



## QUALIFICATION FILE

### Business Intelligence Analyst

- ☒ Short Term Training (STT) ☐ Long Term Training (LTT) ☐ Apprenticeship  
☒ Upskilling ☐ Dual/Flexi Qualification ☐ For ToT  
☐ For ToA
- ☐ General ☐ Multi-skill (MS) ☐ Cross Sectoral (CS) ☒ Future Skills ☐ OEM

**NCrF/NSQF Level: 5**

**Submitted By:**

**IT-ITeS Sector Skills Council NASSCOM (SSC NASSCOM)**

**Plot No. – 7, 8, 9 & 10**

**Sector – 126, Noida, Uttar Pradesh - 201303**

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## Section 1: Basic Details

| 1.     | Qualification Name                                                                                                                                                          | Business Intelligence Analyst                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                           |        |                                                                    |                                                           |   |                       |   |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------|--------------------------------------------------------------------|-----------------------------------------------------------|---|-----------------------|---|
| 2.     | Sector/s                                                                                                                                                                    | IT/ITeS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                           |        |                                                                    |                                                           |   |                       |   |
| 3.     | Type of Qualification: <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM | NQR Code & version of the existing /previous qualification: <b>QG-05-IT-01525-2023-V1.1-NASSCOM &amp; version 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Qualification Name of the existing/previous version: <b>Business Intelligence Analyst</b> |        |                                                                    |                                                           |   |                       |   |
| 4.     | a. OEM Name<br>b. Qualification Name (Wherever applicable)                                                                                                                  | <b>Business Intelligence Analyst</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                           |        |                                                                    |                                                           |   |                       |   |
| 5.     | National Qualification Register (NQR) Code &Version<br>(Will be issued after NSQC approval)                                                                                 | <b>QG-05-IT-045942025-V2-NASSCOM &amp; Version 4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 6. NCrF/NSQF Level: <b>5</b>                                                              |        |                                                                    |                                                           |   |                       |   |
| 7.     | Award (Certificate/Diploma/Advance Diploma/ Any Other)<br>(Wherever applicable specify multiple entry/exits also & provide details in annexure)                             | Certificate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                           |        |                                                                    |                                                           |   |                       |   |
| 8.     | Brief Description of the Qualification                                                                                                                                      | This qualification equips candidates with essential skills to collect, clean, validate, analyze, and visualize data for informed decision-making in a business environment. It covers the entire data lifecycle—from sourcing and preprocessing to advanced analysis and reporting—enabling professionals to develop actionable insights, maintain high data quality standards, and communicate findings effectively to stakeholders. Designed for aspiring Business Intelligence Analysts, it prepares individuals to support strategic initiatives through data-driven insights, visualization techniques, and stakeholder engagement.     |                                                                                           |        |                                                                    |                                                           |   |                       |   |
| 9.     | Eligibility Criteria for Entry for a Student/Trainee/Learner/Employee                                                                                                       | <p>a. <b>Entry Qualification &amp; Relevant Experience:</b></p> <p>** Relevant Field IT/AI/Big Data Analytics/Programming</p> <p>The relevant experience would include work, internship, and apprenticeship after completing relevant educational qualifications.</p> <p>* PG /UG/diploma with courses related to Engg./ Science</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Completed UG Diploma*</td> <td>-</td> </tr> </tbody> </table> |                                                                                           | S. No. | Academic/Skill Qualification (with Specialization - if applicable) | Required Experience (with Specialization - if applicable) | 1 | Completed UG Diploma* | - |
| S. No. | Academic/Skill Qualification (with Specialization - if applicable)                                                                                                          | Required Experience (with Specialization - if applicable)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                           |        |                                                                    |                                                           |   |                       |   |
| 1      | Completed UG Diploma*                                                                                                                                                       | -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                           |        |                                                                    |                                                           |   |                       |   |

|                        |                                                                                                                                                              | 2                                                                                                                                                                                                                                                                                                                                                                                                                               | Completed 3-Year Diploma* after 10th                               | 1.5 Year of relevant experience** |                        |                |                   |                       |                         |               |                     |     |     |    |   |     |        |     |     |    |   |     |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------|------------------------|----------------|-------------------|-----------------------|-------------------------|---------------|---------------------|-----|-----|----|---|-----|--------|-----|-----|----|---|-----|
|                        |                                                                                                                                                              | 3                                                                                                                                                                                                                                                                                                                                                                                                                               | Previous Relevant qualification of NSQF level 4.5                  | 1.5 years of relevant experience* |                        |                |                   |                       |                         |               |                     |     |     |    |   |     |        |     |     |    |   |     |
|                        |                                                                                                                                                              | b. Age: NA                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                    |                                   |                        |                |                   |                       |                         |               |                     |     |     |    |   |     |        |     |     |    |   |     |
| 10.                    | Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))                                                      | 16 Credits                                                                                                                                                                                                                                                                                                                                                                                                                      | 11. Common Cost Norm Category (I/II/III) (wherever applicable): II |                                   |                        |                |                   |                       |                         |               |                     |     |     |    |   |     |        |     |     |    |   |     |
| 12.                    | Any Licensing Requirements for Undertaking Training on This Qualification (wherever applicable)                                                              | NA                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                    |                                   |                        |                |                   |                       |                         |               |                     |     |     |    |   |     |        |     |     |    |   |     |
| 13.                    | Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification) | <input type="checkbox"/> Offline Only <input type="checkbox"/> Online Only <input checked="" type="checkbox"/> Blended                                                                                                                                                                                                                                                                                                          |                                                                    |                                   |                        |                |                   |                       |                         |               |                     |     |     |    |   |     |        |     |     |    |   |     |
|                        |                                                                                                                                                              | <table border="1"> <thead> <tr> <th>Training Delivery Mode</th><th>Theory (Hours)</th><th>Practical (Hours)</th><th>OJT (Mandatory) Hours</th><th>OJT (Recommended) Hours</th><th>Total (Hours)</th></tr> </thead> <tbody> <tr> <td>Classroom (offline)</td><td>144</td><td>246</td><td>90</td><td>-</td><td>480</td></tr> <tr> <td>Online</td><td>144</td><td>246</td><td>90</td><td>-</td><td>480</td></tr> </tbody> </table> |                                                                    |                                   | Training Delivery Mode | Theory (Hours) | Practical (Hours) | OJT (Mandatory) Hours | OJT (Recommended) Hours | Total (Hours) | Classroom (offline) | 144 | 246 | 90 | - | 480 | Online | 144 | 246 | 90 | - | 480 |
| Training Delivery Mode | Theory (Hours)                                                                                                                                               | Practical (Hours)                                                                                                                                                                                                                                                                                                                                                                                                               | OJT (Mandatory) Hours                                              | OJT (Recommended) Hours           | Total (Hours)          |                |                   |                       |                         |               |                     |     |     |    |   |     |        |     |     |    |   |     |
| Classroom (offline)    | 144                                                                                                                                                          | 246                                                                                                                                                                                                                                                                                                                                                                                                                             | 90                                                                 | -                                 | 480                    |                |                   |                       |                         |               |                     |     |     |    |   |     |        |     |     |    |   |     |
| Online                 | 144                                                                                                                                                          | 246                                                                                                                                                                                                                                                                                                                                                                                                                             | 90                                                                 | -                                 | 480                    |                |                   |                       |                         |               |                     |     |     |    |   |     |        |     |     |    |   |     |
|                        |                                                                                                                                                              | (Refer Blended Learning Annexure for details)                                                                                                                                                                                                                                                                                                                                                                                   |                                                                    |                                   |                        |                |                   |                       |                         |               |                     |     |     |    |   |     |        |     |     |    |   |     |
| 14.                    | Aligned to NCO/ISCO Code/s (if no code is available mention the same)                                                                                        | NCO-2015/2120.0501                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                    |                                   |                        |                |                   |                       |                         |               |                     |     |     |    |   |     |        |     |     |    |   |     |
| 15.                    | Progression Path After Attaining the Qualification, wherever applicable (Please show Professional and Academic progression)                                  | This entry should refer to one or more of the following:<br>• <b>Academic Progression:</b> Access to other qualifications at the same NSQF level – Visualization Specialist, Data Quality Analyst<br>• <b>Professional Progression:</b> Access to related qualification(s) at the next NSQF level – Senior Business Intelligence Analyst, Senior Visualization Specialist, Senior Data Quality Analyst                          |                                                                    |                                   |                        |                |                   |                       |                         |               |                     |     |     |    |   |     |        |     |     |    |   |     |
| 16.                    | Other Indian languages in which the Qualification & Model Curriculum are being submitted                                                                     | Hindi                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                    |                                   |                        |                |                   |                       |                         |               |                     |     |     |    |   |     |        |     |     |    |   |     |

