



centre for  
COMMUNITY  
INITIATIVE  
inform • inspire • initiate

# Annual Report

2024 - 2025

**CENTRE FOR COMMUNITY INITIATIVE  
MANAGING BOARD MEMBERS 2022 – 2025**



**Mr Naulak Ginsianlal  
Chairman**



**Mr Vunglallian  
Vice Chairman**



**Mr PauzaginTonsing  
Secretary  
&  
Chief Functionary**



**Mr N Thangsuanpau  
Member**



**Ms Vanlalruat  
Member**



**Ms Liankhoman  
Member**



**Mr S Biaklian Ngaihte  
Member**



**Aligning with the United Nations' Sustainable Development Goals (SDGs)**



# ORGANISATION'S LEGAL STATUS

- Regn no. **6 of 2002** under the Manipur Societies Registration Act, 1989
- Regn no. **24/CCP/2010** under the Directorate of Social Welfare, Govt of Manipur
- Regn no. **76** of 2010 under Rights for Persons with Disabilities Act, 2016
- Regn no. **194160092** under FCRA with Ministry of Home Affairs, Govt. of India
- 12A Regn No : **AAAAC7916LE20214**
- 80G Regn No : **AAAAC7916LE20215**
- PAN: **AAAAC7916L**
- Labour Identification No: **1-3515-9725-7** under Ministry of Labour & Employment, Govt. of India
- Regn No: **MCEN1952254387** with National Trust under Ministry of Social Justice & Empowerment, Govt. of India.
- Darpan (NITI Aayog, Govt. of India) ID : **MN/2009/0000568**
- CSR Regn No: **CSR00002695**

## ACCREDITATION CERTIFICATION



# Director's Message

***What* Centre for Community Initiative (CCI) *began as a small effort to support children with disabilities has grown into a dynamic movement grounded in compassion, professionalism, and community engagement!!***

Through our Special Education, Early Intervention, Home-Based Care, Inclusive Education, Therapy Services, Counselling, Capacity Building, Advocacy, and Livelihood Programs, we continue to **create impactful and inclusive opportunities** for persons with disabilities, their families, and marginalized tribal communities.

This year, we prioritized **organisation development** by strengthening leadership, revising policies and practices, and **embracing digital tools** to enhance streamlining documentation, transparency, and service delivery. By investing in **staff capacity building**, we equipped our team to meet evolving community needs with confidence and care. Alongside this, we **emphasised mental well-being**, prioritising the emotional health of our staff, stakeholders, and the wider community.

As we step forward, our journey remains **informed in the people we serve** and **their resilience inspires our direction, their lived realities initiate our purpose**. We're deeply grateful to each person who walked beside us this year from partners and donors to staff and volunteers.



Pauzagin Tonsing



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***Centre for Community Initiative (CCI)*** is a non-governmental, non-political, and not-for-profit organization founded in 2002 to promote community participation for a better, more inclusive society. Restructured in 2007 by the father of a blind child, CCI began as a parents' support group and has since evolved into a strong advocate for Persons with Disabilities (PwDs).

Committed to empowering marginalised community with special focus to PwDs and their families, CCI promotes inclusive environments, supports rights and dignity, and offers practical assistance. Its work now spans across Education, Health, Livelihood & Sustainable Development, Advocacy & Community Empowerment, and Disability-Inclusive Disaster Management—driven by a vision of a just society where everyone can thrive with dignity and equal opportunity.



## **VISION**

- To provide a healthy and just society with equal opportunities for all.

## **MISSION**

- To build and strengthen society for health care, education and socio-economic development through community initiatives and participation.

## **BELIEVE**

- We believe that each individual, communities, institutions and government contribute in their own way to making the world a better place to live in.

## **THEORY OF CHANGE**

CCI's empower individuals, communities, institutions, and all stakeholders to actively engage in inclusive health care, education, and socio-economic development, to collectively build a just and equitable society where everyone regardless of background or ability has the opportunity to thrive and participate with dignity..

# Malsawm Ability Resource Centre (MARC)

Located along NH-2 in Pearsonmun, Churachandpur, MARC is a vital facility addressing the needs of persons with disabilities while supporting the wider community. Established in response to local challenges, it has evolved into a multi-functional hub driven by dedicated professionals.

MARC delivers impact through six core programs:

- ***The Malsawm Initiative (TMI) | Early Intervention Unit (EIU) | Therapy Services Unit (TSU) | Home-Based Care Unit (HBCU) | Inclusive Education Program (IEP) | Capacity Building & Training (CB&T)***

MARC continues to stand as a beacon of inclusion, ensuring no child is left behind due to disability or circumstance.



**Manager 01**  
Oversees team operations



**B.Ed (Special Educators) 03**  
Provides specialized educational support



**Dip. in Special Education 03**  
Offers additional special education skills



**Physiotherapist 02**  
Support physical health & Rehabilitation



**Supporting Staff 06**  
Assists with daily tasks and operations



**Volunteers 05**  
Contributes time and effort to the team



**Speech & Language therapist 01**  
Helps students with communication difficulties



**Psychologist 01**  
Help students deal with emotional, behavioral, and learning challenges



**Non - Teaching Staff 02**  
Handles administrative & non-educational tasks



# The Malsawm Initiative (TMI)

*(A School for Children with Special Needs)*

TMI provided individualized special education to 49 children (30 boys, 19 girls) aged 4–17 through structured programs based on IEPs. Students were grouped into Early Education I–III, Levels A–C, Secondary, and Pre-Vocational groups.

