Impact Assessment

Wipro's Integrated Learning Programs

Funding Year: FY 2024-2025

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Executive Summary

TThe global IT/ITeS landscape is witnessing rapid growth, with India positioned as a critical hub for meeting this burgeoning international demand. To address the talent shortage and align supply with industry requirements, Wipro institutionalized the Work Integrated Learning Program (WILP). This initiative features two primary pillars: the Wipro Academy of Software Excellence (WASE) and the Wipro Infrastructure Management School (WIMS), both designed to cultivate a workforce of high-caliber technical professionals.

For over two decades, WASE and WIMS have served as the cornerstones of the WILP framework, prioritizing a pedagogical model centered on experiential, project-based learning. This enables participants to integrate academic theory with real-time project execution. Notably, the program facilitates a unique academic pathway by allowing BCA and B.Sc. graduates to earn an M.Tech degree from BITS Pilani—an Institute of Eminence (IoE)—making it a distinguished offering in the contemporary higher education and professional skilling ecosystem.

The long-term impact of WILP is evidenced by its success in developing a robust talent pipeline that has fueled the IT sector's expansion. From a development perspective, Wipro's intervention advances the United Nations Sustainable Development Goals (SDGs) under Agenda 2030, specifically contributing to SDG 1 (No Poverty), SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 10 (Reduced Inequalities). Furthermore, the program fulfills national compliance requirements under activity (ii) of Schedule VII of the Companies Act, 2013.

The impact assessment utilized a robust sample of 800 direct and indirect stakeholders to evaluate the program's efficacy. The Give Grants research team engaged 670 current students, 101 alumni, and 25 parents, complemented by qualitative Key Informant Interviews (KIIs) with BITS instructors, Wipro location managers, and senior leadership from both organizations. Adopting a mixed-methods research design, the study triangulated quantitative data with qualitative insights to assess the project's Theory of Change (ToC) and Logical Framework (Logframe), scrutinizing the causal links between inputs, outputs, outcomes, and long-term social impact.

Program Beneficiaries

Some of the key findings of the Impact Assessment based on the interactions with the students and key stakeholders are:

- **Enhanced Academic Excellence and Industry-Aligned Skill Development**

The strategic collaboration between Wipro and BITS Pilani—one of the largest off-campus academic engagements in India—has successfully institutionalized a high-quality, industry-relevant pedagogical framework for approximately 35,000+ students. By integrating a structured curriculum with periodic industry reviews and continuous evaluation, the program ensures that academic coursework is directly reinforced by hands-on, project-based learning. Participants across the WASE and WIMS streams gain specialized expertise in high-demand domains, including software development, quality assurance, cloud computing, automation, and healthcare informatics.

This work-integrated learning model effectively bridges the gap between theoretical knowledge and professional application, ensuring that graduates possess the problem-solving abilities and technical rigor required to meet evolving global IT demands.

- **Economic Empowerment and Sustained Career Trajectories**

The assessment reveals a significant positive correlation between the program's financial model and the economic mobility of its beneficiaries. By offering a tuition-free education and providing financial assistance for learning materials, the initiative effectively eliminates the cost barriers that typically hinder students from lower-to-middle-income households. This financial inclusivity translates into measurable professional success, evidenced by a 95% program completion rate and a 90% job acceptance rate within Wipro. This also highlights that the program provides a secure and foreseeable career pathway. This dual benefit of zero-cost higher education and guaranteed employment significantly reduces the financial burden on families while fostering long-term economic stability for the youth.

- **Social Equity, Gender Inclusivity, and Regional Development**

Beyond technical and economic gains, the program serves as a catalyst for social transformation, particularly for marginalized and underrepresented cohorts. A substantial portion of the program's beneficiaries hails from rural areas and Tier 2-3 cities, facilitating access to elite educational resources and global career opportunities that were previously out of reach. Notably, the program emphasizes gender inclusivity; female participants receive targeted support from Wipro to navigate and overcome traditional societal and familial pressures. Furthermore, earning a degree from BITS Pilani—an Institute of Eminence—serves as a powerful tool for social mobility, enhancing the professional credibility and social standing of the students within their communities, thereby promoting broader social equity and empowerment.

Despite the program's clear value proposition for individual participants, assessment participants underscored few implementation hurdles that necessitate a targeted approach toward improvement.

Challenges and Recommendation: The key concerns highlighted by the students include difficulty balancing work and studies (41%) and time management related to weekend classes (48%). Additionally, 9% reported limited workplace applicability of modules, 7% faced internet connectivity issues, and 4% found certain modules difficult to understand.

While only 2% raised concerns about instructional quality, students suggested improvements such as revising stipend structures, increasing offline or hybrid sessions, updating curriculum in line with emerging technologies (AI, DevOps, Data Analytics), reducing program tenure, and strengthening alignment between academic modules and project assignments to further enhance overall program impact.

Program Alumni

Engagement with past program participants provided vital evidence for assessing the program's efficacy in facilitating career transitions. By analysing alumni feedback on employment history, salary progression, and vocational growth, the study identified several high-impact outcomes, as summarised below:

- **Technical Capacity Building and Pedagogical Efficacy**

The evaluation reveals a profound shift in the technical proficiency of participants, with self-rated competency scores escalating from a pre-program average of 2.35 to 4.75 post-completion. Prior to the intervention, 66% of candidates identified at Level 2 and 27% at Level 3; conversely, post-completion data shows 75% at Level 5 and 24% at Level 4. This growth is anchored in a high-relevance curriculum, which 90% of alumni validated (87% relevant, 3% highly relevant). The 'Work-Integrated' model is further validated by the fact that 96% of respondents credited on-the-job training for enhancing their academic understanding. Furthermore, 98% of alumni affirm the market credibility of the BITS Pilani M.Tech degree. In terms of specific skill acquisition, 86% reported improved technical skills, 63% cited enhanced industry knowledge, and 57% noted better job prospects. Participants attributed this growth to practical knowledge (45%), project exposure (37%), and early workplace immersion (18%).

- **Labor Market Integration and Career Progression**

WILP serves as a critical entry gateway for the IT/ITeS sector; the baseline data indicates that 72% of participants were unemployed and 16% were students prior to enrollment, while only 12% utilized the program for lateral upskilling. The program demonstrates exceptional placement and retention outcomes, with 72% of alumni currently engaged at Wipro and 22% with other organizations (6% undisclosed). Organizational stability is high, as 75% of graduates remain with the company they joined immediately post-degree. For the 25% who pursued external transitions, the drivers were primarily strategic: 64% sought higher compensation, 32% pursued career advancement, and 4% sought improved work culture. Ultimately, 92% of alumni believe the program has significantly enhanced their employability within the competitive IT landscape.

- **Economic Empowerment and Asset Creation**

The financial trajectory of WILP graduates indicates stable and progressive income levels. The monthly salary distribution shows that 45% of alumni earn between ₹40,001–₹50,000, 30% earn between ₹30,000–₹40,000, and 25% have surpassed the ₹50,001 threshold. These earnings have translated into tangible household-level economic stability. Specifically, 58% of respondents have supported parents or siblings in asset creation, while 57% report a significant increase in personal savings and investments. The program has also enabled independent secondary investments, with 11% funding further higher education, 3% acquiring vehicles, and 1% investing in property, reflecting a strong transition toward financial independence.

- **Socio-Personal Development and Stakeholder Advocacy**

Beyond professional metrics, the program has facilitated broad socio-economic mobility. A significant 87% of alumni reported an improved capacity to provide financial support to their families, while 53% perceived a tangible elevation in their social status. Personal development was also a key outcome, with 71% of respondents reporting enhanced interpersonal and 'soft' skills.

The cumulative success of these interventions is reflected in the overwhelming stakeholder endorsement rate: 97% of alumni would recommend WILP to prospective candidates, signaling high satisfaction with the program's ability to deliver long-term value and career growth.

Suggested improvements include increasing offline classes (33%), enhancing stipends (24%), providing greater one-on-one mentorship (22%), regularly updating modules (10%), and aligning projects more closely with course specialization (8%). These insights provide constructive direction for strengthening the program's long-term effectiveness and value proposition.

Parents/Family Members of the Beneficiaries

Household Socio-Economic Profile and Financial Vulnerability

The program effectively reaches economically modest segments, with 76% of beneficiary families earning ₹50,000–₹100,000 annually and 24% earning between ₹100,001–₹200,000. Occupational data reveals heavy informal sector representation: daily wage labor (28%), salaried employees (20%), homemakers (20%), and farmers (16%), alongside smaller groups of retirees (8%), skilled/unskilled workers (4%), and business owners (4%). With 84% of households relying on only 1–2 earners (16% have 3–4), the 'earn-while-you-learn' model is critical for mitigating financial dependency and strengthening family resilience.

Institutional Trust and Stakeholder Engagement

The assessment highlights robust parental involvement in educational pathways, with fathers (68%), mothers (24%), and siblings (8%) serving as key respondents. Notably, 60% of parents were actively involved in enrollment decisions. There is a unanimous (100%) consensus among parents regarding the adequacy of infrastructure, faculty expertise, and the quality of on-the-job training. This total confidence underscores the perceived reliability of the institutional collaboration in delivering high-standard technical education.

Strategic Efficacy of the Integrated Degree-Employment Model

Parents identified the concurrent 'degree with a job' framework as the program's most distinctive value proposition. By facilitating an M.Tech qualification alongside sponsored employment, the initiative removes the financial barriers and employment uncertainties typical of traditional higher education. This inclusive structure provides low-income families with a professionally secure and financially accessible entry point into the high-growth IT sector.

Behavioral Transformation and Socio-Economic Mobility

A significant 92% of parents reported positive transformations in beneficiaries, specifically noting advancements in confidence, communication, technical aptitude, and independence. Financial autonomy was highlighted as a primary driver of maturity and self-assurance. Beyond individual growth, families perceive the program as a catalyst for long-term upward mobility, aligning educational attainment with aspirations for financial stability and improved social standing.

For many households from agrarian and low-income backgrounds, successful course completion and sustained employment are viewed as life-changing milestones that contribute to enduring family stability and pride.

Drawing upon the evaluative findings and stakeholder feedback, the assessment proposes the following strategic recommendations aimed at programmatic optimization and impact maximization:

- Reviewing the stipend structure in line with current market standards and considering enhanced financial support such as book allowances and travel reimbursement for examinations.
- Exploring the provision of partial salary structuring, medical benefits, and improved leave parity to strengthen financial security and retention.
- Streamlining the overall program duration to 3–4 years with clearer semester progression and transparent communication on completion timelines and bond terms.
- Incorporating more frequent offline or hybrid interactions through lectures, seminars, and workshops to enhance learning engagement.
- Periodically updating the curriculum to align with emerging industry domains such as AI, DevOps, and Data Analytics, along with increased lab-based and hands-on training sessions.
- Strengthening alignment between academic modules and live project work to reinforce real-world application of concepts.
- Allocating examination centres within city limits or office campuses and offering limited flexibility during examination periods to ease logistical challenges.
- Providing structured grievance redressal mechanisms and opportunities for specialization choice to enhance learner support and continuous program improvement.

Introduction

IThe contemporary educational landscape is witnessing a significant paradigm shift, driven by a new generation of learners who prioritize the simultaneous acquisition of academic credentials and professional competencies. This earn-while-you-learn trajectory is increasingly favored as a strategic mechanism to achieve financial autonomy while accelerating career maturity. By integrating professional immersion with academic rigor, students can effectively eliminate the traditional opportunity cost associated with pausing their careers to pursue higher education.

