

<b>PARALLEL PROGRAMMING</b>		Semester	VII
Course Code	<b>BDS701</b>	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
Examination nature (SEE)	Theory/Practical		
<p><b>Course objectives:</b>  This course will enable to,</p> <ul style="list-style-type: none"> <li>• Explore the need for parallel programming</li> <li>• Explain how to parallelize on MIMD systems</li> <li>• To demonstrate how to apply MPI library and parallelize the suitable programs</li> <li>• To demonstrate how to apply OpenMP pragma and directives to parallelize the suitable programs</li> <li>• To demonstrate how to design CUDA program</li> </ul>			
<p><b>Teaching-Learning Process (General Instructions)</b>  These are sample Strategies that teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only traditional lecture methods, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Programming assignment, which fosters student's Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> </ol>			
<b>MODULE-1</b>			
<p><b>Introduction to parallel programming, Parallel hardware and parallel software</b> – Classifications of parallel computers, SIMD systems, MIMD systems, Interconnection networks, Cache coherence, Shared-memory vs. distributed-memory, Coordinating the processes/threads, Shared-memory, Distributed-memory.</p>			
<b>MODULE-2</b>			
<p><b>GPU programming, Programming hybrid systems, MIMD systems, GPUs, Performance</b> – Speedup and efficiency in MIMD systems, Amdahl's law, Scalability in MIMD systems, Taking timings of MIMD programs, GPU performance.</p>			
<b>MODULE-3</b>			
<p><b>Distributed memory programming with MPI</b> – MPI functions, The trapezoidal rule in MPI, Dealing with I/O, Collective communication, MPI-derived datatypes, Performance evaluation of MPI programs, A parallel sorting algorithm.</p>			
<b>MODULE-4</b>			
<p><b>Shared-memory programming with OpenMP</b> – openmp pragmas and directives, The trapezoidal rule, Scope of variables, The reduction clause, loop carried dependency, scheduling, producers and consumers, Caches, cache coherence and false sharing in openmp, tasking, tasking, thread safety.</p>			
<b>MODULE-5</b>			

**GPU programming with CUDA** - GPUs and GPGPU, GPU architectures, Heterogeneous computing, Threads, blocks, and grids Nvidia compute capabilities and device architectures, Vector addition, Returning results from CUDA kernels, CUDA trapezoidal rule I, CUDA trapezoidal rule II: improving performance, CUDA trapezoidal rule III: blocks with more than one warp.

**PRACTICAL COMPONENT OF IPCC**

Sl.NO	Experiments
1	Write a OpenMP program to sort an array on n elements using both sequential and parallel mergesort(using Section). Record the difference in execution time.
2	Write an OpenMP program that divides the Iterations into chunks containing 2 iterations, respectively (OMP_SCHEDULE=static,2). Its input should be the number of iterations, and its output should be which iterations of a parallelized for loop are executed by which thread.  For example, if there are two threads and four iterations, the output might be the following: a. Thread 0 : Iterations 0 — 1 b. Thread 1 : Iterations 2 — 3
3	Write a OpenMP program to calculate n Fibonacci numbers using tasks.
4	Write a OpenMP program to find the prime numbers from 1 to n employing parallel for directive. Record both serial and parallel execution times.
5	Write a MPI Program to demonstration of MPI_Send and MPI_Recv.
6	Write a MPI program to demonstration of deadlock using point to point communication and avoidance of deadlock by altering the call sequence
7	Write a MPI Program to demonstration of Broadcast operation.
8	Write a MPI Program demonstration of MPI_Scatter and MPI_Gather
9	Write a MPI Program to demonstration of MPI_Reduce and MPI_Allreduce (MPI_MAX, MPI_MIN, MPI_SUM, MPI_PROD)

**Course outcomes (Course Skill Set):**

At the end of the course, the student will be able to:

- Explain the need for parallel programming
- Demonstrate parallelism in MIMD system.
- Apply MPI library to parallelize the code to solve the given problem.
- Apply OpenMP pragma and directives to parallelize the code to solve the given problem
- Design a CUDA program for the given problem.

**Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

**CIE for the theory component of the IPCC (maximum marks 50)**

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks**).
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

#### **CIE for the practical component of the IPCC**

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test (**duration 02/03 hours**) after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks**.
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

#### **SEE for IPCC**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored by the student shall be proportionally scaled down to 50 Marks

**The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.**

#### **Suggested Learning Resources:**

##### **Textbook:**

1. Peter S Pacheco, Matthew Malensek – An Introduction to Parallel Programming, second

edition, Morgan Kauffman.

2. Michael J Quinn – Parallel Programming in C with MPI and OpenMp, McGrawHill.

**Reference Books:**

1. Calvin Lin, Lawrence Snyder – Principles of Parallel Programming, Pearson
2. Barbara Chapman – Using OpenMP: Portable Shared Memory Parallel Programming, Scientific and Engineering Computation
3. William Gropp, Ewing Lusk – Using MPI: Portable Parallel Programming, Third edition, Scientific and Engineering Computation

**Web links and Video Lectures (e-Resources):**

1. Introduction to parallel programming: <https://nptel.ac.in/courses/106102163>

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

- Programming Assignment at higher bloom level (10 Marks)

<b>Statistical Machine Learning For Data Science</b>		Semester	7
Course Code	<b>BAD702</b>	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	3
Examination nature (SEE)	Theory/practical		
<p><b>Course objectives:</b></p> <ul style="list-style-type: none"> <li>● Understand Exploratory Data Analysis</li> <li>● Explain Data and Sampling Distributions</li> <li>● To Analyse Statistical experiments and perform significance testing</li> <li>● To demonstrate how to perform regression analysis on the data</li> <li>● Explain Discriminant Analysis on the data.</li> </ul>			
<p><b>Teaching-Learning Process (General Instructions)</b></p> <p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>MODULE-1</b>			
Exploratory Data Analysis: estimates of locations and variability, exploring data distributions, exploring binary and categorical data, exploring two or more variables.			
<b>Textbook : Chapter 1</b>			
<b>MODULE-2</b>			
Data and Sampling Distributions: Random sampling and bias, selection bias, sampling distribution of statistic, bootstrap, confidence intervals, data distributions: normal, long tailed, student's-t, binomial, Chi-square, F distribution, Poisson and related distributions.			
<b>Textbook : Chapter 2</b>			
<b>MODULE-3</b>			
Statistical Experiments and Significance Testing: A/B testing, hypothesis testing, resampling, statistical significance & p-values, t-tests, multiple testing, degrees of freedom.			
<b>Textbook : Chapter 3</b>			
<b>MODULE-4</b>			
Multi-arm bandit algorithm, power and sample size, factor variables in regression, interpreting the regression equation, Regression diagnostics, Polynomial and Spline Regression.			
<b>Textbook : Chapter 3 &amp; 4</b>			
<b>MODULE-5</b>			
Discriminant Analysis: Covariance Matrix, Fisher's Linear discriminant, Generalized Linear Models, Interpreting the coefficients and odd ratios, Strategies for Imbalanced Data.			
<b>Textbook : Chapter 5</b>			

