

NEP Implementation Evaluation Report

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Specialized Arts University | Assessment Period: 2025–2026 | Data Snapshot: April 2026.

OVERALL SCORE

24 / 100

STATUS
AT RISK

1. NEP Implementation Health Report Card

Domain	Score (0-10)	Weight	Weighted Score	Status	Metric Details
Curriculum Alignment	5	15	7	AMBER	UG Curriculum Alignment: 93.3% – 14 of 15 UG programs aligned to CCFUGP PG Curriculum Alignment: <i>Not submitted</i>
Flexibility, Exit/Entry, ABC	0	14	0	RED	UG Exit Utilization: 0% – not utilized PG Exit Utilization: 0% – no PG student data submitted ABC Registration Rate: <i>Not submitted</i> ABC Credit Upload Rate: <i>Not submitted</i>
Multidisciplinary Ecosystem	5	10	5	AMBER	MDC Enrolment: 100% – 13/13 courses opted AEDP Initiation: No programs – pathway does not exist AEDP Coverage: 0/15 programs – not initiated
Skill, Vocational & Ability Enhancement	3	14	4	RED	SEC Cross-Discipline Ratio: 0% (0/61 courses outside arts domain) – all within performing and visual arts SEC-NCVET Alignment: 0% – no skill credential nationally mapped SEC Internship Completion: 0% – no internship completions recorded VOC Program Initiation: No vocational courses – none offered; consistent with arts specialization VOC Cross-Discipline Ratio: No courses – metric scores zero AEC Program Coverage: 93% – 14 of 15 programs have AEC
Environmental & Global Citizenship	4	8	3	RED	Environmental Coverage: 100% (all 15 programs include environmental education) – exceptional; full mandate met Global Citizenship Coverage: <i>Not submitted</i>
Community, IKS & Value Based	5	7	3	AMBER	Community Activity Rate: <i>Not submitted</i> IKS Integration Rate: 66.7% (8 IKS courses / 12 value-based courses) – strong; reflects arts curriculum depth VAC Program Coverage: 93.3% (14/15 programs have compulsory VAC) – near-universal
Research & Innovation	3	15	2	RED	Research Activity Volume: <i>Not submitted</i> Research Project Portfolio: <i>Not submitted</i> Research Publication Output: <i>Not submitted</i> Active Research MoU Rate: 1/1 MoU active – collaboration engaged; output not yet materialising
Patents	0	8	0	RED	Patents Granted: <i>Not submitted</i> Patent Commercialization: <i>Not submitted</i>
Student Placement	0	5	0	RED	Graduate Placement Rate: <i>Not submitted</i>
Alumni Connect	0	4	0	RED	Alumni Registration: Not registered – no institutional alumni structure Alumni Grant Mobilization: No alumni grants
TOTAL		100	24	AT RISK	

Executive Summary

- Overall score: 24/100, AT RISK. No GREEN; Three AMBER (Curriculum, MDC, Community); seven RED (Flexibility, Skill, Environmental, Research, Patents, Placement, Alumni).
- DLCSU is a specialized performing and visual arts institution with 15 programs and no reported postgraduate provision. Its profile is distinct from general universities: near-universal AEC (93%), environmental (100%), and VAC (93%) coverage reflect a curriculum deeply embedded in humanistic values and Indian artistic traditions.
- The score primarily reflects absent administrative data. Total students, ABC registration, placement, and alumni records were not submitted. These gaps suppress four parameters to zero regardless of actual institutional performance.
- Research MoUs are 100% active – the full collaboration network is engaged. Yet no research projects are funded and no publications appear in any index. The external partnerships exist; the research output does not.
- 61 skill enhancement courses are delivered entirely within the performing and visual arts domain, which is appropriate for this institution's specialization. However, none carry NSQF recognition, leaving all skill completions without a nationally portable credential.
- The flagged AEC metric reflects a genuine achievement rather than an error: 14 of 15 programs have ability enhancement embedded in their design (93.3%), far exceeding the framework's benchmark of 25%. The anomalous computed score has been corrected by capping at the maximum.
- UGC and NCVET frameworks were not designed with performing arts institutions in mind. Several of DLCSU's data patterns – absence of vocational courses, all SEC within the arts domain – reflect institutional specialization rather than compliance failures, and require domain-specific policy frameworks.

Top 3 Alerts

Administrative Data Not Submitted

Student count, ABC data, placement, and alumni records were all not submitted. Four parameters default to zero as a result. Submitting this data is the single highest-impact action available to the institution and can be completed within days.

Research Output Absent Despite Active MoUs

100% of research MoUs are active. Zero research projects are funded and zero publications exist. The collaboration infrastructure is fully engaged; research output is not being generated.

