

## QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR MEDIA AND ENTERTAINMENT INDUSTRY

### What are Occupational Standards(OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function
- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

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### Introduction

### Qualifications Pack- Dancer

**SECTOR:** MEDIA AND ENTERTAINMENT

**SUB-SECTOR:** Film, Television, Advertising, Live Performance

**OCCUPATION:** Dance

**REFERENCE ID:** MES/Q1201

**ALIGNED TO:** NCO-2015/ 2653.03

**Brief Job Description:** A Dancer is an artistic performer who uses moves rhythmically according to music, using prescribed or improvised steps and gestures to tell stories and convey emotions. Professional dancers will perform in group as well as solo and play an essential role in many music videos, live performance, capturing the audience's imagination and enhancing their audio-visual experience.

**Personal Attributes:** An individual in this job needs to be health conscious, aware of basic rhythmic patterns to create dance form. He/she must be physically fit and must be able to follow the steps suggested.

Job Details	<b>Qualifications Pack Code</b>	<b>MES/Q1201</b>		
	<b>Job Role</b>	<b>Dancer</b> This job role is applicable in both national and international scenarios		
	<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
	<b>Sector</b>	<b>Media and Entertainment</b>	<b>Drafted on</b>	<b>05/11/2018</b>
	<b>Sub-sector</b>	<b>Film, Television, Advertisement, Live Performance</b>	<b>Last reviewed on</b>	<b>16/01/2019</b>
	<b>Occupation</b>	<b>Dancing</b>	<b>Next review date</b>	<b>15/01/2022</b>
	<b>NSQC Clearance on</b>	<b>22/08/2019</b>		

<b>Job Role</b>	<b>Dancer</b>
<b>Role Description</b>	A Dancer is an artistic performer who uses moves rhythmically according to music, using prescribed or improvised steps and gestures.
<b>NSQF level</b>	3
<b>Minimum Educational Qualifications</b> <b>Maximum Educational Qualifications</b>	Class VIII
<b>Prerequisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	14 years
<b>Experience</b>	
<b>Applicable National Occupational Standards (NOS)</b>	<p><b>Compulsory:</b></p> <ol style="list-style-type: none"> <li><a href="#">1. MES/N1201 Recognize dance as an artform</a></li> <li><a href="#">2. MES/N1202 Follow choreography elements</a></li> <li><a href="#">3. MES/N1203 Perform dance</a></li> <li><a href="#">4. MES/N0107 Develop and maintain portfolio</a></li> <li><a href="#">5. MES/N0104 Maintain workplace health and safety</a></li> </ol>
<b>Performance Criteria</b>	As described in the relevant OS units

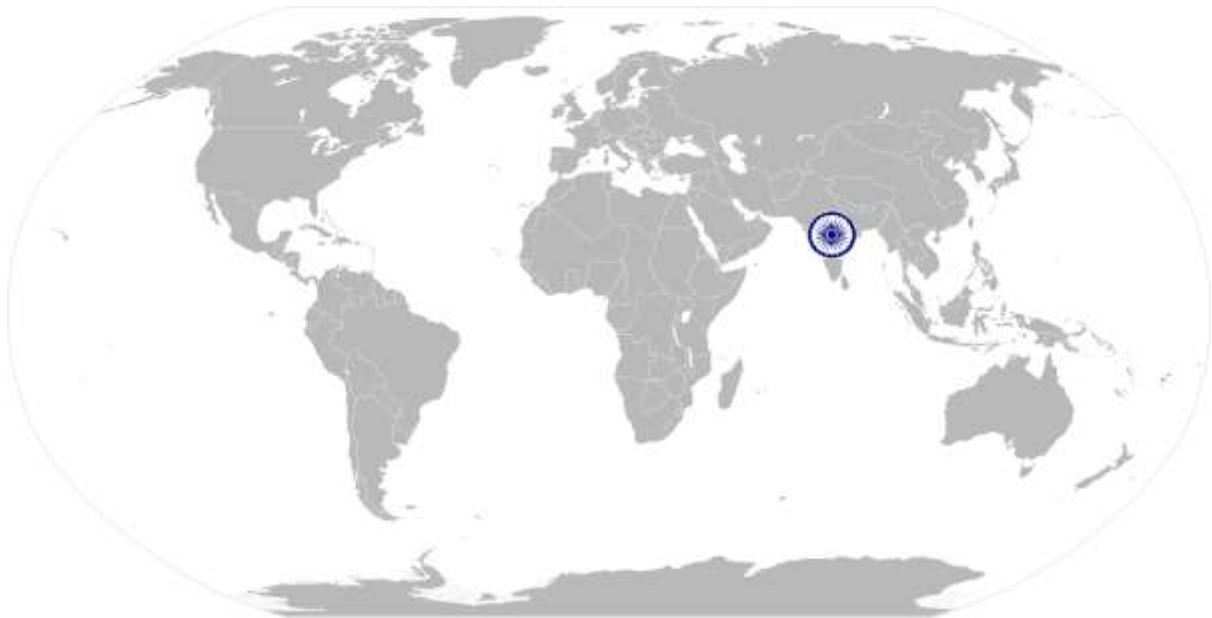
Definitions

Keywords /Terms	Description
Accessories	Anything carried or worn on top of the basic costume for decorative purposes, e.g. a shawl, a purse.
Asymmetry	A shape made by a dancer or dancers that has no line of reflection (mirror line).
Call sheet	a daily schedule of filming for a movie or television show
Computer-generated effects	Computer-generated effects is the process of creating illusionary images for use in productions
Continuity	Continuity represents the seamless transition from one shot to another
Costume	Is the distinctive style of dress of an individual or group that reflects their class, gender, profession, ethnicity, nationality, activity or epoch.
Copyright Laws	A legal framework linked to intellectual property and the rights given to creators of original products/ concepts
Creative Brief	Creative brief is a document that captures the key questions that serve as a guide for the production including the vision, objective of the project, target audience, timelines, budgets, milestones, stakeholders etc.
Digital Intermediate	Digital Intermediate is the process of altering the colour characteristics of a digital version of the production
Editing	Editing is the process of cutting, organising and putting together audio, visual footage to prepare an accurate, condensed and consistent final output
Improvisation	Spontaneous movement in response to a stimulus.
Ingest	Ingest is the process of importing the relevant audio visual files and/or images to the computer's hard disk and uploading them to the editing software
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
Melody	A succession of notes forming a distinctive sequence; the tune.
Mirroring	technique in choreography where dancers perform dance facing each other and doing the same dance.
Narrative structure	A choreographic structure that tells a story.
Improvisation	Spontaneous movement in response to a stimulus.
Editing	Editing is the process of cutting, organising and putting together audio, visual footage to prepare an accurate, condensed, consistent final output
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
National Occupational Standards (NOS)	NOS are Occupational Standards which apply uniquely in the Indian context.
Occupation	Occupation is a set of job roles, which perform similar/related set of functions in an industry
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task

Personal space	The "space bubble" around the body, extending as far as the body and body parts can reach, without travelling
Qualifications Pack Code	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
Qualifications Pack(QP)	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
Quick change	any costume change completed when an actor has a limited amount of time, sometimes as few as twenty seconds.
Rehearsal	A practice or trial performance of a play or scene.
Repetition	A choreographic device in which movements or motifs are repeated.
Retrograde	Performing a sequence of dance moves in reverse order
Rhythm	Regular re-occurrence of the accented beat.
Script	Script is a structured narrative of a story
Sector	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Shooting schedule	Is a project plan of each day's shooting for a film production.
Shutter	A mechanism in the camera that controls the duration of transmission the light that reaches the film or sensor.
Silhouette	The dark shape and outline of someone or something visible in restricted light against a brighter background.
Sub-functions	Sub-functions are sub-activities essential to fulfill the achieving the objectives of the function.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Symmetry	A shape made by a dancer or dancers that has a line of reflection (a mirror line).
Target Audience	Group of people at whom content/ adverting is aimed.
Tempo	The rate of speed of the music.
Time Lapse	A series of photographs captured over a period of time. These images can be captured in variable or set time intervals over the course of seconds, minutes, hours, days, weeks, etc.
Timelines	Timelines is a listing of dates by which the production milestones/stages need to be completed
Visual style	Visual style comprises the look or appearance of the production including the lighting, colours, shadows, sets, costumes, locations and the way they will be captured on screen.
Wardrobe	The costumes of a theatre or theatre troupe, also the room or department in which they are made, and in some cases, stored.

