Department of Information Technology: SAHE

ACM

S.NO	EVENT NAME	DATE	Link
1.	ACM Leadership Sync 2025	19th July 2025	Click here
2.	Idea4impact	26,28th July,2025	Click here Click Here
3.	Code Relay	20 September,2025	Click here
4.	Hackathon	17th and 18th October 2025	Click here
5.	ACM Tech Trivia(C, Java, Python Quiz)	3/01/2026	Click here

Siddhartha Academy of Higher Education

Department of Information Technology

ACM Leadership Sync 2025 Report

Date: 19th July 2025

Convener Dr. M. Suneetha Professor & Head, Department of IT

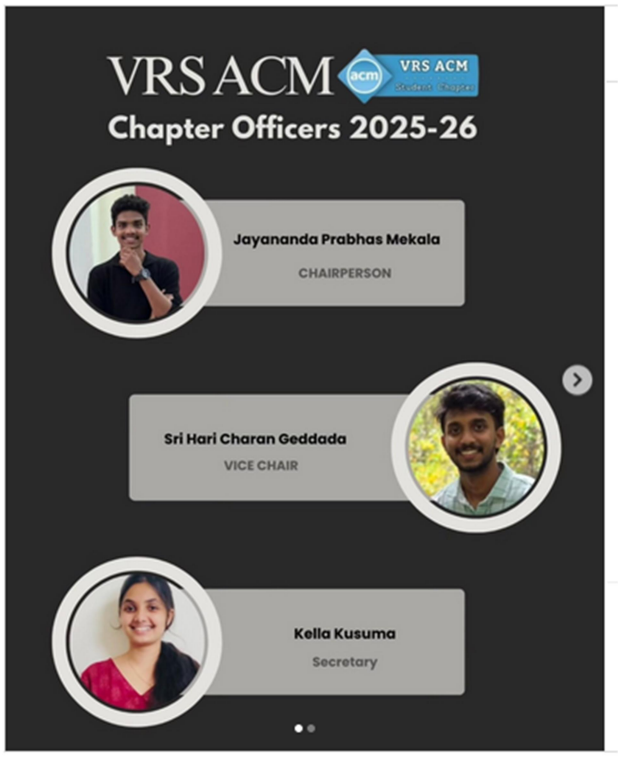
Faculty Coordinator Mrs. G. Jayalakshmi ,ACM Faculty Coordinator , Sr.Assistant Professor, Department of IT

The Association for Computing Machinery (ACM) is an international learned society for computing and is the world's largest scientific and educational computing society. ACM brings together computing educators, researchers, and professionals to inspire dialogue, share resources, and address the field's challenges. The ACM student chapter at **Siddhartha Academy of Higher Education** organized the **ACM Leadership Sync 2025** to facilitate coordination among its various sub-chapters and streamline activities for the upcoming year.

The ACM Leadership Sync 2025 was successfully held on **July 19, 2025**, at the Department of Information Technology, Siddhartha Academy of Higher Education. The event served as a

crucial meeting point for the newly appointed leaders of the VRS ACM, ACM-W, and ACM SIGSPATIAL student chapters. The primary objective of this sync was to foster collaboration, discuss upcoming events, and establish a clear plan for the academic year, ensuring a cohesive and impactful experience for all members.

The sync included discussions on a wide range of activities, including workshops, hackathons, guest lectures, and other technology-related events. The officers shared their vision for their respective chapters and aligned on a unified strategy to increase membership engagement and promote a vibrant technical culture within the college. The event was highly successful and provided an inspiring start to the new term.



The following is a list of the key office bearers and their roles:

Name	Role	Membership ID
Mekala Jaya nanda prabhas	VRS ACM Chair person	5320984
Geddada Sri Hari Charan	VRS ACM vice chair	4163823
Kusuma Kella	VRS ACM Secretary	4371220
Harika Anumalashetty	VRS ACM Membership Chair	8640785
Deekshitha Konatham	ACM-W Secretary	0978860
Likhitha Inturi	ACM SIG SPATIAL secretary	1317101
Tarigopula Sri kavya	ACM-W vice chair	6292942
Kallam Rishi kaushal reddy	ACM SIGSPATIAL Webmaster	0235946
NADAKUDUTI KARTHIK VARMA	ACM SIG TREASURER	2941577