Wipro's Work Integrated Learning Program (WILP) serves as a robust institutional intervention designed to mitigate the structural misalignment between conventional academic curricula and the dynamic exigencies of the IT industry. Through a high-impact partnership with BITS Pilani—an Institute of Eminence—the program facilitates a synergistic pathway where participants function as Scholar Trainees. This dual-purpose framework enables students to secure a prestigious M.Tech degree while concurrently gaining hands-on experience, institutionalising a comprehensive model of vocational and academic excellence.

Distinct from linear pedagogical models, WILP utilises a work-integrated framework that facilitates the immediate application of theoretical constructs to real-time industrial challenges. By synthesising structured coursework with intensive exposure to software engineering, cloud architecture, IT infrastructure management, and professional communication, the program ensures that graduates possess the specialised technical and soft skills required for the global digital economy. The program is operationalised through two specialised tracks:

Wipro Academy of Software Excellence (WASE)
The program aims to groom fresh graduates into industry-ready professionals. WASE students undergo rigorous training in various software technologies, soft skills, and business communication. They work on real-time projects alongside industry professionals, giving them an opportunity to apply their theoretical knowledge in a practical setting. The program is structured in a way that enables students to earn their degree while gaining valuable work experience.

Wipro Infrastructure Management School (WIMS)
The program focuses on providing students with in-depth knowledge and practical skills in the field of IT infrastructure management. WIMS students undergo training in various IT infrastructure management technologies, soft skills, and business communication. They also work on real-time projects alongside industry professionals, giving them hands-on experience in managing complex IT infrastructure. The program is designed to prepare students for a successful career in the IT infrastructure management domain. By bridging the gap between academia and industry, WILP enables students to gain financial stability, hands-on experience, and a competitive edge in the job market—all while earning their degree. This study assesses the perceived value of WILP, its relevance in today's job landscape, and its impact on long-term career success, providing insights into how the program empowers students with employability, industry adaptability, and career growth opportunities in the IT/ITeS sector.

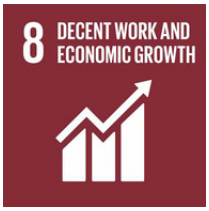
The primary objective of this impact assessment report is to evaluate the technical proficiency, career progression, and overall socio-economic wellbeing of the beneficiaries and their households. Furthermore, the study identifies implementation challenges, assesses alignment with core project objectives, and formulates strategic recommendations to bolster the program's long-term sustainability.

The program also fulfills the provisions of item (ii) outlined in Schedule VII of the Companies Act, 2013, which is ***'promoting education, including special education and employment enhancing vocation skills especially among children, women, elderly, and the differently abled and livelihood enhancement projects'.***

The program also addresses the following Sustainable Development Goals:

SDG 1: No Poverty
Target 1.a
Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programs and policies to end poverty in all its dimensions

SDG 4: Quality Education
Target 4.3
Ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university.



SDG 8 : Decent Work and Economic Growth
Target 8.5
Achieve full and productive employment and decent work for all women and men, including young people, and equal pay for work of equal value.

SDG 10 : Reduced Inequalities
Target 10.2
Empower and promote the social, economic, and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion, or economic or other status.

Scope of study

Objectives

01 Assess the relevance, effectiveness, efficiency, impact, and sustainability of WASE and WIMS programs

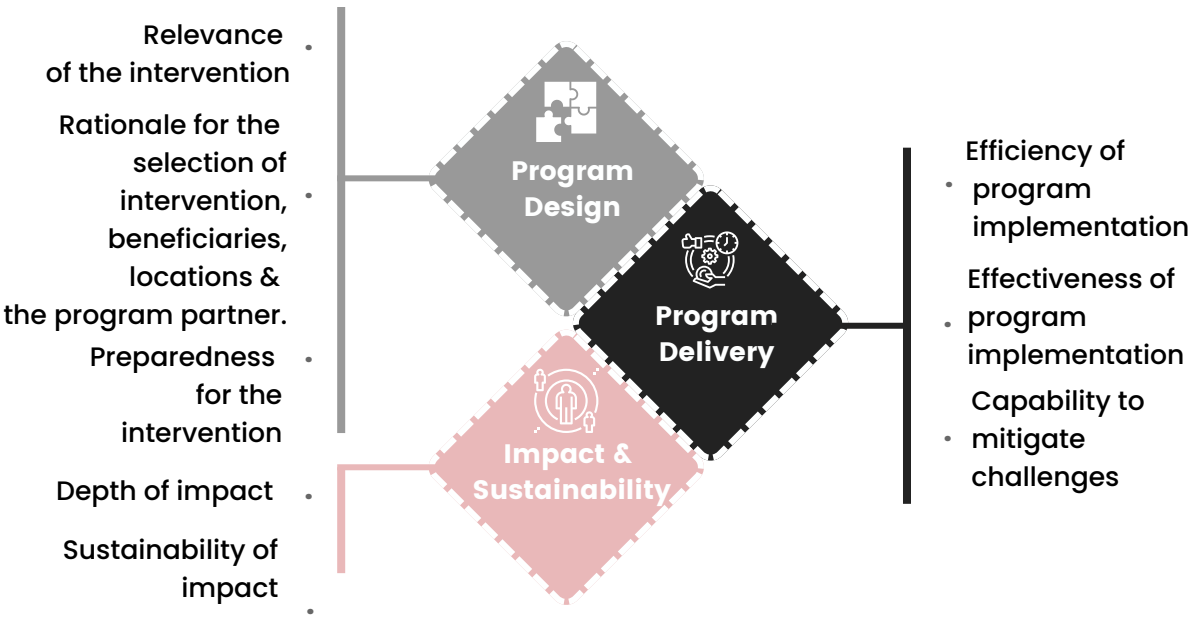
02 Document key learnings, innovations, and implementation challenges

03 Present stakeholder insights to have a 360-degree understanding

04 Provide recommendations for scaling, replication, or design improvement

Methodology

The three-point assessment framework used in the assessment is developed by the Give Grants based on the OECD-DAC framework for impact assessment. It broadly investigates the following aspects:



Sampling Strategy

800

Total Sample Size

670

Interviews with 345 WIMS and 325 WASE candidates from the current batch

101

Interviews with WILP Alumni

25

Interviews with Parents/Family

Sample Size Rationale

- Purposive sampling; Sample size predefined
- Stratified sampling at study locations
- Representatives of key stakeholders involved in the program, in addition to beneficiaries

Key Informant Interviews

BITS Team: 3

Wipro CSR Team: 1

In-Person Survey Locations

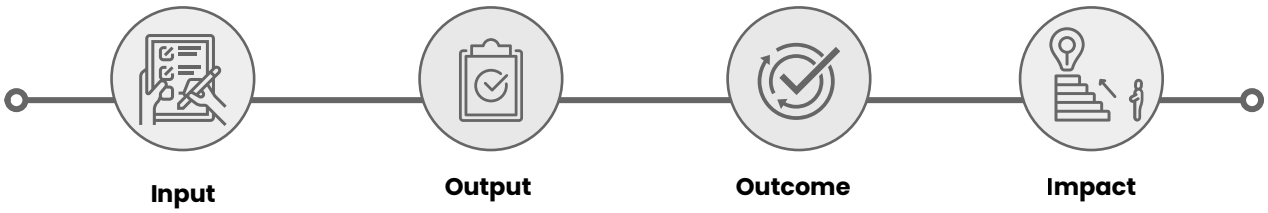
Karnataka	Tamil Nadu
• Bengaluru	• Chennai • Coimbatore
Telangana	**Maharashtra**
• Hyderabad	• Pune

Virtual Survey Locations

Odisha	Kerala
• Bhubaneshwar	• Kochi
West Bengal	**Maharashtra**
• Kolkata	• Mumbai
Karnataka	**Andhra Pradesh**
• Mysore	• Vizag
Delhi NCR	
• Delhi	• Gurugram

Theory of Change

The Theory of Change Framework (ToC) for the given program is illustrated below:



Input	Output	Outcome	Impact
The specific actions or processes that a program undertakes to achieve its goals and objectives.	The direct and immediate results or products of the activities undertaken.	The changes or effects that occur as a result of the outputs and activities.	The ultimate and long-term effect or result that a program or intervention aims to achieve.

Input	Output	Outcome	Impact
• Identification & selection of instructors • Identification & selection of WILP candidates • Provision of classroom infrastructure, lab facilities • Revision of module and curriculum per the market requirements	• Students gain practical experience by working on hands-on projects while simultaneously developing a strong understanding of the requisite courses for their M.Tech degree	• The program enables students to gain valuable work experience while pursuing their M.Tech degree, making them job-ready and highly employable	• The program mainstreams students into STEM education while simultaneously creating a consistent pool of skilled and experienced talent for the industry, ultimately contributing to the financial upliftment of their families

Logical Framework Analysis

A logical framework model is created against the identified ToC to reflect the identifiable indicators, means of verification, and assumptions, as given below:

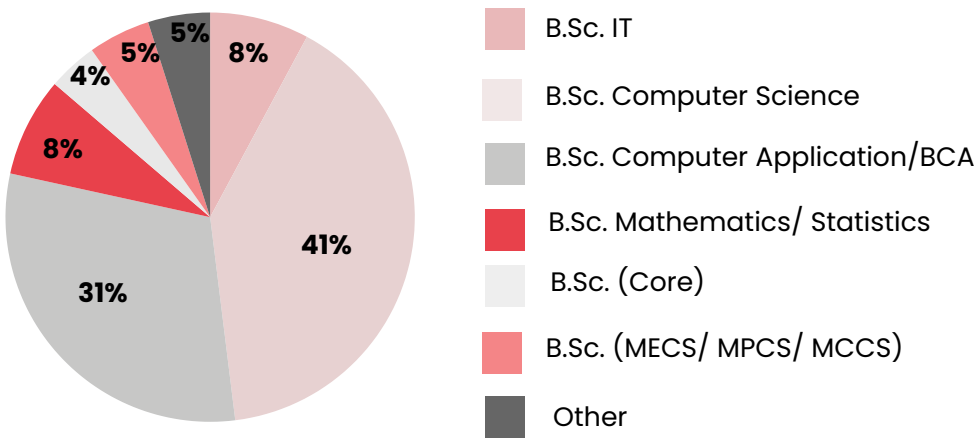
	Project Summary	Indicators	Means of Verification	Assumptions
Impact	• The program mainstreams students into STEM education while simultaneously creating a consistent pool of skilled and experienced talent for the industry, ultimately contributing to the financial upliftment of their families	• Number of students graduated • Number of students employed	• M&E reports, progress reports and secondary data sources • KII with key stakeholders of the program • One-on-one interaction with alumni	• The program has generated positive impact in the development themes of Quality Education and Livelihood
Outcome	• The program enables students to gain valuable work experience while pursuing their M.Tech degree, making them job-ready and highly employable.	• Number of students continuing working in Wipro	• M&E reports, progress reports and secondary data sources • KII with key stakeholders of the program. • Interactions with direct and indirect beneficiaries	• Benefits of the program are reaching the targeted community • All the students enrolled have not dropped-out and have attained degree
Output	• Students gain practical experience by working on hands-on projects while simultaneously developing a strong understanding of the requisite courses for their M.Tech degree	• Number of student's assigned with projects and job role • Students attending classes	• Interaction with beneficiaries and key stakeholders • M&E reports, progress reports and secondary data sources	• Students are able to manage work and studies • Course content is relevant to the local and current context
Activity	• Selection of students • Identification & selection of instructors • Provision of classroom infrastructure, lab facilities • Revision of module and curriculum per the market requirements	• Number of students enrolled • Number of students attending classes	• M&E report, progress report, and programmatic documents • Beneficiary surveys	• Adequate resources are available for program implementation • Dedicated stakeholders to facilitate the program

Findings & Analysis

The Impact Assessment has mapped the beneficiary profile to understand students' academic background and entry pathways into the WILP program. As per the assessment findings, out of the total 670 respondents, nearly 51% (345) are enrolled in the WIMS program and 49% (325) are enrolled in the WASE program, indicating a relatively balanced distribution across both tracks.

