

# Software Testing



Edusources.in

# *Software Testing*

---

- What is Testing?

Many people understand many definitions of testing :

1. Testing is the process of demonstrating that errors are not present.
2. The purpose of testing is to show that a program performs its intended functions correctly.
3. Testing is the process of establishing confidence that a program does what it is supposed to do.

**These definitions are incorrect.**

Edusources.in

# Software Testing

---

A more appropriate definition is:

*“Testing is the process of executing a program with the intent of finding errors.”*

Edusources.in

# *Software Testing*

---

- Why should We Test ?

Although software testing is itself an expensive activity, yet launching of software without testing may lead to cost potentially much higher than that of testing, specially in systems where human safety is involved.

In the software life cycle the earlier the errors are discovered and removed, the lower is the cost of their removal.

Edusources.in

# *Software Testing*

---

- Who should Do the Testing ?
  - o Testing requires the developers to find errors from their software.
  - o It is difficult for software developer to point out errors from own creations.
  - o Many organisations have made a distinction between development and testing phase by making different people responsible for each phase.

Edusources.in

# *Software Testing*

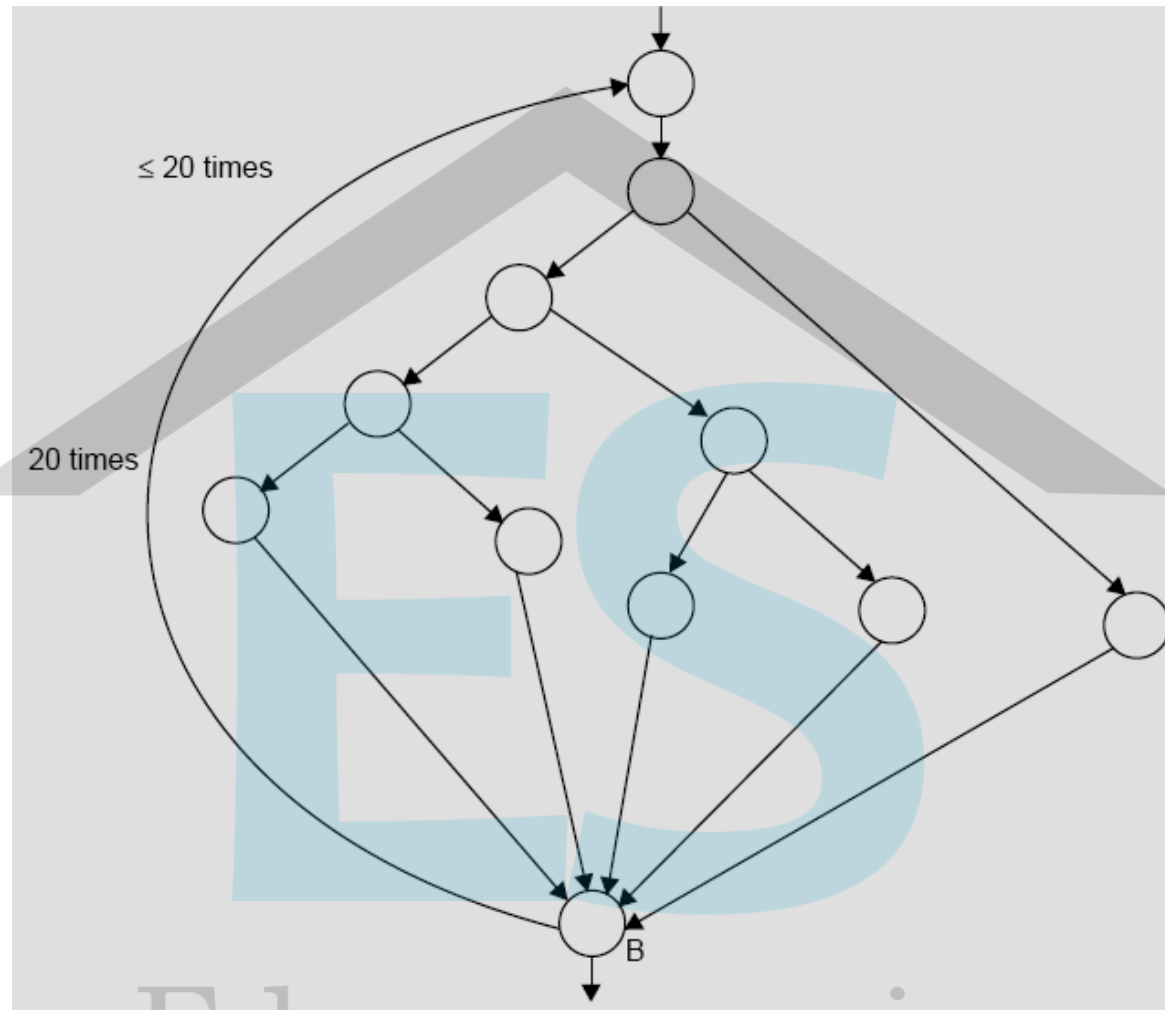
---

- What should We Test ?

We should test the program's responses to every possible input. It means, we should test for all valid and invalid inputs. Suppose a program requires two 8 bit integers as inputs. Total possible combinations are  $2^8 \times 2^8$ . If only one second is required to execute one set of inputs, it may take 18 hours to test all combinations. Practically, inputs are more than two and size is also more than 8 bits. We have also not considered invalid inputs where so many combinations are possible. Hence, complete testing is just not possible, although, we may wish to do so.

Edusources.in

# Software Testing



**Fig. 1: Control flow graph**

# *Software Testing*

---

The number of paths in the example of Fig. 1 are  $10^{14}$  or 100 trillions. It is computed from  $5^{20} + 5^{19} + 5^{18} + \dots + 5^1$ ; where 5 is the number of paths through the loop body. If only 5 minutes are required to test one test path, it may take approximately one billion years to execute every path.

Edusources.in



# Software Testing

---

## Some Terminologies

### ➤ Error, Mistake, Bug, Fault and Failure

People make **errors**. A good synonym is **mistake**. This may be a syntax error or misunderstanding of specifications. Sometimes, there are logical errors.

When developers make mistakes while coding, we call these mistakes “**bugs**”.

A **fault** is the representation of an error, where representation is the mode of expression, such as narrative text, data flow diagrams, ER diagrams, source code etc. Defect is a good synonym for fault.

A **failure** occurs when a fault executes. A particular fault may cause different failures, depending on how it has been exercised.

# Software Testing

## ➤ Test, Test Case and Test Suite

**Test** and **Test case** terms are used interchangeably. In practice, both are same and are treated as synonyms. Test case describes an input description and an expected output description.

Test Case ID	
Section-I (Before Execution)	Section-II (After Execution)
Purpose :	Execution History:
Pre condition: (If any)	Result:
Inputs:	If fails, any possible reason (Optional);
Expected Outputs:	Any other observation:
Post conditions:	Any suggestion:
Written by:	Run by:
Date:	Date:

**Fig. 2:** Test case template

The set of test cases is called a **test suite**. Hence any combination of test cases may generate a test suite.

# Software Testing

---

## ➤ Verification and Validation

**Verification** is the process of evaluating a system or component to determine whether the products of a given development phase satisfy the conditions imposed at the start of that phase.

**Validation** is the process of evaluating a system or component during or at the end of development process to determine whether it satisfies the specified requirements .

**Testing= Verification+Validation**

Edusources.in

# Software Testing

---

## ➤ Alpha, Beta and Acceptance Testing

The term **Acceptance Testing** is used when the software is developed for a specific customer. A series of tests are conducted to enable the customer to validate all requirements. These tests are conducted by the end user / customer and may range from adhoc tests to well planned systematic series of tests.

The terms **alpha** and **beta testing** are used when the software is developed as a product for anonymous customers.

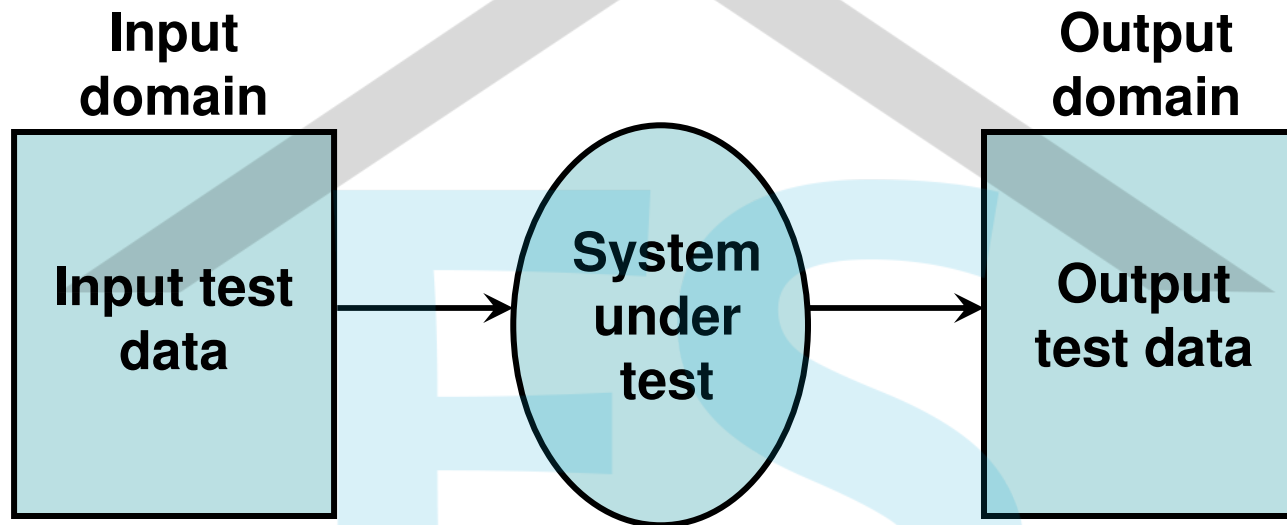
**Alpha Tests** are conducted at the developer's site by some potential customers. These tests are conducted in a controlled environment. Alpha testing may be started when formal testing process is near completion.

**Beta Tests** are conducted by the customers / end users at their sites. Unlike alpha testing, developer is not present here. Beta testing is conducted in a real environment that cannot be controlled by the developer.

# *Software Testing*

---

## Functional Testing



**Fig. 3: Black box testing**

Edusources.in

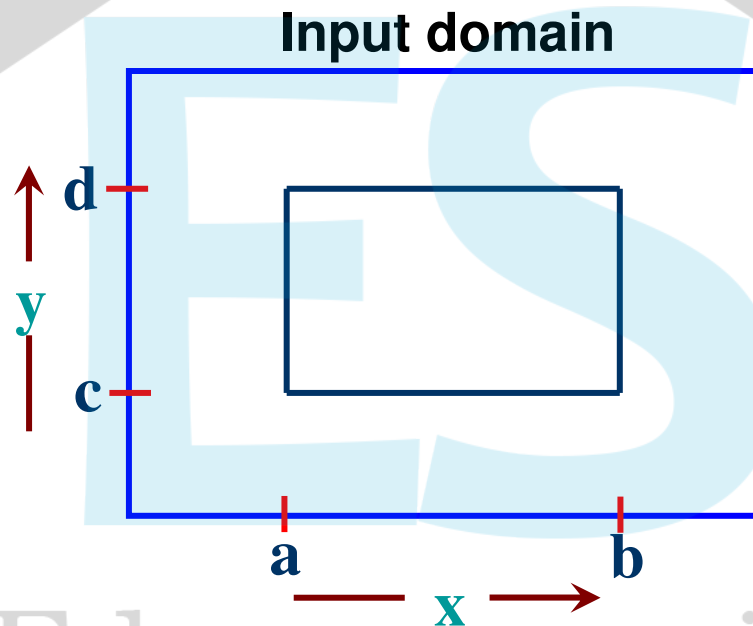
# Software Testing

## Boundary Value Analysis

Consider a program with two input variables  $x$  and  $y$ . These input variables have specified boundaries as:

$$a \leq x \leq b$$

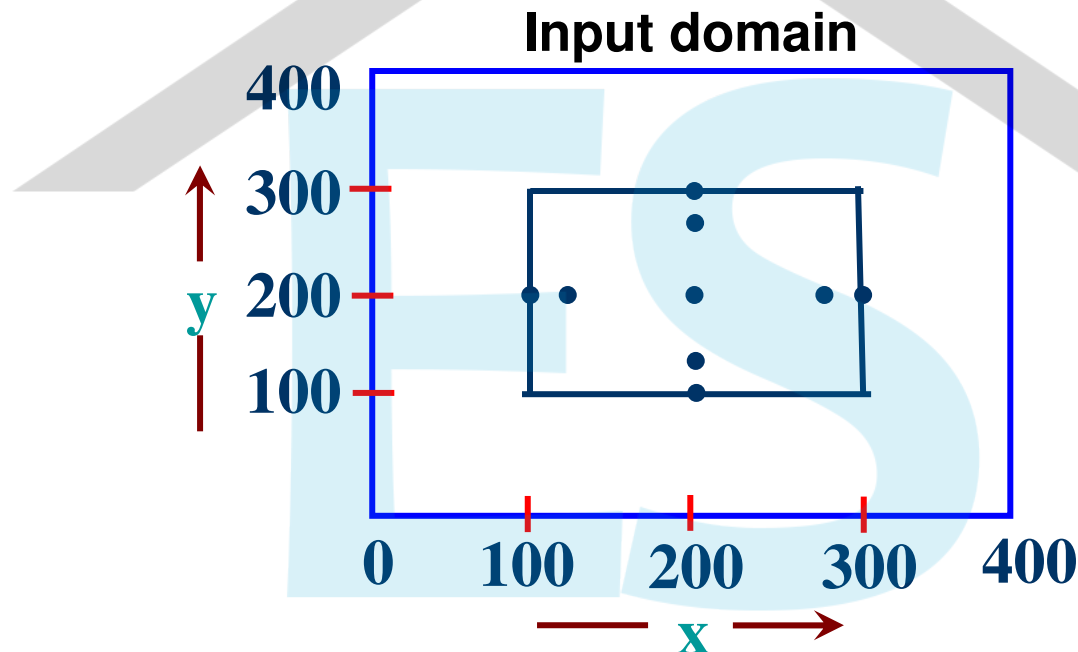
$$c \leq y \leq d$$



**Fig.4:** Input domain for program having two input variables

# Software Testing

The boundary value analysis test cases for our program with two inputs variables (x and y) that may have any value from 100 to 300 are: (200,100), (200,101), (200,200), (200,299), (200,300), (100,200), (101,200), (299,200) and (300,200). This input domain is shown in Fig. 8.5. Each dot represent a test case and inner rectangle is the domain of legitimate inputs. Thus, for a program of n variables, boundary value analysis yield  $4n + 1$  test cases.



**Fig. 5:** Input domain of two variables x and y with boundaries [100,300] each

# Software Testing

---

## Example- 8.1

Consider a program for the determination of the nature of roots of a quadratic equation. Its input is a triple of positive integers (say a,b,c) and values may be from interval  $[0,100]$ . The program output may have one of the following words.

[Not a quadratic equation; Real roots; Imaginary roots; Equal roots]

Design the boundary value test cases.

Edusources.in



# Software Testing

---

## Solution

Quadratic equation will be of type:

$$ax^2+bx+c=0$$

Roots are real if  $(b^2-4ac)>0$

Roots are imaginary if  $(b^2-4ac)<0$

Roots are equal if  $(b^2-4ac)=0$

Equation is not quadratic if  $a=0$

Edusources.in

# Software Testing

The boundary value test cases are :

<b>Test Case</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>Expected output</b>
1	0	50	50	Not Quadratic
2	1	50	50	Real Roots
3	50	50	50	Imaginary Roots
4	99	50	50	Imaginary Roots
5	100	50	50	Imaginary Roots
6	50	0	50	Imaginary Roots
7	50	1	50	Imaginary Roots
8	50	99	50	Imaginary Roots
9	50	100	50	Equal Roots
10	50	50	0	Real Roots
11	50	50	1	Real Roots
12	50	50	99	Imaginary Roots
13	50	50	100	Imaginary Roots

# Software Testing

---

## Example – 8.2

Consider a program for determining the Previous date. Its input is a triple of day, month and year with the values in the range

$$1 \leq \text{month} \leq 12$$

$$1 \leq \text{day} \leq 31$$

$$1900 \leq \text{year} \leq 2025$$

The possible outputs would be Previous date or invalid input date. Design the boundary value test cases.

Edusources.in

# Software Testing

---

## Solution

The Previous date program takes a date as input and checks it for validity. If valid, it returns the previous date as its output.

With single fault assumption theory,  $4n+1$  test cases can be designed and which are equal to 13.

Edusources.in

# Software Testing

---

The boundary value test cases are:

<b>Test Case</b>	<b>Month</b>	<b>Day</b>	<b>Year</b>	<b>Expected output</b>
1	6	15	1900	14 June, 1900
2	6	15	1901	14 June, 1901
3	6	15	1962	14 June, 1962
4	6	15	2024	14 June, 2024
5	6	15	2025	14 June, 2025
6	6	1	1962	31 May, 1962
7	6	2	1962	1 June, 1962
8	6	30	1962	29 June, 1962
9	6	31	1962	Invalid date
10	1	15	1962	14 January, 1962
11	2	15	1962	14 February, 1962
12	11	15	1962	14 November, 1962
13	12	15	1962	14 December, 1962

# Software Testing

---

## Example – 8.3

Consider a simple program to classify a triangle. Its inputs is a triple of positive integers (say  $x, y, z$ ) and the data type for input parameters ensures that these will be integers greater than 0 and less than or equal to 100. The program output may be one of the following words:

[Scalene; Isosceles; Equilateral; Not a triangle]

Design the boundary value test cases.

Edusources.in

# Software Testing

## Solution

The boundary value test cases are shown below:

<i>Test case</i>	<i>x</i>	<i>y</i>	<i>z</i>	<i>Expected Output</i>
1	50	50	1	Isosceles
2	50	50	2	Isosceles
3	50	50	50	Equilateral
4	50	50	99	Isosceles
5	50	50	100	Not a triangle
6	50	1	50	Isosceles
7	50	2	50	Isosceles
8	50	99	50	Isosceles
9	50	100	50	Not a triangle
10	1	50	50	Isosceles
11	2	50	50	Isosceles
12	99	50	50	Isosceles
13	100	50	50	Not a triangle

# Software Testing

---

## Robustness testing

It is nothing but the extension of boundary value analysis. Here, we would like to see, what happens when the extreme values are exceeded with a value slightly greater than the maximum, and a value slightly less than minimum. It means, we want to go outside the legitimate boundary of input domain. This extended form of boundary value analysis is called robustness testing and shown in Fig. 6

There are four additional test cases which are outside the legitimate input domain. Hence total test cases in robustness testing are  $6n+1$ , where  $n$  is the number of input variables. So, 13 test cases are:

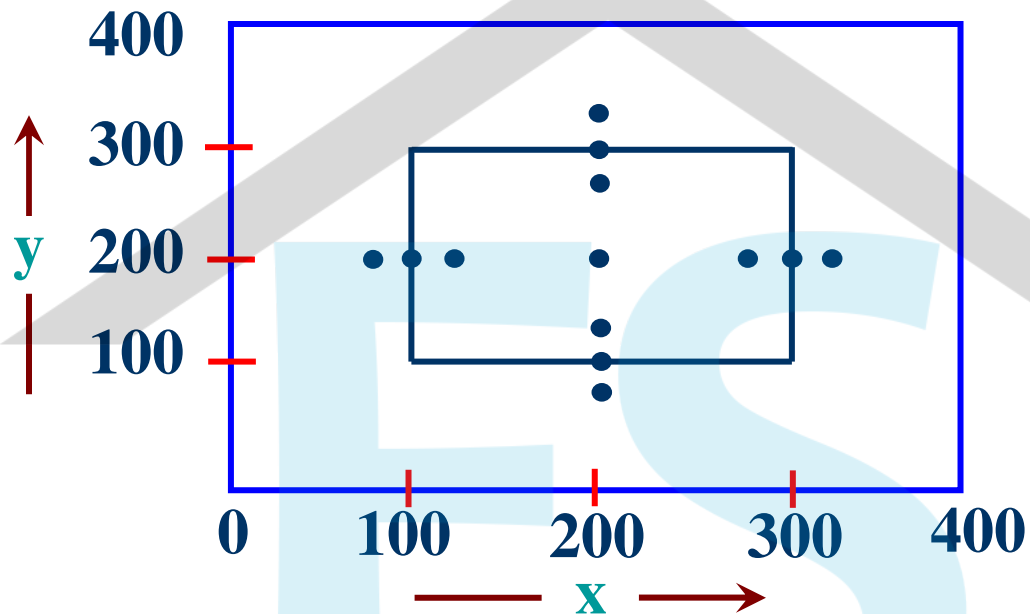
(200,99), (200,100), (200,101), (200,200), (200,299), (200,300)

(200,301), (99,200), (100,200), (101,200), (299,200), (300,200), (301,200)



# Software Testing

---



**Fig. 8.6:** Robustness test cases for two variables x and y with range [100,300] each

# Software Testing

---

## Worst-case testing

If we reject “single fault” assumption theory of reliability and may like to see what happens when more than one variable has an extreme value. In electronic circuits analysis, this is called “worst case analysis”. It is more thorough in the sense that boundary value test cases are a proper subset of worst case test cases. It requires more effort. Worst case testing for a function of  $n$  variables generate  $5^n$  test cases as opposed to  $4n+1$  test cases for boundary value analysis. Our two variables example will have  $5^2=25$  test cases and are given in table 1.

Edusources.in

# Software Testing

**Table 1: Worst cases test inputs for two variables example**

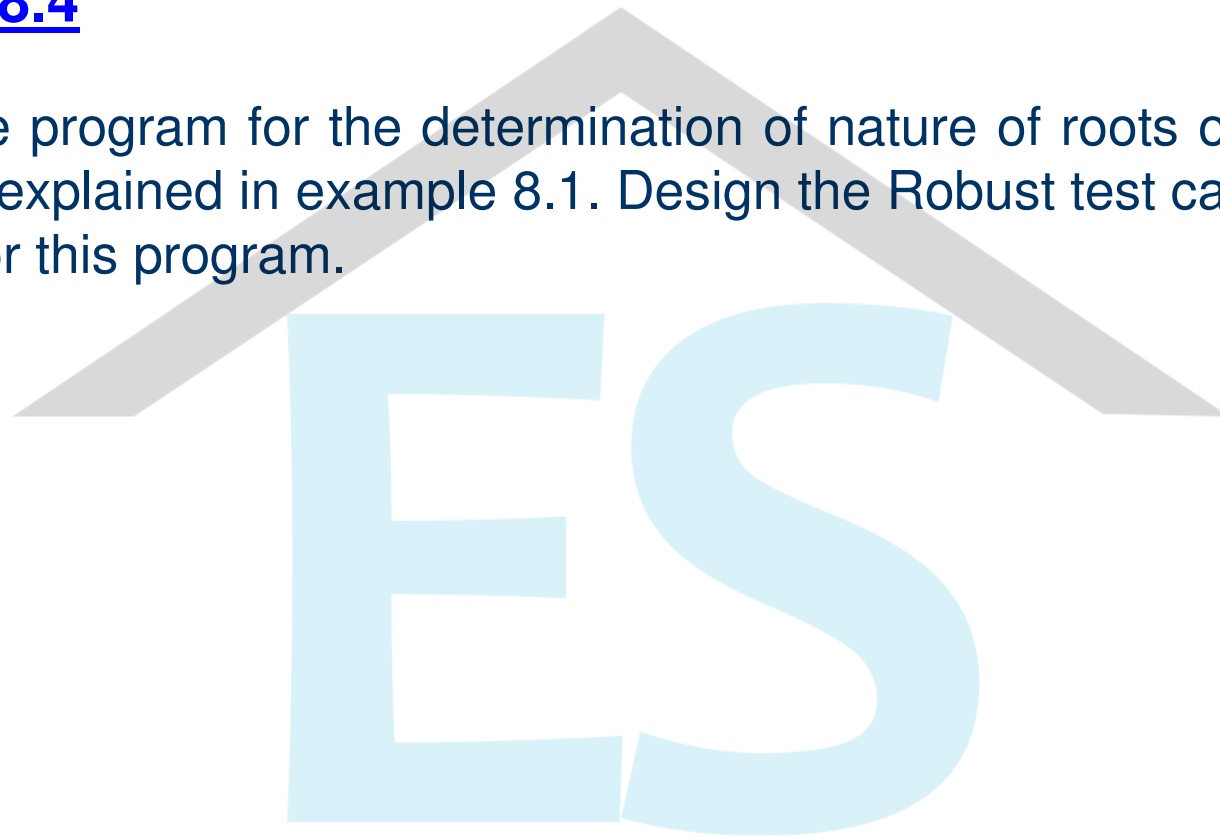
Test case number	Inputs		Test case number	Inputs	
	x	y		x	y
1	100	100	14	200	299
2	100	101	15	200	300
3	100	200	16	299	100
4	100	299	17	299	101
5	100	300	18	299	200
6	101	100	19	299	299
7	101	101	20	299	300
8	101	200	21	300	100
9	101	299	22	300	101
10	101	300	23	300	200
11	200	100	24	300	299
12	200	101	25	300	300
13	200	200	--		

# *Software Testing*

---

## **Example - 8.4**

Consider the program for the determination of nature of roots of a quadratic equation as explained in example 8.1. Design the Robust test case and worst test cases for this program.



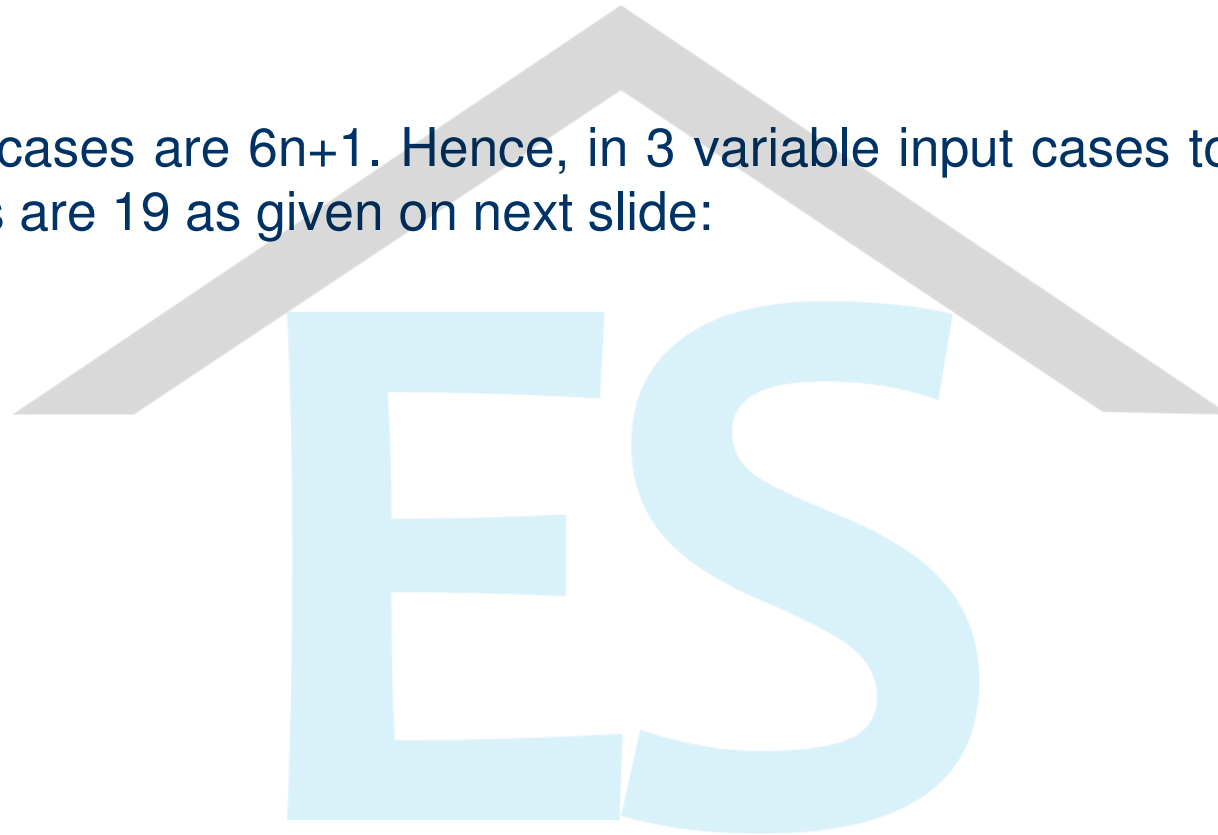
Edusources.in

# *Software Testing*

---

## **Solution**

Robust test cases are  $6n+1$ . Hence, in 3 variable input cases total number of test cases are 19 as given on next slide:



Edusources.in

# Software Testing

Test case	a	b	c	Expected Output
1	-1	50	50	Invalid input`
2	0	50	50	Not quadratic equation
3	1	50	50	Real roots
4	50	50	50	Imaginary roots
5	99	50	50	Imaginary roots
6	100	50	50	Imaginary roots
7	101	50	50	Invalid input
8	50	-1	50	Invalid input
9	50	0	50	Imaginary roots
10	50	1	50	Imaginary roots
11	50	99	50	Imaginary roots
12	50	100	50	Equal roots
13	50	101	50	Invalid input
14	50	50	-1	Invalid input
15	50	50	0	Real roots
16	50	50	1	Real roots
17	50	50	99	Imaginary roots
18	50	50	100	Imaginary roots
19	50	50	101	Invalid input

# Software Testing

In case of worst test case total test cases are  $5^n$ . Hence, 125 test cases will be generated in worst test cases. The worst test cases are given below:

Test Case	<i>a</i>	<i>b</i>	<i>c</i>	Expected output
1	0	0	0	Not Quadratic
2	0	0	1	Not Quadratic
3	0	0	50	Not Quadratic
4	0	0	99	Not Quadratic
5	0	0	100	Not Quadratic
6	0	1	0	Not Quadratic
7	0	1	1	Not Quadratic
8	0	1	50	Not Quadratic
9	0	1	99	Not Quadratic
10	0	1	100	Not Quadratic
11	0	50	0	Not Quadratic
12	0	50	1	Not Quadratic
13	0	50	50	Not Quadratic
14	0	50	99	Not Quadratic

(Contd.)...

# Software Testing

Test Case	A	b	c	Expected output
15	0	50	100	Not Quadratic
16	0	99	0	Not Quadratic
17	0	99	1	Not Quadratic
18	0	99	50	Not Quadratic
19	0	99	99	Not Quadratic
20	0	99	100	Not Quadratic
21	0	100	0	Not Quadratic
22	0	100	1	Not Quadratic
23	0	100	50	Not Quadratic
24	0	100	99	Not Quadratic
25	0	100	100	Not Quadratic
26	1	0	0	Equal Roots
27	1	0	1	Imaginary
28	1	0	50	Imaginary
29	1	0	99	Imaginary
30	1	0	100	Imaginary
31	1	1	0	Real Roots

(Contd.)...



# Software Testing

<b>Test Case</b>	<b>A</b>	<b>b</b>	<b>C</b>	<b>Expected output</b>
32	1	1	1	Imaginary
33	1	1	50	Imaginary
34	1	1	99	Imaginary
35	1	1	100	Imaginary
36	1	50	0	Real Roots
37	1	50	1	Real Roots
38	1	50	50	Real Roots
39	1	50	99	Real Roots
40	1	50	100	Real Roots
41	1	99	0	Real Roots
42	1	99	1	Real Roots
43	1	99	50	Real Roots
44`	1	99	99	Real Roots
45	1	99	100	Real Roots
46	1	100	0	Real Roots
47	1	100	1	Real Roots
48	1	100	50	Real Roots

(Contd.)...

