



GEETHANJALI INSTITUTE OF SCIENCE & TECHNOLOGY

Unit of USHODAYA EDUCATIONAL SOCIETY

An ISO 9001:2015 certified Institution: Recognized under Sec. 2(f)& 12(B) of UGC Act, 1956
10th Mile, Bombay Highway, Gangavaram (V), Kovur(M), SPSR Nellore (Dt), Andhra Pradesh, India- 524137
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RG23 Regulations



**GEETHANJALI INSTITUTE OF SCIENCE & TECHNOLOGY: NELLORE
(AUTONOMOUS)**

**NELLORE-524317 (A.P) INDIA
B.TECH IN COMPUTER SCIENCE &
ENGINEERING (DATA SCIENCE)**

**COURSE STRUCTURE AND SYLLABI
UNDER RG 23 REGULATIONS**



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Vision & Mission

VISION

- To emerge as a premier department of Computer Science and Engineering in the domain of Data Science striving to produce competent young data scientists to serve the society with professional commitment and ethical values.

MISSION

- M1:** Transforming learners into technically proficient engineers through innovative teaching learning methodologies enabling them to fulfil industrial requirements.
- M2:** Inculcating discipline, ethical and professional values among the aspirants to become socially responsible engineers.
- M3:** Exploring the potential of learners through integrity and professionalism to serve the needs of the society.
- M4:** Engaging students in acquisition of core capabilities through learner-centric activities to offer sustainable solutions to real-time problems .

B. Tech CSE (DS) - PROGRAM OUTCOMES (PO's)

A graduate of the Computer Science and Engineering (Data Science) Program will demonstrate:

- | | |
|-------------|--|
| PO1: | Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems. |
| PO2: | Problem analysis: Identify, formulate, review research literature, and analyse complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences. |
| PO3: | Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations. |
| PO4: | Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions. |
| PO5: | Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modelling to complex engineering activities with an understanding of the limitations. |
| PO6: | The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice. |



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P07:	Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
P08:	Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
P09:	Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
P010:	Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
P011:	Project management and finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
P012:	Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

B. Tech CSE (DS) - PROGRAM EDUCATIONAL OBJECTIVES (PEO's)

A graduate of Computer Science and Engineering (Data Science) will be able to:

PEO 1	Contribute to the economic growth of the Country through a purposeful and productive interaction with their peers .
PEO 2	Successfully pursue higher studies in engineering or management courses .
PEO 3	Emerge as visionary leaders and entrepreneurs possessing leadership qualities and team building skills..
PEO 4	Exhibit core technical competencies to analyse and design viable solutions for problems with social responsibility and ethical standards..

B. Tech CSE (DS) - PROGRAM EDUCATIONAL OBJECTIVES (PSO's)

A graduate of Computer Science and Engineering (Data Science) will be able to:

PSO1	Apply the principles of Data Science, Data Management, Data Security and Visualization for Data Analysis and prediction.
PSO2	Utilize the knowledge of analytics, statistics and Machine Learning concepts to solve real time problems related to Data Analysis.



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B.TECH.-CSE (DATA SCIENCE) II YEAR COURSE STRUCTURE & SYLLABI

B.Tech.– II Year I Semester

S.No.	Course code	Title	L	T	P	Credits
1	23A0015T	Discrete Mathematics & Graph Theory	3	0	0	3
2	23A0021T	Universal Human Values– Understanding Harmony and Ethical Human Conduct	2	1	0	3
3	23A32001T	Introduction to Data Science	3	0	0	3
4	23A0506T	Advanced Data Structures and Algorithms Analysis	3	0	0	3
5	23A0507T	Object Oriented Programming Through Java	3	0	0	3
6	23A32002P	Data Science Lab	0	0	3	1.5
7	23A0509P	Object Oriented Programming Through Java Lab	0	0	3	1.5
8	23A0510P	Python Programming	0	1	2	2
9	23A0109T	Environmental Science	2	0	0	-
Total			16	2	8	20

B.Tech.– II Year II Semester

S.No	Course code	Title	L	T	P	Credits
1	23A0020T	Optimization Techniques	2	0	0	2
2	23A0018T	Statistical methods for Data science	3	0	0	3
3	23A32003T	Data Engineering	3	0	0	3
4	23A0512T	Database Management Systems	3	0	0	3
5	23A0406T	Digital Logic& Computer Organization	3	0	0	3
6	23A32004P	Data Engineering Lab	0	0	3	1.5
7	23A0515P	Database Management Systems Lab	0	0	3	1.5
8	23A52403	Exploratory Data Analysis with Python	0	1	2	2
9	23A0413T	Design Thinking & Innovation	1	0	2	2
Total			15	1	10	21
Mandatory Community Service Project Internship of 08weeksduration during Summer Vacation						



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II Year B.Tech. CSE (DS)– I Semester

L	T	P	C
3	0	0	3

(23A0015T) DISCRETE MATHEMATICS & GRAPH THEORY (Common to CSE and all CSE allied branches)

Course Outcomes: After successful completion of this course, the students should be able to:

COs	Statements	Bloom level
CO1	Apply mathematical logic to solve problems.	L2, L3
CO2	Understand the concepts and perform the operations related to sets, relations and functions. Gain the conceptual background needed and identify structures of algebraic nature.	L3, L5
CO3	Apply basic counting techniques to solve combinatorial problems.	L3
CO4	Formulate problems and solve recurrence relations.	L2, L3
CO5	Apply Graph Theory in solving computer science problems	L3, L5

UNIT I Mathematical Logic

Introduction, Statements and Notation, Connectives, Well-formed formulas, Tautology, Duality law, Equivalence, Implication, Normal Forms, Functionally complete set of connectives, Inference Theory of Statement Calculus, Predicate Calculus, Inference theory of Predicate Calculus.

UNIT II Set theory

The Principle of Inclusion- Exclusion, Pigeon hole principle and its application, Functions composition of functions, Inverse Functions, Recursive Functions, Lattices and its properties. Algebraic structures: Algebraic systems-Examples and General Properties, Semi groups and Monoids, groups, sub groups, homomorphism, Isomorphism.

UNIT III Elementary Combinatorics

Combinations and Permutations, Enumeration of Combinations and Permutations, Enumerating Combinations and Permutations with Repetitions, Enumerating Permutations with Constrained Repetitions, Binomial Coefficients, The Binomial and Multinomial Theorems.

UNITIV: Recurrence Relations

Generating Functions of Sequences, Calculating Coefficients of Generating Functions, Recurrence relations, Solving Recurrence Relations by Substitution and Generating functions, The Method of Characteristic roots, **Solutions of Inhomogeneous**, Recurrence Relations.

UNITV Graphs

Basic Concepts, Isomorphism and Subgraphs, Trees and their Properties, Spanning Trees, Directed Trees, Binary Trees, Planar Graphs, Euler's Formula, Multigraphs and Euler Circuits, Hamiltonian Graphs.



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Textbooks:

1. J.P. Tremblay and R. Manohar, Discrete Mathematical Structures with Applications to Computer Science, Tata McGraw Hill, 2002.
2. Kenneth H. Rosen, Discrete Mathematics and its Applications with Combinatorics and Graph Theory, 7th Edition, McGraw Hill Education (India) Private Limited.

Reference Books:

1. Joe L. Mott, Abraham Kandel and Theodore P. Baker, Discrete Mathematics for Computer Scientists & Mathematicians, 2nd Edition, Pearson Education.
2. Narsingh Deo, Graph Theory with Applications to Engineering and Computer Science.

Online Learning Resources:

1. <http://www.cs.yale.edu/homes/aspnes/classes/202/notes.pdf>



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II Year B.Tech. CSE (DS) – I Semester

L	T	P	C
2	1	0	3

**(23A0021T) UNIVERSAL HUMAN VALUES – UNDERSTANDING
HARMONY AND ETHICAL HUMAN CONDUCT
Common to All Branches of Engineering)**

Course Objectives:

- To help the students appreciate the essential complementary between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.
- To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.
- To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature.

COURSE OUTCOMES: At the end of the course, students will be able to		Blooms Level
CO1	Define the terms like Natural Acceptance, Happiness and Prosperity	L1, L2
CO2	Identify one's self, and one's surroundings (family, society nature)	L1, L2
CO3	Apply what they have learnt to their own self in different day-to-day settings in real life	L3
CO4	Relate human values with human relationship and human society.	L4
CO5	Justify the need for universal human values and harmonious existence	L5
CO6	Develop as socially and ecologically responsible engineers	L3, L6

Course Topics

The course has 28 lectures and 14 tutorials in 5 modules. The lectures and tutorials are of 1-hour duration. Tutorial sessions are to be used to explore and practice what has been proposed during the lecture sessions.

The Teacher's Manual provides the outline for lectures as well as practice sessions. The teacher is expected to present the issues to be discussed as propositions and encourage the students to have a dialogue.

UNIT I Introduction to Value Education (6 lectures and 3 tutorials for practice session)
Lecture 1: Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education)
Lecture 2: Understanding Value Education
Tutorial 1: Practice Session PS1 Sharing about Oneself
Lecture 3: self-exploration as the Process for Value Education
Lecture 4: Continuous Happiness and Prosperity – the Basic Human Aspirations
Tutorial 2: Practice Session PS2 Exploring Human Consciousness
Lecture 5: Happiness and Prosperity – Current Scenario



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Lecture 6: Method to Fulfill the Basic Human Aspirations
Tutorial 3: Practice Session PS3 Exploring Natural Acceptance

- UNIT II** Harmony in the Human Being (6 lectures and 3 tutorials for practice session)
Lecture 7: Understanding Human being as the Co-existence of the self and the body.
Lecture 8: Distinguishing between the Needs of the self and the body
Tutorial 4: Practice Session PS4 Exploring the difference of Needs of self and body.
Lecture 9: The body as an Instrument of the self
Lecture 10: Understanding Harmony in the self
Tutorial 5: Practice Session PS5 Exploring Sources of Imagination in the self
Lecture 11: Harmony of the self with the body
Lecture 12: Programme to ensure self-regulation and Health
Tutorial 6: Practice Session PS6 Exploring Harmony of self with the body
- UNIT III** Harmony in the Family and Society (6 lectures and 3 tutorials for practice session)
Lecture 13: Harmony in the Family – the Basic Unit of Human Interaction
Lecture 14: 'Trust' – the Foundational Value in Relationship
Tutorial 7: Practice Session PS7 Exploring the Feeling of Trust
Lecture 15: 'Respect' – as the Right Evaluation
Tutorial 8: Practice Session PS8 Exploring the Feeling of Respect
Lecture 16: Other Feelings, Justice in Human-to-Human Relationship
Lecture 17: Understanding Harmony in the Society
Lecture 18: Vision for the Universal Human Order
Tutorial 9: Practice Session PS9 Exploring Systems to fulfil Human Goal
- UNIT IV** Harmony in the Nature/Existence (4 lectures and 2 tutorials for practice session)
Lecture 19: Understanding Harmony in the Nature
Lecture 20: Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature
Tutorial 10: Practice Session PS10 Exploring the Four Orders of Nature
Lecture 21: Realizing Existence as Co-existence at All Levels
Lecture 22: The Holistic Perception of Harmony in Existence
Tutorial 11: Practice Session PS11 Exploring Co-existence in Existence
- UNIT V** Implications of the Holistic Understanding – a Look at Professional Ethics (6 lectures and 3 tutorials for practice session)
Lecture 23: Natural Acceptance of Human Values
Lecture 24: Definitiveness of (Ethical) Human Conduct
Tutorial 12: Practice Session PS12 Exploring Ethical Human Conduct
Lecture 25: A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order
Lecture 26: Competence in Professional Ethics
Tutorial 13: Practice Session PS13 Exploring Humanistic Models in Education
Lecture 27: Holistic Technologies, Production Systems and Management Models-Typical Case Studies