Acronyms	Keywords/Terms	Description
	NOS	National Occupational Standard(s)
	NSQF	National Skills Qualifications Framework
	QP	Qualifications Pack
	NVEQF	National Vocational Education Qualifications Framework

# National Occupational Standard



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## Overview

This unit is about recognising and valuing dance as an artform through the study of the performance, composition and appreciation of dance.

MES/N1201

Recognise dance as an artform

National Occupational Standard

<b>Unit Code</b>	<b>MES/N1201</b>
<b>Unit Title (Task)</b>	<b>Recognise dance as an artform</b>
<b>Description</b>	This unit is about different elements of dance, steps and valuing dance as an artform through the study of the performance, composition and appreciation of dance.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Follow elements of dance composition.</li> <li>Recognize the diversity of dance as an artform</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Follow elements of dance composition</b>	<p>To be competent, the Dancer must be able to:</p> <p>PC1. link rhythm (beats) and dance in constant time and space</p> <p>PC2. dance in time and perform in different rhythmic expressions</p> <p>PC3. identify the body's capabilities and limitations</p> <p>PC4. perform dance with confidence, commitment, focus, consistency, and with due consideration of safe dance practices.</p> <p>PC5. identify the elements of dance composition and perform the steps of dance in group as well as in solo dance form</p> <p>PC6. sync steps with other dancers</p> <p>PC7. dance in free style</p> <p>PC8. perform as per the indicated theme (traditional pattern, hip-hop, contemporary)</p> <p>PC9. structure the compositional processes of various dance forms.</p> <p>PC10. train, exercise, and attend dance classes to maintain high levels of technical proficiency, physical ability, and physical fitness.</p>
<b>Recognize the diversity of dance as an artform</b>	<p>PC11. express dance as an artform wherein the body is the instrument for non-verbal communication and expression.</p> <p>PC12. identify dance from artistic, aesthetic and cultural perspectives through movement, written and oral form.</p> <p>PC13. study and practice dance moves required in roles.</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational</b>	The Dancer on the job needs to know and understand:

MES/N1201

Recognise dance as an artform

<p><b>Context</b> (Knowledge of the company / organization and its processes)</p>	<p>KA1. dance as an integral component of every known culture, providing a medium of expression and an extension of work and lifestyle patterns.</p> <p>KA2. how dance provides a way of knowing about oneself, other people and the world.</p>
<p><b>B. Technical Knowledge</b></p>	<p>The Dancer on the job needs to know and understand:</p> <p>KB1. elements of dance relating to dance compositions.</p> <p>KB2. different forms of dance – classical, western dance etc. (classical dance types – Bharatanatyam, Kathak, Kuchchipudi, Odishi etc.)</p> <p>KB3. steps and lyrics in various kinds of dance like jhak teen tak, tai tha thai, one two three etc.</p> <p>KB4. how to recognise the importance of the application of safe dance practice.</p> <p>KB5. the need for self-discipline, commitment and consistency in performance.</p>
<p><b>Skills (S) (Optional)</b></p>	
<p><b>A. Core Skills</b></p>	<p><b>Writing Skills</b></p> <p>The Dancer needs to know and understand how to:</p> <p>SA1. write rhythm beats / steps in sequence</p> <p>SA2. take note of directions given by choreographer</p> <p><b>Reading Skills</b></p> <p>The Dancer needs to know and understand how to:</p> <p>SA3. read steps indicated by choreographer, musicians</p> <p>SA4. study cultural background to perform in artistic form</p> <p><b>Oral Communication (Listening and Speaking skills)</b></p> <p>The dancer needs to know and understand how to:</p> <p>SA5. discuss regional / cultural evidences of an artform</p> <p>SA6. make discriminating judgments about dance</p>
<p><b>B. Professional Skills</b></p>	<p><b>Plan and Organize</b></p> <p>The dancer needs to know and understand how to:</p> <p>SB1. manage schedules within the agreed budget and minimize overruns</p> <p><b>Problem Solving</b></p> <p>The user/individual on the job needs to know and understand how to:</p>



MES/N1201

Recognise dance as an artform

	SB2. identify any problems with successful execution of the task and resolve them in consultation with the production team
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to:
	SB3. appraise the quality of the raw footage shot to ensure it is in line with the initial concept and program requirements
	SB4. manage time and space available for stage performance whether in group dance or in solo dance
	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to:
	SB5. use a variety of thinking skills to analyze and evaluate different dance forms.
SB6. do historical , musical and movement research for a new dance work before beginning to work with the dancers.	
<b>Analytical Thinking</b>	
The user/individual on the job needs to know and understand how to:	
SB7. have a keen eye for detail and maintain an aesthetic sense towards the final output	
<b>Customer Centricity</b>	
The user/individual on the job needs to know and understand how to:	
SB8. check that your own work meets program requirements	



MES/N1201

Recognise dance as an artform

## NOS Version Control

NOS Code	MES /N1201		
Credits (NSQF)	TBD	Version number	1.0
Industry	Media & Entertainment	Drafted on	05/11/2018
Industry Sub-sector	Film, Television, Advertisement, Live Performance	Last reviewed on	16/01/2019
Occupation	Dancer	Next review date	15/01/2022



# NOS

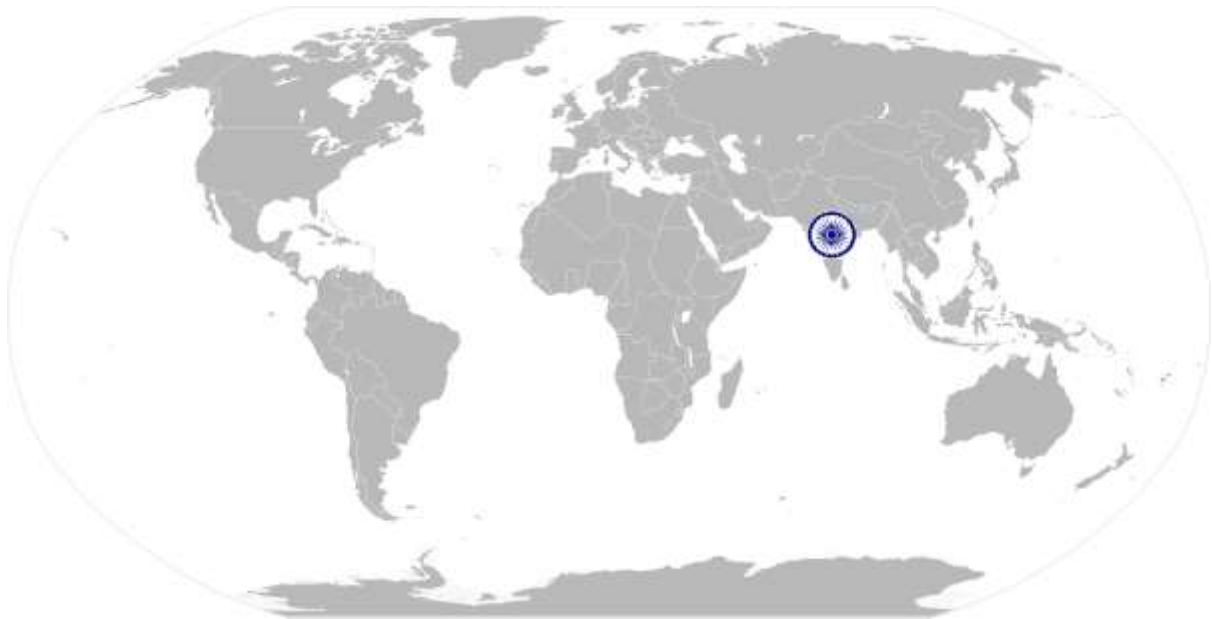
National Occupational Standards

MES/N1202

Follow choreography elements

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# National Occupational Standard



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## Overview

This unit is about following choreography steps and its application while dancing in group and solo piece.