The academic profile of beneficiaries reflects a strong foundation in computer and IT-related disciplines. A significant proportion of students have completed B.Sc. Computer Science (41%), followed by BCA (29%), and B.Sc. IT (8%). Additionally, 8% come from B.Sc. Mathematics/Statistics backgrounds, while 4% have pursued B.Sc. in core sciences like Physics/Chemistry, and 5% from integrated streams such as MECS/MPCS/MCCS. A small proportion (2%) have completed B.Sc. Computer Applications, and 5% belong to other related fields such as Electronics, Electronics & Communication Systems, B.Vocation and IoT.

Overall, the beneficiary pool demonstrates a predominantly technical and STEM-oriented academic background, suggesting strong alignment between prior education and the program's IT-focused curriculum.

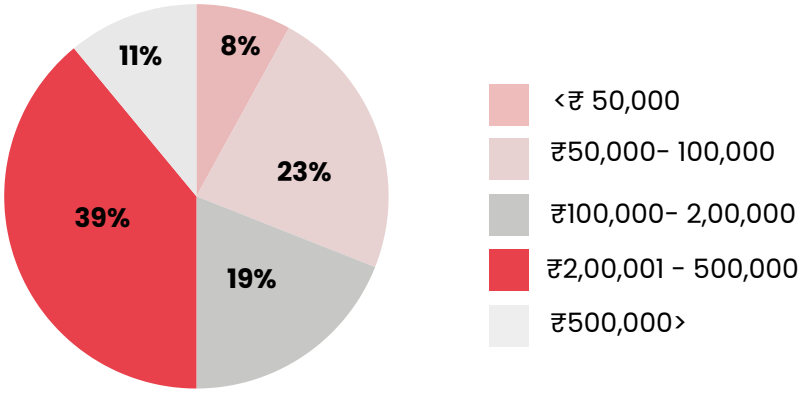


Respondents' Academic Background

The **Wipro Infrastructure Management School (WIMS)** program enables students to specialize in IT infrastructure management, equipping them with the expertise to handle complex IT systems. Meanwhile, the **Wipro Academy of Software Excellence (WASE)** program is equally popular among students, as it offers a comprehensive curriculum covering various software technologies and essential soft skills. Both programs are designed to provide industry-relevant skills and knowledge, ensuring students are job-ready professionals.

Furthermore, an analysis of the economic background of students from the current batch revealed that nearly 48% of respondents are the sole earning members of their families, while 52% belong to households with other earning members. Regarding household income, approximately 39% of respondents reported an average annual household income between ₹2,00,001 and ₹5,00,000, followed by 23% in the ₹50,000–₹1,00,000 bracket and 19% in the ₹1,00,001–₹2,00,000 range. About 11% of respondents belong to families earning above ₹5,00,000 annually, while 8% reported incomes below ₹50,000.

These findings suggest that a substantial proportion of beneficiaries come from lower- to middle-income households, highlighting the program's role in supporting financially responsible and economically diverse learners.



Average Annual Household Income of the Respondents' Family

Program alignment with Wipro's core value

The WIMS/WASE program aligns seamlessly with Wipro's Vision, Mission, and Core Values, reinforcing the company's commitment to education, skill development, and social responsibility. Initiated in 1995, this flagship initiative is a testament to Wipro's dedication to nurturing talent and fostering a culture of continuous learning. As part of Wipro's CSR compliance, the program integrates with the company's broader goals of empowering future talent by covering the cost of education and training, ensuring that students can pursue higher education and career growth without financial barriers.

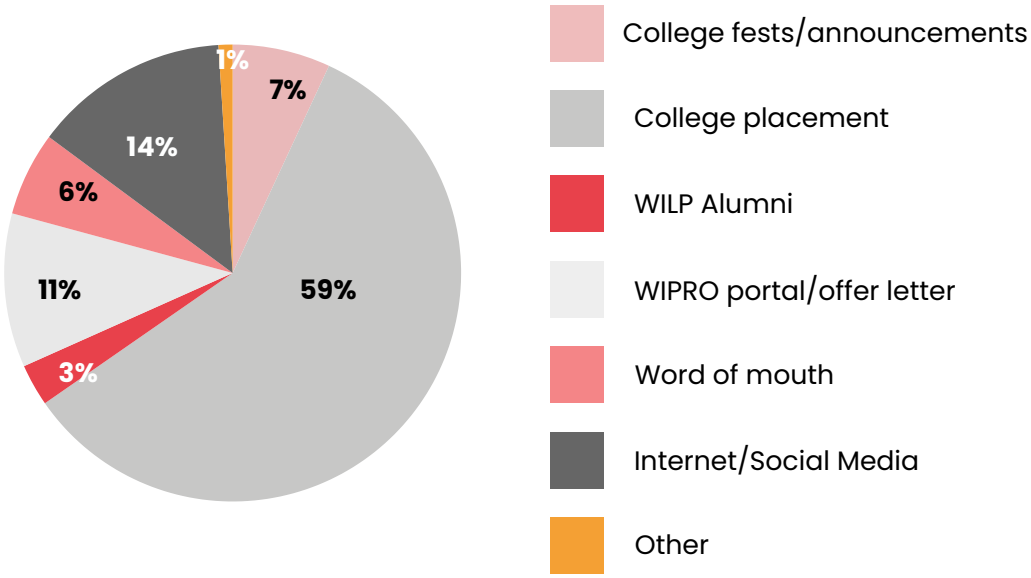
Program convergence model

Insights from key informants, including Wipro leadership, CSR representatives, and BITS Pilani leadership, highlight the collaborative program model where Wipro and BITS Pilani work together to design and implement the curriculum. Wipro identifies the required courses based on industry relevance, internal business discussions, and current market standards, while BITS Pilani structures the academic framework, finalizes the curriculum, and delivers high-quality education in a batch-wise format. The MTech program is customized and updated every 2-3 years based on inputs from Wipro, ensuring continued relevance in the evolving industry landscape. The long-standing collaboration between Wipro and BITS Pilani has led to one of the largest off-campus engagements for BITS, catering to approximately 35,000+ students, solidifying the program's significance and success.

Students' sources of program awareness

Over the years, the program has gained recognition through multiple outreach channels, with 59% among the surveyed students learning about it through college placements, making it the most significant source of awareness. Additionally, 14% discovered the program through the internet and social media, while 11% became aware via the WIPRO portal or offer letter communication.

Around 7% of students learned about the program through college fests or announcements, and 6% through word of mouth. A smaller proportion of respondents reported awareness through WILP alumni (3%), while only 1% cited other sources. Advertisement channels contributed negligibly to overall awareness.

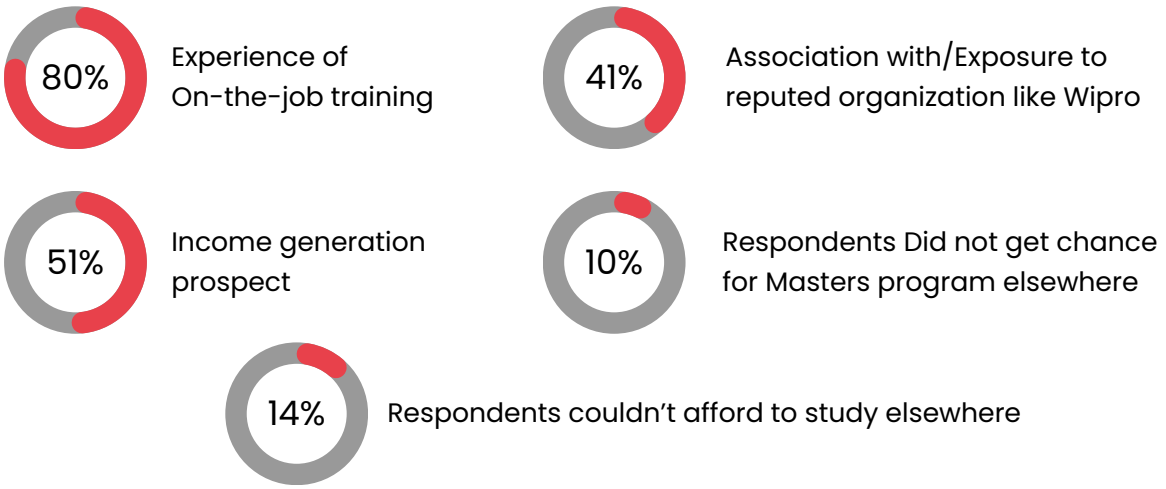


Respondents' Insight on Sources of Program Awareness

Students' Motivation to Join the Program

The assessment also analyzed students' motivations for joining the program, revealing that 80% enrolled primarily for the opportunity to gain on-the-job training, making it the strongest driving factor. Additionally, 51% viewed the program as a source of income generation, highlighting the importance of earning while learning. Around 41% were attracted by the association with and exposure to a reputed organization like Wipro, reflecting the value placed on brand recognition and industry credibility. Further, 14% cited financial constraints as a reason for joining, while 10% indicated they did not have the opportunity to pursue a master's degree elsewhere. A segment of respondents (13%) reported other motivations, including a long-standing aspiration to pursue higher education in engineering, encouragement from professors, the opportunity to obtain an M.Tech degree, enhanced career growth prospects, and the advantage of gaining industry experience alongside a reputed postgraduate qualification.

