JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY ANANTAPUR
(Established by Govt. of A.P., ACT No.30 of 2008)
ANANTAPUR – 515 002 (A.P) INDIA

B.TECH. - ARTIFICIAL INTELLIGENCE & MACHINE LEARNING
Course Structure & Syllabi (R20) – II Year

S.No.	Course Code	Course Name	L	T	P	Credits
		Semester–III				
1.	20A54304	Discrete Mathematics & Graph Theory	3	0	0	3
2.	20A04304T	Digital Electronics & Microprocessors	3	0	0	3
3.	20A39301	Computer Systems	3	0	0	3
4.	20A39302T	Introduction to Algorithms	3	0	0	3
5.	20A05302T	Object Oriented Programming through JAVA	3	0	0	3
6.	20A04304P	Digital Electronics & Microprocessors Lab	0	0	3	1.5
7.	20A39302P	Algorithms Lab	0	0	3	1.5
8.	20A05302P	Object oriented Programming through JAVA Lab	0	0	3	1.5
9.	20A52201	Universal Human Values	3	0	0	3
	20A05304	**Skill Oriented Course – I** Web Application Development	1	0	2	2
		Total				**24.5**

S.No	Course Code	Course Name	L	T	P	Credits
		Semester–IV				
1.	20A54404	Deterministic & Stochastic Statistical Methods	3	0	0	3
2.	20A30401T	Artificial Intelligence	3	0	0	3
3.	20A39401T	Systems Software and Networking	3	0	0	3
4.	20A39402T	Competitive Programming	3	0	0	3
5.	20A52301 20A52302 20A52303	**Humanities Elective– I** Managerial Economics & Financial Analysis Organizational Behaviour Business Environment	3	0	0	3
6.	20A39401P	Systems Software and Networking Lab	0	0	3	1.5
7.	20A30401P	Artificial Intelligence Lab	0	0	3	1.5
8.	20A39402P	Competitive Programming Lab	0	0	3	1.5
9.	20A05404	**Skill Oriented Course– II** Exploratory Data Analytics with R	1	0	2	2
10.	20A99401	**Mandatory noncredit course – III** Design Thinking for Innovation	1	0	2	2
11.	20A99301	NSS/NCC/NSO Activities	2	0	0	0
		Total				**21.5**
		Community Service Project(Mandatory) for 6 weeks duration during summer vacation				

Note:
1. Eligible and interested students can register either for Honors or for a Minor in IV Semester as per the guidelines issued by the University
2. Students shall register for NCC/NSS/NSO activities and will be required to participate in an activity for two hours in a week during fourth semester.

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B.Tech AI & ML – II-I Sem   **L   T   P   C**
                                                                          3   0   0   3

(20A54304) DISCRETE MATHEMATICS & GRAPH THEORY
(Common to CSE, IT, CSE(DS), CSE (IoT), CSE (AI), CSE (AI & ML), AI& DS, AI & ML)

Pre-requisite   **Basic Mathematics**

Course Objectives:
Introduce the concepts of mathematical logic and gain knowledge in sets, relations and functions and Solve problems using counting techniques and combinatorics and to introduce generating functions and recurrence relations. Use Graph Theory for solving real world problems

Course Outcomes :
After completion of the course, students will be able to
- Apply mathematical logic to solve problems.
- Understand the concepts and perform the operations related to sets, relations and functions.
- Gain the conceptual background needed and identify structures of algebraic nature.
- Apply basic counting techniques to solve combinatorial problems.
- Formulate problems and solve recurrence relations.
- Apply Graph Theory in solving computer science problems

UNIT I   **Mathematical Logic**   8 Hrs
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**   9 Hrs
Basic Concepts of Set Theory, Relations and Ordering, 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**   8 Hrs
Basics of Counting, 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.

UNIT IV   **Recurrence Relations**   9 Hrs
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.

UNIT V   **Graphs**   9 Hrs
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, Chromatic Numbers, The Four Color Problem

Textbooks:
1. Joe L. Mott, Abraham Kandel and Theodore P. Baker, Discrete Mathematics for Computer Scientists & Mathematicians, 2nd Edition, Pearson Education.
2. J.P. Tremblay and R. Manohar, Discrete Mathematical Structures with Applications to Computer Science, Tata McGraw Hill, 2002.

Reference Books:
1. Kenneth H. Rosen, Discrete Mathematics and its Applications with Combinatorics and Graph Theory, 7th Edition, McGraw Hill Education (India) Private Limited.
2. Graph Theory with Applications to Engineering and Computer Science
   By Narsingh Deo.

Online Learning Resources:
http://www.cs.yale.edu/homes/aspnes/classes/202/notes.pdf

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B.Tech AI & ML – II-I Sem	L	T	P	C
	3	0	0	3

(20A04304T) DIGITAL ELECTRONICS & MICROPROCESSORS

Pre-requisite   **Basic Electronics**

Course Objectives:
- To understand all the concepts of Logic Gates and Boolean Functions.
- To learn about Combinational Logic and Sequential Logic Circuits.
- To design logic circuits using Programmable Logic Devices.
- To understand basics of 8086 Microprocessor and 8051 Microcontroller.
- To understand architecture of 8086 Microprocessor and 8051 Microcontroller.
- To learn Assembly Language Programming of 8086 and 8051.

Course Outcomes :
After Completion of this course, the student will be able to:
- Design any Logic circuit using basic concepts of Boolean Algebra.
- Design any Logic circuit using basic concepts of PLDs.
- Design and develop any application using 8086 Microprocessor.
- Design and develop any application using 8051 Microcontroller.

UNIT I   Number Systems & Code Conversion

Number Systems & Code conversion, Boolean Algebra & Logic Gates, Truth Tables, Universal Gates, Simplification of Boolean functions, SOP and POS methods – Simplification of Boolean functions using K-maps, Signed and Unsigned Binary Numbers.

UNIT II   Combinational Circuits

Combinational Logic Circuits: Adders &Subtractors, Multiplexers, Demultiplexers, Encoders, Decoders, Programmable Logic Devices.

UNIT III   Sequential Circuits

Sequential Logic Circuits: RS, Clocked RS, D, JK, Master Slave JK, T Flip-Flops, Shift Registers, Types of Shift Registers, Counters, Ripple Counter, Synchronous Counters, Asynchronous Counters, Up-Down Counter.

UNIT IV   Microprocessors - I

8085 microprocessor Review (brief details only), 8086 microprocessor, Functional Diagram, register organization 8086, Flag register of 8086 and its functions, Addressing modes of 8086, Pin diagram of 8086, Minimum mode & Maximum mode operation of 8086, Interrupts in 8086.

UNIT V   Microprocessors - II

Instruction set of 8086, Assembler directives, Procedures and Macros, Simple programs involving arithmetic, logical, branch instructions, Ascending, Descending and Block move programs, String Manipulation Instructions. Overview of 8051 microcontroller, Architecture, I/O ports and Memory organization, addressing modes and instruction set of 8051(Brief details only), Simple Programs.

Text Books:

1. M. Morris Mano, Michael D. Ciletti, Digital Design, Pearson Education, 5th Edition, 2013

2. Anil K. Maini, Digital Electronics: Principles, Devices and Applications, John Wiley & Sons, Ltd., 2007.

3. N. Senthil Kumar, M. Saravanan, S. Jeevanathan, Microprocessor and Microcontrollers,Oxford Publishers, 2010.

4. Advanced microprocessors and peripherals-A.K Ray and K.M.Bhurchandani, TMH, 2nd edition, 2006.

Reference Books:

1. Thomas L. Floyd, Digital Fundamentals – A Systems Approach, Pearson, 2013.
2. Charles H. Roth, Fundamentals of Logic Design, Cengage Learning, 5th, Edition, 2004.
3. D.V.Hall, Microprocessors and Interfacing. TMGH, 2nd edition, 2006.
4. Kenneth.J.Ayala, The 8051 microcontroller, 3rd edition, Cengage Learning,2010.

Online Learning Resources:

NPTEL, SWAYAM

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B.Tech AI & ML – II-I Sem	L	T	P	C
	3	0	0	3

(20A39301) COMPUTER SYSTEMS

Pre-requisite   **General Knowledge of Computers**   **Semester**

Course Objectives:
- Introduce to the components of the computer system
- Discuss number systems used by Computers
- Demonstrate working of a computer

Course Outcomes :
After completion of the course, students will be able to
- Represent numbers in a form understood by a computer
- Understand the working of a computer
- Identify the components of a computer

UNIT I   **Introduction**   8 Hrs

Computers and Systems: Introduction, Components of the computer system: The hardware component, the software component, the computer system, the concept of virtualization, protocols and standards, A Brief Architectural History of the Computer

An Introduction to System Concepts and Systems Architecture: Introduction, the general concept of systems, IT system architectures

UNIT II   **Number systems and Data Formats**   9 Hrs

Number systems: Introduction, numbers as a physical representation, counting in different bases, performing arithmetic in different number bases, hexadecimal numbers and arithmetic, A special conversion case- number bases that are related, fraction conversion methods, mixed number conversions.

Data Formats: Introduction, general considerations, alpha numeric character data, image data, audio data, data compression, page description languages, internal computer data format

UNIT III   **Representing Data and Computer Architecture**   8 Hrs

Representing Numerical Data: Introduction, Unsigned binary and binary-code decimal representations, representations for signed integers, real numbers, programming consideration.

Computer Architecture and Hardware Operation: The Little man computer, Operation of the LMC, A Simple Program, An Extended Instruction Set, The Instruction Cycle, A Note regarding Computer Architectures

UNIT IV   **CPU, Memory, and Input/ Output**   9 Hrs

The CPU and Memory: Introduction, The Components of the CPU, The concept of Registers, The memory unit, the fetch-execute instruction cycle, buses, classification of instructions, Instruction word formats, Instruction word requirements and Constraints, The Complete modern superscalar CPU, Multiprocessing

I/O: Introduction, characteristics of typical I/O devices, Programmed I/O, Interrupts, Direct memory access, I/O modules

UNIT V   **Peripherals, Modern Computer Systems**   9 Hrs

Computer Peripherals: Introduction, the hierarchy of storage, Solid state memory, magnetic disks, optical disk storage, magnetic tape, displays, printers, user input devices, network communication devices

Modern Computer Systems: Introduction, Putting all the pieces together, Input/ Output system architectures, compute interconnection: a Brief overview, Clusters, High performance computing.