Prasanth kumar Bollinedi	VRS ACM Web Master	5329128
Geetanjali Katragadda	ACM-W Treasurer	9412832

Faculty Coordinator **HOD:IT**

Siddhartha Academy of Higher Education (Deemed to be University)

Kanuru, Vijayawada - 520007

Department of Information Technology

Code Relay

Date: 20th September, 2025

Organized by

VRS ACM Student Chapter

VRS ACM-W Student Chapter

VRS ACM SIGSPATIAL Student Chapter

Event Coordinators

Student Chapter Office Bearers and Coordinators

Faculty Advisor: Dr. G. JayaLakshmi, Sr. Asst. Prof., IT Department

Faculty Sponsor: Mrs. G. Geetha, Asst. Prof., IT Department

Convener: Dr. M. Suneetha, Professor & Head, Department of IT

Code Relay Event Overview

Code Relay was organized by the student chapters of the Department of Information Technology as a programming-oriented student activity aimed at strengthening logical thinking, coding ability, problem-solving skills, and the spirit of healthy technical competition. The event provided students with an opportunity to apply their programming knowledge under a structured and time-bound challenge.

The activity encouraged participants to approach programming problems systematically, understand the requirements, develop efficient solutions, test their programs, and improve their solutions based on the challenges encountered. The relay format also emphasized continuity, coordination, and effective communication among participants.

Objectives

• To improve students' programming and logical problem-solving skills.

• To encourage students to solve coding problems within a limited time.

• To strengthen debugging, algorithmic thinking, and programming efficiency.

• To promote teamwork, communication, and peer learning.

• To create an engaging technical platform for students beyond regular classroom learning.

1. Event Structure and Activities

The Code Relay activity was designed around a sequence of programming challenges. Participants were expected to understand each problem, identify an appropriate approach, write and test the required code, and move forward through the challenge sequence. The activity placed emphasis on both correctness and the ability to work efficiently within the available time.

Problem Solving: Participants worked on programming problems requiring logical reasoning, algorithm selection, and careful implementation.

Coding and Debugging: Students translated their approaches into working programs and identified and corrected errors during the activity.

Time Management: The time-bound nature of the activity encouraged participants to prioritize problems and manage their attempts effectively.

Team Coordination: Where the relay format involved multiple participants, effective handover and communication were important for maintaining continuity.

Technical Learning: The event provided practical exposure to programming concepts and encouraged students to learn from alternative approaches and solutions.

2. Skills Developed

• Algorithmic and computational thinking

• Programming and implementation skills

• Debugging and error identification

• Time management and decision making

• Team communication and coordination

• Confidence in solving programming challenges

• Ability to work under competitive and time-bound conditions

3. Student Engagement

Code Relay created an active technical learning environment in which students could apply classroom concepts in a competitive setting. The activity encouraged students to move from theoretical understanding to practical implementation and helped them recognize the importance of testing, efficiency, and accuracy in programming.

The event also provided an opportunity for students with different levels of programming experience to learn from one another. Participants could identify areas where they needed further practice and develop greater confidence in approaching unfamiliar coding problems.

4. Role of Faculty and Student Coordinators

Faculty members and student coordinators supported the planning and smooth conduct of the activity. Their role included coordination, communication with participants, technical arrangements, time management, and ensuring that the activity was conducted in an organized manner.

The student chapter coordinators also gained experience in event planning, participant coordination, teamwork, and technical event management.

5. Outcomes and Impact

Code Relay contributed to the development of practical programming skills among participating students. The event provided a structured opportunity to practice coding, logical reasoning, debugging, and time-bound problem solving. It also encouraged students to view programming as a skill that develops through continuous practice and peer learning.

The activity strengthened the technical culture of the department by providing students with an engaging platform for programming practice. Such activities can also help students prepare for coding contests, technical interviews, hackathons, internships, and project development.

6. Key Takeaways

• Successful programming requires both logical reasoning and accurate implementation.

• Regular practice improves speed, confidence, and problem-solving ability.

• Debugging is an important part of software development and competitive programming.

• Effective time management is essential when solving multiple coding problems.

• Peer interaction and technical competitions can strengthen students' learning and motivation.

7. Future Scope

The Code Relay activity can be further strengthened through multiple levels of coding challenges, practice rounds, problem-solving workshops, debugging contests, algorithm sessions, and inter-department or inter-collegiate coding competitions. Students may also be encouraged to participate in established competitive programming platforms and technical hackathons to continue developing their skills.