Respondents' Motivation to Join the Program

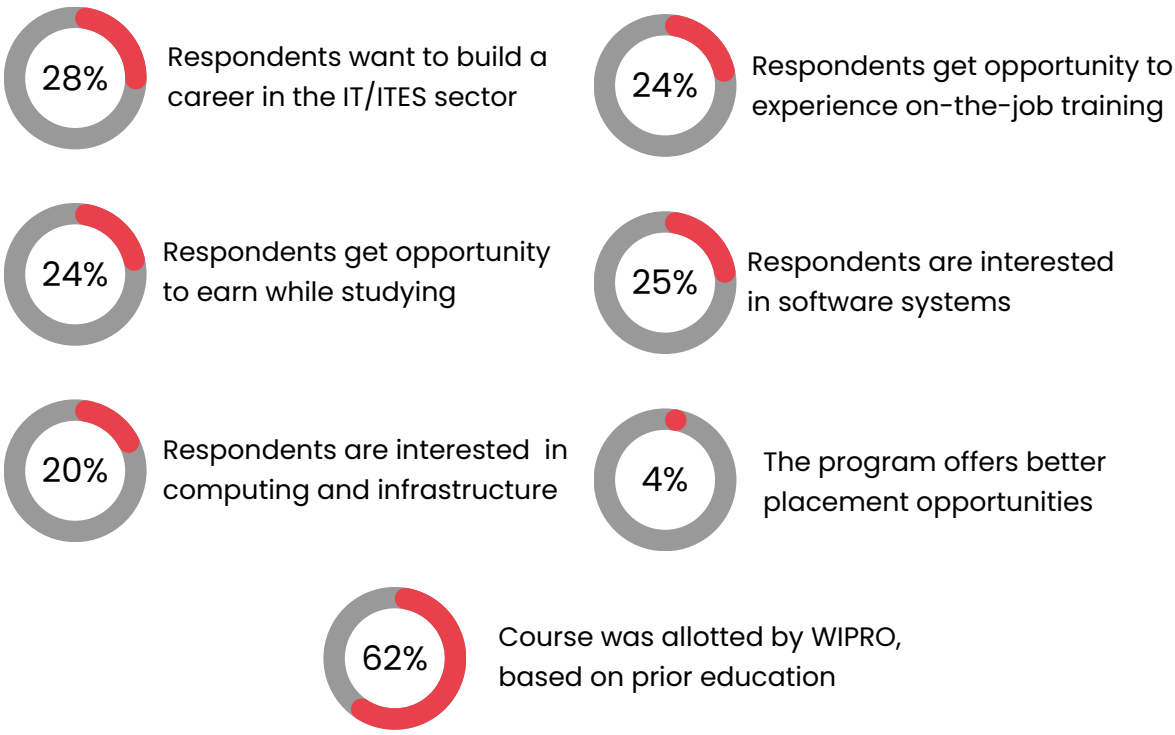


Note: Multiple responses are chosen by each respondent

Students' Reason to join the Work Integrated Learning Program

In terms of domain selection, 62% of students reported that the course was allotted by Wipro based on their prior education, making it the most significant determining factor. Among self-driven motivations, 28% chose the domain to build a career in the IT/ITES sector, reflecting strong long-term career aspirations in the industry. Further, 25% expressed interest in software systems, while 20% were inclined toward computing and infrastructure, indicating domain-specific preferences aligned with technical interests. Around 24% valued the opportunity for on-the-job training, and an equal 24% were motivated by the opportunity to earn while studying. Only a small proportion (4%) cited better placementt oppotunities as the primary reason for choosing the domain. Overall, the findings suggest that while organizational allocation plays a major role in domain selection, students' career ambitions, technical interests, and the integrated earn-and-learn model significantly influence their engagement with the program.

Respondents' Reason for Choosing Specific Program

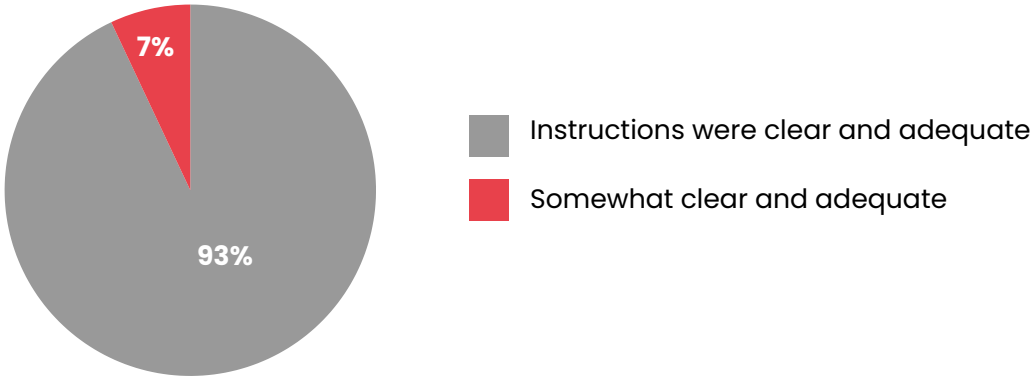


Note: Multiple responses are chosen by each respondent

Effectiveness of Program

The assessment findings indicate a high level of satisfaction with the clarity and adequacy of classroom instruction in the WIMS/WASE program. An overwhelming 93% of students affirmed that the instructions provided in the classes are clear and adequate, while 7% reported that they find them to be somewhat clear. Notably, none of the respondents indicated that the instructions were inadequate. These findings reflect positively on the program's academic delivery mechanisms, suggesting that the structure, teaching approach, and instructional support are effectively enabling students to understand and engage with the coursework.

Respondents' Insight on Adequacy of Instruction Provided in Class

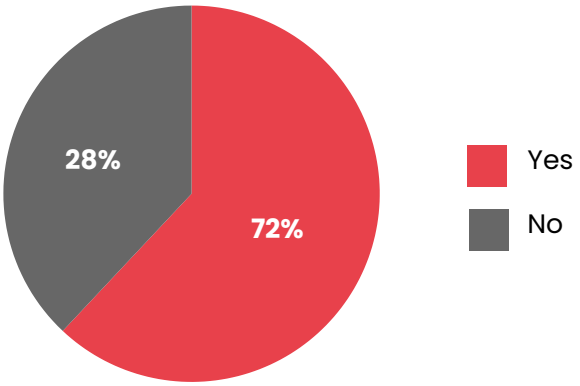


Provision of Free-of-Cost Education and Financial Aid in the Program

The assessment highlights that financial assistance for procuring textbooks and course materials is widely available under the program. Nearly 97% of students confirmed receiving financial support for accessing textbooks and study materials, while only 3% reported not receiving such assistance. This indicates that the program has largely ensured financial backing for academic resources, thereby minimizing out-of-pocket expenditure for beneficiaries. Among the small proportion of students who reported not receiving financial assistance, access to learning resources was facilitated through alternative means such as referring to instructor-provided notes, accessing reading materials from the library, and collecting notes from seniors or alumni. Overall, the findings suggest that the program's structured financial support for academic materials plays a significant role in reducing financial barriers, particularly for students from lower- and middle-income households, thereby strengthening equitable access to higher education opportunities.

Work Integrated Learning Program Module

The program follows a dual learning model, integrating academic coursework with hands-on, application-based learning. Insights from BITS instructors and Wipro location team members highlight that students engage in practical learning through projects, ensuring they are job-ready upon graduation. The curriculum includes 8-9 hours of weekend classes for academic/theoretical learning, while weekdays are dedicated to on the job training, particularly for senior students in higher semesters. The Work Integrated Learning Program (WILP) allows students to work while they learn, with 72% of respondents confirming their involvement in specific project-based learning.



Respondents' Working in Specific Project as Part of the Course

Project Engagement Across Sectors

A deeper analysis reveals that within the WASE program, 35% of students are engaged in IT & Software projects, making it the dominant sector. This is followed by 26% involved in Support-based projects and 14% in Testing & Quality Assurance. Additionally, 13% are working in Cloud Computing, while smaller proportions are engaged in AI/Automation (11%), Banking & Finance (7%), Networking & Infrastructure (5%), and Cyber Security (5%). The distribution reflects strong exposure to core software development and testing functions, aligned with industry demand.

Sectors of the projects	Percentage of WASE respondents
IT & Software Development	35%
Networking & Infrastructure	5%
Cloud computing	13%
Telecommunications	1%
AI/Automation	11%
Healthcare	2%
Manufacturing & Engineering	2%
Banking & Financial Services	7%
Cybersecurity	5%
Testing & Quality Assurance	14%
Support-based project	26%

Note: Multiple responses are chosen by each respondent

Similarly, WIMS students are engaged in a diverse range of projects across multiple domains. Among WIMS respondents, 37% are involved in Support-based projects, followed by 21% in IT & Software, 18% each in Networking & Infrastructure and Cloud Computing, and 6% in Cyber Security. Other sectors such as AI/Automation (4%), Banking & Finance (3%), Telecommunications (1%), Healthcare/Pharma (1%), and Manufacturing & Engineering (1%) have comparatively smaller representation.

Sectors of the projects	Percentage of WIMS respondents
IT & Software Development	21%
Networking & Infrastructure	18%
Cloud computing	18%
Telecommunications	1%
AI/Automation	4%
Healthcare	1%
Manufacturing & Engineering	1%
Banking & Financial Services	3%
Cybersecurity	6%
Testing & Quality Assurance	2%
Support-based project	37%

Note: Multiple responses are chosen by each respondent

Overall, IT & Software, Support-based projects, Cloud Computing, and Networking & Infrastructure emerge as the most dominant sectors across both programs, demonstrating strong alignment with real-world IT services and enterprise technology operations.

Beneficiary Students' rating on the following aspects of program

The below ratings are based on the following scales:

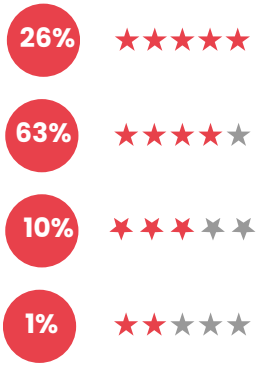
Excellent ★★★★★ | Good ★★★★☆ | Average ★★★☆☆ | Poor ★★☆☆☆ | Very Poor ★☆☆☆☆

Accessibility and capability of instructors

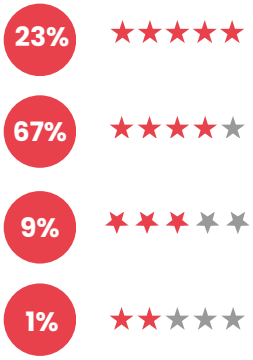
Quality of on-the-job training

Effectiveness of study materials/resources

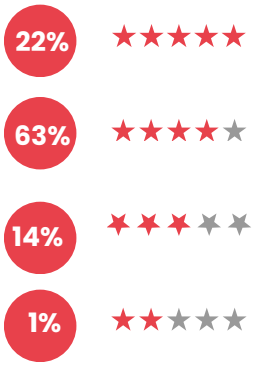
Quality of online platforms/infrastructure



Overall learning experience



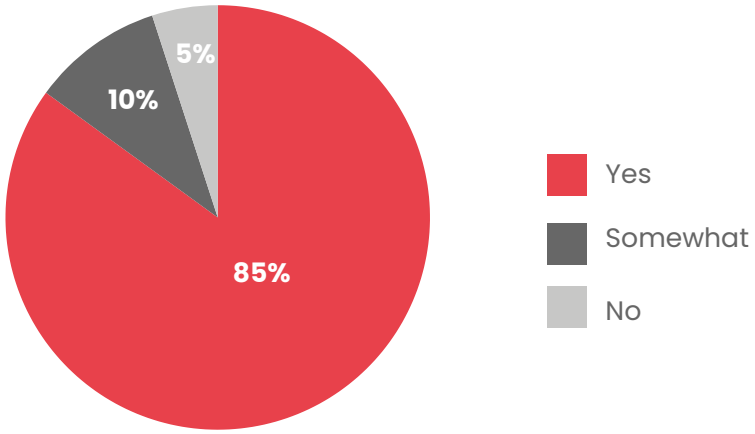
Program's role in preparing for future career opportunities



Students' Insight on Depth of Impact

The program's impact is assessed using multiple parameters, including the work-integrated training model, students' perceptions of the degree's market value, challenges in implementation, and recommendations for improvement. When surveyed about their preference for the 'earning while learning' model, 85% of respondents stated they preferred it, 10% said they 'somewhat' preferred it, while 5% did not favor this model.