# Software Testing

Test Case	A	b	C	Expected output
49	1	100	99	Real Roots
50	1	100	100	Real Roots
51	50	0	0	Equal Roots
52	50	0	1	Imaginary
53	50	0	50	Imaginary
54	50	0	99	Imaginary
55	50	0	100	Imaginary
56	50	1	0	Real Roots
57	50	1	1	Imaginary
58	50	1	50	Imaginary
59	50	1	99	Imaginary
60	50	1	100	Imaginary
61	50	50	0	Real Roots
62	50	50	1	Real Roots
63	50	50	50	Imaginary
64	50	50	99	Imaginary
65	50	50	100	Imaginary

(Contd.)...

# Software Testing

<b>Test Case</b>	<b>A</b>	<b>b</b>	<b>C</b>	<b>Expected output</b>
66	50	99	0	Real Roots
67	50	99	1	Real Roots
68	50	99	50	Imaginary
69	50	99	99	Imaginary
70	50	99	100	Imaginary
71	50	100	0	Real Roots
72	50	100	1	Real Roots
73	50	100	50	Equal Roots
74	50	100	99	Imaginary
75	50	100	100	Imaginary
76	99	0	0	Equal Roots
77	99	0	1	Imaginary
78	99	0	50	Imaginary
79	99	0	99	Imaginary
80	99	0	100	Imaginary
81	99	1	0	Real Roots
82	99	1	1	Imaginary

# Software Testing

Test Case	A	b	C	Expected output
83	99	1	50	Imaginary
84	99	1	99	Imaginary
85	99	1	100	Imaginary
86	99	50	0	Real Roots
87	99	50	1	Real Roots
88	99	50	50	Imaginary
89	99	50	99	Imaginary
90	99	50	100	Imaginary
91	99	99	0	Real Roots
92	99	99	1	Real Roots
93	99	99	50	Imaginary Roots
94	99	99	99	Imaginary
95	99	99	100	Imaginary
96	99	100	0	Real Roots
97	99	100	1	Real Roots
98	99	100	50	Imaginary
99	99	100	99	Imaginary
100	99	100	100	Imaginary

# Software Testing

Test Case	A	b	C	Expected output
101	100	0	0	Equal Roots
102	100	0	1	Imaginary
103	100	0	50	Imaginary
104	100	0	99	Imaginary
105	100	0	100	Imaginary
106	100	1	0	Real Roots
107	100	1	1	Imaginary
108	100	1	50	Imaginary
109	100	1	99	Imaginary
110	100	1	100	Imaginary
111	100	50	0	Real Roots
112	100	50	1	Real Roots
113	100	50	50	Imaginary
114	100	50	99	Imaginary
115	100	50	100	Imaginary
116	100	99	0	Real Roots
117	100	99	1	Real Roots
118	100	99	50	Imaginary

# Software Testing

---

<b>Test Case</b>	<b>A</b>	<b>b</b>	<b>C</b>	<b>Expected output</b>
119	100	99	99	Imaginary
120	100	99	100	Imaginary
121	100	100	0	Real Roots
122	100	100	1	Real Roots
123	100	100	50	Imaginary
124	100	100	99	Imaginary
125	100	100	100	Imaginary

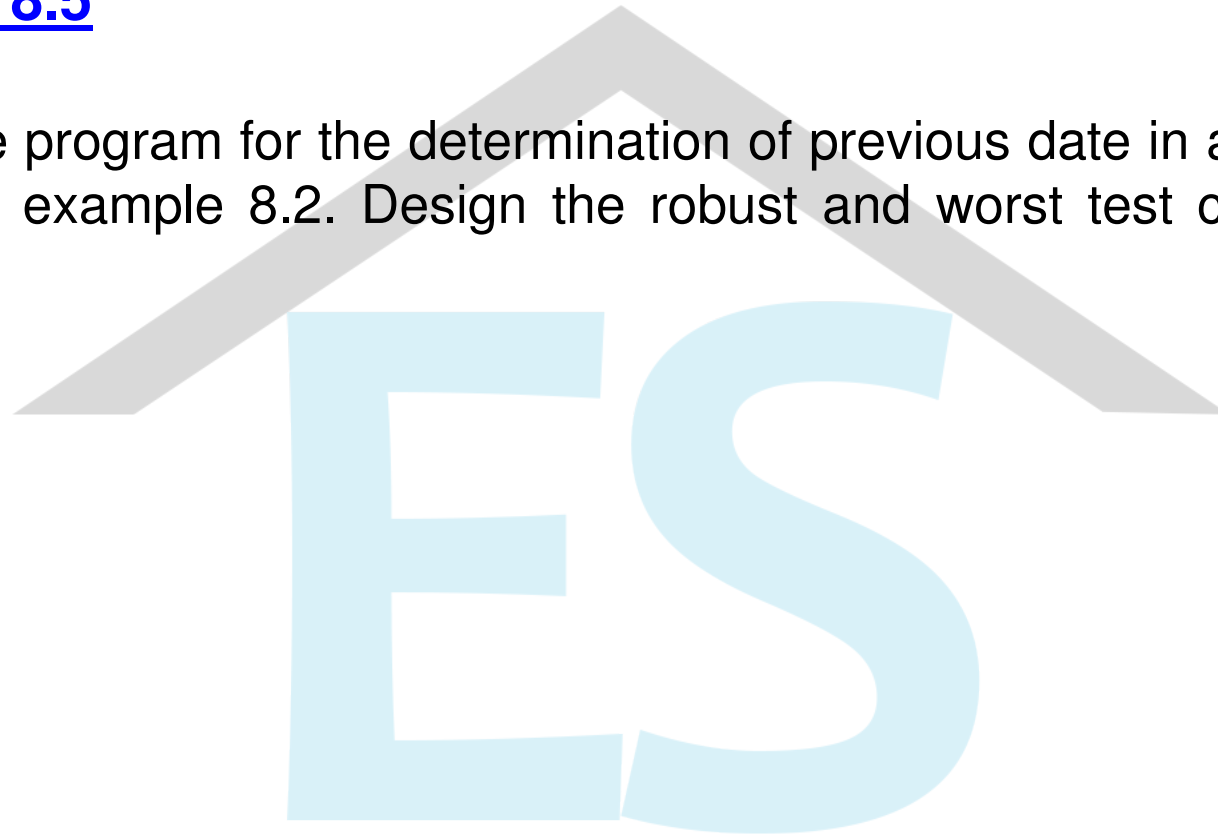
Edusources.in

# *Software Testing*

---

## Example – 8.5

Consider the program for the determination of previous date in a calendar as explained in example 8.2. Design the robust and worst test cases for this program.



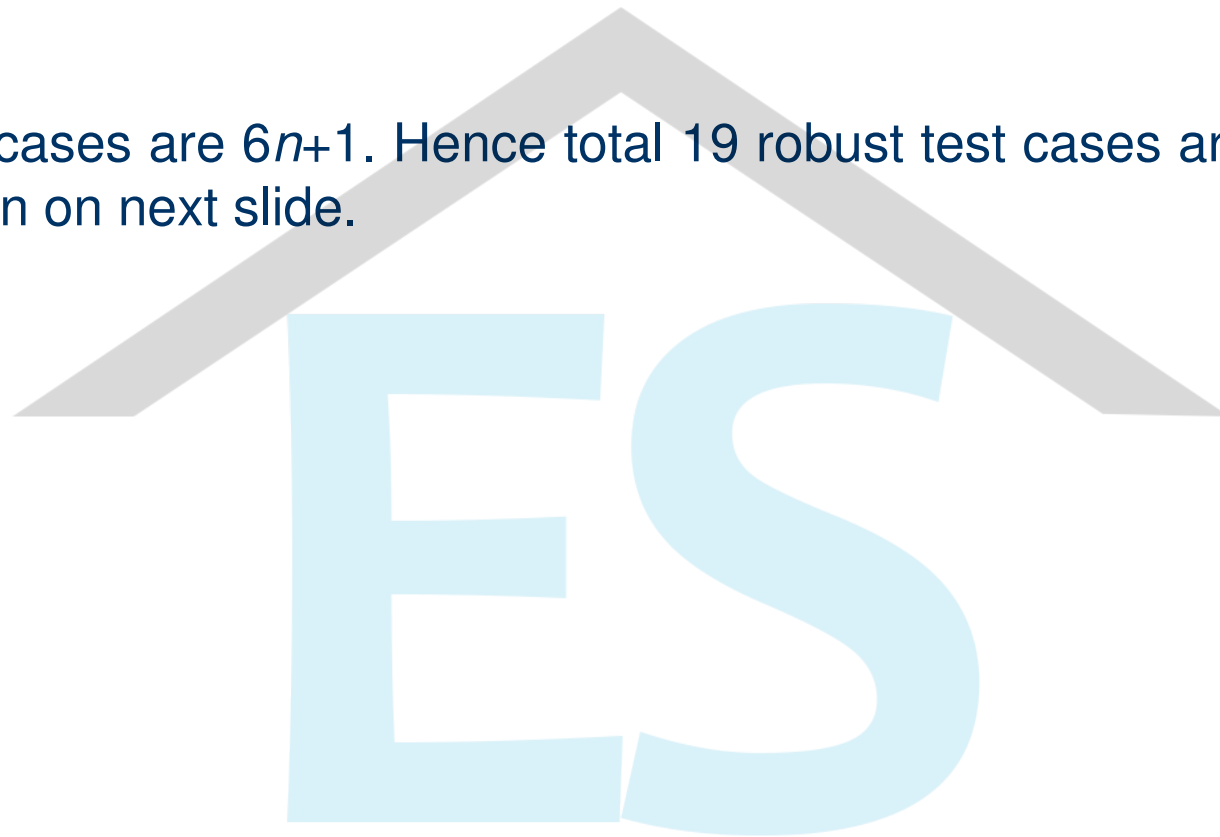
Edusources.in

# *Software Testing*

---

## **Solution**

Robust test cases are  $6n+1$ . Hence total 19 robust test cases are designed and are given on next slide.



Edusources.in



# Software Testing

Test case	Month	Day	Year	Expected Output
1	6	15	1899	Invalid date (outside range)
2	6	15	1900	14 June, 1900
3	6	15	1901	14 June, 1901
4	6	15	1962	14 June, 1962
5	6	15	2024	14 June, 2024
6	6	15	2025	14 June, 2025
7	6	15	2026	Invalid date (outside range)
8	6	0	1962	Invalid date
9	6	1	1962	31 May, 1962
10	6	2	1962	1 June, 1962
11	6	30	1962	29 June, 1962
12	6	31	1962	Invalid date
13	6	32	1962	Invalid date
14	0	15	1962	Invalid date
15	1	15	1962	14 January, 1962
16	2	15	1962	14 February, 1962
17	11	15	1962	14 November, 1962
18	12	15	1962	14 December, 1962
19	13	15	1962	Invalid date

# Software Testing

In case of worst test case total test cases are  $5^n$ . Hence, 125 test cases will be generated in worst test cases. The worst test cases are given below:

Test Case	Month	Day	Year	Expected output
1	1	1	1900	31 December, 1899
2	1	1	1901	31 December, 1900
3	1	1	1962	31 December, 1961
4	1	1	2024	31 December, 2023
5	1	1	2025	31 December, 2024
6	1	2	1900	1 January, 1900
7	1	2	1901	1 January, 1901
8	1	2	1962	1 January, 1962
9	1	2	2024	1 January, 2024
10	1	2	2025	1 January, 2025
11	1	15	1900	14 January, 1900
12	1	15	1901	14 January, 1901
13	1	15	1962	14 January, 1962
14	1	15	2024	14 January, 2024

(Contd.)...

# Software Testing

<b>Test Case</b>	<b>A</b>	<b>b</b>	<b>c</b>	<b>Expected output</b>
15	1	15	2025	14 January, 2025
16	1	30	1900	29 January, 1900
17	1	30	1901	29 January, 1901
18	1	30	1962	29 January, 1962
19	1	30	2024	29 January, 2024
20	1	30	2025	29 January, 2025
21	1	31	1900	30 January, 1900
22	1	31	1901	30 January, 1901
23	1	31	1962	30 January, 1962
24	1	31	2024	30 January, 2024
25	1	31	2025	30 January, 2025
26	2	1	1900	31 January, 1900
27	2	1	1901	31 January, 1901
28	2	1	1962	31 January, 1962
29	2	1	2024	31 January, 2024
30	2	1	2025	31 January, 2025
31	2	2	1900	1 February, 1900

(Contd.)...

# Software Testing

Test Case	Month	Day	Year	Expected output
32	2	2	1901	1 February, 1901
33	2	2	1962	1 February, 1962
34	2	2	2024	1 February, 2024
35	2	2	2025	1 February, 2025
36	2	15	1900	14 February, 1900
37	2	15	1901	14 February, 1901
38	2	15	1962	14 February, 1962
39	2	15	2024	14 February, 2024
40	2	15	2025	14 February, 2025
41	2	30	1900	Invalid date
42	2	30	1901	Invalid date
43	2	30	1962	Invalid date
44	2	30	2024	Invalid date
45	2	30	2025	Invalid date
46	2	31	1900	Invalid date
47	2	31	1901	Invalid date
48	2	31	1962	Invalid date

(Contd.)...

# Software Testing

<b>Test Case</b>	<b>Month</b>	<b>Day</b>	<b>Year</b>	<b>Expected output</b>
49	2	31	2024	Invalid date
50	2	31	2025	Invalid date
51	6	1	1900	31 May, 1900
52	6	1	1901	31 May, 1901
53	6	1	1962	31 May, 1962
54	6	1	2024	31 May, 2024
55	6	1	2025	31 May, 2025
56	6	2	1900	1 June, 1900
57	6	2	1901	1 June, 1901
58	6	2	1962	1 June, 1962
59	6	2	2024	1 June, 2024
60	6	2	2025	1 June, 2025
61	6	15	1900	14 June, 1900
62	6	15	1901	14 June, 1901
63	6	15	1962	14 June, 1962
64	6	15	2024	14 June, 2024
65	6	15	2025	14 June, 2025

(Contd.)...

# Software Testing

Test Case	Month	Day	Year	Expected output
66	6	30	1900	29 June, 1900
67	6	30	1901	29 June, 1901
68	6	30	1962	29 June, 1962
69	6	30	2024	29 June, 2024
70	6	30	2025	29 June, 2025
71	6	31	1900	Invalid date
72	6	31	1901	Invalid date
73	6	31	1962	Invalid date
74	6	31	2024	Invalid date
75	6	31	2025	Invalid date
76	11	1	1900	31 October, 1900
77	11	1	1901	31 October, 1901
78	11	1	1962	31 October, 1962
79	11	1	2024	31 October, 2024
80	11	1	2025	31 October, 2025
81	11	2	1900	1 November, 1900
82	11	2	1901	1 November, 1901

(Contd.)...

# Software Testing

Test Case	Month	Day	Year	Expected output
83	11	2	1962	1 November, 1962
84	11	2	2024	1 November, 2024
85	11	2	2025	1 November, 2025
86	11	15	1900	14 November, 1900
87	11	15	1901	14 November, 1901
88	11	15	1962	14 November, 1962
89	11	15	2024	14 November, 2024
90	11	15	2025	14 November, 2025
91	11	30	1900	29 November, 1900
92	11	30	1901	29 November, 1901
93	11	30	1962	29 November, 1962
94	11	30	2024	29 November, 2024
95	11	30	2025	29 November, 2025
96	11	31	1900	Invalid date
97	11	31	1901	Invalid date
98	11	31	1962	Invalid date
99	11	31	2024	Invalid date
100	11	31	2025	Invalid date

(Contd.)...

# Software Testing

<b>Test Case</b>	<b>Month</b>	<b>Day</b>	<b>Year</b>	<b>Expected output</b>
101	12	1	1900	30 November, 1900
102	12	1	1901	30 November, 1901
103	12	1	1962	30 November, 1962
104	12	1	2024	30 November, 2024
105	12	1	2025	30 November, 2025
106	12	2	1900	1 December, 1900
107	12	2	1901	1 December, 1901
108	12	2	1962	1 December, 1962
109	12	2	2024	1 December, 2024
110	12	2	2025	1 December, 2025
111	12	15	1900	14 December, 1900
112	12	15	1901	14 December, 1901
113	12	15	1962	14 December, 1962
114	12	15	2024	14 December, 2024
115	12	15	2025	14 December, 2025
116	12	30	1900	29 December, 1900
117	12	30	1901	29 December, 1901
118	12	30	1962	29 December, 1962

(Contd.)...



# Software Testing

---

<i>Test Case</i>	<i>Month</i>	<i>Day</i>	<i>Year</i>	<i>Expected output</i>
119	12	30	2024	29 December, 2024
120	12	30	2025	29 December, 2025
121	12	31	1900	30 December, 1900
122	12	31	1901	30 December, 1901
123	12	31	1962	30 December, 1962
124	12	31	2024	30 December, 2024
125	12	31	2025	30 December, 2025

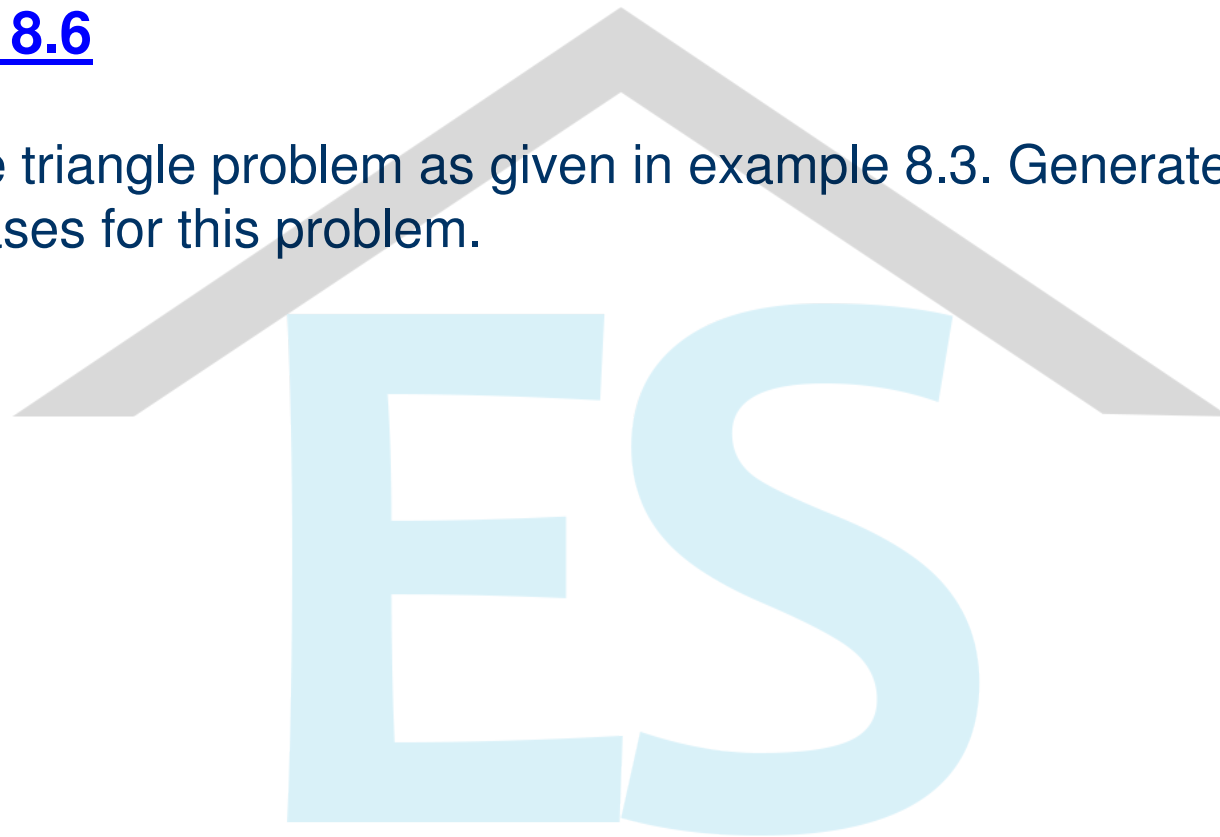
Edusources.in

# *Software Testing*

---

## **Example – 8.6**

Consider the triangle problem as given in example 8.3. Generate robust and worst test cases for this problem.



Edusources.in

# *Software Testing*

---

## **Solution**

Robust test cases are given on next slide.



Edusources.in

# Software Testing

	<i>x</i>	<i>y</i>	<i>z</i>	<i>Expected Output</i>
1	50	50	0	Invalid input
2	50	50	1	Isosceles
3	50	50	2	Isosceles
4	50	50	50	Equilateral
5	50	50	99	Isosceles
6	50	50	100	Not a triangle
7	50	50	101	Invalid input
8	50	0	50	Invalid input
9	50	1	50	Isosceles
10	50	2	50	Isosceles
11	50	99	50	Isosceles
12	50	100	50	Not a triangle
13	50	101	50	Invalid input
14	0	50	50	Invalid input
15	1	50	50	Isosceles
16	2	50	50	Isosceles
17	99	50	50	Isosceles
18	100	50	50	Not a triangle
19	100	50	50	Invalid input

# Software Testing

---

Worst test cases are 125 and are given below:

<b>Test Case</b>	<b>x</b>	<b>y</b>	<b>z</b>	<b>Expected output</b>
1	1	1	1	Equilateral
2	1	1	2	Not a triangle
3	1	1	50	Not a triangle
4	1	1	99	Not a triangle
5	1	1	100	Not a triangle
6	1	2	1	Not a triangle
7	1	2	2	Isosceles
8	1	2	50	Not a triangle
9	1	2	99	Not a triangle
10	1	2	100	Not a triangle
11	1	50	1	Not a triangle
12	1	50	2	Not a triangle
13	1	50	50	Isosceles
14	1	50	99	Not a triangle

(Contd.)...

# Software Testing

<b>Test Case</b>	<b>A</b>	<b>b</b>	<b>c</b>	<b>Expected output</b>
15	1	50	100	Not a triangle
16	1	99	1	Not a triangle
17	1	99	2	Not a triangle
18	1	99	50	Not a triangle
19	1	99	99	Isosceles
20	1	99	100	Not a triangle
21	1	100	1	Not a triangle
22	1	100	2	Not a triangle
23	1	100	50	Not a triangle
24	1	100	99	Not a triangle
25	1	100	100	Isosceles
26	2	1	1	Not a triangle
27	2	1	2	Isosceles
28	2	1	50	Not a triangle
29	2	1	99	Not a triangle
30	2	1	100	Not a triangle
31	2	2	1	Isosceles

(Contd.)...

# Software Testing

Test Case	A	b	C	Expected output
32	2	2	2	Equilateral
33	2	2	50	Not a triangle
34	2	2	99	Not a triangle
35	2	2	100	Not a triangle
36	2	50	1	Not a triangle
37	2	50	2	Not a triangle
38	2	50	50	Isosceles
39	2	50	99	Not a triangle
40	2	50	100	Not a triangle
41	2	99	1	Not a triangle
42	2	99	2	Not a triangle
43	2	99	50	Not a triangle
44	2	99	99	Isosceles
45	2	99	100	Scalene
46	2	100	1	Not a triangle
47	2	100	2	Not a triangle
48	2	100	50	Not a triangle

(Contd.)...

# Software Testing

<b>Test Case</b>	<b>A</b>	<b>b</b>	<b>C</b>	<b>Expected output</b>
49	2	100	50	Scalene
50	2	100	99	Isosceles
51	50	1	100	Not a triangle
52	50	1	1	Not a triangle
53	50	1	2	Isosceles
54	50	1	50	Not a triangle
55	50	1	99	Not a triangle
56	50	2	100	Not a triangle
57	50	2	1	Not a triangle
58	50	2	2	Isosceles
59	50	2	50	Not a triangle
60	50	2	99	Not a triangle
61	50	50	100	Isosceles
62	50	50	1	Isosceles
63	50	50	2	Equilateral
64	50	50	50	Isosceles
65	50	50	99	Not a triangle

(Contd.)...



# Software Testing

Test Case	A	B	C	Expected output
66	50	99	1	Not a triangle
67	50	99	2	Not a triangle
68	50	99	50	Isosceles
69	50	99	99	Isosceles
70	50	99	100	Scalene
71	50	100	1	Not a triangle
72	50	100	2	Not a triangle
73	50	100	50	Not a triangle
74	50	100	99	Scalene
75	50	100	100	Isosceles
76	50	1	1	Not a triangle
77	99	1	2	Not a triangle
78	99	1	50	Not a triangle
79	99	1	99	Isosceles
80	99	1	100	Not a triangle
81	99	2	1	Not a triangle
82	99	2	2	Not a triangle

(Contd.)...

# Software Testing

Test Case	A	b	C	Expected output
83	99	2	50	Not a triangle
84	99	2	99	Isosceles
85	99	2	100	Scalene
86	99	50	1	Not a triangle
87	99	50	2	Not a triangle
88	99	50	50	Isosceles
89	99	50	99	Isosceles
90	99	50	100	Scalene
91	99	99	1	Isosceles
92	99	99	2	Isosceles
93	99	99	50	Isosceles
94	99	99	99	Equilateral
95	99	99	100	Isosceles
96	99	100	1	Not a triangle
97	99	100	2	Scalene
98	99	100	50	Scalene
99	99	100	99	Isosceles
100	99	100	100	Isosceles

(Contd.)...

# Software Testing

Test Case	A	b	C	Expected output
101	100	1	1	Not a triangle
102	100	1	2	Not a triangle
103	100	1	50	Not a triangle
104	100	1	99	Not a triangle
105	100	1	100	Isosceles
106	100	2	1	Not a triangle
107	100	2	2	Not a triangle
108	100	2	50	Not a triangle
109	100	2	99	Scalene
110	100	2	100	Isosceles
111	100	50	1	Not a triangle
112	100	50	2	Not a triangle
113	100	50	50	Not a triangle
114	100	50	99	Scalene
115	100	50	100	Isosceles
116	100	99	1	Not a triangle
117	100	99	2	Scalene
118	100	99	50	Scalene

(Contd.)...

# Software Testing

---

<b><i>Test Case</i></b>	<b><i>A</i></b>	<b><i>b</i></b>	<b><i>C</i></b>	<b><i>Expected output</i></b>
119	100	99	99	Isosceles
120	100	99	100	Isosceles
121	100	100	1	Isosceles
122	100	100	2	Isosceles
123	100	100	50	Isosceles
124	100	100	99	Isosceles
125	100	100	100	Equilateral

Edusources.in

# Software Testing

---

## Equivalence Class Testing

In this method, input domain of a program is partitioned into a finite number of equivalence classes such that one can reasonably assume, but not be absolutely sure, that the test of a representative value of each class is equivalent to a test of any other value.

**Two steps are required to implementing this method:**

1. The equivalence classes are identified by taking each input condition and partitioning it into valid and invalid classes. For example, if an input condition specifies a range of values from 1 to 999, we identify one valid equivalence class  $[1 < \text{item} < 999]$ ; and two invalid equivalence classes  $[\text{item} < 1]$  and  $[\text{item} > 999]$ .
2. Generate the test cases using the equivalence classes identified in the previous step. This is performed by writing test cases covering all the valid equivalence classes. Then a test case is written for each invalid equivalence class so that no test contains more than one invalid class. This is to ensure that no two invalid classes mask each other.

# Software Testing

---

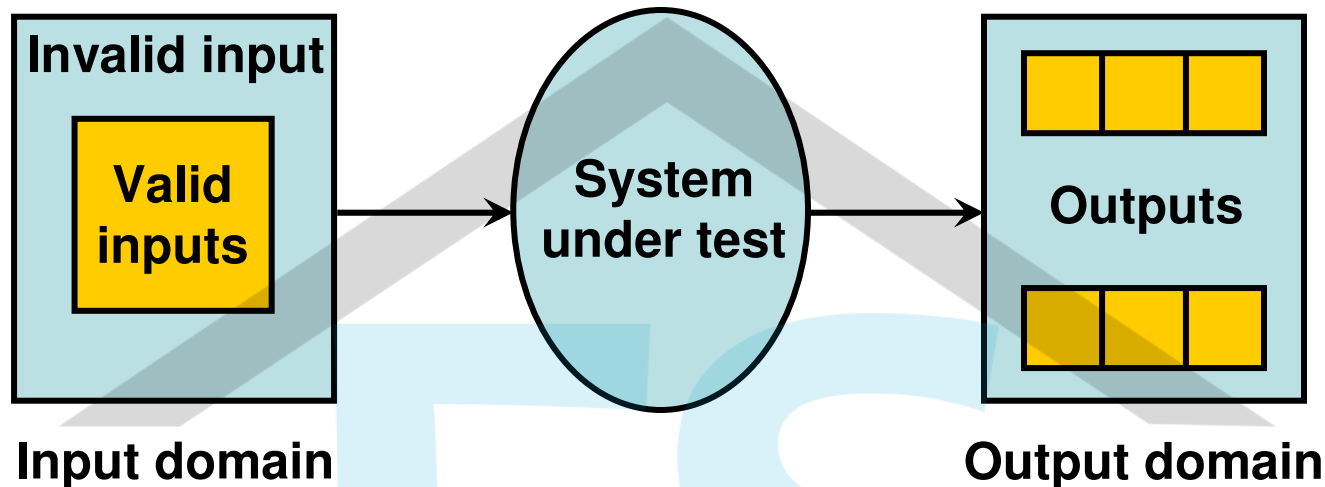


Fig. 7: Equivalence partitioning

Most of the time, equivalence class testing defines classes of the input domain. However, equivalence classes should also be defined for output domain. Hence, we should design equivalence classes based on input and output domain.

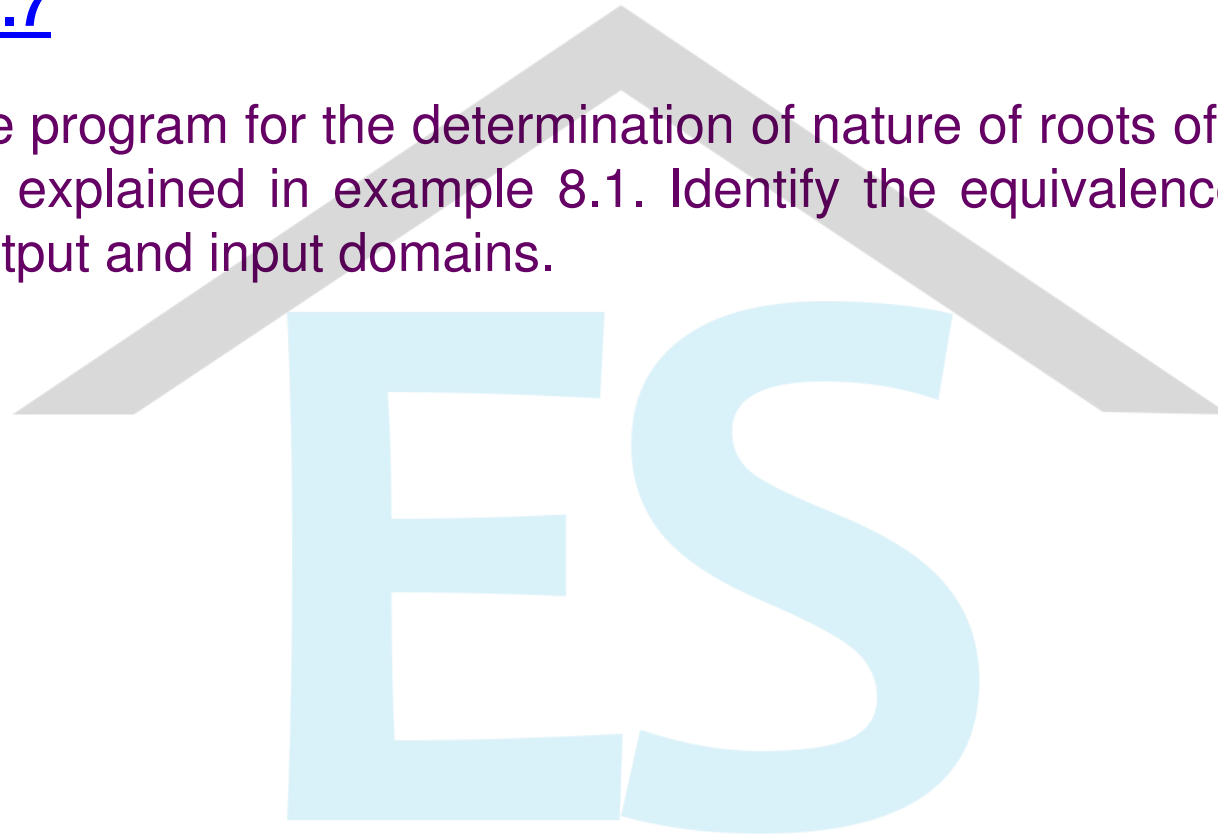
Edusources.in

# *Software Testing*

---

## **Example 8.7**

Consider the program for the determination of nature of roots of a quadratic equation as explained in example 8.1. Identify the equivalence class test cases for output and input domains.



