Building Vision Skill – A Single 'Upskilling' attribute that enables numerous Employability and Leadership Skills in the Community of First-Year Engineering Students in India

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ABSTRACT

An ability to define a vision and execute the relevant strategies is identified as the core requirement for the first year Engineering Students. This ability will aid in understanding the ever-changing Job market, building employability skills and preparing them corporate ready.

The SLN Vision Execution Program (SVEP) is a strategic process that instigates a Vision Skill in 1st year Engineering Students. SVEP model covers three core areas such as 'SMART Goal Setting & Execution,' 'Emotional Intelligence and Management,' and 'Leadership Capability Building based on Personality.' The primary emphasis in the SVEP model is given to build an ability in 1st Engineering students to define the vision, develop strategies to execute the vision and continuously monitor and measure the results for corrective actions. SVEP also aims at making the 1st year engineering students more responsible and accountable as capable learners with heightened self-confidence and self-awareness. Moreover, the SVEP model constructs the solid foundation and empower the students 'corporate-ready' when they complete the curriculum. The model is designed considering the rapidly changing business environment, the technological interventions, future trends and market trajectory. Ethnographic Research and Qualitative Observation methods aided in defining and analyzing the research questions and designing the program. The notes from the interactions with the students, faculties and placement teams, most importantly, with the fresher corporate employees and the feedback from HR and hiring managers helped in designing the model.

This paper addresses the importance of building vision skill using SVEP and how it can be used as an 'upskilling' tool to build numerous life, employability and leadership capabilities. The paper also includes the structure of the SVEP model, key areas being addressed during the program and the impact. The discussion covers the practical deliberations and, how the program complements the existing curriculum and the fields required for further advancement and evaluation.

Keywords : Vision, SMART Goal Setting, EQ, Leadership, Employability Skill

I. INTRODUCTION

The high-level of discussions and researches are conducted in technical education and related investments in India. The report authored by Mr. KVR Mohan Reddy, chairman and committee member of AICTE – All India Council for Technical Education – points out a huge gap in capacity

utilization in the education sector which is as low as 49.8%. The committee has assessed the Capacity Vs Enrollment based on numerous assessments and reports on technology, jobs and skills, and future educational trends. The AICTE report suggests not to make any investment in capacity planning, starting from the year 2020. The report stresses that, among various other requirements, the employability of graduating students is one of the critical variables in reaping huge ROI on technical education investments in India [1]. Hence, the educational institutes and respective decision-making bodies must give utmost importance to employability gaps in engineering colleges.

This research paper addresses a critical capability – vision skill – which can be the best possible solution to tackle the employability issues persisting among engineering graduates.

'Vision' here is an ability to achieve a long term growth by continually building the required skills and capabilities based on the changing business climate and global economic scenario. Due to the digital occupancy and technological necessity on the businesses, one must also comprehend that the long term career goal in this era means keeping a goal that can be achieved in '4-5' years. Along with the fluctuations in the business market, the definition of 'vision' also is changing.

Keeping a long term goal to achieve in 10 or 15 years has become 'null', and 'void' as the business functions and strategies face persistent modifications. The technological developments not only bring in new products and services but also change the way the existing ones behave. Many new technologies have destroyed existing products as well. The cutting-edge new technologies quickly emerge and create an upskilling demand, in spite of engineering stream the students have chosen [2]. For example, a student who has chosen 'civil engineering' must look at improving his/her 'project management' skills to start the career, survive and succeed in this agile era.

At the same time, the options are plenty for engineering students to hone their passion in the current job market. The recent interaction with the first-year Engineering students revealed their passion towards a 'start-up' environment, 2 out of 100 students developed a 'software' addressing specific problem areas that they had identified. When their ability to market research and the selling the product was questioned, they showcased a lack of clarity on how to build a business around their passion. Likewise, there were approximately 17 students who wanted to pursue masters in universities outside India. When they were questioned about their areas of interest, knowledge on specific geography where they can pursue masters with the right ROI, they were clueless. The unrealistic and unplanned actions often lead to unexpected results, the students tend to return to what they know without any further exploration to fulfil their wishes, and the goals remain as mere dreams. This paper covers the core tools which can help the students to consistently achieve growth.