Respondents' Insight on their Preference for the Work Integrated Learning Program (WILP) model



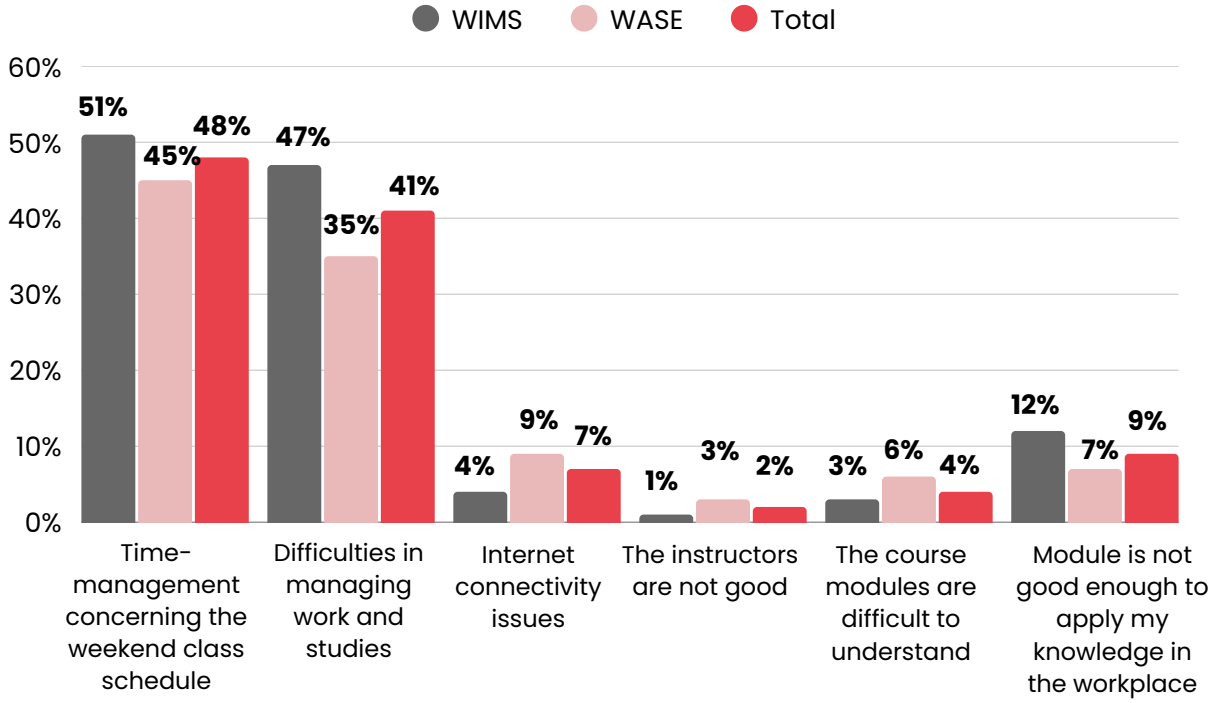
Additionally, the assessment explored students' perceptions regarding the degree's market value, with 73% affirming that the degree holds value in the job market, while 20% believed it holds value 'to a certain extent.' Collectively, this indicates that 93% of respondents perceive the degree as having at least moderate market relevance, reflecting strong overall confidence in its credibility. A small proportion of respondents expressed reservations, with 2% stating that the degree does not hold value and 5% reporting that they are not sure about its market recognition. The strong positive perception suggests that the integration of structured academic learning with industry experience enhances employability by equipping students with practical exposure and relevant technical skills.

Respondents' Agreement Level on WILP Degree Holding a Market Value

Challenges reported by the students

The impact assessment further identifies challenges in program implementation to facilitate better planning, risk management, and resource allocation. A significant proportion of respondents highlighted concerns primarily related to time management and workload balance. Overall, 48% reported challenges in managing weekend class schedules, while 41% indicated difficulties in balancing work and studies. These concerns were more pronounced among WIMS students in terms of work–study balance (47%) compared to WASE students (35%). Additionally, 9% of respondents stated that the modules are not sufficiently applicable to workplace requirements, with slightly higher concern among WIMS (12%) than WASE (7%). Around 4% found the course modules difficult to understand, and 2% expressed concerns regarding instructor effectiveness. Internet connectivity issues were reported by 7% of students, particularly among WASE participants (9%).

Respondents' Insight on Challenges Faced by them in the Program



Note: Multiple responses are chosen by each respondent

Despite these challenges, respondents shared that Wipro has taken proactive measures to address concerns. These include flexible shift management, leave approvals during examinations, reduced workload during critical academic periods, and alignment of work schedules with class timings. A structured semester-wise feedback mechanism, along with accessible managers, mentors, and program coordinators, has supported timely resolution of issues related to classes, exams, and workload balance. Overall, while time management and dual responsibilities remain key challenges inherent to a work-integrated learning model, institutional support mechanisms appear to have mitigated their impact to a considerable extent.

Students' Willingness to Recommend the Program

To assess the program's broader impact, students were asked if they would recommend it to their peers, friends, or family members. Among WASE students, 91% responded 'Yes,' while 9% stated 'No.' Similarly, 93% of WIMS respondents affirmed their willingness to recommend the program, whereas 7% declined. Overall, 92% of the total respondents expressed their readiness to recommend the program, reflecting a high level of overall satisfaction and perceived value. The small proportion of respondents who did not recommend the program cited concerns such as better placement opportunities or higher salary prospects elsewhere. Some also indicated challenges related to stipend levels, workload balance, bond duration, or project allocations not fully aligning with their individual skill sets and expectations.

Respondents' Insight on Willingness to recommend the Program to Others

Recommendations

Students provided several constructive recommendations to further strengthen program implementation, with key suggestions centered on financial support, academic delivery, and overall program structure. Many students recommended reviewing the stipend in line with current market standards, along with enhanced financial assistance such as book allowances, travel reimbursement for examinations, and limited medical benefits. From an academic standpoint, respondents emphasized the need for more offline or hybrid classes to improve engagement and conceptual clarity, updating the curriculum to reflect emerging industry trends such as AI, DevOps, and Data Analytics, and increasing hands-on lab sessions with stronger alignment between coursework and live project work.

Additionally, students suggested streamlining the program duration from five years to a shorter 3–4 year timeline, with clearer semester progression and defined completion milestones to improve satisfaction and reduce attrition. Operational recommendations included allocating examination centres closer to workplaces or within city limits, offering flexible scheduling and workload adjustments during examination periods, and strengthening grievance redressal and feedback mechanisms. Collectively, these recommendations offer actionable insights to enhance learner experience, operational efficiency, and long-term program impact.

Key Insights from Program Alumni

Pre- Program Employment Status of the Alumni

The data indicates that a substantial majority of alumni (72%) were not employed prior to enrolling in the WILP program. This suggests that the program primarily serves as an entry pathway into the IT/ITES sector for fresh graduates. Additionally, 16% of respondents were still pursuing their studies before joining, further reinforcing the program's role as a transition point from academia to industry.

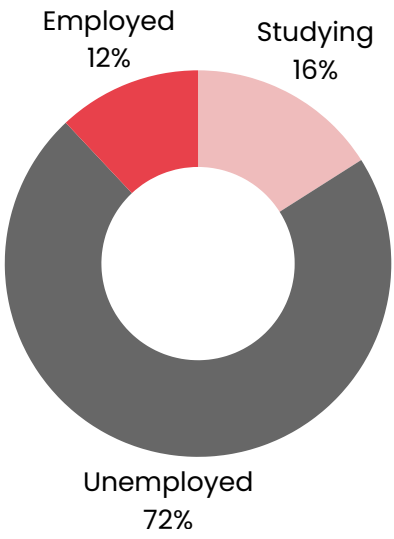
A smaller segment (12%) reported that they were already employed in the IT/ITES sector before enrolling. For this group, the program likely functioned as an upskilling and career advancement opportunity rather than an initial employment gateway. Overall, the distribution highlights that WILP largely supports first-time workforce entrants while also providing value to early-career professionals seeking academic and professional growth.

Post Program Employment Status of the Alumni

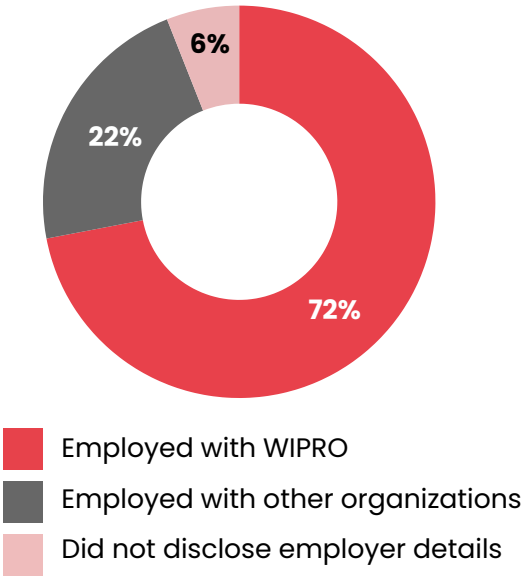
A significant 72% of the respondent alumni are currently employed at Wipro, while 22% are working with other organizations and 6% chose not to disclose their employer details. This highlights the program's strong retention capacity and its role in ensuring stable employment within the organization. Additionally, 75% of alumni continue to work in the same company they joined after graduation, whereas 25% have switched organizations, primarily for higher compensation (64%), career advancement (32%), and better work culture (4%). The current employment pattern indicates strong placement outcomes and positive career mobility among graduates.

Respondent alumni are engaged in diverse job roles across various IT and engineering domains, including Software Development, Networking, Cloud Computing, System Administration, DevOps, Infrastructure Management, Automation, and Quality Testing.