Edusources.in

# Software Testing

## Solution

Output domain equivalence class test cases can be identified as follows:

$O_1 = \{ \langle a, b, c \rangle : \text{Not a quadratic equation if } a = 0 \}$

$O_1 = \{ \langle a, b, c \rangle : \text{Real roots if } (b^2 - 4ac) > 0 \}$

$O_1 = \{ \langle a, b, c \rangle : \text{Imaginary roots if } (b^2 - 4ac) < 0 \}$

$O_1 = \{ \langle a, b, c \rangle : \text{Equal roots if } (b^2 - 4ac) = 0 \}$

The number of test cases can be derived from above relations and shown below:

Test case	a	b	c	Expected output
1	0	50	50	Not a quadratic equation
2	1	50	50	Real roots
3	50	50	50	Imaginary roots
4	50	100	50	Equal roots



# Software Testing

---

We may have another set of test cases based on input domain.

$$I_1 = \{a: a = 0\}$$

$$I_2 = \{a: a < 0\}$$

$$I_3 = \{a: 1 \leq a \leq 100\}$$

$$I_4 = \{a: a > 100\}$$

$$I_5 = \{b: 0 \leq b \leq 100\}$$

$$I_6 = \{b: b < 0\}$$

$$I_7 = \{b: b > 100\}$$

$$I_8 = \{c: 0 \leq c \leq 100\}$$

$$I_9 = \{c: c < 0\}$$

$$I_{10} = \{c: c > 100\}$$

Edusources.in

# Software Testing

---

Test Case	<i>a</i>	<i>b</i>	<i>c</i>	Expected output
1	0	50	50	Not a quadratic equation
2	-1	50	50	Invalid input
3	50	50	50	Imaginary Roots
4	101	50	50	invalid input
5	50	50	50	Imaginary Roots
6	50	-1	50	invalid input
7	50	101	50	invalid input
8	50	50	50	Imaginary Roots
9	50	50	-1	invalid input
10	50	50	101	invalid input

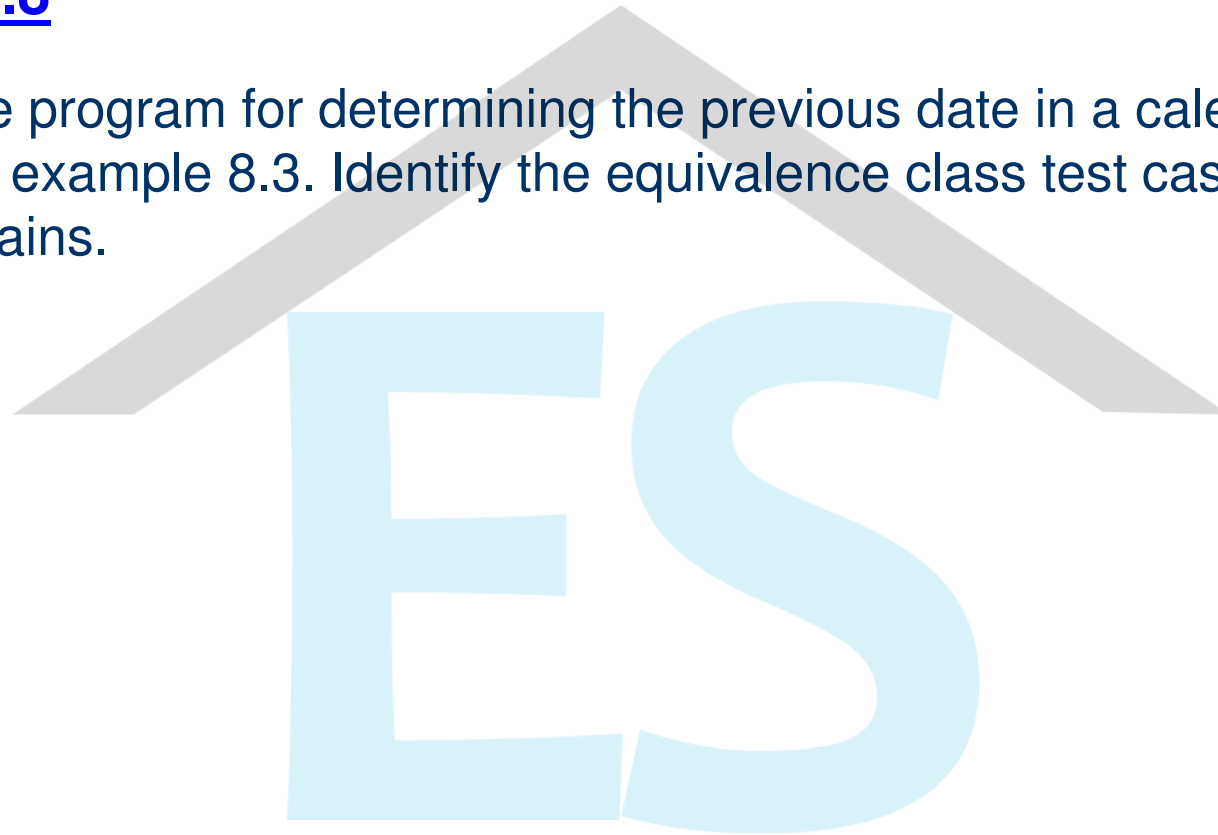
Here test cases 5 and 8 are redundant test cases. If we choose any value other than nominal, we may not have redundant test cases. Hence total test cases are  $10+4=14$  for this problem.

# *Software Testing*

---

## **Example 8.8**

Consider the program for determining the previous date in a calendar as explained in example 8.3. Identify the equivalence class test cases for output & input domains.



Edusources.in

# Software Testing

---

## Solution

Output domain equivalence class are:

$O_1 = \{ \langle D, M, Y \rangle : \text{Previous date if all are valid inputs} \}$

$O_2 = \{ \langle D, M, Y \rangle : \text{Invalid date if any input makes the date invalid} \}$

<i>Test case</i>	<i>M</i>	<i>D</i>	<i>Y</i>	<i>Expected output</i>
1	6	15	1962	14 June, 1962
2	6	31	1962	Invalid date

# Software Testing

---

We may have another set of test cases which are based on input domain.

$I_1 = \{\text{month: } 1 \leq m \leq 12\}$

$I_2 = \{\text{month: } m < 1\}$

$I_3 = \{\text{month: } m > 12\}$

$I_4 = \{\text{day: } 1 \leq D \leq 31\}$

$I_5 = \{\text{day: } D < 1\}$

$I_6 = \{\text{day: } D > 31\}$

$I_7 = \{\text{year: } 1900 \leq Y \leq 2025\}$

$I_8 = \{\text{year: } Y < 1900\}$

$I_9 = \{\text{year: } Y > 2025\}$

Edusources.in

# Software Testing

---

Inputs domain test cases are :

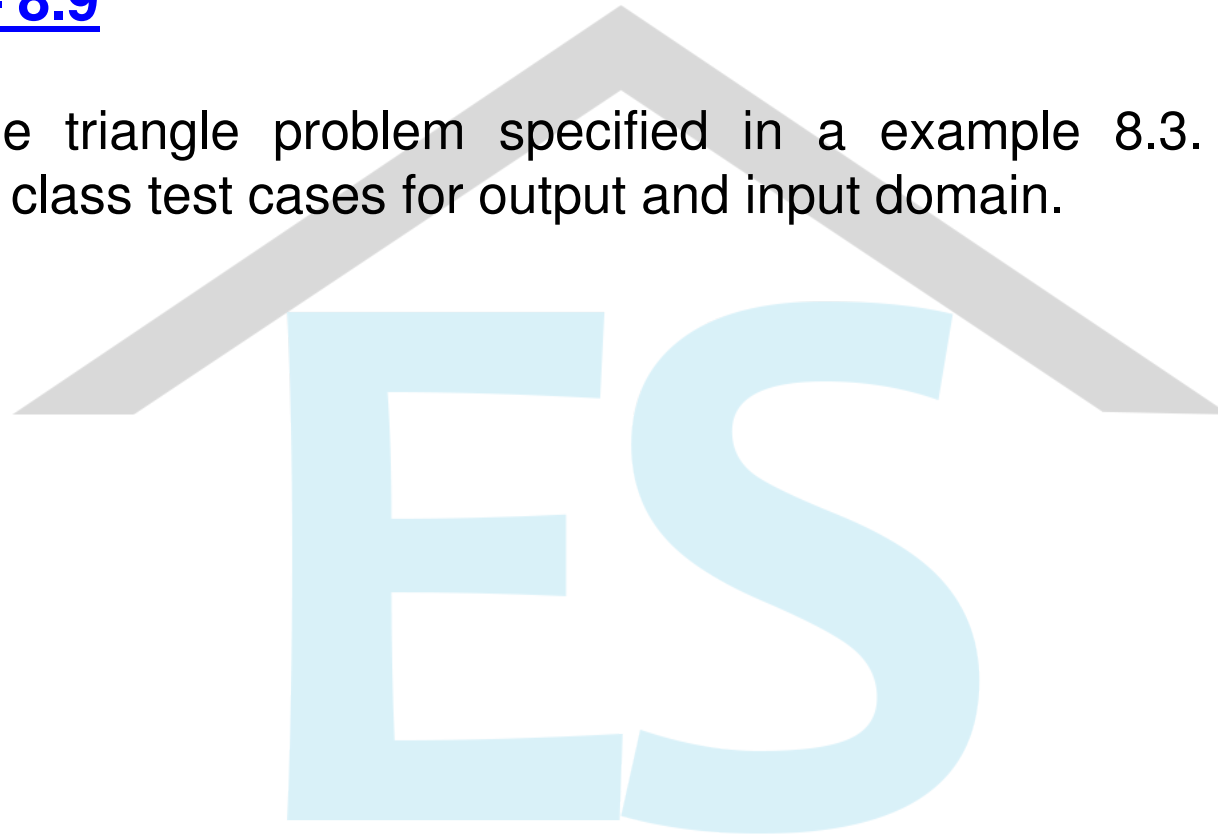
<i>Test Case</i>	<i>M</i>	<i>D</i>	<i>Y</i>	<i>Expected output</i>
1	6	15	1962	14 June, 1962
2	-1	15	1962	Invalid input
3	13	15	1962	invalid input
4	6	15	1962	14 June, 1962
5	6	-1	1962	invalid input
6	6	32	1962	invalid input
7	6	15	1962	14 June, 1962
8	6	15	1899	invalid input (Value out of range)
9	6	15	2026	invalid input (Value out of range)

# *Software Testing*

---

## **Example – 8.9**

Consider the triangle problem specified in a example 8.3. Identify the equivalence class test cases for output and input domain.



Edusources.in

# Software Testing

## Solution

Output domain equivalence classes are:

$O_1 = \{ \langle x, y, z \rangle : \text{Equilateral triangle with sides } x, y, z \}$

$O_1 = \{ \langle x, y, z \rangle : \text{Isosceles triangle with sides } x, y, z \}$

$O_1 = \{ \langle x, y, z \rangle : \text{Scalene triangle with sides } x, y, z \}$

$O_1 = \{ \langle x, y, z \rangle : \text{Not a triangle with sides } x, y, z \}$

The test cases are:

Test case	x	y	z	Expected Output
1	50	50	50	Equilateral
2	50	50	99	Isosceles
3	100	99	50	Scalene
4	50	100	50	Not a triangle



# Software Testing

---

Input domain based classes are:

$$I_1 = \{x: x < 1\}$$

$$I_2 = \{x: x > 100\}$$

$$I_3 = \{x: 1 \leq x \leq 100\}$$

$$I_4 = \{y: y < 1\}$$

$$I_5 = \{y: y > 100\}$$

$$I_6 = \{y: 1 \leq y \leq 100\}$$

$$I_7 = \{z: z < 1\}$$

$$I_8 = \{z: z > 100\}$$

$$I_9 = \{z: 1 \leq z \leq 100\}$$

Edusources.in

# Software Testing

---

Some inputs domain test cases can be obtained using the relationship amongst x,y and z.

$$I_{10} = \{ \langle x, y, z \rangle : x = y = z \}$$

$$I_{11} = \{ \langle x, y, z \rangle : x = y, x \neq z \}$$

$$I_{12} = \{ \langle x, y, z \rangle : x = z, x \neq y \}$$

$$I_{13} = \{ \langle x, y, z \rangle : y = z, x \neq y \}$$

$$I_{14} = \{ \langle x, y, z \rangle : x \neq y, x \neq z, y \neq z \}$$

$$I_{15} = \{ \langle x, y, z \rangle : x = y + z \}$$

$$I_{16} = \{ \langle x, y, z \rangle : x > y + z \}$$

$$I_{17} = \{ \langle x, y, z \rangle : y = x + z \}$$

$$I_{18} = \{ \langle x, y, z \rangle : y > x + z \}$$

$$I_{19} = \{ \langle x, y, z \rangle : z = x + y \}$$

$$I_{20} = \{ \langle x, y, z \rangle : z > x + y \}$$

# Software Testing

Test cases derived from input domain are:

<i>Test case</i>	<i>x</i>	<i>y</i>	<i>z</i>	<i>Expected Output</i>
1	0	50	50	Invalid input
2	101	50	50	Invalid input
3	50	50	50	Equilateral
4	50	0	50	Invalid input
5	50	101	50	Invalid input
6	50	50	50	Equilateral
7	50	50	0	Invalid input
8	50	50	101	Invalid input
9	50	50	50	Equilateral
10	60	60	60	Equilateral
11	50	50	60	Isosceles
12	50	60	50	Isosceles
13	60	50	50	Isosceles

(Contd.)...

# Software Testing

---

<i>Test case</i>	<i>x</i>	<i>y</i>	<i>z</i>	<i>Expected Output</i>
14	100	99	50	Scalene
15	100	50	50	Not a triangle
16	100	50	25	Not a triangle
17	50	100	50	Not a triangle
18	50	100	25	Not a triangle
19	50	50	100	Not a triangle
20	25	50	100	Not a triangle

Edusources.in

# Software Testing

## Decision Table Based Testing

Condition Stub		Entry						
		True				False		
		True		False		True		False
		True	False	True	False	True	False	---
Action Stub	C <sub>1</sub>							
	C <sub>2</sub>							
	C <sub>3</sub>							
	a <sub>1</sub>	X	X			X		
Action Stub	a <sub>2</sub>	X		X			X	
	a <sub>3</sub>		X			X		
	a <sub>4</sub>				X		X	X

Table 2: Decision table terminology

# Software Testing

## Test case design

$C_1$ : x,y,z are sides of a triangle?	N	Y							
$C_2$ : x = y?	--	Y				N			
$C_3$ : x = z?	--	Y		N		Y		N	
$C_4$ : y = z?	--	Y	N	Y	N	Y	N	Y	N
$a_1$ : Not a triangle	X								
$a_2$ : Scalene									X
$a_3$ : Isosceles					X		X	X	
$a_4$ : Equilateral		X							
$a_5$ : Impossible			X	X		X			

Table 3: Decision table for triangle problem

# Software Testing

Conditions	F	T	T	T	T	T	T	T	T	T	T
$C_1 : x < y + z ?$											
$C_2 : y < x + z ?$	--	F	T	T	T	T	T	T	T	T	T
$C_3 : z < x + y ?$	--	--	F	T	T	T	T	T	T	T	T
$C_4 : x = y ?$	--	--	--	T	T	T	T	F	F	F	F
$C_5 : x = z ?$	--	--	--	T	T	F	F	T	T	F	F
$C_6 : y = z ?$	--	--	--	T	F	T	F	T	F	T	F
$a_1 : \text{Not a triangle}$	X	X	X								
$a_2 : \text{Scalene}$											X
$a_3 : \text{Isosceles}$							X		X	X	
$a_4 : \text{Equilateral}$				X							
$a_5 : \text{Impossible}$					X	X		X			

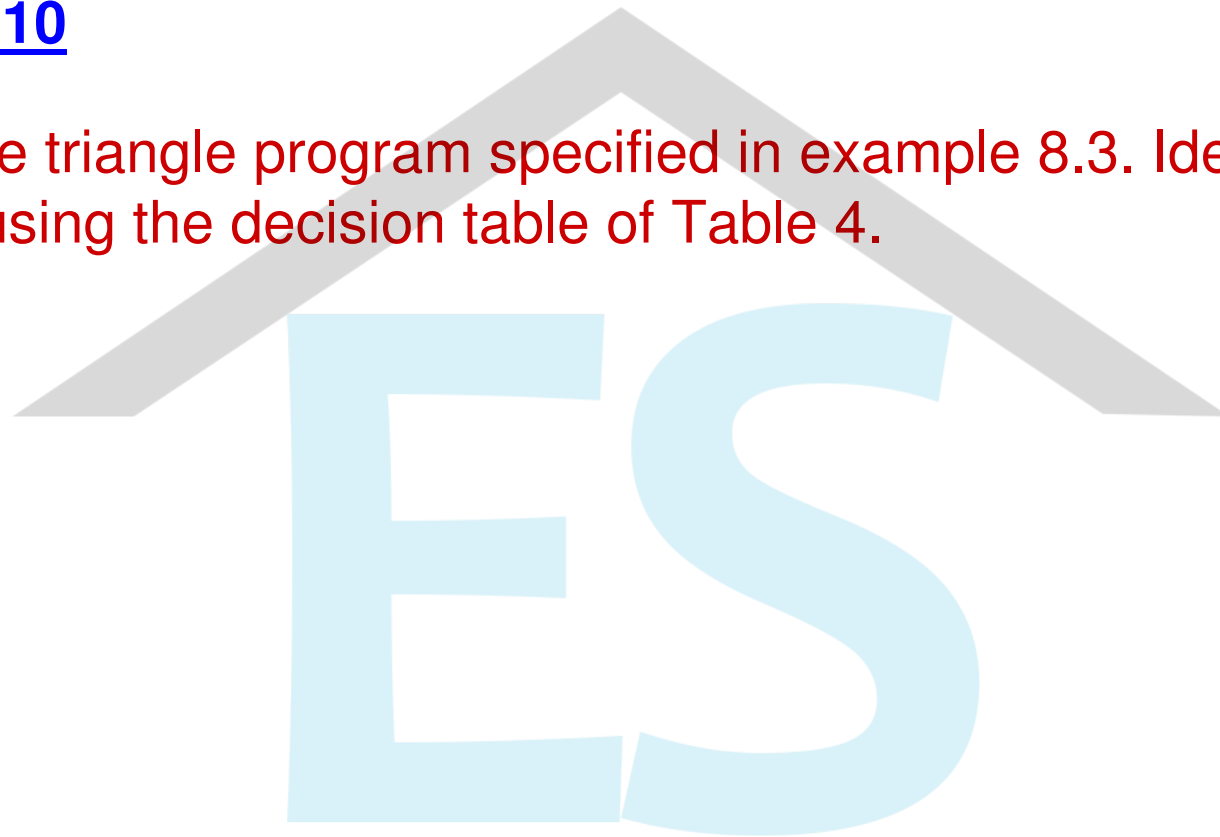
Table 4: Modified decision table

# *Software Testing*

---

## **Example 8.10**

Consider the triangle program specified in example 8.3. Identify the test cases using the decision table of Table 4.



Edusources.in



# Software Testing

## Solution

There are eleven functional test cases, three to fail triangle property, three impossible cases, one each to get equilateral, scalene triangle cases, and three to get on isosceles triangle. The test cases are given in Table 5.

<i>Test case</i>	<i>x</i>	<i>y</i>	<i>z</i>	<i>Expected Output</i>
1	4	1	2	Not a triangle
2	1	4	2	Not a triangle
3	1	2	4	Not a triangle
4	5	5	5	Equilateral
5	?	?	?	Impossible
6	?	?	?	Impossible
7	2	2	3	Isosceles
8	?	?	?	Impossible
9	2	3	2	Isosceles
10	3	2	2	Isosceles
11	3	4	5	Scalene

Test cases of triangle problem using decision table

# Software Testing

---

## Example 8.11

Consider a program for the determination of Previous date. Its input is a triple of day, month and year with the values in the range

$$1 \leq \text{month} \leq 12$$

$$1 \leq \text{day} \leq 31$$

$$1900 \leq \text{year} \leq 2025$$

The possible outputs are “Previous date” and “Invalid date”. Design the test cases using decision table based testing.

Edusources.in

# Software Testing

---

## Solution

The input domain can be divided into following classes:

$I_1 = \{M_1: \text{month has 30 days}\}$

$I_2 = \{M_2: \text{month has 31 days except March, August and January}\}$

$I_3 = \{M_3: \text{month is March}\}$

$I_4 = \{M_4: \text{month is August}\}$

$I_5 = \{M_5: \text{month is January}\}$

$I_6 = \{M_6: \text{month is February}\}$

$I_7 = \{D_1: \text{day} = 1\}$

$I_8 = \{D_2: 2 \leq \text{day} \leq 28\}$

$I_9 = \{D_3: \text{day} = 29\}$

$I_{10} = \{D_4: \text{day} = 30\}$

$I_{11} = \{D_5: \text{day} = 31\}$

$I_{12} = \{Y_1: \text{year is a leap year}\}$

$I_{13} = \{Y_2: \text{year is a common year}\}$

# Software Testing

The decision table is given below:

Sr.No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>C<sub>1</sub>: Months in</b>	M <sub>1</sub>	M <sub>1</sub>	M <sub>1</sub>	M <sub>1</sub>	M <sub>1</sub>	M <sub>1</sub>	M <sub>1</sub>	M <sub>1</sub>	M <sub>1</sub>	M <sub>1</sub>	M <sub>2</sub>	M <sub>2</sub>	M <sub>2</sub>	M <sub>2</sub>	M <sub>2</sub>
<b>C<sub>2</sub>: days in</b>	D <sub>1</sub>	D <sub>1</sub>	D <sub>2</sub>	D <sub>2</sub>	D <sub>3</sub>	D <sub>3</sub>	D <sub>4</sub>	D <sub>4</sub>	D <sub>5</sub>	D <sub>5</sub>	D <sub>1</sub>	D <sub>1</sub>	D <sub>2</sub>	D <sub>2</sub>	D <sub>3</sub>
<b>C<sub>3</sub>: year in</b>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>
<b>a<sub>1</sub>: Impossible</b>									X	X					
<b>a<sub>2</sub>: Decrement day</b>			X	X	X	X	X	X					X	X	X
<b>a<sub>3</sub>: Reset day to 31</b>	X	X													
<b>a<sub>4</sub>: Reset day to 30</b>											X	X			
<b>a<sub>5</sub>: Reset day to 29</b>															
<b>a<sub>6</sub>: Reset day to 28</b>															
<b>a<sub>7</sub>: decrement month</b>	X	X									X	X			
<b>a<sub>8</sub>: Reset month to December</b>															
<b>a<sub>9</sub>: Decrement year</b>															

# Software Testing

Sr.No.	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
<b>C<sub>1</sub>: Months in</b>	M <sub>2</sub>	M <sub>2</sub>	M <sub>2</sub>	M <sub>2</sub>	M <sub>2</sub>	M <sub>3</sub>	M <sub>3</sub>	M <sub>3</sub>	M <sub>3</sub>	M <sub>3</sub>	M <sub>3</sub>	M <sub>3</sub>	M <sub>3</sub>	M <sub>3</sub>	M <sub>3</sub>
<b>C<sub>2</sub>: days in</b>	D <sub>3</sub>	D <sub>4</sub>	D <sub>4</sub>	D <sub>5</sub>	D <sub>5</sub>	D <sub>1</sub>	D <sub>1</sub>	D <sub>2</sub>	D <sub>2</sub>	D <sub>3</sub>	D <sub>3</sub>	D <sub>4</sub>	D <sub>4</sub>	D <sub>5</sub>	D <sub>5</sub>
<b>C<sub>3</sub>: year in</b>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>
<b>a<sub>1</sub>: Impossible</b>															
<b>a<sub>2</sub>: Decrement day</b>	X	X	X	X	X			X	X	X	X	X	X	X	X
<b>a<sub>3</sub>: Reset day to 31</b>															
<b>a<sub>4</sub>: Reset day to 30</b>															
<b>a<sub>5</sub>: Reset day to 29</b>						X									
<b>a<sub>6</sub>: Reset day to 28</b>							X								
<b>a<sub>7</sub>: decrement month</b>						X	X								
<b>a<sub>8</sub>: Reset month to December</b>															
<b>a<sub>9</sub>: Decrement year</b>															

# Software Testing

Sr.No.	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
<b>C<sub>1</sub>: Months in</b>	M <sub>4</sub>	M <sub>4</sub>	M <sub>4</sub>	M <sub>4</sub>	M <sub>4</sub>	M <sub>4</sub>	M <sub>4</sub>	M <sub>4</sub>	M <sub>4</sub>	M <sub>4</sub>	M <sub>5</sub>	M <sub>5</sub>	M <sub>5</sub>	M <sub>5</sub>	M <sub>5</sub>
<b>C<sub>2</sub>: days in</b>	D <sub>1</sub>	D <sub>1</sub>	D <sub>2</sub>	D <sub>2</sub>	D <sub>3</sub>	D <sub>3</sub>	D <sub>4</sub>	D <sub>4</sub>	D <sub>5</sub>	D <sub>5</sub>	D <sub>1</sub>	D <sub>1</sub>	D <sub>2</sub>	D <sub>2</sub>	D <sub>3</sub>
<b>C<sub>3</sub>: year in</b>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>
<b>a<sub>1</sub>: Impossible</b>															
<b>a<sub>2</sub>: Decrement day</b>			X	X	X	X	X	X	X	X			X	X	X
<b>a<sub>3</sub>: Reset day to 31</b>	X	X									X	X			
<b>a<sub>4</sub>: Reset day to 30</b>															
<b>a<sub>5</sub>: Reset day to 29</b>															
<b>a<sub>6</sub>: Reset day to 28</b>															
<b>a<sub>7</sub>: decrement month</b>	X	X													
<b>a<sub>8</sub>: Reset month to December</b>											X	X			
<b>a<sub>9</sub>: Decrement year</b>											X	X			

# Software Testing

Sr.No.	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
C <sub>1</sub> : Months in	M <sub>5</sub>	M <sub>5</sub>	M <sub>5</sub>	M <sub>5</sub>	M <sub>5</sub>	M <sub>6</sub>	M <sub>6</sub>	M <sub>6</sub>	M <sub>6</sub>	M <sub>6</sub>	M <sub>6</sub>	M <sub>6</sub>	M <sub>6</sub>	M <sub>6</sub>	M <sub>6</sub>
C <sub>2</sub> : days in	D <sub>3</sub>	D <sub>4</sub>	D <sub>4</sub>	D <sub>5</sub>	D <sub>5</sub>	D <sub>1</sub>	D <sub>1</sub>	D <sub>2</sub>	D <sub>2</sub>	D <sub>3</sub>	D <sub>3</sub>	D <sub>4</sub>	D <sub>4</sub>	D <sub>5</sub>	D <sub>5</sub>
C <sub>3</sub> : year in	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>1</sub>	Y <sub>2</sub>
a <sub>1</sub> : Impossible											X	X	X	X	X
a <sub>2</sub> : Decrement day	X	X	X	X	X			X	X	X					
a <sub>3</sub> : Reset day to 31						X	X								
a <sub>4</sub> : Reset day to 30															
a <sub>5</sub> : Reset day to 29															
a <sub>6</sub> : Reset day to 28															
a <sub>7</sub> : decrement month						X	X								
a <sub>8</sub> : Reset month to December															
a <sub>9</sub> : Decrement year															

# Software Testing

---

Test case	Month	Day	Year	Expected output
1	June	1	1964	31 May, 1964
2	June	1	1962	31 May, 1962
3	June	15	1964	14 June, 1964
4	June	15	1962	14 June, 1962
5	June	29	1964	28 June, 1964
6	June	29	1962	28 June, 1962
7	June	30	1964	29 June, 1964
8	June	30	1962	29 June, 1962
9	June	31	1964	Impossible
10	June	31	1962	Impossible
11	May	1	1964	30 April, 1964
12	May	1	1962	30 April, 1962
13	May	15	1964	14 May, 1964
14	May	15	1962	14 May, 1962
15	May	29	1964	28 May, 1964



# Software Testing

---

Test case	Month	Day	Year	Expected output
16	May	29	1962	28 May, 1962
17	May	30	1964	29 May, 1964
18	May	30	1962	29 May, 1962
19	May	31	1964	30 May, 1964
20	May	31	1962	30 May, 1962
21	March	1	1964	29 February, 1964
22	March	1	1962	28 February, 1962
23	March	15	1964	14 March, 1964
24	March	15	1962	14 March, 1962
25	March	29	1964	28 March, 1964
26	March	29	1962	28 March, 1962
27	March	30	1964	29 March, 1964
28	March	30	1962	29 March, 1962
29	March	31	1964	30 March, 1964
30	March	31	1962	30 March, 1962

# Software Testing

Test case	Month	Day	Year	Expected output
31	August	1	1964	31 July, 1962
32	August	1	1962	31 July, 1964
33	August	15	1964	14 August, 1964
34	August	15	1962	14 August, 1962
35	August	29	1964	28 August, 1964
36	August	29	1962	28 August, 1962
37	August	30	1964	29 August, 1964
38	August	30	1962	29 August, 1962
39	August	31	1964	30 August, 1964
40	August	31	1962	30 August, 1962
41	January	1	1964	31 December, 1964
42	January	1	1962	31 December, 1962
43	January	15	1964	14 January, 1964
44	January	15	1962	14 January, 1962
45	January	29	1964	28 January, 1964

# Software Testing

Test case	Month	Day	Year	Expected output
46	January	29	1962	28 January, 1962
47	January	30	1964	29 January, 1964
48	January	30	1962	29 January, 1962
49	January	31	1964	30 January, 1964
50	January	31	1962	30 January, 1962
51	February	1	1964	31 January, 1964
52	February	1	1962	31 January, 1962
53	February	15	1964	14 February, 1964
54	February	15	1962	14 February, 1962
55	February	29	1964	28 February, 1964
56	February	29	1962	Impossible
57	February	30	1964	Impossible
58	February	30	1962	Impossible
59	February	31	1964	Impossible
60	February	31	1962	Impossible

# Software Testing

---

## Cause Effect Graphing Technique

- Consider single input conditions
- do not explore combinations of input circumstances

## Steps

1. Causes & effects in the specifications are identified.

A cause is a distinct input condition or an equivalence class of input conditions.

An effect is an output condition or a system transformation.

2. The semantic content of the specification is analysed and transformed into a boolean graph linking the causes & effects.

