

Atmiya University



Concept To Practice User Manual

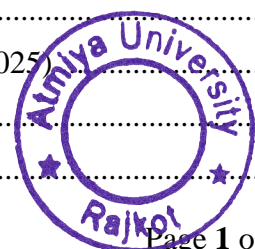

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Team Concept to Practice
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Concept to Practice

Concept to Practice involves transforming an idea into a tangible configuration, drawing, or product. This is a cognitive and practical process where concepts are systematically developed and refined. Innovation, which is at the heart of this process, refers to the introduction of new ideas or concepts. These innovations are then channelled into product development, which involves creating new or improved products that offer enhanced benefits to the end user.

This course delves into the journey from concept to practice in the realm of product innovation. It begins with problem identification, where students learn to clearly define and understand the issue or need their concept aims to address. This is followed by a comprehensive research phase to gather relevant information, analyse the problem's context, and identify key stakeholders.

Next, students engage in solution identification, where brainstorming sessions generate a wide range of potential solutions. A feasibility study helps assess the practicality, costs, benefits, and risks of each solution. The best solution is then selected based on these evaluations.

The course progresses to the prototype development stage, where students design and build a rough prototype using available materials. This prototype undergoes functional testing and user feedback sessions to identify issues and areas for improvement. Multiple iterations may be necessary to refine the prototype.

Upon refining the prototype, students move on to creating the final version, focusing on detailed design, aesthetics, durability, and overall user experience. This final prototype is subjected to extensive validation testing to ensure it meets all requirements and performs reliably under various conditions.

The course emphasizes the importance of compliance with relevant standards and industry best practices. It concludes with user validation and final adjustments based on feedback, ensuring the product is ready for launch.

Through this structured approach, students gain a comprehensive understanding of how to turn innovative concepts into practical, market-ready products.



Objectives

1. To raise awareness on idea generation using various tools and techniques.
2. To Enhance the ability to apply theoretical knowledge in real-world problem solving through simplified and engaging methodology.

3. To Facilitate the community connect for target learning groups to understand the contextual issues through experiential learning.
4. To Foster creativity, innovation and teamwork through group project engagements.
5. To Develop foundation for entrepreneurship and start-up with emphasis on social and sustainability related issues.



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Typical model of Concept to practice

The typical model of semester-wise course integration towards creativity, innovation, startup and entrepreneurship for a three-year undergraduate program. This model is adopted for all UG program offered at the University across Faculties as below.

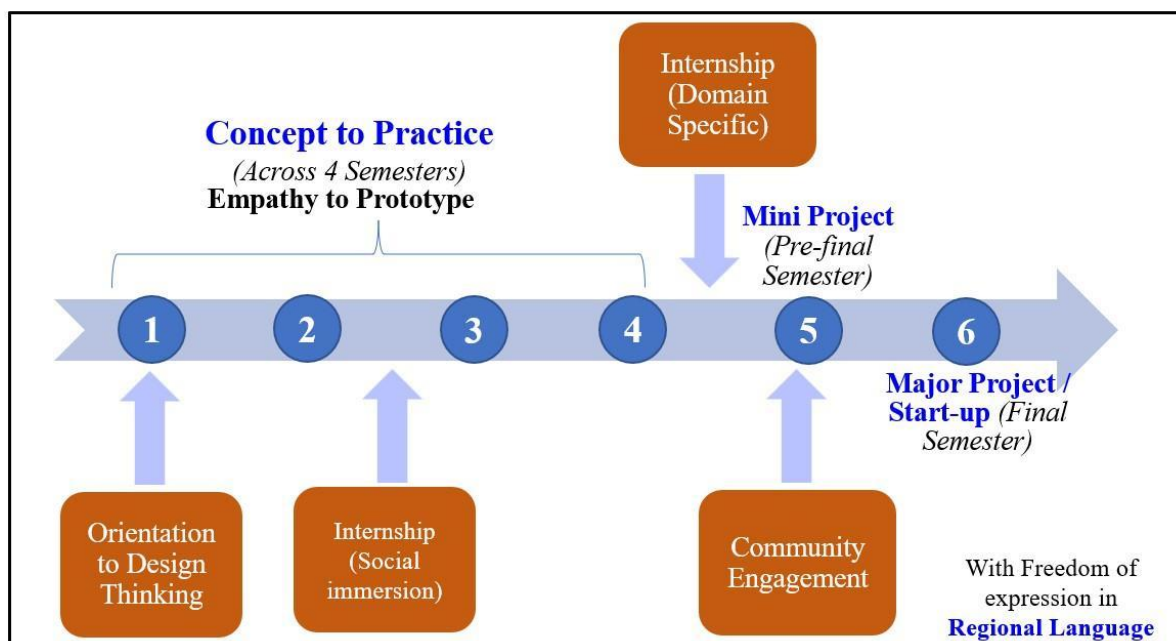


Figure 1 Concept to Practice model

Learning outcomes

Integration of C2P aims to render following major learning outcomes.

1. Develop a human-centric and solution-oriented mindset.
2. Create a design thinking culture to nurture creativity and drive innovation.
3. Understand the role of innovation in current times and drive disruptive innovation.
4. Envisage innovative solutions individually and in a team for maximizing its impact.
5. Learn to interrelate things and realize the potential of networking.
6. Develop ability to create and test prototypes.
7. Learn the intricacies of converting a prototype to a marketable product.


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Concept to practice cycle(semester 1/3 to Semester 4/6)

Problem Identification (semester 1/3)

- Scouting of societal problem by observation canvas tool
- Empathize with the problem by empathy mapping
- Mapping of societal problem with 17 SDGS

Ideation Process (semester 2/4)

- Brainstorming
- Mind mapping
- SCAMPER tool

Preparing first Prototype& testing (semester 3/5)

- Design, Build&Documentation
- Testing with service provider/ Industries etc.

Preparing final Prototype & testing (semester 4/6)

- Functional, Aesthetic, Manufacturability, Economical, Ergonomics Testing
- User Feedback
- Dissemination to society by website/leaflet/ PowerPoint
- Preparation of Business Model canvas
- Report preparation

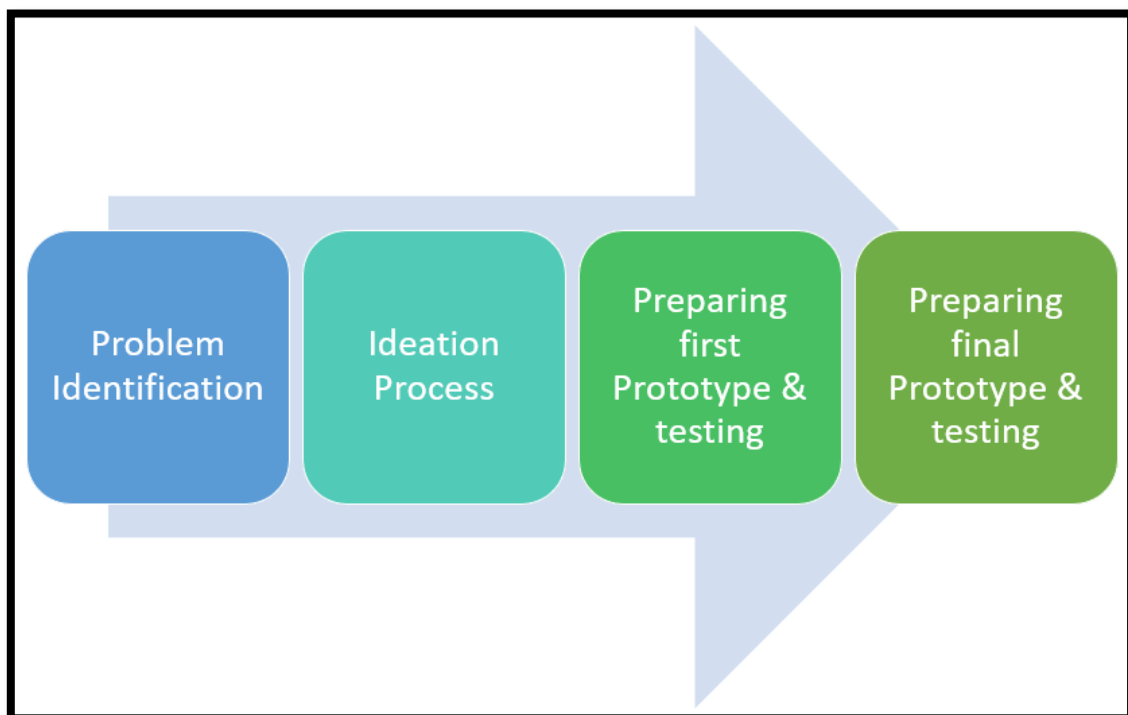


Figure 2 Concept to Practice cycle


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Problem Identification (semester 1/3)

- Scouting of societal problem by observation canvas, empathy mapping & problem identification canvas tool.

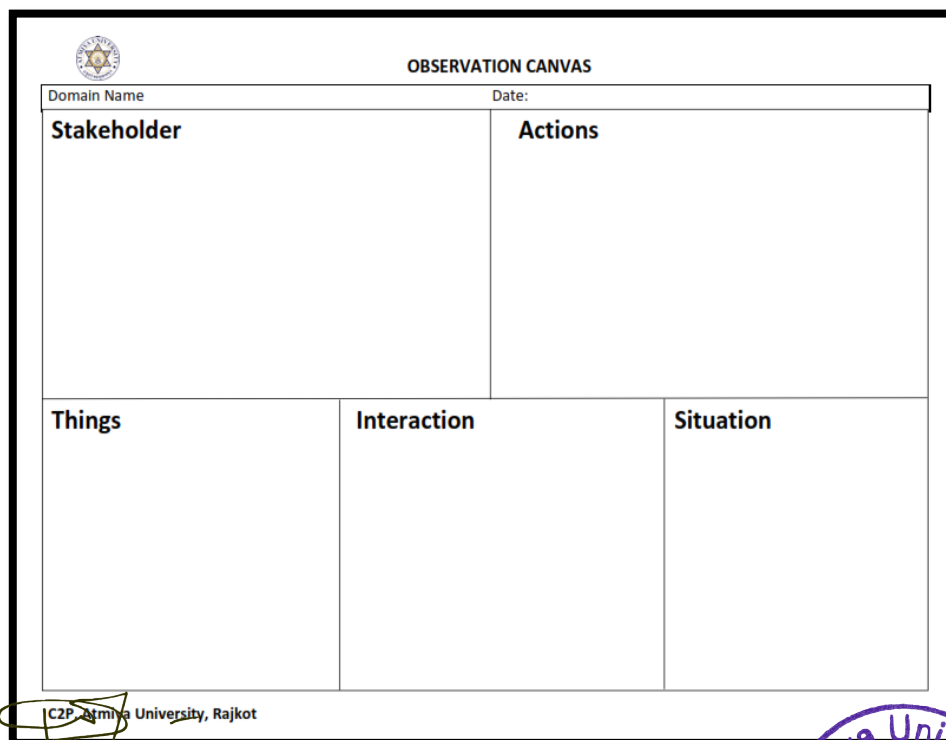
The Observation Canvas Tool is a structured framework used to identify and understand societal problems through systematic observation. This tool helps in capturing detailed insights and organizing observations to uncover underlying issues and potential areas for improvement. Here's how you can use the Observation Canvas Tool to scout societal

Define the Scope

- Clearly outline the area or community you wish to observe.
- Specify the societal domain you are focusing on, such as healthcare, education, public safety, or environmental issues.

Prepare the Canvas

- Create sections on your observation canvas for different aspects you want to observe. Common sections include.
 - **Stakeholders: Identify the individuals or groups involved and their roles.**
 - **Activities: Note the activities taking place and their frequency.**
 - **Things: List the objects or tools used and their purposes**
 - **Interactions: Observe how people interact with each other and their environment**
 - **Situation: Describe the physical and social setting.**



The figure shows a template for an Observation Canvas. It is a rectangular form with a header section and a main body divided into five sections. The header section contains a logo on the left and the title 'OBSERVATION CANVAS' in the center. Below the header, there are two fields: 'Domain Name' and 'Date:'. The main body is divided into five sections: 'Stakeholder' (top left), 'Actions' (top right), 'Things' (bottom left), 'Interaction' (bottom middle), and 'Situation' (bottom right). At the bottom left of the form, there is a small logo and the text 'IC2P Atmiya University, Rajkot'.

Figure 3 Observation Canvas

- Spend time in the chosen area, paying close attention to the environment, people, and activities.
- Take detailed notes and, if possible, capture photographs or videos to complement your observations.
- Engage with the community to gather firsthand insights and perspectives.

Record and Organize Observations

- Fill out each section of your observation canvas with the collected data.
- Highlight key patterns, recurring issues, and notable behaviors.
- Use diagrams or sketches to visualize complex interactions and relationships.

•Analyse Findings

- Review the completed observation canvas to identify the most pressing societal problems.
- Look for common themes and underlying causes of the observed issues.
- Consider the broader implications of these problems on the community and potential areas for intervention.

• Empathize with the problem by empathy mapping

Empathy mapping is a visual tool used to understand and articulate the experiences, thoughts, emotions, and behaviors of a user or customer. It helps teams gain deeper insights into the user's perspective, fostering empathy and guiding the design or development process to better meet user needs. Empathy maps are often used in user-centered design, product development, and marketing to ensure that solutions are aligned with the target audience's real-world experiences and emotions.

- **Components of an Empathy Map**
An empathy map is typically divided into several sections, each representing a different aspect of the user's experience:
 1. Think and Feel:
 - What is the user thinking and feeling?
 - What are their major concerns, worries, aspirations, and dreams?
 - What occupies their thoughts?
 2. See:
 - What does the user see in their environment?
 - Who are their influencers and what types of things are they exposed to daily?
 - What are the visual and physical elements in their surroundings?
 3. Say and Does:
 - ~~What~~ does the user say and do in public?
 - What are their attitudes and behaviors?
 - How do they interact with others?



4. Hear:

- What does the user hear from their friends, family, colleagues, or the media?
- What are the influences that affect their thinking and behavior?

5. Pain:

- What are the user's fears, frustrations, and obstacles?
- What challenges and problems are they facing?

6. Gain:

- What does the user want or need to achieve?
- What are their goals and measures of success?
- What are their desires and aspirations?

Creating an Empathy Map

Here's how you can create an empathy map:

1. Gather a Team: Include people from various disciplines to get diverse perspectives.
2. Define the User: Identify the user persona you want to focus on. This could be based on actual user research or hypothetical scenarios.
3. Collect Data: Use qualitative research methods such as interviews, surveys, and observations to gather information about the user.
4. Draw the Map: Divide a large sheet of paper or a whiteboard into sections corresponding to the empathy map components.
5. Fill in the Sections: Use sticky notes or markers to add insights to each section. Encourage team members to contribute their observations and insights.
6. Synthesize and Analyze: Review the completed empathy map to identify key themes, patterns, and insights. Use these findings to inform your design or development process.

Benefits of Empathy Mapping

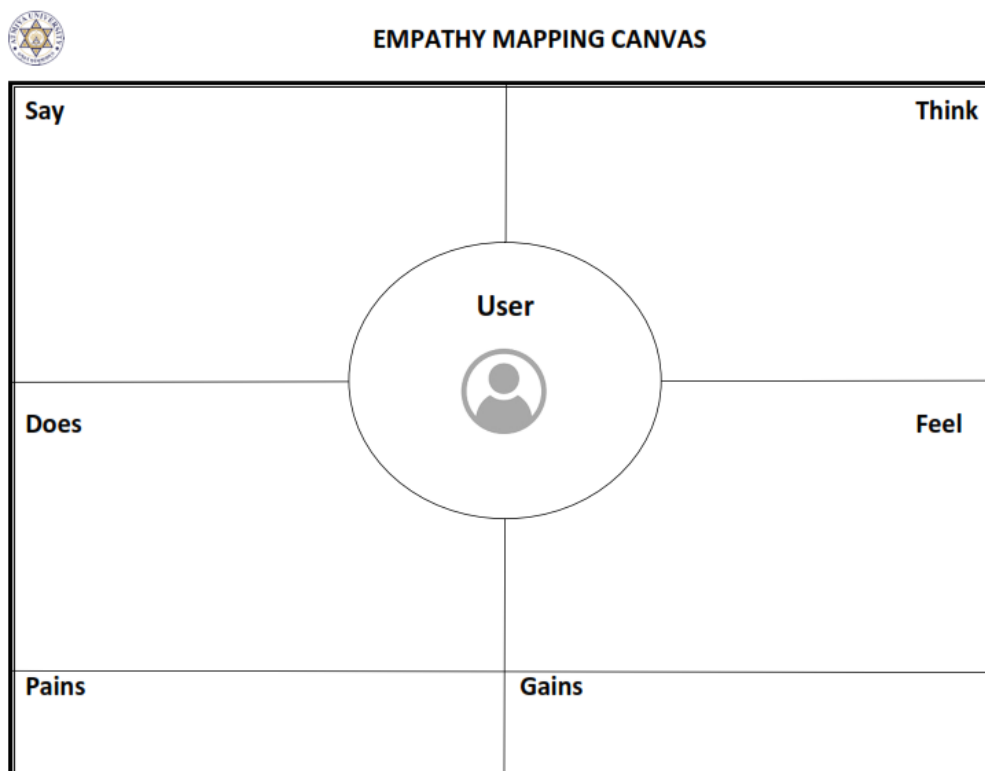
- Enhanced Understanding: Helps teams gain a deeper understanding of the user's experiences and perspectives.
- Improved Collaboration: Fosters collaboration and shared understanding among team members from different disciplines.
- User-Centered Design: Ensures that design decisions are grounded in real user needs and experiences.
- Informed Decision-Making: Provides a clear basis for making design, development, and marketing decisions that are user-focused.

Example of an Empathy Map

Imagine you are creating an empathy map for a new educational app aimed at college students. Your map might look like this:

- Think and Feel: Worried about managing time, stressed about exams, excited about learning new things.
- See: College campus, study materials, friends using similar apps, social media posts about productivity.
- Say and Do: "I need to find better study resources," using the app during commutes, discussing app features with friends.
- Hear: Advice from professors, tips from peers, trends from educational blogs and podcasts.
- Pain: Struggling with procrastination, feeling overwhelmed by workload, technical issues with current study tools.
- Gain: Improved grades, more efficient study habits, better time management.

By understanding these aspects, you can design the app to better meet the needs and expectations of your target users.



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Figure 4 Empathy Mapping Canvas

Problem Identification canvas:

A Problem Identification Canvas is a structured tool used to systematically explore and define a problem. It helps teams and individuals break down a problem into its essential

components, making it easier to understand and address. Here's how you can create and use a Problem Identification Canvas:

Components of the Problem Identification Canvas

1. **Problem Statement**

- **What is the problem?** Define the problem concisely.
- **Why is it a problem?** Explain the significance and impact.

2. **Stakeholders**

- **Who are the stakeholders?** Identify individuals, groups, or organizations involved.
- **What are their roles and perspectives?** Describe how each stakeholder is affected and their viewpoints.

3. **Situation**

- **Context:** Describe the setting where the problem occurs (e.g., location, time).
- **Background:** Provide any relevant history or background information.

4. **Actions**

- **Current Actions:** What actions are currently being taken
- **Proposed Actions:** What potential actions can be taken


 PROBLEM IDENTIFICATION CANVAS		
Domain Name	Date:	Team:
Stakeholder		
Actions	Situation /Context /Location	
No. of Problems		
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Figure 5 Problem Identification canvas


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Mapping of societal problem with 17 SDGs

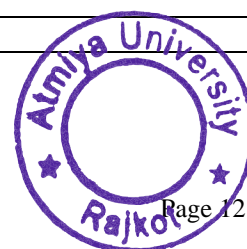
Mapping societal problems to the 17 Sustainable Development Goals (SDGs) provides a framework for understanding how various issues relate to global objectives for a sustainable future. Here's how you can map societal problems to the SDGs:

1. No Poverty: End poverty in all its forms everywhere.
2. Zero Hunger: End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.
3. Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.
4. Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
5. Gender Equality: Achieve gender equality and empower all women and girls.
6. Clean Water and Sanitation: Ensure availability and sustainable management of water and sanitation for all.
7. Affordable and Clean Energy: Ensure access to affordable, reliable, sustainable, and modern energy for all.
8. Decent Work and Economic Growth: Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.
9. Industry, Innovation, and Infrastructure: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.
10. Reduced Inequality: Reduce inequality within and among countries.
11. Sustainable Cities and Communities: Make cities and human settlements inclusive, safe, resilient, and sustainable.
12. Responsible Consumption and Production: Ensure sustainable consumption and production patterns.
13. Climate Action: Take urgent action to combat climate change and its impacts.
14. Life Below Water: Conserve and sustainably use the oceans, seas, and marine resources for sustainable development.
15. Life on Land: Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.
16. Peace, Justice, and Strong Institutions: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels.
17. Partnerships for the Goals: Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

Table 1. SDGs Mapping

Problem No	Problem title	SDG mapping
1		
2		
3		
4		
5		

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Ideation Process (semester 2/4)

Brainstorming, Mind mapping & SCAMPER

Brainstorming, Mind Mapping, and SCAMPER are three powerful techniques used in problem-solving and idea generation. Here's a brief overview of each method and how they can be used effectively:

Brainstorming

Brainstorming is a group creativity technique designed to generate a large number of ideas for the solution to a problem. It is often used in the initial stages of problem-solving to gather a wide array of ideas.