TMI, an accredited NIOS Open Basic Education (OBE) centre since 2019, had 13 students appear for OBE exams in February 2025 (3 in Level A, 3 in Level B, 7 in Level C). Three students are preparing for their Secondary Examination under NIOS. Inclusive support services included Braille and sign language, tailored to individual needs.



## Autism 13

Represents the largest group of students with disabilities



## Intellectual Disability 11

Focus on students with cognitive challenges



## Multiple Disabilities 04

Includes students with a combination of disabilities



## Visual Impairment 01

Represents students with visual impairment



## Hearing Impairment 12

Highlights the second largest group of students with Hearing challenges



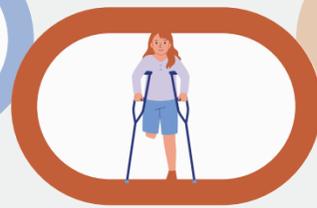
## Cerebral Palsy 06

Represent students with motor skill challenges



## Locomotor Disability 02

Focuses on students with mobility issues



# Spotlight Story: A Journey Toward Inclusion

## *Nemlunmawi's Journey: From Early Intervention to Inclusive Education*

**Nemlunmawi**, a bright and determined 6-year-old girl with Cerebral Palsy, began her journey with the Early Intervention Unit at MARC in 2022. With regular physiotherapy sessions and early learning support, she gradually developed the strength and confidence to engage more actively in her surroundings.

In 2024–25, she progressed to Early Education-II at The Malsawm Initiative, where a structured, school-readiness program helped her build foundational literacy and classroom skills. Her persistence paid off, she showed remarkable improvement in mobility and no longer required assistive devices by the end of the year.

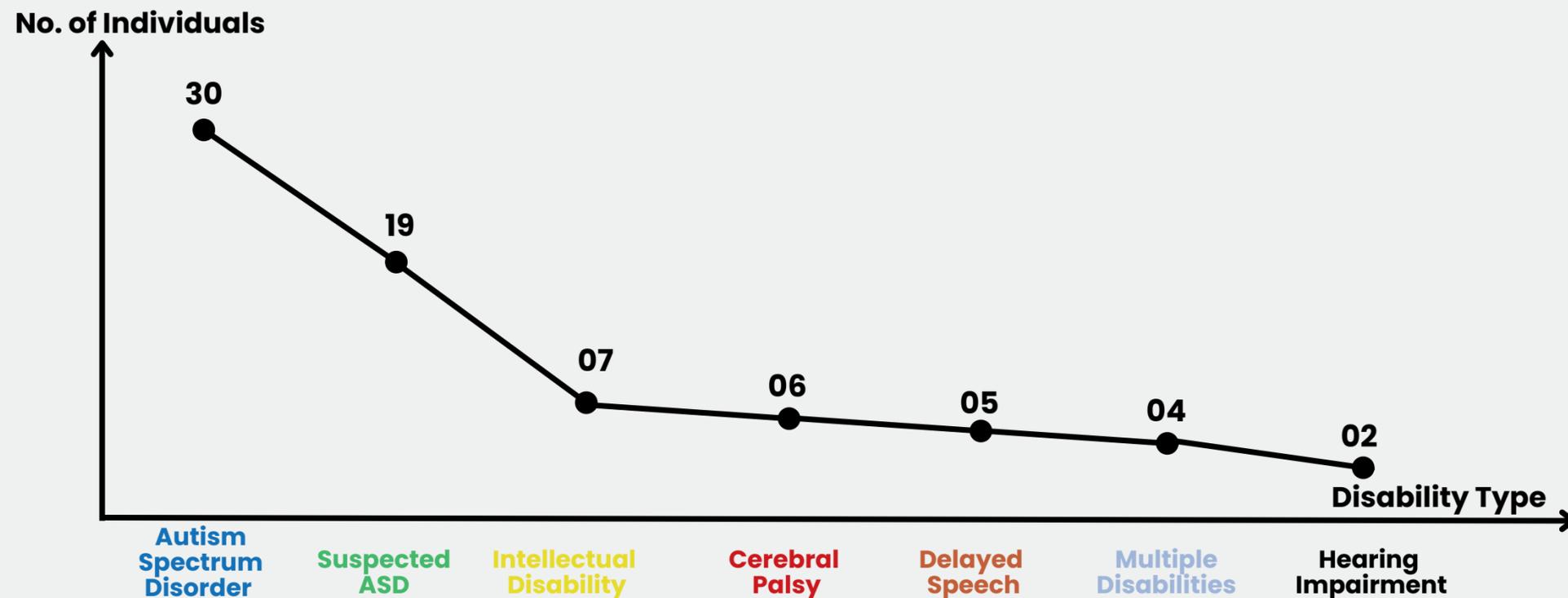
Today, Nemlunmawi is thriving in the Nursery class at VK Tawna High, a mainstream inclusive school. Her journey stands as a testament to what's possible when early intervention, family support, and inclusive education come together to unlock a child's potential.