Textbooks:
1. IRV Englander, The Architecture of Computer Hardware, System software and Networking, An Informative Technology Approach, John Wiley & Sons.

Reference Books:
1. Modern Computer Hardware Course, by Manahar Lotia, December 2006.
2. Computer Networking: for Beginners and Networking Hacking Hardcover – Import, 20 November 2020by Karnel Erickson

Online Learning Resources:
1) https://nptel.ac.in/courses/106106091

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B.Tech AI & ML – II-I Sem	L	T	P	C
	3	0	0	3

(20A39302T) INTRODUCTION TO ALGORITHMS

Pre-requisite   **Data Structures**

Course Objectives:
- Introduce the notations for analysis of the performance of algorithms.
- Describes major algorithmic techniques .
- Describes how to evaluate and compare different algorithms.
- Teach problem solving techniques
- Demonstrate design of algorithms
- Discuss evaluation of algorithms.

Course Outcomes :

After completion of the course, students will be able to
- Analyze the performance of algorithms
- Able to choose appropriate data structures and algorithm design methods for a specified application.
- Understand how the choice of data structures and the algorithm design methods impact the performance of programs
- Design solutions to problems
- Develop algorithms to different problems

UNIT I   Introduction   8 Hrs

The Role of Algorithms in Computing, Getting Started Growth of Functions,

UNIT II   Divide and Conquer and Randomized algorithms   9 Hrs

Divide-and-Conquer: The maximum-subarray   problem, Strassen's algorithm for matrix multiplication, The substitution method for solving recurrences, The recursion-tree method for solving recurrences, The master method for solving recurrences, Proof of the master theorem
Probabilistic Analysis and Randomized Algorithms: The hiring problem, Indicator random variables, Randomized algorithms, Probabilistic analysis and further uses of indicator random variables

UNIT III   Fundamental Algorithms   8 Hrs

Heapsort: Heaps, Maintaining the heap property, Building a heap, The heapsort algorithm, Priority queues

Quicksort: Performance of quicksort,A randomized version of quicksort, Analysis of quicksort

Sorting in Linear Time: Lower bounds for sorting, Counting sort, Radix sort, Bucket sort.

Medians and Order Statistics: Minimum and maximum, Selection in expected linear time, Selection in worst-case linear time

UNIT IV   Hashing Red-Black Trees   9 Hrs

Hash Tables: Direct-address tables, Hash tables, Hash functions, Open addressing, Perfect hashing

Red-Black Trees: Properties of red-black trees ,Rotations, Insertion, Deletion

Augmenting Data Structures: Dynamic order statistics, How to augment a data structure, Interval trees

UNIT V   Dynamic Programming, Greedy Algorithms, and B-trees   9 Hrs

Dynamic Programming: Rod cutting, Matrix-chain multiplication, Elements of dynamic programming, Longest common subsequence, Optimal binary search trees

Greedy Algorithms: An activity-selection problem, Elements of the greedy strategy, Huffman codes, Matroids and greedy methods, A task-scheduling problem as a matroid,

B-Trees: Definition of B-trees, Basic operations on B-trees, Deleting a key from a B-tree,
Textbooks:

1. Introduction to algorithms –Third Edition By Thomas H. Cormen **,**2000.

Reference Books:
1. Algorithms to Live By: The Computer Science of Human Decisions Audible Audiobook – UnabridgedBrian Christian (Author,Narrator), TomGriffiths (Author), Brilliance Audio (Publisher).

Online Learning Resources:
1. https://www.geeksforgeeks.org/introduction-to-algorithms/

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B.Tech AI & ML – II-I Sem	L	T	P	C
	3	0	0	3

(20A05302T) OBJECT ORIENTED PROGRAMMING THROUGH JAVA
(Common to CSE, IT, CSE (AI), CSE (AI & ML) and AI& DS, AI & ML)

Pre-requisite   Fundamental Programming

Course Objectives:
- To understand object oriented concepts and problem solving techniques
- To obtain knowledge about the principles of inheritance and polymorphism
- To implement the concept of packages, interfaces, exception handling and concurrency mechanism.
- To design the GUIs using applets and swing controls.
- To understand the Java Database Connectivity Architecture

Course Outcomes:
After completion of the course, students will be able to
- Solve real-world problems using OOP techniques.
- Apply code reusability through inheritance, packages and interfaces
- Solve problems using java collection framework and I/O classes.
- Develop applications by using parallel streams for better performance.
- Develop applets for web applications.
- Build GUIs and handle events generated by user interactions.
- Use the JDBC API to access the database

UNIT I   Introduction   8Hrs
Introduction: Introduction to Object Oriented Programming, The History and Evolution of Java, Introduction to Classes, Objects, Methods, Constructors, this keyword, Garbage Collection, Data Types, Variables, Type Conversion and Casting, Arrays, Operators, Control Statements, Method Overloading, Constructor Overloading, Parameter Passing, Recursion, String Class and String handling methods.

UNIT II   Inheritance, Packages, Interfaces   9Hrs
Inheritance: Basics, Using Super, Creating Multilevel hierarchy, Method overriding, Dynamic Method Dispatch, Using Abstract classes, Using final with inheritance, Object class,
Packages: Basics, Finding packages and CLASSPATH, Access Protection, Importing packages.
Interfaces: Definition, Implementing Interfaces, Extending Interfaces, Nested Interfaces, Applying Interfaces, Variables in Interfaces.

UNIT III   Exception handling, Stream based I/O (java.io)   9Hrs
Exception handling - Fundamentals, Exception types, Uncaught exceptions, using try and catch, multiple catch clauses, nested try statements, throw, throws and finally, built-in exceptions, creating own exception subclasses.
Stream based I/O (java.io) – The Stream classes-Byte streams and Character streams, Reading console Input and Writing Console Output, File class, Reading and Writing Files, Random access file operations, The Console class, Serialization, Enumerations, Autoboxing, Generics.

UNIT IV   Multithreading, The Collections Framework (java.util)   8Hrs
Multithreading: The Java thread model, Creating threads, Thread priorities, Synchronizing threads, Interthread communication.
The Collections Framework (java.util): Collections overview, Collection Interfaces, The Collection classes- Array List, Linked List, Hash Set, Tree Set, Priority Queue, Array Deque. Hashtable, Properties, Stack, Vector, String Tokenizer, Bit Set, Date, Calendar, Random, Formatter, Scanner.

UNIT V   Applet, GUI Programming with Swings, Accessing Databases 8Hrs
                with JDBC
Applet: Basics, Architecture, Applet Skeleton, requesting repainting, using the status window, passing parameters to applets
GUI Programming with Swings – The origin and design philosophy of swing, components and containers, layout managers, event handling, using a push button, jtextfield, jlabel and image icon, the swing buttons, jtext field, jscrollpane, jlist, jcombobox, trees, jtable, An overview of jmenubar, jmenu and

j menu item, creating a main menu, show message dialog, show confirm dialog, show in put dialog, show option dialog, j dialog, create a modeless dialog.

Accessing Databases with JDBC:

Types of Drivers, JDBC Architecture, JDBC classes and Interfaces, Basic steps in developing JDBC applications, Creating a new database and table with JDBC.

Textbooks:

1. Java The complete reference, 9th edition, Herbert Schildt, McGraw Hill Education (India) Pvt. Ltd.
2. Java How to Program, 10th Edition, Paul Dietel, Harvey Dietel, Pearson Education.

Reference Books:

1. Understanding Object-Oriented Programming with Java, updated edition, T. Budd, Pearson Education.
2. Core Java Volume – 1 Fundamentals, Cay S. Horstmann, Pearson Education.
3. Java Programming for core and advanced learners, Sagayaraj, Dennis, Karthik andGajalakshmi, University Press
4. Introduction to Java programming, Y. Daniel Liang, Pearson Education.
5. Object Oriented Programming through Java, P. Radha Krishna, University Press.
6. Programming in Java, S. Malhotra, S. Chaudhary, 2nd edition, Oxford Univ. Press.
7. Java Programming and Object-oriented Application Development, R.A. Johnson, Cengage Learning.

Online Learning Resources:

https://www.w3schools.com/java/java_oop.asp
http://peterindia.net/JavaFiles.html

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B.Tech AI & ML – II-I Sem

L	T	P	C
0	0	3	1.5

(20A04304P) DIGITAL ELECTRONICS & MICROPROCESSORS LAB

Basic Electronics Engineering,

Course Objectives:
- To understand all the concepts of Logic Gates and Boolean Functions.
- To learn about Combinational Logic and Sequential Logic Circuits.
- To design logic circuits using Programmable Logic Devices.
- To understand basics of 8086 Microprocessor and 8051 Microcontroller.
- To understand architecture of 8086 Microprocessor and 8051 Microcontroller.
- To learn Assembly Language Programming of 8086 and 8051.

Course Outcomes :

After Completion of this course, the student will be able to:
- Design any Logic circuit using basic concepts of Boolean Algebra.
- Design any Logic circuit using basic concepts of PLDs.
- Design and develop any application using 8086 Microprocessor.
- Design and develop any application using 8051 Microcontroller.

List of Experiments:

Note: Minimum of 12 (6+6) experiments shall be conducted from both the sections given below:

DIGITAL ELECTRONICS:

1. Verification of Truth Table for AND, OR, NOT, NAND, NOR and EX-OR gates.
2. Realisation of NOT, AND, OR, EX-OR gates with only NAND and only NOR gates.
3. Karnaughmap Reduction and Logic Circuit Implementation.
4. Verification of DeMorgan's Laws.
5. Implementation of Half-Adder and Half-Subtractor.
6. Implementation of Full-Adder and Full-Subtractor.
7. Four Bit Binary Adder
8. Four Bit Binary Subtractor using 1's and 2's Complement.