Steps:

1. **Define the Problem:** Clearly articulate the problem you are trying to solve.
2. **Set the Rules:** Establish guidelines, such as encouraging wild ideas, not criticizing ideas, and aiming for quantity over quality initially.
3. **Gather the Team:** Assemble a diverse group to bring in different perspectives.
4. **Generate Ideas:** Allow participants to share their ideas freely and build on each other's suggestions.
5. **Record Ideas:** Write down all ideas without evaluation.
6. **Evaluate and Select:** After the session, review and assess the ideas to identify the most promising solutions.

Advantages:

- Encourages creative thinking and out-of-the-box ideas.
- Involves multiple perspectives, increasing the breadth of ideas.

Disadvantages:

- Can be dominated by louder voices if not facilitated well.
- May produce a lot of ideas but few practical ones.

Mind Mapping

Mind Mapping is a visual tool used to organize information hierarchically. It helps in structuring ideas, making connections, and seeing the overall picture of a topic.

Steps:

1. **Start with a Central Idea:** Write down the main topic or problem in the center of the page.
2. **Add Branches:** Draw branches from the central idea to major subtopics or related ideas.
3. **Expand Further:** Add more branches to elaborate on each subtopic, including keywords, concepts, or images.
4. **Use Colors and Images:** Enhance the map with colors, icons, and drawings to aid memory and visualization.

Advantages:

- Provides a clear, visual representation of complex information.
- Helps in identifying relationships between ideas.
- Enhances memory and retention through visual elements.

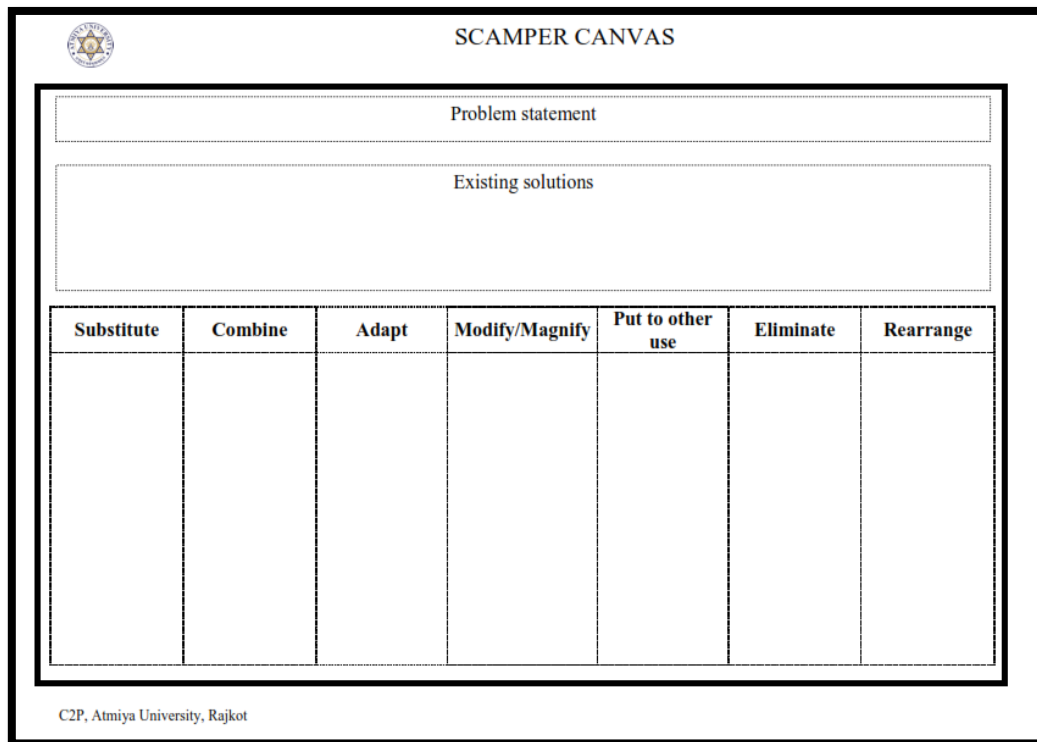
Disadvantages:

- Can become cluttered with too much information.
- May be time-consuming to create a detailed map.



SCAMPER

SCAMPER is a creative thinking technique that uses a checklist of prompts to spark new ideas by altering existing ones. It stands for Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, and Reverse.



The SCAMPER Canvas form is a structured tool for generating ideas. It consists of a header section with a logo and the title 'SCAMPER CANVAS'. Below the header are two large rectangular boxes: the top one is labeled 'Problem statement' and the bottom one is labeled 'Existing solutions'. Below these boxes is a table with seven columns, each representing a SCAMPER prompt: Substitute, Combine, Adapt, Modify/Magnify, Put to other use, Eliminate, and Rearrange. The table has several empty rows for notes. At the bottom left of the form, it says 'C2P, Atmiya University, Rajkot'.

Figure 6 SCAMPER Canvas

Steps:

1. **Substitute:** What elements can you substitute to improve the product/process? (e.g., materials, methods)
2. **Combine:** What ideas or components can you combine to create something new?
3. **Adapt:** How can you adapt or adjust the current solution to serve a different purpose or need?
4. **Modify:** What can you modify or change to enhance the product/process? (e.g., size, shape)
5. **Put to another use:** How can the product/process be used in a different way or context?
6. **Eliminate:** What elements can you remove to simplify or improve the product/process?
7. **Reverse:** What if you reverse or rearrange the order of components?

Advantages:

- Provides a structured approach to idea generation.
- Encourages innovative thinking by challenging the status quo.
- Can be applied to various contexts and problems.

Disadvantages:

- May be difficult to apply without prior knowledge of the problem or product.
- Requires creative thinking and open-mindedness to be effective.

Example Application

Problem: Increasing student engagement in online courses.

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Brainstorming:

- Ideas generated: Interactive quizzes, virtual study groups, gamification, real-time feedback, personalized learning paths.

Mind Mapping:

- Central Idea: Student Engagement
 - Branches: Interactive Elements, Peer Interaction, Feedback Mechanisms, Personalized Learning
 - Further branches: Quizzes, Virtual Groups, Gamification, Personalized Paths

These methods can be used individually or in combination to enhance creativity and problem-solving efficiency in various contexts.



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Preparing first Prototype & testing (semester 3/5)

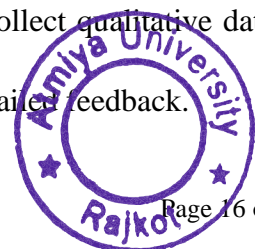
Creating and testing the first prototype is a crucial phase in the product development process. This stage involves translating your concept into a tangible product and assessing its functionality, usability, and performance. Here's a step-by-step guide to preparing and testing your first prototype:

Preparing the First Prototype

- 1. Define Objectives and Requirements**
 - Clearly outline what you aim to achieve with the prototype.
 - List the key features and functions that the prototype must have.
 - Determine the criteria for success and the parameters to be tested.
- 2. Develop Design Specifications**
 - Create detailed design specifications, including sketches, diagrams, and technical drawings.
 - Specify materials, components, and technologies to be used.
 - Ensure that the design meets all the initial requirements and constraints.
- 3. Select Prototyping Method**
 - Choose an appropriate method based on the complexity and purpose of the prototype:
 - **Low-Fidelity Prototypes:** Paper sketches, wireframes, or basic models for initial concept testing.
 - **High-Fidelity Prototypes:** More detailed and functional models, often made using 3D printing, CNC machining, or other fabrication techniques.
- 4. Build the Prototype**
 - Assemble the prototype using the selected materials and methods.
 - Pay attention to detail, but remember that this is a first iteration and doesn't need to be perfect.
 - Document the process, noting any challenges or modifications made during construction.

Testing the Prototype

- 1. Plan the Testing Process**
 - Define the tests you will conduct to evaluate the prototype.
 - Determine the testing environment and the resources required.
 - Develop a testing schedule and allocate responsibilities.
- 2. Conduct Functional Testing**
 - Test the prototype's functionality to ensure it works as intended.
 - Check each feature and component for proper operation.
 - Identify any defects or areas where the prototype does not meet the design specifications.
- 3. User Testing and Feedback**
 - Involve end-users or stakeholders in testing the prototype.
 - ~~Observe~~ ^{Observe} how users interact with the prototype and collect qualitative data on their experiences.
 - Use surveys, interviews, or focus groups to gather detailed feedback.
- 4. Performance Testing**



- Assess the prototype's performance under various conditions.
 - Conduct stress tests, durability tests, and environmental tests to evaluate robustness.
 - Measure performance metrics such as speed, efficiency, and reliability.
5. **Analyze Test Results**
- Compile and analyze the data collected during testing.
 - Identify patterns, trends, and significant findings.
 - Compare the results against the defined objectives and requirements.
6. **Iterate Based on Feedback**
- Use the insights gained from testing to make improvements.
 - Address any issues, refine the design, and adjust specifications as necessary.
 - Prepare for subsequent iterations, leading to a more refined prototype.

Example

Project: Developing a new smart water bottle with hydration tracking features.

Preparing the Prototype:

1. **Define Objectives:** Track water intake, notify users to drink, display hydration levels.
2. **Design Specifications:** Sketches and technical drawings detailing size, materials (e.g., BPA-free plastic), sensors, display, and connectivity (Bluetooth).
3. **Select Method:** Choose 3D printing for the bottle body, basic electronics prototyping for the sensors and display.
4. **Build Prototype:** Assemble the bottle, integrate sensors, connect the display, and set up the Bluetooth module.

Testing the Prototype:

1. **Plan Testing:** Schedule functional, user, and performance tests. Gather test users.
2. **Functional Testing:** Ensure the bottle tracks water intake accurately, displays data correctly, and syncs with the mobile app.
3. **User Testing:** Have users test the bottle over a week. Collect feedback on usability, design, and functionality.
4. **Performance Testing:** Test the bottle's durability, battery life, sensor accuracy, and water resistance.
5. **Analyze Results:** Compile user feedback and performance data. Identify issues such as inaccurate tracking or connectivity problems.
6. **Iterate:** Improve the sensor calibration, refine the app interface, enhance the bottle's ergonomic design. Prepare for the next testing phase.


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Preparing final Prototype & testing (semester 4/6)

Preparing the Final Prototype

1. Refine Design Specifications

- Review feedback and data from initial prototypes.
- Update design specifications to address any issues and incorporate improvements.
- Ensure all requirements are clearly defined, including dimensions, materials, components, and finishes.

2. Detailed CAD Modeling

- Create detailed CAD (Computer-Aided Design) models of the final prototype.
- Include precise measurements, material properties, and assembly instructions.
- Perform simulations and stress analyses to verify the design's structural integrity.

3. Material and Component Selection

- Choose final materials and components that meet the design and performance criteria.
- Consider factors like durability, weight, cost, and availability.
- Ensure compliance with industry standards and regulations.

4. Prototype Fabrication

- Use advanced manufacturing techniques like CNC machining, injection molding, or 3D printing for high fidelity.
- Assemble the prototype with attention to detail, ensuring it meets the specified tolerances and quality standards.
- Document the assembly process for future reference and potential mass production.

5. Initial Quality Check

- Conduct a thorough inspection of the assembled prototype.
- Check for any defects or inconsistencies in materials, components, and assembly.
- Make any necessary adjustments or refinements.

Testing the Final Prototype

1. Functional Testing

- Verify that all functions work as intended under real-world conditions.
- Conduct performance tests to assess reliability, efficiency, and effectiveness.
- Identify and troubleshoot any operational issues.

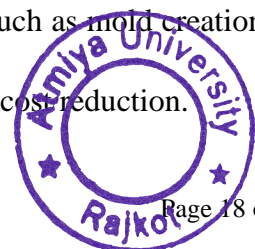
2. Aesthetic Testing

- Evaluate the prototype's appearance against design expectations.
- Assess color, finish, texture, and overall visual appeal.
- Gather feedback from stakeholders on the aesthetic aspects.

3. Manufacturability Testing

- Analyze the prototype's ease of manufacturing.
- Assess the feasibility of mass production processes, such as mold creation and assembly line integration.
- Identify potential production challenges and areas for cost reduction.

4. Ecological Testing



- Conduct a cost analysis of producing the final prototype.
- Consider materials, labor, manufacturing processes, and overhead costs.
- Evaluate the economic viability of the product and explore cost-saving measures.

5. Ergonomics Testing

- Test the prototype for user comfort, safety, and usability.
- Ensure that the design accommodates a wide range of users, considering factors like size, shape, and weight.
- Collect feedback from users to identify ergonomic improvements.

Example Scenario

Project: Developing a new ergonomic office chair.

Preparing the Final Prototype:

1. **Refine Design Specifications:** Incorporate feedback on comfort, adjustability, and support from earlier prototypes.
2. **Detailed CAD Modeling:** Create a CAD model detailing the chair's adjustable components, materials (e.g., mesh fabric, aluminum frame), and assembly.
3. **Material and Component Selection:** Select high-quality, durable materials and reliable adjustment mechanisms.
4. **Prototype Fabrication:** Use CNC machining for metal parts and custom upholstery for the seat and backrest.
5. **Initial Quality Check:** Inspect the prototype for assembly accuracy, material quality, and finish.

Testing the Final Prototype:

1. **Functional Testing:** Assess adjustability, support, and stability under various weights and conditions.
2. **Aesthetic Testing:** Evaluate the chair's appearance in an office setting and gather feedback on visual appeal.
3. **Manufacturability Testing:** Analyze the ease of mass-producing the chair, considering the assembly process and potential for automation.
4. **Economical Testing:** Calculate the production costs and explore cost-saving opportunities without compromising quality.
5. **Ergonomics Testing:** Conduct user tests to evaluate comfort, support, and ease of adjustment. Gather detailed user feedback and make necessary ergonomic improvements.

User Feedback

User feedback is an essential part of the product development process. It provides valuable insights into how real users interact with the prototype, revealing strengths, weaknesses, and areas for improvement. Here's a guide on how to effectively gather and utilize user feedback:

Gathering User Feedback

1. **Define Objectives**
 - Determine what specific information you want to gather from users.
 - Set clear goals for the feedback session, focusing on usability, functionality, aesthetics, and overall user experience.
2. **Select Target Users**
 - Identify a diverse group of users that represents your target audience.

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- Ensure the participants have varying levels of familiarity with similar products to get a comprehensive view.
- 3. **Create a Feedback Plan**
 - Develop a structured plan outlining how feedback will be collected.
 - Include methods such as surveys, interviews, focus groups, and usability testing.
- 4. **Prepare Feedback Tools**
 - Design questionnaires, interview guides, and observation checklists.
 - Use both quantitative (ratings, scales) and qualitative (open-ended questions, comments) tools.
- 5. **Conduct Feedback Sessions**
 - Schedule sessions with users and provide clear instructions.
 - Observe users as they interact with the prototype, noting any difficulties or preferences.
 - Encourage honest and detailed feedback by creating a comfortable and open environment.

Dissemination to society by website/leaflet/ PowerPoint

Disseminating information about a project or product to society is crucial for awareness, engagement, and feedback. Effective dissemination can be achieved through various mediums such as websites, leaflets, and PowerPoint presentations. Here's a detailed guide on how to use each medium effectively:

Website

A website is a powerful tool for sharing information widely and interactively. It allows for comprehensive content, multimedia integration, and easy updates.

Key Components:

1. **Homepage**
 - Introduce the project or product with a brief, engaging overview.
 - Use attractive visuals and a clear call-to-action (CTA).
2. **About Section**
 - Provide detailed information about the project or product, its purpose, and benefits.
 - Include background information, team details, and development process.
3. **Features/Functionality**
 - Highlight key features, functionalities, and unique selling points.
 - Use images, videos, and infographics to illustrate these points.
4. **User Feedback/Testimonies**
 - Showcase user reviews, testimonials, and case studies.
 - Include quotes and stories that highlight the positive impact.
5. **News and Updates**
 - Regularly update this section with the latest developments, news, and events.
 - Keep the audience informed about progress, launches, and future plans.
6. **Contact Information**
 - Provide clear contact details for inquiries and feedback.
 - Include a contact form, email address, phone number, and social media links.

- Ensure a user-friendly, responsive design.
- Optimize for search engines (SEO) to increase visibility.
- Use analytics to track visitor engagement and improve content.

Leaflet

A leaflet is a concise, tangible medium for disseminating information. It's ideal for quick distribution at events, public places, and direct mail.

Key Components:

1. **Cover Page**
 - Attractive design with the project/product name and a captivating image.
 - Brief tagline or summary.
2. **Inside Pages**
 - Detailed sections on the project/product's purpose, features, and benefits.
 - Use bullet points, headings, and subheadings for readability.
 - Include images, diagrams, and infographics to support the text.
3. **User Testimonials**
 - Short quotes or stories from satisfied users.
 - Highlight real-world applications and benefits.
4. **Contact Information**
 - Clearly visible contact details for further information.
 - Encourage readers to visit the website for more comprehensive details.

Best Practices:

- Use high-quality paper and printing for a professional appearance.
- Keep the design clean and uncluttered.
- Distribute at relevant locations and events where your target audience is likely to be.

PowerPoint Presentation

A PowerPoint presentation is effective for engaging live audiences, whether in-person or online. It allows for dynamic and visual storytelling.

Key Components:

1. **Title Slide**
 - Project/Product name, tagline, and your organization's logo.
 - An appealing visual that captures attention.
2. **Introduction Slide**
 - Brief overview of the project/product's purpose and importance.
 - Set the context for the audience.
3. **Detailed Slides**
 - Separate slides for features, benefits, and unique selling points.
 - Use visuals like images, graphs, and videos to support your points.
4. **User Feedback**
 - Slides with testimonials, quotes, and success stories.
 - Include images or videos of real users.
5. **Conclusion Slide**
 - Recap the key points and the impact of the project/product.
 - Call-to-action encouraging further engagement (e.g., visit the website, contact us).
6. **Contact Information**
 - Clear contact details and links to additional resources.

Best Practices:

- Keep slides visually engaging with a balance of text and images.
- Use bullet points and concise text for clarity.
- Practice delivering the presentation to ensure smooth flow and timing.
- Engage the audience with questions, discussions, or interactive elements.

Preparation of Business Model canvas

The Business Model Canvas is a strategic management tool that helps visualize and describe a business concept or idea. It consists of nine key building blocks that outline the core aspects of a business model. Here's a step-by-step guide to preparing a Business Model Canvas:

1. Identify Key Partnerships

- List the key partners or stakeholders your business relies on.
- Identify suppliers, distributors, collaborators, or strategic alliances.
- Describe the nature of these partnerships and their significance to your business.

2. Define Key Activities

- Outline the key activities your business must perform to deliver value.
- Identify activities related to production, marketing, sales, customer service, etc.
- Highlight any unique or innovative activities that set your business apart.

3. Determine Key Resources

- Identify the key resources your business needs to operate effectively.
- Include physical resources (e.g., equipment, facilities), intellectual resources (e.g., patents, trademarks), human resources (e.g., skills, expertise), and financial resources (e.g., funding, investments).

4. Describe Value Proposition

- Define your value proposition, i.e., the unique value or benefits your business offers to customers.
- Identify the problems or needs you solve for customers and how you differentiate from competitors.
- Highlight any competitive advantages or USPs (Unique Selling Propositions).

5. Identify Customer Segments

- Identify and define your target customer segments.
- Segment customers based on demographics, psychographics, behavior, needs, etc.
- Consider different customer groups and their specific requirements.

6. Determine Channels

- Outline the channels or methods through which you reach and engage customers.
- Include distribution channels, sales channels, marketing channels, and communication channels.
- Consider both online and offline channels based on your target market.

7. Outline Revenue Streams

- Identify the different sources of revenue for your business.
- Describe your pricing strategy, revenue models (e.g., product sales, subscription, licensing), and revenue streams from each customer segment or product/service.

8. Define Cost Structure

- Outline the costs and expenses associated with running your business.
- Categorize costs into fixed costs (e.g., rent, salaries) and variable costs (e.g., production costs, marketing expenses).

- Collect relevant data, information, and research materials related to the report's topic.
- Use credible sources such as journals, books, reports, surveys, and interviews.

Organize the Structure

- Create an outline or structure for the report, including sections, headings, and subheadings.
- Ensure a logical flow of information from introduction to conclusion.

Introduction

- Provide background information on the topic and its relevance.
- State the objectives, purpose, and scope of the report.
- Outline the structure of the report, mentioning the main sections.