|     |                                                                                                                                     |                                                                                                                                                                                                             |                                                     |
|-----|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| 17. | Is similar Qualification(s) available on NQR-if yes, justification for this qualification                                           | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:                                                                                                         |                                                     |
| 18. | Is the Job Amenable to Persons with Disability                                                                                      | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>If "Yes", specify applicable type of Disability: Visual, Hearing or Speech impairment, Locomotor Disability                          |                                                     |
| 19. | How participation of women will be encouraged?                                                                                      | The Program is gender neutral although to increase the women participation, organizations are keeping aside few seats to encourage the female candidates                                                    |                                                     |
| 20. | Are Greening/Environment Sustainability Aspects covered (Specify the NOS/Module which Covers it)                                    | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No, SSC/N9014: Maintain an inclusive, environmentally sustainable workplace                                                                |                                                     |
| 21. | Is Qualification suitable to be offered in Schools/Colleges                                                                         | Schools: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No      Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                                              |                                                     |
| 22. | Name and Contact Details Submitting / Awarding Body SPOC<br>(In case of CS or MS, provide details of both Lead AB & Supporting ABs) | Name: Namrata Kapur<br>Email: <a href="mailto:Standards@nasscom.in">Standards@nasscom.in</a><br>Contact No.: 0120-4990111<br>Website: <a href="https://www.sscnasscom.com/">https://www.sscnasscom.com/</a> |                                                     |
| 23. | Final Approval Date by NSQC: 07 <sup>th</sup> October 2025                                                                          | 24. Validity Duration: 3 Years                                                                                                                                                                              | 25. Next Review Date: 07 <sup>th</sup> October 2028 |

## Section 2: Module Summary

### NOS/s of Qualifications

(In exceptional cases these could be described as components)

#### Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/Module level. For Further details refer curriculum document.

**Th.**-Theory **Pr.**-Practical **OJT**-On the Job training **Man.**-Mandatory Training **Rec.**-Recommended **Proj.**- Project

| S.No. | NOS/Module Name                                                       | NOS/Module Code & Version (if applicable) | Core/Non-Core | NCrF/NSQF Level | Credits as per NcrF | Training Duration (Hours) |       |          |          |        | Assessment Marks |     |       |      |       |                               |
|-------|-----------------------------------------------------------------------|-------------------------------------------|---------------|-----------------|---------------------|---------------------------|-------|----------|----------|--------|------------------|-----|-------|------|-------|-------------------------------|
|       |                                                                       |                                           |               |                 |                     | Th.                       | Pr.   | OJT-Man. | OJT-Rec. | Total  | Th.              | Pr. | Proj. | Viva | Total | Weightage (%) (if applicable) |
| 1.    | Collect & process data and ensure data quality standards are achieved | SSC/N8157, V1.0                           | Core          | 5               | 04                  | 45:00                     | 60:00 | 15:00    | 00:00    | 120:00 | 30               | 50  | -     | 20   | 100   | 21                            |
| 2.    | Collect and define business requirements by interacting with clients  | SSC/N8127, V4.0                           | Core          | 5               | 02                  | 15:00                     | 30:00 | 15:00    | 00:00    | 60:00  | 30               | 50  | -     | 20   | 100   | 21                            |
| 3.    | Perform exploratory and Inferential analysis of the data              | SSC/N8103 V3.0                            | Core          | 5               | 04                  | 30:00                     | 60:00 | 30:00    | 00:00    | 120:00 | 30               | 50  | -     | 20   | 100   | 21                            |
| 4.    | Define business outcomes and create visualizations                    | SSC/N8108 V3.0                            | Core          | 5               | 04                  | 30:00                     | 60:00 | 30:00    | 00:00    | 120:00 | 30               | 50  | -     | 20   | 100   | 21                            |

| S.No.                             | NOS/Module Name              | NOS/Module Code & Version (if applicable) | Core/Non-Core | NCrF/NSQF Level | Credits as per NCrF | Training Duration (Hours) |        |          |          |        | Assessment Marks |     |       |      |       |                               |
|-----------------------------------|------------------------------|-------------------------------------------|---------------|-----------------|---------------------|---------------------------|--------|----------|----------|--------|------------------|-----|-------|------|-------|-------------------------------|
|                                   |                              |                                           |               |                 |                     | Th.                       | Pr.    | OJT-Man. | OJT-Rec. | Total  | Th.              | Pr. | Proj. | Viva | Total | Weightage (%) (if applicable) |
|                                   | from results of the analysis |                                           |               |                 |                     |                           |        |          |          |        |                  |     |       |      |       |                               |
| 5.                                | Employability Skill (60 Hrs) | DGT/VSQ/N0102 V1.0                        | Non-Core      | 4               | 02                  | 24:00                     | 36:00  | 00:00    | 00:00    | 60:00  | 20               | 30  | -     | -    | 50    | 16                            |
| Duration (in Hours) / Total Marks |                              |                                           |               |                 | 16                  | 144:00                    | 246:00 | 90:00    | 00:00    | 480:00 | 140              | 230 | -     | 80   | 450   | 100                           |

