



## Model Curriculum

**QP Name: MIS Data Analyst - Financial Services**

**QP Code: BSC/Q4101**

**QP Version: 1.0**

**NSQF: 4**

**Model Curriculum Version:1.0**

Banking, Financial Services & Insurance (BFSI)  
Sector Skill Council of India  
1407, Lodha Supremus Powai, Opp Saki Vihar Telephone Exchange,  
Saki Vihar Road, Powai Mumbai -400072  
e-mail: [neha.dave@bfsissc.com](mailto:neha.dave@bfsissc.com)

## Table of Contents

Training Parameters.....	2
Program Overview .....	3
Training Outcomes.....	3
Compulsory Modules .....	3
Module 1: Introduction to the Banking Sector and the Job Role of MIS Data Analyst - Financial Services.....	5
Module 2: Collect and Analyze the Data .....	6
Module 3: Assist Management in Business Analysis .....	7
Module4:Employability Skills .....	9
Annexure .....	11
Trainer Requirements .....	11
Assessor Requirements.....	12
Assessment Strategy.....	13
References .....	15
Glossary .....	15
Acronyms and Abbreviations .....	16

## Training Parameters

<b>Sector</b>	BFSI
<b>Sub-Sector</b>	BFSI Processing, Broking, Fund Investment & Services, Lend Payments
<b>Occupation</b>	Operations - Finance & Accounting, Operations - Insurance, Operations - Trade & Investment Banking, Branch Operations - Broking, Backoffice Operations, Branch Operations - NBFC, Branch Operations – Banking, Payment Operations
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/4312.0100
<b>Minimum Educational Qualification and Experience</b>	Class 12th Pass With minimum 6 months relevant work experience OR Class 10th Pass + ITI (2 years of Experience after Class 10th) OR Class 10 <sup>th</sup> Class Pass OR Completed 3 year Diploma (after 10th) OR Previous relevant Qualification of NSQF level 3 with 2 years relevant work experience
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 years
<b>Last Reviewed On</b>	30/06/2022
<b>Next Review Date</b>	30/06/2025
<b>NSQC Approval Date</b>	30/06/2022
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	30/06/2022
<b>Model Curriculum Valid Up to Date</b>	30/06/2025
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	480 Hours, 0 Minutes
<b>Maximum Duration of the Course</b>	480 Hours, 0 Minutes

## Program Overview

This section summarizes the end objectives of the program along with its duration.

### Training Outcomes

At the end of the program, the learner will be able to:

- Apply proper techniques to perform data analysis using MS Excel
- Prepare sample MIS report, KPI and sales data to analyze the information as required by the management
- Employ suitable practices to maintain data integrity and data privacy
- Dramatize how to communicate effectively with guests, colleagues, and superiors to achieve a smooth workflow
- Apply health, hygiene, and safety practices at the workplace
- Use resources at the workplace optimally

### Compulsory Modules

The table lists the modules, their duration and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>BSC/N4101: Perform Data Analysis Using MS Excel</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 3</b>	<b>126:00</b>	<b>144:00</b>	<b>150:00</b>	<b>00:00</b>	<b>420:00</b>
Module 1: Introduction to the Banking Sector and the Job Role of MIS Data Analyst – Financial Services	04:00	00:00	00:00	00:00	04:00
Module 2: Collect and Analyze the Data	61:00	72:00	75:00	00:00	208:00
Module 3: Assist Management in Business Analysis	05:00	07:00	08:00	00:00	19:00
<b>DGT/VSQ/N0102: Employability Skills (60 Hours)</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 4</b>	<b>24:00</b>	<b>36:00</b>	<b>00:00</b>	<b>00:00</b>	<b>60:00</b>
Module 4: Employability Skills	24:00	36:00	00:00	00:00	60:00
<b>Total Duration</b>	<b>150:00</b>	<b>180:00</b>	<b>150:00</b>	<b>00:00</b>	<b>480:00</b>

# Module Details

**Module 1: Introduction to the Banking Sector and the Job Role of MIS DataAnalyst - Financial Services**  
**Mapped to BSC/N4101, V 1.0**

**Terminal Outcomes:**

- Outline the overview of Skill India Mission
- Discuss about the Banking Industry and its sub-sectors
- Define the role and responsibilities of a MIS Data Analyst - Financial Services

<b>Duration: 04:00</b>	<b>Duration: 00:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the objectives and benefits of the Skill India Mission</li> <li>• Describe the scope of Banking Industry and its sub-sectors</li> <li>• Discuss job role and opportunities for a MIS Data Analyst - Financial Services</li> <li>• List the basic terminologies used in the banking services</li> </ul>	NA
<b>Classroom Aids</b>	
Whiteboard, Flip Chart, Markers, Duster, Projector, Laptop with charger, Projector screen, PowerPoint Presentation, 2.1 Laptop External Speakers.	
<b>Tools, Equipment and Other Requirements</b>	
NA	