MICROPROCESSORS (8086 Assembly Language Programming)

1. 8 Bit Addition and Subtraction.
2. 16 Bit Addition.
3. BCD Addition .
4. BCD Subtraction.
5. 8 Bit Multiplication.
6. 8 Bit Division.
7. Searching for an Element in an Array.
8. Sorting in Ascending and Descending Orders.
9. Finding Largest and Smallest Elements from an Array.
10. Block Move

Text Books:

1. M. Morris Mano, Michael D. Ciletti, Digital Design, Pearson Education, 5th Edition, 2013.
2. Anil K. Maini, Digital Electronics: Principles, Devices and Applications, John Wiley & Sons, Ltd., 2007.
3. N. Senthil Kumar, M. Saravanan, S. Jeevanathan, Microprocessor and

Microcontrollers,Oxford Publishers, 2010.
4. Advanced microprocessors and peripherals-A.K ray and K.M.Bhurchandani, TMH, 2nd edition, 2006.

Reference Books:
1. Thomas L. Floyd, Digital Fundamentals – A Systems Approach, Pearson, 2013.
2. Charles H. Roth, Fundamentals of Logic Design, Cengage Learning, 5th, Edition, 2004.
3. D.V.Hall, Microprocessors and Interfacing. TMGH, 2nd edition, 2006.
4. Kenneth. J. Ayala, The 8051 microcontroller, 3rd edition, Cengage Learning, 2010.

Online Learning Resources/Virtual Labs:

https://www.vlab.co.in/

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B.Tech AI & ML – II-I Sem	L	T	P	C
	0	0	3	1.5

(20A39302P) ALGORITHMS LAB

Pre-requisite   Data Structures

Course Objectives:
- Explore problem solving techniques
- Demonstrate design of algorithms
- Discuss evaluation of algorithms.

Course Outcomes:
After completion of the course, students will be able to
- Design algorithms
- Develop solutions to computational problems
- Implement algorithms
- Optimize the solutions to problems
- Identify different solutions to a problem

List of Experiments:

1. Implement the Insertion Sort algorithm. Compute its execution time using the features of the programming language which you have used.
2. Implement the linear search and binary search algorithms. Compute their execution times.
3. Consider two n-bit integers stored in binary form in two n-element arrays. Compute the sum of the two arrays.
4. Consider sorting n numbers stored in array A by first finding the smallest element of A and exchanging it with the element in A[1]. Then find the second smallest element of A, and exchange it with A[2]. Continue in this manner for the first n-1 elements of A. Write program for it.
5. Implement merge sort.
6. Implement merging of two sorted arrays.
7. It is beneficial to implement insertion sort within merge sort when the size of the subproblem becomes sufficiently small. Implement the strategy.
8. Implement bubble sort. The sort should stop when there are no exchanges in a pass.
9. Implement randomized quick sort algorithm. Check whether it is a stable algorithm or not.
10. Suppose that you been offered the opportunity to invest in the Volatile Chemical Corporation. Like the chemicals the company produces, the stock price of the Volatile Chemical Corporation is rather volatile. You are allowed to buy one unit of stock only one time and then sell it at a later date, buying and selling after the close of trading for the day. To compensate for this restriction, you are allowed to learn what the price of the stock will be in the future. Your goal is to maximize your profit. Implement it using appropriate algorithm.
11. Write program to implement the brute-force method of solving the maximum-subarray problem.
12. Suppose we change the definition of the maximum-subarray problem to allow the result to be an empty subarray, where the sum of the values of an empty subarray is 0. How would you change any of the algorithms that do not allow empty subarrays to permit an empty subarray to be the result. Design such algorithm.
13. Implement Strassens algorithm for matrix multiplication
14. Implement Hash Tables
15. Implement Binary search Trees
16. Implement Red-Black trees.
17. Implement algorithms on Dynamic programming
18. Implement algorithms on Greedy Programming
19. Design a program which uses dynamic programming for optimal rod cutting.
20. Design an algorithm to display all legal B-Trees of minimum degree 2 that represent {1, 2, 3, 4, 5}

21. Design a program to perform operations insertion and deletion on B-tree
22. Implement Euclidean algorithm for computer the GCD
23. Design an algorithm to find all the divisors of a number
24. Given n-bits, generate the binary numbers of Gray code
25. Modify the stack and queue algorithms such that you can find the minimum element in them in O(1) time.

References:

1. Introduction to algorithms –Third Edition by Thomas H. Cormen**,** 2000.

2. Algorithms to Live By: The Computer Science of Human Decisions Audible Audiobook – UnabridgedBrianChristian (Author,Narrator), TomGriffiths (Author), Brilliance Audio (Publisher).

Online Learning Resources:

1. https://www.geeksforgeeks.org/introduction-to-algorithms/
2. https://www.udemy.com/course/datastructurescncpp/

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B.Tech AI & ML – II-I Sem   **L   T   P   C**
                                                                                 0   0   3   1.5

(20A05302P) Object Oriented Programming Through Java Lab
(Common to CSE, IT, CSE (AI), CSE (AI & ML) and AI& DS, AI & ML)

Pre-requisite   **Fundamental Programming**

Course Objectives:
- To introduce the concepts of Java.
- To Practice object-oriented programs and build java applications.
- To implement java programs for establishing interfaces.
- To implement sample programs for developing reusable software components.
- To establish database connectivity in java and implement GUI applications.

Course Outcomes:

After completion of the course, students will be able to
- Recognize the Java programming environment.
- Develop efficient programs using multithreading.
- Design reliable programs using Java exception handling features.
- Extend the programming functionality supported by Java.
- Select appropriate programming constructs to solve a problem.

List of Experiments:

Week-1

a. Installation of Java software, study of any Integrated development environment, Use Eclipse or Netbeans platform and acquaint with the various menus. Create a test project, add a test class and run it.

   See how you can use auto suggestions, auto fill. Try code formatter and code refactoring like renaming variables, methods and classes. Try debug step by step with java program to find prime numbers between 1 to n.

b. Write a Java program that prints all real solutions to the quadratic equation $ax^2+bx+c=0$. Read in a, b, c and use the quadratic formula.

c. Develop a Java application to generate Electricity bills. Create a class with the following members: Consumer no., consumer name, previous month reading, current month reading, type of EB connection (i.e domestic or commercial). Commute the bill amount using the following tariff.

 If the type of the EB connection is domestic, calculate the amount to be paid as follows:
- First 100 units   - Rs. 1 per unit
- 101-200 units   - Rs. 2.50 per unit
- 201 -500 units - Rs. 4   per unit
- > 501 units   - Rs. 6 per unit

 If the type of the EB connection is commercial, calculate the amount to be paid as follows:
- First 100 units - Rs. 2 per unit
- 101-200 units   - Rs. 4.50 per unit
- 201 -500 units - Rs. 6 per unit
- > 501 units   - Rs. 7 per unit

d. Write a Java program to multiply two given matrices.

Week-2

a. Write Java program on use of inheritance, preventing inheritance using final, abstract classes.

b. Write Java program on dynamic binding, differentiating method overloading and overriding.

c. Develop a java application to implement currency converter (Dollar to INR, EURO to INR, Yen) using
   Interfaces.

Week-3

 a. Write Java program that inputs 5 numbers, each between 10 and 100 inclusive. As each number is read, display it only if it's not a duplicate of any number already read display the complete set of unique values input after the user enters each new value.

   b. Write a Java Program to create an abstract class named Shape that contains two integers and an empty method named print Area(). Provide three classes named Rectangle, Triangle and Circle

such that each one of the classes extends the class Shape. Each one of the classes contains only the method print Area () that prints the area of the given shape.

c. Write a Java program to read the time intervals (HH:MM) and to compare system time if the system Time between your time intervals print correct time and exit else try again to repute the same thing.   By using StringToknizer class.

Week-4

a. Write a Java program to implement user defined exception handling.

b. Write java program that inputs 5 numbers, each between 10 and 100 inclusive. As each number is read display it only if it's not a duplicate of any number already read. Display the complete set of unique values input after the user enters each new value.

Week-5

a. Write a Java program that creates a user interface to perform integer division. The user enters two numbers in the text fields, Num1 and Num2. The division of Num1 and Num2 is displayed in the Result field when the Divide button is clicked. If Num1 and Num2 were not integers, the program would throw a Number Format Exception. If Num2 were zero, the program would throw an Arithmetic Exception Display the exception in a message dialog box.

b. Write a Java program that creates three threads. First thread displays —Good Morning‖ every one second, the second thread displays —Hello‖ every two seconds and the third thread displays —Welcome‖ every three seconds.

Week-6

a. Write a java program to split a given text file into n parts. Name each part as the name of the original file followed by .part where n is the sequence number of the part file.

b. Write a Java program that reads a file name from the user, displays information about whether the file exists, whether the file is readable, or writable, the type of file and the length of the file in bytes.

Week-7

a. Write a java program that displays the number of characters, lines and words in a text file.

b. Write a java program that reads a file and displays the file on the screen with line number before each line.

Week-8

a. Write a Java program that correctly implements the producer-consumer problem using the concept of inter thread communication.

b. Develop a Java application for stack operation using Buttons and JOptionPane input and Message dialog box.

c. Develop a Java application to perform Addition, Division, Multiplication and subtraction using the JOptionPane dialog Box and Textfields.

Week-9

a. Develop a Java application for the blinking eyes and mouth should open while blinking.

b. Develop a Java application that simulates a traffic light. The program lets the user select one of the three lights: Red, Yellow or Green with radio buttons. On selecting a button an appropriate message with —STOP‖ or —READY‖ or ‖GO‖ should appear above the buttons in the selected color. Initially, there is no message shown.

Week-10

a. Develop a Java application to implement the opening of a door while opening man should present before hut and closing man should disappear.

b. Develop a Java application by using JtextField to read decimal values and converting a decimal number into a binary number then print the binary value in another JtextField.

Week-11

a. Develop a Java application that handles all mouse events and shows the event name at the center of the window when a mouse event is fired. Use adapter classes.

b. Develop a Java application to demonstrate the key event handlers.

Week-12

a. Develop a Java application to find the maximum value from the given type of elements using a generic function.

b. Develop a Java application that works as a simple calculator. Use a grid layout to arrange buttons for the digits and for the +, -,*, % operations. Add a text field to display the result.

c . Develop a Java application for handling mouse events.

Week-13

a. Develop a Java application to establish a JDBC connection, create a table student with properties name, register number, mark1, mark2, mark3. Insert the values into the table by using java and display the information of the students at front end.