To summarize, Vision is an ability to set a long term goal and establish a target to achieve in 4-5 years. Hence, it becomes pertinent for the 1st year engineering students to have a Vision when they start their vocational course so that they can work on a success formula and stand unique among peers. Vision skill is a learned skill. The students can be trained on Vision skill by facilitating programs focusing on building solid knowledge, defining a goal, creating the framework, most importantly, developing methodologies to appropriately execute the strategies. The SVEP model's vision strategy includes the tracking mechanism, measuring the progress and taking corrective actions based on the changes happening in the industry.

The Vision strategy starts with setting up a SMART goal. George T. Doran coined the acronym while publishing a paper on "There's an S – M – A – R – T way to write Management's Goals and Objectives" in November 1981 [3]. This paper further

includes how SVEP helps to set a SMART Goal to forecast the future by defining the Vision Statement. The process to achieve the SMART goal in SVEP will help in continuously acquiring the right skill sets and capabilities to achieve professional growth.

Apart from defining and executing the strategies to achieve the goal, there are two key areas where the 1st year students need to build expertise. As the world is becoming highly technology-oriented, psychologists predict numerous negative impact it is going to create on the emotional health of humans [4]. The Vision strategy must address the emotional well-being of the students. The emotional

Intelligence and management part of the SVEP addresses the attributes on personal growth.

The definition of leadership is changing, along with business expectations. The best leaders are self-aware, understand where to invest their time and how to utilize their strength to reap significant returns. The best leaders know the art of seeking help. They periodically assess to find the areas of improvement to continuously grow and reach out to the mentors for help [5]. Moreover, there are various leadership styles one can adopt based on personality. As India is growing in Entrepreneurship and global business forum, each student must develop many leadership attributes based on their personality and strength. SVEP addresses specific leadership styles identifying strategies so that the students can steadily achieve financial growth as well.

II. RESEARCH

A. Objective
To develop an explanatory theory that associates the structure of building Vision Skill for 1st year engineering students studying in India, so that they can achieve personal, professional and financial growth by enhancing 'corporate readiness'.

B. Research Questions
What are the critical reasons for engineering students struggling to adapt to the changing business environment and technological interventions?

Why is the employability of engineering students limited in spite of being put through several corporate ready programs?

C. Literature Review
The Employability Survey 2019 [7] conducted by Aspiring Minds concludes that 80% of engineers from India are considered 'unfit' for any jobs in the Industry. This is the fifth edition of the National Employability Report for Engineers where the data is widely used in leading research papers and quoted by Indian Government agencies like NITI Aayog, HRD Ministry and AICTE. This report assesses the skill gaps and the necessary measures to mitigate the challenges. This report also reveals that only 2.5% of Engineers possess AI skills, 1.5% - 4.5% possess data engineering skills and 2.8%- 5.3% possess wireless technology skills. While considering the critical employability skills, only 1.5% possess cognitive and language capabilities, which are crucial in the industries.

The report from Aspiring Mind stresses the importance of preparedness level of the Engineering students to face the Next-Generation technology and other core life skills as described in the introduction section in this paper. The Ministry of HRD, AICTE, in its report authored by its Chairman Mr. BVR Mohan Reddy, refers employability reports generated from Aspiring Minds to conduct further

Research on capacity planning and technical education growth in India [1].

When there is no 'vision' skill, the students' focus remains on 'studying for scoring' than 'learning for growth.' The academic adjustments in the 1st year student's life majorly depend on the socio-economic status, emotional intelligence, the family support and

many similar factors. The journal article by Dr. Paras Jain, the director of Silicobyte Katni Degree College, states that the adjustment pattern is solely depending on the individual intelligence level. He cites that the family issues, academic pattern changes, environment, new faculties and moreover, the distinct personality make a considerable difference in their adjustment levels [8]. Many educational institutes organize training sessions & mentorship programs for the students. The placement ratio post-session is often considered as the measuring parameter to assess the impact of such programs. Since the programs focus on third or final year students, such programs work well majorly on the students with self-driven attitude. Dennis Congos, the academic advisor, University of Central Florida concludes that the low morale and inability to assess their capabilities are the few reasons behind the underestimation of 'Vision' skill among student community [9].

