

ANNUAL REPORT 2024 – 2025

INTERNET IN SCHOOL INITIATIVE



Manipur Community Access Network (Manipur CAN)

Empowering Students and Advancing Digital Literacy Lamka, Churachandpur District, Manipur



CSDD · SSPP · AKCDP

Supported by APNIC Foundation — Internet for Inclusion

1. Project Overview

Project Title	Manipur Community Access Network (Manipur CAN) — Internet in School Initiative
Target Area	Bungmual Village & New Lamka, Lamka (Churachandpur), Manipur
Implementing Organizations	Council for Social & Digital Development (CSDD), Siamsinpawlpi (SSPP) and AKCDP
Strategic Funding & Support	APNIC Foundation (Under the Internet for Inclusion thematic area)
Target Demographics	Primary and Secondary School Students, Local Educators, Youth Volunteers, and Internally Displaced Persons (IDPs)

2. Executive Summary

The 'Internet in School' project, executed under the larger Manipur Community Access Network (Manipur CAN) initiative, represents a vital grassroots intervention in one of the most structurally isolated landscapes in modern educational history. Launched to counter the compounding crises of ongoing ethnic unrest and the world's longest recorded internet shutdown, the project established a resilient community network in Lamka (Churachandpur town).

By establishing a high-capacity fixed leased-line hub at the SSPP Campus in Bungmual, the project successfully deployed a digital network covering a 4.5-kilometer radius. This network directly connected 9 major schools, brought internet access to 385 households, and created an immediate digital lifeline for 1,422 direct beneficiaries and 2,587 indirect community members.

Beyond basic physical infrastructure, the project integrated a specialized digital literacy curriculum (Digi Samarth), trained 12 local youth network custodians, and provided safe digital spaces for student learning, restoring educational continuity for a generation of tribal youth whose academic paths were severely threatened by the communication blackout.



3. Quantitative Project Reach

9 Schools Connected	1,422 Direct Beneficiaries	385 Households	221 Trained in Digital Safety
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Project Metric	Focus Area	Measured Impact	Primary Demographic
Institutional Connectivity	Schools inside 4.5 km grid	9 Schools Fully Integrated	K-12 Students and School Staff
Household Inclusion	Connected residential units	385 Households (219 Bungmual / 166 New Lamka)	Student Families & IDP Relatives
Direct Active User Base	Unique registered accounts	1,422 Individuals	School-goers, Active Youth, Female Scholars
Extended Community Reach	Indirect community beneficiaries	2,587 Beneficiaries	Parents, Local Traders, Relief Organizers
Local Capacity Training	Trained technical custodians	12 Youth Volunteers	Local Tech-Enthusiasts & Job-seekers
Digital Literacy Cohorts	Certified safety seminar attendees	221 Active Trainees	Girls, Student Leaders, High-school Teachers

4. Contextual Background: The Internet Crisis in Churachandpur

The ethnic conflict that began in Manipur in May 2023 caused deep physical, economic, and social displacement. For the Kuki-Zo tribal communities in Churachandpur District, this crisis was worsened by prolonged, sweeping internet blackouts imposed by the state administration.

While internet shutdowns are often viewed through a security lens, their structural damage to students is deep and long-lasting:

- **Academic Disruption:** Schools completely lost access to national and state digital learning platforms, textbooks, and up-to-date board syllabi.
- **Exclusion from National Competitions:** Higher secondary scholars in Lamka were entirely unable to register for critical national examinations (such as NEET, JEE, and CUET), apply for central welfare scholarships, or coordinate college admissions outside the state.
- **The Widening Digital Divide:** While students across the rest of India transitioned to advanced cloud-based learning and AI educational tools, children in Churachandpur were pushed backward by decades due to the total absence of data connectivity.

Compounding this educational freeze was the arrival of thousands of Internally Displaced Persons (IDPs) into relief camps across Lamka. With family savings depleted by the conflict, purchasing private mobile data packages became impossible even when networks were partially live. Recognizing that internet access in a conflict zone is a matter of fundamental humanitarian relief, CSDD, AKCDP and SSPP launched this project to build a reliable, community-owned internet asset.



5. Technical Framework and Infrastructure Setup

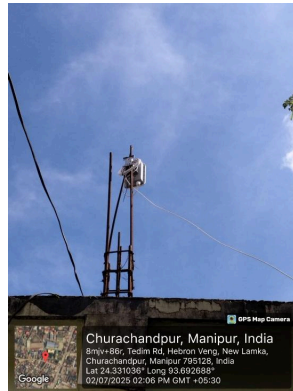
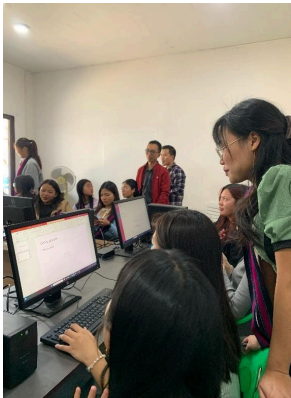
The engineering design of the network focused on three strict principles: local ownership, cost efficiency, and high infrastructure resilience.