References:

1. P. J. Deitel, H. M. Deitel, "Java for Programmers", Pearson Education, PHI, 4th Edition, 2007.
2. P. Radha Krishna, "Object Oriented Programming through Java", Universities Press, 2nd Edition, 2007
3. Bruce Eckel, "Thinking in Java", Pearson Education, 4th Edition, 2006.
4. Sachin Malhotra, Saurabh Chaudhary, "Programming in Java", Oxford University Press, 5th Edition, 2010.

Online Learning Resources/Virtual Labs:

https://java-iitd.vlabs.ac.in/
http://peterindia.net/JavaFiles.html

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY ANANTAPUR

B.Tech AI & ML – II-I Sem

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(20A52201) UNIVERSAL HUMAN VALUES
(Common to all branches)

Course Objective:

The objective of the course is four fold:

- Development of a holistic perspective based on self-exploration about themselves (human being), family, society and nature/existence.
- Understanding (or developing clarity) of the harmony in the human being, family, society and nature/existence
- Strengthening of self-reflection.
- Development of commitment and courage to act.

COURSE TOPICS:

The course has 28 lectures and 14 practice sessions in 5 modules:

Unit 1:

Course Introduction - Need, Basic Guidelines, Content and Process for Value Education

- Purpose and motivation for the course, recapitulation from Universal Human Values-I
- Self-Exploration–what is it? - Its content and process; 'Natural Acceptance' and Experiential Validation- as the process for self-exploration
- Continuous Happiness and Prosperity- A look at basic Human Aspirations
- Right understanding, Relationship and Physical Facility- the basic requirements for fulfilment of aspirations of every human being with their correct priority
- Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario
- Method to fulfil the above human aspirations: understanding and living in harmony at various levels.

Include practice sessions to discuss natural acceptance in human being as the innate acceptance for living with responsibility (living in relationship, harmony and co-existence) rather than as arbitrariness in choice based on liking-disliking

Unit 2:

Understanding Harmony in the Human Being - Harmony in Myself!

- Understanding human being as a co-existence of the sentient 'I' and the material 'Body'
- Understanding the needs of Self ('I') and 'Body' - happiness and physical facility
- Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer)
- Understanding the characteristics and activities of 'I' and harmony in 'I'
- Understanding the harmony of I with the Body: Sanyam and Health; correct appraisal of Physical needs, meaning of Prosperity in detail
- Programs to ensure Sanyam and Health.

Include practice sessions to discuss the role others have played in making material goods available to me. Identifying from one's own life. Differentiate between prosperity and accumulation. Discuss program for ensuring health vs dealing with disease

Unit 3:

Understanding Harmony in the Family and Society- Harmony in Human- Human Relationship

- Understanding values in human-human relationship; meaning of Justice (nine universal values in relationships) and program for its fulfilment to ensure mutual happiness; Trust and Respect as the foundational values of relationship
- Understanding the meaning of Trust; Difference between intention and competence
- Understanding the meaning of Respect, Difference between respect and differentiation; the other salient values in relationship
- Understanding the harmony in the society (society being an extension of family): Resolution, Prosperity, fearlessness (trust) and co-existence as comprehensive Human Goals
- Visualizing a universal harmonious order in society- Undivided Society, Universal Order- from family to world family.

  Include practice sessions to reflect on relationships in family, hostel and institute as extended family, real life examples, teacher-student relationship, goal of education etc. Gratitude as a universal value in relationships. Discuss with scenarios. Elicit examples from students' lives

Unit 4:

Understanding Harmony in the Nature and Existence - Whole existence as Coexistence

- Understanding the harmony in the Nature

- Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self-regulation in nature
- Understanding Existence as Co-existence of mutually interacting units in all- pervasive space
- Holistic perception of harmony at all levels of existence.

  Include practice sessions to discuss human being as cause of imbalance in nature (film "Home" can be used), pollution, depletion of resources and role of technology etc.

Unit 5:

Implications of the above Holistic Understanding of Harmony on Professional Ethics

- Natural acceptance of human values

- Definitiveness of Ethical Human Conduct

- Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order

- Competence in professional ethics: a. Ability to utilize the professional competence for augmenting universal human order b. Ability to identify the scope and characteristics of people friendly and eco-friendly production systems, c. Ability to identify and develop appropriate technologies and management patterns for above production systems.
- Case studies of typical holistic technologies, management models and production systems
- Strategy for transition from the present state to Universal Human Order: a. At the level of individual: as socially and ecologically responsible engineers, technologists and managers b. At the level of society: as mutually enriching institutions and organizations

- Sum up.

  Include practice Exercises and Case Studies will be taken up in Practice (tutorial) Sessions eg. To discuss the conduct as an engineer or scientist etc.

Text Book

1. 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
2. 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, Amar kantak, 1999.
2. A. N. Tripathi, "Human Values", New Age Intl. Publishers, New Delhi, 2004.
3. The Story of Stuff (Book).
4. Mohandas Karamchand Gandhi "The Story of My Experiments with Truth"
5. E. FSchumacher. "Small is Beautiful"
6. Slow is Beautiful –Cecile Andrews
7. J C Kumarappa "Economy of Permanence"
8. Pandit Sunderlal "Bharat Mein Angreji Raj"
9. Dharampal, "Rediscovering India"
10. Mohandas K. Gandhi, "Hind Swaraj or Indian Home Rule"
11. India Wins Freedom - Maulana Abdul Kalam Azad
12. Vivekananda - Romain Rolland(English)
13. Gandhi - Romain Rolland (English)

MOE OF CONDUCT (L-T-P-C 2-1-0-2)

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 practicals are how you behave and work in real life. Depending on the nature of topics, worksheets, home assignments and/or activities 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.

OUTCOME OF THECOURSE:

By the end of the course,

- Students are expected to become more aware of themselves, and their surroundings (family, society, nature)
- They would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.
- They would have better critical ability.
- They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society).
- It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.

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(20A05304) WEB APPLICATION DEVELOPMENT
(Common to CSE, CSE (AI), CSE (AI & ML) and AI& DS, AI & ML)

Course Objectives:
- Learn website development using HTML, CSS, JavaScript.
- Understand the concepts of responsive web development using the bootstrap framework
- Make use of the J Query java script library to provide interactiveness to the websites.
- Discover how to use Google Charts to provide a better way to visualize data on a website
- 5. Learn Content Management Systems to speed the development process

Course Outcomes:
After completion of the course, students will be able to
- Construct web sites with valid HTML, CSS, JavaScript
- Create responsive Web designs that work on phones, tablets, or traditional laptops and wide-screen monitors.
- Develop websites using jQuery to provide interactivity and engaging user experiences
- Embed Google chart tools in a website for better visualization of data.
- Design and develop web applications using Content Management Systems like Word Press

Activities:

Module - 1:

HTML: What is a browser?, What is HTML?, Elements and Tags, Basic HTML5 structure, Metadata, <title>, Adding favicon, Comments, headings

Task: Create a Basic HTML document

Module - 2:

HTML (continued): Block-Level Elements & Inline Elements, Links (Understand Absolute vs Relative paths), Lists, Images, iframe (embed youtube video)

Task: Create your Profile Page

Module - 3:

HTML (continued): Tables: <table>, <tr>, <th>, <td>, Attributes for each Table element

Task: Create a Class Timetable (to merge rows/columns, use rowspan/colspan)

Module - 4:

HTML (continued): Form Elements: <input>, <select>, <textarea>, <button>, Attributes for each Form element

Task: Create a Student Hostel Application Form

Module - 5:

Cascading Style Sheets (CSS): CSS Properties, Types of CSS, Selectors, box model, Pseudo-elements, z-index

Task: Make the Hostel Application Form designed in Module -4 beautiful using CSS (add colors, backgrounds, change font properties, borders, etc.)

Module - 6:

Bootstrap - CSS Framework: Layouts (Containers, Grid system), Forms, Other Components

Task: Style the Hostel Application Form designed in Module-5still more beautiful using Bootstrap CSS (Re-size browser and check how the webpage displays in mobile resolution)

Module - 7:

HTTP & Browser Developer Tools: Understand HTTP Headers (Request & Response Headers), URL & its Anatomy, Developer Tools: Elements/Inspector, Console, Network, Sources, performance, Application Storage.

Task:Analyse various HTTP requests (initiators, timing diagrams, responses) and identify problems if any.

Module - 8:
Javascript: Variables, Data Types, Operators, Statements, Objects, Functions, Events & Event Listeners, DOM.
Task: Design a simple calculator using JavaScript to perform sum, product, difference, and quotient operations:

Module - 9:
Dynamic HTML with JavaScript: Manipulate DOM, Error Handling, Promises, async/await, Modules.
Task:Design& develop a Shopping Cart Application with features including Add Products, Update Quantity, Display Price(Sub-Total & Total), Remove items/products from the cart.

Module - 10:
JQuery - A Javascript Library: Interactions, Widgets, Effects, Utilities, Ajax using JQuery.
Task: Validate all Fields and Submit the Hostel Application Form designed in Module-6 using JQuery

Module - 11:
Google Charts: Understand the Usage of Pie chart, Bar Chart, Histogram, Area & Line Charts, Gantt Charts.
Task: Develop an HTML document to illustrate each chart with real-time examples.

Module - 12:
Open Source CMS (Content Management System): What is a CMS?, Install CMS, Themes, Plugins.
Task: Develop an E-learning website using any CMS(for example WordPress)

References:
1. Deitel and Deitel and Nieto, ―Internet and World Wide Web - How to Program‖, Prentice Hall, 5th Edition, 2011.
2. Web Technologies, Uttam K. Roy, Oxford Higher Education., 1st edition, 10th impression, 2015.
3. Stephen Wynkoop and John Burke ―Running a Perfect Website‖, QUE, 2nd Edition,1999.
4. Jeffrey C and Jackson, ―Web Technologies A Computer Science PerspectivePearsonEducation, 2011.
5. Gopalan N.P. and Akilandeswari J., ―Web Technology, Prentice Hall of India, 2011.