# Early Intervention Unit (EIU)

The EIU supported 73 children (48 boys, 25 girls) aged 0–17 with disabilities such as Autism, Cerebral Palsy, Intellectual Disability, and Multiple Disabilities. Services included behaviour management, ADL skills, school readiness, and counselling.

- 20 children (ages 0–10) received support under the Disha scheme (National Trust).
- 6 children successfully graduated and transitioned to The Malsawm Initiative (TMI).



# Alice's Journey: From Early Struggles to Steady Growth

**Alice Chinneihing Haokip**, a bright and cheerful 6-year-old diagnosed with Autism (80%), began receiving Early Intervention services at TMI in July 2024. Though she stood out for her neat appearance and love for stylish clothes, she faced significant communication challenges. Her early days were marked by frequent crying, avoidance of interaction, and difficulty transitioning between activities.

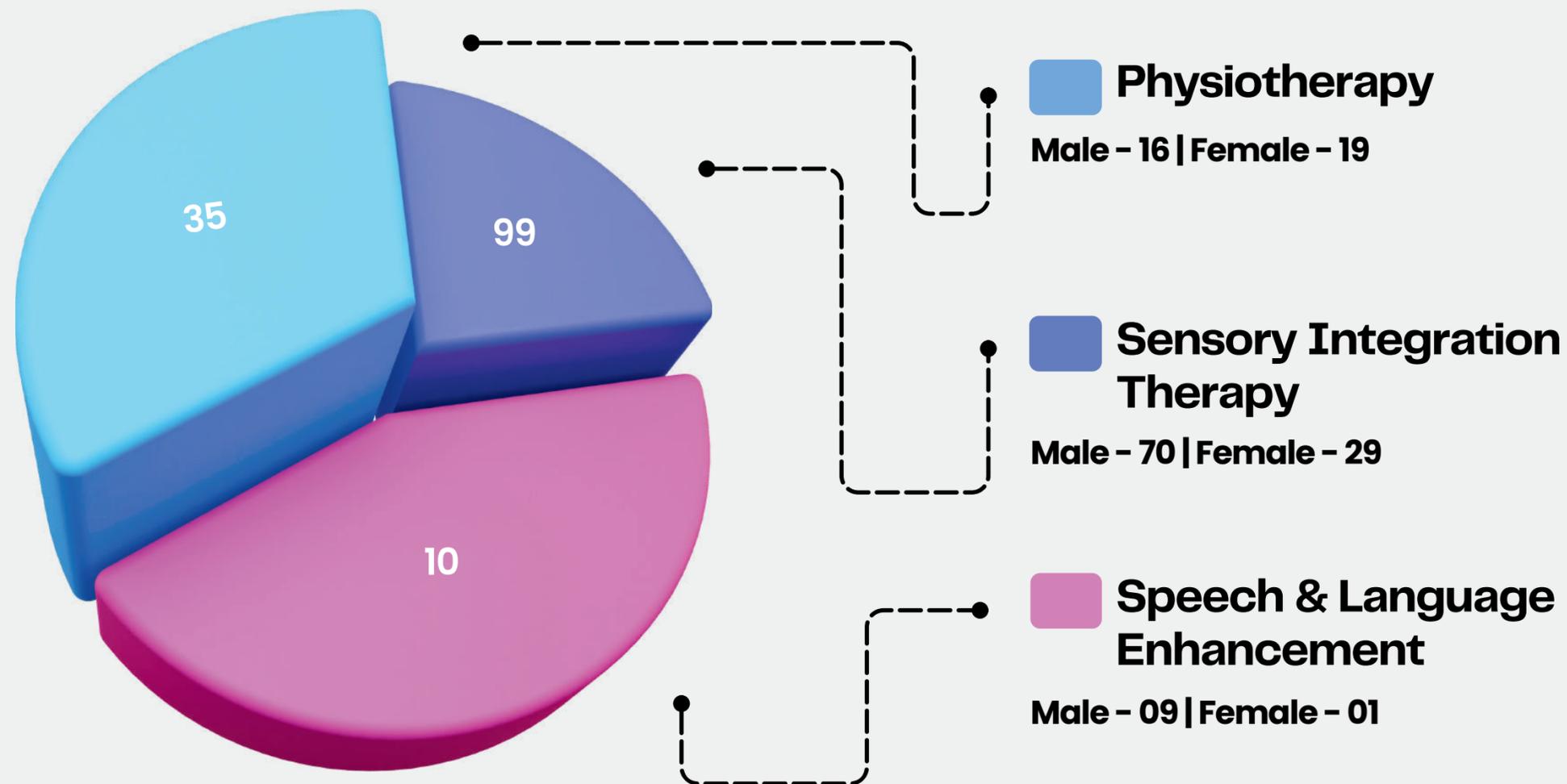
With consistent therapy at the centre and active involvement from her family at home, Alice began to show steady progress. She gradually overcame her sensory sensitivities, learned to accept handshakes, engage in activities, and sit through sessions without distress. She also started participating in group tasks and managing transitions more smoothly.

Now promoted to TMI's school programme, Alice follows a classroom routine, participates actively, and adapts well to school rules. Her story is a powerful example of how early intervention, paired with family support, can create meaningful change in a child's life.



