NEW HORIZON COLLEGE OF ENGINEERING

Autonomous College, Permanently Affiliated to Visvesvaraya Technological University, Belagavi
Approved by AICTE & UGC, Accredited by NAAC with 'A' Grade, Accredited by NBA

AICTE IDEALab

A Report

Ideation Workshop Program for Degree Students

A three days – Ideation Workshop Program was successfully organized at New Horizon College of Engineering under the initiative of the AICTE IDEA LAB and the Department of Research and Development.

Chief Mentor : Dr. Manjunatha, Principal
Faculty Coordinator : Dr. Revathi V, Dean R&D
Faculty Co Coordinator : Dr. A. Sujin Jose, Associate Professor- R&D/Mech
Tech Gurus : Mr.Amrit Das, Mr. Thanuj Kumar

Date : 5th May 2026 to 7th May 2026

Participants : Students of New Horizon College Kasturinagar and New Horizon College Marathahalli.

Total No of Participants : 32 students

Trainers **:** Mr. Brijesh C A , CEO & Co-Founder of Just Robotics

Objectives

- To introduce the fundamental concepts and principles of Design Thinking.
- To develop creative and critical thinking skills among participants.
- To enhance problem-solving abilities through innovative and user-centric approaches.
- To encourage the application of Design Thinking in developing practical and impactful solutions.

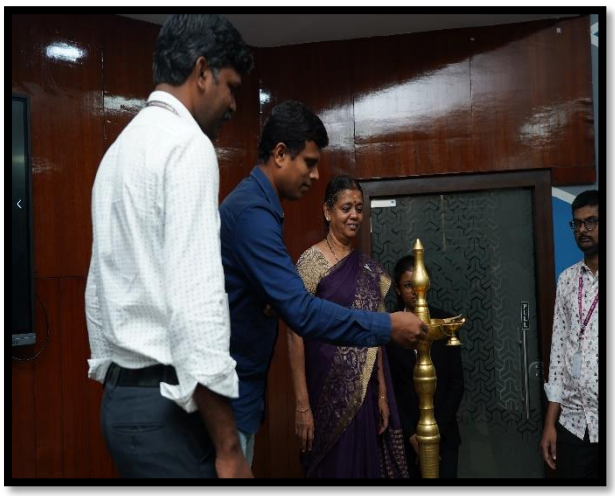
Overview

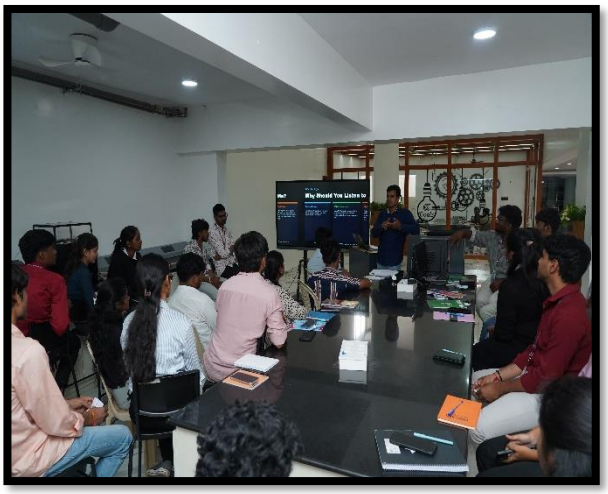
The training started with an extensive discussion on the topic of Design Thinking. The trainer discussed the five main stages of the Design Thinking process: Empathize, Define, Ideate, Prototype, and Test. He emphasized the role of each stage in encouraging innovation and problem-solving in organizations. Particular attention was paid to the Empathize stage because it enables participants to learn about the importance of considering users' needs, feelings, and problems before implementing solutions. During the training, participants were engaged in different activities that encouraged them to go through the stages of the Design Thinking process one by one. For instance, during the Empathize stage, participants were divided into groups and tasked with identifying and analyzing users' problems using conversations, observations, and brainstorming sessions. They were also acquainted with the principle of empathy mapping as the basic tool that is used at the Empathize and Define stages of the process. Empathy maps enable people to get a better understanding of users' speech, actions, thoughts, and feelings.