8. Conclusion

The Code Relay event provided an engaging platform for students to strengthen programming, logical reasoning, debugging, and time-management skills. By placing students in a practical and competitive environment, the activity complemented classroom learning and encouraged participants to apply their knowledge to coding challenges.

The event also supported the broader objective of developing technically confident students who can approach programming problems systematically and work effectively both independently and as part of a team. Continued organization of such technical activities can contribute significantly to building a strong programming and innovation culture within the department.

Faculty Coordinator

Siddhartha Academy of Higher Education

(Deemed to be University)

Kanuru, Vijayawada - 520007

Department of Information Technology

OMNITRIX

IEEE & ACM National Level 24-Hour Hackathon

17th - 18th October 2025

Venue: IT Seminar Hall, Department of Information Technology, SAHE

Organized by

IEEE CIS and IEEE SMC Student Branches

in association with the ACM Student Branch, VRSEC

1. Introduction

The Department of Information Technology, Siddhartha Academy of Higher Education, organized the IEEE & ACM National Level 24-Hour Hackathon, "OMNITRIX", on 17th and 18th October 2025. The event was designed as a platform for students to showcase coding, problem-solving, teamwork, and innovation skills while developing technology-driven solutions for real-world challenges.

The hackathon brought together internal students and participants from other institutions, promoting inter-institutional collaboration and knowledge sharing. The 24-hour format provided participants with an intensive environment for ideation, development, testing, mentoring, and project demonstration.

2. Objectives of the Hackathon

• To encourage innovation and creative problem solving among students.

• To provide hands-on experience in developing technology-based solutions.

• To strengthen coding, teamwork, project development, and presentation skills.

• To promote collaboration among students from different institutions.

• To expose students to emerging technologies and real-world problem solving.

3. Event Details

Event: OMNITRIX - IEEE & ACM National Level 24-Hour Hackathon

Date: 17th - 18th October 2025

Duration: 24 Hours, 9:30 AM to 9:30 AM

Venue: IT Seminar Hall, Department of Information Technology, SAHE

Participation: Internal students and participants from other institutions

4. Hackathon Schedule and Activities

The event followed a structured 24-hour schedule. The first day began with registration and team reporting, followed by the inaugural session and problem statement briefing. Teams then progressed through multiple coding and development phases with mentor and faculty interaction.

Registration and Team Reporting: Participant registration, kit distribution, and seating arrangements were completed from 9:30 AM to 10:00 AM on 17th October.

Inaugural Session: The inaugural session included the welcome address by the Head of the Department, keynote and chief guest addresses.

Problem Statement Briefing: Problem statements, rules, and evaluation criteria were explained by the coordinators.

Development Phases: Teams worked through multiple coding and solution-development phases, including mentor interaction and progress reviews.

Night Sprint: A dedicated night coding session allowed teams to continue development and refine their solutions.

Final Testing and Submission: Teams completed final testing and submitted their codes and presentations before evaluation.

Project Demonstrations and Evaluation: Projects were demonstrated before an internal and external expert jury panel.

Valedictory and Prize Distribution: The concluding session included judge feedback, announcement of winners, certificate distribution, and vote of thanks.

5. Continuous Support and Facilities

As the event was conducted continuously for 24 hours, faculty coordinators and supporting staff were assigned to remain present throughout the hackathon to ensure smooth conduct, technical support, and participant supervision.

The organizing arrangements also included continuous air-conditioning and power supply for the IT Seminar Hall. Accommodation/refreshing facilities were requested for outstation girl participants and volunteers during the event period.

6. Participant Support

• Registration and participant kits

• Meals and refreshments during the 24-hour programme

• Mentor interaction and technical guidance

• Continuous technical and faculty support

• Final project demonstration and expert evaluation

• Certificates and recognition for participants and winners

7. Role of Faculty and Coordinators

Faculty coordinators and student organizers were responsible for participant coordination, technical arrangements, problem-statement communication, mentor interaction, progress monitoring, evaluation coordination, and overall event management.

8. Outcomes and Impact

OMNITRIX provided participants with an intensive practical learning experience in which they had to move from problem understanding to solution development within a fixed 24-hour period. The event strengthened coding, problem-solving, teamwork, project development, testing, and presentation skills.

The national-level format also created opportunities for interaction among students from different institutions. The event supported the development of an innovation-oriented technical culture and encouraged participants to apply emerging technologies to practical challenges.