## Elective NOS/s:

| S. No                             | NOS/Module Name | NOS/Module Code & Version (if applicable) | Core/Non-Core | NCrF/NSQF Level | Credits as per NCrF | Training Duration (Hours) |     |          |          |       | Assessment Marks |     |       |      |       |                               |
|-----------------------------------|-----------------|-------------------------------------------|---------------|-----------------|---------------------|---------------------------|-----|----------|----------|-------|------------------|-----|-------|------|-------|-------------------------------|
|                                   |                 |                                           |               |                 |                     | Th.                       | Pr. | OJT-Man. | OJT-Rec. | Total | Th.              | Pr. | Proj. | Viva | Total | Weightage (%) (if applicable) |
| 1.                                |                 |                                           |               |                 |                     |                           |     |          |          |       |                  |     |       |      |       |                               |
| 2.                                |                 |                                           |               |                 |                     |                           |     |          |          |       |                  |     |       |      |       |                               |
| Duration (in Hours) / Total Marks |                 |                                           |               |                 |                     |                           |     |          |          |       |                  |     |       |      |       |                               |

## Optional NOS/s:

| S. No                             | NOS/Module Name | NOS/Module Code & Version (if applicable) | Core/Non-Core | NCrF/NSQF Level | Credits as per NCrF | Training Duration (Hours) |     |          |          |       | Assessment Marks |     |       |      |       |                               |
|-----------------------------------|-----------------|-------------------------------------------|---------------|-----------------|---------------------|---------------------------|-----|----------|----------|-------|------------------|-----|-------|------|-------|-------------------------------|
|                                   |                 |                                           |               |                 |                     | Th.                       | Pr. | OJT-Man. | OJT-Rec. | Total | Th.              | Pr. | Proj. | Viva | Total | Weightage (%) (if applicable) |
| 1.                                |                 |                                           |               |                 |                     |                           |     |          |          |       |                  |     |       |      |       |                               |
| 2.                                |                 |                                           |               |                 |                     |                           |     |          |          |       |                  |     |       |      |       |                               |
| Duration (in Hours) / Total Marks |                 |                                           |               |                 |                     |                           |     |          |          |       |                  |     |       |      |       |                               |

## Assessment - Minimum Qualifying Percentage

### Assessment - Minimum Qualifying Percentage

**Minimum Pass Percentage – Aggregate at qualification level: 70 %** (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

## Section 3: Training Related

|    |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <b>Trainer's Qualification and experience in the relevant sector (in years)</b> <i>(as per NCVET guidelines)</i>        | <p><b>Educational Qualification:</b> Graduate (Engineering/ Technology/ Computer Science)</p> <p><b>Industry &amp; training experience:</b> 2 years of industry experience in AIBDA. The industry experience would include work, internship, and apprenticeship undertaken after regular graduation</p> <p><b>Certification:</b> "Trainer" mapped to the Qualification Pack "MEP/Q2601" Minimum accepted score is 80% aggregate</p>          |
| 2. | <b>Master Trainer's Qualification and experience in the relevant sector (in years)</b> <i>(as per NCVET guidelines)</i> | <p><b>Educational Qualification:</b> Graduate (Engineering/ Technology/ Computer Science)</p> <p><b>Industry &amp; training experience:</b> 4 years of industry experience in AIBDA. The full-time experience would include work, internship, and apprenticeship undertaken after regular graduation.</p> <p><b>Certification:</b> "Master Trainer" mapped to the Qualification Pack "MEP/Q2602" Minimum accepted score is 90% aggregate</p> |
| 3. | <b>Tools and Equipment Required for the Training</b>                                                                    | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>(If "Yes", details to be provided in Annexure)</i>                                                                                                                                                                                                                                                                                                                    |
| 4. | <b>In Case of Revised Qualification, details of Any Upskilling Required for Trainer</b>                                 | NA                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Section 4: Assessment Related



|    |                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <b>Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>                       | <p><b>Educational Qualification:</b> Graduate (Engineering/ Technology/ Computer Science)</p> <p><b>Industry &amp; Training Experience:</b> 2 years of industry experience in AIBDA. The full-time experience would include work, internship, and apprenticeship undertaken after regular graduation.</p> <p><b>Certification:</b> "Assessor" mapped to the Qualification Pack "MEP/Q2701" Minimum accepted score is 80% aggregate.</p>      |
| 2. | <b>Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines), (wherever applicable)</b> | <p><b>Educational Qualification:</b> Graduate (Engineering/ Technology/ Computer Science)</p> <p><b>Industry &amp; Training Experience:</b> 2 years of industry experience in AIBDA. The full-time experience would include work, internship, and apprenticeship undertaken after regular graduation.</p> <p><b>Certification:</b> "Assessor" mapped to the Qualification Pack "MEP/Q2701" Minimum accepted score is 80% aggregate.</p>      |
| 3. | <b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>        | <p><b>Educational Qualification:</b> Graduate (Engineering/ Technology/ Computer Science)</p> <p><b>Industry &amp; Training Experience:</b> 4 years of industry experience in AIBDA. The full-time experience would include work, internship, and apprenticeship undertaken after regular graduation.</p> <p><b>Certification:</b> "Lead Assessor" mapped to the Qualification Pack "MEP/Q2702" Minimum accepted score is 90% aggregate.</p> |
| 4. | <b>Assessment Mode (Specify the assessment mode)</b>                                                                         | The assessment will consist of a blend of hands-on practical evaluations, viva-voce, and online proctored scenario-based multiple-choice questions ensuring a thorough evaluation of the individual's proficiency in learning outcomes, practical understanding, and real-world application of concepts.                                                                                                                                     |
| 5. | <b>Tools and Equipment Required for Assessment</b>                                                                           | <input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)                                                                                                                                                                                                                                                     |