There are also various researches globally in the area of emotional health among 1st year engineering students. The study conducted in Istanbul by Mustafa Bahar among high and low achievers in college entrants and the impact on their psychology and educational patterns shows that both sets of students showed concern about the negative impact [10] due to heterogeneous grouping. After studying and living in a homogenous grouping and transforming into the heterogeneous grouping, the studies show a more negative effect on their psychology. The test involved 200 men and women, all engineering students. It is observed that the high performing students during school days showed poor performance in the 1st year engineering. The report concluded that there was a strong correlation (p = 0.000) between the motivational factors and academic performance [11]. Similarly, in India, the faculties observed similar pattern in the students as well. The students work hard while accomplishing secondary and higher secondary education, where getting entry into engineering colleges become an achievement. The transformation to a new group

indeed brings in new form of anxiety and hard feelings. Such emotional management requirements need attention and care.

With the advancements happening in the technological and digital area, the changes happening in the business environment is becoming numerously unpredictable. Due to which, the job market is also facing a turbulent climatic situation. It becomes imperative for the first-year engineering students to forecast the employability options when they pass out from their respective courses after 4 years. Moreover, leadership skills are highly in demand. The visioning capability will help hugely here to set a clear goal, develop action points as a

Leader based on personality and strategies to continuously assess and build necessary skills to start, survive and succeed in their life.

III. METHODOLOGY

A. Ethnographic Research and Qualitative Observation

As a part of the process to create SVEP, approximately 100 participants, including engineering students from first to fourth-year batches, placement cells in educational institutes, fresher engineering students and HR & hiring managers were interviewed. The variables were collated as a part of numerous training and workshops conducted for Engineering students and fresher employees. The training needs analysis and interaction before conducting sessions on career growth, goal setting, emotional management and leadership-building workshops are used as critical parameters. The behavioural observation and feedback collated post sessions showed a significant difference in candidates towards achieving sustainable growth. The data and related notes from such interaction, observation and feedback forms are considered as core variables to define the research questions and write this research paper.

B. Findings

· It is found that the students lack clarity in their career goals, follow either herd mentality or make hasty career decisions without vision skill. The interaction with the freshers further reveals that the thought process towards career and growth tend to occur only when they are in their 3rd or 4th academic year. That too, while engaging themselves in internship or attending campus or off-campus interviews.

· Due to high-level stress to accomplish the educational requirements and getting placed in the right job, they feel pressurized and highly anxious. The anxiety leads them to upskill through training programs in a random manner irrespective of the career options they want to pursue. The time, effort and cost involved in these processes without any ROI further lead to enhanced guilt and anxiety. Apart from the stress involved in learning and settling down in the new job, the responsibility to manage the educational loan, marriage, family pressure further put excess stress, in turn, leading to emotional and mental health issues.

· The initiatives taken by the educational institutes to connect the students with the corporate often becomes a one-way communication, where the students feel more confused than getting any clarity. The industry knowledge, opportunity to interact with the employers and the awareness on various roles are either minimal or nil. Moreover, most of the educational institutes and the students focus on building employability skills when the Engineering students are in the third or final year. The campus placements are considered more an institutional obligation where the institute is ranked based on the number of campus placement and the average salary package obtained. Due to the challenging globalization and substantial job opportunities in the IT industry, the hiring team is looking for new ways to recruit talents [6].

· Most of the campus ready programs focus on developing specific technical and soft skills instead of providing a holistic approach to what an individual would require. The lack of a holistic approach leads to limited personalized career planning and guidance to execute the strategy. Such path leads to further confusion and anxiety among students. The emotional management of engineering students is neither recognized nor addressed.

· To Summarize, the engineering students undergo campus ready programs and identify the areas of improvement to be 'corporate ready' either in 3rd or 4th year. Due to the pressure to complete the academic requirements, related industry projects and internships, the students get minimal to nil time to equip themselves with the necessary skills before joining the organisation.