3. Constraints are imposed

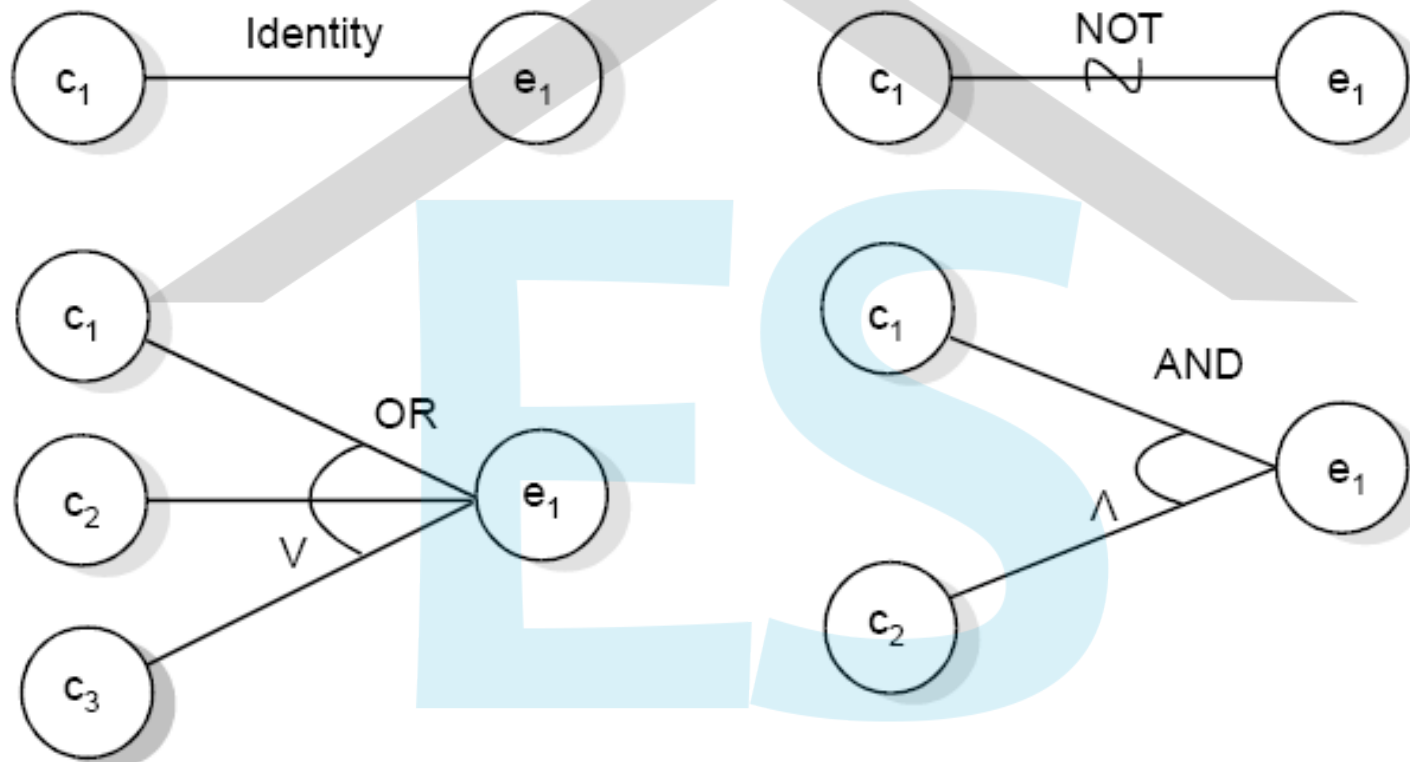
4. graph – limited entry decision table

Each column in the table represent a test case.

5. The columns in the decision table are converted into test cases.

# Software Testing

The basic notation for the graph is shown in fig. 8



**Fig.8. 8 : Basic cause effect graph symbols**

# Software Testing

---

Myers explained this effectively with following example. “The characters in column 1 must be an A or B. The character in column 2 must be a digit. In this situation, the file update is made. If the character in column 1 is incorrect, message x is issued. If the character in column 2 is not a digit, message y is issued”.

## The causes are

$c_1$ : character in column 1 is A

$c_2$ : character in column 1 is B

$c_3$ : character in column 2 is a digit

## and the effects are

$e_1$ : update made

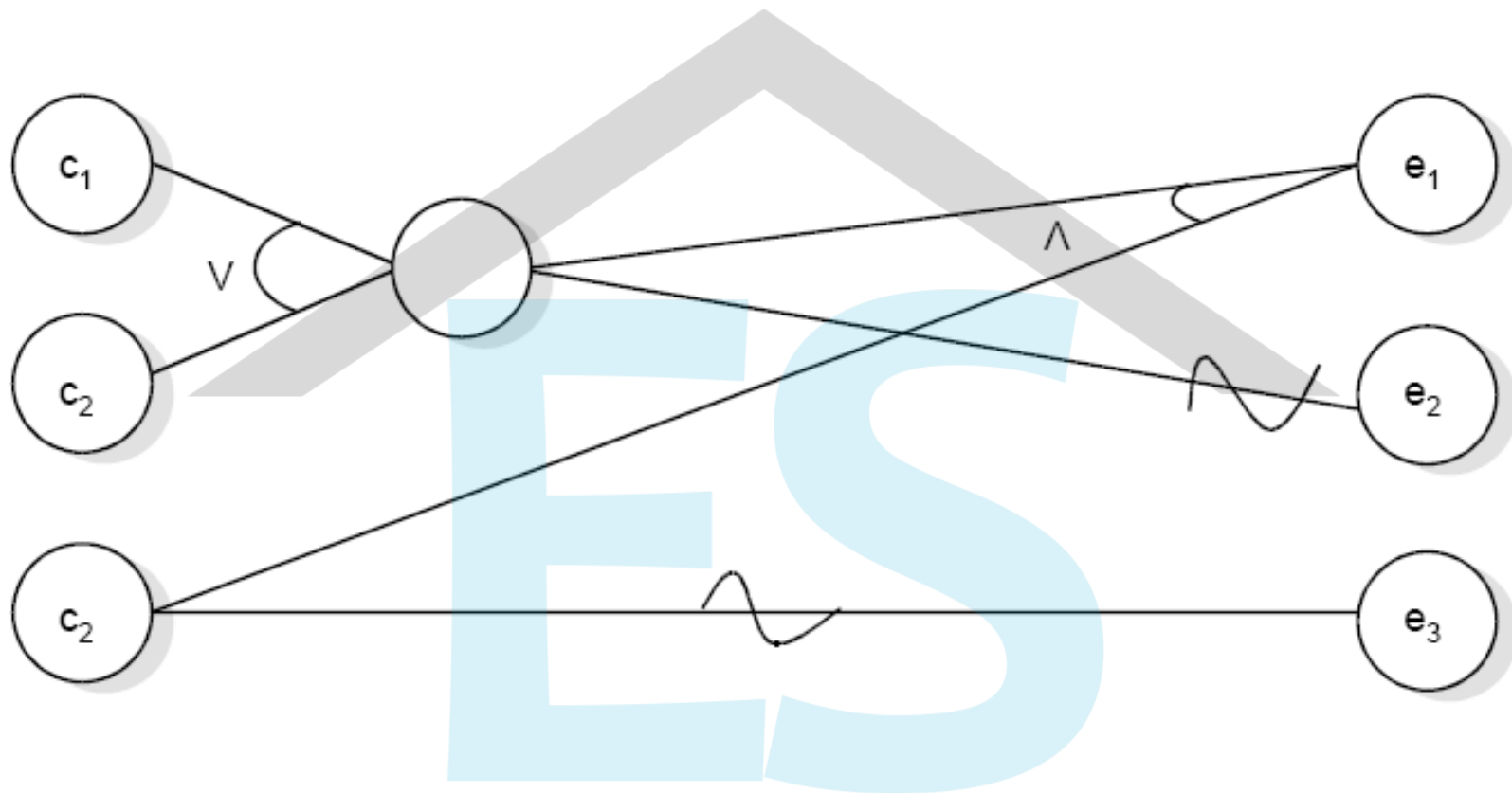
$e_2$ : message x is issued

$e_3$ : message y is issued

Edusources.in

# Software Testing

---



**Fig. 9: Sample cause effect graph**

Edusources.in

# Software Testing

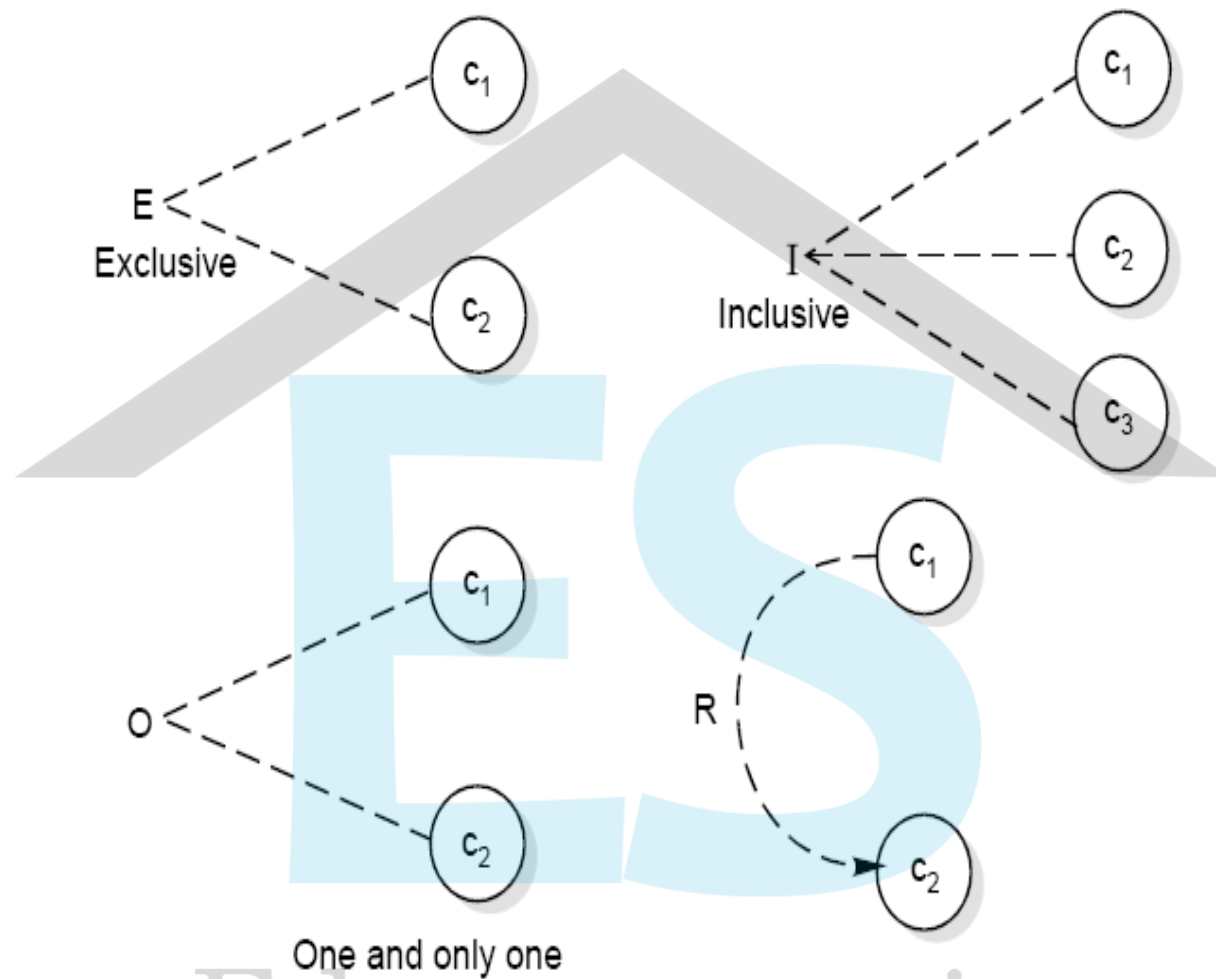
---

The **E** constraint states that it must always be true that at most one of  $c_1$  or  $c_2$  can be 1 ( $c_1$  or  $c_2$  cannot be 1 simultaneously). The **I** constraint states that at least one of  $c_1$ ,  $c_2$  and  $c_3$  must always be 1 ( $c_1$ ,  $c_2$  and  $c_3$  cannot be 0 simultaneously). The **O** constraint states that one, and only one, of  $c_1$  and  $c_2$  must be 1. The constraint **R** states that, for  $c_1$  to be 1,  $c_2$  must be 1 (i.e. it is impossible for  $c_1$  to be 1 and  $c_2$  to be 0),

Edusources.in



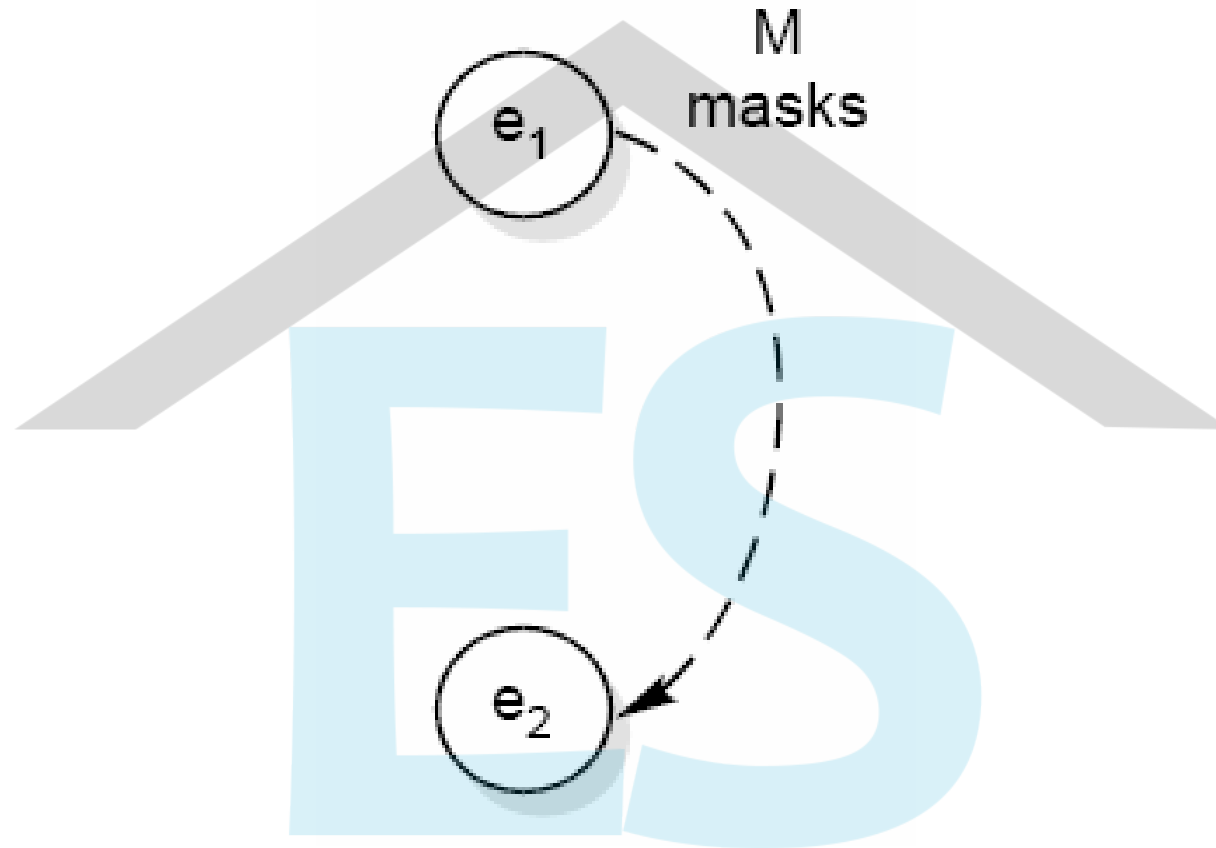
# Software Testing



**Fig. 10: Constraint symbols**

# Software Testing

---



**Fig. 11:** Symbol for masks constraint

\_\_\_\_\_



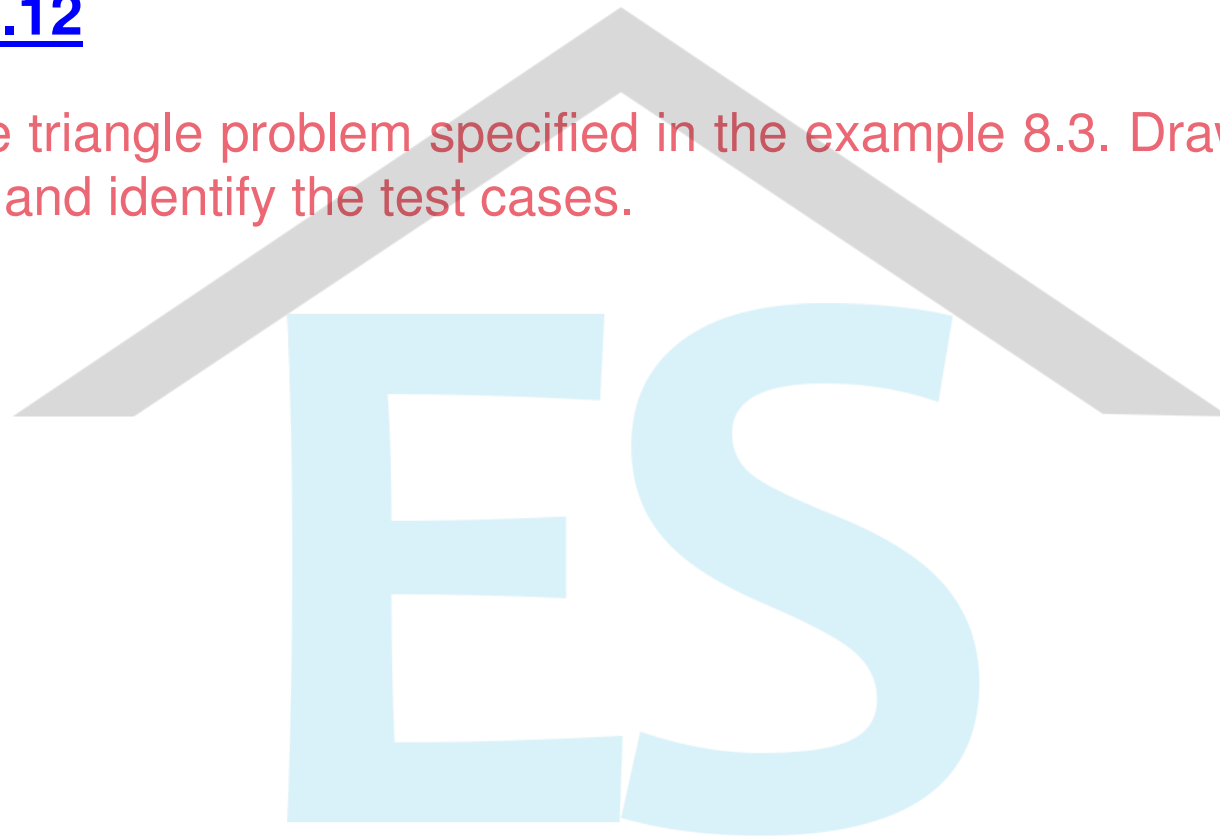
## Sample cause effect graph with exclusive c

# *Software Testing*

---

## **Example 8.12**

Consider the triangle problem specified in the example 8.3. Draw the Cause effect graph and identify the test cases.



Edusources.in

# Software Testing

---

## Solution

The causes are

$c_1$ : side  $x$  is less than sum of sides  $y$  and  $z$

$c_2$ : side  $y$  is less than sum of sides  $x$  and  $z$

$c_3$ : side  $z$  is less than sum of sides  $x$  and  $y$

$c_4$ : side  $x$  is equal to side  $y$

$c_5$ : side  $x$  is equal to side  $z$

$c_6$ : side  $y$  is equal to side  $z$

and effects are

$e_1$ : Not a triangle

$e_2$ : Scalene triangle

$e_3$ : Isosceles triangle

$e_4$ : Equilateral triangle

$e_5$ : Impossible stage

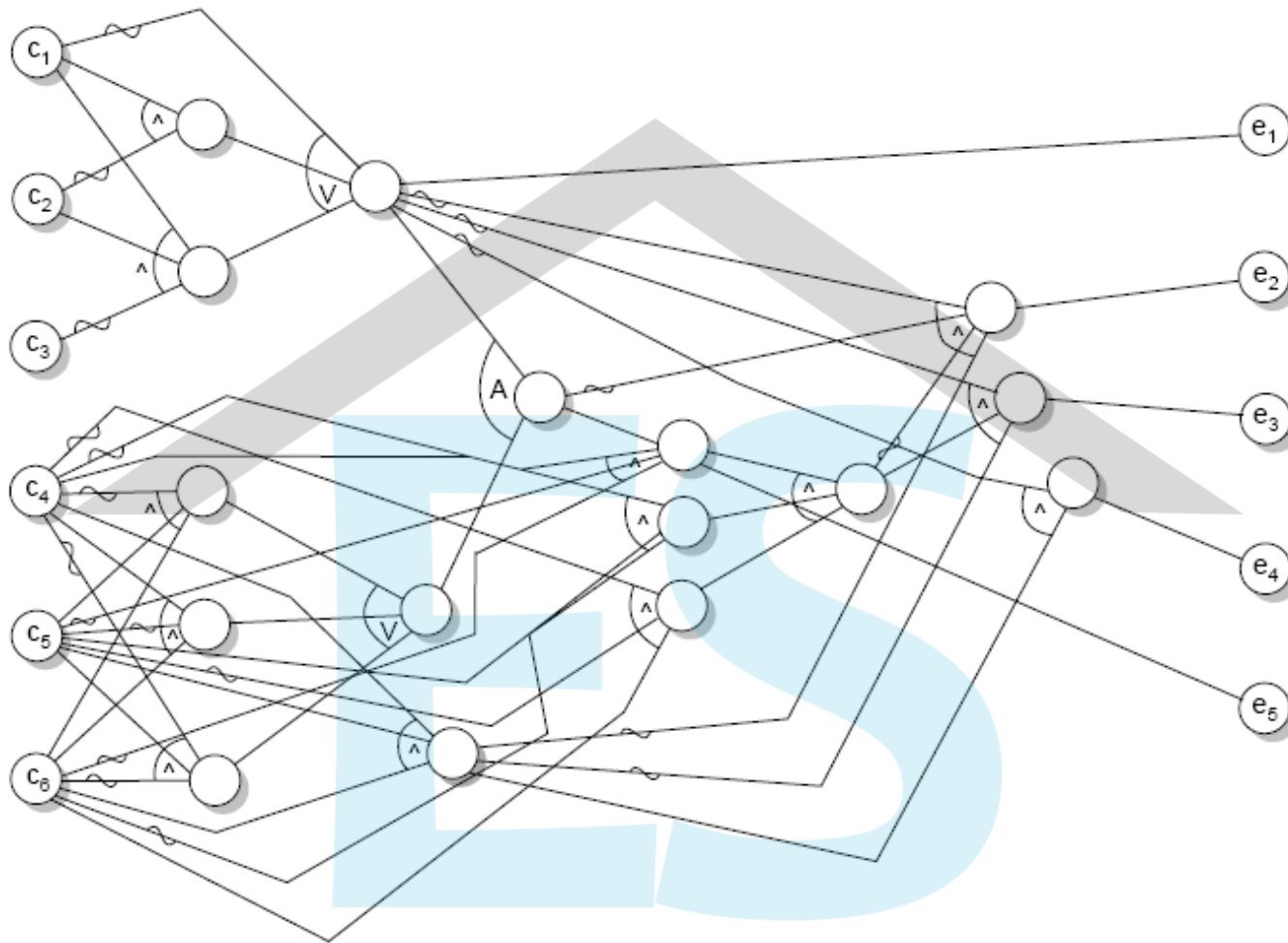
# Software Testing

The cause effect graph is shown in fig. 13 and decision table is shown in table 6. The test cases for this problem are available in Table 5.

<b>Conditions</b> <b>C<sub>1</sub>: <math>x &lt; y + z</math> ?</b>	0	1	1	1	1	1	1	1	1	1	1
<b>C<sub>2</sub>: <math>y &lt; x + z</math> ?</b>	X	0	1	1	1	1	1	1	1	1	1
<b>C<sub>3</sub>: <math>z &lt; x + y</math> ?</b>	X	X	0	1	1	1	1	1	1	1	1
<b>C<sub>4</sub>: <math>x = y</math> ?</b>	X	X	X	1	1	1	1	0	0	0	0
<b>C<sub>5</sub>: <math>x = z</math> ?</b>	X	X	X	1	1	0	0	1	1	0	0
<b>C<sub>6</sub>: <math>y = z</math> ?</b>	X	X	X	1	0	1	0	1	0	1	0
<b>e<sub>1</sub>: Not a triangle</b>	1	1	1								
<b>e<sub>2</sub>: Scalene</b>											1
<b>e<sub>3</sub>: Isosceles</b>							1		1	1	
<b>e<sub>4</sub>: Equilateral</b>				1							
<b>e<sub>5</sub>: Impossible</b>					1	1		1			

**Table 6: Decision table**

# Software Testing



**Fig. 13: Cause effect graph of triangle problem**

# *Software Testing*

---

## **Structural Testing**

A complementary approach to functional testing is called structural / white box testing. It permits us to examine the internal structure of the program.

## **Path Testing**

Path testing is the name given to a group of test techniques based on judiciously selecting a set of test paths through the program. If the set of paths is properly chosen, then it means that we have achieved some measure of test thoroughness.

**This type of testing involves:**

1. generating a set of paths that will cover every branch in the program.
2. finding a set of test cases that will execute every path in the set of program paths.

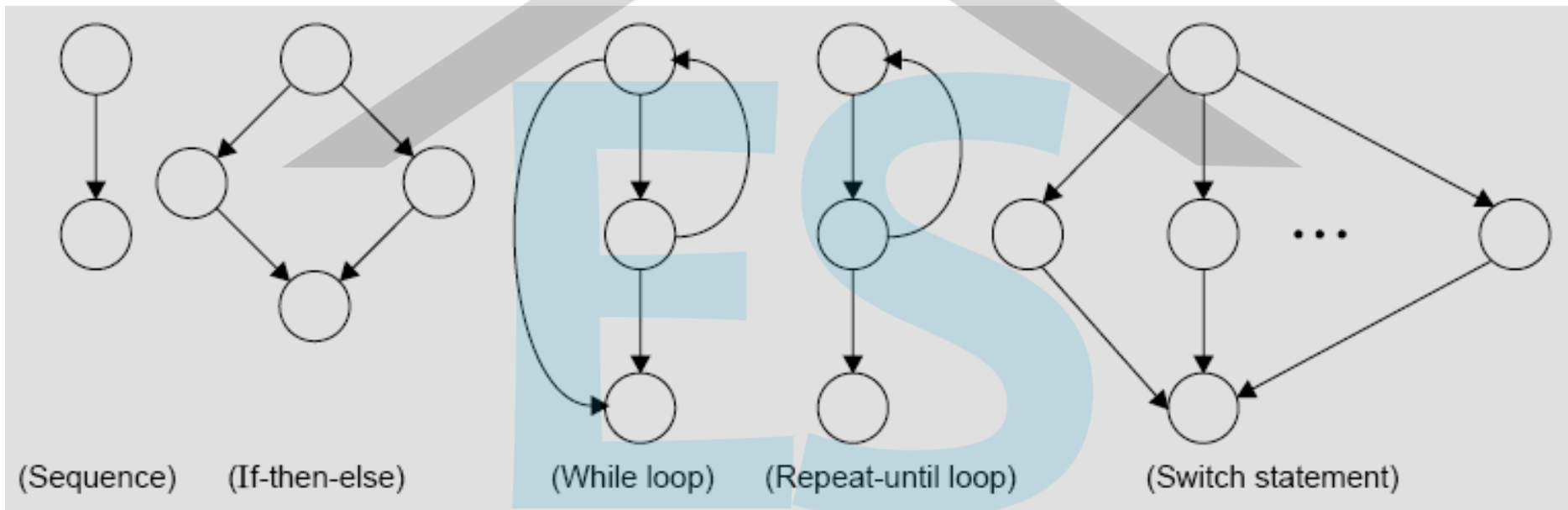
Edusources.in



# Software Testing

## Flow Graph

The control flow of a program can be analysed using a graphical representation known as flow graph. The flow graph is a directed graph in which nodes are either entire statements or fragments of a statement, and edges represent flow of control.



**Fig. 14: The basic construct of the flow graph**

# Software Testing

---

/\* Program to generate the previous date given a date, assumes data given as dd mm yyyy separated by space and performs error checks on the validity of the current date entered. \*/

```
#include <stdio.h>
#include <conio.h>

1  int main()
2  {
3      int day, month, year, validDate = 0;
   /*Date Entry*/
4      printf("Enter the day value: ");
5      scanf("%d", &day);
6      printf("Enter the month value: ");
7      scanf("%d", &month);
8      printf("Enter the year value: ");
9      scanf("%d", &year);
   /*Check Date Validity */
10     if (year >= 1900 && year <= 2025) {
11         if (month == 1 || month == 3 || month == 5 || month == 7 ||
            month == 8 || month == 10 || month == 12) {
```

(Contd.)...

# Software Testing

---

```
12         if (day >= 1 && day <= 31) {
13             validDate = 1;
14         }
15         else {
16             validDate = 0;
17         }
18     }
19     else if (month == 2) {
20         int rVal=0;
21         if (year%4 == 0) {
22             rVal=1;
23             if ((year%100)==0 && (year % 400) !=0) {
24                 rVal=0;
25             }
26         }
27         if (rVal ==1 && (day >=1 && day <=29) ) {
28             validDate = 1;
29         }
30         else if (day >=1 && day <= 28 ) {
31             validDate = 1;
32         }
```

(Contd.)...

# Software Testing

---

```
33     else {
34         validDate = 0;
35     }
36 }
37 else if ((month >= 1 && month <= 12) && (day >= 1 && day <= 30)) {
38     validDate = 1;
39 }
40 else {
41     validDate = 0;
42 }
43 }
/*Prev Date Calculation*/
44 if (validDate) {
45     if (day == 1) {
46         if (month == 1) {
47             year--;
48             day=31;
49             month=12;
50         }
51         else if (month == 3) {
52             int rVal=0;
```

(Contd.)...

# Software Testing

---

```
53         if (year%4 == 0) {
54             rVal=1;
55             if ((year%100)==0 && (year % 400) !=0) {
56                 rVal=0;
57             }
58         }
59         if (rVal ==1) {
60             day=29;
61             month--;
62         }
63         else {
64             day=28;
65             month--;
66         }
67     }
68     else if (month == 2 || month == 4 || month == 6 || month == 9 ||
69             month == 11) {
70         day = 31;
71         month--;
```

(Contd.)...