# Therapy Service Unit (TSU)

Catering to the therapy needs of students and beneficiaries under TMI, EIU and HBCU of MARC. Therapy includes physiotherapy, sensory integration and speech & language enhancement which were availed by a total of 144 beneficiaries. 20 of the beneficiaries were from HBCU covered under Home School Program, Making Education Accessible for All (HSP/MEAL) with the support of Wipro Foundation.



# From Limited Mobility to Confident Moves: Francis' Journey

**Francis Mangginlun**, a four-year-old boy with a locomotor disability, began therapy at CCI to address muscle tightness in his lower limbs and left arm. Despite mobility challenges, his behavioral development was normal.

With consistent physiotherapy three times a week, Francis made remarkable progress—he can now sit independently, stand with minimal support, use his left arm, and perform various movements that once seemed impossible.

His journey reflects the power of early intervention and the deep impact of building long-term, supportive relationships with children and their families, transforming not just mobility but confidence and quality of life.



# Inclusive Education Program (IEP)

IEP is a key initiative of CCI that aims to foster inclusive education by addressing barriers faced by children with disabilities in mainstream schools. Implemented in collaboration with the Autonomous District Council (ADC) and the Zonal Education Office (ZEO) in Churachandpur, the programme currently partners with six co-educational schools—three government (Tuibuang Government High School, Seilal Upper Primary School, and New Lamka Upper Primary School) and three private (Happy Heart School, Little Gems Academy, and VK Tawna High).

Funded by the Wipro Foundation, ISP supports the integration of inclusive practices into the formal education system. Twelve Key Teachers (two from each school) receive continuous support through training sessions, exposure visits, development of Teaching-Learning Materials (TLMs), and regular handholding. In the next phase, the programme will expand to include all teachers up to Class V—reaching around 115 educators across the six schools. Running through 2028, the ISP ensures sustained support and capacity-building, laying a strong foundation for inclusive, equitable, and accessible education for all children.



# Fostering Inclusion through Participation and Achievement

Partner schools like Tuibuang Government High School, Happy Heart School, and VK Tawna High are actively promoting inclusion by encouraging children with disabilities to take part in Sports and Literary Meets—where many have won prizes, boosting their confidence and sense of belonging.

One inspiring example is **Chochoi**, a Class 1 student with a locomotor disability from Tuibuang Government High School, who topped her class despite mobility challenges. Her determination to attend school—often carried by her family—is a testament to her resilience.

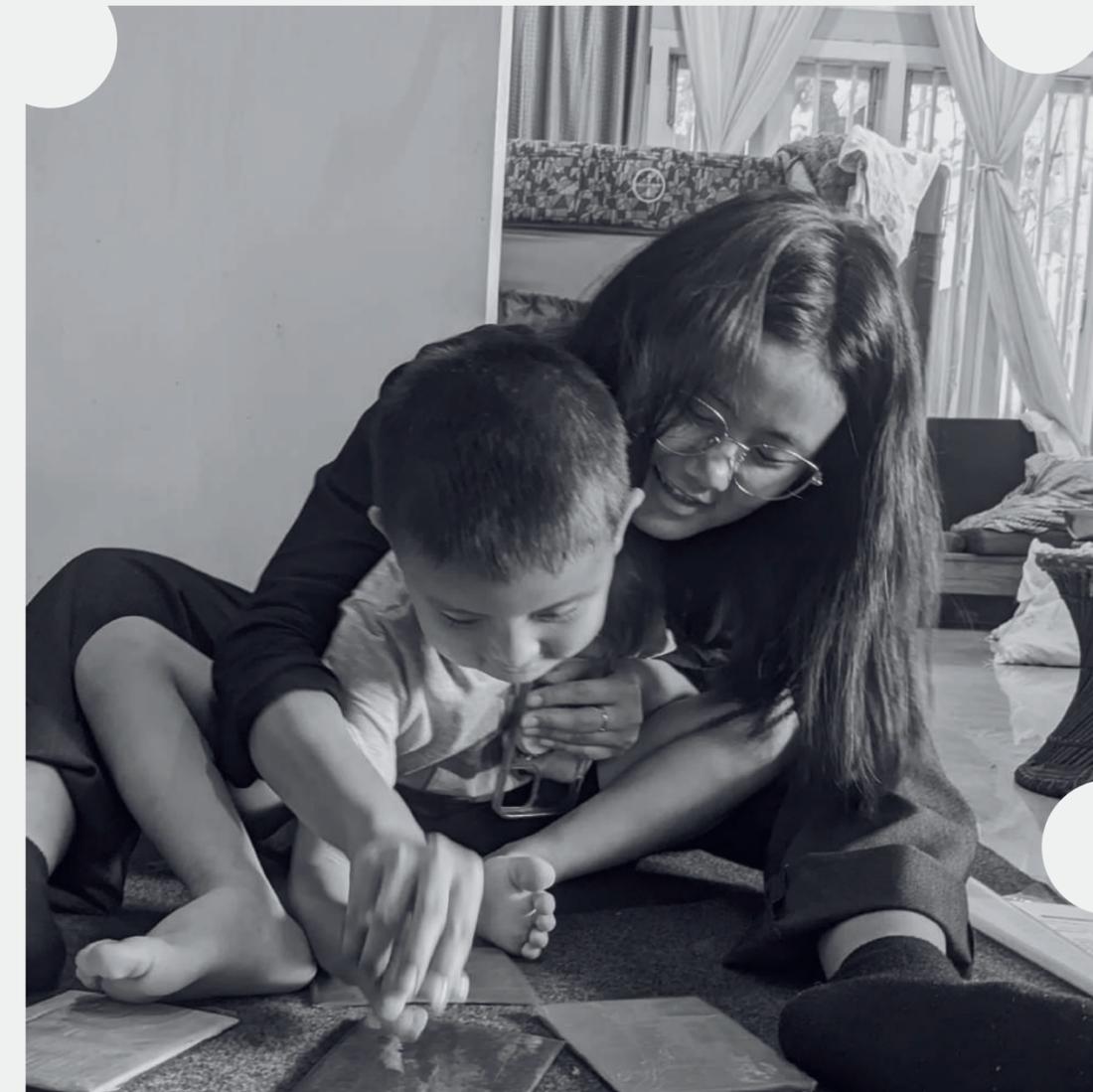
However, poor road conditions during the rainy season often hinder her attendance, highlighting the urgent need for accessible infrastructure and sustained support.