· As a result of Ethnographic and qualitative observation research methodologies, it is identified that building a 'vision' skill is critical when the Engineering students are in the first year itself. The organisations striving to make the changes in the year-old recruitment system is the indication for the necessity to upgrade the current engineering educational curriculum. Further research on this thought process helped in bringing out the treasure load of life skills that the students will develop when they undergo sessions as a part of SVEP. Integrating the Vision skill as a part of the Engineering curriculum will hugely help the student community.

IV. ANALYSIS

The Vision Execution Program (SVEP) from SLN Brand Studio brings solutions to address the research questions defined above. The program starts with setting a SMART goal, leading the students to not only set a goal but also to design actionable strategies to achieve the same. To bring-in all-inclusive solution, the program leads to guiding the students with tools for addressing various emotional managing requirements. Moreover, the program assures that the students understand, learn and build the appropriate leadership skills based on their personality type, strengths and areas of improvement.

At the end of the program, the students become completely equipped with heightened confidence,

wholesome clarity on their future and better aware of how to study during the academic years. Specifically, the awareness as a self- help tool to consciously define the methodologies to be in touch with the industry, consciously adapt to the changes, identify the right upskilling requirements and continue to grow.

A.   Smart Goal Setting

Smart is the acronym for Specific, Measurable, Achievable, Realistic, and Time-bound. The goal set by the 1st year students must be SMART. In normal circumstances, the engineering students have the aim of getting placed in a specific set of companies or proceeding with higher studies or starting a business or engaging in a family business.
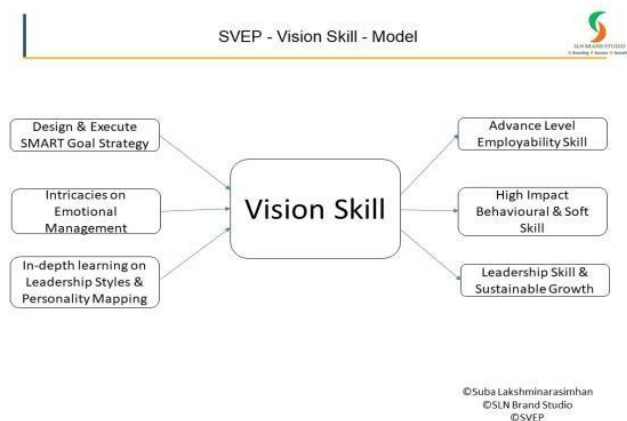

Fig 1 – SVEP – Vision Execution Program Model

As an example, the student can aim at getting placed in a specific company or an industry after completing the 4-year degree. Unlike earlier times, today's job market offers various opportunities, be it an established organisation or a growing start-up or a new start-up. Overall, the expectation of the organization differs based on its growth stage. To bring in better focus, the start-up environment expects students to perform beyond technical roles. They are expected to be on their toes all the time, possess problem- solving skills, and better flexibility [12]. Since the early stage start-ups have a small team, the students will be put in a situation where they are monitored every minute. If the vision is 'working in a start-up,' they must execute strategies to develop specific skills such as growth mindset, sales & social

media knowledge and C-suite interaction. Most importantly, they should be willing to wear multiple hats and grow a thick skin to handle high-level pressure associated with the role [13]. Whereas, the more prominent organisations require a different set of skills and expertise. People management is a crucial skill that the students must develop if they aspire to work in an established and global organisation.

The research report from the 'Aspiring Minds' observed that 62% of students wanted to work in larger organisations [7]. The reports also show a significant difference in the way the students from tier1 and tier2 cities think and aspire. The tier2 students showed less interest to work in larger organisations fearing the probability of getting a job. This is where the goal-setting process helps enormously. If the student from Tier 2 city aspires to work in a larger organisation, setting a SMART Goal in the 1st year, executing the strategies to achieve the same appropriately will help in developing the key employability skills. The below session uses the same example to explain the SMART goal setting, and the process goes as below.

