\begin{tabular}{|c|c|c|c|c|c|}
\hline \multicolumn{4}{|l|}{\begin{tabular}{l}
Name: \\
Enrolment No:
\end{tabular}} \& - \& \\
\hline \multicolumn{6}{|c|}{UNIVERSITY OF PETROLEUM AND ENERGY STUDIES End Semester Examination, December 2019} \\
\hline \multicolumn{6}{|l|}{\begin{tabular}{lc} 
Course: MBA Business Analytics \& Semester: I \\
Programme: Business Modeling with Spreadsheets \& Time: \(\mathbf{0 3}\) hrs. \\
Sub Code: DSBA 7001 \& Max. Marks: \(\mathbf{1 0 0}\) \\
Instructions: \& \\
\hline
\end{tabular}} \\
\hline \multicolumn{6}{|c|}{SECTION A} \\
\hline S. No. \& \multicolumn{4}{|l|}{Describe in Short} \& Marks \\
\hline Q 1 \& \multicolumn{4}{|l|}{Blue Ridge Hot Tubs manufactures and sells two models of hot tubs: the Aqua-Spa and the Hydro-Lux. Howie Jones, the owner and manager of the company, needs to decide how many of each type of hot tub to produce during his next production cycle. Howie buys prefabricated fiberglass hot tub shells from a local supplier and adds the pump and tubing to the shells to create his hot tubs. (This supplier has the capacity to deliver as many hot tub shells as Howie needs.) Howie installs the same type of pump into both hot tubs. He will have only 200 pumps available during his next production cycle. From a manufacturing standpoint, the main difference between the two models of hot tubs is the amount of tubing and labor required. Each Aqua-Spa requires 9 hours of labor and 12 feet of tubing. Each HydroLux requires 6 hours of labor and 16 feet of tubing. Howie expects to have 1,566 production labor hours and 2,880 feet of tubing available during the next production cycle. Howie earns a profit of \(\$ 350\) on each Aqua-Spa he sells and \(\$ 300\) on each Hydro-Lux he sells. He is confident that he can sell all the hot tubs he produces. The question is, how many Aqua-Spas and Hydro-Luxes should Howie produce if he wants to maximize his profits during the next production cycle?} \& CO1 \\
\hline \multirow[t]{8}{*}{Q 2} \& \multicolumn{4}{|l|}{\begin{tabular}{l}
In a college, students get points based on their participation level and their role and event/activity. Following is the reference grid for the points: \\
Participation, Organizing \& Awards are the Roles. Class, Department, College, University \& External are the various levels of participation.
\end{tabular}} \& \multirow{8}{*}{CO 2

10} \\
\hline \& \& Participation \& Organizing \& Awards \& \\
\hline \& Class \& 10 \& 15 \& 20 \& \\
\hline \& Department \& 15 \& 22.5 \& 30 \& \\
\hline \& College \& 20 \& 30 \& 40 \& \\
\hline \& University \& 25 \& 37.5 \& 50 \& \\
\hline \& External \& 30 \& 45 \& 60 \& \\
\hline \& \multicolumn{4}{|l|}{Suggest an excel formula/expression to get the points, if the Role and Level of any student in an activity is known.} \& \\
\hline \multirow[t]{2}{*}{Q 3} \& \multicolumn{4}{|l|}{\multirow[t]{2}{*}{A motorist buys a new car for $£ 12,000$ and intends to keep it for six years. If the resale value at the end of that time is expected to be $£ 4000$, and the annual running costs (apart from depreciation) are 2000, what is the NPV of the car's costs over the six-year period? Take interest as $7 \%$.}} \& CO 3 \\
\hline \& \& \& \& \& 10 \\
\hline
\end{tabular}