Alumni's Employment Status Before Enrolling in the Course

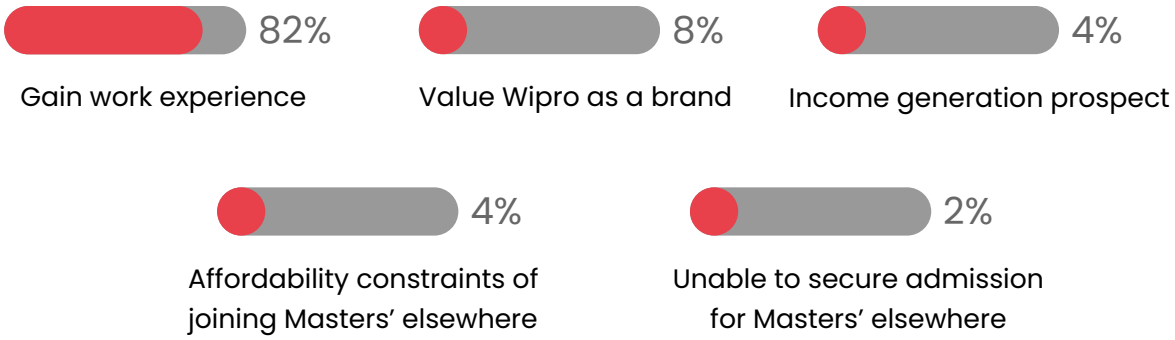


Current Employment status of Program Alumni



Alumni's Motivation and Reason to Join the program

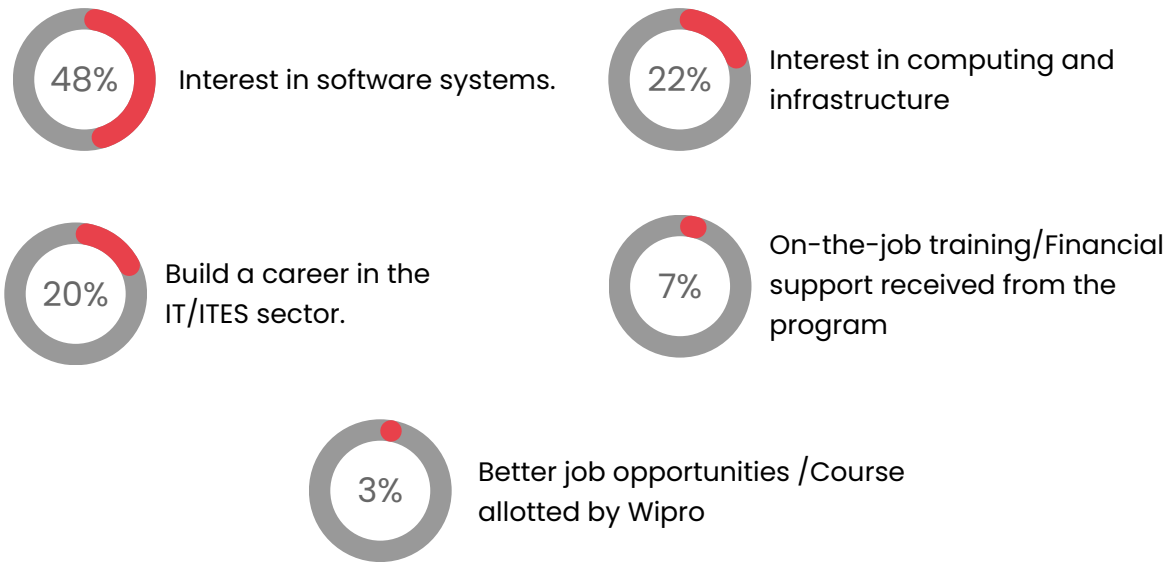
The assessment has also gathered respondent alumni's insight on their motivation to join the program. A significant 82% of alumni respondents applied to the program to gain on-the-job training experience, indicating that the program's practical learning model is its strongest attraction. Additionally, 8% were motivated by the opportunity to be associated with a reputed organisation like Wipro, reflecting the value of brand recognition. Financial considerations played a comparatively smaller role, with 4% joining for income generation prospects and another 4% due to affordability constraints. Around 2% enrolled because they were unable to secure admission to a Master's program elsewhere, showing that for a small segment, the program served as an alternative academic pathway.



Alumni's motivation to Join the Program

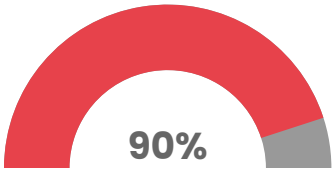
Alumni's Insights on Reason to Choose the Program

Among the alumni respondents, the most prominent reason for choosing a specific program was interest in software systems (48%), followed by interest in computing and infrastructure (22%). About 20% clearly indicated that they wanted to build a career in the IT/ITES sector, demonstrating strong industry-oriented intent. A smaller proportion selected the program for experiential and financial benefits, with 3% valuing on-the-job training and 4% attracted by the opportunity to earn while studying. Only 1% considered better placement opportunities as a deciding factor, and 2% reported that the course was allotted by Wipro based on prior education. Overall, the findings suggest that intrinsic interest in technical domains and the promise of practical exposure were the primary drivers behind alumni enrollment decisions.



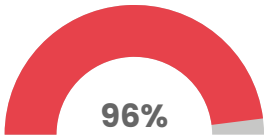
Relevance and effectiveness of the WILP Program

A total of 90% of respondent alumni found the program relevant (87% relevant and 3% highly relevant), indicating that the vast majority perceive the WILP program to be aligned with industry standards and professional requirements. About 10% of the alumni were neutral, and none rated the program poorly, reflecting an overall strong perception of relevance.

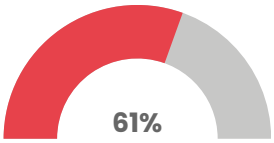


Alumni Considering the Program Relevant and Highly Relevant

Furthermore, the relevance of the program is analyzed through the lens of its contribution toward skill development and industry exposure. 61% of respondent alumni reported that the program diversified their industry exposure and provided hands-on experience with ongoing projects. Many respondents emphasized that practical exposure to technologies such as cloud computing, DevOps, automation, networking, backend development, and AI-based testing enabled them to apply theoretical knowledge in real-time scenarios. An overwhelming 96% stated that on-the-job training helped them understand coursework and concepts better, reinforcing the effectiveness of the work-integrated learning model. The structured blend of academics and live project engagement significantly strengthened technical expertise, problem-solving skills, confidence, and adaptability to emerging technologies. The assessment also examined curriculum quality, instructional effectiveness, infrastructure, and the overall value of the degree to evaluate market relevance.



On-the-job training



Diversified industry exposure & hands-on experience.

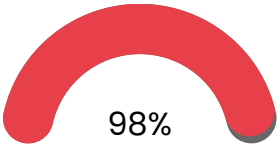
Alumni insights on Program Relevance

Significant Improvement in Technical Competency

Alumni reported a substantial increase in self-rated technical competency, with the average score, on a 5-point scale, rising from 2.35 (before) to 4.75 (after) completion of the M.Tech degree. Prior to the program, 66% rated themselves at level 2 and 27% at level 3, indicating moderate to low confidence in technical skills. Post-completion, 75% rated themselves at the highest level (5) and 24% at level 4, reflecting strong perceived skill enhancement. This sharp upward shift demonstrates the program's effectiveness in building advanced technical capabilities.

Strong Market Value of the M.Tech Degree

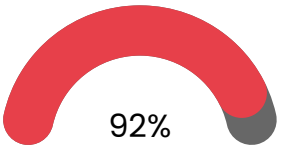
An overwhelming 98% of alumni believe that the M.Tech degree facilitated by Wipro and offered by BITS holds value in the job market, while only 2% expressed otherwise. This indicates strong industry credibility and recognition of the qualification. The degree is perceived as a valuable credential that strengthens employability and career prospects.



reported the WILP MTech degree holds value in the job market

Enhanced Employability in the IT/ITES Sector

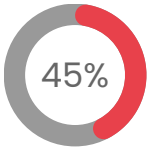
A strong 92% of alumni believe the program has made them more employable in the sector, while 8% did not share this view. This reflects the program's alignment with industry demands and skill requirements. The integration of academic learning with real-time project experience appears to have strengthened the job readiness.



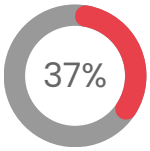
reported WILP has made them more employable in the sector

Positive Contribution to Career Growth

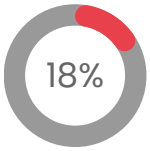
A significant 92% of alumni stated that the training program supports career growth. Among them, 45% attributed growth to practical knowledge gained, 37% to opportunities to work on projects, and 18% to exposure to workplace culture. These findings highlight the importance of experiential learning and corporate exposure in driving professional advancement.



Practical Knowledge: 45% alumni credited practical learning as a major contributor to career growth, highlighting the program's effectiveness in skill-building.



Project-Based Learning: Another significant factor contributing to career growth is the opportunity to work on real-world projects, reinforcing hands-on experience as a key strength of the program.

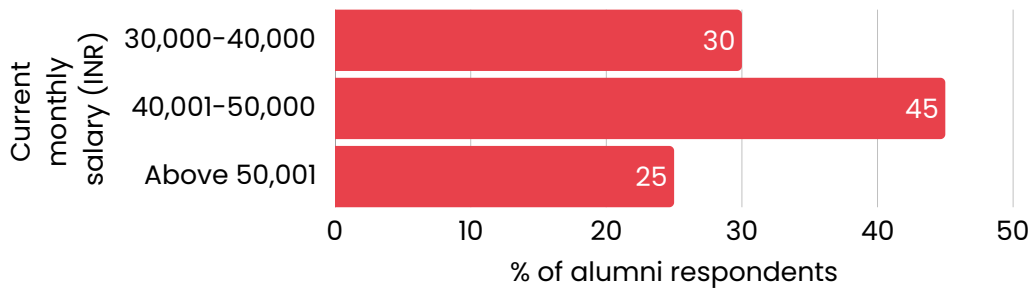


Early Workplace Exposure: 18% respondent alumni found that early exposure to workplace culture helped them adapt professionally and gain industry insights.

Alumni's Insight on Program Impact on Career Growth

Progressive Salary Distribution

In terms of current monthly salary, 45% of alumni earn between ₹40,001–50,000, 30% earn ₹30,000–40,000, and 25% earn above ₹50,001. The distribution suggests stable income levels with a considerable proportion reaching higher salary brackets. This indicates positive financial outcomes post-program completion.



Alumni's monthly salary (INR)

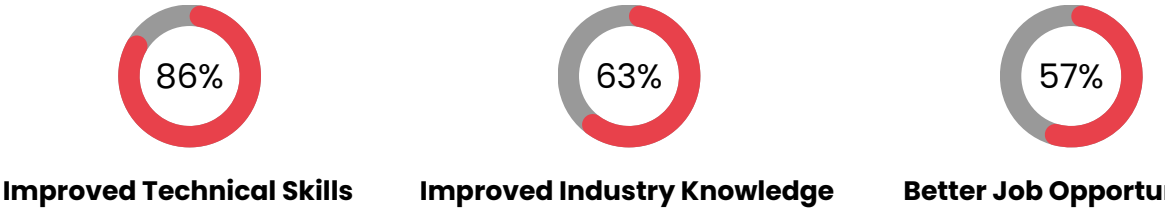
Financial Stability and Asset Creation

The program has contributed to financial strengthening among alumni. 58% reported supporting parents/siblings financially for asset creation, and 57% indicated increased savings or investments. Additionally, 11% pursued higher education without family financial support, while a smaller proportion acquired assets such as vehicles (3%) or property (1%). These outcomes reflect improved financial independence and stability.

Skill Enhancement and Industry Readiness

A large majority (86%) reported improved technical skills, while 63% experienced enhanced industry knowledge and 57% improved chances of securing better job opportunities. These findings demonstrate that the program has significantly strengthened both technical and professional competencies.

Alumni Insights on Program Outcomes:
Skill Development, Industry Knowledge, and Job Opportunities

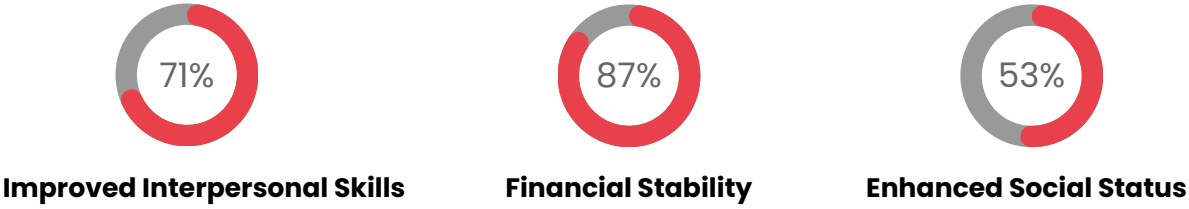


Note: Multiple responses are chosen by each respondent

Broader Life and Social Impact

Beyond professional outcomes, the program has had a strong personal impact. 87% reported increased ability to support their families financially, 71% experienced improved interpersonal skills, and 53% perceived an improvement in social status. This highlights the program's contribution to socio-economic mobility and personal development.

