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## Statistics project examples ppt

As a student, and even in your future life as a young professional, communicating your findings remains critical. In addition to developing sufficient statistical skills, students must learn to communicate the results of statistical studies effectively. In carrying out a complex statistical project, the products of the analyses cannot be significantly transmitted to the public. After you have noticed from the examples of statistical projects, in many respects, statistics and mathematical reports do not differ significantly from reports from other academic fields. For example, in all areas, proper planning, supervision, clear writing and rational training are key points. However, there are some unique elements that make writing an exceptional statistical research project challenging. For example, when the appropriate reference material is minimal. Trusted sources may not be at the local library or may be in a foreign language, or may even be too hard to understand or too simple to use. Another challenge with writing this type of paper is that much of the information is presented as symbols and equations, which must be defined and reasoned. Students often have challenges with their presentation and expression. To top everything, scientists are generally not adept at explicitly communicating their verbal findings. All of this paints a bleak picture for students, either looking for good statistical project ideas or without an idea about producing outstanding reports. This article aims to remedy the situation by providing general guidance on how students can develop ideas for statistical projects, as well as how to produce outstanding reports. Where students can get good ideas for project statistics? Statistical reports serve to educate readers about a particular topic or project. It is possible to draw up an outstanding project management statistics report following the paper guidelines, adhering to the formatting and citation rules, including all relevant facts, figures, and information. There are many different statistics on project ideas. Unlike mathematics, where there is a specific list of unresolved issues, it is much harder for statistical students. They have to think about projects. Here are some of the most common sources of ideas for reports in statistics: Consultant college statistics projects examples A useful place where students can find informative topics for their projects is by consulting the work performed by other students and professionals in the past. In most of these examples of statistics project topics, especially those in journal articles, it is likely to find areas may use further analysis. In addition, project examples can also give you an idea of trending topics as well as those that have been sufficiently studied and therefore do not require problems of a statistical nature An important element of statistics comes with fundamental theory and mathematics. This type of problem is often inspired by popular methods that are developed or that exist but are missing in mathematical detail. Much of the work in this area is inspired by what is mathematically convenient or possible, instead of concrete questions affecting the scientific community. Although this type of statistical activity is important, the gap between theoretical statistics and science implies that the result may be limited mainly to the community of theoretical statistics. Convenient data sources This is a major motivator of the statistics applied. Ideal examples of this type of problem are ongoing analyses. Because both small and large data are currently abundant due to the amount of information provided on online platforms, anyone can download the necessary information and perform an applied analysis. However, this data may not be simple for statistical or computational purposes and may even need the development of new methods. Because the problems are overdue, they are often the most popularized forms of statistical project topics. However, students should be cautious, as these forms of data can be misleading or incorrect, as the basic questions are not well rooted in scientific principles. However, sample datasets for statistical projects can be accessed from the websites of reputable organisations. Questions motivated by scientific problems These questions are a broad source of ideas for statistical projects for the college as the motivation for analysis is influenced by concrete scientific problems. The potential for solving scientific problems is huge, especially if those who generate the data have a similar problem. An example of such an area is the project statistics innocence, where analysts use rapid progress in scientific DNA tests. Statistics project topics list online It is another important area where students can get ideas for their projects. There are websites that provide a list of topics from which students can choose problems for further analysis. You need to make sure you check the relevance of the problem. You don't want to end up solving problems that are no longer valuable, or that were solved a long time ago. Building on and structuring Project Topics Once you have an idea of the problem you intend to explore, it's time to choose between different topics and build your work. The first important step in creating an informative topic is brainstorming. This is the part when you get to something you may already know about this issue, conduct some preliminary research and develop a topic that is focused, informative