A student from the Tier 2 city with limited industry exposure sets a goal to get a job in an established MNC in 4th year. Such goal becomes specific, measurable, achievable, realistic and time-bound. It is distinct because the student has better clarity on working in a precise company. When the same goal is set to achieve in 3 or 4 years down the line, the student is expected not only to set the target but also to execute the strategies to achieve the same.
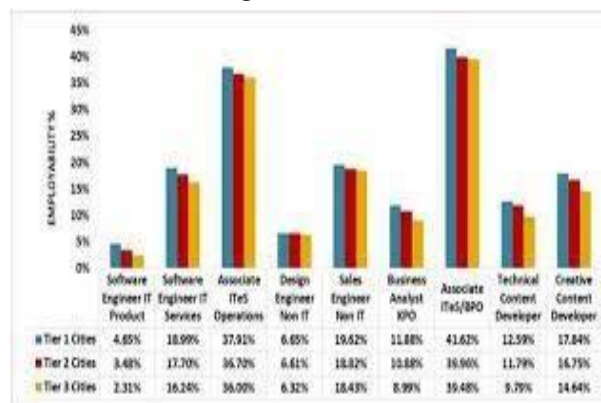
Fig 2 Source: Aspiring Minds, "National Employability Report, Engineers, Annual Report 2019,"

When the criteria such as 'specific' and 'time-bound' are met, the goal becomes measurable, achievable and realistic. The measurement process in SVEP puts the student in a better place to assess and address the skill gaps in a well- planned manner. The students continue to evaluate and map the skills with the real-time expectation of that specific company, keep upskilling and make it achievable. Working towards such goals give better exposure to various industries so that the student has better clarity on what is expected in each sector. They also understand whether their goal aligns well with their personality. In case of any mismatches, the student has enough time to take corrective action in the goal-setting process.

To summarize, the goal-setting process makes them realize their strengths, areas to improve, which also helps them to plan their future accurately. The significant advantages for a student here are:

1)   Life Skills and Team Effort: Whatever be the goal, irrespective of the organisational size, even as an Individual contributor, the employees are expected to possess 'team effort' as a critical capability. When the students realise the importance of team effort, it reflects tremendously in the way they look at the academics and other core soft skills. Beyond improving life skills such as Listening, Communication, Listening Skill, Collaboration, Interpersonal, Problem-solving, and Conflict Management, the team effort also helps the students work in cross-functional and cross-cultural scenarios.

a)   Listening Skill, Listening is one of the core skills to make students employable. Listening skill requires high energy and complete focus, which ultimately helps the students to work in a cross-cultural organizational structure. The process of SMART Goal Setting in SVEP, irrespective of job seeking or higher studies as the goal, involves honing the listening skill. The capability built to improve listening skill leads to enhanced communication, interpersonal, problem-solving and conflict management skills.

b)   Impact of Soft Skill: The soft skills or life skills help the students to consciously understand the theoretical knowledge of an academic field, apply practical and operational expertise in real-time organisational scenarios, and build an ability to improve social intelligence too [14]. When the students set the goal, they learn the intricacies involved in achieving the same.

For example, when a student wants to join a specific Industry, he/she understands the importance of building a network and learning through them. The processes lead them to create an opportunity where they shadow a job or do an internship. When they are put in a corporate environment while studying itself, they learn to work in a team. Such work scenarios further help them to assess their key strengths and areas of improvement. The defined areas of development become the objectives or short term goals for them to achieve.

2)   Habit-Forming: Habit-forming is a behaviour building exercise which is critical for the first-year students. The transition from a school student to a college-goer at times dilutes the seriousness they have had in professional life as well. The first year is the period the students get exposed to a different sort of freedom and massive social media influence. Notably, due to the demand sought in schools following the Indian education system, after completion of the school curriculum, students feel very relaxed as they enter into college. Even though the Engineering education demands for better academic performance, due to peer pressure and the change in thought process the individual student possess. As mentioned earlier, the high performing school students perform miserably in the colleges [10].

The goal-setting process will help in habit-forming as well. The behaviorists define habit-forming as the instinct that motivates a human being to experience fresher perspectives. Habits bring uniformity, synchronize the thoughts & actions, facilitate the performance, induce interest in certain life occurrences and make things happen with ease. The execution of action plans in the goal-setting process ultimately depends on 'habit-forming'. When it becomes habitual for the students to use the skills acquired in and around their campus life, they achieve wholesome learning experience. Else, the skills remain merely as 'skills' not an 'expertise.'