# NOS

## National Occupational Standards

MES/N1202

Follow choreography elements

National Occupational Standard


<b>Unit Code</b>	<b>MES/N1202</b>
<b>Unit Title (Task)</b>	<b>Follow choreography elements</b>
<b>Description</b>	This unit is about following choreography steps and its application while dancing in group and solo piece.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Follow aspects of choreography</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Follow aspects of choreography</b>	<p>To be competent, the Dancer must be able to:</p> <p>PC1. identify dance as an art form and relate dance to historical and cultural contexts</p> <p>PC2. present polished dance works using technical skills and artistic expression</p> <p>PC3. apply reflective practices in order to identify processes for further development</p> <p>PC4. analyse and document dance-making processes</p> <p>PC5. assess the effectiveness of a range of dance works of others</p> <p>PC6. use terminologies relevant to dance performance and choreography</p> <p>PC7. identify and appropriately react to potential hazards in a dance environment, and appropriately apply safe dance principles and practices</p> <p>PC8. identify and apply the structure of dance works</p> <p>PC9. manage the duration of the movement</p> <p>PC10. use/exhibit different energy levels to reveal different emotional states</p> <p>PC11. demonstrate the ability to relate to other dancers and objects</p> <p>PC12. demonstrate an understanding about movements</p> <p>PC13. analyse available space; low floor moves, medium standing moves and high leaping and lifting moves</p> <p>PC14. form/make patterns of circles, squares, triangles, etc. with groups of people, or by moving at space(through the air or across the floor)</p>

# NOS

## National Occupational Standards

MES/N1202

### Follow choreography elements

	<p>PC15. judge how fast or slow the movements must be to match tempo and beat of the song/music/audio</p> <p>PC16. articulate when movements are meant to be slow, fast, in a wave or hit</p> <p>PC17. initiate movements and establish who is leading and following while dancing in a group and able to change partner</p> <p>PC18. show variations of how large or small are the movements in the space</p> <p>PC19. take sight cues from other dancers to start the next phase or use shared awareness of sensed time to end a dance</p> <p>PC20. exhibit variations in energy which are easy to identify</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The Dancer on the job needs to know and understand:</p> <p>KA1. the history of Gharanas from which dance was originated and its importance in specific cultural aspects.</p> <p>KA2. elements of dance conserved by the organisations</p> 
<b>B. Technical Knowledge</b>	<p>The Dancer on the job needs to know and understand:</p> <p>KB1. the outer realm of expression and communication.</p> <p>KB2. choices about energy including variations in movement flow and use of force, tension, and weight.</p> <p>KB3. that the elements of dance are part of the foundational concepts that dancers must practice.</p> <p>KB4. any human movement/action can be included in the act of dancing— dance steps, facial movements, lifts, carries etc.</p> <p>KB5. energy level to be displayed</p>
<b>Skills (S) (Optional)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills/Design Skills</b>
	<p>The individual on this job needs to know how to:</p> <p>SA1. write count for each steps of dance</p> <p>SA2. visualize and design a floor pattern for dance composition and having a beginning and ending point</p>

# NOS

## National Occupational Standards

MES/N1202

### Follow choreography elements

	<b>Interpersonal Skills</b>
	The individual on this job needs to know how to: SA3. enter into another character and engage with an audience SA4. apply dramatic techniques and memorise lines
	<b>Oral Communication (Listening and Speaking skills)</b>
	The individual on this job needs to know how to: SA5. communicate with other dancers through a guided movement
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB1. use a variety of thinking skills to analyze and evaluate different dance forms.
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand how to: SB2. manage schedules within the agreed budget and minimize overruns
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB3. identify any problems with successful execution of the task and resolve them in consultation with the production team
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB4. have a keen eye for detail and maintain an aesthetic sense towards the final output
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB5. appraise the quality of the raw footage shot to ensure it is in line with the initial concept and project requirements
<b>Customer Centricity</b>	
The user/individual on the job needs to know and understand how to: SB6. check that own work meets project requirements	

# NOS

## National Occupational Standards

MES/N1202

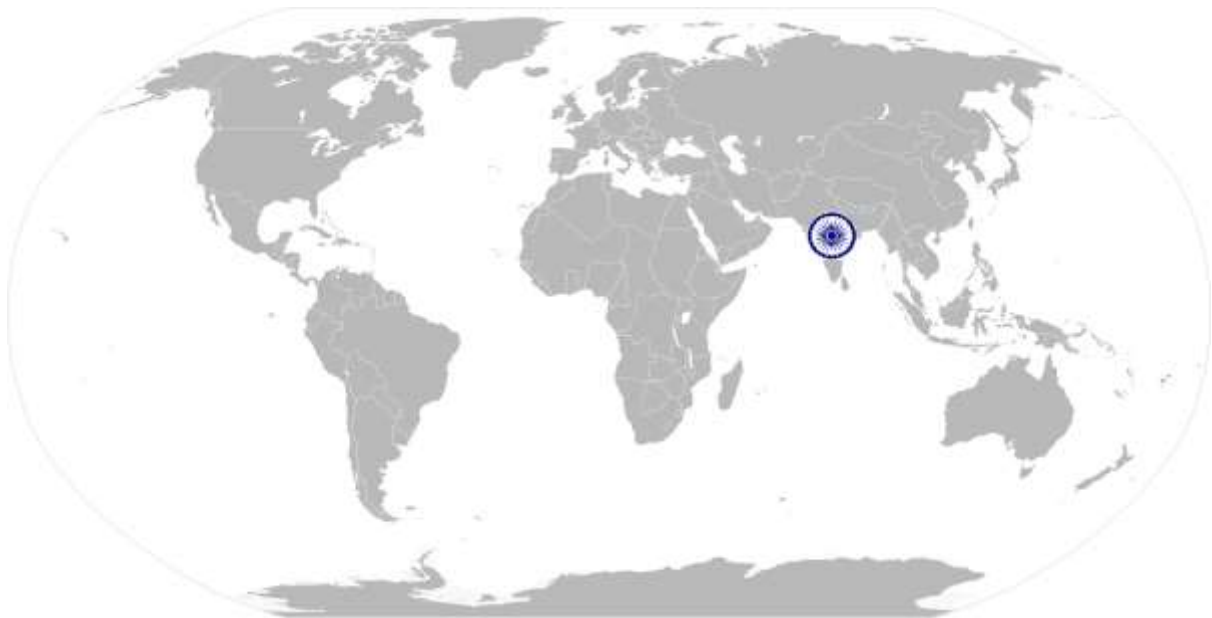
Follow choreography elements

### NOS Version Control

NOS Code	MES/N1202		
Credits (NSQF)	TBD	Version number	1.0
Industry	Media & Entertainment	Drafted on	05/11/2018
Industry Sub-sector	Film, Television and Advertisement, Live Performance	Last reviewed on	16/01/2019
Occupation	Dancer	Next review date	15/01/2022



# National Occupational Standard



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## Overview

This unit is about executing original or existing artistic dance movement or works of art using elements and skills of dance.