Alumni Insights on Program Outcomes:
Interpersonal Skills, Economic and Social Status



Note: Multiple responses are chosen by each respondent

Alumni's Insight on Depth of Program Impact

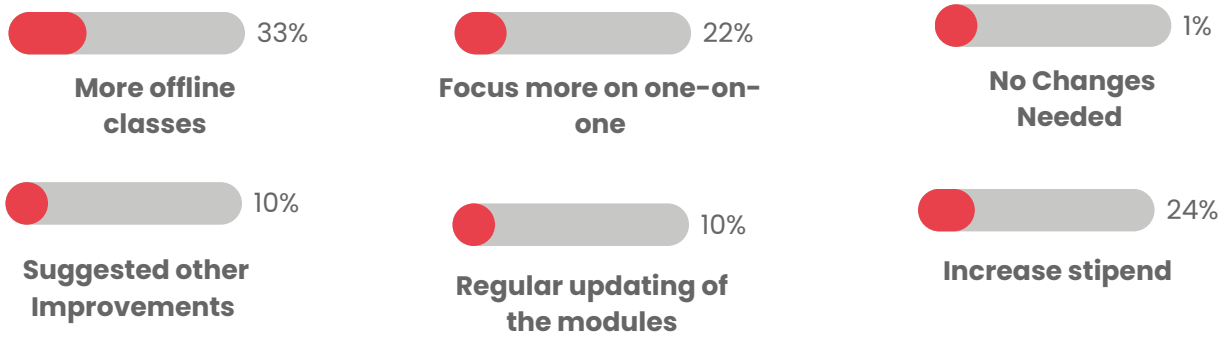
The assessment conducted an in-depth review of the WILP program from the lens of past participants, who have experienced both its benefits and potential limitations. The insights provided by alumni on areas for improvement are therefore essential for enhancing the program's effectiveness. The respondent alumni have underscored various course correction measures such as advanced training module, state-of-the-art infrastructure, deployment specialized knowledge, and more.

Alumni's Suggestions on Course Correction

Based on their own experience, 33% of alumni suggested increasing the number of offline classes to strengthen classroom engagement and direct interaction. 24% recommended an increase in stipend, indicating a desire for stronger financial incentives alongside learning. Additionally, 22% expressed the need for greater one-on-one focus with instructors to enhance personalized guidance and mentorship.

Under other improvements, 10% recommended regular updating of modules to keep pace with evolving industry trends. A further 8% suggested more course-specific work/project allocation to better align academic learning with job roles. Smaller proportions (1% each) highlighted the need for improved infrastructure and deployment of instructors with specialized knowledge.

On the other hand, 1% of alumni believe the program is well-structured and does not require any modifications, reflecting overall satisfaction with the current training model.

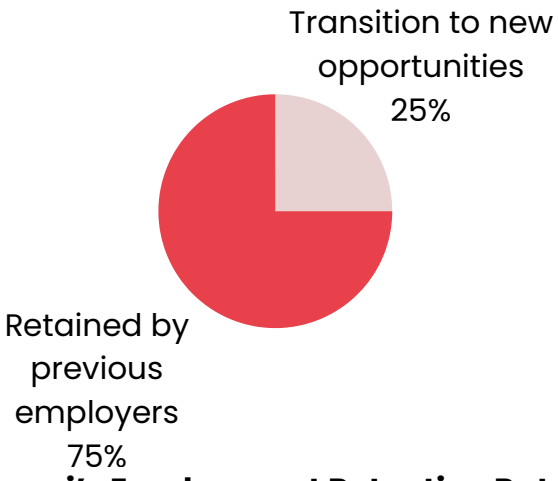


Alumni's View on Course Correction for Program Improvement

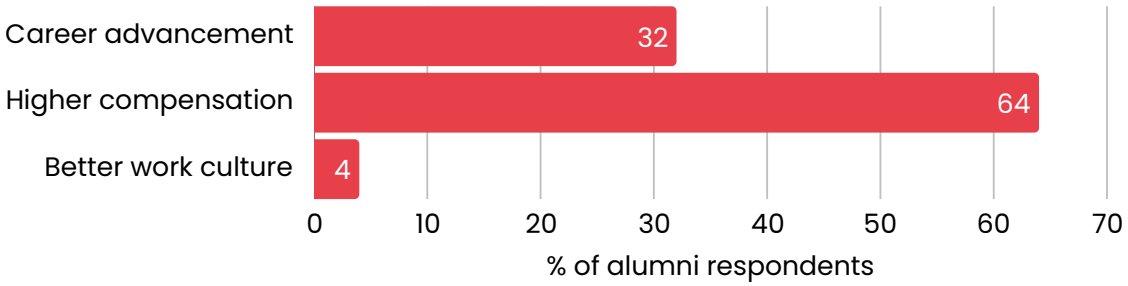
Strong Retention with Upward Career Mobility Among Alumni

As interactions with key stakeholders suggest, in most cases candidates are retained by Wipro, while also being provided flexibility for career transitions when better opportunities arise. Interactions on the current career status of alumni were conducted to understand the depth and sustainability of program impact. With a high retention rate of 75%, the majority of alumni continue to work in the same company they joined after graduation, indicating strong job stability and organizational absorption. However, 25% have transitioned to other companies, reflecting dynamic career mobility and pursuit of professional growth.

Out of the 25% who transitioned to new opportunities, the primary reason cited was higher compensation (64%), followed by career advancement (32%). A smaller proportion (4%) mentioned better work culture as the motivating factor for switching. These findings indicate that while the program ensures strong retention and stable employment, it also equips alumni with competitive skills that enable upward mobility and access to better-paying roles in the industry.



Alumni's Employment Retention Rate



Key Drivers for Job Transition

Strong Alumni Endorsement of the WILP Program

Alumni respondents shared their views on whether they would recommend the program to their peers, friends, or family members. With an overwhelming 97% of alumni recommending the program, it strongly highlights the program's success and perceived value among its beneficiaries. This high endorsement rate reflects strong satisfaction with the learning experience, career outcomes, and overall program design.

However, 3% indicated that they would not recommend the program, suggesting limited but important areas for improvement. The respondents who would not recommend the course cited concerns related to the value of the certificate post-completion and felt that alternative courses offering higher stipends or greater financial gains might provide better returns. These insights indicate the need for continued strengthening of market visibility and financial incentives to sustain universal endorsement.

Alumni's Recommendation of the Program

Alumni's rating on the following aspects of program

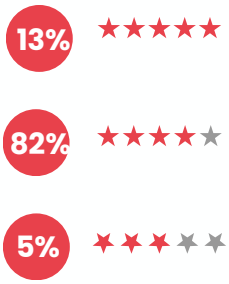
The below ratings are based on the following scales:

Excellent ★★★★★ | Good ★★★★☆ | Average ★★★☆☆ | Poor ★★☆☆☆ | Very Poor ★☆☆☆☆

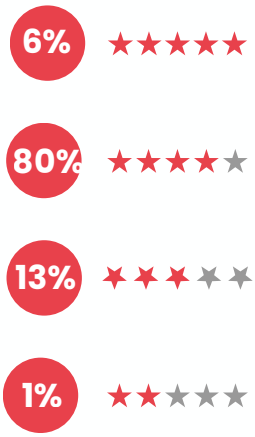
Quality of Academic Content

Effectiveness of Instructors

Adequacy and Quality of Learning Infrastructure



Integration of On-the-job training with Academic Coursework



Program Contribution to build Technical Expertise

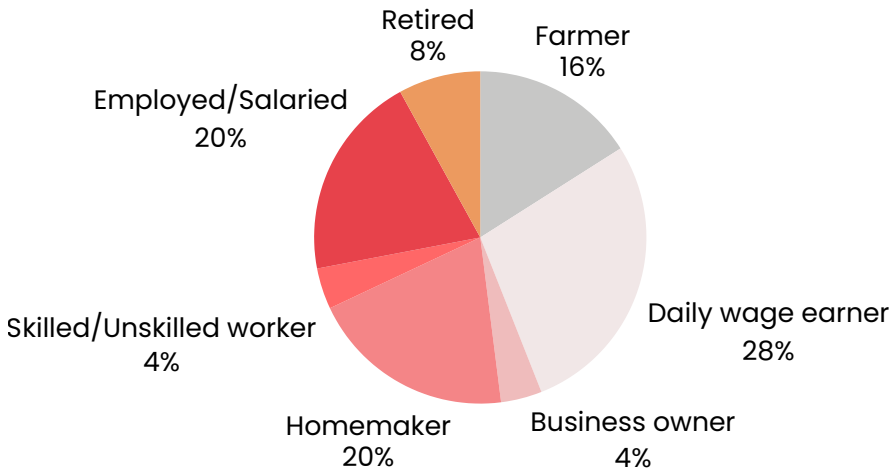
Program Impact on Career Growth

Overall Learning Experience

Key Insights from Parents/Family Members of the Beneficiaries

Occupational profile of parents/family members

The data indicates that a significant proportion of beneficiaries come from economically modest backgrounds. The largest segment (28%) comprises daily wage earners, followed by employed/salaried individuals (20%) and homemakers (20%). Farmers account for 16% of respondents, reflecting rural representation within the beneficiary base. Smaller proportions include retired members (8%), and skilled/unskilled workers and business owners (4% each). Overall, the occupational distribution suggests that many families rely on informal or low-income livelihood sources, indicating the program's outreach to financially vulnerable households.



Occupation of Parents/Family Members

Parental Involvement and Household Decision-Making

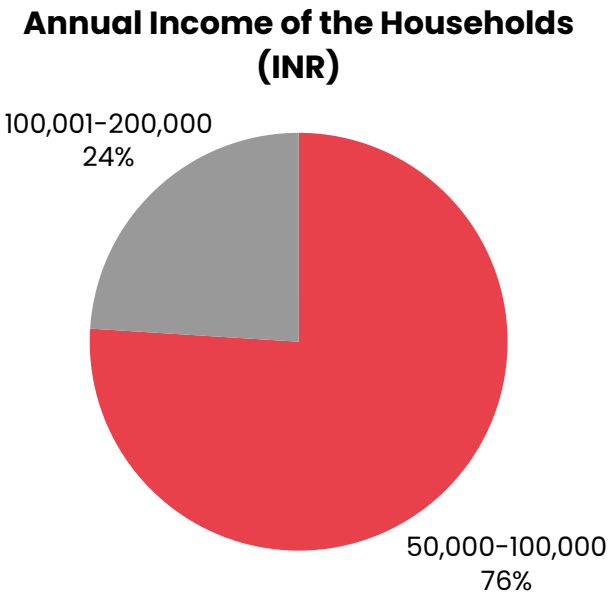
A majority of respondents (68%) were fathers, followed by mothers (24%) and siblings (8%). This suggests that parental figures, particularly fathers, are the primary respondents and possibly key decision-makers regarding education and career pathways. The involvement of parents in the survey reflects active family engagement and support for beneficiaries' participation in the program.

Household Earning Capacity and Financial Dependency

A large majority (84%) of families have only 1–2 earning members, while 16% report having 3–4 earning members. This highlights limited income sources within most households, increasing dependency on a small number of earners. In such contexts, participation in an earn-while-you-learn model can significantly strengthen household financial stability.