Main Body

- Present the main content of the report in a clear and organized manner.
- Use headings and subheadings to divide sections based on topics or themes.
- Present findings, analysis, data, arguments, and discussion points.

Data Presentation

- Use tables, charts, graphs, and visuals to present data and information effectively.
- Ensure that visuals are clear, labeled, and support the text.

Conclusion

- Summarize the main findings, conclusions, and outcomes of the report.
- Restate the objectives and whether they were achieved.
- Provide recommendations or suggestions based on the analysis.

References and Citations

- Include a list of references, citations, and sources used in the report.
- Follow a specific citation style (e.g., APA, MLA, Chicago) consistently.



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Progress Report

The **Concept to Practice** course has been implemented as a core offering for students across various disciplines to bridge the gap between theoretical knowledge and practical applications. It has been designed to cater to students from:

3-Year Programs

- B.Sc. Chemistry, B.Sc. Biotechnology, B.Sc. Microbiology, B.Sc. Industrial Chemistry, B.Sc. Mathematics, B.Sc. Physics
- BBA, BBA EFB
- B.Com, BCA, B.Sc. IT

4-Year Programs

- B.Tech. Mechanical, B.Tech. Electrical, B.Tech. Civil, B.Tech. Computer, B.Tech. CSE, B.Tech. IT
- B.Pharm
- BA and IBA

Year wise students progress

Sr No	Academic year	Enrolled students	No of students completed the C to P	% completed the C to P
1	2021-22	1912	1576	82
3	2022-23	2494	2096	84
4	2023-24	3017	2569	85

Year-Wise Progress Overview


Year 1: Course Inception (2021-2022)

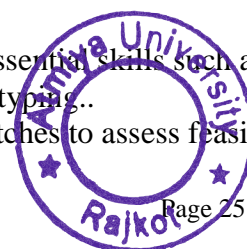
Objectives:

- Introduce the foundational structure of the "Concept to Practice" course.
- Build awareness among students across all programs about the importance of translating theoretical knowledge into practical applications.

Activities Undertaken:

1. **Course Design:** Developed a modular curriculum covering essential skills such as problem identification, Ideation, prototyping, and Final Prototyping..
2. **Pilot Implementation:** Conducted trial sessions for select batches to assess feasibility and gather feedback.


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3. **Faculty Development Training:** Organized FDP to all faculty members with the course awareness, objectives and methodologies.

Outcomes:

- Positive feedback from pilot participants.
- Finalized curriculum with minor adjustments based on feedback.
- improved faculty preparedness for concept to practice course.

Minutes of Meetings (2021-2022)

Committee Name	Finishing School Committee- C to P		
Meeting No.	1		
Date	Monday, July 05, 2021	Time	2:30 pm onwards
Venue	PE cabin		

Meeting Attendance

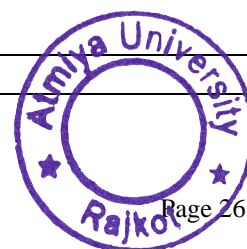
Sr.	Name	Designation	Absent/Present	Remarks
1	Dr. G.D. Acharya	Chairperson	Present	
2	Dr. Pratik Kikani	Chairperson	Present	
3	Dr. Bhavin Patel	Member	Present	
4	Dr. Parag Rabara	Member	Present	
5	Dr. Shivani Patel	Member	Present	
6	Aarti Patel	Member	Present	

Minutes of Meeting

Agenda No.	Details
FSC-01-01	The syllabus for Semester 1 was reviewed and approved. Teaching plans were finalized
FSC-01-02	All faculty members to submit detailed teaching plans
FSC-01-03	and faculty members were assigned specific topics. Faculty workload distribution was completed.

Committee Name	Finishing School Committee- C to P		
Meeting No.	2		
Date	Saturday, July 10, 2021	Time	2:30 pm onwards
Venue	PE cabin		

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Meeting Attendance
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Sr.	Name	Designation	Absent/Present	Remarks
1	Dr. G.D. Acharya	Chairperson	Present	
2	Dr. Pratik Kikani	Chairperson	Present	
3	Dr. Bhavin Patel	Member	Present	
4	Dr. Parag Rabara	Member	Present	
5	Dr. Shivani Patel	Member	Present	
6	Aarti Patel	Member	Present	

Agenda No.	Details
FSC-01-01	C to P Semester 1 guidelines were discussed and finalized.
FSC-01-02	Methods for better student engagement were proposed, focusing on interactive sessions.
FSC-01-03	Evaluation criteria were established. Faculty to implement the guidelines in their respective programs.

Committee Name	Finishing School Committee- C to P		
Meeting No.	3		
Date	Monday, August 02, 2021	Time	2:30 pm onwards
Venue	PE cabin		

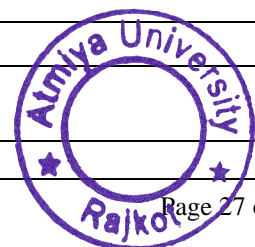
Meeting Attendance

Sr.	Name	Designation	Absent/Present	Remarks
1	Dr. G.D. Acharya	Chairperson	Present	
2	Dr. Pratik Kikani	Chairperson	Present	
3	Dr. Bhavin Patel	Member	Present	
4	Dr. Parag Rabara	Member	Present	
5	Dr. Shivani Patel	Member	Present	
6	Aarti Patel	Member	Present	

Agenda No.	Details
FSC-01-01	Topics for the FDP were finalized.
FSC-01-02	The schedule for FDP was planned, and faculty were assigned roles for organizing.
FSC-01-03	Finalize the activity list

Committee Name	Finishing School Committee- C to P
Meeting No.	4

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Date	Wednesday, March 02, 2022	Time	2:30:00 PM
Venue	Board room		

Meeting Attendance

Sr.	Name	Designation	Absent/Present	Remarks
1	Dr. G.D. Acharya	Chairperson	Present	
2	Dr. Pratik Kikani	Chairperson	Present	
3	Dr. Bhavin Patel	Member	Present	
4	Dr. Parag Rabara	Member	Present	

Minutes of Meeting

Agenda No.	Details
FSC-01-01	Semester 1 feedback was discussed in detail.
FSC-01-02	Action plans were developed for addressing issues raised by students.
FSC-01-03	Implement the feedback recommendations in the next semester.

Committee Name	Finishing School Committee- C to P		
Meeting No.	5		
Date	Wednesday, March 09, 2022	Time	2:30:00 PM
Venue	PE cabin		

Meeting Attendance

Sr.	Name	Designation	Absent/Present	Remarks
1	Dr. G.D. Acharya	Chairperson	Present	
2	Dr. Pratik Kikani	Chairperson	Present	
3	Dr. Bhavin Patel	Member	Present	
4	Dr. Parag Rabara	Member	Present	

Minutes of Meeting

Agenda No.	Details
FSC-01-01	Planning for Semester 2 was completed.
FSC-01-02	Faculty allocations and workload were distributed. The academic calendar was approved.
FSC-01-03	Faculty to submit teaching plans for Semester 2 by 14th March 2022.

Year 2: First Full-Scale Rollout (2022-2023)

Objectives:

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- Implement the course for all first-year students across 3 year programs.
- Foster inter-departmental collaboration to enhance practical learning.

Activities Undertaken:

1. **Course Implementation:** Delivered course sessions through a mix of lectures, hands-on projects, and workshops.
2. **Industry Involvement:** Invited guest lecturers and industry experts to provide real-world insights.
3. **Project Showcase:** Organized a mini-exhibition to display students' projects developed during the course.

Outcomes:

- 90% of students completed the course with a working prototype or actionable project idea.
- Increased student participation in interdisciplinary projects.
- Identified areas for improvement in resource allocation.

Committee Name	Finishing School Committee- C to P		
Meeting No.	9		
Date	Monday, July 25, 2022	Time	2:00:00 PM
Venue	Library reading room		

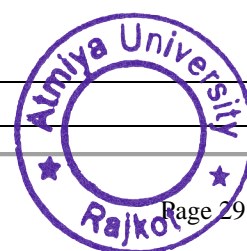
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- **Meeting Attendance**

Sr.	Name	Designation	Absent/Present	Remarks
1	Dr. G.D. Acharya	Chairperson	Present	
2	Dr. Pratik Kikani	Chairperson	Present	
3	Dr. Bhavin Patel	Member	Present	
4	Dr. Parag Rabara	Member	Present	

-
- **Minutes of Meeting**

Agenda No.	Details
FSC-01-01	It was agreed that the FDP would focus on skill enhancement in teaching methodologies and technology integration. The FDP would include sessions on new teaching tools, mental health and work-life balance, and professional development.
FSC-01-02	Finalize the list of activities by 10 August 2022. Allocate resources for event management. Coordinate with the library to book the venue.
FSC-01-03	assessment criteria were finalised.

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Objectives:

- Refine the course structure based on previous years' feedback.
- Expand practical components to encourage innovation.

Activities Undertaken:

1. **Improved Modules:** Introduced specialized tracks tailored to the needs of different programs (e.g., tech-focused modules for B.Tech, business case studies for BBA, etc.).
2. **Resource Enhancement:** Established dedicated labs and resources for project development.
3. **Inter-University Collaboration:** Partnered with other institutions for knowledge exchange and joint projects.

Outcomes:

- Notable improvement in the quality of projects, with some gaining recognition at national-level competitions.
- Higher engagement levels across all programs.
- Enhanced industry ties through collaborative projects.

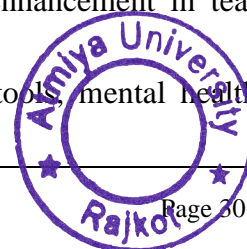
Committee Name	Finishing School Committee- C to P		
Meeting No.	9		
Date	Monday, July 25, 2022	Time	2:00:00 PM
Venue	Library reading room		

• **Meeting Attendance**

Sr.	Name	Designation	Absent/Present	Remarks
1	Dr. G.D. Acharya	Chairperson	Present	
2	Dr. Pratik Kikani	Chairperson	Present	
3	Dr. Bhavin Patel	Member	Present	
4	Dr. Parag Rabara	Member	Present	

• **Minutes of Meeting**

Agenda No.	Details
FSC-01-01	<p>It was agreed that the FDP would focus on skill enhancement in teaching methodologies and technology integration.</p> <p>The FDP would include sessions on new teaching tools, mental health and life balance, and professional development.</p>



FSC-01-02	Finalize the list of activities by 10 August 2022. Allocate resources for event management. Coordinate with the library to book the venue.
FSC-01-03	assessment criteria were finalised.

Committee Name	Finishing School Committee- C to P		
Meeting No.	11		
Date	Friday, August 18, 2023	Time	11:50:00 AM
Venue	Board room		

• **Meeting Attendance**

Sr.	Name	Designation	Absent/Present	Remarks
1	Dr. G.D. Acharya	Chairperson	Present	
2	Dr. Pratik Kikani	Chairperson	Present	
3	Dr. Bhavin Patel	Member	Present	
4	Dr. Parag Rabara	Member	Present	

• **Minutes of Meeting**

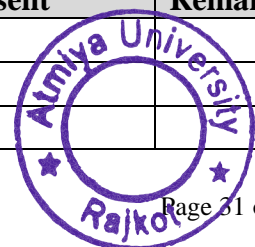
Agenda No.	Details
FSC-01-01	Positive progress was reported in C to P activities, with student outcomes showing improvement. Faculty members shared insights on successful methods implemented and challenges still faced. Plans to incorporate more hands-on activities and use of online p
FSC-01-02	Develop an action plan to include practical demonstrations and more industry-related case studies.

Committee Name	Finishing School Committee- C to P		
Meeting No.	8		
Date	Saturday, September 23, 2023	Time	10:00:00 AM
Venue	Board room		

• **Meeting Attendance**

Sr.	Name	Designation	Absent/Present	Remarks
1	Dr. G.D. Acharya	Chairperson	Present	
2	Dr. Pratik Kikani	Chairperson	Present	
3	Dr. Bhavin Patel	Member	Present	

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4	Dr. Parag Rabara	Member	Present	
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• **Minutes of Meeting**

Agenda No.	Details
FSC-01-01	C to P activities were reviewed, and improvements were suggested.
FSC-01-02	A follow-up meeting was scheduled to implement new strategies.

Committee Name	Finishing School Committee- C to P		
Meeting No.	12		
Date	Saturday, September 23, 2023	Time	10:00:00 AM
Venue	Board room		

• **Meeting Attendance**

Sr.	Name	Designation	Absent/Present	Remarks
1	Dr. G.D. Acharya	Chairperson	Present	
2	Dr. Pratik Kikani	Chairperson	Present	
3	Dr. Bhavin Patel	Member	Present	
4	Dr. Parag Rabara	Member	Present	

Agenda No.	Details
FSC-01-01	Positive progress was reported in C to P activities, with student outcomes showing improvement. Faculty members shared insights on successful methods implemented and challenges still faced. Plans to incorporate more hands-on activities and use of online p
FSC-01-02	Develop an action plan to include practical demonstrations and more industry-related case studies.


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Year 4: Impact Assessment and Continuous Improvement (2024-2025)

Outcomes:

- Significant increase in student startups and patents.
- Recognition of Atmiya University as a hub for innovation and practical learning.
- Continuous improvement framework established for the course.

Overall Achievements

1. **Student Success:** Over 6000 students benefited from the course, with 50 Innovative projects and 1 startups initiated.
2. **Institutional Growth:** Strengthened Atmiya University's reputation for bridging academia and industry.
3. **Sustainability:** Established the course as a core component of the university curriculum.

outcome & Impact

- **60% of students** have chosen their final-year projects from the *Concept-to-Practice* (C2P) initiative, demonstrating its effectiveness in building fundamental knowledge for project development.
- **Over 20% of students** have selected projects in multidisciplinary and transdisciplinary domains.
- **More than 10% of students** have secured grants exceeding ₹5 lakh under various government schemes, including SSIP.
- **35** students from Atmiya University have successfully completed the Entrepreneurship Development Program organized by the ED Cell, Government of Gujarat and funded by the Atmiya University.
- **One student** has successfully launched a start-up based on their final-year project, developed through the *Concept-to-Practice* approach.


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SUMMARY REPORT

EDP by CED

Date – 21/2/2023 to 7/3/2023

Patron – P.P. Shri. Tyagvallabh Swamiji(President, Atmiya University)

Chief Convenor – Dr. Vishal Khasgiwala(Dean, FoBC, Atmiya University)

Co-Convener – Dr. Meghashree Dadhich

Organizer- Department of Management

Faculty coordinators for visit: Mr. Bhavin Patel and Mrs. Priyanka Suchak

No. of Participants – 35 Students

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Department of Management has organised Training Programme – Entrepreneurship Development from 21st February, 2023 to 7th March, 2023 for students of BBA EFB SEM 2, 4 and 6. The Entrepreneurship Development Program held by the CED i.e. Centre for Entrepreneurship Development a government of Gujarat organization to promote entrepreneurship among the students of BBA EFB Programme.

The sessions were delivered by experts for 2.5 hours for 15 days. The training module / Content of the training program / subjects consists of Which industry to be started, how to start, which type of held and facilities are available, how to manage the business successfully, product guidance, information sources, market survey, managerial inputs, project report preparation, counselling, achievement motivation and post training supportive assistance. Well known experts from the industries are invited in the training program to deliver lectures and to give the professional guidance and detailed information.

The EDP has enlightened students with the Leadership Traits basic, life skills such as an innovative approach to solving a problem, resolving real-world problems, collaboration, and teamwork.

The Training Programme was attended by 35 beneficiaries who will become future professionals & leaders in the corporate world.





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ATMIYA



SSIP



School of Pharmaceutical Sciences

In Collaboration with

Centre for Entrepreneurship Development

(A Government of Gujarat Organization)

Organize

Entrepreneurship Awareness Drive



Coordinator
Dr. Ghanshyam Acharya
(Professor Emeritus)



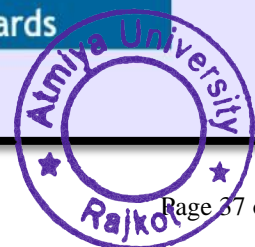
Co-Coordinator
Dr. Kevinkumar Garala
(Associate Professor, SoPS)

Student Coordinators
Meet Ramani, Rutvi Bhanderi

Venue: Room No. 413
(A-Wing)

Date: 27-28 Sept, 2024
10:00 AM Onwards

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सुहृदं सर्वभूतानाम्

SUMMARY REPORT

Workshop on "Entrepreneurship Awareness Drive

"

Date: 27th & 28th September 2024

Time: 10:00 AM onwards

Venue: Classroom No. 413

Patron – P.P. TyagvallabhSwamiji
(President, Atmiya University)

Chief Convenor –Dr. H. M. Tank, Dean
Dr. G.D. Acharya, Professor Emeritus

Convener – Dr. Kevin Garala, Associate Professor

Dr. Parag Rabara Associate Professor

Co-Convener – Bhakti Ladva, Assistant Professor

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Organizer – School of Pharmaceutical Sciences

No. of Participants – 43

Report of Expert Talk on "Entrepreneurship Awareness Drive "

Title of Expert Talk	:	Expert Talk on "Entrepreneurship Awareness Drive
Name of Expert	:	Eminent Three speakers nominated by CED, A Government of Gujarat organisation
Date	:	27th & 28th September 2024
Venue	:	Class Room No. 413
Total Participants	:	40 students + 03 faculty members
Details of Participants	:	40 (UG students) 03 (Faculty members)
Coordinator of the event:	:	Dr. Kevin Garala, Associate Professor and Dr. Parag Rabara, Associate Professor
Co-coordinator of the event:	:	Bhakti Ladva, Assistant Professor

The School of Pharmaceutical Sciences, Faculty of Health Sciences (FOHS), Atmiya University, in partnership with the Center for Entrepreneurship Development, is set to organize an "Entrepreneurship Awareness Drive" aimed at instilling entrepreneurial skills and mindset among the 7th semester students of the Bachelor of Pharmacy (B.Pharm) program. The event is scheduled for the 27th and 28th of September 2024, and will take place at Classroom No. 413, Atmiya University. This session will provide students with valuable insights into the world of entrepreneurship, with a special focus on opportunities and challenges in the pharmaceutical and healthcare industries.

Objectives of the Event:

1. Promote Entrepreneurial Thinking: To encourage students to think creatively and explore entrepreneurial ventures, especially within the pharmaceutical and healthcare sectors.

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2. **Create Awareness of Opportunities:** To provide students with a comprehensive understanding of business opportunities and challenges in the pharmaceutical industry.
3. **Skill Development:** To equip students with the necessary skills to innovate, solve problems, and potentially start their own ventures.
4. **Inspire Future Entrepreneurs:** To inspire students to pursue entrepreneurial goals, be it through starting their own business or contributing to entrepreneurial projects within existing pharmaceutical companies

Session Outline: The two-day session will feature expert talks and interactive discussions from industry professionals, entrepreneurs, and educators who will share their insights on:

Day 1 - 27th September 2024:

Biometric attendance by digital Punch Machine which is directly linked with the CED

-Introduction to Entrepreneurship: Understanding the concept of entrepreneurship and its relevance to the pharmaceutical industry.

- Entrepreneurial Mindset: Developing critical thinking, risk-taking abilities, and problem-solving techniques for aspiring entrepreneurs.

- Market Research in the Pharmaceutical Sector: How to identify gaps in the market, conduct research, and create business models that address real-world healthcare challenges.

2. Day 2 - 28th September 2024:

- **Legal and Financial Aspects of Starting a Pharmaceutical Business:** Insights into regulatory requirements, funding sources, and financial planning.
- **Innovation and Product Development in Pharma:** How to innovate within the pharmaceutical industry, from drug development to marketing.
- **Success Stories and Challenges:** Case studies of successful pharmaceutical startups, along with discussions on common challenges and failures faced by entrepreneurs.
- **Networking and Mentorship Opportunities:** Importance of building a network in the entrepreneurial ecosystem, and how mentorship can accelerate the growth of a new business.

Expected Outcomes

- **Increased Awareness:** Students will gain a clearer understanding of the entrepreneurial landscape in the pharmaceutical industry and the skills needed to succeed.
- **-Skill Enhancement:** Students will learn critical skills in entrepreneurship, including business planning, product innovation, and market strategy.

- **Motivation and Inspiration:** The event is expected to inspire students to think beyond traditional job roles and consider entrepreneurship as a viable career option in the pharmaceutical and healthcare sectors.
- **Networking Opportunities:** Students will be able to connect with professionals and experts, fostering relationships that could benefit them in their future entrepreneurial endeavors.

Conclusion

The "Entrepreneurship Awareness Drive" is a significant initiative aimed at empowering the future leaders of the pharmaceutical industry. By offering a blend of knowledge sharing, practical insights, and real-world case studies, this event will provide the 7th-semester B.Pharm students of Atmiya University with the tools and motivation to embark on entrepreneurial journeys. This initiative reflects the university's commitment to fostering innovation, leadership, and entrepreneurial excellence among its students.