MES/N1203

Perform dance

National Occupational Standard

<b>Unit Code</b>	<b>MES/N1203</b>
<b>Unit Title (Task)</b>	<b>Perform dance</b>
<b>Description</b>	This unit is about how knowledge of body, understanding of music and lyrics, and skills of choreography are followed in performing dance.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>Align dance as per lyrics, music and song</li> <li>Perform dance as per choreography steps</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Align dance as per lyrics, music and Song</b>	<p>To be competent, the dancer must be able to:</p> <p>PC1. perform dance in different dance forms</p> <p>PC2. change appearance as per dance requirement</p> <p>PC3. demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination.</p> <p>PC4. harmonize body movements to rhythm of musical accompaniment.</p> <p>PC5. perform classical, modern, or acrobatic dances in productions, expressing stories, rhythm, and sound with their bodies.</p> <p>PC6. collaborate with choreographers to refine or modify dance steps.</p> <p>PC7. coordinate dancing with that of partners or dance ensembles</p> <p>PC8. attend costume fittings, photography sessions, and makeup calls associated with dance performances.</p> <p>PC9. develop self-understanding of physical capabilities and limitations, and choose dance styles accordingly.</p> <p>PC10. deal with flexibility of body, mental, emotional status and how to deal with stress, long rehearsals.</p> <p>PC11. differentiate between rhythm, tempo, melody and timing.</p> <p>PC12. realize different time signatures (or meters), and how that will affect the dance.</p> <p>PC13. demonstrate the characters in the song, concept, dance style.</p>

# NOS

## National Occupational Standards

MES/N1203

Perform dance

<p><b>Perform dance as per choreography steps</b></p>	<p>PC14. follow movements of the choreographer</p> <p>PC15. express attitude, body language, style, performance capability, timing, etc.</p> <p>PC16. display the mood and tempo of the song throughout and in multiple takes</p> <p>PC17. follow the movement, phrases, transitions and sequences designed by the choreographer.</p> <p>PC18. follow the emotions, the choreographer is trying to express.</p> <p>PC19. analyze the concept of scene, shots, takes and continuity.</p> <p>PC20. dance according to the beat and maintain it consistently throughout the dance or takes.</p> <p>PC21. follow the style composed by the choreographers for a particular song</p> <p>PC22. follow the positions and placements to create formations.</p> <p>PC23. perform in coordination with the patterns, change the patterns speed, reverse the pattern, communicating and notating movements of other dancers with patterns.</p> <p>PC24. align the context-the situation, the scene, the conditions, and background within which he/she is performing.</p> <p>PC25. perform by maintaining uniformity and in sync with co-dancers</p> <p>PC26. dance under different climatic conditions, locations or as per the requirements of the choreographed sequence, as long as it doesn't physically harm the dancer</p> <p>PC27. accept spot improvisation and adapt it accordingly.</p> <p>PC28. adopt the theme of the performance and choose the costume accordingly.</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its</p>	<p>The Dancer on the job needs to know and understand:</p> <p>KA1. target audience and their tastes and preferences</p> <p>KA2. program schedule and timelines</p> <p>KA3. how to respect the art, the studio space, their teachers, their fellow dancers and the creative process</p>

# NOS

## National Occupational Standards

MES/N1203

Perform dance

processes)	KA4. importance of physical stamina to endure long periods of standing, dancing, singing or other physically taxing activities.
<b>B. Technical Knowledge</b>	<p>KB1. The Dancer needs to know and understand:</p> <p>KB2. performing arts and cinematic storytelling</p> <p>KB3. the basic principles of film-making, stage or television performance production</p> <p>KB4. different dance forms and techniques</p> <p>KB5. the style associated with a particular song, particular performer, performance group, choreographer or period.</p> <p>KB6. how to mentally associate certain steps with strong beats or lyrics of the song.</p> <p>KB7. how to count using numbers and letters to signify different accents and movements</p> <p>KB8. basic costume and makeup skills and able to do touch up and maintain continuity</p> <p>KB9. set, props, lighting and mood of location</p> <p>KB10. applicable health and safety guidelines</p> <p>KB11. theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.</p> <p>KB12. principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.</p> <p>KB13. media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.</p>
<b>Skills (S) (Optional)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/individual on the job needs to be able to: SA1. write steps suggested by choreographers and dance moves/steps.
	<b>Reading Skills</b>
	The user/individual on the job needs to be able to: SA2. read the lyrics or song concept

# NOS

## National Occupational Standards

MES/N1203

### Perform dance

	SA3. research the profile and preferences of the target audience
	SA4. research creative and innovative ways to represent the contest through dance
	SA5. study new and emerging types of dance
<b>Oral Communication (Listening and Speaking skills)</b>	
The user/individual on the job needs to know and understand how to:	
SA6. be able to communicate with co performers and lead performers.	
SA7. support and cheer the lead dancers, lead actors, lead performers.	
<b>B. Professional Skills</b>	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand how to:
	SB1. plan to organize stage show as and when required
	<b>Problem Solving</b>
	The user/individual on the job needs to know how to:
	SB2. match the steps with co-workers while performing without re-take while performing in live show
	SB3. be ready to listen to critics
	<b>Critical Thinking</b>
	The user/individual on the job needs to know how to:
	SB4. appraise the quality of own work to ensure it is in line with the expected quality
	<b>Decision Making</b>
	The user/individual on the job needs to know how to:
	SB5. decide to perform in group or solo
<b>Analytical Thinking</b>	
The user/individual on the job needs to know and understand how to:	
SB6. have a keen eye for detail and maintain an aesthetic sense towards colour, shapes and forms of the final output	
<b>Customer Centricity</b>	
The user/individual on the job needs to know and understand how to:	
SB7. adapt to the different disciplines of TV, film and theatre	