# Home Based Care (HBC)

HBC provides therapy and educational support to 52 children (ages 0–17) with severe disabilities who are unable to access school. Under the Home School Program/Making Education Accessible for All (funded by Wipro Foundation), the unit works directly with families to improve children’s functional abilities and empower caregivers.

This year, 2 children progressed to the Early Intervention Unit and 1 transitioned to The Malsawm Initiative, demonstrating the impact of consistent home-based support.



# Chinlunthang's Journey of Growth and Independence

**Chinlunthang**, a cheerful 7-year-old, began his journey with the Home School Programme in November 2021. Having never attended school, he initially struggled with following instructions, daily routines like brushing and toileting, and verbal communication.

With consistent support from his teacher and parents, Chinlunthang received tailored learning in basic literacy, numeracy, and speech development. Over time, he made remarkable progress—he can now follow instructions, brush his teeth independently, recognize colors and body parts, and express his needs with minimal prompting.

His growing confidence and improved communication reflect his incredible progress. In April 2025, Chinlunthang will take the next step by joining The Malsawm Initiative (TMI), where he will continue his journey of learning and achievement.



# Capacity Building & Training (CB&T)

At CCI, capacity building is a continuous journey of learning and growth. In 2024–25, we conducted 19 in-house sessions covering key topics such as sensory motor integration, mental wellbeing, and sign language, fostering a more inclusive environment. We also reached 898 individuals, including parents and college students, through 27 external training sessions.

A significant milestone was the launch of a Value Added Course on Special Education at Rayburn College and Churachandpur College, impacting 700 students. Our staff engaged in 22 external trainings to deepen their expertise, and two team members were sponsored for higher studies in Occupational Therapy and Hearing, Language & Speech, strengthening local professional capacity for the future.

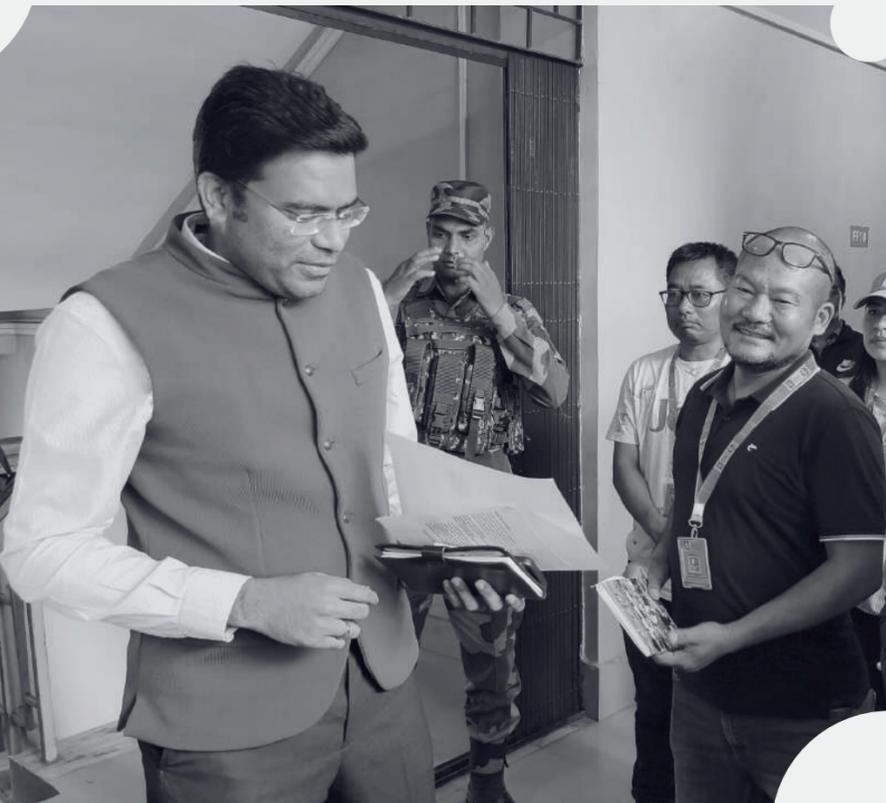


# Advocacy & Community Empowerment

In 2024–2025, CCI supported 200 PwDs in securing UDID registration and helped 150+ individuals participate in the MP Election under the SVEEP campaign.

