

Blueprint Plan for Digitization & Connectivity

(2024 – 2028)



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Shree Shadananda Multiple Campus

Dingla, Bhojpur

2024

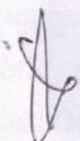
PREFACE

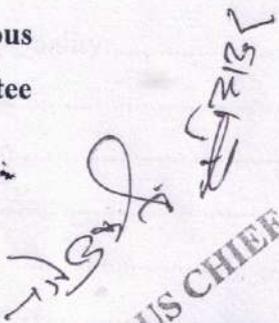
Shree Shadananda Multiple Campus (SMC), Dingla, has long remained committed to providing accessible, inclusive, and quality higher education in the remote eastern hills of Nepal. As the global education landscape evolves rapidly with digital advancements, it has become imperative for institutions like ours to embrace digital transformation in order to meet the academic, administrative, and community-based expectations of the 21st century.

This Blueprint Plan for Digitization and Connectivity (2024–2028) is a strategic response to the growing demand for digital infrastructure, smart learning environments, and data-driven management systems within our campus. It aligns with national policies such as the Digital Nepal Framework, the Higher Education Reforms Project (HERP), and the guidelines of the University Grants Commission (UGC) and Tribhuvan University. The plan envisions building a digitally empowered institution that offers improved educational experiences for students and promotes innovation and effectiveness in academic delivery and governance. The document outlines a comprehensive five-year roadmap, including specific goals, objectives, year-wise activities, budget allocation, expected outcomes, and implementation strategies. Special focus has been placed on digital education accessibility, smart classrooms, e-library systems, internet connectivity, ICT-enabled administration, and surveillance mechanisms for campus security. This initiative would not be possible without the support and collaboration of various stakeholders, including the UGC, Koshi Provincial Government, Shadananda Municipality, local community members, faculty, staff, and students. We believe that this plan will act as a foundation for sustainable digital development and will strengthen our capacity to deliver quality education in a more transparent, efficient, and student-friendly manner.

We are confident that the implementation of this blueprint will not only transform Shree Shadananda Multiple Campus into a digitally competent institution but also contribute to the broader vision of equitable education and digital inclusion in rural Nepal.

Shree Shadananda Multiple Campus
Planning & Development Committee
Dingla, Bhojpur
2024




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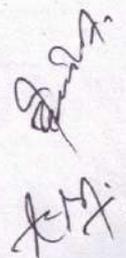


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1. BACKGROUND OF THE PLAN

Shadananda Multiple Campus, located in Dingla Bazaar of Bhojpur District, was established in 2067 B.S. (2010 A.D.) with the affiliation of Tribhuvan University. Founded through community involvement, the campus bears the legacy of Balaguru Shadananda, an educational pioneer who promoted accessible and community-managed education. Serving mainly the northern municipalities and rural areas of Bhojpur, the campus has been a crucial institution for the education of marginalized groups such as women, Dalits, indigenous communities, and economically disadvantaged populations. With evolving academic demands, increasing digital expectations from students, and national shifts toward digital transformation in higher education, the campus recognized a strong need for structured digitization and connectivity planning. This need became more evident as the campus aimed to fulfill the requirements of the Quality Accreditation Assurance (QAA) and effectively utilize UGC's NEHEP Equity and Extended Performance Grants. Despite its aspirations, the current human resource and digital infrastructure of SMC remained significantly underdeveloped. Key challenges included:

- Only one temporary full-time faculty and 15 part-time faculty members.
- No permanent or contract staff assigned to digital, research, or ICT roles.
- No full-fledged digitization team or digital learning facilities in place.

Recognizing this gap, in the academic year 2080–81 B.S. (2023–24 A.D.), the campus's proposal for digitization was officially approved, laying the foundation for a strategic and transformative roadmap. This blueprint plan was crafted to address:

- Expansion of digital infrastructure
- Enhancement of internet connectivity
- Introduction of ICT-supported teaching and learning
- Institutional reforms for digital governance and monitoring

The ultimate goal is to foster a digitally equipped and connected learning environment, enabling SMC to:

- Improve educational quality and access.
- Align with national and global standards for digital campuses.
- Support equity and inclusiveness in higher education delivery.