# Module Details

## Module 2: Collect and Analyze the Data Mapped to BSC/N4101, V 1.0

### Terminal Outcomes:

- Perform steps to collect data from various departments and systems
- Explain methods of organizing the data in the specified formats
- Apply proper techniques to perform various excel functions and formulas to create meaningful information
- Create sample charts, tables and MIS reports to analyze the information as required by the management

Duration: 61:00	Duration 72:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss various data collection techniques and basic MS excel concepts.</li> <li>• Explain methods of organizing the data.</li> <li>• Describe MS- Excel formulae and functions like Vlookup, Hlookup, cell referencing, etc., procedure of dashboard creation and recording of the VBA coding for data analysis.</li> <li>• Explain the methods of analyzing the data through extensive usage of MS Excel, VBA, Dashboard Reports, Macros, etc.</li> <li>• State the significance of providing support and maintenance to existing management information systems and generating both periodic and ad hoc reports as needed in the specified format.</li> <li>• Discuss effective ways of identifying the opportunities of automating the reports, snapshots and dashboards using advanced formulae, Macros, VB and other techniques.</li> <li>• Elaborate the procedure to follow automated steps as well as automate and schedule report generation.</li> <li>• Outline the importance of maintaining thorough understanding of information and data sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply proper techniques to categorize the data based on its characteristics, application and management hierarchy.</li> <li>• Employ proper techniques to perform various excel functions and formulas to create meaningful information.</li> <li>• Create sample chart, table and MIS report to analyze the information as required by the management.</li> <li>• Apply proper methods to perform data analysis for generating reports</li> <li>• Create sample presentations, graphs and analytical reports as required by the management.</li> </ul>
<b>Classroom Aids</b>	

## Module Details

Training kit (Trainer guide, Presentations), White board, Marker, Projector screen, Power Point Presentation Laptop with charger, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers

### **Tools, Equipment and Other Requirements**

Software MS-Excel, Sample MIS report, chart, table, presentations, graphs and analytical reports to analyze the information etc.

### Module 3: Assist Management in Business Analysis Mapped to BSC/6101,V 1.0

#### Terminal Outcomes:

- Apply appropriate procedures to assist in volume forecast and capacity planning
- Draft sample income and expenditure budget reports
- Apply proper methods to generate and distribute reports in accurate and timely manner
- Employ proper methods to maintain a status on all projects and proactively communicate with management
- Create sample KPI and sales data to support management in taking operational decisions

<b>Duration: 61:00</b>	<b>Duration: 07:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the methods of conducting data and business analysis</li> <li>• Describe the methods of analyzing business information to identify process improvements for increasing business efficiency and effectiveness</li> <li>• Explain the procedure to prepare various report and their format as per the requirements</li> <li>• State the significance of maintaining day to day sales data and updating management about the same</li> <li>• Explain the methods of developing and executing data-based experiments to increase efficiency of decision making based on the results</li> </ul>	<ul style="list-style-type: none"> <li>• Role play on how to report on operational metrics and present summary of findings to management in a clear, concise, convincing, and actionable format</li> <li>• Apply appropriate procedures to assist management in volume forecast and capacity planning</li> <li>• Draft sample income and expenditure budget reports, sample cost, variance and profitability factors and value driver report for management</li> <li>• Apply proper methods to generate and distribute management reports in accurate and timely manner</li> <li>• Role play on how to provide recommendations to update current MIS along with strong reporting and analytical information for supporting management team</li> <li>• Employ proper methods to maintain a status on all projects and proactively communicate with management</li> <li>• Draft sample KPI and sales data to support management in taking operational decisions</li> </ul>
<b>Classroom Aids</b>	
<p>Training kit (Trainer guide, Presentations), White board, Marker, Projector screen, Power Point Presentation Laptop with charger, Participant Handbook and Related Standard Operating Procedures, 2.1 Laptop External Speakers.</p>	
<b>Tools, Equipment and Other Requirements</b>	
<p>Sample report on operational metrics, summary of findings and value driver reports, Sample income and expenditure budget report, Sample KPI and sales data etc.</p>	



## Module 4: Employability Skills

Mapped to DGT/VSQ/N0102

### Terminal Outcomes:

- Introduction to employability skills
- Constitutional values - citizenship
- Becoming a professional in the 21st century
- Basic English skills
- Career development & goal setting
- Communication skills
- Diversity & inclusion
- Financial and legal literacy
- Essential digital skills
- Entrepreneurship
- Customer service
- Getting ready for apprenticeship & jobs