## Section 5: Evidence of the Need for the Qualification

Provide Annexure/Supporting documents name.

|    |                                                                                           |
|----|-------------------------------------------------------------------------------------------|
| 1. | Latest Skill Gap study (not older than 2 years) (Yes/No): Yes                             |
| 2. | Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Yes |
| 3. | Government/Industry initiatives/requirement (Yes/No): Industry Initiative                 |

|    |                                                                                                |
|----|------------------------------------------------------------------------------------------------|
| 4. | Number of industry validations provided: 21                                                    |
| 5. | Estimated number of people to be trained and employed: NA                                      |
| 6. | Evidence of Concurrence/Consultation with Line/State Departments: Applied<br><br>If “No”, why: |

## Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

|     |                                                                                                                   |                                              |
|-----|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| 1.  | <b>Annexure:</b> NCrf/NSQF level justification based on NCrf/NSQF descriptors <i>(Mandatory)</i>                  | Evidence of Level                            |
| 2.  | <b>Annexure:</b> List of tools and equipment relevant for NOS <i>(Mandatory, except in case of online course)</i> | Tools and Equipment (lab set-up)             |
| 3.  | <b>Annexure:</b> Detailed Assessment criteria <i>(Mandatory)</i>                                                  | Performance Criteria Details                 |
| 4.  | <b>Annexure:</b> Assessment Strategy <i>(Mandatory)</i>                                                           | Assessment Strategy                          |
| 5.  | <b>Annexure:</b> Blended Learning <i>(Mandatory, in case selected Mode of delivery is Blended Learning)</i>       | NA                                           |
| 6.  | <b>Annexure:</b> Multiple Entry Exit Details <i>(Mandatory, in case qualification has multiple entry-exit)</i>    | NA                                           |
| 7.  | <b>Annexure:</b> Acronym and Glossary <i>(Optional)</i>                                                           | Acronym and Glossary                         |
| 8.  | <b>Supporting Document:</b> Model Curriculum <i>(Mandatory-Public View)</i>                                       | MC_SSCQ8102_Business Intelligence Analyst_V3 |
| 9.  | <b>Supporting Document:</b> Career Progression <i>(Mandatory-Public View)</i>                                     | AI BDA Occupational Map                      |
| 10. | <b>Supporting Document:</b> Occupational Map <i>(Mandatory)</i>                                                   | AI BDA Occupational Map                      |
| 11. | <b>Supporting Document:</b> Assessment SOP <i>(Mandatory)</i>                                                     | Market research and gap analysis             |

|     |                                        |    |
|-----|----------------------------------------|----|
| 12. | Any Other document you wish to submit: | NA |
|-----|----------------------------------------|----|

### Annexure: Evidence of Level

| NCrF/NSQF Level Descriptors                                                 | Key requirements of the job role/ outcome of the qualification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | How the job role/ outcomes relate to the NCrF/NSQF level descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | NCrF/NSQF Level |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Professional Theoretical Knowledge/Process</b>                           | <ul style="list-style-type: none"> <li>Conduct business contextual discussions with clients</li> <li>Perform operations to acquire the data and store it in datasets or data frames</li> <li>Perform operations to transform data types of variables as required</li> <li>Use statistical techniques to summarize the key variables in the dataset</li> <li>Describe summary statistics for key variables using graphical formats</li> <li>Develop a hypothesis model to explain the discovered inferences</li> <li>Define prescriptive actions based on the defined business outcomes</li> <li>Select suitable visualizations to represent the defined business outcomes</li> </ul> | <p>The individual in this role requires a fair amount of procedural knowledge with a vast understanding of the guidelines, procedures, rules and service level agreements required to perform their tasks.</p> <p>The individual should understand how to perform practice activities that involves standard and non-standard procedures for acquiring, preprocessing and summarizing data. They need to understand the purpose of the statistical analysis being undertaken. The individual needs to assess the stakeholder or client's business and evaluate their technical capabilities to understand their requirements and deliver the required outcomes in a suitable format.</p> | 5               |
| <b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b> | <ul style="list-style-type: none"> <li>Different types of requirements, could be related to a product, business, technology, etc.</li> <li>The difference between various types of data, For example, qualitative vs quantitative data, discrete vs continuous data, processed vs unprocessed data</li> </ul>                                                                                                                                                                                                                                                                                                                                                                        | <p>As per the knowledge and understanding requirements mentioned in the adjacent cell, the individual in this role is required to perform analysis to address a variety of stakeholder or client requirements.</p> <p>The individual in the role might also be required to perform this analysis on different data types and</p>                                                                                                                                                                                                                                                                                                                                                         | 5               |

| NCrF/NSQF Level Descriptors                                                                 | Key requirements of the job role/ outcome of the qualification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | How the job role/ outcomes relate to the NCrF/NSQF level descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | NCrF/NSQF Level |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                                                                                             | <ul style="list-style-type: none"> <li>• Different data formats and structures</li> <li>• Different statistical concepts such as distributions, hypothesis testing, confidence intervals, etc.</li> <li>• How to make inferences from analysed data and explain it using a hypothesis model</li> <li>• How to evaluate results of quantitative or qualitative analysis to define business outcomes</li> <li>• Different types of prescriptive actions</li> </ul>                                                                                                                                                                                                                                                                                                                                                           | <p>should have a broad understanding of data type and segmentation. To address the requirements the individual should understand how inferences are derived from analysed data and define business outcomes and prescriptive actions based on those inferences.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                 |
| <b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b> | <ul style="list-style-type: none"> <li>• How to evaluate and define stakeholder or client requirements</li> <li>• Different statistical analysis software, packages, libraries and tools that can be used to summarize data such as R, NumPy, Stats models or pandas</li> <li>• Different methodological approaches for dimension reduction such as PCA, LDA, or NMF</li> <li>• Different methodological approaches for defining correlations between variables such as the scatter diagram method, correlation coefficients, method of least squares</li> <li>• Multivariate visualizations for mapping and understanding interactions between different fields in the data</li> <li>• Different applications, libraries or packages to create visualizations using tools such as Tableau, QlikView, d3js etc.</li> </ul> | <p>As indicated in the requirements section, a range of cognitive and practical skills are required by the individual in this role. The role demands a skillset that allows the individual to evaluate and define different stakeholder or client requirements to gain an initial understanding of what the solution should look like.</p> <p>The individual should also possess in depth knowledge of statistical and visualization languages and tools such as R, NumPy, Stats models, pandas, Tableau, QlikView to summarize and visualize data that will aid them in generating specific solutions to address the requirements. The individual should also know how to conduct an impact analysis on the various actions performed.</p> | 5               |