Awareness sessions on Autism and SLD were held in 12 schools, while over 300 college students benefited from new value-added courses on disability rights.

An Inclusive Sports Event promoted social inclusion, and an Accessibility Audit of the Mini Secretariat highlighted key barriers to access. These efforts reflect CCI's commitment to building an inclusive and equitable society.



# Advocacy in Action: Paving the Way for Accessible Public Infrastructure

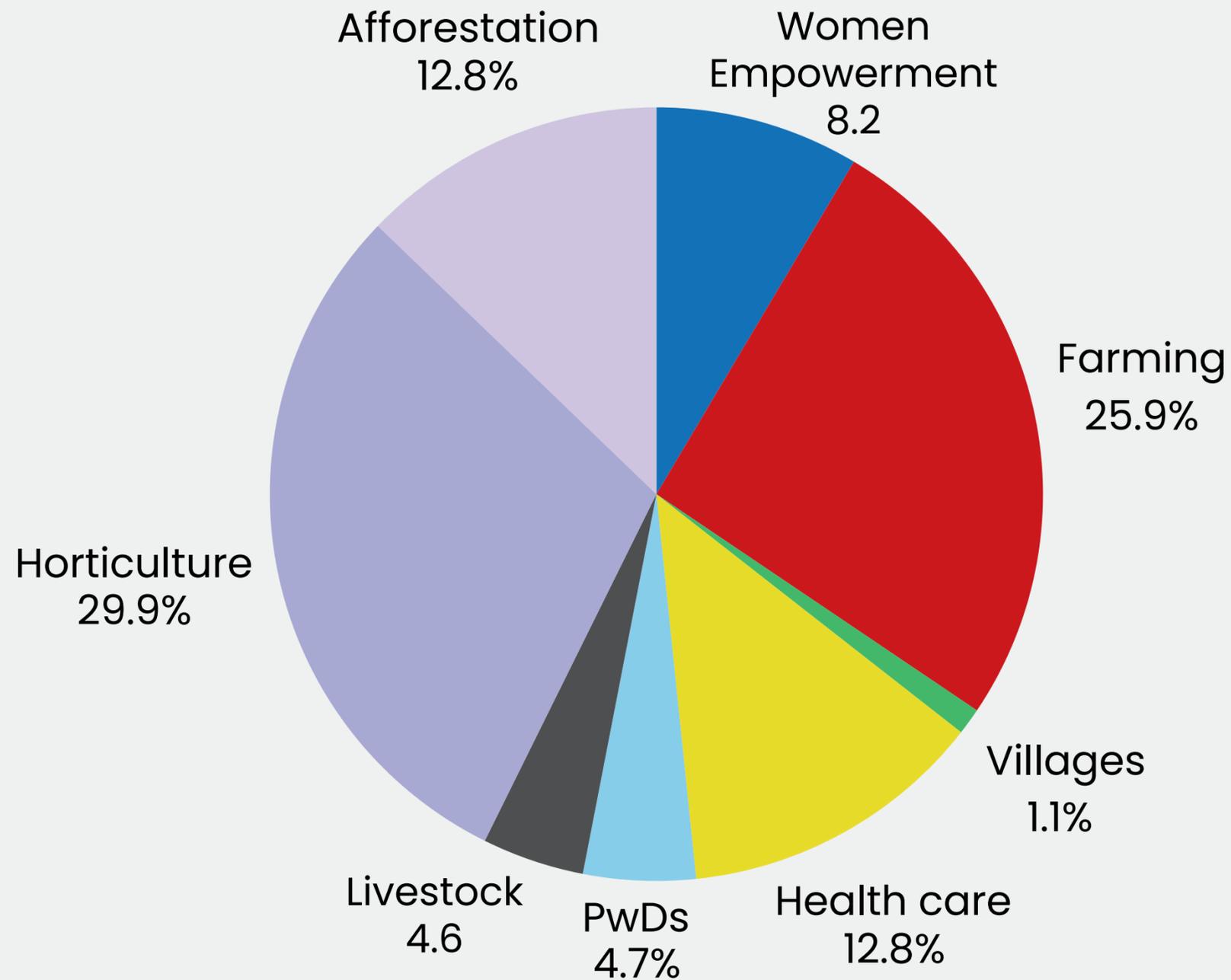
To address the ongoing challenges faced by Pwds in accessing public spaces, CCI's Advocacy & Community Empowerment Coordinator conducted an Accessibility Audit of the Mini Secretariat Building in Churachandpur. The audit findings led to constructive engagement with local authorities and actionable recommendations, marking a key step forward in disability advocacy.

To strengthen these efforts, CCI filed a Public Interest Litigation (PIL) in the Manipur High Court, urging enforcement of RPwD Act, 2016. The PIL called for accessible infrastructure across public offices, schools, and transportation systems.

In response, a ramp was constructed at the Mini Secretariat. However, it does not meet accessibility standards and remains unusable for wheelchair users, highlighting the gap between compliance and true inclusion. Despite setbacks, this advocacy has created momentum for long-term change. CCI remains committed to holding systems accountable and ensuring accessibility becomes a reality, not just a formality.