This Blueprint Plan, therefore, emerges not merely as a technological upgrade but as a strategic pillar for institutional growth, inclusiveness, and sustainability, especially in a geographically challenging region like Bhojpur.

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2. INTRODUCTION OF SHREE SHADANANDA MULTIPLE CAMPUS

Shree Shadananda Multiple Campus (SMC) is a community-based academic institution located in Dingla Bazaar, at the heart of Bhojpur District in Koshi Province, eastern Nepal. Established in 2067 B.S. (2010 A.D.), the campus was founded with the affiliation of Tribhuvan University (TU). It was developed through collective community efforts, inspired by the visionary educational legacy of Balaguru Shadananda, a pioneer of education, social reform, and local empowerment in the region. SMC serves as a public higher education hub for the northern municipalities of Bhojpur and surrounding remote areas. It primarily caters to students from marginalized, disadvantaged, indigenous, Dalit, and economically poor backgrounds. With limited access to mainstream educational opportunities, the campus has become a vital platform for inclusive and equitable learning in the region. Despite its commendable community-driven origins and socio-educational significance, the campus has faced persistent challenges, including:

- Limited faculty and administrative human resources
- Inadequate ICT infrastructure
- No formal digital governance system
- Lack of digitized academic and administrative practices

Currently, the campus runs Bachelor's level programs in Education and Management, with a small number of students and staff. As of 2081 B.S., only one full-time faculty member is in place, supported by 15 part-time teachers and 3 administrative staff. There is no dedicated digital or ICT staff available, and internet and technological tools are minimal or outdated. However, recognizing the transformative potential of digital education, SMC has taken a strategic step by developing and initiating a Blueprint Plan for Digitization and Connectivity. Approved under the UGC's Equity Grant support, this plan outlines a structured roadmap for:

- Expanding internet connectivity
- Integrating digital tools into teaching, learning, and administration
- Ensuring access to ICT for disadvantaged groups
- Creating a foundation for future QAA certification and institutional sustainability

With this forward-looking initiative, Shree Shadananda Multiple Campus aims to evolve into a digitally empowered, inclusive, and future-ready academic institution, aligned with national educational goals and global digital learning standards.

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3. VISION, MISSION, GOALS, AND OBJECTIVES OF THE CAMPUS

3.1. Vision

"Quality physical infrastructure is the foundation of higher education."

Explanation:

Shree Shadananda Multiple Campus envisions becoming a well-equipped institution enriched with academic, economic, physical, and human resources to provide a strong foundation for higher education.

3.2. Mission:

"To establish Shree Shadananda Multiple Campus as a reputed community institution through quality education, academic research, and innovative teaching-learning practices."

Explanation:

- Commitment to quality education
- Community satisfaction as a core aim
- Promotion of educational excellence, scholarly research, and creative pedagogical practices

3.3. Goals

- Achieve economic sustainability
- Improve and expand physical infrastructure
- Enhance academic quality
- Maximize the use of information technology
- Uphold good governance, equity, and inclusivity

3.4. Objectives

- To accomplish its goals, the campus has set the following objectives:
- To develop the campus institutionally.
- To preserve, improve, and expand the campus's physical infrastructure.
- To identify and manage resources for the sustainable economic development of the campus.
- To enhance the academic quality of teaching and learning.

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- To develop the institution as a center for research and innovation.
- To run student welfare and support programs.
- To prioritize gender sensitivity, inclusiveness, and equality.
- To ensure institutional good governance.
- To facilitate the employability of graduates produced by the campus.
- To optimize the use of information and communication technology (ICT).
- To provide consulting, demonstration, and expert services to stakeholders as needed.
- To document all economic, physical, academic, and institutional activities of the campus.
- To instill social and national responsibility in students and institutional accountability in the campus.
- To align students' knowledge, skills, and competencies with the labor market.

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4. STRUCTURE OF FACULTIES AND STAFF

Shree Shadananda Multiple Campus (SMC), Dingla – Academic Year 2081/82 B.S.