<u>Day 1 (5th May 2026)</u> : Design Thinking
Venue : IDEA Lab
Trainer : : Mr. Brijesh C A

The program started with an introductory session in which the coordinators greeted all the participants and gave a brief description of how vital the workshop is in nurturing creativity, innovation, and problem-solving skills among students. The introduction included information on Design Thinking and the five critical stages in the design process. These stages include Empathize, Define, Ideate, Prototype, and Test. Students were educated on the significance of tackling actual world problems innovatively, creatively, and by being user-centric.

In the training sessions, the trainers emphasized the initial two stages of Design Thinking: Empathize and Define. Students learned how to empathize and understand their users in the Empathize stage through discussions, case studies, and activities. On the other hand, they learned how to analyze the insights acquired during the Empathize stage to determine the essential issues at hand during the Define stage. Also, students were trained on how to frame their problem statements using "How Might We" questions based on the insights derived from their users' needs and motivations.



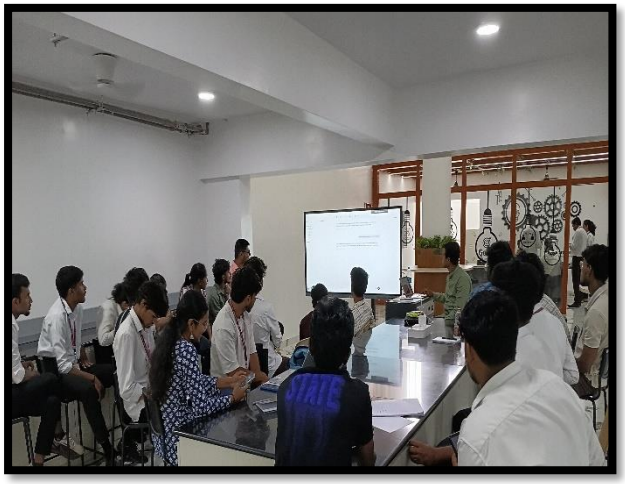


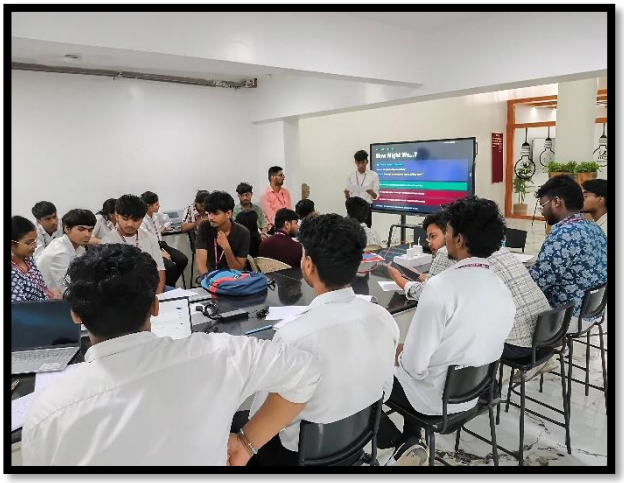
<u>Day 2 (6th May 2026)</u> : Design Thinking
Venue : IDEA Lab
Trainer : : Mr. Brijesh C A

After the Define stage, the next step in the design thinking process was the Ideation stage. This step involved sessions on how to develop ideas or think creatively to solve a problem. The trainers gave participants a brief overview of some of the methods used to generate ideas such as brainstorming, mind mapping, SCAMPER, and brainwriting. Some of the interactive techniques that participants were asked to undertake included sketching, storyboarding, and role-playing. The trainer introduced techniques such as dot voting and feasibility analysis to assist participants in selecting the best idea.