# Livelihood & Sustainable Development



With NABARD support, CCI implemented two key projects in Churachandpur:

- Springshed-Based Watershed Development in 3 villages focused on rejuvenating springs, conserving soil, and managing water resources.
- Tribal Development Fund Project in 7 villages promoted sustainable farming, water conservation, women empowerment, health, and skill-building.

These projects aim to improve livelihoods while preserving natural resources. Key efforts include SHG training, health camps, community-led planning, and promoting sustainable practices.

Challenges faced include limited resources, climate impacts, and community adaptation to new methods. Despite this, the projects have strengthened resilience and fostered inclusive, eco-friendly growth.

# Boosting Livelihoods through Backyard Piggery in Behiang T Village

Under the NABARD Tribal Development Fund (TDF) Project, the Centre for Community Initiative (CCI) supported a beneficiary in Behiang T Village, Singngat Sub-Division by providing five piglets and training in backyard piggery management.

With regular follow-up and technical guidance, the beneficiary successfully raised the pigs and sold them for a steady income—enhancing household financial stability. This small-scale intervention not only improved one family's livelihood but also inspired others in the community to adopt similar practices.

The initiative reflects the impact of the NABARD TDF Project in promoting sustainable, community-driven rural development.



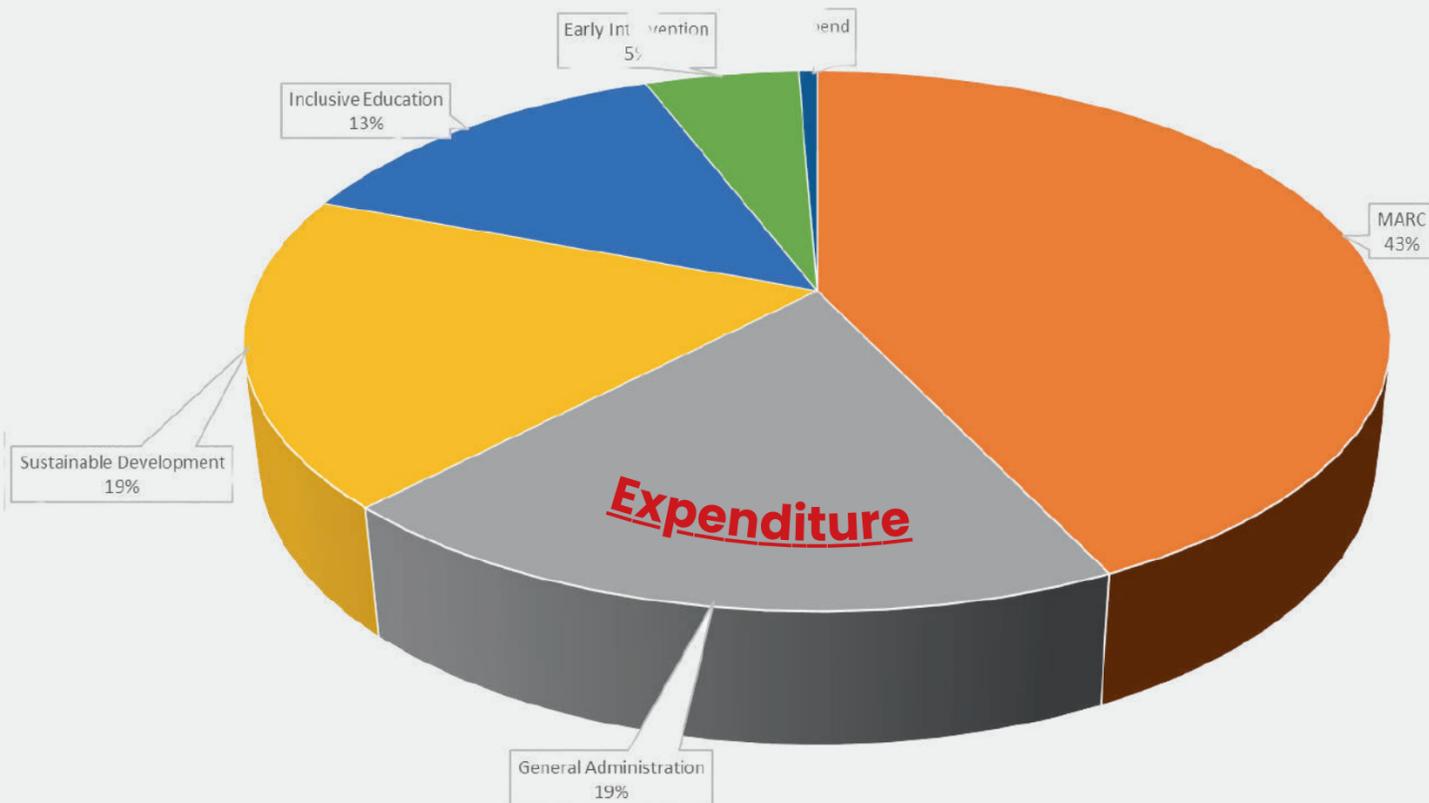
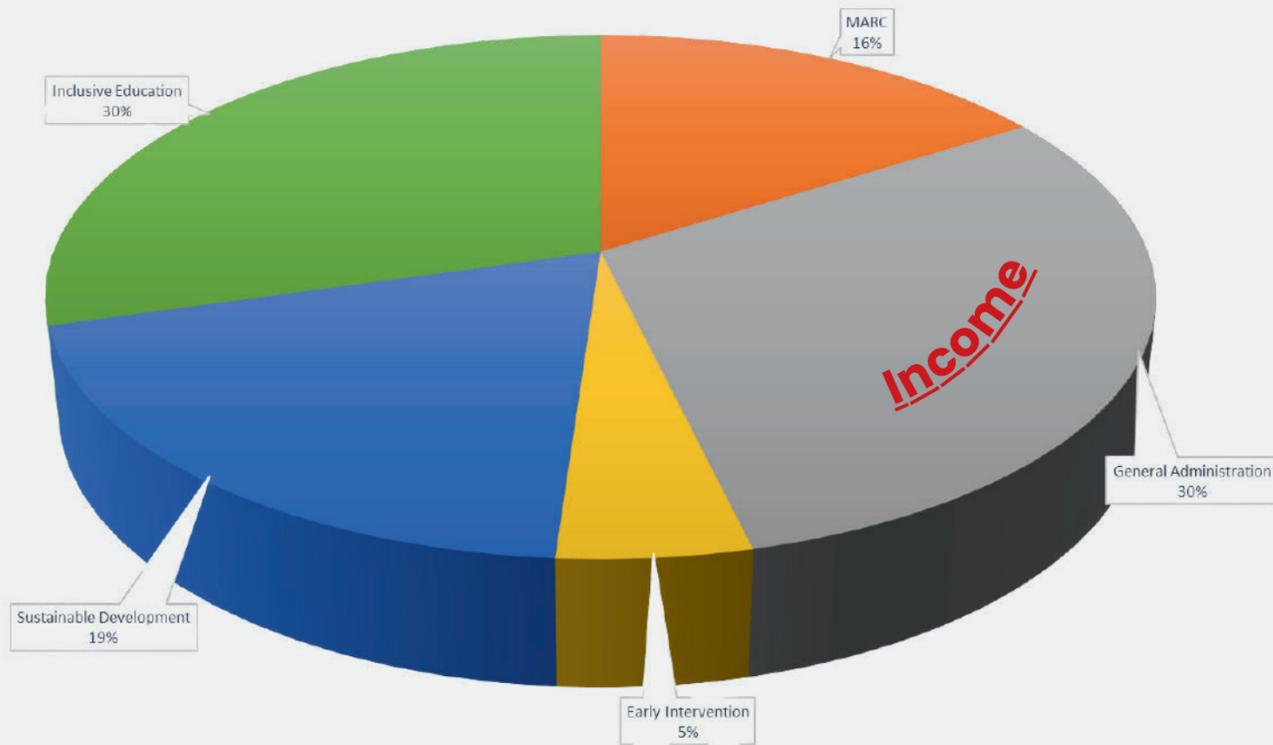
# Disaster Management

