



Daffodil International University
Department of Software Engineering
Faculty of Science & Information Technology Midterm
Examination, Spring-2024
Course Code: STA 101, Course Title: Statistics I
Level: 2 Term:1 Batch: 40
Sections & Teachers: All

Time: 1 Hour and 30 Minutes

Marks: 25

Answer ALL Questions [Optional]

[The figures in the right margin indicate the full marks and corresponding course outcomes. All portions of each question must be answered sequentially.]

1.	a)	Consider the set of all students of Software Engineering department, DIU enrolled Statistics I course this semester. Suppose you are interested to know the current grade point average (GPA's) of the students. Define the population and variable of interest. Is the variable qualitative or quantitative?	[2]	CLO1 Level-1
	b)	What are the common measures of central tendency? In the presence of outlier(s) Which measure of central tendency is more representative and why?	[3]	
2.		To evaluate the effectiveness of a processor for a certain type of task, a computer scientist recorded the CPU time (in seconds) for n = 20 randomly chosen jobs: 24 32 27 19 33 45 29 25 23 28 16 86 48 61 76 36 77 68 50 92		CLO2
	a)	Draw a Histogram for the frequency distribution. What percent of jobs are taken in less than 1 minute?	[4]	Level-2
	b)	Investigate that there is any outlier(s) in the above dataset? Also Construct a simple Box-Whisker plot and comment about the shape of the distribution of CPU time.	[6]	Level-3
	c)	In a survey of 10 SWE students, we gathered data on their weekly coding practice (in hour). The recorded times are as follows: 3.0, 2.9, 3.1, 3.6, 3.4, 2.2, 4.1, 3.5, 2.8, 4.3. Make use of the formula of Skewness and comment on your results.	[3]	Level-3
3.	a)	Two Cricketers scored the following runs in randomly selected 10 one-day matches: Watson: 42 32 40 45 17 83 59 64 76 72 Morris: 95 3 28 50 31 14 82 0 59 108 A prize is given to the best player. Compute average run of these each players of 10 one-day matches. Also, Compare that who is more consistent player in making runs by using relative measures of dispersion?	[7]	CLO3 Level-4



Daffodil International University
Department of Software Engineering
Faculty of Science & Information Technology
Midterm Examination, Spring 2024

Course Code: SE222 ; Course Title: Computer Architecture
Sections & Teachers: FBR, KBB, NJM, SS, SUP

Time: 1 Hour 30 Mins

Marks: 25

Answer ALL Questions

[The figures in the right margin indicate the full marks and corresponding course outcomes. All portions of each question must be answered sequentially.]

1.	<p>a) A 400-MHz processor was used to execute a benchmark program with the following instruction mix and clock cycle counts.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Instruction Type</th> <th style="text-align: center;">CPI</th> <th style="text-align: center;">Instruction Mix</th> </tr> </thead> <tbody> <tr> <td>Arithmetic and Logic</td> <td style="text-align: center;">1</td> <td style="text-align: center;">60%</td> </tr> <tr> <td>Load/Store with cache hit</td> <td style="text-align: center;">2</td> <td style="text-align: center;">18%</td> </tr> <tr> <td>Branch</td> <td style="text-align: center;">4</td> <td style="text-align: center;">12%</td> </tr> <tr> <td>Memory reference with the cache miss</td> <td style="text-align: center;">8</td> <td style="text-align: center;">10%</td> </tr> </tbody> </table> <p>Identify the effective CPI, MIPS rate from the table to execute program delivery.</p>	Instruction Type	CPI	Instruction Mix	Arithmetic and Logic	1	60%	Load/Store with cache hit	2	18%	Branch	4	12%	Memory reference with the cache miss	8	10%	[Marks-5]	
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	<p>b) Assume that your processor is working with 6 I/O devices which are a keyboard, a portable disk, a pen drive, a headphone, a mouse, an audio system and a DVD - ROM with the priorities of 1, 2, 3, 4, 5, 6 and 7 in sequence. Label the multiple interrupt handling with proper diagrams using the following cases.</p> <p>Cases:</p> <ol style="list-style-type: none"> i. Processor first received a signal from pen drive at time $t=13$ unit ii. Then received another signal from the headphone at time $t=14$ unit iii. After that received the 3rd signal from the mouse at time $t= 15$ units. iv. Next Processor received the 4th signal from the portable disk at time $t= 16$ units. v. After the processor received the 5th signal from the audio at time = 17 units. vi. Next processor received the 6th signal from the keyboard at time = 19 unit vii. Finally, processor received the last signal from the DVD - ROM at time = 21 unit <p>NB: Each task is continuous and can only be finished after handling the interrupts according to their respective priorities.</p>	[Marks-5]	CLO-1 Level-1															

