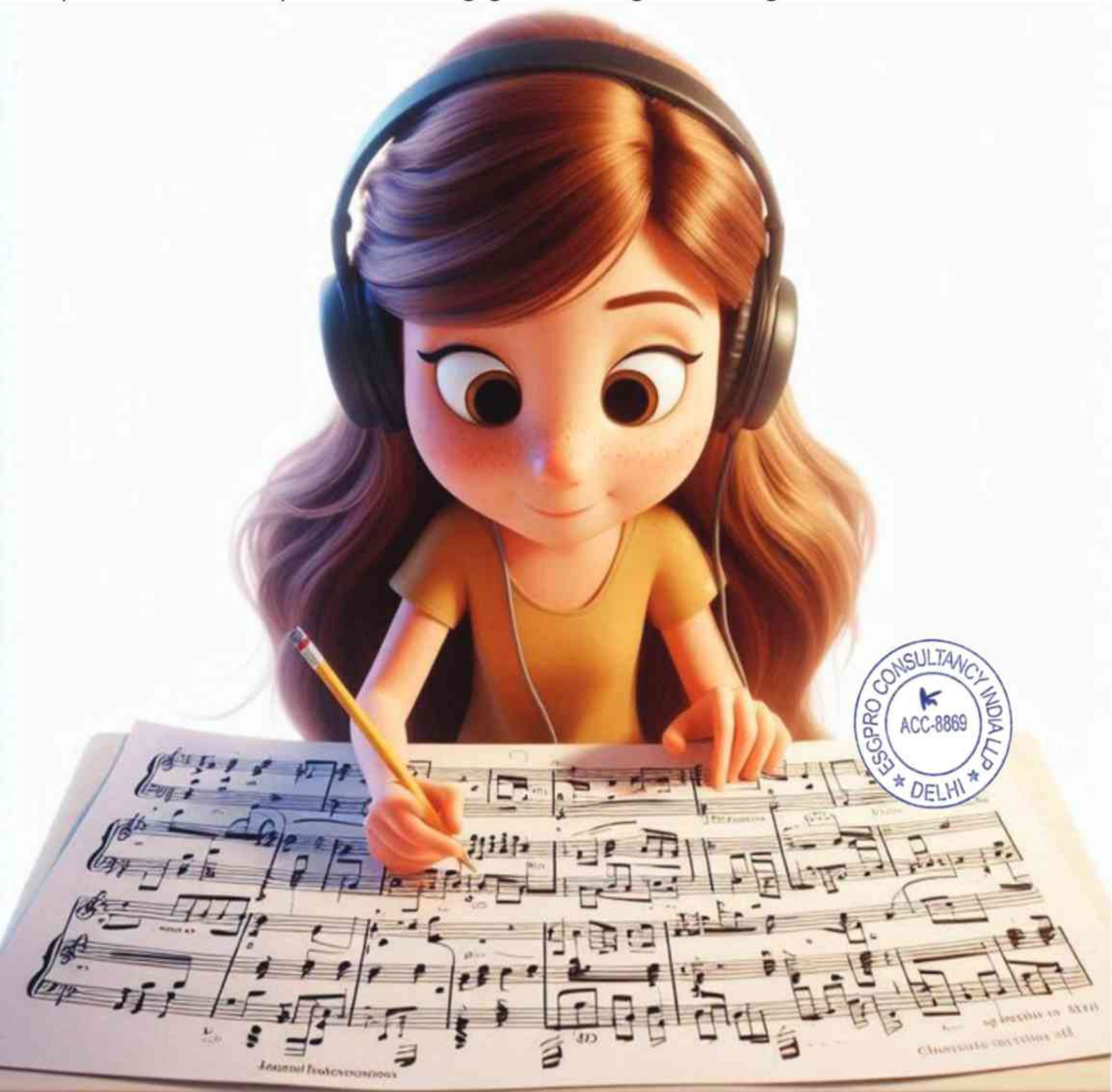
- a. ***Infrastructure Enhancement:*** Addressing recurring technical challenges, such as external damage to wiring, by implementing durable infrastructure solutions like protected wiring and alternative connectivity measures to ensure uninterrupted learning.
- b. ***Teacher Training & Facilitation:*** 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.