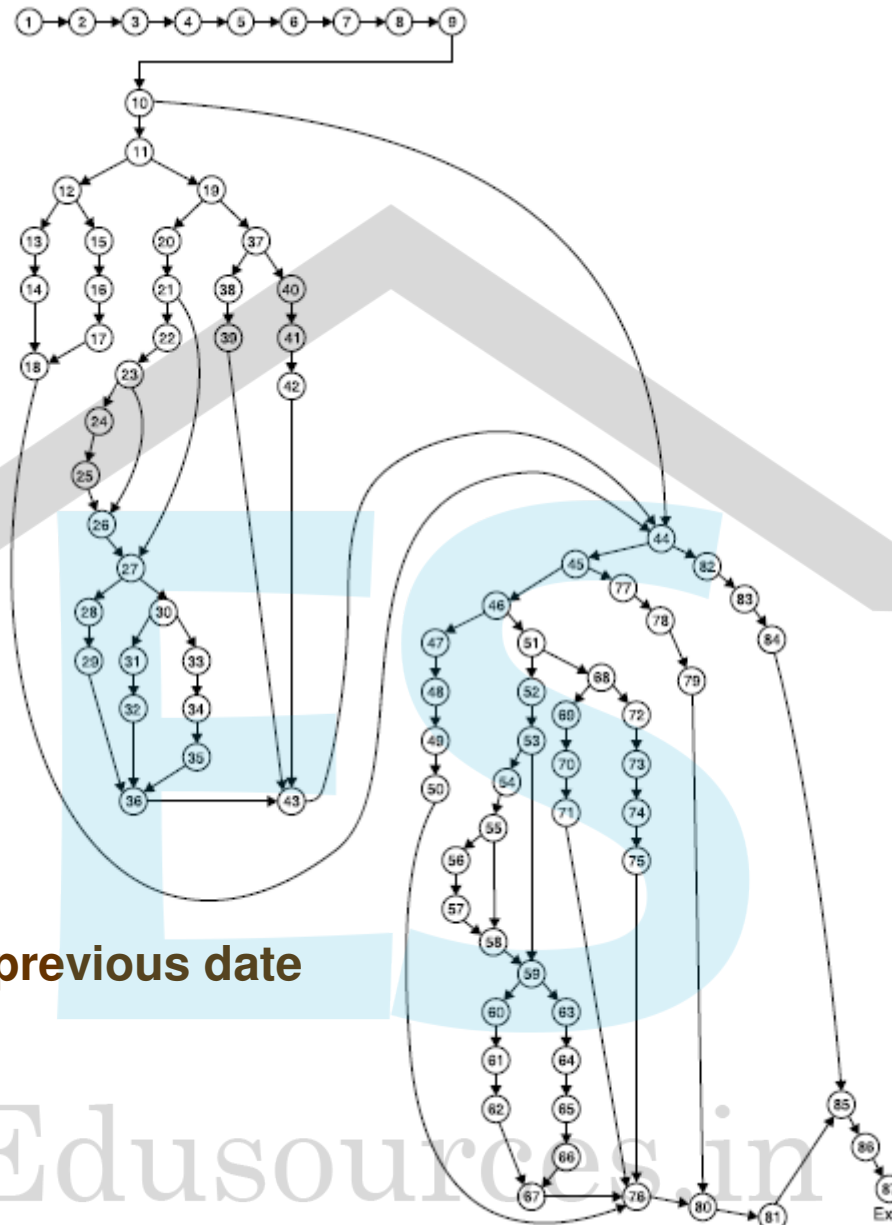
# Software Testing

---

```
71     }
72     else {
73         day=30;
74         month--;
75     }
76 }
77 else {
78     day--;
79 }
80 printf("The next date is: %d-%d-%d",day,month,year);
81 }
82 else {
83     printf("The entered date ( %d-%d-%d ) is invalid",day,month, year);
84 }
85 getche ();
86 return 1;
87 }
```

**Fig. 15: Program for previous date problem**

# Software Testing



**Fig. 16: Flow graph of previous date problem**

# Software Testing

## DD Path Graph

**Table 7: Mapping of flow graph nodes and DD path nodes**

Flow graph nodes	DD Path graph corresponding node	Remarks
1 to 9	$n_1$	There is a sequential flow from node 1 to 9
10	$n_2$	Decision node, if true go to 13 else go to 44
11	$n_3$	Decision node, if true go to 12 else go to 19
12	$n_4$	Decision node, if true go to 13 else go to 15
13,14	$n_5$	Sequential nodes and are combined to form new node $n_5$
15,16,17	$n_6$	Sequential nodes
18	$n_7$	Edges from node 14 to 17 are terminated here
19	$n_8$	Decision node, if true go to 20 else go to 37
20	$n_9$	Intermediate node with one input edge and one output edge
21	$n_{10}$	Decision node, if true go to 22 else go to 27
22	$n_{11}$	Intermediate node
23	$n_{12}$	Decision node, if true go to 24 else go to 26



# Software Testing

Flow graph nodes	DD Path graph corresponding node	Remarks
24,25	$n_{13}$	Sequential nodes
26	$n_{14}$	Two edges from node 25 & 23 are terminated here
27	$n_{15}$	Two edges from node 26 & 21 are terminated here. Also a decision node
28,29	$n_{16}$	Sequential nodes
30	$n_{17}$	Decision node, if true go to 31 else go to 33
31,32	$n_{18}$	Sequential nodes
33,34,35	$n_{19}$	Sequential nodes
36	$n_{20}$	Three edge from node 29,32 and 35 are terminated here
37	$n_{21}$	Decision node, if true go to 38 else go to 40
38,39	$n_{22}$	Sequential nodes
40,41,42	$n_{23}$	Sequential nodes
43	$n_{24}$	Three edge from node 36,39 and 42 are terminated here

Edusources.in

Cont....

# Software Testing

Flow graph nodes	DD Path graph corresponding node	Remarks
44	$n_{25}$	Decision node, if true go to 45 else go to 82. Three edges from 18,43 & 10 are also terminated here.
45	$n_{26}$	Decision node, if true go to 46 else go to 77
46	$n_{27}$	Decision node, if true go to 47 else go to 51
47,48,49,50	$n_{28}$	Sequential nodes
51	$n_{29}$	Decision node, if true go to 52 else go to 68
52	$n_{30}$	Intermediate node with one input edge & one output edge
53	$n_{31}$	Decision node, if true go to 54 else go to 59
54	$n_{32}$	Intermediate node
55	$n_{33}$	Decision node, if true go to 56 else go to 58
56,57	$n_{34}$	Sequential nodes
58	$n_{35}$	Two edge from node 57 and 55 are terminated here
59	$n_{36}$	Decision node, if true go to 60 else go to 63. Two edge from nodes 58 and 53 are terminated.

Edusources.in

Cont....

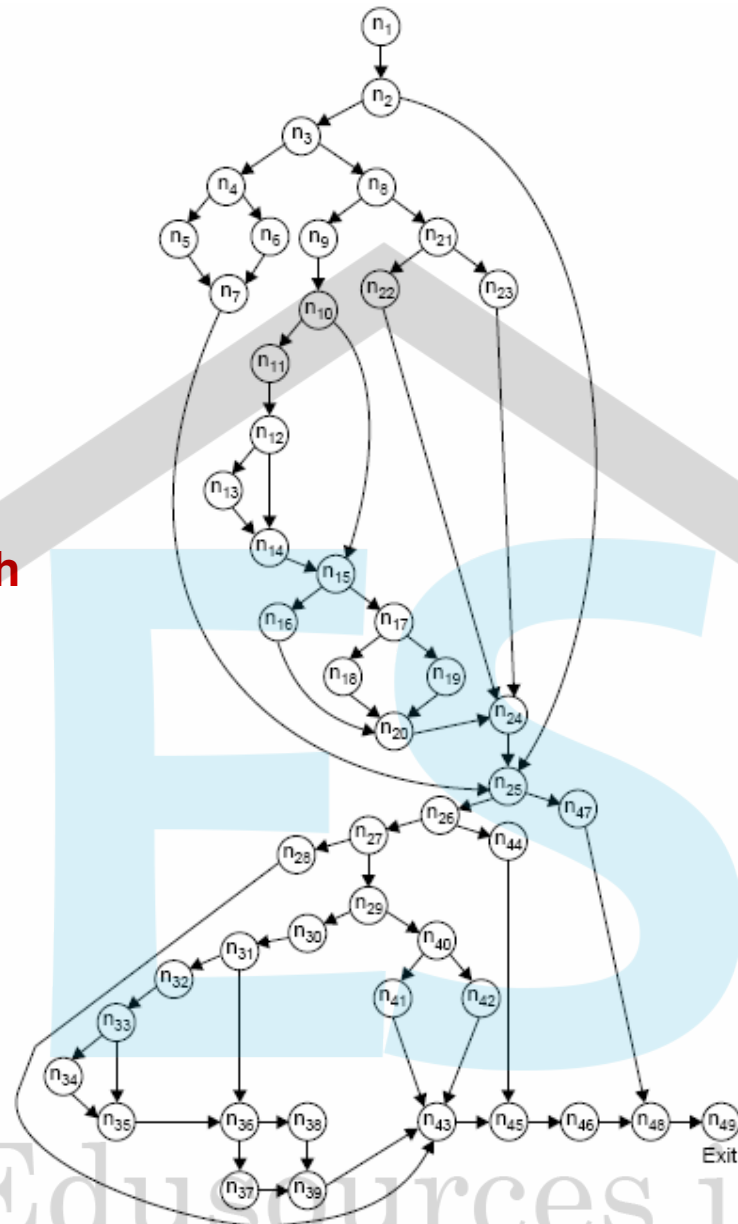
# Software Testing

Flow graph nodes	DD Path graph corresponding node	Remarks
60,61,62	$n_{37}$	Sequential nodes
63,64,65,66	$n_{38}$	Sequential nodes
67	$n_{39}$	Two edge from node 62 and 66 are terminated here
68	$n_{40}$	Decision node, if true go to 69 else go to 72
69,70,71	$n_{41}$	Sequential nodes
72,73,74,75	$n_{42}$	Sequential nodes
76	$n_{43}$	Four edges from nodes 50, 67, 71 and 75 are terminated here.
77,78,79	$n_{44}$	Sequential nodes
80	$n_{45}$	Two edges from nodes 76 & 79 are terminated here
81	$n_{46}$	Intermediate node
82,83,84	$n_{47}$	Sequential nodes
85	$n_{48}$	Two edges from nodes 81 and 84 are terminated here
86,87	$n_{49}$	Sequential nodes with exit node

Edusources.in

# Software Testing

**Fig. 17: DD path graph of previous date problem**



# Software Testing

	<i>Independent paths of previous date problem</i>
1	$n_1, n_2, n_{25}, n_{47}, n_{48}, n_{49}$
2	$n_1, n_2, n_3, n_4, n_5, n_7, n_{25}, n_{47}, n_{48}, n_{49}$
3	$n_1, n_2, n_3, n_4, n_6, n_7, n_{25}, n_{47}, n_{48}, n_{49}$
4	$n_1, n_2, n_3, n_8, n_{21}, n_{22}, n_{24}, n_{25}, n_{47}, n_{48}, n_{49}$
5	$n_1, n_2, n_3, n_8, n_{21}, n_{23}, n_{24}, n_{25}, n_{47}, n_{48}, n_{49}$
6	$n_1, n_2, n_3, n_8, n_9, n_{10}, n_{15}, n_{17}, n_{19}, n_{20}, n_{24}, n_{25}, n_{47}, n_{48}, n_{49}$
7	$n_1, n_2, n_3, n_8, n_9, n_{10}, n_{15}, n_{17}, n_{18}, n_{20}, n_{24}, n_{25}, n_{47}, n_{48}, n_{49}$
8	$n_1, n_2, n_3, n_8, n_9, n_{10}, n_{11}, n_{12}, n_{13}, n_{14}, n_{15}, n_{17}, n_{18}, n_{20}, n_{24}, n_{25}, n_{47}, n_{48}, n_{49}$
9	$n_1, n_2, n_3, n_8, n_9, n_{10}, n_{11}, n_{12}, n_{14}, n_{15}, n_{17}, n_{18}, n_{20}, n_{24}, n_{25}, n_{47}, n_{48}, n_{49}$
10	$n_1, n_2, n_3, n_8, n_9, n_{10}, n_{15}, n_{16}, n_{20}, n_{24}, n_{25}, n_{47}, n_{48}, n_{49}$
11	$n_1, n_2, n_3, n_8, n_9, n_{10}, n_{15}, n_{16}, n_{20}, n_{24}, n_{25}, n_{26}, n_{44}, n_{45}, n_{46}, n_{48}, n_{49}$
12	$n_1, n_2, n_3, n_8, n_9, n_{11}, n_{12}, n_{14}, n_{15}, n_{16}, n_{20}, n_{24}, n_{25}, n_{26}, n_{27}, n_{28}, n_{43}, n_{45}, n_{46}, n_{48}, n_{49}$
13	$n_1, n_2, n_3, n_8, n_9, n_{10}, n_{11}, n_{12}, n_{14}, n_{15}, n_{16}, n_{20}, n_{24}, n_{25}, n_{26}, n_{27}, n_{29}, n_{40}, n_{41}, n_{43}, n_{45}, n_{46}, n_{48}, n_{49}$
14	$n_1, n_2, n_3, n_8, n_9, n_{10}, n_{11}, n_{12}, n_{14}, n_{15}, n_{16}, n_{20}, n_{24}, n_{25}, n_{26}, n_{27}, n_{29}, n_{40}, n_{42}, n_{43}, n_{45}, n_{46}, n_{48}, n_{49}$
15	$n_1, n_2, n_3, n_8, n_{21}, n_{22}, n_{24}, n_{25}, n_{26}, n_{27}, n_{29}, n_{30}, n_{31}, n_{36}, n_{38}, n_{39}, n_{43}, n_{45}, n_{46}, n_{48}, n_{49}$
16	$n_1, n_2, n_3, n_8, n_{21}, n_{22}, n_{24}, n_{25}, n_{26}, n_{27}, n_{29}, n_{30}, n_{31}, n_{36}, n_{37}, n_{39}, n_{43}, n_{45}, n_{46}, n_{48}, n_{49}$
17	$n_1, n_2, n_3, n_8, n_{21}, n_{22}, n_{24}, n_{25}, n_{26}, n_{27}, n_{29}, n_{30}, n_{31}, n_{32}, n_{33}, n_{34}, n_{35}, n_{36}, n_{37}, n_{39}, n_{43}, n_{45}, n_{46}, n_{48}, n_{49}$
18	$n_1, n_2, n_3, n_8, n_{21}, n_{22}, n_{24}, n_{25}, n_{26}, n_{27}, n_{29}, n_{30}, n_{31}, n_{32}, n_{33}, n_{35}, n_{36}, n_{37}, n_{39}, n_{43}, n_{45}, n_{46}, n_{48}, n_{49}$

**Fig. 18: Independent paths of previous date problem**

# Software Testing

---

## Example 8.13

Consider the problem for the determination of the nature of roots of a quadratic equation. Its input a triple of positive integers (say  $a, b, c$ ) and value may be from interval  $[0, 100]$ .

The program is given in fig. 19. The output may have one of the following words:

[Not a quadratic equation; real roots; Imaginary roots; Equal roots]

Draw the flow graph and DD path graph. Also find independent paths from the DD Path graph.

Edusources.in

# Software Testing

```
#include <conio.h>
#include <math.h>
1   int main()
2   {
3       int a,b,c,validInput=0,d;
4       double D;
5       printf("Enter the 'a' value: ");
6       scanf("%d",&a);
7       printf("Enter the 'b' value: ");
8       scanf("%d",&b);
9       printf("Enter the 'c' value: ");
10      scanf("%d",&c);
11      if ((a >= 0) && (a <= 100) && (b >= 0) && (b <= 100) && (c >= 0)
        && (c <= 100)) {
12          validInput = 1;
13          if (a == 0) {
14              validInput = -1;
15          }
16      }
17      if (validInput==1) {
18          d = b*b - 4*a*c;
19          if (d == 0) {
20              printf("The roots are equal and are r1 = r2 = %f\n",
                  -b/(2*(float) a));
```

# Software Testing

```
21     }
22     else if ( d > 0 ) {
23         D=sqrt(d);
24         printf("The roots are real and are r1 = %f and r2 = %f\n",
                (-b-D)/(2* a), (-b+D)/(2* a));
25     }
26     else {
27         D=sqrt(-d)/(2*a);
28         printf("The roots are imaginary and are r1 = (%f,%f) and
                r2 = (%f,%f)\n", -b/(2.0*a),D,-b/(2.0*a),-D);
29     }
30 }
31 else if (validInput == -1) {
32     printf("The vlaues do not constitute a Quadratic equation.");
33 }
34 else {
35     printf("The inputs belong to invalid range.");
36 }
37 getch();
38 return 1;
39 }
```

**Fig. 19: Code of quadratic equation problem**



# Software Testing

## Solution

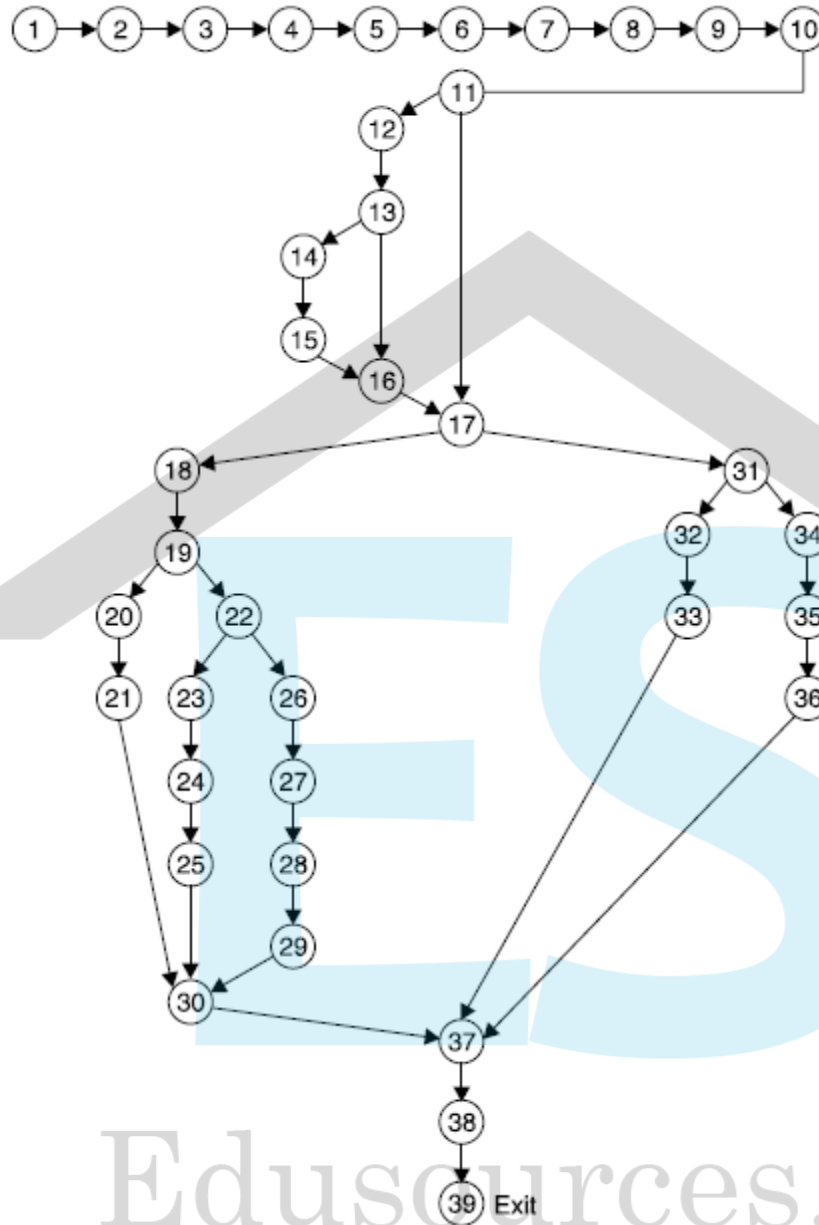
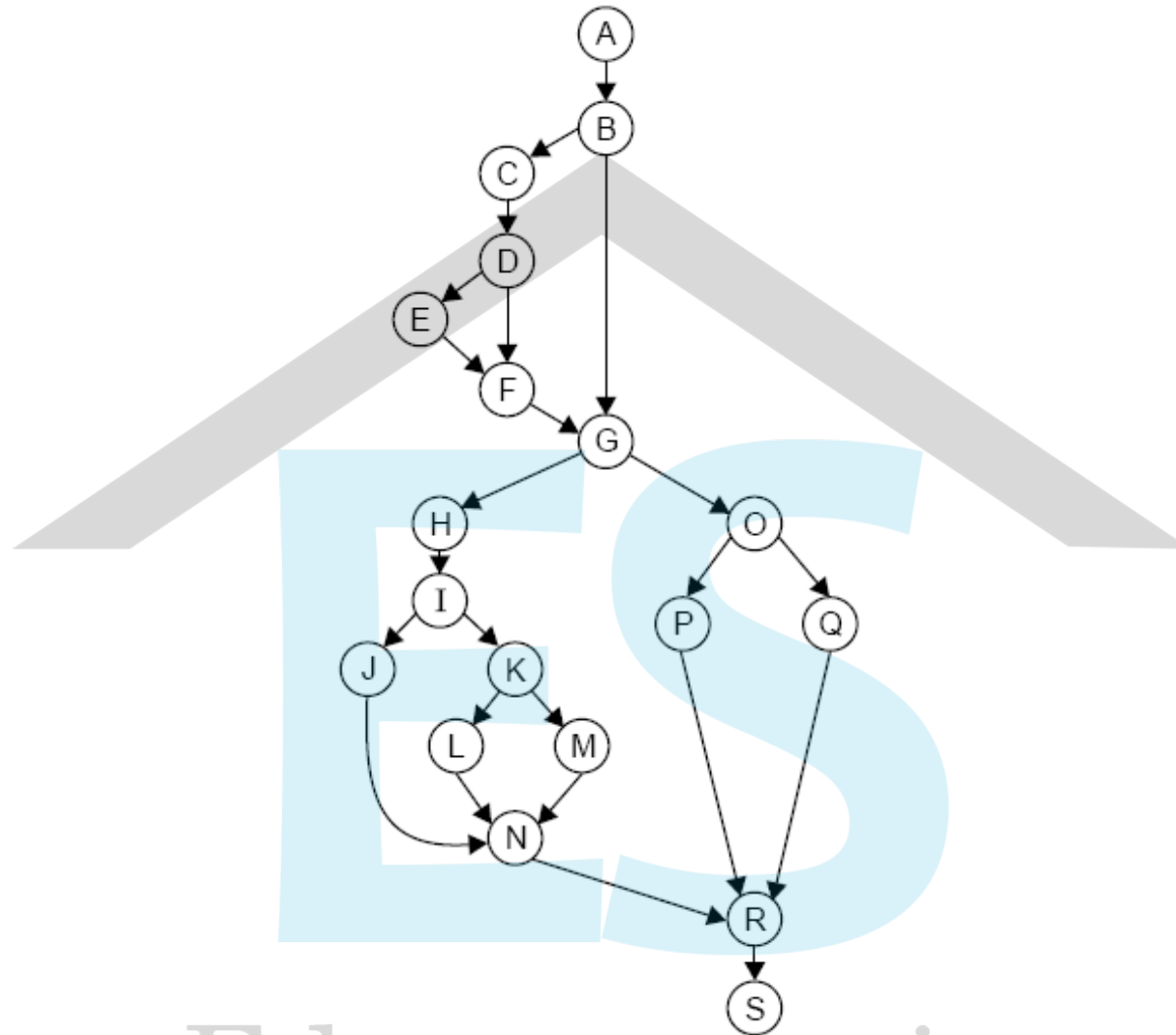


Fig. 19 (a) : Program flow graph

# Software Testing



**Fig. 19 (b) : DD Path graph**

# Software Testing

The mapping table for DD path graph is:

Flow graph nodes	DD Path graph corresponding node	Remarks
1 to 10	A	Sequential nodes
11	B	Decision node
12	C	Intermediate node
13	D	Decision node
14,15	E	Sequential node
16	F	Two edges are combined here
17	G	Two edges are combined and decision node
18	H	Intermediate node
19	I	Decision node
20,21	J	Sequential node
22	K	Decision node
23,24,25	L	Sequential node

# Software Testing

Flow graph nodes	DD Path graph corresponding node	Remarks
26,27,28,29	M	Sequential nodes
30	N	Three edges are combined
31	O	Decision node
32,33	P	Sequential node
34,35,36	Q	Sequential node
37	R	Three edges are combined here
38,39	S	Sequential nodes with exit node

**Independent paths are:**

(i) ABGOQRS

(ii) ABGOPRS

(iii) ABCDFGOQRS

(iv) ABCDEFGOPRS

(v) ABGHIJNRS

(vi) ABGHIKLNRS

(vi) ABGHIKMNRS

# Software Testing

---

## Example 8.14

Consider a program given in Fig.8.20 for the classification of a triangle. Its input is a triple of positive integers (say a,b,c) from the interval [1,100]. The output may be [Scalene, Isosceles, Equilateral, Not a triangle].

Draw the flow graph & DD Path graph. Also find the independent paths from the DD Path graph.

Edusources.in

# Software Testing

```
#include <stdio.h>
#include <conio.h>
1  int main()
2  {
3      int a,b,c,validInput=0;
4      printf("Enter the side 'a' value: ");
5      scanf("%d",&a);
6      printf("Enter the side 'b' value: ");
7      scanf("%d",&b);
8      printf("Enter the side 'c' value:");
9      scanf("%d",&c);
10     if ((a > 0) && (a <= 100) && (b > 0) && (b <= 100) && (c > 0)
        && (c <= 100)) {
11         if ( (a + b) > c) && ((c + a) > b) && ((b + c) > a)) {
12             validInput = 1;
13         }
14     }
15     else {
16         validInput = -1;
17     }
18     If (validInput==1) {
19         If ((a==b) && (b==c)) {
20             printf("The trinagle is equilateral");
21         }
22         else if ( (a == b) || (b == c) || (c == a) ) {
```

(Contd.)...

# Software Testing

---

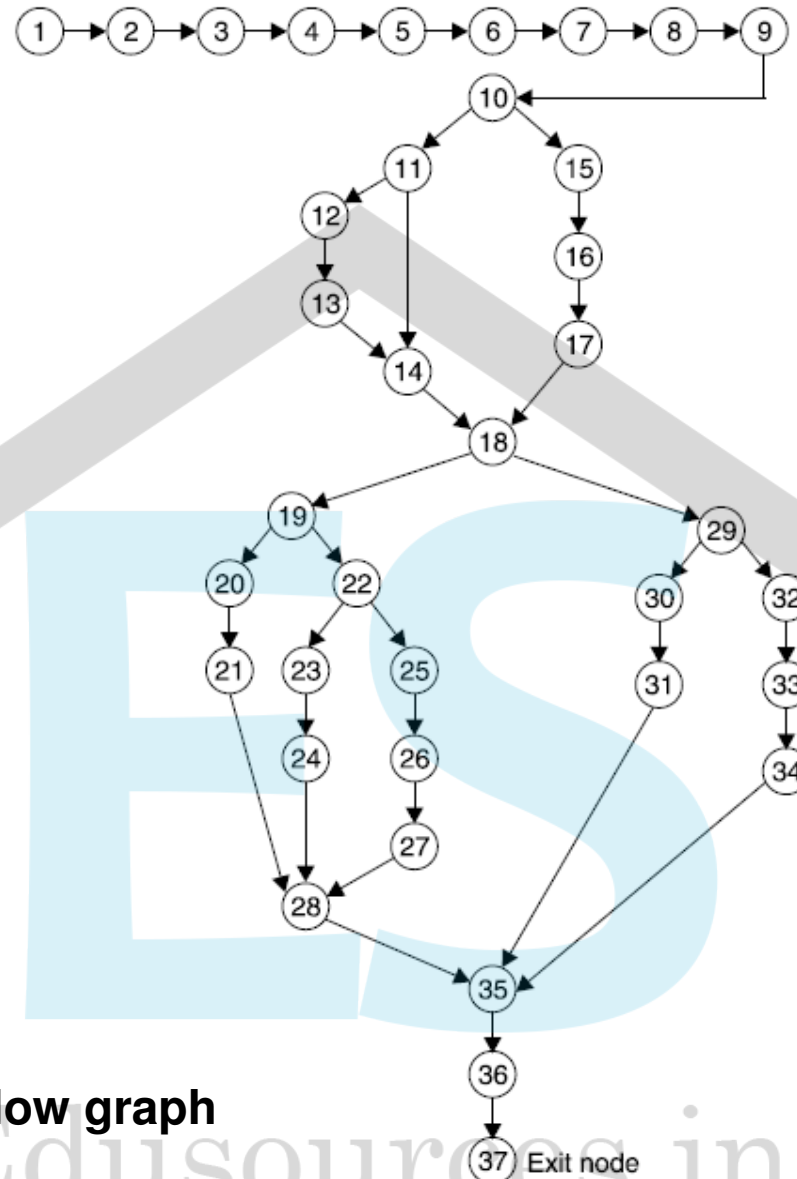
```
23     printf("The triangle is isosceles");
24 }
25 else {
26     printf("The trinagle is scalene");
27 }
28 }
29 else if (validInput == 0) {
30     printf("The values do not constitute a Triangle");
31 }
32 else {
33     printf("The inputs belong to invalid range");
34 }
35 getch();
36 return 1;
37 }
```

**Fig. 20 : Code of triangle classification problem**

# Software Testing

**Solution :**

**Flow graph of  
triangle problem is:**



**Fig.8. 20 (a): Program flow graph**



# Software Testing

**The mapping table for DD path graph is:**

Flow graph nodes	DD Path graph corresponding node	Remarks
1 TO 9	A	Sequential nodes
10	B	Decision node
11	C	Decision node
12, 13	D	Sequential nodes
14	E	Two edges are joined here
15, 16, 17	F	Sequential nodes
18	G	Decision nodes plus joining of two edges
19	H	Decision node
20, 21	I	Sequential nodes
22	J	Decision node
23, 24	K	Sequential nodes
25, 26, 27	L	Sequential nodes

# Software Testing

---

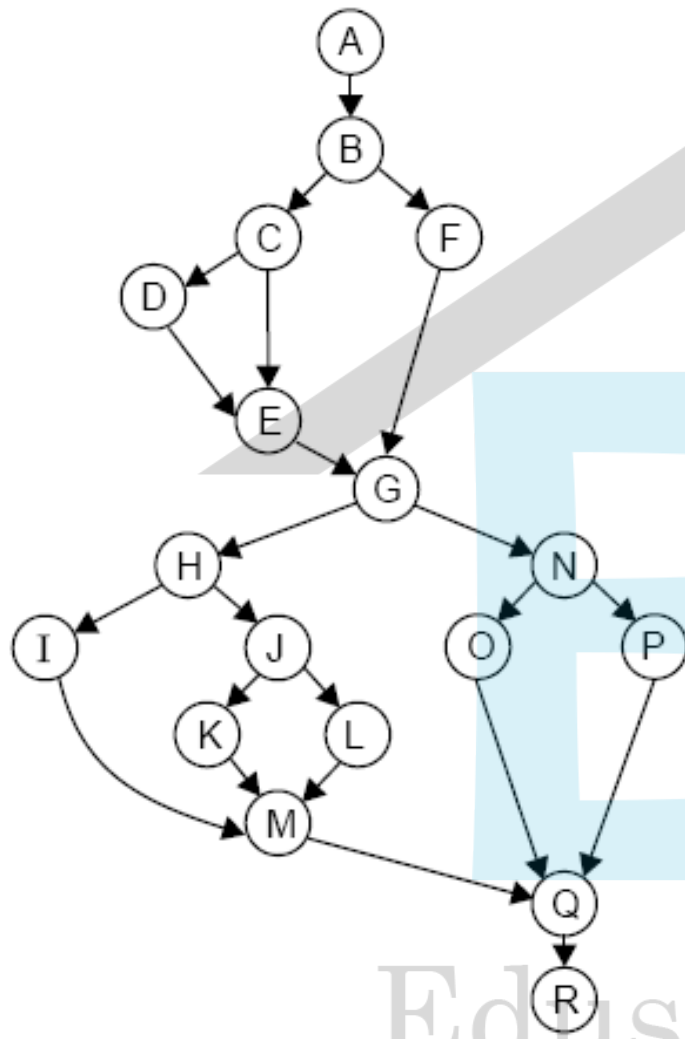
Flow graph nodes	DD Path graph corresponding node	Remarks
28	M	Three edges are combined here
29	N	Decision node
30, 31	O	Sequential nodes
32, 33, 34	P	Sequential nodes
35	Q	Three edges are combined here
36, 37	R	Sequential nodes with exit node

**Fig. 20 (b): DD Path graph**

Edusources.in

# Software Testing

DD Path graph is given in Fig. 20 (b)



**Independent paths are:**

- (i) ABFGNPQR
- (ii) ABFGNOQR
- (iii) ABCEGNPQR
- (iv) ABCDEGNOQR
- (v) ABFGHIMQR
- (vi) ABFGHJKMQR
- (vii) ABFGHJMQR

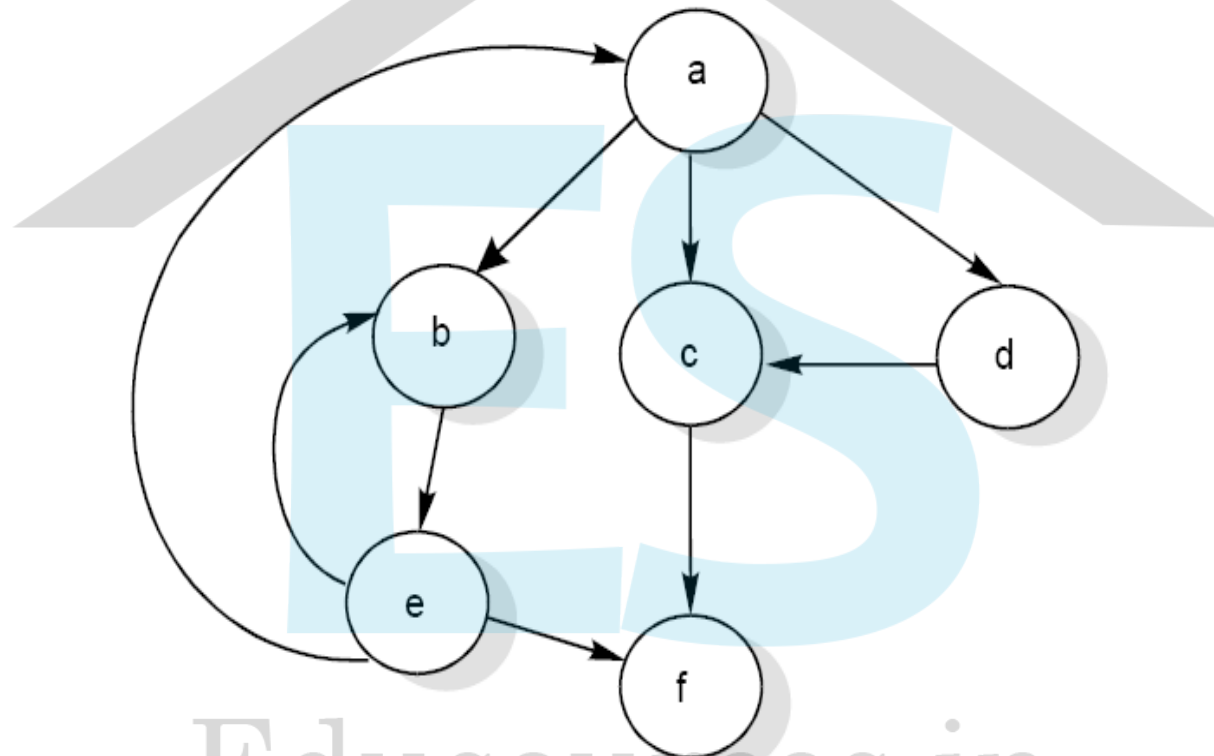
**Fig. 20 (b): DD Path graph**

# Software Testing

## Cyclomatic Complexity

McCabe's cyclomatic metric  $V(G) = e - n + 2P$ .