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Lecture 28: Strategies for Transition towards Value-based Life and Profession

Tutorial 14: Practice Session PS14 Exploring Steps of Transition towards Universal Human Order

Practice Sessions for UNIT I – Introduction to Value Education PS1 Sharing about Oneself

PS2 Exploring Human Consciousness PS3 Exploring Natural Acceptance

Practice Sessions for UNIT II – Harmony in the Human Being PS4 Exploring the difference of Needs of self and body

PS5 Exploring Sources of Imagination in the self PS6 Exploring Harmony of self with the body

Practice Sessions for UNIT III – Harmony in the Family and Society PS7 Exploring the Feeling of Trust

PS8 Exploring the Feeling of Respect

PS9 Exploring Systems to fulfil Human Goal

Practice Sessions for UNIT IV – Harmony in the Nature (Existence) PS10 Exploring the Four Orders of Nature

PS11 Exploring Co-existence in Existence

Practice Sessions for UNIT V – Implications of the Holistic Understanding – a Look at Professional Ethics

PS12 Exploring Ethical Human Conduct

PS13 Exploring Humanistic Models in Education

PS14 Exploring Steps of Transition towards Universal Human Order

READINGS:

Textbook and Teachers Manual

a. [The Textbook](#)

R R Gaur, R Asthana, G P Bagaria, *A Foundation Course in Human Values and Professional Ethics*, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1

b. [The Teacher's Manual](#)

R R Gaur, R Asthana, G P Bagaria, *Teachers' Manual for A Foundation Course in Human Values and Professional Ethics*, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-53-2

Reference Books

1. *Jeevan Vidya: Ek Parichaya*, A Nagaraj, Jeevan Vidya Prakashan, Amarkantak, 1999.
2. *Human Values*, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004.
3. *The Story of Stuff* (Book).
4. *The Story of My Experiments with Truth* - by Mohandas Karamchand Gandhi
5. *Small is Beautiful* - E. F Schumacher.



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6. *Slow is Beautiful* - Cecile Andrews
7. *Economy of Permanence* - J C Kumarappa
8. *Bharat Mein Angreji Raj* – PanditSunderlal
9. *Rediscovering India* - by Dharampal
10. *Hind Swaraj or Indian Home Rule* - by Mohandas K. Gandhi
11. *India Wins Freedom* - Maulana Abdul Kalam Azad

12. *Vivekananda* - Romain Rolland (English)
13. *Gandhi* - Romain Rolland (English)

Mode of Conduct:

Lecture hours are to be used for interactive discussion, placing the proposals about the topics at hand and motivating students to reflect, explore and verify them.

Tutorial hours are to be used for practice sessions.

While analyzing and discussing the topic, the faculty mentor's role is in pointing to essential elements to help in sorting them out from the surface elements. In other words, help the students explore the important or critical elements.

In the discussions, particularly during practice sessions (tutorials), the mentor encourages the student to connect with one's own self and do self-observation, self-reflection and self- exploration.

Scenarios may be used to initiate discussion. The student is encouraged to take up "ordinary" situations rather than "extra-ordinary" situations. Such observations and their analyses are shared and discussed with other students and faculty mentor, in a group sitting.

Tutorials (experiments or practical) are important for the course. The difference is that the laboratory is everyday life, and practical are how you behave and work in real life. Depending on the nature of topics, worksheets, home assignment and/or activity are included. The practice sessions (tutorials) would also provide support to a student in performing actions commensurate to his/her beliefs. It is intended that this would lead to development of commitment, namely behaving and working based on basic human values.

It is recommended that this content be placed before the student as it is, in the form of a basic foundation course, without including anything else or excluding any part of this content. Additional content may be offered in separate, higher courses. This course is to be taught by faculty from every teaching department, not exclusively by any one department.

Teacher preparation with a minimum exposure to at least one 8-day Faculty Development Program on Universal Human Values is deemed essential.

Online Resources

1. <https://fdp-si.aicte-india.org/UHV-II%20Class%20Notes%20&%20Handouts/UHV%20Handout%201-Introduction%20to%20Value%20Education.pdf>
2. <https://fdp-si.aicte-india.org/UHV-II%20Class%20Notes%20&%20Handouts/UHV%20Handout%202-Harmony%20in%20the%20Human%20Being.pdf>
3. <https://fdp-si.aicte-india.org/UHV-II%20Class%20Notes%20&%20Handouts/UHV%20Handout%203-Harmony%20in%20the%20Family.pdf>
4. <https://fdp-si.aicte-india.org/UHV%201%20Teaching%20Material/D3-S2%20Respect%20July%202023.pdf>



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5. <https://fdp-si.aicte-india.org/UHV-Class%20Notes%20&%20Handouts/UHV%20Handout%205-Harmony%20in%20the%20Nature%20and%20Existence.pdf>
6. <https://fdp-si.aicte-india.org/download/FDPTeachingMaterial/3-days%20FDP-SI%20UHV%20Teaching%20Material/Day%203%20Handouts/UHV%203D%20D3-S2A%20Und%20Nature-Existence.pdf>
7. <https://fdp-si.aicte-india.org/UHV%20II%20Teaching%20Material/UHV%20II%20Lecture%2023-25%20Ethics%20v1.pdf>
8. <https://www.studocu.com/in/document/kiet-group-of-institutions/universal-human-values/chapter-5-holistic-understanding-of-harmony-on-professional-ethics/62490385>
https://onlinecourses.swayam2.ac.in/aic22_ge23/preview



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II Year B.Tech. CSE (DS) – I Semester

L	T	P	C
3	0	0	3

(23A32001T) INTRODUCTION TO DATA SCIENCE

Course Objectives: From the course the student will learn

- Knowledge and expertise to become a data scientist.
- Essential concepts of statistics and machine learning that are vital for data science;
- Significance of exploratory data analysis (EDA) in data science.
- Critically evaluate data visualizations presented on the dashboards
- Suitability and limitations of tools and techniques related to data science process

Course Outcomes: After completion of the course, the student should be able to

- Understand significance of Data Science. (L2)
- Analyze large data(L4)
- Apply machine learning in Data Science (L3)
- Perform Data reduction and apply visualization techniques. (L3)

UNIT I:

Introduction to Data science, benefits and uses, facets of data, data science process in brief, big data ecosystem and data science

Data Science process: Overview, defining goals and creating project charter, retrieving data, cleansing, integrating and transforming data, exploratory analysis, model building, presenting findings and building applications on top of them

UNIT II

Applications of machine learning in Data science, role of ML in DS, Python tools like sklearn, modelling process for feature engineering, model selection, validation and prediction, types of ML, semi-supervised learning

Handling large data: problems and general techniques for handling large data, programming tips for dealing large data, case studies on DS projects for predicting malicious URLs, for building recommender systems

UNIT III:

NoSQL movement for handling Bigdata: Distributing data storage and processing with Hadoop framework, case study on risk assessment for loan sanctioning, ACID principle of relational databases, CAP theorem, base principle of NoSQL databases, types of NoSQL databases, case study on disease diagnosis and profiling

UNIT IV:

Tools and Applications of Data Science: Introducing **Neo4j** for dealing with graph databases, graph query language **Cypher**, Applications graph databases, Python libraries like nltk and SQLite for handling Text mining and analytics, case study on classifying Reddit posts

UNIT V:

Data Visualization and Prototype Application Development: Data Visualization options, Cross filter, the JavaScript MapReduce library, Creating an interactive dashboard with dc.js, Dashboard development tools.

Applying the Data Science process for real world problem solving scenarios as a detailed case



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study.

Textbook:

- 1) Davy Cielen, Arno D.B.Meysman, and Mohamed Ali, “Introducing to Data Science using Python tools”, Manning Publications Co, Dreamtech press, 2016
- 2) Prateek Gupta, “Data Science with Jupyter” BPB publishers, 2019 for basics

Reference Books:

- 1) Joel Grus, “Data Science From Scratch”, OReilly, 2019
- 2) Doing Data Science: Straight Talk From The Frontline, 1 st Edition, Cathy O’Neil and Rachel Schutt, O’Reilly, 2013



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ADVANCED DATA STRUCTURES & ALGORITHM ANALYSIS					
(Common to CSE, AI&ML, DS, CS)					
Course Code	L:T:P:S	Credits	Exam Marks	Exam Duration	Course Type
22A0506T	3:0:0:0	3	CIE: 30 SEE:70	3 Hours	PCC
Course Objectives:					
This course will enable students to: <ul style="list-style-type: none"> ● provide knowledge on advance data structures frequently used in Computer Sciencedomain ● Develop skills in algorithm design techniques popularly used ● Understand the use of various data structures in the algorithm design 					
Course Outcomes(CO):					
On completion of this course, student will be able to					
<ul style="list-style-type: none"> ● Illustrate the working of the advanced tree data structures and their applications. ● Understand the Graph data structure, traversals and apply them in various contexts. ● Use various data structures in the design of algorithms. ● Recommend appropriate data structures based on the problem being solved. ● Analyze algorithms with respect to space and time complexities. ● Design new algorithms 					
Syllabus					Total Hours:48
Module-I	Introduction				9Hrs
Introduction to Algorithm Analysis, Space and Time Complexity analysis, Asymptotic Notations. AVL Trees – Creation, Insertion, Deletion operations and Applications B-Trees – Creation, Insertion, Deletion operations and Applications					
Module-II	Heap Trees (Priority Queues)				10Hrs
Heap Trees (Priority Queues) – Min and Max Heaps, Operations and Applications Graphs – Terminology, Representations, Basic Search and Traversals, Connected Components and Bi connected Components, applications Divide and Conquer: The General Method, Quick Sort, Merge Sort, Strassen’s matrix multiplication, Convex Hull					
Module-III	Greedy Method				10Hrs
Greedy Method: General Method, Job Sequencing with deadlines, Knapsack Problem, Minimum cost spanning trees, Single Source Shortest Paths Dynamic Programming: General Method, All pairs shortest paths, Single Source Shortest Paths – General Weights (Bellman Ford Algorithm), Optimal Binary Search Trees, 0/1 Knapsack, String Editing, Travelling Salesperson problem					
Module-IV	Backtracking & Branch and Bound				10Hrs
Backtracking: General Method, 8-Queens Problem, Sum of Subsets problem, Graph Coloring, 0/1 Knapsack Problem (Hamiltonian Cycle) Branch and Bound: The General Method, 0/1 Knapsack Problem, Travelling Salesperson problem					
Module-V	NP Hard and NP Complete Problems				9Hrs
NP Hard and NP Complete Problems: Basic Concepts, Cook’s theorem NP Hard Graph Problems: Clique Decision Problem (CDP), Chromatic Number Decision Problem (CNDP), Traveling Salesperson Decision Problem (TSP) NP Hard Scheduling Problems: Scheduling Identical Processors, Job Shop Scheduling					



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Ph. No. 08622-212769, E-Mail: geethanjali@gist.edu.in, Website: www.gist.edu.in

Text Books:

1. Fundamentals of Data Structures in C++, Horowitz, Ellis; Sahni, Sartaj; Mehta, Dinesh
2nd Edition Universities Press

Reference Books:

1. Computer Algorithms/C++ Ellis Horowitz, Sartaj Sahni, Sanguthevar Rajasekaran 2nd Edition
University Press. (added to reference).
2. Data Structures and program design in C, Robert Kruse, Pearson Education Asia.
3. An introduction to Data Structures with applications, Trembley & Sorenson, McGrawHill.
4. The Art of Computer Programming, Vol.1: Fundamental Algorithms, Donald E Knuth,
Addison-Wesley, 1997.
5. Data Structures using C & C++: Langsam, Augenstein & Tanenbaum, Pearson, 1995.
6. Algorithms + Data Structures & Programs: N. Wirth, PHI.
7. Fundamentals of Data Structures in C++: Horowitz Sahni & Mehta, Galgottia Pub.
8. Data structures in Java: Thomas Standish, Pearson Education Asia.