S.N.	Category	Position/ Designation	Number	Status	Remarks
1	Academic Staff	Full-Time Faculty	1	Temporary	Only one full-time teacher; lacks permanence and continuity
2		Part-Time Faculty	15	Contractual	Core academic load is handled by part-time teachers
		Subtotal – Academic Staff	16		
3	Administrative Staff	Administrative Head	1	Temporary	Oversees all administrative operations
4		Finance/Account Assistant	1	Temporary	Handles budgeting, expenditure, and financial documentation
5		General Office Assistant	1	Temporary	Supports clerical and student services
		Subtotal – Administrative Staff	3		
6	Technical/Digital Staff	ICT Officer / Computer Technician	0	Not Appointed	Key post for digitization; currently vacant



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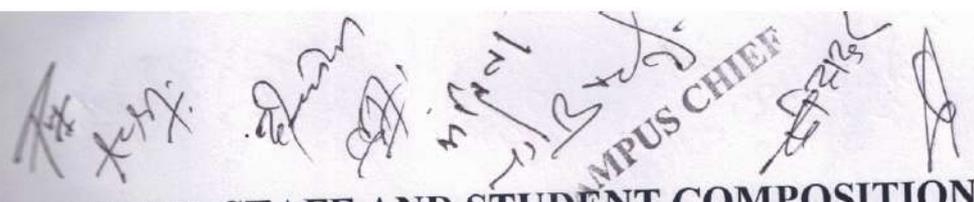
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7		Digital Learning Support Staff	0	Not Appointed	No capacity for managing e-learning systems or LMS
		Subtotal – Technical/Digital Staff	0		
8	Academic Support Roles	Research Coordinator	1	Appointed	Research Management Cell is formed
9		Library Staff	0	Not Appointed	Library functions are unmanaged and non-digital
10		Monitoring & Evaluation (M&E) Officer	0	Not Appointed	No M&E system in place for performance tracking or QA
		Subtotal – Support Roles	0		
		Total Staff & Faculty	19		Only 3 are administrative; rest are academic (mostly part-time)

4.1. Observations:

- The academic structure is heavily reliant on part-time faculty.
- There is a complete absence of dedicated digital/technical staff, which is critical for ICT and digitization.
- No personnel are assigned to research, M&E, or digital library operations, creating barriers to quality assurance and modernization.
- All current staff are temporary or contractual, posing a sustainability risk.

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5. FACULTY, STAFF AND STUDENT COMPOSITION

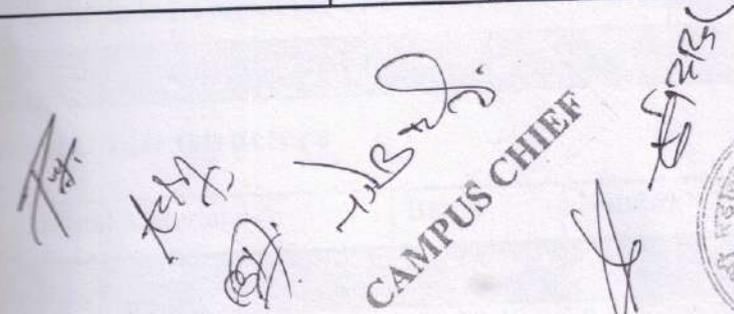


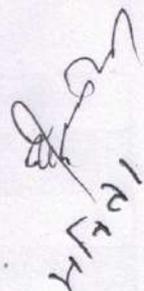
5.1. Student Enrollment by Program and Gender

S.N.	Program Level	Program	Girls	Boys	Total Students	Remarks
1	Bachelor's Level (TU Affiliated)	B.Ed. (Education)	150	82	232	Major faculty; high female student enrollment
2	Bachelor's Level (TU Affiliated)	BBS (Management)	15	5	20	Recently launched; still in early growth phase
		Total	165	87	252	Based on Blueprint Plan (not HEMIS database figure)