For example, a flow graph shown in in Fig. 21 with entry node 'a' and exit node 'f'.



**Fig. 21: Flow graph**

# Software Testing

---

The value of cyclomatic complexity can be calculated as :

$$V(G) = 9 - 6 + 2 = 5$$

Here  $e = 9$ ,  $n = 6$  and  $P = 1$

There will be five independent paths for the flow graph illustrated in Fig. 21.

- Path 1 :**  $a c f$
- Path 2 :**  $a b e f$
- Path 3 :**  $a d c f$
- Path 4 :**  $a b e a c f$  or  $a b e a b e f$
- Path 5 :**  $a b e b e f$

Edusources.in

# Software Testing

---

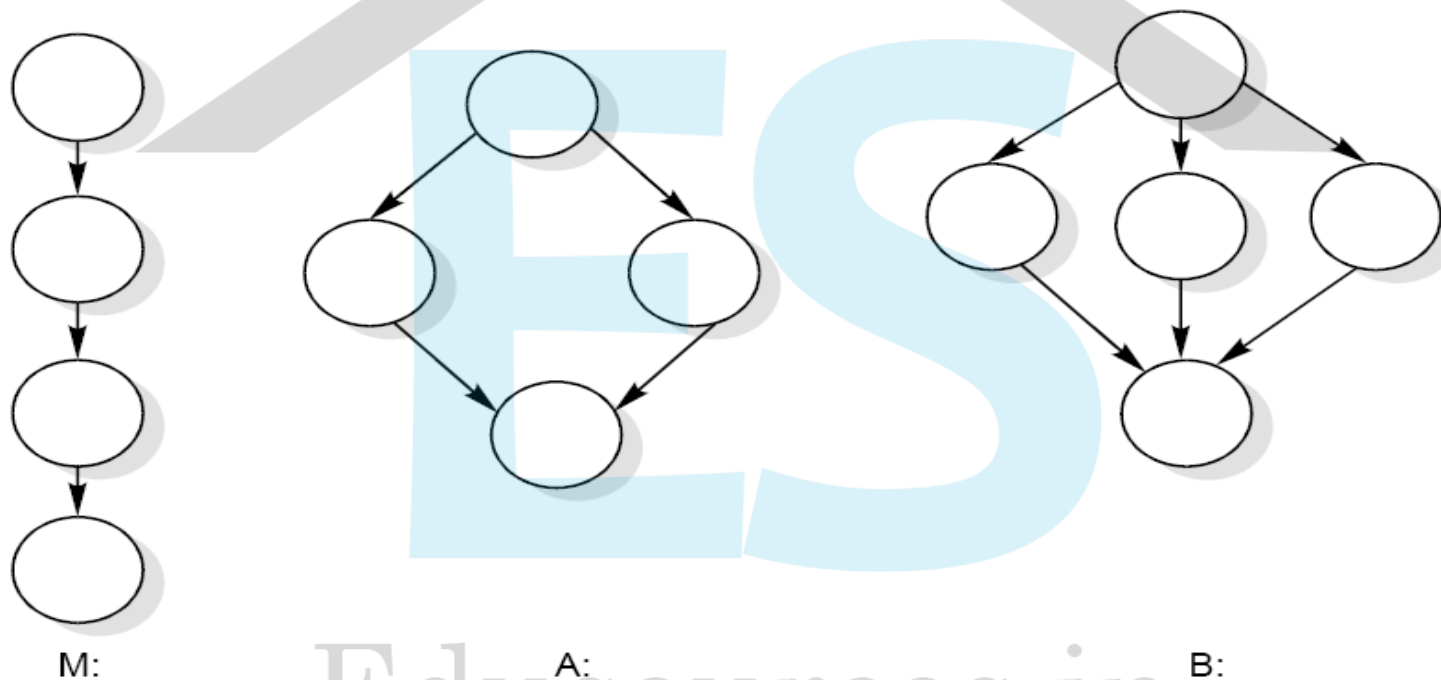
Several properties of cyclomatic complexity are stated below:

1.  $V(G) \geq 1$
2.  $V(G)$  is the maximum number of independent paths in graph  $G$ .
3. Inserting & deleting functional statements to  $G$  does not affect  $V(G)$ .
4.  $G$  has only one path if and only if  $V(G)=1$ .
5. Inserting a new row in  $G$  increases  $V(G)$  by unity.
6.  $V(G)$  depends only on the decision structure of  $G$ .

Edusources.in

# Software Testing

The role of  $P$  in the complexity calculation  $V(G)=e-n+2P$  is required to be understood correctly. We define a flow graph with unique entry and exit nodes, all nodes reachable from the entry, and exit reachable from all nodes. This definition would result in all flow graphs having only one connected component. One could, however, imagine a main program  $M$  and two called subroutines  $A$  and  $B$  having a flow graph shown in Fig. 22.



**Fig. 22**

# Software Testing

---

Let us denote the total graph above with 3 connected components as

$$\begin{aligned} V(M \cup A \cup B) &= e - n + 2P \\ &= 13 - 13 + 2 \times 3 \\ &= 6 \end{aligned}$$

This method with  $P \neq 1$  can be used to calculate the complexity of a collection of programs, particularly a hierarchical nest of subroutines.

Edusources.in



# Software Testing

---

Notice that  $V(M \cup A \cup B) = V(M) + V(A) + V(B) = 6$ . In general, the complexity of a collection  $C$  of flow graphs with  $K$  connected components is equal to the summation of their complexities. To see this let  $C_i, 1 \leq i \leq K$  denote the  $k$  distinct connected component, and let  $e_i$  and  $n_i$  be the number of edges and nodes in the  $i$ th-connected component. Then

$$\begin{aligned} V(C) &= e - n + 2p = \sum_{i=1}^k e_i - \sum_{i=1}^k n_i + 2K \\ &= \sum_{i=1}^k (e_i - n_i + 2) = \sum_{i=1}^k V(C_i) \end{aligned}$$

Edusources.in

# Software Testing

---

Two alternate methods are available for the complexity calculations.

1. Cyclomatic complexity  $V(G)$  of a flow graph  $G$  is equal to the number of predicate (decision) nodes plus one.

$$V(G) = \Pi + 1$$

Where  $\Pi$  is the number of predicate nodes contained in the flow graph  $G$ .

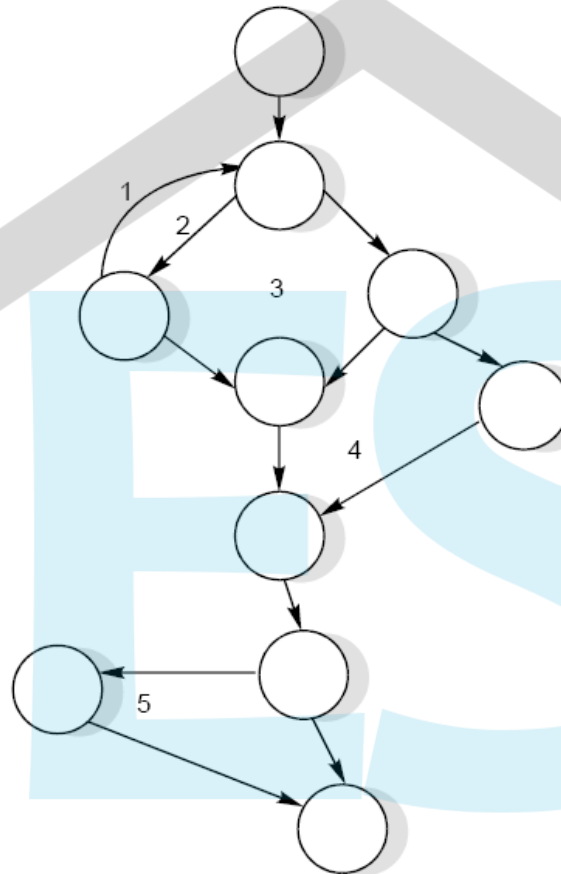
2. Cyclomatic complexity is equal to the number of regions of the flow graph.

Edusources.in

# Software Testing

## Example 8.15

Consider a flow graph given in Fig. 23 and calculate the cyclomatic complexity by all three methods.



**Fig. 23**

Edusources.in

# Software Testing

---

## Solution

Cyclomatic complexity can be calculated by any of the three methods.

$$\begin{aligned} 1. \ V(G) &= e - n + 2P \\ &= 13 - 10 + 2 = 5 \end{aligned}$$

$$\begin{aligned} 2. \ V(G) &= \pi + 1 \\ &= 4 + 1 = 5 \end{aligned}$$

$$\begin{aligned} 3. \ V(G) &= \text{number of regions} \\ &= 5 \end{aligned}$$

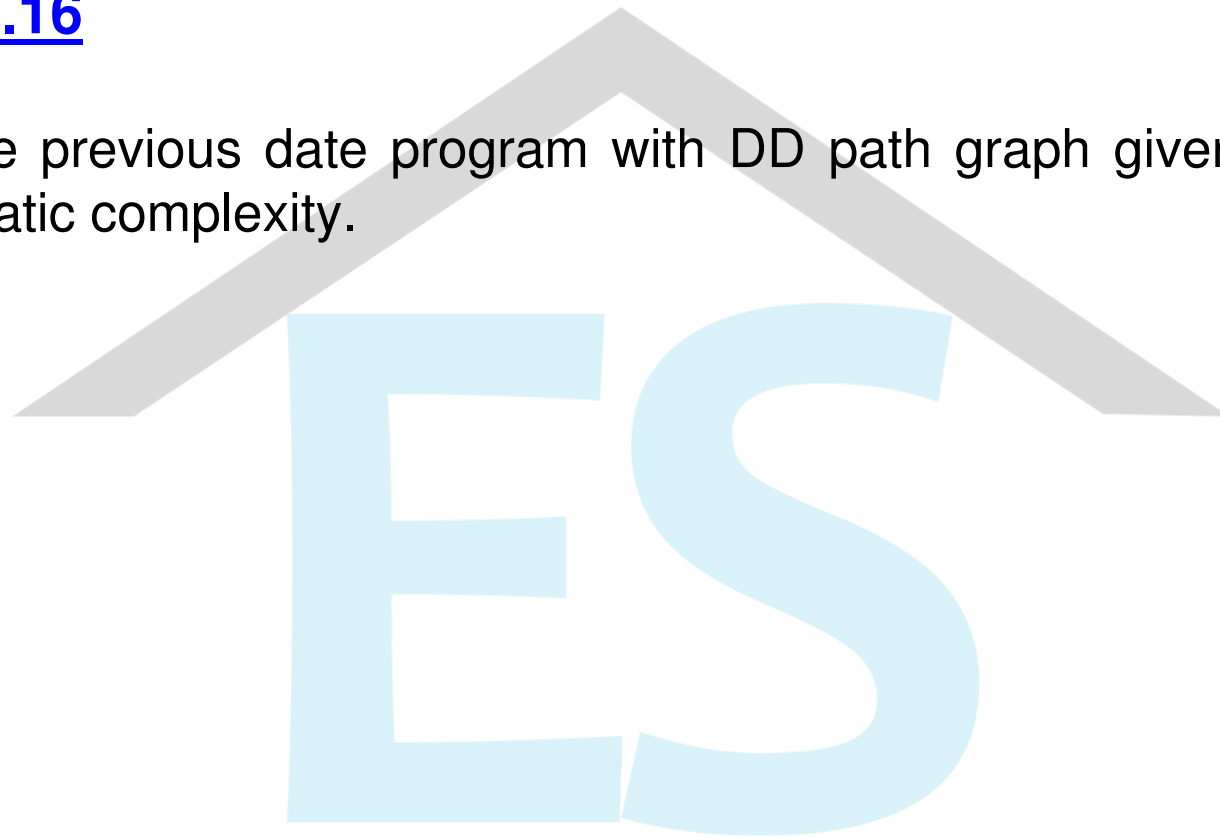
Therefore, complexity value of a flow graph in Fig. 23 is 5.

# *Software Testing*

---

## **Example 8.16**

Consider the previous date program with DD path graph given in Fig. 17. Find cyclomatic complexity.



Edusources.in

# Software Testing

---

## Solution

Number of edges ( $e$ ) = 65

Number of nodes ( $n$ ) = 49

(i)  $V(G) = e - n + 2P = 65 - 49 + 2 = 18$

(ii)  $V(G) = \pi + 1 = 17 + 1 = 18$

(iii)  $V(G) = \text{Number of regions} = 18$

The cyclomatic complexity is 18.

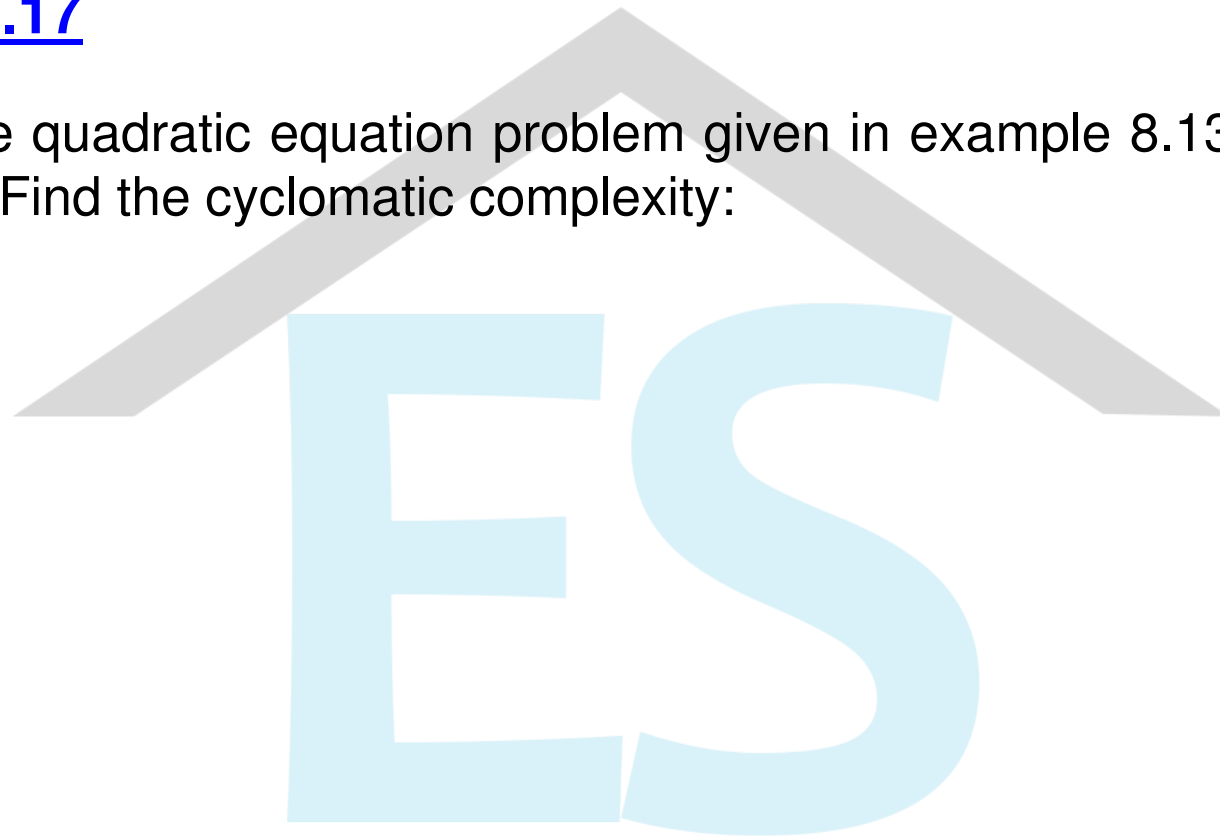
Edusources.in

# *Software Testing*

---

## **Example 8.17**

Consider the quadratic equation problem given in example 8.13 with its DD Path graph. Find the cyclomatic complexity:



Edusources.in

# Software Testing

---

## Solution

Number of nodes ( $n$ ) = 19

Number of edges ( $e$ ) = 24

$$(i) V(G) = e - n + 2P = 24 - 19 + 2 = 7$$

$$(ii) V(G) = \pi + 1 = 6 + 1 = 7$$

$$(iii) V(G) = \text{Number of regions} = 7$$

Hence cyclomatic complexity is 7 meaning thereby, seven independent paths in the DD Path graph.

Edusources.in

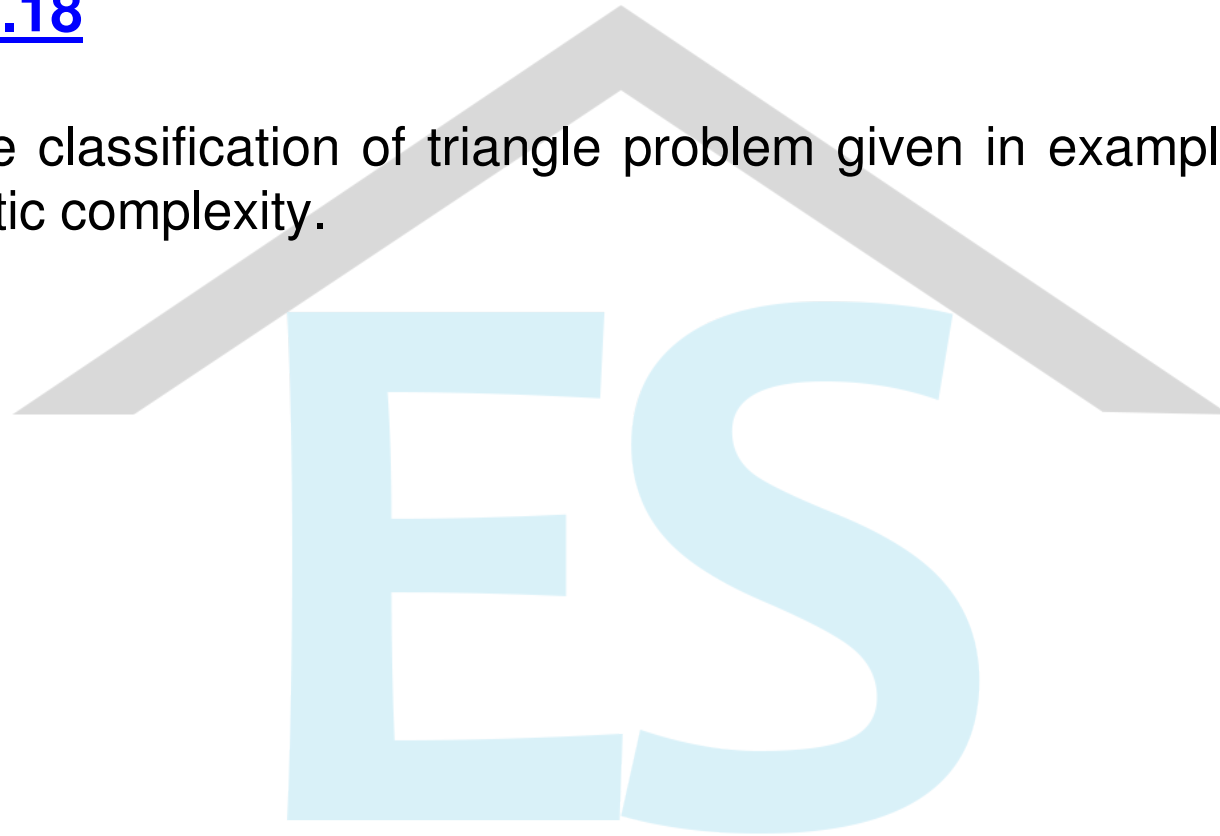


# *Software Testing*

---

## **Example 8.18**

Consider the classification of triangle problem given in example 8.14. Find the cyclomatic complexity.



Edusources.in

# Software Testing

---

## Solution

Number of edges ( $e$ ) = 23

Number of nodes ( $n$ ) = 18

$$(i) \ V(G) = e - n + 2P = 23 - 18 + 2 = 7$$

$$(ii) \ V(G) = \pi + 1 = 6 + 1 = 7$$

$$(iii) \ V(G) = \text{Number of regions} = 7$$

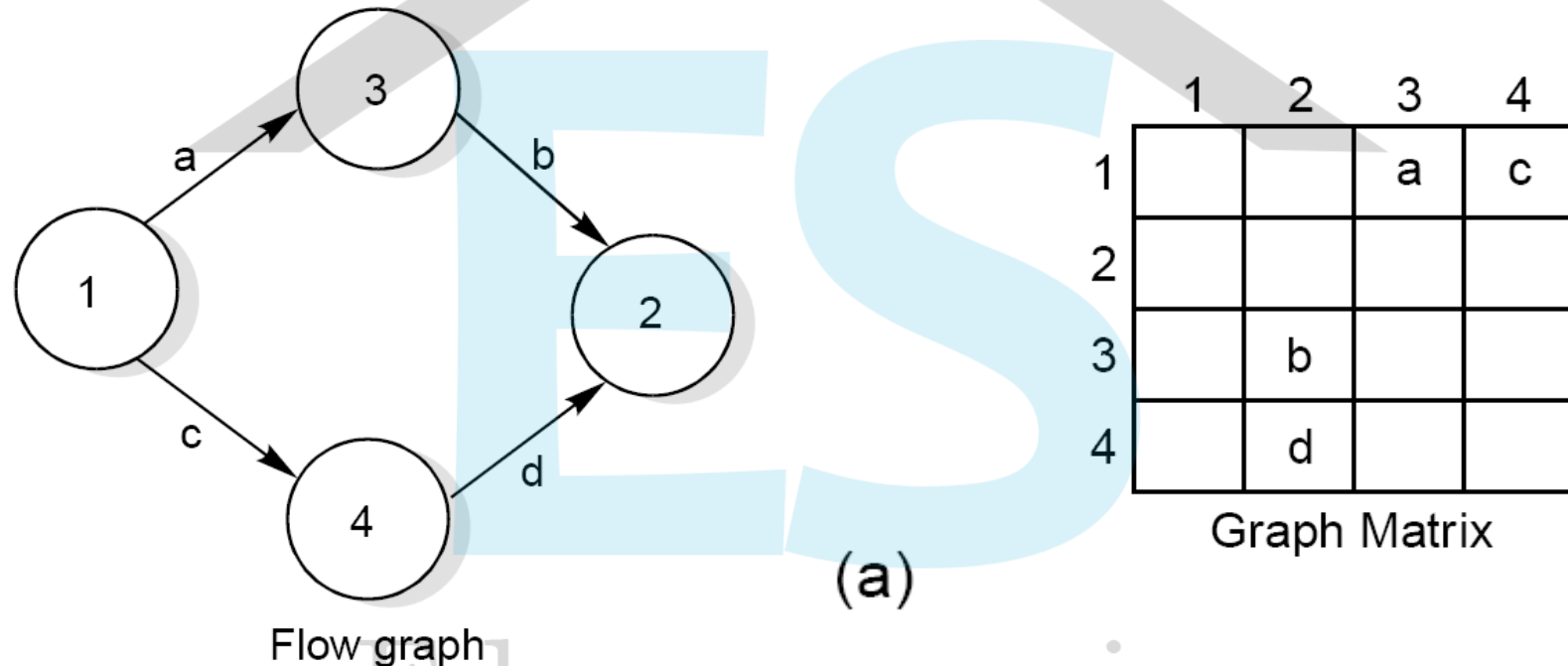
The cyclomatic complexity is 7. Hence, there are seven independent paths as given in example 8.14.

Edusources.in

# Software Testing

## Graph Matrices

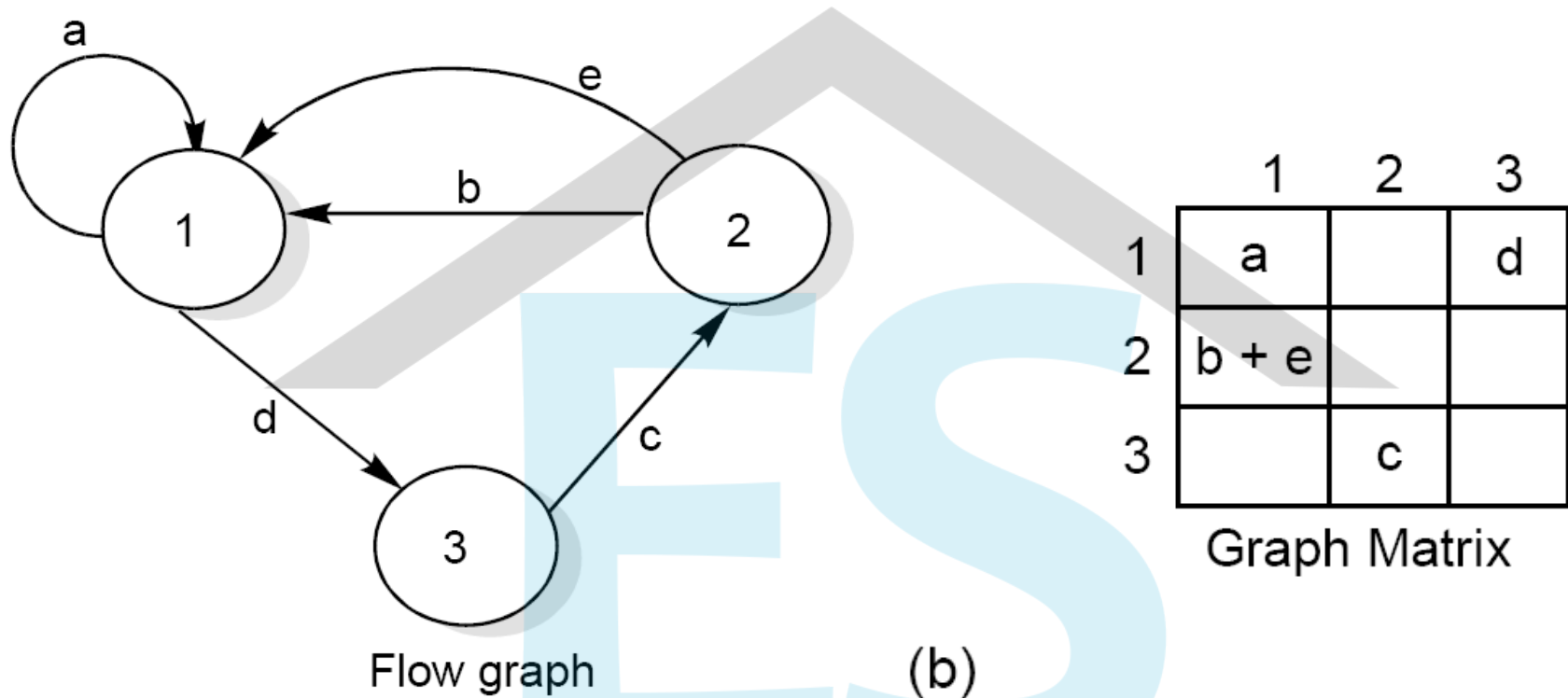
A graph matrix is a square matrix with one row and one column for every node in the graph. The size of the matrix (i.e., the number of rows and columns) is equal to the number of nodes in the flow graph. Some examples of graphs and associated matrices are shown in fig. 24.



**Fig. 24 (a): Flow graph and graph matrices**

(Contd.)...