7. Conclusion

The Routes 2 Roots (R2R) Digital Learning Program has significantly advanced cultural education and digital inclusion in underserved areas of Himachal Pradesh and Uttarakhand. By setting up 100 digitized classrooms with smart panels, custom software, and trained teachers, the initiative integrated Indian performing arts into the learning of 39,982 students, enriching their educational experience and cultural awareness. The program has reached to total beneficiaries of 164104 both direct and indirect assuming 4persons per student (parents, sibling and peers) who are indirectly benefitted through the program.

The program aligns with NEP 2020 and global goals like SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions). It bridges digital and cultural gaps in disaster-prone and aspirational districts by fostering creativity, empathy, and emotional resilience through structured, real-time arts education. Stakeholder feedback from students and teachers confirms the program’s relevance. Students reported higher interest in cultural subjects, boosted confidence, and better mental well-being. Teachers noted increased engagement, improved classroom interaction, and skill development. The digital model has made cultural learning a core part of academics.

Despite notable achievements, challenges persist—limited connectivity, inadequate teacher training, and difficulty integrating with academic schedules. Addressing these through better infrastructure, hybrid learning models, and stronger teacher training will enhance the program’s impact and reach.

The program has ensured strong governance and transparency, with 100% of ZCZP funds used for infrastructure and implementation. Its credibility is reinforced through monitoring, risk management, and third-party assessments, aligning with SEBI’s SSE norms and SAS 300/600.

R2R showcases how arts and culture, supported by technology and structured execution, can drive inclusive education. With further enhancements, it stands as a scalable model for integrating cultural education in schools across India.



Section D Annexure



Detailed Questionnaire for Students Survey for Routes 2 Roots Initiative	
Section 1 Demographic Information	
1. What is your name?	
2. How old are you?	
3. What class/grade are you in?	
4. What is the name of your school?	
5. Gender	
6. Where do you live? (State/ City)	
Section 2 Program Awareness and Participation	
1. 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)
2. How frequently do you participate in the program?	Daily
	Weekly
	Monthly
	Occasionally Rarely
3. 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)	
1. Do you have access to a reliable internet connection for attending online classes?	Yes, always
	Sometimes
	No, I often face issues.
2. How would you rate the quality of the infrastructure provided for online classes?	Excellent
	Good
	Average
	Poor
3. 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)	
1. 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)
2. 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)
3. Do you feel the course content is relevant to your interests and learning needs?		Yes, very relevant
		Somewhat relevant
		Not relevant
		Not relevant at all
4. 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)		
1. 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)
2. 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
		2
		3
		4
		5
3. 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
4. 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)		
1. 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)
2. 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		
		Yes, very effectively



1. Do you feel the program is achieving its goal of promoting digital art and cultural education effectively?	Moderately effectively
	Not very effectively
	Not at all
2. 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 the arts
3. 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	
1. Any additional comments or suggestions for the program or Routes 2 Roots? (Open-ended)	



Detailed Questionnaire for Teachers – Assessing Qualitative and Quantitative Impact	
Section 1: Demographic Information	
1. Name (optional):	
2. School Name:	
3. Grade/Classes Taught:	
4. Subject Specialisation:	
5. Number of Years in Teaching:	
6. Location (City, State)	
Section 2: Program Awareness and Involvement	
1. 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)
2. What is your role in the program?	Teaching Facilitator
	Coordinator
	Support Staff
	Other
3. What grades do you teach or manage (if applicable)? (open-ended)	
4. How frequently do you participate in or support the digital art and cultural education program?	Daily
	Weekly
	Occasionally
5. Is the infrastructure provided for the online classes sufficient to meet the students' needs?	Yes, fully sufficient
	Sufficient but with some limitations
	Not sufficient
6. 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)	
1. 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
2. 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)
3. How often do you observe students actively participating in the program?	Always
	Often
	Sometimes
	Rarely
4. Is the online platform used for the program user-friendly for both teachers and students?	Never
	Yes, very user-friendly