5.2. Faculty and Staff Composition

Category	Number	Remarks
Full-Time Faculty Members	1	Temporary; insufficient for program load
Part-Time Faculty Members	15	Handles major academic activities
Administrative Staff	3	Supports all administrative and clerical operations
Total Personnel	19	No technical/ICT-specific staff appointed







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6. DIGITIZATION STATUS OF SHREE SHADANANDA MULTIPLE CAMPUS (SMC), DINGLA



6.1. Existing Computer & Printer Infrastructure

S.N.	Type	Brand	Number	Remarks
1	Desktop Computer	Assemble	14	Mostly used for ICT teaching and admin tasks
2	Desktop Computer	Dell	-	Not available
3	Laptop	Dell	1	Available
4	Laptop	Lenovo	1	Available
5	Laptop for Teachers	-	-	Not available
6	Dot Matrix Printer	-	-	Not available
7	Color Printer	Canon	1	Available
8	Laser Printer	Brother	1	Available
9	Laser Printer	Canon	2	
	Total Computers		16	desktops + 2 laptops

6.2. Internet Connectivity

S.N.	Provider	Institution	Number of Connections	Bandwidth Capacity
1	Techminds	Techminds	1	150 Mbps
2	Techminds	Techminds	1	150 Mbps
	Total		2	Total 300 Mbps combined

6.3. Digital Infrastructure

S.N.	Digital Material	Brand	Number	Specification (Shape/Size)
1	Smart TV	-	-	Not available
2	Smart Board with OS	Hit Vision	2	75 Inch
3	CCTV Cameras	ZKTeco	4	-
4	Multimedia Projector	-	2	-
5	ESSD Portable Hard Disk	-	1	1 TB

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6	Pen Drive for Teachers/Staff	Transcend	2	16 GB
	Total Digital Devices		11+	

6.4. Digital Education Accessibility at SMC

Component	Description	Accessibility Focus
1. Smart TVs in Classrooms	10 sets of internet-enabled Smart TVs are installed for multimedia-based teaching and interactive learning.	Include captioning, ensure assistive technology compatibility, and provide visual clarity.
2. Online Learning Platform (MS Teams)	Campus uses MS Teams for online classes, assignments, and discussions.	Must follow Universal Design for Learning (UDL), allow customizable interfaces, and screen reader support.
3. Multimedia Projectors (4 Sets)	Used for lectures and presentations, enhancing classroom engagement.	Instructors should use accessible formats (e.g., alt-text, transcripts), and provide alternative content.
4. E-library Access	Digital library gives access to e-books, journals, and academic resources.	Offer screen reader-compatible formats, use navigable interface, and design with inclusive layout.
5. EMIS System (Education Management Information System)	Manages student records and academic info digitally.	Provide keyboard navigation, support screen readers, and staff training for inclusive use.
6. Website, Page, and Software	The campus digital platforms are vital for announcements, data, and academic operations.	Follow WCAG accessibility guidelines, use clear layout, and conduct user training for effective use.

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6.5. Surveillance System for Digital Safety and Monitoring

Area Covered	Functionality & Purpose
1. Administration Section	Monitors activities in admin offices, protects sensitive records and staff spaces.
2. Account Section	Ensures security during financial operations; monitors for fraud or irregularities.
3. Library	Maintains order, prevents damage/theft of resources, and enforces usage rules.
4. Campus Compound	Monitors parking, open areas, and walkways; helps deter unauthorized access and enhance general campus safety.
5. Classrooms	Helps in tracking attendance, classroom behavior, and supports maintaining academic discipline.
6. Exam Hall	Crucial for ensuring the fairness of exams; monitors students for cheating or malpractice.

Impact: The surveillance infrastructure ensures safety, monitors academic integrity, and supports a secure learning environment.

6.6. Summary

Shree Shadananda Multiple Campus demonstrates a strong commitment to digital transformation with investments in hardware, platforms, and systems. However, to enhance accessibility, the campus should:

- Upgrade digital materials and systems with assistive-friendly features.
- Train staff and students in using inclusive digital tools.
- Expand infrastructure like teacher laptops and interactive learning materials.