and specific. In terms of structure for your work, there are a number of possibilities, each with its own set of advantages. In general, you will find that college or high school statistics projects have different components depending on the length of the paper or the number of words stipulated. Here are some tips to help you apply an effective approach and thus conduct the best research: Whether you are choosing a topic or deciding on the ideas of project survey statistics, the sooner you start – the better. Starting as soon as possible is important, as you will need to comprehensively undertake preliminary and reading organisation to ensure that the topic is informative and manageable. You can also contact your supervisor or advisor to ask if it helps you develop your subject. Summarize all the informationAn important aspect of creative and fun statistics projects is that a student provides a brief sketch of the report at the beginning of the paper. There are times when a reader may not have time to read the entire project. From the summary, he or she may obtain a glimpse of the paper objective, as well as the methodology used and the conclusions reached. Always correct and edit the paperEven when working with project ideas statistics easily, the work can perform badly if you don't spend some time looking through and making corrections. However, once you are done with the original draft, take a break from writing before returning with a fresh pair of eyes to read the text. Alternatively, ask a friend or colleague for help with the correction. These tips are designed to help students choose good topics for statistical projects and produce outstanding reports. However, not every student will possess the skills necessary to formulate an informative topic and perform the necessary analysis for a quality report. Other students may also not have the time to complete the work due to personal and professional constraints. In both cases, students should not shy away from seeking specialized assistance. If to get help with a Statistical Project Topics List For students who may not find an outstanding problem to inform their statistical analysis, it is always a good idea to seek professional writing assistance. While you may find topics through a general online search, some of these topics are likely outdated and may be irrelevant to your course. An ideal place to find assistance with subject and written report is academic writing services. These services hire experienced and competent writers who are always ready to research and write high quality works. Writers also have access to datasets for draft statistics, improving to arrive with a well-written paper. Students can also receive tips on statistics to design ideas on high school topics. When you choose to get help from writing services, there are some issues you need to consider. First, make sure the company has a policy offering free reviews if the final final product to meet your expectations. Second, consider guarantees of originality, plagiarism, and timely delivery. It will be a bonus if the company offers discounts. Once you have identified your preferred service, you can then ask for customer support or your favorite writer about interesting project statistics ideas. During online transactions, we always keep private information protected. Fortunately, most top companies don't need students to sign up before they can get assistance. To report by an expert, all you need to do is place an order by filling out an order form. Then you relax as you work on the work. PROJECTON STATISTICS Srikanth A statistical project REPORT The purpose of doing this project was to empower us and familiarize ourselves with the various statistical techniques used in data analysis . Thus, by helping us to make various calculations on a given set of data and to reach various meaningful conclusions, so that we can show an understanding in the basic concepts of statistics. In this project we made an attempt to understand how different cars on the world market produced by different different car manufacturers vary from each other in terms of their engine capacity, horse power, mileage, transmission, etc. Data collection The database used for this project contains data on forty-three machines. We totally considered seven attributes for the forty-three cars. All data for attributes were collected from the net using three portals are, www.automotoportal.com www.carfolio.com www.autocarindia.com While collecting information on cars in order to get a diversified data was kept in mind to collect data of cars manufactured by different manufacturers. Therefore, our data set contains cars removed by eleven major car produces through the world. And from each manufacturer we took four sample cars. Manufacturers considered were BMW VOLVO GENERAL MOTORS- CHEVEROLET MERCEDES NISSAN NISSAN SUZUKI TOYOTA HYUNDAI FORD LEXUS Quantitative Selected Attributes. 1. Engine capacity (cc) 2. Brake horse power (BHP) 3. Mileage (kilogram meter/litre of fuel) 4. Maximum speed (Kilometre/hour) Selected qualitative attributes . 1.Gear transmission (automatic/ manual/both) 2. Segment (Sedan/SUV/MUV) 3. Fuel type (Petrol/Diesel/Both) Of the seven attributes chosen, four were quantitative attributes and 3 were qualitative attributes. Explanation regarding the attributes chosen cylinder engine cylinder engine capacity is the central working part of an automobile engine, the space in which a piston travels. or the entire volume of the cylinder is given by the engine's cylindrical capacity. Measured in terms of litres or cubic capacity (cc). Here, in this data set, the cylindrical capacity is expressed in terms of cc. Brake horse power is the measure of the horse power of an engine without losing power gearbox and other auxiliary components. Thus, the brake prefix refers to the place where the power is measured: to the engine output shaft. The real power horses delivered to the motor wheels are fewer. Contd: Mileage • Is the amount of fuel required to travel the vehicle over a certain distance. • The two most common ways of measuring fuel economy for cars are: • The amount of fuel used per unit of distance; most frequently, litres per 100 kilometres (L/100 km)). • Lower values mean better fuel saving: use less fuel to travel the same distance. • Distance travelled per unit of fuel used; • most frequently, kilometers per liter (km/L) . Higher values mean better fuel economy: • you can travel further for the same amount of fuel. • Here in our data set the mileage is expressed in terms of the kilometre travelled per • liter unit of fuel used. Maximum speed • It is the measure of the speed at which a particular vehicle can travel. It can be measured in terms of kilometer/mile covered per hour of travel at this particular speed. It in our dataset we measure the maximum speed at kilometres travelled per hour. Gear transmission • In order for the engine to transmit the energy produced by it to the tyres, the transmission transmissions ensure a conversion of speed from a higher-speed engine to a slower but more powerful power. In speed transmission vehicles can be done manually by the driver, or automatically by using modern electronic chip