Recommendations

- Post-Event Networking:** A follow-up session or networking event should be organized to help students continue the conversations with the experts and potential mentors.
- **Continuous Engagement:** It would be beneficial to introduce a series of workshops or courses focused on entrepreneurship within the B.Pharm curriculum to provide ongoing support and training for students interested in starting their own ventures.


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Attendance Sheet

School of Pharmaceutical sciences

7th sem B.Pharm 2024-25

Attendance sheet for session of Entrepreneurship awareness drive (27/9/24 and 28/9/24)

Sr.No	Enrollment no	Name of student	Signature 27/9/24	Signature 28/9/24
1	200501010	Dangadhiya Vidhi P.	[Signature]	[Signature]
2	200501045	parmar shilpa P.	[Signature]	[Signature]
3	200501063	Tanti Yashraj A.	[Signature]	[Signature]
4	210501007	Akubani Dhanam K.	[Signature]	[Signature]
5	210501002	Amnutha Janaki N.	[Signature]	[Signature]
6	210501004	Bhandari Kirti B.	[Signature]	[Signature]
7	210501011	Dhatariya Kishor M.	[Signature]	[Signature]
8	210501013	Jadega Hanshuho J.	[Signature]	[Signature]
9	210501014	Jadega Mahipalsinh	[Signature]	[Signature]
10	210501015	Jadega Jagannathsinh	[Signature]	[Signature]
11	210501018	Kangad Mahesh	[Signature]	[Signature]
12	210501019	Kapadiya Dhruvi	[Signature]	[Signature]
13	210501021	KARMUR JAYESH	[Signature]	[Signature]
14	210501022	KAJUNORA YASH	[Signature]	[Signature]
15	210501023	Kavar Shivani R.	[Signature]	[Signature]
16	210501026	Madani Dhruvi S.	[Signature]	[Signature]
17	210501028	Maxraniya Happy	[Signature]	[Signature]
18	210501030	Nakum Mehul K.	[Signature]	[Signature]
19	210501031	Nathwani Niyati	[Signature]	[Signature]
20				
21	210501033	pan Mansi K.	[Signature]	[Signature]
22	210501034	Parimara Deep R.	[Signature]	[Signature]
23	210501035	Patel Tirth R.	[Signature]	[Signature]
24	210501036	Patel Trishkal S.	[Signature]	[Signature]
25	210501038	Pethapasa Bhavika B.	[Signature]	[Signature]
26	210501040	Raitani Pinak A.	[Signature]	[Signature]
27	210501042	Rumani Meet B.	[Signature]	[Signature]
28	210501043	Sangani Saqals.	[Signature]	[Signature]
29	210501045	Shekhaliya Keyur P.	[Signature]	[Signature]
30	210501046	Shigadiya Ronak S.	[Signature]	[Signature]
31	210501047	Sidapara Shresh B.	[Signature]	[Signature]
32	210501048	Partha Prateem Sinha	[Signature]	[Signature]
33	210501049	Gajitra Harshit H.	[Signature]	[Signature]
34	210501050	Tajhal T. bhanji.	[Signature]	[Signature]
35	210501052	Somathiya Ayush P.	[Signature]	[Signature]
36	210501053	Somathiya Bhumi P.	[Signature]	[Signature]
37	210501054	Sudani Dhruvil B.	[Signature]	[Signature]
38	210501056	Thumar Deep	[Signature]	[Signature]
39	210501057	Tilva Dhruvi S.	[Signature]	[Signature]



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40	210501058	Vadodiyani Anjuman H	Anjuman	Anjuman
41	210501059	Vadodiyani Hanshil H	Hanshil	Hanshil
42				

PHOTO GALLERY

forms.gle 25/09/2024

ઉદ્યોગસાહસિકતા જાગૃત્ત શ્રાવણ (EAD)
ગુજરાત સરકારની અગ્રીમ સંસ્થા ઉદ્યોગસાહસિકતા
વિકાસ સંસ્થાન(સી.ઈ.ડી) દ્વારા રાજકોટ ખાતે આત્મીય
યુનિવર્સિટી ના મહત્વકાંક્ષી યુવાનો-યુવતીઓ માટે ૨
દિવસની **ENTREPRENEURSHIP AWARENESS
DRIVE** નું આયોજન કરેલ છે જેની માહિતી નીચે મુજબ
છે.

તારીખ: **27.09.2024**-શુક્રવાર અને **28.09.2024**-
શનિવાર

 સ્થળ: આત્મીય યુનિવર્સિટી, કાલાવડ રોડ, રાજકોટ

 સાથે લાવવાના ડોક્યુમેન્ટ્સ ની યાદી:
૧. આપનો હાલનો પાસપોર્ટ સાઈઝ ફોટો -૧
૨. આધાર કાર્ડ ની જેરોક્ષ (બંને બાજુ)-૧

રસ ધરાવતા વિદ્યાર્થીઓ નીચે આપેલ લિન્ક માં
રજીસ્ટ્રેશન કરી વોટ્સએપ ગ્રુપ જોઇન કરવું: (બંને લિન્ક
માં જોડાવું જરૂરી છે)

 રજીસ્ટ્રેશન લિંક:
<https://forms.gle/nbZSagm5qdMNRn3P8>

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Rajkot





Rajkot, Gujarat, India
 31, Road, Ram Dham, Rajkot, Gujarat 360005, India
 Lat 22.282374°
 Long 70.768505°
 27/09/24 10:44 AM GMT +05:30

GPS Map Camera



Rajkot, Gujarat, India
 31, Road, Ram Dham, Rajkot, Gujarat 360005, India
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GPS Map Camera

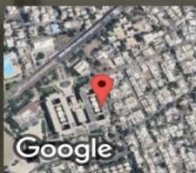
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Registrar
Atmiya University
Rajkot





Rajkot, Gujarat, India
 31, Road, Ram Dham, Rajkot, Gujarat 360005, India
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 27/09/24 10:43 AM GMT +05:30

GPS Map Camera



Rajkot, Gujarat, India
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GPS Map Camera


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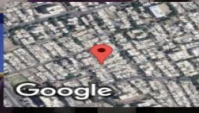
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 Rajkot**





Rajkot, Gujarat, India
 10, Jaymal Parmar Marg, Bharatvan Society, Chandra Park-2, Gulab Vatika, Rajkot, Gujarat 360001, India
 Lat 22.283122°
 Long 70.777618°
 28/09/24 10:35 AM GMT +05:30

GPS Map Camera



Rajkot, Gujarat, India
 10, Jaymal Parmar Marg, Bharatvan Society, Chandra Park-2, Gulab Vatika, Rajkot, Gujarat 360001, India
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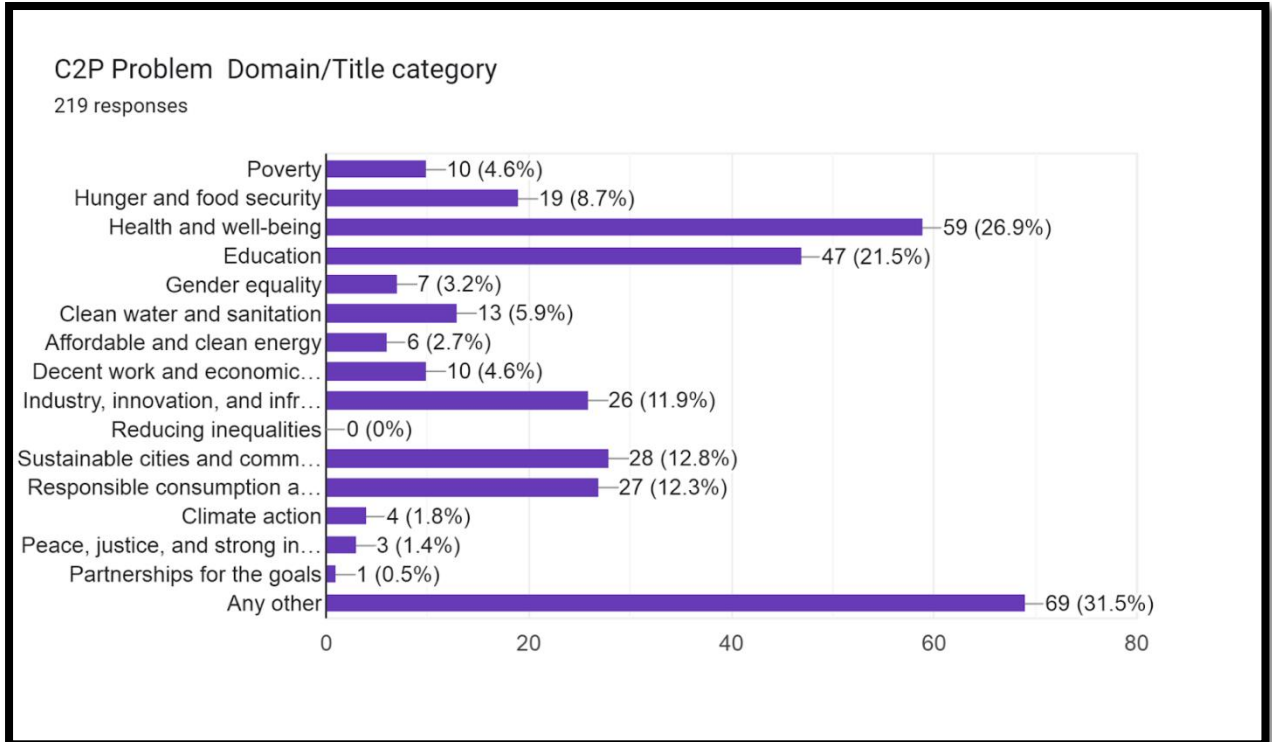
GPS Map Camera


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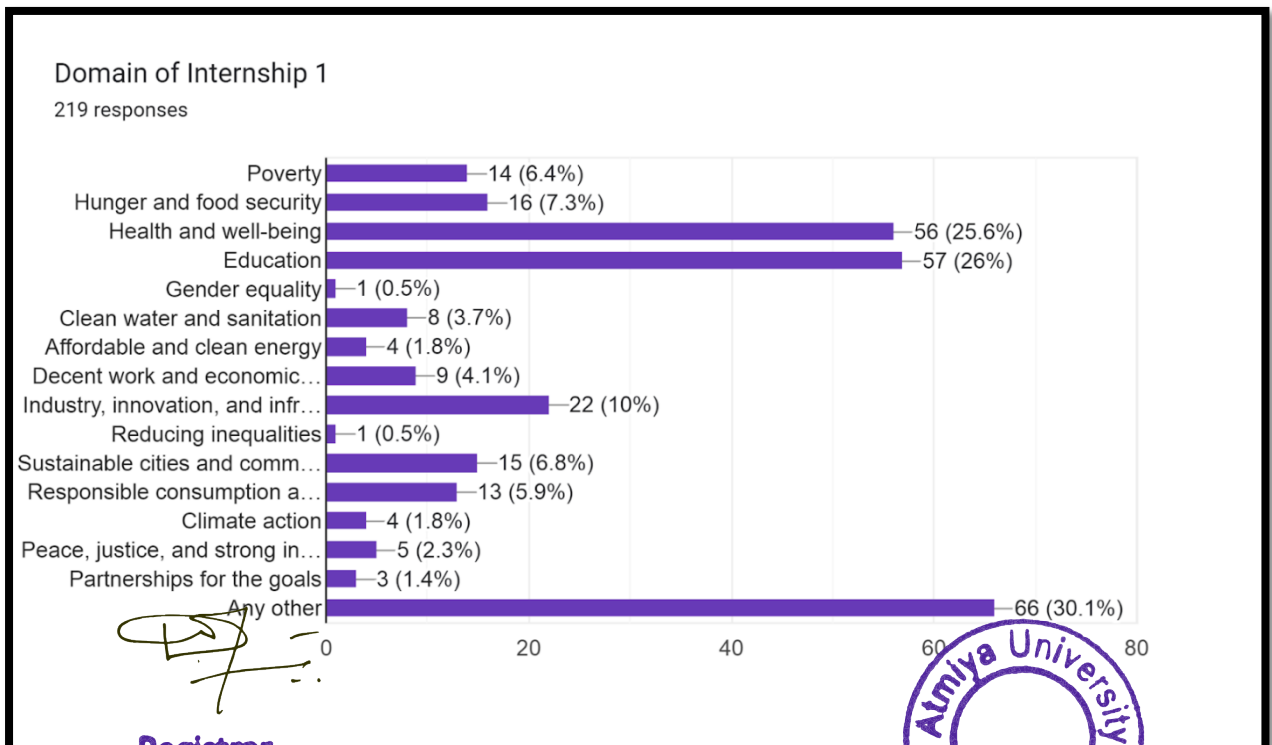


Feedback

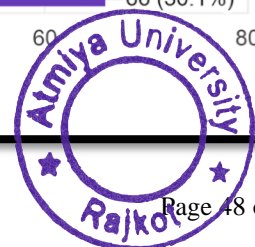
C2P Problem Domain/Title category



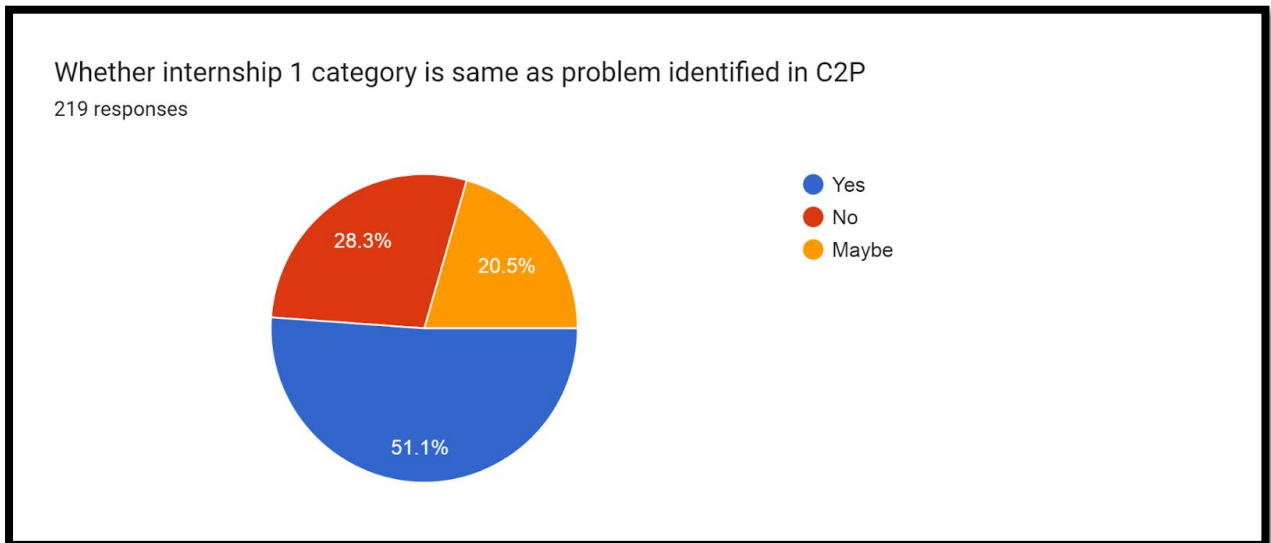
Domain of Internship 1



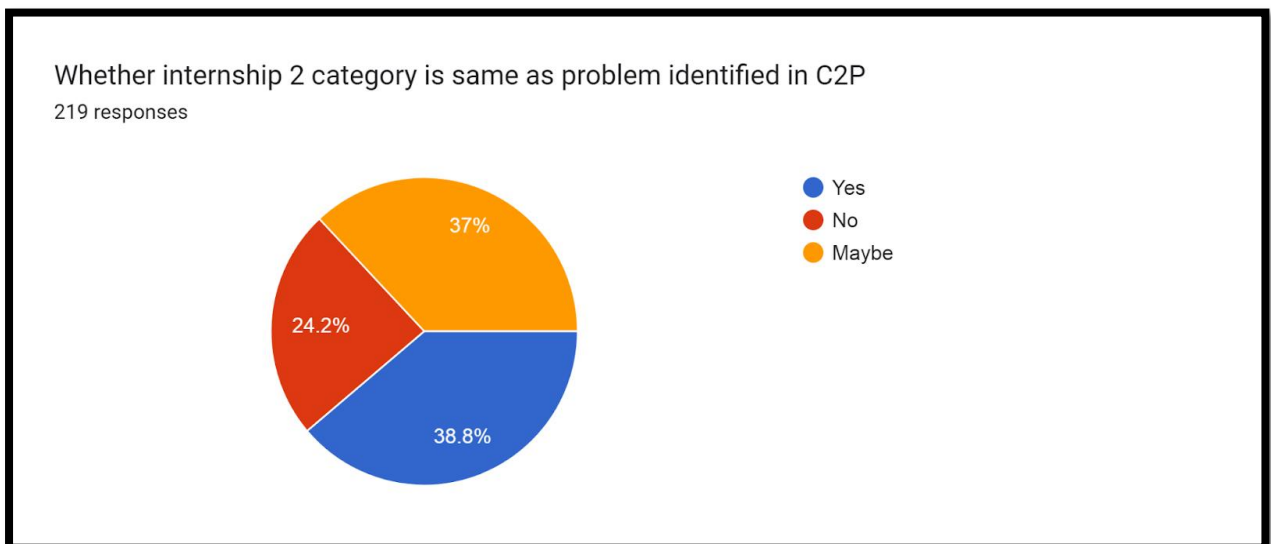
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Whether internship 1 category is same as problem identified in C2P



Whether internship 2 category is same as problem identified in C2P




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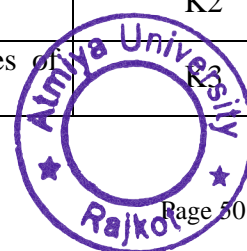
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Faculty of Engineering & Technology

Core enrichment 1: Concept to Practice		
For the students admitted from A.Y. 2021-2022 & onwards		
Offering Department: Mechanical		
Semester - I		
Course Code	Course Title	Course Credit and Hours
	Concept to Practice	1 hrs/wk(T)

<p>Course Description:</p> <p>This Course on concept to practice is intended to introduce ideas, methodologies, principles, fundamentals and skills that comprise a common knowledge base important to all disciplines. These fundamentals will foster a multidisciplinary design experience among students and will prepare them to move to the next level. It will provide the students with foundation and fundamentals of skills in design. The course will benefit applicants who have little or no training or experience in art and design and who wish to begin formal education in this field.</p>
<p>Course Purpose:</p> <p>Concept to practice enables organizations to create lasting value for consumers. The process is useful in any complex system it:</p> <ul style="list-style-type: none"> • Aims to solve concrete human needs. • Tackles problems ambiguous or difficult to define • Leads to more innovative solutions.

Course Outcomes: Upon completion of this course, the learner will be able to		
CO No.	CO Statement	Blooms taxonomy Level (K ₁ to K ₆)
CO ₁	Understand problem identification, formulation and solution.	K2
CO ₂	Design an engineering solution to complex problems.	K3
CO ₃	Communicate with the community at large in written and oral forms.	K3
CO ₄	Demonstrate a sound technical knowledge of their societal problems.	K2
CO ₅	Demonstrate the knowledge, skills, values and attitudes of professional graduates.	

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Course Content	Hours
Unit-I : introduction to C2P	2 hrs
<ul style="list-style-type: none"> Introduction to C2P, sensitization with activity 	
Unit-II: Observation Canvas	3 hrs
Segregation of Fields & Teachers to the students observation canvas preparation	
Unit- III: Introduce the Empathy	4 hrs
<ul style="list-style-type: none"> Case Study for difference between sympathy & empathy activity 6: integration with stakeholder Empathy canvas preparation 	
Unit- IV: Problem Identification	3 hrs
<ul style="list-style-type: none"> Problem Identification Canvas preparation identification of 5 major problems 	
Unit- V: Sustainable development goals (SDG)	3 hrs
<ul style="list-style-type: none"> Introduction to SDG Map the problems with SDGs 	

Text books:

1. Lockwood, T. (2010). *Design thinking: Integrating innovation, customer experience, and brand value*. Simon and Schuster.
2. Müller-Roterberg, C. (2021). *Design Thinking for Dummies*. HOEPLI EDITORE.

Reference books:

1. Brown, T. (2008). Design thinking. *Harvard business review*, 86(6), 84.
2. Liedtka, J. (2018). Why design thinking works. *Harvard Business Review*, 96(5), 72-79.
3. Razzouk, R., & Shute, V. (2012). What is design thinking and why is it important?. *Review of educational research*, 82(3), 330-348.