7. SIGNIFICANCE OF THE DIGITIZATION & CONNECTIVITY BLUEPRINT PLAN OF SHREE SHADANANDA MULTIPLE CAMPUS (SMC)

The Five-Year Digitization & Connectivity Blueprint Plan is a transformative initiative designed to modernize the academic and administrative environment of Shree Shadananda Multiple Campus. Below are the key significance points:

7.1. Enhancing Teaching-Learning Quality

Enables blended and digital learning through tools like smart TVs, smart boards, projectors, and an LMS (e.g., MS Teams).

Empowers faculty with digital resources and training to adopt innovative, learner-centered pedagogy.

7.2. Data-Driven Decision Making

Introduction of EMIS and digital record systems ensures accurate tracking of student performance, faculty workload, and institutional reporting (e.g., HEMIS).

Supports evidence-based planning and resource allocation.

7.3. Improved Access and Inclusion

E-library, multimedia tools, and accessible digital platforms increase learning opportunities for all students, including those in remote areas or with disabilities.

Promotes equitable access to quality higher education through internet-enabled learning.

7.4. Enhanced Security and Monitoring

CCTV surveillance system improves campus security in administrative blocks, classrooms, and exam halls, reducing risks of misconduct and unauthorized access.

7.5. Administrative Efficiency

Automation of admission, exam, attendance, and evaluation processes through digital systems reduces workload and increases transparency.

Online communication tools improve internal and external coordination.

7.6. Sustainability and Cost Efficiency

Reduces long-term costs related to paper, printing, and manual operations.



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Digitization aligns with green campus practices and environmental sustainability goals.

7.7. Institutional Development and Recognition

Supports QAA (Quality Assurance and Accreditation) goals of Tribhuvan University and the University Grants Commission.

Positions SMC as a digitally forward and competitive community campus, attracting new students and potential partnerships.

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**8. GOALS, OBJECTIVES, AND STRATEGIES OF THE
DIGITIZATION & CONNECTIVITY BLUEPRINT PLAN**



S.N.	Goals	Objectives	Objective-wise Strategies
1	Enhance digital access and connectivity throughout the campus.	1.1 Establish reliable high-speed internet in all departments and classrooms.	<ul style="list-style-type: none"> - Collaborate with telecom providers (NTC/Ncell) for fiber-optic installation. - Install routers and boosters for full-campus coverage. - Ensure backup systems (e.g., solar or UPS) in case of power outage.
2	Promote digital teaching-learning and administrative practices.	2.1 Equip classrooms and staff with digital tools and ICT devices.	<ul style="list-style-type: none"> - Provide smart boards, multimedia projectors, and laptops to faculty. - Set up at least one full digital classroom with audio-visual systems. - Offer administrative staff training in MIS and digital filing.
		2.2 Train faculty and staff in digital literacy and e-learning methods.	<ul style="list-style-type: none"> - Conduct certified training on LMS (Moodle/Google Classroom). - Include basic and advanced digital skill courses in faculty development programs.
3	Create an inclusive digital environment to bridge educational access gaps.	3.1 Ensure equitable access to devices and internet for disadvantaged students.	<ul style="list-style-type: none"> - Establish a digital library with free access terminals. - Provide subsidized or free device-lending schemes. - Introduce orientation on digital tools at the start of the semester.