Online Learning Resources/Virtual Labs:

a. HTML: https://html.spec.whatwg.org/multipage/
b. HTML: https://developer.mozilla.org/en-US/docs/Glossary/HTML5
c. CSS: https://www.w3.org/Style/CSS/
d. Bootstrap - CSS Framework: https://getbootstrap.com/
e. Browser Developer Tools: https://developer.mozilla.org/en-US/docs/Learn/Common_questions/What_are_browser_developer_tools
f. Javascript: https://developer.mozilla.org/en-US/docs/Web/JavaScript
g. JQuery: https://jquery.com
h. Google Charts: https://developers.google.com/chart
i. Wordpress: https://wordpress.com

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(20A54404) DETERMINISTIC &STOCHASTIC STATISTICAL METHODS
(Common to CSE, IT,CSE (AI), CSE (AI & ML) and AI & DS, AI & ML)

Pre-requisite   **Basic Mathematics**

Course Objectives:
This course provides a study of various Mathematical Methods and Statistical Methods which is needed for Artificial Intelligence, Machine Learning, and Data Science and also for Computer Science and engineering problems.

Course Outcomes:
After completion of the course, students will be able to
- Apply logical thinking to problem-solving in context.
- Employ methods related to these concepts in a variety of data science applications.
- Use appropriate technology to aid problem-solving and data analysis.
- The Bayesian process of inference in probabilistic reasoning system.
- Demonstrate skills in unconstrained optimization.

UNIT I   Data Representation   9 Hrs
Distance measures, Projections, Notion of hyper planes, half-planes. Principal Component Analysis-Population Principal Components, sample principal coefficients, covariance, matrix of data set, Dimensionality reduction, Singular value decomposition, Gram Schmidt process.

UNIT II   Single Variable Distribution   9 Hrs
Random variables (discrete and continuous), probability density functions, properties, mathematical expectation- Probability distribution - Binomial, Poisson approximation to the binomial distribution and normal distribution-their properties-Uniform distribution-exponential distribution.

UNIT III   Stochastic Processes And Markov Chains: 9 Hrs
Introduction to Stochastic processes- Markov process. Transition Probability, Transition Probability Matrix, First order and Higher order Markov process, step transition probabilities, Markov chain, Steady state condition, Markov analysis.

UNIT IV   Multivariate Distribution Theory   10 Hrs
Multivariate Normal distribution – Properties, Distributions of linear combinations, independence, marginal distributions, conditional distributions, Partial and Multiple correlation coefficient. Moment generating function.
BAYESIAN INFERENCE AND ITS APPLICATIONS: Statistical tests and Bayesian model comparison, Bit, Surprisal, Entropy, Source coding theorem, Joint entropy, Conditional entropy, Kullback- Leibler divergence.

UNIT V   Optimization   9 Hrs
Unconstrained optimization, Necessary and sufficiency conditions for optima, Gradient descent methods, Constrained optimization, KKT conditions, Introduction to non-gradient techniques, Introduction to least squares optimization, Optimization view of machine learning. Data Science Methods: Linear regression as an exemplar function approximation problem, linear classification problems.

Textbooks:
1. Mathematics for Machine Learning by A. Aldo Faisal, Cheng Soon Ong, and Marc Peter Deisenroth
2. Dr.B.S Grewal, Higher Engineering Mathematics, 45th Edition, Khanna Publishers.
3. Operations Research, S.D. Sharma

Reference Books:
1. Operations Research, An Introduction, Hamdy A. Taha, Pearson publishers.
2. A Probabilistic Theory of Pattern Recognition by Luc Devroye,. Laszlo Gyorfi, Gabor Lugosi.

Online Learning Resources:

https://www.math.brown.edu/swatson2/classes/data1010/pdf/data1010.pdf

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(20A30401T) ARTIFICIAL INTELLIGENCE
(Common to CSE (AI), CSE (AI & ML) and AI& DS, AI & ML)

Pre-requisite   **Mathematics and Programming**

Course Objectives:
- To introduce Artificial Intelligence
- To Teach about the machine learning environment
- To Present the searching Technique for Problem Solving
- To Introduce Natural Language Processing and Robotics

Course Outcomes:
After completion of the course, students will be able to
- Apply searching techniques for solving a problem
- Design Intelligent Agents
- Develop Natural Language Interface for Machines
- Design mini robots
- Summarize past, present and future of Artificial Intelligence

UNIT I   Introduction   Lecture 8Hrs
Introduction: What is AI, Foundations of AI, History of AI, The State of Art.
Intelligent Agents: Agents and Environments, Good Behaviour: The Concept of Rationality, The Nature of Environments, The Structure of Agents.

UNIT II   Solving Problems by searching   Lecture 8Hrs
Problem Solving Agents, Example problems, Searching for Solutions, Uninformed Search Strategies, Informed search strategies, Heuristic Functions, Beyond Classical Search: Local Search Algorithms and Optimization Problems, Local Search in Continues Spaces, Searching with Nondeterministic Actions, Searching with partial observations, online search agents and unknown environments.

UNIT III   Reinforcement Learning & Natural Language   Lecture 9Hrs
                      Processing
Reinforcement Learning: Introduction, Passive Reinforcement Learning, Active Reinforcement Learning, Generalization in Reinforcement Learning, Policy Search, applications of RL
Natural Language Processing: Language Models, Text Classification, Information Retrieval, Information Extraction.

UNIT IV   Natural Language for Communication   Lecture 9Hrs
Natural Language for Communication: Phrase structure grammars, Syntactic Analysis, Augmented Grammars and semantic Interpretation, Machine Translation, Speech Recognition
Perception: Image Formation, Early Image Processing Operations, Object Recognition by appearance, Reconstructing the 3D World, Object Recognition from Structural information, Using Vision.

UNIT V   Robotics   Lecture 8 Hrs
Robotics: Introduction, Robot Hardware, Robotic Perception, Planning to move, Planning uncertain movements, Moving, Robotic software architectures, application domains
Philosophical foundations: Weak AI, Strong AI, Ethics and Risks of AI, Agent Components, Agent Architectures, Are we going in the right direction, What if AI does succeed.

Textbooks:
1. Stuart J.Russell, Peter Norvig, "Artificial Intelligence A Modern Approach", 3rd Edition, Pearson Education, 2019.

Reference Books:
1. Nilsson, Nils J., and Nils Johan Nilsson. Artificial intelligence: a new synthesis. Morgan Kaufmann, 1998.
2. Johnson, Benny G., Fred Phillips, and Linda G. Chase. "An intelligent tutoring system for the accounting cycle: Enhancing textbook homework with artificial intelligence." Journal of

Accounting Education 27.1 (2009): 30-39.

Online Learning Resources:
http://peterindia.net/AILinks.html

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(20A39401) SYSTEMS SOFTWARE & NETWORKING

Pre-requisite   **Computer Systems**

Course Objectives:

- Discuss the concepts of operating systems
- Discuss the concepts of Computer networks
- Demonstrate working of operating systems and computer networks

Course Outcomes :

After completion of the course, students will be able to

- Design operating systems
- Design computer networks
- Develop applications
- Analyze operating systems and computer networks

UNIT I	Introduction to Operating systems	8 Hrs

Operating systems: An Overview: Introduction, The bare bones computer system, the operating systems concept: an introduction, services and Facilities, organization, Type of computer systems.

The User view of operating systems: Introduction, purpose of the user interface, User functions and program services, Type of user interface, X window and other graphics display methodologies, Command and Scripting languages, services to programs.

UNIT II	File Management	8 Hrs

Introduction, The logical and physical view of files, the role of the file management system, logical file access methods, physical file storage, file systems, volumes, disk, partitions, and storage pools, the directory structure, network file access, storage area networks, file protection, journaling file systems.

UNIT III	The Internal operating system	12 Hrs

Introduction, fundamental OS requirements, Starting the Computer system-Bootstrap, processes and threads, basic loading and execution operations, CPU scheduling dispatching, memory management, virtual storage, secondary storage scheduling, Network operating system services, other operating system issues, virtual machines.

UNIT IV	Introduction to Computer Networks	9 Hrs

Networks and Data Communications: Introduction, the impact of networking on business processes and user access to knowledge and services, a simple view of data communications, basic data communication concepts, TCP/IP, OSI, and other communication models, types of networks, standards.

Introducing the process – the application layer, domain names and DNS services, next steps-TCP and the transport layer.

UNIT V	Networking	9 Hrs

The network layer, IP addresses, and ARP, the data link layer, quality of service, network security, alternative protocols.

Communication channel technology, the fundamentals of signaling technology, transmission media and signaling methods, wireless networking.

Textbooks:

1. IRV Englander, The Architecture of Computer Hardware,System software and Networking, An Informative Technology Approach, John Wiley & Sons.

Reference Books:

1. Computer Networking: A Top-Down Approach Hardcover – Student Edition, 26 April 2016by James Kurose (Author), Keith Ross (Author)
2. Computer Networks| By Pearson Paperback – 1 January 2013by Tanenbaum (Author)

Online Learning Resources:

1. https://onlinecourses.nptel.ac.in/noc21_cs18/preview

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(20A39402T) COMPETITIVE PROGRAMMING

Pre-requisite	**Data Structures, Algorithms, Fundamentals of Programming**

Course Objectives:
- Teach Competitive programming
- Discuss various computational problems and solutions
- Challenge the inherent talent of the student
- Make the student practice problem solving

Course Outcomes :
After completion of the course, students will be able to
- Solve problems related to Computer Science
- Design innovative algorithms to problems
- Acquire job ready skills
- Develop problem solving and programming ability

UNIT I	**Programming for JOB**	8 Hrs

Why Programming Interviews

Before the Search: Know Yourself, Know the Market, Develop Marketable Skills, Get things done, Manage your online profile

The Job Application Process: Finding and contacting companies, the interview process, a recruiters role, Offers and Negotiation

The Phone Screen: Understanding Phone screens, How to take a phone screen, Phone screen problems.

Approaches to Programming Problems: The process, Solving the problems, Analyzing your solution.

UNIT II	**Fundamental Problems**	8 Hrs

Linked list problems, Tree and Graph problems, Array and String problems, Recursion problems, Sorting problems.

UNIT III	**Concurrency, Object-oriented programming**	12 Hrs

Concurrency: Basic Thread concepts, Concurrency problems.

Object oriented programming: Fundamentals, Object oriented programming problems

UNIT IV	**Design Patterns, Databases**	9 Hrs

What are Design patterns, Common design patterns, design patter problems.

