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# Daffodil International University

Department of Agricultural Science
Faculty of Health & Life Sciences
**Mid-term Examination, Spring 2026**

Course Code: 0223-111
Section: Spring 2026
Full Marks: 25

Course Title: Art of Living
Level-Term: L2-T1

Teacher's Initial: MA
Time: 1 Hour 30 Minutes

***"Split answering is strictly prohibited"***

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| 1. | Rafi is a second-year student. Since school, he believed he was *"not confident enough"* to speak in front of people. In group presentations, he always chose slide-making instead of speaking. One day, his course teacher randomly selected him to present. Nervous but prepared, he completed the presentation successfully. His classmates appreciated his clarity. That day be realized — his real problem was not skill, but fasr created by assumption.<br>a. ***Identify two common "mental boxes" that limit university students today*** (e.g., fear of judgment, background limitations, CGPA obsession, social comparison). Explain how they restrict growth.<br>b. Share ***one assumption about yourself*** that may be limiting your growth.<br>c. **Identify one personal limitation you may be creating for yourself.** What measurable action will you take within the next 3 months to challenge it? | (PLO1, CLO1, CLO 3, C1) | 2+1 +3 |
| 2. | Nadia noticed that whenever a classmate achieved something — scholarship, leadership position, internship — she felt insecure. She used to think that *"If someone succeeds, it reduces my opportunity."* Instead of being inspired, she compared herself constantty. This mindset made her jealous and streased. Later, during an art of living class session, she realized she was operating with a *"scarcity mindset."* She began observing successful peers, asking them questions, and applying their strategies. Her strass reduced and performance improved.<br>a. Identify one belief or behavioural habit that university students must unlearn to grow in the modern world. Explain why it damages personal or professional development.<br>b. What specific practice will you follow to replace it? | (PLO1, CLO1, 2, 3, C3, C4) | 3+3 |
| 3. | After failing an exam, Tanvir told himself, *"I am useless." "I am not good enough. Maybe I am not meant for success."* His friend Arman also failed but said, *"I need to improve my preparation strategy."* Next semestar, Arman retook the exam with better planning. Tanvir avoided applying again.<br>a. Compare the two reactions. Whose mindest reflects stronger self-esteem and growth mindast? Justify your answer analytically.<br>b. When you personally experience failure, what is your usual reaction pattern? How can emotional intelligence help you respond more constructively? | (PLO5, CLO2, C3) | 3+3 |
| 4. | Two final-year students regularly use AI tools.<br>Student A copies AI-generated assignments without understanding the content.<br>Student B uses AI to brainstorm ideas, verify concepts, improve language, and then rewrites in his/her own understanding.<br>a. Critically differentiate between productive use and unethical dependence on technology. How does each impact long-term competence?<br>b. As a serious university student, outline two specific strategies you will follow to prepare for an AI-driven future while maintaining human values. | (PLO2, CLO4, C2) | 3+4 |

- The End -