To generate new ideas, the facilitator allowed participants to engage in creative activities that would enable them to think freely. Some of the interactive sessions held at the Ideation stage involved brainstorming techniques that did not limit the thinking capacity of the learners. Brainstorming allows the brain to come up with a wide range of solutions and helps avoid critical

judgment, which is essential in generating ideas.

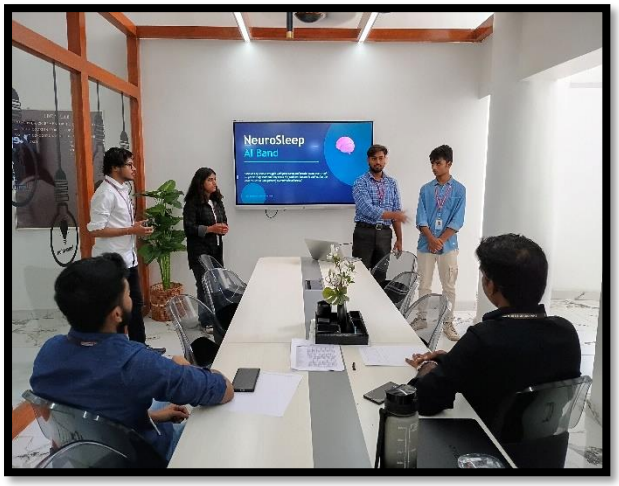


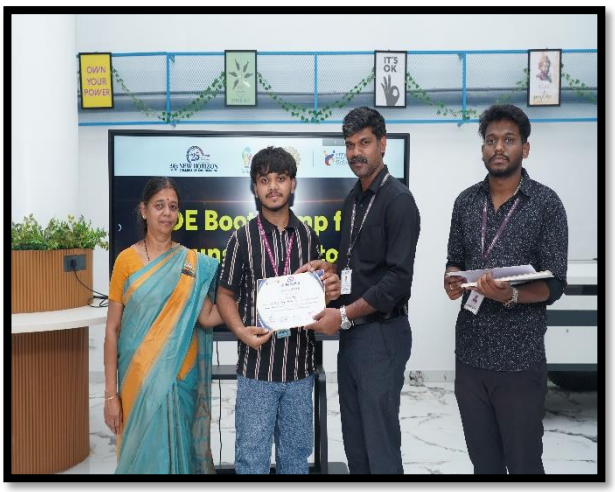


<u>Day 3 (7th May 2026)</u> : Presentation
Venue : IDEA Lab

In this particular session, the students obtained hands-on experience with the application of the Ideation stage of the Design Thinking model wherein they created innovative solutions based on their acquired knowledge in the previous sessions. Using their creativity, critical thinking skills, and user data, the students generated useful ideas for solving certain real-world problems. During this time, the students tried hard to come up with effective solutions that had well-defined goals and outcomes.

Finally, towards the end of this session, the students presented their ideas along with their corresponding solutions in front of the jury using PowerPoint presentations. In doing so, they described their problem statements, solutions to these problems, and ideas for coming up with those solutions. Through this particular activity, the students not only improved their creativity and problem-solving skills but also enhanced their communication skills, team-building skills, and presentation skills. The best ideas among all were recognized by the jury. All participating students received certificates.





Outcomes

- Students gained a strong understanding of the Design Thinking process and its different stages.
- The program enhanced participants' creativity and encouraged innovative thinking.
- Participants developed improved problem-solving abilities by identifying user needs and creating effective solutions.
- Students learned how to brainstorm, evaluate, and refine ideas to address real-world challenges.
- The pitching sessions helped participants strengthen their communication and presentation skills.
- The activities promoted teamwork, collaboration, and active participation among students.

Conclusion

The Design Thinking Bootcamp offered participants great insight into creative techniques that can be used in problem solving. Interactive classes and discussions helped the students learn about the Design Thinking methodology and how it could be applied in practice. It was evident from the results of the course that the Design Thinking Bootcamp increased creativity, teamwork, analytical, and communication skills among participants. All in all, the bootcamp can be considered a great learning tool that inspired students to think creatively.