Data bases: Database fundamentals, Database problems

UNIT V	**Graphics and Bit manipulation**	9 Hrs

Graphics, Bit manipulation, Graphics problems, Bit manipulation problems

Puzzles: Trackling Brainteasers, Brainteaser problems, Draw it first, Graphical and Spatial problems.

Textbooks:
1. John Mongan, Noah Kindler, Eric Giguere, "Programming Interviews Exposed", Fourth Edition, Wrox.

Reference Books:
1. Antti Laaksonen, Guide to Competitive Programming, Springer

Online Learning Resources:

1. Getting started with Competitive programming - https://onlinecourses.nptel.ac.in/noc21_cs99/preview
2. Algorithms, Part1 - https://www.coursera.org/learn/algorithms-part1
3. Algorithms, Part 2 - https://www.coursera.org/learn/algorithms-part2
4. Master the Art of Competitive Programming - https://unacademy.codechef.com/learn-competitive-programming

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(20A52301) MANAGERIAL ECONOMICS AND FINANCIAL ANALYSIS
(Humanities Elective-I)

Course Objectives:
- To inculcate the basic knowledge of micro economics and financial accounting
- To make the students learn how demand is estimated for different products, input-output relationship for optimizing production and cost
- To Know the Various types of market structure and pricing methods and strategy
- To give an overview on investment appraisal methods to promote the students to learn how to plan long-term investment decisions.
- To provide fundamental skills on accounting and to explain the process of preparing financial statements

Course Outcomes:
- Define the concepts related to Managerial Economics, financial accounting and management.
- Understand the fundamentals of Economics viz., Demand, Production, cost, revenue and markets
- Apply the Concept of Production cost and revenues for effective Business decision
- Analyze how to invest their capital and maximize returns
- Evaluate the capital budgeting techniques
- Develop the accounting statements and evaluate the financial performance of business entity.

UNIT I   Managerial Economics

Introduction – Nature, meaning, significance, functions, and advantages. Demand-Concept, Function, Law of Demand - Demand Elasticity- Types – Measurement. Demand Forecasting- Factors governing Forecasting, Methods. Managerial Economics and Financial Accounting and Management.

UNIT II   Production and Cost Analysis

Introduction – Nature, meaning, significance, functions and advantages. Production Function– Least-cost combination– Short run and Long run Production Function- Isoquants and Isocosts, MRTS - Cobb-Douglas Production Function - Laws of Returns - Internal and External Economies of scale. Cost & Break-Even Analysis - Cost concepts and Cost behavior- Break-Even Analysis (BEA) - Determination of Break-Even Point (Simple Problems)-Managerial significance and limitations of Break-Even Analysis.

UNIT III   Business Organizations and Markets
Introduction – Nature, meaning, significance, functions and advantages. Forms of Business Organizations- Sole Proprietary - Partnership - Joint Stock Companies - Public Sector Enterprises. Types of Markets - Perfect and Imperfect Competition - Features of Perfect Competition Monopoly-Monopolistic Competition–Oligopoly-Price-Output Determination - Pricing Methods and Strategies

UNIT IV   Capital Budgeting
Introduction – Nature, meaning, significance, functions and advantages. Types of Working Capital, Components, Sources of Short-term and Long-term   Capital, Estimating Working capital requirements. Capital Budgeting– Features, Proposals, Methods and Evaluation. Projects – Pay Back Method, Accounting Rate of Return (ARR) Net Present Value (NPV) Internal Rate Return (IRR) Method (sample problems)

UNIT V   Financial Accounting and Analysis

Introduction – Nature, meaning, significance, functions and advantages. Concepts and Conventions-Double-Entry Book Keeping, Journal, Ledger, Trial Balance- Final Accounts (Trading Account, Profit and Loss Account and Balance Sheet with simple adjustments). *Financial Analysis -* Analysis and Interpretation of Liquidity Ratios, Activity Ratios, and Capital structure Ratios and Profitability.

Textbooks:
1. Varshney&Maheswari: Managerial Economics, Sultan Chand, 2013.
2. Aryasri: Business Economics and Financial Analysis, 4/e, MGH, 2019

Reference Books:
1. Ahuja Hl Managerial economics Schand,3/e,2013
2. S.A. Siddiqui and A.S. Siddiqui: Managerial Economics and Financial Analysis, New Age International, 2013.
3. Joseph G. Nellis and David Parker: Principles of Business Economics, Pearson, 2/e, New Delhi.
4. Domnick Salvatore: Managerial Economics in a Global Economy, Cengage, 2013.

Online Learning Resources:
https://www.slideshare.net/123ps/managerial-economics-ppt
https://www.slideshare.net/rossanz/production-and-cost-45827016
https://www.slideshare.net/darkyla/business-organizations-19917607
https://www.slideshare.net/balarajbl/market-and-classification-of-market
https://www.slideshare.net/ruchi101/capital-budgeting-ppt-59565396
https://www.slideshare.net/ashu1983/financial-accounting

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY ANANTAPUR

B.Tech AI & ML – II-II Sem

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3	0	0	3

(20A52302) ORGANISATIONAL BEHAVIOUR
(Humanities Elective-I)

Course Objectives:
- To enable student's comprehension of organizational behavior
- To offer knowledge to students on self-motivation, leadership and management
- To facilitate them to become powerful leaders
- To Impart knowledge about group dynamics
- To make them understand the importance of change and development

Course Outcomes :
- Define the Organizational Behaviour, its nature and scope.
- Understand the nature and concept of Organizational behaviour
- Apply theories of motivation to analyse the performance problems
- Analyse the different theories of leadership
- Evaluate group dynamics
- Develop as powerful leader

UNIT I   Introduction to Organizational Behavior
Meaning, definition, nature, scope and functions - Organizing Process – Making organizing effective -Understanding Individual   Behaviour –Attitude -Perception - Learning – Personality.

UNIT II   Motivation and Leading
Theories of Motivation- Maslow's Hierarchy of Needs - Hertzberg's Two Factor Theory - Vroom's theory of expectancy – Mc Cleland's theory of needs–Mc Gregor's theory X and theory Y– Adam's equity theory – Locke's goal setting theory– Alderfer's ERG theory .

UNIT III   Organizational Culture
Introduction – Meaning, scope, definition, Nature - Organizational Climate - Leadership - Traits Theory–Managerial Grid - Transactional Vs Transformational Leadership - Qualities of good Leader - Conflict Management -Evaluating Leader- Women and Corporate leadership.

UNIT IV   Group Dynamics
Introduction – Meaning, scope, definition, Nature- Types of groups - Determinants of group behavior - Group process – Group Development - Group norms - Group cohesiveness - Small Groups - Group decision making - Team building - Conflict in the organization– Conflict resolution

UNIT V   Organizational Change and Development
Introduction –Nature, Meaning, scope, definition and functions- Organizational Culture - Changing the Culture – Change Management – Work Stress Management - Organizational management – Managerial implications of organization's change and development

Textbooks:
1. Luthans, Fred, Organisational Behaviour, McGraw-Hill, 12 Th edition 2011
2. P Subba Ran, Organisational Behaviour, Himalya Publishing House 2017

Reference Books:
1. McShane, Organizational Behaviour, TMH 2009
2. Nelson, Organisational Behaviour, Thomson, 2009.
3. Robbins, P. Stephen, Timothy A. Judge, Organisational Behaviour, Pearson 2009.
4. Aswathappa, Organisational Behaviour, Himalaya, 2009

Online Learning Resources:

httphttps://www.slideshare.net/Knight1040/organizational-culture-9608857s://www.slideshare.net/AbhayRajpoot3/motivation-165556714
https://www.slideshare.net/harshrastogi1/group-dynamics-159412405
https://www.slideshare.net/vanyasingla1/organizational-change-development-26565951

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY ANANTAPUR

	L T P C
B.Tech AI & ML – II-II Sem	3 0 0 3

(20A52303) BUSINESS ENVIRONMENT
(Humanities Elective-I)

Course Objectives:
- To make the student to understand about the business environment
- To enable them in knowing the importance of fiscal and monitory policy
- To facilitate them in understanding the export policy of the country
- To Impart knowledge about the functioning and role of WTO
- To Encourage the student in knowing the structure of stock markets

Course Outcomes:
- Define Business Environment and its Importance.
- Understand various types of business environment.
- Apply the knowledge of Money markets in future investment
- Analyse India's Trade Policy
- Evaluate fiscal and monitory policy
- Develop a personal synthesis and approach for identifying business opportunities

UNIT I   **Overview of Business Environment**
Introduction – meaning Nature, Scope, significance, functions and advantages. Types-Internal &External, Micro and Macro. Competitive structure of industries -Environmental analysis-advantages & limitations of environmental analysis& Characteristics of business.

UNIT II   **Fiscal & Monetary Policy**
Introduction – Nature, meaning, significance, functions and advantages. Public Revenues - Public Expenditure - Evaluation of recent fiscal policy of GOI. Highlights of Budget- Monetary Policy - Demand and Supply of Money –RBI -Objectives of monetary and credit policy - Recent trends- Role of Finance Commission.

UNIT III   **India's Trade Policy**
Introduction – Nature, meaning, significance, functions and advantages. Magnitude and direction of Indian International Trade - Bilateral and Multilateral Trade Agreements - EXIM policy and role of EXIM bank -Balance of Payments– Structure & Major components - Causes for Disequilibrium in Balance of Payments - Correction measures.

UNIT IV   **World Trade Organization**
Introduction – Nature, significance, functions and advantages. Organization and Structure - Role and functions of WTO in promoting world trade - GATT -Agreements in the Uruguay Round –TRIPS, TRIMS - Disputes Settlement Mechanism - Dumping and Anti-dumping Measures.

UNIT V   **Money Markets and Capital Markets**
Introduction – Nature, meaning, significance, functions and advantages. Features and components of Indian financial systems - Objectives, features and structure of money markets and capital markets - Reforms and recent development – SEBI – Stock Exchanges - Investor protection and role of SEBI, Introduction to international finance.

Textbooks:
1. Francis Cherunilam (2009), International Business: Text and Cases, Prentice Hall of India.
2. K. Aswathappa, Essentials of Business Environment: Texts and Cases & Exercises 13th Revised Edition.HPH2016

Reference Books:

1.K. V. Sivayya, V. B. M Das (2009), Indian Industrial Economy, Sultan Chand Publishers, New Delhi, India.