9. Key Learning Outcomes

- Improved ability to analyze real-world problems and formulate technical solutions.
- Practical experience in coding, integration, testing, and debugging.
- Enhanced teamwork, communication, and time-management skills.
- Greater confidence in presenting and demonstrating technical solutions.
- Exposure to mentor guidance and expert evaluation.
- Understanding of the importance of rapid prototyping and iterative development.

10. Event Highlights

- National-level participation and inter-institutional collaboration.
- 24-hour continuous coding and solution-development environment.
- Multiple development phases with mentor and faculty interaction.
- Final project demonstrations evaluated by internal and external experts.
- Valedictory ceremony with judge feedback, winner announcement, and certificate distribution.
- Focus on innovation, coding, problem solving, and teamwork.

11. Conclusion

The IEEE & ACM National Level 24-Hour Hackathon “OMNITRIX” successfully provided a platform for students to transform ideas into technology-driven solutions through intensive coding, teamwork, mentoring, and project development. The event encouraged students to work under time constraints, respond to real-world challenges, and demonstrate their technical capabilities before an expert jury.

The hackathon also strengthened collaboration between student branches, faculty, participants, mentors, and external institutions. Such initiatives contribute to the development of innovation, entrepreneurship, technical competence, and professional readiness among students.

12. Documentation

The event documentation includes the official programme schedule, administrative requisitions, arrangements for facilities and accommodation, participant support provisions, and records related to certificates and mementos. The official schedule records the complete 24-hour flow from registration at 9:30 AM on 17th October through project evaluation and valedictory activities on 18th October.

Faculty Coordinator

Siddhartha Academy of Higher Education (Deemed to be University)

Kanuru, Vijayawada - 520007

Department of Information Technology

ACM Tech Trivia

(C, Java, Python Quiz)

VRS ACM Student Chapter

Date: 3/01/2026

1. Introduction

ACM Tech Trivia (C, Java, Python Quiz) is a technical quiz activity designed to encourage students to strengthen their programming knowledge and develop confidence in fundamental concepts of C, Java, and Python. The activity provides an engaging platform for students to test their understanding of programming concepts in a quiz-based environment.

The quiz focuses on conceptual understanding, logical thinking, code analysis, and quick decision-making. By covering three widely used programming languages, the activity helps students revise programming fundamentals and appreciate similarities and differences among different programming environments.

2. Objectives

- To assess students' knowledge of C, Java, and Python programming concepts.
- To strengthen understanding of fundamental programming principles.
- To encourage logical thinking and quick decision-making.
- To provide an interactive platform for technical learning.
- To motivate students to regularly practice programming and improve coding skills.

3. Theme of the Activity

The activity is centered on programming knowledge and technical awareness through a quiz covering C, Java, and Python. The three-language format enables students to demonstrate their understanding of programming syntax, constructs, concepts, and basic problem-solving approaches.

4. Quiz Coverage

C Programming: Questions may cover syntax, data types, operators, control structures, functions, arrays, pointers, strings, and fundamental programming concepts.

Java Programming: Questions may cover Java syntax, object-oriented programming, classes and objects, inheritance, polymorphism, exception handling, and standard programming constructs.

Python Programming: Questions may cover Python syntax, data types, operators, conditional and looping statements, functions, collections, and commonly used Python concepts.

5. Mode and Conduct of the Quiz

The quiz can be conducted as an individual technical quiz or as a team-based activity, depending on the event format. Participants answer programming-related questions within the allotted time. The questions are designed to test both conceptual knowledge and practical understanding.

The quiz format promotes active participation and encourages students to think quickly and accurately. Questions may include multiple-choice questions, output prediction, code-based questions, debugging-oriented questions, and conceptual questions related to C, Java, and Python.

6. Skills Developed

• Programming fundamentals

• Logical and analytical thinking

• Code reading and output prediction

• Debugging awareness

• Quick decision-making

• Technical communication and peer learning

• Confidence in programming concepts

7. Student Engagement

The activity provides students with an opportunity to participate in an interactive technical learning environment. A quiz-based approach makes programming revision more engaging and helps students identify areas in which they need additional practice.

Discussion of answers and explanations can further help students connect programming theory with practical coding situations and encourage them to explore programming beyond regular classroom learning.