Income Distribution and Economic Vulnerability

The income data reinforces the economically constrained background of most beneficiaries. A substantial 76% of families report an annual income between ₹50,000–₹100,000, while 24% fall within the ₹100,001–₹200,000 range. The absence of higher income brackets suggests that the majority belong to low-income segments. This underscores the program's relevance in enabling access to quality education and improved livelihood opportunities for financially vulnerable households.



Perceived Importance of Higher Education for Upward Mobility

Parents strongly emphasized that higher education is critical for securing stable and well-paying employment in today's competitive job market. Many perceive a degree as a basic requirement not only for quality jobs but even for entry-level employment. Coming largely from modest and agrarian backgrounds, families view education as a pathway to financial security, social mobility, and long-term stability. Several parents expressed regret over their own limited educational opportunities and aspire for their children to achieve improved professional and economic outcomes through higher education.

Parental Involvement in Educational Decision-Making

A majority of parents (60%) reported being actively involved in the decision-making process prior to enrollment, while 40% indicated limited or no involvement. This suggests that education-related decisions are largely family-driven, with significant parental participation. The presence of joint decision-making reflects the importance placed on educational investments within households. Even where direct involvement was limited, parental support remained evident.

Key Drivers Influencing Enrollment Decisions

Parents identified collective family discussions and the credibility of Wipro as primary factors influencing their support for enrollment. The opportunity to earn a degree alongside structured job training was seen as a major advantage, offering both academic qualification and employment security. Wipro's strong reputation, brand value, and perceived organizational stability enhanced parental trust in the program. The combination of career assurance and educational advancement made the course appear secure, prestigious, and future-oriented.

Perceived Adequacy of Academic and Training Resources

All respondents (100%) affirmed that the program provides adequate resources, including classroom infrastructure, qualified instructors, and structured on-the-job training. This unanimous response reflects high parental confidence in the quality and delivery of the

program. The integration of academic learning with workplace exposure is perceived as comprehensive and well-managed. Parents expressed satisfaction with the institutional support system provided through the collaboration.

Unique Value Proposition of the Integrated Degree–Employment Model

Parents view the program as offering opportunities that would be difficult to access through conventional education pathways. The most valued feature is the integrated 'earn while you learn' model, which allows beneficiaries to pursue an MTech qualification while earning simultaneously. This significantly reduces financial burden and mitigates the uncertainty often associated with higher education. The sponsored or low-cost nature of the degree further enhances accessibility for low-income families. Overall, the program is perceived as financially inclusive, professionally advantageous, and structurally secure.

Observed Transformational Changes and Future Aspirations

An overwhelming majority of parents (92%) reported noticeable positive changes in beneficiaries after joining the program, indicating strong perceived impact at the household level. Parents observed improvements in confidence, communication skills, technical abilities, and overall personality development. Many described beneficiaries as becoming more independent, responsible, hardworking, and capable of balancing professional responsibilities with higher education. Financial independence emerged as a significant shift, contributing to greater self-assurance and maturity.

92%

household members reported noticeable positive changes in beneficiaries after joining WILP

In terms of expectations, parents consistently expressed hope that beneficiaries will successfully complete their MTech degree and secure a stable, well-paying employment. The primary aspiration is long-term financial security, career progression, and respectable remuneration. For families from modest backgrounds, the program represents a pathway to upward mobility and economic stability. Overall, successful completion of the course and securing strong employment outcomes are viewed as transformative milestones for both the beneficiary and the household.

Significance of Course Completion and Employment Security for the Family

Parents consider the successful completion of the program and attainment of a well-paying job as extremely significant for their families. Many described the initiative as beneficial and life-changing, particularly because it combines a recognized degree with industry experience at minimal financial burden. The prospect of their children achieving financial independence is viewed as a major source of pride and relief. Families emphasized aspirations for timely degree completion, sustained employment, and long-term career stability. The program is therefore perceived not merely as an educational opportunity, but as a catalyst for lasting socio-economic advancement.

Insights Gained from the Key Informant Interviews

BITS Pilani Leadership team

Institutional Collaboration Model: The BITS–Wipro partnership under WILP represents a well-established and structured industry–academia collaboration that has been operational for over three decades. Wipro identifies and sponsors eligible candidates, while BITS Pilani manages the complete academic lifecycle, including curriculum design, content development, delivery, evaluation, and certification. Course structures are developed in consultation with Wipro to ensure alignment with evolving business and technology requirements. At the same time, BITS ensures adherence to its academic regulations and quality standards. This clear division of roles strengthens governance and accountability within the program.

Academic Design and Delivery: BITS Pilani leads the academic design of WASE and WIMS programs, ensuring that the curriculum remains industry-relevant and periodically updated. Delivery is conducted primarily through structured online sessions, including live classes, recorded lectures, assignments, lab components, and semester-based evaluations. The assessment methodology includes closed-book mid-semester exams, comprehensive exams, and continuous internal evaluations. Faculty are selected through a rigorous screening process, bringing both academic depth and industry exposure. This blended approach ensures academic rigor while supporting working professionals.

Strengths and Resource Adequacy: All respondents indicated that the infrastructure, digital platforms, faculty expertise, and evaluation systems are adequate for effective program implementation. A major strength of the program is the handholding support provided by Wipro, enabling students to balance work and academic commitments. The curriculum is carefully designed to align with business requirements and emerging domains such as AI, infrastructure, and advanced technologies. The collaboration also benefits BITS by fostering curriculum modernization and faculty upskilling through continuous industry interaction. Overall, the program demonstrates strong institutional synergy.

Challenges and Areas for Improvement: While the program is functioning effectively, certain challenges were identified in delivery and coordination. Faculty noted reduced student interaction in online modes and concerns regarding over-reliance on AI tools for assignments. Ensuring greater student seriousness toward examinations was also highlighted as an area for improvement. However, operational challenges are generally addressed promptly through coordination between BITS and Wipro teams. Strengthening communication on evolving course requirements could further enhance program effectiveness.

Impact and Sustainability: Leadership and faculty unanimously agreed that the program is achieving its intended outcomes. Students demonstrate the ability to apply academic concepts to real-world projects, reflecting strong experiential learning. Many beneficiaries come from disadvantaged or non-CSE backgrounds, and the earn-while-you-learn model enhances access to quality education and upward mobility. The program contributes to improved career prospects, better remuneration, and positive household-level impact. Given its long-standing continuity and mutual institutional commitment, the program is perceived as sustainable for future expansion.

WIPRO Leadership/CSR Team

Program Genesis and Strategic Alignment: The interaction with Wipro leadership highlights that the Work Integrated Learning Program (WILP), including WASE and WIMS, has been operational since 1995 and is deeply rooted in the vision of Azim Premji to expand access to quality education. The program reflects a strong alignment with Wipro's CSR philosophy of enabling education-linked employability, particularly for students from BCA and BSc backgrounds. By providing an opportunity to pursue an M.Tech degree while working, the initiative integrates corporate growth with social impact objectives, reinforcing Wipro's long-standing commitment to inclusive capacity building.

Collaborative Governance and Delivery Model: The collaboration between Wipro and BITS Pilani reflects a clearly defined academic-industry partnership model. The academic components, including lectures, labs, curriculum design, examination schedules, and certification, are managed by BITS. Wipro complements this by overseeing on-the-job training during the five working days, where reporting managers supervise practical exposure. Leadership noted that Wipro provides periodic feedback to BITS regarding curriculum design, ensuring industry relevance is maintained through continuous dialogue.

Program Implementation and Resource Optimization: From a delivery perspective, resource utilization is structured and role-specific. BITS provides virtual classrooms, laboratories, faculty support, and academic study material, while Wipro ensures effective workplace exposure and mentoring. Leadership emphasized ongoing student counselling as mechanisms to optimize both academic and professional components. A key challenge identified was the transition from offline to online classes, which temporarily affected peer interaction. To mitigate this, Wipro introduced regular in-person campus meetings to restore student engagement and maintain a sense of community.

Feedback Systems and Continuous Improvement: A dual feedback mechanism is in place to ensure quality control and course correction. Wipro collects regular feedback related to work performance and program experience, which is shared and discussed with BITS. Simultaneously, BITS independently gathers feedback on instructors, study materials, and course modules. Both institutions collaboratively review inputs and implement improvements where required. This shared accountability model strengthens program responsiveness and maintains academic as well as operational quality.

Impact, Inclusion, and Sustainability: The leadership perspective strongly emphasizes the program's socio-economic impact. A significant proportion of participants come from Tier 2 and Tier 3 cities, many from small towns, where access to advanced technical education may be limited. The earn-while-you-learn model enables several beneficiaries—many of whom are sole earners—to support their families while upgrading their qualifications. This has reportedly enhanced confidence, improved livelihood prospects, and contributed to broader household-level economic stability. The program's continuity since 1995 serves as evidence of institutional sustainability. While there is no formal exit strategy, leadership indicated expansion plans into additional domains such as Electronics and Embedded Systems under WILP, suggesting forward-looking sustainability through diversification and program evolution. This planned diversification also reflects an adaptive strategy to remain aligned with emerging industry demands and future workforce requirements.

SWOT Analysis

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Strengths

- **Earn-While-You-Learn Model**: Enables students to gain industry experience while pursuing higher education, reducing financial burden and increasing practical exposure.
- **Industry-Relevant Curriculum**: Academic learning is aligned with real-time project requirements, ensuring application-oriented skill development.
- **Strong Brand Credibility**: Backed by Wipro's global reputation, enhancing employability and career progression.
- **Structured Mentorship & Monitoring**: Supervision by project managers and academic faculty ensures balanced learning and performance tracking

W

Weaknesses

- **Role-Dependent Learning**: Skill acquisition may vary depending on project allocation and team exposure.
- **Attrition Risk**: Candidates may leave after completing the sponsored degree, affecting long-term retention ROI.

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Opportunities

- **Niche Career Pathways**: Industry-relevant training with a strong focus on IT infrastructure and software technologies creates opportunities for niche career pathways in areas such as cloud computing, network administration and IT support services.
- **Opportunities for Skill Development and Career Advancement**: The program's integration of current industry practices and evolving technology trends into the curriculum effectively supports continuous skill development, career progression, and the development of specialized domain expertise.

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Threats

- **Rapid Technological Change**: Curriculum may become outdated if not continuously updated.
- **Economic Fluctuations**: Hiring slowdowns or project reductions may affect intake capacity.

Way Forward

Academic Delivery and Curriculum Enhancement

- Introducing more offline/hybrid sessions and increasing lab-based, hands-on learning may enhance engagement and practical exposure.
- Periodic curriculum updates aligned with emerging technologies and stronger integration with live projects could improve industry relevance.

Financial Structure and Other Benefits

- The stipend structure may be reviewed in line with current market standards, with consideration for enhanced book allowances and exam travel reimbursement.
- Exploring partial salary structuring, medical benefits, and improved leave parity could further strengthen financial stability and retention.

Program Duration and Completion Timeline

- The program duration may be streamlined from 5 to 4 years with timely semester progression aligned to joining dates.
- Clearer communication on completion timelines and bond terms could improve transparency and learner satisfaction.

Operational Support and Learner Flexibility

- Allocating exam centres within city limits and offering limited flexibility during exam periods may ease logistical challenges.
- Providing specialization choices and strengthening grievance redressal mechanisms could enhance learner support and continuous improvement.

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