The SMART goal-setting process helps in building and measuring physiological aspects of habit-forming to enhance motor skills and personality development. If we consider life skill acquisition as 'learning through classroom sessions,' the 'habit forming' ability becomes 'a practical approach' to use the capabilities earned. To summarize, the well-structured SMART goal setting process along with the execution strategies will help the first-year students to set the foundation firmly with clarity in thoughts.

B. Emotional Intelligence and Management

The emotional well-being or the psychological health of the students is one critical area to address in building a healthier future generation. Many types of research are conducted in terms of various psychological attributes such as positive mindset, resilience, happiness, which are also believed to be the critical tools for achieving growth.

When it comes to 1st year Engineering students, they undergo numerous psychological ups and downs. The expectation from parents, educational institutes and the overall society take a multitude of shades that put undue pressure on the students. Suddenly, they are treated as 'adults.'.'

Not all the students come with the mental strength to handle such pressures, responsibilities and changes overall. As stated in the Journal from IJRAR, the psychological well-being is composed of a person's ability to live peacefully, in spite of pleasant and infrequent unpleasant occurring and life satisfaction index [17]. Moreover, according to the Schlossberg transition theory, self- identification is cited as three sequential processes such as 'moving in,' 'moving through' and 'moving out.'

The theory states that the initial years of undergraduates push additional responsibilities related to self-management and finance. Along with such transition, they venture into the unknown circle, and the academic stress takes a new shape. This is considered as the 'moving in' phase. The adaptation to the new environment, getting comfortable with the experiences are put under 'moving through' phase [18]. This is where imbibing 'Vision' skill will give a hand. The emotional management training as a part of Vision skill acquisition will help the students to face the demands from the academic institutions and building team effort for better productivity during the college/university years.

The emotional intelligence expert Daniel Goleman defines it as 'the capability for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.' He keeps stressing the fact that the EQ differentiates the 'star' performer from the other average and low performers. The emotional intelligence and the way the performers behave through self-awareness and social awareness values higher compared to the ability to apply core technical knowledge on the job [19].

The higher EQ can be learned by integrating the right methodology and learning processes. The emotional intelligence strengthens persistence, enhances positive thought process, elevates curiosity, and brings in collaborative behaviour and build trust among the student community and with the society [20].

For example, while learning through the Vision Execution program (SVEP), when the students identify 'building a network' as a critical skill to be imbibed as a part of 'vision achieving' process, they will definitely push themselves to determine the comfortable ways to build a network. Here, the 'compulsion' to associate in an unknown circle becomes a 'favorable choice' the students make to succeed. Such emotional management techniques will help the students to bind with an act its significances, which further encourage them to act repeatedly. Likewise, each critical emotional management attributes such as resilience, empathy can be built through self-awareness, awareness about others and the overall living scenario.

C. Leadership Capability Building based on Personality

The definition of leadership is rapidly changing. When the term ROI is connected with Leadership, it is defined as 'Return on Integrity.' Integrity is determined by the core values a leader possesses. As John. G. Blumberg mentioned in his book 'Return on Integrity: The New Definition of ROI and Why Leaders Need to Know it,' the mission here is to define the values at the core. One can become a leader by utilizing his/her core personality as a leader. The program focuses on building a Vision Skill where the students identify their leadership style, advantages, disadvantages and the risk factors associated with each style. The SMART goal-setting process helps in defining the core values the individual students possess and the 'Leadership Capability Building' model helps in mapping such core personality with the various leadership styles. Moreover, they will also learn methods to adapt to the required changes to utilize their strength appropriately.

The process starts exploring various leadership styles, the characteristics, measurement tools and personality mapping. The researchers and authors have segregated leadership styles based on variables defined through their researches, studies and experience. Mark Andrew Muphy, the author and an expert on organizational leadership segregates leadership as Idealists, Steward and Diplomat. This segregation is defined based on a study conducted with more than 300,000 leaders. The modern leadership styles, such as 'thought leadership,' 'transformational leadership,' 'strategic leadership,' and 'servant leadership' prompt businesses to think, learn and act in various growth perspectives. If the personality of a student connects with the characteristics of thought leadership, he or she gains strategic visibility, exposure for newer ideas, reliable authority and build connectivity with the right network.

