RAHUL COLLEGE OF EDUCATION

UGC Recognition under sec 2(f) of the UGC Act 1956 | N.C.T.E. Recg. No. WRC/5.4/89/2006 Dtd. 27/09/2006 Code No.APW8347/123493 Affiliated To University of Mumbai AFF/RECOG.1/1249 of 2007 Dtd. 28 Feb. 2007 | NAAC Accredited with Grade "B++" (1st Cycle) | College Code : 767 | Hindi Linguistic Minority institution

Report on session with Yukti Innovators

Date: Friday, 27th June 2025
Time: 11:30 AM – 01:30 PM
Venue: Online

Introduction:

The session with Yukti Innovators was organized on 27th June 2025 conducting a session on AICTE Productization Fellowship and the Yukti Innovation Challenge 2025, especially for the innovators, team members and IIC Council members. of inspiring students and faculty members through real-life success stories of innovators supported under the YUKTI – National Innovation Repository initiative by the Ministry of Education (MoE), Government of India. The session focused on showcasing innovative solutions, discussing challenges faced by young entrepreneurs, and highlighting government support mechanisms available to student and faculty innovators.

session was conducted with **Yukti Innovators** on Friday, 27th June 2025, from 11:30 AM to 01:30 PM. The purpose of the session was to provide insights into innovation practices, foster entrepreneurial thinking, and explore collaboration opportunities with Yukti Innovators, a platform that promotes innovation and startup incubation.

Objective of the Session:
- To highlight success stories and innovative ideas submitted on the YUKTI 2.0 platform.

- To inspire students and faculty by sharing real-world experiences of innovators and entrepreneurs.

- To promote the use of the YUKTI 2.0 platform for idea registration, mentorship, and support.

- To foster a community of innovation-driven individuals across campuses.

- To provide guidance on navigating challenges in the early stages of innovation and startup development

Session Highlights:
The session began with a welcome address and a brief overview of the YUKTI 2.0 platform—its purpose, features, and benefits. Several student and faculty innovators from diverse fields were invited to present their projects, discuss their innovation journey, and share insights into how YUKTI 2.0 helped them grow. Key themes discussed included:

- Problem identification and solution mapping.

- Leveraging campus and MIC resources for prototyping.

- Pitching to mentors and investors via the YUKTI platform.

- Overcoming technical and business challenges in early stages.

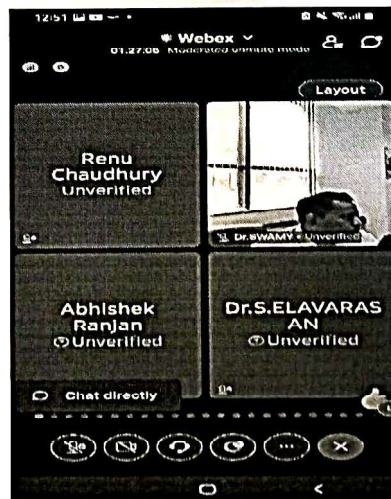- Collaborations with industry and academia.

The innovators received questions from the audience, making the session highly interactive and insightful. They also shared feedback on how the Ministry's support mechanisms—such as mentorship, networking opportunities, and funding pathways—have positively impacted their progress.

Outcomes:
The session proved to be highly motivating for all attendees. It offered a practical understanding of how student and faculty-led innovations can be transformed into scalable solutions with the help of government-supported platforms like YUKTI 2.0. Participants expressed increased interest in exploring and uploading their ideas to the platform. The event strengthened the belief that innovation is achievable at the academic level and encouraged more institutions to actively engage in MIC-led initiatives.

Conclusion: The **Session with Yukti Innovators** served as an inspiring and informative platform for students, faculty, and innovation enthusiasts to witness the real-world impact of campus-level innovations. Through the success stories shared by Yukti-registered innovators, participants gained valuable insights into the innovation process—from ideation to execution. The session reinforced the significance of platforms like **YUKTI 2.0** in nurturing a vibrant innovation ecosystem within higher education institutions. It concluded with a strong call to action for more students and faculty members to actively contribute their ideas, utilize available resources, and become change-makers in their respective domains.

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