# NOS

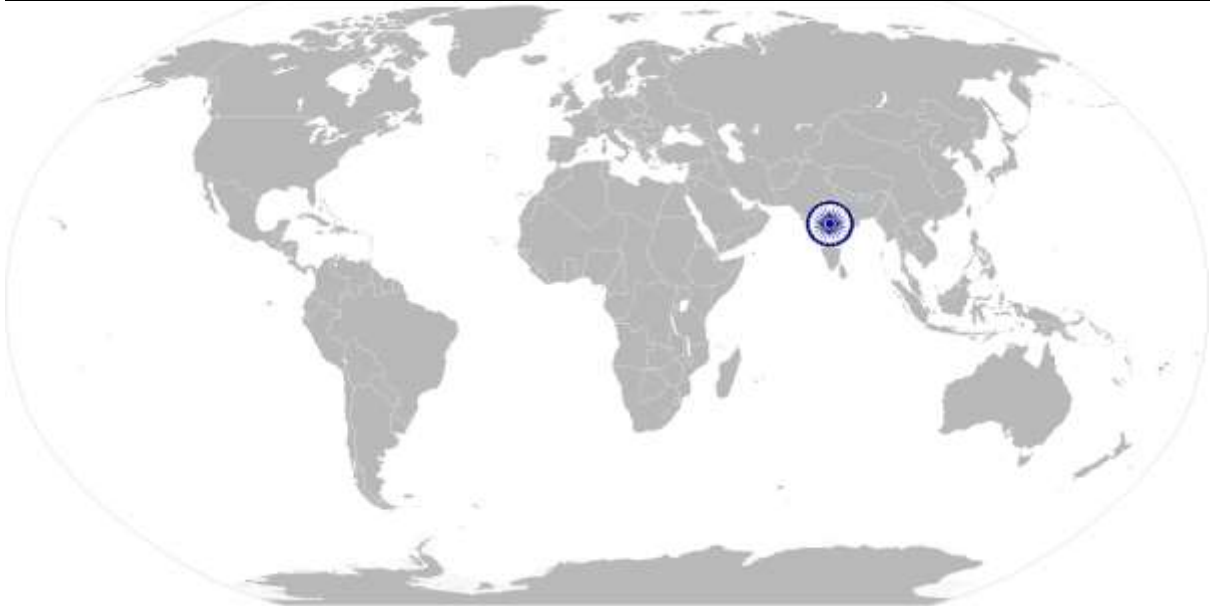
## National Occupational Standards

MES/N1203

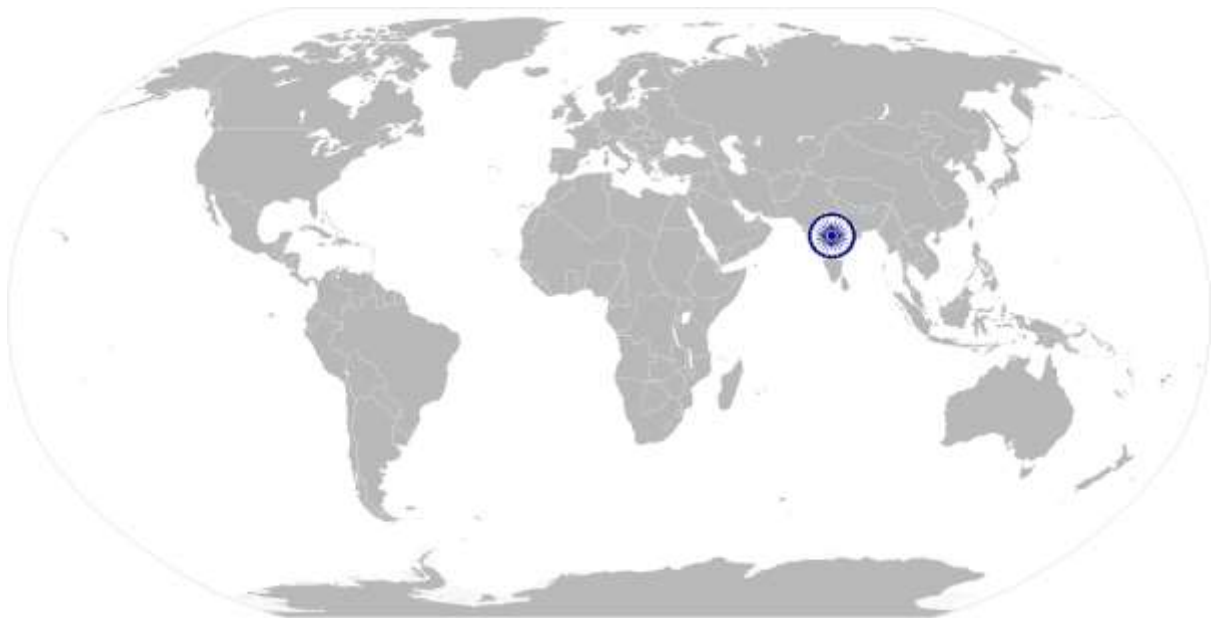
Perform dance

### NOS Version Control

<b>NOS Code</b>	<b>MES/N1203</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Media &amp; Entertainment</b>	<b>Drafted on</b>	<b>05/11/2018</b>
<b>Industry Sub-sector</b>	<b>Film, Television, Advertisement, Live Performance</b>	<b>Last reviewed on</b>	<b>16/01/2019</b>
<b>Occupation</b>	<b>Dancer</b>	<b>Next review date</b>	<b>15/01/2022</b>



# National Occupational Standard



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## Overview

This unit is about exploring the opportunity to work in media & entertainment industry as artistic professional.

# NOS

## National Occupational Standards

MES/N0107

Develop and maintain portfolio

National Occupational Standard

<b>Unit Code</b>	<b>MES/N0107</b>
<b>Unit Title (Task)</b>	<b>Develop and maintain portfolio</b>
<b>Description</b>	This unit is about exploring the opportunity to work in media & entertainment industry as artistic professional.
<b>Scope</b>	This unit/task covers the following: <ul style="list-style-type: none"> <li>• Create portfolio</li> <li>• Approach industry to avail opportunities</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Create portfolio</b>	To be competent, an artist must be able to: <ul style="list-style-type: none"> <li>PC1. prepare portfolio, recording, show reel, etc.,</li> <li>PC2. choose best headshots and performance shots to showcase</li> <li>PC3. create unique portfolio which speaks to a range of audiences</li> <li>PC4. apply social media network like youtube / linkedin for promotional purposes</li> </ul>
<b>Approach industry to avail opportunities</b>	<ul style="list-style-type: none"> <li>PC5. promote themselves through networking</li> <li>PC6. approach associations for becoming a member</li> <li>PC7. approach clients (producers /casting directors / dance director etc.) in a professional manner</li> <li>PC8. be on time and in suggested dress for audition / presentation</li> <li>PC9. be ready to cold-read as per project requirement(s) in line with the expertise</li> <li>PC10. be ready for presentation /screen test, voice test etc., wherever required during audition/interviewing</li> <li>PC11. negotiate for remuneration of contract / work order aligned with the assignments</li> <li>PC12. recognize common components of an assignment contract including term and duration of project</li> <li>PC13. collaborate with others to determine technical details of production</li> </ul>
<b>Knowledge and Understanding (K)</b>	



# NOS

## National Occupational Standards

MES/N0107

Develop and maintain portfolio

<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>An artistic professional on the job needs to know and understand:</p> <ul style="list-style-type: none"> <li>KA1. brand value of the business /production houses</li> <li>KA2. relevant designing / distribution policy of India</li> <li>KA3. relevant guidelines defined by Government like broadcasting guideline of Ministry of Information and Broadcasting</li> <li>KA4. legal framework pertaining to design, film, television etc.</li> </ul>
<p><b>B. Technical Knowledge</b></p>	<p>An artistic professional on the job needs to know and understand:</p> <ul style="list-style-type: none"> <li>KB1. how to familiarize with the content of the assignments (design /script etc.)</li> <li>KB2. industry personnel and terminology, interview, audition and screen test processes and the role of agents, contracts, payments, insurance.</li> <li>KB3. how to negotiate a professional contract for his services, including an understanding of payments, taxation, convergence rate and other legal matters</li> <li>KB4. about the risk involved in getting work orders in case of freelancing</li> <li>KB5. how to update of portfolio in line with change in technology vs increase in experience.</li> <li>KB6. relevant industry association / forum whom individual will approach while in professional trouble</li> <li>KB7. role of marketing and distribution in ensuring the chances of commercial success, including the role of individuals involvement</li> <li>KB8. principles and methods for showing, promoting, and selling products or services, including, marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.</li> <li>KB9. arrangements and equipment for a design / shoot, whether lab or studio set or location, indoors or outdoors, with regard to set, premises, cameras, lighting, set furniture and props, costumes and makeup.</li> <li>KB10. business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources</li> </ul>

# NOS

## National Occupational Standards

MES/N0107

Develop and maintain portfolio

	<p>KB11. media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain via written, oral, and visual media.</p> <p>KB12. principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.</p> <p>KB13. responsibility of each person on the production floor as they affect the individual performance.</p> <p>KB14. process of dubbing and voice-over work etc. wherever applicable</p> <p>KB15. performance in a local language when required</p>
<b>Skills (S) (Optional)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Reading &amp; Memory Skills</b>
	The user/individual on the job needs to know and understand how to: <ul style="list-style-type: none"> <li>SA1. read and study the assignments and remember lines and actions of the task performed / character portrayed</li> </ul>
	<b>Interpersonal Skills</b>
	The user/individual on the job needs to know and understand how to: <ul style="list-style-type: none"> <li>SA2. be patient while designing / costuming, makeup and other preparatory work suited the profile for the test</li> <li>SA3. take suggestions from the client to effectively perform the task / portray the character.</li> <li>SA4. respect and consult with other associates on the production floor to ensure each is helping to create their best performances according to the client's vision</li> <li>SA5. developing constructive and cooperative working relationships with others, and maintaining them</li> <li>SA6. understand the creative vision of the clients (Director/ Script writer and Producer) as appropriate</li> </ul>
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: <ul style="list-style-type: none"> <li>SA7. improvise speech and activity when necessary during performance</li> </ul>

