

LEARNATHON

Rules

1. The main objective of this Event is to check the conceptual understanding of fundamental courses.
2. This Learnathon is a team event for 6 hours open to all S5 students.
3. Each team can have 3 Members maximum. Students may also participate as Individual or team of 2 members.
4. There will be two levels for this Event, and RP will be awarded only if the team participates in both the levels. For teams, the RP will be shared among members.
5. Level 1 : Learning and framing a Quality Outcome Based Questions from the Selected Domain
6. Level 2 : Peer evaluation of the outcome based Questions (Quality evaluation of Questions framed by other teams).

7. The domains are : C Programming, Datastructures and Database System. A team can register only for any one domain.
8. Each domain will have 10 topics. A team should prepare minimum 3 Questions for 10 marks per topic in the registered domain
9. These Questions will be peer evaluated against standard rubrics for Quality.
10. Qualified teams may secure up to 2000 RPs upon successful completion of the event.

Submission Form in the Portal:

Domain Name

Topic Name : Drop Down

Scenario: (Text Box)

Question 1 (Text Box)

Answer 1 (Text Box)

Question 2 (Text Box)

Answer 2 (Text Box)

....

Outcome which the Question is intended to test: (Text Box)

Motivation Resource (If any):

Submit Button

Rubrics:

- Relevance to the Topic
- Alignment to the Scenario
- Plagiarism
- Difficulty Level
- Correctness of the Answer
- Sufficiency of the data for answering the Questions
- Cognitive Domain: Understand, Apply, Analyze
- Language Quality
- Addressing the Outcome
- Image Quality

| Criteria | Rubric 1 | Rubric 2 | Rubric 3 |
|---|--|---|--|
| Relevance of the Scenario to Topic | The given Scenario is appropriate to test the knowledge of the student in this topic and promote critical thinking | The given scenario is acceptable to test the knowledge of the students in this topic, but it does not promote critical thinking | The given scenario is not appropriate to test the knowledge of the students in this topic. It is vague and broad |
| Alignment of the Scenario to the Questions | The whole Scenario is essential to answer the questions and provide a chance to apply the knowledge of a student to answer the following | Some information in the Scenario is required to answer the questions, but the whole scenario is not necessary to answer the following questions | The given scenario is irrelevant and unnecessary to answer the following questions |

| | | | |
|--|---|--|---|
| | questions | | |
| Sufficiency of the Data/ Diagram/ Information in the Scenario to answer the Questions | The Data/ Diagram Information given in the Scenario is sufficient to answer the questions | Some of the Data/ Diagram/ Information is useful to answer the questions, but some information need to be guessed or assumed to answer the questions | The Data / Diagram/ Information given in the Scenario is not sufficient to answer the questions |
| Alignment of Expected Outcome to the Scenario and Questions | The Scenario and Questions correctly test the Expected Outcome mentioned (| The Scenario and Questions are good but it is not testing the Outcome Mentioned | The Scenario and Questions are not useful to test the Outcome Mentioned |

| | | | |
|---|--|---|---|
| Difficulty Level of the Questions to answer in a Closed Book Examination | Easy | Medium | Difficult |
| Under Which category the Questions fall in overall evaluation | Testing the Understanding of a Concept | Applying the Known / Given Concept to arrive at a solution | Analyzing the Given Scenario and arrive at a solution or inference |
| Plagiarism Level present in the Scenario and Questions | The Scenario and Questions are copied and Pasted as such from some Internet Resources / Books / Videos | The Scenario and Questions are Inspired from some Internet Resources / Books / Videos but suitably customized to test | The Scenario and Questions are self made and it is observable that a lot of thought process is put into the preparation of the question |

| | | | |
|---|--|---|--|
| | | the knowledge | |
| Language Quality of the Given Scenario and Questions | The given Scenario and Questions are grammatically correct without any spelling mistakes and is conveying the intended meaning | The given Scenario and Questions are acceptable, but the sentence formation is confusing and the intended meaning is not correctly conveying. There are a few spelling mistakes | The given Scenario and Questions are grammatically incorrect and there are a lot of spelling mistakes. |
| Image Quality | The Image given in the Scenario is a high resolution image with all the necessary information | The Image given in the scenario is a low resolution image and it is difficult to comprehend the | The Image given in the Scenario is Irrelevant or poor quality which makes the question useless |

| | | | |
|--|-----------------------------|-------------------------------------|--|
| | labeled or marked correctly | required information from the image | |
|--|-----------------------------|-------------------------------------|--|

Reward Point Details:

Reward points for participation in both levels: 200 RP

Best/Extra-ordinary question: 200 RP

Minimum Score to be obtained from evaluation: 30

Maximum Score: 60

RP Range

50-60 : 1600 RP

45-49 : 1400 RP

40-44: 1200 RP

35-39 : 1000 RP

30-34: 800 RP

<30: No RP (200 RP for participation)

Do's and Don'ts in setting the Questions:

Do's:

1. For a registered category, 10 topics will be given. A team should prepare at least 2 sets (questions + scenario) per topic.

2. The questions should be derived from scenarios, whereas the scenarios should be associated with the given topic.
3. One set should have one unique scenario followed by questions. Questions should be maximum 5 and minimum 2 for one set.
4. Maximum marks for one question is 6 and minimum is 2.
5. The quality of the questions should be higher than the quality of the given sample question. Only such questions will be considered for evaluation.
6. The questions should check only the understanding/applying/analyzing capability of the students.
7. If you refer any online materials for preparing the question, the source (link) should be mentioned.

Don'ts:

1. The questions should not be conventional.
2. Questions should not check the memory of the student.
3. Questions should not be too easy or too difficult.

Questions should not be copied as such from other resources.

Sample Questions:

A Stack is a linear data structure in which the insertion of a new element and removal of an existing element takes place at the same end represented as the top of the stack. A Queue is like a line waiting to purchase tickets, where the first person in line is the first person served.

Consider a sequence a of elements $a_0=1$, $a_1=5$, $a_2=7$, $a_3=8$, $a_4=9$, and $a_5=2$. The following operations are performed on a stack S and a queue Q , both of which are initially empty.

Give the status of stack S and queue Q after each of the following operations.

1. push the elements of a from a_0 to a_5 in the same order into S .
2. enqueue the elements of a from a_0 to a_5 in the same order into Q .
3. pop an element from S .
4. dequeue an element from Q .
5. pop an element from S .

6. dequeue an element from Q.
7. dequeue an element from Q and push the same element into S.
8. Repeat operation VII three times.
9. pop an element from S.
10. pop an element from S.

Find the top element of Stack after executing the above operations

(5 Marks - [Ap/P,2])