Web References:

1. https://onlinecourses.swayam2.ac.in/cec20_cs03/preview
2. https://www.tutorialspoint.com/advanced_data_structures/index.asp
3. <http://peterindia.net/Algorithms.html>
4. Abdul Bari, 1. [Introduction to Algorithms \(youtube.com\)](#)



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OBJECT-ORIENTED PROGRAMMING THROUGH JAVA (Common to CSE, AI&ML, DS, CS)					
Course Code	L:T:P:S	Credits	Exam Marks	Exam Duration	Course Type
22A0507T	3:0:0:0	3	CIE: 30 SEE:70	3 Hours	PCC
Course Objectives:					
<p>This course will enable students to:</p> <ul style="list-style-type: none"> • Identify Java language components and how they work together in applications • Learn the fundamentals of object-oriented programming in Java, including defining classes, invoking methods, using class libraries. • Learn how to extend Java classes with inheritance and dynamic binding and how to use exception handling in Java applications • Understand how to design applications with threads in Java • Understand how to use Java apis for program development 					
Course Outcomes(CO):					
<p>On completion of this course, student will be able to</p> <ul style="list-style-type: none"> • Analyze problems, design solutions using OOP principles, and implement them efficiently in Java • Design and implement classes to model real-world entities, with a focus on attributes, behaviors, and relationships between objects • Demonstrate an understanding of inheritance hierarchies and polymorphic behaviour, including method overriding and dynamic method dispatch. • Apply Competence in handling exceptions and errors to write robust and fault-tolerant code • Perform file input/output operations, including reading from and writing to files using Java I/O classes, graphical user interface (GUI) programming using JavaFX. • Choose appropriate data structure of Java to solve a problem 					
Syllabus					Total Hours:48
Module-I	Object Oriented Programming				9Hrs
<p>Object Oriented Programming: Basic concepts, Principles, Program Structure in Java: Introduction, Writing Simple Java Programs, Elements or Tokens in Java Programs, Java Statements, Command Line Arguments, User Input to Programs, Escape Sequences Comments, Programming Style.</p> <p>Data Types, Variables, and Operators :Introduction, Data Types in Java, Declaration of Variables, Data Types, Type Casting, Scope of Variable Identifier, Literal Constants, Symbolic Constants, Formatted Output with printf() Method, Static Variables and Methods, Attribute Final, Introduction to Operators, Precedence and Associativity of Operators, Assignment Operator (=), Basic Arithmetic Operators, Increment (++) and Decrement (- -) Operators, Ternary Operator, Relational Operators, Boolean Logical Operators, Bitwise Logical Operators.</p> <p>Control Statements: Introduction, if Expression, Nested if Expressions, if–else Expressions, Ternary Operator?., Switch Statement, Iteration Statements, while Expression, do–while Loop, for Loop, Nested for Loop, For–Each for Loop, Break Statement, Continue Statement.</p>					
Module-II	Classes and Objects & Methods				10Hrs
<p>Classes and Objects: Introduction, Class Declaration and Modifiers, Class Members, Declaration of Class Objects, Assigning One Object to Another, Access Control for Class Members, Accessing Private Members of Class, Constructor Methods for Class, Overloaded Constructor Methods, Nested Classes, Final Class and Methods, Passing Arguments by Value and by Reference, Keyword this.</p> <p>Methods: Introduction, Defining Methods, Overloaded Methods, Overloaded Constructor Methods, Class Objects as Parameters in Methods, Access Control, Recursive Methods, Nesting of Methods, Overriding</p>					



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Methods, Attributes Final and Static.		
Module-III	Arrays	10Hrs
<p>Arrays: Introduction, Declaration and Initialization of Arrays, Storage of Array in Computer Memory, Accessing Elements of Arrays, Operations on Array Elements, Assigning Array to Another Array, Dynamic Change of Array Size, Sorting of Arrays, Search for Values in Arrays, Class Arrays, Two-dimensional Arrays, Arrays of Varying Lengths, Three-dimensional Arrays, Arrays as Vectors.</p> <p>Inheritance: Introduction, Process of Inheritance, Types of Inheritances, Universal Super Class- Object Class, Inhibiting Inheritance of Class Using Final, Access Control and Inheritance, Multilevel Inheritance, Application of Keyword Super, Constructor Method and Inheritance, Method Overriding, Dynamic Method Dispatch, Abstract Classes, Interfaces and Inheritance.</p> <p>Interfaces: Introduction, Declaration of Interface, Implementation of Interface, Multiple Interfaces, Nested Interfaces, Inheritance of Interfaces, Default Methods in Interfaces, Static Methods in Interface, Functional Interfaces, Annotations.</p>		
Module-IV	Packages and Java Library	10Hrs
<p>Packages and Java Library: Introduction, Defining Package, Importing Packages and Classes into Programs, Path and Class Path, Access Control, Packages in Java SE, Java.lang Package and its Classes, Class Object, Enumeration, class Math, Wrapper Classes, Auto-boxing and Auto-unboxing, Java util Classes and Interfaces, Formatter Class, Random Class, Time Package, Class Instant (java.time.Instant), Formatting for Date/Time in Java, Temporal Adjusters Class, Temporal Adjusters Class.</p> <p>Exception Handling: Introduction, Hierarchy of Standard Exception Classes, Keywords throws and throw, try, catch, and finally Blocks, Multiple Catch Clauses, Class Throwable, Unchecked Exceptions, Checked Exceptions.</p> <p>Java I/O and File: Java I/O API, standard I/O streams, types, Byte streams, Character streams, Scanner class, Files in Java(Text Book 2)</p>		
Module-V	String Handling in Java	9Hrs
<p>Introduction, Interface Char Sequence, Class String, Methods for Extracting Characters from Strings, Comparison, Modifying, Searching; Class String Buffer.</p> <p>Multithreaded Programming: Introduction, Need for Multiple Threads Multithreaded Programming for Multi-core Processor, Thread Class, Main Thread-Creation of New Threads, Thread States, Thread Priority-Synchronization, Deadlock and Race Situations, Inter-thread Communication - Suspending, Resuming, and Stopping of Threads.</p> <p>Java Database Connectivity: Introduction, JDBC Architecture, Installing MySQL and MySQL Connector/J, JDBC Environment Setup, Establishing JDBC Database Connections, ResultSet Interface</p> <p>Java FX GUI: Java FX Scene Builder, Java FX App Window Structure, displaying text and image, event handling, laying out nodes in scene graph, mouse events (Text Book 3)</p>		
<p>Text Books:</p> <ol style="list-style-type: none"> 1. The complete Reference Java, 11th edition, Herbert Schildt, TMH 2. JAVA one step ahead, Anitha Seth, B.L.Juneja, Oxford. 		
<p>Reference Books:</p> <ol style="list-style-type: none"> 1. Introduction to Java programming, 7th Edition, Y Daniel Liang, Pearson 2. JAVA 9 for Programmers, Paul Deitel, Harvey Deitel, 4th Edition, Pearson. 		



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- Joy with JAVA, Fundamentals of Object Oriented Programming, Debasis Samanta, Monalisa Sarma, Cambridge, 2023.

Web References:

- <https://nptel.ac.in/courses/106/105/106105191/>
- https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_012880464547618816347_shared/overview



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II Year B.Tech. CSE (DS)– I Semester

L	T	P	C
0	0	3	1.5

(23A32002P) DATA SCIENCE LAB

Course Objectives:

- The main objective of the course is to inculcate the basic understanding of Data Science and its practical implementation using Python.

Course Outcomes: After completion of the course, students will be able to

- Apply principles and techniques for optimizing the performance of Python applications (L3)
- Implement parallel computing applications using Python (L5)
- Develop GP Unaccelerated Python applications (L6)

List of Experiments

Exercise-1

Creating a NumPy Array

- Basic nd array
- Array of zeros
- Array of ones
- Random numbers in nd array
- An array of your choice
- Imatrix in NumPy
- Evenly spaced nd array

Exercise-2

The Shape and Reshaping of NumPy Array

- Dimensions of NumPy array
- Shape of NumPy array
- Size of NumPy array
- Reshaping a NumPy array
- Flattening a NumPy array
- Transpose of a NumPy array

Exercise-3

- Expanding and Squeezing a NumPy Array
- Expanding a NumPy array
- Squeezing a NumPy array
- Sorting in NumPy Arrays
- Indexing and Slicing of NumPy Array
- Slicing 1-D NumPy arrays
- Slicing 2-D NumPy arrays
- Slicing 3-D NumPy arrays
- Negative slicing of NumPy arrays

Exercise-4



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- Stacking and Concatenating Numpy Arrays
 - Stacking ndarrays
 - Concatenating ndarrays
 - Broadcasting in Numpy Arrays
- Perform following operations using pandas
 - Creating data frame
 - `concat()`
 - Setting conditions
 - Adding a new column

Exercise-5

1. Perform following operations using pandas
 - a. Filling NaN with string
 - b. Sorting based on column values
 - c. `groupby()`
2. Read the following file formats using pandas
 - a. Text files
 - b. CSV files
 - c. Excel files
 - d. .JSON files

Exercise-6

- a. Read the following file formats
 - a. Pickle files
 - b. Image files using PIL
 - c. Multiple files using Glob
 - d. Importing data from database
 - Demonstrate web scraping using python
 - Perform following preprocessing techniques on loan prediction dataset
 - e. Feature Scaling
 - f. Feature Standardization
 - g. Label Encoding
 - h. One Hot Encoding

Exercise-7

1. Perform following visualizations using matplotlib
 - a. Bar Graph
 - b. Pie Chart
 - c. Box Plot
 - d. Histogram
 - e. Line Chart and Subplots
 - f. Scatter Plot

Exercise-8

- a. Getting started with NLTK, install NLTK using PIP
- b. Python program to implement with Python Sci Kit-Learn & NLTK



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c. Python program to implement with Python NLTK/Spicy/Py NLPI

Web References:

1. <https://www.analyticsvidhya.com/blog/2020/04/the-ultimate-numpy-tutorial-for-data-science-beginners/>
2. <https://www.analyticsvidhya.com/blog/2021/07/data-science-with-pandas-2-minutes-guide-to-key-concepts/>
3. <https://www.analyticsvidhya.com/blog/2020/04/how-to-read-common-file-formats-python/>
4. <https://www.analyticsvidhya.com/blog/2016/07/practical-guide-data-preprocessing-python-scikit-learn/>
5. <https://www.analyticsvidhya.com/blog/2020/02/beginner-guide-matplotlib-data-visualization-exploration-python/6>.
6. <https://www.nltk.org/book/ch01.html>