**PRACTICAL COMPONENT OF IPCC**

SI.NO	Experiments
1	A dataset contains the prices of houses in a city. Find the 25th and 75th percentiles and calculate the interquartile range (IQR). How does the IQR help in understanding the price variability?
2	You are given a dataset with categorical variables about customer satisfaction levels (Low, Medium, High) and whether customers made repeat purchases (Yes/No). Create visualizations such as bar plots or stacked bar charts to explore the relationship between satisfaction level and repeat purchases. What can you infer from the data?
3	A dataset contains information about car models, including the engine size (in Liters), fuel efficiency (miles per gallon), and car price. Use a pair plot or correlation matrix to explore the relationships between these variables. Which variables seem to have the strongest relationships, and what might be the practical significance of these findings?
4	You want to estimate the mean salary of software engineers in a country. You take 10 different random samples, each containing 50 engineers, and calculate the sample mean for each. Plot the distribution of these sample means. How does the Central Limit Theorem explain the shape of this sampling distribution, even if the underlying salary distribution is skewed?
5	A researcher conducts an experiment with a sample of 20 participants to determine if a new drug affects heart rate. The sample has a mean heart rate increase of 8 beats per minute and a standard deviation of 2 beats per minute. Perform a hypothesis test using the t-distribution to determine if the mean heart rate increase is significantly different from zero at the 5% significance level.
6	A company is testing two versions of a webpage (A and B) to determine which version leads to more sales. Version A was shown to 1,000 users and resulted in 120 sales. Version B was shown to 1,200 users and resulted in 150 sales. Perform an A/B test to determine if there is a statistically significant difference in the conversion rates between the two versions. Use a 5% significance level.
7	You are comparing the average daily sales between two stores. Store A has a mean daily sales value of \$1,000 with a standard deviation of \$100 over 30 days, and Store B has a mean daily sales value of \$950 with a standard deviation of \$120 over 30 days. Conduct a two-sample t-test to determine if there is a significant difference between the average sales of the two stores at the 5% significance level.
8	A company collects data on employees' salaries and records their education level as a categorical variable with three levels: "High School", "Bachelor's", and "Master's". Fit a multiple linear regression model to predict salary using education level (as a factor variable) and years of experience. Interpret the coefficients for the education levels in the regression model.
9	You have data on housing prices and square footage and notice that the relationship between square footage and price is nonlinear. Fit a spline regression model to allow the relationship between square footage and price to change at 2,000 square feet. Explain how spline regression can capture different behaviours of the relationship before and after 2,000 square feet.
10	<p>A hospital is using a Poisson regression model (a type of GLM) to predict the number of emergency room visits per week based on patient age and medical history. The model is given by:</p> $\text{Log}(\lambda) = 2.5 - 0.03 * \text{Age} + 0.5 * \text{condition}$ <p>where <math>\lambda</math> is the expected number of visits per week, <b>Age</b> is the patient's age, and <b>condition</b> is a binary variable (1 if the patient has a chronic condition, 0 otherwise).</p> <p>Interpret the coefficients of Age and condition.</p> <p>What is the expected number of visits per week for a 60-year-old patient with a chronic condition?</p> <p>How would the expected number of visits change if the patient did not have a chronic condition?</p>
11	A bakery claims that its new cookie recipe is lower in calories compared to the old recipe, which had a mean calorie count of 200. You sample 40 new cookies and find a mean of 190 calories with a standard deviation of 15 calories. Perform a one-tailed t-test to determine if the new recipe has significantly fewer calories at a 5% significance level.

**Course outcomes (Course Skill Set):**

At the end of the course, the student will be able to:

- Analyse data sets using techniques to estimate variability, exploring distributions, and investigating relationships between variables.
- Apply random sampling, confidence intervals, and recognize various data distributions on datasets.
- Perform significance testing and identify statistical significance.
- Apply regression analysis for prediction, interpret regression equations, and assess regression diagnostics.
- Perform discriminant analysis on the varieties of datasets.

### **Assessment Details (both CIE and SEE)**

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- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks**).
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

### **CIE for the practical component of the IPCC**

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test (**duration 02/03 hours**) after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks**.
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

### **SEE for IPCC**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored by the student shall be proportionally scaled down to 50 Marks

**The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.**



**Suggested Learning Resources:****Books**

1. Peter Bruce, Andrew Bruce and Peter Gadeck, "Practical Statistics for Data Scientists", 2nd edition, O'Reilly Publications, 2020.

**Web links and Video Lectures (e-Resources):**

Statistical learning for Reliability Analysis: <https://nptel.ac.in/courses/106105239>

Engineering Statistics: <https://nptel.ac.in/courses/127101233>

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

- Course (mini) project to demonstrate the concepts (10 marks)