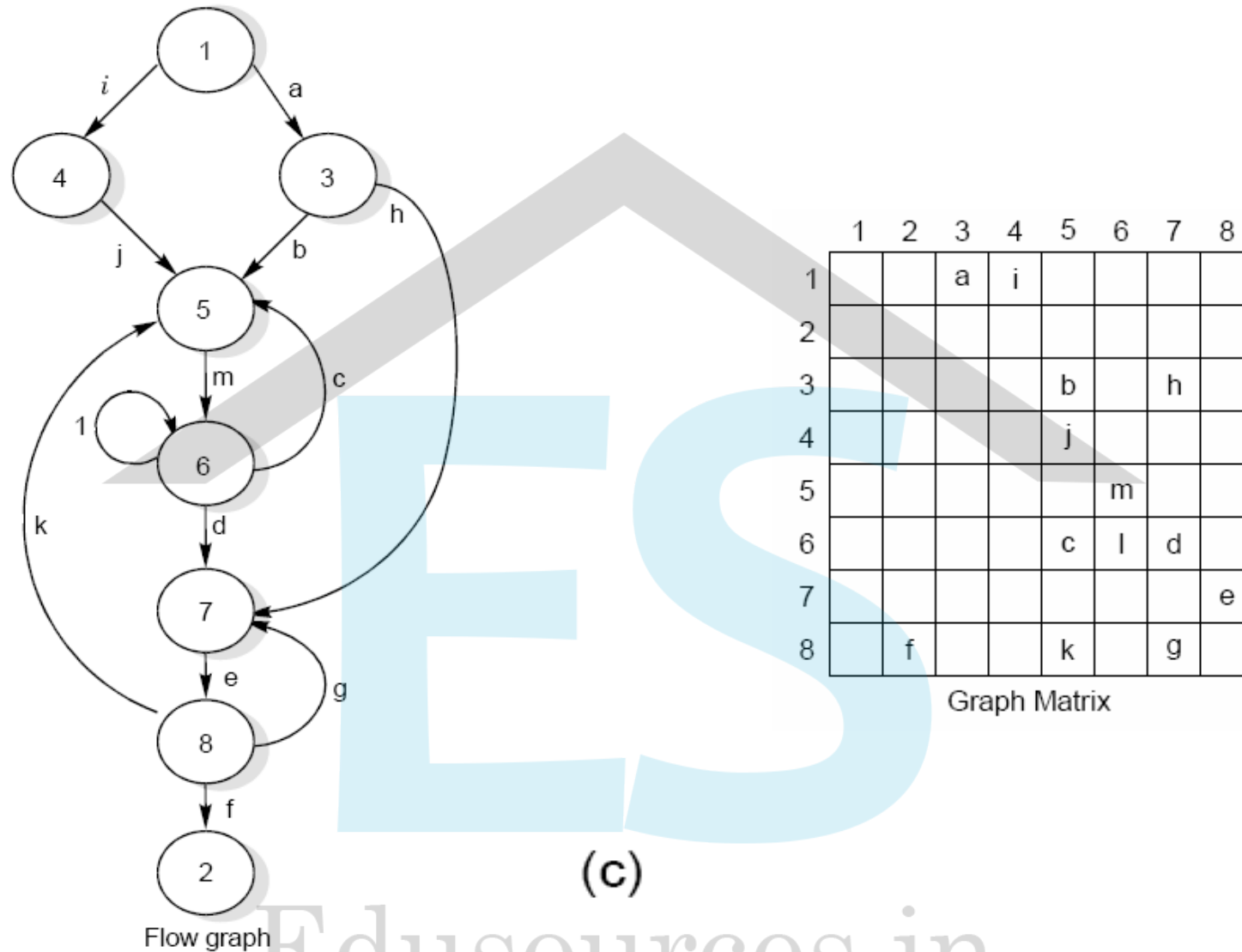
# Software Testing



**Fig. 24 (b): Flow graph and graph matrices**

(Contd.)...

# Software Testing



**Fig. 24 (c): Flow graph and graph matrices**

# Software Testing

	1	2	3	4	5	6	7	8	Connections
1			1	1					$2 - 1 = 1$
2									
3					1		1		$2 - 1 = 1$
4					1				$1 - 1 = 0$
5						1			$1 - 1 = 0$
6					1	1	1		$3 - 1 = 2$
7								1	$1 - 1 = 0$
8		1			1		1		$3 - 1 = 2$
									<b><math>6 + 1 = 7</math></b>

**Fig. 25 : Connection matrix of flow graph shown in Fig. 24 (c)**

# Software Testing

	1	2	3	4
1			a	c
2				
3		b		
4		d		

[A]

	1	2	3	4
1		ab + cd		
2				
3				
4				

[A]<sup>2</sup>

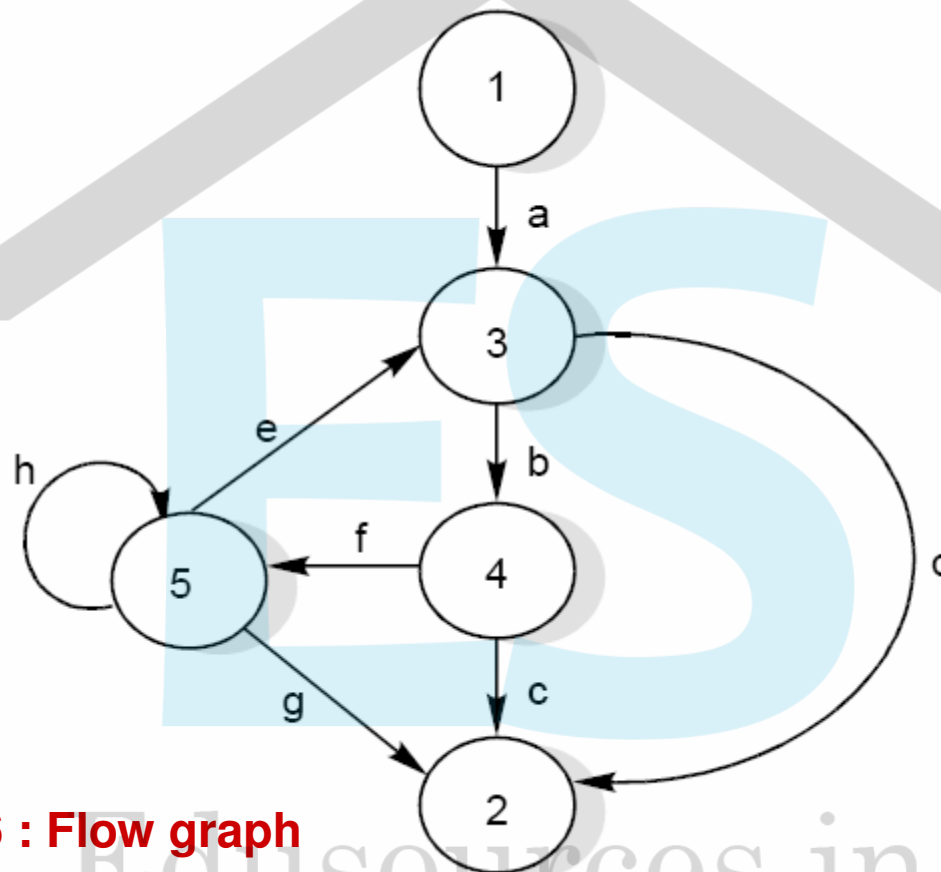
The square matrix represent that there are two path *ab* and *cd* from node 1 to node 2.

Edusources.in

# Software Testing

## Example 8.19

Consider the flow graph shown in the Fig. 26 and draw the graph & connection matrices. Find out cyclomatic complexity and two / three link paths from a node to any other node.



**Fig. 26 : Flow graph**



# Software Testing

## Solution

The graph & connection matrices are given below :

	1	2	3	4	5
1			a		
2					
3		d		b	
4		c			f
5		g	e		h

Graph Matrix (A)

	1	2	3	4	5
1			1		
2					
3		1		1	
4		1			1
5		1	1		1

Connection Matrix

Connections

$$1 - 1 = 0$$

$$2 - 1 = 1$$

$$2 - 1 = 1$$

$$3 - 1 = 2$$

$$4 + 1 = 5$$

To find two link paths, we have to generate a square of graph matrix [A] and for three link paths, a cube of matrix [A] is required.

# Software Testing

	1	2	3	4	5
1		ad		ab	
2					
3		bc			bf
4		fg	fe		fh
5		ed + hg	he	eb	$h^2$

$[A^2]$

	1	2	3	4	5
1		abc			afb
2					
3		bfg	bfe		bfb
4		fed + fhg	fhe	feb	$fh^2$
5		ebc + hed + $h^2g$	$h^2e$	heb	$ebf + h^3$

$[A^3]$

Edusources.in

# Software Testing

---

## Data Flow Testing

Data flow testing is another form of structural testing. It has nothing to do with data flow diagrams.

- i. Statements where variables receive values.
- ii. Statements where these values are used or referenced.

As we know, variables are defined and referenced throughout the program. We may have few define/ reference anomalies:

- i. A variable is defined but not used/ referenced.
- ii. A variable is used but never defined.
- iii. A variable is defined twice before it is used.

# Software Testing

---

## Definitions

The definitions refer to a program  $P$  that has a program graph  $G(P)$  and a set of program variables  $V$ . The  $G(P)$  has a single entry node and a single exit node. The set of all paths in  $P$  is  $PATHS(P)$

- (i) **Defining Node:** Node  $n \in G(P)$  is a defining node of the variable  $v \in V$ , written as  $DEF(v, n)$ , if the value of the variable  $v$  is defined at the statement fragment corresponding to node  $n$ .
- (ii) **Usage Node:** Node  $n \in G(P)$  is a usage node of the variable  $v \in V$ , written as  $USE(v, n)$ , if the value of the variable  $v$  is used at statement fragment corresponding to node  $n$ . A usage node  $USE(v, n)$  is a predicate use (denote as  $p$ ) if statement  $n$  is a predicate statement otherwise  $USE(v, n)$  is a computation use (denoted as  $c$ ).

Edusources.in

# Software Testing

---

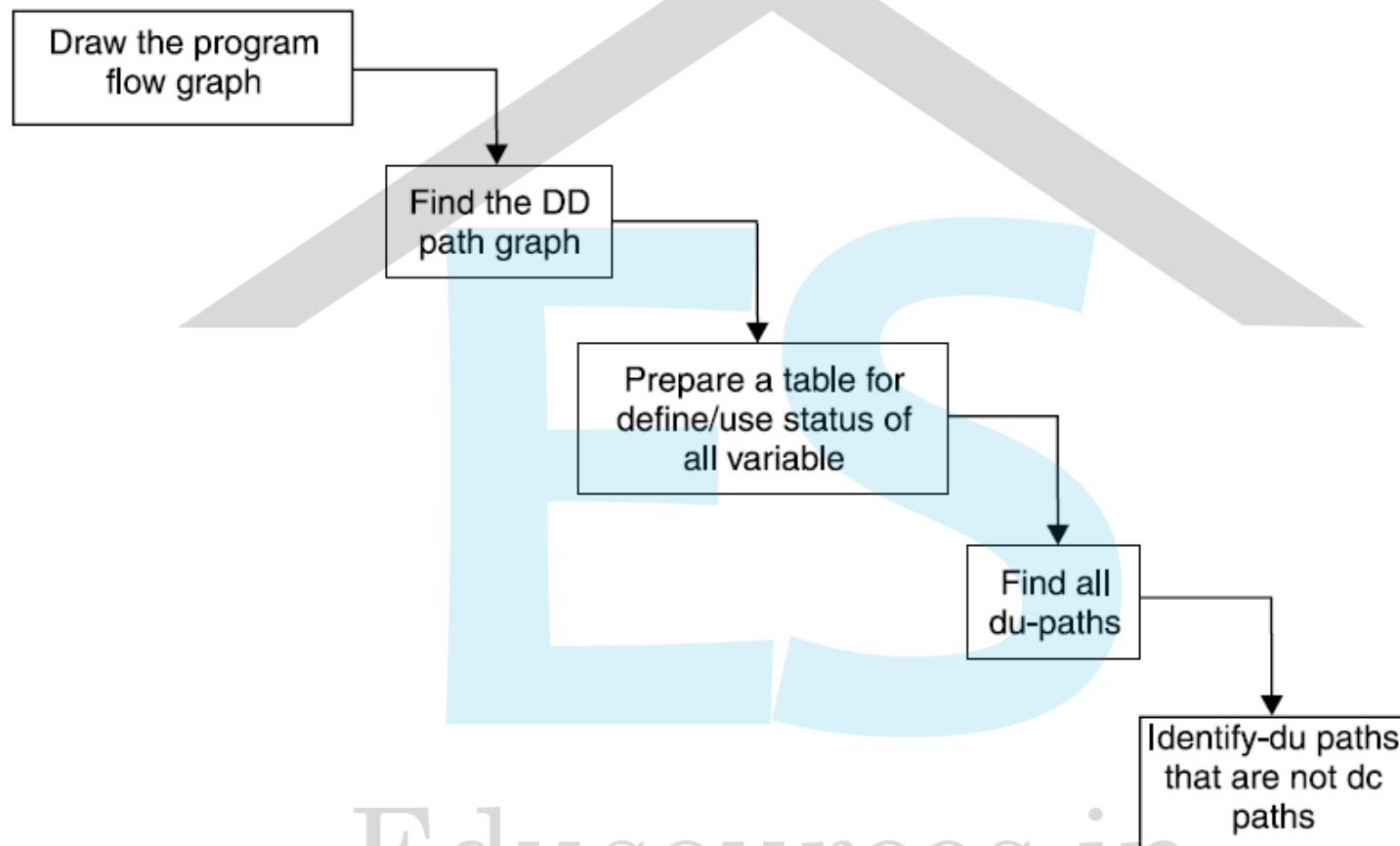
- (iii) **Definition use:** A definition use path with respect to a variable  $v$  (denoted du-path) is a path in  $\text{PATHS}(P)$  such that, for some  $v \in V$ , there are define and usage nodes  $\text{DEF}(v, m)$  and  $\text{USE}(v, n)$  such that  $m$  and  $n$  are initial and final nodes of the path.
- (iv) **Definition clear :** A definition clear path with respect to a variable  $v$  (denoted dc-path) is a definition use path in  $\text{PATHS}(P)$  with initial and final nodes  $\text{DEF}(v, m)$  and  $\text{USE}(v, n)$ , such that no other node in the path is a defining node of  $v$ .

The du-paths and dc-paths describe the flow of data across source statements from points at which the values are defined to points at which the values are used. The du-paths that are not definition clear are potential trouble spots.

Edusources.in

# Software Testing

Hence, our objective is to find all du-paths and then identify those du-paths which are not dc-paths. The steps are given in Fig. 27. We may like to generate specific test cases for du-paths that are not dc-paths.



**Fig. 27 : Steps for data flow testing**

# Software Testing

---

## Example 8.20

Consider the program of the determination of the nature of roots of a quadratic equation. Its input is a triple of positive integers (say  $a, b, c$ ) and values for each of these may be from interval  $[0, 100]$ . The program is given in Fig. 19. The output may have one of the option given below:

- (i) Not a quadratic program
- (ii) real roots
- (iii) imaginary roots
- (iv) equal roots
- (v) invalid inputs

Find all du-paths and identify those du-paths that are definition clear.

Edusources.in

# Software Testing

## Solution

**Step I:** The program flow graph is given in Fig. 19 (a). The variables used in the program are a,b,c,d, validinput, D.

**Step II:** DD Path graph is given in Fig. 19(b). The cyclomatic complexity of this graph is 7 indicating there are seven independent paths.

**Step III:** Define/use nodes for all variables are given below:

Variable	Defined at node	Used at node
a	6	11,13,18,20,24,27,28
b	8	11,18,20,24,28
c	10	11,18
d	18	19,22,23,27
D	23, 27	24,28
Validinput	3, 12, 14	17,31



# Software Testing

**Step IV:** The du-paths are identified and are named by their beginning and ending nodes using Fig. 19 (a).

Variable	Path (beginning, end) nodes	Definition clear ?
a	6, 11	Yes
	6, 13	Yes
	6, 18	Yes
	6, 20	Yes
	6, 24	Yes
	6, 27	Yes
	6, 28	Yes
b	8, 11	Yes
	8, 18	Yes
	8, 20	Yes
	8, 24	Yes
	8, 28	Yes

Edusources.in

(Contd.)...

# Software Testing

Variable	Path (beginning, end) nodes	Definition clear ?
c	10, 11	Yes
	10, 18	Yes
d	18, 19	Yes
	18, 22	Yes
	18, 23	Yes
	18, 27	Yes
D	23, 24	Yes
	23, 28	Path not possible
	27, 24	Path not possible
	27, 28	Yes
validinput	3, 17	no
	3, 31	no
	12, 17	no
	12, 31	no
	14, 17	yes
	14, 31	yes

# Software Testing

---

## Example 8.21

Consider the program given in Fig. 20 for the classification of a triangle. Its input is a triple of positive integers (say  $a, b, c$ ) from the interval  $[1, 100]$ . The output may be:

[Scalene, Isosceles, Equilateral, Not a triangle, Invalid inputs].

Find all du-paths and identify those du-paths that are definition clear.

Edusources.in

# Software Testing

## Solution

**Step I:** The program flow graph is given in Fig. 20 (a). The variables used in the program are a,b,c, valid input.

**Step II:** DD Path graph is given in Fig. 20(b). The cyclomatic complexity of this graph is 7 and thus, there are 7 independent paths.

**Step III:** Define/use nodes for all variables are given below:

Variable	Defined at node	Used at node
a	6	10, 11, 19, 22
b	7	10, 11, 19, 22
c	9	10, 11, 19, 22
valid input	3, 13, 16	18, 29

# Software Testing

**Step IV:** The du-paths are identified and are named by their beginning and ending nodes using Fig. 20 (a).

Variable	Path (beginning, end) nodes	Definition clear ?
a	5, 10 5, 11 5, 19 5, 22	Yes Yes Yes Yes
b	7, 10 7, 11 7, 19 7, 22	Yes Yes Yes Yes

Edusources.in

(Contd.)...

# Software Testing

Variable	Path (beginning, end) nodes	Definition clear ?
c	9, 10	Yes
	9, 11	Yes
	9, 19	Yes
	9, 22	Yes
valid input	3, 18	no
	3, 29	no
	12, 18	no
	12, 29	no
	16, 18	Yes
	16, 29	Yes

Hence total du-paths are 18 out of which four paths are not definition clear

Edusources.in

# *Software Testing*

---

## **Mutation Testing**

Mutation testing is a fault based technique that is similar to fault seeding, except that mutations to program statements are made in order to determine properties about test cases. It is basically a fault simulation technique.

Multiple copies of a program are made, and each copy is altered; this altered copy is called a mutant. Mutants are executed with test data to determine whether the test data are capable of detecting the change between the original program and the mutated program.

A mutant that is detected by a test case is termed “killed” and the goal of mutation procedure is to find a set of test cases that are able to kill groups of mutant programs.

Edusources.in

# Software Testing

---

When we mutate code there needs to be a way of measuring the degree to which the code has been modified. For example, if the original expression is  $x+1$  and the mutant for that expression is  $x+2$ , that is a lesser change to the original code than a mutant such as  $(c*22)$ , where both the operand and the operator are changed. We may have a ranking scheme, where a first order mutant is a single change to an expression, a second order mutant is a mutation to a first order mutant, and so on. High order mutants becomes intractable and thus in practice only low order mutants are used.

One difficulty associated with whether mutants will be killed is the problem of reaching the location; if a mutant is not executed, it cannot be killed. Special test cases are to be designed to reach a mutant. For example, suppose, we have the code.

```
Read (a,b,c);
```

```
If(a>b) and (b=c) then
```

```
x:=a*b*c; (make mutants;  $m_1, m_2, m_3$  .....)
```

Edusources.in



# Software Testing

---

To execute this, input domain must contain a value such that  $a$  is greater than  $b$  and  $b$  equals  $c$ . If input domain does not contain such a value, then all mutants made at this location should be considered equivalent to the original program, because the statement  $x:=a*b*c$  is dead code (code that cannot be reached during execution). If we make the mutant  $x+y$  for  $x+1$ , then we should take care about the value of  $y$  which should not be equal to 1 for designing a test case.

The manner by which a test suite is evaluated (scored) via mutation testing is as follows: for a specified test suite and a specific set of mutants, there will be three types of mutants in the code i.e., killed or dead, live, equivalent. The sum of the number of live, killed, and equivalent mutants will be the total number of mutants created. The score associated with a test suite  $T$  and mutants  $M$  is simply.

$$\frac{\#killed}{\#total - \#equivalent} \times 100\%$$

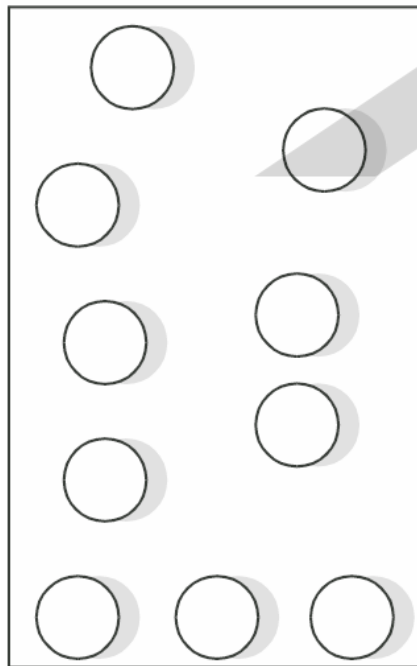
Edusources.in

# Software Testing

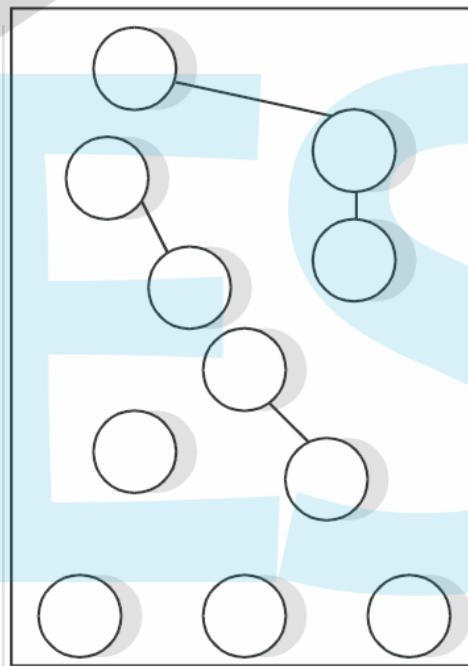
## Levels of Testing

There are 3 levels of testing:

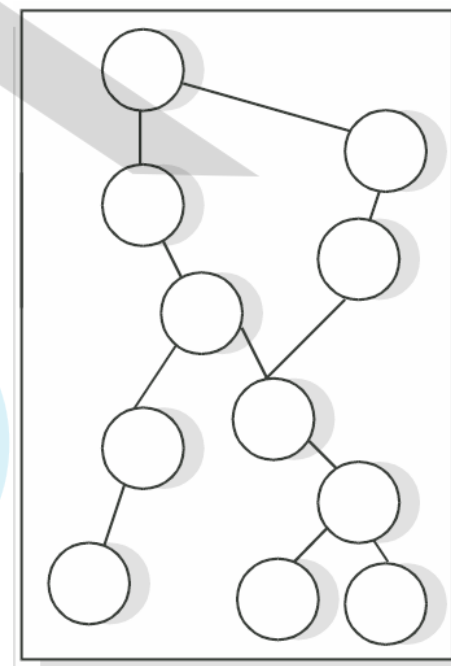
- i. Unit Testing
- ii. Integration Testing
- iii. System Testing



UNIT TESTING



INTEGRATION TESTING



SYSTEM TESTING

# *Software Testing*

---

## **Unit Testing**

There are number of reasons in support of unit testing than testing the entire product.

1. The size of a single module is small enough that we can locate an error fairly easily.
2. The module is small enough that we can attempt to test it in some demonstrably exhaustive fashion.
3. Confusing interactions of multiple errors in widely different parts of the software are eliminated.

Edusources.in

# *Software Testing*

---

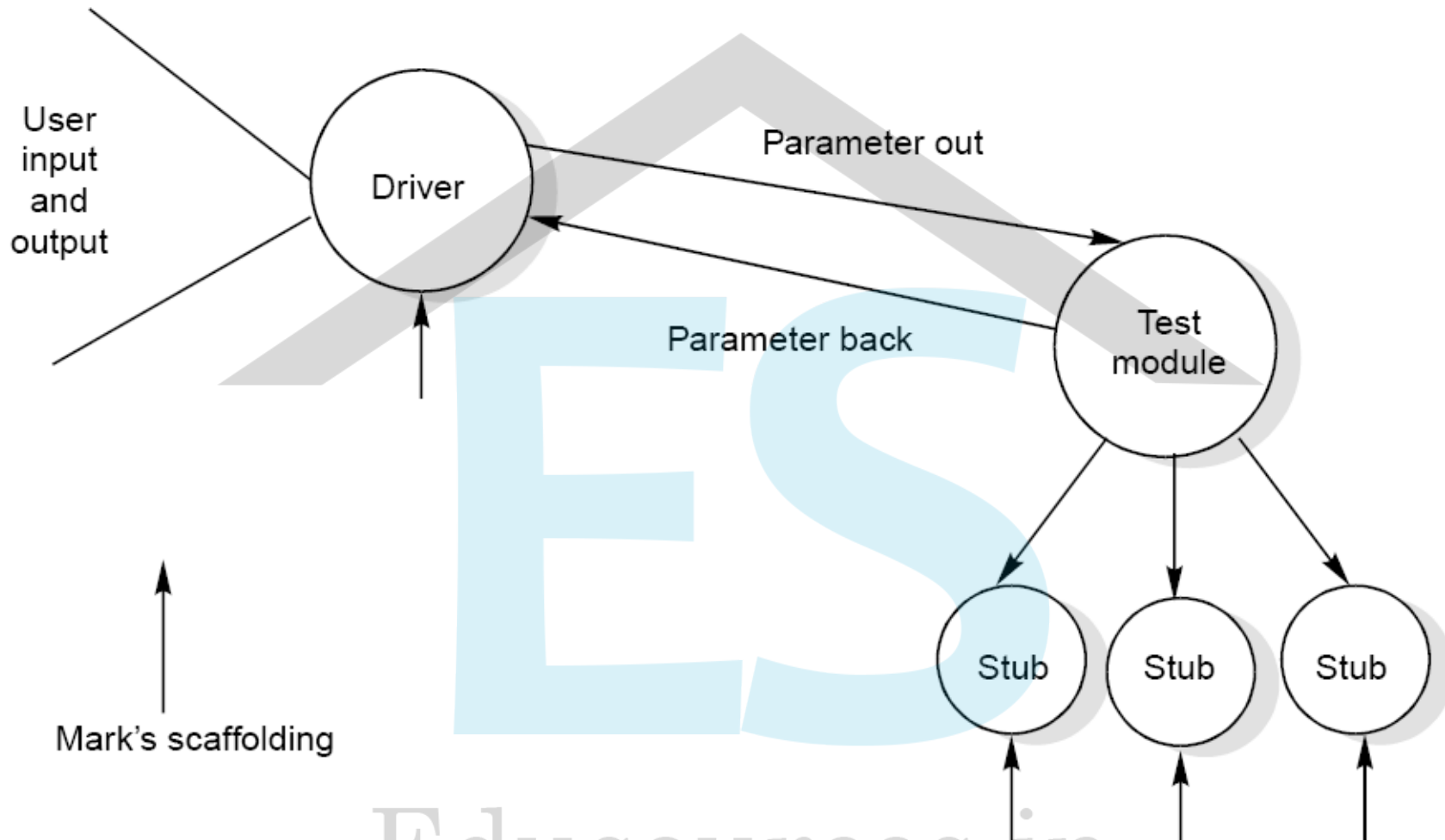
There are problems associated with testing a module in isolation. How do we run a module without anything to call it, to be called by it or, possibly, to output intermediate values obtained during execution? One approach is to construct an appropriate driver routine to call it and, simple stubs to be called by it, and to insert output statements in it.

Stubs serve to replace modules that are subordinate to (called by) the module to be tested. A stub or dummy subprogram uses the subordinate module's interface, may do minimal data manipulation, prints verification of entry, and returns.

This overhead code, called scaffolding represents effort that is important to testing, but does not appear in the delivered product as shown in Fig. 29.

Edusources.in

# Software Testing



**Fig. 29 : Scaffolding required testing a program unit (module)**

# *Software Testing*

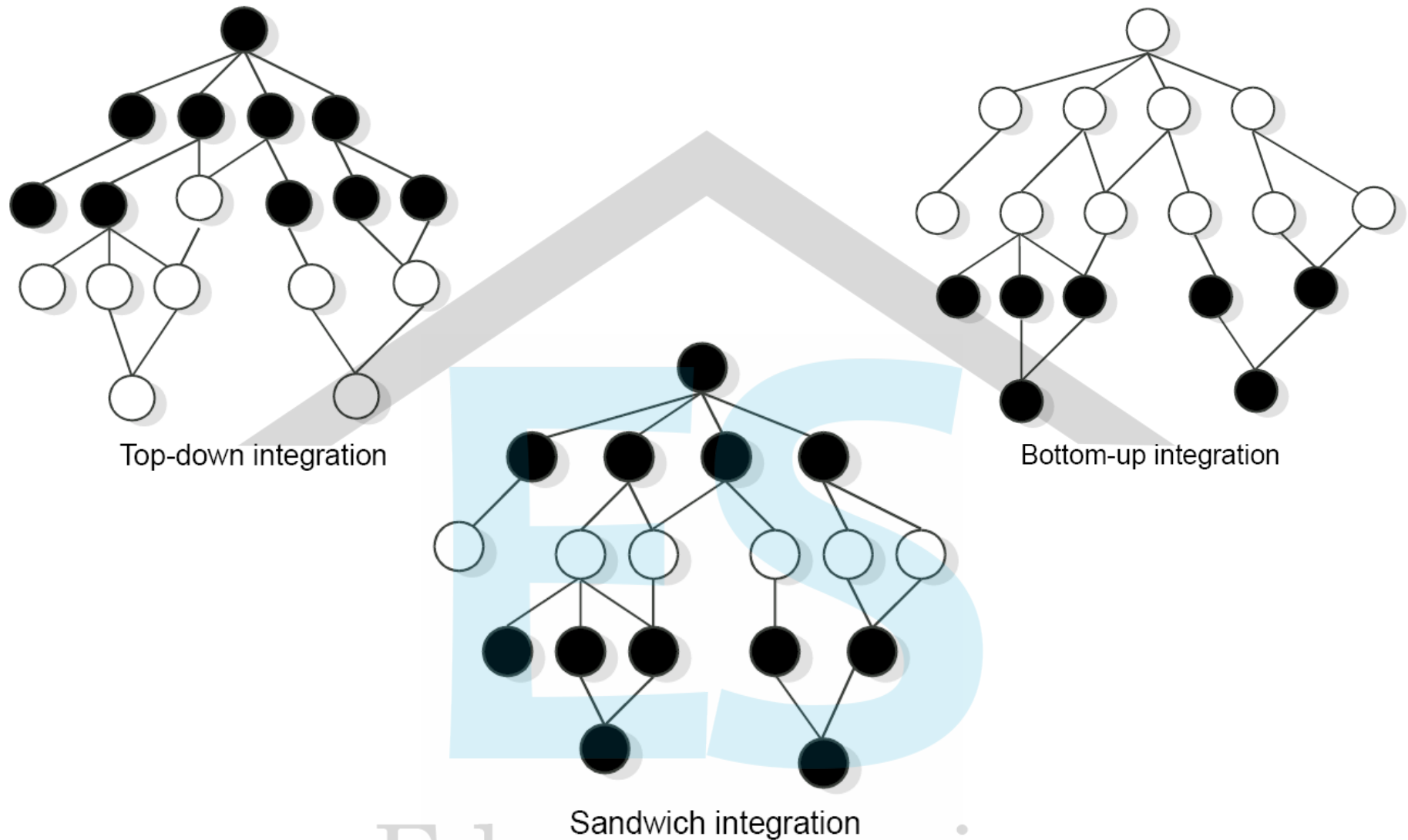
---

## **Integration Testing**

The purpose of unit testing is to determine that each independent module is correctly implemented. This gives little chance to determine that the interface between modules is also correct, and for this reason integration testing must be performed. One specific target of integration testing is the interface: whether parameters match on both sides as to type, permissible ranges, meaning and utilization.

Edusources.in

# Software Testing



**Fig. 30 : Three different integration approaches**

# *Software Testing*

---

## **System Testing**

Of the three levels of testing, the system level is closest to everyday experiences. We test many things; a used car before we buy it, an on-line cable network service before we subscribe, and so on. A common pattern in these familiar forms is that we evaluate a product in terms of our expectations; not with respect to a specification or a standard. Consequently, goal is not to find faults, but to demonstrate performance. Because of this we tend to approach system testing from a functional standpoint rather than from a structural one. Since it is so intuitively familiar, system testing in practice tends to be less formal than it might be, and is compounded by the reduced testing interval that usually remains before a delivery deadline.