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II Year B.Tech. CSE (DS)– I Semester

L	T	P	C
0	0	3	1.5

(23A0509P) OBJECT-ORIENTED PROGRAMMING THROUGH JAVA LAB

Course Objectives: The aim of this course is to

- Practice object-oriented programming in the Java programming language
- implement Classes, Objects, Methods, Inheritance, Exception, Runtime Polymorphism, User defined Exception handling mechanism
- Illustrate inheritance, Exception handling mechanism, JDBC connectivity
- Construct Threads, Event Handling, implement packages, Java FX GUI

Course Outcomes: After completion of the course, students will be able to

- Demonstrate a solid understanding of Java syntax, including data types, control structures, methods, classes, objects, inheritance, polymorphism, and exception handling. (L2)
- Apply fundamental OOP principles such as encapsulation, inheritance, polymorphism, and abstraction to solve programming problems effectively. (L3)
- Familiar with commonly used Java libraries and APIs, including the Collections Framework, Java I/O, JDBC, and other utility classes. (L2)
- Develop problem-solving skills and algorithmic thinking, applying OOP concepts to design efficient solutions to various programming challenges. (L3)
- Proficiently construct graphical user interface (GUI) applications using JavaFX (L4)
- Develop new programs for solving typical computer science problems (L6)

Experiments covering the Topics:

- Object Oriented Programming fundamentals- data types, control structures
- Classes, methods, objects, Inheritance, polymorphism,
- Exception handling, Threads, Packages, Interfaces
- Files, I/O streams, JavaFX GUI

Sample Experiments:

Exercise – 1:

- a) Create a JAVA program to display default value of all primitive data type of JAVA
- b) Design a java program that display the roots of a quadratic equation $ax^2+bx=0$. Calculate the discriminant D and basing on value of D, describe the nature of root.

Exercise - 2

- a) Develop a JAVA program to search for an element in a given list of elements using binary search mechanism.
- b) Create a JAVA program to sort for an element in a given list of elements using bubble sort
- c) Implement a JAVA program using String Buffer to delete, remove character.

Exercise - 3

- a) Create a JAVA program to implement class mechanism. Create a class, methods and invoke them inside main method.
- b) Write a JAVA program implement method overloading.



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- c) Create a JAVA program to implement constructor.
- d) Develop a JAVA program to implement constructor overloading.

Exercise - 4

- a) Write a JAVA program to implement Single Inheritance
- b) Design a JAVA program to implement multi level Inheritance
- c) Implement a JAVA program for abstract class to find areas of different shapes

Exercise - 5

- a) Create a JAVA program give example for “super” keyword.
- b) Develop a JAVA program to implement Interface. What kind of Inheritance can be achieved?
- c) Write a JAVA program that implements Runtime polymorphism

Exercise - 6

- a) Implement a JAVA program that describes exception handling mechanism
- b) Create a JAVA program to Illustrating Multiple catch clauses
- c) Write a JAVA program for creation of Java Built-in Exceptions
- d) Develop a JAVA program for creation of User Defined Exception

Exercise - 7

- a) Implement a JAVA program that creates threads by extending Thread class. First thread display “Good Morning “every 1 sec, the second thread displays “Hello “every 2 seconds and the third display “Welcome” every 3 seconds, (Repeat the same by implementing Runnable)
- b) Create a program illustrating **is Alive** and **join ()**
- c) Develop a Program by illustrating Daemon Threads.
- d) Write a JAVA program Producer Consumer Problem

Exercise – 8

- Create a JAVA program that import and use the user defined packages
- Without writing any code, build a GUI that display text in label and image in an Image View (use JavaFX)
- Build a Tip Calculator app using several JavaFX components and learn how to respond to user interactions with the GUI

Textbooks:

- The complete Reference Java, 11th edition, Herbert Schildt, TMH
- JAVA one step ahead, Anitha Seth, B.L.Juneja, Oxford.

References Books:

- JAVA 9 for Programmers, Paul Deitel, Harvey Deitel, 4th Edition, Pearson.
- Introduction to Java programming, 7th Edition, Y Daniel Liang, Pearson
- Joy with JAVA, Fundamentals of Object Oriented Programming, Debasis Samanta, Monalisa Sarma, Cambridge, 2023.



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Online Resources:

- <https://nptel.ac.in/courses/106/105/106105191/>
- https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_012880464547618816347_shared/overview



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II Year B.Tech. CSE (DS) – I Semester

L	T	P	C
0	1	2	2

(23A0510P) PYTHON PROGRAMMING (SKILL ENHANCEMENT COURSE)

Course Objectives: The main objectives of the course are to

- Introduce core programming concepts of Python programming language.
- Demonstrate about Python data structures like Lists, Tuples, Sets and dictionaries
- Implement Functions, Modules and Regular Expressions in Python Programming and to create practical and contemporary applications using these

Course Outcomes: After completion of the course, students will be able to

- Classify data structures of Python (L4)
- Apply Python programming concepts to solve a variety of computational problems (L3)
- Understand the principles of object-oriented programming (OOP) in Python, including classes, objects, inheritance, polymorphism, and encapsulation, and apply them to design and implement Python programs (L3)
- Become proficient in using commonly used Python libraries and frameworks such as JSON, XML, NumPy, pandas (L2)
- Exhibit competence in implementing and manipulating fundamental data structures such as lists, tuples, sets, dictionaries (L3)
- Propose new solutions to computational problems (L6)

UNIT-I: History of Python Programming Language, Thrust Areas of Python, Installing Anaconda Python Distribution, Installing and Using Jupyter Notebook.

Parts of Python Programming Language: Identifiers, Keywords, Statements and Expressions, Variables, Operators, Precedence and Associativity, Data Types, Indentation, Comments, Reading Input, Print Output, Type Conversions, the type () Function and Is Operator, Dynamic and Strongly Typed Language.

Control Flow Statements: if statement, if-else statement, if...elif...else, Nested if statement, while Loop, for Loop, continue and break Statements, Catching Exceptions Using try and except Statement.

Sample Experiments:

1. Write a program to find the largest element among three Numbers.
2. Write a Program to display all prime numbers within an interval
3. Write a program to swap two numbers without using a temporary variable.
4. Demonstrate the following Operators in Python with suitable examples.
 - i) Arithmetic Operators ii) Relational Operators iii) Assignment Operators iv) Logical Operators v) Bit wise Operators vi) Ternary Operator vii) Membership Operators viii) Identity Operators
5. Write a program to add and multiply complex numbers
6. Write a program to print multiplication table of a given number.

UNIT-II: Functions: Built-In Functions, Commonly Used Modules, Function Definition and Calling the function, return Statement and void Function, Scope and Lifetime of Variables, Default Parameters, Keyword Arguments, *args and **kwargs, Command Line Arguments.



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Strings: Creating and Storing Strings, Basic String Operations, Accessing Characters in String by Index Number, String Slicing and Joining, String Methods, Formatting Strings.

Lists: Creating Lists, Basic List Operations, Indexing and Slicing in Lists, Built-In Functions Used on Lists, List Methods, del Statement.

Sample Experiments:

7. Write a program to define a function with multiple return values.
8. Write a program to define a function using default arguments.
9. Write a program to find the length of the string without using any library functions.
10. Write a program to check if the substring is present in a given string or not.
11. Write a program to perform the given operations on a list:
 - i. Addition
 - ii. Insertion
 - iii. slicing
12. Write a program to perform any 5 built-in functions by taking any list.

UNIT-III: Dictionaries: Creating Dictionary, Accessing and Modifying key:value Pairs in Dictionaries, Built-In Functions Used on Dictionaries, Dictionary Methods, del Statement.

Tuples and Sets: Creating Tuples, Basic Tuple Operations, tuple() Function, Indexing and Slicing in Tuples, Built-In Functions Used on Tuples, Relation between Tuples and Lists, Relation between Tuples and Dictionaries, Using zip() Function, Sets, Set Methods, Frozenset.

Sample Experiments:

13. Write a program to create tuples (name, age, address, college) for at least two members and concatenate the tuples and print the concatenated tuples.
14. Write a program to count the number of vowels in a string (No control flow allowed).
15. Write a program to check if a given key exists in a dictionary or not.
16. Write a program to add a new key-value pair to an existing dictionary.
17. Write a program to sum all the items in a given dictionary.

UNIT-IV: Files: Types of Files, Creating and Reading Text Data, File Methods to Read and Write Data, Reading and Writing Binary Files, Pickle Module, Reading and Writing CSV Files, Python os and os.path Modules.

Object-Oriented Programming: Classes and Objects, Creating Classes in Python, Creating Objects in Python, Constructor Method, Classes with Multiple Objects, Class Attributes Vs Data Attributes, Encapsulation, Inheritance, Polymorphism.

<Sample Experiments:

18. Write a program to sort words in a file and put them in another file. The output file should have only lower-case words, so any upper-case words from source must be lowered.
19. Python program to print each line of a file in reverse order.
20. Python program to compute the number of characters, words and lines in a file.
21. Write a program to create, display, append, insert and reverse the order of the items in the array.
22. Write a program to add, transpose and multiply two matrices.
23. Write a Python program to create a class that represents a shape. Include methods to calculate its area and perimeter. Implement subclasses for different shapes like circle, triangle, and square.

UNIT-V: Introduction to Data Science: Functional Programming, JSON and XML in Python, NumPy with Python, Pandas.

Sample Experiments:



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24. Python program to check whether a JSON string contains complex object or not.
25. Python Program to demonstrate NumPy arrays creation using array () function.
26. Python program to demonstrate use of ndim, shape, size, dtype.
27. Python program to demonstrate basic slicing, integer and Boolean indexing.
28. Python program to find min, max, sum, cumulative sum of array
29. Create a dictionary with at least five keys and each key represent value as a list where this list contains at least ten values and convert this dictionary as a pandas data frame and explore the data through the data frame as follows:
 - a) Apply head () function to the pandas data frame
 - b) Perform various data selection operations on Data Frame
30. Select any two columns from the above data frame, and observe the change in one attribute with respect to other attribute with scatter and plot operations in matplotlib

Reference Books:

1. Gowrishankar S, Veena A., Introduction to Python Programming, CRC Press.
2. Python Programming, S Sridhar, J Indumathi, V M Hariharan, 2nd Edition, Pearson, 2024
3. Introduction to Programming Using Python, Y. Daniel Liang, Pearson.

Online Learning Resources/Virtual Labs:

1. <https://www.coursera.org/learn/python-for-applied-data-science-ai>
2. <https://www.coursera.org/learn/python?specialization=python#syllabus>



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II Year B.Tech. CSE (DS)– I Semester

L	T	P	C
2	0	0	0

(23A0109T) ENVIRONMENTAL SCIENCE

Course Objectives:

- To make the students to get awareness on environment.
- To understand the importance of protecting natural resources, ecosystems for future generations and pollution causes due to the day to day activities of human life
- To save earth from the inventions by the engineers.

UNIT I

Multidisciplinary Nature of Environmental Studies: – Definition, Scope and Importance – Need for Public Awareness.