8. Role of the VRS ACM Student Chapter

The VRS ACM Student Chapter provides a platform for technical activities that promote programming knowledge, peer learning, and student engagement. ACM Tech Trivia supports this objective by encouraging students to revise programming concepts and participate in an enjoyable technical learning activity.

9. Learning Outcomes

- Students strengthen their understanding of C, Java, and Python programming fundamentals.
- Participants improve their ability to analyze short programming statements and code fragments.
- Students become more confident in identifying programming errors and selecting appropriate constructs.
- The quiz encourages regular revision and practice of programming concepts.
- Participants develop quicker reasoning and decision-making skills in technical situations.

10. Expected Impact

ACM Tech Trivia can contribute to building a stronger programming culture among students. Regular technical quizzes help students revise fundamental concepts, recognize gaps in their knowledge, and develop greater interest in coding-based activities.

The activity can also provide a useful foundation for students preparing for coding interviews, internships, programming competitions, hackathons, and academic projects. Exposure to multiple programming languages encourages flexibility in understanding and applying programming concepts.

11. Key Takeaways

- Strong programming fundamentals are essential for effective software development.
- Understanding concepts is as important as memorizing syntax.
- Reading and analyzing code improves programming confidence.
- Regular quizzes can make technical learning more engaging.
- Exposure to multiple programming languages broadens students' programming perspective.

12. Conclusion

The ACM Tech Trivia (C, Java, Python Quiz) serves as an engaging technical activity for strengthening students' programming knowledge. By combining programming concepts with a quiz-based learning format, the activity encourages students to revise, analyze, and apply their understanding of C, Java, and Python.

The initiative supports continuous technical learning and contributes to programming confidence, logical thinking, and problem-solving ability among students. Such activities can be conducted regularly as part of the VRS ACM Student Chapter's technical engagement initiatives.

Faculty Coordinator

Department of Information Technology: SAHE

ACM-W

S.NO	EVENT NAME	DATE
1.	Hackathon	17th and 18th October 2025
2.	Pragati – Progress(International Day of Girl Child)	11/10/2025
3.	Human vs AI Challenge	22/11/2025
4.	ACM Tech Trivia(C, Java, Python Quiz)	3/01/2026

Siddhartha Academy of Higher Education

(Deemed to be University)

Kanuru, Vijayawada - 520007

Department of Information Technology

OMNITRIX

IEEE & ACM National Level 24-Hour Hackathon

17th - 18th October 2025

Venue: IT Seminar Hall, Department of Information Technology, SAHE

Organized by

IEEE CIS and IEEE SMC Student Branches

in association with the IEEE Student Branch, VRSEC

1. Introduction

The Department of Information Technology, Siddhartha Academy of Higher Education, organized the IEEE & ACM National Level 24-Hour Hackathon, "OMNITRIX", on 17th and 18th October 2025. The event was designed as a platform for students to showcase coding, problem-solving, teamwork, and innovation skills while developing technology-driven solutions for real-world challenges.

The hackathon brought together internal students and participants from other institutions, promoting inter-institutional collaboration and knowledge sharing. The 24-hour format provided participants with an intensive environment for ideation, development, testing, mentoring, and project demonstration.

2. Objectives of the Hackathon

• To encourage innovation and creative problem solving among students.

• To provide hands-on experience in developing technology-based solutions.

• To strengthen coding, teamwork, project development, and presentation skills.

• To promote collaboration among students from different institutions.

• To expose students to emerging technologies and real-world problem solving.

3. Event Details

Event: OMNITRIX - IEEE & ACM National Level 24-Hour Hackathon

Date: 17th - 18th October 2025

Duration: 24 Hours, 9:30 AM to 9:30 AM

Venue: IT Seminar Hall, Department of Information Technology, SAHE

Participation: Internal students and participants from other institutions

4. Hackathon Schedule and Activities

The event followed a structured 24-hour schedule. The first day began with registration and team reporting, followed by the inaugural session and problem statement briefing. Teams then progressed through multiple coding and development phases with mentor and faculty interaction.

Registration and Team Reporting: Participant registration, kit distribution, and seating arrangements were completed from 9:30 AM to 10:00 AM on 17th October.

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Project Demonstrations and Evaluation: Projects were demonstrated before an internal and external expert jury panel.

Valedictory and Prize Distribution: The concluding session included judge feedback, announcement of winners, certificate distribution, and vote of thanks.