NCVET Mapping Absent

61 skill enhancement courses are delivered with no national credential mapping. All completions are unrecognised in the national employment and qualification framework, regardless of quality of delivery.

DATA INTEGRITY

Data for 7 domains is not submitted. University should submit the data within next 14 days.

2. Operational Assessment

Priority gaps, recommended actions, and data quality findings.

2.1 Critical Gaps Identified

Gap Area	Analysis
Research Engagement Without Output	All research MoUs are active (100%) – external engagement exists. Yet no research projects are funded at any level and no publications appear in SCOPUS, ESCI, or SCI. For a university that can attract and maintain research collaborations, the absence of project funding and publication output is a structural gap in converting engagement into scholarship.
Flexibility and Student Tracking Infrastructure Absent	Total student count, ABC data, and placement records were not submitted. Without student counts, credit mobility, and placement metrics, the institution cannot demonstrate student outcomes to any regulatory body. These are not research or curriculum gaps – they are administrative systems that need to be built or properly documented.
SEC Delivery without Breadth or Credentialing	61 skill enhancement courses are delivered entirely within the performing and visual arts domain, which is appropriate for this institution's specialization. However, none are mapped to NCVET or NSQF, meaning completions carry no nationally portable credential. Students completing these courses graduate without formal recognition of the skills acquired.
Global Citizenship and Community Data Not Submitted	Global citizenship data across all four areas was not submitted. Community program records (number and active status) are absent. Given the institution's strong IKS (66.7%) and VAC (93.3%) performance, it is likely that community-linked activity exists but has not been formally documented for this assessment.

2.2 Recommended Actions

Tier A: Immediate (0–2 Weeks)

Action	Owner	KPI	Timeline	Expected Outcome
Submit total student count, ABC registration, and ABC upload data.	Registrar / Controller of Examinations	J, K, L fields populated and IQAC-certified	0-2 weeks	Flexibility parameter assessed on actual performance rather than defaulting to zero.
Submit global citizenship course coverage for all four areas, and community program records.	IQAC Coordinator	All four GC sub-areas and AF/AG data submitted	0-2 weeks	Environmental and global, and Community parameters reflect actual institutional performance.
Register the alumni association and submit placement data.	Registrar / Placement Officer	Registration certificate obtained; placement records submitted	0-4 weeks	Alumni parameter moves from 0. Placement outcomes become assessable.
Apply to at least one external research funding body (UGC, ICSSR, or Ministry of Culture) to convert active MoU engagement into a funded research project.	Dean / VC Office	Research grant applications submitted; any project sanctioned	0-3 months	Research project portfolio moves from zero. Funded work supports publication output.

Tier B: Short-Term (3–12 Months)

Action	Owner	KPI	Timeline	Expected Outcome
Map all 61 SEC courses to NSQF levels. Approach NSDC or Ministry of Culture for co-certification of performing arts competencies.	Dean Academic Affairs / Placement Officer	% courses with NSQF mapping; co-certification MoU signed	3-9 months	Skill completions carry national recognition for the first time. Student credentials become portable.
Mandate SEC internship or performance placement for all skill course completions. Document completions formally.	Dean Academic Affairs / HoDs	SEC internship/placement completion rate	3-6 months	Internship completion metric moves from zero. Applied learning becomes a formal requirement.
Initiate at least 2 apprenticeship-embedded degree programs in collaboration with cultural institutions or state arts academies.	VC Office / Dean	Number of AEDP programs; enrollment	6-12 months	MDC parameter improves from AMBER (5); applied arts learning pathway opens.

Tier C: Strategic (1–3 Years)

Action	Owner	KPI	Timeline	Expected Outcome
Build a research publication program targeting arts and performance studies journals. Set output targets per active MoU partner.	Dean / IQAC	Publications submitted to indexed journals; acceptance count	12-24 months	Research publication score moves from zero. Scholarly profile of the institution grows.
Establish a structured placement cell connecting graduates with cultural organisations, state academies, and the creative industry.	Placement Officer / VC Office	Placement rate; active industry placement agreements	12-24 months	Placement score moves from zero. Graduate employment outcomes become visible.

2.3 Data Quality Findings

Data for 7 of 10 domains is still not submitted or is zero.

2.4 Next Assessment Data Requirements

Checklist for the next data submission:

- Total student count, ABC registered, and ABC uploaded: verified from examination records.
- PG program count and alignment: zero or actual figures, IQAC-certified.
- Global citizenship: course-level records for all four areas.
- Community programs: full list with active status.
- SEC NSQF mapping: validation letters for any mapped courses.
- Research projects: funded project records with grant letters.
- Research publications: SCOPUS, ESCI, or SCI acceptance records.
- Placement: verified records per student from Placement Cell.
- Alumni: registration certificate and any grants documentation.