		Somewhat user-friendly
		Not user-friendly
		Needs improvement
5. 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)		
1. 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)
2. Do you feel the program has improved students' overall engagement and interest in the arts?		Yes, significantly
		Yes, moderately
		Slightly
3. 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?		1
		2
		3
		4
		5
4. Are students able to apply what they learn from the program to their other subjects or extracurricular activities?		Yes, frequently
		Occasionally
		Rarely
		No
Section 5: Program Impact and Benefits (Outcomes and Impact)		
1. 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
2. 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 positively
		No impact
3. What long-term benefits do you foresee from this program for students in terms of their personal or academic growth? (Open-ended)		



	4. Are there any changes or improvements for the program to enhance its effectiveness? (Open-ended)	
	Section 6: Logical Framework Analysis (LFA)	
	1. Do you think the program is achieving its goal of promoting digital art and cultural education effectively?	Yes, very effectively
		Moderately effectively
		Slightly effectively
		Not effectively
	2. 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
	3. 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
	4. 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
		Likely
		Not sure
		Unlikely
	Section 7: Additional Survey Questions for Routes 2 Roots Initiative	
	1. 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)
	2. What are the main reasons for missing sessions?	Technical difficulties (internet/device issues)
		Lack of interest in specific topics
		Scheduling conflicts with other activities
		Difficulty understanding the content
		Other (please specify)
	3. On a scale of 1 to 5, how likely are you to prioritise attending these classes over other extracurricular activities?	Very likely
		Likely
		Not sure
		Unlikely
	4. Do you feel that participating in the Routes 2 Roots program has helped reduce academic pressure among students?	Yes, significantly
		Somewhat



		Not much
		Unlikely
5. 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)
6. 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)
7. 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
8. 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		
1. Any additional comments or suggestions for Routes 2 Roots or the digital art and cultural education program? (Open-ended)		



Detailed Questionnaire for Principal – Assessing Qualitative and Quantitative Impact		
Section 1: Demographic Information		
	1. Name (optional):	
	2. School Name:	
	3. Number of Years as Principal:	
	4. Location (City, State):	
	5. Total Student Population:	
	6. Grade Levels Participating in the Program:	
	7. Date of Project installation:	
Section 2: Program Awareness and Involvement (Input)		
	1. How did you learn about the Routes 2 Roots digital art and cultural education program?	Routes 2 Roots outreach
		School administration recommendation
		Government
		Other (please specify)
	2. What role do you play in supporting or managing the program in your school?	Program Administrator
		Observer
		Support/Resource Provider
		Other (please specify)
	3. Do you believe the infrastructure provided for online classes (e.g., devices, internet access, software) is sufficient to support the initiative in your school?	Yes, completely sufficient
		Sufficient, but with some limitations
		Insufficient
		Not applicable
	4. How effectively has the school adapted to the online learning infrastructure provided by the program?	Highly effective
		Moderately effective
		Needs improvement
		Not effective
	5. What additional infrastructure or resources do you think are necessary to support the program in your school better? (Open-ended)	
Section 3: Program Implementation and Content (Activities/Processes)		
	1. How relevant is the digital art and cultural education program to the current curriculum and the students' interests?	Highly relevant
		Moderately relevant
		Somewhat relevant
		Not relevant
	2. How often are teachers and staff actively involved in the program's delivery?	Daily
		Weekly
		Occasionally
		Rarely
	3. On a scale of 1 to 5, how well do you think the program integrates with the school's existing arts and cultural curriculum?	1 (Poorly integrated)
		2
		3
		4
		5 (Seamlessly integrated)
		Highly engaging