| NCrF/NSQF Level Descriptors               | Key requirements of the job role/ outcome of the qualification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | How the job role/ outcomes relate to the NCrF/NSQF level descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | NCrF/NSQF Level |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                                           | <ul style="list-style-type: none"> <li>How to conduct impact analysis of the various actions performed and disseminate relevant information to others</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                 |
| <b>Broad Learning Outcomes/Core Skill</b> | <ul style="list-style-type: none"> <li>Different business and technological trends</li> <li>Different functions to read data from various file formats and import it to a dataset or data frame</li> <li>Different functions to identify and remove missing values</li> <li>Different functions to identify incorrect data types in variables and transform them to the correct data type</li> <li>Different methodological approaches for normalizing the dataset to deal with data redundancy</li> <li>How to present outcomes through selected visualizations using standard templates and agreed language standards</li> <li>Creating and publishing documentation on different work activities for consumption by the rest of the organization</li> </ul> | <p>The individual in this role should have a strong understanding of different business and technological trends. Collection and organization of data is a key element of the individual's role and hence, they should have an in-depth understanding of the different functions to import and preprocess data to eliminate anomalies and redundancies.</p> <p>The role requires the individual to also communicate both the outcomes derived from the analysis and any documentation created on the collected data and developed visualizations and their skillset should incorporate the know-how of performing these activities.</p> | 5               |
| <b>Responsibility</b>                     | <ul style="list-style-type: none"> <li>Listen effectively and orally communicate information accurately with attention to details</li> <li>Check your work is complete and free from errors</li> <li>Make decisions on suitable courses of action</li> <li>Apply balanced judgements to different situations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        | The individual working in this role is primarily expected to be responsible for their own contribution. Their responsibility extends to client facing roles where they will have to organize their work to meet deadlines and improve client satisfaction. In these scenarios the individual might often be required to make decisions or apply                                                                                                                                                                                                                                                                                         | 5               |

| NCrF/NSQF Level Descriptors | Key requirements of the job role/ outcome of the qualification                                                                                                                                                                                                                                                                                                                                                                                                       | How the job role/ outcomes relate to the NCrF/NSQF level descriptor                                                                                                                                                                                                                                                            | NCrF/NSQF Level |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                             | <ul style="list-style-type: none"> <li>Work effectively in a customer facing environment</li> <li>Ask for clarification and advice from appropriate people</li> <li>Build and maintain positive and effective relationships with clients</li> <li>Check that your own and/or your peers' work meets customer requirements</li> <li>Plan and organize your own work to achieve targets and deadlines</li> <li>Work with colleagues to deliver shared goals</li> </ul> | <p>balanced judgements to address different situations.</p> <p>The role also demands working in a team to deliver consistent service and timely deliverables to the clients. This may involve helping peers with their work from time to time and providing feedback and advice to help improve the quality of their work.</p> |                 |

### Annexure: Tools and Equipment (lab set-up)

List of Tools and Equipment  
Batch Size:

| S. No. | Tool / Equipment Name                    | Specification                                                            | Quantity for specified Batch size |
|--------|------------------------------------------|--------------------------------------------------------------------------|-----------------------------------|
| 1      | PC/Laptop with internet                  | -                                                                        |                                   |
| 2      | Google Docs                              | For data entry, import export et.                                        |                                   |
| 3      | Openrefine                               | Advanced data profiling, deduplication, standardization, transformation. |                                   |
| 4      | Relational Databases (MySQL, PostgreSQL) | Storing, querying, schema design.                                        |                                   |
| 5      | Python (pandas, SQLAlchemy)              | Data validation, cross-dataset merging, deduplication scripts.           |                                   |
| 6      | Apache NiFi                              | Automated data flow management, validation, and transfer workflows.      |                                   |
| 7      | Apache Airflow                           | Workflow orchestration for scheduled data pipelines.                     |                                   |
| 8      | Power BI Desktop                         | Interactive dashboards for data validation and KPI tracking.             |                                   |
| 9      | Draw.io                                  | Visual process modeling and stakeholder mapping.                         |                                   |

|    |                    |                                                                       |  |
|----|--------------------|-----------------------------------------------------------------------|--|
| 10 | Orange data mining | Visual, no-code data analysis for PCA, clustering, pattern detection. |  |
| 11 | Github             | Version control                                                       |  |

Tools are open source

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. White Board
2. White Board Marker
3. Projector

## Annexure: Industry Validations Summary

Provide summary information of all the industry validation in table. This is not required for OEM Qualifications.

| S. No | Organization Name           | Representative Name | Designation           | Contact Address | Contact Phone No | E-mail ID                                                                          | LinkedIn Profile (if available)                                                                                           |
|-------|-----------------------------|---------------------|-----------------------|-----------------|------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 1     | Infosys                     | Vivek Pilaniya      | Program Manager       | Infosys, delhi  | 9718423687       | <a href="mailto:vivek.pilania@infosys.com">vivek.pilania@infosys.com</a>           | <a href="https://www.linkedin.com/in/vivekpilania-iimc">https://www.linkedin.com/in/vivekpilania-iimc</a>                 |
| 2     | IBM                         | Arpita Majumder     | Tech Consultant       | IBM DLF Park 1  | 7894369677       | <a href="mailto:Arpita.majumder@ibm.com">Arpita.majumder@ibm.com</a>               | <a href="https://www.linkedin.com/in/arpita-majumder-85612a67/">https://www.linkedin.com/in/arpita-majumder-85612a67/</a> |
| 3     | Mindshare (Inclusive Minds) | Pamindar Singh      | Team Lead             |                 | 8713901984       | <a href="mailto:paminder.singh@themindshare.in">paminder.singh@themindshare.in</a> | <a href="https://www.linkedin.com/in/paminder-singh-7990b8101/">https://www.linkedin.com/in/paminder-singh-7990b8101/</a> |
| 4     | Neoquant                    | Rishi Agrawal       | CTO                   | -               | 7702191049       | <a href="mailto:agrishi@gmail.com">agrishi@gmail.com</a>                           | <a href="https://www.linkedin.com/in/agrishi/">https://www.linkedin.com/in/agrishi/</a>                                   |
| 5     | Acolyte                     | Saranya             | Research Analyst      |                 | 9944313170       | <a href="mailto:saranyakathir128@gmail.com">saranyakathir128@gmail.com</a>         |                                                                                                                           |
| 6     | Verizon                     | Sudeesh Sankaravel  | Fellow Data Scientist | -               | 9176433113       | <a href="mailto:sudeesh.sankaravel@verizon.com">sudeesh.sankaravel@verizon.com</a> | <a href="https://www.linkedin.com/in/sudeesh-sankaravel">https://www.linkedin.com/in/sudeesh-sankaravel</a>               |
| 7     | Amazon                      | Asvin Ragav R       | Data Associate        |                 | 9994308478       | <a href="mailto:asvinragav16@gmail.com">asvinragav16@gmail.com</a>                 |                                                                                                                           |

