

**CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE**

**Name and address of submitting body:**

Media and Entertainment Skill Council  
522-524, DLF Tower-A,  
Jasola, New Delhi 110025

**Name and contact details of individual dealing with the submission**

**Name:** Mohit Soni

**Position in the organisation:** Chief Executive Officer

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**List of documents submitted in support of the Qualifications File**

1. Sector Profiling
2. Skill Gap Study
3. Occupational Map
4. Qualification Pack
5. Validation of Occupational Standards by Industry
6. Progression matrix
7. Protocol for Affiliation of Assessment Bodies and Assessment Framework

**Model Curriculum to be added which will include the following:**

- **Indicative list of tools/equipment to conduct the training**
- **Trainers qualification**
- **Lesson Plan**
- **Distribution of training duration into theory/practical/OJT component**

**SUMMARY**

<b>1</b>	<b>Qualification Title</b>	Dancer
<b>2</b>	<b>Qualification Code, if any</b>	MES/Q 1201
<b>3</b>	<b>NCO code and occupation</b>	NCO-2015/2653.03 and Dancer
<b>4</b>	<b>Nature and purpose of the qualification (Please specify whether qualification is short term or long term)</b>	Nature of qualification is to teach various dance forms and purpose is to provide job and freelance opportunity as Dancer in M&E Industry (This qualification is Short Term Course)
<b>5</b>	<b>Body/bodies which will award the qualification</b>	MESC – Media & Entertainment Skill Council
<b>6</b>	<b>Body which will accredit providers to offer courses leading to the qualification</b>	MESC – Media & Entertainment Skill Council
<b>7</b>	<b>Whether accreditation/affiliation norms are already in place or not , if applicable (if yes, attach a copy)</b>	Yes
<b>8</b>	<b>Occupation(s) to which the qualification gives access</b>	Dancer
<b>9</b>	<b>Job description of the occupation</b>	Individuals at this job perform dances as soloists or as members of groups before live audiences or for film or television. Use movement to interpret music, tell stories and express emotion, Practice and rehearse dance routines under direction or instruction to achieve desired interpretation and presentation, have basic understanding of filmmaking process, and have artistic vision and creative skills.
<b>10</b>	<b>Licensing requirements</b>	No
<b>11</b>	<b>Statutory and Regulatory requirement of the relevant sector</b>	No
<b>12</b>	<b>Level of the qualification in the NSQF</b>	3
<b>13</b>	<b>Anticipated volume of training/learning required to complete the qualification</b>	370 hrs
<b>14</b>	<b>Indicative list of training tools required to deliver this qualification</b>	None
<b>15</b>	<b>Entry requirements and/or recommendations and minimum age</b>	Class VIII and minimum age 14 years

## NSQF QUALIFICATION FILE

Approved in 23<sup>rd</sup> NSQC Meeting, 22<sup>nd</sup> August, 2019

16	<b>Progression from the qualification (Please show Professional and academic progression)</b>	<ul style="list-style-type: none"> <li>Choreographer NSQF Level 5</li> <li>Cine Dance Director NSQF level 6</li> </ul>	
17	<b>Arrangements for the Recognition of Prior learning (RPL)</b>	RPL with prominent players in the Film, Television, Gaming, Animation and Advertising industry are in progress.	
18	<b>International comparability Where known (research evidence to be provided)</b>	Creative Skills Set (United Kingdom) & IBSA (Australian Business Skill Council)	
19	<b>Date of planned review of the qualification</b>	10/03/2022	
20	<b>Formal structure of the qualification</b>		
	<b>Mandatory components</b>		
	<b>Title of component and identification code/NOSs/Learning outcomes</b>	<b>Estimated size (learning hours)</b>	<b>Level</b>
1	Introduction	55	3
	MES/N1201(Recognize dance as an artform)	65	3
	MES/N1202 (Follow Choreography elements)	105	3
	MES/N1203 (Perform Dance)	90	3
	MES/N0107(Develop & Maintain portfolio)	30	3
	MES/N0104 (Maintain workplace health and safety)	55	3
	<b>Sub Total (A)</b>	<b>400</b>	
	<b>Optional component</b>		
	<b>Title of component and identification code/NOSs/Learning outcomes</b>	<b>Estimated size (learning hours)</b>	<b>Level</b>
(i)			
	<b>Sub Total (B)</b>		
	<b>Total A+B</b>	<b>400</b>	<b>3</b>