<b>DATA SECURITY AND PRIVACY</b>		Semester	7
Course Code	<b>BAD703</b>	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	4:0:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	04	Exam Hours	3
Examination type (SEE)	Theory		
<p><b>Course objectives:</b></p> <ol style="list-style-type: none"> <li>1. Understand the basics of, Security, its principle and Cryptography</li> <li>2. To study various symmetric and asymmetric cryptographic Algorithm</li> <li>3. Apply the knowledge of Cryptography to various fields</li> <li>4. Study the key management system</li> <li>5. Understand the necessity of data security</li> </ol>			
<p><b>Teaching-Learning Process</b>  These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) needs not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding</li> <li>9. Use any of these methods: Chalk and board, Active Learning, Case Studies</li> </ol>			
<b>Module-1      10 hours</b>			
<p>A model for Network Security, Classical encryption techniques: Symmetric cipher model, Substitution ciphers-Caesar Cipher, Monoalphabetic Cipher, Playfair Cipher, Hill Cipher, Polyalphabetic Ciphers, One time pad, Steganography  Block Ciphers and Data Encryption Standards: Traditional Block Cipher structures, data Encryption Standard (DES), A DES Example, The strength of DES, Block cipher design principles</p> <p>Text book 1:  Chapter 1: 1.8    Chapter 3: 3.1, 3.2, 3.5    Chapter 4: 4.1, 4.2, 4.3, 4.4, 4.5</p>			
<b>Module-2      10 hours</b>			

<p>Pseudorandom number Generators: Linear Congruential Generators, Blum Blum Shub Generator</p> <p>Public key cryptography and RSA: Principles of public key cryptosystems-Public key cryptosystems, Applications for public key cryptosystems, Requirements for public key cryptography, Public key Cryptanalysis, The RSA algorithm: Description of the Algorithm, Computational aspects, The Security of RSA</p> <p>Diffie-Hellman key exchange: The Algorithm, Key exchange Protocols, Man-in-the-middle Attack, Elliptic Curve Cryptography: Analog of Diffie-Hellman key Exchange, Elliptic Curve Encryption/Decryption, Security of Elliptic Curve Cryptography</p> <p>Text book 1: Chapter 8: 8.2 Chapter 9: 9.1, 9.2 Chapter 10: 10.1, 10.4</p>
<p><b>Module-3 10 hours</b></p>
<p>Key management fundamentals, Key lengths and lifetimes, Key generation, Key establishment, Key storage, Key usage, Governing key management.</p> <p><b>Public-Key Management:</b> Certification of public keys, The certificate lifecycle, Public-key management models, Alternative approaches.</p> <p>Text book 2: Chapter 10, Chapter 11</p>
<p><b>Module-4 10 hours</b></p>
<p>Web security consideration, Transport layer security.</p> <p>IP Security: IP Security overview, IP Security Policy, Encapsulating Security Payload, Combining security associations, Internet key exchange.</p> <p>Text book1: Chapter 17: 17.1, 17.2 Chapter 20: 20.1, 20.2, 20.3 20.4, 20.5</p>
<p><b>Module-5 10 hours</b></p>
<p>Data Security: Data hiding in Text-Basic features, Applications of data hiding, Watermarking, Intuitive Methods, Simple Digital methods, Data hiding in Text, Innocuous Text, Mimic Functions.</p> <p>Data hiding in Images: LSB encoding, BPCS Steganography, Lossless data hiding</p> <p>Textbook 3: Chapter 10: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 Chapter 11: 11.1, 11.2, 11.3</p>
<p><b>Course outcome</b></p> <p>At the end of the course, the student will be able to :</p> <p><b>CO1:</b> Explain the basic concepts of Security and Cryptography</p> <p><b>CO2:</b> Analyze various Cryptographic Algorithm</p> <p><b>CO3:</b> Describe various key management scenarios.</p> <p><b>CO4:</b> Explain about IP security and Web security.</p>

**CO5:** Apply the Data security concepts for Text and images.

**Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

**Continuous Internal Evaluation:**

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

**Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

**Semester-End Examination:**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

**Suggested Learning Resources:**

**Books**

**Textbook**

1. Cryptography and Network Security”, William Stallings, Pearson Publication, Seventh Edition.
2. Everyday Cryptography: Fundamental Principles and Applications Keith M. Martin Oxford Scholarship Online: December 2013.
3. Data Privacy and Security, Salomon, David, Springer, 2003.

**Reference Books:**

1. Cryptography and Network Security, Behrouz A Forouzan, Dedeep Mukhopadhyay, TMH, 2<sup>nd</sup> edition, 2013
2. Information Security: Principles and practice, Mark Stamp, Wiley Inter Science, 2011

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

- Group assignments (TWO) to implement Cryptographic Algorithms (15+10 marks]