CCI extended vital support to 185 internally displaced persons (IDPs) and economically disadvantaged youth under its Disaster Management Program. Through strategic partnerships with eight reputed coaching centres, the initiative provided job-oriented coaching and skill development training aimed at empowering youth for a more secure and self-reliant future.

The program emphasized exam preparation, job readiness, enabling participants to navigate competitive environments with renewed purpose. In addition, to nurture a culture of learning and emotional resilience among displaced children, CCI established Mini Libraries in 05 relief camps, offering access to books and learning materials to encourage reading habits and restore a sense of normalcy through education.



# Financial Overview



CCI remains committed to transparency, accountability, and responsible financial stewardship. Despite the ongoing humanitarian crisis in Manipur, we have continued to prioritize the effective utilization of resources to sustain our programs and reach the most vulnerable.

CCI has experienced a significant increase in income, rising from Rs 18,712,822.75 to Rs 24,715,713.92 this financial year 2024-2025. This represents a percentage increase of approximately 32.1%. As People are gradually settling down after the humanitarian crisis, allowing for a return to normalcy in program and activity implementation. Despite the increase in income, CCI's expenditure has exceeded budgeted amounts to Rs 1,56,603.30 which is 1%. Since we Expanded the Program Scope, Programs and activities are being carried out on a broader scale, resulting in higher-than-anticipated expenses.

We are deeply grateful to our donors, partners, and supporters for standing with us during these challenging times. Your unwavering support empowers us to keep moving forward with resilience and purpose.

# Acknowledgments

We sincerely thank everyone who has been part of the Centre for Community Initiative (CCI)'s journey. Your unwavering support, generosity, and belief in our mission continue to inspire and strengthen our work.

## Partners and Collaborators

- We are deeply grateful to our partner organizations and schools for their shared commitment to inclusive education. Your collaboration, expertise, and adaptability have enabled children with disabilities to thrive in safe and supportive learning environments.

## Donors

- To our donors, your trust and contributions have been vital in expanding our impact and creating meaningful opportunities for children, families, and communities.

## Volunteers and Interns

- To our dedicated volunteers and interns, thank you for your time, energy, and compassion. Your involvement has brought encouragement and positive change to those we serve.

*Together, we look forward to building a more inclusive future.*



**REGISTERED & ADMINISTRATIVE OFFICE:**

**Malsawm Ability Resource Centre (MARC),  
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# INFORM

*"Stay informed, thrive."*



# INSPIRE

*"Be the change".*



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# INITIATE

*"Believe you can."*