c)	Find the Hypothetical Processor Instructions from the generated figure.	[Marks-5]																			
	<p><i>Memory</i></p> <table border="1" data-bbox="250 268 721 890"> <tr><td>400</td><td>13501</td></tr> <tr><td>401</td><td>23502</td></tr> <tr><td>402</td><td>63503</td></tr> <tr><td>403</td><td>53503</td></tr> <tr><td>404</td><td>43503</td></tr> <tr><td> </td><td> </td></tr> <tr><td>3501</td><td>005</td></tr> <tr><td>3502</td><td>003</td></tr> <tr><td>3503</td><td>002</td></tr> </table> <p>Here, 0001 = Load AC from memory 0010 = Add to AC from memory 0100 = Multiply to AC from memory 0101 = Store AC to memory 0110 = Divide to AC from memory</p>	400	13501	401	23502	402	63503	403	53503	404	43503			3501	005	3502	003	3503	002		
400	13501																				
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2.	a) Classify and briefly derive the main structural components of a GP processor	[Marks-4]	CLO-2 Level-3																		
	b) Demonstrate the logical and physical cache diagram with explanations.	[Marks-3]																			
	c) Show the diagram of a typical Cache Read Operation.	[Marks-3]																			



Daffodil International University

Department of Software Engineering

Faculty of Science & Information Technology

Midterm Exam Examination, Spring 2024

Course Code: SE 131, Course Title: Data Structure

Level: 1 Term: 3 Section: A, B, C, D, E, F, G, H, I

Instructor: AB-A,B,E, RMS-C,D, MHS-F, SI-G,H,I Modality: Physical

Date: March 23, 2024 Time: 11:15 AM – 12:45 PM

Marks: 25

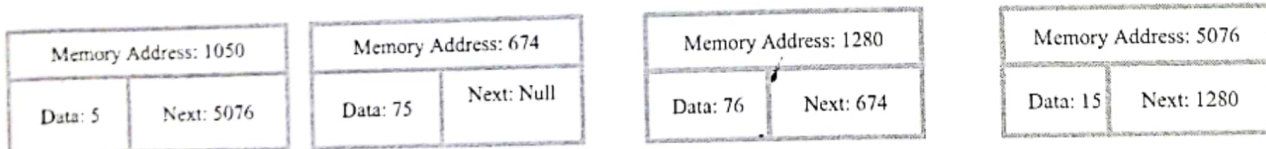
One and a half hours (1:30)

Directions:

- Students need to go through the CASE STUDY shown in this exam paper.
 - Analyze and answer specific section based on your own thinking and work. Answer questions serially.
- Suppose you want to find how many vowels and consonants are present in "Daffodil International University". Describe the type of operation you need to perform to find total number of vowel and consonant in the given name? **[CLO-1, Level-2] [Marks-2]**
 - Suppose you have declared one array type variable, explain the concept of memory allocation. **[CLO-1, Level-2] [Marks-2]**
 - Scenario 1:** In the 3rd semester you have 6 different courses. Out of 100 you have got 76 in MAT102, 65 in SE131, 74 in SE132, 85 in SE133, 71 in SE212, 79 in STA101 course. Consider each mark as an element of an array. After considering the elements your array will look like "76", "65", "74", "85", "71", "79". You have to work with this numbers.

 - As the above mentioned array is not sorted and you need to sort all the elements in ascending order by applying bubble sort algorithm. Calculate the Complexity of Bubble sort algorithm. **[CLO-2, Level-3] [Marks-2]**
 - If you need to apply linear search and binary search both for the data given above to find out '79', explain which one will perform good and why? **[CLO-2, Level-3] [Marks-2]**
 - Scenario 2:** If there exists one array with 20 elements. The elements are a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t.