Natural Resources : Renewable and non-renewable resources – Natural resources and associated problems – Forest resources – Use and over – exploitation, deforestation, case studies – Timber extraction – Mining, dams and other effects on forest and tribal people – Water resources – Use and over utilization of surface and ground water – Floods, drought, conflicts over water, dams – benefits and problems – Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies – Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. – Energy resources:

UNIT II

Ecosystems: Concept of an ecosystem. – Structure and function of an ecosystem – Producers, consumers and decomposers – Energy flow in the ecosystem – Ecological succession – Food chains, food webs and ecological pyramids – Introduction, types, characteristic features, structure and function of the following ecosystem:

- Forest ecosystem.
- Grassland ecosystem
- Desert ecosystem.
- Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Biodiversity and its Conservation : Introduction 0 Definition: genetic, species and ecosystem diversity – Bio-geographical classification of India – Value of biodiversity: consumptive use, Productive use, social, ethical, aesthetic and option values – Biodiversity at global, National and local levels – India as a mega-diversity nation – Hot-spots of biodiversity – Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts – Endangered and endemic species of India – Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

UNIT III

Environmental Pollution: Definition, Cause, effects and control measures of :

- Air Pollution.
- Water pollution
- Soil pollution



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- d. Marine pollution
- e. Noise pollution
- f. Thermal pollution
- g. Nuclear hazards

Solid Waste Management: Causes, effects and control measures of urban and industrial wastes – Role of an individual in prevention of pollution – Pollution case studies – Disaster management: floods, earthquake, cyclone and landslides.

UNIT IV

Social Issues and the Environment: From Unsustainable to Sustainable development – Urban problems related to energy – Water conservation, rain water harvesting, watershed management – Resettlement and rehabilitation of people; its problems and concerns. Case studies – Environmental ethics: Issues and possible solutions – Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies – Wasteland reclamation. – Consumerism and waste products. – Environment Protection Act. – Air (Prevention and Control of Pollution) Act. – Water (Prevention and control of Pollution) Act – Wildlife Protection Act – Forest Conservation Act – Issues involved in enforcement of environmental legislation – Public awareness.

UNIT V

Human Population and the Environment: Population growth, variation among nations. Population explosion – Family Welfare Programmes. – Environment and human health – Human Rights – Value Education – HIV/AIDS – Women and Child Welfare – Role of information Technology in Environment and human health – Case studies.

Field Work: Visit to a local area to document environmental assets River/forest grassland/hill/mountain – Visit to a local polluted site-Urban/Rural/Industrial/Agricultural Study of common plants, insects, and birds – river, hill slopes, etc..

Textbooks:

1. Textbook of Environmental Studies for Undergraduate Courses Erach Bharucha for University Grants Commission, Universities Press.
2. Palaniswamy, “Environmental Studies”, Pearson education
3. S. Azeem Unnisa, “Environmental Studies” Academic Publishing Company
4. K. Raghavan Nambiar, “Text book of Environmental Studies for Undergraduate Courses as per UGC model syllabus”, Scitech Publications (India), Pvt. Ltd.



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References:

1. Deeksha Dave and E.Sai Baba Reddy, “Textbook of Environmental Science”, Cengage Publications.
2. M.Anji Reddy, “Text book of Environmental Sciences and Technology”, BS Publication.
3. J.P.Sharma, Comprehensive Environmental studies, Laxmi publications.
4. J. Glynn Henry and Gary W. Heinke, “Environmental Sciences and Engineering”, Prenticehall of India Private limited
5. G.R. Chatwal, “A Text Book of Environmental Studies” Himalaya Publishing House
6. Gilbert M. Masters and Wendell P. Ela, “Introduction to Environmental Engineering and Science, Prentice hall of India Private limited.
3. <https://www.coursera.org/learn/python-for-applied-data-science-ai>
4. <https://www.coursera.org/learn/python?specialization=python#syllabus>



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II Year B.Tech. CSE (DS) – II Semester

L	T	P	C
2	0	0	2

(23A0020T) OPTIMIZATION TECHNIQUES

Course Objectives: The objectives of the course are to

- To provide the basic knowledge about Optimization, importance, application areas of in the industry, Linear Programming.
- To impart different optimization models under typical situations in the business organization like transportation, assignment.
- To understand the process of sequencing in a typical industry.
- To describe different game strategies under cut-throat competitive business environment
- To develop networks of activities of projects and to find out optimal modes of completing projects using network modelling evaluation techniques.

Course Outcomes:

COs	Statements	Blooms Level
CO1	Understanding Optimization and Formulation of Linear Programming Models	L1
CO2	Formulate and Solve Transportation & Assignment Models	L3
CO3	Sequencing of operations and optimizing	L2
CO4	Discuss the game theory and strategies	L2
CO5	Developing networks of activities and finding optimal mode of projects evaluation.	L3

UNIT - I

Introduction: Meaning, Nature, Scope & Significance of Optimization - Typical applications. The Linear Programming Problem – Introduction, Formulation of Linear Programming problem, Limitations of L.P.P, Graphical method, Simplex method: Maximization and Minimization model(exclude Duality problems), Big-M method and Two Phase method.

UNIT - II

Transportation Problem: Introduction, Transportation Model, Finding initial basic feasible solutions, Moving towards optimality, Unbalanced Transportation problems, Transportation problems with maximization, Degeneracy.

Assignment Problem – Introduction, Mathematical formulation of the problem, Solution of an Assignment problem, Hungarian Algorithm, Multiple Solution, Unbalanced Assignment problems, Maximization in Assignment Model.

UNIT - III

Sequencing – Job sequencing, Johnsons Algorithm for n Jobs and Two machines, n Jobs and Three Machines, n jobs through m machines, Two jobs and m Machines Problems.

UNIT - IV

Game Theory: Concepts, Definitions and Terminology, Two Person Zero Sum Games, Pure Strategy Games (with Saddle Point), Principal of Dominance, Mixed Strategy Games (Game



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without Saddle Point), Significance of Game Theory in Managerial Application.

UNIT - V

Project Management: Network Analysis – Definition –objectives -Rules for constructing network diagram- Determining Critical Path – Earliest & Latest Times – Floats - Application of CPM and PERT techniques in Project Planning and Control – PERT Vs CPM. (exclude Project Crashing).

Textbooks:

1. Operations Research / R.Pannerselvam, PHI Publications.
2. Operations Research / S.D.Sharma-Kedarnath
3. Operations Research /A.M.Natarajan,P.Balasubramani,A. Tamilarasi/Pearson Education.
4. Engineering Optimization: Theory and practice / S.S.Rao, New Age International (P) Limited

Reference Books:

1. Quantitative Techniques in Management / ND Vohra, Tata McGraw Hill, 4th Edition, 2011.
2. Introduction to O.R/Hiller & Libermann (TMH).
3. Operations Research: Methods & Problems / Maurice Saseini, Arthur Yaspan & Lawrence Friedman. Pearson
4. Quantitative Analysis For Management/ Barry Render, Ralph M. Stair, Jr and Michael E. Hanna/
5. Operations Research / Wagner/ PHI Publications.

Web Resources

https://onlinecourses.swayam2.ac.in/cec20_ma10/preview

https://onlinecourses.nptel.ac.in/noc20_ma23/preview

https://onlinecourses.nptel.ac.in/noc19_ma29/preview



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II Year B.Tech. CSE (DS) – II Semester

L	T	P	C
3	0	0	3

(23A0018T) STATISTICAL METHODS FOR DATA SCIENCE (Common to CSE (Data Science), AI & DS, CSE (AIDS))

Course Outcomes: After successful completion of this course, the students should be able to:

COs	Statement s	Bloom slevel
CO1	Understand the basic concepts of Statistics.	L2, L3
CO2	Analyze the data and draw conclusion about collection of data under study using Point estimation	L3, L5
CO3	Analyze data and draw conclusion about collection of data under study Using Interval estimation.	L3
CO4	Analyze to test various hypotheses included in theory and types of errors for Large samples.	L2, L3
CO5	Apply the different testing tools like t-test, F-test, chi-square test to analyze the relevant real life problems.	L3, L5

UNIT I : Basic Concepts

Random variables (discrete and continuous), probability density functions, properties, mathematical expectation. Probability distributions: Binomial, Poisson and Normal-their properties. Population, sample, parameter and statistic; characteristics of a good estimator; Consistency – Invariance property of Consistent estimator, Sufficient condition for consistency; Unbiasedness; Sufficiency.

UNIT II Point Estimation

Point Estimation- Estimator, Estimate, Methods of point estimation – Maximum likelihood method (the asymptotic properties of ML estimators are not included), Large sample properties of ML estimator (without proof)- applications, Method of moments, method of least squares, method of minimum chi-square and modified minimum chi-square-Asymptotic Maximum Likelihood Estimation and applications.

UNIT III Interval Estimation

Confidence limits and confidence coefficient; Duality between acceptance region of a test and a confidence interval; Construction of confidence intervals for population proportion (small and large samples) and between two population proportions (large samples); Confidence intervals for mean and variance of a normal population; Difference between the mean and ratio of two normal populations.

UNIT IV Testing of hypotheses

Types of errors, power of a test, most powerful tests; Neyman-Pearson Fundamental Lemma and its applications; Notion of Uniformly most powerful tests; Likelihood Ratio tests: Description and property of LR tests - Application to standard distributions.

UNIT V Small sample tests

Student's t-test, test for a population mean, equality of two population means, paired t-test, F-



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test for equality of two population variances, Chi-square test for goodness of fit and test for independence of attributes, χ^2 test for testing variance of a normal distribution.

Textbooks:

1. Miller and Friends, Probability and Statistics for Engineers, 7/e, Pearson, 2008.
2. Manoj Kumar Srivastava and Namita Srivastava, Statistical Inference – Testing of Hypotheses, Prentice Hall of India, 2014

Reference Books:

1. S.C. Gupta and V.K. Kapoor, Fundamentals of Mathematical Statistics, 11/e, Sultan Chand & Sons Publications, 2012.
2. S. Ross, a First Course in Probability, Pearson Education India, 2002.
3. W. Feller, an Introduction to Probability Theory and its Applications, 1/e, Wiley, 1968.
4. Robert V Hogg, Elliot A Tannis and Dale L. Zimmerman, Probability and Statistical Inference, 9th edition, Pearson publishers, 2013.

Online Learning Resources:

1. https://onlinecourses.nptel.ac.in/noc21_ma74/preview
2. https://onlinecourses.nptel.ac.in/noc22_mg31/preview



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II Year B.Tech. CSE (DS) – II Semester

L	T	P	C
3	0	0	3

(23A32003T) DATA ENGINEERING

Course Objectives:

- Explain basic concepts of Data Engineering
- Discuss about Data Engineering Life Cycle
- How to design Good Data Architecture

Course Outcomes: By the end of the course students will be able to:

- Understand Data Engineering Life cycle
- Apply appropriate data modeling techniques for different types of data. (L3)
- Evaluate and select appropriate technologies and frameworks for specific data engineering tasks. (L5)
- Implement data quality checks and governance processes to ensure data reliability and compliance. (L5)

UNIT-I: Introduction to Data Engineering: Definition, Data Engineering Life Cycle, Evolution of Data Engineer, Data Engineering Versus Data Science, Data Engineering Skills and Activities,

Data Maturity, Data Maturity Model, Skills of a Data Engineer, Business Responsibilities, Technical Responsibilities, Data Engineers and Other Technical Roles.

UNIT-II: Data Engineering Life Cycle: Data Life Cycle Versus Data Engineering Life Cycle, Generation: Source System, Storage, Ingestion, Transformation, Serving Data.