The traditional and contemporary researches have paved a way to numerous fool-proof methods to identify the personality of an individual connecting with personal and professional growth. Some of the most popular personality assessment techniques are MBTI (Myers-Briggs Type Indicator), Neo Pi-R, 16 PF, Eysenck Personality Questionnaire and MMPI/MMPI-2. SVEP utilizes one of the personality assessment methods for further mapping and Leadership style determination.

When the students identify specific leadership style mapping with their personality and the ways to make the better use of it in the first year itself, it gives them sufficient time to practice before they get into corporate/business

Structure. The Experiential Learning Theory (ELT) defined by David A. Kolb, integrates the common themes in work into a systematic framework that addresses various 21st- century requirements for professional growth. Since Experiential learning contrasts with classroom-style learning, the 1st year engineering students are directly in contact with the reality of the situation which can have higher impact and perform better when they get into real-time projects, internships and job shadowing opportunities. Such experiential learning method

helps hugely in building organizational awareness and social responsibility.

V. CONCLUSION

This research paper analyzed the reasons behind the employability skill gaps among engineering students and addressed the requirements to be implemented to mitigate the weaknesses. One of the core gaps assessed is the low impact of corporate ready programs on engineering students, primarily because of the execution of such programs towards the end of the academic period. The sub-gaps are the atomistic approach of the existing 'corporate ready' programs and the inability to give personalized guidance towards the student's growth.

SVEP, the Vision Execution Program from SLN Brand Studio can be amalgamated with the current curriculum in Engineering colleges and universities. The focus of SVEP starts with the first-year engineering students, that too, with a process of setting a SMART goal. The structure of SVEP begins with providing personalized goal-setting strategy where the foundation is placed on the characteristics, their existing strengths and weaknesses. As a part of the goal-setting process, the students build a holistic career growth plan and the required life skills to support the execution and continuous measuring process. Measuring growth periodically is an integral part of the entire process. The process definition, implementation and measurement encourage the students to build another essential skill, which is 'habit-forming.' This module focuses on designing the professional growth strategy for the 1st year engineering students.

SVEP's second most crucial module is identifying and addressing the emotional needs of engineering students in 1st year. The interfering factors impacting the emotional and mental health of the students are discussed in this paper. It is the responsibility of the educational institutes and universities to help students identify, share and seek

help on emotional issues in the early stages. This module focuses on designing the personal growth strategy for the 1st year engineering students.

SVEP's third module focuses on empowering students with leadership skills. As discussed in this paper, the random skill development and mapping it with the leadership ability might induce insecurity and anxiety among students. It is critical to identify the right personality type and map it with the leadership style. This module exposes the students to various leadership styles and encourages them to adapt to the style that suits their Personality. The principal objective of this module is to empower the students to achieve financial growth.

The artificial intelligence, machine learning and other similar technological advancements are going to pose enormous challenges for organisations. The organisations work towards changing their working and hiring methodologies, especially towards engineering graduates. The educational institutes and the universities are expected to adapt to such changes and continue to build the rightly skilled engineering student community. While coping up with the organisational challenges and placement issues, it is also the responsibility of the educational institutes to take care of the emotional health and develop holistic growth opportunities to the students.

Do the existing curriculum in engineering colleges address the critical problems discussed in this research paper? Isn't it time to execute a co-curriculum strategy that provides measurable results?

SLN's Vision Execution Program Model represents the depiction of how the Vision Execution program from SLN Brand Studio connects different variables to achieve the Vision Skill in 1st year Engineering Students. SVEP provides a solution to address the problems stated in this paper using a holistic approach where a personalized career growth strategy can be implemented in each students' life. The best part of the SVEP model is that the

components can be well blended with the existing curriculum, by collaborating with the educational institutes and faculties. The integration will definitely pave way for further research and solutions that can elevate the student community and the overall education sector. The execution of this program empowers the student community by addressing the personal, professional and financial growth requirements.

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