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	4. In your opinion, how engaging are the program’s activities for the students?	Moderately engaging
		Neutral
		Not engaging
	5. What challenges have you observed in implementing the program within your school?	Lack of teacher availability
		Technical difficulties (internet or device issues)
		Scheduling conflicts with other school activities
		Insufficient training for teachers
		Other (please specify)
Section 4: Learning Outcomes and Student Skill Development (Outputs)		
	1. What key skills or benefits do you believe students are gaining from this program?	Digital art and design skills
		Cultural awareness and appreciation
		Critical thinking and creativity
		Collaboration and communication skills
		Confidence in multimedia presentations
		Other (please specify)
	2. How much improvement have you observed in students' interest in arts and culture since the program started?	Significant improvement
		Moderate improvement
		Slight improvement
		No improvement
	3. In your view, how well are students applying the skills they have learned from the program to other academic subjects or extracurricular activities?	Frequently
		Sometimes
		Rarely
		Not at all
Section 5: Program Impact and Sustainability (Outcomes and Impact)		
	1. How likely is it that the students will continue to use the skills and knowledge gained from the program in the future?	Very likely
		Likely
		Not sure
		Unlikely
	2. What long-term benefits do you foresee for the school and its students through continued participation in this program? (Open-ended)	
	3. What additional steps or changes would you suggest to improve the sustainability and long-term success of the program in your school? (Open-ended)	
Section 6: Logical Framework Analysis (LFA)		
	1. Do you feel the program is achieving its objective of promoting digital art and cultural education in your school?	Yes, very effectively
		Moderately effectively
		Not effectively
		Not at all
	2. What do you consider the primary indicators of the program’s success in your school?	Improved student skills in art and culture



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		Increased student participation in arts-related activities
		Greater teacher engagement in the program
		Enhanced school commitment to arts and culture
		Other (please specify)
3. What factors do you believe could hinder the program from achieving its desired outcomes?		Insufficient infrastructure or technical support
		Lack of student interest or participation
		Limited teacher engagement
		Scheduling or time constraints
		Other (please specify)
4. How likely is it that the program will continue to have a lasting impact on the students and school community in the future?		Very likely
		Somewhat likely
		Not sure
		Unlikely
Section 7: Open Feedback		
1. Do you have any additional comments or suggestions for improving the Routes 2 Roots digital art and cultural education initiative in your school? (Open-ended)		



ABBREVIATIONS	
R2R	Routes 2 Roots
SIA	Social Impact Assessment
SSE	Social Stock Exchange
NSE	National Stock Exchange
BSE	Bombay Stock Exchange
SEBI	Securities and Exchange Board of India
ZCZP	Zero Coupon Zero Principal
NEP	National Education Policy
SDG	Sustainable Development Goals
K12	Kindergarten to Class 12
MoU	Memorandum of Understanding
CSR	Corporate Social Responsibility
SAS	Social Audit Standards
ICAI	Institute of Chartered Accountants of India
SRSB	Sustainability Reporting Standards Board
KPIs	Key Performance Indicators
LFA	Logical Framework Analysis
IDI	In-Depth Interview
FGD	Focus Group Discussion
ICMAI	Institute of Cost Accountants of India
SAO	Social Audit Organisation
SPOC	Single Point of Contact
SIP	Solution Implementation Plan
M&E	Monitoring and Evaluation
STEM	Science, Technology, Engineering, Mathematics
STEAM	Science, Technology, Engineering, Arts, Mathematics
ICDR	Issue of Capital and Disclosure Requirements
ISAI	Institute of Social Auditors of India
AI	Artificial Intelligence
NPO	Non-Profit Organization
AWES	Army Welfare Education Society
SOP	Standard Operating Procedure
LLP	Limited Liability Partnership
SRO	Self-Regulatory Organization
SE	Social Enterprise





END OF THE REPORT