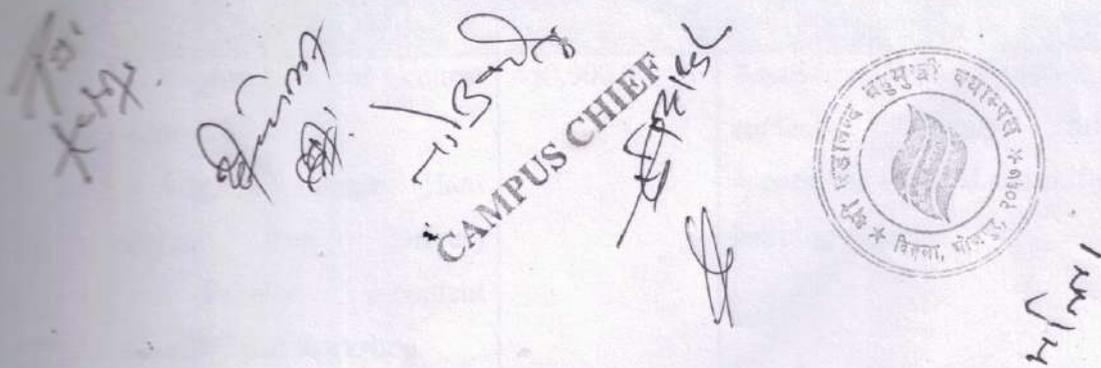
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4	Build a robust digital governance and monitoring mechanism.	4.1 Institutionalize digital record-keeping, HR tracking, and data-based decision-making.	<ul style="list-style-type: none"> - Implement an HRMIS and EMIS system. - Form a dedicated Digital Governance Committee. - Link digitized attendance, examination, and result systems into campus planning and M&E frameworks.
5	Support research, innovation, and community outreach through digital platforms.	5.1 Develop a digital repository and online publication system.	<ul style="list-style-type: none"> - Launch a campus research portal. - Digitize research papers, student theses, and newsletters. - Promote open-access resources in collaboration with TU and national journals.
6	Ensure long-term sustainability and scalability of digital transformation efforts.	6.1 Integrate digitization into long-term budgeting and resource mobilization plans.	<ul style="list-style-type: none"> - Allocate annual digitization funds in the campus budget. - Propose donor and government projects focused on ICT. - Mobilize alumni and local government for ICT sponsorships and community-based partnerships.

This structured approach ensures the campus moves beyond hardware procurement to create an ecosystem of sustainable digital transformation.



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9. FIVE-YEAR DIGITIZATION & CONNECTIVITY

BLUEPRINT PLAN (2024-2028)

The Five-Year Blueprint Plan (2024-2028) for Shree Shadananda Multiple Campus (SMC) presented in a year-wise, with activity breakdown, allocated budget, and expected benefits per year, within the total budget of NPR 2,500,000.00:

Year	Key Strategic Activities	Allocated Budget (NPR)	Expected Benefits
2024	<ul style="list-style-type: none"> - Purchase of Smart TVs (5 units), Laser Printers (2 units), Multimedia Projectors (1 unit) - CCTV (2 units) - Internet extension (Techminds) 	600,000.00	Initial ICT set-up in key classrooms; beginning digital learning tools integration; basic campus surveillance initiated.
2025	<ul style="list-style-type: none"> - Smart Boards (2 units), Smart TVs (5 more units) - Internet bandwidth upgrade (150 Mbps x2) - EMIS Setup & Training 	550,000.00	Interactive teaching launched; full internet coverage; digital records and EMIS operational across departments.
2026	<ul style="list-style-type: none"> - LMS implementation (Microsoft Teams use expanded) - Teacher laptops (4 units) - Training on digital pedagogy (1st round) 	450,000.00	Hybrid learning begins; teacher digital competency enhanced; more active use of online platforms for teaching and learning.
2027	<ul style="list-style-type: none"> - Digitization of course materials - Portable storage (Hard disks, Pen Drives) - Faculty e-content development workshop 	450,000.00	Access to digitized materials for students; e-library enriched; support for blended and self-paced learning models.



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2028	- Review and monitoring workshops - Audit of system usage - Software update and support fund	450,000.00	Feedback-based improvements; sustainability planning; continuous update of digital systems for long-term efficiency.
Total		2,500,000.00	Comprehensive digital transformation of the campus by 2028.

In words twenty-five hundred thousand only.

9.1. Expected Budget Sources for Digitization & Connectivity Blueprint Plan

S.N.	Source of Budget	Expected Contribution (NPR)	Percentage (%)	Remarks
1	University Grants Commission (UGC), Nepal	1,000,000.00	40%	Through QAA/HEMIS/Strategic Support
2	Provincial Government (Koshi Province)	600,000.00	24%	Support for digital education and infrastructure
3	Local Government (Shadananda Municipality)	500,000.00	20%	Municipality educational development partnership
4	Community Support (Alumni/Donors/SMC)	400,000.00	16%	Contribution from community, alumni, and SMC budget.
Total		2,500,000.00	100%	Fully covered

This diversified funding strategy ensures strong stakeholder engagement and sustainability.