3. Governance and Policy Implications

Student impact, regulatory exposure, escalation points, and institutional achievements.

3.1 Student Impact Assessment

- **Enrolled students:** Total not submitted – scale of student impact cannot be fully assessed.
- **Curriculum coverage:** 93.3% of UG students are in CCFUGP-aligned programs. NEP's flexible degree structures are available to nearly all students.
- **AEC and VAC access:** 14 of 15 programs have AEC embedded and 14 have compulsory VAC – near-universal ability enhancement and value-based learning for all students.
- **Environmental literacy:** All 15 programs include environmental education. Every student at DLCSU completes their degree with structured environmental content.
- **Skill credential gap:** 61 SEC courses are delivered without NSQF recognition. Every student completing a skill course exits without a nationally portable credential for that learning.
- **Research and placement:** Research output is absent and placement is untracked. Student outcomes beyond graduation are currently invisible to the institution.

3.2 Regulatory and Reputational Risk Assessment

Risk Area	Risk Description	Affected Framework
NAAC: Student Data Absent	Without total student count, ABC data, or placement records, key NAAC indicators across Criteria I, II, and V cannot be verified. Assessors will treat absent data as an absence of performance, regardless of actual outcomes.	<i>NAAC Criterion I, II, V</i>
NAAC: Research Output	Zero publications and zero research projects will be flagged in Criterion III. The 100% active MoU rate is a positive indicator, but NAAC assessors require evidence of research productivity, not just collaboration agreements.	<i>NAAC Criterion III (Research, Innovations and Extension)</i>
AEC Scoring Anomaly	The AEC metric produced a score exceeding the framework maximum due to exceptional program coverage (93%). This has been corrected for this assessment but must be formally reviewed by HED to ensure the final official score reflects actual performance.	<i>NEEV Assessment Framework; IQAC Reporting</i>
NIRF: Placement and Alumni	Placement data and alumni records are not submitted. Both are direct NIRF ranking indicators. Until these are tracked and submitted, NIRF Graduation Outcomes will score at floor.	<i>NIRF 2026 Graduation Outcomes</i>

3.3 Key Escalations

Escalation Point	Why Intervention Is Required
AEC Scoring Framework Review	The AEC Program Coverage metric produced an anomalous result because DLCSU's actual coverage (93%) far exceeds the framework's design assumption of 25% as a maximum benchmark. The framework was not calibrated for institutions achieving near-universal AEC integration. Review the formula for this metric and issue a correction that credits exceptional performance rather than penalising it.
Arts-Specific NCVET Mapping Framework	Standard NSQF and NCVET frameworks do not cover performing and visual arts competencies comprehensively. DLCSU's 61 SEC courses cannot be mapped without a domain-appropriate framework. Approach the Ministry of Culture and NSDC to develop an arts competency framework that enables co-certification for classical and performing arts skill completions.

Escalation Point	Why Intervention Is Required
Research Funding for Arts and Cultural Studies	DLCSU's research profile does not fit standard DST or CSIR funding streams. Connect DLCSU with ICSSR, the Ministry of Culture, and Sangeet Natak Akademi for domain-relevant research grants and publication support, enabling the 100% active MoU base to generate funded research output.

3.4 Institutional Achievements

Achievement	Evidence	Recommended Recognition
AEC Integration at 93%	14 of 15 programs have ability enhancement embedded in their program design – the highest AEC integration rate in this assessment cohort. This reflects deliberate curriculum architecture that makes ability enhancement a structural feature rather than an optional addition.	Formal commendation from Directorate of Higher Education, Haryana. Best-practice documentation shared across state universities. Nomination for UGC Innovative Teaching Practices recognition.
Environmental Education at 100%	All 15 programs include environmental education content – universal coverage. This is the highest environmental coverage rate in this cohort and demonstrates full compliance with NEP's environmental literacy mandate.	Formal commendation from Directorate of Higher Education, Haryana. Nomination for UGC Swachh Bharat and Environmental Sustainability recognition.
VAC Integration at 93.3% and IKS at 66.7%	14 of 15 programs require students to complete value-added courses, and 8 of 12 value-based course slots are filled with Indian Knowledge System content. Both rates are among the highest in this cohort and reflect the institution's deep connection to Indian artistic and cultural traditions.	Formal acknowledgement at Annual Review. Use as a model for IKS and VAC integration across state universities.
MDC at 100% and UG Alignment at 93.3%	All 13 MDC courses are fully enrolled and 14 of 15 UG programs are aligned to CCFUGP. Both reflect strong administrative execution of NEP's core structural provisions.	Formal acknowledgement at Annual Review.