2. Sundaram, Black (2009), International Business Environment Text and Cases, Prentice Hall of India, New Delhi, India.

3. Chari. S. N (2009), International Business, Wiley India.

4.E. Bhattacharya (2009), International Business, Excel Publications, New Delhi.

Online Learning Resources:

https://www.slideshare.net/ShompaDhali/business-environment-53111245

https://www.slideshare.net/rbalsells/fiscal-policy-ppt

https://www.slideshare.net/aguness/monetary-policy-presentationppt

https://www.slideshare.net/DaudRizwan/monetary-policy-of-india-69561982

https://www.slideshare.net/ShikhaGupta31/indias-trade-policyppt

https://www.slideshare.net/viking2690/wto-ppt-60260883

https://www.slideshare.net/prateeknepal3/ppt-mo

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B.Tech AI & ML – II-II Sem	L	T	P	C
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(20A39401P) SYSTEMS SOFTWARE AND NETWORKING LAB

Pre-requisite   Computer Systems

Course Objectives:
- To familiarize students with the architecture of OS.
- To Teach working of Scheduling and Page Replacement algorithms
- To understand the different types of networks
- To discuss the software and hardware components of a network
- To enlighten the working of networking commands supported by operating system
- To familiarize the use of networking functionality supported by JAVA

Course Outcomes:

After completion of the course, students will be able to
- Trace different CPU Scheduling algorithms
- Evaluate Page replacement algorithms
- Design new scheduling algorithms
- Design scripts for Wired network simulation
- Design scripts of static and mobile wireless networks simulation
- Analyze the data traffic using tools
- Design JAVA programs for client-server communication
- Construct a wired and wireless network using the real hardware

List of Experiments:

Operating Systems Programs

1. Practicing of Basic UNIX Commands.
2. Write programs using the following UNIX operating system calls Fork, exec, getpid, exit, wait, close, stat, opendir and readdir
3. Simulate UNIX commands like cp, ls, grep, etc.
4. Simulate the following CPU scheduling algorithms a) Round Robin b) SJF c) FCFS d) Priority
5. Implement a dynamic priority scheduling algorithm.
6. Assume that there are five jobs with different weights ranging from 1 to 5. Implement round robin algorithm with time slice equivalent to weight.
7. Implement priority scheduling algorithm. While executing, no process should wait for more than 10 seconds. If the waiting time is more than 10 seconds that process has to be executed for at least 1 second before waiting again.
8. Simulate dining philosopher's problem.
9. Simulate producer-consumer problem using threads.
10. Implement the following memory allocation methods for fixed partition a) First fit b) Worst fit c) Best fit
11. Simulate the following page replacement algorithms a) FIFO b) LRU c) LFU etc.,
12. Simulate Paging Technique of memory management
13. Simulate Bankers Algorithm for Dead Lock avoidance and prevention

Computer Networks Programs

1.Study different types of Network cables (Copper and Fiber) and prepare cables (Straight and Cross) to connect Two or more systems. Use crimping tool to connect jacks. Use LAN tester to connect the cables.

- Install and configure Network Devices: HUB, Switch and Routers. Consider both manageable and non-manageable switches. Do the logical configuration of the system. Set the bandwidth of different ports.
- Install and Configure Wired and Wireless NIC and transfer files between systems in Wired LAN and Wireless LAN. Consider both adhoc and infrastructure mode of operation.

2. Work with the commands Ping, Tracert, Ipconfig, pathping, telnet, ftp, getmac, ARP, Hostname, Nbtstat, netdiag, and Nslookup

4. Find all the IP addresses on your network. Unicast, Multicast, and Broadcast on your network.
5. Use Packet tracer software to build network topology and configure using Distance vector routing protocol.

6. Use Packet tracer software to build network topology and configure using Link State routing protocol.

7. Using JAVA RMI Write a program to implement Basic Calculator

8. Implement a Chatting application using JAVA TCP and UDP sockets.

9. Hello command is used to know whether the machine at the other end is working or not. Echo command is used to measure the round-trip time to the neighbour. Implement Hello and Echo commands using JAVA.

10. Use Wireshark tool to capture the information about packets.

References:
1. Modern Operating Systems, Andrew S Tanenbaum, Second Edition, PHI.
2. Operating Systems, S.Haldar, A.A.Aravind, Pearson Education
3. ShivendraS.Panwar, Shiwen Mao, Jeong-dong Ryoo, and Yihan Li, "TCP/IP Essentials A Lab-Based Approach", Cambridge University Press, 2004.
4. Cisco Networking Academy, "CCNA1 and CCNA2 Companion Guide", Cisco Networking Academy Program, 3rd edition, 2003.
5. Elloitte Rusty Harold, "Java Network Programming", 3rd edition, O'REILLY, 2011.

Online Learning Resources/Virtual Labs:
1. https://www.cse.iitb.ac.in/~mythili/os/
2. http://peterindia.net/OperatingSystems.html
3. https://www.cisco.com/c/en_in/training-events/networking-academy-program.html

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B.Tech AI & ML – II-II Sem   **L   T   P   C**
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(20A30401P) ARTIFICIAL INTELLIGENCE LAB
(Common to CSE (AI), CSE (AI & ML) and AI& DS, AI & ML)

Pre-requisite   **Fundamental Programming**

Course Objectives:
- To teach the methods of implementing algorithms using artificial intelligence techniques
- To illustrate search algorithms
- To demonstrate the building of intelligent agents

Course Outcomes :
After completion of the course, students will be able to
- Implement search algorithms
- Solve Artificial intelligence problems
- Design chatbot and virtual assistant

List of Experiments:
1. Write a program to implement DFS and BFS
2. Write a Program to find the solution for traveling salesman Problem
3. Write a program to implement Simulated Annealing Algorithm
4. Write a program to find the solution for the wumpus world problem
5. Write a program to implement 8 puzzle problem
6. Write a program to implement Towers of Hanoi problem
7. Write a program to implement A* Algorithm
8. Write a program to implement Hill Climbing Algorithm
9. Build a Chatbot using AWS Lex, Pandora bots.
10. Build a bot that provides all the information related to your college.
11. Build a virtual assistant for Wikipedia using Wolfram Alpha and Python
12. The following is a function that counts the number of times a string occurs in another string:

```
# Count the number of times string s1 is found in string s2
def countsubstring(s1,s2):
count = 0
for i in range(0,len(s2)-len(s1)+1):
if s1 == s2[i:i+len(s1)]:
count += 1
return count
```

For instance, countsubstring('ab','cabalaba') returns 2.

Write a recursive version of the above function. To get the rest of a string (i.e. everything but the first character).

13. Higher order functions. Write a higher-order function count that counts the number of elements in a list that satisfy a given test. For instance: count (lambda x: x>2, [1, 2, 3, 4, 5]) should return 3, as there are three elements in the list larger than 2. Solve this task without using any existing higher-order function.

14. Brute force solution to the Knapsack problem. Write a function that allows you to generate random problem instances for the knapsack program. This function should generate a list of items containing N items that each have a unique name, a random size in the range

1 .... 5 and a random value in the range 1..... 10.

Next, you should perform performance measurements to see how long the given knapsack solver take to solve different problem sizes. You should perform at least 10 runs with different randomly generated problem instances for the problem sizes 10,12,14,16,18,20 and 22. Use abackpack size of 2:5 x N for each value problem size N. Please note that the method used togenerate random numbers can also affect performance, since different distributions of values can make the initial conditions of the problem slightly more or less demanding.

How much longer time does it take to run this program when we increase the number of items? Does the backpack size affect the answer?

Try running the above tests again with a backpack size of 1 x N and with 4:0 x N.

15. Assume that you are organising a party for N people and have been given a list L of people who, for social reasons, should not sit at the same table. Furthermore, assume that you have C tables (that are infinitely large).

Write a function layout (N,C,L) that can give a table placement (i.e. a number from 0 : : :C - 1) for each guest such that there will be no social mishaps.

For simplicity we assume that you have a unique number 0 ......N-1 for each guest and that the list of restrictions is of the form [(X, Y) ...] denoting guests X, Y that are not allowed to sit together. Answer with a dictionary mapping each guest into a table assignment, if there are no possible layouts of the guests you should answer False.

References:

1. David Poole, Alan Mackworth, Randy Goebel,"Computational Intelligence: a logical approach", Oxford University Press, 2004.
2. G. Luger, "Artificial Intelligence: Structures and Strategies for complex problem solving", Fourth Edition, Pearson Education, 2002.
3. J. Nilsson, "Artificial Intelligence: A new Synthesis", Elsevier Publishers, 1998.
4. Artificial Neural Networks, B. Yagna Narayana, PHI
5. Artificial Intelligence, 2nd Edition, E.Rich and K.Knight, TMH.
6. Artificial Intelligence and Expert Systems, Patterson, PHI.