Major undercurrents across the Data Engineering Life Cycle: Security, Data Management, DataOps, Data Architecture, Orchestration, Software Engineering.

UNIT-III: Designing Good Data Architecture: Enterprise Architecture, Data Architecture, Principles of Good Data Architecture, Major Architecture Concepts.

Data Generation in Source Systems: Sources of Data, Files and Unstructured Data, APIs, Application Databases (OLTP), OLAP, Change Data Capture, Logs, Database Logs, CRUD, Source System Practical Details.

UNIT-IV: Storage: Raw Ingredients of Data Storage, Data Storage Systems, Data Engineering Storage Abstractions, Data warehouse, Data Lake, Data Lakehouse.

Ingestion: Data Ingestion, Key Engineering considerations for the Ingestion Phase, Batch Ingestion Considerations, Message and Stream Ingestion Considerations, Ways to Ingest Data

UNIT-V: Queries, Modeling and Transformation: Queries, Life of a Query, Query Optimizer, Queries on Streaming Data, Data Modelling, Modeling Streaming Data, Transformations, Streaming Transformations and Processing.

Serving Data for Analytics, Machine Learning and Reverse ETL: General Considerations for serving Data, Business Analytics, Operational Analytics, Embedded Analytics, Ways to serve data for analytics and ML, Reverse ETL.

Text book:

1. Joe Reis, Matt Housley, Fundamentals of Data Engineering, O'Reilly Media, Inc., June



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Reference Books:

1. Paul Crickard , Data Engineering with Python, Packt Publishing, October 2020.
2. Ralph Kimball, Margy Ross, The Data Warehouse Toolkit: The Definitive Guide to Dimensional Modeling, Wiley, 3rd Edition, 2013
3. James Densmore, Data Pipelines Pocket Reference: Moving and Processing Data for Analytics, O'Reilly Media, 1st Edition, 2021



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II Year B.Tech. CSE (DS)– II Semester

L	T	P	C
3	0	0	3

(23A0512T) DATABASE MANAGEMENT SYSTEMS

Course Objectives: The main objectives of the course is to

- Introduce database management systems and to give a good formal foundation on the relational model of data and usage of Relational Algebra
- Introduce the concepts of basic SQL as a universal Database language
- Demonstrate the principles behind systematic database design approaches by covering conceptual design, logical design through normalization
- Provide an overview of physical design of a database system, by discussing Database indexing techniques and storage techniques

Course Outcomes: After completion of the course, students will be able to

- Understand the basic concepts of database management systems (L2)
- Analyze a given database application scenario to use ER model for conceptual design of the database (L4)
- Utilize SQL proficiently to address diverse query challenges (L3).
- Employ normalization methods to enhance database structure (L3)
- Assess and implement transaction processing, concurrency control and database recovery protocols in databases. (L4)

UNIT I:Introduction:Database system, Characteristics (Database Vs File System), Database Users, Advantages of Database systems, Database applications. Brief introduction of different Data Models; Concepts of Schema, Instance and data independence; Three tier schema architecture for data independence; Database system structure, environment, Centralized and Client Server architecture for the database.

Entity Relationship Model: Introduction, Representation of entities, attributes, entity set, relationship, relationship set, constraints, sub classes, super class, inheritance, specialization, generalization using ER Diagrams.

Unit II: Relational Model: Introduction to relational model, concepts of domain, attribute, tuple, relation, importance of null values, constraints (Domain, Key constraints, integrity constraints) and their importance, Relational Algebra, Relational Calculus. **BASIC SQL:** Simple Database schema, data types, table definitions (create, alter), different DML operations (insert, delete, update).

UNIT III: SQL: Basic SQL querying (select and project) using where clause, arithmetic & logical operations, SQL functions(Date and Time, Numeric, String conversion).Creating tables with relationship, implementation of key and integrity constraints, nested queries, sub queries, grouping, aggregation, ordering, implementation of different types of joins, view(updatable and non-updatable), relational set operations.

UNIT IV: Schema Refinement (Normalization):Purpose of Normalization or schema refinement, concept of functional dependency, normal forms based on functional dependency Lossless join and dependency preserving decomposition, (1NF, 2NF and 3 NF), concept of surrogate key, Boyce-Codd normal form(BCNF), MVD, Fourth normal form(4NF), Fifth



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Normal Form (5NF).

UNIT V:Transaction Concept: Transaction State, ACID properties, Concurrent Executions, Serializability, Recoverability, Implementation of Isolation, Testing for Serializability, lock based, time stamp based, optimistic, concurrency protocols, Deadlocks, Failure Classification, Storage, Recovery and Atomicity, Recovery algorithm.

Introduction to Indexing Techniques: B+ Trees, operations on B+Trees, Hash Based Indexing:

Textbooks:

1. Database System Concepts, 5th edition, Silberschatz, Korth, Sudarsan, TMH (For Chapter 1 and Chapter 5)

Reference Books:

1. Introduction to Database Systems, 8th edition, C J Date, Pearson.
2. Database Management System, 6th edition, RamezElmasri, Shamkant B. Navathe, Pearson
3. Database Principles Fundamentals of Design Implementation and Management, Corlos Coronel, Steven Morris, Peter Robb, Cengage Learning.
4. Database Management Systems, 3rd edition, Raghurama Krishnan, Johannes Gehrke, TMH

Web-Resources:

- <https://nptel.ac.in/courses/106/105/106105175/>
https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_01275806667282022456_shared/overview



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II Year B.Tech. CSE (DS)– II Semester

L	T	P	C
3	0	0	3

(23A0406T) DIGITAL LOGIC & COMPUTER ORGANIZATION

Course Objectives: The main objectives of the course is to

- provide students with a comprehensive understanding of digital logic design principles and computer organization fundamentals
- Describe memory hierarchy concepts
- Explain input/output (I/O) systems and their interaction with the CPU, memory, and peripheral devices

Course Outcomes: After completion of the course, students will be able to

- Differentiate between combinational and sequential circuits based on their characteristics and functionalities. (L2)
- Demonstrate an understanding of computer functional units. (L2)
- Analyze the design and operation of processors, including instruction execution, pipelining, and control unit mechanisms, to comprehend their role in computer systems.(L3)
- Describe memory hierarchy concepts, including cache memory, virtual memory, and secondary storage, and evaluate their impact on system performance and scalability. (L3)
- Explain input/output (I/O) systems and their interaction with the CPU, memory, and peripheral devices, including interrupts, DMA, and I/O mapping techniques. (L3)
- Design Sequential and Combinational Circuits (L6)

UNIT – I:

Data Representation: Binary Numbers, Fixed Point Representation. Floating Point Representation. Number base conversions, Octal and Hexadecimal Numbers, components, Signed binary numbers, Binary codes

Digital Logic Circuits-I: Basic Logic Functions, Logic gates, universal logic gates, Minimization of Logic expressions. K-Map Simplification, Combinational Circuits, Decoders, Multiplexers

UNIT – II:

Digital Logic Circuits-II: Sequential Circuits, Flip-Flops, Binary counters, Registers, Shift Registers, Ripple counters

Basic Structure of Computers: Computer Types, Functional units, Basic operational concepts, Bus structures, Software, Performance, multiprocessors and multi computers, Computer Generations, Von- Neumann Architecture

UNIT – III:

Computer Arithmetic : Addition and Subtraction of Signed Numbers, Design of Fast Adders, Multiplication of Positive Numbers, Signed-operand Multiplication, Fast Multiplication, Integer Division, Floating-Point Numbers and Operations

Processor Organization: Fundamental Concepts, Execution of a Complete Instruction, Multiple-Bus Organization, Hardwired Control and Multi programmed Control



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UNIT – IV:

The Memory Organization: Basic Concepts, Semiconductor RAM Memories, Read-Only Memories, Speed, Size and Cost, Cache Memories, Performance Considerations, Virtual Memories, Memory Management Requirements, Secondary Storage

UNIT – V:

Input /Output Organization: Accessing I/O Devices, Interrupts, Processor Examples, Direct Memory Access, Buses, Interface Circuits, Standard I/O Interfaces

Textbooks:

1. Computer Organization, Carl Hamacher, Zvonko Vranesic, Safwat Zaky, 6th edition, McGraw Hill, 2023.
2. Digital Design, 6th Edition, M. Morris Mano, Pearson Education, 2018.
3. Computer Organization and Architecture, William Stallings, 11th Edition, Pearson, 2022.

Reference Books:

1. Computer Systems Architecture, M. Morris Mano, 3rd Edition, Pearson, 2017.
2. Computer Organization and Design, David A. Paterson, John L. Hennessy, Elsevier, 2004.
3. Fundamentals of Logic Design, Roth, 5th Edition, Thomson, 2003.

Online Learning Resources:

<https://nptel.ac.in/courses/106/103/106103068/>



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II Year B.Tech. CSE (DS)– II Semester

L	T	P	C
0	0	3	1.5

(23A32004P) DATA ENGINEERING LAB

Course Objective:

- The main objective of this course is to teach how build data engineering infrastructure and data pipelines.

Course Outcomes: After completion of the course, students will be able to

- Analyze and troubleshoot data engineering problems using systematic approaches. (L5)
- Work effectively in teams to solve data engineering challenges and deliver projects on time. (L6)

Experiments:

Exercise-1

- Installing and configuring Apache NiFi, Apache Airflow
- Installing and configuring Elasticsearch, Kibana, PostgreSQL, pgAdmin 4

Exercise-2

- Reading and Writing files
 - Reading and writing files in Python
 - Processing files in Airflow
 - NiFi processors for handling files
 - Reading and writing data to databases in Python
 - Databases in Airflow
 - Database processors in NiFi

Exercise-3

- Working with Databases
 - Inserting and extracting relational data in Python
 - Inserting and extracting NoSQL database data in Python
 - Building database pipelines in Airflow
 - Building database pipelines in NiFi
- Cleaning, Transforming and Enriching Data
 - Performing exploratory data analysis in Python
 - Handling common data issues using pandas
 - Cleaning data using Airflow

Exercise-4

- Building the Data Pipeline
- Building a Kibana Dash Board
- Perform the following operations
 - Staging and validating data
 - Building idempotent data pipelines



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- c. Building atomic data pipelines

Exercise-5

- 9. Version Control with the NiFi Registry
 - a. Installing and configuring the NiFi Registry
 - b. Using the Registry in NiFi
 - c. Versioning your data pipelines
 - d. Using git-persistence with the NiFi Registry

Exercise-6

- 10. Monitoring Data Pipelines
 - a. Monitoring NiFi in the GUI
 - b. Monitoring NiFi using processors
 - c. Monitoring NiFi with Python and the REST API

Exercise-7

- 11. Deploying Data Pipelines
 - a. Finalizing your data pipelines for production
 - b. Using the NiFi variable registry
 - c. Deploying your data pipelines

Exercise-8

- 12. Building a Production Data Pipeline
 - a. Creating a test and production environment
 - b. Building a production data pipeline
 - c. Deploying a data pipeline in production

Reference Books:

- 1. Paul Crickard , Data Engineering with Python, Packt Publishing, October 2020.



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II Year B.Tech. CSE (DS) – II Semester

L	T	P	C
0	0	3	1.5

(23A0515P) DATABASE MANAGEMENT SYSTEMS LAB

Course Objectives: This Course will enable students to

- Populate and query a database using SQL DDL/DML Commands
- Declare and enforce integrity constraints on a database
- Writing Queries using advanced concepts of SQL
- Programming PL/SQL including procedures, functions, cursors and triggers.

