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B.M.S. College of Engineering, Bengaluru-560019

Autonomous Institute Affiliated to VTU

April 2025 Semester End Make-Up Examinations

Programme: B.E.

Semester: VII

Branch: Computer Science and Engineering

Duration: 3 hrs.

Course Code: 22CS7PEHCI

Max Marks: 100

Course: Human Computer Interaction, Virtual & Augmented Reality

Instructions: 1. Answer any FIVE full questions, choosing one full question from each unit.
2. Missing data, if any, may be suitably assumed.

| UNIT - I | | | CO | PO | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------|---|------------|------------|--------------|--|---------------------|------------------------|-------------------------|--|--|--------|--------------------|----------------------|------|----------------------|------------------|-------------|-----------|-----------------|----------------------------|--|--|--------|--------------------|------------------------|---------------|-----------------|--|------------|-----------------------|-----------------------|------------|-----------------|--------------------------|----------|-----------------|--------------------|----------|----------------------|--------------------------|
| 1 | a) | Define vision and discuss human eye and visual perception with a neat diagram. | <i>CO1</i> | <i>PO1</i> | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | b) | Discuss different devices involved in position, pointing and drawing. | <i>CO1</i> | <i>PO1</i> | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | c) | Discuss the type of memory and explain with an example the STM? | <i>CO1</i> | <i>PO1</i> | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | a) | Explain the execution, evaluation cycle of interaction. | <i>CO1</i> | <i>PO1</i> | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | b) | With a neat diagram explain the framework for human computer interactions. | <i>CO1</i> | <i>PO1</i> | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | c) | Consider the following table and explain the differences between real and virtual crackers with interactions. | <i>CO1</i> | <i>PO1</i> | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Real cracker</th> <th>Virtual cracker</th> </tr> </thead> <tbody> <tr> <td>Surface elements</td> <td></td> <td></td> </tr> <tr> <td>Design</td> <td>Cheap and cheerful</td> <td>Simple page/graphics</td> </tr> <tr> <td>Play</td> <td>Plastic toy and joke</td> <td>Web toy and joke</td> </tr> <tr> <td>Dressing Up</td> <td>Paper hat</td> <td>Mask to cut out</td> </tr> <tr> <td>Experienced effects</td> <td></td> <td></td> </tr> <tr> <td>Shared</td> <td>Offered to another</td> <td>Sent by email, message</td> </tr> <tr> <td>Co-experience</td> <td>Pulled together</td> <td>Sender can't see content until opened by recipient</td> </tr> <tr> <td>Excitement</td> <td>Cultural connotations</td> <td>Recruited expectation</td> </tr> <tr> <td>Hiddenness</td> <td>Contents inside</td> <td>First page – no contents</td> </tr> <tr> <td>Suspense</td> <td>Pulling cracker</td> <td>Slow...page change</td> </tr> <tr> <td>Surprise</td> <td>Bang (when it works)</td> <td>WAV file (when it works)</td> </tr> </tbody> </table> | | | | | | | Real cracker | Virtual cracker | Surface elements | | | Design | Cheap and cheerful | Simple page/graphics | Play | Plastic toy and joke | Web toy and joke | Dressing Up | Paper hat | Mask to cut out | Experienced effects | | | Shared | Offered to another | Sent by email, message | Co-experience | Pulled together | Sender can't see content until opened by recipient | Excitement | Cultural connotations | Recruited expectation | Hiddenness | Contents inside | First page – no contents | Suspense | Pulling cracker | Slow...page change | Surprise | Bang (when it works) | WAV file (when it works) |
| | Real cracker | Virtual cracker | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Surface elements | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Design | Cheap and cheerful | Simple page/graphics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Play | Plastic toy and joke | Web toy and joke | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dressing Up | Paper hat | Mask to cut out | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Experienced effects | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shared | Offered to another | Sent by email, message | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Suspense | Pulling cracker | Slow...page change | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Surprise | Bang (when it works) | WAV file (when it works) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Important Note: Completing your answers, compulsorily draw diagonal cross lines on the remaining blank pages. Revealing of identification, appeal to evaluator will be treated as malpractice.