5. Continuous Support and Facilities

As the event was conducted continuously for 24 hours, faculty coordinators and supporting staff were assigned to remain present throughout the hackathon to ensure smooth conduct, technical support, and participant supervision.

The organizing arrangements also included continuous air-conditioning and power supply for the IT Seminar Hall. Accommodation/refreshing facilities were requested for outstation girl participants and volunteers during the event period.

6. Participant Support

• Registration and participant kits

• Meals and refreshments during the 24-hour programme

• Mentor interaction and technical guidance

• Continuous technical and faculty support

• Final project demonstration and expert evaluation

• Certificates and recognition for participants and winners

7. Role of Faculty and Coordinators

Faculty coordinators and student organizers were responsible for participant coordination, technical arrangements, problem-statement communication, mentor interaction, progress monitoring, evaluation coordination, and overall event management.

8. Outcomes and Impact

OMNITRIX provided participants with an intensive practical learning experience in which they had to move from problem understanding to solution development within a fixed 24-hour period. The event strengthened coding, problem-solving, teamwork, project development, testing, and presentation skills.

The national-level format also created opportunities for interaction among students from different institutions. The event supported the development of an innovation-oriented technical culture and encouraged participants to apply emerging technologies to practical challenges.

9. Key Learning Outcomes

• Improved ability to analyze real-world problems and formulate technical solutions.

• Practical experience in coding, integration, testing, and debugging.

• Enhanced teamwork, communication, and time-management skills.

• Greater confidence in presenting and demonstrating technical solutions.

• Exposure to mentor guidance and expert evaluation.

• Understanding of the importance of rapid prototyping and iterative development.

10. Event Highlights

• National-level participation and inter-institutional collaboration.

• 24-hour continuous coding and solution-development environment.

• Multiple development phases with mentor and faculty interaction.

• Final project demonstrations evaluated by internal and external experts.

• Valedictory ceremony with judge feedback, winner announcement, and certificate distribution.

• Focus on innovation, coding, problem solving, and teamwork.

11. Conclusion

The IEEE & ACM National Level 24-Hour Hackathon “OMNITRIX” successfully provided a platform for students to transform ideas into technology-driven solutions through intensive coding, teamwork, mentoring, and project development. The event encouraged students to work under time constraints, respond to real-world challenges, and demonstrate their technical capabilities before an expert jury.

The hackathon also strengthened collaboration between student branches, faculty, participants, mentors, and external institutions. Such initiatives contribute to the development of innovation, entrepreneurship, technical competence, and professional readiness among students.

12. Documentation

The event documentation includes the official programme schedule, administrative requisitions, arrangements for facilities and accommodation, participant support provisions, and records related to certificates and mementos. The official schedule records the complete 24-hour flow from registration at 9:30 AM on 17th October through project evaluation and valedictory activities on 18th October.

Faculty Coordinator

Siddhartha Academy of Higher Education (Deemed to be University)

Kanuru, Vijayawada - 520007

Department of Information Technology

Technical Event Report

on

Human vs AI Challenge

22nd November 2025

1. Introduction

Human vs AI Challenge was organized as a technology-oriented activity designed to create awareness about Artificial Intelligence and encourage students to critically examine the capabilities of AI in comparison with human reasoning. The activity provided an interactive setting in which participants could explore how humans and AI approach problems, generate responses, recognize patterns, and make decisions.

The challenge was intended to promote curiosity about AI while also emphasizing the continuing importance of human judgement, creativity, contextual understanding, communication, and critical thinking. Rather than treating AI simply as a replacement for human abilities, the activity encouraged students to understand both the strengths and limitations of AI-based systems.

2. Objectives of the Challenge

- To create awareness about the capabilities and limitations of Artificial Intelligence.
- To encourage students to critically evaluate AI-generated responses and solutions.
- To develop logical reasoning, creativity, and problem-solving skills.
- To help students understand the complementary roles of human intelligence and AI.
- To promote responsible and informed use of AI tools in academic and professional contexts.

3. Theme of the Activity

The central theme of the Human vs AI Challenge was the comparison of human thinking and artificial intelligence. Participants were encouraged to consider situations where AI can provide speed, automation, and pattern-based assistance, as well as situations where human experience, empathy, judgement, creativity, and contextual interpretation remain important.

4. Challenge Components

Human Reasoning: Participants were encouraged to use their own knowledge, reasoning, creativity, and judgement to approach the given challenges.