### SECTION 1

### ASSESSMENT

21	<p><b>Body/Bodies which will carry out assessment:</b> MESC will conduct assessment through its empanelled assessment agency and subject matter experts and certified assessors.</p>
22	<p><b>How will RPL assessment be managed and who will carry it out?</b> The RPL assessment will be carried out through screening, identifying skills gaps through NOS level assessment issuing NOS level scores sheets providing bridge training to cover competency gaps and conduct Final assessment of the candidates. The empanelled agencies will carry out RPL assessment.</p>
23	<p><b>Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.</b></p> <p>Assessment is done through third parties who are affiliated to MESC as Assessment Body. Assessors are trained &amp; certified by MESC through Training of Trainers program. The assessment involves two processes. The first process is gathering the evidence of the competency of individuals. The second part of the assessment process is the judgement as to whether a person is competent or not. The assessment plan contains the following information:</p> <ul style="list-style-type: none"> <li>● What will be assessed, i.e. the competency based on each NOS</li> <li>● How assessment will occur i.e. methods of assessment</li> <li>● When the assessment will occur</li> <li>● Where the assessment will take place i.e. context of the assessment (workplace/simulation)</li> <li>● The criteria for decision making i.e. those aspects that will guide judgements and</li> </ul> <p>The assessment is conducted through theory, viva voce and practical.</p>

**ASSESSMENT EVIDENCE**

Grid for each component as listed in “Formal structure of the qualification” in the Summary.

**24. Assessment evidences**

**Title of Component:**

Outcomes to be assessed/NOSs to be assessed	Assessment criteria for the outcome
Recognise Dance as an art form	PC1. Understand dance as an art form in which the body is the instrument for nonverbal communication and expression
	PC2. Understand dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form.

	PC3. Performs, composes and appreciates dance as an art form.
	PC4. Identifies the physiology of the human body as it is relevant to the dancer.
	PC5. identifies the body's capabilities and limitations
	PC6. Perform dance with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices.
	PC7. identifies and understands the elements of dance composition
	PC8. understands the compositional process
	PC9. understands the function of structure as it relates to dance composition
	PC10. Structures movement devised in response to specific concept/intent.
	PC11. Understands the socio-historic context in which dance exists.
	PC12. Demonstrates the skills of gathering, classifying and recording information about dance.
Follow choreography elements	PC1. Explore how the body can be used to represent various shapes and sizes.
	PC2. Understand the duration of the movement
	PC3. Use/exhibit different energy levels to reveal different emotional states
	PC4. Demonstrate the ability to relate to other dancers and objects.
	PC5. Demonstrate an understanding of body and shapes with movement.
	PC6. Demonstrate the ability to move the body through space.
	PC7. Understand Space levels; low floor moves, medium standing moves and high leaping and lifting moves
	PC8. Use of direction of movement in the space: Forward, backward, up, down, sideways, straight, curved, diagonal or changing, etc
	PC9. Able to form/make patterns of circles, squares, triangles, etc. with parts of the body, the whole body, with groups of people, or by moving through space(through the air or across the floor)

	PC10. Able to judge how fast or slow the movements must be to match tempo and beat of the song/music/audio
	PC11. Ability to perform the movement within the given time duration.
	PC12. Using different energy levels to show the quality of different movements
	PC13. Articulate when movements are meant to be slow, fast, in a wave or hit.
	PC14. Initiating movements and establishing who is leading and who is following while dancing in a group and able to change partner
	PC15. Use spatial relationship and connectivity to create a composition.
	PC16. Able to show variations of how large or small are the movements in the space.
	PC17. Able to take sight cues from other dancers to start the next phrase or use a shared awareness of sensed time to end a dance
	PC18. Exhibit variations in energy which are easy to identify
Perform Dance	PC1. Be physically fit to be a dancer.
	PC2. Be able to dance in different dance.
	PC3. Be able to change appearance as per dance requirement.
	PC4. Demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination.
	PC5. Understand own body, mental and emotional status and how to deal with stress, long rehearsals.
	PC6. Basic understanding of music composition or theory.
	PC7. Ability to differentiate rhythm, tempo, melody and timing.
	PC8. Understand different time signatures (or meters), and how it will affect the dance.
	PC9. Understand the characters in the song, concept, dance style.
	PC10. Match lip movements to the lyrics in the song.

	PC11. Understand and follow movements of the choreographer.
	PC12. Able to pick the movement of the arms, head, hands, body and legs of the choreographer, the tempo and the direction of the movements.
	PC13. Understand lead performer/s attitude, body language, style, performance capability, timing, etc.
	PC14. Able to carry the mood and tempo of the song throughout and in multiple takes.
	PC15. Follow the movement, phrases, transitions and sequences designed by the choreographer.
	PC16. Understand and follow the emotions the choreographer is trying to express.
	PC17. Understand the concept of the scene, shots, takes and continuity.
	PC18. Able to dance according to the beats and maintain it consistently throughout the dance or takes.
	PC19. Able to demonstrate the correct dance sequence by following the steps that have been choreographed.
	PC20. Understand step combinations that are often repeated each time the chorus of a song is played.
	PC21. Understand and follow the style composed by choreographers for a particular song.
	PC22. Understand and follow the positions and the placements to create formations.
	PC23. Able to perform in coordination with the patterns, change the patterns' speed, reverse the pattern, communicating and notating movements of other dancers with patterns.
	PC24. Carry expression according to the genre of the song.
	PC25. Able to exaggerate body language to project the intended feelings, subtle moods, and emotions.
	PC26. Able to use dance elements(body shape, movement and facial expression), to communicate an emotion choreographed.