Online Learning Resources/Virtual Labs:

https://www.tensorflow.org/
https://pytorch.org/
https://github.com/pytorch
https://keras.io/
https://github.com/keras-team
http://deeplearning.net/software/theano/
https://github.com/Theano/Theano
https://caffe2.ai/
https://github.com/caffe2
https://deeplearning4j.org/Scikit-learn:https://scikit-learn.org/stable/
https://github.com/scikit-learn/scikit-learn
https://www.deeplearning.ai/
https://opencv.org/
https://github.com/qqwweee/keras-yolo3
https://www.pyimagesearch.com/2018/11/12/yolo-object-detection-with-opencv/
https://developer.nvidia.com/cuda-math-library

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B.Tech AI & ML – II-II Sem

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(20A39402P) COMPETITIVE PROGRAMMING LAB

Pre-requisite   **Computer Systems**

Course Objectives:
- Discuss problem solving techniques
- Demonstrate different approaches to problem solving

Course Outcomes:
After completion of the course, students will be able to
- Solve problems related to Computer Science
- Design new algorithms for different problems
- Analyze the existing algorithms
- Improve the efficiency of the algorithms
- Understand different data structures
- Select appropriate data structure for the problem

1. Create a singly linked list. Traverse it from left to right and right to left. Reverse the links of the linked list and traverse from right to left and left to right. Do it in C and any other object oriented programming language of your choice. But, you have to make use of some object orientation features. For example generics in JAVA.
2. Create a doubly linked list and perform the operations insertion, deletion and traversal operations.
3. Develop an algorithm and implement it to sort the elements of a linked list.
4. Create a singly linked list. Split it into two halves. Create a head node with two links. One link points to each linked list. After sorting merge the two sorted linked lists and create a new linked list which is sorted.
5. Design a program to implement stack and queue using linked list. Use templates of C++ language. Otherwise implement using similar feature in any object oriented language.
6. Design an algorithm to insert an element into random position of the array.
7. Design algorithms to perform different possible operations on Binary tree and Binary Search Tree.
8. Implement algorithms to create Heat (binary) tree and perform the supported operations.
9. Perform searching operation on a tree using breadth first search and depth first search.
10. Given inroder and preorder traversal of a binary search tree, create a binary search tree.
11. Write a program to perform inorder traversal without using recursion.
12. Given a binary search tree and two values in the tree, design an algorithm to find the common parent (if any), and other common ancestors of the two nodes.
13. Subscribe two any website of your choice like Leet code, hacker ranker, code chef, code force and solve any five challenges. Two of those challenges are to be solved using C language and other three using C++/JAVA/Python.
14. You are given a set of integers in an unordered binary tree. Use an array sorting routine to transform the tree into a heap that uses a balanced binary tree as its underlying data structure.
15. Given an unbalanced binary search tree with more nodes in the left subtree than the right, reorganize the tree to improve its balance while maintaining the properties of a binary search tree.
16. Implement algorithm to sort an strings using array of pointers
17. Implement Dictionary of Python using C language
18. Implement a routine that prints all possible orderings of the characters in a string.
19. Implement a function that prints all possible combinations of the characters in a string.
20. Implement a stable version of the selection sort algorithm.
21. You have an array of objects, each of which represents an employee:

```
public class Employee {
public String extension;
public String givenname; public String surname;
}
```

Sort the array so it is ordered alphabetically by surname and then by given name as in a company phone book.

22. Implement an efficient, in-place version of the Quicksort algorithm.
23. Write a producer thread and a consumer thread that share a fixed-size buffer and an index to access the buffer. The producer should place numbers into the buffer, and the consumer should remove the numbers. The order in which the numbers are added or removed is not important.
24. Write a program to sort three arrays concurrently
25. Your application uses a logging class to write debugging messages to the console.
26. Implement this logging facility using the Singleton.
27. Write a program which draws a continuously evolving Spiral.
28. Design simple Cartoon. Add animation to it like walking, running and jumping.

References:

1. John Mongan, Noah Kindler, Eric Giguere, "Programming Interviews Exposed", Fourth Edition, WROX.
2. Antti Laaksonene, "Guide to Competitive Programming", Springer.
3. Meenakshi, Kamal Rawat, "Dynamic Programming for Coding Interviews", NotionPress

Online Learning Resources/Virtual Labs:

1. The Bible of Competitive Programming & Coding Interviews The Bible of Competitive Programming & Coding Interviews | Udemy
2. Mastering the coding Interview: Data Structures + Algorithms Master the Coding Interview: Data Structures + Algorithms | Udemy
3. Competitive Proramming, Competitive Programming (codingblocks.com)

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B.Tech AI & ML – II-II Sem	L	T	P	C
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(20A05404) EXPLORATORY DATA ANALYTICS WITH R
(Common to CSE, CSE (AI), CSE (AI & ML) and AI& DS, AI & ML)

Course Objectives:
The students will be able to learn:
- How to manipulate data within R and to create simple graphs and charts used in introductory statistics.
- The given data using different distribution functions in R.
- The hypothesis testing and calculate confidence intervals; perform linear regression models for data analysis.
- The relevance and importance of the theory in solving practical problems in the real world.

Course Outcomes:
After completion of the course, students will be able to
- Install and use R for simple programming tasks.
- Extend the functionality of R by using add-on packages
- Extract data from files and other sources and perform various data manipulation tasks on them.
- Explore statistical functions in R.
- Use R Graphics and Tables to visualize results of various statistical operations on data.
- Apply the knowledge of R gained to data Analytics for real-life applications.

List of Experiments:
1: INTRODUCTION TO COMPUTING
a. Installation of R
b. The basics of R syntax, workspace
c. Matrices and lists
d. Subsetting
e. System-defined functions; the help system
f. Errors and warnings; coherence of the workspace

2: GETTING USED TO R: DESCRIBING DATA
a. Viewing and manipulating Data
b. Plotting data
c. Reading the data from console, file (.csv) local disk and web
d. Working with larger datasets

3: SHAPE OF DATA AND DESCRIBING RELATIONSHIPS
a. Tables, charts and plots.
b. Univariate data, measures of central tendency, frequency distributions, variation, and Shape.
c. Multivariate data, relationships between a categorical and a continuous variable,
d. Relationship between two continuous variables – covariance, correlation coefficients, comparing multiple correlations.
e. Visualization methods – categorical and continuous variables, two categorical variables, two continuous variables.

4: PROBABILITY DISTRIBUTIONS
a. Sampling from distributions – Binomial distribution, normal distribution
b. tTest, zTest, Chi Square test
c. Density functions
d. Data Visualization using ggplot – Box plot, histograms, scatter plotter, line chart, bar chart, heat maps

5: EXPLORATORY DATA ANALYSIS Demonstrate the range, summary, mean, variance, median, standard deviation, histogram, box plot, scatter plot using population dataset.

6: TESTING HYPOTHESES

a. Null hypothesis significance testing

b. Testing the mean of one sample

c. Testing two means

7: PREDICTING CONTINUOUS VARIABLES

a. Linear models

b. Simple linear regression

c. Multiple regression

d. Bias-variance trade-off – cross-validation

8: CORRELATION

a. How to calculate the correlation between two variables.

b. How to make scatter plots.

c. Use the scatter plot to investigate the relationship between two variables

9: TESTS OF HYPOTHESES

a. Perform tests of hypotheses about the mean when the variance is known.

b. Compute the p-value.

c. Explore the connection between the critical region, the test statistic, and the p-value

10: ESTIMATING A LINEAR RELATIONSHIP Demonstration on a Statistical Model for a Linear Relationship

a. Least Squares Estimates

b. The R Function lm

c. Scrutinizing the Residuals

11: APPLY-TYPE FUNCTIONS

a. Defining user defined classes and operations, Models and methods in R

b. Customizing the user's environment

c. Conditional statements

d. Loops and iterations

12: STATISTICAL FUNCTIONS IN R

a. Write Demonstrate Statistical functions in R

b. Statistical inference, contingency tables, chi-square goodness of fit, regression, generalized linear models, advanced modeling methods.

References:

1. SandipRakshit, "Statistics with R Programming", McGraw Hill Education, 2018.

2. Gareth James, Daniela Witten, Trevor Hastie, Robert Tibshirani, "AN Introduction to Statistical Learning: with Applications in R", Springer Texts in Statistics, 2017.

3. Joseph Schmuller, "Statistical Analysis with R for Dummies", Wiley, 2017.

4. K G Srinivasa, G M Siddesh, ChetanShetty, Sowmya B J, "Statistical Programming in R", Oxford Higher Education, 2017.

Online Learning Resources/Virtual Labs:

1. www.oikostat.ch

2. https://learningstatisticswithr.com/

3. https://www.coursera.org/learn/probability-intro#syllabus

4. https://www.isibang.ac.in/~athreya/psweur/

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B.Tech AI & ML– II-II Sem

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(20A99401) DESIGN THINKING FOR INNOVATION
(Common to All branches of Engineering)

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.
- Explain the fundamentals of Design Thinking and innovation
- Apply the design thinking techniques for solving problems in various sectors.
- Analyse to work in a multidisciplinary environment
- Evaluate the value of creativity
- Formulate specific problem statements of real time issues

UNIT I   **Introduction to Design Thinking**   **10 Hrs**
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**   **10 Hrs**
Design thinking process (empathize, analyze, idea & prototype), implementing the process in driving inventions, design thinking in social innovations. Tools of design thinking - person, costumer, journey map, brain storming, 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**   **8 Hrs**
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**   **8 Hrs**
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.

UNIT V   **Design Thinking in Business Processes**   **10 Hrs**
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. Change by design, Tim Brown, Harper Bollins (2009)
2. Design Thinking for Strategic Innovation, Idris Mootee, 2013, John Wiley & Sons.

Reference Books:
1. Design Thinking in the Classroom by David Lee, Ulysses press
2. Design the Future, by Shrrutin N Shetty, Norton Press
3. Universal principles of design- William lidwell, kritinaholden, Jill butter.
4. The era of open innovation – chesbrough.H

Online Learning 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

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 be benefited 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 also 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 the 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 the 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 a 6 weeksfor 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, house-wives, etc
- A log book has to be maintained by each of the student, where the activities undertaken/involved to be recorded.
- The logbook has to be countersigned by the concerned mentor/faculty incharge.
- 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 programmes of NSS/NCC/Green Corps/Red Ribbon Club, etc.
- Minor project report 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, so as 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

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

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 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 projects. 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 projects. The project reports shall be placed in the college website for reference. Systematic, Factual, methodical and honest reporting shall 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**
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. **Floury 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**
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 lvel- 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 programmesare;

Programmes for School Children
1. Reading Skill Programme (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 Programme on Good Touch and Bad Touch (Sexual abuse)
7. Awareness Programme on Socially relevant themes.

Programmes for Women Empowerment
1. Government Guidelines and Policy Guidelines
2. Womens' 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. Programmes on Environment
10. Health and Hygiene
11. Hand wash programmes
12. Commemoration and Celebration of important days

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

Common Programmes
1. Awareness on RTI
2. Health intervention programmes
3. Yoga

4. Tree plantation
5. Programmes 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 programme is rolled out, the District Administration could be roped in for the successful deployment of the programme.
- An in-house training and induction programme could be arranged for the faculty and participating students, to expose them to the methodology of Service Learning.

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Timeline for the Community Service Project Activity

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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 secreteriats could be aligned for the survey.
2. **Community Awareness Campaigns (One Week)**
   - 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 the experiential learning about the community and its dynamics. Programmes 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 work 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 particular 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 log-book 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.