Petschenik gives some guidelines for choosing test cases during system testing.

Edusources.in



# Software Testing

During system testing, we should evaluate a number of attributes of the software that are vital to the user and are listed in Fig. 31. These represent the operational correctness of the product and may be part of the software specifications.

<b>Usable</b>	Is the product convenient, clear, and predictable?
<b>Secure</b>	Is access to sensitive data restricted to those with authorization?
<b>Compatible</b>	Will the product work correctly in conjunction with existing data, software, and procedures?
<b>Dependable</b>	Do adequate safeguards against failure and methods for recovery exist in the product?
<b>Documented</b>	Are manuals complete, correct, and understandable?

**Fig. 31 : Attributes of software to be tested during system testing**

# *Software Testing*

---

## **Validation Testing**

- o It refers to test the software as a complete product.
- o This should be done after unit & integration testing.
- o Alpha, beta & acceptance testing are nothing but the various ways of involving customer during testing.

Edusources.in

# *Software Testing*

---

## **Validation Testing**

- o IEEE has developed a standard (IEEE standard 1059-1993) entitled “ IEEE guide for software verification and validation “ to provide specific guidance about planning and documenting the tasks required by the standard so that the customer may write an effective plan.
- o Validation testing improves the quality of software product in terms of functional capabilities and quality attributes.

Edusources.in

# *Software Testing*

---

## **The Art of Debugging**

The goal of testing is to identify errors (bugs) in the program. The process of testing generates symptoms, and a program's failure is a clear symptom of the presence of an error. After getting a symptom, we begin to investigate the cause and place of that error. After identification of place, we examine that portion to identify the cause of the problem. This process is called debugging.

## **Debugging Techniques**

Pressman explained few characteristics of bugs that provide some clues.

1. "The symptom and the cause may be geographically remote. That is, the symptom may appear in one part of a program, while the cause may actually be located in other part. Highly coupled program structures may complicate this situation.
2. The symptom may disappear (temporarily) when another error is corrected.

# Software Testing

---

3. The symptom may actually be caused by non errors (e.g. round off inaccuracies).
4. The symptom may be caused by a human error that is not easily traced.
5. The symptom may be a result of timing problems rather than processing problems.
6. It may be difficult to accurately reproduce input conditions (e.g. a real time application in which input ordering is indeterminate).
7. The symptom may be intermittent. This is particularly common in embedded system that couple hardware with software inextricably.
8. The symptom may be due to causes that are distributed across a number of tasks running on different processors”.

Edusources.in

# *Software Testing*

---

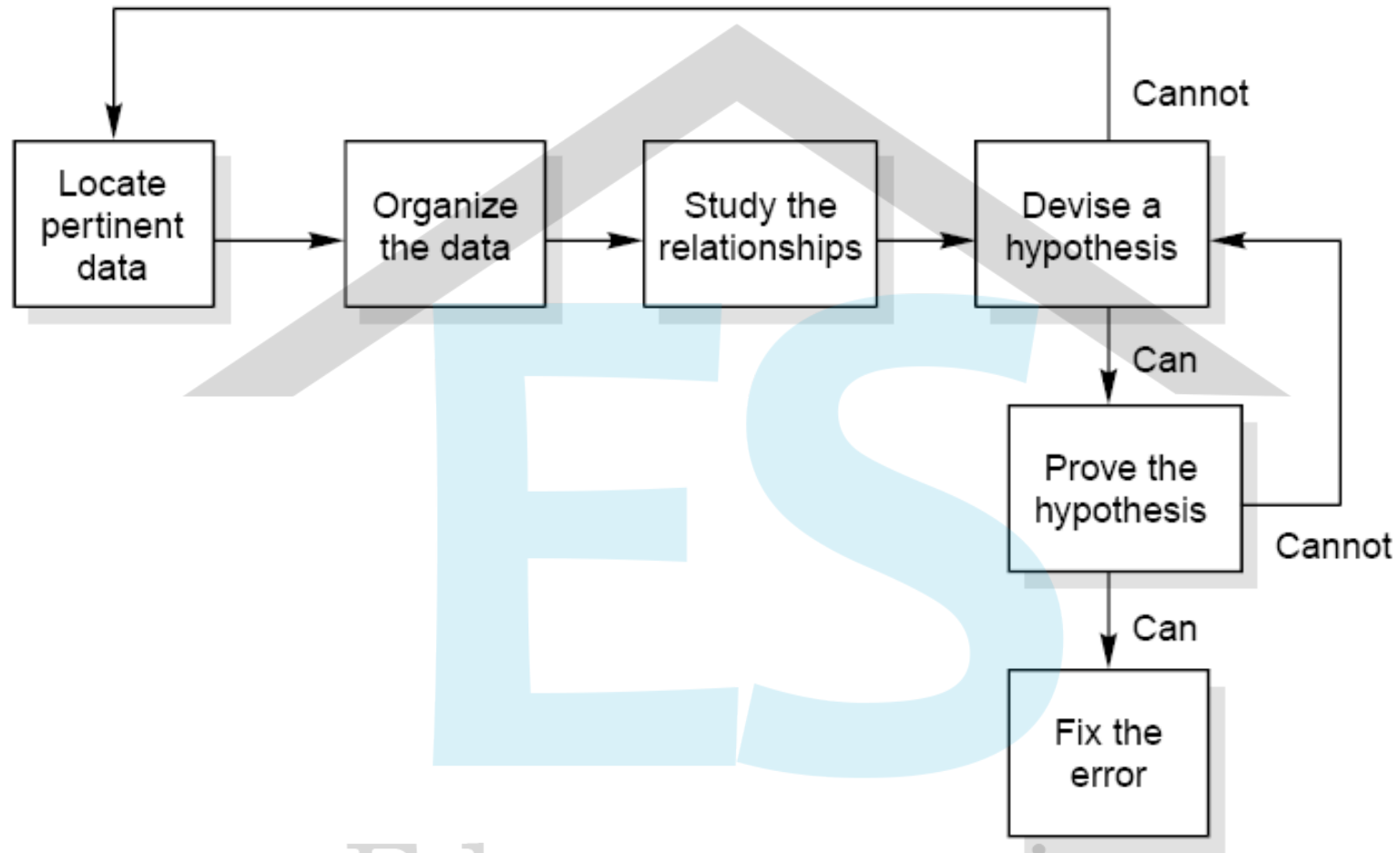
## **Induction approach**

- Locate the pertinent data
- Organize the data
- Devise a hypothesis
- Prove the hypothesis

Edusources.in

# Software Testing

---



**Fig. 32 : The inductive debugging process**

# *Software Testing*

---

## **Deduction approach**

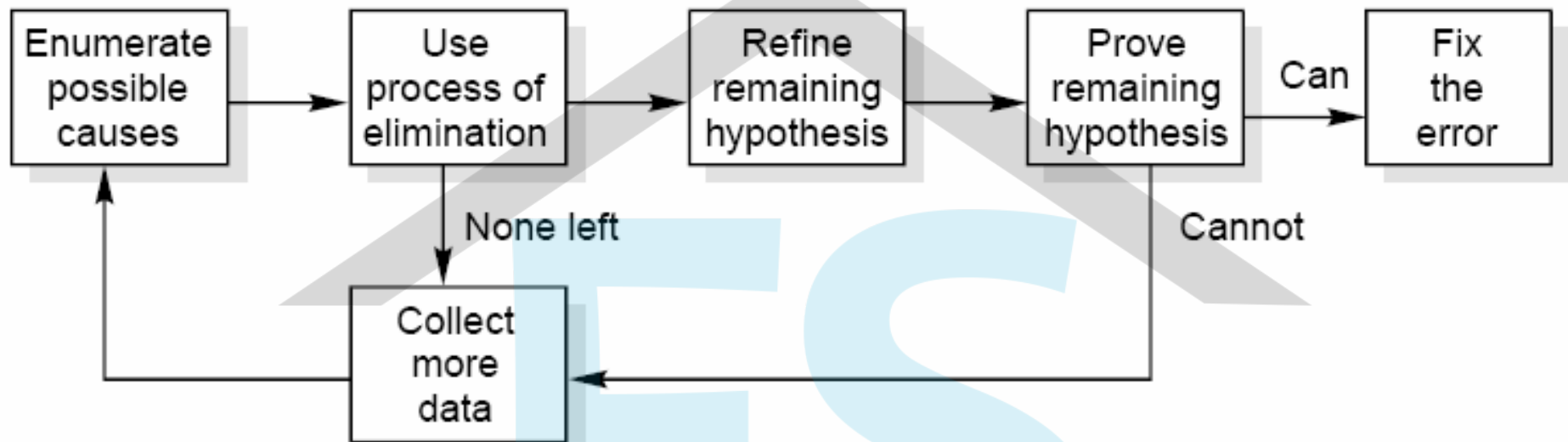
- Enumerate the possible causes or hypotheses
- Use the data to eliminate possible causes
- Refine the remaining hypothesis
- Prove the remaining hypothesis

Edusources.in



# Software Testing

---



**Fig. 33 : The inductive debugging process**

Edusources.in

# *Software Testing*

---

## **Testing Tools**

One way to improve the quality & quantity of testing is to make the process as pleasant as possible for the tester. This means that tools should be as concise, powerful & natural as possible.

The two broad categories of software testing tools are :

- Static
- Dynamic

Edusources.in

# Software Testing

---

There are different types of tools available and some are listed below:

1. Static analyzers, which examine programs systematically and automatically.
2. Code inspectors, who inspect programs automatically to make sure they adhere to minimum quality standards.
3. standards enforcers, which impose simple rules on the developer.
4. Coverage analysers, which measure the extent of coverage.
5. Output comparators, used to determine whether the output in a program is appropriate or not.

Edusources.in

# *Software Testing*

---

- 6. Test file/ data generators, used to set up test inputs.
- 7. Test harnesses, used to simplify test operations.
- 8. Test archiving systems, used to provide documentation about programs.

Edusources.in

# Multiple Choice Questions

---

Note: Choose most appropriate answer of the following questions:

8.1 Software testing is:

- (a) the process of demonstrating that errors are not present
- (b) the process of establishing confidence that a program does what it is supposed to do
- (c) the process of executing a program to show it is working as per specifications
- (d) the process of executing a program with the intent of finding errors

8.2 Software mistakes during coding are known as:

- (a) failures
- (b) defects
- (c) bugs
- (d) errors

8.3 Functional testing is known as:

- (a) Structural testing
- (b) Behavior testing
- (c) Regression testing
- (d) None of the above

8.4 For a function of  $n$  variables, boundary value analysis yields:

- (a)  $4n+3$  test cases
- (b)  $4n+1$  test cases
- (c)  $n+4$  test cases
- (d) None of the above

## Multiple Choice Questions

---

- 8.5 For a function of two variables, how many cases will be generated by robustness testing?
- (a) 9 (b) 13  
(c) 25 (d) 42
- 8.6 For a function of  $n$  variables robustness testing of boundary value analysis yields:
- (a)  $4n+1$  (b)  $4n+3$   
(c)  $6n+1$  (d) None of the above
- 8.7 Regression testing is primarily related to:
- (a) Functional testing (b) Data flow testing  
(c) Development testing (d) Maintenance testing
- 8.8 A node with indegree=0 and out degree  $\neq 0$  is called
- (a) Source node (b) Destination node  
(c) Transfer node (d) None of the above
- 8.9 A node with indegree  $\neq 0$  and out degree=0 is called
- (a) Source node (b) Predicate node  
(c) Destination node (d) None of the above

# Multiple Choice Questions

---

8.10 A decision table has

- (a) Four portions
- (b) Three portions
- (c) Five portions
- (d) Two portions

8.11 Beta testing is carried out by

- (a) Users
- (b) Developers
- (c) Testers
- (d) All of the above

8.12 Equivalence class partitioning is related to

- (a) Structural testing
- (b) Blackbox testing
- (c) Mutation testing
- (d) All of the above

8.13 Cause effect graphing techniques is one form of

- (a) Maintenance testing
- (b) Structural testing
- (c) Function testing
- (d) Regression testing

8.14 During validation

- (a) Process is checked
- (b) Product is checked
- (c) Developer's performance is evaluated
- (d) The customer checks the product

# *Multiple Choice Questions*

---

8.15 Verification is

- (a) Checking the product with respect to customer's expectation
- (b) Checking the product with respect to specifications
- (c) Checking the product with respect to the constraints of the project
- (d) All of the above

8.16 Validation is

- (a) Checking the product with respect to customer's expectation
- (b) Checking the product with respect to specifications
- (c) Checking the product with respect to the constraints of the project
- (d) All of the above

8.17 Alpha testing is done by

- (a) Customer
- (b) Tester
- (c) Developer
- (d) All of the above

8.18 Site for Alpha testing is

- (a) Software company
- (b) Installation place
- (c) Any where
- (d) None of the above



# Multiple Choice Questions

---

8.19 Site for Beta testing is

- (a) Software company
- (b) User's site
- (c) Any where
- (d) All of the above

8.20 Acceptance testing is done by

- (a) Developers
- (b) Customers
- (c) Testers
- (d) All of the above

8.21 One fault may lead to

- (a) One failure
- (b) No failure
- (c) Many failure
- (d) All of the above

8.22 Test suite is

- (a) Set of test cases
- (b) Set of inputs
- (c) Set of outputs
- (d) None of the above

8.23 Behavioral specification are required for:

- (a) Modeling
- (b) Verification
- (c) Validation
- (d) None of the above

Edusources.in

# Multiple Choice Questions

---

- 8.24 During the development phase, the following testing approach is not adopted
- (a) Unit testing
  - (b) Bottom up testing
  - (c) Integration testing
  - (d) Acceptance testing
- 8.25 Which is not a functional testing technique?
- (a) Boundary value analysis
  - (b) Decision table
  - (c) Regression testing
  - (d) None of the above
- 8.26 Decision table are useful for describing situations in which:
- (a) An action is taken under varying sets of conditions.
  - (b) Number of combinations of actions are taken under varying sets of conditions
  - (c) No action is taken under varying sets of conditions
  - (d) None of the above
- 8.27 One weakness of boundary value analysis and equivalence partitioning is
- (a) They are not effective
  - (b) They do not explore combinations of input circumstances
  - (c) They explore combinations of input circumstances
  - (d) None of the above

## Multiple Choice Questions

---

- 8.28 In cause effect graphing technique, cause & effect are related to
- (a) Input and output
  - (b) Output and input
  - (c) Destination and source
  - (d) None of the above
- 8.29 DD path graph is called as
- (a) Design to Design Path graph
  - (b) Defect to Defect Path graph
  - (c) Destination to Destination Path graph
  - (d) Decision to decision Path graph
- 8.30 An independent path is
- (a) Any path through the DD path graph that introduce at least one new set of processing statements or new conditions
  - (b) Any path through the DD path graph that introduce at most one new set of processing statements or new conditions
  - (c) Any path through the DD path graph that introduce at one and only one new set of processing statements or new conditions
  - (d) None of the above
- 8.31 Cyclomatic complexity is developed by
- (a) B.W.Boehm
  - (b) T.J.McCabe
  - (c) B.W.Lettlewood
  - (d) Victor Basili

## Multiple Choice Questions

---

8.32 Cyclomatic complexity is denoted by

- (a)  $V(G) = e - n + 2P$
- (b)  $V(G) = \prod + 1$
- (c)  $V(G)$  = Number of regions of the graph
- (d) All of the above

8.33 The equation  $V(G) = \prod + 1$  of cyclomatic complexity is applicable only if every predicate node has

- (a) two outgoing edges
- (b) three or more outgoing edges
- (c) no outgoing edges
- (d) none of the above

8.34 The size of the graph matrix is

- (a) Number of edges in the flow graph
- (b) Number of nodes in the flow graph
- (c) Number of paths in the flow graph
- (d) Number of independent paths in the flow graph

Edusources.in

# Multiple Choice Questions

---

8.35 Every node is represented by

- (a) One row and one column in graph matrix
- (b) Two rows and two columns in graph matrix
- (c) One row and two columns in graph matrix
- (d) None of the above

8.36 Cyclomatic complexity is equal to

- (a) Number of independent paths
- (b) Number of paths
- (c) Number of edges
- (d) None of the above

8.37 Data flow testing is related to

- (a) Data flow diagrams
- (b) E-R diagrams
- (c) Data dictionaries
- (d) none of the above

8.38 In data flow testing, objective is to find

- (a) All dc-paths that are not du-paths
- (b) All du-paths
- (c) All du-paths that are not dc-paths
- (d) All dc-paths

Edusources.in

# Multiple Choice Questions

---

8.39 Mutation testing is related to

- (a) Fault seeding
- (b) Functional testing
- (c) Fault checking
- (d) None of the above

8.40 The overhead code required to be written for unit testing is called

- (a) Drivers
- (b) Stubs
- (c) Scaffolding
- (d) None of the above

8.41 Which is not a debugging techniques

- (a) Core dumps
- (b) Traces
- (c) Print statements
- (d) Regression testing

8.42 A break in the working of a system is called

- (a) Defect
- (b) Failure
- (c) Fault
- (d) Error

8.43 Alpha and Beta testing techniques are related to

- (a) System testing
- (b) Unit testing
- (c) acceptance testing
- (d) Integration testing

Edusources.in

# Multiple Choice Questions

---

8.44 Which one is not the verification activity

- (a) Reviews
- (b) Path testing
- (c) Walkthrough
- (d) Acceptance testing

8.45 Testing the software is basically

- (a) Verification
- (b) Validation
- (c) Verification and validation
- (d) None of the above

8.46 Integration testing techniques are

- (a) Topdown
- (b) Bottom up
- (c) Sandwich
- (d) All of the above

8.47 Functionality of a software is tested by

- (a) White box testing
- (b) Black box testing
- (c) Regression testing
- (d) None of the above

8.48 Top down approach is used for

- (a) Development
- (b) Identification of faults
- (c) Validation
- (d) Functional testing

Edusources.in

# *Multiple Choice Questions*

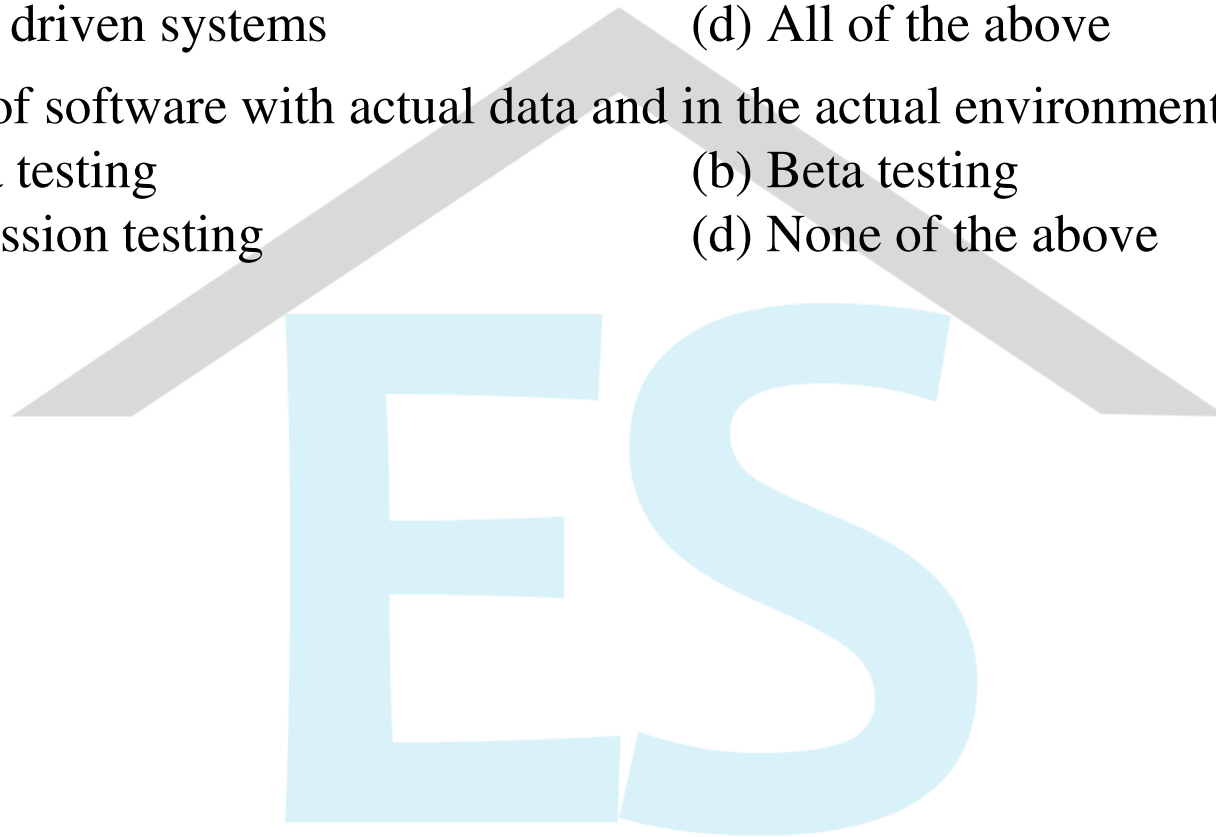
---

8.49 Thread testing is used for testing

- (a) Real time systems
- (b) Object oriented systems
- (c) Event driven systems
- (d) All of the above

8.50 Testing of software with actual data and in the actual environment is called

- (a) Alpha testing
- (b) Beta testing
- (c) Regression testing
- (d) None of the above



Edusources.in



# Exercises

---

- 8.1 What is software testing? Discuss the role of software testing during software life cycle and why is it so difficult?
- 8.2 Why should we test? Who should do the testing?
- 8.3 What should we test? Comment on this statement. Illustrate the importance of testing
- 8.4 Define the following terms:
- |           |              |
|-----------|--------------|
| (i) fault | (ii) failure |
| (iii) bug | (iv) mistake |
- 8.5 What is the difference between
- (i) Alpha testing & beta testing
  - (ii) Development & regression testing
  - (iii) Functional & structural testing
- 8.6 Discuss the limitation of testing. Why do we say that complete testing is impossible?

# Exercises

---

8.7 Briefly discuss the following

- (i) Test case design, Test & Test suite
- (ii) Verification & Validation
- (iii) Alpha, beta & acceptance testing

8.8 Will exhaustive testing (even if possible for every small programs) guarantee that the program is 100% correct?

8.9 Why does software fail after it has passed from acceptance testing? Explain.

8.10 What are various kinds of functional testing? Describe any one in detail.

8.11 What is a software failure? Explain necessary and sufficient conditions for software failure. Mere presence of faults means software failure. Is it true? If not, explain through an example, a situation in which a failure will definitely occur.

8.12 Explain the boundary value analysis testing techniques with the help of an example.

# Exercises

---

8.13 Consider the program for the determination of next date in a calendar. Its input is a triple of day, month and year with the following range

$$1 \leq \text{month} \leq 12$$

$$1 \leq \text{day} \leq 31$$

$$1900 \leq \text{year} \leq 2025$$

The possible outputs would be Next date or invalid date. Design boundary value, robust and worst test cases for this programs.

8.14 Discuss the difference between worst test case and adhoc test case performance evaluation by means of testing. How can we be sure that the real worst case has actually been observed?

8.15 Describe the equivalence class testing method. Compare this with boundary value analysis techniques

# Exercises

---

8.16 Consider a program given below for the selection of the largest of numbers

```
main()
{
    float A,B,C;
    printf("Enter three values\n");
    scanf("%f%f%f", &A,&B,&C);
    printf("\n Largest value is");
    if (A>B)
    {
        if (A>C)
            printf("%f\n",A);
        else
            printf("%f\n",C);
    }
    else
    {
        if (C>B)
            printf("%f\n",C);
        else
            printf("%f\n",B);
    }
}
```

# Exercises

---

- (i) Design the set of test cases using boundary value analysis technique and equivalence class testing technique.
- (ii) Select a set of test cases that will provide 100% statement coverage.
- (iii) Develop a decision table for this program.

8.17 Consider a small program and show, why is it practically impossible to do exhaustive testing?

8.18 Explain the usefulness of decision table during testing. Is it really effective? Justify your answer.

8.19 Draw the cause effect graph of the program given in exercise 8.16.

8.20 Discuss cause effect graphing technique with an example.

8.21 Determine the boundary value test cases the extended triangle problem that also considers right angle triangles.

## Exercises

---

- 8.22 Why does software testing need extensive planning? Explain.
- 8.23 What is meant by test case design? Discuss its objectives and indicate the steps involved in test case design.
- 8.24 Let us consider an example of grading the students in an academic institution. The grading is done according to the following rules:

<i>Marks obtained</i>	<i>Grade</i>
80–100	Distinction
60–79	First division
50–59	Second division
40–49	Third division
0–39	Fail

Generate test cases using equivalence class testing technique

Edusources.in

## Exercises

---

8.25 Consider a program to determine whether a number is 'odd' or 'even' and print the message

NUMBER IS EVEN

Or

NUMBER IS ODD

The number may be any valid integer.

Design boundary value and equivalence class test cases.

8.26 Admission to a professional course is subject to the following conditions:

(a) Marks in Mathematics  $\geq$  60

(b) Marks in Physics  $\geq$  50

(c) Marks in Chemistry  $\geq$  40

(d) Total in all three subjects  $\geq$  200

Or

Total in Mathematics and Physics  $\geq$  150

# Exercises

---

If aggregate marks of an eligible candidate are more than 225, he/she will be eligible for honors course, otherwise he/she will be eligible for pass course. The program reads the marks in the three subjects and generates the following outputs:

- (a) Not Eligible
- (b) Eligible to Pass Course
- (c) Eligible to Honors Course

Design test cases using decision table testing technique.

- 8.27 Draw the flow graph for program of largest of three numbers as shown in exercise 8.16. Find out all independent paths that will guarantee that all statements in the program have been tested.
- 8.28 Explain the significance of independent paths. Is it necessary to look for a tool for flow graph generation, if program size increases beyond 100 source lines?
- 8.29 Discuss the structure testing. How is it different from functional testing?

Edusources.in



## Exercises

---

- 8.30 What do you understand by structural testing? Illustrate important structural testing techniques.
- 8.31 Discuss the importance of path testing during structural testing.
- 8.32 What is cyclomatic complexity? Explain with the help of an example.
- 8.33 Is it reasonable to define “thresholds” for software modules? For example, is a module acceptable if its  $V(G) \leq 10$ ? Justify your answer.
- 8.34 Explain data flow testing. Consider an example and show all “du” paths. Also identify those “du” paths that are not “dc” paths.
- 8.35 Discuss the various steps of data flow testing.
- 8.36 If we perturb a value, changing the current value of 100 by 1000, what is the effect of this change? What precautions are required while designing the test cases?

# Exercises

---

- 8.37 What is the difference between white and black box testing? Is determining test cases easier in black or white box testing? Is it correct to claim that if white box testing is done properly, it will achieve close to 100% path coverage?
- 8.38 What are the objectives of testing? Why is the psychology of a testing person important?
- 8.39 Why does software fail after it has passed all testing phases? Remember, software, unlike hardware does not wear out with time.
- 8.40 What is the purpose of integration testing? How is it done?
- 8.41 Differentiate between integration testing and system testing.
- 8.42 Is unit testing possible or even desirable in all circumstances? Provide examples to Justify your answer?
- 8.43 Peteschienik suggested that a different team than the one that does integration testing should carry out system testing. What are some good reasons for this?

# Exercises

---

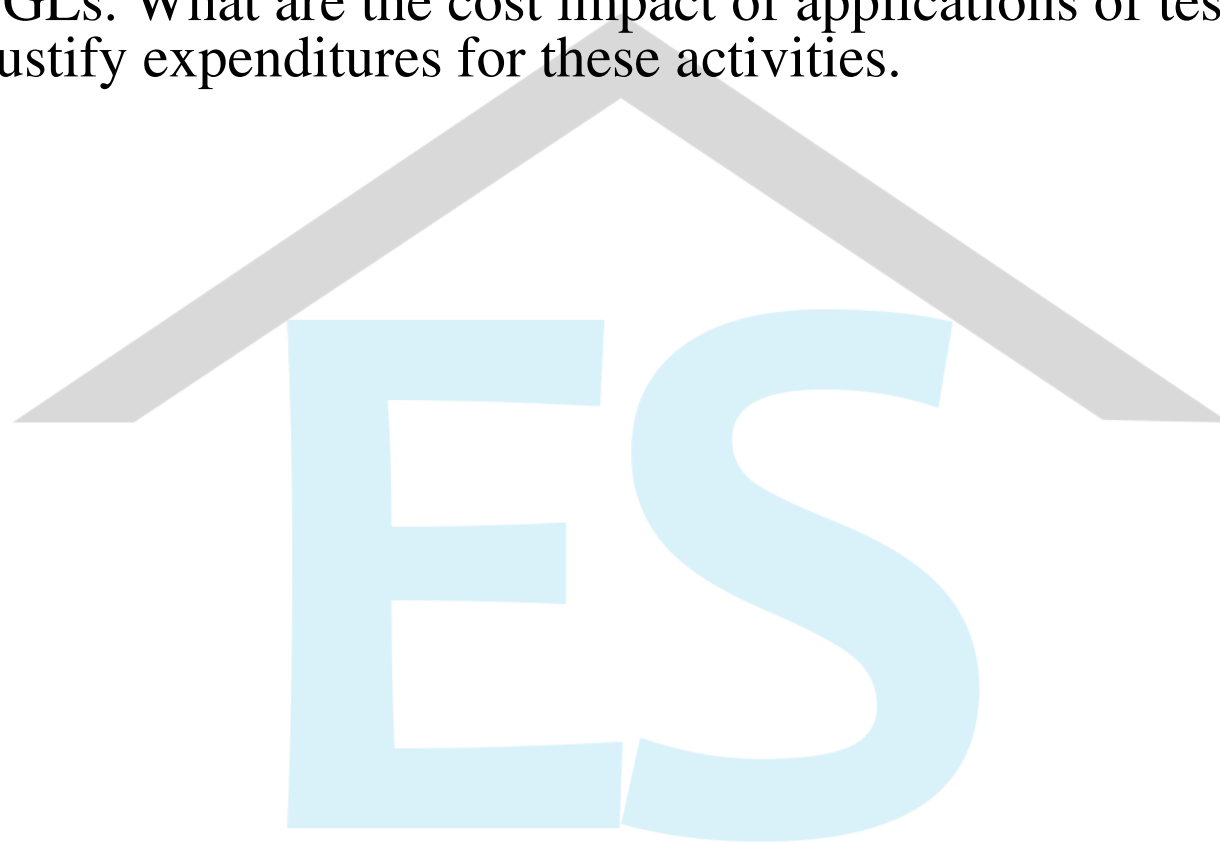
- 8.44 Test a program of your choice, and uncover several program errors. Localise the main route of these errors, and explain how you found the courses. Did you use the techniques of Table 8? Explain why or why not.
- 8.45 How can design attributes facilitate debugging?
- 8.46 List some of the problem that could result from adding debugging statements to code. Discuss possible solutions to these problems.
- 8.47 What are various debugging approaches? Discuss them with the help of examples.
- 8.48 Researchers and practitioners have proposed several mixed testing strategies intended to combine advantages of various techniques discussed in this chapter. Propose your own combination, perhaps also using some kind of random testing at selected points.
- 8.49 Design a test set for a spell checker. Then run it on a word processor having a spell checker, and report on possible inadequacies with respect to your requirements.

Edusources.in

## *Exercises*

---

8.50 4 GLs represent a major step forward in the development of automatic program generation. Explain the major advantage & disadvantage in the use of 4 GLs. What are the cost impact of applications of testing and how do you justify expenditures for these activities.



Edusources.in