

ABC Cell 2024-25 Report

1. Introduction

The Academic Bank of Credits (ABC) Cell of the Institution was established in accordance with the directives of the University Grants Commission (UGC) and the National Education Policy (NEP) 2020, with the objective of facilitating the digital storage, transfer, and validation of academic credits earned by students. During the 2024–25 academic year, the ABC Cell focused on initiating system-level integration, digitizing academic records, and raising stakeholder awareness of the emerging national academic credit framework.

This report presents the first ABC Implementation Status as of June 2025, in compliance with UTSAH (Undertaking Transformative Strategies and Holistic Approach) requirements, highlighting achievements, current status, challenges, and future action plans.

2. Progress and Achievements

2.1 Uploading of Academic Credits

A significant milestone during the reporting period was the successful upload of 1,572 mark-sheets to the Academic Bank of Credits platform. This reflects the institution's commitment to integrating student academic records into the national digital repository and ensuring transparency, portability, and security of academic credit data. The systematic uploading process also indicates strengthening of internal academic data management and coordination between examination, IT, and academic departments.

2.2 Seeding of APAAR IDs

A total of 450 unique APAAR (Automated Permanent Academic Account Registry) IDs have been successfully seeded with corresponding academic credits. This step ensures that individual students' academic achievements are digitally linked to a permanent academic identity, thereby enabling lifelong access to credit records and future academic mobility.

3. Current Status of Digital Credentials

As of the reporting period, the institution has not yet issued degrees, provisional degree certificates, or diplomas through the ABC platform. While the academic credit data has been uploaded and seeded, the ABC system is currently used primarily for credit accumulation rather than final qualification issuance. This stage marks a transition toward full ABC functionality.

4. Institutional Readiness and Future Context

From the 2024-2026 MSW batch onwards, the Institution is an Empowered Autonomous Institute, placing greater responsibility on academic governance, credit management, and student progression mechanisms. In this context, ABC implementation will become increasingly critical.

The effective operationalization of ABC will be of substantial benefit to students by enabling:

- Credit portability for higher education opportunities
- Lateral entry into academic programs

- Academic re-entry after exit
- Recognition of prior learning
- Enhanced employability through digitally verifiable academic records

5. Student Awareness and Engagement

Soon, structured information dissemination will be undertaken to educate students about:

- Creation and activation of ABC accounts
- Credit accumulation and storage mechanisms
- Credit transfer processes through the ABC platform

This initiative will empower students to explore the flexible learning pathways and multiple entry–exit options envisioned under NEP 2020, thereby promoting learner-centric education.

6. Challenges Identified

- Limited awareness among students and some staff regarding the functional scope of ABC
- Initial dependency on manual verification and coordination across departments
- Need for deeper integration of ABC processes within the academic lifecycle

7. Future Plans and Recommendations

To strengthen ABC implementation, the following action plan is proposed:

1. Awareness and Training: Conduct regular orientation and capacity-building sessions for students, faculty, and administrative staff to encourage ABC account creation, credit verification, and platform usage.
2. Issuance of Digital Credentials: Initiate the uploading and issuance of digital degrees, provisional certificates, and diplomas by 2026, thereby enhancing the practical utility of the ABC platform.
3. Integration with Academic Life-cycle: Embed ABC processes across all stages of the academic life-cycle, including admissions, course progression, credit accumulation, exit options, re-entry, and completion, for both full-time and short-term programs.
4. Tracking Usage Metrics: Establish mechanisms to monitor student engagement with ABC, particularly in areas such as credit transfer, re-entry, and multiple exit pathways, to continuously improve system effectiveness.
5. Alignment with NEP 2020 Goals: Leverage ABC as a strategic tool to operationalize NEP 2020 objectives related to academic flexibility, interdisciplinary learning, and lifelong education.

8. Conclusion

The academic year 2024–25 marks a foundational phase in the Institution’s journey towards full-scale implementation of the Academic Bank of Credits. The progress achieved demonstrates institutional readiness and commitment, while the planned initiatives aim to deepen integration, enhance stakeholder engagement, and ensure compliance with national higher education reforms.

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