|    |                  |                         |                                               |                          |            |                                                                                                            |                                                                                                                                         |
|----|------------------|-------------------------|-----------------------------------------------|--------------------------|------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 8  | Sutherland       | Nausath Raja            | Sr. Director-Platform Solutions Group         | -                        | 9940113955 | <a href="mailto:naushathraja.mohammed@sutherlandglobal.com">naushathraja.mohammed@sutherlandglobal.com</a> | <a href="https://www.linkedin.com/in/naushath-raja-mohammed-4b7080b6/">https://www.linkedin.com/in/naushath-raja-mohammed-4b7080b6/</a> |
| 9  | Forbes           | Naveenkumar Janakiraman | Data Research Analyst                         |                          | 9976773109 | <a href="mailto:naveenkumari4997@gmail.com">naveenkumari4997@gmail.com</a>                                 | <a href="https://www.linkedin.com/in/naveenkumar-janakiraman">https://www.linkedin.com/in/naveenkumar-janakiraman</a>                   |
| 10 | Frontier         | Santhosh kumar S        | DevOps L1                                     |                          | 9655747400 | <a href="mailto:santhoshselvaraj24031998@gmail.com">santhoshselvaraj24031998@gmail.com</a>                 |                                                                                                                                         |
| 11 | Accolite Digital | Ayushmaan Pandey        | Senior Software Engineer                      | -                        | 8077386365 | <a href="mailto:ayushmaan.pandey@accolitedigital.com">ayushmaan.pandey@accolitedigital.com</a>             | <a href="https://www.linkedin.com/in/ayushmaanpandey">https://www.linkedin.com/in/ayushmaanpandey</a>                                   |
| 12 | Impekable        | sreepathi.D             | Lead Market Research and Business Development |                          | 9655036999 | <a href="mailto:sanjeevsree22@gmail.com">sanjeevsree22@gmail.com</a>                                       |                                                                                                                                         |
| 13 | Data Switch      | Thilak hariharaSudhan A | Product Engineer                              | DataSwitch, Chennai      | 6393798750 | <a href="mailto:thilakhariharan@gmail.com">thilakhariharan@gmail.com</a>                                   | <a href="https://www.linkedin.com/in/thilak-hariharasudhan-43a89b269/">https://www.linkedin.com/in/thilak-hariharasudhan-43a89b269/</a> |
| 14 | Kornferry        | Ragul                   | Data analyst                                  | -                        | 9659964881 | <a href="mailto:ragulblooper143@gmail.com">ragulblooper143@gmail.com</a>                                   | <a href="https://www.linkedin.com/in/ragul-kumar-b2297a171/">https://www.linkedin.com/in/ragul-kumar-b2297a171/</a>                     |
| 15 | RndSoft          | Tamilselvan             | IT Support Manager                            | -                        | 9361784871 | <a href="mailto:dtamilselvan1004@gmail.com">dtamilselvan1004@gmail.com</a>                                 |                                                                                                                                         |
| 16 | Intellibren      | Kailash PD              | Director                                      | Intellibren services LLP | 6374700185 | <a href="mailto:kailash@intellibren.com">kailash@intellibren.com</a>                                       | -                                                                                                                                       |
| 17 | Openweaver       | Ashok Balasubramanian   | Founder & CEO                                 | -                        | 9962548366 | <a href="mailto:ashok@openweaver.com">ashok@openweaver.com</a>                                             | <a href="https://www.linkedin.com/in/ashok-balasubramanian/">https://www.linkedin.com/in/ashok-balasubramanian/</a>                     |



|    |                           |                 |                                              |   |            |                                                                              |                                                                                                                       |
|----|---------------------------|-----------------|----------------------------------------------|---|------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 18 | Upgrad                    | Samneesh Sharma | Sr Manager-project delivery                  |   | 8679334000 | <a href="mailto:shamneesh.sharma@upgrad.com">shamneesh.sharma@upgrad.com</a> | <a href="https://www.linkedin.com/in/shamneeshsharma1987/">https://www.linkedin.com/in/shamneeshsharma1987/</a>       |
| 19 | Q Acadmey                 | Deepak Gour     | Product and Academic Head                    | - | 9893554394 | <a href="mailto:deepak@qacademy.ca">deepak@qacademy.ca</a>                   | <a href="https://ca.linkedin.com/in/deepak-gour-8853968">https://ca.linkedin.com/in/deepak-gour-8853968</a>           |
| 20 | Tata consultancy services | Karthiga N      | Test Analyst                                 | - | 7092257551 | <a href="mailto:karthiga0115@gmail.com">karthiga0115@gmail.com</a>           |                                                                                                                       |
| 21 | Wipro                     | Narendra Nande  | Practice Director (VLSI SW and PSV Practice) | - | 9900086708 | <a href="mailto:narendra.nande@wipro.com">narendra.nande@wipro.com</a>       | <a href="https://www.linkedin.com/in/narendra-nande-84402a2/">https://www.linkedin.com/in/narendra-nande-84402a2/</a> |

## Annexure: Training & Employment Details

### Training & Employment Projections:

| Year | Total Candidates     |                                  | Women                |                                  | People with Disability |                                  |
|------|----------------------|----------------------------------|----------------------|----------------------------------|------------------------|----------------------------------|
|      | Estimated Training # | Estimated Employed Opportunities | Estimated Training # | Estimated Employed Opportunities | Estimated Training #   | Estimated Employed Opportunities |
|      |                      |                                  |                      |                                  |                        |                                  |

Data to be provided year-wise for the next 3 years.

### Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

| Qualification Version | Year | Total Candidates |          |           | Women   |          |           | People with disability |          |           |
|-----------------------|------|------------------|----------|-----------|---------|----------|-----------|------------------------|----------|-----------|
|                       |      | Trained          | Assessed | Certified | Trained | Assessed | Certified | Trained                | Assessed | Certified |
|                       |      |                  |          |           |         |          |           |                        |          |           |
|                       |      |                  |          |           |         |          |           |                        |          |           |

Applicable for revised qualifications only, data to be provided year-wise for the next 3 years.

List Schemes in which the previous version of qualification was implemented:

1.

Content availability for previous version of qualifications:

☐ Participant Handbook ☐ Facilitator Guide ☐ Digital Content ☐ Qualification Handbook ☐ Any Other:

Language in which content is available:

## Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

| S. No. | Select the Components of the Qualification                                                                    | List Recommended Tools – for all Selected Components | Offline: Online Ratio |
|--------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-----------------------|
| 1      | <input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge                    |                                                      |                       |
| 2      | <input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners |                                                      |                       |
| 3      | <input type="checkbox"/> Showing Practical Demonstrations to the learners                                     |                                                      |                       |
| 4      | <input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training         |                                                      |                       |
| 5      | <input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice                                              |                                                      |                       |
| 6      | <input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations                           |                                                      |                       |
| 7      | <input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Candidate Training               |                                                      |                       |

## Annexure: Detailed Assessment Criteria

Detailed Assessment criteria for each NOS/Module are as follows:

| NOS/Module Name                                                                    | Assessment Criteria for Performance Criteria/Learning Outcomes                                                                                                                               | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------------|------------|
| SSC/N8157<br>Collect & process data and ensure data quality standards are achieved | PC1. Determine clear criteria for data quality dimensions (accuracy, completeness, consistency, timeliness, validity, relevancy) and acceptable benchmarks, tailored to organizational needs | 3            | 5               | -             | 2          |
|                                                                                    | PC2. Create and implement processes, automated scripts, validation rules, and controls to regularly assess data against the defined standards.                                               | 3            | 5               | -             | 2          |
|                                                                                    | PC3. Define data structures aligning with organizational databases, and encode rules to validate incoming data to ensure it meets quality criteria before entry.                             | 3            | 5               | -             | 2          |
|                                                                                    | PC4. Transfer validated data into data warehouses or databases, ensuring seamless merging with existing datasets, and employ real-time solutions where applicable.                           | 3            | 5               | -             | 2          |
|                                                                                    | PC5. Use tools to automate monitoring, generate alerts, and visualize data quality metrics in real time for quick detection and response to issues.                                          | 3            | 5               | -             | 2          |
|                                                                                    | PC6. Schedule and perform audits to validate data compliance, analyze discrepancies, and perform gap analysis to identify areas for improvement.                                             | 3            | 5               | -             | 2          |
|                                                                                    | PC7. Gather insights from audits, monitoring, and end-users to refine standards, processes, and controls continually.                                                                        | 3            | 5               | -             | 2          |
|                                                                                    | PC8. Work closely with IT, data science, and business teams to align efforts and develop training programs to foster a culture of data quality.                                              | 3            | 5               | -             | 2          |
|                                                                                    | PC9. Keep detailed records of data quality standards, procedures, incidents, and improvement actions for transparency and audit readiness.                                                   | 3            | 5               | -             | 2          |
|                                                                                    | PC10. Encourage a proactive approach toward continuous improvement, leveraging new technologies, and fostering staff awareness of data quality principles.                                   | 3            | 5               | -             | 2          |
| <b>Total Marks</b>                                                                 |                                                                                                                                                                                              | <b>30</b>    | <b>50</b>       | <b>-</b>      | <b>20</b>  |
| SSC/N8127<br>Collect and define business requirements by interacting with clients  | PC1. Assess the current business of the client                                                                                                                                               | 4            | 7               | -             | 2          |
|                                                                                    | PC2. Assess technical capabilities of the client                                                                                                                                             | 4            | 7               | -             | 3          |
|                                                                                    | PC3. Conduct business contextual discussions with clients                                                                                                                                    | 4            | 7               | -             | 3          |
|                                                                                    | PC4. Evaluate and define the requirements of the client                                                                                                                                      | 4            | 7               | -             | 3          |
|                                                                                    | PC5. Map the requirements to the capabilities of the team or organization responsible for delivering on them                                                                                 | 4            | 7               | -             | 3          |
|                                                                                    | PC6. Create documentation on the requirements                                                                                                                                                | 5            | 7               | -             | 3          |

| NOS/Module Name                                                                              | Assessment Criteria for Performance Criteria/Learning Outcomes                                               | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------------|------------|
|                                                                                              | PC7. Validate requirements with appropriate stakeholders, both internal and external to the organization     | 5            | 8               | -             | 3          |
|                                                                                              | <b>Total Marks</b>                                                                                           | <b>30</b>    | <b>50</b>       | <b>-</b>      | <b>20</b>  |
| SSC/N8103<br>Perform exploratory and Inferential analysis of the data                        | PC1. Identify the data types for each variable of the dataset                                                | 2            | 3               | -             | 1          |
|                                                                                              | PC2. Identify the key variables required for modelling or analysis                                           | 2            | 4               | -             | 2          |
|                                                                                              | PC3. Use statistical techniques to summarize the key variables in the dataset                                | 2            | 7               | -             | 2          |
|                                                                                              | PC4. Describe summary statistics for key variables using graphical formats                                   | 2            | 3               | -             | 1          |
|                                                                                              | PC5. Perform dimension reduction to optimize the variables in the dataset, if required                       | 2            | 3               | -             | 1          |
|                                                                                              | PC6. Define the correlation factors using clustering and other techniques                                    | 3            | 4               | -             | 2          |
|                                                                                              | PC7. Validate data using appropriate tools and processes                                                     | 3            | 4               | -             | 2          |
|                                                                                              | PC8. Repeat the analysis iteratively to arrive at optimal results                                            | 2            | 3               | -             | 1          |
|                                                                                              | PC9. Validate the final output in consultation with the relevant stakeholders                                | 2            | 3               | -             | 1          |
|                                                                                              | PC10. Gain inferences from the final output of the data analysis                                             | 2            | 4               | -             | 2          |
|                                                                                              | PC11. Develop a hypothesis model to explain the discovered inferences                                        | 2            | 4               | -             | 2          |
|                                                                                              | PC12. Evaluate the results of the analysis and define business outcomes                                      | 3            | 4               | -             | 2          |
|                                                                                              | PC13. Define prescriptive actions based on the defined business outcomes                                     | 3            | 4               | -             | 1          |
|                                                                                              | <b>Total Marks</b>                                                                                           | <b>30</b>    | <b>50</b>       | <b>-</b>      | <b>20</b>  |
| SSC/N8108<br>Define business outcomes and create visualizations from results of the analysis | PC1. Identify the objective of the analysis                                                                  | 4            | 6               | -             | 2          |
|                                                                                              | PC2. Establish the purpose, scope, and target audience to report the business outcomes                       | 4            | 6               | -             | 3          |
|                                                                                              | PC3. Define the delivery mode and format such as excel sheets, reports, APIs to report the business outcomes | 4            | 6               | -             | 3          |
|                                                                                              | PC4. Summarize the defined business outcomes into a narrative                                                | 4            | 7               | -             | 3          |
|                                                                                              | PC5. Select suitable visualizations to represent the defined business outcomes                               | 4            | 7               | -             | 3          |
|                                                                                              | PC6. Present outcomes through selected visualizations using standard templates and agreed language standards | 4            | 6               | -             | 2          |
|                                                                                              | PC7. Validate visualizations with appropriate people                                                         | 3            | 6               | -             | 2          |
|                                                                                              | PC8. Publish visualizations for consumption across all agreed formats                                        | 3            | 6               | -             | 2          |
|                                                                                              | <b>Total Marks</b>                                                                                           | <b>30</b>    | <b>50</b>       | <b>-</b>      | <b>20</b>  |
| DGT/VSQ/N0102<br>Employability Skill (60 Hours)                                              | PC1. Introduction to Employability Skills                                                                    | 1            | 1               | -             | -          |
|                                                                                              | PC2. Constitutional values – Citizenship                                                                     | 1            | 1               | -             | -          |
|                                                                                              | PC3. Becoming a Professional in the 21st Century                                                             | 2            | 4               | -             | -          |
|                                                                                              | PC4. Basic English Skills                                                                                    | 2            | 3               | -             | -          |
|                                                                                              | PC5. Career Development & Goal Setting                                                                       | 1            | 2               | -             | -          |