Pedagogic tools:

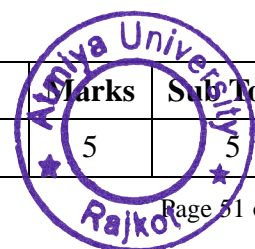
- Chalk and Talk
- Power point presentation
- Videos

Methods of Assessment & Tools:

Components of CIE: 40-marks

Sr. No.	Component	Marks	Sub Total
A	Weekly Discussion	5	5

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B	Participation in identification of societal problem	3	3
C	Canvas preparation including concept mapping and gap analysis	7	7
D	Report submission	5	5
Grand Total			20



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Faculty of Engineering & Technology

Core enrichment 1: Concept to Practice		
For the students admitted from A.Y. 2021-2022 & onwards		
Offering Department:		
Semester - II		
Course Code	Course Title	Course Credit and Hours
	Concept to Practice	1 hrs/wk(T)

Course Description:

This Course on concept to practice is intended to introduce ideas, methodologies, principles, fundamentals and skills that comprise a common knowledge base important to all disciplines. These fundamentals will foster a multidisciplinary design experience among students and will prepare them to move to the next level. It will provide the students with foundation and fundamentals of skills in design. The course will benefit applicants who have little or no training or experience in art and design and who wish to begin formal education in this field.

Course Purpose:

Concept to practice enables organizations to create lasting value for consumers. The process is useful in any complex system it:

- Aims to solve concrete human needs.
- Tackles problems ambiguous or difficult to define
- Leads to more innovative solutions.

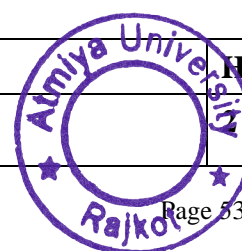
Course Outcomes: Upon completion of this course, the learner will be able to

CO No.	CO Statement	Blooms taxonomy Level (K ₁ to K ₆)
CO ₁	Understand problem identification, formulation and solution.	K2
CO ₂	Design an engineering solution to complex problems.	K3
CO ₃	Communicate with the community at large in written and oral forms.	K3
CO ₄	Demonstrate a sound technical knowledge of their societal problems.	K2
CO ₅	Demonstrate the knowledge, skills, values and attitudes of professional graduates.	K3

Course Content

Unit-I : **Registration** of five major problems

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<ul style="list-style-type: none"> Gap analysis of all five problems with all types of solutions preparation of gap analysis canvas 	
Unit-II: ideation process	3 hrs
<ul style="list-style-type: none"> Detailed study of existing solutions of all five problems. Identify limitations in existing solutions and possibilities of improvement. 	
Unit- III: solution analysis	4 hrs
<ul style="list-style-type: none"> Identify any one problem among the five based on the gap analysis. 	
Unit- IV: Preparation of Solution	3 hrs
<ul style="list-style-type: none"> Gap analysis, study existing solutions and possible solutions for that one problem. 	
Unit- V: Discussion on possible solutions.	3 hrs
<ul style="list-style-type: none"> Discussion internally with faculty members/industry personnel/stakeholder on possible solutions. 	

Text books:

- Von Thienen, J. P., Clancey, W. J., Corazza, G. E., & Meinel, C. (2018). Theoretical foundations of design thinking. In *Design thinking research* (pp. 13-40). Springer, Cham.

Reference books:

- Lupica, L. R., Franklin, T. A., & Friedman, S. M. (2017). The Apps for Justice Project: Employing Design Thinking to Narrow the Access to Justice Gap. *Fordham Urb. LJ*, 44, 1363.
- Kummitha, R. K. R. (2019). Design thinking in social organizations: Understanding the role of user engagement. *Creativity and innovation management*, 28(1), 101-112.

Pedagogic tools:

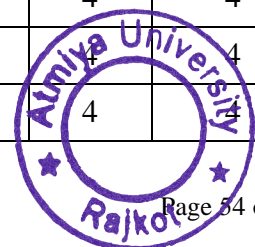
- Chalk and Talk
- Power point presentation
- Videos

Methods of Assessment & Tools:

Components of CIE: 20 marks

Sr. No.	Component	Marks	Sub Total
A	Gap Analysis	4	4
B	Ideation	4	4
C	Solution analysis	4	4
D	Presentation of solution	4	

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E	Report submission	4	4
Grand Total			20



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Faculty of Engineering & Technology

Core enrichment 1: Concept to Practice		
For the students admitted from A.Y. 2021-2022 & onwards		
Offering Department:		
Semester - III		
Course Code	Course Title	Course Credit and Hours
	Concept to Practice	1 hrs/wk(T)

Course Description:

This Course on concept to practice is intended to introduce ideas, methodologies, principles, fundamentals and skills that comprise a common knowledge base important to all disciplines. These fundamentals will foster a multidisciplinary design experience among students and will prepare them to move to the next level. It will provide the students with foundation and fundamentals of skills in design. The course will benefit applicants who have little or no training or experience in art and design and who wish to begin formal education in this field.

Course Purpose:

Concept to practice enables organizations to create lasting value for consumers. The process is useful in any complex system it:

- Aims to solve concrete human needs.
- Tackles problems ambiguous or difficult to define
- Leads to more innovative solutions.

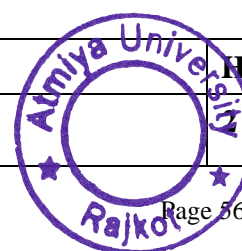
Course Outcomes: Upon completion of this course, the learner will be able to

CO No.	CO Statement	Blooms taxonomy Level (K ₁ to K ₆)
CO ₁	Understand problem identification, formulation and solution.	K2
CO ₂	Design an engineering solution to complex problems.	K3
CO ₃	Communicate with the community at large in written an oral forms.	K3
CO ₄	Demonstrate a sound technical knowledge of their societal problems.	K2
CO ₅	Demonstrate the knowledge, skills, values and attitudes of professional graduates.	K3

Course Content

Unit-I : Preparation (Fundamental) preparation

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Hours
hrs

<ul style="list-style-type: none"> • From problems selected in semester 2, they will develop prototype 1 (rough) by visiting the solution provider. • Prototype 1 must be of fundamental type. • Evaluate the prototype 1 based on various parameters (e.g. ergonomics, technology, cost, aesthetics, eco friendly, usefulness, customer friendly etc.) 	
Unit-II: Evaluation of Prototype 1	3 hrs
<ul style="list-style-type: none"> • Evaluation of Prototype based on ergonomics • Evaluation of Prototype based on technology • Evaluation of Prototype based on aesthetic 	
Unit- III: Evaluation of Prototype 1	4 hrs
<ul style="list-style-type: none"> • Evaluation of Prototype based on eco friendly • Evaluation of Prototype based on usefulness • Evaluation of Prototype based on customer friendly 	
Unit- IV: Internal presentation of prototype 1	3 hrs
<ul style="list-style-type: none"> • Evaluation of prototype 1 by internal and interdisciplinary faculty members by presentation / exhibition • Re evaluate the prototype 1 based on feedback from faculty members 	
Unit- V: Reevaluation of prototype 1	3 hrs
<ul style="list-style-type: none"> • Visit the society • Identify difference between your solution & industries/ service provider • Comparison of both the solutions & resolve the shortfalls • Feedbacks of industries/ service provider 	

Text books:

1. Von Thienen, J. P., Clancey, W. J., Corazza, G. E., & Meinel, C. (2018). Theoretical foundations of design thinking. In *Design thinking research* (pp. 13-40). Springer, Cham.

Reference books:

1. Lupica, L. R., Franklin, T. A., & Friedman, S. M. (2017). The Apps for Justice Project: Employing Design Thinking to Narrow the Access to Justice Gap. *Fordham Urb. LJ*, 44, 1363.
2. Kummitha, R. K. R. (2019). Design thinking in social organizations: Understanding the role of user engagement. *Creativity and innovation management*, 28(1), 101-112.

Pedagogic tools:

- Chalk and Talk
- Power point presentation
- V

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Methods of Assessment & Tools:

Components of CIE: 20 marks

Sr. No.	Component	Marks	Sub Total
A	Prototype 1 preparation	4	4
B	Prototype evaluation based on ergonomics, technology, aesthetic	4	4
C	Prototype evaluation based on eco friendly, usefulness, customer friendly	4	4
D	Presentation of prototype 1	4	4
E	Comparison of prototype	4	4
Grand Total			20



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ATMIYA UNIVERSITY
Faculty of Engineering & Technology

Core enrichment: Concept to Practice		
For the students admitted from A.Y. 2021-2022 & onwards		
Offering Department:		
Semester - IV		
Course Code	Course Title	Course Credit and Hours
	Concept to Practice	1 hrs/wk(T)

Course Description:

This Course on concept to practice is intended to introduce ideas, methodologies, principles, fundamentals and skills that comprise a common knowledge base important to all disciplines. These fundamentals will foster a multidisciplinary design experience among students and will prepare them to move to the next level. It will provide the students with foundation and fundamentals of skills in design. The course will benefit applicants who have little or no training or experience in art and design and who wish to begin formal education in this field.

Course Purpose:

Concept to practice enables organizations to create lasting value for consumers. The process is useful in any complex system it:

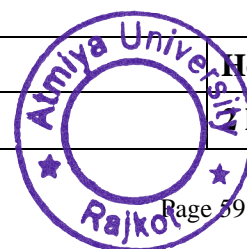
- Aims to solve concrete human needs.
- Tackles problems ambiguous or difficult to define
- Leads to more innovative solutions.

Course Outcomes: Upon completion of this course, the learner will be able to

CO No.	CO Statement	Blooms taxonomy Level (K ₁ to K ₆)
CO ₁	Understand problem identification, formulation and solution.	K2
CO ₂	Design an engineering solution to complex problems.	K3
CO ₃	Communicate with the community at large in written and oral forms.	K3
CO ₄	Demonstrate a sound technical knowledge of their societal problems.	K2
CO ₅	Demonstrate the knowledge, skills, values and attitudes of professional graduates.	K3

Course Content	Hours
	4 hrs

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Unit-I : Preparation of Improved Prototype 2 from prototype 1	
<ul style="list-style-type: none"> Collection of feedback from society and service provider for preparation of improved prototype 2 	
Unit-II: prototype modification	3 hrs
<ul style="list-style-type: none"> Prototype 1 Modification based on the feedback from society and service provider 	
Unit- III: testing & validation	4 hrs
<ul style="list-style-type: none"> Prototype testing with different methods redesign prototype testing(design modification) feature prototype testing (feature modification) function prototype testing(function modification) Prototype Validation using Business model canvas (BMC) 	
Unit- IV: Prototype feedback	3 hrs
<ul style="list-style-type: none"> Preparation of questionnaire for taking feedback collect feedback from faculty members, peers & society 	
Unit- V: Documentation for dissemination	3 hrs
<ul style="list-style-type: none"> Prepare a report of activity from problem identification to prototype preparation. Preparation of 3 fold folder/leaflet/handbill for dissemination & distribution among society during community engagement 	

Text books:

- Machida, H., & Kurachi, N. (1990). Prototype design and testing of the half toroidal CVT. In *International Congress and Exposition..*

Reference books:

- Bland, D. J., & Osterwalder, A. (2019). *Testing business ideas: A field guide for rapid experimentation.* John Wiley & Sons.
- Engel, A. (2010). *Verification, validation, and testing of engineered systems* (Vol. 73). John Wiley & Sons.

Pedagogic tools:

- Chalk and Talk
- Power point presentation
- Videos

Methods of Assessment & Tools:

Components of CIE: 20 marks

Sr. No.	Component	Marks	Sub Total
A	Prototype 2 preparation	10	10
B	Presentation of prototype 2	10	10
C	Report preparation	10	10

D	3 fold folder/leaflet	10	10
Grand Total			40



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Case study

Case Study – 1 : From Concept to Practice – Tea Post’s Solution to Serving Delays

Concept:

Tea Post, a popular tea café chain originating in Gujarat, identified an issue with delayed service during peak hours, leading to customer dissatisfaction and a decline in footfall. The concept focused on streamlining operations, leveraging technology, and improving staff efficiency to enhance customer experience without compromising product quality.

Practice:

Tea Post began by analyzing its service workflow to identify bottlenecks. The primary issues were slow order-taking processes, inefficient communication between staff, and overcrowded preparation counters. To address these, Tea Post implemented the following strategies:

1. **Digital Ordering System:** Self-service kiosks and a mobile app were introduced to allow customers to place orders directly. These systems reduced queue times and minimized human errors during order-taking.
2. **Optimized Kitchen Workflow:** Preparation counters were restructured to follow an assembly-line format, ensuring that multiple orders could be prepared simultaneously without confusion.
3. **Staff Training:** Employees received training in multitasking and time management, focusing on maintaining speed and accuracy during peak hours.
4. **Pre-Made Options:** For popular items like masala chai and sandwiches, pre-prepared batches were introduced, ensuring quick delivery while retaining freshness.
5. **Customer Engagement:** Real-time order tracking screens and an SMS notification system kept customers informed, reducing frustration during the wait.

Outcome:

Within three months, Tea Post reduced its average service time by 40%, significantly improving customer satisfaction. Footfall increased by 25%, especially during peak hours, and the brand gained positive reviews for its efficiency. The mobile app also attracted a new segment of tech-savvy customers.

Conclusion:

Tea Post effectively bridged the gap between concept and practice by addressing service delays through technology and process optimization. This case study illustrates how operational challenges can be transformed into opportunities to enhance customer loyalty and business growth.

Case Study - 2: From Concept to Practice – Johar Cards' Sustainable Business Evolution

Concept:

Johar Cards, a Rajkot-based traditional card-making business, envisioned transforming its operations to align with sustainable practices while preserving cultural heritage. The concept

revolved around producing eco-friendly, customizable invitation cards using biodegradable materials and traditional craftsmanship, catering to environmentally conscious customers.

Practice:

To operationalize this concept, Johar Cards began by sourcing locally available, eco-friendly raw materials such as recycled paper, organic inks, and plant-based laminations. They collaborated with local artisans skilled in traditional Gujarati art forms like *Warli* and *Madhubani* to incorporate unique cultural designs into their products.

Recognizing the importance of awareness, the business launched a social media campaign titled "Invitations That Care" to highlight the benefits of sustainable celebrations. They also introduced a "Plant Your Card" initiative, where customers received cards embedded with seeds that could grow into plants when buried.

Internally, the business adopted energy-efficient equipment in its production units and trained its workforce to minimize waste during production. By partnering with local vendors and delivery services, they reduced their carbon footprint associated with logistics.

Outcome:

Within a year, Johar Cards saw a 30% increase in demand for their eco-friendly products. Their "Plant Your Card" initiative resonated with environmentally conscious clients, including individuals and corporates. Additionally, the integration of local art forms boosted the artisans' livelihood, reinforcing Johar Cards' commitment to social sustainability.

Conclusion:

Johar Cards successfully bridged the gap between concept and practice, demonstrating how traditional businesses can thrive by embracing sustainable innovations. This case illustrates how aligning business goals with environmental and social values can create a unique market identity and generate measurable impacts for the community and the planet.

Case Study – 3 : From Concept to Practice – Big Bite's Journey Toward a Sustainable Food Business

Concept:

Big Bite, a fast-food venture based in Rajkot, sought to redefine quick dining by offering affordable, high-quality meals while committing to sustainability and customer health. The concept focused on reducing food waste, sourcing locally, and providing eco-friendly packaging without compromising on taste or service speed.

Practice:

To bring this vision to life, Big Bite adopted a three-pronged approach: sourcing, operations, and packaging. The business partnered with local farmers to procure fresh, organic ingredients, ensuring a reduced carbon footprint and supporting the regional economy.

In its operations, Big Bite implemented a data-driven inventory management system to predict demand and minimize food waste. Excess unsold food was donated daily to local NGOs through a structured "Feed the Needy" program. The kitchen staff were trained in efficient cooking practices to reduce waste during preparation.

Eco-friendly alternatives replaced conventional single-use plastics for packaging. Big Bite introduced compostable plates, paper straws, and biodegradable carry bags, appealing to

environmentally conscious customers. The company also ran an awareness campaign called “Bite Green” to educate patrons on the importance of sustainability in dining.

Outcome:

Big Bite successfully reduced its food waste by 40% and packaging waste by 50% within a year of implementing these practices. The brand gained widespread recognition in Rajkot for its commitment to sustainability, resulting in a 25% increase in footfall. Partnerships with local suppliers also boosted trust and goodwill within the community.

Conclusion:

Big Bite’s journey showcases how small businesses in the food industry can translate sustainable concepts into impactful practices. By aligning environmental responsibility with customer satisfaction, the business carved out a unique niche in a competitive market, setting an example for others to follow.

Case Study – 4 : From Concept to Practice – Galaxy Theater’s Sustainable Entertainment Initiative

Concept:

Galaxy Theater, a popular entertainment venue in Rajkot, envisioned redefining the movie-going experience by integrating sustainability into its operations. The concept focused on energy-efficient infrastructure, waste reduction, and customer engagement in eco-friendly practices, all while maintaining top-notch service quality.

Practice:

Galaxy Theater began its transformation by upgrading its facilities to energy-efficient systems. LED lighting and advanced HVAC (heating, ventilation, and air conditioning) systems were installed to reduce electricity consumption. Solar panels were added to the rooftop to generate renewable energy, covering a significant portion of the theater’s power needs.

In terms of waste management, the theater introduced a segregation system for recyclables, food waste, and general waste. It partnered with local composting services to process food waste generated in its cafeteria. Single-use plastics, such as straws and cutlery, were replaced with biodegradable alternatives.

Galaxy Theater also engaged customers through its “Green Movie Nights” campaign, offering discounts to patrons who brought reusable water bottles or cups. Digital tickets and promotions replaced printed materials, further reducing paper waste.

To ensure staff involvement, regular training sessions were conducted, fostering a sense of ownership and commitment to sustainability across all teams.

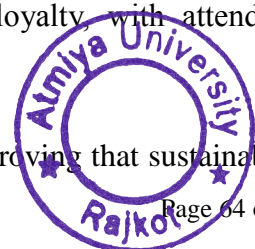
Outcome:

Within a year, Galaxy Theater reduced its energy consumption by 30% and waste generation by 50%. The solar panels generated 20% of its electricity, significantly lowering operational costs. The “Green Movie Nights” campaign boosted customer loyalty, with attendance increasing by 15%.

Conclusion:

Galaxy Theater successfully transitioned from concept to practice, proving that sustainability

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can coexist with quality entertainment. This case study demonstrates how businesses in the entertainment sector can innovate to minimize their environmental impact while enhancing customer satisfaction and profitability.

Case Study – 5 : From Concept to Practice – Tackling Traffic Congestion in Rajkot

Concept:

Rajkot, a rapidly growing city in Gujarat, faces significant traffic congestion due to increasing vehicle density, inadequate infrastructure, and poor traffic management. The Rajkot Municipal Corporation (RMC) conceptualized a comprehensive traffic management plan focused on optimizing road usage, integrating technology, and promoting alternative transportation to reduce congestion and improve mobility.

Practice:

RMC implemented a multi-faceted approach to address the traffic issue:

1. **Smart Traffic Signals:** Adaptive traffic signals were installed at major intersections. These signals used sensors and AI to adjust timing based on real-time traffic flow, minimizing bottlenecks during peak hours.
2. **Dedicated Lanes:** Separate lanes were introduced for buses, two-wheelers, and slow-moving vehicles, reducing chaotic movement and improving road discipline.
3. **Public Transportation:** The city expanded its bus rapid transit system (BRTS) network, providing faster and more reliable public transport. Subsidized passes encouraged citizens to switch from private vehicles to buses.
4. **Parking Management:** Multi-level parking facilities were constructed in high-traffic areas, coupled with a ban on roadside parking to ensure smoother vehicular movement.
5. **Citizen Awareness Campaigns:** The "Move Smart Rajkot" initiative educated citizens about traffic rules, benefits of carpooling, and the importance of using public transport through workshops, social media, and school programs.
6. **Cycle and Pedestrian Infrastructure:** Dedicated cycling tracks and pedestrian zones were developed in select areas to encourage non-motorized transportation.

Outcome:

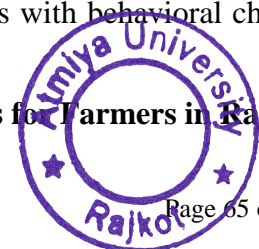
Within a year, traffic congestion in Rajkot's busiest areas decreased by 35%. Public transport usage rose by 25%, and average commute times were significantly reduced. The initiative also contributed to lower pollution levels and improved road safety.

Conclusion:

Rajkot's innovative approach to traffic management showcases how cities can translate concepts into actionable solutions, balancing infrastructure upgrades with behavioral change for sustainable urban mobility.

Case Study -6 : From Concept to Practice – Ensuring Fair Prices for Farmers in Rajkot

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Concept:

Farmers in Rajkot and surrounding regions faced challenges in obtaining fair prices for their agricultural produce due to middlemen exploitation, lack of market access, and insufficient price transparency. The concept focused on creating a direct-to-market platform that would eliminate intermediaries, provide transparent pricing, and empower farmers with market knowledge and tools.