AI-Assisted Reasoning: Participants explored how AI tools can be used to generate, analyze, explain, or improve possible solutions.

Comparison and Evaluation: Solutions or responses could be compared on the basis of correctness, reasoning, creativity, clarity, relevance, and effectiveness.

Critical Thinking: The activity emphasized that an AI-generated answer should not automatically be considered correct and should be examined before acceptance.

Reflection: Participants were encouraged to reflect on when AI is useful, where human intervention is necessary, and how both can work together.

5. Learning Focus

The challenge focused on developing a balanced understanding of Artificial Intelligence. Students were encouraged to look beyond the novelty of AI tools and consider the quality, reliability, context, and limitations of their outputs. This approach helps students become responsible users who can verify information and make informed decisions.

6. Skills Developed

• Critical thinking and analytical reasoning

• Problem-solving and decision-making

• Creative thinking and idea generation

• AI literacy and responsible AI use

• Evaluation and verification of AI-generated content

• Communication and presentation skills

• Understanding of human-AI collaboration

7. Student Engagement

The Human vs AI Challenge provides an engaging way for students to interact with contemporary AI concepts. Instead of learning AI only through theoretical explanations, participants can experience differences between human-generated and AI-assisted approaches to a task.

Such activities also encourage students to question assumptions, verify outputs, and explain why one solution may be more appropriate than another. This strengthens the habit of reasoning before accepting an automated response.

8. Role of Faculty and Coordinators

Faculty members and student coordinators are responsible for guiding participants, explaining the challenge format, facilitating the activity, ensuring fair participation, and encouraging meaningful discussion of the results. Their support helps connect the activity with the broader objective of developing responsible and technically aware students.

9. Learning Outcomes

- Students gain a clearer understanding of what AI systems can and cannot do effectively.
- Participants develop the habit of critically evaluating AI-generated outputs.
- Students recognize the importance of human judgement, creativity, and contextual understanding.
- Participants improve their problem-solving and analytical skills.
- Students become more confident in using AI as an assistive tool rather than relying on it without verification.

10. Expected Impact

The Human vs AI Challenge can contribute to stronger AI literacy among students. It encourages participants to approach AI with curiosity as well as caution, recognizing that effective use of AI requires appropriate prompts, evaluation, verification, and human oversight.

The activity can also support students in preparing for an increasingly AI-enabled academic and professional environment. Understanding how to combine human capabilities with AI assistance can help students work more effectively while maintaining responsibility for the quality and integrity of their work.

11. Key Takeaways

- AI can assist human thinking but does not eliminate the need for human judgement.
- AI-generated information should be checked for correctness, relevance, and context.
- Human creativity, empathy, experience, and ethical judgement remain important.

• Responsible AI use requires awareness of both benefits and limitations.

• The most effective approach is often collaboration between human intelligence and AI capabilities.

12. Conclusion

The Human vs AI Challenge provided an engaging platform for students to explore the relationship between human intelligence and Artificial Intelligence. By comparing different approaches to problem solving and examining the strengths and limitations of AI, the activity encouraged students to develop a more informed and balanced perspective on emerging technologies.

The programme also reinforced the importance of critical thinking, responsible technology use, creativity, and human judgement. Activities of this nature can be continued through AI quizzes, prompt challenges, problem-solving competitions, AI ethics discussions, and practical AI application activities.

13. Documentation

For the final departmental record, photographs, participant details, challenge questions, evaluation criteria, results, feedback, and certificates or recognitions may be appended to this report. Since specific participant numbers, winners, question sets, and evaluation results were not provided, they have not been included as factual claims.

Faculty Coordinator **HOD – IT**

Siddhartha Academy of Higher Education (Deemed to be University)

Kanuru, Vijayawada - 520007

Department of Information Technology

Technical Event Report

on

ACM Tech Trivia

(C, Java, Python Quiz)

3rd January 2026

Organized by

Faculty Coordinator

ACM Faculty Coordinator, Sr. Assistant Professor, Department of IT

Convener

Professor & Head, Department of IT

1. Introduction

ACM Tech Trivia (C, Java, Python Quiz) was organized as a technical learning activity of the VRS ACM Student Chapter to encourage students to strengthen their programming knowledge through an interactive quiz. The activity focused on three widely used programming languages, namely C, Java, and Python, and provided students with an opportunity to test their conceptual understanding, code-reading ability, and programming awareness.