Course Outcomes: After completion of the course, students will be able to

- Utilizing Data Definition Language (DDL), Data Manipulation Language (DML), and Data Control Language (DCL) commands effectively within a database environment (L3)
- Constructing and execute queries to manipulate and retrieve data from databases. (L3)
- Develop application programs using PL/SQL. (L3)
- Analyze requirements and design custom Procedures, Functions, Cursors, and Triggers, leveraging their capabilities to automate tasks and optimize database functionality (L4)
- Establish database connectivity through JDBC (Java Database Connectivity) (L3)

Experiments covering the topics:

- DDL, DML, DCL commands
- Queries, nested queries, built-in functions,
- PL/SQL programming- control structures
- Procedures, Functions, Cursors, Triggers,
- Database connectivity- ODBC/JDBC

Sample Experiments:

1. Creation, altering and dropping of tables and inserting rows into a table (use constraints while creating tables) examples using SELECT command.
2. Queries (along with sub Queries) using ANY, ALL, IN, EXISTS, NOTEXISTS, UNION, INTERSET, Constraints. Example:- Select the roll number and name of the student who secured fourth rank in the class.
3. Queries using Aggregate functions (COUNT, SUM, AVG, MAX and MIN), GROUP BY, HAVING and Creation and dropping of Views.
4. Queries using Conversion functions (to_char, to_number and to_date), string functions (Concatenation, lpad, rpad, ltrim, rtrim, lower, upper, initcap, length, substr and instr), date functions (Sysdate, next_day, add_months, last_day, months_between, least, greatest, trunc, round, to_char, to_date)
5.
 - i. Create a simple PL/SQL program which includes declaration section, executable section and exception –Handling section (Ex. Student marks can be selected from the table and printed for those who secured first class and an exception can be raised if no records were found)
 - ii. Insert data into student table and use COMMIT, ROLLBACK and SAVEPOINT in PL/SQL block.



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6. Develop a program that includes the features NESTED IF, CASE and CASE expression. The program can be extended using the NULLIF and COALESCE functions.
7. Program development using WHILE LOOPS, numeric FOR LOOPS, nested loops using ERROR Handling, BUILT –IN Exceptions, USE defined Exceptions, RAISE-APPLICATION ERROR.
8. Programs development using creation of procedures, passing parameters IN and OUT of PROCEDURES.
9. Program development using creation of stored functions, invoke functions in SQL Statements and write complex functions.
10. Develop programs using features parameters in a CURSOR, FOR UPDATE CURSOR, WHERE CURRENT of clause and CURSOR variables.
11. Develop Programs using BEFORE and AFTER Triggers, Row and Statement Triggers and INSTEAD OF Triggers
12. Create a table and perform the search operation on table using indexing and non-indexing techniques.
13. Write a Java program that connects to a database using JDBC
14. Write a Java program to connect to a database using JDBC and insert values into it
15. Write a Java program to connect to a database using JDBC and delete values from it

Text Books/Suggested Reading:

1. Oracle: The Complete Reference by Oracle Press
2. Nilesh Shah, "Database Systems Using Oracle", PHI, 2007
3. Rick F Vander Lans, "Introduction to SQL", Fourth Edition, Pearson Education, 2007



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II Year B.Tech. CSE (DS)– II Semester

L	T	P	C
0	1	2	2

(23A52403) EXPLORATORY DATA ANALYSIS WITH PYTHON

Course Objectives:

- This course introduces the fundamentals of Exploratory Data Analysis
- It covers essential exploratory techniques for understanding multivariate data by summarizing it through statistical methods and graphical methods.

Course Outcomes: At the end of this course, the students will be able to:

CO1: Understand the fundamentals of exploratory data analysis. (L2)

CO2: Implement the data visualization using Matplotlib. (L5)

CO3: Perform univariate data exploration and analysis.

CO4: Apply bivariate data exploration and analysis. (L3)

CO5: Use Data exploration and visualization techniques for multivariate and time series data (L3)

UNIT-I

Exploratory Data Analysis Fundamentals: Understanding data science, The significance of EDA, Steps in EDA, Making sense of data, Numerical data, Categorical data, Measurement scales, Comparing EDA with classical and Bayesian analysis, Software tools available for EDA, Getting started with EDA.

Exercise-1

1. a) Download Dataset from Kaggle using the following link :
<https://www.kaggle.com/datasets/sukhmanibedi/cars4u>
b) Install python libraries required for Exploratory Data Analysis (numpy, pandas, matplotlib,seaborn)
2. Perform Numpy Array basic operations and Explore Numpy Built-in functions.

Exercise-2

3. Loading Dataset into pandas dataframe
4. Selecting rows and columns in the dataframe

UNIT-II

Visual Aids for EDA: Technical requirements, Line chart, Bar charts, Scatter plot using seaborn, Polar chart, Histogram, Choosing the best chart

Case Study:EDA with Personal Email, Technical requirements, Loading the dataset, Data transformation, Data cleansing, Applying descriptive statistics, Data refactoring, Data analysis.



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Exercise-4

5. Apply different visualization techniques using sample dataset
 - a) Line Chart b) Bar Chart c) Scatter Plots d) Bubble Plot
6. Generate Scatter Plot using seaborn library for iris dataset
7. Apply following visualization Techniques for a sample dataset
 - a) Area Plot b) Stacked Plot c) Pie chart d) Table Chart

Exercise-5

8. Generate the following charts for a dataset.
 - a) Polar Chart b) Histogram c) Lollipop chart
9. Case Study: Perform Exploratory Data Analysis with Personal Email Data.

UNIT-III

Data Transformation: Merging database-style data frames, Concatenating along with an axis, Merging on index, Reshaping and pivoting, Transformation techniques, Handling missing data, Mathematical operations with NaN, Filling missing values, Discretization and binning, Outlier detection and filtering, Permutation and random sampling, Benefits of data transformation, Challenges.

Exercise-6

10. Perform the following operations
 - a) Merging Data frames
 - b) Reshaping with Hierarchical Indexing
 - c) Data Deduplication
 - d) Replacing Values
11. Apply different Missing Data handling techniques
 - a) NaN values in mathematical Operations
 - b) Filling in missing data
 - c) Forward and Backward filling of missing values
 - d) Filling with index values
 - e) Interpolation of missing values

Exercise-7

12. Apply different data transformation techniques
 - Renaming axis indexes
 - Discretization & Binning
 - Permutation and Random Sampling
 - Dummy variables
13. Perform the following operations
 - a) Merging Data frames
 - b) Reshaping with Hierarchical Indexing
 - c) Data Deduplication



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d) Replacing Values

Exercise-8

14. Apply different Missing Data handling techniques

a) NaN values in mathematical Operations

f) Filling in missing data

g) Forward and Backward filling of missing values

h) Filling with index values

i) Interpolation of missing values

15. Apply different data transformation techniques

a) Renaming axis indexes

b) Discretization and Binning

c) Permutation and Random Sampling

d) Dummy variables

UNIT-IV

Descriptive Statistics: Distribution function, Measures of central tendency, Measures of dispersion, Types of kurtosis, Calculating percentiles, Quartiles, Grouping Datasets, Correlation, Understanding univariate, bivariate, multivariate analysis, Time Series Analysis

Sample Experiments:

Exercise-9

16. Study the following Distribution Techniques on a sample data

a) Uniform Distribution

b) Normal Distribution

c) Gamma Distribution

d) Exponential Distribution

e) Poisson Distribution

f) Binomial Distribution

Exercise-10

17. Perform Data Cleaning on a sample dataset.

18. Compute measure of Central Tendency on a sample dataset

a) Mean b) Median c) Mode

19. Explore Measures of Dispersion on a sample dataset

a) Variance b) Standard Deviation c) Skewness d) Kurtosis

20. a) Calculating percentiles on sample dataset

b) Calculate Inter Quartile Range(IQR) and Visualize using Box Plots

21. Perform the following analysis on automobile dataset.

a) Bivariate analysis b) Multivariate analysis

22. Perform Time Series Analysis on Open Power systems dataset



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UNIT-V

Model Development and Evaluation: Unified machine learning workflow, Data preprocessing, Data preparation, Training sets and corpus creation, Model creation and training, Model evaluation, Best model selection and evaluation, Model deployment

Case Study: EDA on Wine Quality Data Analysis

Sample Experiments:

Exercise-11

23. Perform hypothesis testing using stats models library
a) Z-Test b)T-Test
24. Develop model and Perform Model Evaluation using different metrics such as prediction score, R2 Score, MAE Score, MSE Score.
25. Case Study: Perform Exploratory Data Analysis with Wine Quality Dataset

Textbooks:

1. Suresh Kumar Mukhiya, Usman Ahmed, Hands-On Exploratory Data Analysis with Python, Packt Publishing, 2020.

References:

1. Ronald K. Pearson, Exploratory Data Analysis Using R, CRC Press, 2020
2. Radhika Datar, Harish Garg, Hands-On Exploratory Data Analysis with R: Become an expert in exploratory data analysis using R packages, 1st Edition, Packt Publishing, 2019

Web References:

1. <https://github.com/PacktPublishing/Hands-on-Exploratory-Data-Analysis-with-Python>
2. <https://www.analyticsvidhya.com/blog/2022/07/step-by-step-exploratory-data-analysis-eda-using-python/#h-conclusion>
3. <https://github.com/PacktPublishing/Exploratory-Data-Analysis-with-Python-Cookb>



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II Year B.Tech. AI & DS – II Semester

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(23A0413T) DESIGN THINKING & INNOVATION

Course Objectives:

The objective of this course is to familiarize students with design thinking process as a tool for breakthrough innovation. It aims to equip students with design thinking skills and ignite the minds to create innovative ideas, develop solutions for real-time problems.

Course Outcomes:

- Define the concepts related to design thinking. (L1, L2)
- Explain the fundamentals of Design Thinking and innovation (L1, L2)
- Apply the design thinking techniques for solving problems in various sectors. (L3)
- Analyse to work in a multidisciplinary environment (L4)
- Evaluate the value of creativity (L5)
- Formulate specific problem statements of real time issues (L3, L6)

UNIT I Introduction to Design Thinking

Introduction to elements and principles of Design, basics of design-dot, line, shape, form as fundamental design components. Principles of design. Introduction to design thinking, history of Design Thinking, New materials in Industry.

UNIT II Design Thinking Process

Design thinking process (empathize, analyze, idea & prototype), implementing the process in driving inventions, design thinking in social innovations. Tools of design thinking - person, customer, journey map, brainstorming, product development

Activity: Every student presents their idea in three minutes, Every student can present design process in the form of flow diagram or flow chart etc. Every student should explain about product development.

UNIT III Innovation

Art of innovation, Difference between innovation and creativity, role of creativity and innovation in organizations- Creativity to Innovation- Teams for innovation- Measuring the impact and value of creativity.

Activity: Debate on innovation and creativity, Flow and planning from idea to innovation, Debate on value-based innovation.

UNIT IV Product Design

Problem formation, introduction to product design, Product strategies, Product value, Product planning, product specifications- Innovation towards product design- Case studies

Activity: Importance of modelling, how to set specifications, Explaining their own product design.