# NOS

## National Occupational Standards

MES/N0107

Develop and maintain portfolio

	<p>SA8. ability to communicate information and ideas in speaking so others will understand</p> <p>SA9. ability to listen to and understand information and ideas presented through spoken words and sentences</p>
<b>B. Professional Skills</b>	<b>Decision Making</b>
	The user/individual on the job needs to know and understand how to: SB7. decide on whether to opt for work order or not
	<b>Plan and Organize</b>
	The user/individual on the job needs to know and understand how to: SB8. plan, prepare and practice performance in accordance to the role being assigned for
	<b>Problem Solving</b>
	The user/individual on the job needs to know and understand how to: SB9. work on the areas of improvement identified/highlighted in line with the contract / assignments
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB10. assess if the role meets his/her capabilities and skill-sets
	<b>Critical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB11. critically appraise quality of own performance to identify issues
<b>Customer Centricity</b>	
The user/individual on the job needs to know and understand how to: SB12. check that your own work meets customer/project requirements	

# NOS

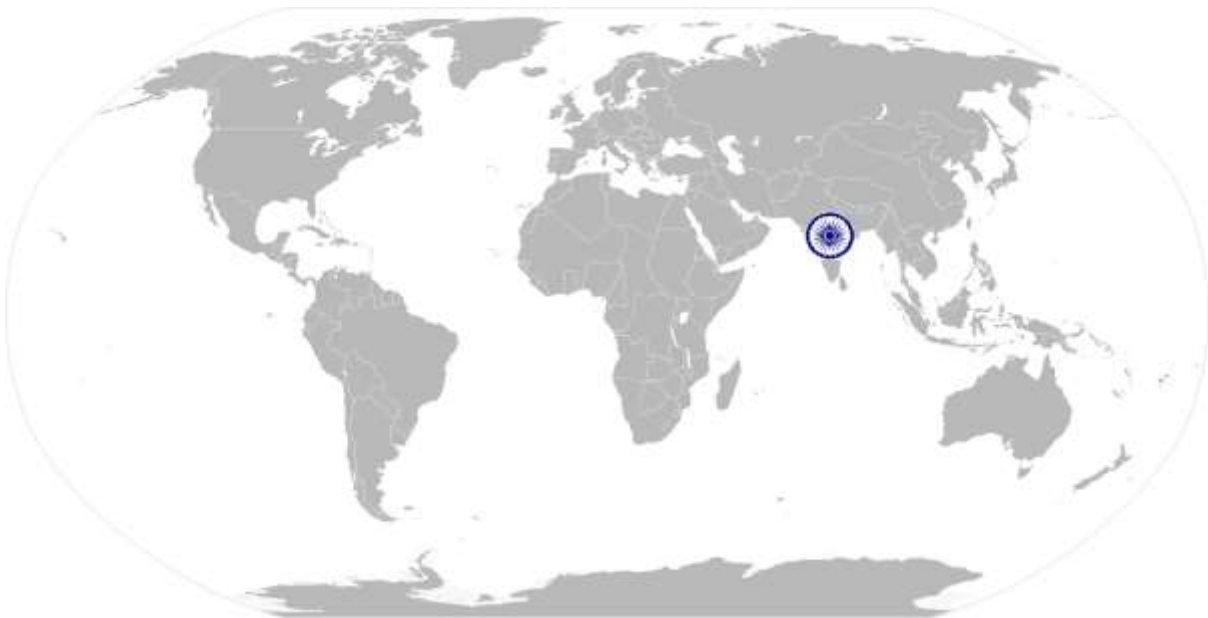
## National Occupational Standards

MES/N0107

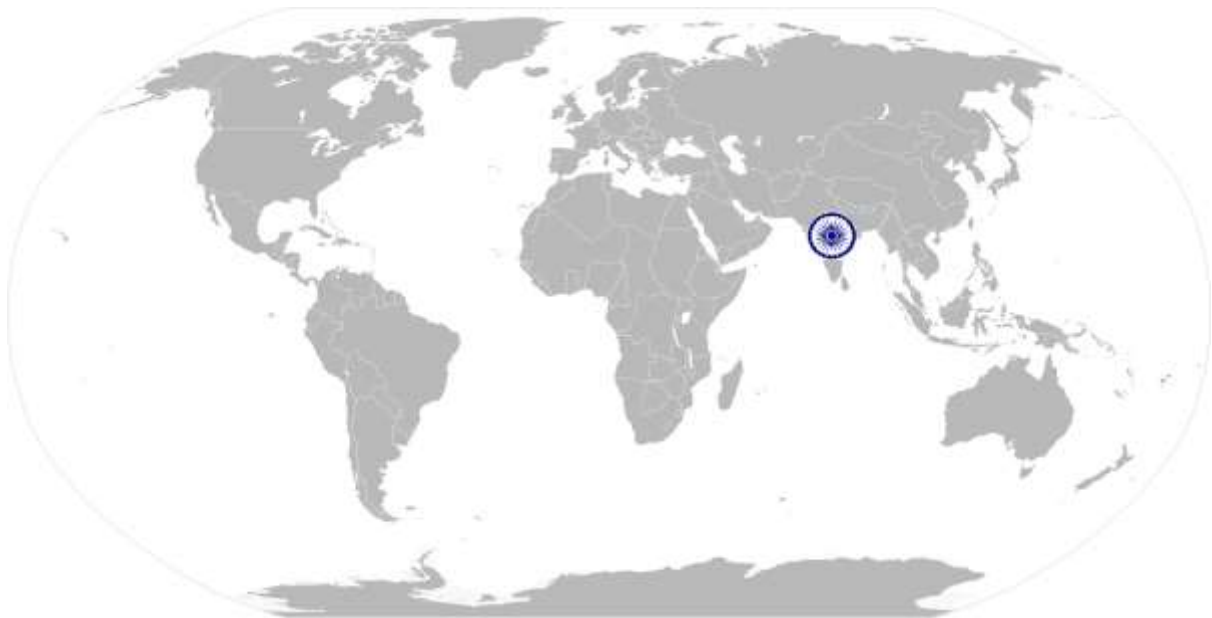
Develop and maintain portfolio

### NOS Version Control

<b>NOS Code</b>	<b>MES/N0107</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Media &amp; Entertainment</b>	<b>Drafted on</b>	<b>05/11/2018</b>
<b>Industry Sub-sector</b>	<b>Film, Television, Advertisement and Live performance</b>	<b>Last reviewed on</b>	<b>16/01/2019</b>
<b>Occupation</b>	<b>Dancer</b>	<b>Next review date</b>	<b>15/01/2022</b>



# National Occupational Standard



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## Overview

This unit is about contributing towards maintaining a healthy, safe and secure working environment

MES/N0104

## National Occupational Standards Maintain workplace health and safety

National Occupational Standard

<b>Unit Code</b>	MES/N0104
<b>Unit Title (Task)</b>	Maintain workplace health and safety
<b>Description</b>	This OS unit is about contributing towards maintaining a healthy, safe and secure working environment
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• understanding the health, safety and security risks prevalent in the workplace</li> <li>• knowing the people responsible for health and safety and the resources available</li> <li>• identifying and reporting risks</li> <li>• complying with procedures in the event of an emergency</li> </ul>
<b>Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Understanding the health, safety and security risks prevalent in the workplace</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. maintain one's posture and position to minimize fatigue and the risk of injury</p> <p>PC2. maintain first aid kit and keep oneself updated on the first aid procedures</p> <p>PC3. identify and document potential risks like sitting postures while using computer, eye fatigues and other hazards in the workplace</p> <p>PC4. accurately maintain accident reports</p> <p>PC5. report health and safety risks/ hazards to concerned personnel</p> <p>PC6. participate in organization health and safety knowledge sessions and drills</p>
<b>Knowing the people responsible for health and safety and the resources available</b>	<p>PC7. identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency</p> <p>PC8. identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms</p>
<b>Identifying and reporting risks</b>	<p>PC9. identify aspects of your workplace that could cause potential risk to own and others health and safety</p> <p>PC10. ensure own personal health and safety, and that of others in the workplace through precautionary measures</p> <p>PC11. identify and recommend opportunities for improving health, safety, and security to the designated person</p> <p>PC12. report any hazards outside the individual's authority to the relevant person in line with organisational procedures and warn other people who may be affected</p>