 - If you need to search "p", Apply Binary Search to find out it. **[CLO-3, Level-3] [Marks-6]**
 - If you need to do sort all the data in descending order, illustrate the basic part of the code to do the operation.
 - If you need to delete one element like: "c", illustrate down the basic part of the code to do the operation.
 - A. Suppose you have been given the following linked list. Each node contains a data and a pointer / memory address to next node. There is no additional memory space available in the memory. If the start node is: 5076, then- **[CLO-3, Level-3] [Total Marks-11]**



- Construct the linked list and available linked list. [Sub marks 3]
 - Show pseudo code/Basic part of the code for the linked list Node construction and data assign. [Sub marks 3]
 - If you need to insert one new data in the linked list, investigate what will happen? [Sub marks 1]
 - If you are asked to delete "76", from the linked list, investigate what will happen? [Sub marks 1]
- B. Build the pseudo code (or main part of the code) of pop function of a Stack data structure. Make sure that the function does not crash the program when popping from an empty stack. [Sub marks 3]



Daffodil International University
Department of Software Engineering
Faculty of Science & Information Technology
Midterm Examination, Spring 2024
Course Code: SE211; Course Title: Object Oriented Concepts
Sections: All, Teachers: RJM, NT, SD

Time: 1 Hour 30 Mins

Marks: 25

Answer ALL Questions

Please read all the following questions carefully. Understanding of questions is also a part of the examination. Best Of Luck!

1.	a)	Explain Compile-time and run-time polymorphism with an example of each.	3	CLO-1 Level-2
	b)	Convert the below UML Diagram into a Java Code. Create two objects and then implement all the methods and display the outputs. <div style="text-align: center; margin: 10px 0;"> <pre> classDiagram class Employee { +name: String +id: int +salary: double +team: String +empInfo(name:String, id:int, salary:double, team:String) : void +showInfo():void } class Admin { -designation: String +Admin(designation:String) +Admin() +main(String[] args):void } Admin -- > Employee : extends </pre> </div>	7	
2.	a)	Monitor the given code below to write Car class(Design class) to get the output as shown. Hints: Remember, the constructor is a special method. Here, you have to deal with constructor overloading and method overloading. // Write your code here: Main Method: <pre> public static void main(String[] args) { Car car1 = new Car(); Car car2 = new Car("Toyota", "Camry"); car1.displayInfo(); car2.displayInfo(); car1.accelerate(20); </pre>	6	CLO-2 Level-4

```

car2.accelerate(15);
car1.brake(10);
car2.brake(25);
car1.displayInfo();
car2.displayInfo();
car1.accelerate(30, 2);
car2.accelerate(25, 3);
}}
    
```

Output:

Car: Unknown Unknown
 Car: Toyota Camry
 Accelerating... Speed is now: 20 mph
 Accelerating... Speed is now: 15 mph
 Braking... Speed is now: 10 mph
 Braking... Car has stopped.
 Car: Unknown Unknown
 Car: Toyota Camry
 Accelerating... Speed is now: 30 mph
 Accelerating for 2 seconds... Speed is now: 32 mph

b) Classify all types of Variables with an example. 3

c) Animal pet1 = new Dog();
 Identify the type of the object 'pet1' in this above statement? 1

d) Figure out the output of the following code. 5

<pre> public class JigSaw { int instance = 5; static int check = 12; public void puzzle1() { int rubics = 100; check = 15; System.out.println(rubics); System.out.println(instance); System.out.println(check); } } public class Sudoku extends JigSaw { public void puzzle2() { int rubics = 200; instance = 9; System.out.println(rubics); System.out.println(instance); System.out.println(check); instance += 2; } } </pre>	<pre> public class Chess extends Sudoku { public void puzzle2() { super.puzzle2(); int rubics = 300; System.out.println(rubics); System.out.println(instance); System.out.println(check); instance += 2; } public static void main(String[] args) { Chess solve1 = new Chess(); Chess solve2 = new Chess(); solve1.puzzle1(); solve2.puzzle2(); System.out.println("Instance value after puzzle2: " + solve1.instance); } } </pre>
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Daffodil International University

Department of Software Engineering

Faculty of Science & Information Technology

Mid Examination, Spring- 2024

Course Code: BNS 101 Course Title: Bangladesh Studies

Batch & Sections: 40-All Teachers: UF, AH, AA

Time: 1.5 Hours

Marks: 25

Answer ALL Questions

[The figures in the right margin indicate the full marks and corresponding course outcomes. All portions of each question must be answered sequentially]

1.	Extend how the impacts of western cultures reflect the evolving nature of Bangladeshi culture in the era of globalization.	05	CLO-1 Level-2
2.	Clarify the development of the identity of the people of Bangladesh with Bangla Language as a mixed-blood nation and fusion of cultural diversity.	05	CLO-1 Level-2
3.	Explain the efficacy of foreign policy in enhancing the software engineering sector of Bangladesh on the international stage using the resolution of existing obstacles.	10	CLO-2 Level-4
4.	Distinguish the limitations of the Bangladesh constitution by addressing the fundamental state policy with some other provisional conflicts to set out the democratic rights of the people.	05	CLO-1 Level-2