Practice:

To bring this concept to life, the Rajkot Agricultural Cooperative (RAC) implemented a structured solution:

1. **Digital Marketplace:** An online platform, “Rajkot Kisan Bazaar,” was launched to connect farmers directly with buyers, including retailers, wholesalers, and consumers. The platform displayed real-time market rates, allowing farmers to negotiate better prices.
2. **Farmer Collectives:** RAC organized farmers into producer groups to pool their resources, enabling bulk sales and better bargaining power with buyers.
3. **Market Intelligence:** Weekly workshops were conducted to train farmers in market trends, pricing mechanisms, and sustainable farming practices. Mobile apps provided updates on demand and pricing for various crops.
4. **Transparent Procurement:** Local government and cooperatives set up collection centers where farmers could sell their produce directly at minimum support prices (MSP) or higher, based on quality and demand.
5. **Logistics Support:** RAC collaborated with logistics providers to facilitate timely transportation of produce, reducing post-harvest losses and ensuring fresh delivery to buyers.

Outcome:

Within two years, over 70% of participating farmers reported a 25–40% increase in income. The elimination of middlemen and real-time access to market rates ensured fair pricing. Additionally, buyers benefited from fresher produce at competitive prices, strengthening trust in the system.

Conclusion:

The Rajkot Kisan Bazaar initiative highlights the effectiveness of combining technology, education, and cooperative efforts in addressing systemic challenges. It serves as a replicable model for ensuring fair pricing and sustainable livelihoods for farmers.

Case Study - 7: From Concept to Practice – Solving the Cleaning Problem at Rajkot Railway Station**Concept:**

Rajkot Railway Station, a major transit hub, faced persistent cleanliness challenges due to heavy passenger traffic, inadequate waste management, and limited awareness among users.

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The concept was to transform the station into a clean, hygienic space by implementing systematic waste management, leveraging technology, and promoting public participation.

Practice:

The Indian Railways, in collaboration with the Rajkot Municipal Corporation (RMC), adopted a multi-pronged approach to address the issue:

1. **Smart Waste Management:** Segregated dustbins for biodegradable and non-biodegradable waste were installed across the station. Waste collected was sent to designated recycling and composting units.
2. **Automated Cleaning Machines:** Advanced cleaning equipment, including scrubber machines and vacuum cleaners, was deployed to maintain floors and platforms effectively. Regular cleaning schedules were enforced.
3. **Awareness Campaigns:** The "Clean Station, Clean City" campaign educated passengers and vendors about responsible waste disposal. Posters, announcements, and digital screens were used to emphasize the importance of maintaining cleanliness.
4. **Vendor Accountability:** Vendors were provided with guidelines for waste disposal, and strict penalties were introduced for non-compliance. Biodegradable packaging materials were mandated for food and beverage stalls.
5. **Passenger Involvement:** A feedback system was introduced, allowing passengers to report cleanliness issues through a mobile app or dedicated helpline. Volunteers and NGOs conducted periodic cleanliness drives to engage the community.

Outcome:

Within a year, the station's cleanliness rating improved significantly, earning recognition as one of the cleanest railway stations in the region. Passenger satisfaction increased, with fewer complaints related to hygiene. The initiative also inspired behavioral changes among passengers and vendors.

Conclusion:

The Rajkot Railway Station's transformation demonstrates how systematic planning, technological adoption, and community participation can address public infrastructure challenges effectively, creating a cleaner, more welcoming environment.

Case Study -8 : From Concept to Practice – Solving Queue Management Issues at D Mart

Concept:

D Mart, a popular retail chain, identified long queues at cash counters as a recurring problem, particularly during peak hours. This led to customer dissatisfaction and loss of potential sales. The concept was to implement an efficient queue management system to minimize wait times, enhance customer experience, and optimize staff productivity.

Practice:

D Mart employed a combination of technological and operational strategies to address the issue:

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1. **Self-Checkout Counters:** Automated kiosks were introduced to allow customers with fewer items to complete their purchases independently. These counters were equipped with user-friendly interfaces and digital payment options.
2. **Mobile Scanning App:** A mobile app was launched enabling customers to scan products as they shopped. At checkout, customers could generate a payment code to quickly complete their transactions at designated counters.
3. **Express Billing Counters:** Special counters were dedicated for customers with 10 or fewer items, significantly reducing wait times for smaller purchases.
4. **Queue Monitoring System:** Real-time queue management software was installed to monitor crowd levels and alert staff to open additional counters when required.
5. **Efficient Staffing:** Staff members were trained in multitasking and queue handling to manage peak-hour demand effectively.
6. **Customer Engagement:** Signage and announcements were used to guide customers to lesser-crowded counters, and dedicated staff assisted customers with technology-based solutions.

Outcome:

These measures resulted in a 40% reduction in average wait times and a 25% increase in customer satisfaction scores within six months. The self-checkout and mobile scanning options became highly popular among tech-savvy customers, enhancing overall store efficiency.

Conclusion:

D Mart's proactive approach to queue management demonstrates how integrating technology with operational changes can resolve customer pain points, improving both customer experience and business outcomes.

Case Study - 9: From Concept to Practice – Managing Long Queues at a Popular Rajkot Restaurant

Concept:

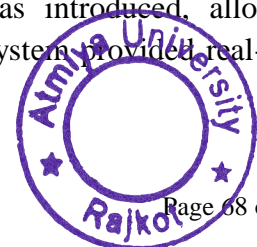
A renowned restaurant in Rajkot faced a persistent problem of long queues during peak hours, leading to frustrated customers and lost business opportunities. The concept was to implement an efficient queue management system to reduce wait times, enhance customer experience, and maintain the restaurant's reputation.

Practice:

To address the issue, the restaurant employed a blend of technology-driven and operational strategies:

1. **Digital Token System:** A mobile-based token system was introduced, allowing customers to book their place in the queue remotely. The system provided real-time updates on wait times, reducing crowding at the entrance.

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2. **Reservation and Pre-Order Services:** Customers were encouraged to make reservations and pre-order meals through an online platform, ensuring faster table turnover and reduced waiting times.
3. **Seating Optimization:** The seating layout was redesigned to accommodate more diners without compromising comfort. A small waiting lounge with refreshments and entertainment was also set up for walk-in customers.
4. **Express Dining Zone:** A separate section was designated for quick meals, targeting customers who preferred shorter dining durations.
5. **Staff Training:** Staff members were trained to handle peak hours efficiently, ensuring faster service and table turnovers.
6. **Customer Communication:** The restaurant introduced SMS notifications and a live queue status display, keeping customers informed and reducing anxiety over waiting.

Outcome:

Within three months, average wait times were reduced by 35%, and customer satisfaction scores improved significantly. The digital token system and express dining zone were particularly popular, attracting more tech-savvy and time-conscious customers. Revenue increased by 20% as the restaurant could accommodate more diners during peak hours.

Conclusion:

This case study illustrates how restaurants can effectively manage long queues by integrating technology, optimizing operations, and improving customer communication. The Rajkot restaurant’s approach set a new standard for managing high demand while maintaining excellent service.

Case Study – 10 : From Concept to Practice – Effective Management at a Hospital in Rajkot

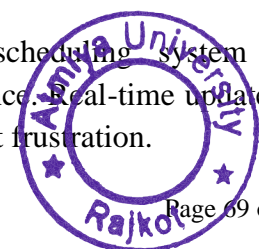
Concept:

A leading hospital in Rajkot faced challenges in managing patient flow, reducing wait times, and enhancing service delivery. The concept was to improve overall hospital management by streamlining patient intake, using technology for operational efficiency, and ensuring better coordination among departments to improve patient care and satisfaction.

Practice:

To implement this concept, the hospital adopted several strategic measures:

1. **Electronic Health Records (EHR):** The hospital transitioned to a fully digital EHR system, allowing doctors, nurses, and administrative staff to access patient data quickly and accurately. This reduced paperwork, minimized errors, and streamlined patient care.
2. **Queue Management System:** A digital appointment scheduling system was introduced, allowing patients to book appointments in advance. Real-time updates on wait times were provided, reducing overcrowding and patient frustration.



3. **Triage and Prioritization:** A triage system was introduced at the entrance, where patients were assessed based on urgency, enabling faster treatment for critical cases while optimizing resources for less urgent ones.
4. **Staff Training and Efficiency:** Regular training programs were conducted to improve staff coordination and operational efficiency. This helped in quicker patient handling, faster diagnosis, and reduced delays in procedures.
5. **Patient Feedback System:** A mobile app was launched where patients could rate services, providing the hospital management with valuable insights into areas needing improvement.
6. **Logistics and Resource Management:** The hospital introduced a centralized resource management system, optimizing bed allocation, equipment usage, and staff scheduling to avoid bottlenecks.

Outcome:

Within six months, patient wait times were reduced by 30%, and hospital staff efficiency improved, resulting in a 15% increase in patient satisfaction. The hospital also observed a 20% reduction in administrative errors and better coordination across departments.

Conclusion:

By integrating technology, improving workflows, and focusing on patient-centered care, the hospital successfully transformed its operations. This case study highlights the significance of effective management in improving patient care, operational efficiency, and overall hospital performance.


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Success story

The university's innovative course offerings and the successful implementation of the Concept-to-Practice approach have earned it the prestigious IDA Education Awards 2023. This recognition highlights the university's exceptional contributions and dedication to education, which have not only enriched the lives of countless students but also set an inspiring benchmark for educators and institutions nationwide.



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Pratik Tansukhray Kikani - <pratik.kikani@atmiyauni.ac.in>

Congratulations on Your Success at the IDA Education Awards 2023

3 messages

Priti Attry <priti@indiadidac.org>

Thu, Oct 26, 2023 at 4:34 PM

To: vc@atmiyauni.ac.in, iqac@atmiyauni.ac.in, pratik.kikani@atmiyauni.ac.in

Dear Esteemed Awardee,

Greetings from IDA!

We are thrilled to extend our heartfelt congratulations to all the winners of the **IDA Education Awards 2023!** Your exceptional contributions and dedication to the field of education have not only enriched the lives of countless students but have also set an inspiring example for educators and institutions across the nation.

The IDA Education Awards 2023 were a resounding success, and it was an honour to have you all as the driving force behind it. Your achievements have added an extra layer of prestige to this event, and we are immensely proud of your accomplishments.

To relive the memorable moments of the awards ceremony, we have attached a collection of pictures from the event. These snapshots capture the essence of your success and the celebratory spirit that enveloped the evening.

Your participation in the IDA Education Awards is a testament to your commitment to excellence in education. We sincerely hope that your achievements will continue to inspire others in the education community and beyond.

As we bask in the success of the IDA Education Awards 2023, we are already looking forward to the next year with great anticipation. **Your continued involvement and support are invaluable to us, and we eagerly await your participation in future endeavours.**

Once again, congratulations on your well-deserved recognition. May your dedication and hard work continue to illuminate the path for the future of education in India. If you have any feedback or suggestions for improving our future events, please feel free to share them with us.

Wishing you continued success in your educational endeavours.

Warm Regards,

Priti Attry
Lead - Special Projects

Office : +91-11-46535555
Mobile : +91-9891708534

*Committed to the Progress*

<https://mail.google.com/mail/u/0/?ik=04662d9faf&view=pl&search=all&permthid=thread-f:1760615632729742692&siml=msg-f:17606156327297...> 1/4


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Training & capacity building

A Faculty Development Program (FDP) titled "Concept to Practice : Orientation, Awareness, Capacity Building, and Training" was successfully organized for faculty members. The program aimed to enhance the skills, knowledge, and competencies of educators, aligning them with contemporary teaching and professional practices.

Objectives:

Orientation: Introduce participants to the C to P (Concept to Practice) framework to bridge theoretical knowledge with real-world applications.

Awareness: promote awareness about emerging trends, tools, and methodologies relevant to c to p.

Capacity Building: Strengthen the capacity of faculty to handle evolving academic and industrial challenges effectively.

Training: Equip educators with hands-on training to enhance their teaching, research, and administrative capabilities.

Key Features:

- Interactive Sessions: Facilitated by experts to engage faculty in active learning.
- Workshops: Focused on innovative teaching strategies, curriculum design, and student engagement techniques.
- Resource Sharing: Participants received access to learning resources and toolkits to apply the C to P approach in their respective domains.

Outcome-Oriented Activities: Group discussions, case studies, and role-playing exercises to promote practical implementation of concepts.

The FDP provided a platform for faculty members to collaborate, innovate, and adopt best practices, ensuring a transformative learning experience for themselves and their students. Such initiatives are essential to develop a robust and future-ready academic ecosystem.


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ATMIYA UNIVERSITY

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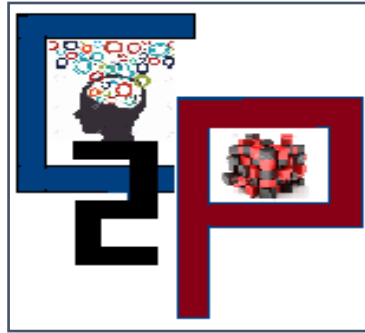
"Yogidham Gurukul" Kalawad Road, Rajkot - 360005. (Gujarat)

TO NURTURE CREATIVE THINKERS AND LEADERS THROUGH TRANSFORMATIVE
LEARNING

CONCEPT TO PRACTICE

(Awareness Program)

27/07/2021 to 31/07/2021



for Under Graduate Program

Prepared by

C2P cell, Atmiya University, Rajkot

Let's Practice together...

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Rajkot





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admin@atmiyauni.ac.in



www.atmiyauni.

Introduction

Concept to Practice is a realization of a concept or idea into a configuration, drawing or a product. Concept to Practice is cognitive and practical processes by which design concepts are developed. Innovation is a new idea or a new concept. Product development is the creation of a new or different product that offers new benefits to the end user. This course introduces the Concept to Practice in product innovation.

Course Objective

- To familiarize concept to practice process
- To introduce the basics of concept to practice
- To bring awareness on idea generation
- To familiarize the role of concept to practice in services design

Course outcomes

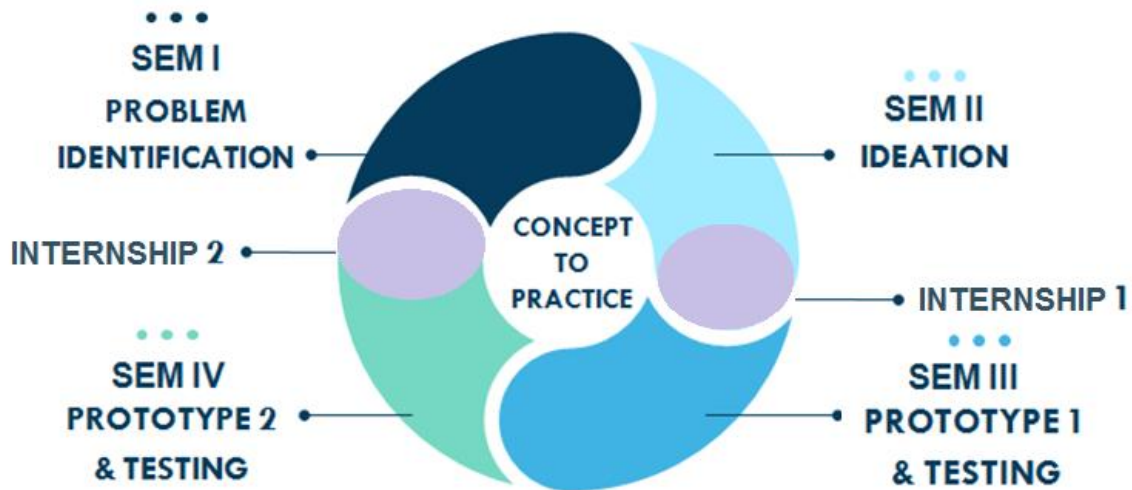
Student will be able to

- Generate and develop different design ideas.
- Appreciate the innovation and benefits of Concept to Practice.
- Experience the concept to practice process in software development.
- Understand concept to practice techniques related to variety of services.

C2P Module


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Semester - 1 (Problem identification)

CONTENTS:

- Observation
- Community engagement to empathize with societal problems.
- Identification of minimum 5 problems.
- Identify the reasons of the five problems.
- Mapping of SDG with identified problems

COURSE OUTCOMES:

Student will be able to

1. Observe with fresh eye with wisdom of innovation.
2. Develop multidisciplinary approach for better innovation.
3. Empathize with societal problems beyond assumptions.
4. Find out problems of different stakeholders related to their situation.

Semester - 2 (Ideation)

CONTENTS:

- Gap analysis of all five problems with all types of solutions

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- Detailed study of existing solutions of all five problems.
- Identify limitations in existing solutions and possibilities of improvement.
- Based on the above, identify any one problem among the five.
- Go deeper into gap analysis, study existing solutions and possible solutions for that one problem.
- Discussion internally with faculty members on possible solutions
- Mapping of SDG with Idea

COURSE OUTCOMES:

Student will be able to

1. Transit from identifying problems to creating solutions for users.
2. Experience idea generation for innovative solution of specific problem.
3. Generate and develop different ideas with imagination.
4. Map idea with 17 sustainable development goals.

Semester - 3 (Prototype 1 and testing)

CONTENTS:

- From problems selected in previous semester, students will develop prototype 1 (rough) by visiting the solution provider.
- Prototype 1 must be of fundamental type.
- Evaluate the prototype 1 based on various parameters (e.g. ergonomics, technology, cost, aesthetics, eco friendly, usefulness, customer friendly etc.)
- Evaluation of prototype 1 by internal and interdisciplinary faculty members by presentation / exhibition.
- Reevaluate the prototype 1 based on feedback from faculty members.
- Visit the industries or solution provider
- Identify difference between your solution & industries/ service provider
- Take feedbacks of industries/ service provider

COURSE OUTCOMES:

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1. Compare the multiple solutions & resolving the shortfalls.
2. Develop Prototype 1 product with innovative solution for specific problem.
3. Test the Prototype 1 product with possible different parameter.
4. Understand concept to practice techniques related to variety of services.

Semester – 4 (Prototype 2 and testing)

CONTENTS:

- Prepare improved prototype 2 from feedback from sem 3
- Validate with internal faculty members and service providers
- Checking for a solution whether the problem is resolved or not?
- Test it with users & take feedback.
- Prepare a document for dissemination of information about solutions.
- Community engagement with the users on its effectiveness.

COURSE OUTCOMES:

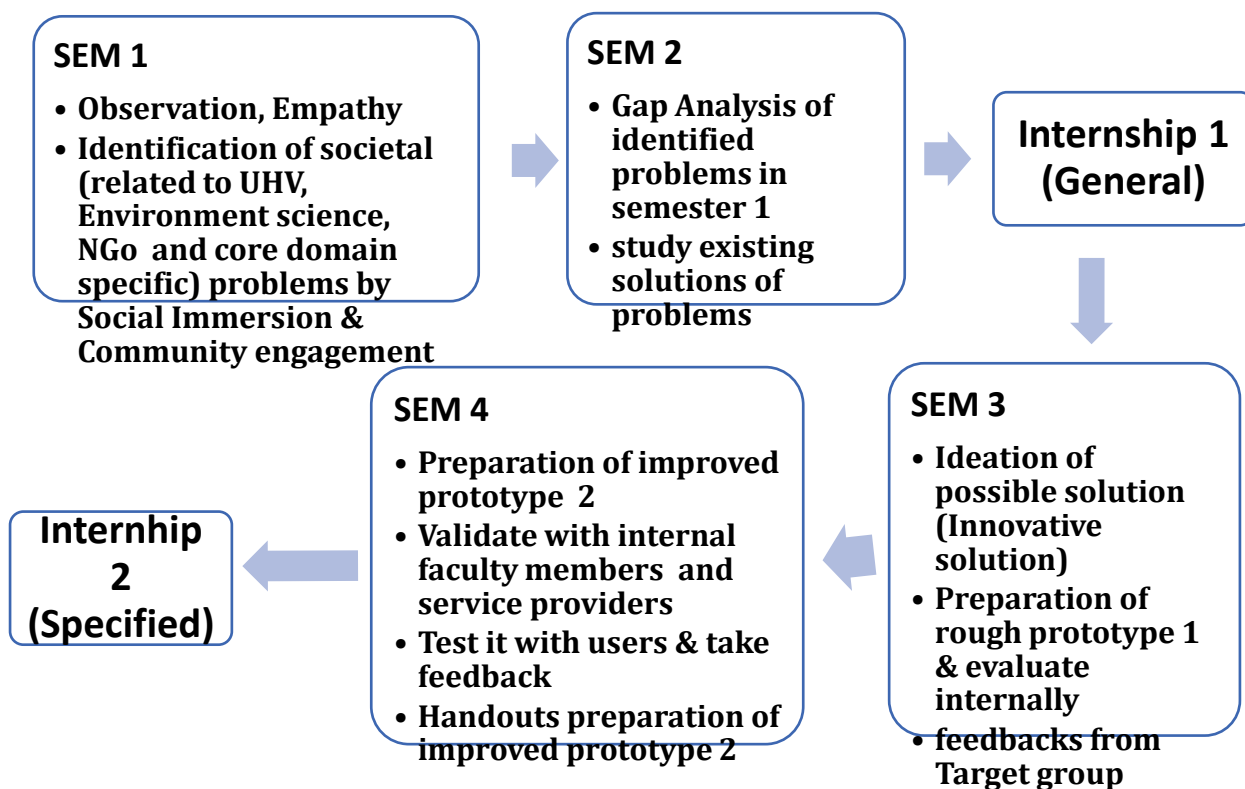
Student will be able to

1. Create prototype 2 and experience transformative learning.
2. Appreciate the innovation and benefits of Concept to Practice.
3. Experience the concept to practice process in services design and software development.