technology. Both technologies are available in vehicles and are made available to customers at their request. Segment • Cars are basically classified in three according to their usefulness They are • 1. SUV- Sports Commercial Vehicles • 2. MUV- Multiple commercial vehicles • 3. SEDANS-normal sized cars essentially used to travel on normal fuel-type terrain • Cars need fuel so they burn it and get power from it so they can move. Automobiles mainly use gasoline or diesel as their fuel. • And each car is available in different variants, depending on the type of fuel it used. • For a particular type of car there may be two variants available, one using petrol and another using diesel, while some cars will be available in a single form, either petrol or diesel ORGANIZED ANALYSIS DATEDATE Frequency Engine capacity distribution The table above is the distribution of the frequency of engine capacity measured in cubic capacity. Here the classes are chosen with the width of the class of 600 units. With the first starting from 0 to 1200 and going up to 6600 units the frequency distributions of machines is done in terms of the above classes taken. Measures of central trends Average =  $\frac{\sum fx}{\sum f}$ , where f is the frequency and x is the median point of the class ranges. where: L = the lower limit of the range containing the median I = the width of the range containing median N = total number of respondents F = cumulative frequency corresponding to the lower limit f = number of cases in the range containing the median module =  $L + \frac{(d1 - d1 + d2)}{w}$  Where: Lmo Lower limit of modal class frequency d1 of modal class minus class frequency directly below frequency d2 of modal class minus modal class frequency minus modal class frequency minus the frequency of the modal class class directly above it w the width of the modal class range Histogram From the histogram we can infer that the maximum number of machines in the data collected belong to the 4th class i.e. with an engine capacity between 2400 cc and 3000ccThe built frequency polo helps us to sketch the distribution of engine capacity of cars much more clearly. The shown ogive is built using the cumulative frequency. Here we are showing a less than ogive curve. If we take a point on the curve and connect it to the x-axis and then to the corresponding point on the y-axis. It helps us to deduce the total number of machines that would be below the appropriate class of engine capacity indicated in the x-axis. Representing the distribution of the frequency of qualitative data Qualitative data if it has to be plotted, doing it on a pie chart is the best way to do this. Because this type of representation clearly gives the reader an idea of what percentage of the data studied belongs to that category. Here in our data set we have totally taken three attributes that are qualitative. Of which I chose the type of fuel to be plotted. The distribution of transmission probability in relation to the horse's power The table above contains a distribution of the horse's power in respect of the transmission systems used in passenger cars. Because the machines in the data set have automatic/ manual/ or both types of variants available for a single type of machine. It's represented that's how I mentioned it. With the help of the table we try to find the appearance of probability in different ways. Do you want to find the probability that the selected car has an automatic gearbox? The total number of cars with automatic gearboxes is =22 The total number of cars =43 Therefore, the probability of a selected car having a gearbox in it is = $\frac{22}{43}$  So there is a 51.16 % chance that the selected car will have an automatic transmission system in it. Find the probable that a selected car with a manual gear system has a horse power of 175 hp. Total number of machines with manual gearbox = 18 Cars falling within the horsepower class of 175 hp = 6 Therefore, the probability that a selected car with a manual gear has a horse power of 175 =  $\frac{6}{18}$  = 0.33333333 33.33% chances are there that a selected car would have a manual gear system with 175 Binomial distribution • Success defined as choosing a car that has mileage of more than 13 km/l. • From the data set we can find the following values. • Successful event: p = 0.348837209 • Failure event: failure: = 0.651162791 • Probability of picking up 6 cars with mileage greater than 13 kmpl in 10 routes in the data set. • No studies: n = 10 • Random variable x = 6 • Probability of (X = x) =  $nCx \cdot p^x \cdot q^{(n-x)}$  • Therefore, P(X = 6) = 0.068032185 • We can say that 6.8% of the time the random lyselected experiment is true. Normal distribution • Probability that a randomly selected machine in the data set has a maximum speed of less than 220 • Average speed =204.3488 • Standard deviation =38.7039 •  $x=220$  •  $\mu=204.0$  3488 •  $\sigma=38.7039$  • P (x &lt;= 220) = 0.6570 65.70 % of the number of times a machine randomly selected from the data will have a maximum speed of less than 220. CORELATION APPLICATION To apply the concept of correlation in the given data set, we decided to correlate engine capacity with horse power. Using the scatter chart we were able to graphically find the degree of correlation between the two attributes. From the graph it is noted that there is a high degree of positive correlation between the two attributes. • Correlation coefficient was found to be 0.91526 • The calculated correlation coefficient shows that there is a high level of positive correlation between the two attributes. • Which means that as the engine capacity increases the horse's power, it also increases. This conclusion led us to apply • the concept of regression in the current aspect. • As a result of the fact that we were able to obtain the regression equation-  $Y=13.927X + 16.285$  • Here Y represents the engine capacity and X represents the horse's power. • Now using this equation we can predict what engine capacity will be for a certain value of horse power. • For example:- What will be the engine capacity for a car with a horse power of 600 BHP •  $Y = 13.927X + 16.285$  • Here  $X = 600$  • Therefore,  $Y = 13.927 \cdot 600 + 16.285$  • Therefore, engine capacity= $Y=8372.485$  cc • In turn, the coefficient of determination was found to be  $R^2=0.8377=0.8377$

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