MES/N0104

## National Occupational Standards Maintain workplace health and safety

<p><b>Complying with procedures in the event of an emergency</b></p>	<p>PC13. follow organisation’s emergency procedures for accidents, fires or any other natural calamity in case of a hazard</p> <p>PC14. identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual’s authority</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. organisation’s norms and policies relating to health and safety</p> <p>KA2. government norms and policies regarding health and safety and related emergency procedures</p> <p>KA3. limits of authority while dealing with risks/ hazards</p> <p>KA4. the importance of maintaining high standards of health and safety at a workplace</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. the different types of health and safety hazards in a workplace</p> <p>KB2. safe working practices for own job role</p> <p>KB3. evacuation procedures and other arrangements for handling risks</p> <p>KB4. names and contact numbers of people responsible for health and safety in a workplace</p> <p>KB5. how to summon medical assistance and the emergency services, where necessary</p> <p>KB6. vendors’ or manufacturers’ instructions for maintaining health and safety while using equipments, systems and/or machines</p>
<p><b>Skills (S) (Optional)</b></p>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills</b></p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA1. write and provide feedback regarding health and safety to the concerned people</p> <p>SA2. write and highlight potential risks or report a hazard to the concerned people</p>
	<p><b>Reading Skills</b></p>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA3. read instructions, policies, procedures and norms relating to health and safety</p>
<p><b>Oral Communication (Listening and Speaking skills)</b></p>	



MES/N0104

**National Occupational Standards**  
**Maintain workplace health and safety**

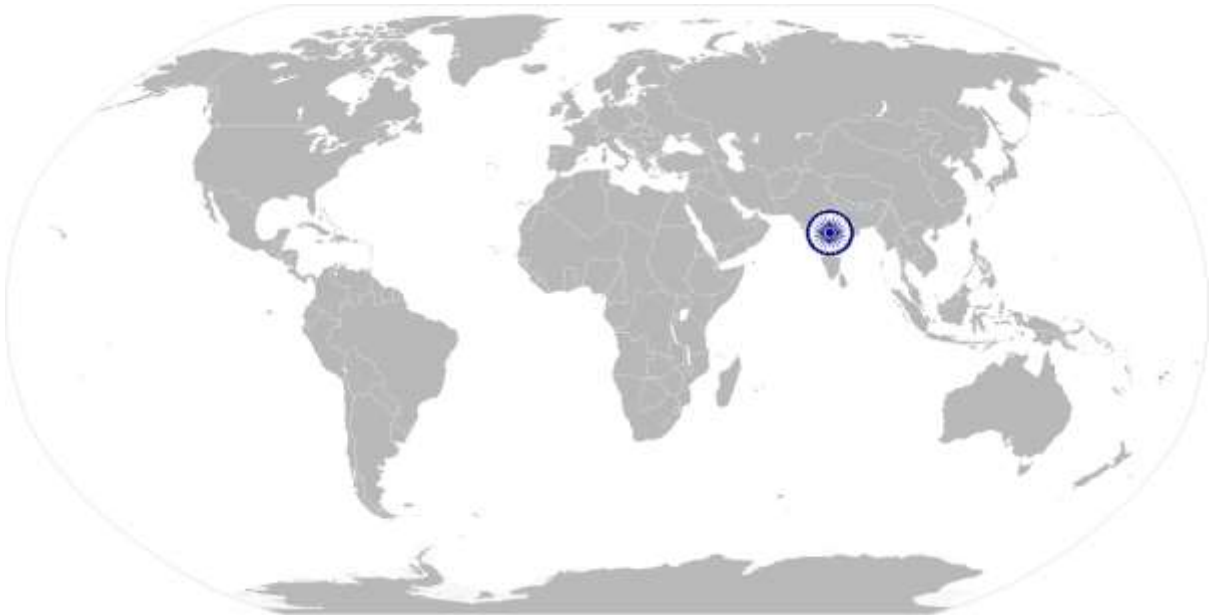
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA4. highlight potential risks and report hazards to the designated people</p> <p>SA5. listen and communicate information with all concerned or affected</p>
<b>B. Professional Skills</b>	<b>Decision making</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. make decisions on a suitable course of action or plan</p>
	<b>Plan and Organize</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB2. plan and organize people and resources to deal with risks/ hazards that lie within the scope of one's individual authority</p>
	<b>Customer Centricity</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB3. build and maintain positive and effective relationships with colleagues and customers</p>
	<b>Problem Solving</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB4. apply problem solving approaches in different situations</p>
	<b>Analytical Thinking</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB5. analyze data and activities</p>
<b>Critical Thinking</b>	
<p>The user/individual on the job needs to know and understand how to:</p> <p>SB6. understand hazards that fall within the scope of individual authority and report all hazards that may supersede one's authority</p> <p>SB7. Apply balanced judgements in different situations</p>	

MES/N0104

**National Occupational Standards**  
Maintain workplace health and safety

## NOS Version Control

<b>NOS Code</b>	<b>MES/N0104</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Media &amp; Entertainment</b>	<b>Drafted on</b>	<b>05/11/2018</b>
<b>Industry Sub-sector</b>	<b>Film, Television, Advertisement, Live Performance</b>	<b>Last reviewed on</b>	<b>16/01/2019</b>
<b>Occupation</b>	<b>Dancer</b>	<b>Next review date</b>	<b>15/01/2022</b>



Qualifications Pack For Dancer

Annexure

**Nomenclature for QP and NOS**

**Qualifications Pack**

9 characters  
**MES/ Q 0101**

MES denotes the Media and Entertainment Sector

Q denoting Qualifications Pack

QP number (2 numbers)

Occupation (2 numbers)

**Occupational Standard**

An example of NOS with 'N'

9 characters  
**MES / N 0101**

MES denotes the Media and Entertainment Sector

N denoting National Occupational Standard

OS number (2 numbers)

Occupation (2 numbers)

### Qualifications Pack For Dancer

The following acronyms/codes have been used in the nomenclature above:

Sub-sector	Range of Occupation numbers
<b>Film</b>	01-30
<b>Television</b>	31-40
<b>Print</b>	41-45
<b>Animation</b>	46-55
<b>Gaming</b>	56-65
<b>Radio</b>	66-70
<b>Digital</b>	71-80
<b>OOH</b>	81-90
<b>Advertising</b>	91-99

Sequence	Description	Example
<b>Three letters</b>	Media and Entertainment	MES
<b>Slash</b>	/	/
<b>Next letter</b>	Whether QP or NOS	Q
<b>Next two numbers</b>	Occupation code	01
<b>Next two numbers</b>	QP number	01

## Assesment Criteria for Dancer

### CRITERIA FOR ASSESSMENT FOR DANCER

**Job Role:** Dancer

**Qualification Pack:** MES/Q1201

**Sector Skill Council:** Media and Entertainment Skills Council

#### Guidelines for Assessment

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion.
6. To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7. In case of *unsuccessful completion*, the trainee may seek reassessment on the Qualification Pack.