| UNIT - II | | | | | |
|-------------------|----|--|------------|------------|-----------|
| 3 | a) | Discuss GOMS model | <i>CO1</i> | <i>PO1</i> | 5 |
| | b) | Analyse the following code with GOMS model. GOAL: ICONIZE-WINDOW <ul style="list-style-type: none"> . [SELECT GOAL: USE-CLOSE-METHOD . . MOVE-MOUSE-TO-WINDOW-HEADER . . POP-UP-MENU . . CLICK-OVER-CLOSE-OPTION . . GOAL: USE-L7-METHOD . . PRESS-L7-KEY1 <p>The dots are used to indicate to indicate the hierarchical level of goals.</p> | <i>CO1</i> | <i>PO1</i> | 5 |
| | c) | Create a GOMS description of the task of photocopying an article from a journal. Discuss the issues of closure in terms of your GOMS description. | <i>CO1</i> | <i>PO1</i> | 10 |
| OR | | | | | |
| 4 | a) | What is cognitive complexity theory? Explain this theory with CCT production rules. | <i>CO1</i> | <i>PO1</i> | 10 |
| | b) | Discuss the pros and cons of the following i. BNF ii. Task-Action Grammar | <i>CO1</i> | <i>PO1</i> | 10 |
| UNIT - III | | | | | |
| 5 | a) | Discuss the evolution of AR. | <i>CO2</i> | <i>PO2</i> | 6 |
| | b) | Discuss any 4 applications of AR. | <i>CO2</i> | <i>PO2</i> | 6 |
| | c) | Identify, why the following examples are not AR, Justify your answer in one sentence. i. Pre Recorded Video ii. Looking at a 3D model displayed on your computer screen, unrelated to the physical world. iii. Head-Up Displays (HUDs) in Cars. iv. Snapchat Filters That Only Modify the Face v. 3D Cinema vi. A hologram of an object projected into mid-air, independent of the environment. vii. Google Earth on desktop. | <i>CO2</i> | <i>PO2</i> | 8 |
| OR | | | | | |
| 6 | a) | Discuss image formation in Pin -whole camera with neat diagram. | <i>CO2</i> | <i>PO2</i> | 6 |
| | b) | Define Transformation. Explain Expanding and shrinking with neat diagram. | <i>CO2</i> | <i>PO2</i> | 6 |
| | c) | Explain the following with matrices. i. Cartesian Coordinate system. ii. Homogeneous coordinate system. | <i>CO2</i> | <i>PO2</i> | 8 |

| | | UNIT - IV | | | | | |
|-----------------|----|---|--|------------|------------|-----------|--|
| 7 | a) | Discuss POIST algorithm. Explain pose estimation with Homography with neat diagram and derivation. | | <i>CO2</i> | <i>PO2</i> | 10 | |
| | b) | Image is captured by the camera with a resolution of 900x780 write the intrinsic matrix. | | <i>CO2</i> | <i>PO2</i> | 10 | |
| OR | | | | | | | |
| 8 | a) | Discuss the camera calibration using Direct Linear Transformation. | | <i>CO2</i> | <i>PO2</i> | 10 | |
| | b) | Discuss the Camera calibration using a 2D pattern. | | <i>CO2</i> | <i>PO2</i> | 10 | |
| UNIT - V | | | | | | | |
| 9 | a) | List & explain core game components relating to Unity UI development. And write a step involved to Display a “hello world” UI text message. | | <i>CO3</i> | <i>PO3</i> | 10 | |
| | c) | With neat diagram, Explain the Rect Transform Anchor presents panel when Shift and Alt pressed. | | <i>CO3</i> | <i>PO3</i> | 10 | |
| OR | | | | | | | |
| 10 | a) | With illustrations, explain creation of UI button to reveal an image. | | <i>CO3</i> | <i>PO3</i> | 10 | |
| | b) | With a neat diagram and code explain displaying a radar to indicate relative locations of objects. | | <i>CO3</i> | <i>PO3</i> | 10 | |