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UNIT V Design Thinking in Business Processes

Design Thinking applied in Business & Strategic Innovation, Design Thinking principles that redefine business – Business challenges: Growth, Predictability, Change, Maintaining Relevance, Extreme competition, Standardization. Design thinking to meet corporate needs-

Design thinking for Startups- Defining and testing Business Models and Business Cases- Developing & testing prototypes.

Activity: How to market our own product, About maintenance, Reliability and plan for startup.

Textbooks:

1. Tim Brown, Change by design, Harper Bollins (2009)
2. Idris Mootee, Design Thinking for Strategic Innovation, 2013, John Wiley & Sons.

Reference Books:

1. David Lee, Design Thinking in the Classroom, Ulysses press
2. Shrutin N Shetty, Design the Future, Norton Press
3. William Lidwell, Universal Principles of Design- Kritinaholden, Jill Butter.
4. Chesbrough.H, The Era of Open Innovation – 2013

Web Resources

<https://nptel.ac.in/courses/110/106/110106124/>
<https://nptel.ac.in/courses/109/104/109104109/>
https://swayam.gov.in/nd1_noc19_mg60/preview



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COMMUNITY SERVICE PROJECT

.....Experiential learning through community engagement

INTRODUCTION

- Community Service Project is an experiential learning strategy that integrates meaningful community service with instruction, participation, learning and community development.
- Community Service Project involves students in community development and service activities and applies the experience to personal and academic development.
- Community Service Project is meant to link the community with the college for mutual benefit. The community will benefit with the focused contribution of the college students for the village/ local development. The college finds an opportunity to develop social sensibility and responsibility among students and emerge as a socially responsible institution.

Objective

Community Service Project should be an integral part of the curriculum, as an alternative to the 2 months of Summer Internships / Apprenticeships / On the Job Training, whenever there is an exigency when students cannot pursue their summer internships. The specific objectives are;

- To sensitize the students to the living conditions of the people who are around them,
- To help students to realize the stark realities of society.
- To bring about an attitudinal change in the students and help them to develop societal consciousness, sensibility, responsibility and accountability
- To make students aware of their inner strength and help them to find new /out of box solutions to social problems.
- To make students socially responsible citizens who are sensitive to the needs of the disadvantaged sections.
- To help students to initiate developmental activities in the community in coordination with public and government authorities.
- To develop a holistic life perspective among the students by making them study culture, traditions, habits, lifestyles, resource utilization, wastages and its management, social problems, public administration system and the roles and responsibilities of different persons across different social systems.

Implementation of Community Service Project

- Every student should put in 6 weeks for the Community Service Project during the summer vacation.
- Each class/section should be assigned with a mentor.
- Specific Departments could concentrate on their major areas of concern. For example, Dept. of Computer Science can take up activities related to Computer Literacy to different sections of people like - youth, women, housewives, etc
- A logbook must be maintained by each of the students, where the activities



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undertaken/involved to be recorded.

- The logbook has to be countersigned by the concerned mentor/faculty in charge.
- An evaluation to be done based on the active participation of the student and grade could be awarded by the mentor/faculty member.
- The final evaluation to be reflected in the grade memo of the student.
- The Community Service Project should be different from the regular programs of NSS/NCC/Green Corps/Red Ribbon Club, etc.
- Minor project reports should be submitted by each student. An internal Viva shall also be conducted by a committee constituted by the principal of the college.
- Award of marks shall be made as per the guidelines of Internship/apprentice/ on the job training.

Procedure

- A group of students or even a single student could be assigned for a particular habitation or village or municipal ward, as far as possible, in the near vicinity of their place of stay, to enable them to commute from their residence and return back by evening or so.
- The Community Service Project is a twofold one –
 - First, the student/s could conduct a survey of the habitation, if necessary, in terms of their own domain or subject area. Or it can even be a general survey, incorporating all the different areas. A common survey format could be designed. This should not be viewed as a duplication of work by the Village or Ward volunteers, rather, it could be another primary source of data.
 - Secondly, the student/s could take up a social activity, concerning their domain or subject area. The different areas, could be like –
 - Agriculture
 - Health
 - Marketing and Cooperation
 - Animal Husbandry
 - Horticulture
 - Fisheries
 - Sericulture
 - Revenue and Survey
 - Natural Disaster Management
 - Irrigation
 - Law & Order
 - Excise and Prohibition
 - Mines and Geology
 - Energy
 - Internet
 - Free Electricity
 - Drinking Water



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EXPECTED OUTCOMES

BENEFITS OF COMMUNITY SERVICE PROJECT TO STUDENTS

Learning Outcomes

- Positive impact on students' academic learning
- Improves students' ability to apply what they have learned in "the real world".
- Positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development.
- Improved ability to understand complexity and ambiguity

Personal Outcomes

- Greater sense of personal efficacy, personal identity, spiritual growth, and moral development
- Greater interpersonal development, particularly the ability to work well with others, and build leadership and communication skills.

Social Outcomes

- Reduced stereotypes and greater inter-cultural understanding
- Improved social responsibility and citizenship skills
- Greater involvement in community service after graduation.

Career Development

- Connections with professionals and community members for learning and career opportunities
- Greater academic learning, leadership skills, and personal efficacy can lead to greater opportunity.

Relationship with the Institution

- Stronger relationships with faculty
- Greater satisfaction with college
- Improved graduation rates



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BENEFITS OF COMMUNITY SERVICE PROJECT TO FACULTY MEMBERS

- Satisfaction with the quality of student learning
- New avenues for research and publication via new relationships between faculty and community
- Providing networking opportunities with engaged faculty in other disciplines or institutions
- A stronger commitment to one's research.

BENEFITS OF COMMUNITY SERVICE PROJECT TO COLLEGES AND UNIVERSITIES

- Improved institutional commitment.
- Improved student retention
- Enhanced community relations

BENEFITS OF COMMUNITY SERVICE PROJECT TO COMMUNITY

- Satisfaction with student participation
- Valuable human resources needed to achieve community goals.
- New energy, enthusiasm and perspectives applied to community work.
- Enhanced community-university relations.

SUGGESTIVE LIST OF PROGRAMMES UNDER COMMUNITY SERVICE PROJECT

The following is the recommended list of projects for Engineering students. The lists are not exhaustive and open for additions, deletions, and modifications. Colleges are expected to focus on specific local issues for this kind of project. The students are expected to carry out these projects with involvement, commitment, responsibility, and accountability. The mentors of a group of students should take the responsibility of motivating, facilitating, and guiding the students. They have to interact with local leadership and people and appraise the objectives and benefits of this kind of project. The project reports shall be placed in the college website for reference. Systematic, Factual, methodical and honest reporting should be ensured.

For Engineering Students

1. Water facilities and drinking water availability
2. Health and hygiene
3. Stress levels and coping mechanisms
4. Health intervention programmes
5. Horticulture
6. Herbal plants
7. Botanical survey
8. Zoological survey
9. Marine products
10. Aqua culture
11. Inland fisheries
12. Animals and species



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13. Nutrition
14. Traditional health care methods
15. Food habits
16. Air pollution
17. Water pollution
18. Plantation
19. Soil protection
20. Renewable energy
21. Plant diseases
22. Yoga awareness and practice
23. Health care awareness programmes and their impact
24. Use of chemicals on fruits and vegetables
25. Organic farming
26. Crop rotation
27. Flourey culture
28. Access to safe drinking water
29. Geographical survey
30. Geological survey
31. Sericulture
32. Study of species
33. Food adulteration
34. Incidence of Diabetes and other chronic diseases



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35. Human genetics
36. Blood groups and blood levels
37. Internet Usage in Villages
38. Android Phone usage by different people
39. Utilisation of free electricity to farmers and related issues
40. Gender ration in schooling level- observation.

Complimenting the community service project the students may be involved to take up some awareness campaigns on social issues/special groups. The suggested list of programs

Programs for School Children

1. Reading Skill Program (Reading Competition)
2. Preparation of Study Materials for the next class.
3. Personality / Leadership Development
4. Career Guidance for X class students
5. Screening Documentary and other educational films
6. Awareness Program on Good Touch and Bad Touch (Sexual abuse)
7. Awareness Program on Socially relevant themes.

Programs for Women Empowerment

1. Government Guidelines and Policy Guidelines
2. Women's Rights
3. Domestic Violence
4. Prevention and Control of Cancer
5. Promotion of Social Entrepreneurship

General Camps

1. General Medical camps
2. Eye Camps
3. Dental Camps
4. Importance of protected drinking water
5. ODF awareness camp
6. Swatch Bharath
7. AIDS awareness camp
8. Anti Plastic Awareness
9. Programs on Environment
10. Health and Hygiene
11. Hand wash programmes
12. Commemoration and Celebration of important days

Programs for Youth Empowerment

1. Leadership
2. Anti-alcoholism and Drug addiction
3. Anti-tobacco
4. Awareness on Competitive Examinations
5. Personality Development

Common Programs

1. Awareness on RTI



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2. Health intervention programmes
3. Yoga
4. Tree plantation
5. Programs in consonance with the Govt. Departments like –
 - i. Agriculture
 - ii. Health
 - iii. Marketing and Cooperation
 - iv. Animal Husbandry
 - v. Horticulture
 - vi. Fisheries
 - vii. Sericulture
 - viii. Revenue and Survey
 - ix. Natural Disaster Management
 - x. Irrigation
 - xi. Law & Order
 - xii. Excise and Prohibition
 - xiii. Mines and Geology
 - xiv. Energy

Role of Students:

- Students may not have the expertise to conduct all the programmes on their own. The students then can play a facilitator role.
- For conducting special camps like Health related, they will be coordinating with the Governmental agencies.
- As and when required the College faculty themselves act as Resource Persons.
- Students can work in close association with Non-Governmental Organizations like Lions Club, Rotary Club, etc or with any NGO actively working in that habitation.
- And also, with the Governmental Departments. If the program is rolled out, the District Administration could be roped in for the successful deployment of the program.
- An in-house training and induction program could be arranged for the faculty and participating students, to expose them to the methodology of Service Learning.

Timeline for the Community Service Project

Activity Duration: 8 weeks

1. Preliminary Survey (One Week)

- A preliminary survey including the socio-economic conditions of the allotted habitation to be conducted.
- A survey form based on the type of habitation to be prepared before visiting the habitation with the help of social sciences faculty. (However, a template could be designed for different habitations, rural/urban.
- The Governmental agencies, like revenue administration, corporation and municipal authorities and village secretariats could be aligned for the survey.

2. Community Awareness Campaigns (One Week)



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- Based on the survey and the specific requirements of the habitation, different awareness campaigns and programmes to be conducted, spread over two weeks of time. The list of activities suggested could be taken into consideration.

3. Community Immersion Programme (Three Weeks)

Along with the Community Awareness Programmes, the student batch can also work with any one of the below-listed governmental agencies and work in tandem with them. This community involvement programme will involve the students in exposing themselves to experiential learning about the community and its dynamics. Programs could be in consonance with the Govt. Departments.

4. Community Exit Report (One Week)

- During the last week of the Community Service Project, a detailed report of the outcome of the 8 weeks' works to be drafted and a copy shall be submitted to the local administration. This report will be a basis for the next batch of students visiting that habitation. The same report submitted to the teacher-mentor will be evaluated by the mentor and suitable marks are awarded for onward submission to the University. Throughout the Community Service Project, a daily logbook need to be maintained by the students batch, which should be countersigned by the governmental agency representative and the teacher-mentor, who is required to periodically visit the students and guide them.