Duration: 05:00	Duration: 07:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Introduction to employability skills</li> <li>• Constitutional values - citizenship</li> <li>• Becoming a professional in the 21st century</li> <li>• Basic English skills</li> <li>• Career development &amp; goal setting</li> <li>• Communication skills</li> <li>• Diversity &amp; inclusion</li> <li>• Financial and legal literacy</li> <li>• Essential digital skills</li> <li>• Entrepreneurship</li> <li>• Customer service</li> <li>• Getting ready for apprenticeship &amp; jobs</li> <li>• Identify and list apprenticeship opportunities and register for it as per guidelines and requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to follow environmentally sustainable practices</li> <li>• Role play the 21st century skills such as self-awareness, behaviour skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. In personal and professional life</li> <li>• Practice the use basic english for everyday conversation in different contexts, in person and over the telephone</li> <li>• Write short messages, notes, letters, e-mails etc. In english</li> <li>• Prepare a sample career development plan with short- and long-term goals, based on aptitude</li> <li>• Practice following verbal and non-verbal communication etiquette and active listening techniques in various settings</li> <li>• Roleplay how to work collaboratively with others in a team</li> <li>• Roleplay how to escalate any issues related to sexual harassment at workplace according to poah act</li> <li>• Show how to select financial institutions, products and services as per requirement</li> <li>• Practice how to carry out offline and online financial transactions, safely and securely</li> <li>• Operate digital devices and carry out basic internet operations securely and safely</li> </ul> <p>Demonstrate the use of e- mail and social</p>

	<ul style="list-style-type: none"> <li>• media platforms and virtual collaboration tools to work effectively</li> <li>• Practice the use of basic features of word processor, spreadsheets, and presentations</li> <li>• Develop a sample business plan and a work model, considering the 4Ps of marketing product, price, place and promotion</li> <li>• Role play how to respond to customer requests and needs in a professional manner</li> <li>• Show how to follow appropriate hygiene and grooming standards</li> <li>• Create a sample professional curriculum vitae (résumé)</li> <li>• Practice how to search for suitable jobs using reliable offline and online sources such as employment exchange, recruitment agencies, newspapers etc. And job portals, respectively</li> <li>• Show how to apply to identified job openings using offline /online methods as per requirement</li> <li>• Demonstrate how to answer questions politely, with clarity and confidence, during recruitment and selection</li> </ul>
--	---

**Classroom Aids**

Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster

**Tools, Equipment and Other Requirements**

PPE, Basic Stationary, digital devices as per the requirement.

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate	Banking, Financial Services, and Insurance/ Retail Asset management	5	Banking, Financial Services, and Insurance/  Retail Asset management	1	Banking, Financial Services, and Insurance/  Retail Asset management	NA

Trainer Certification	
Domain Certification	Platform Certification
“MIS Data Analyst - Financial Services”, “BSC/Q6101, v1.0”, Minimum accepted score is 80%	“Trainer”, “MEP/Q2601, v3.0” with a scoring of minimum 80%

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate	Banking, Financial Services, and Insurance/ Retail Asset management	5	Banking, Financial Services, and Insurance/ Retail Asset management	1	Banking, Financial Services, and Insurance/ Retail Asset management	NA

Assessor Certification	
Domain Certification	Platform Certification
“MIS Data Analyst - Financial Services”, “BSC/Q6101, v1.0”, Minimum accepted score is 80%	“Assessor”, “MEP/Q2701, v3.0” with the scoring of minimum 80%

## Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

### 1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records
- If the batch size is more than 30, then there should be 2 Assessors.

### 2. Testing Environment: Assessor must:

- Confirm that the center is available at the same address as mentioned on SDMS or SIP
- Check the duration of the training.
- Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
- Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

### 3. Assessment Quality Assurance levels / Framework:

- Question papers created by the Subject Matter Experts (SME)
- Question papers created by the SME should be verified by the other subject Matter Experts along with the approval required from SSC
- Questions are mapped with NOS and PC
- Question papers are prepared considering that level 1 to 3 is for the unskilled & semi- skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- Assessor must be ToA certified
- Assessment agency must follow the assessment guidelines to conduct the assessment

### 4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding
- Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
- Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

### 5. Method of verification or validation:

- Surprise visit to the assessment location
- Random audit of the batch
- Random audit of any candidate

6. Method for assessment documentation, archiving, and access
- Hard copies of the documents are stored
  - Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage and are stored in the HardDrives

## References

## Glossary

Term	Description
<b>Declarative Knowledge</b>	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training</b> .
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module</b> . A set of terminal outcomes help to achieve the training outcome.

## Acronyms and Abbreviations

<b>Term</b>	<b>Description</b>
<b>Qf</b>	Qualification
<b>NSQF</b>	National Skills Qualification Framework
<b>NOS</b>	National Occupational Standards
<b>TVET</b>	Technical and Vocational Education and Training
<b>DD</b>	Demand Draft
<b>GST</b>	Goods and Services Tax
<b>MIS</b>	Management Information System
<b>NEFT</b>	National Electronic Funds Transfer
<b>PAN</b>	Permanent Account Number
<b>TAT</b>	Turnaround time