	PC27. Understand the context-the situation, the scene, the conditions, and background within which he/she is performing.
	PC28. Able to maintain uniformity in the performance.
	PC29. Able to perform in sync with co-dancers.
	PC30. Able to 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.
	PC31. Understand spot improvisation and adapt it accordingly.
	PC32. Able to understand the theme of the performance and choose the costume accordingly.
	PC33. Ability to learn through observations.
Develop and maintain portfolio	PC1. prepare portfolio in line with performance learnt, and expected by prospective employers. Add recording, show reel, etc.,
	PC2. choose best headshots and performance shots to showcase
	PC3. create unique portfolio which speaks to a range of audiences
	PC4. apply social media network like YouTube / LinkedIn for promotional purposes
	PC5. promote themselves through networking
	PC6. approach associations for becoming a member
	PC7. approach clients (producers /casting directors / dance director etc.) in a professional manner
	PC8. be on time and in suggested dress for audition / presentation
	PC9. be ready for presentation /screen test, voice test etc., wherever required during audition/interviewing
	PC10. negotiate for remuneration of contract / work order aligned with the assignments



	PC11. recognize common components of an assignment contract including term and duration of project
	PC12. collaborate with others to determine technical details of production
Maintain workplace health and safety Description	PC1. Understand and comply with the organization's current health, safety and security policies and procedures
	PC2. Understand the safe working practices pertaining to own occupation
	PC3. Understand the government norms and policies relating to health and safety including emergency procedures for illness, accidents, fires or others which may involve evacuation of the premises
	Pc4. Participate in organization health and safety knowledge sessions and drills
	PC5. Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency
	PC6. Identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms
	PC7. Identify aspects of your workplace that could cause potential risk to own and others health and safety
	PC8. Ensure own personal health and safety, and that of others in the workplace through precautionary measures
	PC9. Identify and recommend opportunities for improving health, safety, and security to the designated person
	PC10. Report any hazards outside the individual's authority to the relevant person in line with organizational procedures and warn other people who may be affected
	PC11. Follow organization's emergency procedures for accidents, fires or any other natural calamity in case of a hazard
	PC12. Identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority

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<b>Means of assessment 1</b>	Online (Multiple choice Questions) Offline (Practical)
<b>Means of assessment 2</b> Add boxes as required	NA
<b>Pass/Fail</b>	<b>Pass: Above 70%</b>

NSQC Approved

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### SECTION 2

#### 25. EVIDENCE OF LEVEL

##### OPTION A

Title/Name of qualification/component: Dancer, Level:3			
NSQF Domain	Outcome of the qualification/component	How the outcomes relate to the NSQF level descriptors	NSQF Level
<b>Process</b>	<ol style="list-style-type: none"><li>1. Recognise Dance as an Art form</li><li>2. Follow choreography elements</li><li>3. Perform dance</li><li>4. Maintain workplace health and safety Description</li></ol>	The jobholder needs to understand dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form. He should performs, composes and appreciates dance as an art form, demonstrates the skills of gathering, classifying and recording information about dance, and understands the socio-historic context in which dance exists. The jobholder should identify the physiology of the human body as it is relevant to the dancer. They should explore how the body can be used to represent various shapes and sizes.	<b>Level 3</b>
<b>Professional knowledge</b>	<ol style="list-style-type: none"><li>1. Recognise Dance as an Art form</li><li>2. Character Study and portrayal dance background as per dance Gharanas and dance scripts</li><li>3. A Professional Career</li></ol>	A dancer needs to understand choreography to the different disciplines of TV, film and theatre and should be able to perform as a group and team. He/she will work closely with instructors or other dancers to interpret or modify choreography Plan. They should be aware of how to perform rehearsals every day to improve performance	<b>Level 3</b>