Details of C2P


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Sem 1 C2P

One Week Faculty Development Program

Schedule of Concept to Practice

Phase 1: 19/07/2021 to 24/07/2021

Phase 2: 27/07/2021 to 31/07/2021

Phase 3: 16/8/2021 To 21/8/2021

Time: 2:30 PM to 4:30 PM

Venue: Girls reading room, Atmiya University, Rajkot

Day	Name of Activity	Resource person	Hours
1	Introduction to C2P, sensitize the faculty members with ppt and videos.	Dr. Shivani Patel, Aarti Patel [Team C2P]	60 minutes
	Observation: Activity 1- Raise the Q bar Activity 2- See with a fresh eye		60 minutes
2	Registrar Observation Canvas	Pratik Kikani	40 minutes

	Field visit + Discussion on Observation Canvas	[Team C2P]	80 minutes
3	Empathy Case study for Difference between sympathy & empathy Activity 3- Feel it to Reel it	Aarti madam Dr. Shivani Patel [Team C2P]	40 minutes
	Empathy Canvas Group work & Sharing	Pratik Kikani [Team C2P]	80 minutes
4	Problem Identification Canvas (at least 5) – Problem	Pratik Kikani [Team C2P]	40 minutes
	Discussion on Problem Identification Canvas		80 minutes
5	Mapping of SDG Activity- Map the problems with SDG goals	Dr. Sheetal Tank [Team C2P]	60 minutes
	Faculty Feedback	Participants	60 minutes

Day - 1

- **Inauguration**
- About C2P training importance - **Dr. G. D. Acharya**
- Organic development of University – **Dr. D. D. Vyas**
- Need and outcome of C2P – **Dr. Sheela Ramachandran**

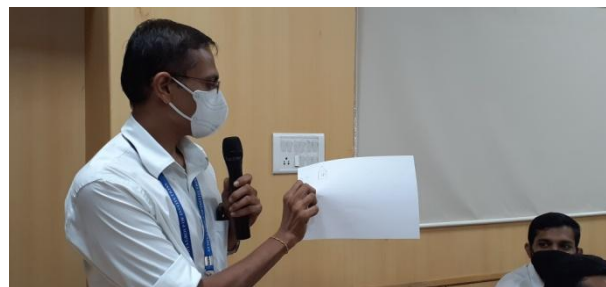



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- Exercise on creativity.
- Collect the detail from given picture & question.



Learning outcomes of Participants:

- Creativity involves breaking out of expected patterns in order to look at things in a different way.

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- For innovation, thinking must be out of box. Multidisciplinary approach could lead to better innovation.
- Holistic Observation by questions: What? Why? How?
- Observing by raising questions, can make the process more efficient.
- Activity based learning improves overall interactions and understanding.
- Team efforts make success.



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Day - 2

- **Activity 1- Raise the Q bar**

- Each student will observe a picture for 1 minute.
- Answer a set of ten questions related to a picture.
- After answering the ten questions observe the picture again for one minute.
- Watch the correct answers.
- Count the number of correct answers before knowing the questions and after knowing the questions.



Activity 2- See with a fresh eye



- Question even things you think you understand.
- Question users on how they perceive their world.

- Follow up a “why” with another “why.”
- Deduce to reduce the secrets.
- Introduction to Observation canvas.

Observation Canvas

Group ID: Domain Name:		Date:	Version:
Things	Stakeholders	Actions	
Situation		Interactions:	

C2P, Atmiya University, Rajkot

- Activity on Observation canvas by visiting given location.



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Learning outcomes of Participants:

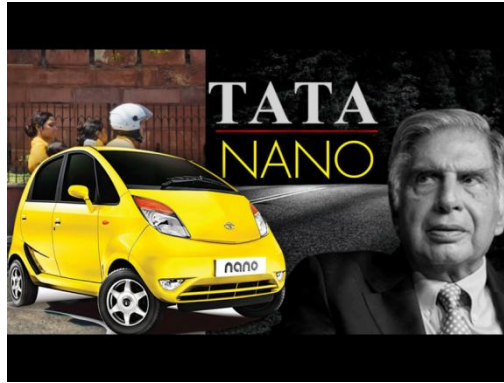
- To acquire knowledge, one must study, but to acquire wisdom of innovation, one must observe with fresh eye.
- By visiting the place new observation can be made possible compared to simply imaging the place.
- Learn to listen other's opinion.
- Gap analysis amongst stakeholders, things, issues & interactions.
- Assigning observation with different perspective.
- Come to know about different situations of various domains.
- Understanding the relationship of stakeholders with four components (Things, actions, situation, interactions)

Day - 3

- **Tata Nano car case study: Sympathy vs Empathy.**

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Why did NANO fail to attract the customers

(i) Failed in Customer Expectations:

The invention was based on Good Observation with **sympathetic assumptions**. But it was missing **Empathy !!!!!!!**

Publicity calling it world's cheapest car, but did not live up to expectations. Though the idea of Mr. Ratan Tata was innovative, we are sure still the idea refuses to die.

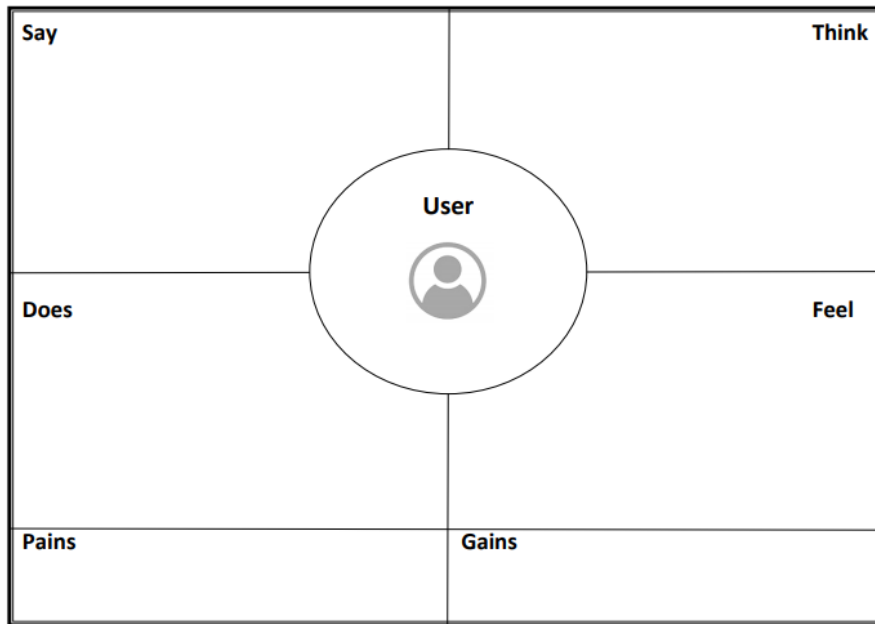
PUBLICDEBATE.in
Healthy Debates Online

- Tata Nano history: What makes the Tata Nano so cheap?
- But what went wrong?
- Conclusion: The invention was based on Good Observation with sympathetic assumptions. But it was missing Empathy.
- **Activity 3- Feel it to Reel it!!! (Difference between sympathy & empathy)**
 - Identify Sympathy/Empathy in **6 different video clips**.
 - Conclusion: Empathy is to get beyond your assumptions by putting yourself in the shoes of the people you're creating for.
 - In this activity, we got 85% result.
- Introduction to empathy Canvas by Mr. Pratik Kikani.


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Empathy Mapping Canvas



- Activity on empathy Canvas by visiting given location.

Learning outcomes of Participants:

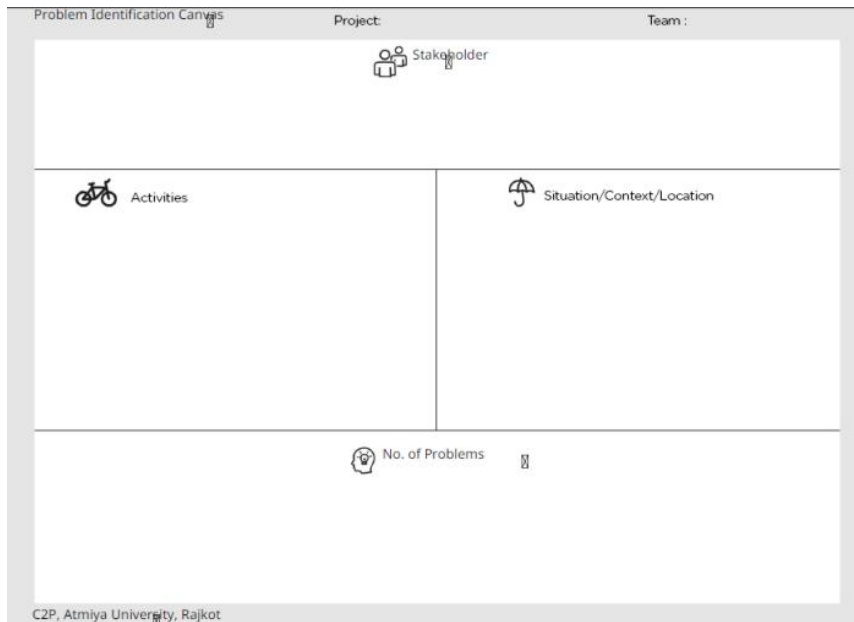
- Sympathy refers to the ability to take part in someone else's feelings, whereas, Empathy is the ability to understand other people's feelings.
- There is a hairline difference between sympathy and empathy.
- Learn empathy mapping canvas with interaction of stakeholder.
- Identify pains and gains from Empathy canvas.
- Every system which looks perfect may be having certain problem which can be identified after interactions with the stakeholder.
- Identification of problem by a correlation between the stakeholders with their actions in different situations.

Day - 4

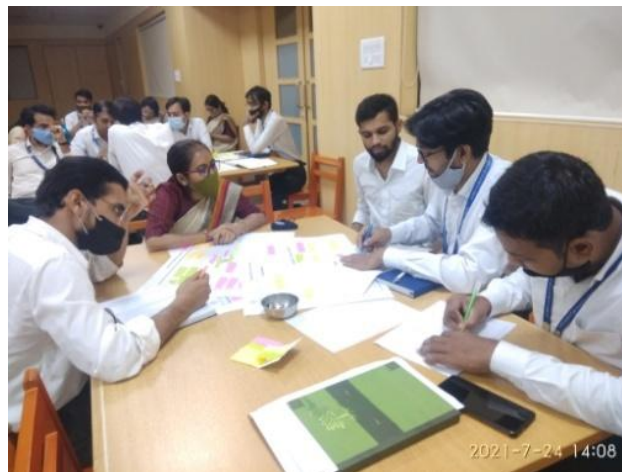
- Group wise presentation of empathy canvas by participants.
- Understanding of Problem Identification Canvas by Mr. Pratik Kikani.


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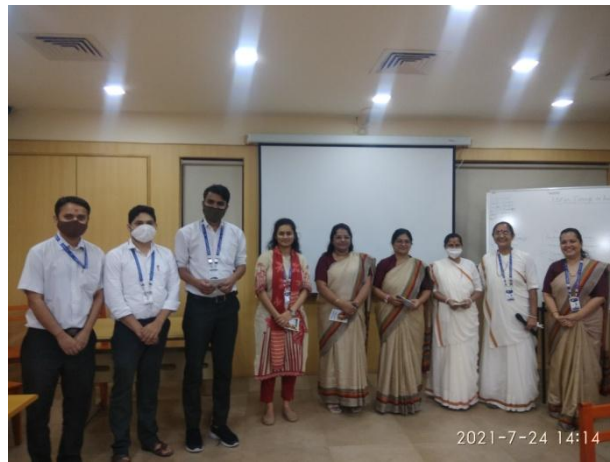
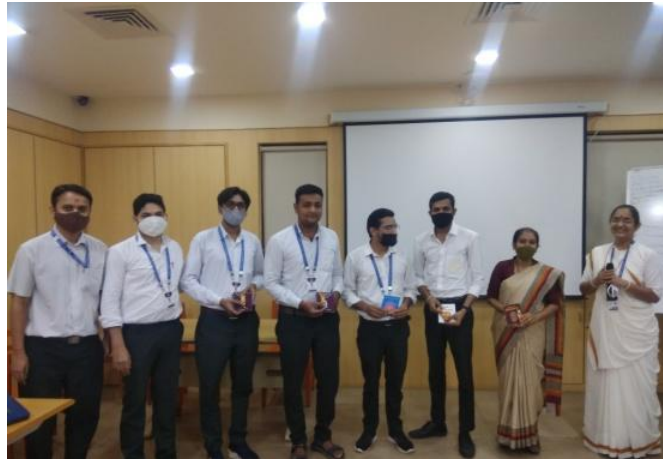


- Activity of problem identification
- Five problem identification by each group.



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Learning outcomes of Participants:

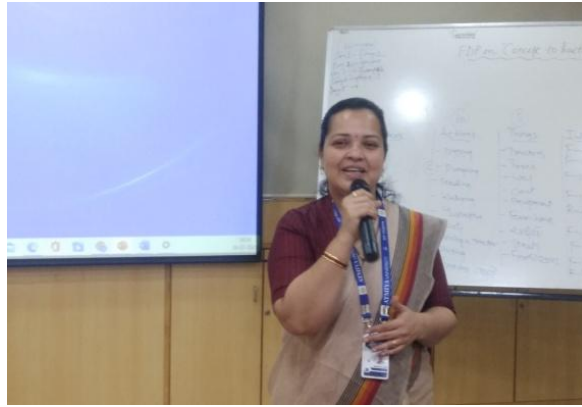
- Combining existing research and information from your stakeholders can offer some insight into the problem and its causes.
- Finding out problems of different stakeholders related to their situation.

Day - 5

- Introduction of SDG by Dr. Sheetal Tank.
- The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.
- The creativity, technology and financial resources from all of society is necessary to achieve the SDGs in every context.
- SDG mapping with five identified problem.

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- The 17 sustainable development goals (SDGs) to transform our world:

GOAL 1: No Poverty

GOAL 2: Zero Hunger

GOAL 3: Good Health and Well-being

GOAL 4: Quality Education

GOAL 5: Gender Equality

GOAL 6: Clean Water and Sanitation

GOAL 7: Affordable and Clean Energy

GOAL 8: Decent Work and Economic Growth

GOAL 9: Industry, Innovation and Infrastructure

GOAL 10: Reduced Inequality

GOAL 11: Sustainable Cities and Communities

GOAL 12: Responsible Consumption and Production

GOAL 13: Climate Action

GOAL 14: Life Below Water

GOAL 15: Life on Land

GOAL 16: Peace and Justice Strong Institutions

GOAL 17: Partnerships to achieve the Goal

Learning outcomes of Participants: 17 SDGs – it is a roadmap to end poverty, protect the planet and ensure that all people live in peace and prosperity.

- Appreciation to Best performing Participants during FDP.




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Feedback/Suggestions of Participants:
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- Activities during FDP were very interactive and boosted team work but if more time was allotted, more clarity and better presentation could have been prepared.
- In canvas preparation, students should get more freedom for better and creative presentation.
- Digital mode of canvas should be preferred to avoid wastage of stationary. Empathy concept can be explained by roll play.
- Students should aware of SDF 2030 before problem identification task.
- Multidisciplinary students group can be formed to cater the target with more efficiency and precise outcome.
- Questionnaire preparation before Interaction with stakeholders will help to identify a problem in an effective way. Students can go for survey for real market situation
- We can target different dimensions of various stakeholders like industries, regulatory agencies, etc.
- Students can be suggested to use various tools like documentary or video recording for effective analysis if permitted by stakeholders.

C2 P Assessment scheme proposed by Participants:

Sr. No.	Activity	Assessment tools	Assessment Marks
1	Observation Canvas	PPT, Viva voce, Case study, Video recording,	20
2	Empathy Canvas	Case study presentation, Personal discussion, Role play	20
3	Problem Identification	Survey, Poster presentation, Exhibition, Debate	20
4	SDG Mapping	PPT, Demonstration, Debate	20
5	Project submission	Report preparation, Viva voce	20


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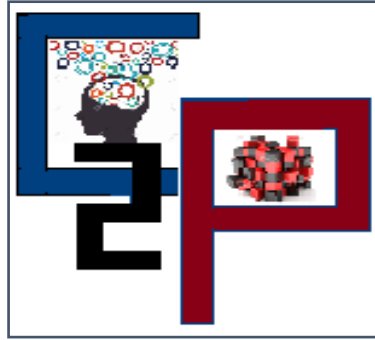
"Yogidham Gurukul" Kalawad Road, Rajkot - 360005. (Gujarat)

TO NURTURE CREATIVE THINKERS AND LEADERS THROUGH TRANSFORMATIVE
LEARNING

CONCEPT TO PRACTICE

Capacity building

28/07/2022 to 29/07/2022



for Under Graduate Program

Prepared by

C2P cell, Atmiya University, Rajkot

Let's Practice together...

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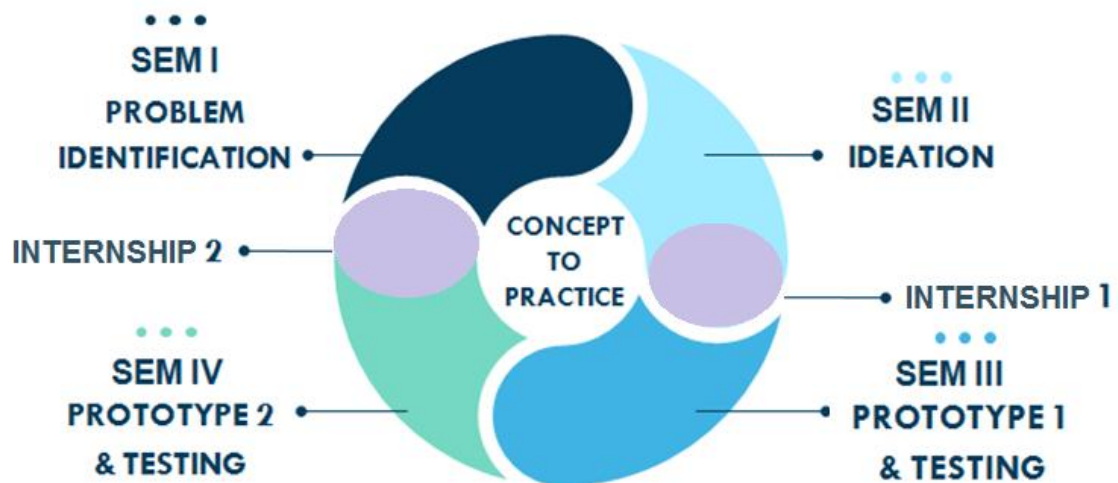




Introduction

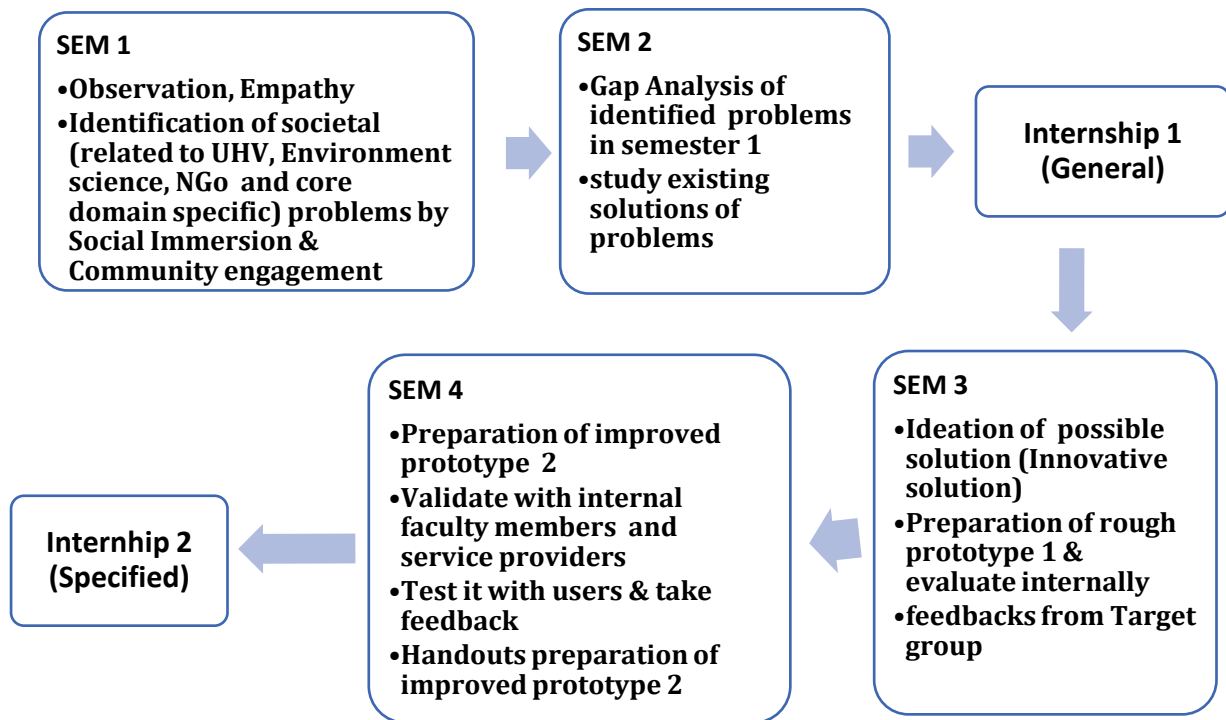
Concept to Practice is a realization of a concept or idea into a configuration, drawing or a product. Concept to Practice is cognitive and practical processes by which design concepts are developed. Innovation is a new idea or a new concept. Product development is the creation of a new or different product that offers new benefits to the end user. This course introduces the Concept to Practice in product innovation.