| NOS/Module Name    | Assessment Criteria for Performance Criteria/Learning Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--------------------|----------------------------------------------------------------|--------------|-----------------|---------------|------------|
|                    | PC6. Communication Skills                                      | 2            | 2               | -             | -          |
|                    | PC7. Diversity & Inclusion                                     | 1            | 2               | -             | -          |
|                    | PC8. Financial and Legal Literacy                              | 2            | 3               | -             | -          |
|                    | PC9. Essential Digital Skills                                  | 3            | 4               | -             | -          |
|                    | PC10. Entrepreneurship                                         | 2            | 3               | -             | -          |
|                    | PC11. Customer Service                                         | 1            | 2               | -             | -          |
|                    | PC12. Getting Ready for Apprenticeship & Jobs                  | 2            | 3               | -             | -          |
| <b>Total Marks</b> |                                                                | <b>20</b>    | <b>30</b>       | <b>-</b>      | <b>-</b>   |
| <b>Grand Total</b> |                                                                | <b>140</b>   | <b>230</b>      |               | <b>80</b>  |

## Annexure: Assessment Strategy

### Assessment Process Overview

#### Batch Creation & Assessment Request:

Training Providers (TP) or Training Centers (TC), including any other authorized partner of Ministry/ Department create batches / push batches on the SIDH portal. Assessment requests are submitted through the SIDH portal or via email or other media as authorized from time to time. For NON-SIDH schemes, assessment requests are received electronically or through respective State Skill Mission portals. TP/TC initiates the assessment request through the InSDMS portal and processes the payment (where applicable).

#### Batch Alignment & Confirmation:

Upon payment confirmation, batches are assigned to the Assessment Agency based on factors like:

- Assessment readiness
- Availability of certified assessors for the specific job role

- Assessment capping to an assessment agency as prescribed from time to time for an AB An email communication / prescribed mode communication is sent to TP/TC for confirmation of the assessment date, with IT-ITeS SSC in the loop. Once confirmation is received, the Assessment Agency designates a TOA-certified assessor to conduct or facilitate the assessment.
- Batches are only formed when the Qualification is active.

**Candidate Verification & Assessment Execution:**

Candidate details are verified and documented at the beginning of the assessment by a certified assessor. A Quality Assurance (QA) mechanism is enforced, requiring an undertaking from the TC. Regular feedback is collected from TP/TC to ensure continuous improvement.

**Evidence Collection & Validation:**

Proctors or assessors capture date/time-stamped and geo-tagged photographs of the assessment location during the process. Attendance is also ensured offline. A PC-wise result analysis is conducted to refine assessment standards.

**Monitoring & Compliance:**

Batch monitoring follows established protocols, ensuring adherence to assessment guidelines. Sample based surprise visits are conducted at TC locations during both training and assessments to verify compliance. This structured approach ensures transparency, quality control, and validation throughout the assessment process.

**Testing Environment:**

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

**Assessment Quality Assurance levels/Framework:**

IT-ITeS SSC nasscom is responsible for the development and periodic review of the question bank developed for a specific job role. We publish an openly accessible sample /model question paper on our website for all stakeholders. The quality of the Question Bank created by the assessment designer is validated by a Subject matter experts on the following parameters:

- Appropriateness of the Question Bank in terms of facts, data and information.
- Checks for grammar, spellings, scripting and formatting.
- The information provided should be specific enough to remove any ambiguity in answers/solutions to the question.

- Relevance – Assessing the topic well w.r.t. the job role.
- Check if the difficulty level of each question is as per the matrix.
- Check if the images used in the question are clear and relevant.
- All variables, symbols and abbreviations used must be declared.
- The correct answer option should be unique, and the options should not be overlapping

### Annexure: Acronym and Glossary

#### Acronym

| Acronym | Description                              |
|---------|------------------------------------------|
| AA      | Assessment Agency                        |
| AB      | Awarding Body                            |
| NCrF    | National Credit Framework                |
| NOS     | National Occupational Standard(s)        |
| NQR     | National Qualification Register          |
| NSQF    | National Skills Qualifications Framework |
| OJT     | On Job Training                          |

#### Glossary

| Term                                         | Description                                                                                                                                                                                                                            |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>National Occupational Standards (NOS)</b> | NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.                                               |
| <b>Qualification</b>                         | A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards                                                       |
| <b>Qualification File</b>                    | A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification. |
| <b>Sector</b>                                | A grouping of professional activities based on their main economic function, product, service or technology.                                                                                                                           |