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		They should have the ability to inspire, motivate and direct performers effectively. And work under different dance choreographers and different styles.	
<b>Professional skills</b>	<ol style="list-style-type: none"> <li>1. Recognise Dance as an Art form</li> <li>2. Follow choreography elements</li> <li>3. Perform dance</li> <li>4. Maintain workplace health and safety Description</li> </ol>	The person on this job profile needs to know and understand how to appraise the quality of own work to ensure it is in line with the expected quality standards and provide constructive criticism without hurting someone or killing an idea. Take guidelines from choreographer or program manager.	<b>Level 3</b>
<b>Core skills</b>	<ol style="list-style-type: none"> <li>1. Perform dance forms as per the creative demand</li> <li>2. Follow choreography elements</li> <li>3. Match the dance steps in case of western dance or classical methods.</li> <li>4. Maintain workplace health and safety Description</li> </ol>	<p>The job holder needs to possess expression skills by way of specifying a concept, detailing it, using correct grammar, spelling, punctuation, spelling and phonetics, reading and understanding the concept briefs and other information, research the profile, characteristics and key elements of the concept and the target audience and discussing the goals and creative vision of the concept with the producer or director as required.</p> <p>The jobholder needs to understand, acknowledge and appreciate the relationship of dance and other media. He/she should understand dance as performance and</p>	<b>Level 3</b>

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		<p>communication of ideas through movement and in written and oral form.</p> <p>A dancer should know the use of dance terminology relevant to the study of dance as an art form and should be able to visualise and design a floor pattern for dance composition and having a beginning and ending point</p>	
<p><b>Responsibility</b></p>	<ol style="list-style-type: none"> <li>1. Perform as per guided movement by choreographic / program manager</li> <li>2. Manage the time schedule</li> <li>3. Follow choreography elements</li> <li>4. Maintain workplace health and safety</li> </ol> <p>Description</p>	<p>He/she needs to communicate with the choreographer, co-dancers through a guided movement exploration of moving shapes using verbal cues of a variety of action words, i.e., twist, shake, swing, explode, melt, ooze, collapse, freeze, sway, suspend, etc.</p> <p>He/she should be able to use any human movement and action can be included in the act of dancing— can include dance steps, facial movements, lifts, carries, and catches, everyday movements such as walking, etc.</p> <p>Dancer should know the streams of movement and pauses, and action refers not only to steps and sequences, but also to pauses and moments of relative stillness. Posture and alignment are the key to balance and moving through space.</p>	<p><b>Level 3</b></p>

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**SECTION 3**

**EVIDENCE OF NEED**

26	<b>What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this estimate?</b>		
	Basic	<b>In case of SSC</b>	<b>In case of other Awarding Bodies (Institutes under Central Ministries and states departments)</b>
	Need of the qualification	<p>As per the latest FICCI Report, the Indian M&amp;E Sector reached INR 1.5 trillion (USD 22.7 billion) in 2017, a growth of almost of 13% over 2016. With its current trajectory, we expect it to cross INR 2 trillion (USD 31 billion) by 2020 at a CAGR of 11.6%.</p> <p>In order to fulfil industry-demand we require skilled workforce in each sub-sectors and occupations.</p>	
	Industry Relevance	<p>The MESC has undertaken validation of the job roles with actual end-user industry and association where such employment is going to be generated and absorbed instead of generic validation of industry. The MESC submitted the endorsements from users/intended users of the qualification clearly supporting the need for trained people against specific job role.</p>	

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	Usage of the qualification	MESC prepared this on the basis of requirement from industry and demand raised by various association. The qualification will be used both for new inductees as well as RPL of working actors in the industry.	
	Estimated uptake	MESC has conducted skill gap study in consultation with FICCI (KPMG and EY) and interaction with the industry. The skill gap study and industry interaction says huge demand of manpower for this qualification. MESC will share the tentative demand sheet whenever desired.	
27	<p><b>Recommendation from the concerned Line Ministry of the Body. Government/Regulatory. To be supported by documentary evidences</b></p> <p>MESC has approached the line Ministry (Ministry of information and broadcasting) and submitted detail Qualification for their concurrence. Response is yet to be received.</p>		
28	<p><b>What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification</b></p> <p>As part of the skilled Gap Survey we have done functional mapping for all the job roles, ensuring there is no duplications in the planned qualifications in NSQF through vertical career progression and horizontal multiskilling. We have also check NQR (National Qualification Register) for any duplication.</p>		
29	<p><b>What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated? Specify the review process here</b></p> <p>The qualifications will be revised and updated when any one of the below instances occur:</p> <ol style="list-style-type: none"> <li>1. 36 months from the approval of the NSQC</li> <li>2. If less than 50% of the certified candidates get engaged in the industry.</li> </ol>		

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	3. When there is significant improvement in technology/ processes for executing the job role.
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**SECTION 4**

**EVIDENCE OF PROGRESSION**

<b>30</b>	<b>What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?</b> <i>Show the career map here to reflect the clear progression</i>
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