Compulsory NOS		Marks Allocation			
Total Marks: 500		Total marks	Out of	Theory	Skills Practical
Assessment outcome	Assessment criteria for outcomes				
<b>MES/N1201</b> Recognise dance as an artform	PC1. link rhythm (beats) and dance in constant time and space	100	5	2	3
	PC2. dance in time - perform in different rhythmic expressions		5	2	3
	PC3. identify the body's capabilities and limitations		10	3	7
	PC4. perform dance with confidence, commitment, focus, consistency, and with due consideration of safe dance practices.		10	3	7
	PC5. identify the elements of dance composition and perform the steps of dance in group as well as in solo dance form		5	2	3
	PC6. sync steps with other dancers		5	2	3
	PC7. dance in free style		10	3	7
	PC8. perform as per the indicated theme (traditional pattern, hip-hop, contemporary)		10	3	7
	PC9. structure the compositional processes of various dance forms.		10	3	7
	PC10. train, exercise, and attend dance classes to maintain high levels of technical proficiency, physical ability, and physical fitness.		10	3	7

### Assesment Criteria for Dancer

	PC11. Communicate and express dance as an artform wherein the body is the instrument for non-verbal communication and expression.		10	3	7
	PC12. identify dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form.		5	2	3
	PC13. study and practice dance moves required in roles.		5	2	3
		<b>Total</b>	<b>100</b>	<b>33</b>	<b>67</b>
<b>MES/N1202</b> <b>Follow</b> <b>choreography</b> <b>elements</b>	PC1. identify dance as an art form and relate dance to historical and cultural contexts	100	5	2	3
	PC2. present polished dance works using technical skills and artistic expression		5	2	3
	PC3. apply reflective practices in order to identify processes for further development		5	2	3
	PC4. analyse and document dance-making processes		5	2	3
	PC5. assess the effectiveness of a range of dance works of others		5	2	3
	PC6. use terminologies relevant to dance performance and choreography		5	2	3
	PC7. identify and appropriately react to potential hazards in a dance environment, and appropriately apply safe dance principles and practices		5	2	3
	PC8. identify and apply the structure of dance works		5	2	3
	PC9. manage the duration of the movement		5	2	3
	PC10. use/exhibit different energy levels to reveal different emotional states		5	2	3
	PC11. demonstrate the ability to relate to other dancers and objects		5	2	3
	PC12. demonstrate an understanding about movements		5	2	3
	PC13. analyse available space; low floor moves, medium standing moves and high leaping and lifting moves		5	2	3
	PC14. form/make patterns of circles, squares, triangles, etc. the whole body, with groups of people, or by moving at space(through the air or across the floor)		5	2	3
	PC15. judge how fast or slow the movements must be to match tempo and beat of the song/music/audio		5	2	3
	PC16. articulate when movements are meant to be slow, fast, in a wave or hit		5	2	3
	PC17. initiate movements and establish who is leading and following while dancing in a group and able to change partner		5	2	3
	PC18. show variations of how large or small are the movements in the space		5	2	3
	PC19. take sight cues from other dancers to start the next phrase or use shared awareness of sensed time to end a dance		5	2	3
	PC20. exhibit variations in energy which are easy to identify		5	2	3
		<b>Total</b>	<b>100</b>	<b>40</b>	<b>60</b>
<b>MES/N1203</b>	PC1. perform dance in different dance forms		4	1	3

### Assesment Criteria for Dancer

<b>Perform dance</b>	PC2. change appearance as per dance requirement	100	4	1	3
	PC3. demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination.		4	1	3
	PC4. harmonize body movements to rhythm of musical accompaniment.		4	1	3
	PC5. perform classical, modern, or acrobatic dances in productions, expressing stories, rhythm, and sound with their bodies.		4	1	3
	PC6. collaborate with choreographers to refine or modify dance steps.		4	1	3
	PC7. coordinate dancing with that of partners or dance ensembles		4	1	3
	PC8. attend costume fittings, photography sessions, and makeup calls associated with dance performances.		3	1	2
	PC9. develop self-understanding of physical capabilities and limitations, and choose dance styles accordingly.		3	1	2
	PC10. deal with flexibility of body, mental, emotional status and how to deal with stress, long rehearsals.		3	1	2
	PC11. differentiate between rhythm, tempo, melody and timing.		3	1	2
	PC12. realize different time signatures (or meters), and how that will affect the dance.		3	1	2
	PC13. demonstrate the characters in the song, concept, dance style.		3	1	2
	PC14. follow movements of the choreographer		3	1	2
	PC15. express attitude, body language, style, performance capability, timing, etc.		3	1	2
	PC16. display the mood and tempo of the song throughout and in multiple takes		3	1	2
	PC17. follow the movement, phrases, transitions and sequences designed by the choreographer.		3	1	2
	PC18. follow the emotions the choreographer is trying to express.		3	1	2
	PC19. analyze the concept of scene, shots, takes and continuity.		3	1	2
	PC20. dance according to the beat and maintain it consistently throughout the dance or takes.		4	1	3
	PC21. follow the style composed by the choreographers for a particular song		4	1	3
	PC22. follow the positions and placements to create formations.		4	1	3
	PC23. perform in coordination with the patterns, change the patterns speed, reverse the pattern, communicating and notating movements of other dancers with patterns.		4	1	3
	PC24. align the context-the situation, the scene, the conditions, and background within which he/she is performing.		4	1	3
	PC25. perform by maintaining uniformity and in sync with co-dancers		4	1	3



### Assesment Criteria for Dancer

	PC26. dance under different climatic conditions, locations or as per the requirements of the choreographed sequence, as long as it doesn't physically harm the dancer		4	1	3
	PC27. accept spot improvisation and adapt it accordingly.		4	1	3
	PC28. adopt the theme of the performance and choose the costume accordingly.		4	1	3
		<b>Total</b>	<b>100</b>	<b>28</b>	<b>72</b>
<b>MES/N0107 Develop and maintain portfolio</b>	PC1. prepare portfolio, recording, show reel, etc.,		8	2	6
	PC2. choose best headshots and performance shots to showcase		8	2	6
	PC3. create unique portfolio which speaks to a range of audiences		8	2	6
	PC4. apply social media network like youtube / linkedin for promotional purposes		8	2	6
	PC5. promote themselves through networking		8	2	6
	PC6. approach associations for becoming a member		8	2	6
	PC7. approach clients (producers /casting directors / dance director etc.) in a professional manner		8	2	6
	PC8. be on time and in suggested dress for audition / presentation		8	2	6
	PC9. be ready to cold-read as per project requirement(s) in line with the expertise		8	2	6
	PC10. be ready for presentation /screen test, voice test etc., wherever required during audition/interviewing		8	2	6
	PC11. negotiate for remuneration of contract / work order aligned with the assignments		6	2	4
	PC12. recognize common components of an assignment contract including term and duration of project		8	2	6
	PC13. collaborate with others to determine technical details of production		6	2	4
		<b>Total</b>	<b>100</b>	<b>26</b>	<b>74</b>
<b>MES/N0104 Maintain workplace health and safety</b>	PC1. maintain one's posture and position to minimize fatigue and the risk of injury	100	10	5	5
	PC2. maintain first aid kit and keep oneself updated on the first aid procedures		10	5	5
	PC3. identify and document potential risks like sitting postures while using computer, eye fatigues and other hazards in the workplace		5	2	3
	PC4. accurately maintain accident reports		5	2	3
	PC5. report health and safety risks/ hazards to concerned personnel		10	5	5
	PC6. participate in organization health and safety knowledge sessions and drills		10	5	5

### Assesement Criteria for Dancer

PC7. identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency	10	5	5
PC8. identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms	10	5	5
PC9. identify aspects of workplace that could cause potential risk to own and others health and safety	5	2	3
PC10. ensure own personal health and safety, and that of others in the workplace though precautionary measures	5	2	3
PC11. identify and recommend opportunities for improving health, safety, and security to the designated person	5	2	3
PC12. report any hazards outside the individual's authority to the relevant person in line with organisational procedures and warn other people who may be affected	5	2	3
PC13. follow organisation's emergency procedures for accidents, fires or any other natural calamity in case of a hazard	5	2	3
PC14. identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority	5	2	3
<b>Total</b>	<b>100</b>	<b>46</b>	<b>54</b>