C2P Module




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Semester – 3 (Prototype 1 and testing)

CONTENTS:

- From problems selected in previous semester, students will develop prototype 1 (rough) by visiting the solution provider.
- Prototype 1 must be of fundamental type.
- Evaluate the prototype 1 based on various parameters (e.g. ergonomics, technology, cost, aesthetics, eco friendly, usefulness, customer friendly etc.)
- Evaluation of prototype 1 by internal and interdisciplinary faculty members by presentation / exhibition.
- Reevaluate the prototype 1 based on feedback from faculty members.
- Visit the industries or solution provider
- Identify difference between your solution & industries/ service provider
- Take feedbacks of industries/ service provider

COURSE OUTCOMES:

Student will be able to

5. Compare the multiple solutions & resolving the shortfalls.

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6. Develop Prototype 1 product with innovative solution for specific problem.
7. Test the Prototype 1 product with possible different parameter.
8. Understand concept to practice techniques related to variety of services.

Sem 3 C2P

Two days Faculty Development Program

Schedule of Concept to Practice

28/07/2022 to 29/07/2022

Time: 2:00 PM to 3:30 PM

Venue: Girls reading room, Atmiya University, Rajkot

Sr No	Day	Name of activity	Resource person	Time
1	Day 1	Importance and overview of C2P	Dr. D. D. Vyas	10 min
2		Introduction of C2P and quick review of 1st & 2nd sem guidelines	Team C2P	10 min
3		Guidelines of C2P sem 3 & preparation of dirty mock ups	Team C2P	30 min
4		Experience sharing of prototype preparation	Nehal Dave & BCA students Presentation	10 min
5		Experience sharing of prototype preparation	Nirali shah presentation	10 min
6		Experience sharing of prototype preparation	Jaygiri goswami presentation	10 min
7	Day 2	Prototype based on EAST principle	Team C2P	15 min
8		Hands on training of prototype preparation	Team C2P	30 min
9		Presentation of Prototype prepared by faculty members	Participants	15 min
10		Usability testing, Evaluation and assessment of prototype	Participants	15 min
		Feedback	Participants	15 min

Day - 1

- Inauguration
- Need and outcome of C2P in organic development of University - Dr. D. D. Vyas


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- Introduction of C2P and quick review of 1st & 2nd sem guidelines



Guidelines of C2P sem 3 & preparation of dirty mock ups

- Paper prototyping is a variation of usability testing where representative users perform realistic tasks by interacting with a paper version of the interface that is manipulated by a person "playing computer," who doesn't explain how the interface is intended to work.



- Experience sharing of prototype preparation.




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Day - 2

Prototype based on EAST principle

- **E- Ergonomics**
- **A- Aesthetic**
- **S- Sustainable**
- **T- Technologic**
- Ergonomics means science of human comfort.
- 10 Principles of Ergonomics
 - Work in neutral posture
 - Reduce excessive force
 - Keep everything within easy reach
 - Work at proper height
 - Reduce excessive motions
 - Minimize fatigue and static load
 - Minimize pressure points
 - Provide clearance
 - Move, exercise, and stretch
 - Maintain a comfortable environment
- Science of aesthetics concerned with the study of the mind and emotions in relation to the sense of beauty.

Hands on training of prototype preparation



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Planning of Sem III for UG program

Tentative planning is as per the following table

Week	Activity	Remarks
Week 1	Discussion on Problem identified and the solution prepared during sem 1 and sem 2.	
Week 2	Understanding of different types of prototyping, brainstorming for understanding the prototyping	
Week 3	Brainstorming for understanding of Paper prototyping	
Week 4	Preparation of Paper prototyping	
Week 5	Take feedback and modify the paper prototype	
Week 6	Presentation of paper prototype and modify it based on the feedback received.	
Week 7	Preparation of rough prototype(3D mock ups)	
Week 8	Evaluate the rough prototype by society(industry, users, stakeholders, faculty members)	
Week 9	Modify the prototype and evaluate it based on usefulness, eco friendly, customer friendly, aesthetic ergonomics etc.	
Week 10	Evaluate the final prototype and identify the	

10	differences between your solution and industries/service provider	
Week 11	Compare the both solutions and resolve the shortfalls, take feedbacks of industries/service provider	
Week 12	Final presentation through exhibitions (viva) of prototype and evaluate by internal and interdisciplinary faculty members.	



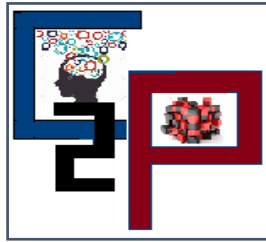
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ATMIYA UNIVERSITY



Brief Report on



CONCEPT TO PRACTICE

SEM IV

**Two days Faculty Development Program
(Orientation program)**

Dt. 07/12/2022 & Dt. 08/12/2022

Venue: VENUE: B/H Library Reading Room, Atmiya University

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This Course on concept to practice is intended to introduce ideas, methodologies, principles, fundamentals and skills that comprise a common knowledge base important to all disciplines. These fundamentals will foster a multidisciplinary design experience among students and will prepare them to move to the next level. It will provide the students with foundation and fundamentals of skills in design from problem identification to prototype preparation. The course will benefit applicants to develop systematic problem solving ability, to observe societal problem in detail, ideation, brainstorming, mind mapping, prototype preparation, and modification by taking feedback from society and finally preparation of business canvas. Ultimately, students are fully involved in each and every activity from semester 1 to 4 which results in holistic development of students.

Objectives:

- To aware faculty members regarding preparation procedure of final prototype.
- To develop start up ideation, entrepreneurship, research and innovation mind set through business model canvas.
- To understand the implementation and evaluation procedure of 4th semester activities.
- To know validation process from feedback for final prototype.
- To understand basic content required for poster/leaflet/research paper preparation to disseminate information.

Activities of FDP:

2X2= 4 hrs

Day 1 (2:00 pm to 4:00 pm)

1. Collect feedback from 3rd sem prototype evaluation through prototype exhibition
2. Collect feedback from service provider or society by preparation of questionnaire and poster/folder/leaflet.
3. Testing and validation of prototype from feedback received from society.
 - Design modification
 - Feature modification
 - Function modification

Day 2 (2:00 pm to 4:00 pm)

4. Prepare business model canvas.
5. Prepare detailed report from sem 1 to 4. (2X4=8pages total)
 - Problem identification
 - Ideation/brain storming/mind mapping
 - Prototype preparation
 - Final prototype preparation



6. Final folder/poster/leaflet/research paper preparation for dissemination & distribution of product information

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 FDP Planning for C2P Sem 4
 Time: 2:00 PM to 4:00 PM
 Venue: B/H Library reading room
Day 1

Sr. No.	Activity	Resource person
1	Experience sharing of 3 rd semester C2P	Ms. Amisha Ghelani, Mr. Punit Vadher
2	Experience sharing of 3 rd semester C2P	Nehanshu Lathiya, (3 rd sem Maths)
3	PPT presentation	Dr. G. D. Acharya Dr. Pratik Kikani Dr. Parag Rabara
4	Activity 1: Preparation of questionnaire-5W and H	Dr. G. D. Acharya Dr. Pratik Kikani Dr. Parag Rabara
5	Testing and validation of prototype from feedback received from society	Dr. G. D. Acharya Dr. Pratik Kikani Dr. Parag Rabara

Day 2

Sr. No.	Activity	Resource person
1	Preparation of business model canvas.	Dr. G. D. Acharya Dr. Pratik Kikani Dr. Parag Rabara
2	Assignment: Design of Report	Dr. G. D. Acharya Dr. Pratik Kikani Dr. Parag Rabara
3	Final folder/poster/leaflet/research paper preparation for dissemination & distribution of product information	Dr. G. D. Acharya Dr. Pratik Kikani Dr. Parag Rabara
4	Faculty Feedback	Dr. G. D. Acharya Dr. Pratik Kikani Dr. Parag Rabara



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Glimpse of FDP activities



A handwritten signature in black ink, likely belonging to the Registrar.

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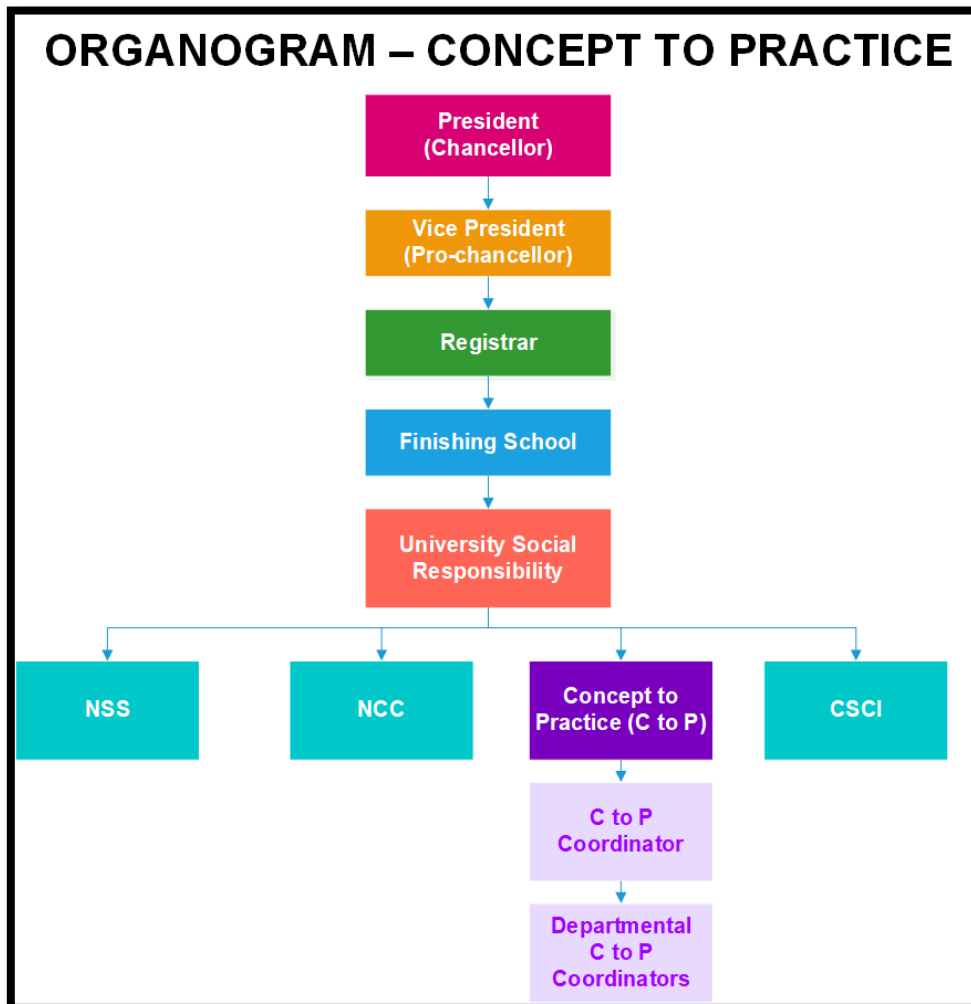


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Implementation & organogram

This organogram outlines the hierarchical structure for the Finishing School-University Social Responsibility (USR) initiative, focused on the seamless transition from concept to practice. It emphasizes the integration of professional skill-building with societal contributions.

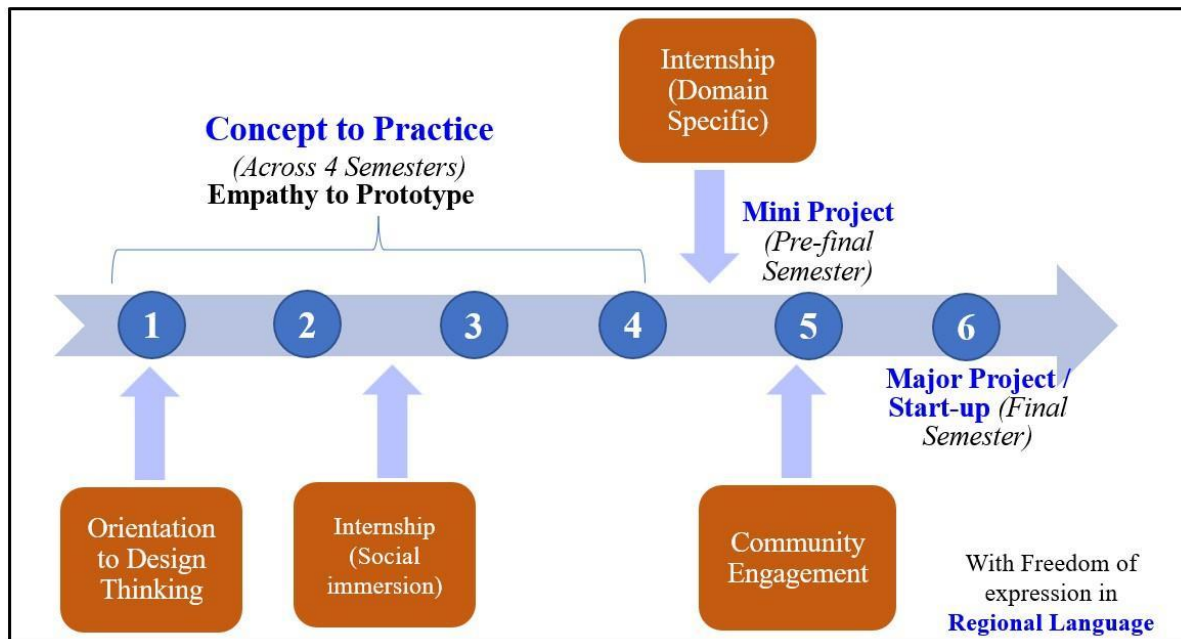



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Connectivity, progression- C2P- Internship-social immersion- dissemination-product-SSIP

The "Concept to Practice" curriculum is designed to gradually develop students' skills from problem identification to prototype development, integrating social and community-oriented experiences through internships. Below is the connectivity structure:



- **Social Immersion Internship 1 (Post-Semester 2)**

Objective:

Expose students to real-world scenarios and validate their ideas through interaction with communities or industries.

Activities:

Immersion in rural or urban communities to understand their challenges.

Collaborative discussions to refine the ideated solutions.

Documenting observations and feedback.

Outcome:

Refined and practical ideas for solution development, integrating community feedback.

- **Community Engagement Internship 2 (Post-Semester 4)**

Objective:

Implement the final solution in a real-world context and assess its impact.

Activities:

Deployment of the prototype in the target community or industry.

Monitoring and evaluating its effectiveness.

Documenting lessons learned for scalability and sustainability.

Outcome:

Community enrichment or industrial process improvement.

Comprehensive report on the prototype's impact and future scope.

Overall Connectivity

The curriculum fosters a seamless progression from conceptual understanding to practical application:

Semesters 1–4 build technical, creative, and problem-solving skills.

Internships bridge academic learning with societal needs, providing real-world validation and impact assessment.

Community-centric focus ensures students learn with a purpose, aligning innovation with social responsibility.



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SUMMARY REPORT Overall “Social Immersion internship” Rajkot UG STUDENTS

During the internship, students immersed themselves in various social settings to gain a deeper understanding of societal challenges. Through their involvement with NGOs, foundations, social groups, and other organizations, they were able to:

Empathy and Understanding:

- Gained first-hand experience with social issues, allowing them to empathize with and understand the problems faced by different communities.
- Cultural Appreciation:
 - Learned to appreciate diverse perspectives and cultures, leading to a transformative change in their outlook on society and life.
- Data Skills Development:
 - Collected, organized, and interpreted data related to their engagements, enhancing their ability to analyze and address social issues effectively.
- Critical Thinking:
 - Developed critical thinking and problem-solving abilities by tackling real-world problems, contributing to their growth as innovative thinkers.
- Interpersonal Skills:
 - Improved interpersonal skills and learned social and professional etiquette through active engagement with various stakeholders, including NGOs, charitable hospitals, and government offices.

Social Responsibility:

- Nurtured an attitude of giving back by working on projects that directly benefited society, such as initiatives in rural development, healthcare, and education.

Internship Engagements:

- Students were involved in a variety of activities, including:
 - Collaborating with NGOs and Social Organizations:
 - Worked with organizations focused on social welfare, gaining practical insights into addressing community issues.
 - Engaging with Healthcare and Rehabilitation Centers:

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- Contributed to charitable hospitals and rehabilitation centers, helping to improve the well-being of underserved populations.

Participating in Government and Educational Initiatives:

- Assisted in rural schools and Gram Panchayat offices, supporting government efforts in social welfare and rural development.
- Collaborating with Change-Makers:
- Partnered with leading social activists and change-makers to learn about and contribute to impactful social initiatives.

There are many NGO's and trust where students are engaged, few are listed bellow

1. Bolbala Charitable trust, Rajkot
2. Lokvigyan Kendra, Rajkot
3. AgstyaInternation Foundation
4. SadbhavnaVrudhashram, Rajkot
5. Prgya Education and trust, Rajkot
6. Dikranughar, Rajkot
7. Life health and wellness centre, Rajkot
8. Shree Sadguru charitable trust, Rajkot
9. Shreeji Gaushala, Rajkot
10. Jivdaya Foundation, Morbi

Undertaking Online and University-Based Internships:

- Some students also participated in online internships and university-led projects that were aligned with the internship's objectives, allowing them to gain valuable experience while adhering to the program's goals.

Overall, the internship provided students with a comprehensive understanding of societal challenges and equipped them with the skills and mindset to contribute positively to society.



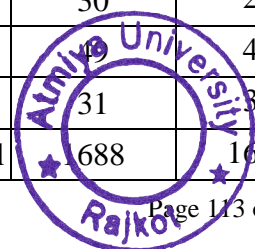
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Student Benefitted

Faculty	Department	Programme	No. of Students for Internship	No. of Students completed internship
FOS	CS & IT	B.Sc IT	116	116
	Computer Applications	BCA	364	364
	Computer Applications	BCA IIP	15	15
	Biotechnology	B.Sc Biotechnology	42	42
	Microbiology	B.Sc Microbiology	76	76
	Chemistry	B.Sc Chemistry	16	16
	Industrial Chemistry	B.Sc Industrial Chemistry	4	4
	Physics	B.Sc Physics	5	5
	Mathematics	B.Sc Mathematics	4	4
FOET	Civil Engineering	B. Tech Civil Engineering	23	20
	Computer Engineering	B. Tech Computer Engineering	146	146
	Electrical Engineering	B. Tech Electrical Engineering	7	6
	Information Technology	B. Tech Information Technology	64	62
	Mechanical Engineering	B. Tech Mechanical Engineering	14	13
SODS	Diploma Civil Engineering	Diploma Civil Engineering	40	40
	Diploma Computer Engineering	Diploma Computer Engineering	95	95
	Diploma Electrical Engineering	Diploma Electrical Engineering	19	19
	Diploma Automobile Engineering	Diploma Automobile Engineering	20	20
	Diploma Mechanical Engineering	Diploma Mechanical Engineering	56	56
FOBC	Management	BBA	250	219
		BBA (EFB)	24	24
		IMBA	58	55
	Commerce	B.Com.	120	103
		B.Com.(Logistics)	30	28
FOPS	Pharmacy	B. Pharm	49	49
FOHSS	English	BA English	31	31
Total			688	628

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Glimpse



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Conclusion



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