The quiz format was intended to make programming revision engaging and competitive while encouraging students to think quickly and accurately. It also provided a platform for students to identify areas requiring further practice and to develop greater confidence in programming fundamentals.

2. Objectives of the Event

• To assess students' knowledge of C, Java, and Python programming concepts.

• To strengthen understanding of fundamental programming principles and constructs.

• To develop logical reasoning and quick decision-making skills.

• To encourage students to participate in technical and programming activities.

• To promote continuous learning and regular practice of programming concepts.

3. Scope of the Quiz

The ACM Tech Trivia quiz covers fundamental and commonly encountered programming concepts from C, Java, and Python. The activity is intended to test students' understanding rather than merely their ability to memorize syntax.

4. Technical Areas Covered

C Programming: Basic syntax, data types, operators, control structures, functions, arrays, strings, pointers, and fundamental programming concepts.

Java Programming: Syntax, classes and objects, object-oriented programming concepts, inheritance, polymorphism, exception handling, and standard programming constructs.

Python Programming: Syntax, data types, operators, conditional statements, loops, functions, lists, tuples, dictionaries, sets, and commonly used Python constructs.

5. Quiz Methodology

The activity was structured as a programming quiz in which participants were presented with questions related to C, Java, and Python. The questions could assess conceptual knowledge, syntax recognition, code interpretation, output prediction, and basic programming logic.

The quiz format encouraged participants to analyze each question carefully and select or formulate the most appropriate answer within the given time. The activity thereby combined technical knowledge with speed, accuracy, and logical reasoning.

6. Major Skills Developed

• Programming fundamentals and conceptual clarity

• Logical and analytical thinking

• Code reading and output prediction

• Understanding of programming constructs

• Debugging awareness

• Quick decision-making and time management

• Confidence in technical participation

7. Student Participation and Engagement

The quiz provided an interactive environment for students to revise programming concepts in a competitive yet educational setting. Participants were encouraged to apply their classroom knowledge while responding to programming questions.

The activity also encouraged peer learning. Discussion of questions and explanations can help students understand why an answer is correct and identify misconceptions in programming concepts.

8. Role of the VRS ACM Student Chapter

The VRS ACM Student Chapter provided the platform for conducting the technical activity and encouraging students to participate in programming-oriented learning. Such chapter activities complement regular classroom instruction by providing opportunities for students to practice technical skills in an engaging environment.

9. Learning Outcomes

• Students strengthen their understanding of C, Java, and Python programming fundamentals.

• Participants improve their ability to interpret short programs and code fragments.

• Students develop better awareness of syntax, programming constructs, and logical flow.

• Participants become more confident in answering technical programming questions.

• Students are encouraged to continue practicing programming and participate in coding activities.

10. Impact of the Event

ACM Tech Trivia contributes to the development of a strong programming culture among students by making technical revision interactive and engaging. Such activities help students recognize gaps in their knowledge and motivate them to strengthen their programming fundamentals.

The activity also supports preparation for coding competitions, technical interviews, internships, hackathons, academic projects, and other programming-oriented opportunities. Exposure to C, Java, and Python provides students with a broader programming perspective and encourages adaptability.

11. Key Takeaways

• Strong programming fundamentals are essential for solving technical problems effectively.

• Understanding programming logic is more important than memorizing syntax alone.

• Code reading and output prediction improve programming confidence.

• Regular quizzes provide an effective way to revise technical concepts.

• Participation in technical activities encourages continuous learning and healthy competition.

12. Conclusion

The ACM Tech Trivia (C, Java, Python Quiz), conducted on 3rd January 2026, provided an engaging platform for students to revise and demonstrate their programming knowledge. By covering three important programming languages, the activity encouraged students to strengthen their conceptual understanding, logical reasoning, and ability to analyze programming questions.

The event reflects the role of the VRS ACM Student Chapter in promoting technical learning and student participation. Regular activities of this nature can help students build stronger programming foundations and prepare for future coding competitions, projects, internships, and professional opportunities.

13. Documentation

For the final departmental record, participant details, quiz questions, evaluation criteria, photographs, results, feedback, and certificates or recognitions may be appended. Specific participant numbers, winners, scores, and question sets were not provided and therefore have not been included as factual claims.

ACM Faculty Coordinator **HOD – IT**