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9.2. Opportunities of SMC Blueprint Plan

S.N.	Opportunity	Details
1.	Access to Government & UGC Support	With strong alignment to national priorities in digital education, SMC can leverage funding and technical support from UGC, the Koshi Provincial Government, and Shadananda Municipality.
2.	QAA Alignment and Accreditation	The plan supports quality assurance standards and data systems (e.g., HEMIS, EMIS), creating an enabling environment for future QAA certification and performance-based grants.
3.	Faculty Development	Faculty members can engage in digital teaching, content creation, and online pedagogy, enhancing their competence and increasing job satisfaction.
4.	Improved Student Engagement	With smart classrooms, multimedia tools, and online learning platforms, the campus can offer more engaging, interactive, and flexible learning for students.
5.	Partnerships and Collaborations	A modernized campus can attract NGOs, INGOs, tech providers, and academic institutions for collaborative projects, trainings, and innovation hubs.
6.	Community Connectivity	Digitized services can benefit the local community through access to e-library resources, training programs, and outreach activities.
7.	Administrative Transparency	A digital shift in student records, examination data, and internal processes fosters accountability and efficient governance.

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Challenges of SMC Blueprint Plan

S.N.	Challenge	Details
1.	Limited Technical Human Resource	Lack of full-time IT professionals or digitally trained administrative staff may hinder smooth implementation and maintenance of systems.
2.	Resistance to Change	Some faculty or administrative staff may be reluctant or slow to adapt to new digital tools and platforms due to comfort with traditional methods.
3.	Infrastructure Limitations	Unstable electricity, insufficient backup power systems, or limited bandwidth in remote areas could limit the effectiveness of digital infrastructure.
4.	Sustainability of Funding	While initial funding may be secured, maintaining and upgrading hardware, licenses, and services annually requires sustainable budgeting.
5.	Digital Divide	Students from marginalized or economically disadvantaged backgrounds may lack personal access to devices or internet, creating inequality in digital participation.
6.	Cyber-security Risks	Increasing reliance on digital systems brings data privacy, hacking, and misuse risks that require proper policies and cybersecurity infrastructure.
7.	Maintenance and Upgradation	ICT equipment and software require regular updates, repairs, and replacements, which may not be covered in one-time project budgets.

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10. CONCLUSION OF THE DIGITIZATION & CONNECTIVITY BLUEPRINT PLAN OF SHREE SHADANANDA MULTIPLE CAMPUS (SMC)



The Five-Year Blueprint Plan for Digitization and Connectivity at Shree Shadananda Multiple Campus (SMC), Dingla, stands as a forward-looking initiative to transform the academic, administrative, and infrastructural landscape of the institution. This plan is not merely a technological upgrade but a strategic framework to promote inclusive, equitable, and quality education that aligns with the national vision of digital Nepal and the quality assurance guidelines of the University Grants Commission (UGC) and Tribhuvan University. By systematically introducing smart classrooms, digital administrative systems, e-learning platforms, and robust internet infrastructure, the plan aims to foster a dynamic teaching-learning environment that empowers both students and faculty. It enhances administrative transparency, data accuracy, and institutional accountability through digitized record-keeping and EMIS integration. The investment of NPR 2,500,000, mobilized from government, community, and development partners, serves as a catalyst for achieving long-term institutional growth. Despite facing challenges such as limited technical capacity, sustainability concerns, and the digital divide, the campus has considerable opportunities—such as policy support, community engagement, and potential for collaboration with national and international partners—to succeed in this transformation.

In conclusion, the blueprint serves as a strategic roadmap to position SMC as a digitally enabled, student-centered, and community-responsive higher education institution, prepared to meet the challenges of the 21st century and contribute meaningfully to local and national development.

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