The SSPP Campus Core

The central transmission hub was anchored at the Siamsinpawlpi (SSPP) Complex in Bungmual, Lamka. Chosen for its deep-rooted social trust and continuous administrative support, the core hub received a direct, commercial high-speed leased line, guaranteeing dedicated bandwidth unaffected by consumer cellular fluctuations.

Distribution Array

From this central node, the technical group deployed long-range outdoor sector wireless dishes and routers. A total of 9 strategic access points were mounted, creating a high-performance digital network blanketing a 4.5 km radius. The coverage layout intentionally prioritized educational clusters, student hostels, and dense residential sectors containing displaced students.



6. Measurable Benefits to Students and Educational Outcomes

The physical activation of the network led to immediate positive outcomes across the 9 connected schools:

A. Restoring Curricular Flow and Smart Classrooms

Teachers in the connected schools quickly integrated the internet back into daily pedagogy. Access to digital learning materials from the central NCERT catalog and DIKSHA portal allowed schools to bypass the physical book shortages caused by disrupted highways. Complex scientific and mathematical concepts were clarified using online visual aids and downloaded video modules, bringing standard blackboard classes into the interactive digital era.

B. Facilitating Competitive Admissions and Scholarships

For higher-secondary students, the network served as an absolute bridge to their future careers. Instead of travelling long, hazardous routes out of the district to find a commercial network signal just to submit an exam application, students used the SSPP network hub to:

- Register for nationwide university admissions exams, including JEE, NEET, and CUET.
- Successfully fill out and process documents on the National Scholarship Portal (NSP), ensuring that financial hardships brought on by the regional conflict did not end their academic aspirations.
- Check state board scores and securely access online study materials.

C. Hands-on Digital Literacy

A large percentage of primary and secondary school children had never experienced a high-speed connected workstation. The 'Internet in School' setup transformed computers from static processing devices into gateways for self-driven learning. Students learned how to navigate search engines safely for homework research, create and use professional emails for academic applications, and collaborate online using open-source text documents and presentations.



7. Advancing Safety and Trust: The 'Digi Samarth' Initiative

Providing raw internet access in a sensitive conflict zone can expose a community to online harms if not managed carefully. To address this, CSDD launched the Digi Samarth framework alongside the hardware setup.

The project conducted 6 specialized digital literacy and web-safety workshops, training 221 active participants (primarily young student leaders, adolescent girls, and schoolteachers). The core modules focused on:

- **Identifying Misinformation and Fake News:** Teaching youth how to critically analyze online content, spot deepfakes, and stop the spread of unverified rumors that could trigger further local panic.
- **Personal Data Protection:** Educating students on password protection, two-factor authentication, and identifying online scams or phishing links.
- **Creating Healthy Online Environments:** Mitigating cyberbullying and harassment, and building secure support channels for female students using social media and educational networks.

8. Ensuring Long-Term Sustainability

To ensure the network did not collapse after the initial project cycle, a community ownership model was built. The project trained 12 local youth volunteers as network custodians. These individuals received intensive training in:

- Splicing network cables, configuring multi-channel routers, and checking outdoor sector dish alignments.
- Monitoring traffic allocation during school hours to ensure priority data streams for educational content over entertainment.
- Managing a cooperative community-based service delivery model, ensuring the school grid remains fully operational independent of external commercial engineers.



9. Conclusion and Strategic Recommendations

The 'Internet in School' initiative in Lamka demonstrates that localized, community-driven technology networks can effectively protect the right to education in active conflict zones. By connecting 9 critical schools and empowering thousands of tribal students, the project provides a replicable blueprint for the wider Northeast region.

To expand on this foundation, three future actions are recommended:

- **Extend the Network Radius:** Scale the 4.5 km hub system out into the more remote, mountainous pockets of Churachandpur District, where rural schools remain completely isolated.
- **Institutionalize Digital Safety:** Embed the Digi Samarth web-safety module directly into the formal weekly school curriculum across all 9 connected schools.
- **Multi-Purpose Community Use:** Utilize the high-speed hubs after school hours to facilitate online healthcare consulting (telemedicine) and citizen e-governance service access for parents and community elders.

Connecting Communities. Empowering Futures.

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